



1. Purpose

The Limestone District School Board (“LDSB” or the “Board”) acknowledges and affirms the existence and impacts of historical and ongoing systemic discrimination and recognizes the need for and importance of anti-colonial, anti-oppressive, anti-racist, and anti-discriminatory approaches and actions to prevent and address discrimination, as well as respectful learning and working environments.

LDSB is committed to creating an equitable, inclusive, and accessible school and work climate that upholds the Ontario Human Rights Code (the “Code”), the Canadian Charter of Rights and Freedoms, the Universal Declaration of Human Rights, and the United Nations Declaration on the Rights of Indigenous Peoples. This administrative procedure affirms our commitment to creating an environment where all students, staff, and members of the broader school community feel comfortable, accepted, and that human rights are protected and respected. This administrative procedure is implemented through related LDSB administrative procedures, guidelines, and LDSB complaint mechanisms.

2. Scope and Application

This administrative procedure prohibits discrimination and harassment related to any of the protected grounds under the Code and applies to all LDSB Community Members which consists of students, parents/guardians, full-time, part-time, temporary, probationary, casual and contract employees, , permit holders, vendors, service providers, contractors, volunteers, visitors, bargaining agents and associations, and all other persons invited to, or who work on, Board property. Where there is any inconsistency between this administrative procedure and other Board procedures or guidelines, this procedure shall prevail. All new procedures, guidelines, and revisions to existing ones shall be in compliance with this administrative procedure.

This administrative procedure covers the conduct of LDSB community members which interferes with the learning and working environment, and the conduct of LDSB employees



which interferes with LDSB’s operational interests or public reputation. The conduct does not have to take place within the physical confines of LDSB’s premises and includes the “extended workplace” or “extended learning environment”. This includes conduct online, on social media, or events that occur outside of the physical learning or working environment or regular work/school hours, but which have implications for school and work climates such as work or school trips, staff social activities or other work/school-related functions.

3. Definitions

Allegation is an unproven claim or assertion based on an individual’s belief that a LDSB community member has done something that violates this administrative procedure.

Balance of Probabilities is the standard of proof upon which findings of fact will be made and is satisfied where a reasonable proposition is more probable than not, and more probable based on the evidence than any other proposition.

Complainant is any LDSB community member who makes a complaint that discrimination or harassment has occurred contrary to this administrative procedure and related administrative procedures and guidelines.

Discrimination is an adverse differential impact, regardless of intent, based on a protected ground of discrimination under the Code that results in harm to an individual or group of individuals by violating dignity, inherent worth, and/or limiting full, equal, and meaningful access to Social Areas recognized under the Code, such as education services, employment, vocational associations, and contracts, that are available to other members of society.

Early/Informal Resolution is a remedial and restorative process for the early and expedient resolution of complaints of discrimination or harassment and may be appropriate in certain circumstances.

Equality is when all people within a specific society or isolated group have the same status in certain respects, including civil rights, freedom of speech, property rights, and equal access to certain social goods and services.

Equity takes into consideration the fact that the social identifiers (ability, race, gender, socioeconomic status, etc.) do, in fact, affect equality. In an equitable environment, an individual or a group would be given what was needed to give them equal advantage. This



would not necessarily be equal to what others were receiving. It could be more or different. Equity is an ideal and a goal, not a process. It ensures that everyone has the resources they need to succeed. For example, a student with a reading disability might receive audiobooks and extra time on tests so that they can access the curriculum like their peers.

Grounds of Discrimination are the seventeen (17) enumerated categories upon which discrimination is prohibited under the Code and this administrative procedure. The grounds of discrimination are described section 4.0.

Hate Crime means a criminal offense that is committed against a person or property and motivated in whole or in part by bias, prejudice, or hatred based on a Code-protected ground. This includes, but is not limited to, hate-motivated violence, incitement of hate or 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 Code-protected grounds.

Hate Incident means non-criminal conduct that is motivated in whole or in part by bias, prejudice, or hate against an individual or group on the basis of a Code-protected ground. The conduct can be verbal, nonverbal, or written, and may manifest itself in the form of slurs, insults, harassment, abusive gestures, taunting, displays of offensive materials or hate symbols, or other acts which may intimidate, degrade, and/or marginalize the targeted individual or group. A hate incident can encompass situations in which the conduct is directed against people associated, or perceived to be associated, with individuals or groups identified with one of the Code-protected grounds.

Harassment is a course of vexatious comment or conduct based on a protected ground of discrimination that is known or ought reasonably to be known to be unwelcome.

LDSB Community Members are students, parents/guardians, trustees, full-time, part-time, temporary, probationary, casual and contract employees, permit holders, vendors, service providers, contractors, volunteers, visitors, bargaining agents and associations, and all other persons invited to, or who work on, Board property.

LDSB Complaint Mechanism is any LDSB process, as established through applicable LDSB policies, procedures, collective agreements, and/or terms and conditions, for addressing complaints.

LDSB Employees are post-secondary co-op/practicum students, full-time, part-time, temporary, probationary, casual, and contract employees.



Managerial/Supervisory Staff include all staff in LDSB learning and working environments who exercise supervisory authority, de facto supervisory authority, or significant responsibility over students and/or employees and carry responsibility for addressing incidents/complaints of discrimination.

Mediation is a possible early resolution process and involves a neutral third party who acts as a facilitator to assist the parties in reaching a negotiated, mutually agreeable settlement.

Prejudice is a prejudgment or preconceived opinion, feeling, or belief, usually negative, often based on stereotypes, that includes feelings such as dislike or contempt against a person or social group and is often enacted as discrimination or other negative behavior.

Related LDSB Administrative Procedures and Guidelines are other human rights related documents through which this administrative procedure is implemented. They include AP 105: Equity and Inclusive Education, AP 350: Codes of Conduct, AP 352: Student Clothing, AP 353: Progressive Discipline and Promoting Positive Student Behaviour, AP 376: Student Human Rights Incidents and Complaints, AP 400: Equitable Recruitment, Retention & Promotion, AP 405: Understanding Harassment and Discrimination, Guidelines on Supporting Gender Identity and Gender Expression, Prohibiting the use of the N-word.

Restorative Practices offer an alternative to traditional disciplinary actions that center on punishment for misbehaviours. Restorative practices focus on resolving conflict, repairing harm, and healing relationships.

Reprisal is an action, or threat, implied or explicit, that is intended as retaliation against a LDSB Community Member for reporting an incident, asserting their rights, or making a complaint under this human rights procedure, and related administrative procedures and guidelines, or against someone who has participated in a process under this administrative procedure or complaint mechanisms. This includes threats against a complainant, respondent, witness, or investigator.

Respondent is anyone who has a complaint made against them under this administrative procedure or related administrative procedures and guidelines.

School Staff are LDSB employees who exercise supervision, responsibility and/or authority over students, including but not limited to: Teachers, Principals, Vice-Principals, Superintendents, Educational Assistants, Administrative Staff, Early Childhood Educators, Lunchroom Supervisors, Library Staff, etc.

Stereotypes are widely held, simplified, fixed, and overgeneralized beliefs about a group of people. Groups are often stereotyped on the basis of ability, sex, gender identity, race and



ethnicity, nationality, age, socioeconomic status, language, and so forth. Stereotypes are deeply embedded within social institutions and wider culture.

Student is anyone regardless of age, who is enrolled in any educational program offered by LDSB.

Vexatious Complaints are complaints that are inappropriate, unnecessary, and/or brought forward without sufficient merit, solely to harass, annoy, distress, demean, embarrass, and/or humiliate a LDSB Community Member. Vexatious Complaints are a violation of this administrative procedure. Examples of vexatious complaints may include making a complaint:

- Regarding a matter that has already been addressed or is currently being addressed through a LDSB complaint mechanism, creating duplicity of processes;
- Against a LDSB community member due to a personal adverse reaction, hurt feelings, or discomfort with the content or delivery of Board-directed training, education and/or professional development aligned with LDSB's commitment to equity, anti-racism, anti-oppression, de-colonized perspectives, dismantling discrimination, addressing historical disadvantage, promoting and supporting human rights, culturally responsive and relevant pedagogy, etc.;
- Solely in retaliation against a LDSB community member for making a complaint or
- To improperly circumvent a Board process.

Witnesses include LDSB community members with relevant information regarding an incident under investigation under this administrative procedure and related administrative procedures and complaint mechanisms.

4. Grounds of Discrimination

The [Ontario Human Rights Code](#) and this administrative procedure prohibit discrimination on the following grounds:



Age

You cannot be discriminated against because of your age where you work, live or go to get a service. Discrimination based on age can include ageism and stereotypes about younger or older individuals that result in adverse differential impact.

Citizenship

Discrimination based on citizenship status is a violation of the Code. All individuals, whether Canadian citizens, citizens from other countries, persons with dual citizenship, landed immigrants or permanent residents, refugees, and non-permanent residents, should not be treated differently or harassed.

Creed

Creed may also include non-religious belief systems that, like religion, substantially influence a person's identity, worldview and way of life such as the spiritual faiths/practices of Indigenous cultures, as well as newer religions (assessed on a case-by-case basis). The following characteristics are relevant when considering if a belief system is a creed under the Code and the human rights administrative procedure. A creed:

- is sincerely, freely and deeply held;
- is integrally linked to a person's identity, self-definition and fulfilment;
- is a particular and comprehensive, overarching system of belief that governs one's conduct and practices;
- addresses ultimate questions of human existence, including ideas about life, purpose, death, and the existence or non-existence of a Creator and/or a higher or different order of existence;
- has some "nexus" or connection to an organization or community that professes a shared system of belief.

Creed does not include secular, moral or ethical beliefs or political convictions. It does not extend to beliefs that incite hatred or violence against other individuals or groups, or to practices and observances that claim to have a religious basis, but which contravene international human rights standards or criminal law.



Disability

Disability covers a broad range and degree of visible and non-visible conditions, and includes past, present, or perceived disabilities of a learning, physical, developmental, or mental health nature.

Family Status

A parent and child-type relationship. Includes non-biological parent-and-child relationships including families formed through adoption, step-parent relationships, foster families, non-biological LGBTQ2+ parents, and all persons who are in a “parent-and-child-type” relationship. It also includes persons providing eldercare to aging parents or those in parent-type relationships. Family status covers a range of family forms, including lone-parent and blended families, and families where parents are in same-sex or common-law relationships.

Gender Identity and Gender Expression

- **Gender identity:** Each person’s internal and individual experience of gender. It is their sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person’s gender identity may be the same as or different from their birth-assigned sex. Gender identity is fundamentally different from a person’s sexual orientation.
- **Gender expression:** How a person publicly presents their gender. This can include behaviour and outward appearance such as dress, hair, make-up, body language and voice. A person’s chosen name and pronoun are also common ways of expressing gender.
- **Intentionally misgendering an individual,** such as refusing to acknowledge an individual by their preferred pronouns is a violation of this administrative procedure. Legitimate mistakes in identifying a person by their preferred pronouns may occur and will generally not be regarded as discrimination. However, all LDSB community members are expected to make good-faith efforts to correct and remedy those mistakes so that all LDSB community members can feel respected, included, and safe in LDSB teaching, working, and learning environments.



Marital Status

The status of being married, single, widowed, divorced, or separated. It includes the status of living with a person in a conjugal relationship outside of marriage and includes both same-sex and opposite-sex relationships.

Race or Race-Related Grounds

Race is often tied to other personal characteristics/related grounds such as ethnic origin, place of origin, creed, or ancestry. In addition to physical characteristics such as colour, the following characteristics are commonly racialized:

- Language
- Accent or manner of speech
- Name
- Clothing and grooming
- Diet and food
- Beliefs and practices
- Leisure preferences

Racist comment or conduct asserts either explicitly or implicitly that one racialized group is inherently superior to others, or that one racialized group is inherently inferior. Racist ideology can be openly displayed in discriminatory slurs/statements, jokes, or hate crimes, or it can be more deeply rooted in attitudes, values, and stereotypical beliefs that express themselves as free expressions or mere personal opinions.

Sex

Sex is related to a person's biological sex, male or female, and includes a broader notion of "gender," which can be described as the social characteristics attributed to each sex.

Pregnancy

The right to equal treatment without discrimination because of sex also applies to pregnancy. A person cannot be discriminated against because they are, were, or may



become pregnant, or because they had a baby. The term "pregnancy" includes all of the special needs and circumstances of a pregnant person and recognizes that the experiences of pregnancy will differ.

Sexual Orientation

Sexual orientation is an inherent personal characteristic that forms part of an individual's core identity and encompasses the range of human sexuality, including intimate emotional and romantic attachments and relationships.

Record of Offences (in employment)

A person cannot be discriminated against in employment because of a "record of offences." Record of offences is defined in the Code to mean a conviction for:

1. An offence in respect to which a pardon/record suspension has been granted under the Criminal Records Act (Canada) and has not been revoked, or
2. An offence in respect to any provincial enactment.

5. Forms of Discrimination

Stereotyping and prejudice can be described as a process by which people use social categories such as ability, race, colour, ethnic origin, place of origin, religion, etc. in acquiring, processing, and recalling information about others. Stereotyping typically involves attributing the same characteristics to all members of a group, regardless of their individual differences. It is often based on misconceptions, incomplete information and/or false generalizations. Anyone can be capable of stereotyping, even those who are well meaning and not overtly biased. In most cases, stereotypes ascribe negative characteristics to a group but can also include harmful or limiting positive stereotypes.

Racial profiling is a form of stereotyping based on preconceived ideas about a person's character. It is discriminatory for decisions to be based on presumed characteristics instead of unbiased assessments of a person's behaviour. Racial profiling can manifest in any action taken for reasons of safety, security or public protection that relies on stereotypes about race, colour, ethnicity, ancestry, religion, or place of origin rather than on reasonable suspicion; and that singles out an individual for more scrutiny or different treatment.

Direct discrimination can occur when an individual or organization specifically excludes people, withholds benefits that are available to others, or imposes extra burdens that are not imposed on others in a substantively differential manner based on a protected ground of discrimination under the Code, without a legitimate or bona fide reason. This



discrimination is often based on negative attitudes, stereotypes, and biases about people or groups of people.

Adverse effect discrimination may occur where a condition, policy, procedure, or practice is seemingly neutral but adversely impacts an individual or group based on a protected ground of discrimination, regardless of intent.

Subtle discrimination recognizes that discrimination is often subtle. Discriminatory remarks are not often made directly, and people do not usually voice stereotypical views as a reason for their behaviour. Subtle forms of discrimination can usually only be detected after looking at all of the circumstances to determine if a pattern of behaviour exists. Individual acts themselves may be ambiguous or explained away, but when viewed as part of a larger picture, may lead to an inference that discrimination was a factor in the treatment a person received. An inexplicable departure from usual practices may establish a claim of discrimination. Criteria that are applied to some people but not others may be evidence of discrimination if it can be shown that people and groups identified by the Code are being singled out for different treatment.

Microaggressions are subtle, often unintentional, comments, actions, or behaviors that convey prejudice or discrimination against members of marginalized groups. These acts may seem minor in isolation but can accumulate over time, contributing to a harmful or hostile environment for the individuals targeted.

Harassment is engaging in a course of vexatious comment or conduct that is known or ought reasonably to be known to be unwelcome. The reference to comment or conduct “that is known or ought reasonably to be known to be unwelcome” establishes both a subjective and an objective test for harassment.

Poisoned environment refers to a workplace, school, or other setting where the atmosphere is hostile, intimidating, or offensive due to pervasive discrimination, harassment, or inequality. This environment negatively affects individuals' well-being, mental health, and ability to fully participate or succeed in the setting.

Systemic or institutional discrimination consists of attitudes, patterns of behaviour, policies, or practices that are part of the social or administrative structures of an organization or sector, and that create or perpetuate a position of relative disadvantage for people based on a protected ground of discrimination under the Code. The attitudes, behaviour, policies, or practices appear neutral on the surface but nevertheless have an “adverse effect” or exclusionary impact. Systemic Discrimination can also overlap with other types of Discrimination. For example, a policy that has an adverse discriminatory



effect can be compounded by the discriminatory attitudes of the person who is administering it.

6. LDSB Complaint Mechanisms

6.1. There are various complaint mechanisms available to address allegations of violations of human rights in LDSB. The appropriate complaint mechanism depends on the parties involved:

- a) **Students:** All complaints of alleged human rights violations that involve a student are addressed through Administrative Procedure 376: Student Human Rights Incidents and Complaints and the human rights reporting tool. Complaints will be addressed through the appropriate policies, procedures, and guidelines (e.g., Caring and Safe Schools Policy, Bullying Prevention and Intervention Procedure)
- b) **LDSB Employees:** All complaints of alleged harassment or discrimination that involve only employees are addressed under Administrative Procedure 405, Administrative procedure 406, and the online Workplace Harassment and Discrimination Form.
- c) **Human Rights and Equity Advisor:** Complaints about the Human Rights and Equity Advisor should be made to the Director of Education
- d) **Superintendents:** Complaints against superintendents should be made to the Director of Education
- e) **Director of Education:** Complaints against the Director of Education should be made to the Chair of the Board.
- f) **Trustee:** Complaints against a Trustee should be made to the Board of Trustees and will follow processes outlined in the Trustee Code of Conduct. This may result in the hiring of a third-party investigator.
- g) **Other LDSB Community Members:** Complaints of alleged harassment or discrimination against a member of the public by Board staff and vice-versa will be forwarded to the immediate supervisor of the Board staff at the time of the alleged



incident or Human Resources.

6.2 All staff responsible for receiving complaints of harassment/discrimination must be familiar with appropriate procedures for receiving and responding to a complaint. They may also consult with the Human Rights and Equity Advisor regarding appropriate next steps where necessary.

7. Roles, Responsibilities, and Accountability

7.1. All LDSB Community Members:

- a) Are responsible for engaging in respectful, collaborative, and restorative communication and relationships with other LDSB community members in a manner that respects and promotes human rights and the dignity of everyone and contributes to a positive and productive learning and working environment free of discrimination.
- b) Are responsible for refraining from comments or conduct that violate the rights of others under the code and this administrative procedure.
- c) Are expected to adhere to this administrative procedure and related administrative procedures.
- d) Are expected to cooperate fully in any efforts to address or, where required, investigate an incident/complaint of discrimination, whether as a Complainant, Respondent, or Witness.
- e) Are required to keep the information disclosed or communicated in any process under this administrative procedure, related administrative procedures, and complaint mechanisms confidential and not improperly disclose or release the information.

7.2. All LDSB employees:

- a) Are responsible for actively contributing to positive and inclusive learning and working environments and should report any violation of this administrative procedure.
- b) Are responsible for actively contributing to LDSB's human rights obligations and objectives, including fostering and maintaining inclusive learning and working environments through equity initiatives, culturally responsive and relevant pedagogy, and efforts to account for historical and ongoing disadvantages.
- c) Are subject to duties and responsibilities under the Education Act and/or Ontario College of Teachers Act (e.g. Teachers, Principals, etc.) and the regulations therein, and any other professional acts/regulations including relevant professional misconduct regulations are responsible for fulfilling those duties and responsibilities in a manner aligned with the Code and this administrative procedure.

7.2.1. All LDSB employees in managerial and supervisory roles:

- a) Are expected to lead by example by embodying inclusivity, fairness, human rights, and equitable practices in carrying out their duties in all LDSB learning and working environments.
- b) Are responsible for ensuring that employees under their supervision adhere to this administrative procedure and related administrative procedures.
- c) Are expected to take necessary steps to foster and maintain equitable, inclusive, respectful, positive, and productive learning and working environments by responding to and investigating incidents of discrimination in violation of this administrative procedure, and implementing appropriate remedial, restorative and/or disciplinary procedures.



Human rights competencies will be considered in performance appraisals, hiring, and promotion decisions, in accordance with the staff or candidate's position and responsibility, and whether they directly engage with students.

7.3. Human Rights and Equity Advisor:

- a) Provides independent, neutral, unbiased, confidential advice and support to all LDSB community members. The Human Rights and Equity Advisor is not an advocate to any party in an investigation or complaint.
- b) Is responsible for monitoring and ensuring the system-wide implementation of the human rights administrative procedure.
- c) Responds to and investigates complaints that violate this administrative procedure or refers the complaint to the appropriate managerial/supervisory staff.
- d) May initiate inquiries, policy or procedure reviews, or investigations in the absence of a complaint where there is reason to believe this administrative procedure has been violated.
- e) Provides training, support, organization, and delivery of human rights education and activities.
- f) Does not make recommendations relating to formal discipline or monetary compensation. Disciplinary actions and decisions taken subsequent to any complaint or matter arising under this administrative procedure are at the discretion of the managerial/supervisory staff.

7.4 Director of Education

- a) Is responsible for implementing and operationalizing this administrative procedure and allocating sufficient resources to ensure its proper implementation.
- b) Is responsible for creating accountability and ensuring compliance with this administrative procedure.



- c) Is responsible for assessing the effectiveness of LDSB procedures and processes for addressing and responding to incidents/complaints of discrimination
- d) Is responsible for ensuring the independence and impartiality of the Human Rights and Equity Advisor.

8. Human Rights Learning and Awareness

8.1 The Board will ensure that

- a) LDSB community members are provided with appropriate and accessible information about their human rights and responsibilities.
- b) Staff and students receive user-friendly and age-appropriate resources and education about their human rights and responsibilities, and how to make human rights complaints.
- c) All new employees and newly promoted managers receive education and training on this administrative procedure and related administrative procedures.
- d) All LDSB employees review this administrative procedure and related administrative procedures at least every 3 years.

9. Data Collection, Analysis, and Reporting

- 9.1. Quantitative and qualitative data is essential in ensuring human rights compliance, monitoring and analyzing trends, and developing appropriate remedies and responses. LDSB Senior Team members will, at least annually, analyze and review the results of relevant existing human rights data collected through the various complaint mechanisms, the Student and Family Census, the Staff Census, and school climate surveys.
- 9.2. The Human Rights and Equity Advisor and the Research and Data Team will prepare an annual report for the Board of Trustees documenting de-identified statistical



trends as well as de-aggregated data based on the protected grounds of the Code to identify gaps in the system. The report will be publicly available and posted on the Board's website.

10. Reprisal

Reprisal is a violation of the Code as well as this administrative procedure. No individual shall be negatively treated by any LDSB community member for reporting an incident, asserting their rights, making a complaint, providing information relating to a complaint, or helping to resolve a complaint under this administrative procedure.

Reprisal includes adverse or differential treatment experienced by an individual during or following a process under this administrative procedure. For example, adverse or differential treatment impacting future hiring, contracts or job assignments, job duties, responsibilities, assignments, privileges, advancement, authorizations, grades, evaluations, etc. Violating confidentiality by discussing a complaint under this administrative procedure with other LDSB community members may also be considered reprisal if it permits or encourages a hostile learning or working environment e.g. through gossiping or rumour-mongering.

11. Violation of this Administrative Procedure.

A violation of this administrative procedure can occur without intent, but intent and acknowledgment of the comment or conduct that resulted in a discriminatory impact may be considered in the determination of the remedial and/or disciplinary action. Violations of this human rights administrative procedure include:

- All forms of discrimination
- Violations of any related administrative procedure or guidelines.
- Failure by employees to report incidents of bullying, harassment, or discrimination
- Failure by managerial/supervisory staff to respond to incidents/complaints of discrimination in a timely and appropriate manner



- Acts or threats of reprisal
- Vexatious complaints

Any LDSB Staff that violates this administrative procedure may be subject to corrective or disciplinary action, up to and including dismissal. Supervisors are expected to investigate a breach of duties under this administrative procedure and consider consequences in consultation with school supervisors and human resources.

References

Legislation

Ontario Human Rights Code
Canadian Charter of Rights and Freedoms
Education Act

LDSB Policies, Administrative Procedures, and Supporting Documents

Administrative Procedure 105: Equity and Inclusive Education
Administrative Procedure 146: Digital Citizenship
Administrative Procedure 351: The Use of Electronic Communication, Social Media, and Mobile Devices by Students.
Administrative Procedure 350: Codes of Conduct
Administrative Procedure 352: Student Clothing
Administrative Procedure 353: Progressive Discipline and Promoting Positive Student Behaviour
Administrative Procedure 356: Bullying Prevention and Intervention
Administrative Procedure 376: Student Human Rights Incidents and Complaints
Administrative Procedure 358: Student Suspensions
Administrative Procedure 359: Student Expulsion
Administrative Procedure 400: Equitable Recruitment, Retention & Promotion
Administrative Procedure 405: Understanding Harassment and Discrimination
Administrative Procedure 406: Reporting and Investigating Workplace Harassment and Discrimination
Administrative Procedure 415: Employee Progressive Discipline
Guidelines on Supporting Gender Identity and Gender Expression
Policy No. 5: Trustee Code of Conduct
Prohibiting the use of the N-word.