



TITLE: POLICY DEVELOPMENT AND MANAGEMENT

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COMMITMENT TO INDIGENOUS, EQUITY, AND HUMAN RIGHTS

The Board recognizes its responsibility to ensure that OCDSB policies and procedures promote and protect Indigenous, equity, and human rights and to seek to address and eliminate racism and structural and systemic barriers for students, staff, and community.

1.0 RATIONALE

This policy was developed in support of legislative requirement under subsections 169.1 (1) (d) and (e) of the *Education Act* which require the Board to:

- develop and maintain policies and organizational structures that promote its educational goals; and
- monitor and evaluate the effectiveness of policies developed by the Board.

2.0 GUIDING PRINCIPLES

2.1 The Board believes that policies:

- a) are focused statements of the Board's intent, governing principles, and/or desired results;
- b) be broad enough to allow flexibility in dealing with diverse situations, while ensuring consistency across all schools and departments;
- c) address structural and systemic barriers through the use of inclusive design, equity, and anti-discrimination principles;
- d) are developed with consultation opportunities for parents, students, staff, and community members;
- e) are accessible to the OCDSB community in regards to language, format, useability, and accessibility; and

- f) ~~are subject to regular evaluation and review.~~ **guide the actions of the Director of Education and other staff, and therefore shall be regularly reviewed and evaluated to maintain the effectiveness of policy implementation.**

3.0 POLICY

- 3.1 The Board shall establish specific policies to guide the Director of Education in setting procedures and practices for the operation of the District.
- 3.2 Policy proposals or reviews shall normally be channeled through an appropriate Board Committee beginning at the conceptual phase. Where feasible, policy alternatives should be considered.
- 3.3 The Board delegates authority to the Director of Education to make minor revisions to policies which include: ~~but are not limited to,~~
- a) correcting inconsistencies;
 - b) modernizing language;
 - c) harmonizing definitions;
 - d) establishing consistency in reference to spelling, capitalization, and punctuation;
 - e) revisions to ensure alignment with, and references to language in statutes, regulations, policy memorandums, or other regulatory directives, and/or
 - f) inserting, adding, or deleting reference documents.
- 3.4 All policy statements must be authorized by the Board and minor revisions shall be reported to the Board in open public session.
- 3.5 Appropriate channels of consultation and input shall be built into policy development, evaluation, and review.
- 3.6 Policies should be considered for review at least once every five years. Annually, staff shall present to the Board a list of policies scheduled for review. The review process will use a tiered ~~model~~ **approach** based on the nature of the revisions required.
- 3.7 The official version of a policy shall be accessible to staff and the public at large through a central electronic registry.
- 3.8 The Director of Education may issue operational procedures which support the implementation of this policy. Such procedures ~~should~~ **shall** take concrete actions to protect and promote Indigenous, equity, and human rights and to identify and address racism, systemic and structural barriers for students, staff, and the community.

4.0 APPENDICES

Appendix A: Definitions

5.0 REFERENCE DOCUMENTS

The Education Act; subsections 169.1 (1) (d) and (e)

OCDSB [Policy P.012.GOV: Board Governance](#)

OCDSB [Policy P.147.GOV: Human Rights](#)

OCDSB [Procedure PR.501.GOV: Policy and Procedure Coordination and Management](#)

Appendix A to Policy P.001.GOV

POLICY DEFINITIONS

Board means the Board of Trustees.

District means the Ottawa-Carleton District School Board.

Equity means the fairness of treatment and processes by the removal of systemic barriers, disparity, and disproportionality between groups using extra and positive measures to bring about equal access to opportunities and benefits in society. It does not mean treating everyone the same.

Inclusive Design means taking into account differences among individuals and groups when designing something to avoid creating Barriers. Inclusive design can apply to systems, facilities, programs, policies, services, or education.

Policy means a statement of intent, governing principles or end result adopted by the Board in open public session and intended to guide future actions.

Procedure means an administrative document issued through the Director of Education, outlining specific actions to support the implementation of Board policy and/or provincial directives, and ensures consistency in system operations. ‘