



COMMITTEE OF THE WHOLE (PUBLIC)
Report No. 16-106

4 October 2016

Consultation Plan for Draft P.129.GOV Complaints Resolution Policy

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

PURPOSE:

1. To seek approval for a consultation plan for the draft Board Policy P.129.GOV Complaints Resolution Policy.

CONTEXT:

2. The Ottawa-Carleton District School Board has always had a strong commitment to dealing with stakeholders and resolving concerns. The District has a number of formal processes for resolving complaints and expressions of concern but they are documented among a large number of different policies, procedures, guidelines, handbooks and other public documents. Some processes are governed by a variety of statutes and regulations and/or by specific policies of the Board, while others have evolved informally over time through common practice within the District.

The Board, at its meeting of 29 September 2015, approved the following recommendation with respect to the development of a policy for dealing with public concerns:

- A. THAT the Board develop an umbrella policy to clarify its general expectations for processes for managing complaints or expressions of concern received from the public; and
- B. THAT such an umbrella policy include guidance for individuals seeking resolutions of their complaints or concerns by identifying the steps they may take towards a resolution and by directing them to the relevant existing policies or other documents as appropriate.

During the development of Policy P.073.GOV Board Member Code of Conduct, the Ad Hoc Committee reiterated the need for a complaints resolution policy.

An initial draft policy P.129.GOV Service Standards and Complaints Resolution was presented to the Committee of the Whole on 17 May 2016 for input. A number of suggestions were provided for clarification and the draft policy has been revised accordingly.

KEY CONSIDERATIONS:

3. The revised draft policy P.129.GOV Complaints Resolution Policy (attached as Appendix A) provides information in the following areas:
 - Objective;
 - Definitions;
 - Policy statement;
 - Guiding principles;
 - Client service
 - Complaint resolution;
 - Concerns/complaints concerning a student (academic complaints);
 - Matters that should not be discussed by staff;
 - Concerns/complaints about client service (non-academic complaints);
 - Concerns/complaints about safety of school, property, facilities or equipment;
 - Role of parent(s)/guardian(s) or adult learners;
 - Representative of the parent(s)/guardian(s) or adult learners;
 - Role of the trustee;
 - Role of the school council; and
 - Office of the Ombudsman.

The revised draft policy also includes a guide which outlines the steps for addressing complaints from parent(s)/guardian(s), adult learners and community members.

RESOURCE IMPLICATIONS:

4. There are no immediate financial implications anticipated with the adoption of a complaints resolution policy.

COMMUNICATION/CONSULTATION ISSUES:

5. The draft policy is intended to provide information with respect to managing complaints or expressions of concern received from the public, and to provide guidance for individuals seeking resolution of their complaints or concerns.

STRATEGIC LINKS:

6. A complaints resolution policy is an expression of the District's commitment to engagement and stewardship.

RECOMMENDATION:

THAT the consultation plan for Policy P.129.GOV Complaints Resolution Policy, be approved.

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

Jennifer Adams
Director of Education and
Secretary of the Board

APPENDICES

- Appendix A Draft Policy P.129.GOV, Complaints Resolution Policy
- Appendix B Consultation Plan



POLICY P.129.GOV

TITLE: Complaints Resolution Policy

Date issued: XX Month 20XX

Last revised: XX Month 20XX

Authorization: Board: (XX Month 20XX)

1.0 OBJECTIVE

To establish processes for receiving, investigating and resolving expressions of concern received from the public/parent community.

2.0 DEFINITIONS

In this policy,

- 2.1 **Board** refers to the Board of Trustees.
- 2.2 **Complaint** means an oral or written expression of dissatisfaction related to an OCDSB policy, procedure, program, service, facility or actions of a staff member, trustee or the District where the complainant believes that the District has not provided a service experience to the complainant's satisfaction at the point of service delivery and a response or resolution is explicitly or implicitly expected.
- 2.3 **District** refers to the Ottawa-Carleton District School Board (OCDSB).
- 2.4 **Ombudsman** refers to an independent official who investigates complaints from the public about mal-administration in government. The Ombudsman is an officer of the provincial legislature, independent of the government and all political parties, who is appointed for a five-year term.
- 2.5 **Trustee** means a member of the Board elected or appointed in accordance with the Municipal Elections Act and the Education Act. Student trustees are elected by the Student Senate and Students' President Council to represent the interests of students on the Board.

3.0 POLICY

Policy Statement

- 3.1 The Ottawa-Carleton District School Board acknowledges that, from time to time, there may be misunderstanding, a lack of communication, or a serious situation that needs to be addressed. The establishment of standard processes, built on the principles of open

communication and cooperative problem solving are essential to ensuring fair and equitable service for all clients.

Guiding Principles

- 3.2 The District is committed to open and transparent communications with the community.
- 3.3 The process of addressing public concerns is an opportunity to improve relationships with parents/guardians, students and the community.
- 3.4 Clients shall be served promptly and concerns resolved as quickly as possible at the level closest to the issue.
- 3.5 The District shall be guided by the values and character attributes that form the foundation of positive and productive relationships (acceptance, appreciation, cooperation, empathy, fairness, integrity, optimism, perseverance, respect, and responsibility) while addressing public concerns.
- 3.6 The District shall ensure that the process for the review of complaints shall be fair, impartial and respectful to the parties involved, and shall be handled in such a way as to protect the privacy of those involved.

4.0 SPECIFIC DIRECTIVES

4.1 Client Service

- a) The District shall establish and clearly communicate the process and timelines for complaint resolution and appeal mechanisms and acknowledge that the Board has a number of policies and procedures, including, but not limited to:
 - i. Student Suspensions: Board Policy P.026.SCO Student Suspension and Expulsion;
 - ii. Appeal of Student Suspensions: Board Policy P.022.SCO Appeals Hearing Panel (Student Suspension);
 - iii. Student Expulsions and Hearings: Board Policies P.026.SCO Student Suspension and Expulsion and P.023.SCO Expulsion Hearing Panel (Students);
 - iv. Student Transfer Requests: Board Policy P.077.PLG Designated Schools/Student Transfers;
 - v. Appeal of Denial of Student Transfer Requests: Board Policy P.126.SCO Appeals Hearing Panel (Student Transfers);
 - vi. Appeal of Special Education Identification and Review Committee (IPRC) Decisions: Board Policy P.117.SES Special Education Appeal Board;
 - vii. Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) Requests: Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M56;

- viii. School Board Code of Conduct Issues: Board Policy P.125.SCO School Board Code of Conduct;
 - ix. Board Member Code of Conduct: Board Policy P.073.GOV Board Member Code of Conduct;
 - x. Accessibility: Board Policy P.121.GOV Accessibility;
 - xi. Religious Accommodation: Board Policy P.086.CUR Religious Accommodation; and
 - xii. Equity of Access and Inclusive Education: Board Policy P.098.CUR Equity and Inclusive Education.
- b) The District shall ensure that information about client service, complaint resolution and feedback mechanisms are clearly outlined on the District and school websites.

4.2 Complaint Resolution Process

- a) The District shall redirect inquiries, questions and/or complaints to the appropriate school, site, department, employee and/or supervisor who shall then respond to the inquiry, facilitate a resolution, or routinely disclose the information.
- b) Written complaints regarding an employee received by a staff member other than the employee's immediate supervisor, shall normally be redirected to the employee's immediate supervisor.
- c) No complaints shall be considered unless the complainant states his/her name, and provides contact information for correspondence.
- d) Complaints shall not be processed, where the complainants are members of the public who have had a recent opportunity to comment on a Board decision, or a similar complaint by the individual has already been processed, or where another process is in place to hear complaints, such as public meetings.
- e) A person who makes or is the subject of a complaint shall not conduct or oversee any aspect of the complaint investigation.
- f) The appropriate District staff shall endeavor to act on complaints promptly, and no later than two (2) working weeks from the date of the complaint and, wherever possible, the District shall endeavor to resolve complaints within thirty (30) school days.
- g) The response shall be provided in the same manner as the complaint was received, for example, via personal contact, telephone, letter, email or social media.

4.3 Anonymous, Frivolous or Vexatious Complaints

- a) Anonymous or pseudonymous complaints shall not be considered, copied, distributed, repeated, responded to or entertained by the District, unless it is believed that such complaint references an illegal, abusive or child protection

matter, or is otherwise believed to be relevant in law in which case they will be referred to the appropriate party or parties, such as the police and/or Children's Aid Society.

- b) Where there is a concern that a complaint is malicious, frivolous or vexatious, the employee's supervisor shall consult with a supervisory officer to determine how best to deal with the complaint.
- c) Where it is determined that the complaint is malicious, frivolous, or vexatious, the complainant shall be notified that the District is of the opinion that the request is malicious, frivolous, or vexatious and the reasons for which the request is deemed malicious, frivolous, or vexatious.
- d) Complainants who persist in making complaints that are malicious, frivolous, vexatious or harassing of employees, shall be advised that such action will not be condoned or tolerated.

4.4 Concerns/Complaints Concerning a Student (Academic Complaints)

- a) If a parent/guardian or adult learner has a concern about a school matter, the concern is best resolved at the school level using the following steps:
 - i. Step 1: Talk with the teacher;
 - ii. Step 2: Talk with the school principal. Where a complaint cannot be resolved locally to the satisfaction of the parent(s)/guardian(s), adult learner, the Principal will refer the matter to the superintendent of instruction;
 - iii. Step 3: Talk with the school's superintendent of instruction; and
 - iv. Step 4: Talk with the Director of Education or his/her designate.
- b) Parents/guardians or adult learners shall have the right to have a representative of their choosing in attendance at meetings with staff, subject to any limitations established in Board policies or procedures. Any costs/expenses associated with such a representative are the responsibility of the parents/guardians or adult learner. A representative supporting the parents/guardians or adult learner must agree, at the outset or in advance of the meeting, to respect and maintain the confidentiality of any matter discussed at a meeting between parents/guardians or adult learners and staff.

4.5 Matters That Should Not Be Discussed by Staff

- a) Although the subject matter of meetings between parents/guardians or adult learners and staff may be fairly broad, these meetings will generally relate to the education of the parents'/guardians' students(s) at the school in question. However, there are certain matters that staff members are unable to discuss with parents/guardians/community members, including personal details or disciplinary measures concerning other student(s), and matters related to staff performance issues.
- b) In the event that discussion cannot be limited to the subject matter that led to the meeting (generally the education of the child of the parent/guardian at the school in question), staff will bring closure to the meeting.

- 4.6 Concerns/Complaints About Client Service (Administrative Complaints)
- a) Where a complainant has a concern involving client service relating to school or District property, facilities or equipment, the following steps shall be followed to resolve the issue:
 - i. Step 1: Talk with the employee;
 - ii. Step 2: Talk with the employee's supervisor/manager/principal;
 - iii. Step 3: Talk with the employee's superintendent; and
 - iv. Step 4: Talk with the Director of Education or his/her designate.
- 4.7 Concerns About Safety of School, Property, Facilities or Equipment
- a) Where an individual has a concern relating to the safety of school or District property, facilities or equipment, the individual shall contact the appropriate school or department directly.
- 4.8 Concerns/Complaints About Student Transportation
- a) Student transportation in school boards is governed by the *Education Act* and related regulations which mandate a joint co-terminus board consortium for the purpose of providing a common administration of transportation services for students in a specific region.
 - b) Transportation of students in the Ottawa-Carleton region shall be provided by the Ottawa Student Transportation Authority (OSTA) in accordance with Board and OSTA policies.
 - c) Where an individual has a concern or complaint regarding transportation concerns, the individual shall be directed to contact OSTA.
- 4.9 Role of Parents/Guardians or Adult Learners
- a) It is expected that parents/guardians or adult learners shall:
 - i. ensure regular school attendance; and
 - ii. support their child's learning activities and experiences.
 - b) Parents/guardians or adult learners are encouraged to:
 - i. be informed about what their child is expected to learn and to communicate with the teacher;
 - ii. monitor their child's progress and achievement in partnership with his/her teachers and include their child in this process; and
 - iii. act as their child's advocate.
- 4.10 Representative of the Parent(s)/Guardian(s) or Adult Learner
- a) From time to time the parents/guardians or adult learners may believe or feel that they need support in order that they can adequately address their child's interests. This support may be necessary while parents/guardians are attending meetings with staff employed by the District.
 - b) Parents/guardians or adult learners shall have the right to have a representative of their choosing in attendance at meetings with staff. Any costs/expenses associated with such a representative are the responsibility of the parents/guardians.

- c) Staff shall have the right to have a representative of their choosing in attendance at meetings with parents/guardians.
- d) Principals, staff and parents/guardians will be notified in advance of a meeting as to who is anticipated to be in attendance.

4.11 Role of the Trustee

- a) As representatives and advocates for their constituents a Trustee may assist by facilitating communication between the parent/guardian, adult learner or community member and the appropriate staff member at the school or District level. Parents/guardians/adult learner/community members may contact trustees at any time.
- b) Trustees shall direct the parent/guardian/adult learner/community member to the appropriate resolution process for the specific concern or to the appropriate employee or department. Such direction shall take into consideration the status of the issue and what steps, if any, have already been taken to resolve the concern at the time the trustee is contacted. The Trustee shall have regard for, and support Board policies in their communication with constituents. (Refer to Attachment 1, A Guide for Addressing Complaints from Parent(s)/Guardian(s), Adult Learners and Community Members).

4.12 Role of the School Council

School councils were established to act in an advisory capacity to school principals and to the Board on educational matters and shall not be used as a forum to discuss parent/guardian-teacher/student issues.

4.13 Office of the Ombudsman

The District shall advise complainants of their right to contact the Office of the Ombudsman for assistance if the matter is unresolved.

5.0 APPENDICES

Attachment 1: A Guide for Addressing Complaints from Parent(s)/Guardian(s), Adult Learners and Community Members

6.0 REFERENCE DOCUMENTS

Accepting Schools Act, Bill 13, 2012

Education Act, 2000, Section 171 and Part XIII

Human Rights Code of Ontario Ministry of Education, Code of Conduct, 2000

Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, c. M56

The Teaching Profession Act

Ontario Regulation 429/07 Accessibility Standards for Customer Service

Parent Involvement Committee Publication: *Your Child's Education – Be a Part of It!*

Ministry of Education publication: *Shared Solutions, A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs, 2007*

Board Policy P.002.COM Board-Community Relations

Board Policy P.014.SCO School Councils

Board Policy P.022.SCO Appeals Hearing Panel (Student Suspension)

Board Policy P.023.SCO Expulsion Hearing Panel (Students)

Board Policy P.026.SCO Student Suspension and Expulsion
Board Policy P.032.SCO Safe Schools
Board Policy P.073.GOV Board Member Code of Conduct
Board Policy P.077.PLG Designated Schools/Student Transfers
Board Policy P.083.CUR Assessment, Evaluation and Reporting of Student Achievement
Board Policy P.086.CUR Religious Accommodation
Board Policy P.093.SCO Confidential Communication Between Students and Staff
Board Policy P.096.SES Special Education Programs and Services
Board Policy P.098.CUR Equity and Inclusive Education
Board Policy P.103.HR Alleged Employee Misconduct Towards a Student
Board Policy P.117.SES Special Education Appeal Board
Board Policy P.121.GOV Accessibility
Board Policy P.123.SCO Bullying Prevention and Intervention
Board Policy P.125.SCO School Board Code of Conduct
Board Policy P.126.SCO Appeals Hearing Panel (Student Transfers)
Board Procedure PR.542.HR: Alleged Employee Misconduct Toward a Student
Board Procedure PR.543.HR: Alleged Harassment of a Student
Board Procedure PR.566.GOV Accessible Formats and Communication Supports
Board Procedure PR.586.CUR Religious Accommodation
Board Procedure PR.618.CUR Equity and Inclusive Education
Board Procedure PR.659.SCO: Bullying Prevention and Intervention
Board Procedure PR.666.GOV: Accessible Service Delivery



A Guide for Addressing Complaints From Parents, Guardians, Adult Learners and Community Members

1.0 Introduction

- a) This guide has been developed to support best practices for the implementation of Board policies relating to the management and resolution of concerns or complaints arising from parent(s)/guardian(s), adult learners or individual members of the public specifically related to academic matters, administrative matters, employees and transportation of students.
- b) As the *Education Act* requires trustees to entrust the day-to-day management of the Board to its staff through the Director of Education, when parents/guardians, adult learners or community members raise concerns or complaints, it is the staff that will investigate, manage and provide resolutions to the identified issue in accordance with relevant Board policies.

2.0 Guidelines for All

- a) Only those concerns or complaints will be considered by OCDSB staff where the complainant or inquirer provides their name and contact information for correspondence purposes.
- b) Parent(s)/guardian(s), adult learners or community members will be directed, as appropriate, to address concerns and complaints at the level at which the concern originates.
- c) All information shared is bound by the Freedom of Information and Protection of Privacy Act as governed by legislation in Ontario ensuring confidentiality is maintained by all parties concerning student and personnel matters.

3.0 Guidelines for Parents/Guardians and Adult Learners

If a parent/guardian or adult learner has a concern about a school matter, the following steps shall be followed to resolve the issue:

- a) **Step 1: Talk with the Teacher:**
The parent/guardian or adult learner is encouraged to discuss any concern or issue with the classroom teacher at a mutually convenient time. The parent/guardian or adult learner may write a note or call the school to set up an appointment. It is expected that most situations would be resolved at this level.
- b) **Step 2: Talk with the School Principal:**
If the parent/guardian or adult learner and the teacher are not able to resolve the issue, the matter should be discussed with the school principal (or designate). The principal (or

designate) shall gather facts from the parties involved to clarify the problem and work to resolve the matter as quickly as possible. The basis of each investigation shall be the District's expectation that employees and students shall follow the school code of conduct and Board policies and procedures.

- c) **Step 3: Talk with the Superintendent of Instruction:**
If the parent/guardian or adult learner and the school principal are not able to resolve the issue, the parent/guardian may contact the superintendent of instruction. The superintendent shall review the matter as it relates to established policies and procedures and shall respond to the parent/guardian about his/her concern.
- d) **Step 4: Talk with the Director of Education or his/her Designate:**
If the parent/guardian or adult learner and the school superintendent are unable to resolve the issue, the parent/guardian or adult learner may contact the Director of Education or his/her designate to discuss the concern. The Director of Education or his/her designate will investigate the matter and respond to the parent/guardian or adult learner and the school superintendent are unable to resolve the issue, the parent/guardian about the concerns. In an exceptional situation where a resolution cannot be reached the Director of Education or his/her designate may consider scheduling a mediation session with the parties involved.

4.0 Guidelines for Trustees

- a) When a trustee receives a complaint from a parent/guardian, adult learner or community member, the Trustee shall review the process as outlined in this guide with the individual and direct them to contact the appropriate staff. The process will allow the parent/guardian, adult learner or community member to engage in communication with the most appropriate staff member.
- b) Where a trustee has an inquiry regarding a school-related matter which was initially brought to their attention by a parent/guardian, adult learner or community member, the trustee is directed to contact the superintendent of instruction for that area of responsibility.
- c) Where a trustee contacts a principal regarding concerns or complaints from parent/guardian, adult learner or community member, the matter will exclude any investigative purpose. Direction to principals will be provided by the superintendent of instruction.

5.0 Guidelines for Principals

- a) When a complaint or concern is raised by a parent/guardian, adult learner or community member the principal will consult with the superintendent of instruction, as appropriate, and endeavor to resolve the issue at the local level in accordance with Board policies.
- b) Where a complaint or concern cannot be resolved locally to the satisfaction of the parent/guardian, adult learner or community member, the principal will refer the matter to the superintendent of instruction.

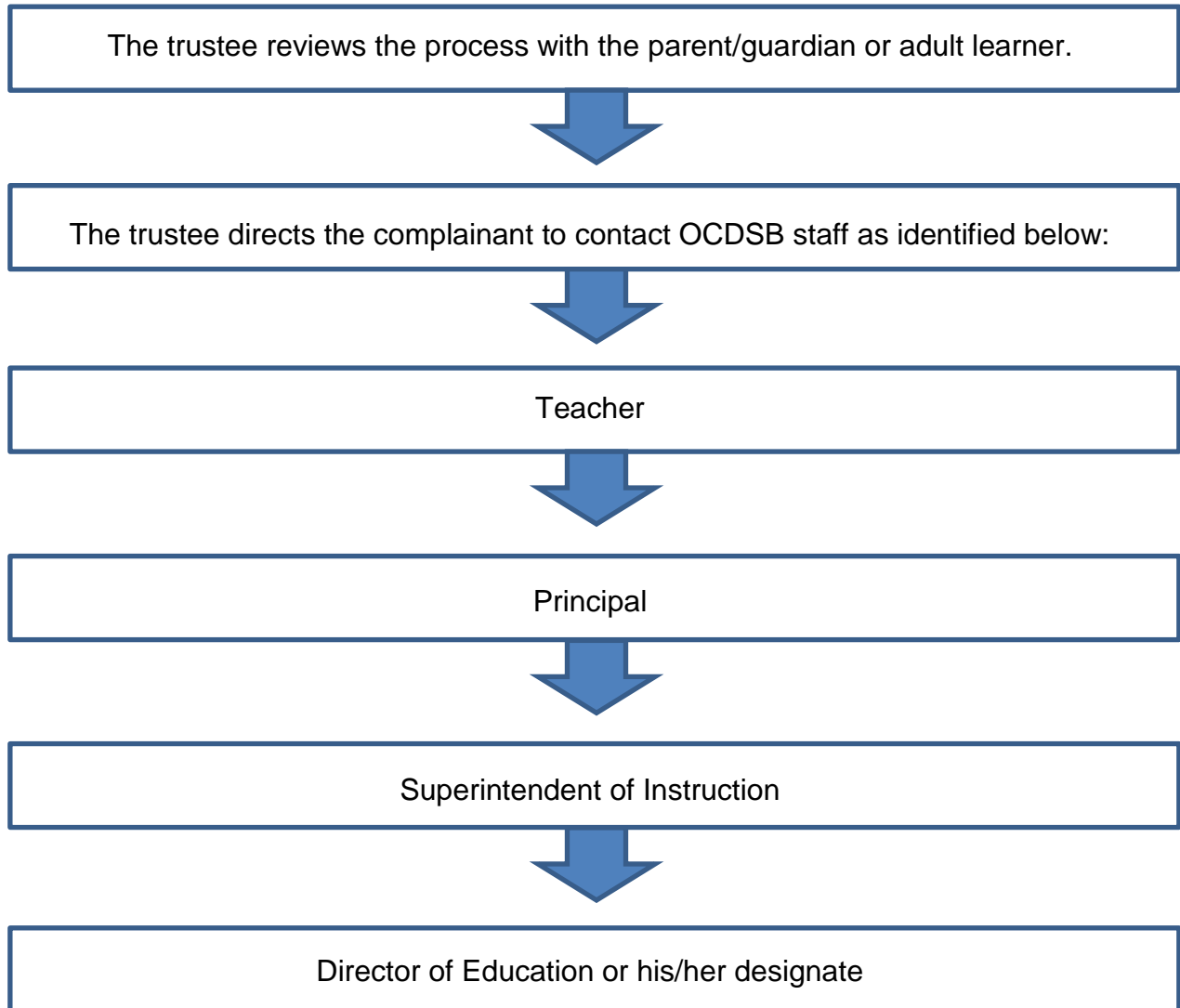
6.0 Guidelines for Superintendents of Instruction

- a) Where a matter cannot be resolved at the school level, the superintendent of instruction will consult with the principal regarding the concern or complaint and endeavor to resolve the issue in accordance with Board policies. The superintendent will inform the parent/guardian, adult learner or community member of the resolution to the matter.
- b) Where requested, superintendents of instruction will apprise respective trustees, as appropriate, of the resolution of a particular matter which was initially brought to the trustees' attention by the parent/guardian, adult learner or community member.
- c) Where a superintendent is unable to satisfy the complaint, he/she shall advise the Director of Education or his/her designate of the matter.

7.0 Process for Addressing ACADEMIC Complaints

When a trustee receives a complaint from the parent/guardian of a student or adult learner about any academic problem, the trustee will suggest that the parent/guardian or adult learner contact the teacher of the student and if the complainant is not satisfied he/she should approach the principal of the school. If the problem is not then solved satisfactorily, the parent/guardian should contact the superintendent for that area. If the complaint is still not satisfied, then they may appeal to the Director of Education or his/her designate.

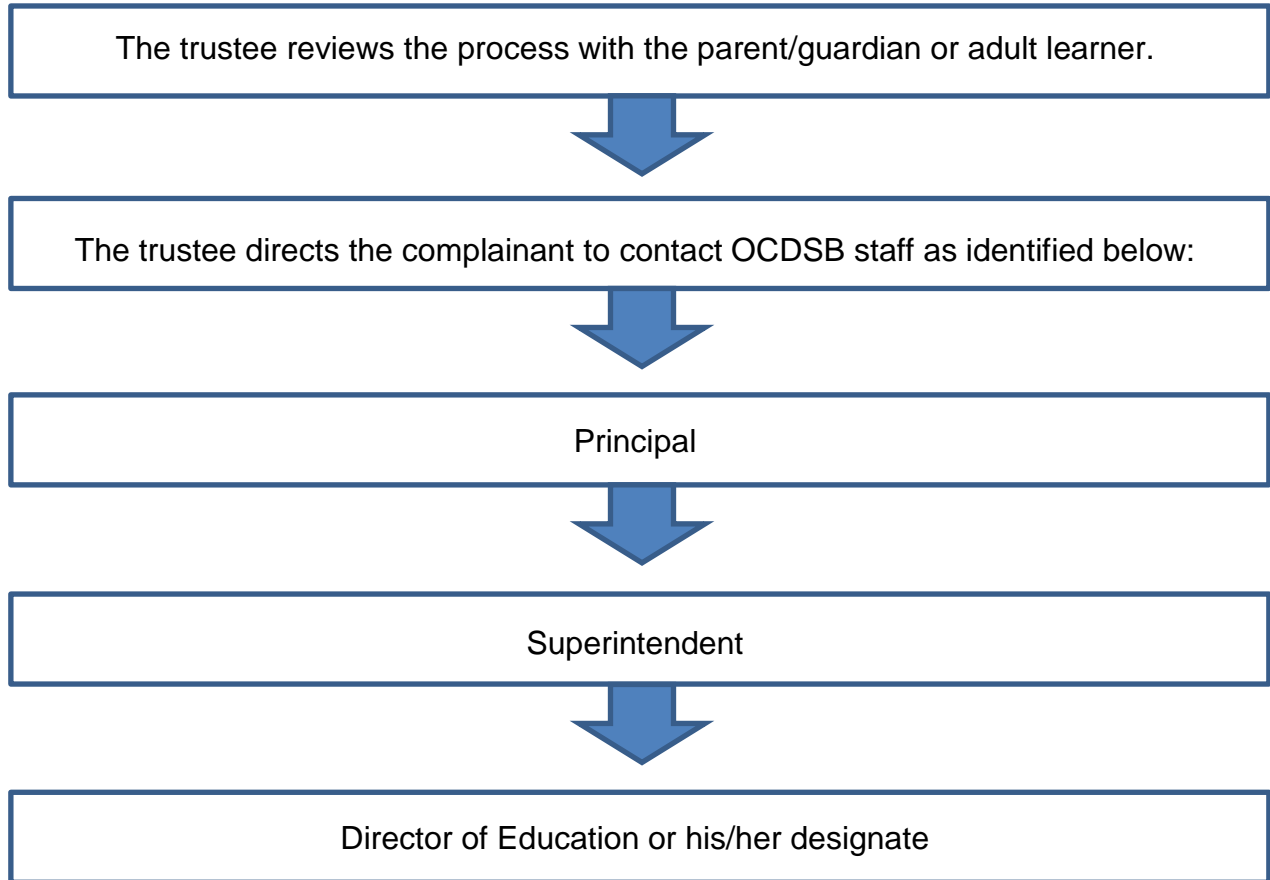
ACADEMIC



8.0 Process for Addressing ADMINISTRATIVE Complaints

When a trustee receives a complaint from the parent/guardian of a student or adult learner about any problem which is not strictly academic, the trustee will suggest that the parent/guardian or adult learner contact the principal of the school, or the trustee may contact the principal for information purposes and not for investigative purposes, or the superintendent. If the problem is then not solved satisfactorily, the parent/guardian or adult learner should contact the superintendent or Director of Education or his/her designate, who will respond in a timely manner.

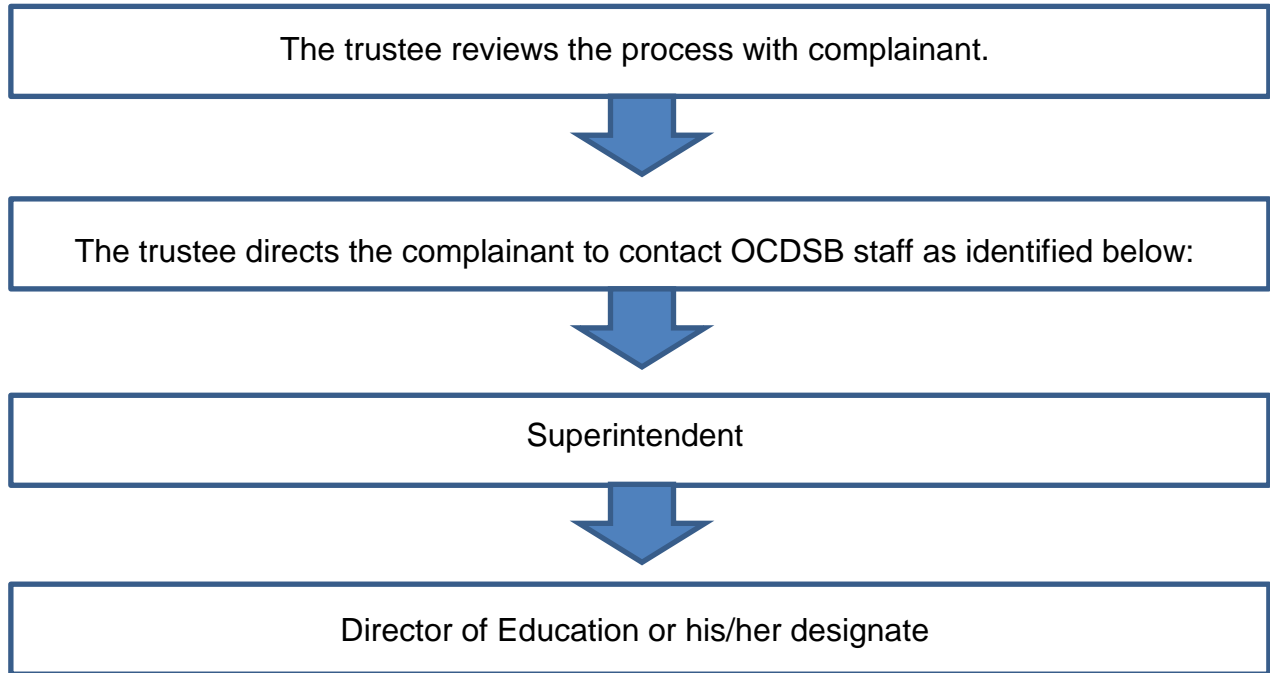
ADMINISTRATIVE



9.0 Process for Addressing EMPLOYEE Complaints

When a trustee receives a complaint from a community member or any other person concerning an employee of the Board, he/she shall direct that complaint directly to the superintendent who has jurisdiction over the person about whom the complaint was made, or the trustee should refer the complaint to the Director of Education or his/her designate.

EMPLOYEE



10.0 Process for Addressing STUDENT TRANSPORTATION Inquiries or Complaints

Student transportation in school boards is governed by the *Education Act* and related regulations which mandate a joint co-terminus board consortium for the purpose of providing a common administration of transportation services for students in a specific region.

Transportation of students in the Ottawa-Carleton region shall be provided by the Ottawa Student Transportation Authority (OSTA) in accordance with OCDSB and OSTA policies.

When a trustee or school administrator receives an inquiry or complaint from the parent(s)/guardian(s) of a student regarding any transportation concerns, the trustee or school administrator will direct the parent(s)/guardian(s) to contact OSTA directly at:

Ottawa Student Transportation Authority
Confederation Education Centre, 1645 Woodroffe Avenue
Office hours from 8 a.m. to 5 p.m.
Telephone 613-224-8800
Fax 613-224-8840

For general inquiries email admin@ottawaschoolbus.ca

The Ottawa Student Transportation Authority has established four transportation zones within the City of Ottawa. These zones are: West, Centre West, Centre East, and East.

If you are not sure what zone your school is assigned to please check their website at www.ottawaschoolbus.ca. Click on School Directory to display a complete listing of all schools and zones.

West Zone
(613) 224-8800 ext 2383
west@ottawaschoolbus.ca

Centre East Zone
(613) 224-8800 ext 2381
centre.east@ottawaschoolbus.ca

Centre West Zone
(613) 224-8800 ext 2382
centre.west@ottawaschoolbus.ca

East Zone
(613) 224-8800 ext 2380
east@ottawaschoolbus.ca

Information on bus delays and cancellations are posted on the OCDSB website at www.ocdsb.ca or at OSTA's parent portal: <https://ostabusplanner.ottawaschoolbus.ca/Cancellations.aspx>



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

DATE:	4 October 2016
PROJECT: (Project name, Letter of Transmittal, etc.)	Complaints Resolution Policy
CONTACT / PROJECT LEAD (Name, telephone, email):	Michele Giroux, Executive Officer, Corporate Services, 613 596-8211 ext. 8310
WHAT?	
1. WHAT IS THE PURPOSE OF THE CONSULTATION? (Describe project scope, nature of consultation, decision to be made, and any relevant information)	
1. To provide opportunities for feedback on District policy direction on the resolution of complaints.	
WHY?	
2. WHY ARE YOU CONSULTING? (Check all that apply)	
<input checked="" type="checkbox"/>	To seek advice, informed opinion or input for consideration prior to decision-making?
<input checked="" type="checkbox"/>	To share information and/or create awareness about a subject/potential recommendations/decision yet to be made?
<input type="checkbox"/>	To share information and awareness about a subject/recommendation/decision that has been made?
<input type="checkbox"/>	Other? (Please explain)
3. HOW DOES THIS CONSULTATION LINK TO THE OCDSB STRATEGIC PLAN, DISTRICT IMPROVEMENT PLAN, BUDGET, ANNUAL DISTRICT GOALS AND OBJECTIVES AND/OR RELEVANT MINISTRY / OCDSB POLICIES OR PROCEDURES (if applicable)?	
A complaints resolution policy is an expression of the District's commitment to engagement and stewardship.	



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

WHO?

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

OCDSB Community

- Students
- Parents/guardians
- School council(s)
- Ottawa Carleton Assembly of School Councils
- Advisory committees (Specify below)
- Special Education Advisory Committee, etc
- Other _____

Internal to OCDSB

- Trustees
- Superintendents
- Principals and/or Vice-principals
- Managers
- District staff
- Federations
- Other _____

External / Other (please identify)

- Agencies/associations _____
- Community groups _____
- General Public _____
- Other governments _____
- Other _____

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

Parental Involvement Committee
Special Education Advisory Committee

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.)

During the development of Policy P.073.GOV Board Member Code of Conduct, the Ad Hoc Committee noted the need to develop a complaints resolution policy. On 29 September 2015, the Board approved a recommendation to develop a policy for dealing with public concerns.



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

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 type="checkbox"/> School newsletter |
| <input type="checkbox"/> Letter distribution | <input checked="" type="checkbox"/> Website (schools and/or OCDSB sites) |
| <input checked="" type="checkbox"/> School council(s) | <input type="checkbox"/> Other |
| <input checked="" 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)?

Direct email to schools, managers and affiliated groups.

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

- | | |
|---|---|
| <input type="checkbox"/> Focus groups | <input checked="" type="checkbox"/> Ottawa Carleton Assembly of School Councils |
| <input type="checkbox"/> Interviews | <input type="checkbox"/> Public meetings |
| <input checked="" type="checkbox"/> Mail-out or email circulation | <input 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:



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

TARGETTED DATE FOR FINAL DECISION:

PROJECTED DATE(S)	ACTIVITY/MILESTONE	NOTES**
4 Oct. 2016	Committee of the Whole – discussion of policy and approval of consultation plan	
25 Oct. 2016	Board – approval of consultation plan	
31 Oct. 2016	Distributed to all principals, vice-principals, managers, affiliated groups, and school councils for comment	
2 Nov. 2016	Discussion at PIC	
16 Nov. 2016	Discussion at SEAC	
17 Nov. 2016	Discussion at OCASC	
29 Nov 2016	Director’s Executive Council feedback	
TBD	School Operations meeting; presentation, feedback and discussions	
13 Dec. 2016	Committee of the Whole – approval of policy	
20 Dec. 2016	Board – approval of policy	

****In filling out this chart, please note:**

- **the materials, reports or resources that will be distributed to stakeholders, either in advance or at the session;**
- any constraints such as necessary deadlines, availability of stakeholders; and
- the timelines for communicating the outcome/related decisions reached to those consulted.

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

