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April 2007

Dear Colleagues:

I am pleased to present you with this new resource for creating respectful workplaces that are free of harassment and discrimination. This handbook is designed to help all employees of the Halifax Regional School Board to understand and apply the board’s Harassment Policy.

In this document we have defined harassment in its broadest sense (see Section 2, Definitions), encompassing the grounds named in Nova Scotia’s Human Rights Act, while also recognizing the need to continue to learn about other forms of harassment and their costs to our organization and to society as a whole.

**Know Your Rights and Responsibilities**

We are all accountable for eliminating harassment and discrimination. This involves ensuring that all employees know their rights and responsibilities, putting structures in place to protect employees’ rights, and providing resources for responding appropriately when an employee’s rights have been violated.

Every employee in the board has the right to work in a safe, respectful, fair, and inclusive workplace. To create such a workplace, we must all contribute by demonstrating professionalism, collegiality, and respect. We all have to be aware of our own actions, be open to changing our behaviour as required, and be willing to speak up when we see others acting in a disrespectful or discriminatory manner. Along the way we must grow in our appreciation for the diversity of our staff, students, parents, and community members, and learn to value this diversity as a source of strength for our school system.

**Take Action**

I strongly encourage all employees to read this handbook. Harassment and discrimination will not be tolerated in our workplaces or work-related activities. As an organization, we will work to prevent workplace harassment and discrimination, while following a consistent and fair set of procedures whenever employees bring concerns to the attention of supervisory staff.

Indifference to harassment and discrimination is not an option. As professionals working in education, we, more than any group in society, have a responsibility for modelling the values we are teaching students in our schools. I hope this resource will provide employees with another source of information as they continue to learn how to create workplaces that respect our right to live and work in a society free of harassment and discrimination.

Carole Olsen
Superintendent, Halifax Regional School Board
Section 1. Framework

The Halifax Regional School Board (HRSB), in cooperation with its unions and the Department of Education, is committed to ensuring that all of its workplaces are free from harassment and discrimination. The board believes that all employees have the right to work in a respectful environment where diversity is valued and all employees are treated with respect and dignity.

Harassment and discrimination can poison the work environment, causing hardship for individuals and enormous costs to the organization. Therefore, the board will take immediate action if it receives any reports of harassment or discrimination against an employee by other employees.

Employees who violate the rights of other board employees to work in a respectful environment will be subject to disciplinary action up to and including termination.

Scope

The rights and responsibilities in this handbook apply to the following:

- all employees of the Halifax Regional School Board, including part-time, term, and casual employees
- individuals or companies that do business with the board on a contract basis
- school board members.

These rights and responsibilities apply to all forms of communication (e.g., telephone, fax, e-mail, Internet or intranet) and all work-related activities, including those outside of schools or school board offices (e.g., conferences, meetings, training events, work-related social events).

Principles

In the Halifax Regional School Board:

- Employees have a right to work in a respectful environment where their contributions are valued and they are treated in a professional manner, with dignity and fairness.
- All employees understand harassment and discrimination will not be tolerated.
- Employees are held accountable for the results of their actions, regardless of their intentions.
- All employees are informed of their rights and responsibilities, and know how to get help if they need it.
- Supervisory staff understand their duties and know how to respond appropriately to harassment and discrimination.
- All employees understand that they must take appropriate action to protect the rights of employees and others in the workplace. Indifference is not an option.
Duty of Employers

As an employer, the Halifax Regional School Board is responsible for preventing and eliminating harassment and discrimination in the workplace. This means that all board employees in supervisory positions must take all reasonable steps to:

» respond appropriately to reports of disrespectful behaviour, conflict, discrimination, or harassment.
» prevent these behaviours from occurring in the first place.
» prevent incidents from escalating.
» ensure that no employee suffers retaliation as a result of responding to or reporting disrespectful behaviour, harassment, or discrimination.
» maintain strict procedures for confidentiality in any circumstances related to reports and/or investigations of disrespectful behaviour, harassment, or discrimination.

Policy Framework

The board’s commitment to a workplace that is free of harassment and discrimination is one of the fundamental principles expressed in its Foundation Statement for Race Relations, Cross Cultural Understanding and Human Rights (RCH). This commitment is also a component of the board’s responsibility to identify and eliminate barriers that stand in the way of creating inclusive, safe, equitable, and fair environments for learning and working.

Figure 1 describes the board policy, employee union provisions, provincial guidelines, and legislation that provide a framework for the board’s approach to preventing and responding to workplace harassment.

Halifax Regional School Board Harassment Policy

Adopted in 2007, the board’s Harassment Policy includes procedures for addressing harassment of employees by other employees, students, parents, or other members of the school board community (e.g., volunteers or board members). This new policy includes sections formerly included in the board’s Race Relations, Cross Cultural Understandings and Human Rights (RCH) Policy and the Sexual Harassment Policy. Procedures have been updated and aligned to make sure that the rights of employees, students, parents, and other community members are protected through consistent steps for addressing all reports of harassment, sexual harassment, or discrimination.

A copy of the board’s Harassment Policy is available online at http://www.hrsb.ns.ca/files/downloads/pdf/board/policy/sectiona/a.008-harassment.pdf

Figure 1 Continued...
Nova Scotia Teachers’ Union (NSTU) Code of Ethics

Section 2 of the NSTU Code of Ethics sets a standard for the teaching profession in Nova Scotia. It speaks strongly against sexual harassment and other forms of personal harassment, including defamatory, disparaging, condescending, embarrassing, or offensive comments about another teacher. This section also prohibits members of the NSTU from making derogatory remarks about the professional competence of another teacher.

A copy of the NSTU Code of Ethics is available online at http://www.nstu.ca/pklot/BeginningTeacherHandbook04.PDF (See Appendix G.)


In 2003 the Department of Education released this document to help school boards meet their legal obligations under the Education Act, the Human Rights Act, and the Children and Family Services Act. The framework includes procedures and consequences to protect the safety and rights of students, staff, parents, and community members in Nova Scotia’s schools and school board offices.

The Model Framework is available online at http://www.ednet.ns.ca/pdfdocs/abuse_discrimination_harassment/model_framework_doc_e.pdf

Nova Scotia Human Rights Act

The Human Rights Act is a very important law in Nova Scotia. It exists to protect all Nova Scotians from harassment and discrimination. All workplace practices must be consistent with the Act, which also describes the steps to follow for anyone who wants to file a complaint with the Nova Scotia Human Rights Commission.

The Act forbids discrimination against an individual or class of individuals based on any of the following:

- age
- race
- colour
- religion
- creed
- sex (including gender and pregnancy)
- sexual orientation
- physical disability or mental disability
- irrational fear of contracting an illness or disease
- ethnic, national or aboriginal origin
- family status
- marital status
- source of income
- political belief, affiliation, or activity
- association with another individual or class of individuals having any of the characteristics listed here.

The Nova Scotia Human Rights Act is available online at http://www.gov.ns.ca/legislature/legc/statutes/humanrt.htm
Section 2. Definitions

This section defines some common terms that appear throughout this handbook. These terms include:

- complainant, respondent, and supervisor
- discrimination
- disrespectful behaviour
- harassment
- sexual harassment
- workplace.

Complainant, Respondent, and Supervisor

The complainant is the individual or group of individuals who perceive themselves as the target of harassment or discrimination.

The respondent is the individual or individuals identified by the complainant as causing the harassment or discrimination.

The supervisor is an employee who manages another employee or employees, and who may be called upon to address a complaint of harassment or discrimination. This includes, but is not limited to, the superintendent, directors, coordinators, supervisors, facilitators, leaders, managers, principals, and vice-principals.

Discrimination

Discrimination is defined as unfair treatment of a person or group based on the grounds identified in the Nova Scotia Human Rights Act (The Act).

Section 6 of the Act allows some exceptions to enable employers to implement policies and practices that would otherwise be interpreted as discrimination. The following exceptions apply to workplaces in the Halifax Regional School Board:

- providing accommodations for employees to facilitate access to services or facilities
- defining legitimate employment qualifications where the nature and extent of a physical disability or mental disability reasonably prevents performance of a particular job or activity
- preventing, on account of age, the operation of a legitimate retirement or pension plan, or the terms or conditions of a legitimate group or employee insurance plan
- implementing a legitimate mandatory retirement plan
- enacting a law, program, or activity that aims to remove disadvantages from individuals or classes of individuals, including those who are disadvantaged because of a characteristic referred to in clauses (h) to (v) of subsection (1) of Section 5 of the Act.

Figure 2 describes some types of discrimination in the workplace.
Types of discrimination include, but are not limited to:*

a) **Direct discrimination:** Any action by individuals, groups or organizations, whether intended or unintended, that differentiates between people based on their membership in a protected group as set out in the *Act*, other than special programs designed to address the conditions of individuals or groups.

b) **Indirect discrimination or condonation:** The act of overlooking or accepting discriminatory behaviour or harassment, particularly by supervisory or managerial staff.

c) **Systemic discrimination:** Discrimination arising from policies, procedures, practices, and conduct that may not be intentionally discriminatory but that nevertheless adversely affect individuals or groups protected under the *Act*, where the adverse impact arises from one of the prohibited grounds of discrimination.

d) **Accommodation:** Failure to reasonably accommodate a person’s needs (short of causing undue hardship to the organization) on any of the protected grounds defined in the *Act*.

e) **Association:** Discrimination against individuals because of their relationship or association with a person or persons identified by a prohibited ground of discrimination under the *Act*.

f) **Reprisals:** Actions that may include threats, intimidation, denial of opportunity, or undue negative focus on the rights of individuals or groups who claim and enforce their rights under the *Act*.

g) **Negative or “poisoned” work environments:** Environments created and fostered by acts or omissions that maintain offensive or intimidating climates for work. Poisoned work environments thrive where managers or supervisors condone discriminatory or harassing behaviour. Poisoned environments can also be created where recruitment and employment policies, practices, and procedures are not fair and equitable.

*This list is adapted from the following source: Toronto District School Board (2004). *Human Rights Policy.* (http://www.tdsb.on.ca/pandp/ppdocs/docs/p/p031%20emp.pdf)*

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**Harassment**

The *Harassment Policy* defines harassment as derogatory (e.g., critical, insulting, belittling) or vexatious (e.g., aggressive, angry, antagonistic) conduct or comments that are known or ought reasonably to be known to be unwelcome. Harassment includes, but is not limited to, the following:

- any objectionable act, comment, or display that demeans, belittles, or causes personal humiliation or embarrassment, and any act of intimidation or threat

- conduct or comments involving any of the prohibited grounds of harassment and discrimination as defined in the *Nova Scotia Human Rights Act*.

The *Nova Scotia Human Rights Act* protects employees from harassment in all work-related activities if the harassment is based on one or more of the protected grounds, which include: age; race; colour; religion; creed; sex; sexual orientation; physical or mental disability; irrational fear of contracting an illness or disease; ethnic, national or aboriginal origin; family status; marital status; source of income; political belief, affiliation or activity; or association with another individual or class of individuals having any of those named characteristics.

*Figure 3* describes some types of harassment in the workplace.
The following situations, provided they are conducted in a professional manner, are not considered to be harassment or discrimination under the Act:

» situations that involve appropriate direction of employees
» situations that involve appropriate disciplinary action, either as permitted by collective agreements or through the board’s Progressive Discipline Policy
» expectations for a reasonable quality of job performance and participation in the performance review process.

**Conduct that constitutes harassment includes, but is not limited to:**

- unwelcome remarks, slurs, jokes, taunts, or suggestions that are related to a person's age, race, colour, religion, creed, sex, sexual orientation, physical or mental disability, ethnic or aboriginal origin, family status, income, or political belief
- unwelcome sexual remarks, invitations, or requests (including persistent, unwanted contact after the end of a relationship between co-workers)
- displays of sexually explicit, sexist, racist, or other offensive derogatory material
- written or verbal abuse or threats
- leering (prolonged and intense staring)
- unwelcome physical contact
- patronizing or condescending behaviour
- humiliation of staff in front of co-workers
- abuse of authority that undermines someone’s performance or threatens her or his career
- bullying.

*This list is adapted from the following source: Winnipeg Regional Health Authority (2004). *Respectful Workplace Policy.* [http://www.umanitoba.ca/faculties/pharmacy/Basic_PDF/WRHA_Policy.pdf].

**Sexual Harassment**

The board’s *Harassment Policy* defines sexual harassment to include comments, gestures, or physical conduct of a sexual nature where an individual knows or ought reasonably to know that the behaviour is unwelcome and personally offensive. Sexual harassment includes, but is not limited to:

» inappropriate or derogatory comments, humour, or behaviour based on gender and/or sexual orientation
» inappropriate, lewd, or sexually offensive written, graphic, or behavioural displays on school board property
» inappropriate, lewd, or sexually offensive slogans or graphics displayed on clothing worn on school board property or during school-related activities
» inappropriate conversation, physical touching, or leering that could be construed to be a sexual advance
» inappropriate conversation regarding an individual’s sexual behaviour
» unsolicited and/or unwanted requests to engage in sexual activity
» gender-based insults, or sexist or homophobic remarks
» a reprisal or threat of reprisal against an individual for rejecting a sexual solicitation or advance.

Sexual harassment is a prohibited form of discrimination under section 5(2) of the *Nova Scotia Human Rights Act*.

**Workplace**

Workplaces are not confined to the offices and buildings of the Halifax Regional School Board. The workplace includes, but is not limited to:

» any location where the business of the board is being carried out (e.g., playgrounds, cafeterias, meeting rooms)

» other locations and situations such as work-related travel, conferences, training events, social gatherings, or other similar situations/locations where the prohibited behaviour may have a subsequent impact on the work relationship, environment, or performance.
Section 3. Respectful Workplaces

The Halifax Regional School Board is committed to ensuring that all work environments are respectful and foster the dignity, self-worth, and well-being of all students, employees, parents, and members of our school board community.

Discrimination and harassment will not be tolerated under any circumstances.

The board will foster respectful workplaces by actively preventing and immediately responding to harassment and discrimination. The board also expects all employees and members of the school board community to contribute to the creation of respectful workplaces.

Your Rights in a Respectful Workplace

In a respectful workplace, all employees have the right to work in an environment that allows them to get their work done effectively. As an employee, you have the right to speak out against harassment and discrimination, and to receive a respectful response.

If you experience harassment or discrimination based on prohibited grounds of the Nova Scotia Human Rights Act, and it is not resolved to your satisfaction, you have a right to appeal to the Nova Scotia Human Rights Commission.

While all employees in supervisory roles have specific duties in responding to reports of harassment or discrimination, they also have the same rights as other employees to be free of harassment and discrimination in the workplace.

Your Responsibilities in a Respectful Workplace

As an employee, you are responsible for acting in a professional manner at all times.

If you see incidents of harassment or discrimination — even if the behaviour is not directed toward you — you have a responsibility to call attention to the behaviour, and to offer suggestions for more respectful behaviour. If the behaviour does not change as a result of your suggestions, you are encouraged to report the incident to the appropriate supervisor in the workplace.

If a colleague approaches you about your behaviour, you have a responsibility to listen to his or her concerns, offer an apology, and change the behaviour. Diminishing your colleague’s concerns (e.g., saying “I was just joking”) is never an appropriate response in such circumstances.
What to Do

All employees have a role in creating a respectful workplace. Here are some things that you can do in your own workplace:¹

» Learn about human rights, harassment, and discrimination.
» Speak up if you believe you are being harassed or discriminated against.
» Support co-workers if they experience harassment or discrimination.
» Read this handbook and other board publications about harassment and discrimination.
» Challenge harassing or discriminatory behaviour.
» Treat others with dignity and respect.
» Check your own actions and notice the messages you send out.
» Call on supervisors to act against harassment and discrimination.
» Participate in any programs offered to help employees build skills for developing respectful workplaces (e.g., conflict resolution).
» Cooperate with any investigations or remedies that are implemented to address harassment or discrimination.

¹Adapted from the British Columbia Public Service Employee Relations Commission (no date). *Preventing Discrimination and Sexual Harassment in the Workplace* (brochure posted at [http://www.bcpublicservice.ca/down/brohand.pdf](http://www.bcpublicservice.ca/down/brohand.pdf)).
Harassment and discrimination in the workplace have very real human costs. The effects of harassment and discrimination can leave victims feeling depressed, angry, anxious, physically tired or sick, and personally and professionally insecure. These feelings are intensified by common perceptions that harassment and discrimination are “harmless and something the victim should be able to handle alone.”

If you experience harassment or discrimination, do not ignore it and do not assume that you need to deal with it alone. You have a right to speak up and to expect support from school board staff, your union, or your professional association. There are many options for addressing harassment and discrimination. Decisions about which option to choose are completely up to you and depend on your particular situation and what you feel you are ready to do.

**Section 4. Advice for Complainants**

Employees in supervisory positions must respond immediately to any reports of harassment or discrimination. However, the board also recognizes that supervisors may be the victims of harassment or discrimination or responsible for these same behaviours themselves.

If your direct supervisor is harassing you or acting in a discriminatory manner, you have the right to seek advice or make a complaint to his/her supervisor or another senior official within your workplace. If you are being harassed or discriminated against by the director of a department, you have the right to make a complaint directly to the superintendent. If you are being harassed or discriminated against by the superintendent, you may make a complaint to the chair of the board.

Section 11, Contact Information, lists supervisory personnel that you may speak to if you are experiencing harassment. You may also contact your union or association representative at any time for help.

**Options for Responding to Harassment or Discrimination**

If you are a victim of harassment or discrimination, you have six options (see Figure 4):

- direct communication with the harasser
- informal complaint
- mediation
- formal investigation
- grievance under the relevant collective agreement
- complaint to the Nova Scotia Human Rights Commission, if the harassment or discrimination is based on prohibited grounds of the *Nova Scotia Human Rights Act*.

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2Lakehead University Human Resources Department, Harassment and Discrimination website. ([http://hr.lakeheadu.ca/wp/?pg=2](http://hr.lakeheadu.ca/wp/?pg=2)).
Working Together for Respectful Workplaces

Direct Communication

If someone is harassing you or discriminating against you, you may choose to speak directly with them about their behaviour. Consider these steps:

» Communicate with the person who is the source of your concern (in person or in writing).
» Describe the behaviour.
» Express your feelings and the impact this behaviour has on you.
» Say that the action is unwelcome and unacceptable.
» Give a respectful response and avoid blaming.
» If you are unsure about how to address the person, ask your supervisor or a trusted colleague for advice.
» Keep a written record of the details. This might include a description of the harassment or discrimination, when and where it occurred, the nature of any threats or promises, and the names of any witnesses.

*If you experience harassment or discrimination based on prohibited grounds of the Nova Scotia Human Rights Act, your rights extend beyond the workplace to the Nova Scotia Human Rights Commission.

Figure 4. Options for Complainants
If the behaviour continues, or you are unable to speak directly to the person for any reason, or your attempts to speak directly with the person are unsuccessful, you may make an informal or formal complaint to your supervisor or another appropriate person in the workplace (see the topics below and Section 11, Contact Information).

All employees in supervisory positions must document and respond immediately to any reports of harassment or discrimination. Where warranted, these behaviours will be addressed through the board’s Progressive Discipline For Board Employees Policy and the Harassment Policy.

With this in mind, if you need to talk to someone about harassment in your workplace but you are not ready to report it and pursue informal or formal complaint procedures, you should speak with a trusted colleague or seek professional help through an employee assistance program. If you do choose to make a complaint, you should complete Form A from the board’s Harassment Policy (http://www.hrsb.ns.ca/files/downloads/pdf/board/policy/sectiona/a.008-harassment.pdf) and make every attempt to bring your complaint forward promptly.

**Informal Complaint**

If you make a verbal or written complaint to your supervisor or other appropriate person in the workplace, there are a number of informal options for addressing your complaint (see Section 7, Informal Complaint Options).

As a first option, the person in authority who has received the complaint will tell you your options for resolving the situation. Initial steps may include your supervisor or other appropriate person in the workplace intervening on your behalf or arranging for you and the respondent to come together to resolve the complaint.

If you and your supervisor, or other appropriate person in the workplace, are not able to resolve the situation through these steps, conflict resolution (see Section 8, Managing Conflict in the Workplace) or mediation are two other options.

Mediation is a process in which two or more people involved in a dispute come together to try to work out a solution to their problem with the help of a neutral third person, called the mediator. Unlike a judge or an arbitrator, the mediator does not make decisions about the dispute. The mediator’s job is to help the participants evaluate their goals and options in order to find their own solution.

You can ask for mediation; or you may agree if it is suggested to you. However, you do not have to agree if you think that you are being pressured into something that does not feel right to you.

If you want to work toward a mediated settlement, the Diversity Management Coordinator will appoint a qualified mediator, from within the organization or from outside it, who is acceptable to both you and the respondent. If mediation does become part of the informal process, you and the respondent each have the right to be accompanied and helped during the sessions by someone of your own choosing (e.g., a colleague or union representative).

**FOR EMPLOYEES EXPERIENCING HARASSMENT**

- Don’t blame yourself.
- Don’t ignore it.
- Tell someone you trust.
- Keep written records.
- Find out about your workplace harassment policy.
- Cooperate in the investigation.
- Be proactive.

Formal Investigation

If the informal process does not resolve the issue, or you wish to bypass that process, you may initiate a formal complaint through the Diversity Management Coordinator (see Section 7, Formal Investigation). The complaint must be in writing and submitted on Form B of the board’s Harassment Policy (http://www.hrsb.ns.ca/files/downloads/pdf/board/policy/sectiona/a.008-harassment.pdf).

You should make every effort to start a formal written complaint within one year of the incident(s), although the superintendent (or designate) has discretion to accept a complaint filed after a longer period.

The Diversity Management Coordinator will advise the superintendent, respondent, and supervisors about the complaint and will arrange to have it investigated. Where criminal behaviour is alleged, the incident will also be reported to the appropriate policing agency (Harassment Policy, Section 6.4).

Filing a Grievance

If you are a member of one of the board’s four bargaining units, the decisions you make about complaint options do not prevent you from filing a grievance under your collective agreement.

You can file a grievance based on harassment or discrimination at any time by contacting your local union representative. Contact information for each of the unions representing employee groups in the HRSB is listed in Section 11, Contact Information.

Filing a Complaint with the Nova Scotia Human Rights Commission

If you experience harassment or discrimination based on prohibited grounds of the Nova Scotia Human Rights Act, you have the right, at any point in the process described above, to file an external complaint with the Nova Scotia Human Rights Commission. The commission serves all residents in the province and its procedures for investigating complaints are outlined in the province’s Human Rights Act.


Confidentiality

All complaints and documents related to the complaints process will be kept confidential.

During the informal and/or formal complaint process, all files will remain with the supervisor conducting the investigation and will be stored in a locked cabinet.

When the informal and/or formal complaint processes have ended, all documents will be kept by the board with the Director of Human Resource Services, who will maintain Complaint and Investigation Files in a secure location. If disciplinary action is determined for an employee or employees, a record of the incident and discipline will be put in the employee’s personal or personnel file and will be kept according to the appropriate collective agreements.
If you have been accused of harassment or discrimination, you have the right to be treated in a professional manner. It is in your best interest to cooperate with any actions taken to remedy the situation. However, with the exception of a formal investigation (where you must participate), you are not required to participate in any actions if you feel you are being pressured into doing something that does not feel right to you.

Like the complainant, you have the right to seek the advice of a colleague, a supervisor, or a union representative at any time.

**Responding to Direct Feedback**

If someone speaks to you directly about your behaviour, stop and take time to reflect on it. It may be that without intending to, you have spoken or acted in a way that has offended, humiliated, or degraded another person or group of people. It is your responsibility to change your behaviour if it is harassing or considered discriminatory by others. You may also want to consider apologizing.

Keep written notes of any conversation you have where someone suggests you have harassed them or another person. Record the conversation and the date it happened, how you felt, and what you did, if anything. Also make notes of your version of the alleged incident, the date it occurred, and who else was present.

If you and the person who is complaining to you are unable to resolve the situation, you may seek advice from your supervisor or another senior official in your workplace.

**Responding to Informal Complaints**

An employee who experiences harassment or discrimination may also ask a supervisor or other appropriate person to facilitate an informal complaint process (see Section 7, Informal Complaint Options). If you are named as the respondent in an informal investigation, it is in your best interest to participate in the process. At each step of the investigation process, you will be informed and invited to participate. If you are not comfortable being involved, you have the right to decline as long as you do so in a professional way.

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**FOR EMPLOYEES ACCUSED OF HARASSMENT**

- Don’t overreact. You may be able to resolve the matter informally.
- Consider an apology if another employee finds your words or behaviour offensive.
- Don’t make excuses for your behaviour or try to minimize its impact.
- Tell the person it won’t happen again.
- Respond appropriately, either verbally or in writing.
- Consider consulting an advisor to help resolve the matter.
- Remember: if there is an investigation, you will have a chance to tell your side.
- Cooperate with the investigation.
- You can grieve any discipline imposed on you to the appropriate bargaining unit.

Responding to Formal Complaints

If someone files a formal complaint about your behaviour, you will have to participate in the investigation (see Section 7, Formal Investigation). You can ask your supervisor or other supervisors in your workplace for advice and support. You will be expected to cooperate, and to give your perspective on what happened. If the investigation shows that you did harass another person or group of people, you will be expected to change your behaviour. If there is just cause, you will also be subject to disciplinary action.

If you are the individual accused of harassment, you have the following rights:3

- to be informed of the complaint
- to be given a written statement of the official allegations, and to respond to them
- to have a person of your choice accompany you during the process
- to be informed about the progress of the complaint
- to receive fair treatment.

Confidentiality

All complaints and documents related to the complaints process will be kept confidential.

During an investigation, all files will remain with the supervisor conducting the investigation and will be stored in a locked cabinet.

Upon conclusion of an investigation and disciplinary action (if any), all documents will be kept by the Director of Human Resource Services, who will maintain complaint and investigation files in a secure location.

If a respondent is found to have acted in a harassing or discriminatory manner that results in disciplinary action, documents provided to the respondent and information regarding discipline will be held in the respondent’s personnel file and retained in a way that is consistent with collective agreements.

---

Section 6. Advice for Employees in Supervisory Roles

Employees in supervisory positions have the authority and responsibility to prevent or discourage harassment and discrimination. As a supervisor working to prevent harassment and discrimination or responding to a complaint, you are working as an agent of the Halifax Regional School Board and are carrying out the board’s obligations under the Nova Scotia Human Rights Act. If you fail to take immediate action against harassment or discrimination, you may be held accountable for doing so, even if you have not received a formal complaint.

Your responsibility is to act whenever concerns are brought to your attention. Your commitment to resolving concerns related to harassment and discrimination must be clear and demonstrable, even in cases where a complainant chooses to make a formal complaint to the Nova Scotia Human Rights Commission (see Section 7, Complaint Procedures). These responsibilities may not be delegated to anyone else except in cases where the Diversity Management Coordinator, Director of Human Resource Services or the Superintendent (or designate) indicates that a complaint is under formal investigation by an investigator identified by the board.

If an employee brings an incident of harassment to your attention, and indicates that he/she does not want you to take any action, you should inform the employee that you are required to document and respond to all incidents of harassment. You may provide information to the employee about the board’s Harassment Policy, provide a copy of the board’s Handbook on Preventing and Responding to Harassment in the Workplace, and discuss the employee’s options if he or she chooses to report the incident(s). You should also encourage the employee to speak with a trusted colleague or professional provided through an employee assistance program.

Preventing Harassment and Discrimination

There are a number of ways that you can contribute to the prevention of harassment and discrimination in HRSB workplaces.

**Educate**

- Ensure that all employees have access to the board’s Harassment Policy, this handbook, and other relevant publications.
- Use the information in this handbook to educate employees about their rights and responsibilities in a workplace free of harassment and discrimination.
- Encourage employees to attend professional development sessions on topics such as diversity management, conflict resolution, and effective communication.

**Be Proactive**

- Set clear standards for the maintenance of a respectful workplace and respond immediately to inappropriate behaviour.
- Stop harassment by stating clearly that it is not appropriate or acceptable. Communicate clearly that an employee who harasses another employee is subject to discipline under the board’s Progressive Discipline for Board Employees Policy.
Remove any visual or print materials that are demeaning to any individual or group. If you are aware of electronic communications that include demeaning materials, inform employees of the board’s *Acceptable Use of Computers and Internet/Intranet Technology Policy* and communicate clearly that an employee who circulates inappropriate e-mail is subject to discipline. Communicate to all employees that these materials are not appropriate in the workplace.

Encourage employees to take action against disrespectful behaviour, harassment, and discrimination.

Act quickly if you believe harassment is occurring. You do not have to wait to receive a formal complaint. Never wait for a crisis.

Be sensitive when speaking to employees about harassment and discrimination.

Be a role model and provide ongoing messages about expectations for appropriate behaviour in the workplace.

Contact the board’s Diversity Management Coordinator or the Director of Human Resource Services if you have any questions or need help in implementing proactive strategies in your workplace.

**Responding to Complaints**

**Take Action**

If you receive a complaint of harassment or discrimination, take it seriously and respond immediately. Keep the following points in mind.

- When the complainant first comes to speak with you:
  - Invite the complainant to talk about the situation.
  - Allow her/him to engage in a narrative. *Do not interrupt.*
  - Keep detailed notes and allow the complainant to review them while asking if he/she would like to clarify or add anything.
  - Explain all options for responding (see Section 4, Advice for Complainants) and ask what option she/he would like to pursue.
  - Explain that anything discussed at this initial meeting will be confidential, but that you cannot keep the information completely confidential if an informal or formal investigation is initiated. Explain who else may see the information that you have recorded (e.g., central office staff, the respondent).
  - State whether you will be taking immediate action to contact your supervisor or the Diversity Management Coordinator if the health and safety of staff or students is in danger.
  - Explain the board’s policy on harassment and discrimination and provide a copy of this handbook.
  - State the steps that can be taken if the complainant believes that he/she is experiencing reprisals for making a complaint.

- If the complainant does not wish to pursue any of the options available, provide him or her with a copy of the board’s Harassment Policy and this handbook. Also ensure that the complainant knows of another person to go to for support. If necessary, provide the complainant with information on the appropriate employee assistance program.

- If there are any conflict-of-interest issues because you are the one receiving the complaint, inform the complainant and act immediately to find an alternate supervisor to meet with the complainant.

- If the complaint relates to harassment or discrimination on prohibited grounds in the *Nova Scotia Human Rights Act*, inform the complainant that there are also external avenues for redressing the issue through the Nova Scotia Human Rights Commission.
Where applicable, inform the employee of his or her right to seek union advice and support.

Watch for, and respond to, reprisals against anyone making a complaint.

If the complainant chooses to address the issue informally, facilitate the process and/or contact the Diversity Management Coordinator to get help with effective conflict resolution and mediation strategies.

If the complainant chooses to address the issue formally, provide full assistance to the Director of Human Resources and the appointed investigator.

In all cases, keep detailed records of meetings, phone calls, and any actions taken in response to the complaint. Limit all documentation to facts — not opinions — related to the incident and informal or formal complaint processes.

Protect the privacy of all parties involved by maintaining confidentiality at all times, even among other supervisors.

Avoid Common Mistakes

When working to address harassment and discrimination complaints:

- **Do not discourage** the complainant from complaining about his or her situation.
- **Do not tell** the complainant what to do.
- **Do not interrupt** the complainant, respondent, or witnesses when conducting interviews as part of an investigation.
- **Do not editorialize** about what the complainant, respondent, or witness tells you.
- **Do not offer** explanations or excuses for the behaviour of an employee accused of harassment or discrimination.
- **Do not rush** into an investigation or notify police without consulting with your supervisor or the Diversity Management Coordinator.
- **Do not hesitate** to respond immediately to any signs of reprisal against the complainant or assumptions of guilt against the respondent.
- **Do not promise** a complainant or respondent a particular result before an investigation is complete.
- **Do not interfere** with an investigation.
- **Do not speak** about a complaint or investigation to colleagues who are not directly involved.
- **Do not ask others** in the workplace if they have any complaints about an alleged harasser when one person has made a complaint.

**WHAT IS RETALIATION?**

Retaliation is a negative comment or action taken against someone who has made a harassment or discrimination complaint. It is a criminal offence for anyone to threaten, intimidate, or discriminate against a person who complains, gives evidence or helps with a complaint.

Retaliation can take many forms (e.g., comments about the legitimacy of a complaint, gossip, excluding the complainant from regular activities, or further harassment or discrimination).

If a complainant feels he or she is experiencing retaliation, this is sufficient cause for a supervisor or other appropriate person in the workplace to investigate. Retaliatory actions against a complainant may be treated as a separate and distinct cause for complaint.
Section 7. Complaint Procedures

The purpose of human rights complaint procedures, whether informal or formal, is to gather the necessary facts in a fair and professional way. When implementing complaint procedures, supervisory staff must follow defined procedures closely, and must consult with their supervisors or the Diversity Management Coordinator if they have questions at any point during the process.

According to the Office of Human Rights at the University of Alberta, the “bottom line” of an effective complaint procedure is respect for the rights of all parties involved (see Figure 5).

**Figure 5. Strategies for Respecting the Rights of All Parties in a Complaint Procedure**

- Ensure that both the complainant and respondent are involved in the process.
- Ensure that the respondent has received the complaint and has been given enough time to respond.
- Allow the respondent to respond to new allegations or information submitted by the complainant.
- Advise the complainant and the respondent that they are permitted to bring along a colleague or union representative to the meetings.
- Delay findings until you (the supervisor) have had the opportunity to review and assess all the evidence.
- Treat all information confidentially.
- Deal with the complaint seriously.
- Refer to the allegation as an allegation throughout the course of the investigation.
- Display neutrality in words used and in non-verbal behaviour.
- Ask open-ended and probing questions of the interviewees rather than closed or leading questions.
- Review findings with the complainant and respondent before drafting the investigation report.


Victims of harassment and discrimination deserve full support within their workplace and should be protected from all forms of reprisals for having the courage to speak up against inappropriate behaviour. However, this support must not be confused with presumption of guilt of the accused person before or during an informal or formal complaint process. Likewise, a complaint should never be dismissed or downplayed in favour of presuming the innocence of the person accused of discriminatory behaviour or harassment.

An appropriate response to a human rights complaint can only be determined when the investigation is complete and all the facts have been documented. If any steps need to be taken in the interest of student or staff safety during the course of the investigation, these will be determined by the Director of Human Resource Services and the Superintendent or designate.
Informal Complaint Options

Informal complaints may be settled by mutual consent of the complainant and respondent or through other remedies approved by the supervisor, including, but not limited to, mandatory training, a letter of apology, or disciplinary action. In all cases, resolutions should be determined only after a supervisor has spoken to the complainant and respondent.

If the supervisor determines that harassment or discrimination has occurred or is present, the process continues until a remedy that is acceptable to both parties is identified and documented in writing by the supervisor. In addition to measures that the respondent must perform, supervisors should ensure that complainants have the support they need to resolve all professional and personal issues arising from the harassment or discrimination.

If the supervisor determines that harassment or discrimination did not occur or is not present, supervisors should work with both parties to help with conflict resolution or to discipline the complainant if the allegation was false.
### Initiating an Informal Complaint

This symbol indicates steps in the process where written documentation is required. All documents must be placed in a confidential file and stored in a secure location.

| Complainant | 1. Report the incident to a supervisor or other appropriate person in the workplace, either verbally or in writing. If reporting the incident in writing, use Form A from the board’s *Harassment Policy*. |
| Supervisor | 2. Document the complainant’s comments on Form A of the board’s *Harassment Policy*, if the complaint is verbal. |
| | 3. Create a confidential investigation file and store it in a locked filing cabinet. |
| | 4. Give the complainant a copy of the board’s *Handbook for Preventing and Responding to Workplace Harassment*. |
| | 5. Inform the complainant of the following options for addressing the issue informally: |
| | • **Option 1** – The supervisor agrees to intervene on behalf of the complainant. |
| | • **Option 2** – The supervisor facilitates a discussion between the complainant and respondent. |
| | • **Option 3** – The supervisor arranges for conflict resolution or mediation of the issue with a qualified conflict resolution consultant or mediator. |
| | 6. Inform the complainant of options for addressing the issue through a formal investigation. If the complaint is based on a prohibited ground in the *Nova Scotia Human Rights Act*, also inform the complainant of his/her right to file a complaint with the *Nova Scotia Human Rights Commission*. |
| Complainant | 7. Read the *Handbook for Preventing and Responding to Workplace Harassment*, if you have not already done so. |
| | 8. Choose the informal or formal option you would like to pursue for resolving the issue. |
| | 9. On Form A, identify the action you want to take, then sign the form and return it to the supervisor. |
| Supervisor | 10. Sign Form A, provide a copy of the completed form to the complainant, and forward copies of the completed Form A according to the instructions on the form. |
### Informal Option 1 – Supervisor Communicates with Respondent on Complainant’s Behalf

<table>
<thead>
<tr>
<th>Role</th>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor</td>
<td>1.</td>
<td>Inform the respondent of the complaint and provide an opportunity for response.</td>
</tr>
<tr>
<td>Respondent</td>
<td>2.</td>
<td>Respond to the complaint.</td>
</tr>
<tr>
<td>Supervisor</td>
<td>3.</td>
<td>Document the respondent’s comments.</td>
</tr>
<tr>
<td>Supervisor &amp;</td>
<td>4.</td>
<td>Reach a proposed resolution.</td>
</tr>
<tr>
<td>Respondent</td>
<td></td>
<td>If the supervisor and respondent <em>cannot</em> reach a proposed resolution, go to step 8b.</td>
</tr>
<tr>
<td>Supervisor</td>
<td>5.</td>
<td>Document the proposed resolution.</td>
</tr>
<tr>
<td>Supervisor &amp;</td>
<td>6.</td>
<td>Present the proposed resolution to the complainant.</td>
</tr>
<tr>
<td>Respondent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complainant</td>
<td>7.</td>
<td>Respond to the proposal.</td>
</tr>
<tr>
<td>Supervisor</td>
<td>8a.</td>
<td>File all documents in a confidential file, forward the file to the Director of Human Resource Services, and monitor the progress of the proposed resolution.</td>
</tr>
<tr>
<td>Supervisor</td>
<td>8b.</td>
<td>Inform the complainant of alternative options (i.e., facilitated discussion, mediation, formal investigation).</td>
</tr>
<tr>
<td>Complainant</td>
<td>9.</td>
<td>Decide which option (if any) to pursue.</td>
</tr>
<tr>
<td>Supervisor</td>
<td>10.</td>
<td>Inform the respondent of the complainant’s decision about next steps.</td>
</tr>
<tr>
<td></td>
<td>11.</td>
<td>Continue to document all actions, and maintain all documents in a confidential file.</td>
</tr>
<tr>
<td>Respondent</td>
<td>12.</td>
<td>If the complainant chooses to continue with informal options (options 2 or 3, below), inform the supervisor if you are willing to participate in the proposed next steps.</td>
</tr>
</tbody>
</table>
Informal Option 2 – Supervisor Facilitates Communication Between Complainant and Respondent

Supervisor

1. Arrange to facilitate a discussion between the complainant and respondent.

2. Consult with supervisors or the Diversity Management Coordinator for advice on effective facilitation strategies.

3. Hold a preliminary meeting with the respondent to describe the complaint and give the respondent an opportunity to respond.

Respondent

4. Respond to the complaint.

Supervisor

5. Document the respondent’s comments.

6. Facilitate and document the discussion between the complainant and respondent.

Complainant & Respondent

7. Participate in the discussion about the complaint, and strive for a resolution.

If the parties do reach a resolution:

Supervisor

8a. File all documents in a confidential file, forward the file to the Director of Human Resource Services, and monitor the progress of the proposed resolution.

[End of procedure]

If the parties do not reach a resolution:

8b. Inform the complainant of her/his options (e.g., to pursue option 3 (mediation) or a formal investigation).

Complainant

9. Choose which option (if any) to pursue, and tell the supervisor.

Supervisor

10. Inform the respondent of the complainant’s decision about next steps.

11. Continue to document all actions, and maintain all documents in a confidential file.

Respondent

12. If the complainant chooses to continue with informal options (e.g., mediation), inform the supervisor if you are willing to participate in proposed next steps.
### Informal Option 3 – Conflict Resolution or Mediation

<table>
<thead>
<tr>
<th>Role</th>
<th>Step</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor</td>
<td>1.</td>
<td>If the supervisor is a qualified conflict resolution consultant or mediator, go to step 3.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If the supervisor is <em>not</em> a qualified conflict resolution consultant or mediator, contact the Diversity Management Coordinator to appoint a conflict resolution consultant or mediator.</td>
</tr>
<tr>
<td>Diversity Management Coordinator</td>
<td>2.</td>
<td>Arrange for conflict resolution or mediation with a qualified board employee or external consultant.</td>
</tr>
<tr>
<td>Mediator, Complainant, &amp; Respondent</td>
<td>3.</td>
<td>Participate in conflict resolution or mediation, and strive for a resolution.</td>
</tr>
<tr>
<td>Mediator</td>
<td>4.</td>
<td>Document the outcome of the conflict resolution or mediation, and send the report to the supervisor (if the mediator is not also the supervisor).</td>
</tr>
<tr>
<td>Supervisor</td>
<td>5.</td>
<td>If a resolution is reached: File all documents in a confidential file, forward the file to the Director of Human Resource Services, and monitor the progress of the proposed resolution.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>If a resolution is <em>not</em> reached: Inform the complainant of her or his option to pursue a formal investigation.</td>
</tr>
<tr>
<td></td>
<td>6.</td>
<td>Continue to document all actions and maintain all documents in a confidential file.</td>
</tr>
</tbody>
</table>
### Formal Investigation

Formal investigations are described below, in three phases:

- Preparing for the Investigation
- Conducting the Investigation
- Determining Appropriate Action.

cka This symbol indicates steps in the process where written documentation is required. All documents must be placed in a confidential file and stored in a secure location.

#### Preparing for the Investigation

<table>
<thead>
<tr>
<th>Role</th>
<th>Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complainant</td>
<td>1. Complete Form B – the Formal Complaint Form from the board’s Harassment Policy – and take it to your supervisor or other appropriate person in the workplace.</td>
</tr>
<tr>
<td>Supervisor</td>
<td>2. Review Form B with the complainant, and ensure that the form is completed properly.</td>
</tr>
<tr>
<td></td>
<td>3. Sign the completed form, indicating the date you received it.</td>
</tr>
<tr>
<td>Complainant</td>
<td>4. Make two copies of the completed form and distribute them in the following way:</td>
</tr>
<tr>
<td></td>
<td>- Keep one copy.</td>
</tr>
<tr>
<td></td>
<td>- Give the other copy to the supervisor.</td>
</tr>
<tr>
<td></td>
<td>- Forward the original completed form to the Diversity Management Coordinator.</td>
</tr>
<tr>
<td>Supervisor</td>
<td>5. File your copy of the completed Form B.</td>
</tr>
<tr>
<td>Diversity Management Coordinator</td>
<td>6. Inform the complainant that you have received the original Form B.</td>
</tr>
<tr>
<td></td>
<td>7. Inform the Director of Human Resource Services that you have received a Formal Complaint Request.</td>
</tr>
<tr>
<td></td>
<td>8. Inform the respondent of the complainant’s request for a formal investigation.</td>
</tr>
<tr>
<td></td>
<td>9. Appoint a qualified board employee or external consultant to conduct the investigation.</td>
</tr>
</tbody>
</table>
## Conducting the Investigation

<table>
<thead>
<tr>
<th>Role</th>
<th>Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigator</td>
<td>1. Review the completed Form B and arrange a meeting with the complainant.</td>
</tr>
<tr>
<td></td>
<td>2. Meet with the complainant to gather and document any information required (in addition to the information provided on the completed Form B). Invite the complainant to provide any written information in addition to what he or she already provided on Form B. Inform the complainant that all information will be given to the respondent(s), who will have an opportunity to respond within 10 working days.</td>
</tr>
<tr>
<td>Complainant</td>
<td>4. Provide a written statement of any information required, in addition to what you already provided on Form B.</td>
</tr>
<tr>
<td>Investigator</td>
<td>5. Provide copies of documents submitted by the complainant, and the investigator’s documentation of the interview, to the respondent.</td>
</tr>
<tr>
<td></td>
<td>6. Invite the respondent to respond in person or in writing to the investigator. Inform the respondent of the timelines for responding.</td>
</tr>
<tr>
<td>Respondent</td>
<td>7. Respond to the investigator about the complaint, in person or in writing.</td>
</tr>
<tr>
<td>Investigator</td>
<td>8. Document the respondent’s response and share this with the complainant for reaction.</td>
</tr>
<tr>
<td>Complainant</td>
<td>9. Respond to the investigator about the respondent’s reaction to the complaint.</td>
</tr>
<tr>
<td>Investigator</td>
<td>10. Re-interview the complainant or respondent, as necessary.</td>
</tr>
<tr>
<td></td>
<td>11. If necessary, ask the complainant and/or respondent to identify witnesses, in preparation for your conducting third-party interviews to gather further evidence.</td>
</tr>
<tr>
<td>Complainant &amp;</td>
<td>12. Provide the names of witnesses, if the investigator asks for them.</td>
</tr>
<tr>
<td>Respondent</td>
<td></td>
</tr>
</tbody>
</table>

*Continued...*
### Conducting the Investigation (Continued)

<table>
<thead>
<tr>
<th>Investigator</th>
<th>13. If necessary, interview others (witnesses and other third parties) and gather materials that may be necessary to complete the investigation.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>14. Produce a factual report of the complaint and the investigation, including all information gathered through the investigation.</td>
</tr>
<tr>
<td></td>
<td>15. Submit the report to the Director of Human Resource Services, and provide copies to the complainant, respondent, and superintendent or designate.</td>
</tr>
<tr>
<td></td>
<td>16. Inform all parties that they may make additional comments on the final investigation report, within seven working days.</td>
</tr>
</tbody>
</table>

| Complainant, Respondent, and Others | 17. Make additional comments on the final report, if necessary. |
### Determining Appropriate Action

When seven working days have passed since receipt of the investigator’s report:

<table>
<thead>
<tr>
<th>Role</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Investigator</td>
<td>1. Meet with the Director of Human Resource Services and the superintendent (or designate) to review findings of the investigation. Provide the Director of Human Resources Services with all documents related to the investigation.</td>
</tr>
<tr>
<td>HR Director &amp; Superintendent (or designate)</td>
<td>2. Determine and document the appropriate action in a timely manner, in accordance with applicable collective agreements.</td>
</tr>
<tr>
<td>Superintendent (or designate)</td>
<td>3. Communicate final actions to the respondent. That is:</td>
</tr>
</tbody>
</table>

» If the investigation finds that harassment or discrimination was or is present in the workplace, consequences may include the following to the extent permitted under the applicable collective agreement or employment contract:

- verbal agreements
- formal apology to complainant
- letter on file
- required counselling or program for offender
- removal of offender from site
- involuntary relocation of offender
- suspension without pay
- termination of employment.

» If the investigation finds that harassment or discrimination was not or is not present, but the respondent has acted inappropriately, consequences may range up to and including mandatory professional development.

» If the investigation finds no evidence of disrespectful behaviour, harassment, or discrimination, the respondent will be provided with the findings in writing and given an opportunity to receive public exoneration.

» If the investigation finds that discrimination is present and is the result of board policies or procedures, the superintendent will take immediate steps to correct the policy.
Complaints Filed with the Nova Scotia Human Rights Commission

Any employee who experiences harassment or discrimination based on prohibited grounds in the Nova Scotia Human Rights Act may choose to make a formal complaint to the Nova Scotia Human Rights Commission at any time.

If the complainant does choose this option, supervisors are no longer responsible for carrying out the investigation, but they do continue to play an important role in the workplace as the Commission carries out its investigation.

As a supervisor, it is your responsibility to continue to do the following:

- Provide support to the complainant, even if you are named as a respondent in the complaint.
- Ensure that the complainant does not suffer retaliation and that the respondent is not subject to assumed guilt.
- Avoid making comments about the complaint, unless formally asked to do so by the board or the Human Rights Commission.
- Promptly provide any documents requested by the board or the Human Rights Commission.
- Provide accurate information to staff about the Human Rights Commission process and the rights of both the complainant and respondent.

Reports Involving Allegations of Criminal Behaviour

In certain situations, a complaint of discrimination or harassment may also involve allegations of criminal behaviour. These include incidents of the following:

- criminal harassment – stalking and cyber-stalking
- uttering threats
- assault
- aggravated assault
- sexual assault
- aggravated sexual assault
- indecent or harassing telephone calls

A victim of criminal harassment may contact the police at any time. However, with the exception of reports of children in need of protective services as defined in the board’s Student Protection Policy, there is generally no positive obligation for a supervisor to report criminal activity. There is certainly no obligation to report criminal activity to the police in a situation where the criminal activity is brought to a supervisor’s attention by a third party.

In cases involving criminal behaviour, the matter must be reported immediately to the Director of Human Resource Services for a decision about whether the police should be involved. The decision whether to contact the police would be made by senior staff on a case-by-case basis, depending on the particular facts of the situation.

If senior staff decide to involve the police, the complainant or victim should be consulted about this course of action because she or he would need to be a witness in the police investigation and/or at any ensuing criminal trial. It is not mandatory, but may well be necessary, that the complainant or victim agree with the decision to involve the police.
Section 8. Managing Conflict in the Workplace

Conflict is a normal and unavoidable feature of every workplace. How we choose to manage it is the key to whether conflict becomes costly and damaging to employees or contributes to a vibrant culture of teamwork and innovation.

Destructive conflict that plays itself out in anger, gossip, and conflict must be resolved quickly. But the presence of managed conflict, where everyone understands the ground rules of healthy and respectful disagreement, can be a real asset in the workplace.

In workplaces where conflict is managed effectively, employees know that disagreement is often the catalyst to cutting-edge ideas, the key to effective decision-making, and a natural part of the change process. In the conflict-friendly office, employees have opportunities to learn the skills they need to disagree with each other respectfully, managers and team leaders are skilled in facilitating effective meetings, and everyone knows what to do if conflict begins to get out of hand.

In an effective workplace, the line is drawn when conflict gets out of control (see Figure 6). When disagreement turns from respectful debate to an argument or angry silence, employees take immediate action. They do so because they know unmanaged conflict can result in poor morale, diminished productivity, and reduced attention to effective customer service.

These are the basic components of conflict:4

- Two or more persons are involved.
- There is a perceived incompatibility between ideas, actions, beliefs, or goals.
- The opposing sides see their way as the only way to achieve their goals and objectives.

<table>
<thead>
<tr>
<th>Managed Conflict</th>
<th>Out-of-Control Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strengthens relationships and builds teamwork.</td>
<td>Damages relationships and discourages cooperation.</td>
</tr>
<tr>
<td>Encourages open communication and cooperative problem-solving.</td>
<td>Results in defensiveness and hidden agendas.</td>
</tr>
<tr>
<td>Resolves disagreements quickly and increases productivity.</td>
<td>Wastes time, money, and human resources.</td>
</tr>
<tr>
<td>Deals with real issues and concentrates on win-win resolution.</td>
<td>Focuses on fault-finding and blaming.</td>
</tr>
<tr>
<td>Makes allies and diffuses anger.</td>
<td>Creates enemies and hard feelings.</td>
</tr>
<tr>
<td>Airs all sides of an issue in a positive, supportive environment.</td>
<td>Is frustrating, stress-producing, and energy-draining.</td>
</tr>
<tr>
<td>Calms, and focuses toward results.</td>
<td>Is often loud, hostile, and chaotic.</td>
</tr>
</tbody>
</table>


When Conflict Gets Out of Control

To manage conflict effectively, you need to know when it is getting out of control. Here are some clues:

- In meetings, watch for situations where a team discussion turns into a debate between two employees, where groups appear to be taking sides, where the flow of conversation becomes fast-paced or marked by lengthy silences, or where people's body language signals discomfort or irritation.

- In the workplace, watch for the unhealthy signs listed in Figure 7.

Figure 7. Signs of Out-of-Control Conflict

- The players have become rigid in their positions, so dug in and entrenched that they're spinning their wheels.
- Direct communication between the parties is diminishing or absent. They may be using a third person as a go-between or are avoiding each other entirely.
- The dispute seems to have become more about defeating the other person than about the initial issues.
- The dispute has begun to involve others, as the players look to people around them for support, sympathy or power.
- Regular work or daily life is disrupted and the parties are losing time and energy to the conflict itself.
- One or more of the people involved seem to view almost everything the other does through a filter of mistrust, suspicion or threat.
- Retaliation or getting even has become important and attempts at coercion are becoming more frequent.


If you see any of these signs, do not hesitate to respond to them. The worst thing employees can do is avoid conflict and hope that it will go away on its own.

However, you also need to realize that you may not always be able to stop unhealthy conflict in its tracks. In cases where you can't get the discussion back on track in a meeting or you realize that the conflict existed long before you noticed it, you may need different strategies to address the problem.

When conflict becomes unhealthy, formal conflict resolution helps employees to understand the issue, to articulate why they are upset by it, and to voice solutions they feel would work best to resolve the issue. It also involves guiding discussion of the issues so that everyone is able to own the issues personally. The steps of formal conflict resolution are outlined in Figure 8.

The ultimate goal of conflict resolution is to refocus everyone's energy on working productively, but it should also always be an opportunity for employees to learn about themselves and about respectful ways to manage difficult situations in the workplace.
1. **Treat the other person with respect.**

   Although respecting the other person during a conflict is challenging, we must try. Words of disrespect are hurtful and block communication. Use your willpower to treat the other person as a person of worth and as an equal.

2. **Confront the problem.**

   Find a time and place to discuss the conflict with the other person. Choose a time when you aren’t arguing or angry. The place should be comfortable for both of you — away from either party’s office or desk.

3. **Define the conflict.**

   - Describe the conflict in clear, concrete terms. Be specific when answering the who, what, when, where, and why questions.
   - Describe behaviors, feelings, consequences, and desired changes. Be specific and start sentences with “I,” not “you.”
   - Focus on behaviors or problems, not people.
   - Define the conflict as a problem for both of you to solve together, not a battle to be won.

4. **Communicate understanding.**

   - Listen to really understand the other person’s feelings, needs, and so forth.
   - Seek first to understand, then to be understood.
   - Step back and try to imagine how the other person sees things.
   - Explain how you see the problem after you have talked about it. Discuss any changes you have made in the way you see things or how you feel.

5. **Explore alternative solutions.**

   - Take turns offering alternative solutions. List them all.
   - Be nonjudgmental of others’ ideas.
   - Examine consequences of each solution.
   - Think and talk positively.

6. **Agree on the most workable solution.**

   - Agree to a solution you both understand and can live with.
   - Work to find a “win-win” solution.
   - Be committed to resolving the conflict.

7. **Evaluate after time.**

   Work out a way to check on how well the solution is working. Adjust the resolution when necessary.

What You Can Do to Manage Conflict in the Workplace

The first step to understanding and managing conflict is to get to know yourself and how you respond to conflict. Do you:

» retreat at the first sign of disagreement?
» accommodate by quickly accepting the other person’s point of view?
» stand your ground and fight until the finish?
» compromise by trying to find middle ground?
» collaborate by actively listening and offering your own views in a respectful way?

Next, get to know your workplace. For example:

» Does your workplace promote fairness, collaboration, shared decision-making and respect?
» Are meetings managed effectively?
» Do employees have a shared understanding of the company’s vision and goals?
» Do employees have the skills they need to create a respectful workplace?

Finally, be aware of the way you communicate with others. The difference between healthy and unhealthy conflict often lies in the verbal and non-verbal messages we send out to others. Effective communication and healthy conflict are promoted when:

» there is an atmosphere of respect.
» employees know personal attacks will not be tolerated.
» everyone takes responsibility for keeping the conversations focused on the issue at hand.
» the purpose or goal of projects and meetings are clearly defined.
» managers and team leaders help employees express specific actions or views.
» employees have opportunities to learn about, and practice, active listening and cooperative problem-solving skills.
» steps are taken to make sure everyone has an opportunity to contribute.

If you have looked at all of these aspects and continue to feel that conflict is an issue in your workplace, speak to your supervisor or other senior staff in your workplace. Let them know that the conflict is having a negative effect on you and your work, and ask for help in resolving the issues.
The table below and on the following pages provides definitions of harassment and discrimination based on the following:

- age
- marital status
- national origin
- parental status
- physical or mental disability
- race, colour, or ethnicity
- religion
- sex or gender
- sexual orientation.

<table>
<thead>
<tr>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Age</strong></td>
</tr>
<tr>
<td>Attitudes, myths, and practices that disadvantage people because of their age.</td>
</tr>
<tr>
<td>Ageism may be accompanied by other forms of discrimination – e.g., based on gender, race, physical ability, or marital status.</td>
</tr>
<tr>
<td>The term ageism was coined in 1968 by Robert Butler, who focused on the negative attitudes of younger people against older people.</td>
</tr>
<tr>
<td>To find out more, visit the Canadian Network for the Prevention of Elder Abuse (<a href="http://www.cnpea.ca/ageism.htm">http://www.cnpea.ca/ageism.htm</a>).</td>
</tr>
</tbody>
</table>

| **Marital Status** |
| Attitudes, myths, and practices that disadvantage people because of their marital history or relationship status – for example, because a person is single, legally married, in a common-law relationship (opposite-sex or same-sex), widowed, or divorced. |
| Discrimination based on marital status may be accompanied by other forms of discrimination – e.g., based on gender, parental status, or sexual orientation. |
| To find out more, visit the British Columbia Human Rights Coalition (http://www.bchrcoalition.org/files/GroundsProtection.html#Family). |

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<table>
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<tr>
<th>Description</th>
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<tbody>
<tr>
<td><strong>National Origin</strong></td>
</tr>
<tr>
<td>Attitudes, myths, and practices that disadvantage people because of their birthplace, ancestry, culture, family name, way of speaking (for example, an accent that is associated with a specific ethnic group), or other characteristics of (or assumptions about) national origin or ethnicity.</td>
</tr>
<tr>
<td>Discrimination based on national origin may be accompanied by other forms of discrimination – e.g., based on religion or race.</td>
</tr>
<tr>
<td><strong>Parental Status</strong></td>
</tr>
<tr>
<td>Attitudes, myths, and practices that disadvantage people because they do or do not have children, or because of their relationship to the children in their care – for example, because they are biological parents, adoptive parents, foster parents, step-parents, custodians of a legal ward, in loco parentis (acting in place of a parent), or actively seeking legal custody or adoption. (Adapted from Workplace Fairness, cited below.*)</td>
</tr>
<tr>
<td>Discrimination based on parental status may be accompanied by other forms of discrimination – e.g., based on marital status or sexual orientation.</td>
</tr>
<tr>
<td><strong>To find out more</strong>, visit Workplace Fairness (<a href="http://www.workplacefairness.org/maritalstatus">http://www.workplacefairness.org/maritalstatus</a>).</td>
</tr>
<tr>
<td><strong>Physical or Mental Disability</strong></td>
</tr>
<tr>
<td>Attitudes, myths, and practices that disadvantage people because of their previous, existing, or perceived physical or mental disability, or because of their association with a person with a disability. The disability may be:</td>
</tr>
<tr>
<td>• permanent (e.g., a visual or mobility impairment); or</td>
</tr>
<tr>
<td>• temporary (e.g., a treatable illness or injury from an accident).</td>
</tr>
<tr>
<td>Under Section 25 of the Canadian Human Rights Act, the definition of disability includes dependence on alcohol or a drug.</td>
</tr>
<tr>
<td><strong>To find out more</strong>, visit the following websites:</td>
</tr>
</tbody>
</table>

*To find out more, visit Workplace Fairness (http://www.workplacefairness.org/maritalstatus).*
<table>
<thead>
<tr>
<th>Race, Colour, or Ethnicity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes, myths, and practices that disadvantage people because of their race, colour, or ethnicity. The New Brunswick Human Rights Commission notes that racism exists at three main levels:</td>
<td></td>
</tr>
<tr>
<td>- <strong>Individual racism</strong> refers to discriminatory attitudes, beliefs, values, and behaviours of individuals.</td>
<td></td>
</tr>
<tr>
<td>- <strong>Institutional or systemic racism</strong> refers to discriminatory practices, customs, rules, and standards of organizations (e.g., educational requirements that are not related to actual job duties).</td>
<td></td>
</tr>
<tr>
<td>- <strong>Cultural racism</strong> refers to discriminatory values and standards embedded in the culture (e.g., the cultural expectation that the most senior managers will be of a certain race, or the cultural standard for what a beautiful, trustworthy, or competent person looks like).</td>
<td></td>
</tr>
<tr>
<td>Racism may be accompanied by other forms of discrimination – e.g., based on national origin or religion.</td>
<td></td>
</tr>
<tr>
<td><strong>To find out more</strong>, visit the following websites:</td>
<td></td>
</tr>
</tbody>
</table>
| - New Brunswick Human Rights Commission  
(http://www.gnb.ca/hrc-cdp/e/sayno.htm#racism) |
| - Ontario Human Rights Commission  
(http://www.ohrc.on.ca/en/resources/factsheets/race/view)  
(http://ohrc.on.ca/english/consultations/race-policy-dialogue-paper-jar.shtml) |

<table>
<thead>
<tr>
<th>Religion</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attitudes, myths, and practices that disadvantage people because of their religious beliefs or practices, their lack of religious beliefs or practices, or their request for accommodation of their beliefs and practices.</td>
<td></td>
</tr>
<tr>
<td>Religious intolerance may be accompanied by other forms of discrimination – e.g., based on national origin.</td>
<td></td>
</tr>
</tbody>
</table>
| **To find out more**, visit the Ontario Human Rights Commission  
### Sex or Gender

Attitudes, myths, and practices that disadvantage people because they are male or female.

“In everyday language as well as in the law, the terms *gender* and *sex* are used inter-changeably, but the two terms have different meanings. Social scientists use the term *sex* to refer to a person’s biological or anatomical identity as male or female, while reserving the term *gender* for the collection of characteristics that are culturally associated with maleness or femaleness. Discrimination is generally illegal regardless of whether it is based on sex, gender, or both sex and gender.”  

(Workplace Fairness, [http://www.workplacefairness.org/sexgender](http://www.workplacefairness.org/sexgender))

Gender discrimination may be accompanied by other forms of discrimination – e.g., based on parental status, marital status, or sexual orientation.  

**To find out more**, visit Workplace Fairness  
([http://www.workplacefairness.org/sexgender](http://www.workplacefairness.org/sexgender)).

### Sexual Orientation

Attitudes, myths, and practices that disadvantage people because of the direction of their sexuality.

Homophobia is a fear, hatred, or aversion toward people who are gay, lesbian, bisexual, or two-spirited*, or toward behaviours stereotypically associated with homosexuality.

*Two-spirited means having both a masculine and feminine spirit in the same body.

Heterosexism is the assumption that everyone is or should only be attracted to members of the opposite sex. This bias may be unintentional and unrecognized, but it is nevertheless a destructive form of discrimination against gay, lesbian, and bisexual people.

Homophobia and Heterosexism may be accompanied by other forms of discrimination – e.g., based on marital status.

**To find out more**, visit these websites:

- Wikipedia definition of two-spirit  
- Ontario Human Rights Commission  
- Workplace Fairness  
  ([http://www.workplacefairness.org/sexualorientation#1](http://www.workplacefairness.org/sexualorientation#1)).
Section 10. Sources and Resources

Note: All the website addresses listed here were current as of March 19, 2007.

Organizations

Alberta Human Rights and Citizenship Commission

Information Sheet – Harassment as a Form of Discrimination (2002).
http://www.albertahumanrights.ab.ca/publications/Information_Sheets/Text/Info_Harass_as_discrim.asp

http://www.albertahumanrights.ab.ca/publications/Information_Sheets/Text/Info_Stereotyping.asp

British Columbia Human Rights Coalition

Grounds of Protection in B.C.: Family Status and Marital Status (no date).
http://www.bchrcoalition.org/files/GroundsProtection.html#Family


British Columbia – Ministry of the Attorney General, Strategic Planning and Legislation Office


British Columbia Public Service Employee Relations Commission

Preventing Discrimination and Sexual Harassment in the Workplace (no date).
http://www.bcpublicservice.ca/down/brohand.pdf
Canadian Human Rights Commission

http://www.chrc-ccdp.ca/pdf/chrc_place_for_all.pdf


Discrimination and Harassment – Grounds of Harassment – Physical or Mental Disability (2004).

Canadian Network for the Prevention of Elder Abuse

Ageism (2005).
http://www.cnpea.ca/ageism.htm

City of Calgary

http://www.calgary.ca/portal/server.pt/gateway/PTARGS_0_2_422250_0_0_18/respectful_workplace_guide.pdf

Edmonton Public Schools

http://www.epsb.ca/policy/aca.ar.shtml

Government of Newfoundland and Labrador

http://www.exec.gov.nl.ca/hrpm/harass.html

Halifax Regional School Board (HRSB)


Hamilton-Wentworth Catholic District School Board

Respectful Workplace Program (2005).

Institute for Management Excellence

Online Newsletter – How to Create A Respectful Workplace (2003).
http://www.itstime.com/may2003.htm
Lakehead University

Harassment and Discrimination (no date).
http://hr.lakeheadu.ca/wp/?pg=2

Malaspina University-College Human Rights Office

http://www.mala.ca/humanrights/resource.asp

New Brunswick Human Rights Commission

http://www.gnb.ca/hrc-cdp/e/sayno.htm#racism

New Brunswick Office of Human Resources

Harassment in the Workplace Policy – New Brunswick Public Service (no date).
http://www.gnb.ca/0163/ool-blo/harpol-e.asp

New South Wales Premier’s Department – Public Employment Office


Nova Scotia Department of Education

http://www.ednet.ns.ca/pdfdocs/abuse_discrimination_harassment/model_framework_doc_e.pdf

Nova Scotia Human Rights Commission

A Guide to Mediation – One Option for Settling Complaints (no date).
http://www.gov.ns.ca/humanrights/PDFdocs/Mediation_E.pdf


http://www.gov.ns.ca/humanrights/publications/MOVINGFD.PDF

http://www.gov.ns.ca/legislature/legc/statutes/humanrt.htm

Nova Scotia Public Service Commission

Sexual Harassment and No Discrimination Policy (2000).
Nova Scotia Teachers Union

http://www.nstu.ca/pklot/BeginningTeacherHandbook04.PDF

Ohio State University Extension Program, Family and Consumer Sciences

Resolving Conflict Constructively and Respectfully (no date).
http://ohioline.osu.edu/hyg-fact/5000/5218.html

Ontario Human Rights Commission


http://www.ohrc.on.ca/en/resources/factsheets

http://www.ohrc.on.ca/en/resources/discussion_consultation/HRatWork/pdf


http://www.ohrc.on.ca/en/resources/factsheets/race/view


http://www.ohrc.on.ca/en/issues/religious_rights/index_html/view


Peel District School Board

Go Beyond Words (Human Rights at the Peel District School Board) (no date).
www.gobeyonwords.org

www.gobeyonwords.org/policy_1.html
Public Legal Education and Information Service of New Brunswick

http://www.legal-info-legale.nb.ca/showpub.asp?id=49&langid=1

Toronto District School Board

http://www.tdsb.on.ca/pandp/ppdocs/docs/p/p031%20emp.pdf

*Know Your Rights and Responsibilities* (brochure) (no date).
http://www.tdsb.on.ca/wwwdocuments/programs/equity_in_education/docs/knowyourrights.pdf

University of Alberta – Office of Human Rights

http://www.uofaweb.ualberta.ca/humanrights/nav02.cfm?nav02=41481&nav01=40429

University of Calgary – Cultural Diversity Institute

*Creating Workplace Environments that Reflect Human Rights Values* (2000).
http://www.albertahumanrights.ab.ca/publications/CreatingWorkplaceEnv/Pub_CreatingWPEnv.pdf

University of California, San Diego

http://www.hr.ucsd.edu/~employeerel/complete.html

Winnipeg Regional Health Authority

http://www.umanitoba.ca/faculties/pharmacy/Basic_PDF/WRHA_Policy.pdf

Workplace Fairness (Website)

*Discrimination: Your Rights* (no date).
http://www.workplacefairness.org/discrimination

Individual Authors


http://ezinearticles.com/?Workplace-Fireworks:-How-to-Know-When-Conflict-Is-Destructive&id=177284

Rau-Foster, Mary. (April 2000). *Conflict in the Workplace.*
http://www.workplaceissues.com/arconflict.htm
## Reporting Harassment

<table>
<thead>
<tr>
<th>Employee Group</th>
<th>You May Speak To …</th>
</tr>
</thead>
</table>
| Casual Staff                         | » Worksite Supervisor  
» Director – Human Resource Services  
» Superintendent  
» Board Chair |
| Central Office Staff – Non-Teaching  | » Manager of your Unit  
» Coordinator of your Department/Unit  
» Director of your Department/Unit  
» Director – Human Resource Services  
» Superintendent  
» Board Chair |
| Education Program Assistants         | » Principal  
» Student Services/EQA Facilitator  
» Student Services/EQA Coordinator  
» Program Director  
» Director – Human Resource Services  
» Superintendent  
» Board Chair |
| Library Support Specialists          | » Site Supervisor  
» Regional Supervisor  
» Coordinator – Excel  
» Director – Financial Services  
» Director – Human Resources  
» Superintendent  
» Board Chair |
| Student Support Workers              | » Principal  
» School Administration Supervisor  
» Coordinator – School Administration  
» Director – School Administration  
» Director – Human Resource Services  
» Superintendent  
» Board Chair |
| Lunch Monitors (Non-Excel)           | »Principal  
» School Administration Supervisor  
» Coordinator – School Administration  
» Director – School Administration  
» Director – Human Resource Services  
» Superintendent  
» Board Chair |

Continued...
<table>
<thead>
<tr>
<th>Employee Group</th>
<th>You May Speak To …</th>
</tr>
</thead>
</table>
| NSTU Members – Central Office               | » Consultant of your Unit  
» Facilitator of your Unit  
» Coordinator of your Department  
» Director of your Department  
» Director – Human Resource Services  
» Superintendent  
» Board Chair                                                                 |
| Operations Staff                           | » Supervisor  
» Assistant Manager  
» Manager  
» Coordinator – Central Services or Information Technology Services  
» Director – Operations Services  
» Director – Human Resource Services  
» Superintendent  
» Board Chair                                                                 |
| Principals                                 | » School Administration Supervisor  
» Coordinator – School Administration  
» Director – School Administration  
» Director – Human Resource Services  
» Superintendent  
» Board Chair                                                                 |
| Permanent, Probationary, and Term Teachers | » Principal  
» School Administration Supervisor  
» Coordinator – School Administration  
» Director – School Administration  
» Director – Human Resource Services  
» Superintendent  
» Board Chair                                                                 |
| Regional and Site-based Student Services   | » Principal  
» Student Services Facilitator  
» Director – Human Resource Services  
» Superintendent  
» Board Chair                                                                 |
| School Secretaries                         | » Principal  
» School Administration Supervisor  
» Director – Human Resource Services  
» Superintendent  
» Board Chair                                                                 |
| Substitute Teachers                        | » Principal  
» Director – Human Resource Services                                                                 |
Important Phone Numbers

Halifax Regional School Board

Director, Human Resource Services 464-2000 ext. 2210
Diversity Management Coordinator 464-2000 ext. 2006
Superintendent’s Office 464-2000 ext. 2312
Board Chair 464-2000 ext. 2321

Operations

Coordinator – Central Services 464-2000 ext. 5118
Coordinator – Information Technology 464-2000 ext. 4112
Director 464-2000 ext. 2144

Financial Services

Controller 464-2000 ext. 2220
Director 464-2000 ext. 2268

Human Resource Services

Coordinator 464-2000 ext. 2323
Director 464-2000 ext. 2210

Program

Coordinator – EQA 464-2000 ext. 2626
Coordinator – Student Services 464-2000 ext. 4372
Director 464-2000 ext. 2567

School Administration

Coordinator 464-2000 ext. 4405
Director 464-2000 ext. 2275
## Board Services

<table>
<thead>
<tr>
<th>Position</th>
<th>Phone Number</th>
</tr>
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<tbody>
<tr>
<td>Coordinator – Communications</td>
<td>464-2000 ext. 2226</td>
</tr>
<tr>
<td>Senior Staff Advisor</td>
<td>464-2000 ext. 2292</td>
</tr>
</tbody>
</table>

## Other Contacts

<table>
<thead>
<tr>
<th>Organization</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nova Scotia Human Rights Commission</td>
<td>424-4111</td>
</tr>
</tbody>
</table>

## Unions

<table>
<thead>
<tr>
<th>Union</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canadian Union of Public Employees (CUPE)</td>
<td>454-6369</td>
</tr>
<tr>
<td>Nova Scotia Government &amp; General Employees Union (NSGEU)</td>
<td>424-4063</td>
</tr>
<tr>
<td>Nova Scotia Teachers Union (NSTU)</td>
<td>477-5621 or 1-800-565-6788</td>
</tr>
<tr>
<td>Nova Scotia Union of Public &amp; Private Employees (NSUPE)</td>
<td>422-6055</td>
</tr>
</tbody>
</table>
Working Together for Respectful Workplaces