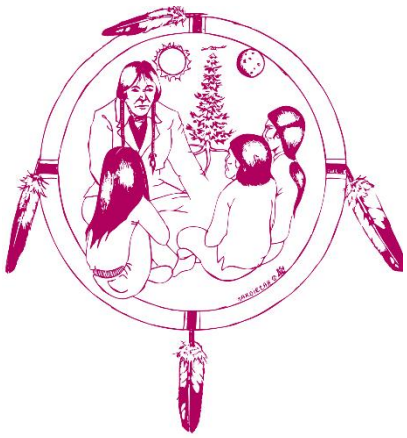
Ahkwesãhsne Mohawk Board of Education



POLICY 15

WORKPLACE DIGNITY AND RESPECT

Please Note:

AMBE policies are governance documents that state the Board's decision related to an area of operation by stating purpose, guiding principles, basic procedures, and key responsibilities.

AMBE senior management is accountable for implementing Board policies and expected to exercise good judgment when implementing the policies in the context of day-to-day operations. Where appropriate, senior management may decide to develop specific guidelines and procedures, Administrative Frameworks, to ensure the appropriate implementation of Board policy.

This policy was adopted for the first time by the Ahkwesãhsne Mohawk Board of Education (AMBE) on:

December 1, 2021

Subsequent amendments:

_____, 20__

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Preamble

The AMBE recognizes the dignity of every person and respects the differences among persons in a diverse community. It also recognizes the value of the physical and psychological well-being of every individual at the AMBE and that every individual has the right to work and/or study in an environment free from harassment. The AMBE is therefore committed to building and preserving a safe, productive, and healthy working and learning environment for staff and students.

The focus of this policy is prevention; therefore, all staff and students have a responsibility to help promote and create a safe, productive, and healthy workplace and/or study environment. This means not engaging in, allowing, condoning, or ignoring behaviour that violates this Policy. Every individual covered by this Policy also has a responsibility to comply with and support this Policy.

1. Purpose

The purpose of Policy 15: *Workplace Dignity and Respect is to:*

- Ensure all members of the AMBE community uphold the standards of conduct acceptable to the AMBE;
- Guide the AMBE in its efforts to provide a healthy work and study environment free of harassment and discrimination; and
- Uphold the principles of restorative justice, by encouraging and facilitating prompt resolution of situations that may involve harassment and/or discrimination in favor of healthy and harmonious spaces.

1.1. Scope

1.1.1. This Policy and its provisions apply to all acts of discrimination, harassment, sexual solicitation, bullying, poisoned work and/or learning environment where the AMBE has jurisdiction to address the conduct and to take steps to safeguard the AMBE community.

1.1.2. The Policy applies to all members of the AMBE community within and outside the institution provided that the activities are related to the discharge of one's responsibilities towards the AMBE and sanctioned as such by the AMBE.

1.1.3. The Policy also applies to all members of the AMBE community including, but not limited to staff, students, student teachers, consultants, contractors, suppliers, visitors, and volunteers who are invited onto the AMBE premises. It also applies to the AMBE related activities including events (authorized or non-authorized) that occur on the AMBE premises or on non-AMBE premises, including social media, on-line communication tools like ZOOM, Google classroom etc., where there is a clear nexus to the work or learning environment.

1.2. Limitations of the Policy

1.2.1. This Policy shall not be interpreted, administered, or applied in such a way as to detract from the rights and obligations of the Director, Superintendents, Managers, or others with supervisory authority to:

- Undertake staff and/or day-to-day management decisions; and
- Implement administrative decisions affecting staff or students, including discipline, provided that the management and supervisory conduct and decisions do not discriminate against the staff or student on the basis of a prohibited ground and do not amount to harassment, bullying or discrimination.

1.2.2. Harassment and bullying do not include legitimate, constructive, and/or fair criticism of an employee or student's performance/behavior and creative expressions, or the legitimate (not discriminatory, abusive or defamatory) exercise of academic freedom, or freedom of thought, inquiry and expression in teaching and research.

1.2.3. Nothing in this Policy is intended to discourage, prevent or preclude an individual from filing a grievance through the applicable collective agreement, initiating legal action (civil or criminal) or exercising any other legal rights, including filing a complaint with the Human Rights Tribunal of Ontario, the police, courts, or any other legal body.

2. Definitions

2.1. General Definitions

2.1	Accountability	Taking responsibility and being able to justify actions and/or decisions, including accepting responsibility for decisions and actions of those one supervises.
2.2	AMBE Community	Includes everyone actively engaged in ensuring academic, personal, and professional success of AMBE students. AMBE community is comprised of students, parents/guardians, staff, Board members, Elders, Knowledge Keepers, Members of the Mohawk Council of Akwesasne (MCA), and members from the Akwesasne Community.
2.3	The Board	Refers to the *Ahkwesãhsne Mohawk Board of Education*, which includes both the governance and administrative structure.
2.4	Board Members	Includes both Trustees (Elected Members) and Ex-officio Members (Portfolio Chiefs and the Director of Education).
2.5	Complainant	A staff or student, who believes s/he is a victim of harassment and/or discrimination.
2.6	Dignity	The right of a person to be valued, respected, and treated ethically.
2.7	Diversity	Diversity encompasses understanding, acceptance, and respect for each person's unique identity, resulting in the creation of a safe, positive, and nurturing environment where everyone is valued, recognized, and celebrated.
2.8	Equity	Treating students, parents/guardians, teachers, staff, management, and all members of the Ahkwesãhsne Mohawk Board of Education community with fairness, impartiality, and the principles of merit.
2.9	Facilitator	A member of the Management team, who ***informally*** tries to assist the complainant and the respondent reaching an understanding. *(see also Mediator)*
2.10	Harassment	Engaging in behavior that demeans, humiliates or embarrasses an individual or group.
2.11	Inclusion	Inclusion is about consciously striving for equity through our policies, programs, services, and outcomes. It is about embracing, respecting, accepting, and valuing differences from an asset perspective.
2.12	Integrity	Being honest, ethical, and demonstrating strong moral principles consistent with Akwesasne Mohawk culture and traditions.
2.13	Investigator	An individual named to: 1) determine whether the complaint is receivable (based solely on the allegation if it meets the definition of harassment); 2) conduct a complete investigation to determine if the complaint is founded, totally or partially, not founded or frivolous. The investigator, who proceeds in the analysis of receivability must, in all instances, be a different person than the person who conducts the full investigation.

2.14	Management Team	The AMBE Management Team includes all management staff in the employ of the AMBE, including Directors, Superintendents, Coordinators, Principals, and managers working in services.
2.15	Mediator	The external third-party expert, brought in to ***formally*** assist the complainant and respondent in reaching an agreement. *(see also Facilitator)*
2.16	Principles of Merit	Pre-determining criteria that is applicable to all decisions related to the Board, students, parents/guardians, teachers, staff, management, and contractors.
2.17	Reprisals	Behaviours, gestures or actions which disadvantage a person who, in good faith and based on personal convictions, used the Policy to communicate a situation or to complain about what was considered as a violation of the Policy. Reprisals are prohibited and are considered a violation of the Policy in the same way harassment is.
2.18	Respect	Respect is a key requirement for a healthy work environment resulting in: • Promotion of teamwork; • Increased productivity and efficiencies in the workplace; • Valuing staff for their skills, knowledge, contributions, and achievements towards the AMBE's success; and • A positive work culture where employees are loyal, fulfilled, and motivated to perform at their best for the AMBE. Those who are not respectful to others are considered to be unprofessional and a threat to the positive health of the AMBE.
2.19	Respondent	The individual alleged to have committed an act of harassment and/or discrimination. If a formal complaint is filed against that person, they are then referred to as the "Respondent".
2.20	Restorative Justice	Provide the space where everyone involved shares responsibility for working towards a positive solution and is encouraged to act in a way that restores relationships and harmony in the community.
2.21	Witness	A person who has seen or heard (direct witness) or who heard about a conduct that they believe is an act of harassment and/or discrimination (indirect witness) and testifies to it.

2.2. Behavioral Definitions

The following definitions describe a spectrum of behaviours that vary in severity. Behaviour can be deemed inappropriate even if an employee did not intend it to be.

2.2.1. *Respectful Behaviour*

This behaviour values diversity, inclusion, dignity, courteous conduct, mutual respect, fairness, equality, and promotes positive communication and collaborative working relationships.

2.2.2. *Inappropriate Behaviour*

This is an overarching term used to describe disrespectful behaviour, sexual harassment, harassment, bullying and/or workplace violence.

2.2.3. *Disrespectful Behaviour*

This behaviour is disruptive to positive communication, courteous conduct, and collaborative working relationships (e.g. gossip, interruptions). Behaviour may also be disrespectful if it does

not value diversity, inclusion, dignity, fairness, and equality. More objectionable and severe forms of disrespectful behaviour are considered harassment and/or bullying.

2.2.4. *Bullying*

This behaviour includes severe conduct that adversely affects a person's psychological or physical well-being. Conduct is considered severe if it is:

- Repeated humiliation or intimidation that adversely affects a person's psychological or physical well-being; or
- A single instance so serious that it has a lasting, harmful effect on a person.

2.2.5. *Workplace Harassment*

This term refers to:

- Engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or reasonably to be known to be unwelcome; or
- Objectionable conduct that creates a risk to the health of staff. Conduct is objectionable if it is based on race, creed, religion, colour, sex, sexual orientation, gender-determined characteristics, marital status, family status, source of income, political belief, political association, political activity, disability, physical size or weight, age, nationality, ancestry or place of origin; and/or bullying behaviour.

Harassment can be based on a ground of discrimination identified in the Human Rights Code or it can be personal harassment, as defined in the Occupational Health and Safety Act. Harassment may be written, verbal, physical, online or electronic, a gesture or display, or any combination of these. It may happen only once, but often happens repeatedly.

Reasonable action taken by an employer or supervisor/manager relating to the management and direction of workers or the workplace is not workplace harassment.

2.2.6. *Sexual Harassment*

This term refers to:

- Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or reasonably to be known to be unwelcome; and/or
- 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 to the worker and the person knows or reasonably to know that the solicitation or advance is unwelcome.

Sexual assault is a crime as defined in the Criminal Code and is also a form of sexual harassment under this Policy.

2.2.7. Examples of conduct that may be considered Workplace or Sexual Harassment, include but are not limited to the following:

- Inappropriate sexual touching, advances, suggestions or requests;
- Making jokes, remarks or innuendos that demean, ridicule, intimidate or offend;
- Displaying or circulating threatening, humiliating, derogatory, offensive pictures or materials in print or electronic form;
- Bullying;
- Lewd remarks made verbally or electronically;

- Derogatory comments;
- Offensive or intimidating phone calls or e-mails;
- Communications of a sexual nature, verbal, written or electronic;
- Pornographic or graphic pictures (cartoons, calendars or websites);
- Personal inquiries about social life, sexual life, sexual orientation;
- Direct or indirect threats or bribes for unwanted sexual activity;
- Stereotyping behaviour or comments around sex, gender or sexual orientation;
- Sexually intrusive or explicit questions;
- Offering professional incentive for a date or sexual contact; and/or
- Threatening a person who does not comply with a solicitation or advancement.

Sexual harassment may be written, verbal, physical, online or electronic, a gesture or display, or any combination of these.

2.2.8. *Workplace Violence*

This term refers to:

- The exercise of physical force by a person against staff, in a workplace, that causes or could cause physical injury to staff; and/or
- An attempt to exercise physical force against an employee, in a workplace, that could cause physical injury to the employee; and/or
- A statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

Examples of conduct that would be considered Workplace Violence include:

- Verbally threatening to attack a worker;
- Leaving threatening notes, sending threatening e-mails to the workplace, or on social media;
- Hitting or trying to hit an employee;
- Throwing an object at an employee;
- Violence or threat of violence against a staff person by a domestic/intimate partner that is not a staff member; and/or
- Sexual violence against an employee

2.2.9. Poisoned Work Environment

A poisoned work environment is created by comments or conduct (including comments or conduct that are condoned or allowed to continue when brought to the attention of management) that create a discriminatory work environment. The comments or conduct need not be directed at a specific person, and may be from any person, regardless of position or status. A single comment or action, if sufficiently serious, may create a poisoned environment.

3. Principles and Directives

3.1. Guiding Principles

3.1.1. Respect and Civility

The AMBE Board underscores the importance of upholding Ahkwesáhsró:non and Hotinoshon:ni principles as reflected in practices that value accountability, equity, diversity, inclusion, integrity, and principles of merit critical to the implementation of this Policy.

All individuals have the right to work or access services in a positive, healthy, safe and respectful environment. This means that differences in perspective are acknowledged and valued and communications and actions are civil. Respect and civility are based on the demonstration of empathy, consideration, and courtesy for others rooted in the principles of restorative justice.

3.1.2. Shared Responsibility

A respectful workplace requires the cooperation and support of each and every employee. Employees must set a positive example by behaving respectfully and avoid behaving inappropriately or disrespectfully, including behaviour that would reasonably offend, intimidate, embarrass, or humiliate others, whether deliberately or unintentionally.

Any employee who experiences or witnesses behaviour in violation of this Policy is encouraged to use the process outlined in this Policy. Serious forms of inappropriate behaviour (e.g. sexual harassment, harassment/bullying and/or workplace violence) should be reported immediately to an appropriate reporting contact.

3.1.3. Zero Tolerance

Workplace harassment or discrimination in any form from any individual will not be tolerated, condoned, or ignored.

3.1.4. Preventing Workplace Harassment and Discrimination

Preventing harassment and discrimination by:

- Actively recognizing and valuing diversity and inclusion;
- Learning conflict resolution; and
- Providing essential training for all staff.

3.2. Expectations

3.2.1. The Board expects that the implementation of this Policy will incorporate the principles, directives, and procedures outlined in all AMBE, MCA policies, and applicable Human Rights and Labour codes and/or laws in Canada and Ontario including but not limited to:

- *AMBE Policy 14: Human Resource Management;*
- *MCA Policy 15: Respect in the Workplace;*
- *Ontario Human Rights Code;*
- *Ontario Labour Code;*
- Canadian Charter of Rights and Freedoms;
- *The Canadian Human Rights Act;*
- *The Employment Equity Act; and*
- *The Canada Labour Code.*

4. Procedures

The person who believes to be a victim of harassment and/or discrimination, which may be contrary to this Policy, has different options to disclose the situation, namely, preliminary informal and formal steps which are described in *Annexes A and B (attached)* respectively, and are fully described in "*AF15-1: Workplace Dignity and Respect Policy Implementation"*.

Other Recourses

The resolution of concerns as described in this Policy and "*AF15-1: Workplace Dignity and Respect Policy Implementation"* are intended to be rooted in the principles of restorative justice. However, they do not prevent someone from resorting to other recourses according to the conditions and the delays

provided by the legislation, collective agreements (grievances), regulations, rules of conduct applicable to students, policies and agreements (work or service) in effect at the AMBE.

4.1. Frivolous, Bad Faith, or Malicious Complaints

Complaints filed frivolously or maliciously or in bad faith or with the intent to cause harm or prejudice could lead to administrative and/or disciplinary measure(s).

4.2. Discretion

All complaints will be treated in a discrete and confidential manner at all steps of the process except if it is necessary to disclose information during the process of addressing the complaint (for example: during an investigation, when the investigator needs to talk to the respondent and the witnesses or during any public hearing before a grievance arbitrator or other tribunal).

All persons using this Policy or asked to cooperate pursuant to this Policy must, within the prescribed limits, respect the confidentiality and must reiterate their engagement, in writing, when requested to do so.

4.3. Conservation of Documents

The Director of Education is responsible for the conservation of all harassment and/or discrimination files. At the end of a mediation or investigation, the mediator or the investigator will transmit all relevant documents to the Director of Education.

The documents will be maintained in confidential files and will be accessible to the Director of Education in the event of subsequent legal recourse by the complainant or the respondent.

The Human Resource Generalist is responsible for the conservation of all complaint files that ***did not result in a formal complaint*** or that have been resolved without the need to be investigated. Such files will be filed in confidential files and will be accessible to the Director of Education in the event of subsequent legal recourse by the complainant or the respondent.

The documents will be kept for a period that is consistent with the AMBE and MCA standards for the conservation of documentation and any applicable laws and regulations.

4.4. Potential Repercussion

A violation of the principles described in this Policy may entail various corrective measures (administrative and/or disciplinary), according to the situation and, as the case may be, according to the applicable provisions of laws, regulation, policies, and collective agreements. These measures may include, but are not limited to:

- Counselling or coaching;
- Training;
- Warning (verbal or written);
- Reprimand (verbal or written);
- Transfer;
- Suspension;
- Dismissal; or
- Termination of contract (if third party).

5. Responsibilities

5.1. Board Members

Board Members will:

Governance

- Lead by example in upholding Ahkwesáhsró:non and Hotinoshon:ni principles that value equity, diversity, inclusion, and human dignity through actions, language, and deeds in the context of restorative justice.
- Be familiar with and comply with all applicable laws and regulations related to Canada's and Ontario's labour and human rights laws and codes.
- Analyze and provide feedback on risks to the AMBE identified by the Director of Education and the Senior Leadership Team.
- Work with the Director of Education to mitigate risk.
- Take advantage of Trustees' human rights, labour law, and risk management expertise.
- Provide reasonable levels of human, financial, and material resources necessary for the implementation of this policy.
- Respect the MCA requirements related to the preservation of human rights.

Resource Policy

- Ensure that the AMBE has appropriate human rights and labour policies and related practices that comply with applicable laws and regulations and minimize organizational risk and exposure.
- Review and approve all human rights and labour related policies in accordance with all applicable laws and regulations.

Policy Implementation

- Be familiar with and take the lead to uphold the expectations contained within this Policy and other related policies and administrative frameworks.

5.2. Director of Education

Director of Education will:

Governance

- Lead by example in upholding Ahkwesáhsró:non and Hotinoshon:ni principles that value equity, diversity, inclusion, and human dignity through actions, language, and deeds in the context of restorative justice.
- Work with the Board to mitigate risk, by developing risk management strategies as required with the Senior Leadership Team.
- Be familiar with and take the lead to uphold the expectations contained within this Policy and other related policies and administrative frameworks, including any legal and regulatory requirements related to enforcing this Policy.
- Submit to the Board as required policy recommendations for consideration, and administrative frameworks for feedback and information.

Policy Implementation

- Actively foster a healthy and safe work/study environment, free of harassment and discrimination. In order to do so, s/he will take the necessary means to avoid situations which may evolve into a form of harassment and/or discrimination.
- Promote, disseminate, and ensure the implementation of this Policy.

- Ensure this Policy and any related administrative frameworks are being implemented appropriately in order to mitigate risk to the AMBE.
- Oversee the implementation of risk management strategies in partnership with the Senior Leadership Team.
- Provide the Board with timely reports of any risks to the AMBE for analysis and feedback.
- Ensure that third parties in relation with the AMBE are informed about the AMBE's expectations.
- Develop, with the assistance of the Human Resources Generalist, any prevention measures needed to ensure that the AMBE has a respectful and dignified workplace for all partners in education.
- Approve staff training materials developed by the Human Resource Generalist related to the implementation of this Policy.
- Take appropriate actions when a person reports that a situation that has not been settled informally or if a formal complaint is filed, in accordance with the Guide *(AF15-1: Workplace Dignity and Respect Policy Implementation)*, including:
  - Appointment of external third-party mediators and investigators as required; and
  - Taking any necessary action following receipt of any recommendations and/or reports.
- Ensure that parents/guardians, members of the community, and third party contractors are aware of the expectation that they respect the principles articulated in this policy.

Labour Relations

- Ensure that the AMBE provides a respectful workplace, free of inappropriate behaviour, and offensive remarks and material.
- Ensure that the AMBE works actively to establish working conditions that encourage positive working relationships.

5.3. Members of the Management Team *(Facilitators)*

Directors and Superintendents will:

Policy Implementation

- Lead by example in upholding Ahkwesáhsró:non and Hotinoshon:ni principles that value equity, diversity, inclusion, and human dignity through actions, language, and deeds in the context of restorative justice.
- Actively foster a healthy and safe work/study environment, free of harassment and discrimination. In order to do so, s/he will take the necessary means to avoid situations which may evolve into a form of harassment and/or discrimination.
- Be familiar with and take the lead to uphold the expectations contained within this Policy and other related policies and administrative frameworks.
- Encourage the prompt resolution of harassment issues drawn to their attention, acting as facilitators/mediators if requested by the Director of Education.
- Contribute actively to the development of risk management strategies to protect the interests of the AMBE.
- Ensure that parents/guardians, members of the community, and third party contractors are aware of the expectation that they respect the principles articulated in this policy.

Labour Relations

- Ensure that the AMBE provides a respectful workplace, free of inappropriate behaviour, and offensive remarks and material.

- Ensure that the AMBE works actively to establish working conditions that encourage positive working relationships.

5.4. Superintendent of Financial Operations

Superintendent of Financial Operations will:

Finance

- Ensure the availability of financial resources required to effectively implement this Policy.

5.5. Human Resource Generalist

Human Resource Generalist will:

Policy Implementation

- Lead by example in upholding Ahkwesáhsró:non and Hotinoshon:ni principles that value equity, diversity, inclusion, and human dignity through actions, language, and deeds in the context of restorative justice.
- Actively foster a healthy and safe work/study environment, free of harassment and discrimination. In order to do so, they will take the necessary means to avoid situations which may evolve into a form of harassment and/or discrimination.
- Be familiar with the expectations contained within this Policy and other related policies and administrative frameworks so as to be able to act as a resource person for its implementation.
- Ensure that parents/guardians, members of the community, and third party contractors are aware of the expectation that they respect the principles articulated in this policy.

Human Resource Policies

- Assist the Director of Education in the development, evaluation, revision, and implementation of this Policy and related administrative frameworks.
- Act as a resource person for all involved with a possible breach of the standards set out in this Policy, provide information regarding the rights, the potential approaches, and recourses.

Professional Learning Materials and Training

- Facilitate staff training related to this Policy as approved by the Director of Education.
- Ensure that all those who are entrusted with special responsibilities under this Policy have the information, training, and support they need.

Labour Relations

- Signal to the Director of Education or a member of the senior management of the AMBE such as the Superintendent responsible for the area, any concerns related to AMBE's ability to provide a respectful workplace, free of inappropriate behaviour, and offensive remarks and material.

5.6. AMBE Staff

AMBE Staff will:

Policy Implementation

- Uphold Ahkwesáhsró:non and Hotinoshon:ni principles that value equity, diversity, inclusion, and human dignity through actions, language, and deeds in the context of restorative justice.
- Actively foster a healthy and safe work/study environment, free of harassment and discrimination. In order to do so, s/he will take the necessary means to avoid situations which may evolve into a form of harassment and/or discrimination.
- Recognize their responsibility as clearly noted in this Policy towards creating an environment free of harassment and discrimination.

- Uphold the expectations contained within this Policy and other related policies and administrative frameworks.
- Maintain and promote appropriate standards of conduct.
- Be informed, participate in information activities offered on harassment, and serve as role models so that all have the opportunity to work or study in an environment free of harassment.

Professional Learning

- Recognize that they must attend all relevant training related to the successful implementation of this Policy.

Labour Relations

- Signal to their supervisor, or if their supervisor is directly involved, a member of the senior management within the AMBE such as the Superintendent responsible for their area, any concerns related to AMBE's ability to provide a respectful workplace, free of inappropriate behaviour, and offensive remarks and material.

5.7. Complainant

The Complainant will:

- Communicate their objection or unease directly to the respondent so that the conduct ceases; making every effort to:
  - Share respectfully the behaviours and/or conduct that have created their concern; and
  - Be an active participant in seeking a mutually satisfactory resolution to the issue.
- If unable to communicate directly with the respondent or if it is difficult to do so, obtain the assistance of their direct supervisor, or if their supervisor is directly involved, a member of the senior management within the AMBE, such as the Superintendent responsible for their area.
- If they are unsatisfied after attempting to address their concern informally as described above, with the assistance of their supervisor, or if their supervisor is directly involved, the member of the senior management within the AMBE, consider if they wish to file a formal complaint.
- If they wish to proceed with a formal complaint, request the assistance of their supervisor, or if their supervisor is directly involved, the member of the senior management within the AMBE to:
  - Complete a *Complaint Form* (see AF15-1); and
  - Forward their complaint to the Director of Education; and
  - Maintain discretion and confidentiality throughout the process.
- Once a formal complaint has been forwarded to the Director of Education:
  - Cooperate with the Director of Education or their delegate in processing of their file;
  - Be an active participant in seeking a mutually satisfactory resolution to the issue;
  - Participate fully in any resulting investigation; and
  - Maintain discretion and confidentiality throughout the process.

5.8. Respondent

The Respondent will:

- If an informal concern is brought to their attention:
  - Actively listen to and receive the comments and observations from the Complainant to avoid an escalation of the issue;
  - Be an active participant in seeking a mutually satisfactory resolution to the issue; and
  - Maintain discretion and confidentiality throughout the process.
- If a formal complaint is forwarded to the Director of Education:

- Cooperate with the Director of Education or their delegate in processing of their file;
- Be an active participant in seeking a mutually satisfactory resolution to the issue;
- Participate fully in any resulting investigation; and
- Maintain discretion and confidentiality throughout the process.

5.9. Witness

If an individual is identified by the Complainant as a witness, they will:

- In the case of an informal concern:
  - Be open, frank, and honest in expressing their interpretation of the behaviour or conduct of the respondent; and
  - Maintain discretion and confidentiality throughout the process.
- In the case of a formal concern, they will:
  - Participate if required in any resulting investigation;
  - Be open, frank, and honest in expressing their interpretation of the behaviour or conduct of the respondent; and
  - Maintain discretion and confidentiality throughout the process.

6. Policy Review and Revision

6.1. Principles and Directives

- It is important for the policies of the Ahkwesãhsne Mohawk Board of Education to remain current and serve the best interest of Akwesasne students and the Akwesasne community.
- The Board of Trustees recognizes that this policy should be reviewed at a minimum of every 5 years and/or when the legal or regulatory requirements of the Mohawk Council of Akwesasne change or the Board must meet new government obligations.

6.2. Procedures

- The Board of Trustees will establish a timeline for the regular review of this policy that requires the policy be reviewed at the minimum 5 years from the date of approval by the Board or as required by new circumstance or obligations.

6.3. Roles and Responsibilities

Board of Trustees will:

- Establish a timeline for the regular review of this policy and ensure that it is respected; and
- Ensure that this policy is reviewed at a minimum every 5 years from the date of approval, or when the legal or regulatory requirements of the Mohawk Council of Akwesasne change or the Board must meet new government obligations.

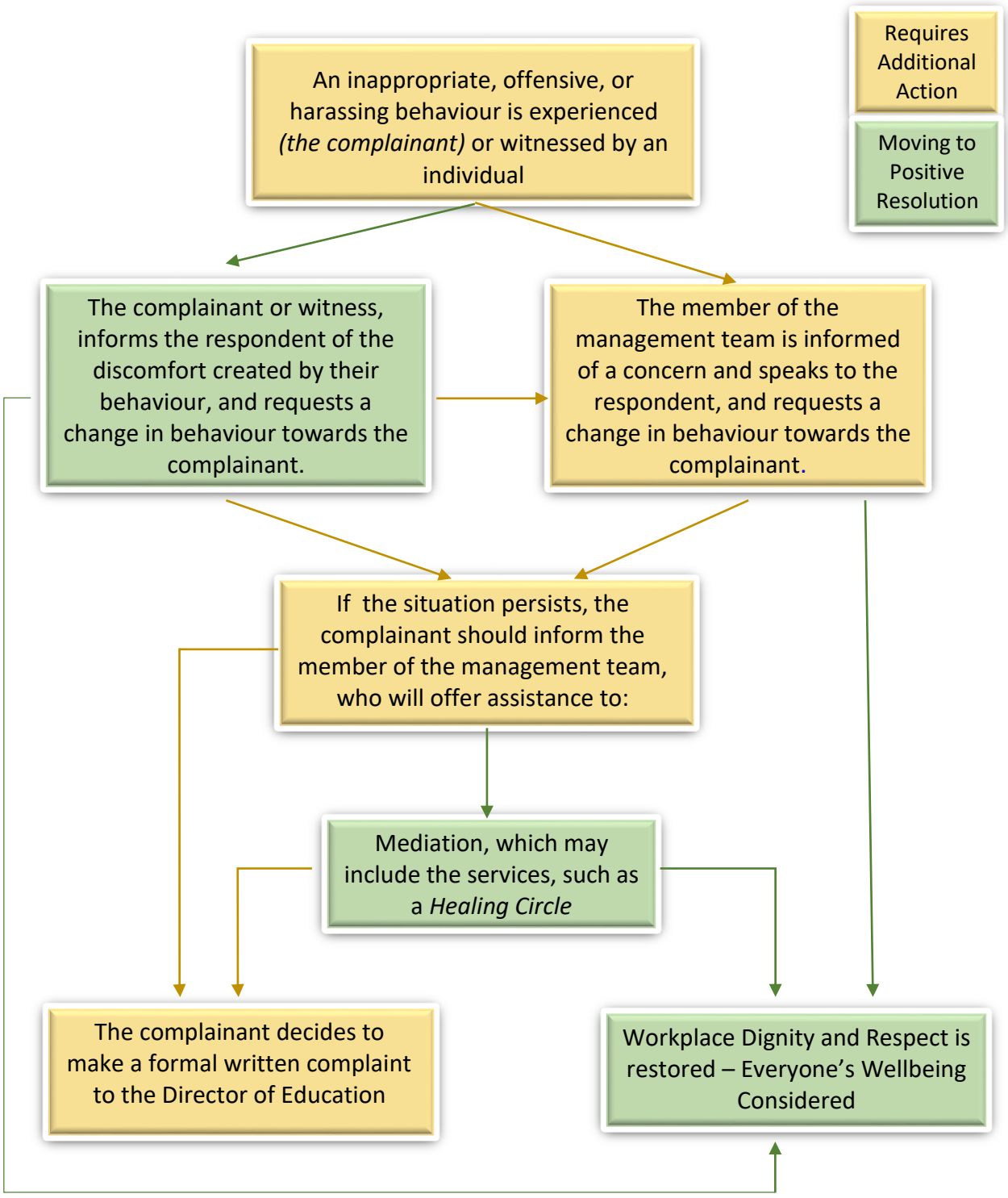
The Director of Education will:

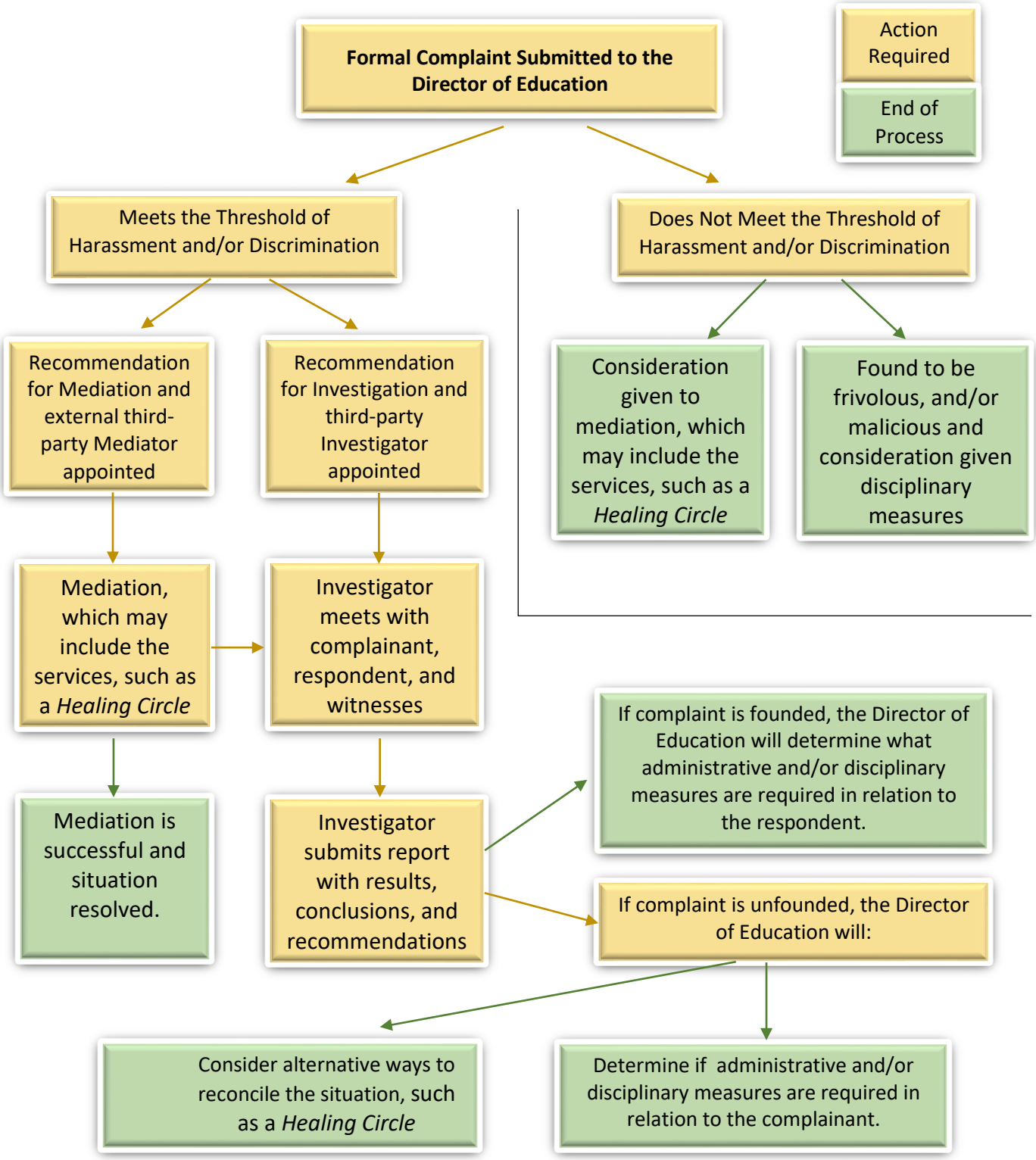
- Initiate a review of this policy at a minimum every 5 years from the date of approval, or when the legal or regulatory requirements of the Mohawk Council of Akwesasne change or the Board must meet new government obligations.

ANNEX A: Informal Complaint Flow Chart

Ahkwesãhsne Mohawk Board of Education

Workplace Harassment and/or Discrimination
Informal Complaint Flow Chart



Ahkwesãhsne Mohawk Board of Education

Workplace Harassment and/or Discrimination Formal Complaint Flow Chart