



Moral & Ethical Guidelines

For

Resource Development

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Acknowledgements

These guidelines were developed in support of the Resource Development Document approved by the Board, June 28, 1993.

Action # 5 of this document stated “ An appropriate working group be commissioned to develop moral and ethical guidelines for Resource Development.

Sincere appreciation is expressed to those who contributed to the preparation of this Guideline:

Vic Degutis	-	Resource Development (Chair)
Bill Brown	-	Director of Education
Barb Howe	-	Principal, St. Anne’s School, Kitchener
James Petrozzi	-	Chief of Operations, M & M Meats, Kitchener
Blair Philippi	-	Spiritual Director of the Board
Ray Voll	-	Trustee
Mark Whaley	-	Parent, Elementary/Secondary

Keith Spitzig	-	Principal, St. Boniface School, Maryhill
John Gross	-	Principal, Continuing Education
Theresa Johnson	-	Vice-Principal, St. Mary’s Secondary School
Hugh Craigen	-	Assessment Officer
Gail Freiburger	-	Co-op Co-ordinator
Terry Gray	-	Chaplain, Monsignor Doyle Catholic Secondary School
Rose Suljak	-	Teacher, Resurrection Catholic Secondary School

Board Motion May 24, 1994

That the Board approve the Moral and Ethical Guidelines for Resource Development for use as a resource document for individuals and the Board to evaluate proposals for partnerships.

THE HISTORY OF THE GENERATION OF THIS DOCUMENT

These hard economic times are a long term reality that affect everyone. Educators of necessity are scrambling to find new financial resources along with other resources; this means developing relationships in new non-traditional areas such as business and industry. Our Board finds itself in this kind of necessity. However, Catholic Educators face some particular peculiar challenges as they consider this avenue because of their commitment to the Catholic Faith. This paper speaks to these challenges by providing some general principles and guidelines as our Board investigates and develops in these new areas. This document thus demonstrates the commitment of our Board to its Catholicity but it also speaks to its own importance in helping our Board/system maintain its Catholicity.

Here goes a brief history of the generation of the draft, *Moral and Ethical guidelines for Resource Development*.

The following is a listing of the most significant individuals, institutions, and documents consulted and researched for the purpose of this document by Fr. Fred Scinto, C.R. and Vic Degutis.

1. Contacting:

- Father Michael Ryan, past teacher of the Church's social doctrines at St. Peter's Seminary in London.
- Father Frank Rog, C.R., Principal of a Catholic high school in Chicago.
- Mr. Rob Donelson, the Development Officer of the University of St. Jerome's College.
- The Canadian Conference of Catholic Bishops which is investigating the location of a knowledgeable professional resource person for us for this area.
- The Jesuits in St. Louis, to locate Father John Kavanaugh, S.J., whose expertise lies in the area of consumerism and the Gospel (his location has been pinpointed).
- Mr. Wayne Hussey, President of the United Way, Waterloo Region.
- Sister Catherine T. McNamee, C.S.T., President of the National Catholic Educational Association, Washington D.C.
- The Canadian Association for Philanthropy.

Contacts such as these and others indicate that there are no ready-made general principles and guidelines available for the asking. Educators and institutions do not seem to have them. This led to other approaches that were basically personal research and investigation (see below).

2. Documents consulted and researched:

- *Do Justice: The Social Teaching of the Canadian Catholic Bishops* edited by E.F. Sheridan, S.J. (1987)
- *Principles of Economic Justice: Reflections on the Bishops' Letter* by Daniel L. Lowery (1987)
- *Society and the Gospel* by Henry Townsend (1976)
- *The Christian Social Conscience* by Rodger Charles (1970)
- *What Every Christian Should Know About Social Justice* (Scriptographic Bookelt, 1986)
- *A Catechism of Catholic Social Teaching* by Gerald Darring (1987)
- *Quest For Justice: A compendium of Statements of the United States Catholic Bishops on the Political and Social Order 1966-1980* by the United States Catholic Conference (1981)
- Research was done on the Pepsi situation in Toronto.
- Extensive research was done on other aspects of schools and resource development in both Canada and the USA through various journals.
- A preliminary draft document on Resource Development Guidelines was prepared by a staff committee of the Board (November 1993).

All of this activity produced the accompanying document outlining basic general principles involved along with basic specific guidelines. As the reader peruses this document, he/she must keep a number of things in mind: *by its very nature*, the document does not have the specificity some may wish because each individual case presents its own particular peculiarities and the document's framework must be wide enough to cover a large number of contingencies; as these principles and guidelines are applied on an ongoing basis, our Board will learn a great deal that will call for future revisions – a reality that points to the necessary provisionality of these principles and guidelines.

MORAL AND ETHICAL GUIDELINES FOR RESOURCE DEVELOPMENT

“ The cultivation of faith life and the consequent spiritual values are seen as the most important aspect of the curriculum... Spiritual values are those principles and ideals which are basic to our Catholic religion and which give meaning to life. These include harmony, peace, tranquillity, love, co-operation, community, honesty, order and justice, truth, equality, compassion and understanding as well as any life value which contributes to healthy relationships with oneself, with others, and with God”
Holistic Education A Framework for Curriculum

PREAMBLE

In developing partnerships and strengthening relations within the context of the “Resource Development” framework, there is an opportunity to enhance significantly the education of our students. It is imperative that Catholic principles and beliefs, including those of Catholic Social Justice such as: the priority of people over profit, of labour over capital, of the needs of the poor over the wants of the rich be at the heart of all the heart of all undertakings. (C.F. encyclical, *Concern for the Social Order* – Pope John Paul II). By keeping these concerns foremost in the initiatives planned between our Board and the numerous partnerships and opportunities available in “Resource Development” we can serve our students by providing worthwhile opportunities and resources while at the same time being true to the Gospel message. Whatever initiatives are undertaken within this framework need to be consonant with the Waterloo Region Roman Catholic Separate School Board’s Mission Statement that mandates us to ensure each student within a Christ-centered and student-driven learning environment will develop her/his capabilities and a desire to transform society. These students are our hope for the future and are thus entitled to first call on all the energy and resources we can give them. Since the Board’s strategic plan embodies the belief that every human being is a unique creation of God possessing inherently unconditional value, initiatives undertaken in “Resource Development” will incorporate this belief.

GENERAL PRINCIPLES

These general principles cover the following six areas:

- the nature of the non-educational partner;
- the contract with the non-educational partner;
- safeguarding student welfare;
- safeguarding the educational process;

- distribution of ensuing benefits and resources;
- and impacts upon the Board's publics.

The Nature of the Non-Educational Partner

1. Partners with whom arrangements are made should have overall marketing philosophies and programs that are compatible with the Catholic nature of our Board.
2. Careful scrutiny by the Project Assessment Committee (Miscallany # 3) will be given to partners that have a monopoly in their field since such partners have more opportunity to slip into activity that may violate Catholic Social Justice Principles.
3. No agreements will be made with partners involved in unethical activity as delineated by the principles of Catholic Social Justice, e.g., anti-union activity, manufacturing abortifacient, armaments trading, dumping discarded materials on to Third World Markets, etc.
4. The Board will deal only with those partners that practice fair employee relationships.
5. The Board will deal only with those partners for whom concern for ecology is present.

The Contact With the Non-Educational Partner

1. Any and all agreements will be factual and must not mislead by omission or implication.
2. Any and all agreements must be treated with honesty, integrity, sincerity and respect.
3. Any and all agreements must be mutually beneficial.
4. Any and all agreements must be scrutinized from the basic criterion of what message is conveyed to our students and the community.
5. No agreement will be made without some fundamental preliminary interaction whose intent is to build a long-term relationship with the partner.

Safeguarding Student Welfare

1. Freedom of choice is an inherent right of every person: any and all agreements and interactions must not compromise this freedom for students;
2. There will be no exploitation of students by any details of the agreement.

Safeguarding the Educational Process

1. In any and all agreements, the interests of Catholic education and educational outcomes must be ensured.
2. The integrity of all learning environments must be preserved.
3. Nothing in the agreements and/or taught in any of our academic programs.
4. No agreement will be undertaken that either directly or indirectly promotes human stereotypes (ethnic, age, racial, sexual, religious, economic and challenged) in itself or in its consequences.

Distribution of Ensuing Benefits and Resources

1. Benefits and resources resulting from applicable agreements in resource development will be equitably distributed to all of our schools and students.
2. Equitable access to applicable resource development opportunities will be had by all our students and schools.

Impacts Upon the Board's Publics

1. Since it is imperative that the Board not only do the right thing but be *seen* to be doing the right thing, there will be communication with the various publics of the Board regarding resource development.
2. Any and all agreements undertaken by the Board must be assessed/evaluated in respect to its impact on local neighbourhoods and their activities. This is a matter not only of public relations but, more importantly, of Social Justice.
3. Any and all agreements must be sensitive to the Board's present supporters in order not to alienate them.

GUIDELINES

(These guidelines flow out of the above general principles but are more pointed and specific.)

These guidelines cover the following seven areas;

- the nature of the non-educational partner;
- the contact with the non-educational partner;
- safeguarding student welfare;
- safeguarding the educational process;
- distribution of ensuing benefits and resources;
- impacts upon the Board's publics;
- and miscellany.

The Nature of the Non-Educational Partner

1. Agreements will only be made with partners that are sensitive to equity issues.
2. Any commercial enterprises within our school premises can only be awarded to partners that practice fair employee relations.
3. Preference in making agreements will be given to partners that practice public accountability.

The Contract With the Non-Educational Partner

1. Each proposed agreement will be carefully scrutinized by the Project Assessment Committee established for this purpose.
2. Each proposed agreement will be scrutinized within the framework of the Board's Mission Statement and other ethical moral beliefs pertinent to it.

Safeguarding Student Welfare

1. In respect to the mode of advertising by a partner with whom an agreement is reached:
 - students will not be required to observe, listen to or read advertising;
 - *on-site* and *off-site* advertising must not include anything that demeans the Faith or true/authentic human values;
 - *on-site* no advertising will be allowed that blatantly promotes consumerism;
 - the advertising within school premises must be low-key appropriate to the academic and co-curricular environments;
 - sponsor recognition logos should be for identification rather than for commercial purposes;
 - and the firm with whom the agreement is reached will not use the existence of this agreement as part of its off-site advertising without permission from the Board.
2. No student will be required to use or sell or promote materials without personal and parental consent.
3. Different sensibilities, awarenesses and needs between secondary and elementary students will be respected in any agreement when this is applicable.

Safeguarding the Educational Process

1. Only curriculum materials from sponsoring companies that respond to an educational need will be used.
2. Any presentation resulting from any or all agreements must respect the learning environment or must be tied to learning outcomes.
3. There will be clear delineation among the factual, editorial and advertising content in the curriculum materials used as a consequence of an agreement.
4. Sponsored and donated materials must meet the Board's standards used for the selection and purchase of curriculum materials.
5. The Board maintains final control regarding the use of outside materials.
6. Catholic/Christians are by vocation called to question the world around them; any materials resulting from agreements that demonstratively counter this vocation are to be rejected.

Distribution of Ensuing Benefits and Resources

1. A committee or individual appointed by the Board will make proposals to the senior administration as to this distribution.

Impacts Upon the Board's Publics

1. The Board will keep the Catholic community aware of the relationships it has with business and industry.

2. At the individual school level, an awareness will be cultivated concerning the Board's relationships with business and industry when these impact on the local level.
3. A major concern of the Project Assessment Committee will be to monitor the Board's publics' perceptions regarding the number and pace of agreements so that the Board will not be perceived to be reaching the point of a critical mass that amounts to creeping commercialism within the system.

Miscellany

1. Since the guidelines of this document will be accommodated to the Board's ongoing experience of developing relationships and agreements with business and industry, these guidelines will be reviewed as appropriate and necessary by a committee selected for that purpose.
2. The arrangements undertaken will establish a contract for fairness for all parties involved if the general principles and guidelines of this document are applied. However, since conditions can/may easily change over time, every agreement must include provisions for either party to choose withdrawal with proper notification over a specified period of time.
3. Only those persons authorized by the Board may enter into these agreements.
4. A project Assessment Committee, will include the following functions:
 - monitor the application of these general principles on an ongoing basis.
 - monitor the Board's publics' responses/reactions in this area (see Guideline # 3 under *Impact Upon the Board's Publics.*)
 - address ways of exposing *all* students to some form of Consumer Education that includes Faith values and consumerism.

Note: Consumer Education should be highlighted to encourage further development of critical evaluation skills. This can take one of two forms:

- these skills be emphasized in our present Consumer Education courses and units;
 - or appropriate skills be identified from the document, *Teaching Tomorrow's Thinkers*, and these be developed within an appropriate teaching context such as religious education or family life.
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- network with existing Social Justices groups, through designated committee members, as a source of research expertise and reference.
 - make recommendations to the general administration regarding distribution of benefits and resources accruing from agreements (see Guideline # 1 when *Distribution of Ensuring Benefits and Resources*).
 - Co-ordinate a process to ensure that existing initiatives (Co-op Education, Continuing Education, PIE, etc.) are harmonized with resource development undertaking.

APPENDIX

SOME CANADIAN CHURCH AND INTER-CHURCH AGENCIES FOR SOCIAL JUSTICE – Do Justice: The Social Teaching of the Canadian Catholic Bishops edited by E.F. Sheridan, S.J. (1987)

1. Anglican Church of Canada.
Unit on Public Social Responsibility,
600 Jarvis St., Toronto, Ont., M4Y 2J6
2. Baptist Convention of Ontario and Quebec,
Social Action Committee,
217 St. George St., Toronto, Ont., M5R 2M2
3. Canada Asia Working Group,
11 Madison Ave., Toronto, Ont., M5R 2S2
4. Canadian Catholic Organization for Development and Peace
3028 Danforth Ave., Toronto, Ont., M4C 1N2
5. Canadian Conference of Catholic Bishops,
Episcopal Commission for Social Affairs,
90 Parent Ave., Ottawa, Ont., K1N 7B1
6. Canadian Council of Churches,
40 St. Clair Ave., East, Toronto, Ont., M4T 1M9
7. Evangelical Lutheran Church in Canada,
Division for Church and Society,
1512 St. James St., Winnipeg, Man., R3H 0L2
8. GATT-Fly,
11 Madison Ave., Toronto, Ont., M5R 2S2
9. Inter-Church Coalition on Africa,
129 St. Clair Ave., West, Toronto, Ont., M4V 1N5
10. Inter-Church Commission on the Social Impact of Resource Development
P.O. Box 2097, St. John's, Nfld. A1C 6E6
11. Inter-Church Committee for Refugees,
Suite 201, 40 St. Clair Ave., East, Toronto, Ont., M4T 1M9

12. Inter-Church Committee on Human Rights in Latin America, Suite 201, 40 St. Clair Ave., East, Toronto, Ont., M4T 1M9
13. Inter-Church Fund for International Development, Suite 204, 85 St. Clair Ave., East, Toronto, Ont., M4T 1M8
14. Inter-Church Project on Population,
c/o Bernard Daly
90 Parent Ave., Ottawa, Ont., K1N 7B1
15. Jesuit Centre for Social Faith and Justice, 947 Queen St. East, Toronto, Ont., M4M 1J9
16. National Inter-Faith Immigration Committee, 67 Bond St., Toronto, Ont., M4B 1X5
17. PLURA
c/o Mr. Roy Shepherd,
11 Byron, New Hamburg, Ont., N0B 2G0
18. Presbyterian Church in Canada,
Board of Congregational Life,
50 Wynford Drive, Don Mills, Ont., M3C 3E5
19. Project North,
80 Sackville St., Toronto, Ont., M5A 3E5
20. Project Ploughshare,
Institute for Peace and Conflict Studies,
Conrad Grebel College
University of Waterloo, Waterloo, Ont., N2L 3G6
21. Salvation Army,
Commission on Moral and Social Standards and Issues,
20 Albert St., Toronto, Ont., M5G 1A6
22. Taskforce on the Churches and Corporate Responsibility,
129 St. Clair Ave., West, Toronto, Ont., M4V 1N5
23. Ten Days for World Developments,
Room 315, 85 St. Clair Ave., West, Toronto, Ont., M47T 1M8
24. United Church of Canada,
Department of Church in Society,
Division of Mission in Canada,
85 St. Clair Ave., East, Toronto, Ont., M4T 1M8

