



## Consultation Plan

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

<b>DATE:</b>	<b>December 8, 2020</b>
<b>PROJECT:</b> (Project name, Letter of Transmittal, etc.)	<b>Human Rights Policy Development</b>
<b>CONTACT / PROJECT LEAD</b> (Name, telephone, email):	<b>Human Rights and Equity Advisor, Carolyn Tanner</b>
<b>WHAT?</b>	
<b>1. WHAT IS THE PURPOSE OF THE CONSULTATION?</b> (Describe project scope, nature of consultation, decision to be made, and any relevant information)	
<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>	

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.



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### 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 |
|--|--|

<input checked="" type="checkbox"/> Interviews	<input checked="" type="checkbox"/> Public meetings
<input checked="" type="checkbox"/> Mail-out or email circulation	<input checked="" type="checkbox"/> Survey / questionnaire
<input type="checkbox"/> Open houses / workshops / cafes	<input checked="" type="checkbox"/> Web-based notice / Web-based comments
<input type="checkbox"/> School council(s)	<input type="checkbox"/> Other
Please describe:	



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WHEN?		
<b>8. PROJECT PLAN FOR CONSULTATION (KEY ACTIVITIES AND COMMUNICATIONS)<sup>1</sup>:</b>  <b>i.e. Identify plan approval dates; Timelines for awareness of consultation; Specific consultation initiatives; Timelines for analysis;</b> <b>Date for Committee/Board deliberation; Evaluation of consultation</b>		
<b>TARGETED DATE FOR FINAL DECISION:</b>		<b>June 21, 2020</b>
<b>PROJECTED DATE(S)</b>	<b>ACTIVITY/MILESTONE</b>	<b><u>NOTES**</u></b>
<b>PHASE ONE</b>		
January - February 2021	<ul style="list-style-type: none"> <li>• Consultation with SEAC (January 6)</li> <li>• Consultation with PIC (January 13)</li> <li>• Consultation with IEAC (January 21)</li> <li>• Consultation with ACE (January 28)</li> <li>• Consultation with Student Senate (February 4)</li> <li>• Meeting with small group of English language learners (ELLs) and/or parents of ELL</li> <li>• Meeting with small group of students with complex disabilities</li> <li>• Public Consultation with representatives of community groups identified above or suggested by Committees and Councils</li> <li>• Individual meetings with Aboriginal Coalition of Ottawa; Inuit Elder Circle; Uniting for Children and Youth (TBD)</li> </ul>	<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>

<sup>1</sup> 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"> <li>• Consultation with Original Voices, Rainbow Youth Network, Black Youth Network and representatives</li> <li>• Consultation with staff affiliate groups including the Black Educators' Network, Muslim Educators Network, Learning Disability Network and Rainbow Educators.</li> <li>• General consultation with staff (TBD)</li> </ul>	Information from this first round of consultations will inform the substance of human rights policy and procedure to be developed.
<b>PHASE TWO</b>		
March 2021	<ul style="list-style-type: none"> <li>• Analysis of stakeholders feedback</li> <li>• Development of a draft Human Rights policy and related priority procedures</li> </ul>	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"> <li>• Presenting the draft policy to DEC (April 6)</li> </ul>	
April 2021 - May 2021	<ul style="list-style-type: none"> <li>• Consultation with PIC (April 14)</li> <li>• Consultation with ACE (April 29)</li> <li>• Consultation with SEAC (May 5)</li> <li>• Consultation with IEAC (May 13)</li> <li>• Consultation with Student Senate</li> <li>• Meeting with small group of ELL and/or parents of ELL</li> <li>• Meeting with small group of students with complex disabilities</li> <li>• Public Consultation with representatives of community groups identified above or suggested by Committees and Councils</li> <li>• Individual meetings with Aboriginal Coalition of Ottawa; Inuit Elder Circle; Uniting for Children and Youth (TBD)</li> <li>• Consultation with Original Voices, Rainbow Youth Network, Black Youth Network and representatives</li> <li>• Consultation with staff affiliate groups including the Black Educators' Network, Muslim Educators Network, Learning Disability Network and Rainbow Educators.</li> <li>• General consultation with staff (TBD)</li> <li>•</li> </ul>	<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"> <li>• Present the policy to DEC (May 18)</li> <li>• Present the policy to COW (June 8)</li> <li>• Present the policy to Board (June 21)</li> </ul>	
<p><b>**In filling out this chart, please note:</b></p> <ul style="list-style-type: none"> <li>▪ the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session;</li> <li>▪ any constraints such as necessary deadlines, availability of stakeholders; and</li> <li>▪ the timelines for communicating the outcome/related decisions reached to those consulted.</li> </ul>		
<p><b>9. HOW WILL THE RESULTS OF THE CONSULTATION AND THE RATIONALE OF THE FINAL DECISION BE COMMUNICATED TO ALL CONTRIBUTORS TO THE PROCESS?</b> (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>		
<b>OTHER</b>		
<p><b>10. ESTIMATED COSTS FOR THE CONSULTATION*</b> (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><b>11. EVALUATION:</b></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.

