

COMMITTEE OF THE WHOLE PUBLIC AGENDA

Tuesday, December 8, 2020, 7:00 pm
Zoom Meeting

Pages

1. Call to Order - Vice-Chair of the Board
2. Approval of Agenda
3. Briefing from the Chair of the Board
4. Briefing from the Director
5. Delegations
 - 5.1. Anne Boys, Decoding Dyslexia
To be distributed
6. COVID-19 Update
7. Matters for Action:
 - 7.1. Report 20-081, New Half Moon Bay Elementary School Approval of Study, Consultation Plan and Timeline (Carson) 1
 - 7.2. Report 20-114, Policy on Hiring (McCoy)
To be distributed
 - 7.3. Report 20-103, High Performance Athlete Program (Lehman)
To be distributed.
 - 7.4. Report 20-084, Development of a Human Rights Policy 13
8. Matters for Discussion
9. Report from Statutory and Other Committees
 - 9.1. SEAC 4 November 2020
To be distributed
 - 9.2. PIC 18 November 2020
To be distributed

9.3. Audit 23 November 2020

To be distributed

9.4. ACE 26 November 2020

To be distributed

10. Matters for Discussion:

11. Information Items:

11.1. Report from OPSBA (if required)

11.2. New Ministry Initiatives Update (if required)

11.3. OSTA Update (if required)

12. New Business - Information and Inquiries

13. Adjournment



COMMITTEE OF THE WHOLE Report No. 20-081

08 December 2020

New Half Moon Bay Elementary School – Approval of Study Consultation Plan and Timeline

**Key Contact: Michael Carson, Chief Financial Officer, 613-596-8211
ext. 8881**

PURPOSE:

1. To seek Board approval of a consultation process and timeline to establish the grade structure, program offering and attendance boundary for a new elementary school located in the Half Moon Bay community of Barrhaven.

CONTEXT:

2. In the summer of 2020, the Board received notice of capital priority funding for the construction of a second elementary school within the Half Moon Bay community.

Supporting earlier business case requests of the Ministry of Education for capital priority funding for this new elementary school, the Board acquired the school site in November 2018. The 2.83ha (7 acre) site is located at the southwest intersection of Kilbirnie Drive and River Mist Road. Please refer to the general location map attached as Appendix A.

Construction of the 674 pupil place school is anticipated to commence in 2021 and tentatively scheduled to be completed in time for a September 2022 opening.

KEY CONSIDERATIONS:

3. The Half Moon Bay area in the suburban community of Barrhaven is a geographically well-defined growth community with a total build out in excess of 8,600 homes.

Half Moon Bay Public School, which opened in 2016, now serves this entire area, and was the first of three planned OCDSB schools for the larger Half Moon Bay community. With 10 portables on site for the 2019-2020 school year, enrolment for September 2020 was projected at 902 students. With continuing enrolment growth in the community over the next few years, enrolment is no longer sustainable at the school beyond 2022. October 2019 enrolment is shown in the table below. Note that current enrolment at the school comprising both “virtual” and “in school” within the formal attendance boundary is not yet available, but is pending.

Half Moon Bay Public School Enrolment October 2019										
	JK	SK	1	2	3	4	5	6	Total	Util
KGTN	90	120							210	
ENG			21	21	39	49	37	58	225	129%
EFI			119	94	73	62	45	39	432	
TOTAL	90	120	140	115	112	111	82	97	867	
Note: School Capacity is 674										
Utilization = total enrolment / capacity										

4. Growing enrolment pressures at Half Moon Bay Public School will be substantially reduced with the opening of a new elementary school for September 2022. Given that the existing attendance area for Half Moon Bay Public School mirrors the community's well-defined geography, the new school boundary is anticipated to be formed from within the existing boundary of Half Moon Bay Public School. As area grade 7 and 8 students are directed to Cedarview Middle School, it would also be included in the limited scope of this review. As is typical, should it be determined that other schools should be included, they will be informed as soon as is practical.

During the accommodation study for Half Moon Bay Public School, it was noted that the accommodation of area intermediate students would be reviewed during the consultation process for the second elementary school in this area.

Issues to be considered during the development and examination of the attendance boundary, grade structure and program offering, will be the viability of regular program offerings and the possibility/viability of introducing a grade 7/8 program in the Half Moon Bay area.

5. Formal Pupil Accommodation Review (PAR) Not Required

A formal PAR under Board Policy P.118PLG, Pupil Accommodation Reviews (currently suspended under a provincial moratorium) is not required, as the new school will not accommodate more than 50% of Half Moon Bay Public School's enrolment.

The policy states that a PAR is not required when the Board is planning the relocation of grades and programs in which the enrolment constitutes less than 50% of a school's enrolment. The calculation is based on the enrolment at the time of the relocation.

In accordance with Board policy, affected schools and communities are to be informed about the proposed study before a decision is made by the Board of Trustees to exempt a school from a PAR.

RESOURCE IMPLICATIONS:

6. The cost of conducting the review will be managed within existing departmental budgets.

COMMUNICATION/CONSULTATION ISSUES:

7. An Information flyer and web link to this report (when it becomes public), will be sent to those schools affected by the review, and their respective communities, in advance of the Committee of the Whole meeting on 8 December 2020.

Once a decision has been made to proceed with the consultation process as an exemption from a PAR, notice in accordance with the policy will be provided to the City of Ottawa, coterminous school boards, the Ministry of Education and community partners that have expressed an interest.

Given the focused scope of the proposed review, two or more information meetings, including affected principals and school council representatives, are proposed to be held in February and March of 2021, and prior to a broader public consultation meeting. Affected schools include Half Moon Bay Public School and Cedarview Middle School.

A public consultation meeting, to be held virtually, is tentatively planned for April 2021. Final Board decisions regarding the review are scheduled to take place in June 2021. The timeline (attached as Appendix B) and consultation plan (attached as Appendix C) are attached.

STRATEGIC LINKS:

8. Conducting a review of pupil accommodation in this part of the District in order to provide students with improved access to learning environments, serves to optimize the use of District resources which is consistent with the Culture of Caring objective of the 2019-2023 Strategic Plan.

RECOMMENDATION:

- A. THAT the Board affirm that a Pupil Accommodation Review (PAR) under Board Policy P.118.PLG is not required for this study; and,
- B. THAT the timeline and consultation plan attached as Appendix B and C to Report 20-081, be approved in order to consult with local school communities and the public.

Michael Carson
Chief Financial Officer (ext. 8881)

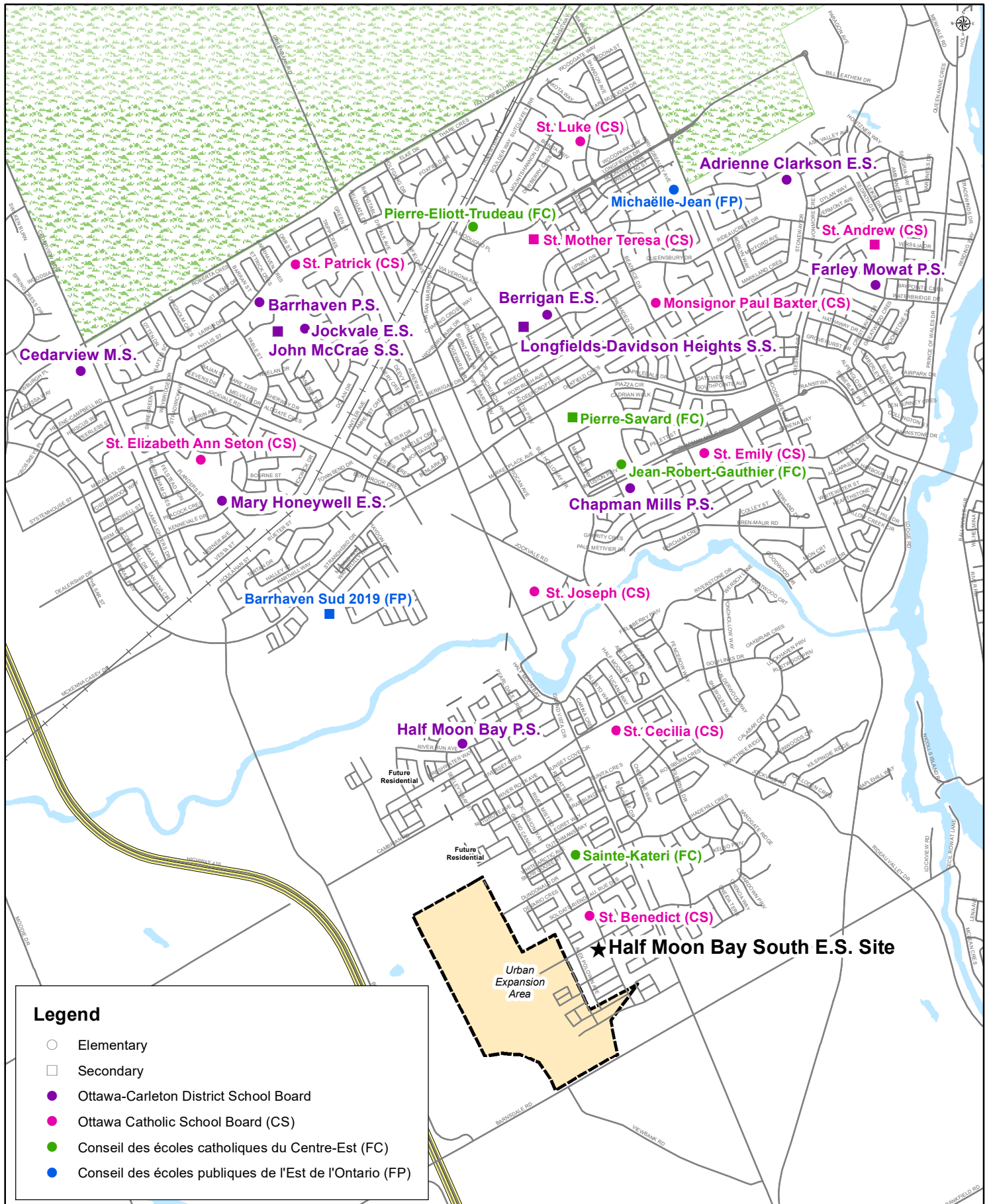
Camille Williams-Taylor
Director of Education and
Secretary of the Board

APPENDICES

Appendix A General Location Map
Appendix B Timeline
Appendix C Consultation Plan

Location Map

New Half Moon Bay Elementary School Site



**Appendix B
to Report 20-081**

New Half Moon Bay Elementary School Consultation Timeline

Activity	Date
Notice of Intention to Commence Study and Approve Study and Timeline	
➤ Committee of the Whole Meeting (potentially an online format)	November 2020
➤ Board Approval of Study Consultation Plan and Timeline (potentially an online format)	December 2020
Consultative Stage	
➤ Formation of the Advisory Group	January 2021
➤ Information Meeting #1 with Advisory Group (potentially an online format)	February 2021
➤ Information Meeting #2 with Advisory Group (potentially an online format)	March 2021
➤ Information Meetings <u>as required</u> with Advisory Group (potentially an online format)	March/April 2021
➤ Public Consultation Meeting (potentially an online format)	April 2021
Recommendation and Decision Making Stage	
➤ Regular Committee of the Whole Meeting – Presentation of Staff Recommendation Report (potentially an online format)	May 2021
➤ Regular Board Meeting – Final Decisions (potentially an online format)	June 2021
Communication and Implementation Stage	
➤ Communication of Board Approved Decision	June 2021
➤ Implementation of Board Approved Decision	September 2022



CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

Appendix C to Report 20-081

DATE:	October 2020
PROJECT: (Project name, Letter of Transmittal, etc.)	New Half Moon Bay Elementary School Approval of Consultation and Timeline
CONTACT / PROJECT LEAD (Name, telephone, email):	Michael Carson, Chief Financial Officer, (613) 596-8211 ext. 8881, Michael.Carson@ocdsb.ca
WHAT?	
1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)	
<p><i>The scope of the consultation includes 2 elementary schools –Half Moon Bay Public School and Cedarview Middle School</i></p> <p><i>The consultation process will serve to discuss possible grade, program and attendance boundary options for the new Half Moon Bay elementary school.</i></p>	
WHY?	
2. WHY ARE YOU CONSULTING? (Check all that apply) <input checked="" type="checkbox"/> To seek advice, informed opinion or input for consideration prior to decision-making? <input checked="" type="checkbox"/> To share information and/or create awareness about a subject/potential recommendations/decision yet to be made? <input type="checkbox"/> To share information and awareness about a subject/recommendation/decision that has been made? <input type="checkbox"/> Other? (Please explain)	
3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?	
<p><i>The consultation will seek to recommend a grade, program and attendance boundary for the new Half Moon Bay elementary school.</i></p> <p><i>The process will strive to make effective use of District facilities, improve student access to viable programming and appropriate instructional resources. As well, there is the overriding goal of improving student achievement through the provision of strong educational programming in safe, healthy, secure and accessible learning environments.</i></p>	

Appendix C to Report 20-081



CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

WHO?		
4. WHO WILL BE CONSULTED? (Key stakeholders) (Check all that apply)		
<u>OCDSB Community</u> <input type="checkbox"/> Students <input checked="" type="checkbox"/> Parents/guardians <input checked="" type="checkbox"/> School council(s) <input type="checkbox"/> Ottawa Carleton Assembly of School Councils <input type="checkbox"/> Advisory committees (Specify below) <input type="checkbox"/> Special Education Advisory Committee, etc <input type="checkbox"/> Other Alternative Schools Advisory Committee _____	<u>Internal to OCDSB</u> <input checked="" type="checkbox"/> Trustees <input checked="" type="checkbox"/> Superintendents <input checked="" type="checkbox"/> Principals and/or Vice-principals <input type="checkbox"/> Managers <input type="checkbox"/> District staff <input type="checkbox"/> Federations <input type="checkbox"/> Other _____	<u>External / Other (please identify)</u> <input type="checkbox"/> Agencies/associations _____ <input checked="" type="checkbox"/> Community groups _____ <input checked="" type="checkbox"/> General Public _____ <input type="checkbox"/> Other governments _____ <input type="checkbox"/> Other _____
Please describe or expand on who will be consulted and any partners in the consultation:		
5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN? In accordance with section 4.3 of Policy P.110.GOV, it is expected that informal consultation has taken place with representative stakeholders to obtain their suggestions <u>prior</u> to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)		
<i>Yes, local Trustees, the Superintendents of Instruction for local area schools and the Chief Financial Officer.</i>		
HOW?		
6. HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply)		
<input checked="" type="checkbox"/> Media advertisement (print and/or radio) <input checked="" type="checkbox"/> Letter distribution <input checked="" type="checkbox"/> School council(s) <input type="checkbox"/> Ottawa Carleton Assembly of School Councils	<input checked="" type="checkbox"/> School newsletter <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) <input type="checkbox"/> Other	
Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc)? <i>Stakeholders will be informed via school email, school parent council email which will include information regarding date and duration and opportunity for feedback for a potential online method of consultation.</i>		
7. HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)		
<input type="checkbox"/> Focus groups <input type="checkbox"/> Interviews <input checked="" type="checkbox"/> Mail-out or email circulation <input type="checkbox"/> Open houses / workshops / cafes <input checked="" type="checkbox"/> School council(s)	<input type="checkbox"/> Ottawa Carleton Assembly of School Councils <input checked="" type="checkbox"/> Public meetings (potential online format) <input type="checkbox"/> Survey / questionnaire <input checked="" type="checkbox"/> Web-based notice / Web-based comments <input type="checkbox"/> Other	
Please describe:		



CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

Appendix C to Report 20-081

WHEN?		
8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹: i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis; Date for Committee/Board deliberation; Evaluation of consultation		
TARGETTED DATE FOR FINAL DECISION:	June 2021	
PROJECTED DATE(S)	ACTIVITY/MILESTONE	<u>NOTES**</u>
	SEE ATTACHED APPENDIX B - TIMELINE	
**In filling out this chart, please note: <ul style="list-style-type: none"> ▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; ▪ any constraints such as necessary deadlines, availability of stakeholders; and ▪ the timelines for communicating the outcome/related decisions reached to those consulted. 		

¹ Outline provides information on the minimal number of activities proposed, which may be amended to intensify the process if required. Further information on the overall project/initiative and the specific consultation plan and process can be provided in the Letter of Transmittal to Board.

HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)	
<input checked="" type="checkbox"/> Email circulation <input checked="" type="checkbox"/> Letter distribution <input type="checkbox"/> Letter of Transmittal to committee/Board Please describe:	<input checked="" type="checkbox"/> School / principal communications / newsletter <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) <input type="checkbox"/> Media reports <input type="checkbox"/> Other
OTHER	
10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, materials):	
Consultation costs will be managed within existing departmental budgets.	
<i>* Note that the consulting body bears responsibility for the costs of the consultation.</i>	
11. EVALUATION: Please specify the method(s) you plan to use to assess the effectiveness and success of this consultation process. (e.g., outcomes/results, satisfaction of participants, debriefs, questionnaires/evaluation sheet collected from participants, peer review, school council meeting discussion with date, etc.)	

COMMITTEE OF THE WHOLE

8 DECEMBER 2020

REPORT No. 20-084

DEVELOPMENT OF A HUMAN RIGHTS POLICY

Key Contact: Carolyn Tanner, Human Rights and Equity Advisor
carolyn.tanner@ocdsb.ca

PURPOSE:

1. To seek approval of the Consultation Plan to develop a human rights policy.

STRATEGIC LINKS:

2. The development of a human rights policy supports the achievement of the Cultures of Caring and Social Responsibility of 2019-2023 OCDSB Strategic Plan through:

- championing high learning expectations for all students in all programs;
- prioritizing the dignity and well-being of students in inclusive and caring classrooms;
- championing and nurturing a safe, caring and respectful workplace;
- building authentic engagement with and among our communities;
- removing barriers to equity of access, opportunity, and outcomes; and
- and modelling responsible and ethical leadership and accountability.

A stand-alone human rights policy will also deliver on one of the commitments of the OCDSB Indigenous, Equity and Human Rights Roadmap. Seeking out the voices of the Indigenous, Black, minoritized, 2SLGBTQ+ and people with disabilities, including students, families, staff and communities, the District will collaboratively develop a policy and associated procedures that meet the priorities of the people it serves. The subsequent adoption of the policy will ensure that the promotion and protection of human rights is centred within the OCDSB. The consultation process will also contribute to the Strategic Plan outcomes of increasing student and parent voice, employee engagement and community partnership.

Finally, the consultation plan and development of the human rights policy is aligned with the establishment of the Office of the Human Rights and Equity Advisor and will set a clear direction for how to engage with the Office when needed. It is also in line with the District's priority character attributes: acceptance, appreciation, cooperation, empathy, fairness, integrity, optimism, perseverance, respect and responsibility.

CONTEXT:

3. Currently the District has a variety of policies and procedures that relate to some aspects of human rights, but it lacks a foundational human rights policy that sets applicable human rights standards against which all other policies must comply and it also lacks accountability mechanisms for enforcement.

KEY CONSIDERATIONS:

4. Background

In March 2020 the District hired a Human Rights and Equity Advisor in accordance with the terms of a transfer payment agreement with the Ministry of Education. The role of the Human Rights and Equity Advisor is to provide advice and support to build and maintain a culture of human rights across the organization and to oversee the investigation and resolution of human rights-based complaints.

On October 13, 2020 the District established two different mechanisms to strengthen human rights and equity within the Board. The Indigenous, Equity and Human Rights Division is responsible for program implementation and service delivery. The arm's length Office of the Human Rights and Equity Advisor is the mechanism that will provide accountability and seek resolution of human rights-related concerns and complaints.

5. Preliminary Work

A desk review of current OCDSB policies and procedures and human rights policies of other boards has been conducted by the Human Rights and Equity Advisor in order to identify gaps and best practices. Currently, the OCDSB has a variety of policies and procedures that deal with different aspects of harassment, discrimination and accommodation for both staff and students, however it lacks a uniform, foundational human rights policy and procedure document that sets the standard and details OCDSB's commitment to upholding human rights, preventing infringements and responding to human rights related concerns from students, families, staff and the community.

6. Legislative Framework

The United Nations *Declaration on the Rights of Indigenous Peoples* recognizes right of Indigenous Peoples to the dignity and diversity of their cultures, traditions, histories and aspirations and to have those appropriately reflected in all aspects of education. This right is reflected in the *Constitution Act*, the *Canadian Charter of Rights and Freedoms*, as well as in the Truth and Reconciliation Commission of Canada: Calls to Action 62, 63 and 64.

The right of a child to access education on the basis of equal opportunity, that reflects diversity and human rights, that develops the child to their fullest potential and that is free from discrimination is guaranteed by the United Nations *Convention on the Rights of the Child*, protected by the Ontario *Human Rights Code* and reflected in the *Education Act*. The best interests of the child must be the primary consideration in guiding actions that impact on that child.

The fundamental right to equality and to be free from discrimination is enshrined in the *Universal Declaration of Human Rights* and reflected in the *Canadian Charter of Rights*

and Freedoms and the *Ontario Human Rights Code*. This includes the right to be free from discrimination in both a learning and a working environment and is further reflected in the *Occupational Health and Safety Act*.

The right of persons with disabilities to equally access opportunities is set out in the United Nations *Convention of the Rights of Persons with Disabilities*, protected by the *Ontario Human Rights Code* and the *Accessibility for Ontarians with Disabilities Act* and reflected in the *Education Act*.

The right of a person to be free from racial discrimination is set out in the United Nations *Convention on the Elimination of all forms of Racial Discrimination*. The right for women and girls to be free from discrimination is set out in the United Nations *Convention on the Elimination of all forms of Discrimination Against Women* and protected by the *Ontario Human Rights Code* and the *Anti-Racism Act*.

It is within this framework of rights and responsibilities that OCDSB seeks to develop a policy and related procedures that will set standards for behaviour, clarify roles and responsibilities and establish a mechanism for accountability.

7. Proposed Policy Framework and Consultation Process

The recently launched OCDSB Indigenous, Equity and Human Rights Roadmap calls for a human rights-based approach within the Board. A human rights-based approach centres around principles of equality and nondiscrimination, participation and inclusion, and transparency and accountability. This consultation process is designed around these principles.

The District proposes consulting with a diverse range of OCDSB stakeholders. The consultation will be done in two phases. Phase One will seek out information about current gaps and challenges related to human rights within the Board, identify any special considerations that are a priority for certain identity groups, make recommendations to improve accessibility to users and identify steps needed to ensure effective uptake of a new policy.

An internal working group of subject matter experts will draft a policy based on feedback from Phase One. Phase Two of the consultation will revisit the groups originally consulted to share and seek feedback on the draft policy. Efforts will be made to seek out feedback and use a collaborative process to ensure that the policy is relevant and accessible to a diverse range of anticipated users. Feedback will be considered and incorporated where possible.

In developing the policy, consideration will be given to enshrining the legal requirements set out in the domestic and international human rights framework referenced above. It is expected that the policy will: (a) include human rights-related concepts and principles (e.g., anti-racism, anti-discrimination, the duty to accommodate, and mechanisms to address human rights complaints); (b) explore individual and organizational roles, responsibilities and legal obligations to prevent and address all forms of discrimination, including in the form of racism, sexism, ableism, homophobia, transphobia, antisemitism, Islamophobia, anti-Sikhism; (c) establish processes for accommodation where needed; and (d) establish mechanisms for accountability that are accessible to diverse stakeholders.

The final phase of the consultation will involve bringing the finalized policy and associated procedures and informational tools back to the groups we consulted to share information about how the final policy will work and to answer questions. It is anticipated that this model of bottom up stakeholder engagement will not only result in a policy and related procedures that meet the needs of the OCDSB community, but will also strengthen engagement, partnerships and trust with students, families, staff and community members.

FINANCIAL CONSIDERATIONS:

8. The consultation may incur costs related to interpretation or translation to allow for the participation of English language learners and people who are deaf and hard of hearing. It is not anticipated that the consultation will have any additional financial implications. The vast majority of the consultations will take place virtually and will be completed using existing networks and partnerships. Any costs that may arise will come out of existing budgets.

COMMUNICATION/CONSULTATION ISSUES:

9. An internal Working Group of the following subject matter experts has been established to provide guidance for the design of the Consultation Plan:

- Human Rights and Equity Advisor
- Diversity and Equity Coordinator
- Vice-Principal, First Nations, Métis, and Inuit Education
- Instructional Coach, Inclusive, Safe & Caring Programs
- Trans and Gender Diverse Student Support Coordinator
- Mental Health and Critical Services Manager
- Human Resource Manager
- Legal Services Manager
- Investigation Advisor for Staff Misconduct; and
- Policy Analyst

The Group advised that a participatory approach be adopted for the development of the new policy in order to generate internal and external support.

RECOMMENDATION:

THAT the Consultation Plan for the development of an OCDSB Human Rights policy, attached as Appendix A to Report 20-084, be approved.

Carolyn Tanner
Human Rights and Equity Advisor

Camille Williams-Taylor

Director of Education and Secretary of
the Board

APPENDIX:

Appendix A: Consultation Plan



Consultation Plan

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

DATE:	December 8, 2020
PROJECT: (Project name, Letter of Transmittal, etc.)	Human Rights Policy Development
CONTACT / PROJECT LEAD (Name, telephone, email):	Human Rights and Equity Advisor, Carolyn Tanner
WHAT?	
<p>1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)</p> <p>The purpose of the consultation is to collaboratively develop a human rights policy for the Ottawa-Carleton District School Board. The policy will address the promotion and protection of human rights within the OCDSB community; set out rights, roles and responsibilities; and establish accountability mechanisms to allow people to request accommodation and seek resolution of human rights-related concerns or complaints.</p> <p>During the consultation process, the working group will engage students, staff and families to seek input and build support for a human rights policy and associated procedures. We intend to engage a wide range of diverse voices and build collaborative and authentic relationships with students, staff, families and community.</p> <p>Through this consultation process we expect to identify priority content and requirements for an accessible policy and procedure. We will intentionally seek out Indigenous perspectives and perspectives from racialized and minoritized stakeholders. The information received will guide the OCDSB in developing a human rights policy framework that is both relevant to and has the flexibility to meet the needs of the diverse people served by the OCDSB.</p> <p>During Phase One we will meet with advisory committees, employee groups, students and families to set expectations, understand priorities and hear suggestions on how to create a complaints mechanism that is accessible to the people it serves.</p> <p>Phase One of the consultation will:</p> <ol style="list-style-type: none"> 1. Identify gaps and challenges with existing policies, procedures and processes that: <ol style="list-style-type: none"> a. promote and protect human rights; 	

- b. provide human rights-related accommodations;
- c. to address human rights related concerns;
- 2. Identify any special considerations from Indigenous, racialized or minoritized (including 2SLGBTQ+ and people with a disability) perspectives;
- 3. Recommend how to make a complaints procedure(s) accessible to all users;
- 4. Identify steps needed and tools required to ensure effective uptake of the policy and procedures.

Based on feedback received, the internal working group will draft the policy, related procedures and tools.

During Phase Two we will share the draft policy with the same groups consulted during Phase One to seek feedback and input. The feedback will inform the drafting of the final policy and related procedures and tools. During Phase Two the draft policy will also be posted on the OCDSB website and the public will be invited to submit written comments and feedback.

WHY?

2. WHY ARE YOU CONSULTING? (Check all that apply)

- ☒ To seek advice, informed opinion or input for consideration prior to decision-making?
- ☒ To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?
- ☒ To share information and awareness about a subject/recommendation/decision that has been made?
- ☐ Other? (Please explain)

3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?

The development of a human rights policy framework is aligned with the **OCDSB Strategic Plan**. The OCDSB Strategic Plan commits to creating a culture of innovation, caring and social responsibility by:

- championing high learning expectations for all students in all programs;

- prioritizing the dignity and well-being of students in inclusive and caring classrooms;
- championing and nurturing a safe, caring and respectful workplace;
- building authentic engagement with and among our communities;
- removing barriers to equity of access, opportunity, and outcomes; and
- and modelling responsible and ethical leadership and accountability.

The consultation plan and the collaborative development of the policy is also aligned with approaches and activities identified in the **OCDSB Indigenous, Equity and Human Rights Roadmap**. The Roadmap calls for a human rights-based approach within the Board, that this consultation plan respects that approach by highlighting participation and inclusion in the creation of a transparent accountability mechanism for the promotion and protection of human rights. The Roadmap also calls for the centering of human rights and equity in decision-making and names the development of a human rights policy as a deliverable action.

Finally, the consultation plan and development of the human rights policy is aligned with the establishment of the **Office of the Human Rights and Equity Advisor** and the role of the Human Rights and Equity Advisor (HREA) within the OCDSB. The HREA position was created under a TPA with the Ministry of Education. The HREA is mandated to strengthen and maintain a culture of human rights promotion and protection within the OCDSB and to establish and oversee a human rights complaints investigation mechanism.

This consultation, and the subsequent adoption of a human rights policy will strengthen the promotion and protection of human rights of students and staff. It will create accountability mechanisms to allow students, families, staff and communities to seek resolutions for human rights concerns. It will also create the framework for centring human rights and equity in decision making within the Board. The consultation process is expected to not only result in a policy that reflects the needs and priorities of the people it serves, but also contribute to increasing student and parent voice, employee engagement and community partnership.



Consultation Plan

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

WHO?

4. WHO WILL BE CONSULTED? (Key stakeholders) (Check all that apply)

<u>OCDSB Community</u>	<u>Internal to OCDSB</u>	<u>External / Other (please identify)</u>
<input checked="" type="checkbox"/> Students	<input checked="" type="checkbox"/> Trustees	<input type="checkbox"/> Agencies/associations
<input checked="" type="checkbox"/> Parents/guardians	<input checked="" type="checkbox"/> Superintendents	<input checked="" type="checkbox"/> Community groups
<input type="checkbox"/> School council(s)	<input checked="" type="checkbox"/> Principals and/or Vice-principals	<input type="checkbox"/> General Public
<input type="checkbox"/> Ottawa Carleton Assembly of School Councils	<input checked="" type="checkbox"/> Managers	<input type="checkbox"/> Other governments
<input checked="" type="checkbox"/> Advisory committees (Specify below) PIC, SEAC, IEAC, ACE	<input checked="" type="checkbox"/> District staff	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Special Education Advisory Committee, etc.		<input checked="" type="checkbox"/> Federations
<input type="checkbox"/> Other		

Please describe or expand on who will be consulted and any partners in the consultation:

We will consult with **students** (such as Original Voices, Black Youth Forum, Rainbow Youth Forum, students who have complex disabilities; Student Trustees, Student Senate; etc.), **parents/caregivers** (such as parents of Indigenous, racialized or minoritized students; newcomers; parents of children with disabilities); **employees** (such as principals/vice principals, staff affiliate groups including the Black Educators Network, Muslim Educators Network, Learning Disability Network and Rainbow Educators, etc.); **community groups** (such as Aboriginal Coalition of Ottawa; Inuit Elder Circle; Uniting for Children and Youth; 613/819 Black Hub; ASILU Collective; organizations serving students' mental health needs and other groups recommended by Committees or Councils). We will also consult with **Advisory Councils** (ACE, IEAC, PIC and SEAC) and Federations.

5. HAVE ANY OF THESE STAKEHOLDERS BEEN INVOLVED IN INFORMAL CONSULTATION AS PART OF THE DEVELOPMENT OF THIS PLAN?

In accordance with section 4.3 of Policy P.110.GOV, it is expected that informal consultation has taken place with representative stakeholders to obtain their suggestions prior to finalizing this plan. Please describe below. (If this informal consultation did not take place, explain why it was not feasible.)

An internal working group of subject matter experts was established to design the consultation plan. The working group includes members of the Indigenous Education team, members of the equity team typically engaged in community outreach and partnership, members of the Learning Support Services team, members of Human Resources and members of the legal team. This group provided insight into effective, bottom up engagement approaches.

Several meetings were also held with the Ministry of Education's Equity Secretariat and members of the human rights and equity advisor community of practice from across Ontario to discuss approaches to the development of human rights policies for school boards and the effective approaches to consultation.

A pre-consultation meeting was held with ACE on November 26 and feedback incorporated and will be held with Student Senate (December 3) and IEAC (December 10) to seek advice on how to maximize effectiveness of the consultation process, including through identifying who should be consulted and how they should be consulted.

HOW?**6. HOW WILL STAKEHOLDERS BE MADE AWARE OF THIS CONSULTATION PROCESS? (Check all that apply)**

- | | |
|----------------------------------------------------------------------|--------------------------------------------------------------------------|
| <input type="checkbox"/> Media advertisement (print and/or radio) | <input checked="" type="checkbox"/> School newsletter |
| <input type="checkbox"/> Letter distribution | <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) |
| <input type="checkbox"/> School council(s) | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Ottawa Carleton Assembly of School Councils | |

Please describe how stakeholders will be made aware of the consultation process and any special requirements for consultation (translation, alternate formats, etc.)?

We will reach out to stakeholders using existing networks and partnerships. We will also have a dedicated place on the OCDSB website where stakeholders can engage and provide input. Translation and/or interpretation will be provided as needed to facilitate the participation of newcomers, English language learners and people who are deaf and hard of hearing.

7. HOW WILL THE CONSULTATION BE CARRIED OUT? (Check all that apply)

- | | |
|--------------------------------------------------|----------------------------------------------------------------------|
| <input checked="" type="checkbox"/> Focus groups | <input type="checkbox"/> Ottawa Carleton Assembly of School Councils |
|--------------------------------------------------|----------------------------------------------------------------------|

☒ Interviews☒ Mail-out or email circulation☐ Open houses / workshops / cafes☐ School council(s)

Please describe:

☒ Public meetings☒ Survey / questionnaire☒ Web-based notice / Web-based comments☐ Other



CONSULTATION PLAN

(REFERENCES: POLICY P.110.GOV AND PROCEDURE PR.644.GOV)

WHEN?

8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)¹:

i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis;
Date for Committee/Board deliberation; Evaluation of consultation

TARGETED DATE FOR FINAL DECISION:

June 21, 2020

**PROJECTED
DATE(S)**

ACTIVITY/MILESTONE

NOTES**

PHASE ONE

January -
February 2021

- Consultation with SEAC (January 6)
- Consultation with PIC (January 13)
- Consultation with IEAC (January 21)
- Consultation with ACE (January 28)
- Consultation with Student Senate (February 4)
- Meeting with small group of English language learners (ELLs) and/or parents of ELL
- Meeting with small group of students with complex disabilities
- Public Consultation with representatives of community groups identified above or suggested by Committees and Councils
- Individual meetings with Aboriginal Coalition of Ottawa; Inuit Elder Circle; Uniting for Children and Youth (TBD)

These consultation sessions will start with a presentation that includes a general overview of human rights principles, particularly as they relate to education and employment, current policies within the OCDSB that relate to human rights and will identify key elements of a comprehensive human rights policy. This will give the participants a framework against which to make informed recommendations.

Thought Exchange will be considered as a tool for the consultations with the staff affiliate groups.

¹ Outline provides information on the minimal number of activities proposed, which may be amended to intensify the process if required.
Further information on the overall project/initiative and the specific consultation plan and process can be provided in the Letter of Transmittal to Board.
OCDSB Form 644: Consultation Plan (April 2009)

	<ul style="list-style-type: none"> • Consultation with Original Voices, Rainbow Youth Network, Black Youth Network and representatives • Consultation with staff affiliate groups including the Black Educators' Network, Muslim Educators Network, Learning Disability Network and Rainbow Educators. • General consultation with staff (TBD) 	Information from this first round of consultations will inform the substance of human rights policy and procedure to be developed.
PHASE TWO		
March 2021	<ul style="list-style-type: none"> • Analysis of stakeholders feedback • Development of a draft Human Rights policy and related priority procedures 	Using feedback and information gathered during Phase One, the working group will collaboratively develop a draft policy that reflects the priorities and recommendations heard.
April 2021	<ul style="list-style-type: none"> • Presenting the draft policy to DEC (April 6) 	
April 2021 - May 2021	<ul style="list-style-type: none"> • Consultation with PIC (April 14) • Consultation with ACE (April 29) • Consultation with SEAC (May 5) • Consultation with IEAC (May 13) • Consultation with Student Senate • Meeting with small group of ELL and/or parents of ELL • Meeting with small group of students with complex disabilities • Public Consultation with representatives of community groups identified above or suggested by Committees and Councils • Individual meetings with Aboriginal Coalition of Ottawa; Inuit Elder Circle; Uniting for Children and Youth (TBD) • Consultation with Original Voices, Rainbow Youth Network, Black Youth Network and representatives • Consultation with staff affiliate groups including the Black Educators' Network, Muslim Educators Network, Learning Disability Network and Rainbow Educators. • General consultation with staff (TBD) • 	<p>During Phase Two we will bring the draft policy and procedure framework back to the groups consulted in Phase 1 for discussion and to seek final input and recommendations to improve the draft and make it relevant and accessible to users.</p> <p>During Phase Two the draft policy will also be posted on the OCDSB website and the public will be invited to submit written comments and feedback.</p>

May 2021 - June 2021	<ul style="list-style-type: none"> • Present the policy to DEC (May 18) • Present the policy to COW (June 8) • Present the policy to Board (June 21) 	
<p>**In filling out this chart, please note:</p> <ul style="list-style-type: none"> ▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session; ▪ any constraints such as necessary deadlines, availability of stakeholders; and ▪ the timelines for communicating the outcome/related decisions reached to those consulted. 		
<p>9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS? (Check all that apply)</p>		
<p> <input checked="" type="checkbox"/> Email circulation <input checked="" type="checkbox"/> School / principal communications / newsletter <input type="checkbox"/> Letter distribution <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) <input checked="" type="checkbox"/> Letter of Transmittal to committee/Board <input type="checkbox"/> Media reports <input type="checkbox"/> Other </p> <p>Please describe:</p> <p>The consultation process will identify tools needed to ensure the effective understanding and uptake of the human rights policy. After the policy is finalized the final policy, together with tools to promote understanding of the policy will be shared widely with students and staff.</p>		
OTHER		
<p>10. ESTIMATED COSTS FOR THE CONSULTATION* (i.e. advertising, facilities, translation, materials):</p> <p>There may be costs associated with interpretation and translation required for this consultation process. The rest of the consultation will be done using existing resources. Any ancillary costs will come out of existing budgets.</p> <p><i>* Note that the consulting body bears responsibility for the costs of the consultation.</i></p>		
<p>11. EVALUATION:</p>		

Please specify the method(s) you plan to use to assess the effectiveness and success of this consultation process. (e.g., outcomes/results, satisfaction of participants, debriefs, questionnaires/evaluation sheet collected from participants, peer review, school council meeting discussion with date, etc.)

Engage with a select number of the participants to gather feedback on consultation methods used, satisfaction with the process, and outcome/result of the consultation process. We will ask what they liked about the process and how it can be improved.

