

ALGONQUIN AND LAKESHORE CATHOLIC DISTRICT SCHOOL BOARD

ISSUES AND DIRECTIONS COMMITTEE MEETING

OF TUESDAY, MAY 14, 2019

(immediately following the Finance and Operations Committee Meeting)

BOARD OFFICE, NAPANEE, ONTARIO

AGENDA – PUBLIC SESSION

- A. (i) Opening Prayer
- (ii) Roll Call
- (iii) Approval of Agenda
- (iv) Declaration of Interest

- B. Action Items
 - 1. Presentations:
 - (i) FACE Presentation

 - 2. Board Issues:
 - (i) Multi-Year Strategic Plan
 - (ii) 2019 Secondary Graduation Ceremonies
 - (iii) Board and Committee Dates 2019-2020
 - (iv) Board's Annual Retirement Dinner
 - (v) Update on Capital Projects Planning and Community Engagement – New Kingston West Catholic School and St. Joseph Catholic School
 - (vi) Policy Statement and Administrative Procedures: Approval of Religious Education/Family Life Curricula and Instructional Resources
 - (vii) Policy Statement and Administrative Procedures: Fair Labour Practices
 - (viii) Policy Statement and Administrative Procedures: Digital Citizenship
 - (ix) Policy Statement and Administrative Procedures: Inclement Weather – Employee Attendance
 - (x) Policy Statement and Administrative Procedures: Criminal Background Checks and Offence Declarations
 - (xi) Policy Statement and Administrative Procedures: School Boundaries and Boundary Adjustments

 - 3. Board Directions:
 - None

 - 4. Other:
 - None.

 - 5. Pending Items:
 - None.

- C. Information Items
 - None.

- D. Adjournment

Appendix “A”

TEMPLATE

[NAME OF BOARD]

[BOARD CONTACT INFORMATION]

Statement of Interest

Trustee Name: _____

Board/Committee Meeting Date: _____

Agenda Item: _____

Topic: _____

Statement of Interest (including the general nature of the interest)

Signature

Date

Date Filed in Registry



Memorandum

To: Issues and Directions Committee

From: David DeSantis, Director of Education

Prepared by: Theresa Kennedy, Superintendent of School Effectiveness

Date: May 14, 2019

Subject: **FACE PRESENTATION**

Issue:

To provide Trustees with an overview of the role of Friends and Advocates for Catholic Education (FACE).

Background:

In Algonquin and Lakeshore Catholic District School Board, the Catholic Character and Culture Committee serves as our local FACE committee. This evening, Executive Director of FACE, Carole Allen, will provide a presentation to Trustees outlining the work of FACE in support of Catholic education in the Province of Ontario.

This presentation supports our strategic priorities in ALCDSB Strategic Plan 2018-2019:

Discipleship - Inspire and nurture strong communities of Catholic faith with all partners in Catholic education-home, school, parish and community.

This report is for information. No further action required at this time.

Primary Responsibility for Follow-up

Chair of the Board

Vice-Chair of the Board

Senior Administration

√

Theresa Kennedy, Superintendent of School

Effectiveness

Other



Memorandum

To:	Issues & Directions Committee
From:	David DeSantis, Director of Education
Prepared by:	Laurie Morton, Executive Assistant to the Director of Education
Date:	May 14, 2019
Subject:	Multi-Year Strategic Plan

Issue:

To obtain approval from Trustees to establish a Multi-Year Strategic Plan Steering Committee and to proceed with the engagement and consultation process for the Board's Multi-Year Strategic Plan (MYSP) through the use of intelligence software and stakeholder feedback tool, *Thoughtexchange*.

Background:

At the April 9, 2019 Issues & Directions Committee, Trustees approved a recommendation authorizing Administration to begin the process of developing a new Multi-Year Strategic Plan. Since that time, the Director's office has been preparing the timeline and obtaining information on the best methods of engaging the stakeholders of the ALCDSB and methods to obtain the priorities of our Catholic learning communities.

Multi-Year Strategic Plan Steering Committee

The creation of a new MYSP will be comprised of a renewed mission, vision statement, values, Strategic Directions and Strategic Initiatives to align the priorities of the Board and to address the needs of all students. In these challenging economic times, a strong MYSP will help allocate resources and act as a guide for Senior Staff and Administrators on making the best decisions for the Board.

The MYSP Steering Committee will be comprised of a wide-range of voices from various stakeholders in our Catholic learning communities. The purpose of the committee will be to develop a consultation strategy, distillation of priorities, consultation on the new Board mission, vision and values and the marketing and promotion of the above to all stakeholders. In addition, an ancillary goal of the MYSP Steering Committee will be to align Board priorities with strategic partners in the community.

The Committee will meet 3 – 4 times over the MYSP creation process. Attached for the information of Trustees is the draft advertisement that will be shared Board-wide and with our community members.

Community Engagement and Feedback Tool - *Thoughtexchange*

The Director's office has been in initial discussions with the software company *Thoughtexchange*, a company that allows members of the public to answer an open-ended question on what they see as the priority of their local school and the ALCDSB. *Thoughtexchange* allows people to share their own ideas and to review and rank the ideas of others through an online tool that they can access via their computer, tablet or smartphone. Many School Boards and organizations across Ontario have been using this tool for their strategic planning, including St. Clair Catholic, York Catholic, Kenora Catholic, and the Institute for Catholic Education.

The process starts with sharing a link to a secure site that will ask one thought-provoking question. Students, parents/guardians, staff, stakeholders and community partners from all areas of the Board will be invited to participate in this process over a two – three week time-period. The Director's office will be able to collect these ideas and priorities and will use them, through the MYSP Steering Committee, to set the priorities of the Board's MYSP.

Parent, staff, student and community stakeholder engagement in this process is vital to the success of the Algonquin and Lakeshore Catholic District School Board. Innovative online tools such as *Thoughtexchange* will allow the Board to reach a large demographic of voices. While various options and usage levels are available, the Director's office was able to obtain a quote, as attached, for the Leader Room option. This option will be a one-time 12 month subscription to the tool and services outlined.

Trustees can learn more about the tool by visiting <https://www.thoughtexchange.com/how-it-works/>.

MYSP Implementation Timeline

Attached for the information of Trustees is a timeline of key events and dates for the implementation of the MYSP.

Recommendation:

THAT the Board of Trustees:

- 1. Approve the creation of a Multi-Year Strategic Plan Steering Committee;***
- 2. Authorize Administration to proceed with a contract with Thoughtexchange for the use of the online subscription at a one-time cost as noted in the attached quote.***

Primary Responsibility for Follow-up

Senior Administration ✓ David DeSantis, Director of Education



CALL FOR COMMITTEE REPRESENTATIVES

MULTI-YEAR STRATEGIC PLAN STEERING COMMITTEE

The Algonquin and Lakeshore Catholic District School Board is inviting members of the school board community, including students, staff, parents, guardians and caregivers to be a part of the Multi-Year Strategic Plan (MYSP) Steering Committee.

The MYSP Steering Committee will meet 3 – 4 times annually and will be responsible for providing feedback, input and direction on what the Board's priorities will be for the next 5 years. Trustees will use this information to create a Multi-Year Strategic Plan that will guide the Board on its operational decisions in order to continue to provide quality, Faith-based Catholic education that promotes student success and well-being.

The MYSP Steering Committee will be comprised of:

- Two (2) Trustees
- Two (2) School Administrators (1 elementary and 1 secondary)
- Two (2) Parent/Guardian Members
- Two (2) Parish Priests/Clergy Members/Sisters
- Two (2) Students of the ALCDSB
- Two (2) Community Stakeholders
- Two (2) Coordinators/Special Assignment Teachers
- One (1) CUPE 1479 member
- One (1) Support Staff Association Member
- One (1) OECTA – Algonquin and Lakeshore Unit Member
- One (1) – three (3) Post-Secondary Education Partners

Committee members will be asked to engage in discussions and provide feedback and input that will assist in the creation of the MYSP. The MYSP Steering Committee will be comprised of a wide-range of voices from various stakeholders in our Catholic learning communities. The purpose of the committee will be to develop a consultation strategy, distillation of priorities, consultation on the new Board mission, vision and values and the marketing and promotion of the above to all stakeholders. In addition, an ancillary goal of the MYSP Steering Committee will be to align Board priorities with strategic partners in the community.

Interested applicants will submit a written expression of interest outlining why they wish to be a part of this important initiative to:

Attention: Secretary of the Board
Algonquin and Lakeshore Catholic District School Board
151 Dairy Avenue, Napanee, ON
K7R 4B2
Email: info@alcdsb.on.ca,
Phone Inquiries: 613-364-2255 x448

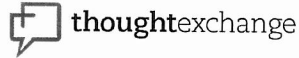
APPLICATION DEADLINE: June 14, 2019



ALCDSB Multi-Year Strategic Plan Timelines

	April, 2019	May, 2019	June, 2019	Summer, 2019	September, 2019	October, 2019	November, 2019	December, 2019	January, 2020	February, 2020	March, 2020	April, 2020	May, 2020
Board Approval													
Approval of Project													
Approval of MYSP Steering Committee													
Approval of Stakeholder Engagement Process													
Recommendation to Board of Trustees/I&D Committee													
Presentation to Board of Trustees													
Communications/Marketing													
Communication of MYSP Process													
Creation of survey/question													
Communication of Consultations and online tool													
Collection/Review of Data and Feedback													
Meet with Graphic Design Team - Postcard of Info													
Updates to website and social media													
Stakeholder Engagement													
Senior Team (1 year and 5 year planning)													
Administrators													
Students													
Parents/Guardians/Community Members													
MYSP Steering Committee													
Advertisement of Committee													
Review of Expressions of Interest													
Meeting of Committee													
Final Recommendations of Committee													
Vision, Mission, Values and Priorities													
Trustee Session													
MYSP Presentation													
Presentation to Senior Team and Administrators													
Presentation to Trustees													
Sharing with Stakeholders and Members of the Community													

Price Quote



Algonquin Lakeshore District School Board
To: David DeSantis

April 3, 2019

Annual Thoughtexchange SaaS Subscription

Item	Annual Price* (CAD)
1 Thoughtexchange Leader Room**	\$12,000
Total Annual Price	\$12,000
Total First Year Price	\$12,000

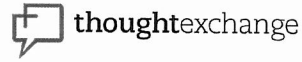
* Subscription agreement must be accepted by 13-Apr-19 for this pricing

** See page 2 for a list of definitions

Upon verbal acceptance of this quote we will prepare an agreement that will outline the services you are purchasing and the price to be paid.

Thoughtexchange Services are provided on an annual subscription basis. Your subscription to our Services is automatically renewed annually for a year term at the Annual Price, subject to a 5% annual increase, unless you provide us with notice of cancellation within 60 days of the annual anniversary of your agreement.

We will provide you with minimum 120 days notice of any price increases.



Thoughtexchange is a hosted Software-as-a-Service (SaaS) platform. Thoughtexchange allows Exchange Leaders to engage with Participants in structured online interactions. We call each of these interactions an Exchange. Each Exchange is created by an "Exchange Leader" designated by you, our customer. A "Participant" is any other person who participates in the Exchange.

Exchange Leaders and Participants can access Thoughtexchange via most popular web browsers on standard desktop and mobile platforms (see <https://get.thoughtexchange.help> for a list of supported platforms). A Thoughtexchange iOS app is also available from the Apple App Store.

Team Room Subscription

Thoughtexchange Rooms are virtual environments allowing Exchange Leaders to launch exchanges to engage participants. You have been quoted one or more Team Room Subscriptions. A Team Room allows an unlimited number of Exchange Leaders to create unlimited Exchanges, any number of which can be active at the same time. Team Rooms are collaborative environments. Exchange Leaders who have access to a given Room are able to access and work with all Exchanges created in the Room.

Online Service Features

- Exchange Leader subscriptions: Each holder of an Exchange Leader account can create their own Exchanges and have access to special Thoughtexchange features.
- Unlimited Participants per Exchange: Exchanges have no limit on the number of participants, although Exchanges including more than a few thousand participants are best served using a Facilitated Exchange and our professional services. .
- Unlimited Exchanges: A Exchange Leader can create an unlimited number of Exchanges.
- Demographic Questions: Up to 5 demographic-style (multiple choice) questions.
- Internationalized: Run Exchanges in either English, French or Spanish.
- Analytics and Data Visualization: You have access to analytics and data visualization that is automatically generated by the software.
- Hosting: We provide all hosting of all runtime software and data, data backups.
- Software Upgrades: We provide periodic software upgrades with new functionality for Participants and Exchange Leaders. We provide release notes to customers and Exchange Leaders informing them of what has changed with each release.
- 24x7 System Availability: The online services are available 24 hours a day, 7 days a week except in the case of planned system maintenance outages or unplanned outages. In either case, we will make reasonable attempts to minimize the number and duration of these outages.
- Email and phone support
- Online access to help and resources

At any time you can request more Thoughtexchange Services by speaking with your Customer Success Manager. Your Customer Success Manager will be assigned to you once we have your agreement to move forward. We would provide you with a quote for the new Services and then would create an agreement document to add these Services on the agreed price.



Memorandum

To:	Issues and Directions Committee
From:	David DeSantis, Director of Education
Prepared by:	Barb Woods, Administrative Assistant to the Director of Education
Date:	May 14, 2019
Subject:	2019 Secondary Graduation Ceremonies

Issue:

To share with Trustees information regarding the 2019 secondary graduation ceremonies.

Background:

The dates for the 2019 secondary graduation ceremonies have been scheduled as per the chart below. Trustees are asked to inform the Director's Office which graduation ceremonies they will be attending. The Director's office will then confirm who will bring greetings on behalf of the Board of Trustees.

School	Date, Time and Location of the Graduation Ceremony
Loyola –ESL	Thursday, June 20, 2019 Reception 4:30 p.m. / Ceremony 5:30 p.m. Church of Jesus Christ of Latter Day Saints, Belleville
Loyola – Belleville, Trenton and Picton	Tuesday, June 25, 2019 7:00 p.m. Empire Theatre, Belleville
Loyola – Kingston	Monday, June 24, 2019 7:00 p.m. Duncan McArthur Hall, Queen's University
Nicholson Catholic College	Wednesday, June 26, 2019 7:00 p.m. Maranatha Church, Belleville
St. Paul Catholic Secondary School	Thursday, June 27, 2019 7:00 p.m. St. Paul Gym
Holy Cross Catholic Secondary School	Thursday, June 27, 2019 6:00 p.m. Holy Cross Gym

Regiopolis-Notre Dame Catholic High School	Thursday, June 27, 2019 6:00 p.m. RND Gym
St. Theresa Catholic Secondary School	Thursday, June 27, 2019 7:00 p.m. Maranatha Church, Belleville
KCHC Pathways to Education's Fifth Annual Graduation Ceremony	Friday, June 21, 2019 6:00 p.m. Dinner, Empire Board Room, St. Lawrence College 7:00 p.m. Ceremony Dining Hall, St. Lawrence College

Primary Responsibility for Follow-up

Chair of the Board
Vice-Chair of the Board
Senior Administration
Other

√

David DeSantis, Director of Education



Memorandum

To:	Issues and Directions Committee
From:	David DeSantis, Director of Education
Prepared by:	Barb Woods, Administrative Assistant to the Director of Education
Date:	May 14, 2019
Subject:	Board and Committee Dates – 2019-2020

Issue:

To confirm the 2019-2020 schedule of Regular Board and Committee Meetings.

Background:

The schedule of Board and Committee meetings for 2019-2020 is attached for review by Trustees.

Recommendation:

THAT the Board of Trustees approve the schedule of Regular Committee and Board Meetings for 2019-2020.

Primary Responsibility for Follow-up:

Chair of the Board
Vice-Chair of the Board
Senior Administration
Other
Attachment (1)

David DeSantis, Director of Education



2019-2020 COMMITTEE/BOARD MEETING SCHEDULE

DATE	TIME	MEETING
September 10, 2019	5:30 pm	Finance and Operations Committee / Issues and Directions Committee
September 24, 2019	5:30 pm	Board Meeting
October 8, 2019	5:30 pm	Finance and Operations Committee / Issues and Directions Committee
October 22, 2019	5:30 pm	Board Meeting
November 12, 2019	5:30 pm	Finance and Operations Committee / Issues and Directions Committee
November 26, 2019	5:30 pm	Board Meeting
December 3, 2019	6:00 pm	Inaugural Meeting of the Board
NO COMMITTEE MEETING IN DECEMBER		
December 17, 2019	5:30 pm	Board Meeting / Christmas Dinner and Social
January 14, 2020	5:30 pm	Finance and Operations Committee / Issues and Directions Committee
January 28, 2020	5:30 pm	Board Meeting
February 11, 2020	5:30 pm	Finance and Operations Committee / Issues and Directions Committee
February 25, 2020	5:30 pm	Board Meeting
March 10, 2020	5:30 pm	Finance and Operations Committee / Issues and Directions Committee
March 24, 2020	5:30 pm	Board Meeting
April 14, 2020	5:30 pm	Finance and Operations Committee / Issues and Directions Committee
April 28, 2020	5:30 pm	Board Meeting
May 12, 2020	5:30 pm	Finance and Operations Committee / Issues and Directions Committee
May 26, 2020	6:00 pm	Board Meeting & Quarter Century Club Induction
June 9, 2020	5:30 pm	Finance and Operations Committee / Issues and Directions Committee
June 16, 2020	5:30 pm	Board Meeting

April 30, 2019

BOARD HOLIDAYS

Labour Day	Monday, September 2, 2019
Thanksgiving Day	Monday, October 14, 2019
Christmas Break	Monday, December 23, 2019 to Friday, January 3, 2020
Family Day	Monday, February 17, 2020
March Break	Monday, March 16 to Friday, March 20, 2020
Good Friday	Friday, April 10, 2020
Easter Monday	Monday, April 13, 2020
Victoria Day	Monday, May 18, 2020





Memorandum

To:	Issues and Directions Committee
From:	David DeSantis, Director of Education
Prepared by:	Barb Woods, Administrative Assistant to the Director of Education
Date:	May 14, 2019
Subject:	Board's Annual Retirement Dinner – Wednesday, May 22, 2019

Issue:

To share with Trustees information regarding the Board's Annual Retirement Dinner.

Background:

On Wednesday, May 22, 2019, the Board of Trustees will host a Dinner at 6:30 pm, preceded by a Social at 6:00 pm, at the Camden Braes Golf and Country Club, R.R.2, Odessa, for the purpose of giving recognition to the members of staff who are retiring during this school year.

Please advise Barb Woods, 613-354-6257 or 1-800-581-1116, extension 445, prior to **Friday, May 17, 2019**, if you are able to attend and if you will be bringing a guest.

Primary Responsibility for Follow-up

Chair of the Board
Vice-Chair of the Board
Senior Administration ✓
Other

David DeSantis, Director of Education



Memorandum

To:	Issues and Directions Committee
From:	D. DeSantis, Director of Education
Prepared by:	D. Campbell, Controller of Plant & Planning Services K. Shannon, Superintendent of School Effectiveness
Date:	May 14, 2019
Subject:	Update on Capital Projects Planning and Community Engagement – New Kingston West Catholic School and St. Joseph Catholic School

Issue:

This report and presentation provide an update on planning and community engagement for the New Kingston West Catholic School and the New St. Joseph Catholic School projects.

Background:

Capital Funding Announcements:

In September 2017, the Board submitted requests to the Ministry of Education for Capital Priorities Project Funding. On January 22, 2018, Sophie Kiwala, MPP for Kingston and the Islands, announced that the Algonquin and Lakeshore Catholic District School Board would receive the following allocations:

1. \$14.3 million to construct a new dual track English and French Immersion Catholic Elementary School on an EDC funded site in the Woodhaven subdivision in Kingston, including space to accommodate 481 students, four child care rooms and three EarlyON child and family rooms.
2. \$7.3 million to redevelop St. Joseph Catholic School in Belleville by replacing a significant portion of the older building and constructing additional space. Subsequent to the original funding announcement, the Board was invited to make a submission to the Ministry for the inclusion of new licensed child care spaces and EarlyON child and family rooms at St. Joseph Catholic School. Additional funding was granted for these purposes, increasing the total project funding to \$9.9 million.

In June 2018, following a request for proposal (RFP) process, the Board awarded design contracts for both projects to Colbourne and Kembel, Architects of Kingston in

.../2

collaboration with Fielding Nair International. This is the same design team that delivered our innovative St. Francis of Assisi Catholic School project.

Design:

In September 2018, Karen Shannon, Superintendent of School Effectiveness, reviewed with Trustees the discovery and community engagement process proposed by Colbourne and Kembel Architects (CKA) and Fielding Nair International (FNI) to inform the design process for each Catholic school project. Consultation workshops were conducted as follows:

- Discovery Phase (Pre-Design) – September 18-20, 2018
- Schematic Design – November 27-29, 2018
- Design Development – February 26-28, 2018

The consultations, led by expert facilitators, included teacher and student focus groups, community meetings and leadership team workshops.

This evening, Bryan Davies, Assistant Controller of Plant and Planning Services will present an overview for Trustees of the designs that have evolved as a result of these consultations.

Project Schedule:

The CKA & FNI design team are now in the detailed design phase of these projects. The September 2020 occupancy dates initially proposed for these projects were very optimistic and the updated schedule from our consultants has confirmed for us that September 2021 is more realistic. The changes to the schedule are neither a surprise nor the result of any failure but rather recognize the additional time that our Board invests to engage our communities in the school design process. The updated schedule will be shared with our school communities.

Project Budgets:

Once detailed design and construction drawings are approximately 80% complete, they must be analyzed by a third party construction cost consultant retained by our Board. The Ministry of Education requires that Boards submit a cost consultant's report which indicates that a project may be constructed within the Ministry-approved funding allocation. Only then will a Board receive approval to proceed (ATP) and to issue tenders for the construction of a project. Given that the construction cost benchmarks used by the Ministry to generate the funding allocations are more than 5 years old, we know that this will be a difficult exercise for us, as it is for all other Ontario School Boards right now.

St. Joseph Catholic School – Temporary Accommodation and Transition Committee:

The partial demolition and reconstruction of St. Joseph Catholic School will require the relocation of students and staff to temporary accommodation in order that the construction may proceed efficiently and safely. For this purpose, the Board has leased the nearby former Sir Winston Churchill Public School from the Hastings and Prince

Edward District School Board. Work has been underway by our contractors to recommission the vacant facility in order that it will be ready to accommodate St. Joseph students and staff beginning in September 2019.

A Transition Committee was formed to prepare for the changes associated with this move and to share information with the St. Joseph School Community. The Transition Committee, which includes School Council and school staff representatives, meets regularly and has also held two public information meetings. The Transition Committee is currently planning for an open house at the Sir Winston Churchill facility in mid June.

Given the update to the project schedule, it appears that construction will not begin at the St Joseph site until January 2020 at the earliest. On this basis, it would not be necessary to relocate students and staff to the temporary accommodation until the Christmas break. Having considered this possibility, Board administration are recommending that the relocation proceed for September 2019 in order to limit disruption during the school year. We intend, however, to consult with the St. Joseph community to determine their preference before a decision is made.

New Kingston West Catholic School Boundaries:

It will be necessary to establish attendance boundaries for the New Kingston West Catholic School. While our Board's Long Term Accommodation Plan modelled certain attendance boundary assumptions, our Board Policy, School Boundaries and Boundary Adjustments outlines the process that we will follow to establish boundaries for a new school. We are in the process of assembling updated enrolment projections by neighbourhood and other data that will form the basis of an Administrative Proposal that will be presented to Trustees in September 2019, after which the consultations outlined in our Board Policy may begin with the objective of announcing the new school boundaries in January 2020.

Conclusion:

We will provide additional updates to the Board as these projects progress.

This report and associated presentation are provided for information and no further action is recommended at this time.

DW/kw

Primary Responsibility for Follow-up

Chair of the Board

Vice-Chair of the Board

Senior Administration √ Doug Campbell, Controller of Plant & Planning Services

Other



Memorandum

To:	Issues and Directions Committee
From:	David DeSantis, Director of Education
Prepared by:	Theresa Kennedy, Superintendent of School Effectiveness Mike Gundert, Coordinator – Religious and Family Life Education
Date:	May 14, 2019
Subject:	<i>POLICY REVIEW: APPROVAL OF RELIGIOUS EDUCATION/FAMILY LIFE CURRICULA AND INSTRUCTIONAL RESOURCES</i>

Issue:

To provide Trustees with updated Administrative Procedures for the *Religious Education/Family Life Curricula and Instructional Resources* Policy.

Background:

The Policy Statement and Administrative Procedures for *Approval of Religious Education/Family Life Curricula and Instructional Resources* have been reviewed by the Superintendent, Coordinator of Religious Education and Family Life, Special Assignment Teacher – Religious Education, the Committee for Social Justice along with the Catholic Character and Culture Committee. Revisions to the policy statement were not required at this time. The updated Administrative Procedure is provided for your information.

No further action required at this time.

Primary Responsibility for Follow-up

Chair of the Board

Vice-Chair of the Board

Senior Administration ✓

Other

Theresa Kennedy, Superintendent of School Effectiveness



ADMINISTRATIVE PROCEDURES

APPROVAL OF RELIGIOUS EDUCATION/FAMILY LIFE CURRICULA AND INSTRUCTIONAL RESOURCES (Policy Statement: Approval of Religious Education/Family Life Curricula and Instructional Resources)

Purpose

The Board recognizes its responsibility to collaborate with the local Bishop to ensure that all programs and materials approved for use for religious and family life education within the system are consistent with and reflect the teachings of the Roman Catholic Church.

References

- Amoris Laetitia: Apostolic Exhortation of Pope Francis, 2016*
Ontario Catholic Secondary Religious Education Curriculum Policy Document, Grades 9-12, 2016
Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8, 2012, Religious Education
Ontario Catholic Elementary Curriculum Policy Document, Grades 1-8, 2012, Family Life Education
Ontario Catholic School Graduate Expectations, ICE, 2011
Religious Education: "Faith and Culture: World Religions", Grade 11 Expectations, Revised 2010 Ontario Catholic
Vatican Letter on Catholic Education, 2009
The Catholic School on the Threshold of the Third Millennium, Congregation for Catholic Education, Vatican, 1997
General Directory for Catechesis, Congregation for the Clergy, Vatican, 1997
The Religious Dimension of Education in a Catholic School, Congregation for Catholic Education, Vatican, 1988
Mission Statement of the Algonquin and Lakeshore Catholic District School Board
Educational Guidance in Human Love, Sacred Congregation for Catholic Education, 1983
The Catechism of the Catholic Church
Fully Alive, Assembly of Catholic Bishops of Ontario Parent Resources – Fully Alive, Assembly of Catholic Bishops of Ontario

Procedures

1. Elementary Program

- 1.1 It shall be the practice of the Algonquin and Lakeshore Catholic District School Board to use a single prescribed program in the elementary panel. This shall be comprised of the following:
- Fully Alive (Grades 1 to 8)
 - Born of the Spirit
 - Growing in Faith, Growing in Christ
- 1.2 Supplemental resources may be prepared from time to time by the Assembly of Catholic Bishops of Ontario (ACBO) and the Office of Evangelization and Catechesis of the Canadian Conference of Catholic Bishops (CCCB), and with the approval of the ACBO, by the Catholic Curriculum Corporation, Catholic Association of Religious and Family Life Educators of Ontario (CARFLEO), and/or with the approval of the local Bishop, material created by or in conjunction with the Office of Religious and Family Life Education of the Board

2. Secondary Program

- 2.1 It shall be the practice of the Algonquin and Lakeshore Catholic District School Board to offer at the secondary level the prescribed courses according to the Institute of Catholic Education Policy statement on Secondary School Religious Education Curriculum and as is consistent with the Board's stated policy on secondary school religious education credit courses (Policy 2004-06-1 Secondary School Religious Education).
- 2.2 Other elective courses of study in the areas of religious education and family life education that may be offered at the secondary level will be submitted annually, to the local Bishop for his approval. As well, all associated support materials related to these courses will be shared for related approval.
- 2.3 Priority will be given to use materials created by the Institute of Catholic Education (ICE), CCCB or the ACBO in the delivery of any programs and credit courses in religious education and family life education.

3. Elementary and Secondary Program

- 3.1 When such materials have been produced or revised by the ICE, the CCCB or the ACBO, the Board will provide sufficient funds to procure such resources **for their initial implementation** in a reasonable timeframe, including any required system-level support for

staff.

- 3.2 It will be the responsibility of the schools to purchase additional materials as required due to reorganization of classes or for replacement needs.
- 3.3 Where the introduction of such materials represents a significant departure from past practice, the Board will ensure that the parent community is appropriately informed.
- 3.4 Should concerns be expressed about the appropriateness of programs and/or materials used in religious education or family life education, the Board will invite written submissions to be made to the Office of Religious and Family Life Education and/or the Board's Catholic Character and Culture Committee for consideration.

Appendices

Forms

Associated Documents

Approved: November 23, 2010

Revised: April 25, 2017



Memorandum

To:	Issues and Directions Committee
From:	David DeSantis, Director of Education
Prepared by:	Theresa Kennedy, Superintendent of School Effectiveness
Date:	May 14, 2019
Subject:	<i>POLICY STATEMENT FOR BOARD APPROVAL AND ADMINISTRATIVE PROCEDURES FOR INFORMATION – FAIR LABOUR PRACTICES</i>

Issue:

To provide Trustees with revised Policy and Administrative Procedures in compliance with cyclical review.

Background:

The Policy Statement and Administrative Procedures for Fair Labour have been reviewed by the Superintendent, Coordinator of Religious Education and Family Life, Special Assignment Teacher – Religious Education, Finance Officer – Procurement and the Catholic Character and Culture Committee.

Recommendation:

THAT the Board approve the following revised policies subsequent to any additional adjustments made:

- *FAIR LABOUR PRACTICES*

No further action required at this time.

Primary Responsibility for Follow-up

Chair of the Board

Vice-Chair of the Board

Senior Administration ✓

Other

Theresa Kennedy, Superintendent of School Effectiveness



POLICY STATEMENT

FAIR LABOUR PRACTICES

Rationale

The Board commits itself to practices that will favour the protection and enhancement of the rights of all workers that produce apparel for use by the Board and in any of its schools or sites in ways that are consistent with the message and example of Jesus Christ and **Catholic Social Teachings**, the social teachings of the Church.

66... It is good for people to realize that purchasing is always a moral — and not simply economic — act. Hence the consumer has a specific social responsibility, which goes hand-in-hand with the social responsibility of the enterprise. Consumers should be continually educated^[145] regarding their daily role, which can be exercised with respect for moral principles without diminishing the intrinsic economic rationality of the act of purchasing. In the retail industry, particularly at times like the present when purchasing power has diminished and people must live more frugally, it is necessary to explore other paths: for example, forms of cooperative purchasing like the consumer cooperatives that have been in operation since the nineteenth century, partly through the initiative of Catholics. In addition, it can be helpful to promote new ways of marketing products from deprived areas of the world, so as to guarantee their producers a decent return. However, certain conditions need to be met: the market should be genuinely transparent; the producers, as well as increasing their profit margins, should also receive improved formation in professional skills and technology; and finally, trade of this kind must not become hostage to partisan ideologies. A more incisive role for consumers, as long as they themselves are not manipulated by associations that do not truly represent them, is a desirable element for building economic democracy.

Pope Benedict XVI, Caritas in Veritate

Such a commitment to the cause of justice is entirely consistent with the Board's own Mission Statement:

*We are committed to excellence in Catholic education and to lifelong learning, so that those with whom we journey may become caring and contributing citizens in a world of constant challenge.
... We shall participate fully in the Church's mission of Catholic education through our philosophy, policy and practice... We shall value and promote responsible participation in our local and global communities.*

The Board, and the schools within its jurisdiction, as major purchasers of apparel, recognizes its responsibilities as a Catholic community to ensure that all apparel purchases are consistent with Catholic social teachings.

Guiding Principles

Recognizing the inherent desire of people to make decisions which will affirm and enhance the dignity of persons, the Board, in its desire to contribute to a more just society, acknowledges its responsibilities:

- To ensure that apparel manufactured for and/or supplied to the Algonquin and Lakeshore Catholic District School Board and the schools within its jurisdiction are made under humane working conditions in compliance with accepted international standards and local laws.
- To promote greater respect for workers' rights and improved working conditions in the apparel industry worldwide.
- To provide relevant information about products and vendors to those individuals and groups in Algonquin and Lakeshore Catholic District School Board involved with apparel purchases.
- To cooperate with other agencies (e.g. [No Sweat Network](#), [Fairlabour.org](#), Workers Rights Consortium, Maquila Solidarity Network) in the promotion of this policy.
- To facilitate informed and conscientious apparel purchases made by the Algonquin and Lakeshore Catholic District School Board and the schools within its jurisdiction, including, but not limited to, student uniforms, athletics and gym wear, school spirit, club and team wear and employee uniforms.
- To provide information and to model ethical practices to members of all school communities and employee groups with the broader goal of encouraging more informed, personal consumer practices.
- To implement this policy in a manner which will support the efforts of vendors who, through their practices, seek to protect the rights and dignity of workers.

References

[Fairlabour.org](#)

[Evangelii Gaudium](#)

[Laudato Si](#)

Laborem Exorcens

Caritas in Veritate

Labour Day Statements, Assembly of Catholic Bishops of Ontario

Ethical Guidelines for International Trade, Holy See's Note to Ministerial Conference of World Trade Organization, September 2003

International Labour Organization Convention 138

Ontario Catholic School Graduate Expectations, ICE, 1998

Board Mission Statement

Administrative Procedures

Fair Labour Practices

Approved: February 22, 2011

Reviewed: June 16, 2015



ADMINISTRATIVE PROCEDURES

FAIR LABOUR PRACTICES (Policy Statement: Fair Labour Practices)

Purpose

The ALCDSB, in keeping with its stated mission to "... value and promote responsible participation in our local and global communities", consistent with **Catholic Social Teachings**, the social teachings of the Roman Catholic Church seeks to model and promote purchasing practices that protect and enhance the rights of all workers.

References

Fairlabour.org

Evangeli Gaudium

Laudato Si

Laborem Exorcens

Caritas in Veritate

Labour Day Statements, Assembly of Catholic Bishops of Ontario

Ethical Guidelines for International Trade, Holy See's Note to Ministerial Conference of World Trade Organization, September 2003

International Labour Organization Convention 138

Ontario Catholic School Graduate Expectations, ICE, 1998

Board Mission Statement

Procedures

1. Supplier Pre-Qualification
 - a) Any purchase/exclusive license agreement with the ALCDSB or any of its schools must include prior agreement by the supplier/licensee to the 'Supplier Fair Labour Practices Agreement' (attached Appendix A).

A Supplier's Agreement to Appendix A will place this supplier on an "Approved Supplier's List" as meeting the Board's Fair Labour Practices Policy.

The Committee for Social Justice will annually compile and review a list of apparel brands whose labour practices are consistent with this policy. Such a list will be compiled by referencing www.fairlabor.org and will be provided to sites within the Board.

b) If a Non-Compliance Occurs

If a non-compliance is reported to Board Administration, the supplier will be contacted by Board Administration. The supplier will review and report back to Board Administration within 30 days.

If a satisfactory response is not received within 30 days, the Board Administration may terminate the contract with the supplier. If the Board Administration requires an additional review of a reported non-compliance, Board Administration may identify a designate as a third-party recognized and approved by the School Board.

The Boards' designate (third party) shall send written responses to Board Administration regarding the supplier's compliance status with the agreement to purchase, within 60 days.

2. Education

- 2.1 The Board will provide, in appropriate fashion, information about this Policy to members of all school communities and employer groups with the broader goal of encouraging more informed, personal consumer practices at the start of each school year.
- 2.2 The Committee for Social Justice will assist identifying and developing training awareness materials for Board staff.
- 2.3 The Board will seek to support efforts beyond its jurisdiction that are consistent with the goals of this Policy, particularly as it relates to apparel purchasing practices in other school boards and Canadian public institutions.
- 2.4 The Board shall continue to investigate how the vision of this Policy can be more broadly and consistently applied to all other purchases made by the Board through the direction of the ALCDSB Committee for Social Justice.

~~1. Board Responsibilities~~

- ~~1.1. Administrators, supervisors and site managers will inform members of their community about the Fair Labour Practices policy on an annual basis, and in particular those staff~~

~~who are involved with purchasing apparel over the course of the school year, including, where applicable, School Councils and Student Councils.~~

~~1.2. It is the intent that all persons will adhere to the spirit of this policy for all apparel purchases, regardless of the total cost of a given purchase.~~

~~1.3. Where the origin of such purchases is at the level of an individual school or other Board site, the Principal or Manager of that site will insure that the manufacturer or supplier is aware of the terms of this Policy.~~

- ~~• The Committee for Social Justice of the Board will annually compile and review. A list of apparel suppliers whose business practices are consistent with this Policy. Such a list will be provided to sites within the Board upon request.~~

- ~~• To facilitate the tasks prescribed above, the Board shall annually finance membership in an independent, monitoring organization (e.g. Worker Rights Consortium) either directly or through membership in a consortium of other institutions (e.g. Ontario Catholic No Sweat Consortium) which would provide credible expertise in the area beyond which the Board itself is able to provide.~~

- ~~• Where the services of an independent, monitoring organization have been engaged, the Board will annually review the report(s) of the said organization in order to ascertain if any vendors which are in any contractual arrangement with the Board or Board sites are in violation of this policy.~~

~~2. Terms of Compliance~~

~~2.1 All apparel tenders for the Board will include compliance with this policy as a key evaluative requirement.~~

~~2.2 The supplier must confirm in writing that:~~

- ~~• it shall comply with ethical labour practices that meet or exceed the minimum labour standards in the Policy;~~
- ~~• it acquires goods and services from other entities who agree to comply with labour practices that meet or exceed the minimum labour standards; and~~
- ~~• that it shall provide written confirmation of such compliance through the use of its internal inspection audit process or an independent, third party inspector/auditor contracted by the manufacturer or supplier for such purposes;~~

- ~~in addition to the confirmation mentioned above, a supplier shall provide the Board, on a confidential basis, the names and addresses of each subcontractor and manufacturing facility to be used in the manufacture of the apparel product which the Board may bring to the attention of an independent, monitoring organization;~~
- ~~every supplier is responsible for monitoring their own as well as their supplier's factories. Preference will be given to suppliers who use the services of independent, third party verifiers;~~
- ~~every supplier shall be required to submit an annual compliance report to the Board containing information on their monitoring and verification programs, the name(s) of any independent, third party verifier(s), the findings of the monitoring and audit(s), and corrective action taken to achieve compliance with the Policy. This report shall be considered public information.~~

3. ~~Violations and Remedial Action~~

3.1 ~~If the Board receives a credible report that a supplier or an entity with whom the supplier has entered into an agreement to manufacture a product has violated the minimum labour standards of the Policy, the Board shall send a notice of the violation(s) to the supplier.~~

3.2 ~~A notice of violation shall:~~

- ~~describe the alleged violation, including which minimum labour standard(s) in the Policy has/have allegedly been violated;~~
- ~~specify the entity which the Board believes may have violated the minimum labour standard(s) in the Policy; and~~
- ~~set out the supplier's requirement to respond to a notice of violation within 30 days of receipt of such notice.~~

3.3 ~~Within 30 days from the date of receipt of the notice of violation, the supplier shall provide the Board with:~~

- ~~supporting documentation to demonstrate that the violation described in the notice did not occur; or~~
- ~~a detailed remedial program to demonstrate how the violation described in the notice shall be rectified within a period not to exceed six months of the date of the notice.~~

3.4 ~~If the supplier responds to the notice of violation with documentation that the violation did not occur, and it is determined by the Board, based on evidence in its possession, that the~~

matter is still in dispute, the Board may require the supplier to co-operate with an independent, third party audit or a Ministry of Labour audit.

~~3.5 — If an independent, third party or Ministry of Labour audit determines that the violation(s) of the minimum labour standard(s) set out in the notice of violation did occur, the supplier shall submit a detailed program to demonstrate how the violation(s) described in the notice shall be rectified within six months of the date of the notice.~~

~~3.6 — If a remedial program has been submitted in response to a notice of violation, the Board may require the supplier to co-operate with an independent, third party audit or Ministry of Labour audit to verify that the violation(s) has/have been rectified in accordance with the remedial program.~~

~~3. — Termination~~

~~3.1 — The Board has the authority to terminate any contract with a supplier without notice or penalty if:~~

- ~~• a supplier who has been sent a notice of violation has failed to make an adequate response within 30 days;~~
- ~~• the supplier refuses to submit or fails to cooperate with an independent, third party audit as required by the Board; or~~
- ~~• an independent, third party audit of a factory where violations have been reportedly corrected determines that the violation was not rectified in accordance with the agreed upon remedial program.~~

~~3.2 — The Board must disclose to the vendor that failure to comply with this Policy may result in cancellation of the agreement with the Board and that the Board will not be liable for any inventory the vendor may have on hand. Furthermore, the Board shall suspend ordering from any vendor under review for a period of 30 days or until the review has been completed to the satisfaction of the Board.~~

~~3.3 — The Board, at its discretion, may terminate a contract or prohibit a vendor from holding contracts with the Board for filing false information or for failing to file information required under this Policy.~~

~~3.4 — The Board, at its discretion, may share information related to the termination of an agreement.~~

Appendix A – Suppliers Fair Labour Practices Agreement

For any agreement or licensee to be valid between the Algonquin and Lakeshore Catholic District School Board or its schools and a supplier/licensee for spirit wear, the supplier/licensee must agree by proper company signing authorization to the following terms and conditions:

The supplier/licensee:

Agrees to disclose to the Board Administration, prior to any contract/license agreement being signed, the sites/factories where the apparel is produced.

Agrees that, any changes to the list of manufacturing locations during the life of the agreements are to be reported immediately by the supplier to the Board Administration.

Agrees to ensure that the apparel is manufactured under safe, just and healthy conditions and, at a minimum, in accordance with the local labour laws and standards of the 'International Labour Organization' (ILO), whichever is higher.

Agrees to refer, if necessary, the independent monitoring of the site where the apparel is produced, to a third-party designate.

Hereby warrants, represents and agrees, that it, and any of its subcontractors, servants, agents or suppliers will, at all times during the term of this agreement and any extended term, comply and adhere to all of the stated provisions of this Appendix A.

Agrees that a breach of any provision, or failure to reasonably satisfy the Board that the supplier continually adhere to these provisions during the term of this agreement (or any extended term) will entitle the Board Administration, in its sole and absolute direction to provide written notice of termination of this agreement effective immediately. Notwithstanding said written notice of termination, the supplier shall complete all existing orders with parents of the school but shall not accept or solicit any further orders from parents of the school after receipt of the written notice.

Company Name

Signature (Duly Authorized Officer)

Date

Appendices

Appendix A – Supplier Fair Labour Practices Agreement

Appendix 1: Fair Labour Policy Definitions

Appendix 2: Criteria for Evaluating Vendors

Administrative Procedures: FAIR LABOUR PRACTICES A-2015-06-1

Approved: February 22, 2011
Revised: June 16, 2015



Memorandum

To:	Issues and Directions Committee
From:	David DeSantis, Director of Education
Prepared by:	Erin Walker, Assistant to the Director of Education
Date:	May 14, 2019
Subject:	Digital Citizenship Policy Statement and Administrative Procedures Review

Issue:

To provide information to Trustees regarding the review of the Policy Statement Digital Citizenship and the accompanying Administrative Procedures, A-2014-05-1

Background:

As part of the Board's cyclical review process of policy and procedures, the Policy Statement Digital Citizenship was reviewed and it was noted that no changes are required at this time. The accompanying Administrative Procedures were also reviewed and updated with minor changes noted in yellow highlight on the attached copy for the information of Trustees.

This report is provided for information only.

Primary Responsibility for Follow-up

Chair of the Board

Vice-Chair of the Board

Senior Administration ✓

Other

Erin Walker, Assistant to the Director of Education

Encl.



POLICY STATEMENT

DIGITAL CITIZENSHIP

Rationale

The Algonquin and Lakeshore Catholic District School Board believes all students and staff should have access to learning experiences that are engaging, authentic, and that leverage local and global connections to foster growth in Catholic character and help develop critical and creative thinking, problem solving, collaboration and communication skills. The Algonquin and Lakeshore Catholic District School Board supports this learning through ethical, competent, and acceptable use of technology, the Internet, social media and associated technology tools.

Digital citizenship defines the norms of responsible behaviour related to the appropriate use of technology and the expectations of the Algonquin and Lakeshore Catholic District School Board.

Guiding Principles

- We desire our students to make decisions in light of gospel values and to be well-prepared to be successful in an ever changing world. Fundamental to such success is the ability to use technology responsibly to gather, evaluate, construct and share knowledge in a 21st century world.
- Learning through collaboration and networking is enhanced by the use of technology within the classroom, the school, and beyond.
- Technology offers new ways to express creativity, and provides opportunities for greater choice regarding how we learn, and how we share and work with others.
- By accessing the Internet while on Algonquin and Lakeshore Catholic District School Board property or by logging in with a board login, staff and students accept all terms and conditions of the Algonquin and Lakeshore Catholic District School Board network and Internet use, as well as the terms outlined in this and other related policies.
- The Board provides staff and students with access to technology to support learning and teaching, and to enable efficient Board administration and communication. Technology, including personally owned devices, must be used for these intended purposes in support of creating positive climates for learning and working.

References

Great to Excellent: Launching the Next Stage of Ontario's Education Agenda
Caring and Safe Catholic Schools, S-2013-05-4
Ottawa Catholic School Board Policy Statement
Peel District School Board Policy #78
Digital Citizenship: Samaritans on the Digital Road
Ontario Catholic School Graduate Expectations

Administrative Procedures

Digital Citizenship Administrative Procedures

Approved: May 27, 2014

Reviewed:



ADMINISTRATIVE PROCEDURES

DIGITAL CITIZENSHIP (Policy Statement: Digital Citizenship)

Purpose

The Algonquin and Lakeshore Catholic District School Board supports access to technology to enhance learning and teaching, to improve student success and achievement, and to enable efficient Board administration and communication. Technology, including personally owned devices, must be used for these intended purposes. The purpose of the Administrative Procedures for Digital Citizenship is to establish the guidelines under which these conditions are supported.

References

Great to Excellent: Launching the Next Stage of Ontario's Education Agenda
Caring and Safe Catholic Schools, S-2013-05-4
Ottawa Catholic School Board Policy Statement
Peel District School Board Policy #78
Digital Citizenship: Samaritans on the Digital Road
Ontario Catholic School Graduate Expectations

Procedures

1. Definitions

Technology – Technology resources include, but are not limited to, computers, phones, cellular/mobile technology, servers, networks, Internet services, computer applications, data, email and collaboration tools, as well as third-party Internet services provided to the Board.

User – A user is any individual granted authorization to access technology, as defined above. Users may include students, parents, staff, volunteers, visitors, contractors, or individuals employed by service providers.

Digital Citizenship – Responsible digital citizenship is the expectation of the Algonquin and Lakeshore Catholic District Board. Staff and students live, learn and work in a world where they use technology effectively and respectfully. Digital responsibility is an important part of what the Board helps students learn in school and what the Board expects from staff. By accessing the Internet while on Algonquin and Lakeshore Catholic District School Board property, by logging in with a board login, or when using digital tools as a student or employee of the Algonquin and Lakeshore Catholic District School Board, staff and students accept all expectations and conditions

of the Algonquin and Lakeshore Catholic District School Board Digital Citizenship Policy and Procedures, as well as the terms outlined in related Board Policy and Procedures.

2. Scope

- 2.1. This Policy and Administrative Procedure applies to all Board technology and to all personally owned technology, as defined above. The application of this Policy and Administrative Procedure includes:
 - 2.1.1. the use of all Board-owned technology, such as computers, mobile devices, networks, applications, and websites regardless of where they are used. This includes the use of Board-owned technology when used off Board property.
 - 2.1.2. the use of personally owned technology, including personally owned computers and mobile devices, when used on Board property or when used to access Board resources. The policy also applies to the use of personally owned technology when off board property. Inappropriate use of personally owned technology, while on or off school property that has a negative impact on school climate will result in a full investigation and necessary action will be taken, where appropriate.
 - 2.1.3. any access to Board technology resources regardless of the location and ownership of the device used to access Board resources. Specifically, the Policy applies to home, remote, or wireless access to the Board network, websites and applications.
 - 2.1.4. the use of third-party information technology services used by staff and students.

3. Responsibilities

- 3.1. All users are responsible for:
 - 3.1.1. ensuring that technology is used in accordance with Board policy, administrative procedures, and relevant Code of Conduct.
 - 3.1.2. ensuring that technology is used to support teaching and learning in accordance with ALCDSB's teaching and learning expectations.
 - 3.1.3. using technology in a lawful, responsible and ethical manner consistent with the purposes for which it is provided.
 - 3.1.4. their personal network login and password—it should not be shared with anyone other than a parent/guardian (students).
 - 3.1.5. ensuring that photos, videos, images or audio of an individual/group are not posted online/shared digitally unless consent from the individual(s)—over the age of 18—or parental consent (for those under the age of 18) has been obtained. Photos, videos or images cannot be taken using any device unless authorized.
 - 3.1.6. technology is not used for political or union business unless approved by the Board.
- 3.2. Superintendents, principals and managers/supervisors are responsible for:
 - 3.2.1. ensuring that staff are aware of the Board Policy and Administrative Procedures.

- 3.2.2. establishing and monitoring digital citizenship and responsibility through the Board's Policy and Administrative Procedures and through the school's Code of Conduct.
- 3.2.3. instructing and modeling, for staff and students, digital citizenship and responsibility.
- 3.3. Teachers are responsible for:
 - 3.3.1. supervising student use of technology during supervised instruction.
 - 3.3.2. instructing and modeling, for students, digital citizenship and responsibility.
 - 3.3.3. determining when students are able to access Board technology or their personally owned devices.
- 3.4. Students are responsible for:
 - 3.4.1. using Board technology for curriculum-related/educational purposes only.
 - 3.4.2. demonstrating digital citizenship through the appropriate use of technology, as outlined in Board Policy and Administrative Procedures and the schools' codes of conduct.
 - 3.4.3. reporting any inappropriate use of email, data or unauthorized technology to a teacher or administrator immediately.
- 3.5. Secondary **Students will**:
 - 3.5.1. ~~will~~ be permitted to Bring Your Own Device (BYOD), and when relevant to curriculum and instruction, teachers may permit the use of a personal electronic device as a classroom learning device.
 - 3.5.2. ~~will be able to~~ **may** use personally owned technology devices to access curriculum and educational related resources while on Board property (eg., outside the classroom, in libraries, cafeterias and other common areas).
 - 3.5.3. are responsible for the care, maintenance and security of their personal devices—the Board is not responsible for the replacement of lost, stolen or damaged items.

4. Intended Use

Board technology is provided for educational and administrative purposes. Technology should be used for these intended purposes only. Prohibited uses of technology include, but are not limited to:

- 4.1. use that violates federal or provincial laws.
- 4.2. use of Board technology for commercial or political party purposes.
- 4.3. use that contravenes Board Policies and/or Administrative Procedures.
- 4.4. unauthorized access, alteration, destruction, removal and/or disclosure of data, including the unauthorized disclosure of Board email addresses, distribution lists, and user account information.
- 4.5. unauthorized access or disclosure of confidential information.
- 4.6. creating, displaying, storing or sending fraudulent, harassing, sexually explicit, profane,

- obscene, intimidating, defamatory or otherwise inappropriate or unlawful materials.
- 4.7. cyberbullying.
- 4.8. copying, downloading, transferring, renaming, adding or deleting information protected under copyright law.
- 4.9. use that could reasonably be expected to impair the Board's computing facilities or interfere with others' use of Board technology (e.g. viruses, spam) including the sending of electronic "chain" mail.
- 4.10. agreeing to license or download material for which a fee is charged to the Board without obtaining express written permission from the appropriate Supervisor. Purchasing of materials and services must comply with all procurement policies and procedures.

5. Security and Safety of Board Data

Users should take reasonable precautions to ensure that the data that they use is secure and safe. Data should be used for the intended purposes only.

- 5.1. Users should take reasonable precautions to ensure that data that they use is secure and safe. Staff are given access to data in order to perform their job functions. Data should be used for the purposes intended. Other uses of data are strictly prohibited.
- 5.2. Data may include but is not limited to student records, employee records, confidential assessments, and other personal information. Data may be held in more than one format such as an electronic document (e.g. Word Document) or in a system such as email or the Student Information System. All Board data is included in this Policy.
- 5.3. Users are responsible for applying passwords to any personal device that accesses or holds Board data. Users will not attempt to gain unauthorized access to Board technology or data nor will they attempt to disrupt or destroy data.
- 5.4. Users must exercise reasonable care to ensure the safety of the data entrusted to them.
- 5.5. Users must comply with any security measures implemented by the Board. Disabling virus scanning is strictly prohibited. Any downloaded software that inhibits normal operation of the technology will be removed.
- 5.6. Remote or wireless access to Board resources is only permitted through the Board's approved infrastructure. Users will not attempt to by-pass the Board's security.

6. Responsible Resource Usage

The Board's technology resources are shared and limited.

- 6.1. Users should use technology resources responsibly and should not waste resources. As such, the Board reserves the right to limit any activity that consumes a high level of resources that may impact Board services or other users. Examples of shared resources include file storage, network bandwidth, and Internet access.
- 6.2. Access to Internet websites and services that significantly impact the Board Internet or network performance will be limited. Users are not permitted to circumvent the Internet and network controls put in place.
- 6.3. With respect to information stored for the intended purposes, the Board may impose retention periods for various information classes, either temporarily or permanently.

7. Legal Compliance and Adherence to Board Policies

Users are expected to comply with all federal and provincial laws and regulations (e.g. Criminal Code, Education Act, Municipal Freedom of Information and Protection of Privacy Act, Copyright Act), as well as Board Policies and corresponding Administrative Procedures

- 7.1. The storage of unlawful materials on Board property is strictly prohibited. Board resources may not be used in any manner to create, store, send, display or make available to others material that contravenes federal or provincial laws or regulations.

8. Ownership of Data and Expectation of Privacy

Board technology and all data stored on Board technology are owned and may be accessed by the Board. Users should have no expectation of privacy in anything they create, store, send or receive using Board technology.

- 8.1. Board technology resources and all data stored on Board technology are owned and may be accessed by the Board. Data stored on Board technology, including email, electronic files, and information in computer systems, is Board property and may be reviewed, monitored and accessed by authorized individuals, as needed. Data is also subject to relevant legislation and may be accessed through Freedom of Information requests.
- 8.2. Users should not expect privacy with respect to any of their activities when using the Board's computer and/or telecommunication property, systems or services. Use of passwords or account numbers by users does not create a reasonable expectation of privacy and confidentiality of information being maintained or transmitted. The Board reserves the right to review, retrieve, read and disclose any files, messages or communications that are created, sent, received or stored on the Board's computer systems and/or equipment. The Board's right to review, also called monitoring, is for the purpose of ensuring the security and protection of business records, preventing unlawful and/or inappropriate conduct, and creating and maintaining a productive work environment. If policy violations are discovered, this will result in an investigation and necessary action will be taken, where appropriate.
- 8.3. Information stored on personally owned devices is the responsibility of the device owner/user. Personally owned devices which are used for creating, displaying, storing or sending fraudulent, harassing, sexually explicit, profane, obscene, intimidating, defamatory or otherwise inappropriate or unlawful materials that impact school climate will result in a full investigation and necessary action will be taken, where appropriate.

9. Digital Responsibility

Individuals who do not comply with this Policy and associated or related Administrative Procedures will be subject to appropriate consequences consistent with the Board's Policies and Administrative Procedures, and any other associated legislature and policies. Consequences may include, but are not limited to, the following, either singularly or in combination depending on the individual circumstances:

- 9.1. limitations being placed on access privileges to personal and Board technology resources.
- 9.2. suspension of access privileges to personal and Board technology resources.
- 9.3. revocation of access privileges to personal and Board technology resources.
- 9.4. appropriate disciplinary measures (staff), up to and including dismissal.
- 9.5. appropriate progressive discipline measures (students).
- 9.6. legal action and prosecution by the relevant authorities.

<u>Appendices</u>

<u>Forms</u>

<u>Associated Documents</u>

Approved: May 27, 2014

Approved:



Memorandum

To: Issues and Directions Committee

From: David DeSantis, Director of Education

Prepared by: Michelle Lamarche, Superintendent of Human Resources

Date: May 14, 2019

Subject: Inclement Weather – Employee Attendance Policy Statement and Administrative Procedures Review

Issue:

To present Trustees the revisions to the Policy Statement for approval and to present to Trustees for information the Administrative Procedures for Inclement Weather – Employee Attendance.

Background:

As part of the Board's cyclical review process of policy and procedures, the Policy Statement Inclement Weather – Employee Attendance was reviewed. It was noted that some minor changes were required in order to ensure that the policy statement continues to reflect the needs of the Board.

Attached is the revised Policy Statement for approval with the changes highlighted. The associated Administrative Procedures for the policy are included for information purposes with changes noted.

Recommendation:

THAT the Board

Approve the following policy subsequent to any additional adjustments made:

- ***Inclement Weather – Employee Attendance***

Primary Responsibility for Follow-up

Chair of the Board
Vice-Chair of the Board
Senior Administration ✓
Other

Michelle Lamarche, Superintendent of Human Resources

Encl.



POLICY STATEMENT

INCLEMENT WEATHER – EMPLOYEE ATTENDANCE

Rationale

To establish a process to address those situations where severe weather conditions make travel from an employee's residence to the employee's respective school/office extremely difficult or hazardous.

Guiding Principles

- Normally, employees travel regularly from their residence to their respective school/office without difficulty.
- When severe weather conditions make such travel extremely difficult or hazardous, the safety of students and staff is the Board's highest priority.
- Cancellation of transportation does not mean that schools are closed.
- Schools and other work sites will be kept open during inclement weather except under extraordinary circumstances as determined by the Director of Education.
- Staff will be expected to attend at the appropriate work site unless safe travel is compromised by inclement weather.
- In such cases, it is expected that employees will make every reasonable effort to attend at their normal place of work.

References

Administrative Procedures

Inclement Weather – Employee Attendance

Approved: _____, 2013



ADMINISTRATIVE PROCEDURES

INCLEMENT WEATHER – EMPLOYEE ATTENDANCE (Policy Statement: Inclement Weather – Employee Attendance)

Purpose

Severe weather conditions may make travel to work extremely difficult or hazardous. In such circumstances, the following procedures will apply.

Procedures

1. Except under extraordinary circumstances, schools and other work sites will not be declared closed during inclement weather. It is expected that employees will make every reasonable effort to attend at their normal place of work.
2. If it is necessary to cancel school transportation or to do a system closure prior to the start of the school day, the decision will be communicated on local radio stations and will be posted on the Board's website.
3. In the event of questionable road or weather conditions:
 - a. Employees will call the supervisor at their normal place of work to confirm that the work site is open.
 - b. If the normal place of work is open, employees should endeavour **are expected to make every reasonable effort** to report to work.
 - c. If the normal place of work is closed or the employee deems travel to the normal place of work to be unsafe, the employee shall consult with the supervisor and in consultation report to the nearest school/work site to which safe travel is possible and where their attendance is desirable. There, they can assist other staff or, where appropriate, use available time to address their own work needs.
 - d. Employees reporting to work late due to inclement weather will be considered to be present for that work day.
 - e. Employees are expected to make ongoing efforts to report to work, and to report to work at the point in the day when it is safe to do so.
 - f. If employees are unable to report to work at any point during the day, upon confirmation by their supervisor, the employee shall be deemed to be absent from work for the day. The day shall be charged against the appropriate leave of absence credit as per the applicable collective agreement or contract of employment.
 - g. **Where an employee is not comfortable reporting to work, despite a determination by the supervisor that travel to work in the circumstances was possible, then the employee can**

identify the absence as either deduction from personal leave, vacation, banked overtime or day without pay as applicable.

- h. The Principal, Manager or Supervisor will advise the Board's Human Resources Department of the names of all staff members who were absent on the inclement weather day. This will include notification of staff who reported to an alternate Board site.
 - i. The ultimate decision as to whether an employee will be paid for a day off due to inclement weather will rest with the Superintendent of Human Resources or designate, in consultation with the appropriate supervisor.
4. Should inclement weather conditions become problematic after employees have arrived at work, they should consult their principal or supervisor to determine if early dismissal for the day can be arranged. Where employees attend at work and their principal or supervisor, recommends, for safety reasons, that they return home, then there shall be no deduction from leave of absence credit. They will be deemed to have been present for that day. If an employee requests early dismissal and it is approved by the supervisor, arrangements should be made with the supervisor to make up the time or to have the time deducted from the appropriate leave of absence credit as per the applicable collective agreement or contract of employment.
 5. The principal of each school shall endeavour to ensure that sufficient staff are maintained at school to provide for the needs and supervision of the children in attendance. Where that is not possible, the appropriate supervisory officer should be advised immediately.
 6. As student numbers reduce, even to zero, staff are still expected to remain at school unless weather conditions are such that they should be sent home for their own safety. Otherwise, the situation creates an opportunity for staff members to engage in dialogue or cooperative activities.
 7. The Director of Education or designate shall determine if a work site is to be closed due to inclement weather. ~~Normally, a call from the Board Office will confirm such a determination.~~ The Office of the Director of Education will communicate if sites of the Board are to be closed due to inclement weather. No action is to be taken based on media reports alone.
 8. Where permanent employees and temporary employees assigned to long term assignments are scheduled to be at work on a system closure day, there will be no loss of salary or deduction from appropriate leave bank. However, where employees were scheduled to be off work and such system closure day occurs, deductions from appropriate leave banks will occur in all situations.

Appendices

Forms

Associated Documents

Policy Statement

Inclement Weather – Employee Attendance

Approved: _____, 2019



Memorandum

To: Issues and Directions Committee

From: David DeSantis, Director of Education

Prepared by: Michelle Lamarche, Superintendent of Human Resources

Date: May 14, 2019

Subject: Criminal Background Checks and Offence Declarations Policy Statement and Administrative Procedures Review

Issue:

To present Trustees the revisions to the Policy Statement for approval and to present to Trustees for information the Administrative Procedures for Criminal Background Checks and Offence Declarations.

Background:

As part of the Board's cyclical review process of policy and procedures, the Policy Statement Criminal Background Checks and Offence Declarations was reviewed. It was noted that some minor changes were required in order to ensure that the policy statement continues to reflect the needs of the Board.

Attached is the revised Policy Statement for approval with the changes highlighted. The associated Administrative Procedures for the policy are included for information purposes with changes noted.

Recommendation:

THAT the Board

Approve the following policy subsequent to any additional adjustments made:

- ***Criminal Background Checks and Offence Declarations***

Primary Responsibility for Follow-up

Chair of the Board
Vice-Chair of the Board
Senior Administration ✓
Other

Michelle Lamarche, Superintendent of Human Resources

Encl.



POLICY STATEMENT

CRIMINAL BACKGROUND CHECKS AND OFFENCE DECLARATIONS

Rationale

The Algonquin and Lakeshore Catholic District School Board has the responsibility, under *The Education Act*, to provide a safe and secure working and learning environment for students and employees. The Board acknowledges its position of trust with regard to students and strives to protect their intellectual, physical, mental, spiritual and emotional well-being.

Guiding Principles

- The Algonquin and Lakeshore Catholic District School Board will not hire into its employ or continue to employ persons who will have direct and regular contact with students who have police records and/or patterns of behavior which place students or staff at risk.
- The Algonquin and Lakeshore Catholic District School Board will not allow school access to Service Providers or Others who have direct and regular contact with students who; have not had an appropriate and acceptable Police Record Check a Police Vulnerable Sector Check, or who have had an appropriate Police Record Check a Police Vulnerable Sector Check that has been adjudicated and found to present an unacceptable risk to students and/or staff.
- The Algonquin and Lakeshore Catholic District School Board will develop a process to verify, to the best of its ability, that all employees, service providers, and other adults do not pose a threat to students, other employees, or Board property and equipment.

References

Education Act and Regulation 521/01, as amended by Regulation 323/03
Police Records Check Reform Act, 2015

Administrative Procedures

Criminal Background Checks and Offence Declarations

Approved: _____, 2019



ADMINISTRATIVE PROCEDURES

CRIMINAL BACKGROUND CHECKS AND OFFENCE DECLARATIONS (Policy Statement: Criminal Background Checks and Offence Declarations)

Purpose

To maintain a safe learning environment for students of the Algonquin and Lakeshore Catholic District School Board, in compliance with Ontario Regulation 521/01, as amended by Regulation 323/03.

References

Education Act and Regulation 521/01, as amended by Regulation 323/03.

Police Records Checks Reform Act, 2015

Ontario Human Rights Code

Procedures

1. Definitions

1.1 “**Criminal Background Record Check**” means, a document concerning an individual that:

- a) was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database within six (6) months before the day the Board collects the document; and
- b) contains information concerning the individual’s personal criminal history.

1.2 “**Vulnerable Sector ~~Police Records Check~~**” means a document concerning an individual that:

- a) was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database within six (6) months before the day

the Board collects the document; and

- b) provides information concerning the individual's police record including Criminal Code (Canada) convictions, pardoned sexual offences, records of convictions under the Controlled Drug and Substances Act, Narcotic Control Act and Food and Drugs Act and all outstanding warrants and charges.

1.3 **"Offence Declaration"** means, a written or equivalent declaration signed by an individual listing all of the individual's convictions for offences under the *Criminal Records Act (Canada)* up to the date of the declaration that are not included in the Criminal Background Check or the last Offence Declaration collected by OESC on behalf of the Board or by a school or department of the Board.

1.4 **"Service Provider"** means an individual who is not an employee of the Board and who comes into direct contact with students on a regular basis at a school site of the Board in the normal course of:

- (a) providing goods or services under contract with the Board,
- (b) carrying out his or her employment functions as an employee of a person who provides goods or services under contract with the Board, or
- (c) providing services to a person who provides goods or services under contract with the Minister.

1.5 **"Other Adults" Having Regular and Direct Contact with Students** includes:

- a) Trustees
- b) Students attending university or college programs which require practicum or coop placements in schools;
- c) Parish priests and priest chaplains
- d) St. John Ambulance
- e) Big Brothers and Big Sisters of Canada
- f) Persons eighteen (18) years of age or over having direct and regular contact with students
- g) School Volunteers
- h) Provincial Organizations that provide services to schools;
including but not limited to:
 - 1) Public Health Departments
 - 2) Community Care Access Centres and related service providers
 - 3) Children's Mental Health Centres
 - 4) Day Nurseries
 - 5) ~~Children's Aid Societies~~ Family and Children's Services Agencies
 - 6) Provincial School Authorities

2. Requirements

2.1 Current Employees

- 2.1.1 If the employee became a member of the Ontario College of Teachers (OCT) after December 31, 1998, and commenced employment with the Board before April 1, 2002, the Board shall collect an Offence Declaration from the individual by September 1 of each year in which the individual is employed by the Board, commencing in 2002.
- 2.1.2 If the employee commenced employment with the Board prior to April 1, 2002 and is not an individual described in 2.1.1, the Board shall collect:
- a) a Criminal Background Check (CPIC) by July 31, 2003 if the individual continues to be employed by the Board after July 31, 2003.
 - b) an Offence Declaration from the individual by September 1 of each year in which the individual is employed by the Board, commencing in 2004.
- 2.1.3 As of September 2004, all employees are required to provide an Offence Declaration by September 1 of each year in which the individual is employed by the Board.
- 2.1.4 Staff on an approved leave of a year or more must provide the Board an Offence Declaration upon their return.

2.2 New Employees

- 2.2.1 All applicants for employment with the Board will be advised that it will be a condition of any offer of employment that the applicant provide an original document of **an appropriate and acceptable Police Records Check** ~~Vulnerable Sector Police Records Check~~ in respect of the individual (date within six (6) months of the date of submission) before the day the individual commences employment with the Board. The cost of the ~~Vulnerable Sector Police Records Check~~ **Police Record Check** is the sole responsibility of the applicant.
- All positions of trust or authority over vulnerable persons require a Vulnerable Sector Check. Human Resource Services will identify to applicants the type of Police Record Check required.**
- 2.2.2 The original **Police Record Check** ~~Vulnerable Sector Police Records Check~~ should be delivered in person or forwarded in a sealed envelope marked "confidential" to the **Superintendent** ~~Manager~~ of Human Resources or designate. Where a **Police Record Check** ~~Vulnerable Sector Police Records Check~~ must be returned to an applicant, the original must be presented to the Human Resources Department.

The **Police Record Check** ~~Vulnerable Sector Police Records Check~~ will be photocopied, if necessary, and will be verified for authenticity by a Human Resource designate.

2.2.3 Anyone who has been a resident outside of Canada for more than three (3) months in the previous twelve (12) may be required to provide the equivalent ~~Vulnerable Sector Police Records Check~~ **Police Record Check** from the foreign jurisdiction(s) in addition to the ~~Vulnerable Sector Police Records Check~~ **Police Record Check** using the Canadian Police Information Centre.

2.2.4 In the event that the information provided by the applicant through the **Police Record Check** ~~Vulnerable Sector Police Records Check~~ determines that he/she:

- i) has outstanding charges or prior convictions for which a pardon has not been granted or revoked which indicate, in the Administration's opinion, that the applicant could pose a threat to students;
- ii) has made a false declaration on their application;
- iii) declines to provide verification of a criminal record as required by Board policy;

the ~~Manager~~ **Superintendent** of Human Resources or designate will withdraw the Board's conditional offer of employment.

2.2.5 The Board shall collect an Offence Declaration from the individual annually for each year in which the Board employs the individual after submission of the original **Police Record Check** ~~Vulnerable Sector Police Records Check~~. Each year, the Board shall issue a memo with directions for completion of the Offence Declaration.

2.2.6 Emergency Provision

Normally, a candidate shall not commence employment with the Board until a current ~~Vulnerable Sector Police~~ **Police Record Check** has been supplied. Only in an exceptional case will a person be permitted to commence employment with the Board before the Board has received the verification. In such a case, the candidate will be required to provide an "Offence Declaration" which may, at the Board's sole discretion, permit the candidate to commence employment for a maximum of twenty (20) working days prior to the submission and receipt of the **Police Record Check** ~~Vulnerable Sector Police Records Check~~. Before any such exception is made, a binding agreement shall be entered into between the employee and the Board, ensuring that the verification will be provided without delay in a timely manner. This agreement will preserve the Board's right to revoke the offer of employment should the Offence Declaration provided by the employee prove to be false or misleading in any respect.

2.3 Service Providers

- 2.3.1 All service providers doing business with the board will not engage any employee or other person to perform services for the service provider who may come into direct contact with students on a regular basis, or who may have access to student information to provide services hereunder, where such employee or other person has been charged with or convicted of an offence the nature of which may be construed as jeopardizing the safety and well-being of the students of the Board.
- 2.3.2 The service provider will retain on file a criminal background check covering convictions, charges and occurrences under the Criminal Code, the Narcotics Control Act, and any other convictions, charges and occurrences which would be revealed by the long version Vulnerable Persons search of the automated Criminal Records Retrieval System maintained by the RCMP ("Criminal Background Check"), prior to the occurrence of such possible direct contact with students.
- 2.3.3 The service provider will collect and retain on file an Offence Declaration in a Board approved form for every employee of the service provider or other person who will perform services for the service provider who may come into direct contact with students on a regular basis or who may have access to student information, prior to the occurrence of such possible direct contact or prior to having access to student information on or before September 1st each year thereafter.
- 2.3.4 The Board shall be entitled to review the Criminal Background Checks and Offence Declarations for any service provider upon 48 hours written notice. In the event that either the Criminal Background Check or an Offence Declaration reveals a charge or a criminal conviction which is not acceptable to the Board in the circumstances then the service provider will prohibit the employee of the service provider or other person who performs services for the service provider from providing services to the Board without prejudice to any other rights which the Board may have in the purchasing arrangements with the service provider.
- 2.3.5 The service provider will use a third party to conduct criminal reference checks for onsite employees or contractors.
- 2.3.6 Additionally, where a service provider having direct contact with students on a regular basis is a sole proprietor or where the owner is in direct contact with students on a regular basis, the service provider will be required to provide an original Vulnerable Sector Police Records Check for this individual current within three years to the Board.
- 2.3.7 School Administration will check Identification Cards (and photo-identification) of service providers on a regular basis, or collect and retain Vulnerable Sector Police Records Checks current within three years, as applicable under this procedure.

2.4 “Others Adults” Having Direct and Regular Contact with Students

- 2.4.1 Effective September 1, 2005, all “other adults” having direct contact with students on a regular basis will be required to produce an original Vulnerable Sector Police Records Check along with an identification card which clearly identifies them as an employee of the organization, or proof from their organization that they are in compliance with the Regulation in accordance with their organization’s standards and practices.
- 2.4.2 School volunteers having direct contact with students on a regular basis will be required to provide an original Vulnerable Sector Police Records Check current within three years.
- 2.4.3 Representatives of Provincial Organizations that provide services to schools are required to provide some form of letter or certification that confirm that they are in compliance with the Regulation in accordance with their organization’s standards and practice.
- 2.4.4 School Administration will check Identification Cards (and photo-identification) of “other adults” on a regular basis, or collect and retain Vulnerable Sector Police Records Checks current within three years, as applicable under this procedure.

2.5 Retention

The Board shall retain an original or a true copy taken from the original ~~Vulnerable Sector Police Records Check~~ **Police Record Check** by the Board designated contact or designate. Completed ~~Vulnerable Sector Police Records Check~~ **Police Record Check** and offence declarations will be filed in a secure location in accordance with Regulation 521/01, except in the case where an organization provides confirmation that they are in compliance with the Regulation in accordance with their organization’s standards and practices.

2.6 Adjudication

- 2.6.1 Where evidence is received of a criminal conviction for which a pardon has not been granted, the Board will convene an adjudication team that will consist of at least two Supervisory Officers (one of which will be a Superintendent of School Effectiveness) and the **Superintendent** Manager of Human Resources. Other administrative personnel may be added to the team, from time to time, depending on the nature of the offence(s) and the position of the individual. In the adjudication of the offence(s) the Board Team will consider at least the following factors in determining an appropriate course of action:
 - a) Nature of Offence(s);
 - b) Number of convictions, and time frame involved where there are a number of convictions;

- c) Repeat Offences;
- d) Length of time since offence(s);
- e) Did the offence(s) involve children and/or sexual activity and/or violence and/or acts of dishonesty;
- f) Was alcohol or illegal drugs a factor in commission of offence(s);
- g) Employment history with the Board (if relevant);
- h) Was offence(s) committed while employed by the Board (if relevant);
- i) Age at the time of offence(s);
- j) Attitude towards offence(s);
- k) Treatment, counseling or other services or steps taken to rehabilitate since offence(s);
- l) Likelihood offence(s) will be repeated;
- m) Degree of co-operation with investigation;
- n) Current supporting documentation such as references, medical reports, etc.;
- o) If employee is a teacher, relevance of offence(s) to teacher duties as set out in the Education Act and Regulations (if relevant);
- p) If employee is not a teacher, relevance of offence(s) to their employment duties;
- q) Does offence(s) require any action pursuant to legislation (including notification of the Ontario College of Teachers) (if relevant);
- r) Current supporting documentation such as references, medical reports, etc

2.6.2 The Board will gather sufficient information to make an informed decision about the conviction and the impact it bears on the ability of the individual to fulfill the role and responsibilities, as well as the impact on the reputation of the Board.

2.6.3 The **Superintendent** Manager of Human Resources, or designate, will request a letter of explanation from the individual regarding the circumstances of the criminal code conviction. A private interview may be held between the individual and the **Superintendent** Manager of Human Resources.

2.6.4 Action may include:

- a) In the case of an employee, action taken may include discipline up to and including dismissal, and/or withdrawal of offer of employment, and shall be in compliance with other Board policies, collective agreements and legislation.
- b) In the case of a service provider, action may be taken up to and including permanent removal of the service provider.
- c) In the case of "other adults", action may be taken up to and including permanent denial of access to students for the "other adult."

2.7 Consequences of Non-compliance

- 2.7.1 Employees who fail to provide a ~~Vulnerable Sector Police Records Check~~ **an appropriate Police Record Check** or an Offence Declaration by the required date may be subject to:
- i. Suspension without pay until the Offence Declaration is submitted;
 - ii. Withdrawal of offer of employment; or
 - iii. Discharge from employment.
- 2.7.2 A Service Provider who fails to comply with the ~~Vulnerable Sector Police Records Check~~ **Police Record Check** requirements of the Board may be restricts from providing goods and/or services to the Board.
- 2.7.3 An “Other Adult” who fails to provide a ~~Vulnerable Sector Police Records Check~~ **Police Record Check** either through their organization or independently through the Board will be denied access to students either as schools or off-site Board sanctioned activities pending compliance, or experience such other appropriate Board intervention as the law may allow.

Appendices

Forms

Approved: April 28, 2015

Approved: _____, 2019



Memorandum

To:	Issues and Directions Committee
From:	D. DeSantis, Director of Education
Prepared By:	D. Campbell, Controller of Plant & Planning Services
Date:	May 14, 2019
Subject:	Policy Statement for Board Approval and Administrative Procedures for Information: School Boundaries and Boundary Adjustments

Issue:

To provide Trustees with information regarding a revision to the policy, School Boundaries and Boundary Adjustments, and the accompanying Administrative Procedures.

Background:

As part of the Board's cyclical review process of policy and procedures, the Policy Statement School Boundaries and Boundary Adjustments was reviewed and no changes were recommended.

The associated administrative procedures for the policy was reviewed and no changes are required at this time and is included for information purposes.

No further action is necessary or recommended at this time.

DW/kw

Attachments (2)

Primary Responsibility for Follow-up:

Chair of the Board

Vice-Chair of the Board

Senior Administration √ Doug Campbell, Controller of Plant & Planning Services

Other

POLICY STATEMENT

SCHOOL BOUNDARIES AND BOUNDARY ADJUSTMENTS

Rationale

The Algonquin and Lakeshore Catholic District School Board promotes the efficient use of school facilities and resources, through the maintenance of attendance boundaries which encompass the neighbourhoods in which attending students live. Approval may be given for a student to attend a school other than the one designated for their area of residence, for specific reasons and subject to Board policy regarding transportation.

School Boundary adjustments, when necessary, will be considered by the Board, following consultation with the affected school communities.

Administrative Procedures

School Boundaries and Boundary Adjustments

Approved: _____, 2013



ADMINISTRATIVE PROCEDURES

SCHOOL BOUNDARIES AND BOUNDARY ADJUSTMENTS

Procedures

1. Subject to the provisions of the *Education Act (Ontario)*, all students having the right of attendance shall be admitted to the geographically appropriate school under the jurisdiction of the Algonquin and Lakeshore Catholic District School Board.
2. Information regarding in-force boundaries for all elementary and secondary schools may be obtained from the school principal or from the Transportation Authority.
3. The residence of each student shall be used to determine which school that student should normally attend.
4. The school principal is empowered to admit students from outside the boundary of the school to which the admission is sought, subject to the provisions of this policy.
5. In considering a request for out of boundary admission, the principal shall consider the following requirements:
 - (i) That appropriate reason is provided by the parent(s) or guardian(s), in the form of a written request, to register the student in the out of boundary school.
 - (ii) That the admitting principal shall consult with the principal of the home school.
 - (iii) That there is space in the admitting school to accommodate the student.
 - (iv) That facilities and special services are available to meet the program needs of the student.
 - (v) That the admission of the student does not result in an increased cost for the Board.
 - (vi) That, subject to the provisions of Board policy for the transportation of students,

transportation to and from the out of boundary school shall be the responsibility of the parent(s) or guardian(s) or student.

- (vii) Permission given for a student to attend under the provisions of this policy shall be subject to annual review by the school principal, in consultation with the appropriate supervisory officer.
- 6. The principal shall report annually, no later than October 31, to the appropriate supervisory officer, on the number of out of boundary admissions. A summary of these reports shall be reviewed by Senior Administrative Council during the month of November.
- 7. Where the principal has concerns about an admission request, (s)he shall forward the request to the appropriate supervisory officer.
- 8. Specific attendance boundaries may be established for admission to French Immersion and International Baccalaureate programs. In the event that no specific attendance boundaries exist, admission to such programs may be available to eligible students, subject to the availability of transportation, at the school which offers that program and which is closest to the attendance area in which they reside.

II - School Boundary Adjustments

- 1. School attendance boundaries may require adjustment from time-to-time. Demographic changes, residential development, the construction of new schools, and changes to transportation infrastructure may all precipitate this requirement. Long range planning will be used to predict accommodation needs and to provide adequate notice of proposed boundary changes to school communities. School communities will have the opportunity to provide input into proposed boundary changes before recommendations are made to the Board.
- 2. School attendance boundaries will be established through a process which considers; natural geographic boundaries, bus transportation, road patterns, municipal and neighbourhood boundaries, and the relative locations and sizes of school facilities.
- 3. Adjustments to school boundaries may be either permanent or interim.
 - (a) Permanent Boundary Adjustments may result from several influences including; changes in enrolment and changes to infrastructure, service and programming which are projected to extend beyond a period of three years, including the construction of new schools, and the consolidation or closure of schools.

Administrative Procedures: SCHOOL BOUNDARIES AND BOUNDARY ADJUSTMENTS ADMINISTRATIVE PROCEDURES B-2003 -02-25

- b) Interim Boundary Adjustments may result from temporary influences including: the temporary accommodation of enrolment growth prior to the construction of a new school and prior to the establishment of permanent boundary adjustments. Interim boundary adjustments will typically not endure longer than three years.
4. When boundary adjustments are contemplated, an administrative proposal will be prepared by Planning Services in consultation with the appropriate supervisory officer(s). This proposal, which will identify an area, and a time frame for review, will require Board approval before a review is conducted.
 5. The proposal to conduct a review, if accepted by the Board for consideration, will be shared, through school principals, with appropriate representatives of their school communities. Their input will be sought and facilitated.
 6. Following initial consultation and refinement of the proposal, broader public input will be sought at a public meeting.
 7. Following the consultation process, an administrative report and recommendations will be forwarded, by Planning Services, to the Finance and Operations Committee of the Board.
 8. Details of the new or revised school boundaries, and the implementation schedule, will be communicated in writing via the school principal(s) to the affected school communities.
 9. When possible, the implementation schedule will allow for the above process to be concluded prior to the commencement of pupil registration for the subsequent school year.
 10. When and if the implementation schedule for specific school boundary adjustments provide “grandfathering” options for students currently in the schools affected by the boundary changes, such provisions shall be:
 - 10.1 Specific to unique implementation schedules.
 - 10.2 Limited in duration to expire at a time specified in the implementation schedule.

11. Where a school is facing a significant declining enrolment situation and is remote from resources and where boundary adjustments are not being considered the school community and the system's administration will pursue support for the school including but not limited to the provision of transportation assistance if such is reasonably available to facilitate out of boundary student attendance.

Approved: February 25, 2003

Revised: April 24, 2006