



*The Niagara Catholic District School Board through
the charisms of faith, social justice, support and leadership,
nurtures an enriching Catholic learning community for all
to reach their full potential and become living witnesses of Christ.*

AGENDA AND MATERIAL

POLICY COMMITTEE MEETING

**TUESDAY, SEPTEMBER 24, 2019
4:00 P.M.**

*HOLY CROSS COMMUNITY ROOM
CATHOLIC EDUCATION CENTRE, WELLAND, ONTARIO*



1. Opening Prayer – Trustee Huibers -
 2. Attendance -
 3. Approval of Agenda -
 4. Declaration of Conflict of Interest -
 5. Minutes of Policy Committee Meeting of May 28, 2019 5
 6. Policies
- Action Required
- MINISTRY OF LABOUR COMPLIANCE REQUIREMENT
- 6.1 Employee Workplace Harassment Policy (201.7) 6.1
- POLICIES – FOR RECOMMENDATION TO OCTOBER 8, 2019 COMMITTEE OF THE WHOLE
- 6.2 Emergency Instructors Elementary Policy (NEW) 6.2
 - 6.3 Catholic Leadership: Supervisory Officer & Controller of Facilities Selection Policy (NEW) 6.3
- POLICIES – PRIOR TO VETTING
- 6.4 Establishment and Cyclical Review of Policies Policy (100.5) 6.4
 - 6.5 Catholic Leadership: Principal and Vice-Principal Selection Policy (202.2) 6.5
 - 6.6 Religious Accommodations Policy (100.10.1) 6.6
- Information
- 6.7 Policies Currently Being Vetted to October 4, 2019 -
 - Employee Meals and Hospitality Policy (201.14)
 - Employee Conferences, Workshops and Meetings Policy (201.15)
 - Opening or Closing Exercises – Safe Schools Policy (302.6.1)
 - Acceleration Retention Policy (400.5)
 - 6.8 Policy and Guideline Review 2019-2020 Schedule 6.8
7. Date of Next Meeting
October 22, 2019 – 4:00 p.m.
 8. Adjournment -

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
SEPTEMBER 24, 2019**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING
MAY 28, 2019**

RECOMMENDATION

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of May 28, 2019, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, MAY 28, 2019

Minutes of the Policy Committee Meeting held on Tuesday, April 23, 2019 at 4:00 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:00 p.m. by Policy Committee Chair Huibers.

1. Opening Prayer

The meeting was opened with a prayer by Trustee Turner.

2. Attendance

Committee Members	Present	Present Electronically	Absent	Excused
Larry Huibers (Committee Chair)	✓			
Frank Fera	✓			
Leanne Prince	✓			

Trustees:

Rhianon Burkholder
Kathy Burtnik
Daniel Moody
Dino Sicoli
Paul Turner

Student Trustees:

Jade Bilodeau
Madison McKinney

Staff:

John Crocco, Director of Education
Lee Ann Forsyth-Sells, Superintendent of Education
Frank Iannantuono, Superintendent of Education/Human Resources
Giancarlo Vetrone, Superintendent of Business & Finance
Kathy Levinski, Administrator of Facilities Services

Anna Pisano, Administrative Assistant, Corporate Services & Communications Department
/Recording Secretary

3. Approval of Agenda

Moved by Trustee Prince

THAT the May 28, 2019 Policy Committee Agenda be approved, as presented.

APPROVED

4. Declaration of Conflict of Interest

No Disclosures of Interest were declared with any items on the agenda. Trustee Huibers indicated he was not declaring a Conflict of Interest as his wife does not have the required qualifications required for the position of Principal or Vice-Principal.

5. Minutes of the Policy Committee Meeting of April 23, 2019

Moved by Trustee Prince

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of April 23, 2019, as presented.

APPROVED

6. Policies

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO JUNE 11, 2019 COMMITTEE OF THE WHOLE MEETING

6.1 Community Use of Facilities Policy (800.2)

Kathy Levinski, Administrator of Facilities Services presented feedback received from the vetting process and highlighted recommended amendments to the Community Use of Facilities Policy (800.2) following the vetting process.

Following discussion, the Policy Committee recommended the following additional amendments:

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Page 2, bullet 3 add “*” to secondary facilities, and “**The Controller of Facilities Services or designate will consider requests for permits outside the time indicated for approval. Any additional costs for caretaking, if required, will be charged to the permit holder at full cost recovery*”.

Moved by Trustee Prince

THAT the Policy Committee recommend to the June 11, 2019 Committee of the Whole Meeting to approve the revisions to the Community Use of Facilities Policy (800.2), as presented.

APPROVED

6.2 Bullying Prevention and Intervention Policy (302.6.8)

Lee Ann Forsyth-Sells, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Safe Schools Policy (302.6).8 following the vetting process.

Following discussion, the Policy Committee recommended the following additional amendments:

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Fera

THAT the Policy Committee recommend to the June 11, 2019 Committee of the Whole Meeting to approve the revisions to the Bullying Prevention and Intervention Policy (302.6.8), as presented.

APPROVED

POLICIES - PRIOR TO VETTING

6.3 Catholic Leadership: Principal and Vice-Principal Selection Policy (202.2)

Trustee Fera distributed a prepared statement for the consideration of the Policy Committee.

Chair Huibers requested that time be provided to read the statement provided and to defer the Catholic Leadership: Principal and Vice-Principal Selection Policy to the next meeting of the Policy Committee.

Following discussion, the Policy Committee requested that the Catholic Leadership: Principal and Vice-Principal Selection Policy (202.2), be deferred to a special one item Policy Committee Meeting prior to the June 11, 2019 Committee of the Whole Meeting.

A copy of Trustee Fera's statement was requested to be included in the minutes as Appendix A

6.4 Employee Meals and Hospitality Policy (201.14)

Giancarlo Vetrone, Superintendent of Business & Financial Services, presented the Employee Meals and Hospitality Policy (201.14).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Keep the word “*Employee*” in the title of the Statement of Policy

ADMINISTRATIVE PROCEDURES

- Keep the word “*Employee*” in the title of the Administrative Procedures
- Page 2, bullet 4 – replace “*Microsoft Dynamics NAV*” with “*financial software*”

The Policy Committee requested that the Employee Meals and Hospitality Policy (201.14), be vetted from May 28, 2019 to October 4, 2019 with a recommended deadline for presentation to the Policy Committee in October 2019, for consideration to the Committee of the Whole and Board in November 2019.

6.5 Employee Conferences, Workshops and Meetings Policy (201.15)

Superintendent Vetrone, presented the Employee Conferences, Workshops and Meetings Policy (201.15).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Employee Conferences, Workshops and Meetings Policy (201.15), be vetted from May 28, 2019 to October 4, 2019 with a recommended deadline for presentation to the Policy Committee in October 2019, for consideration to the Committee of the Whole and Board in November 2019.

6.6 Opening or Closing Exercises – Safe Schools Policy (302.6.1)

Lee Ann Forsyth-Sells, Superintendent of Education, presented the Opening or Closing Exercises – Safe Schools Policy (302.6.1).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Page 1, second paragraph – replace “*will*” with “*must*”

ADMINISTRATIVE PROCEDURES

- Under Exemptions – add “*In accordance with the Education Act*”

The Policy Committee requested that the Opening or Closing Exercises – Safe Schools Policy (302.6.1), be vetted from May 28, 2019 to October 4, 2019 with a recommended deadline for presentation to the Policy Committee in October 2019, for consideration to the Committee of the Whole and Board in November 2019.

6.7 Acceleration Retention Policy (400.5)

Superintendent Forsyth-Sells, presented the Acceleration Retention Policy (400.5).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Add a statement that captures the inclusive model.

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Acceleration Retention Policy (400.5), be vetted from May 28, 2019 to October 4, 2019 with a recommended deadline for presentation to the Policy Committee in October 2019, for consideration to the Committee of the Whole and Board in November 2019.

INFORMATION

6.8 Policies Currently Being Vetted to September 9, 2019

- Emergency Instructors Policy (NEW)
- Catholic Leadership: Supervisory Officer & Controller of Facilities Selection Policy (NEW)

6.9 Policy and Guideline Review 2018-2019 Schedule

Director Crocco presented the Policy and Guideline Review 2018-2019 Schedule.

7. Date of Next Meeting

June 11, 2019 – 5:30 p.m. Start time.

8. Adjournment

The meeting adjourned at 5:32 p.m.

Please allow me to express a few thoughts prior to this policy meeting.

I have heard many ambiguous and, I believe, incorrect statements of late regarding the recent approved motion by the Board. I am certain that some individuals may find the trustee involvement in the interview process, along with the decisions to be made at the Board table regarding the hiring and promotion of staff, different in their personal experience, however, I would like to point out that this process is well established within other Catholic Boards in Ontario, not to say that it used to be the recommended practice within NCDSB.

The trustees supportive of this motion, believe that the employer (The Board) needs to resume playing an appropriate role in the hiring / promotion / staffing of "their" staff. I will place this in legal context later in my comments.

I would however, like to assure all, that we do not want to ever presume that we have all the detailed skills and background required to do a specific job even if some of us have been principals, teachers, police officers, parents and now Trustees. We do believe, that a team approach gives the best results in decision making. Policy 202.2 which describes the selection committee for Principal / Vice- Principal presently identifies the committee to consist of a maximum of 2 Superintendents of Education, a chair of the Committee: Superintendent of Human Resources, 2 principals, and one vice-principal. (Section 7 of policy 202.2)

Surely one additional individual, representing the employer, would not upset the balance required to make a fair and just recommendation regarding the identification of future administrators. Indeed the committee now moves to 6 individuals whereas the policy currently identifies 5 for the interview team. An additional member of the team, should not nor will they upset the delicate balance required to make a non-partisan recommendation.

Therefore I am convinced that as a Board we do/should bring a dimension that is needed in making the hiring and promotion process more transparent, better and fairer.

At this time, more than ever, we need to clarify and enhance the Board's role in these processes.

During recent years, it may be news to some, a number of people (including staff in leadership positions) from time to time, have been surprised and disappointed in the fact that we trustees (the Board) seem to have abdicated the role that they once had in monitoring and giving input during the hiring and promotion process and / or the final decisions pertaining to those important issues.

This need for reengaging does not mean that we do not value staff responsibility (at all levels of administration). As an enlightened "owner (Board) representing the rate payers (the real owners) we need to be engaged, accountable and hold staff in leadership positions accountable, just as we are held accountable every ~~three~~ ⁴ years at election time. We believe that our "just-measured" involvement will go a long way in reestablishing trust and collegiality with all stakeholders across the NCDSB. We are also sincerely hoping that by this change in involvement, as well as a few others that we are currently discussing, if approved by the majority of trustees (Board decision), will go a long way in moving forward in reestablishing a positive relationship with all employee groups. (Please keep in mind that when staff uses the term "board" they should differentiate that term from "senior administration")

One issue that is being debated concerns the definition of “**day to day administration**”. Surely you will agree that principals, superintendents and the Director, play key roles in defining and acting on “day to day administration”. No Board of trustees would ever want to tell you how to “day to day administer your school” except in concert with the Ed. Act and its Regulations and through well-reasoned (Board approved) policies and administrative guidelines reflecting faithfully the intent of those policies.

We have heard that there are some who contend that our policy may be contrary to the concept of “day to day administration”. The individuals cite the Education Act and various other documents, however, they seldom provide you with sections of the Act and the specific references where the act reads differently.

To those who do not provide specific references allow me to provide you with the following: a document released by the Ministry of Education, December 2011 governing senior leadership within a school board writes

“Boards are responsible for the recruitment and selection of Supervisory Officers.”

Section 169.1 of the Education Act under “Duties and Powers of the Board” holds that the Board of Trustees are responsible for

(b) “ensure effective stewardship of board’s resources “(both financial and Human resources) and

Under the duties of a board. section 12

“appoint a principal and an adequate number of teachers for each school of the Board”

While some boards across the Province may have chosen to delegate this responsibility to senior staff, it is clear that the duty, truly belongs to the board. I would now suggest that we recapture our educational duty and assume our legally stated responsibility.

It would therefore follow, that we do not believe, as some may contend, that items such as the hiring of a superintendent, principal, vice-principal and other senior positions fall within the category of “day to day administration.” What makes this even more outrageous are the many claims made that this practice now violates the Education Act and the accompanying Regulations and various other documents. A claim that has not been substantiated within these same references.

Surely, fair minded people will agree that many levels of staff must play an appropriate role in the appointing persons to positions that they might hold until retirement. All, supporting trustees of the proposed changes, want is a clarified and appropriate role as opposed to being simply told (arrogantly at times) that “trustees have no role” in these processes.

Enlightened school districts have practices where teachers, as an example have an appropriate involvement in the hiring of principals and vice-principals. Exactly as you say, who better than them can give input as to what characteristics are needed for success?

Furthermore, allow us to hold the following view on the issue of transfer of principals and vice-principals. Trustees, who live in the community and receive many calls praising staff or, at times, complaining about school leaders, are in a good position to give senior staff input, along with the Catholic School Council, as to what might be a good fit for an individual in a particular school. The Board’s final approval is more readily and gladly given when the Director presents all the facts after

having gone through proper consultations (including local Trustees and the Board). We all should strive for successful decision making in order to better serve students, parents and staff.

Our objective is to make things better and be respectful of all the stakeholder groups that we serve while fulfilling our role as duly elected Trustees of the Board.

Be assured that we abhor arrogance in thinking that all answers to the various problems, rest with an individual or a selected few. Good processes, we believe, include a variety of reasonably represented, clear thinking and open-minded stakeholders.

Supporting documents regarding the role of Trustees.

According to the Policy "**Establish and cyclical Review of Policies Policy**" 100.5

1. "The Director of Education, a Chief Executive Officer, is accountable to the Board for the implementation of Board approved Policy and shall issue administrative procedures to implement each policy." -

In short this statement captures the frequently misunderstood concept of "day to day administration". It should be noted that when the Board has approved a policy that policy can only be altered by the Board. There are no provisions within our By-Laws which empower a committee to alter the Policy proper. It is the duty of the Director along with staff to develop the Administrative Procedures, as noted above to the policy.

It is these same procedures which are to be discussed at the Policy committee and ultimately approved at the Board level. Thus the vetting process is an opportunity for stakeholders to provide feedback to the Administrative Procedures and not the approved motion of the Board.

Furthermore, since our By-Laws are silent on the rare issue of quorum other than the fact that if quorum is not achieved within 30 minutes of the meeting, the meeting legally must be adjourned.

In the absence of the issue that took place at the previous Policy committee where 2 of the members were either willing or compelled to declare a conflict the Municipal Conflict of Interest Act would apply where...

"(7)(1) Where the number of members who ... are disabled from participating in a meeting is such that at that meeting the remaining members are not of sufficient number to constitute a quorum, then, despite any other general or special Act, the remaining number of members shall be deemed to constitute a quorum, **provided such number is not less than two.**"

2. Policy 202.1 Assignment of Principals and Vice Principals

(9)" Appointments, assignments and / or reassignments of Principals and / or Vice Principals will be made by the Director of Education with consideration given to the current Principal Profile as completed and submitted by the Catholic School Council. Appointments and assignments will be **reported** to the Board."

I would submit to you that the Education Act (169.1 section 12)... Holds that a board shall appoint a principal..."

Good Governance – 2014 A Guide for Trustees , School Boards, Directors of Education and Communities'(page 7) states that it is the school board's responsibilities to... 'Making provision for resources and for the hiring of teachers, and other staff.' Thus if the provision made by this board is to be involved in the hiring of Principals and vice Principals then it too is in compliance with the document.

The Road Ahead – II... A Report on the Role of the School Boards and Trustees 1997

Writes... The school Board level... "As employers, boards are responsible for employing adequate teaching and support staff to meet the needs of their students."

Recommendation 2- That school boards continue to fulfil their traditional responsibilities, which include but are not limited to: employing and compensating staff

Board Accountability

"As the elected governing body of a school board, the board of trustees is accountable for everything the board does" It is responsible for establishing policy direction and ensuring that its policies are implemented.

Education Act (sections 170 and 171) outlines the duties and powers of the boards, among which are the following--- appointing supervisory officers, principals and teachers.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
SEPTEMBER 24, 2019**

**TITLE: MINISTRY OF LABOUR COMPLIANCE REQUIREMENT
EMPLOYEE WORKPLACE HARASSMENT POLICY (201.7)**

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources

Presented by: Frank Iannantuono, Superintendent of Education/Human Resources

Date: September 24, 2019



Niagara Catholic District School Board

EMPLOYEE WORKPLACE HARASSMENT POLICY

STATEMENT OF POLICY

200 – Human Resources

Policy No 201.7

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: November 27, 2018

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Niagara Catholic District School Board is committed to providing a safe working environment in which all Employees are treated with consideration, dignity, respect, equity and in accordance with the gospel values of Jesus Christ, as well as the Mission, Vision and Values of the Board.

The Board believes that the eradication of harassment in the school/workplace is the joint obligation of the employer and the employee. Therefore, any employee who becomes aware of a harassment situation between employees has a responsibility to draw appropriate attention to it. Any failure to take measures to address harassment in the workplace has legal implications for the employer under the Ontario Human Rights Code.

Where the occasion of a complaint of harassment arises, the Board may achieve resolution through a formal or informal process. During the process all information gathered is to be kept confidential. It is the intention of the policy and the resulting procedures to attempt to protect both the complainant and the accused. Therefore, each party has equal rights at all steps throughout the process.

The Board will review this policy on an annual basis, and will post this policy in the workplace along with any applicable procedures and/or related programs.

The Director of Education will issue administrative procedures for the implementation of this policy.

References:

- [**Municipal Freedom of Information and Protection of Privacy Act**](#)
- [**Occupational Health & Safety Act \(December 2009\) Bill 13**](#)
- [**Bill 132: Sexual Violence and Harassment Action Plan Act**](#)
- [**Ontario Human Rights Code 1990**](#)
- [**Teaching Profession Act**](#)
- [**Niagara Catholic District School Board Policies/Procedures**](#)
 - [**Workplace Violence Policy \(201.11\)**](#)
 - [**Trustee Code of Conduct**](#)
 - [**Complaint Resolution Policy**](#)
 - [**Protocol Between Niagara Region Police Service and the Niagara Catholic District School Board**](#)
 - [**Employee Code of Conduct & Ethics Policy**](#)



Niagara Catholic District School Board

EMPLOYEE WORKPLACE HARASSMENT POLICY

ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 201.7

Adopted Date: March 26, 2002

Latest Reviewed/Revised Date: July 10, 2019

The expected duties of a Supervisor of the Niagara Catholic District School Board are comprised of but not limited to the responsibilities of training, evaluating, counselling, supervising and disciplining when warranted. These duties in itself do not constitute harassment.

WORKPLACE HARASSMENT

Means engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought to reasonably to be known to be unwelcome or, workplace sexual harassment

ETHNOCULTURAL HARASSMENT

Is one or a series of unwanted, unsolicited remarks, behaviours or communications, in any form, directed toward an individual or members of an identifiable group because of a prohibited ground of discrimination, which has the effect of:

- Creating an intimidating, hostile, or offensive psychological or emotional climate for work or study, and/or
- Undermining work/academic performance, and/or
- Preventing or impairing full and equal enjoyment of employment/educational services, benefits, and/or opportunities.

SEXUAL HARASSMENT IS:

Unwanted sexual attention of a persistent or abusive nature made by a person who knows, or ought to know, that such attention is unwanted;

- Implied or expressed threat or reprisal in the form either of actual reprisal or the denial of opportunity for refusal to comply with a sexually oriented request; and
- Sexually oriented remarks, gestures and/or behaviour which may reasonably be perceived to cause humiliation or a negative psychological and/or emotional environment for work or study.
- Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome

Sexual Harassment may include:

- The display or distributing of offensive material such as pictures, cartoons, e-mails and graffiti in schools, or in other Board premises,
- Unwanted and unnecessary physical contact,
- Unwelcome remarks, jokes or other gestures of a sexual nature.
- Unwelcome sexual innuendo, sexual advances, inappropriate body contact, request for sexual favours and the display of exploitive material.

Sexual Harassment is not:

- Conduct which both parties find acceptable such as an occasional compliment,
- An occasional or appropriate comment which a reasonable person, in their circumstances, would not take to have an unwelcome sexual connotation.
- Relationships between consenting adults which are voluntary. However, when such a relationship ends, continued unwanted attention may constitute sexual harassment.

**COMPLAINT RESOLUTION PROCEDURES - INFORMAL RESOLUTION
(VERBAL PROCESS)**

- Complainants are encouraged to attempt to resolve concerns at the Informal Resolution Stage, within two (2) working days or timelines agreed upon by both parties. However, if the complainant believes circumstances make this difficult to do; the complainant may follow the Formal Resolution procedures.
- The complainant may speak directly to the accused, in order to:
 - identify the specific conduct, action or attitudes which are alleged to be harassing
 - demand that the conduct, action or attitudes cease
- The complainant may choose to speak to their Immediate Supervisor, or another Supervisor, in an attempt to resolve the complaint.
- This Supervisor may arrange informal meetings to resolve the issue and the parties concerned shall be accompanied by an advocate to attend the meetings if they so choose.
- No formal written records are necessary at this stage. It is strongly suggested, however, that the parties should keep personal documentation of the meeting(s).

COMPLAINT RESOLUTION PROCEDURES - FORMAL RESOLUTION

- This complaint procedure is not intended to affect the employee's rights and duties as outlined in relevant legislation and/or Collective Agreements or Terms of Employment.
- If the complainant is not satisfied that the informal resolution procedure has produced acceptable results, or if circumstances warrant further action, then the complainant may initiate the formal resolution procedure.
- The complainant has the right to bring forward a formal complaint and to obtain a review of their complaint in an atmosphere of respect and confidentiality without fear of embarrassment or reprisals.
- The formal complaint shall be in written form.
- The formal complaint should be brought to the attention of the Immediate Supervisor with copies to the appropriate Superintendent and the Senior Administrator of Human Resources.
- Resolution to the formal complaint process shall be initiated through the Immediate Supervisor or Senior Administrator of Human Resources.
- When the accused is the Immediate Supervisor the complaint shall be directed to the appropriate Superintendent, with a copy to the Senior Administrator of Human Resources.
- When the accused person is a Superintendent or Senior Administrator of Human Resources the complaint shall be directed to the Director of Education.
- When allegations are made against the Director the complaint shall be directed to the Chairperson of the Board.
- When allegations are made against a Trustee the complaint shall be directed to the Director of Education who will follow the process according to the Trustee Code of Conduct Policy.
- The formal written complaint shall include:
 - identification of the accused individual(s) involved
 - identification of the specific conduct, action, or attitudes which the complainant considers harassing
 - identification of any witnesses to the conduct, action or attitudes
 - a suggested resolution
- A copy of this complaint must be sent by the complainant to the accused within three (3) working days of the registration of the complaint.

- If the complaint is directed at another member of the College of Teachers, teachers are required to comply with section 18 1(b) of the regulation made under the **Teaching Profession Act**.

INVESTIGATIVE PROCEDURE OF THE COMPLAINT BY THE SUPERVISOR

- Upon receipt of a formal complaint the Supervisor shall ascertain that a copy of the complaint has been provided to the accused and to the appropriate Superintendent and the Senior Administrator of Human Resources.
- The Supervisor shall arrange a meeting within two (2) working days of the written complaint being sent to the accused. Each party to this meeting may have an advocate present during the meeting. This advocate may be a Principal, Vice Principal, Supervisor, trusted staff member, friend, association or union representative.
- During this meeting the Supervisor shall review the complaint, allow each party to present their position relative to the complaint, and question the parties for clarification.
- **No Merit**
A written report is expected if the Supervisor concludes after an internal investigation that the complainant's allegations have no merit. This report shall be completed with a rationale for ending the investigation. The report shall be communicated to the parties within ten (10) working days of the meeting. A copy of this report shall be forwarded to the appropriate Superintendent and to the Senior Administrator of Human Resources. If there is a determination that a report of harassment has been filed in bad faith, the investigation process will be discontinued and disciplinary action may occur.
- **With Merit**
An internal investigation is expected if the Supervisor concludes that the allegations have merit. After internal investigation:
 - If it is clear that the respondent's behaviour did constitute harassment/discrimination, the respondent will be required to provide a written plan that outlines what will be done to prevent any reoccurrence of the harassing behaviour(s).
 - The plan will also address future interactions with the complainant to ensure that there will be no overt or subtle intimidation or retaliation. The plan may include specific action regarding harassment/discrimination prevention education or counselling provided in the community.
 - The complainant's requests regarding future interactions with the respondent will be considered in the development and the final approval of the plan.
 - The Superintendent of Human Resources will determine the appropriate disciplinary action to be taken.
- If either party is not accepting of the findings the matter may be referred to the Director of Education. The Director of Education may elect to proceed with an investigation through their office or refer the matter to an independent third party. Selection of the third party shall be the exclusive decision of the Director of Education.
- Should the Director of Education choose to investigate the matter through the Director of Education's office the Director of Education may request, in writing a meeting with either party for the purpose of reviewing the decision reached by the Supervisor. This request must be made within fourteen (14) working days of the decision by the Supervisor. The Director of Education will hold a meeting with both parties.
- After a meeting with the Director of Education a written final decision will be presented to both parties. A copy of this final decision including any prescribed action and discipline will be filed with the Senior Administrator of Human Resources.
- The final decision of the Director of Education may be appealed to the Committee of the Whole/or the Board by either party not to exceed sixty (60) school days.
- If the complaint is against the Director of Education the Chair of the Board will refer the issue to the Board after conducting an informal investigation in order to assess merit.
- If the complaint is against a Trustee, the Director of Education will refer the issue to the Chair of the Board after conducting an informal investigation in order to assess merit.
- If the complaint is against the Chair, the Director of Education will refer the issue to the Vice- Chair of the Board after conducting an informal investigation in order to assess merit.

- The Board will ensure the worker who has allegedly experienced workplace harassment and the alleged harasser, if he or she is a worker of the employer, are informed in writing of the results of the investigation and of any corrective action that has been taken or that will be taken as a result of the investigation

RECORDS

- All records for cases determined to have merit, shall be sealed and placed in the accused person's electronic personnel file and are accessible only to authorized Board personnel, the accused and any representative of the accused with the appropriate written permission of the accused. If there are no further complaints that are deemed to have merit, within a three (3) year period this individual may request, in writing, that their record be removed and destroyed.
- At the written request of the accused, the Director of Education and/or delegate may review the appropriate harassment file after a three (3) year period provided the individual has fully complied with the Board's Employee Workplace Harassment policy during that time period.
- The Director of Education and/or delegate may, at their discretion, determine that the harassment file be retained or destroyed following the review.

OTHER CONSIDERATIONS

- All investigations, accusations and all matters dealing with the Employee Workplace Harassment complaints will be conducted with regard to due process and confidentiality.
- Any breach of confidentiality by those parties involved may result in disciplinary action.
- The process does not abrogate or deny the rights of any employee granted or contained in any other provincial acts or regulations, federal legislation or collective agreements.
- If the most recent incident giving rise to the complaint occurred prior to the current school year or prior to six months before initiation of the complaint, the complaint must have a reasonable explanation of why the complaint was not promptly made and the Supervisor, in consultation with the appropriate Supervisory Officer and/or Controller of Facilities Services, must be satisfied that the delay was incurred in good faith and no substantial prejudice will result to any individual affected by the delay.
- If the complaint is made by a student or a parent against an employee of the Board the appropriate Supervisor will exercise the relevant procedures or regulations as set out in the Police Protocol section of the Safe Schools Policy (302.6) as well as the FACS Protocol.
- All Principals/Supervisors shall make all employees aware of this policy as well as the Employee Assistance Program (EAP).
- This policy will be implemented in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
- Timelines to the investigation and the process listed in this policy may be adjusted with the approval and agreement of the parties.
- Copies of this policy will be submitted to the complainant and harasser upon receipt of the complaint.

Adopted Date:	March 26, 2002
Revision History:	February 23, 2010 February 28, 2012 November 26, 2013 February 24, 2015 June 21, 2016 May 23, 2017 November 27, 2018 July 10, 2019

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
SEPTEMBER 24, 2019**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
EMERGENCY INSTRUCTORS ELEMENTARY POLICY (NEW)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Emergency Instructors Elementary Policy (NEW), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources
Date: September 24, 2019



Niagara Catholic District School Board
EMERGENCY INSTRUCTORS ELEMENTARY POLICY
STATEMENT OF POLICY

200 – Human Resources

Policy No.

Adopted Date:

Latest Reviewed/Revised Date:

In keeping with the mission, vision and values of the Niagara Catholic District School Board, the Niagara Catholic District School Board believes that the realization of the goals of Catholic education, founded on faith, inspired by the Gospel, and committed to service requires leadership at all levels.

The Niagara Catholic District School Board recognizes that our school community exists primarily to foster and exemplify Catholic values centred on the person of Jesus Christ.

The Niagara Catholic District School Board is committed to ensuring that qualified teachers are teaching in our classrooms at all times. From time to time, in extenuating circumstances, this may not be possible. A Board registered Emergency Instructor may be called upon to cover a classroom in the absence of a classroom teacher.

The Director of Education will issue Administrative Procedures for the implementation of this policy.

References

- [*Education Statutes and Regulations of Ontario*](#)
- [*Ontario Human Rights Code*](#)
- [*Municipal Freedom of Information and Protection of Privacy Act\(MFIPPA\)*](#)
- [*Personal Health Information Protection Act \(PHIPA\)*](#)
- [*Personal information and Protection of Electronic Documents Act\(PIPEDA\)*](#)

Niagara Catholic District School Board Policies/Procedures

- [*Equity and Inclusive Education Policy \(100.10\)*](#)
- [*Electronic Communications System Policy \(Employees\) 201.12*](#)
- [*Electronic Communications System Policy \(Students\) 301.5*](#)
- [*Privacy Policy \(600.6\)*](#)
- [*Privacy Breach Procedure*](#)



Niagara Catholic District School Board

EMERGENCY INSTRUCTORS ELEMENTARY POLICY

ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No.

Adopted Date:

Latest Reviewed/Revised Date:

DEFINITION

An Emergency Instructor, as named by the Niagara Catholic District School Board, is a person who is not certified as a teacher, is 18 years of age or older, holder of an Ontario secondary school diploma and who is appointed, on a daily basis to a maximum of ten school days, to instruct in the case of an emergency.

Emergency Instructors shall not be deployed unless and until the call out for occasional teachers on the Occasional Teacher Roster have been exhausted, all retirees from the Emergency List have been exhausted, **Catholic teachers who have not submitted a pastoral reference are considered, followed by the deployment of Emergency Instructors when required.** It will be the Principal’s discretion to deploy Emergency Instructors if a classroom at the school is not filled with an Occasional Teacher as per the call-out process

APPLICATION PROCESS

A Board registered Emergency Instructor may be called upon, as a casual worker, to cover a classroom in the absence of the classroom teacher for a part or a full day. Careful consideration is given to the selection of people to fulfill these roles, and the Emergency Instructor is given training in school procedures and is subject to a Criminal Background Check/ Vulnerable Sector Screening before entering the classroom. If there are any questions regarding the emergency instructor, please contact the Principal of the school.

- a) The Principal is to create an unqualified **Emergency Instructor** list at each elementary school.
- b) The Principal and/or Vice principal will interview prospective Emergency Instructors as selected by the Principal. The interview will include such issues as confidentiality, classroom procedures, and the safety and well-being of all students in the classroom.
- c) Prior to commencing employment, Emergency Instructors will be required to provide a Criminal Background Check/ Vulnerable Sector Screening, to the Human Resources Department.

SUPPORT PROCESS

As Emergency Instructors have no formal training, expertise or certification as professional educators, it is imperative that arrangements be made, under the direction of the Principal or Vice-Principal to ensure that all Emergency Instructors maintain “proper order and discipline in the teacher’s classroom and while on duty in the school and on the school ground,” (Section 264 Education Act). In order to facilitate this, the Principal or Vice-Principal is required to remain in contact with the Emergency Instructor on a frequent basis throughout the school day to ensure safety of all students.

PRIOR TO ENTERING THE CLASSROOM

Emergency Instructors should be given information/training on the following prior to entering a classroom for the first time:

- a) the use of the telephone in the classroom, school and classroom rules and procedures including all safety plans (Fire Drill, Bomb Threat, Intruder Alert, Emergency Evacuation etc.). This information is to be provided to all individuals replacing the regular teacher;
- b) schedules and procedures for lunch, recess and preparation / planning time as well as arrival, dismissal and transportation routines and times;
- c) debriefing on the unique needs of certain students in the classroom, so they are prepared to handle any situation that may arise (e.g. high-risk students, medical needs, special education needs, emotional or physical needs and any issues of court orders - i.e. custody situations); and,
- d) an introduction to at least one classroom teacher in close proximity to their designated classroom, in case of a delay in contacting a member of the administrative team.

At the conclusion of the interview or prior to the first working day, the Emergency Instructor will sign an acknowledgement form confirming that they are aware of school routines, emergency routines and the importance of confidentiality. Once signed, this Documentation and Acknowledgement Form should be sent along with the completed package to the attention of Human Resources Services.

DAILY PLANS / EMERGENCY PLANS

The Emergency Instructor shall follow the teaching plan left by the classroom teacher. Where this is not possible, the Principal/Vice Principal will provide the required directions to the Emergency Instructor in order to develop a classroom routine for the day. Activities which require the expertise of a qualified teacher, specific skills, safety knowledge, or specific knowledge of an activity should not be undertaken unless the Principal/Vice Principal is satisfied that the Emergency Instructor is able to perform the tasks involved.

COMMUNICATING WITH THE COMMUNITY

- i) Principals should ensure that the use of an Emergency Instructor is undertaken after all attempts to obtain a qualified teacher have failed.
- ii) To ensure an open communication with parents/guardians, the following message shall be issued.

The Niagara Catholic District School Board is committed to ensuring that qualified teachers are teaching in our classrooms at all times. From time to time, in extenuating circumstances, this may not be possible. A Board registered Emergency Instructor may be called upon, as a casual worker, to cover a classroom in the absence of the classroom teacher for a part or a full day. Careful consideration is given to the selection of people to fulfill these roles, and the Emergency Instructor is given training in school procedures and is subject to a Criminal Background Check/ Vulnerable Sector Screening before entering the classroom. If there are any questions, please contact the Principal of the school.

Adopted Date:	NEW
Revision History:	

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
SEPTEMBER 24, 2019**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
CATHOLIC LEADERSHIP: SUPERVISORY OFFICER &
CONTROLLER OF FACILITIES SELECTION POLICY (NEW)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Catholic Leadership: Supervisory Officer & Controller of Facilities Selection Policy (NEW), as presented.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Frank Iannantuono, Superintendent of Education/Human Resources

Presented by: John Crocco, Director of Education/Secretary-Treasurer
Frank Iannantuono, Superintendent of Education/Human Resources

Date: September 24, 2019



Niagara Catholic District School Board

**CATHOLIC LEADERSHIP: SUPERVISORY OFFICER AND CONTROLLER OF
FACILITIES SERVICES SELECTION POLICY**

STATEMENT OF POLICY

200 – Human Resources

Policy No NEW

Adopted Date: NEW

Latest Reviewed/Revised Date:

In keeping with its Mission, Vision and Values, the Niagara Catholic District School believes that the realization of the goals of Catholic education requires system leadership founded on faith, inspired by the Gospel, and committed to service.

For appointments to all positions of system leadership with the Niagara Catholic District School Board, a candidate shall have a demonstrated record of promoting Catholic Education as evidenced in one's personal faith journey, as well as an understanding of and a genuine commitment to the Board's mission and shared vision and values.

Individuals aspiring to Catholic system leadership positions within the Niagara Catholic District School Board shall possess the qualifications required by Education Statutes and Regulations of Ontario, as well as those established by the Board. The Board will ensure that individuals selected to positions of responsibility as a Supervisory Officer or Controller of Facilities Services will possess all of the qualifications, experience and necessary skills to perform this role.

Niagara Catholic Supervisory Officers and Controller of Facilities Services staff shall be dedicated system leaders who demonstrate a strong commitment to the vocation of Catholic education through engagement, support and positive-servant leadership in schools, the system and within the Catholic community. Personal faith commitment is a fundamental criterion for vocational servant leadership in Niagara Catholic as a Supervisory Officer and Controller of Facilities Services and will be evident through visible involvement within the community and parish.

As an active member of Senior Administrative Council, Supervisory Officers and the Controller of Facilities Services will provide engaged Catholic faith-filled leadership from Early Years through to graduation within a system and/or a Family of Schools portfolio. Within the collective leadership team of Niagara Catholic, Supervisory Officers and the Controller of Facilities Services will assist the Director of Education in implementing the **Niagara Catholic District School** Board's multi-year Strategic Plan, annual system priorities, annual budgets and operational directions for the **Niagara Catholic District School** Board, including, but not limited to, programs, supports and services, system supervision and direction to staff at the system or school level.

Prior to the commencement of the Supervisory Officer or Controller of Facilities Services selection process, the Director of Education will consult and seek input from the Board of Trustees on the skill set and profile within the Niagara Catholic District School Board.

The Director of Education will issue Administrative Procedures in support of this policy.

References

- [*Student Achievement and School Board Governance Act, 2009*](#)
- [*Education Act and Regulations*](#)
- [*Ontario Leadership Strategy*](#)



Niagara Catholic District School Board

CATHOLIC LEADERSHIP: SUPERVISORY OFFICER AND CONTROLLER OF FACILITIES SERVICES SELECTION POLICY

ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 202.3

Adopted Date: NEW

Latest Reviewed/Revised Date:

PREAMBLE

The major objectives of the role description and the procedures outlined herein are to provide a set of clear expectations of the most competent and knowledgeable candidates aspiring to the system Catholic leadership position of a Supervisory Officer and Controller of Facilities Services, while providing a clear set of procedures to be followed from application to appointment.

LEADERSHIP FRAMEWORK FOR CATHOLIC SUPERVISORY OFFICERS AND CONTROLLER OF FACILITIES SERVICES

- Catholic Faith, Community and Culture
- Setting Directions
- Building Relationships and Developing People
- Developing the Organization
- Leading the Instructional Program
- Securing Accountability

QUALIFICATIONS FOR SUPERVISORY OFFICERS

The following qualifications are required at the time of application:

- Completion of the Ontario Supervisory Officer's Qualifications or currently enrolled in the Catholic Supervisory Officer Qualification Program for Academic Candidates (Regulation 176/10) or Business Candidates (Regulation 309, as amended by O.Reg. 182/97)
- Ontario College of Teachers Certification of Registration and Certificate of Qualifications (Superintendent of Education position)
- Minimum five (5) years leadership experience as a Catholic elementary or secondary Principal; Supervisory Officer or comparable position for a Superintendent of Business and Financial Services
- Specialist in Religious Education and Special Education or currently enrolled (Superintendent of Education)
- Demonstrated participation in a Catholic Parish as attested through a current Pastoral Letter of Reference (Superintendent of Education)
- Demonstrated experience as ~~an authentic, open, transparent and accountable leader~~ **outlined in the Ontario Leadership Strategy Framework for Catholic Supervisory Officers**
- Demonstrated experience implementing Government of Ontario Legislation; the Education Statutes and Regulations of Ontario; Ministry of Education Guidelines; Catholic District School Board Policies; and a Board's Mission Statement, Vision and Values
- Demonstrated ability to work effectively within a collaborative leadership team
- Demonstrated ability to lead staff, collaborate with partners in Catholic education and community members
- Demonstrated exceptional interpersonal and communication skills
- Hold a valid driver's license, access to a vehicle and ability to travel as required to discharge one's duty as a Supervisory Officer

QUALIFICATIONS FOR CONTROLLER OF FACILITIES SERVICES

The following qualifications are required at the time of application:

- Bachelor's or Master's degree in Architecture and/or Engineering, with a minimum of five years related experience. A Professional Designation is considered an advantage
- Program and project management experience related to the delivery of educational/institutional facility projects is an advantage
- Comprehensive understanding of the design, tendering and construction processes
- **Demonstrates experience and support for the Ontario Catholic Leadership Strategy Framework**
- Proven experience with research, report writing, analysis, supervision of staff and the use of collaborative leadership models
- Superior communication and team building skills that include presentation, negotiation skills and the use of a variety of software applications
- Hold a valid driver's license, access to a vehicle and ability to travel as required to discharge one's duty as a ~~Supervisory Officer~~ **Controller of Facilities Services**

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD: APPLICATION PROCESS

Interested applicants will be required to provide at the time of application:

- A complete Curriculum Vitae providing evidence of the qualifications required
- A one-page statement of philosophy of Catholic Education which outlines past experiences and examples of personal commitment to Catholicism
- A current written professional reference from the applicant's immediate supervisor(s)
- A current written Pastoral Letter of Reference* (Superintendent of Education)
- A current written professional reference from an applicant's colleague*
- The names addresses and telephone numbers of two (2) additional references from the applicant's current or previous work environment*
- A current copy of the candidate's Ontario Certificate of Qualification (OCT) for a Superintendent of Education position
- A copy of the most recent Performance Appraisal in one's current position
- A copy of a recent Criminal Background Check (Vulnerable Sector Screening); and,
- A valid driver's license, access to a vehicle and be able to travel as required to discharge one's duty as a ~~Superintendent of Education~~ **Supervisory Officer** or Controller of Facilities Services.

*Include written permission to contact references

ADVERTISING AND APPLICATIONS

1. Applications will be invited from qualified internal candidates and may be invited from qualified external candidates.
2. Application information provided to candidates will stipulate the qualifications and all additional requirements involved in the selection process.

SELECTION PROCESS

1. Applications will be invited from qualified candidates for the position(s) of a Supervisory Officer and a Controller of Facilities Services as required. **With the permission of the applicant, the Director of Education may contact a member of staff or the community as part of the confidential background review.**
2. The Director of Education, in consultation with Senior Administrative Council, shall review all applications to determine which applicants shall be invited to proceed in the selection process.
3. Those applicants not selected to proceed in the selection process shall be so notified and given reasons.
4. Interview Committee Members and Responsibility
 - a. The Interview Committee shall consist of the following:
 - i. **All** members of Senior Administrative Council
 - ii. One Trustee appointed by the Board
 - iii. Chair of the Committee: Director of Education
 - b. All members of the Interview Committee will be present for all interviews.
 - c. All members of the Interview Committee will be provided with **confidential** copies of the applicants' resumes and applications.
 - d. Members of the Interview Committee will make recommendation(s) for successful candidate(s) to the Director of Education.
5. After consideration of the Interview Committee recommendations, the Director of Education will determine the successful candidate(s) and following consultation **with and/or approval** of the Board at an In-Camera Meeting with the Board of Trustees will confirm the new Supervisory Officer(s) and/or Controller of Facilities Services. Offer of employment will be made by the Director of Education.
6. The Director of Education who is the chairperson for the process shall coordinate the debriefing of each candidate upon request.

CONFLICT OF INTEREST

No individual will be involved in any part of the selection process if it is self-declared and/or deemed to be a Conflict of Interest regarding any individual submitting their name for a position with Niagara Catholic. Conflicts of Interest will be declared to the Director of Education who will ensure that the individual declaring the conflict of interest is not involved in any facet of the selection process.

Adopted Date:	NEW
Revision History:	

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
SEPTEMBER 24, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
ESTABLISHMENT AND CYCLICAL REVIEW OF POLICIES
POLICY (100.5)**

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: September 24, 2019



Niagara Catholic District School Board

**ESTABLISHMENT AND CYCLICAL
REVIEW OF POLICIES POLICY**

STATEMENT OF POLICY

100 – Board

Policy No 100.5

Adopted Date: October 27, 1998

Latest Reviewed/Revised Date: May 24, 2016

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, in order to fulfill its duties and responsibilities, the Board reserves the governing function of establishing and cyclically reviewing **Board Policies**. The Policies that regulate action will govern the Niagara Catholic school system. **Board Policies are governance based for the outward vision and strategic direction of the Board and differentiate between internal operational responsibilities of staff.** ~~The Policy pertaining to the internal governing operations of the Board of Trustees shall be called By-laws.~~

The Director of Education, as Chief Executive Officer, is accountable to the Board for the implementation of Board approved **governance Policies** and shall issue Administrative Procedures to ~~implement~~ **operationalize** each Policy for the day-to-day management of the organization. **Board Policies will not be issued for regulations provided in the *Education Act* or in employment agreements for staff. The authorities' matrix for this Policy clarifies policy governance and operational administrative procedures for the direction of the Board.**

The Policies of the Board shall be congruent with and supportive of the *Education Act* and Regulations of the Province of Ontario, all applicable laws and statutes, the Mission Statement and Vision 2020 Strategic Plan of the Niagara Catholic District School Board. **The Policy pertaining to the internal governing operations of the Board of Trustees shall be called By-laws.**

The process of establishing Policies and the cyclical review of all Policies will include timely consultation with individuals and groups as deemed appropriate to a particular policy.

All Policies will be reviewed on a cyclical basis of at least every five (5) years to ensure that they continue to meet the current needs of the system and are in compliance with current legislation. Specific Policies may be reviewed earlier within the five-year cycle as required to ensure alignment with changes in law, regulations or at the request of the Board, Policy Committee or the Director of Education. The development of a new Board Policy will be at the direction of the Board, or as required by law or regulations by the Director of Education.

The Director of Education will issue Administrative Procedures to **operationalize** ~~implement~~ this policy.

References:

- [**Education Act**](#)

Niagara Catholic District School Board Policies/Procedures

- [**Board By-Laws \(100.1\)**](#)



Niagara Catholic District School Board

**ESTABLISHMENT AND CYCLICAL
REVIEW OF POLICIES POLICY**

ADMINISTRATIVE PROCEDURES

100 – Board

Policy No 100.5

Adopted Date: October 27, 1998

Latest Reviewed/Revised Date: May 24, 2016

The development of a new Board **governance** Policy will be at the direction of the Board or the Director of Education as required by law or regulations. The development and review of policies will be initiated by the Board, Policy Committee or the Director of Education. The Director of Education may delegate the development or revision of **governance** Policy Statements and/or the issuance of **operational** Administrative Procedures to appropriate members of Senior Administrative Council and staff.

The establishment of new Policies ~~and Administrative Procedures~~ as well as the cyclical review of existing Policies ~~and Administrative Procedures~~ will adhere to the following process:

1. The draft of a new Policy or changes to an existing Policy will be reviewed by Senior Administrative Council.
2. The draft Policy ~~and Administrative Procedures~~ will be forwarded to the Policy Committee.
3. The Policy Committee may recommend that the draft Policy be vetted to various stakeholder groups or that it be returned to staff for further study.
4. Once recommended by the Policy Committee for vetting, the draft Policy ~~and Administrative Procedures~~ will then be distributed to stakeholder groups as identified in these Administrative Procedures.
5. Once the vetting process has been completed, Senior Administrative Council will consider the recommendations from the vetting process as part of the design of the final draft Policy to the Policy Committee.
6. Once approved by the Director of Education, the final draft Policy will be submitted to the Policy Committee for review and consideration as a recommendation to the Committee of the Whole. At the Policy Committee, the lead member of Senior Administrative Council will provide a summary of the feedback received during the vetting process and any changes made to the draft Policy. Once approved by the Policy Committee, the final draft will be forwarded to the Committee of the Whole as a recommendation for consideration at the next Committee of the Whole meeting.
7. Once reviewed and approved by the Committee of the Whole, the final draft will be forwarded to the Board as a recommendation for consideration at the next Board Meeting.
8. The Director of Education will issue and be accountable **to the Board** for the **operational** Administrative Procedures, if necessary, to implement the Policy, ensure it is posted on the Board website and brought to the attention of staff for compliance.
9. Once approved by the Board, the **governance** Policy and **if necessary the operational** Administrative Procedures will be reviewed with the appropriate administrative staff, who will then review the Policy and **operational** Administrative Procedures with staff for implementation as of the date of **the Board approval: approved Policy.**

VETTING PROCESS

As determined by the Policy Committee, a draft Policy ~~and its accompanying Administrative Procedures~~ may be vetted with all or any of the following individuals or groups:

- Trustees
- Director of Education
- Superintendents
- Administrators
- Principals/Vice-Principals
- Student Achievement Department
- OECTA Elementary
- OECTA Secondary
- OECTA Occasional Teachers
- CUPE
- ~~Managers~~ Administrators
- Principals'/Vice-Principals' Association
- Staff
- Catholic School Councils
- Alliance Committee
- Parent Involvement Committee
- Special Education Advisory Committee
- The Bishop
- Pastors
- Board Solicitors
- Student Senates
- Others as identified by the Policy Committee

VETTING TIMELINE

The timeline for vetting will generally be six (6) weeks to ensure an opportunity for placement on the agendas of staff meetings, Catholic School Councils, Alliance, Parent Involvement and Special Education Advisory Committee meetings of the Niagara Catholic District School Board.

As part of the Vetting Process, all draft Policy ~~Policies~~ and ~~Administrative Procedures~~ will be placed on the Board website for feedback from members of the Niagara Catholic community.

Adopted Date:	October 27, 1998
Revision History:	June 26, 2001 September 19, 2001 April 27, 2010 May 24, 2016

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
SEPTEMBER 24, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
CATHOLIC LEADERSHIP: PRINCIPAL & VICE-PRINCIPAL
SELECTION POLICY (202.2)**

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Frank Iannantuono, Superintendent of Education/Human Resources
Date: September 24, 2019



Niagara Catholic District School Board
**CATHOLIC LEADERSHIP: PRINCIPAL AND
VICE-PRINCIPAL SELECTION POLICY**

STATEMENT OF POLICY

200 – Human Resources

Policy No 202.2

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: February 28, 2017

In keeping with its Mission, Vision and Values, the Niagara Catholic District School believes that the realization of the goals of Catholic education requires leadership founded on faith, inspired by the Gospel, and committed to service.

For appointments to all positions of Principal and Vice-Principal with the Niagara Catholic District School Board, a candidate shall have a demonstrated record of promoting Catholic Education as evidenced in one's personal faith journey, as well as an understanding of and a genuine commitment to the Board's mission and shared vision.

Individuals aspiring to Catholic leadership positions within the Niagara Catholic District School Board shall possess the qualifications required by Education Statutes and Regulations of Ontario, as well as those established by the Board. The Board will ensure that individuals appointed to positions of responsibility as Principals and Vice-Principals possess all of the qualifications, experience and necessary skills to perform this role.

Prior to the commencement of the Principal and Vice-Principal Selection process, the Director of Education will ~~consult~~ ~~review~~ and seek input from the Board of Trustees on the skill set and profile of a Catholic Principal and Vice-Principal within the Niagara Catholic District School Board.

The Director of Education will issue Administrative Procedures in support of this policy.

References

- [Bill 177, Student Achievement and School Board Governance Act, 2009](#)
- [Education Act and Regulations](#)
- [Effective Practices Guide for Principal/Vice-Principal Terms and Conditions of Employment](#)
- [Ontario Leadership Strategy](#)
- [Policy/Program Memorandum \(PPM\) No. 152 Terms and Conditions of the Employment of Principals and Vice-Principals, 2010](#)
- [Reach Every Student: Energizing Ontario Education, 2008](#)



Niagara Catholic District School Board

CATHOLIC LEADERSHIP: PRINCIPAL AND VICE-PRINCIPAL SELECTION POLICY

ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 202.2

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: February 28, 2017

PREAMBLE

The major objectives of the role description and the procedures outlined herein are to provide a set of clear expectations of the most competent and knowledgeable candidates aspiring to the position of Catholic Leadership ~~i.e. of a~~ Principal and Vice-Principal, while providing a clear set of procedures to be followed from application to appointment.

ROLE OF THE PRINCIPAL/VICE-PRINCIPAL

Catholic Principals and Vice-Principals are the central figures within the leadership of the Niagara Catholic District School Board representing the mission and vision on a daily basis within each school community and on a system-wide basis.

The Principal is key to a quality Catholic school. The quality of a Principal's leadership is affected by the vision, knowledge, competence and personal qualities of the person who holds that position. The principal's leadership is a blend of educational skill, management skill and relationship-building, which is able to move others to perform well and to grow spiritually and professionally. Foremost among the attributes required must be a commitment and dedication to the mission and vision of Catholic education, and a willingness to accept responsibility from the Catholic community and to exercise Catholic leadership within this community.

Personal faith commitment is a fundamental criterion for leadership in Catholic education. This commitment will be evident in the candidate's involvement within their community and/or parish.

The Principal and Vice-Principal in the Catholic system demands a qualified educator who is a person of faith, vision, commitment and leadership. Throughout the stages of the selection process, evidence of strength in the following areas will be sought.

The Vice-Principal supports the Principal in the leadership of the school community.

LEADERSHIP FRAMEWORK FOR CATHOLIC PRINCIPALS AND VICE-PRINCIPALS

- Catholic Faith, Community and Culture
- Setting Directions
- Building Relationships and Developing People
- Developing the Organization
- Leading the Instructional Program
- Securing Accountability

Qualifications required prior to assuming the position:

SELECTION QUALIFICATIONS OF PRINCIPALS

Qualifications required prior to assuming the position:

1. Religious Education Qualifications
Part III Specialist of the OECTA/OCSTA Religion course or equivalent course
or
Four full graduate courses in Theology/Christian Education toward a degree or diploma in Theology from a Catholic university.
or
Part II of the OECTA/OCSTA Religion course and two graduate courses in Theology/Christian Education toward a degree or diploma in Theology from a Catholic university.
2. Ontario School Principal's Qualifications Part I and Part II as per Ontario Regulation 184/97 under the Ontario College of Teachers' Act.
3. Part II of the Special Education qualifications as per the Ontario College of Teacher Qualifications.
4. A minimum of seven years of successful teaching and/or administrative experience preferably in Catholic education – five years as a teacher and two years in some position of responsibility in education (i.e. Vice-Principal).
5. A participating member of a Catholic community as attested by a parish priest.
6. A positive recommendation from the candidate's Principal ~~and an appropriate Superintendent of Education.~~ **on the Application for Administrative Position form.**
7. Successful Vice-Principal Performance Appraisal (if applicable).
8. Successful completion in the Board's Leadership Program or an equivalent leadership program.

SELECTION QUALIFICATIONS OF VICE-PRINCIPALS

Qualifications required prior to assuming the position:

1. Part II of the OECTA/OCSTA Religion course or equivalent course
or
Four full graduate courses in Theology/Christian Education toward a degree or diploma in Theology from a Catholic university.
or
Part I of the OECTA/OCSTA Religion course and two graduate courses in Theology/Christian Education toward a degree or diploma in Theology from a Catholic university.
2. Ontario School Principal's Qualifications Part I and Part II as per Ontario Regulation 184/97 under the Ontario College of Teachers' Act.
3. Part I of the Special Education Course will be required prior to assuming the position.
4. Vice-Principal candidates are required to have a minimum of five/ year's successful teaching and/or acceptable related experience in at least two different divisions (Primary, Junior, Intermediate, or Senior)
5. A positive recommendation from candidate's ~~Principal and an appropriate Superintendent of Education.~~ **on the Application for Administrative Position form.**

6. A participating member of a Catholic community as attested by a parish priest.
7. Successful completion of the Leadership Identification Program or an equivalent leadership program.
8. The Administrative pools will run from the time of entry to the end of the school year in which it expires.

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD: APPLICATION PROCESS

1. A completed application form.
2. A written pastoral reference (within the current school year).
3. A one-page statement of philosophy of Catholic Education which outlines past experiences and examples of personal commitment to Catholicism.
4. The names addresses and telephone numbers of five references from the applicant's current or previous work environment.
5. A current written professional reference from the applicant's immediate supervisor or supervisor from the previous year as requested on the application form.
6. Evidence of preferred qualities/experiences relating to leadership experiences and professional growth initiatives as requested on the application form.
7. A current copy of the candidate's Ontario Certificate of Qualification (O.C.T.).
8. A copy of the applicant's most recent Performance Appraisal.
9. A copy of the applicant's Annual Growth Plan.

ADVERTISING AND APPLICATIONS

1. Applications will be invited from qualified internal candidates and may be invited from qualified external candidates.
2. Application information provided to candidates will stipulate the qualifications and all additional requirements involved in the selection process.

SELECTION PROCESS

The following process will establish a pool of potential Principals and Vice-Principals for each of the Elementary and Secondary School Panels:

1. Applications will be invited from qualified candidates for the positions of Principal and Vice-Principal as required.
2. The Superintendent of Human Resources, in consultation with Senior Administrative Council, shall review all applications to determine which applicants shall be invited to proceed in the selection process.
3. Those applicants not selected to proceed in the selection process shall be so notified and given reasons.
4. The Niagara Catholic Leadership Identification Process (L.I.P.) will be used in the selection of potential school leaders and in the creation of a "pool" from which appointments shall be made.

5. Vice-Principal applicants invited to proceed in the selection process will participate in a Skills Assessment Program prior to the interview.
6. Applicants who have not previously participated in a Skills Assessment Program may be required to do so prior to the interview.
7. The Interview Committee(s) shall consist of the following:
 - i. A maximum of two Superintendents of Education
 - ii. Chair of the Committee: Superintendent of Human Resources
 - iii. Two Principals
 - iv. One Vice-Principal
 - v. **One Trustee appointed by the Board**

Members of the Interview Committee ~~shall~~ **will** be present for all interviews.

Members of the Interview Committee will be provided with copies of the applicants' resumes and applications.

Members of the Interview Committee will make recommendation(s) to Senior Administrative Council for Principal or Vice-Principal appointment in the respective pool.

8. The scoring system for the selection process will be as follows:
 - i. Principal:
 - 70% Track record
 - 30 % Interview
 - ii. Vice-Principal:
 - 70% Track Record and Skills Assessment
 - 30 % Interview

Track Record will is defined as qualifications, experience, professional growth and the supervisor's recommendations based on site visit(s).

9. Senior Administrative Council will review the results of the Interview Process, Skills Assessment and Track Record information in the formulation of a recommendation to be submitted to the Director of Education **for consideration.**
10. After consideration, the Director of Education will determine the final report and **following consultation with the Board of Trustees (In-Camera) (approval of the Board)** will determine **(confirm)** ~~inform the Board of~~ placement in the Principal and/or Vice-Principal Pool.
11. The Superintendent of Human Resources **Services** who is the chairperson for the process shall coordinate the debriefing of each candidate upon request.

CONFLICT OF INTEREST

No individual will be involved in any part of the selection process if it is self-declared and/or deemed to be a Conflict of Interest regarding any individual submitting their name for a position with Niagara Catholic. Conflicts of Interest will be declared to either the Superintendent of Education/Human Resources **Services** or to the Director of Education who will ensure that the individual declaring the conflict of interest is not involved in any facet of the selection process.

FORMATION OF POTENTIAL PRINCIPAL AND VICE-PRINCIPAL POOLS

Assignments to the Principal or Vice-Principal Pool will be for up to two years renewable for a second two year term at the recommendation of the Director of Education who will inform the Board.

APPOINTMENT AND ASSIGNMENT OF PRINCIPALS AND VICE-PRINCIPALS

1. Appointments and assignments as Principal or Vice-Principal will be made by the Director of Education:
 - i. in consultation with Senior Administrative Council,
 - ii. ~~with~~ in consideration of the Principal Profile as submitted by the Catholic School Council, and
 - iii. ~~will~~ in consultation with ~~inform~~ the Chair of the Board, Vice-Chair of the Board and the local Trustee(s).

Appointments and assignments will be reported to the Board. (for approval.)

2. Initial appointments to the position of Principal and Vice-Principal shall be for up to a one (1) year probationary term. Subsequent to a successful Performance Appraisal at the conclusion of this term, they may be confirmed in that role.

Adopted Date:	April 28, 1998
Revision History:	January 8, 2002 October 23, 2002 January 25, 2011 February 28, 2012 February 28, 2017



Niagara Catholic District School Board
**CATHOLIC LEADERSHIP: PRINCIPAL AND
VICE-PRINCIPAL SELECTION POLICY**

STATEMENT OF POLICY

200 – Human Resources

Policy No 202.2

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: February 28, 2017

In keeping with its Mission, Vision and Values, the Niagara Catholic District School believes that the realization of the goals of Catholic education requires leadership founded on faith, inspired by the Gospel, and committed to service.

For appointments to all positions of Principal and Vice-Principal with the Niagara Catholic District School Board, a candidate shall have a demonstrated record of promoting Catholic Education as evidenced in one's personal faith journey, as well as an understanding of and a genuine commitment to the Board's mission and shared vision.

Individuals aspiring to Catholic leadership positions within the Niagara Catholic District School Board shall possess the qualifications required by Education Statutes and Regulations of Ontario, as well as those established by the Board. The Board will ensure that individuals appointed to positions of responsibility as Principals and Vice-Principals possess all of the qualifications, experience and necessary skills to perform this role.

Prior to the commencement of the Principal and Vice-Principal Selection process, the Director of Education will ~~consult~~ ~~review~~ and seek input from the Board of Trustees on the skill set and profile of a Catholic Principal and Vice-Principal within the Niagara Catholic District School Board.

The Director of Education will issue Administrative Procedures in support of this policy.

References

- [Bill 177, Student Achievement and School Board Governance Act, 2009](#)
- [Education Act and Regulations](#)
- [Effective Practices Guide for Principal/Vice-Principal Terms and Conditions of Employment](#)
- [Ontario Leadership Strategy](#)
- [Policy/Program Memorandum \(PPM\) No. 152 Terms and Conditions of the Employment of Principals and Vice-Principals, 2010](#)
- [Reach Every Student: Energizing Ontario Education, 2008](#)



Niagara Catholic District School Board
**CATHOLIC LEADERSHIP: PRINCIPAL AND
VICE-PRINCIPAL SELECTION POLICY**
ADMINISTRATIVE PROCEDURES

200 – Human Resources

Policy No 202.2

Adopted Date: April 28, 1998

Latest Reviewed/Revised Date: February 28, 2017

PREAMBLE

The major objectives of the role description and the procedures outlined herein are to provide a set of clear expectations of the most competent and knowledgeable candidates aspiring to the position of Catholic Leadership ~~i.e. of a~~ Principal and Vice-Principal, while providing a clear set of procedures to be followed from application to appointment.

ROLE OF THE PRINCIPAL/VICE-PRINCIPAL

Catholic Principals and Vice-Principals are the central figures within the leadership of the Niagara Catholic District School Board representing the mission and vision on a daily basis within each school community and on a system-wide basis.

The Principal is key to a quality Catholic school. The quality of a Principal's leadership is affected by the vision, knowledge, competence and personal qualities of the person who holds that position. The principal's leadership is a blend of educational skill, management skill and relationship-building, which is able to move others to perform well and to grow spiritually and professionally. Foremost among the attributes required must be a commitment and dedication to the mission and vision of Catholic education, and a willingness to accept responsibility from the Catholic community and to exercise Catholic leadership within this community.

Personal faith commitment is a fundamental criterion for leadership in Catholic education. This commitment will be evident in the candidate's involvement within their community and/or parish.

The Principal and Vice-Principal in the Catholic system demands a qualified educator who is a person of faith, vision, commitment and leadership. Throughout the stages of the selection process, evidence of strength in the following areas will be sought.

The Vice-Principal supports the Principal in the leadership of the school community.

LEADERSHIP FRAMEWORK FOR CATHOLIC PRINCIPALS AND VICE-PRINCIPALS

- Catholic Faith, Community and Culture
- Setting Directions
- Building Relationships and Developing People
- Developing the Organization
- Leading the Instructional Program
- Securing Accountability

Qualifications required prior to assuming the position:

SELECTION QUALIFICATIONS OF PRINCIPALS

Qualifications required prior to assuming the position:

1. Religious Education Qualifications
Part III Specialist of the OECTA/OCSTA Religion course or equivalent course
or
Four full graduate courses in Theology/Christian Education toward a degree or diploma in Theology from a Catholic university.
or
Part II of the OECTA/OCSTA Religion course and two graduate courses in Theology/Christian Education toward a degree or diploma in Theology from a Catholic university.
2. Ontario School Principal's Qualifications Part I and Part II as per Ontario Regulation 184/97 under the Ontario College of Teachers' Act.
3. Part II of the Special Education qualifications as per the Ontario College of Teacher Qualifications.
4. A minimum of seven years of successful teaching and/or administrative experience preferably in Catholic education – five years as a teacher and two years in some position of responsibility in education (i.e. Vice-Principal).
5. A participating member of a Catholic community as attested by a parish priest.
6. A positive recommendation from the candidate's Principal ~~and an appropriate Superintendent of Education.~~ **on the Application for Administrative Position form.**
7. Successful Vice-Principal Performance Appraisal (if applicable).
8. Successful completion in the Board's Leadership Program or an equivalent leadership program.

SELECTION QUALIFICATIONS OF VICE-PRINCIPALS

Qualifications required prior to assuming the position:

1. Part II of the OECTA/OCSTA Religion course or equivalent course
or
Four full graduate courses in Theology/Christian Education toward a degree or diploma in Theology from a Catholic university.
or
Part I of the OECTA/OCSTA Religion course and two graduate courses in Theology/Christian Education toward a degree or diploma in Theology from a Catholic university.
2. Ontario School Principal's Qualifications Part I and Part II as per Ontario Regulation 184/97 under the Ontario College of Teachers' Act.
3. Part I of the Special Education Course will be required prior to assuming the position.
4. Vice-Principal candidates are required to have a minimum of five/ year's successful teaching and/or acceptable related experience in at least two different divisions (Primary, Junior, Intermediate, or Senior)

5. A positive recommendation from candidate's ~~Principal and an appropriate Superintendent of Education.~~ **on the Application for Administrative Position form.**
6. A participating member of a Catholic community as attested by a parish priest.
7. Successful completion of the Leadership Identification Program or an equivalent leadership program.
8. The Administrative pools will run from the time of entry to the end of the school year in which it expires.

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD: APPLICATION PROCESS

1. A completed application form.
2. A written pastoral reference (within the current school year).
3. A one-page statement of philosophy of Catholic Education which outlines past experiences and examples of personal commitment to Catholicism.
4. The names addresses and telephone numbers of five references from the applicant's current or previous work environment.
5. A current written professional reference from the applicant's immediate supervisor or supervisor from the previous year as requested on the application form.
6. Evidence of preferred qualities/experiences relating to leadership experiences and professional growth initiatives as requested on the application form.
7. A current copy of the candidate's Ontario Certificate of Qualification (O.C.T.).
8. A copy of the applicant's most recent Performance Appraisal.
9. A copy of the applicant's Annual Growth Plan.

ADVERTISING AND APPLICATIONS

1. Applications will be invited from qualified internal candidates and may be invited from qualified external candidates.
2. Application information provided to candidates will stipulate the qualifications and all additional requirements involved in the selection process.

SELECTION PROCESS

The following process will establish a pool of potential Principals and Vice-Principals for each of the Elementary and Secondary School Panels:

1. Applications will be invited from qualified candidates for the positions of Principal and Vice-Principal as required.
2. The Superintendent of Human Resources, in consultation with Senior Administrative Council, shall review all applications to determine which applicants shall be invited to proceed in the selection process.
3. Those applicants not selected to proceed in the selection process shall be so notified and given reasons.

4. The Niagara Catholic Leadership Identification Process (L.I.P.) will be used in the selection of potential school leaders and in the creation of a "pool" from which appointments shall be made.
5. Vice-Principal applicants invited to proceed in the selection process will participate in a Skills Assessment Program prior to the interview.
6. Applicants who have not previously participated in a Skills Assessment Program may be required to do so prior to the interview.
7. The Interview Committee(s) shall consist of the following:
 - i. A maximum of two Superintendents of Education
 - ii. Chair of the Committee: Superintendent of Human Resources
 - iii. Two Principals
 - iv. One Vice-Principal

Members of the Interview Committee ~~shall~~ **will** be present for all interviews.

Members of the Interview Committee will be provided with copies of the applicants' resumes and applications.

Members of the Interview Committee will make recommendation(s) to Senior Administrative Council for Principal or Vice-Principal appointment in the respective pool.

8. The scoring system for the selection process will be as follows:
 - i. Principal:
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Track Record will is defined as qualifications, experience, professional growth and the supervisor's recommendations based on site visit(s).

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10. After consideration, the Director of Education will determine the final report and **following consultation with the Board of Trustees (In-Camera)** will determine ~~inform the Board of~~ placement in the Principal and/or Vice-Principal Pool.
11. The Superintendent of Human Resources **Services** who is the chairperson for the process shall coordinate the debriefing of each candidate upon request.

CONFLICT OF INTEREST

No individual will be involved in any part of the selection process if it is self-declared and/or deemed to be a Conflict of Interest regarding any individual submitting their name for a position with Niagara Catholic. Conflicts of Interest will be declared to either the Superintendent of Education/Human Resources **Services** or to the Director of Education who will ensure that the individual declaring the conflict of interest is not involved in any facet of the selection process.

FORMATION OF POTENTIAL PRINCIPAL AND VICE-PRINCIPAL POOLS

Assignments to the Principal or Vice-Principal Pool will be for up to two years renewable for a second two year term at the recommendation of the Director of Education who will inform the Board.

APPOINTMENT AND ASSIGNMENT OF PRINCIPALS AND VICE-PRINCIPALS

1. Appointments and assignments as Principal or Vice-Principal will be made by the Director of Education:
 - i. in consultation with Senior Administrative Council,
 - ii. ~~with~~ in consideration of the Principal Profile as submitted by the Catholic School Council, and
 - iii. ~~will~~ in consultation with ~~inform~~ the Chair of the Board, Vice-Chair of the Board and the local Trustee(s).

Appointments and assignments will be reported to the Board.

2. Initial appointments to the position of Principal and Vice-Principal shall be for up to a one (1) year probationary term. Subsequent to a successful Performance Appraisal at the conclusion of this term, they may be confirmed in that role.

Adopted Date:	April 28, 1998
Revision History:	January 8, 2002 October 23, 2002 January 25, 2011 February 28, 2012 February 28, 2017

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
SEPTEMBER 24, 2019**

**TITLE: POLICIES – PRIOR TO VETTING
RELIGIOUS ACCOMMODATION POLICY (100.10.1)**

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

Date: September 24, 2019



Niagara Catholic District School Board
RELIGIOUS ACCOMMODATION POLICY
STATEMENT OF POLICY

100 – Board

Policy No 100.10.1

Adopted Date: June 15, 2010

Latest Reviewed/Revised Date: June 21, 2016

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board (the Board), the 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.

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.

The Board and its staff are committed to the elimination of discrimination as outlined in relevant Provincial and Federal legislation in a manner which is consistent with the exercise of its denominational rights under section 93 of the *Constitution Act, 1867* and as recognized in section 19 of the Ontario *Human Rights Code* (the “Code”).

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.

The Director of Education shall issue Administrative Procedures for the implementation of this policy.

References:

- [Canadian Charter of Rights and Freedoms](#)
- [Constitution Act, 1867](#)
- [Education Act](#)
- [Education Act – R.R.O. 1990, Regulation 298, “Operation of School-General” s 27-29, under the heading “Religion in Schools”](#)
- [Ontario’s Equity and Inclusive Education Strategy](#)
- [Ontario Human Rights Commission – Human Rights at Work](#)
- [Ontario Human Rights Code](#)
- [Ontario Human Rights Commission – Policy on Preventing Discrimination based on Creed](#)
- [Ministry of Education - Policy/Program Memorandum No. 108](#)
- [Ministry of Education - Policy/Program Memorandum No. 119](#)
- [Ministry of Education- Policy/Program Memorandum No. 162](#)
- [Ontario Schools: Kindergarten to Grade 12: Policy and Program Requirements 2016](#)
- [Multi-Faith Manual, Canadian Multi-Faith Federation](#)
- [Niagara Catholic District School Board Policies/Procedures](#)
 - [Equity and Inclusive Education Policy \(100.10\)](#)
 - [Elementary Standardized Dress Code Policy \(Safe Schools\)\(302.6.10\)](#)
 - [Dress Code – Secondary Uniform Policy \(Safe Schools\)\(302.6.6\)](#)



Niagara Catholic District School Board
RELIGIOUS ACCOMMODATION POLICY
ADMINISTRATIVE PROCEDURES

100 – Board

Policy No 100.10.1

Adopted Date: June 15, 2010

Latest Reviewed/Revised Date: June 21, 2016

All Niagara schools and facilities exist within a broader context of law and public policy that protect and defend human rights.

The *Canadian Charter of Rights and Freedoms* (Section 2(a) and Section 15) guarantees freedom of religion. The Ontario *Human Rights Code* (the “Code”) protects an individual’s freedom from discriminatory or harassing behaviours based on prohibited grounds. Consistent with this legislation is the *Education Act*, its Regulations and policies governing equity and inclusion in schools:

- PPM No. 108, “Opening or Closing Exercises in Public Elementary and Secondary Schools”, released on January 12, 1989;
- R.R.O. 1990, Regulation 298, “Operation of School-General” s 27-29, under the heading “Religion in Schools”; and
- PPM No. 119, “Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools”, released on April 22, 2013.

The Board recognizes, and is committed to, the values of freedom of religion and freedom from discriminatory or harassing behaviour based on prohibited grounds through its Equity and Inclusive Education Policy, the Safe Schools Policy and curriculum documents. All of these will be informed by-and interpreted in accordance with the principles of the Ontario *Human Rights Code*.

This Policy reflects the Board’s fidelity to Canadian law protecting freedom of religion in accordance with the Catholic Church’s teachings.

DEFINITIONS

1. Accommodation

The Ontario Human Rights Commission (“OHRC”) Policy on Preventing Discrimination based on Creed, (“OHRC Policy”) released on September 17, 2015, recognizes a duty to accommodate creed beliefs and practices.

OHRC Policy provides that service providers, such as school boards, have a legal duty to accommodate people’s creed beliefs and practices to the point of undue hardship where they are:

- Adversely affected by a standard, rule or requirement of the organization;
- Sincerely (honestly) held; and
- Connected to a creed.

For creed protections, a person’s creed belief needs only to be sincerely held. The focus is on the person’s sincerely held personal or subjective understanding of their creed. They do not need to show that their belief is an essential or obligatory element of their creed, or that it is recognized by others of the same creed (including religious officials).

Fulfilling the duty to accommodate requires that the most appropriate accommodation be determined and provided short of undue hardship. The most appropriate accommodation is the one that most:

- Respects dignity (including autonomy, comfort and confidentiality);
- Responds to a person's individualized needs; and
- Allows for integration and full participation.

The duty to accommodate is about more than providing the most appropriate accommodation in the circumstances (the substantive component). It is also about engaging in a meaningful, good-faith process to assess needs and find appropriate solutions (the procedural component).

Everyone involved in the accommodation process has a duty to cooperate to the best of their ability. While the Board is ultimately responsible for putting in place solutions and leading the process, persons seeking accommodation must cooperate in the process.

The OHRC's Policy also recognizes that there are limits on rights based on creed, as there are on all grounds protected under the Ontario *Human Rights Code*. Limits can, for example, arise if creed rights interfere with the human rights of others.

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 Ontario *Human Rights Code*. The duty to accommodate must be provided to the point of undue hardship. In determining whether there is undue hardship, section 24(2) of the Ontario *Human Rights Code* provides that reference should be made to the cost of accommodation, outside sources of funding, if any, and health and safety requirements, if any.

2. Creed

The OHRC states that although the Ontario *Human Rights Code* does not define creed, the courts and tribunals have often referred to religious beliefs and practices. Creed may also include non-religious belief systems that, like religion, substantially influence a person's identity, worldview and way of life. The following characteristics are relevant when considering if a belief system is a creed under the Ontario *Human Rights Code*. A creed:

- Is sincerely, freely and deeply held;
- Is integrally linked to a person's identity, self-definition and fulfilment;
- Is a particular and comprehensive, overarching system of belief that governs one's conduct and practices;
- Addresses ultimate questions of human existence, including ideas about life, purpose, death, and the existence or non-existence of a Creator and/or a higher or different order of existence; and
- Has some "nexus" or connection to an organization or community that professes a shared system of belief.

Creed does not include secular, moral or ethical beliefs or political convictions. This policy 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.

3. Undue Hardship

Accommodation will be provided to the point of undue hardship, set out in the provisions of the Ontario *Human Rights Code*. A determination regarding undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence.

A determination that an accommodation will create undue hardship carries 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 an accommodation would create undue hardship, 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.

Where a determination has been made that an accommodation would cause undue hardship, the Board will proceed to implement the next best accommodation short of undue hardship, or will consider phasing in the requested accommodation.

ACCOMMODATION PROCEDURES

The Accommodation Procedures are established to ensure that all Board staff, students, parents and other members of the school community are aware of their rights and responsibilities under the Ontario *Human Rights 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 and Inclusive Education Strategy, the Ontario *Human Rights 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 prohibited grounds. Accommodation will be provided in accordance with the principles of dignity 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 accommodation to individual members of a religious group to facilitate their religious beliefs and practices. All accommodation requests will be taken seriously. No person will be penalized for making an accommodation request.

The Board will base its decision to accommodate by applying the Ontario *Human Rights Code's* criteria of undue hardship, the Board's ability to fulfill its duties under Board policies and the provisions of the *Education Act*.

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 ensure 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 will not be placed in the position of monitoring a student's compliance with a religious obligation, and enforcing such practices.

2. General Procedures for Religious Accommodation

2.1 Staff

If a staff member requests a religious accommodation, the staff member is required to advise their immediate supervisor, in writing at the beginning of the school year, to the extent possible. If September notice is not feasible, the staff member should make the request as early as possible.

The absence of employees due to religious observances should be granted as determined by this policy and the appropriate collective agreement/terms and conditions/employment contract.

2.2 Students

Students must present 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, preferably at the beginning of each school year, to ensure that scheduling of major evaluations, such as tests, assignments or examinations, takes into consideration the religious observances.

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

3. Unresolved Requests

If an individual feels that the request has not been considered despite the Board's commitment to provide accommodation, the individual is to follow the Board's Complaint Resolution Policy (800.3).

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:

- School opening and closing exercises;
- Absence for Religious Holy Days;
- Prayer;
- Dietary requirements;
- Fasting;
- Religious dress;
- Modesty requirements in physical education; and
- Participation in daily activities, curriculum and co-curricular activities.

4.1 School Opening and Closing Exercises

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.

Memorandum No. 108 states the following:

1. All public elementary and secondary schools in Ontario must be opened or closed each day with the national anthem. "God Save the Queen" may be included.
2. The inclusion of any content beyond "O Canada" in opening or closing exercises is to be optional for public school boards.
3. Where public school boards resolve to include, in the opening or closing exercises in their schools, anything in addition to the content set out in item 1 above, it must be composed of either or both of the following:
 - a. One or more readings that impart social, moral, or spiritual values and that are representative of our multicultural society. Readings may be chosen from both scriptural writings, including prayers, and secular writings;
 - b. A period of silence.
4. Parents who object to part or all of the exercises may apply to the Principal to have their children exempted. Students who are adults may also exercise such a right.

4.2 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 or 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. Upon identification, the Board will make reasonable efforts to acknowledge the different observances of its 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 religious holy days.

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 will advise their immediate supervisor at, or as close as possible to, the beginning of the school year and the leave will be granted in accordance with the terms of the appropriate collective agreement/terms and conditions/employment contract.

Students requesting a leave will give 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, annual school newsletters and announcements will 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.

Administrators will consult with Human Resource Services regarding staff leave as required.

Unresolved Requests

If an individual feels that the request has not been considered despite the Board’s commitment to provide accommodation, the individual is to follow the Board’s Complaint Resolution Policy (800.3).

4.3 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 Information Centre, 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.

4.4 Dietary Restrictions

The Board is sensitive to the different dietary restrictions of various religious groups, staff and students. 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 schools will consider relevant dietary restrictions in their menu planning. Availability of vegetarian options is recommended as a form of inclusive design.

Staff will provide special attention to accommodations requested during overnight outdoor education activities, as well as field trips that extend over a mealtime period.

4.5 Fasting

The Board is sensitive to religious periods of fasting. 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.

4.6 Religious Dress

“Dress Code” is the appropriate dress policy established by the Board. Students are required to comply with the Elementary Standardized Dress Code Policy (302.6.10) or the Dress Code - Secondary Uniform Policy (302.6.6) in all Niagara Catholic schools.

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 Policy or Uniform Policy. 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.

Administrators will ask the student to wear religious attire in the same colour as the elementary standardized dress code or secondary uniform however, there may be religious requirements of colour that cannot be modified.

Special attention will 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. Schools should be aware that harassment about religious attire is one of the most common types of harassment and bullying. In accordance with Board policy, the Board and its schools will not tolerate any harassment or bullying directed at, or inappropriate actions taken against, an individual’s religious attire and there will be appropriate consequences for individuals who violate this rule.

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. Requirements regarding the accommodation of Khalsa Sikh students who wish to carry a Kirpan are set out at [Appendix A](#).

4.7 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. These Accommodation Guidelines are designed inclusively, taking into account common religious needs that may exist.

If a student and his or her 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 student and his or her family so that it has sufficient information to understand the physical education curriculum and to select available curriculum alternatives.

4.8 Participation in Daily Activities, Curriculum and Co-curricular Activities

The Board will seek to reasonably accommodate students where there is a demonstrated conflict between a specific class, curriculum or co-curricular activity and a religious requirement or observance. Where an academic or co-curricular 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 staff 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 or co-curricular activity, the accommodation applies to the individual requesting the accommodation.

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~~ **Ontario Schools: Kindergarten to Grade 12: Policy and Program Requirements 2016, Ministry of Education- Policy/Program Memorandum No. 162**).

In general, the Board recommends an informed, common-sense approach to questions of religion and curriculum and co-curricular activities. Hopefully, these questions can be solved by an open discussion between the teacher, the student and the student's family.

LIMITATIONS TO RELIGIOUS ACCOMMODATION

1. The Board supports freedom of religion and an individual's right to manifest the individual's 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.
2. 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. Following the general custom of the Church, non-Catholics are welcome to join in prayer services and liturgical celebrations of the Catholic Church community excluding some restrictions such as sharing in Holy Communion.
3. All chapels in Niagara Catholic schools are specifically designed and furnished for prayer and liturgy within the Catholic tradition and are not to be considered multi-faith chapels. Chapels are open to all people for individual silent prayer or meditation. Non-Catholic liturgies or group prayers will not be held in any chapel.
4. For students requesting a prayer space, school administrators are to designate an appropriate space or classroom, other than the chapel, for religious celebrations celebrated by other Christian denominations or faith traditions. Such requests will be made to the Principal, who, in discussion with the Family of Schools Superintendent and in consultation with the local Ordinary, will make the final decision.

Adopted Date:	June 15, 2010
Revision History:	November 23, 2010 June 21, 2016

REQUIREMENTS FOR KIRPAN ACCOMMODATION

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

- The five articles of faith worn by Khalsa Sikhs are the Kachera, Kara, Kanga, Kesh and Kirpan. 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 their 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 Gurdwara (place of worship), confirming that the student requesting accommodation is a Khalsa Sikh.
- The Kirpan is six inches or less.
- The Kirpan will be sufficiently secured with a stitched flap so it is not easily removed from its sheath.
- The Kirpan will not be worn visibly, but under the wearer's clothing.
- Students under the age of eighteen must be accompanied by parents/guardians when discussing the rules regarding the wearing of a Kirpan.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
SEPTEMBER 24, 2019**

TITLE: POLICY AND GUIDELINE REVIEW SCHEDULE

The Policy and Guideline Review
Schedule is presented for information.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: September 24, 2019



POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2019 - JUNE 2020

Updated: September 24, 2019

SORTED BY POLICY COMMITTEE MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting After Vetting
1998	2016	100.5	Establishment and Cyclical Review of Policies	September 2019
1998	2017	202.2	Catholic Leadership: Principal & Vice-Principal Selection	September 2019
2010	2016	100.10.1	Religious Accommodation	September 2019
NEW	NEW	NEW	Emergency Instructors Elementary	September 2019
NEW	NEW	NEW	Catholic Leadership: Supervisory Officer & Controller of Facilities Selection	September 2019
2013	2013	203.4	Leadership Pathways	October 2019
2013	2013	800.9	Volunteering in Catholic Schools	October 2019
2005	2014	100.8	Electronic Meetings (Board and Committees)	October 2019
1998	2015	600.1	Purchasing/Supply Chain Management	October 2019
2014	2014	100.14	Use of Corporate Logo	October 2019
2007	2013	201.14	Employee Meals & Hospitality	October 2019
2007	2013	201.15	Employee Conferences, Workshops & Meetings	October 2019
2003	2013	400.5	Acceleration/Retention (Elementary)	October 2019
2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	October 2019
2006	2014	201.13	Sexual Misconduct	November 2019
2002	2018	201.7	Employee Workplace Harassment *	November 2019
2002	2018	201.11	Employee Workplace Violence *	November 2019
2002	2018	201.6	Occupational Health & Safety *	November 2019
1998	2016	100.5	Establishment and Cyclical Review of Policies	November 2018
1998	2017	202.2	Catholic Leadership: Principal & Vice-Principal Selection	November 2018
2010	2016	100.10.1	Religious Accommodation	November 2018

* Ministry of Labour Compliance Annual Review

SORTED BY CW/BOARD MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
NEW	NEW	NEW	Emergency Instructors Elementary	October 2019
NEW	NEW	NEW	Catholic Leadership: Supervisory Officer & Controller of Facilities Selection	October 2019
2007	2013	201.14	Employee Meals & Hospitality	November 2019
2007	2013	201.15	Employee Conferences, Workshops & Meetings	November 2019
2003	2013	400.5	Acceleration/Retention (Elementary)	November 2019
2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	November 2019
1998	2016	100.5	Establishment and Cyclical Review of Policies	December 2019
1998	2017	202.2	Catholic Leadership: Principal & Vice-Principal Selection	December 2019
2010	2016	100.10.1	Religious Accommodation	December 2019