



1325 California Avenue  
 Windsor, ON N9B 3Y6  
 CHAIRPERSON: Fred Alexander  
 INTERIM DIRECTOR OF EDUCATION: Paul A. Picard

**REGULAR BOARD MEETING**  
**Tuesday, September 14, 2010 at 7:00 p.m.**  
**Windsor Essex Catholic Education Centre**  
**John Paul II Boardroom**

**A G E N D A**

	Page #
I In-Camera Meeting – 6:00 p.m.	
II Regular Meeting of the Board - 7:00 p.m.	
1. Call To Order	
2. Opening Prayer	
3. Recording of Attendance	
4. Approval of Agenda	
5. Questions Pertaining to Agenda	
6. Disclosure of Interest - <u>Pursuant to the Municipal Conflict of Interest Act.</u>	
7. Presentations:	
8. Delegations: None	
a. Delegation Regarding Items <u>Not</u> on the Agenda	
<i>3:11.1 Any person(s) wishing to make a formal presentation to the Board shall make their intent known, in writing, to the Secretary at least one week prior to the regular meeting. They shall briefly explain in their petition the nature of their business. Discussion shall be limited to the petition and shall be no longer than ten (10) minutes. The time limit can be waived by the consent of the majority of the Board.</i>	
b. Delegations Regarding Items <u>On</u> the Agenda	
<i>3:11.2 Any person(s) wishing to appear before the Board and speak on an item appearing on the agenda of the Board Meeting has until NOON of the day of the Board meeting to make a request to the Secretary. They shall explain briefly the nature of their business. The discussion shall be limited to the item on the agenda and shall be no longer than ten (10) minutes.</i>	
9. Action Items:	
a. Approval of Minutes	
i) Minutes of Special In-Camera Meeting, August 31 2010	--
ii) Minutes of Special Regular Board Meeting, August 31, 2010	1-6
b. Items from the convened In-camera meeting September 14, 2010	--

10. Communications:
  - a. External (Associations, OCSTA, Ministry)
  - b. Internal (Reports from Administration):
    - i) Report: Administrative Staff Report (J. Bumbacco) 7-8
    - ii) Verbal Report: St. Francis/St. James Integration Committee Update (J. Bumbacco) --
    - iii) Report: Director of Education's Strategic Priorities (P. Picard) 9-12
    - iv) Report: 2010-11 Annual Status Report on Policy Review and Development (P. Picard) 13-18
  
11. Unfinished Business:
  - a. Notice of Motion: *"At the next regular scheduled meeting of the Board, I will move or cause to be moved, that the Board establish a consistent policy and procedure for dealing with students who have diabetes and that the policy be brought to the Board for discussion and debate by January 2011."* --
  
12. New Business:
  - a. Field Trips: None
  - b. Report: Board Policy Review (*approval in principle*) Deferred Policy B:08 Facility Partnerships (M. Iatonna) 19-26
  - c. Report: Board Policy Review (*approval in principle*) New Policy A:14 Promoting and Supporting Equity and Inclusion within a Catholic Community (C. Geml) 27-45
  
13. Committee Reports: None
  
14. Notice of Motion
  
15. Remarks and Announcements:
  - a. Chairperson
  - b. Director of Education
  - c. Board Chaplain
  
16. Remarks/Questions by Trustees
  
17. Pending Items
  - a. Draft Board Policy H:07 Selection Process - Principals and Vice Principals (*deferred March 10, 2009*) --
  - b. Deferred Report: Play Surface Material Standard – Rubber (*deferred from April 28, 2009*) --
  
18. Continuation of In-Camera, if required.
  
19. Future Board Meetings: *Unless stated otherwise, all meetings will be held at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor with the In-Camera Session beginning at 6:00 p.m. and the Public Session beginning at 7:00 p.m.*

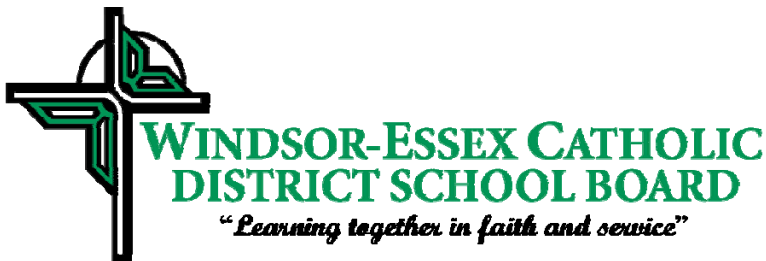
- Tuesday, September 28, 2010
- Tuesday, October 12, 2010
- Tuesday, October 26, 2010
- Tuesday, November 9, 2010
- Tuesday, November 23, 2010
- Tuesday, December 7, 2010 (*Mass at 6:45 p.m., Organizational Meeting - 7: 30 p.m.*)
- Tuesday, December 14, 2010

20. Closing Prayer

21. Adjournment

***Fred Alexander***  
*Board Chairperson*

***Paul A. Picard***  
*Interim Director of Education & Secretary-Treasurer*



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 INTERIM DIRECTOR OF EDUCATION: Paul A. Picard

**REGULAR BOARD MEETING**  
**Tuesday, August 31, 2010 at 7:00 p.m.**  
**Windsor Essex Catholic Education Centre**  
**John Paul II Boardroom**

**MINUTES**

**PRESENT**

**Trustees:**

F. Alexander, Chair	P. Keane
J. Courtney	J. Macri
M. DiMenna, Vice-Chair	S. Porcellini
B. Holland	L. Soulliere
C. Janisse	
M. Colman, Student Trustee	
L. Limarzi, Student Trustee	

**Regrets:**

<b>Administration:</b>	P. Picard (Resource)	E. Byrne
	C. Geml	P. Murray
	M. Iatonna	S. O'Hagan-Wong
	J. Bumbacco	M. Seguin
	J. Braido	J. Shea
	P. Littlejohns	

**Recorder:** B. Marshall

1. Call To Order - Chair Alexander called the meeting to order at 7:23 p.m.
2. Opening Prayer - Trustee Holland opened the meeting with a prayer.
3. Recording of Attendance - All trustees present.
4. Approval of Agenda

Amendments:

- Agenda item 7c Introduction delete from agenda
- Agenda Item 10b(iii) should read Trustee Attendance January to July 2010

**Moved by Trustee DiMenna and seconded by Trustee Soulliere that the August 31, 2010 Regular Board meeting agenda be approved as amended. Carried**

5. Questions Pertaining to Agenda: None
6. Disclosure of Interest - Pursuant to the Municipal Conflict of Interest Act.

Trustee Courtney disclosed interest in relation to agenda item 12c 2010-11 Budget Approval due to her daughter's employment and did not participate in the discussion or vote on any question raised on that item.

Trustee Keane disclosed interest in relation to agenda item 12c 2010-11 Budget Approval due to his son and daughter's employment and did not participate in the discussion or vote on any question raised on that item.

Trustee Macri disclosed interest in relation to agenda item 12c 2010-11 Budget Approval due to his son's employment and did not participate in the discussion or vote on any question raised on that item.

Trustee Porcellini disclosed interest in relation to agenda item 12c 2010-11 Budget Approval due to her husband's employment and did not participate in the discussion or vote on any question raised on that item.

7. Presentations:
  - a. Introductions - *deleted from the agenda*
8. Delegations: None
  - a. Delegation Regarding Items Not on the Agenda
  - b. Delegations Regarding Items On the Agenda
9. Action Items:
  - a. Approval of Minutes
    - i) Minutes of Special In-Camera Meeting, July 27, 2010
 

**Moved by Trustee Holland and seconded by Trustee Soulliere that the minutes of the Committee of the Whole Board In-Camera meeting of July 27, 2010 be adopted as distributed. Carried**
    - ii) Minutes of Special Regular Board Meeting, July 27, 2010
 

**Moved by Trustee DiMenna and seconded by Trustee Janisse that the minutes of the Special Regular Board meeting of July 27, 2010 be adopted as distributed. Carried**
  - b. Items from the re-convened Special In-camera meeting July 27, 2010 and In-camera meeting of August 31, 2010

Vice Chair DiMenna reported that the Windsor-Essex Catholic District School Board re-convened a closed Committee of the Whole Board in-camera meeting on July 27, 2010 pursuant to the Education Act - Section 207, to consider specific personnel matters required to be kept private and confidential under the Freedom of Information and Protection of Privacy Act.

In addition, the Windsor-Essex Catholic District School Board convened a closed Committee of the Whole Board meeting on August 31, 2010 pursuant to the Education Act - Section 207, to consider specific personnel, and other matters permitted or required to be kept private and confidential under the Freedom of Information and Protection of Privacy Act.

As a matter of record, Trustee Courtney and Porcellini disclosed interest in an item discussed at the July 27, 2010 in-camera meeting and further indicated they were not in attendance at the meeting.

**Moved by Trustee DiMenna and seconded by Trustee Holland that the recommendations and directions of the re-convened Committee of the Whole Board in-camera meeting of July 27, 2010 and the convened Committee of the Whole Board in-camera meeting of August 31, 2010 be approved. Carried**

Vice Chair DiMenna made the following announcements:

from the July 27, 2010 Committee of the Whole Board in-camera meeting

- board approved, in principle, the suggestions and recommendations of senior administration succession planning

from the August 31, 2010 Committee of the Whole Board in-camera meeting

- receipt of the Administrative Staff Report on hiring, leave of absence, return from leave of absence, retirement and resignation of staff, dated August 31, 2010
- Acting Assistant Superintendent position, Mike Seguin
- Acting Principal and Vice Principal positions effective September 1, 2010
  - Amy LoFaso, Vice Principal at St. Thomas of Villanova Secondary School to Acting Principal at Catholic Central Secondary School
  - Amy Facchineri, Vice Principal at F. J. Brennan Secondary School to Vice Principal at St. Thomas of Villanova Secondary School

10. Communications:

- a. External (Associations, OCSTA, Ministry): None
- b. Internal (Reports from Administration):
  - i) Report: Administrative Staff Report

**Moved by Trustee Janisse and seconded by Trustee Courtney that the Board receive the Administrative Staff Report on hiring, retirement and resignation of staff dated August 31, 2010 as information. Carried**

- ii) Report: Legal Services - June 2010

**Moved by Trustee Holland and seconded by Trustee Soulliere that the Board receive the report Legal Services – June 2010 as information. Carried**

- iii) Report: Trustee Attendance January – July 2010

**Moved by Trustee DiMenna and seconded by Trustee Soulliere that the Board receive the report Trustee Attendance – January to July 2010 as information. Carried**

11. Unfinished Business: None
12. New Business:
- a. Field Trips: None
  - b. Report: Board Policy Review (*final approval*) Amended Policy ST:23 Assessment and Evaluation

**Moved by Trustee Holland and seconded by Trustee Janisse that the Board provide final approval to Draft Amended Board Policy ST:23 Assessment, Evaluation and Reporting - Grades 1 to 12. Carried**

- c. Report: 2010-11 Budget Approval

Trustees congratulated Superintendent Iatonna, the business department staff and senior administration on the 2010-11 Budget.

**Moved by Trustee Holland and seconded by Trustee Soulliere that the Board approve the 2010-11 Budget and that administration be directed to submit the Budget to the Ministry of Education by the August 31, 2010 extended due date as required. Carried**

13. Committee Reports:
- a. Report: Audit Committee Report - Notes from the Meeting of June 2, 2010

**Moved by Trustee Soulliere and seconded by Trustee DiMenna that the Board receive the Notes from the Audit Committee Meeting of June 2, 2010 as information. Carried**

14. Notice of Motion: *“At the next regular scheduled meeting of the Board, I will move or cause to be moved, that the Board establish a consistent policy and procedure for dealing with students who have diabetes and that the policy be brought to the Board for discussion and debate by January 2011.*

15. Remarks and Announcements:

- a. Chairperson Alexander congratulated Director Picard on his first meeting.
- b. Interim Director of Education Picard provided comment on recent activities supporting the Board’s strategic priorities namely;  
*Faith Development:* Together in Faith Day - system-wide faith celebration involving all staff - to be held on Sept. 2 at the St. Denis Centre, 17 clergy celebrating with the Bishop - all trustees are encouraged to attend; and The Fully Alive Grade 4 Program will be delivered to all elementary schools for September.  
*Employee Development and Student Achievement:* This year’s Summer Institute was held on August 24 through August 26 and attended by over 900 teachers and ECE’s - the summer institute provides an opportunity for educators to make personal and professional connections with colleagues, to share their expertise and to expand their knowledge of effective instruction strategies. Diverse professional development opportunities included hands-on exercises; best practices discussions; and, presentations about the latest innovative strategies to engage children in ways that help all students become successful learners. Thanked Assistant Superintendents Byrne and O’Hagan-Wong for their dedication to the Summer Institute.  
*Celebrating Achievements:* Welcomed new Acting Assistant Superintendent Mike Seguin.

Thanked trustees for kind wishes and gave a warm welcome to new trustees Laura Limarzi and Mackenzie Colman. Also, thanked senior administration.

c. Board Chaplain Brunet was absent due to his vacation.

16. Remarks/Questions by Trustees

Trustee Janisse informed trustees and administration that he withdrew his candidacy as Catholic Trustee and declared his nomination for Councillor in the Town of Tecumseh. He also thanked Trustee Soulliere as Chair of the Audit Committee.

Trustee Holland commented on how pleased she was at the St. Joseph High School Graduation the amount of adults who spoke about their Catholic journey.

Trustee Keane requested prayers for the Facilities Services department on the completion of the many projects throughout our system.

Trustee DiMenna congratulated the Employee Wellness Committee on another successful event at Colasanti's.

Trustee Porcellini also welcomed the director. She attended the Diabetes Foundation and request administration to consider a Diabetes policy and procedure. Congratulated Trustee Janisse on his nomination.

Trustee Macri wished Trustees Porcellini and Janisse on their nominations.

Trustee Courtney also congratulated the director and trustees Porcellini and Janisse.

Student Trustee Colman wished the grade 9 students well on their orientation and the start of a new year.

Student Trustee Limarzi thanked everyone for the warm welcome.

17. Pending Items

- a. Draft Board Policy H:07 Selection Process - Principals and Vice Principals (*deferred March 10, 2009*)
- b. Deferred Report: Play Surface Material Standard – Rubber (*deferred from April 28, 2009*)

18. Continuation of In-Camera - Not required.

19. Future Board Meetings: *Unless stated otherwise, all meetings will be held at the Windsor Essex Catholic Education Centre - 1325 California Avenue, Windsor with the In-Camera Session beginning at 6:00 p.m. and the Public Session beginning at 7:00 p.m.*

- Tuesday, September 14, 2010
- Tuesday, September 28, 2010
- Tuesday, October 12, 2010
- Tuesday, October 26, 2010
- Tuesday, November 9, 2010
- Tuesday, November 23, 2010



- Tuesday, December 7, 2010 (*Mass at 6:45 p.m., Organizational Meeting - 7:30 p.m.*)
- Tuesday, December 14, 2010

20. Closing Prayer – Trustee Holland closed the meeting with the Lord’s prayer.

21. Adjournment - There being no further business, the Regular Board meeting of August 31, 2010 adjourned at 8:13 p.m.

*Not Approved*

***Fred Alexander***  
*Board Chairperson*

***Paul A. Picard***  
*Interim Director of Education & Secretary-Treasurer*



# WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD

1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Fred Alexander  
INTERIM DIRECTOR OF EDUCATION: Paul A. Picard

**Meeting Date:**  
September 14, 2010

## BOARD REPORT

**Public**  **In-Camera**

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Paul A. Picard, Interim Director of Education  
Jamie Bumbacco, Superintendent of Human Resources  
Patrick Murray, Assistant Superintendent, Human Resources  
Colleen Norris, Manager of Human Resources & Policy Development

**SUBJECT:** ADMINISTRATIVE STAFF REPORT

### RECOMMENDATION:

That the Board receive the *Administrative Staff Report* on hiring, retirement and resignation of staff dated September 14, 2010 for information.

### SYNOPSIS:

### BACKGROUND COMMENTS:

### FINANCIAL IMPACT:

### TIMELINES:

### APPENDICES:

- Administrative Staff Report dated September 14, 2010

### REPORT REVIEWED BY:

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL	Review Date:	September 2010
<input checked="" type="checkbox"/>	SUPERINTENDENT	Approval Date:	September 2010
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	September 2010

September 14, 2010

**Windsor-Essex Catholic District School Board  
Administrative Staff Report  
Public**

	<b>Employee Name</b>	<b>Position</b>	<b>Date</b>	
<b>HIRING</b>	Bull-Niforos, Andrea	Supernumerary Teacher	September 1, 2010	
	Congi, Giuseppina	Supernumerary Teacher	September 1, 2010	
	Dwyer, Sarah	Supernumerary Teacher	September 1, 2010	
	Fuerth, Amy	Supernumerary Teacher	September 1, 2010	
	Tolmie, Sheena	Supernumerary Teacher	September 1, 2010	
	Youssef, Christine	Early Childhood Educator	September 2, 2010	
<b>RETIREMENT:</b>	Gaudreault, Donna	Secondary Teacher	F.J. Brennan	June 30, 2010
	Skidmore, Earl	Elementary Teacher	St. Louis	August 31, 2010
<b>RESIGNATION:</b>	Faccenda, Laura	Secondary Teacher	Cardinal Carter	August 31, 2010
	Paterson, Kristina	Supernumerary Teacher	Unassigned	August 31, 2010



**WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD**

1325 California Avenue  
Windsor, ON N9B 3Y6  
CHAIRPERSON: Fred Alexander  
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**Meeting Date:**  
September 14, 2010

## BOARD REPORT

**Public**  **In-Camera**

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Paul A. Picard, Interim Director of Education

**SUBJECT: DIRECTOR OF EDUCATION’S STRATEGIC PRIORITIES FOR 2010-2011**

### RECOMMENDATION:

**That the Board receive the Director of Education’s Strategic Priorities for 2010-2011 as information and that it be used in the evaluation of the Director of Education’s performance management process as outlined in Board Policy H: 20 Performance Management – Director of Education.**

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**SYNOPSIS:** As per Policy H: 20 Performance Management – Director of Education that states – *The Director shall file an annual report identifying areas of focus for attention for the upcoming school year at the August Board Meeting* – herein is the Director of Education’s report outlining the 2010-2011 Strategic Priorities.

**BACKGROUND COMMENTS:** Board Policy H: 20 Performance Management – Director of Education was formally approved by the Board of Trustees at the June 23, 2008 Board Meeting. Approval of this policy now allows for the Director of Education to begin the formal process of performance appraisal as outlined in said policy. The Performance Management process begins with the Director of Education presenting an annual report for the upcoming school year at the August Board Meeting.

Also as part of the process, the addition of the 2010-2011 Strategic Priorities of the Senior Administration Team is added to the report.

**FINANCIAL IMPACT:** n/a

**TIMELINES:** The Director of Education’s Performance Management process is to be completed by May 31, 2011.

**APPENDICES:**

- Director of Education's Strategic Priorities for 2010-2011
- 2010-2011 Strategic Plan Priorities for Senior Administration (*Handout*)

**REPORT REVIEWED BY:**

- EXECUTIVE COUNCIL
- SUPERINTENDENT
- DIRECTOR OF EDUCATION:

Review Date: September 8, 2010

Approval Date: --

Approval Date: September 8, 2010

## **Director of Education's Strategic Priorities 2010-2011**

The Board of Trustees approved the new strategic plan for the Windsor-Essex Catholic District School Board in January 2009. The document entitled "Foundations of Faith and Learning 2009-2014" included the System Priorities of Faith Development and Student Achievement. My strategic priorities for 2010-2011 will be the following:

### **Faith Development**

- Work cooperatively with Bishop Fabbro, Auxiliary Bishop Daniels and Deaneries in the support of Catholic Education;
- Take a leadership role in working with our Board's Friends and Advocates of Catholic Education Committee;
- Ensure in my regular school visits and in communicating to stakeholders that I continue to stress our mission of Faith Development;
- Continue to foster support throughout our system for our Catholic Character Development document, "Our Journey to Holiness";
- Work closely with our Communications Officer to promote and support programs from the Saint Peter's Institute;
- Continue to provide and to support meaningful and ongoing Catholic Faith Development for all students and employees;
- Extend an invitation to meet twice a year with the leadership of our employee groups to discuss ways we can work together to promote Faith Development in our system;
- Look for opportunities to showcase our successes in the area of Faith Development to our community;
- Continue to embrace and reinforce the Ontario Catholic School Graduate Expectations as the desired outcomes for all our students as they pursue educational excellence;
- Work in cooperation with service providers to support our community, i.e., United Way Campaign, Transition to Betterness;
- Continue to work towards implementation of the recommendations outlined by the Ministry of Education from the findings of the Operational Review of the Board.

## **Student Achievement**

- Student Achievement goals remain a priority and I will continue to ensure our strategies are aligned with the Ministry of Education in working toward the goal of increased Student Achievement, closing the gap in achievement levels for all students and to increasing confidence for publicly funded Catholic education;
- Continue with ongoing support of professional development for all employees through training, mentoring and sharing best practices in order to enrich the educational experiences of all of our students;
- Encourage effective communication among all partners in Catholic education to promote Student Achievement and spiritual growth;
- Provide opportunities to enhance intellectual, physical, emotional and spiritual well being of all of our students;
- Work with all employee groups and parents to challenge all students to become critical thinkers, effective communicators and problem solvers through the development of their faith practices, literacy and numeracy skills;
- Ensure Student Achievement and the individual school improvement plans are focused topics of discussion;
- Continue to work with the University of Windsor to promote a sharing of resources to support our students and schools in the areas of education research and physical well being.
- Continue to work towards implementation of the recommendations outlined by the Ministry of Education from the findings of the Operational Review of the Board.



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**Meeting Date:**  
 September 14, 2010

**BOARD REPORT**

**Public**  **In-Camera**

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Paul Picard, Interim Director of Education  
 Colleen Norris, Manager of Human Resources & Policy Development

**SUBJECT:** **2010 - 11 ANNUAL STATUS REPORT ON POLICY REVIEW AND DEVELOPMENT**

**RECOMMENDATION:**

**That the Board receive the 2010 - 11 annual status report on policy review and development as information.**

**SYNOPSIS:** The attached report represents the annual policy review and development plan for 2010-2011. The plan includes a tracking of all Board policies endorsed for review in 2010-2011 and prior. The plan also includes an update on current proposals for new policy or proposals for amendments to existing policy. The policy review plan will be subject to amendment throughout the year as new policy proposals are presented.

**BACKGROUND COMMENTS:** Pursuant to Board Policy A: 01 Policy Development, Approval and Review Process, the Director is to provide the Board with an annual plan for policy review. The text of the policies listed in the report are posted on the Board web site at [www.catholicboard.ca](http://www.catholicboard.ca).

**FINANCIAL IMPACT:** N/A

**TIMELINES:** As indicated within the attached review plan

**APPENDICES:**

- 2010-11 Annual Plan for Policy Review & Development and Report on Effectiveness of Policies for Review

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/> EXECUTIVE COUNCIL	Review Date:	September 8, 2010
<input type="checkbox"/> SUPERINTENDENT	Approval Date:	- -
<input checked="" type="checkbox"/> DIRECTOR OF EDUCATION:	Approval Date:	September 8, 2010





## 2010 - 11 ANNUAL PLAN FOR POLICY REVIEW & DEVELOPMENT AND REPORT ON EFFECTIVENESS OF POLICIES FOR REVIEW

*(This plan represents a tracking of all current Board policies endorsed for review in 2010 - 11 and prior.)*

Information on the Board's policy review and development process can be accessed through the Board website at: [www.catholicboard.ca](http://www.catholicboard.ca) along with the Board policies and supporting administrative procedures.

<b>POLICY REVIEW AND DEVELOPMENT STATUS</b>						
Policy Review / New Policy Initiated	Under Review by Working Subcommittee	Scoping Document to Executive Council for Review & Direction	Draft Posted for Public Consultation	Board Approval In Principle	Public Comment	Final Board Approval
<div style="text-align: right; margin-bottom: 10px;">▲</div> <ul style="list-style-type: none"> <li>◆ <b>A: 01 Policy Development, Approval and Review Process</b> and Administrative Procedure Pr A: 01 Procedure for the Management and Co-ordination of the Policy Process</li> <li>◆ <b>A: 05 Pupil Accommodation Review Policy</b> and Administrative Procedure Pr A: 05 Pupil Accommodation Review Procedure</li> <li>◆ <b>A: 23 Microwave Ovens in Elementary School Classrooms</b></li> <li>◆ <b>A: 31 Accessibility Standards for Customer Service</b> (new policy) and Administrative Procedure Pr A: 31 Accessibility Standards for Customer Service - Procedure</li> <li>◆ <b>H: 03 Hiring of Teachers</b> and Administrative Procedure Pr H: 03 Procedures for the Hiring of Teachers</li> <li>◆ <b>H: 04 Criminal Background Checks and Offence Declarations for Employees</b></li> <li>◆ <b>H: 08 Workplace Harassment</b> and Administrative Procedure Pr H: 08 Workplace Harassment</li> <li>◆ <b>H: 19 Violence Prevention in the Workplace</b> and Program for Violence Prevention in the Workplace</li> <li>◆ <b>H: 20 Performance Management - Director of Education</b></li> <li>◆ <b>SC:17 Video Security Surveillance</b> and Administrative Procedure Pr SC: 17 Video Security Surveillance - Procedure</li> <li>◆ <b>SC: 18 Bullying Prevention and Intervention</b> and Administrative Procedure Pr SC: 18 Strategies For Bullying Prevention and Intervention</li> <li>◆ <b>SC: 19 Environmental Education</b> (new policy) and Administrative Procedure Pr SC: 19 Environmental Education</li> <li>◆ <b>ST: 05 Student Discipline Policy</b> and Administrative Procedure Pr ST: 05 Student Discipline Procedure</li> <li>◆ <b>ST: 23 Assessment, Evaluation and Reporting - Grades 1 to 12</b></li> <li>◆ <b>ST: 25 Voluntary First Nation, Métis and Inuit Self-Identification Policy</b> (new policy) and Administrative Procedure Pr ST: Voluntary First Nation, Métis and Inuit Self-Identification</li> <li>◆ <b>T: 01 Student Trustees</b></li> </ul> <p><b>STATUS:</b> The Policies listed above have been reviewed and amendments/new policies were developed and given final approval by the Board in the 2009-2010 school-year.</p> <p><b>PLAN FOR REVIEW/DEVELOPMENT:</b> The above policies/procedures have been approved and endorsed for review within the policy review cycle in accordance with the Board's Policy Development, Approval and Review Process.</p>						

Policy Review / New Policy Initiated	Under Review by Working Subcommittee	Scoping Document to Executive Council for Review & Direction	Draft Posted for Public Consultation	Board Approval In Principle	Public Comment	Final Board Approval
▲						
<ul style="list-style-type: none"> <li>◆ <b>B: 08 Facility Partnerships</b> (new policy)</li> <li>◆ <b>A: 14 Promoting and Supporting Equity &amp; Inclusion Within a Catholic Community and Religious Accommodation Guide</b></li> </ul> <p><b>STATUS:</b> The draft policy listed above has been prepared and approved by Executive Council for consultation. Draft documents have been distributed to stakeholders and posted for public consultation.</p> <p><b>PLAN FOR REVIEW/DEVELOPMENT:</b> The proposed draft policy is scheduled for preliminary Board approval in the Fall 2010.</p>						

Policy Review / New Policy Initiated	Under Review by Working Subcommittee	Scoping Document to Executive Council for Review & Direction	Draft Posted for Public Consultation	Board Approval In Principle	Public Comment	Final Board Approval
▲						
<ul style="list-style-type: none"> <li>◆ <b>A: 08 Board Name</b></li> <li>◆ <b>A: 10 Naming of Schools</b></li> <li>◆ <b>A: 15 Death, Bereavement or Illness</b></li> <li>◆ <b>B: 03 Vehicles on School Property During School Hours</b></li> <li>◆ <b>H: 05 Hiring Procedures - Administration and Support Staff</b></li> <li>◆ <b>SC: 14 Emergency Measures Plan</b></li> <li>◆ <b>SC: 16 Opening / Closing Exercises</b></li> <li>◆ <b>ST: 08 Grade 8 Graduations</b></li> <li>◆ <b>ST: 14 New Academic Programs</b></li> <li>◆ <b>ST: 16 HIV Presence in Students</b></li> <li>◆ <b>ST: 22 Home Instruction Policy</b></li> <li>◆ <b>T: 03 Information to Trustees</b></li> <li>◆ <b>T: 04 Electronic Participation in Board Meetings (Existing Policy Review - Board Motion)</b> - to be reviewed in conjunction with the review of Board By-Laws and with consideration of applicable legislation</li> <li>◆ <b>T: 05 Negotiation Procedures</b></li> <li>◆ <b>T: 06 Trustee Honoraria</b> - amend policy as per Ministry Directive by October 15, 2010</li> </ul> <p><b>STATUS:</b> The above policies are scheduled for review during the 2010 review cycle and have proven generally effective. Only minor amendments are anticipated.</p> <p><b>PLAN FOR REVIEW/DEVELOPMENT:</b> Draft amended policies to be forwarded to the Board for approval over the course of the 2010-2011 school-year. Reviews will be under taken on a priority basis.</p>						

Policy Review / New Policy Initiated	Under Review by Working Subcommittee	Scoping Document to Executive Council for Review & Direction	Draft Posted for Public Consultation	Board Approval In Principle	Public Comment	Final Board Approval
▲						
<ul style="list-style-type: none"> <li>◆ <b>A: 09 Educational Materials De-Selection Policy</b></li> <li>◆ <b>A: 24 Criminal Background Checks for Service Providers and Others</b></li> <li>◆ <b>B: 05 Property Damage/Vandalism/Theft/Loss</b> – review of existing policy to address damage/vandalism/theft/loss to property not owned or leased by the Board.</li> <li>◆ <b>B: 06 Access to School Premises</b> - to ensure compliance with related policies re: Safe Schools</li> <li>◆ <b>H: 06 Health and Safety of Employees</b></li> <li>◆ <b>SC: 02 Fundraising Policy</b> ---- new guidelines will come out in 2012</li> </ul>						

- ◆ **SC: 11 Trespassing**
- ◆ **ST: 15 Accidents / Students**
- ◆ **ST: 18 Physical Intervention Policy**
- ◆ **ST: 20 Collection of Personal Information**

**STATUS:** The above policies are scheduled for review during the 2010 review cycle and have proven generally effective. Substantive amendments are anticipated. It is recommended that policy SC:02 Fundraising Policy be re-scheduled during the 2011 - 2012 review cycle as the Ministry is expected to release new guidelines to provide direction on fundraising.

**PLAN FOR REVIEW/DEVELOPMENT:** Reviews shall proceed through the 2010-2011 school year as detailed above. Reviews will be under taken on a priority basis.

Policy Review / New Policy Initiated	Under Review by Working Subcommittee	Scoping Document to Executive Council for Review & Direction	Draft Posted for Public Consultation	Board Approval In Principle	Public Comment	Final Board Approval
▲	▲					
<ul style="list-style-type: none"> <li>◆ <b>A: 04 Travel, Meal, Professional Development and Compensation for Use of Auto</b></li> <li>◆ <b>A: 07 Channels of Communication</b></li> <li>◆ <b>A: 12 Code of Ethics/Conflict of Interest (employees)</b></li> <li>◆ <b>A: 13 Board Solicitor</b></li> <li>◆ <b>A: 16 Information/Materials Distribution to Parents</b></li> <li>◆ <b>A: 17 Educational Research and related Surveys</b></li> <li>◆ <b>A: 18 Continuing Education/Summer School Programs Policy</b></li> <li>◆ <b>A: 20 Transportation</b></li> <li>◆ <b>A: 21 Child Care</b></li> <li>◆ <b>A: 22 School Boundary</b></li> <li>◆ <b>A: 27 Purchasing Cards</b></li> <li>◆ <b>A: 28 Advertising Expenditures</b></li> <li>◆ <b>A: 29 Advocacy Expenditures</b></li> <li>◆ <b>F: 04 Sweatshop Free Purchasing</b></li> <li>◆ <b>H: 07 Selection Process Principals and Vice Principals</b></li> <li>◆ <b>H: 11 Drug and Alcohol Abuse by Employees</b></li> <li>◆ <b>H: 13 HIV Presence in Employees</b></li> <li>◆ <b>H: 14 Teacher Exchanges</b></li> <li>◆ <b>H: 17 Employees' Acceptable Use of Electronic Access, Information Technology and Data</b></li> <li>◆ <b>H: 18 Internet Acceptable Use – Employees</b></li> <li>◆ <b>SC: 01 Catholic School Councils</b></li> <li>◆ <b>SC: 03 Acceptable Use of the Internet (Students)</b></li> <li>◆ <b>SC: 05 Blessing and Opening of New Schools</b></li> <li>◆ <b>SC: 09 School Volunteers</b></li> <li>◆ <b>SC: 10 Crisis/Trauma Response Plan</b></li> <li>◆ <b>SC: 12 Co-Instructional Activities</b></li> <li>◆ <b>SC: 13 Release of Student Information</b></li> <li>◆ <b>ST: 01 Student Admission (Elementary)</b></li> <li>◆ <b>ST: 02 Student Admission (Secondary)</b></li> <li>◆ <b>ST: 04 Attendance and Punctuality</b></li> <li>◆ <b>ST: 10 SALEP (Supervised Alternative Learning for Excused Pupils)</b></li> <li>◆ <b>ST: 11 Medication Administration at School (Including Epi-Pen)</b></li> <li>◆ <b>ST: 12 Student Pregnancy</b></li> <li>◆ <b>ST: 19 Appropriate Dress</b></li> <li>◆ <b>T: 02 Conventions, Meetings, Out of Pocket Expenses</b></li> </ul>						
<p><b>STATUS:</b> Reviews of the above policies have been carried over from prior review cycles.</p>						

The Subcommittee will utilize the new Consortium transportation procedures to review and amend Policy A: 20 Transportation. Policy A: 22 School Boundary will be reviewed to ensure consistency with A: 05 Pupil Accommodation Review and the Ministry’s pupil accommodation review guidelines. A: 12 Code of Ethics/Conflict of Interest, SC: 12 Co-Instructional Activities and H: 07 Selection Process Principals and Vice Principals will be reviewed after clarification and consideration of new legislation. Policies A: 04 Travel, Meal, Professional Development and Compensation for Use of Auto, A: 27 Purchasing Cards and T: 02 Conventions, Meetings, Out of Pocket Expenses currently under review to ensure consistency with Ministry guidelines. Policy F: 04 Sweatshop Free Purchasing will be reviewed with the assistance of the members of the Catholic Affiliate for the Workers Rights Consortium of which the WECDSB is now a part.

**PLAN FOR REVIEW/DEVELOPMENT:** The above policies are being reviewed and are in varying degrees of policy development. Draft proposals will be brought forward to the Board over the course of the 2011-2010 school year. Reviews will be under taken on a priority basis.

Policy Review / New Policy Initiated	Under Review by Working Subcommittee	Scoping Document to Executive Council for Review & Direction	Draft Posted for Public Consultation	Board Approval In Principle	Public Comment	Final Board Approval
▲						
<ul style="list-style-type: none"> <li>◆ <b>SC: 04 Field Trips/Excursions</b></li> <li>◆ <b>A: 02 Inclement Weather - Emergency School Closings</b></li> <li>◆ <b>A: 03 Community Use of Schools</b></li> <li>◆ <b>A: 19 Communicable Diseases</b></li> <li>◆ <b>B: 01 Smoke Free Schools and Sites</b></li> <li>◆ <b>F: 01 Donations/Sponsorships/Partnerships ---- new guidelines will come out in 2012</b></li> <li>◆ <b>H: 01 Staff Performance Management</b></li> <li>◆ <b>ST: 09 Control of Head Lice and Nits</b></li> <li>◆ <b>ST: 11A Anaphylaxis Policy</b></li> <li>◆ <b>ST: 13 Safe Arrival</b></li> <li>◆ <b>ST: 15 Code of Conduct</b></li> </ul> <p><b>STATUS:</b> The above policies have been scheduled for review in the 2010-2011 policy review cycle and have proven generally effective. It is recommended that policy SC:02 Fundraising Policy be re-scheduled during the 2011 - 2012 review cycle as the Ministry is expected to release new guidelines to provide direction on fundraising.</p> <p><b>PLAN FOR REVIEW/DEVELOPMENT:</b> Reviews will be under taken on a priority basis.</p>						

Policy Review / New Policy Initiated	Under Review by Working Subcommittee	Scoping Document to Executive Council for Review & Direction	Draft Posted for Public Consultation	Board Approval In Principle	Public Comment	Final Board Approval
▲						
<ul style="list-style-type: none"> <li>◆ <b>Nutrition and Healthy Eating in Schools (New Policy - Board Motion)</b> – a new policy to be developed to ensure compliance with Ministry Policy and Program Memorandum No. 150 School Food and Beverage Policy that sets out nutrition standards for food and beverages sold in publicly funded elementary and secondary schools in Ontario. Implementation required for September 2011.</li> <li>◆ <b>Conflict Resolution (New Policy - Board Motion)</b> – to be reviewed with consideration for Ministry governance guidelines.</li> <li>◆ <b>New School Construction Standards (New Policy)</b> - anticipating provincial standards to be introduced</li> <li>◆ <b>Lockdown Procedures and Police / School Board Protocols (New Policy)</b> - As per Ministry directive</li> <li>◆ <b>Employee use of handheld electronic devices while operating a motor vehicle</b> – compliance with new legislation October 26, 2009</li> <li>◆ <b>F: 02 Purchasing/Disposal of Assets</b> - review of existing policy to ensure compliance with the Ministry’s Supply Chain Guideline</li> </ul>						

Annual Plan for Policy Review and Report on Effectiveness of Policies for Review 2010-2011

- ◆ **Fees for Learning Materials and Activities** (new policy) -As per Ministry Directive.
- ◆ **Parent Involvement Committees** (new policy) - pending introduction of new Ministry regulations

**STATUS:** The above are proposals for policy development of new policy or amendment to existing Board policy outside of the regular policy review cycle.

**PLAN FOR DEVELOPMENT:** As outlined above.

Policy Review / New Policy Initiated	Under Review by Working Subcommittee	Scoping Document to Executive Council for Review & Direction	Draft Posted for Public Consultation	Board Approval In Principle	Public Comment	Final Board Approval
▲						
<ul style="list-style-type: none"> <li>◆ <b>Vision, Mission, and Foundations of Faith and Learning</b></li> <li>◆ <b>Governance Commitment</b></li> <li>◆ <b>Role of the Board</b></li> <li>◆ <b>Role of the Trustee</b></li> <li>◆ <b>Code of Conduct for Catholic Trustees</b></li> <li>◆ <b>Role and Accountability of the Director of Education</b></li> <li>◆ <b>Audit Committee</b></li> </ul> <p><b>STATUS:</b> The above governance policies are proposals for policy development of new policy outside of the regular policy review cycle and in response to the recommendations of the Ministry's Operation Review and new legislation introduced under Bill 177. Draft policies have been developed and/or are pending the development of specific regulations.</p> <p><b>PLAN FOR DEVELOPMENT:</b> As outlined above.</p>						



1325 California Avenue  
 Windsor, ON N9B 3Y6  
 CHAIRPERSON: Fred Alexander  
 INTERIM DIRECTOR OF EDUCATION: Paul A. Picard

**DEFERRED and REVISED BOARD REPORT**

**Meeting Date:**  
 September 14, 2010  
**Deferred From:**  
 May 11, 2010  
 June 8, 2010  
 June 21, 2010

**Public**  **In-Camera**

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Paul Picard, Interim Director of Education  
 Mario Iatonna, Superintendent of Business  
 Jamie Bumbacco, Superintendent of Education  
 Colleen Norris, Manager of Human Resources & Policy Development

**SUBJECT: POLICY DEVELOPMENT AND REVIEW:**  
 – **NEW POLICY B:08 FACILITY PARTNERSHIPS**

**RECOMMENDATION:**

**That the Board approve, in principle, Draft New Board Policy B:08 Facility Partnerships.**

**SYNOPSIS:** The new Draft Policy was developed in compliance with *Ministry Memorandum 2010: B1 Encouraging Facility Partnerships*, dated February 11, 2010 and the *Ministry of Education’s Facility Partnerships Guideline*. The draft policy is intended to establish guidelines for the development of facility partnership opportunities with community partners and is recommended for approval in principle at this time.

At its May 11, June 8, and June 21, 2010 Regular Board meetings, the Board of Trustees reviewed and deferred action on the above recommendation in order to allow administration to follow-up on trustee questions and to determine if there is flexibility in the Ministry mandated timelines for approval and implementation.

**BACKGROUND COMMENTS:**

**Proposed Changes to Existing Policy/Procedure:** New Policy is recommended separate from the current A:03 Community Use of Schools policy where community partners are encouraged to use school facilities outside of school hours. The Ministry of Education’s new Facilities Partnerships Guidelines is intended to assist boards in establishing more community partners that may involve co-built facilities, lease, license, and joint-use agreements to utilize part of a school facility specifically during school hours, in new and existing school facilities where students are being taught.

**Source and Rationale for the Proposals:** Ministry Memorandum 2010: B1 Encouraging Facility Partnerships, dated February 11, 2010 and the Ministry of Education's Facility Partnerships Guideline.

**Results of Public Consultation Process:** The draft policy was forwarded to principals and vice principals, with a request to forward to school council chairs and staff for their suggestions and comments. The draft was also forwarded to Bishop Daniels, union and association representatives, trustees, student trustees, and was posted to the Board's website on March 30, 2010, inviting public input. The Draft will remain posted for feedback pending final Board approval.

The Policy Working Subcommittee received correspondence from the CAW unit representing the Board's custodial and maintenance group expressing concerns with the draft policy where it relates to the cleaning and maintaining of the facilities affected by partnership agreements. The revised proposed draft policy provides that provisions will be made in any facility partnership agreements for the maintenance of the facility.

**Impact On Other Policies and Procedures:** The draft policy is consistent with existing board policy and procedure.

**Timetable For Implementing Policy and Procedure:** The approved policy will be implemented following final approval.

**Benefits of the Policy Proposals:** The proposed policy reinforces the Board's commitment to explore community partnership opportunities that: provide for the operation of schools and facilities as effectively and efficiently as possible; enhance the learning experiences for students; and, ensure partnership agreements are in place that respect the Education Act and protect the Board's rights.

**Risks of Policy Direction and Mitigation Strategies:** – N/A

**Impact on Stakeholders and Plan For Communicating the Policies:** Upon final approval, the Policy will be forwarded to Principals and Vice-Principals to share with the school community. The approved policy must be posted on the Board's website no later than May 30, 2010 along with a list of available space and/or co-building partnership opportunities. The Board must hold its first annual public meeting prior to June 30, 2010, in order to exchange information with interested community partners regarding available spaces and/or potential co-build projects and community needs.

**Follow-Up Information to the May 11, 2010 Board Meeting:** At the Board meeting on May 11, 2010, Trustees raised a number of questions and concerns with respect to the Draft Policy. After consideration of those questions/concerns, the Subcommittee amended the original draft. There was a concern expressed that the timeline imposed by the Ministry (May 30, 2010, with public meeting on or before June 30, 2010) did not allow for full consideration of the policy proposal. Administration contacted a representative for the Ministry who indicated that the time for posting an approved policy can be extended to allow for the Board's policy development process. The Ministry recommended that if the public meeting is conducted in the new school year that notification of that intent be provided by the end of June.

**Follow-Up Information Regarding the June 8, 2010 Deferral:** At the Board meeting on June 8, 2010, the Board deferred approval in principle of the revised draft in order to address trustee concerns with the specified requirements for a lease/licence/joint use/partnership agreement. The original draft policy has been amended to include the requirement that every facility partnership agreement provide for the maintenance of partnership facilities. As is Board practice in the consideration of any proposed third party agreement, provisions will be reviewed for compliance with the collective agreements of all employee groups.

**Follow-Up Information Regarding the June 21, 2010 Deferral:** At the Board meeting on June 21, 2010, the Board deferred approval in principle of the revised draft in order to allow additional time for trustee discussion.

**FINANCIAL IMPACT:** Boards are not expected to take on additional costs to support facility partnerships.

**TIMELINES:**

September 14, 2010 - The draft policy as amended is recommended for approval in principle.

September 28, 2010 - The draft policy presented for final Board approval at the Regular Board Meeting.

Fall 2010 - The public meeting required under the policy could be conducted at a public meeting of the Board in the fall.


**APPENDICES:**

- Draft New Policy B:08 Facility Partnerships

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL	Review Date:	August 23, 2010
<input checked="" type="checkbox"/>	SUPERINTENDENT	Approval Date:	August 23, 2010
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	August 23, 2010





**Windsor-Essex Catholic District School Board**

Section: Building/Plant/Grounds

**POLICY B: 08**  
**Facility Partnerships**

<b>NUMBER:</b>	B: 08
<b>EFFECTIVE:</b>	DRAFT
<b>AMENDED:</b>	
<b>RELATED POLICIES:</b>	See References
<b>REPEALS:</b>	
<b>REVIEW DATE:</b>	DRAFT

DRAFT

**1.0 OBJECTIVE:**

- 1.1 To establish guidelines for the development of facility partnership opportunities with community partners whose missions enhance and respect the autonomy and denominational rights of the Catholic school system.

**2.0 DEFINITIONS:**

- 2.1 **Facility Partnerships:** Partnerships between the Windsor-Essex Catholic District School Board and community partners to share facilities to benefit the board, students and the community, and to optimize the use of public assets owned by the school board. Partnerships may involve co-built facilities, lease, license, and joint-use agreements to utilize part of a school facility specifically during school hours, in new and existing school facilities where students are being taught.

**3.0 GUIDING PRINCIPLES:**

- 3.1 The Windsor-Essex Catholic District School Board shall operate its school buildings and property for the primary purpose of providing a suitable learning environment for the delivery of educational programs to support student achievement and safety of students.
- 3.2 The Board recognizes that cooperative and collaborative partnerships are part of the foundation of a strong, vibrant and sustainable publicly funded educational system and that effective partnerships must respect the core values of each partner.
- 3.3 The Board is open to consideration of joint capital ventures where they are demonstrated to be in the best interest of the Board. When considering a Facility partnership, the health and safety of students must be protected and the partnership must be appropriate for the school setting.
- 3.4 The intent of entering into a facility partnership is to:
  - a) Improve services and supports available to students
  - b) Strengthen relationships between the board, community partners and the public
  - c) Maximize the use of public infrastructure
  - d) Reduce facility operating costs

**POLICY B: O8 Facility Partnerships DRAFT**

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- e) Provide opportunities for new and/or additional sources of funds for financing building improvements and program delivery
- f) Provide a foundation for improved service delivery for the community.

**4.0 SPECIFIC DIRECTIVES:**

4.1 This policy does not apply:

- a) where the Board has declared space surplus in compliance with Ontario Regulation 444/98, which grants priority treatment to coterminous boards and other public entities when disposing of surplus property through sales or leases.
- b) under the Community Use of Schools program which encourages community partners to use school facilities outside of school hours.

4.2 The Board has the authority to make decisions regarding its school facilities and the use of its facilities that are consistent with the Education Act, municipal zoning and other legal restrictions, and will identify which schools will or will not be suitable for facility partnerships. Available space is not the only criteria for selecting schools for partnerships. The Board will also consider, among other factors:

- a) issues related to student safety
- b) student achievement and pupil accommodation strategies (including those that may result in school consolidations)
- c) zoning and site use restrictions
- d) facility condition
- e) the configuration of space
- f) the ability to separate the space used by partners from the space used by students.

4.3 The Board shall develop a notification list that will include the entities listed in Ontario Regulation 444/98 - Disposition of Surplus Properties. If other entities, such as childcare operators and government-funded agencies request it, they will be added to the notification list. The Board reserves the right to prioritize the notification list as it sees fit.

4.4 The Board shall post information on its website regarding its intention to build new schools and to undertake significant renovations and information regarding unused space in open and operating schools and administrative buildings that is available for facility partnerships. This information will be updated at least once a year in the case of space in existing schools, and as needed in the case of co-building opportunities. Entities on its notification list will be informed when information on its website about facility partnership opportunities is updated.

4.5 The Board shall hold a public meeting, once a year, to exchange information with interested community partners regarding available spaces and/or potential co-build projects, and community needs. This public meeting may be part of the Board's Regular Board meeting. The Board shall provide advance notice of the public meeting to entities on its notification list.

**POLICY B: O8 Facility Partnerships DRAFT**

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- 4.6 In keeping with the intent of the Facility Partnerships, primary criteria regarding the eligibility of partners shall include the value of the partnership to students, the school and the local Catholic community. Among other factors, the Board will also consider:
- a) partners must be respectful of the Catholic Faith;
  - b) health and safety of students must be protected;
  - c) partnerships must be appropriate for the school setting;
  - d) partnerships must not compromise the student achievement strategy;
  - e) partnerships may be considered with organizations that are for-profit and not-for-profit and the venture must be financially viable in the opinion of the Board;
  - f) partners must be willing to execute a lease/license/joint use/ partnership agreement
  - g) partnerships must be transparent, sustainable and supportive of student achievement;
  - h) entities that provide competing education services such as tutoring services, JK - 12 private schools or private colleges, and credit offering entities that are not government-funded are not eligible partners.
- 4.7 As part of the Board's planning process, when considering building a new school or undertaking significant addition or renovation, the Board will notify the entities on the notification list one (1) to three (3) years prior to the potential construction start date, where practical. The notification shall be supported by a Board resolution. The Board does not need to have an identified source of funding or Ministry approval when notification is provided.
- 4.8 Once notified, entities may express their interest in co-building with the Board. The Board will then evaluate the expressions of interest to select partner(s) based on its Facility Partnerships policy. The Minister's approval may be required depending on the provision under the *Education Act*. Partnership agreements cannot be finalized until both the Board and the partner(s) have an approved source of funding.
- 4.9 Potential partners shall be provided clear instructions regarding their rights and responsibilities as tenants, including maintenance standards, and the applicability of board policies, including accessibility and inclusiveness policies.
- 4.10 On a cost recovery-basis, the fees charged to partners should cover the operations and capital cost, including administrative costs and property taxes, to the board of the space occupied by the partner. Additional costs to perform minor renovations to protect student safety, provide appropriate washrooms, and otherwise make the space suitable for use by facility partners should be borne by the partners. In the case of co-building, partners will be required to pay for and finance their own share of construction, including a proportional share of joint-use or shared space.
- 4.11 All Board approved partners shall enter in to a lease/license/joint use/partnership agreement that includes but shall not be limited to the following:

**POLICY B: O8 Facility Partnerships DRAFT**

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- a) Term of Partnership/lease/licence
- b) Space Utilization
- c) Cost Assessment/Recovery
- d) Hours of operation
- e) Maintenance
- f) Compliance with legislation
- g) Improvements or alterations to the building
- h) Insurance/liability
- i) Dispute Resolution
- j) Termination

**5.0 RESPONSIBILITY:**

- 5.1 It is the role and responsibility of the Board to determine what facilities are suitable and not suitable for partnerships, what entities are suitable and not suitable facility partners, and when to enter into a partnership.
- 5.2 The Board is responsible for ensuring proper legal agreements that respect the *Education Act* and protect its rights.
- 5.3 The Director is responsible for assisting the Board in the process of long-term accommodation planning, in order to monitor enrolment trends, school capacity, address provincial policy initiatives, and implement new capital projects accordingly. This planning should take into account opportunities for facility partnerships.
- 5.4 The Superintendent of Business shall be responsible for formalizing Facility Partnership agreements.
- 5.5 The Board's Outreach Coordinator shall be responsible for ensuring information is provided as required under this policy and for addressing facility partnership inquiries received from the Ministry of Education and/or the community.

**6.0 REVIEW AND EVALUATION:**

- 6.1 The effectiveness of this policy shall be assessed through Trustee, staff, and community satisfaction measures.
- 6.2 This Policy shall be reviewed during the 2013 – 2014 policy review cycle.

**7.0 REFERENCES:**

Ontario Education Act  
Ontario Regulation 444/98 - Disposition of Surplus Properties  
Facility Partnerships Guideline, Ministry of Education, February 11, 2010

**POLICY B: 08 Facility Partnerships DRAFT**

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Pupil Accommodation Review Guidelines, Ministry of Education, revised June 26, 2009

Board Policy References

A:03 Community Use of Schools

A:05 Pupil Accommodation Review

A: 22 School Boundary

A:31 Accessibility Standards for Customer Service

B:01 Smoke Free Schools and Sites

B:03 Vehicles on School Property During School Hours

B:04 Keys to Schools

B:05 Property Damage/Vandalism/Theft

B:06 Facility Maintenance

B:06 Access to School Premises

SC:11 Trespassing



1325 California Avenue  
 Windsor, ON N9B 3Y6  
 CHAIRPERSON: Fred Alexander  
 INTERIM DIRECTOR OF EDUCATION: Paul A. Picard

**Meeting Date:**  
 September 14, 2010

**BOARD REPORT**

**Public**  **In-Camera**

**PRESENTED FOR:** Information  Approval

**PRESENTED BY:** Senior Administration

**SUBMITTED BY:** Paul Picard, Interim Director of Education  
 Linda Staudt, Superintendent of Education  
 Colleen Norris, Manager of Human Resources & Policy Development

**SUBJECT:** **POLICY DEVELOPMENT AND REVIEW:**  
 – **AMENDED POLICY A:14 PROMOTING AND SUPPORTING EQUITY AND INCLUSION WITHIN A CATHOLIC COMMUNITY**

**RECOMMENDATION:**

**That the Board approve, in principle, Draft Amended Board Policy A:14 Promoting and Supporting Equity and Inclusion Within a Catholic Community.**

**SYNOPSIS:** Draft Policy A:14 Promoting and Supporting Equity and Inclusion Within a Catholic Community amends existing Board Policy A:14 Antiracism and Ethno cultural Equity, and is recommended for approval in principle.

**BACKGROUND COMMENTS:**

**Proposed Changes to Existing Policy/Procedure:** Amendments and new language contained within the draft has been underlined for highlighting purposes.

**Source and Rationale for the Proposals:**

In April 2009, the Ministry of Education released Ontario’s Equity and Inclusive Education Strategy that aims to promote inclusive education and provided a framework to help the education community identify and remove discriminatory biases and systemic barriers to student achievement. On June 24, 2009, the Ministry released Policy/Program Memorandum (PPM) No. 119, “Developing Equity and Inclusive Policies in Ontario schools” (replacing Policy/Program Memorandum No. 119, “Development and Implementation of School Board Policies on Antiracism and Ethnocultural Equity”, July 13, 1993) which provided direction to school boards. It is expected that, by the beginning of the 2010–11 school year (September 2010), boards will have in place an equity and inclusive education

policy to address the main goals outlined in PPM 119; and, further, to have in place a guideline on religious accommodation and an implementation plan.

The main goals of the equity and inclusive education strategy are as follows:

- shared and committed leadership by the ministry, boards, and schools to eliminate discrimination through the identification and removal of biases and barriers
- equity and inclusive education policies and practices to support positive learning environments that are respectful and welcoming to all
- accountability and transparency with ongoing progress demonstrated and communicated to the ministry and the community

In order to achieve these goals, each school board policy on equity and inclusive education will cover the following eight areas of focus.

- Board policies, programs, guidelines, and practices
- Shared and committed leadership
- School–community relationships
- Inclusive curriculum and assessment practices
- Religious accommodation
- School climate and the prevention of discrimination and harassment
- Professional learning
- Accountability and transparency

In order to assist school boards in meeting these requirements, the Ontario Catholic Schools Trustees' Association (OCSTA), along with the other provincial trustee associations, participated in a Task Force. The Task Force has enlisted the services of the Ontario Education Services Corporation (OESC) to coordinate the preparation of templates for the key documents that boards must develop. By way of background the representatives from the Catholic community on the Equity and Inclusion Task Force were Sr. Joan Cronin of ICE, Clara Pitoscia and Patty Orecchio of CPCO, and Kevin Kobus of OCSTA. In addition, Bishop Paul-Andre Durocher, Chair of the Education Commission of the Assembly of Catholic Bishops of Ontario was consulted.

A Board Policy Working Subcommittee consisting of Linda Staudt, Thérèse Barichello, Colleen Norris and the Board's legal counsel reviewed the templates that were provided to Catholic Boards province-wide and proposed amendments to reflect the local Catholic school community while meeting the requirements of provincial policy.

Out of that review, the Subcommittee proposed the attached draft policy for the Board of Trustees consideration.

**Results of Public Consultation Process:** The draft policy and supporting procedure were forwarded to principals and vice principals on June 15, with a request to forward to school council chairs and staff for their suggestions and comments. The drafts were also forwarded to the local Diocese, union and association representatives, trustees, and posted to the Board's website.

Feedback received from a group of parents was reviewed and some of the feedback was incorporated into the attached revised draft policy. The amendments to the draft policy are indicated by underline in the attachment.

**Impact on Other Policies and Procedures:** The draft amended policy is consistent with existing board policy and procedure.

**Timetable For Implementing Policy and Procedure:** The policy shall be implemented upon final approval.

**Benefits of the Policy Proposals:** The policy reinforces the Board's commitment to an equitable, inclusive education system where factors such as race, gender, and socio-economic status do not prevent students from achieving successful outcomes.

**Risks of Policy Direction and Mitigation Strategies:** – N/A

**Impact on Stakeholders and Plan For Communicating the Policies:** Upon final approval, the Policy will be forwarded to Principals and Vice-Principals, School Councils, and posted to the Board's public webpage.

**FINANCIAL IMPACT:** N/A

**TIMELINES:** The draft amended policy will be presented for final Board approval at the September 28, 2010 Regular Board Meeting.

**APPENDICES:**

- Draft Amended Policy A:14 Promoting and Supporting Equity and Inclusion Within a Catholic Community
- Draft Religious Accommodation Guideline


**On-Line Resources:**

- Policy/Program Memorandum (PPM) No. 119, "*Developing Equity and Inclusive Policies in Ontario schools*" <http://www.edu.gov.on.ca/extra/eng/ppm/119.html>

**REPORT REVIEWED BY:**

<input checked="" type="checkbox"/>	EXECUTIVE COUNCIL	Review Date:	August 23, 2010
<input checked="" type="checkbox"/>	SUPERINTENDENT	Approval Date:	August 23, 2010
<input checked="" type="checkbox"/>	DIRECTOR OF EDUCATION:	Approval Date:	August 23, 2010





**Windsor-Essex Catholic District School Board**

Section: Administration

**POLICY A: 14 Promoting and Supporting Equity & Inclusion Within a Catholic Community**

NUMBER:	A: 14
EFFECTIVE:	DRAFT
AMENDED:	
RELATED POLICIES:	See References
REPEALS:	
REVIEW DATE:	DRAFT

DRAFT

**1.0 OBJECTIVE:**

- 1.1 To issue a policy statement articulating the Board’s vision and commitment to the equity and inclusive education strategy.
- 1.2 To guide the actions of the Board and its schools, in honouring its commitments to equity and inclusive education policy development, implementation, monitoring and reporting in a manner consistent with the unique Catholic nature of our schools.

**2.0 GENERAL GUIDING PRINCIPLES:**

- 2.1 The Windsor-Essex Catholic District School Board (the “Board”) recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church’s teachings, it is the policy of the Board to provide, within its denominational Constitutionally protected rights, in all its operations an educational environment which continues to supports and enables diversity within its Catholic community.
- 2.2 The Board recognizes that cultural discrimination is incompatible with Catholic moral principles and is in violation of the Ontario Human Rights Code. The Board recognizes that the school system gives pre-eminence to the tenets of the Catholic faith, congruent with the protection afforded in the Ontario *Human Rights Code*, the *Constitution Act, 1982* and confirmed in the *Canadian Charter of Rights and Freedoms*.
- 2.3 The Board and its staff are committed to the elimination of discrimination some forms of which are as outlined in Ontario’s Equity and Inclusive Education Strategy (the “Strategy”) and the Ontario Ministry of Education (the “Ministry”) Policy/Program Memorandum No. 119, in a manner which is consistent with the exercise of the Board’s denominational rights under section 93 of the *Constitution Act, 1982* and as recognized at section 19 of the Ontario *Human Rights Code* (the “Code”).

**3.0 SPECIFIC DIRECTIVES**

- 3.1 Board and school administration will maintain and develop procedures, processes, programs and guidelines that will comply with the principles and directives of this policy as well as the directives and requirements of the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the Education Act, PPM 119 and the Equity and Inclusive Education Strategy.

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**4.0 BOARD POLICIES, PROGRAMS, PROCEDURES AND PRACTICES****4.1 GUIDING PRINCIPLES:**

- i. The Board is committed to serving staff, students, and families in its diverse Catholic community by continuing to incorporate the principles of equity and inclusive education into all aspects of its policies, programs, procedures, and practices that are consistent with Catholic denominational rights.
- ii. The Board will endeavour to identify and remove discriminatory biases and systemic barriers that may limit the opportunities of individuals from diverse communities for employment, mentoring, retention, promotion, and succession planning in all board and school positions. This will assist in developing a workforce that is capable of understanding and responding to the experiences of the diverse communities within the Board's jurisdiction.

**5.0 SHARED AND COMMITTED LEADERSHIP****5.1 GUIDING PRINCIPLES:**

- i. The Board shall continue to strive to provide leadership that is committed to identifying and removing discriminatory biases and systemic barriers to learning.
- ii. In accordance with the Ministry's Ontario Leadership Strategy, effective Board and school leaders will continue to encourage and promote a collaborative approach to all dimensions of equity and inclusive education, which involves the participation of students, parents, the Catholic community, unions, colleges and universities, service organizations and other community partners.

**5.2 SPECIFIC DIRECTIVES:**

The Board will identify a Board equity and inclusive education contact to liaise with the Ministry of Education and other Boards in order to share challenges, promising practices, and resources.

**6.0 SCHOOL-COMMUNITY RELATIONSHIPS****6.1 GUIDING PRINCIPLES:**

- i. The Board is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students, families, and employees are recognized.

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**7.0 INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES****7.1 GUIDING PRINCIPLES:**

- i. The Board is committed to implementing an inclusive curriculum based on Catholic teaching and values and to reviewing resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize her or his learning potential.
- ii. Schools shall provide students and staff with authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives. Students should be able to see themselves represented in the curriculum, programs, and culture of the school in a manner consistent with Catholic teaching and values.

**8.0 RELIGIOUS ACCOMMODATION****8.1 GUIDING PRINCIPLES:**

- i. The Board is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion.
- ii. Within the framework of gospel values, traditions, and the Board's denominational rights, the Board will attempt to provide reasonable accommodation for students' and staffs' religious beliefs and practices, while also protecting its denominational rights as a Catholic school system.

**8.2 SPECIFIC DIRECTIVES:**

- i. The Board will prepare a religious accommodation guideline in keeping with the Code, and consistent with its denominational rights, which prohibits discrimination on the grounds of creed, and other Code protected grounds, and provides a duty to accommodate within the parameters of the board's denominational rights.

**9.0 SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT****9.1 GUIDING PRINCIPLES:**

- i. The Board is committed to the principle that every person within the school community is entitled to a respectful, positive and Christ-centred school climate and learning environment, free from all forms of discrimination and harassment.
- ii. The Board recognizes that a safe and welcoming environment is most conducive to learning. The Board will therefore seek to foster a Christ-centred, positive school climate, free from discriminatory or harassing behaviour. The Board

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acknowledges that a Christ-centered, positive school climate is one where all members of the school community feel safe, welcomed, and accepted. The principles of equity and inclusive education support positive student behaviour.

**9.2 SPECIFIC DIRECTIVES:**

- i. The Board will put procedures in place that will enable students and staff to report incidents of discrimination and harassment safely and that will also enable the Board to respond in a timely manner.
- ii. Schools will incorporate questions on equity and inclusive education in their school climate surveys.

**10.0 PROFESSIONAL LEARNING****10.1 GUIDING PRINCIPLES:**

- i. The Board is committed to providing the school community, including students, with opportunities to acquire the knowledge, skills, attitudes, formation of Christian conscience and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the *Code*.

**11.0 ACCOUNTABILITY AND TRANSPARENCY****11.1 GUIDING PRINCIPLES:**

- i. The Board is committed to assessing and monitoring its progress in implementing The Equity and Inclusive Education Strategy; to embedding the principles of Equity and Inclusive Education into all Board policies, programs, guidelines and practices; and to communicating these results to the community.

**11.2 SPECIFIC DIRECTIVES:**

- i. The Board will:
  - A. Actively communicate the equity and inclusive education policy to students, teachers, parents, staff, school councils, community partners, and volunteers and post it on the Board's website.
  - B. Engage Board and school teams in school improvement planning that considers the Board's equity and inclusive education policy. The plans should focus on identifying and removing barriers to student learning in order to reduce gaps in achievement and provide a respectful and responsible school climate.
- ii. The Director of Education's annual report will inform the ministry about the Board's progress in implementing its equity and inclusive education policy.

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### **12.0 RESPONSIBILITY:**

- 12.1 The Director of Education/designate is responsible for assisting the Board in the process of integrating equity and inclusive education concepts into the review and development of Board policies.
- 12.2 The Director of Education shall identify a Board equity and inclusive education contact to liaise with the Ministry of Education and other Boards in order to share challenges, promising practices, and resources.
- 12.3 School administration is responsible for ensuring the requirements of this policy are implemented in the schools in a manner consistent with the tenets of the Catholic faith.

### **13.0 REVIEW AND EVALUATION:**

- 13.1 The effectiveness of this policy and implementation of the Strategy will be monitored on an on-going basis.
- 13.2 The policy shall be reviewed in 2013 - 2014, or earlier if required.

### **14.0 REFERENCES:**

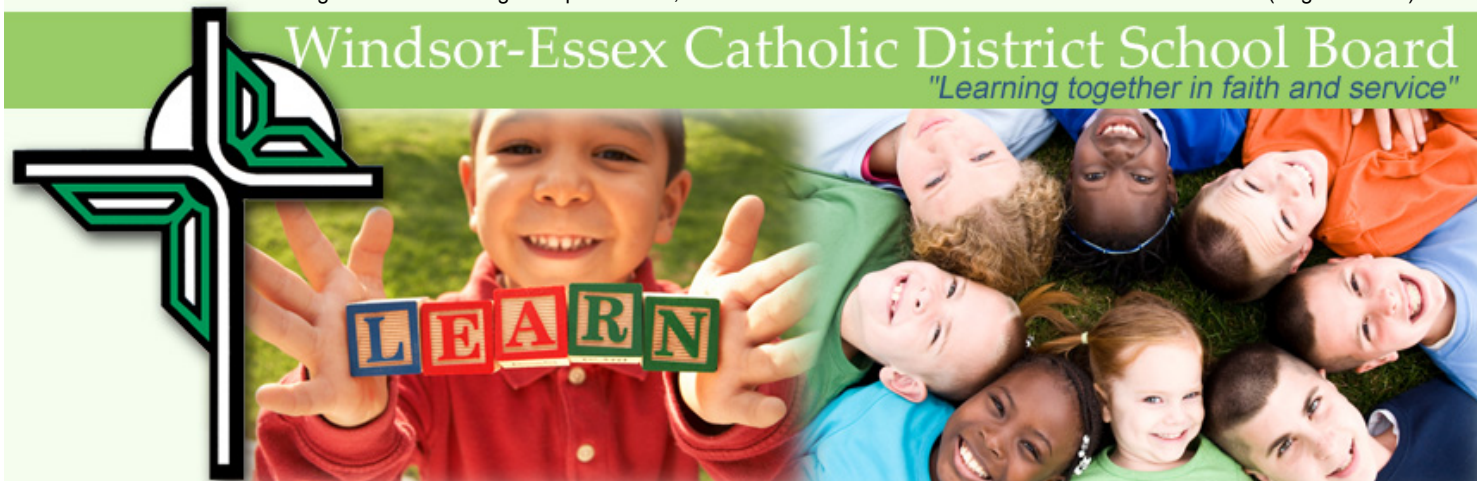
- Ministry of Education, Ontario, Reach Every Student: Energizing Ontario Education (Toronto: Ministry of Education, Ontario, 2008), p. 8.
- Ministry of Education, Ontario's Equity and Inclusive Education Strategy
- Ministry of Education, Policy / Program Memorandum 119, Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools, dated June 24, 2009
- Other Ministry of Education Policy/Program Memoranda include, No. 108, "Opening or Closing Exercises in Public Elementary and Secondary Schools", January 12, 1989; No. 112, "Education About Religion in the Public Elementary and Secondary Schools", December 6, 1990; No. 127, "The Secondary School Literacy Graduation Requirement", October 13, 2004; No. 128, "The Provincial Code of Conduct and School Board Codes of Conduct", October 4, 2007; No. 144, "Bullying Prevention and Intervention", October 4, 2007; and No. 145, "Progressive Discipline and Promoting Positive Student Behaviour", October 4, 2007.
- Ministry of Education, Ontario, Antiracism and Ethnocultural Equity in School Boards: Guidelines for Policy Development and Implementation (Toronto: Ministry of Education, Ontario, 1993), p. 7.
- Ontario *Human Rights Code*
- Canadian Charter of Rights and Freedom
- Section 93 of the Constitution Act, 1867 gives the provinces the exclusive right to govern education, subject to the preservation of denominational education rights.
- Ontario Education Act
- Ontario Regulation 181/98, "Identification and Placement of Exceptional Pupils", requires school boards to consider placement of students with special education needs into regular

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classrooms before considering alternative placements.

Ontario Regulation 472/07, "Suspension and Expulsion of Pupils", identifies mitigating factors and other factors that must be taken into account in individual cases.



# Windsor-Essex Catholic District School Board

*"Learning together in faith and service"*

## **DRAFT RELIGIOUS ACCOMMODATION GUIDELINE**

### **VISION STATEMENT**

The Windsor-Essex Catholic District School Board is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviours based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system. Such accommodations will be provided to staff, students and their families.

### **INTRODUCTION**

The Windsor-Essex Catholic District School Board (the Board) believes in the dignity of all people and their equality as children of God. The Board recognizes the importance of freedom of religion and strives to recognize, value and honour the many customs, traditions and beliefs that make up the Catholic community.

Freedom of religion is an individual right and a collective responsibility. The Board commits to work with the community it serves to foster an inclusive learning environment that promotes acceptance and protects individuals from discrimination and harassment on the basis of their religion.

In accordance with the Catholic Church's teachings, it is the policy of the Board to provide, in all its operations, an educational environment which promotes and supports diversity within its Catholic community as well as the equal attainment of life opportunities for all students, staff, parents and other members of that community.

This guideline reflects the Board's fidelity to Canadian law protecting freedom of religion in accordance with the Catholic Church's teachings and the denominational rights of Catholic school boards in Ontario.

## DRAFT RELIGIOUS ACCOMMODATION GUIDELINE

As at: June15, 2010

**I. DEFINITIONS****1. Accommodation**

The Ontario Human Rights Commission's Policy on Creed and the Accommodation of Religious Observances defines "accommodation" as a duty corresponding to the right to be free from discrimination:

The duty to accommodate is an obligation that arises when requirements, factors, or qualifications, which are imposed in good faith, have an adverse impact on, or provide an unfair preference for, a group of persons based on a protected ground under the Code.

**2. Creed**

Creed is interpreted by the Ontario Human Rights Commission's 1996 Policy on Creed and the Accommodation of Religious Observances as "religious creed" or "religion." It is defined as a professed system and confession of faith, including both beliefs and observances of worship.

The existence of religious beliefs and practices are both necessary and sufficient to the meaning of creed, if the beliefs and practices are sincerely held and/or observed.

Creed does not include secular, moral, or ethical beliefs or political convictions. This guideline does not extend to religions that incite hatred or violence against other individuals or groups, or to practices and observances that purport to have a religious basis, but which contravene international human rights standards or criminal law (Policy on Creed and the Accommodation of Religious Observances, Ontario Human Rights Commission, October 20, 1996, pg. 2).

**3. Reasonable Accommodation**

A determination of what is appropriate accommodation may carry with it significant liability for the Board. It should be made only with the approval of the appropriate Supervisory Officer or, where appropriate, the Board of Trustees.

Where a determination is made that a requested accommodation would create undue hardship, or that the person may be otherwise reasonably accommodated, the person requesting accommodation will be given written notice, including the reasons for the decision and the objective evidence relied upon. The accommodation seeker shall be informed of his or her recourse under the Board's Equity and Inclusive Education Policy and Anti-Discrimination Policy and Procedure, and under the Ontario *Human Rights Code*.



## DRAFT RELIGIOUS ACCOMMODATION GUIDELINE

As at: June15, 2010

**II. ACCOMMODATION GUIDELINES**

The purpose of this guideline is to ensure that all Board staff, students, parents and other members of the school community are aware of their rights and responsibilities under the *Code* with respect to religious accommodation. It also sets out the Board's procedures for accommodation and the responsibilities of each of the parties to the accommodation process. In accordance with the Equity Strategy, the *Code* and OHRC's *Guidelines on Developing Human Rights Policies and Procedures*, it is intended that the accommodation process, as well as the accommodation itself, be effective and respectful of the dignity of accommodation seekers.

The Board is committed to providing an environment that is inclusive and that is free of barriers based on creed (religion). Accommodation will be provided in accordance with the principles of dignity, individualization, and inclusion. The Board will work cooperatively, and in a spirit of respect, with all partners in the accommodation process.

**1. Accommodation Based on Request**

The Board will take all reasonable steps to provide appropriate accommodation to individual members of a religious group to facilitate their religious beliefs and practices, commensurate with its denominational rights as a Catholic school board and the Board's ability to fulfill its duties under Board policies and the Education Act. No person will be penalized for making an accommodation request.

When concerns related to beliefs and practices arise in schools, collaboration among school, student, family, and religious community is needed in order to develop appropriate accommodation. It is the role of the Board and its staff to demonstrate equity and respect for the diverse religious beliefs and practices of students and their families and other staff in the school system. However, school administrators should not be placed in the position of monitoring a child's compliance with a religious obligation, and enforcing such practices, e.g. wearing a head covering is not the responsibility of the school or the Board.

**2. General Procedures for Religious Accommodation****a. Staff**

The person requesting accommodation should advise the administration at the beginning of the school year, to the extent possible. If September notice is not feasible, the person should make the request as early as possible.

The absence of employees due to religious observances should be granted as determined by this guideline and the appropriate collective agreement.

**b. Students**

Students must present verbal or written notice from their parents/guardians specifying their accommodation needs relating to religious observances, including holy days on which they will be absent from school. This notice should be made enough in advance

**DRAFT RELIGIOUS ACCOMMODATION GUIDELINE**

As at: June15, 2010

(preferably at the beginning of each school year) to ensure that scheduling of major evaluations, such as tests, assignments or examinations, takes the religious observances into consideration for such students.

Student handbooks and parent newsletters should include information about the procedure to follow to request an accommodation for religious observances and/or holy days.

**3. Unresolved Requests**

Despite the Board's commitment to accommodate, an individual may feel that discrimination based on religion has occurred. The Board will take reasonable and timely steps to address the unresolved issues raised by the affected person which could include use of a dispute resolution mechanism.

**4. Areas of Accommodation**

For many students and staff of the Board, there are a number of areas where the practice of their religion will result in a request for accommodation on the part of the school and/or the Board. These areas include, but are not limited to the following:

- i. School opening and closing exercises;
- ii. Leave of Absence for Religious Holy Days;
- iii. Prayer;
- iv. Dietary requirements;
- v. Fasting;
- vi. Religious dress;
- vii. Modesty requirements in physical education; and
- viii. Participation in daily activities and curriculum.

**III. GENERAL GUIDELINES AND PROCEDURES**

This guideline will consider each (of the above stated) area of accommodation in turn.

**1. School Opening and Closing Ceremonies**

Pursuant to the Ontario Ministry of Education Policy/Program Memorandum No. 108 ("Memorandum No. 108"), if a student or parent/guardian objects to all or part of the opening or closing exercises due to religious beliefs, the student will be exempted and given the option not to participate and to remain in class or in an agreed upon location through the duration of the exercise.

## DRAFT RELIGIOUS ACCOMMODATION GUIDELINE

As at: June15, 2010

**2. Absence for Religious Holy Days**

The Board affirms and values the faith diversity in our Catholic secondary schools. Section 21(2) (g) of the Education Act provides that a person is excused from school attendance in observance of a “holy day by the Church or religious denomination to which he/she belongs.”

All staff and students who observe religious holidays in accordance with section 21(2) (g) of the Education Act may be excused from attendance, subject to the particular request for religious leave process.

The Board will encourage members of diverse groups to identify their religious holy days at the beginning of each school year. The Board will make reasonable efforts to acknowledge the different observances of their Catholic community when planning programs and events, such as Board-wide tests and examinations. To the extent possible, conferences, meetings, workshops, co-curricular activities and exams/tests, will not be scheduled on these significant faith days:

<b>(Examples of) Significant Holy Days:</b>	
<b><i>Baha’j</i></b>	Ridvan
<b><i>Buddhist</i></b>	Lunar New Year/Chinese
<b><i>Western Christian</i></b>	Good Friday
<b><i>Eastern Christian</i></b>	Christmas Holy Friday
<b><i>Hindu</i></b>	Diwali
<b><i>Jewish</i></b>	Rosh Hashanah (2 days) Yom Kippur Passover (first day)
<b><i>Muslim</i></b>	Eid-ul-Fitr Eid-ul-Adha
<b><i>Sikh</i></b>	Baisakhi

(A multi-faith calendar may help schools make appropriate accommodations.)

***Guidelines for Administrators***

All staff and students who request to observe a religious holy day should be allowed this right without having to undergo any unnecessary hardship.

Staff requesting a leave should advise the school administration at, or as close as possible to, the beginning of the school year and leave should be granted in accordance with the terms of the appropriate collective agreement.

**DRAFT RELIGIOUS ACCOMMODATION GUIDELINE**

As at: June15, 2010

Students requesting a leave should give verbal or written notice from their parent/guardian to the school at, or as close as possible to, the beginning of the school year. Such procedures should be easy to understand and follow.

Student agendas, school web sites, school newsletters and announcements should include information about the procedures for requesting leaves.

All staff members acting on behalf of/representing the Board on other organizations, which in partnership with the Board are planning events or activities that involve students and/or staff of Board schools, have the responsibility to bring this procedure to the attention of these organizations.

For consultation or further clarification of questions, administrators and managers should contact the Board's Designated Equity Officer

***Unresolved Requests******a. Employee***

In the event that, after an employee's consultation with the Superintendent of Education, unresolved issues remain, then the matter will be referred to the Superintendent of Human Resources.

***b. Students***

In the event that a student maintains that his or her rights under the Board's religious accommodation guideline have been compromised, then the matter will be referred to the appropriate Superintendent of Education.

**3. Prayer**

The Board recognizes the significance of prayer in religious practice. Board schools will make reasonable efforts to accommodate individuals' requirement for daily prayer by providing an appropriate location within the building for students and staff to participate in prayer. This may mean a quiet space in the library, an empty room, or wherever it is mutually satisfactory for the school and the student or staff member requesting the accommodation. Adult presence should be for supervision purposes only.

**4. Dietary Restrictions**

The Board is sensitive to the different dietary restrictions of various religious groups. Such sensitivity includes attending to issues related to the menus provided by catering companies, snacks in elementary schools, and food provided within schools, at school-sponsored activities and community events.

Breakfast and lunch programs in both secondary and elementary schools will consider relevant dietary restrictions in their menu planning. Availability of vegetarian options is recommended as a form of inclusive design.

**DRAFT RELIGIOUS ACCOMMODATION GUIDELINE**

As at: June15, 2010

Special attention needs to be given to overnight outdoor education activities, as well as field trips that extend over a mealtime period.

**5. Fasting**

The Board is sensitive to religious periods of fasting. Board schools will endeavour to provide appropriate space, other than cafeterias or lunchrooms, for individuals who are fasting in religious observance. The Board recognizes that students who are fasting may need exemptions from certain physical education classes and Board schools should make reasonable efforts to provide appropriate accommodations.

**6. Religious Dress**

“Dress Code” is the appropriate dress policy established by a school, and may include a school uniform.

The Board recognizes that there are certain religious communities that require specific items of ceremonial dress. The Board understands that some religious attire, which is a requirement of religious observance, may not conform to a school’s Dress Code. Board schools will reasonably accommodate students with regard to religious attire. Religious attire is not cultural dress; it is a requirement of religious observation.

Religious attire that should be reasonably accommodated in Board schools includes, but is not limited to:

- Head covers: Yarmulkes, turbans, Rastafarian headdress, hijabs
- Crucifixes, Stars of David, etc.
- Items of ceremonial dress

Where uniforms are worn, administrators may ask the student to wear religious attire in the same colour as the uniform (e.g. the head scarves for females); however, there may be religious requirements of colour that cannot be modified.

Special attention must be given to accommodations necessary for a student to participate in physical education and school organized sports.

The Board seeks to foster an atmosphere of cultural understanding in order to be proactive in addressing potential harassment about religious attire.

There are religious communities that require specific items of ceremonial dress which may be commonly perceived as contravening Board policies, for example the use of the Kirpan by Khalsa Sikh students. For specific guidelines on the accommodation of Khalsa Sikh students wishing to carry a Kirpan, please see Appendix “A.”

## DRAFT RELIGIOUS ACCOMMODATION GUIDELINE

As at: June15, 2010

**7. Modesty Requirements for Dress in Physical Education Classes**

The Board recognizes that some religious communities observe strict modesty attire in respect of their religion. This can become a matter of concern when students are asked to wear the clothing used in physical education activities. Dress policies should be designed inclusively, taking into account common religious needs that may exist.

If a family has concerns that cannot be addressed through inclusive design, the school should discuss the modesty requirements with them, and, taking into consideration the Ministry of Education's mandated expectations in the physical education curriculum, provide reasonable accommodation. The curriculum requirements should be explained to the family so that it has sufficient information to understand the physical education curriculum and to select available curriculum alternatives.

**8. Participation in Daily Activities and Curriculum**

The Board will seek to reasonably accommodate students where there is a demonstrated conflict between a specific class or curriculum and a religious requirement or observance. Where academic accommodation is requested, the school should have an informed discussion with the student's parents/guardians to understand the nature and extent of the conflict.

The school should make it clear during the discussion that its role is to protect students and staff from harassment and discrimination because of their religion and cultural practices. Where these conflict with the school routines, activities or curriculum, the school should consider accommodation. It cannot, however, accommodate religious values and beliefs that clearly conflict with mandated Ministry of Education and Board policies.

**It is important to note that when an individual requests an accommodation related to the curriculum, the accommodation applies to the individual in question and not to the whole class or to classroom practices in general.**

The Ministry of Education recommends substitutions when there are exemptions requested related to specific curriculum (Ontario Secondary Schools, Grades 9-12, Program and Diploma Requirements).

In general, the Board recommends an informed, common-sense approach to questions of religion and curriculum. Hopefully, these questions can be solved by an open discussion between the teacher, the student and his/her family.

**IV. LIMITATIONS TO RELIGIOUS ACCOMMODATION**

The Board supports freedom of religion and an individual's right to manifest his/her religious beliefs and observances. The right to freedom of religion, however, is not absolute and religious accommodation in the Board is carried out in the larger context of the Catholic education system and denominational rights of Catholic schools.

## DRAFT RELIGIOUS ACCOMMODATION GUIDELINE

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The Board, at all times, will seek to accommodate an individual's right to freedom of religion in a manner that not only respects the individual's beliefs but the principles of the Catholic Church.

Chapels in Catholic schools are specifically designed and furnished for prayer and liturgy within the Catholic tradition and are not to be considered multi-faith chapels. Following the general custom of the Church, non-Catholics are welcome to join in prayer services and liturgical celebrations of the Catholic Church community (keeping in mind some restrictions such as sharing in Holy Communion). Such a chapel is open to all people for individual silent prayer or meditation. However, it is not appropriate that non-Catholic liturgies or group prayers be held in this setting.

School administrators will designate another appropriate space or classroom, other than the chapel, for religious celebrations celebrated by other Christian denominations or faith traditions. The Board will consult with the local Ordinary on such accommodations.

**DRAFT RELIGIOUS ACCOMMODATION GUIDELINE**

As at: June15, 2010

**APPENDIX “A”****GUIDELINE FOR KIRPAN ACCOMMODATION**

A Kirpan is a ceremonial sword that must be worn by all baptised Khalsa Sikhs. The Board seeks to accommodate Khalsa Sikhs who wear a kirpan under the following conditions as follows:

- At the beginning of the school year or upon registration, the student and parents/guardians must report to their respective school administration that they are Khalsa Sikhs and wear the five articles of faith, including a Kirpan.

The principal, in consultation with the student and his/her parents/guardians, will develop appropriate accommodations to allow the student to wear the Kirpan while ensuring the safety of others. These may include the following conditions:

- There is notification in writing to the principal by the parents/guardians and student and, where possible, from the Guardwara (place of worship), confirming that the student requesting accommodation is a Khalsa Sikh.
- Students under the age of eighteen must be accompanied by parents/guardians when discussing the rules regarding the wearing of a Kirpan
- The Kirpan will not be worn visibly, but under the wearer’s clothing.
- The Kirpan will be sufficiently secured with a stitched flap so it is not easily removed from its sheath.
- The Kirpan is six inches or less.