

PARENT INVOLVEMENT COMMITTEE

Wednesday, January 13, 2021, 6:00 pm
Zoom Meeting

			Pages
1.	Call to Order		
2.	Approval of Agenda		
3.	Review of PIC Report, 18 November 2020		1
4.	Delegations		
4.1.	Christine Moulaison, OCASC Co-Chair, Ratification of OCASC Members and Revisions to the PIC Bylaws	2 mins	13
5.	Presentation		
5.1.	2021 Parent Involvement Committee Orientation	50 mins	15
6.	Action Items		
6.1.	Report 20-105, Updates to the PIC By-Laws and Standing Rules (M. Giroux)	15 mins	33
	a. Supplemental Information: Information Related to Report 20- 105, Updates to the PIC By-laws and Standing Rules		37
6.2.	Ratification of OCASC Members	5 mins	
6.3.	Election of Chair and Vice-Chair	10 mins	
6.4.	Report 21-001, Approval of the Allocation of 2020-2021 Parents Reaching Out (PRO) Grant (M. Giroux)	10 mins	41
7.	Discussion Items		
7.1.	Report 20-084, Development of a Human Rights Policy (C. Tanner)	20 mins	47
8.	Information Items	10 mins	
8.1.	Chair's Report		

8.2. Director's Report

8.3. OCASC Report

8.4. PIC Correspondence

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9. New Business

10. Adjournment



PARENT INVOLVEMENT COMMITTEE

Wednesday, November 18, 2020

6:00 pm

Zoom Meeting

- Members:** Mostafizur Khan, John Marshall, Diana Mills, Malaka Hendela (OCASC Member), Martyn Reid (OCASC Member), Kahmaria Pingue, Jennifer Hood, Melissa McGuirk McNeil (ONE, Alternate)
- Non-Voting Members:** Wendy Hough (Trustee), Brett Reynolds (Associate Director), Sarah Pope (Principal, Castlefrank Elementary School)
- Staff and Guests:** Camille Williams-Taylor (Director of Education), Lynn Scott (Trustee), Christine Boothby (Trustee), Donna Blackburn (Trustee), Justine Bell (Trustee), Michele Giroux (Executive Officer, Corporate Services), Engy Abdel Masieh (Policy Analyst), Nicole Guthrie (Manager of Board Services), Rebecca Grandis (Senior Board/Committee Coordinator), Darren Gatley (Board/Committee Coordinator), Michael Guilbault (Audio-Visual Technician),

1. Call to Order

Chair Khan call the meeting to order at 6:08 p.m.

2. Approval of Agenda

Moved by Mr. Reid,

THAT the agenda be approved.

Executive Officer Giroux noted a request that item 5 b. Report 20-105, Updates to the PIC By-Laws and Standing Rules be deferred to the 13 January 2021 meeting and that a discussion about secondary school extracurricular activities be added to the agenda.

Moved by Ms. Hendela,

THAT the agenda be approved, as amended.

Carried

3. Delegations

Due to the agenda change, the delegation will be deferred to the 13 January 2021 meeting.

4. Review of PIC Report, 14 October 2020

Moved by Ms. Pingue,

THAT the PIC Report of 14 October 2020 be received.

Ms. Mills noted that some of her comments and questions to Dr. Etches were not captured in the minutes.

Ms. Hendela noted that her comments related to the lack of school clubs was not reflected in the minutes.

It was noted that comments were sometimes attributed to members. Members noted concern that PIC minutes are presented to the Committee of the Whole (COW) before they are reviewed by PIC members.

Executive Officer Giroux noted that the corrections would be taken under advisement and the committee coordinator would review their notes and regarding the suggested revisions. She explained that the minutes are not a verbatim transcript and are intended to capture the key points of the discussion and the decisions of the committee. She noted that the minutes are presented to the Board to keep trustees informed and not for approval.

Trustee Hough suggested that staff review the practice of posting advisory committee minutes on Board agendas before PIC approves the minutes.

Mr. Reid proposed that minutes be shared with members for their review upon completion.

Trustee Scott noted that if there are significant revisions required to the minutes that PIC members could inform trustees so that they can be addressed during Committee of the Whole, especially an item requiring immediate attention.

Moved by Ms. Pingue,

THAT the minutes be received.

Carried

5. Action Items

5.a Report 20-104, Parent Involvement Committee Membership Confirmation (M. Giroux)

Your committee had before it Report 20-104 seeking the appointment of new members to the Parent Involvement Committee (PIC).

Executive Officer Giroux introduced the report and noted that the PIC Sub-Committee reviewed the 36 applications on 5 November 2020. She noted

that the Ottawa Network for Education (ONFE) has been recommended for representation and that Ottawa Community Immigrant Services Organization (OCISO) be contacted to explore its interest in appointing a representative to the Committee.

Mr. Reid shared his gratitude for the wide array of parent applicants interested in membership.

Ms. Mills noted that as a member of the Sub-committee, her criteria focused on women, Black, Indigenous and People of Colour (BIPOC) candidates which reflected in her decision.

Ms. Hendela noted that she hoped the candidates not chosen for membership could be engaged in alternate ways.

In response to a query from Ms. Hendela, Executive Officer Giroux noted a letter of welcome and an orientation package will be sent to the successful candidates. She reminded members that there is always an opportunity for any member of the community to join PIC meetings.

Moved by Ms. Hendela,

THAT the the PIC appoints the following parent members and waiting list candidates for term identified:

-Okuribido- Malcolm, Seyi, Parent Member, 2-year term

-Atef, Abdulnaser, Parent Member, 2-year term

-Dillon, Annette, Parent Member, 2-year term

-Morse, Jaime, Parent Member, 2-year term

-Samuels, Jacquie, Parent Member, 1-year term

Waiting list: Khan, Mostafizur and Lyon, Suzanne

THAT Ottawa Network for Education be appointed as a Community Member for a two year term with representation by Heather Kotelniski and Kristina Price.

THAT staff contact the Ottawa Community Immigrant Services Organization to explore its interest in becoming a Community Member of the PIC with a two-year term ending 30 November 2022.

Carried

- 5.b Report 20-105, Updates to the PIC By-Laws and Standing Rules (M. Giroux)

This item was deferred to the 13 January 2020 PIC meeting

6. Discussion Items

6.a Report 20-106, Allocation of 2020-2021 Parents Reaching Out (PRO) Grant (M. Giroux)

Your committee had before it Report 20-106, to develop a planned approach for determining an allocation strategy for the 2020-2021 Parents Reaching Out (PRO) Grant funding.

During the discussion period, the following points were noted:

- In 2019, the province changed the structure of the PRO funding;
- The \$39,986 PRO funding allocation received for 2020-2021 is considerably less than what was allocated from the previous years' regional and school council-based applications;
- Last year, school councils were consulted by the District and at OCASC for feedback on how to utilize the funding, however, the suggestions were not able to be implemented due to COVID-19;
- 2019-2020 PRO funding was used to offset costs associated with the parent conference, the speaker series, and other COVID-19 related communication expenses;
- Previous suggestions for use of the funding included creating toolkits to assist school councils in conducting parent nights or math nights, however, this approach may not be feasible as the District is not in a position to host parent nights this year;
- Members may want to consider if this is to be more of a developmental year than an action year when considering ideas like the toolkit;
- School councils indicated they are interested in a process that streamlines the administrative and reporting requirements;
- The Ministry requires a fulsome report outlining the compliance of the criteria for expenditures;
- Executive Officer Giroux noted that there is encouragement in the transfer payment agreement to consult with other committees about how funds are allocated and that ideas should also include an equity lens;
- Funds can be spent as soon as a plan has been agreed upon and the sooner this can happen, the better;
- Toolkits could be helpful if members are to use this as a development year;
- Toolkits included information on how to host a workshop, planning tips and guidelines, instructional materials, examples of interactive

activities for families, and all necessary steps to promote and host an evening event. Should this idea be deployed, virtual meeting information must be considered;

- Members noted that when the toolkits were previously discussed, it was in the context of some specific initiatives such as supporting parents with Mathematics ;
- Members queried if Ottawa Carleton Virtual (OCV) parents may have any unique requirements and that funds be allocated to support any initiatives identified;
- Principal Sarah Pope noted that her parent council requested a guest speaker to discuss equity and other topics. She observed that a virtual lecture would support further engagement with families and would allow for a larger audience;
- Executive Officer Giroux noted the District Speaker Series will continue;
- Executive Officer Giroux noted that it may be possible for school-based or school council-based requests to be supported centrally using PRO grant funding. The school would have to monitor some elements and provide a summary but the consolidation could happen centrally;
- If guest speakers were brought in to discuss topics around a general theme such as equity, it would allow for more selection for different schools while strategically meeting project activities;
- Members suggested guest speakers could be engaged for grade 12 students to discuss scholarships;
- A virtual guest speaker model could be appropriate for topics such as kindergarten registration, grade eight parent registration nights, and post-secondary transition nights, equity, mental health, and mathematics;
- OCASC received feedback recognizing that reporting takes time and volunteer groups would prefer to participate in an engaging way with families rather than supporting administrative tasks;
- Many parents and volunteers find requesting funds with the added reporting requirement intimidating;
- Some schools that require funding for initiatives may not ask for support as they worry about a lack of experience. This is a barrier;

- A selection of speakers that a school can choose from would be beneficial;
- School councils that have more experience or funds could partner with school councils with higher needs to manage funds;
- Vendors are adapting to offer virtual options;
- Schools do not want to contact vendors individually and would rather that the Board conduct the procurement process so that schools can have access to guest speakers that reach a broader, virtual audience;
- Allowing virtual participation of several schools may engage a larger audience which can be reported to the Ministry;
- A working group with principals to brainstorm ideas could be formed;
- Parents are more engaged than ever. Focusing on engaging families with fun initiatives will help create a leadership opportunity to transform the fear and frustration around COVID-19 into an informative and engaging experience;
- An update will be provided at the 13 January 2020 PIC meeting and a draft summary sent to members by email for comment;
- The Board will look for ways to increase offerings without increasing costs; and
- Other advisory committees of the Board should be engaged to provide input;

6.b Secondary Extracurricular Activities

Members acknowledged staff concerns regarding extracurricular activities being a student engagement issue and not a parent involvement issue, although the issue of clubs at secondary-schools was continually raised at Ottawa Carleton Assembly of School Councils (OCASC).

In response to a query from Ms. Hendela, Associate Director Reynolds clarified that extracurricular activities requiring students to gather are on hold, however, any clubs that could meet virtually are welcome to continue.

Ms. Hendela noted that staff typically organize and operate school clubs and recognized that staff are maxed out in their capacity as they deal with the added stresses of COVID-19. She suggested that there could be a change in the delivery of these extracurricular activities as feedback from school councils suggested increased parent interest in offering to organize their own clubs. She suggested that parents could be engaged to “fill the gap” in the absence of staff-organized clubs. She queried if parent-

administered clubs could be piloted at secondary-schools in a smaller capacity to aid in the student learning experience. She added that this would allow for parent engagement beyond typical fundraising campaigns.

Ms. Pingue noted that parent-administered clubs could be an opportunity to place parents of marginalized backgrounds into leadership positions and would add a cultural aspect. She noted that parents would be more comfortable to participate if they can offer their talents in a controlled virtual setting.

Mr. Reid raised the concern of any potential Duty of Care or other legality issues and concerns regarding student and parental safety. He also noted that participation in extracurricular activities are important to secondary school students in their acceptance to certain post-secondary institutions. He added that clubs can also aid in student's personal development as it gives them a sense of belonging to similar interest based communities.

Associate Director Reynolds agreed that extracurricular activities are important for student's well-being and social engagement. He noted that the beginning of the school year was focused on keeping schools safe and open as a first priority. The District did not want to inadvertently cause more health problems by allowing in person gatherings for extracurricular activities and promoted clubs to meet virtually, where possible. He noted that discussions with Ottawa Public Health (OPH) and other school districts occur regularly and the issues of extracurricular activities are discussed. He noted that there could be an opportunity for parents to play a role in organizing clubs, however, the same supervision requirements for in person clubs will have to be met in virtual clubs and needs to be considered for the safety of both parents and students. The responsibility would fall on principals to provide oversight, training, and screening for volunteers to operate virtual clubs and events, however, it is also important to consider that principals are preoccupied with school operational matters. He noted that he will bring this matter back to staff for discussion to see if this can be managed as a staff member will need to be associated with any virtual parent-organized clubs and to see what principals can manage. He added that if a parent wants to organize something such as a ski club it would not be associated with a school or the District.

Members suggested that a list of clubs currently available at each secondary school be created as a starting point which will also create awareness of what other schools are doing for further student and parent participation. An update could be provided at the next meeting in order for PIC members to know where to focus attention.

Ms. Pingue suggested that interested parents could submit an application that can be evaluated before a committee in order to assess qualifications and any safety concerns.

7. Information Items

7.a Chair's Report

Chair Khan reported that Remembrance Day recently passed and conveyed his respects for the sacrifices Canadian soldiers have made for the country.

Chair Khan noted that Dr. Theresa Tam warned that COVID-19 cases are increasing. He thanked students, staff, and families for keeping transmission low in the District by following the screening measures, guidelines, and for not attending schools if symptomatic.

Chair Khan thanked all past and present members, Director of Education, community representatives, student senate, OCASC members, students, families, and staff for their professional support. He noted that due to the situational context, he hoped that the election process for chair will be fair and that new members will bring strength, new initiatives, and new approaches.

Ms. Hendela thanked Chair Khan for his service and support to PIC.

Chair Khan noted that the success of PIC and OCASC depend on the successes of the other.

7.b Director's Report

Associate Director Reynolds reported that thanks to the collective efforts of families, students, and staff, there has been very low transmission rates of COVID-19 in the OCDSB buildings which has allowed schools to remain open.

Associate Director Reynolds noted that an extended remote learning period following the winter break will not occur as the District has received direction from the Ministry which permits students to return to school. There is capacity for further remote learning opportunities should the need arise.

Associate Director Reynolds announced that report cards will be available for elementary students on 20 November 2020 and parent teacher interviews will be scheduled on 26 November 2020. Parent teacher interviews for secondary students have already occurred and report cards will be available on 25 November 2020.

Associate Director Reynolds thanked Chair Khan, on behalf of the District and senior staff, for his many contributions to PIC. Mr. Khan has been an

enthusiastic ambassador for PIC and the District at the Provincial PIC Symposiums, speaker series events, parent conferences, and many other events. Chair Khan believes that education is a partnership that involves students, families, educators, principals, trustees, staff, government, and local communities and has worked diligently to strengthen these relationships.

Trustee Scott also thanked Chair Khan on behalf of the trustees for all of his efforts and for demonstrating that OCDSB is a learning organization for all.

Ms. Hendela commented that she recently spoke with Canadian Broadcasting Corporation (CBC) and was pleased to report that the in-school experience has been very positive. She noted that the Toronto District School Board (TDSB) has had a massive redistribution due to implications and changed class sizes. She expressed her appreciation that the District is pausing and reviewing its plan to reorganize.

Associate Director Reynolds noted that the District appreciates the positive publicity and supportive sentiment. He noted that the District does not want any large reorganizations that could cause instability within schools, necessary adjustments will be considered in January 2021, in a limited scale, to minimize disruption.

Chair Khan noted that the Ministry cancelled the PIC Chair Symposium and although there are no formal meetings with PIC Chairs, he will update PIC members if any changes occur.

Executive Officer Giroux noted that this is also the last PIC meeting for member's John Marshall and Gita Nurlaila and extended her appreciation for their service.

7.c OCASC Report

Ms. Hendela reported that school council discussions have focused on how to transition and focus activities virtually. She noted that councils expressed concern regarding fundraising as traditional models such as book sales and movie nights are not an option at this time. OCASC held a discussion on fundraising and considered whether it should be abandoned to focus attention onto other matters. She noted that school councils had concerns regarding the issue of access to reading apps and technology; an issue that was raised by a delegation at Committee of the Whole (COW). There is concern that school councils are asked to purchase educational devices, books, and computers and councils feel that fundraising for this takes away parent engagement. She added that OCASC discussed many ideas for virtual fundraising and the ideas can be found on their website.

Ms. Hendela noted that streaming movies and movie night broadcasting licenses may be something for the Board to consider funding as elementary schools greatly value and miss the monthly movie nights and want to embrace a virtual model.

Ms. Hendela announced that OCASC's next meeting is on 19 November 2020 and all are welcome to attend.

Executive Officer Giroux noted that this year may be an opportunity to transition away from school council fundraising as the key focus of councils. She noted that the District does have a license for films but there are restrictions that fall under the *Copyright Act* and she will investigate to see what is allowed.

Executive Officer Giroux noted that the District is discussing the potential use of reading apps. A list of approved applications will be provided based on staff and provincial guidance.

Ms. Hendela noted that she wished to ensure every student has equal access to reading technology and that PIC or other school councils could help fund school councils that do not have a fundraising history (i.e., OCV)

Mr. Reid noted that school councils used fundraising activities such as movie night as a community building opportunity. He noted that the traditional movie nights may transition to sharing photographs of families in costumes or movie quizzes in order to further engage parents.

Executive Officer Giroux noted that moving forward it will be important to differentiate fundraising and social activities; if the goal is based on community building it should not focus on profit which will change how these events are approached.

Mr. Reid pointed out the importance of transparency and communicating with families regarding the use of funds raised through events.

7.d PIC Correspondence

Executive Officer Giroux noted that the majority of correspondence consisted of applications for membership positions.

8. New Business

Associate Director Reynolds noted that there has been a slight increase in the number of returning grade 12 students and that the District is well equipped to receive any returning students.

Ms. Dean noted that she had an excellent experience in applying for the PIC membership position and suggested that future applications should have a timestamp for application deadlines. She suggested that staff contact the

applicants in advance of the meeting to alert them to the action item on the agenda.

Chair Khan reminded members that the *Let's Talk Geography: Immigration and Supporting Newcomers* project hosted by Cairine Wilson Secondary School will have a discussion panel on 27 November 2020 and 10 December 2020 from 12:15 p.m. to 1:30 p.m.

The next PIC meeting will be on 13 January 2021.

Chair Khan expressed his gratitude for his time with PIC and expressed pride in PIC's continued effort to support children's learning and well-being. He wished everyone a happy holiday and prosperous new year.

9. Adjournment

Chair Khan adjourned the meeting at 8:17 p.m.

Mostafizur Khan, Chair, Parent
Involvement Committee

Christine Moulaison, OCASC Co-Chair, Ratification of OCASC Members and Revisions to PIC Bylaws:

Some information contained in the previous PIC minutes as well as information that is listed about OCASC, it's constitution and meetings that happened that are mentioned within the agenda and within action items 6.1 and 6.2. I want to make sure PIC members have this updated information.

Parent Involvement Committee

Welcome to the **Parent Involvement
Committee (PIC)** at the Ottawa-Carleton
District School Board (OCSDB)



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD



Parent Engagement Matters

Studies show that parent engagement matters...

"Students are more likely to be motivated, to earn higher grades, to have better behaviour and social skills, and to continue their education to a higher level when their parents are actively engaged in supporting their success at school."

Ontario Ministry of Education website



Parent Engagement Matters

It is equally important to recognize that parent involvement takes many forms.

- *serving on school councils and Parent Involvement Committees (PICs)*
- *volunteering for field trips and school activities*
- *making sure there is a quiet place set aside to do homework,*
- *helping with homework*
- *meeting with teachers*
- *talking to your child about their day at school.*

These are all examples of engaged parents, they are all contributing to their children's education.



What is PIC?

Ontario Regulation 612/00 requires every school board in Ontario to create a PIC to establish a direct link between parents and the Director of Education and Board of Trustees.

The Committee is governed by Regulation 612/00 and the by-laws, created by the Committee.



Mandate

The mandate of the Committee is to support, encourage and enhance parent engagement at the District level in order to improve student achievement and well-being.

The Committee achieves its mandate by:

- providing advice and feedback to the Board from a parent perspective;
- communicating with and supporting school councils; and
- helping parents support their children's learning at home and at school.



Membership

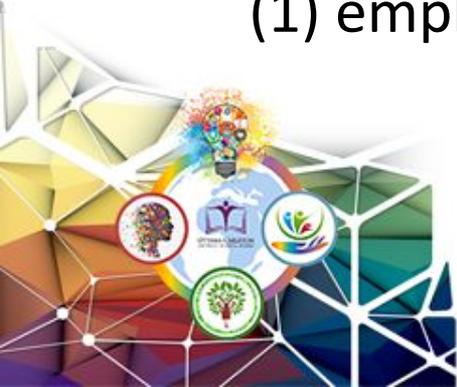
The Committee has up to 18 members:

Voting Members

- (10) Parent Members
- (3) Community Representatives.

Non-voting members

- the Director of Education or designate
- (1) trustee
- and may include (1) elementary or secondary principal or vice-principal; (1) elementary or secondary teacher; and (1) employee of the District



Who are the members of PIC?

Parent Members

Jacquie Samuels

Abdulnaser Atef

Annette Dillon

Jaime Morse

Noura Ahmed

Seyi Okuribido-Malcolm

Diana Mills

Jennifer Hood

Martyn Reid (OCASC)

Malaka Hendela (OCASC)

Community Representatives

Heather Kotelniski (ONFE)

Kristina Price (ONFE)

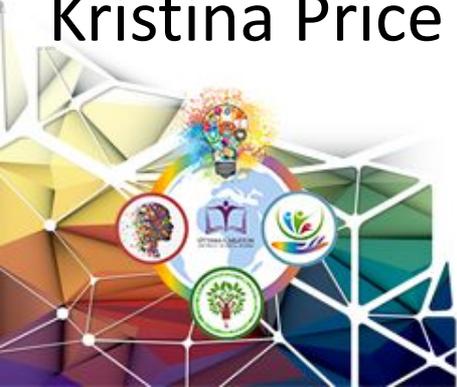
Non-voting

Brett Reynolds

Wendy Hough

Staff Support

Michele Giroux, Engy Abdel Masieh,
Darren Gatley



PIC Members

All members of the Committee will:

- promote and encourage parent engagement and the work of the committee in the OCDSB;
- review all relevant material prior to the Committee meetings;
- attend and participate in the Committee meetings; and
- participate in Committee and Sub-Committee initiatives as required.

In addition to the above, a Community Representative and/or a Parent Member who is a representative of OCASC will act as a liaison between the Committee and his or her community group, organization or committee.



PIC and OCASC

OCASC, the Ottawa-Carleton Assembly of School Councils, is an organization for school councils and parents to share information and facilitate communication within the communities of the OCDSB in order to enhance the education of all its students.

School Councils are encouraged to elect a council member to be their OCASC delegate, or to elect two people to share the responsibility as delegate and alternate. Delegates are encouraged to regularly attend OCASC meetings, and to report back to their councils on the information shared at OCASC meetings. OCASC meetings are open to the public and any parent or other interested person is welcome to attend meetings.



Parent Observers

- All PIC meetings are open to the public;
- Parents are welcome to attend PIC meetings to learn more about parent involvement at the OCDSB;
- Non-members of the Committee may be asked to contribute to discussion, but are are observers at the meeting; and
- Parents who attend meetings as observers and are interested in participating are encouraged to apply to be a member during the next annual membership process.

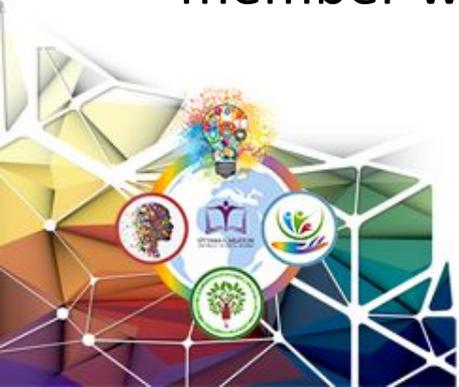


Chair and Vice Chair

The Committee shall elect a Chair and a Vice Chair from amongst its Parent Members.

The Chair and Vice Chair shall be Parent Members of the Committee who have been appointed to serve a two-year term.

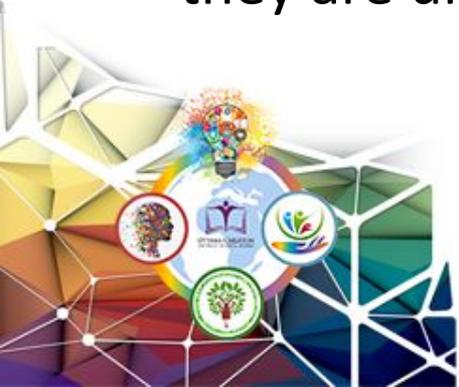
Where a nominee to the office of Chair is a member serving a one-year term, his or her term may be extended for a second year and on appointment he or she shall be deemed to be a member with a two (2) year term.



Duties of the Chair

- Collaborates with staff to plan the agenda for each meeting;
- Acts as a facilitator to the meeting;
- Encourages participation of members in discussion;
- Clarifies points and helps lead the group towards its objectives; and
- Ensures only respectful and constructive comments are expressed by members.

* The Vice-Chair assumes the Chair's responsibilities when they are unable to attend meetings.



PIC Meetings

- The Committee shall meet at least four times in each school year;
- Meetings are generally held the 2nd Wednesday of the month;
- Meetings are generally held at the Board office, 133 Greenbank Road, but due to the pandemic are now held via ZOOM;
- Meetings begin at 6:00 p.m. and run until approximately 8:00 p.m.; and
- Dinner is provided when meetings are held at 133 Greenbank.



Agendas

- Each meeting follows an agenda;
- Agendas ensure that meetings remain productive;
- Agendas can be retrieved online the Friday before the meeting; and
- If you have questions about an agenda topic, contact the Chair, Executive Officer, or Committee Coordinator.



A Typical Meeting

Meetings include:

- Presentations from staff;
- Ministry consultations;
- District policy consultations;
- Planning events for parents;
- Organizing the Speaker Series;
- Work with school councils;
- Opportunities to learn more about the programs, supports and services of the OCDSB; and
- Other topics of importance to parents.



Collegial Conversations

The Chair is responsible for facilitating the meeting and maintaining a respectful atmosphere.

The OCDSB has a Respectful Workplace policy, Policy P.009.HS, that applies to committee meetings.

All meeting attendees :

- Contribute to a culture of open discussion;
- Respect all points of view;
- Keep the focus of discussion and debate on the agenda item; and
- Use a respectful tone and language at all times



PIC Members as Ambassadors

You play an important role in our community.

Please share your insights and feedback at any time.



Resources

[Ontario Regulation 612/00](#)

[OCDSB PIC By-laws](#)

Parents for Education - [Who does what in Education](#)





PARENT INVOLVEMENT COMMITTEE REPORT No. 20-105

18 NOVEMBER 2020

UPDATES TO THE PARENT INVOLVEMENT COMMITTEE BY-LAWS AND STANDING RULES

Key Contact: Michèle Giroux, Executive Officer, Corporate Services, 613-596-8211 ext. 8310

PURPOSE:

1. To seek approval for an update to the PIC By-Laws and Standing Rules in accordance with *Ontario Regulation 612/00 School Councils and Parent Involvement Committees*.

STRATEGIC LINKS:

2. Ensuring the PIC By-Laws and Standing Rules are aligned with *Regulation 612/00* supports good governance practices in alignment with the Culture of Social Responsibility of the 2019-2023 OCDSB Strategic Plan.

CONTEXT:

3. PIC members requested clarification on the eligibility of members who may run for the elections of the PIC Chair and Vice-Chair. This report presents the legal perspective of the eligibility criteria and recommends a minor update to the language in the By-Laws to align with *Regulation 612/00*.

KEY CONSIDERATIONS:

4. PIC Chair and Vice-Chair Elections
In accordance with [Ontario Regulation 612/00 School Councils and Parent Involvement Committees](#), the [PIC By-Laws and Standing Rules](#) states that “*The Chair and Vice Chair of the Committee must be parent members and shall be elected for a two-year term by the Parent Members of the Committee*” (Section 6.18). While the Regulation limits the eligibility to run for these elections to parents with a two-year term (Section 38 (3)), the By-Laws, in support of parent engagement, expanded the eligibility to parent members with a one-year term allowing for an extension of their term to a second year deeming the term to be two-year on appointment (Section 6.19).

Members queried the eligibility of parent members who wish to run for these elections in consideration of *Ontario Regulation 612/00* versus the By-Laws. In response to this query and to improve the clarity of the PIC By-Laws, staff sought the advice of legal counsel. Legal counsel advised that section 6.19 is not inconsistent with the *Regulation 612/00*, however, it can only be applied to the Parent Member positions appointed by the Committee.

Ottawa Carleton Assembly of School Councils (OCASC) may appoint two Parent Members to the Committee, one of whom may be the Chair or Vice Chair of OCASC. Under the by-laws, the two (2) Parent Members appointed by OCASC shall be appointed for a term of office of one (1) year. This provision respects the fact that OCASC has an annual election/appointment process which includes the election of executive members and representatives to sit on any board committees.

Based on the questions raised, staff reviewed this matter with legal counsel to clarify whether the PIC by-laws could be amended to allow OCASC parent members to serve a two year term, thereby making them eligible to seek election to the position of Chair of the Parent Involvement Committee. In the course of this review, it was noted that the OCASC by-laws provide that “the assembly shall elect their officers from amongst the delegates or school council chairs, said numbers to be confirmed at the AGM each year. The term of office shall be one year commencing on the date of the AGM.” It was also noted that PR.509.SCO - School Council Constitution, Elections and By-Laws contemplates annual elections for School Council positions, from which delegates to OCASC are drawn. In light of the language in the OCASC Constitution and the School Council procedure, legal counsel has advised that the term of office for OCASC parent members on PIC should remain at one year making them ineligible to seek election to the office of Chair.

FINANCIAL CONSIDERATIONS:

5. There are no costs associated with updating the PIC By-Laws and Standing Rules.

COMMUNICATION/CONSULTATION ISSUES:

6. Section 14.0 of the PIC By-Laws and Standing Rules states that amendments may only be made by “*approval of two-thirds (2/3) of all voting members present, at a regular or special meeting of the Committee, provided that advance notice in writing has been given to all Committee members*”. This report serves as the advance notice in accordance with the By-Laws. Staff will ensure that two-thirds of all voting members are present prior to presenting this report to the Committee.

RECOMMENDATIONS:

THAT Section 6.19 of the PIC By-Laws and Standing Rules be changed to:
“Where a nominee to the office of Chair or Vice Chair is a Parent Member serving a one-year term, **except for a Parent Member appointed under section 4.0 (b)** their term may be extended for a second year and on appointment they shall be deemed to be a member with a two (2) year term”.

Michele Giroux
Executive Officer, Corporate Services
(ext. 8310)



OTTAWA-CARLETON
DISTRICT SCHOOL BOARD

MEMORANDUM

TO: PIC Members

FROM: Michèle Giroux, Executive Officer, Corporate Services

DATE: 13 January 2021

RE: Supplementary Information Related to Report 20-105, Updates to the PIC By-laws and Standing Rules

Last month, a report on the PIC agenda regarding revisions to the by-laws was deferred to the January meeting. That report has been included on the January agenda in its original format. The purpose of this memorandum is to provide an update to the Committee so that all members have the necessary information prior to making any decisions.

The original report was prepared in response to a request from PIC members for clarification on the eligibility of members who may run for the elections of the PIC Chair and Vice-Chair. The report recommended an amendment to section 6.18 of the PIC by-laws. Specifically,

THAT Section 6.18 of the PIC By-Laws and Standing Rules be changed to: "Where a nominee to the office of Chair or Vice Chair is a Parent Member serving a one-year term, except for a Parent Member appointed under section 4.0 (b) their term may be extended for a second year and on appointment they shall be deemed to be a member with a two (2) year term".

This recommendation was based on legal advice which is explained in the report. After the report was released, the OCASC executive met with staff to express concern, to provide additional information regarding the OCASC constitution, and to request that the item be deferred to the next meeting of the Committee. That request was brought to the Committee and the Committee deferred the item.

Changes to OCASC Appointments

At the November meeting of OCASC, there was a change to the process to appoint OCASC reps to PIC for a two year term ([minutes](#)). Martyn Reid and Maleka Handela were nominated as OCASC representatives. In accordance with the PIC by-laws, these appointments will need to be ratified by the PIC (section 6.8 PIC by-laws).

PIC Members Terms of Office

Regulation 612 School Councils and Parent Involvement Committees section 37 (1):
“The term of office of some of the parent members of a parent involvement committee shall be one year and the term of office of some of the parent members shall be two years, as provided in the by-laws of the committee. O. Reg. 330/10, s. 6.”

The PIC By-Laws provide the following with respect to term of office:

- The members of the Committee shall be appointed before November 15 of each school year for a term of office beginning December 01 and ending November 30. 5.1
- The eight (8) Parent Members of the Committee shall be appointed to serve a term of office of either one (1) or two (2) years and, wherever possible, members shall be appointed for a two-year term.
- The two (2) Parent Members appointed by OCASC shall be appointed for a term of office of one (1) year.
- The term of office for Community Representatives shall be two (2) years.

Aligning the OCASC Appointment and PIC By-laws

OCASC has indicated that their representatives will be their appointees for two years. However, the PIC by-laws specify that the members appointed by OCASC have a one year term.

Appointment of Chair and Vice-chair

Under section 38(3) of Regulation 612: *“Only parent members with a two-year term are eligible to be elected to the position of chair or co-chair. O. Reg. 330/10, s. 6.”*

The OCDSB PIC by-laws provide language to allow for the extension of the term of a one-year parent member to a two year term where they are nominated as chair. Section 6.18 of the By-laws states *“Where a nominee to the office of Chair or Vice Chair is a member serving a one-year term, their term may be extended for a second year and on appointment he or she shall be deemed to be a member with a two (2) year term”*.

Legal Guidance

Staff sought clarification from legal counsel as to whether the change in practice at OCASC would eliminate the need for the bylaw amendment.

The legal advice provided is that the deeming provision in section 6.18 does not extend to the parent members appointed by OCASC because section 5.2 specifies their term of office to one year (unlike the term of office for other parent members).

Possible Options for the Committee

When this item is considered by the Committee, there are several options available:

1. **Adopt the original recommendation** clarifying that section 6.18 does not apply to OCASC members which means that a parent appointed as an OCASC rep could not be the Chair of PIC - this is consistent with the legal advice provided;
2. **Defeat the original recommendation** - this is possible but still leaves the committee with uncertainty about the applicability of the deeming provision to the OCASC representatives and could result in a challenge now or in the future;
3. **Amend section 6.18 to clarify that the deeming provision applies** to parent members appointed under section 5.2 (OCASC appointments);
4. **Delete the deeming provision in section 6.18** - the deeming provision (second sentence) is the source of the confusion and if removed would align the by-laws with the regulation and would mean that only members appointed to a two year term were eligible to be the Chair; or
5. **Amend section 5.2 of the PIC by-laws** to allow OCASC representatives to be appointed for a one or two year term and thereby making the two year term appointees eligible to be elected to the role of Chair;

Staff will be available to assist with any questions at the meeting.



PARENT INVOLVEMENT COMMITTEE

13 January 2021

Report No. 21-001

Approval of the Allocation of 2020-2021 Parents Reaching Out (PRO) Grant

Key Contact: Michèle Giroux, Executive Officer, Corporate Services, 613-596-8211 ext. 8310

PURPOSE:

1. To seek approval for the proposed allocation of the 2020-2021 Parents Reaching Out (PRO) grant funding.

STRATEGIC LINKS:

2. The effective allocation of PRO grant funding supports the District's commitment to building parent engagement, removing barriers to access opportunities and supporting engagement within our community to achieve a culture of social responsibility.

CONTEXT:

3. The Ministry of Education has allocated \$39,986 in 2020-2021 Parents Reaching Out (PRO) grant funding to the OCDSB. This funding supports school boards in identifying barriers to parent engagement in their school communities and finding solutions in support of parents' engagement in their children's education.

At its 18 November 2020 meeting, the Parent Involvement Committee (PIC) discussed several strategies for the use of these funds including:

- Developing toolkits that include information on hosting a (virtual) workshop, planning tips and guidelines, instructional materials, examples of interactive activities for families, and other necessary steps to promote and host an evening. Suggested themes included math and science nights;
- Paying for platform fees for school councils that decide to use meeting sites other than Google Meet; and
- A Speaker Series with subjects on topics of interest to parents related to student learning and well-being, including possible presentations on scholarships for grade 12 students, kindergarten registration nights, grade eight parent registration nights, and university nights.

- The Committee discussed a range of ideas and staff committed to reviewing those ideas and developing a consolidated plan for the January meeting which could be ready for implementation as soon as possible.

KEY CONSIDERATIONS:

4. School Council Speaker Series

Based on the discussions to date, it is recommended that the District create a format and menu for school councils to host speaker series workshops for their community. Below is the proposed model for approval by the PIC members:

- A consolidated list of speakers (by topic) would be developed and shared with school councils. Each council would be able to choose a session which they could offer based on their local needs.
- Where possible, school councils could work collaboratively with other school councils to host a virtual night with a speaker that would serve both/all communities. School councils would be responsible for promoting the session and would be required to provide a simplified report about the event to the District so that the District could complete the required Ministry reporting.
- The speakers would be booked by the District using the District procurement process. Each speaker would be booked for a fixed number of sessions. They would be available for scheduling by councils on a first come first served basis.
- Central staff will schedule the Zoom meetings and the Youtube livestream and will provide school council leads with the necessary account credentials to conduct the Zoom and livestream along with a tutorial video;
- School Councils will be responsible for the promotion of the event with support from the District on an as needed basis.
- Any parent from the participating schools could attend the speaker night.
- Central Staff will compile school council reports and report to the Ministry in compliance with the TPA.
- The booking of speakers and number of available sessions will be subject to budget availability. Ideally, each school community would be able to select one session. If school councils collaborate, that could increase opportunities. Where there is significant demand for a particular speaker/topic, we could look to host a district wide session.

5. Suggested Speakers/Topics

A list of possible speakers and topics has been developed for discussion at the meeting and includes the following:

General Topic	Area of Focus	Possible Speaker
Technology	<ul style="list-style-type: none"> ● Managing Screen Time ● Social networking and online safety ● Teens and Technology 	<ul style="list-style-type: none"> ● Dr Michael Cheng, CHEO ● Paul Davis ● Youth Services Bureau
Mental Health	<ul style="list-style-type: none"> ● Supporting Your Child's Mental Health 	<ul style="list-style-type: none"> ● Crossroads ● CHEO ● OCDSB ● OPH
Equity	<ul style="list-style-type: none"> ● Understanding Equity in Education ● Your Voice Matters - Advocating for Black Student Success 	<ul style="list-style-type: none"> ● Parents for Diversity ● Parents for Diversity
Indigenous Education	<ul style="list-style-type: none"> ● Indigenous Education - Understanding Truth and Reconciliation ● Supporting Indigenous Learning 	<ul style="list-style-type: none"> ● OCDSB Indigenous Education Team to recommend
Special Education	<ul style="list-style-type: none"> ● Parenting Special Needs Children panel discussion ● Understanding the IEP ● Speech and Language Development 	<ul style="list-style-type: none"> ● Parents, Educators, CHEO and SEAC ● OCDSB Learning Support Services
Teaching and Learning	<ul style="list-style-type: none"> ● Understanding the New Math Curriculum ● Supporting Remote Learning 	<ul style="list-style-type: none"> ● OCDSB Program and Learning ● OCDSB Business and Learning Technology
Parenting	<ul style="list-style-type: none"> ● Healthy Eating for Children and Youth ● Understanding addiction ● Early Childhood Development 	<ul style="list-style-type: none"> ● Ottawa Public Health ● Youth Services Bureau ● Rideauwood Treatment Centre

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6. Reporting

School boards are required to submit a final report on the use of grant funding by completing the Ministry's reporting template. The final report must include a financial summary and an evaluation of the outcomes based on project(s) objectives, the number of other participating parties, and the impact on parent confidence as well as direct feedback from parents on the merits of the project(s).

To reduce the burden of reporting, this model seeks to structure the reporting in such a way that participating councils have to complete a short summary report only. These will inform the Ministry report which will be prepared by staff.

A google form will be created to assist school council leads in providing feedback on the events. Upon submission, central staff will compile the input for inclusion in the final report.

RESOURCE IMPLICATIONS:

7. During the 2020-2021 budget process, the Board allocated \$150,000 to support the funding of effective school councils across all schools and the work of an engaged Parent Involvement Committee to ensure it meets its obligation of communicating with school councils and undertaking activities to help parents of pupils of the board support their children's learning at home and school. This funding could be used to offset any costs that extend beyond the PRO grant.

COMMUNICATION/CONSULTATION ISSUES:

8. The 2020-2021 Transfer Payment Agreement (TPA) encourages consultation with other advisory committees of the Board. We have consulted with the staff leads for other advisory committees and will be asking them to share the list of topics and speakers with the advisory committee members for input.
9. A communications strategy will be created to ensure school councils are informed of the allocation of 2020-2021 PRO funding. Communication will include information on the initiative, a list of topics and speakers, an application form to host a speaker. The recipients of the grant will receive a tutorial video on how to set up and conduct the Zoom meeting as well as a link to a simple google form to complete the necessary reporting requirements. School councils may use their own local networks to promote the event.

RECOMMENDATION

THAT the 2020-2021 Parents Reaching Out (PRO) grant be used to facilitate school council speaker nights as outlined in Report 21-001.

Michele Giroux
Executive Officer, Corporate Services

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



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?

1. WHAT IS THE PURPOSE OF THE CONSULTATION?

(Describe project scope, nature of consultation, decision to be made, and any relevant information)

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.

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.

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.

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.

Phase One of the consultation will:

1. Identify gaps and challenges with existing policies, procedures and processes that:
 - 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	<u>NOTES**</u>
PHASE ONE		
January - February 2021	<ul style="list-style-type: none"> ● 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) 	<p>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.</p> <p>Thought Exchange will be considered as a tool for the consultations with the staff affiliate groups.</p>

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.

	<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) 	<p>Information from this first round of consultations will inform the substance of human rights policy and procedure to be developed.</p>
PHASE TWO		
<p>March 2021</p>	<ul style="list-style-type: none"> • Analysis of stakeholders feedback • Development of a draft Human Rights policy and related priority procedures 	<p>Using feedback and information gathered during Phase One, the working group will collaboratively develop a draft policy that reflects the priorities and recommendations heard.</p>
<p>April 2021</p>	<ul style="list-style-type: none"> • Presenting the draft policy to DEC (April 6) 	
<p>April 2021 - May 2021</p>	<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>

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.

PIC Correspondence Register

This update includes e-mails received between 11 November 2020 and 08 January 2021. Emails received from subscriptions; OCDSB School Council Newsletter, Cyber-Senior Connections, Let's Talk Science, and OCASC Communications are not included in this registry.

Date of Email	Name of Sender	Summary	Follow-up
16 November 2020	OCASC	Request for Delegation at 18 November 2020 PIC	OCASC was present at the 18 November 2020 PIC meeting and in subsequent communications, OCASC informed the committee of their position regarding the proposed amendment to the By-Laws.
05 December 2020	Annette Dillion	Confirmation of their acceptance to be appointed to the 2020-2021 PIC	
08 December 2020	Superintendent of Program and Learning K-12	Call for members for this year's OCDSB School Year Calendar Committee	Staff ensured OCASC is aware of this correspondence. OCASC appointed members to attend the upcoming meeting.
09 December 2020	the school council of Colonel By Secondary School	The school council requested more information on 2020-2021 PRO Grants.	Staff advised that more information will be communicated with school councils following the winter break.