



*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, MARCH 24, 2015
4:30 P.M.**

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



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- | | |
|---|-----|
| 1. Opening Prayer – Trustee Sicoli | - |
| 2. Attendance | - |
| 3. Approval of Agenda | - |
| 4. Declaration of Conflict of Interest | - |
| 5. Minutes of Policy Committee Meeting of February 24, 2015 | 5 |
| 6. Policies | |
| <i><u>Action Required</u></i> | |
| POLICIES – PRIOR TO VETTING | |
| 6.1 Purchasing/Supply Chain Management Policy (600.1) | 6.1 |
| 6.2 Equity and Inclusive Education Policy (100.10) | 6.2 |
| 6.3 Retirement & Service Recognition Celebration Policy (201.2) | 6.3 |
| POLICIES – UNDER REVIEW | |
| 6.4 Attendance Support Program Policy (201.16) | 6.4 |
| <i><u>Information</u></i> | |
| 6.5 Policy and Guideline Review 2014-2015 Schedule | 6.5 |
| 7. Date of Next Meeting | |
| • April 28, 2015 4:30 p.m. | - |
| 8. Adjournment | - |

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 24, 2015**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING
FEBRUARY 24, 2015**

RECOMMENDATION

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of February 24, 2015, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, FEBRUARY 24, 2015

Minutes of the Policy Committee Meeting held on Tuesday, February 24, 2015 at 4:30 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 4:30 p.m. and chaired by Trustee Fera.

1. Opening Prayer

The meeting was opened with a prayer by Trustee Fera.

2. Attendance

Moved by Trustee Sicoli

THAT the Policy Committee excuse Kathy Burtnik, Committee Chair from attending the Policy Meeting of February 24, 2015 and that Trustee Fera serve as Acting Chair of the February 24, 2015 Policy Committee Meeting.

Committee Members	Present	Absent	Excused
Kathy Burtnik (Committee Chair)			✓
Frank Fera	✓		
Dino Sicoli	✓		

Student Trustees:

Chloe Demizio, Trustee

Jessica Di Pasquale, Trustee

Staff:

John Crocco, Director of Education

Yolanda Baldasaro, Superintendent of Education

Lee Ann Forsyth-Sells, Superintendent of Education

Mark Lefebvre, Superintendent of Education

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

3. Approval of Agenda

Moved by Trustee Sicoli

THAT the February 24, 2015, 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.

5. Minutes of the Policy Committee Meeting of January 27, 2015

Moved by Trustee Sicoli

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of January 27, 2015, as presented.

APPROVED

6. Policies

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO MARCH 10, 2015 COMMITTEE OF THE WHOLE MEETING

6.1 Educational Field Trips Policy (400.2)

Mark Lefebvre, Superintendent of Education, presented the Educational Field Trips Policy (400.2) following the vetting process. Superintendent Lefebvre presented the comments from the vetting process.

Following discussion, the Policy Committee recommended the following amendments:

POLICY STATEMENT

- No amendment

ADMINISTRATIVE GUIDELINES

- No amendment

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the March 10, 2015 Committee of the Whole Meeting to approve the Educational Field Trips Policy (400.2) as presented.

APPROVED

6.2 Volunteer Driver Policy (302.4)

Mark Lefebvre, Superintendent of Education, presented the Volunteer Driver Policy (302.4) following the vetting process. Superintendent Lefebvre presented the comments from the vetting process.

POLICY STATEMENT

- No amendment

ADMINISTRATIVE GUIDELINES

- No amendment

Following discussion, the Policy Committee made the following recommendation:

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the March 10, 2015 Committee of the Whole Meeting to approve the revisions to the Volunteer Driver Policy (302.4), as presented.

APPROVED

6.3 Volunteer Recognition Policy (800.4)

John Crocco, Director of Education presented the amendments to the Volunteer Recognition Policy (800.4) following the vetting process. Director Crocco presented the comments from the vetting process.

POLICY STATEMENT

- No amendment

ADMINISTRATIVE GUIDELINES

- No amendment

Following discussion, the Policy Committee made the following recommendation:

Moved by Trustee Sicoli

THAT the Policy Committee recommend to the March 10, 2015 Committee of the Whole Meeting to approve the revisions to the Volunteer Recognition Policy (800.4) as presented.

APPROVED

POLICIES - PRIOR TO VETTING

6.4 Admission of Elementary & Secondary Students (301.1)

Lee Ann Forsyth-Sells, Superintendent of Education presented the Admission of Elementary & Secondary Students Policy (301.1).

POLICY STATEMENT

- No amendments

ADMINISTRATIVE GUIDELINES

- No amendments

The Policy Committee requested that the Admission of Elementary & Secondary Students Policy, be vetted from February 25, 2015 to May 1, 2015 with a recommended deadline for presentation to the Policy Committee in May 2015, for consideration to the Committee of the Whole and Board in June 2015.

6.5 Progressive Student Discipline – Safe Schools (302.6.9)

Superintendent Forsyth-Sells presented the Progressive Student Discipline – Safe Schools Policy (302.6.9).

POLICY STATEMENT

- No amendments

ADMINISTRATIVE GUIDELINES

- No amendments

The Policy Committee requested that the Progressive Student Discipline – Safe Schools Policy, be vetted from February 25, 2015 to May 1, 2015 with a recommended deadline for presentation to the Policy Committee in May 2015, for consideration to the Committee of the Whole and Board in June 2015.

6.6 Safe Physical Intervention with Students (301.8)

Yolanda Baldasaro, Superintendent of Education presented the Safe Physical Intervention with Students Policy (301.8).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE GUIDELINES

- Pg. 4 – change WSIP Administrator to Staff Wellness Coordinator

The Policy Committee requested that the Safe Physical Intervention with Students Policy, be vetted from February 25, 2015 to May 1, 2015 with a recommended deadline for presentation to the Policy Committee in May 2015, for consideration to the Committee of the Whole and Board in June 2015.

INFORMATION

6.7 Policies Currently Being Vetted until April 10, 2015

- Student Expulsion Policy (302.6.5)
- Student Suspension Policy (302.6.4)

6.8 Policy and Guideline Review 2014-2015 Schedule

Director Crocco presented the Policy and Guideline Review 2014-2015 Schedule.

Frank Iannantuono, Superintendent of Education provided copies of a draft memo regarding the Attendance Support Program Policy Implementation Update #2. Discussion took place regarding the information provided in the memo. The Human Resources Services memo will be provided to all Trustees at the February 24, 2015 Board Meeting and distributed through email to all staff on February 25, 2015.

7. Date of Next Meeting

Tuesday, March 24, 2015

8. Adjournment

The meeting adjourned at 6:05 pm.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 24, 2015**

**TITLE: POLICIES – PRIOR TO VETTING
PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY (600.1)**

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services

Presented by: Giancarlo Vetrone, Superintendent of Business & Financial Services

Date: March 24, 2015

	PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY STATEMENT OF POLICY	Section:	600 – Business Services
		No:	600.1
		Adopted:	February 24, 1998
		Revised:	April 26, 2011 March 24, 2015

In keeping with the Mission, Vision and Values of the ~~The~~ Niagara Catholic District School Board, the Board supports the concept of “centralized purchasing” as a means of obtaining maximum value for each dollar expended, consistent with the educational goals of the Board and fair business principles.

The Niagara Catholic District School Board recognizes that fair, open and transparent competition is a basic tenet of public acquisition through the Quotation, Tender and Request for Proposal processes using a variety of source selection methods under varying market conditions, in accordance with the Supply Chain Management regulations. Awards will be given to the lowest qualified bidder except where the best interests of the Board are served by accepting other than the lowest price.

All staff involved in purchasing activities shall abide by all applicable Board Policies, Statutory Acts & Regulations and Code of Ethics stipulated by the Purchasing Management Association of Canada.

The Purchasing/Supply Chain Management activities, including leases and commitments exceeding twelve (12) calendar months, will be carried out in accordance with the following Approval Authority Limits.

APPROVAL AUTHORITY LIMITS			
Purchase Authority Limit	Purchase Initiated By	Purchase Approved By	Procedure
<\$1,000 <2,500	School Staff CEC Staff Program Staff	Appropriate Supervisor or member of Senior Staff	Purchases can be paid by petty cash, purchasing card, cheque requisition or purchase order requisition.
>\$1,001 >2,501 - \$50,000	Managers Principals Consultants Senior Staff	Appropriate Supervisor or member of Senior Staff	At least three (3) verbal written quotes to be documented on purchase requisition and submitted to Manager of Purchasing
>\$50,001 >\$50,001 - \$100,000	Managers Principals Consultants Senior Staff	Appropriate member of Senior Staff & Superintendent of Business & Financial Services Supervisor & Supt. of Business member of Senior Staff & Superintendent of Business & Financial Services Supervisor & Supt. of Business	At least three (3) written quotes to be attached to the purchase requisition and submitted to Manager of Purchasing
>\$100,001 >\$100,001 - \$500,000	Managers Principals Consultants Senior Staff	Supt. of Business & Director of Education	Open Competitive Process -Tenders/RFP's issued by Purchasing/SCM Department or Architectural/Engineering Firm
>\$500,000 >\$500,000	Superintendents Controller of Plant	Director of Education & Board of Trustees	Open Competitive Process -Tenders/RFP's issued by Purchasing/SCM Department or Architectural/Engineering Firm

The Director of Education will ~~issue~~ **establish** Administrative Guidelines ~~for the~~ **in support of** implementation of this policy.

References:

- [Agreement on Internal Trade \(AIT\)](#)
- [Ontario Association of School Business Officials \(OASBO\)](#)
- [Ontario Ministry of Government Services – Broader Public Sector Procurement Directive](#)
- [Ontario Public Buyers Association \(OPBA\)](#)

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- *Ontario/Quebec Procurement Agreement*
- *Purchasing Management Association of Canada (PMAC)*
- *Accessibility Standards Policy 800.8*
- *Corporate Cards, Purchasing Cards and Petty Cash Policy 600.4*
- *School Generated Funds Policy 301.6*

	PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY ADMINISTRATIVE GUIDELINES	Section:	600 – Business Services
		No:	600.1
		Adopted:	February 24, 1998
		Revised:	April 26, 2011

Purchasing Code of Ethics - Niagara Catholic District School Board

Purchasing Principles – Niagara Catholic District School Board

- A. Criteria Determining Purchasing**
- B. Non Competitive Procurement**
- C. Competitive Procurement/Acquisition Process**
- D. Advertising of Bids**
- E. Approval Authority Limits**
- F. Contracts/Leases/Agreements**
- G. Segregation of Duties**
- H. Evaluation of Bids**
- I. Contract Awards and Management**
- J. Cooperative Purchasing**
- K. Disposal Procedures**
- L. Prohibitions Regarding Purchases**
- M. Miscellaneous**

PURCHASING CODE OF ETHICS – NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

All Board employees involved in any aspect of purchasing or other supply chain related activities must comply with the following Supply Chain Code of Ethics. These are not a substitute for personal integrity and good judgment; they are intended to serve as a minimum standard of behaviour.

Personal Integrity and Professionalism

All individuals involved in purchasing or other supply chain-related activities must act, and be seen to act, with integrity and professionalism.

Honesty, care and due diligence must be integral to all supply chain activities within and between broader public sector organizations, suppliers and other stakeholders.

Respect must be demonstrated for each other and for the environment.

Confidential information must be safeguarded.

Participants must not engage in any activity that may create, or appear to create a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

Accountability and Transparency

Supply chain activities must be open and accountable. In particular, tendering, contracting and purchasing activities must be fair, open, and transparent and conducted with a view to obtaining the best value for public money.

All participants must ensure that public sector resources are used in a responsible, efficient and effective manner.

Compliance and Continuous Improvement

All broader public sector supply chain participants must comply with this Code of Ethics and the laws of Canada and Ontario.

Participants should continuously work to improve supply chain policies and procedures, to improve supply chain knowledge and skill levels, and to share leading practices.

Purchasing Principles - Niagara Catholic District School Board

The purchasing principles of the Board shall be as follows:

1. Board staff shall utilize a centralized purchasing program for the purchase of all Goods and Services through the Purchasing section of the Financial Services Department.
2. The Niagara Catholic District School Board has a centralized purchasing function in the Purchasing (Purchasing/Supply Chain Management) section of the Financial Services Department, responsible for acquisition of Goods and Services and disposal of Board assets.
3. The Purchasing/Supply Chain Management Policy/Regulations and Administrative Guidelines recognize that fair, open and transparent competition is a basic tenet of public acquisition, using a variety of source selection methods under varying market conditions.
4. Board staff shall procure by purchase, rental or lease, the required quality and quantity of Goods and Services in an efficient and cost effective manner.
5. Board staff shall consider all costs, including acquisition, operating and disposal costs, in evaluating Bid submissions from Responsive and Responsible Vendors, rather than basing a decision solely on the lowest Bid price (i.e. "Total Acquisition Cost" method of procurement).
6. Awards will be given to the lowest qualified bidder, except where the best interests of the Board are served by accepting other than the lowest price.
7. All Supervisory personnel are responsible for ensuring their immediate staff are properly informed of and comply with this policy, its regulations and guidelines.
8. Personal purchases on behalf of an employee, elected official or family member, the requirement for which is not for the Board or any of its purposes, are not permitted.
9. Unauthorized purchases will be considered an obligation of the person making the purchase and not an obligation of the Board.
10. Employees of the Board may not promote or sell goods or services for compensation to any board, provincial school or teachers' college, or pupil enrolled therein, except as permitted by the Education Act.
11. Any arrangements which might prevent, or appear to prevent, fair, open and transparent competition shall be avoided in order to ensure open competition among qualified bidders.

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12. Lobbying, during a competitive procurement call, is prohibited. An official point of contact shall be named and communication with anyone other than the official point of contact from the time of issuance, up to and including the time of award, is prohibited.
13. Any vendor/proponent who violates the lobbying prohibition will be subject to disqualification from the current and future procurements, at the Board's discretion.

A. CRITERIA DETERMINING PURCHASING (PURCHASING/SUPPLY CHAIN MANAGEMENT) PROCESS

The Manager of Purchasing – Supply Chain Management, in consultation with the initiating member of Senior Staff, Principal or Manager, shall consider the following criteria in determining the acquisition process to be followed in the procurement of all applicable Goods and Services:

1. Where the required Goods or Service can be specified, the Tender or Quote process shall apply.
2. Where only the need can be specified rather than the specific product or service to fill the need, the Proposal process shall apply. The Proposal process may include the process of pre-qualification.
3. Where professional or consulting services are being requested, the Proposal process shall apply.

B. NON COMPETITIVE PROCUREMENT

When a non-competitive procurement purchase is proposed, the following procedures must be followed:

1. The member of Senior Staff will ensure that the Goods and Services are procured by the most open market procedure practicable under the circumstances.
2. Documentation, including a non-competitive approval form, explaining the nature of the situation and the actions taken will be forwarded, with a purchase requisition, to the Purchasing/Supply Chain Management Department and a copy sent by the originator to the Superintendent of Business & Finance.
3. Purchase orders shall not be issued without the required documentation.

Purchase by Negotiation

Purchase by negotiation shall apply when, in the judgment of the Manager of Purchasing – Supply Chain Management, in consultation with the initiating member of Senior Staff, Principal or Manager, any of the following conditions exist:

1. Due to market conditions, Goods are in short supply.
2. There is only one known source of the Goods or Services.
3. Two or more identical low bids have been received.
4. The lowest bid received substantially exceeds the estimated cost of the Goods.
5. All bids received fail to comply with the specifications, tender terms and conditions, and it is impractical to recall Tenders
6. The extension or revision of an existing contract would prove more cost effective or beneficial. Same must be duly authorized by a “Change Order” and documentation sent to Purchasing.

7. A single source or sole source is being recommended because it is more cost effective or beneficial for the Board.
8. Purchase of an item where compatibility with an existing product, service or program is an overriding consideration.
9. When only one Bid is received through the tendering system.

Formal documentation must be completed and authorized by the Superintendent of Business and Finance, in order to support and justify the decision to Purchase by Negotiation.

Emergency Purchasing

Emergency Purchasing shall apply when a member of Senior Staff verifies that the procurement of Goods and/or Services is necessary to prevent, or correct, dangerous or potentially dangerous safety conditions, serious delays, or further damage, or to restore minimum service.

Non-Competitive Procurement (exemptions from the Competitive Process)

In certain unique circumstances, the Board will not have the ability to go through a competitive process activity. The Purchasing/Supply Chain Management Department would then go directly to one supplier to meet the requirements of the Board. There are two main types of direct awards:

Single Sourcing – is the use of non-competitive procurement process to acquire goods, services or construction from a specific supplier even though there may be more than one supplier capable of delivering the same Goods, Services or Construction.

Sole Sourcing – means the use of a non-competitive procurement process to acquire Goods or Services where there is only one available supplier for the source of Goods or Services.

Single Sourcing

Allowable exceptions for competitive procurements include:

1. Where an unforeseen situation of urgency exists and the Goods, Services or Construction cannot be obtained by means of open procurement procedures. Where a non-competitive procurement is required due to an urgent situation, the Board may conduct the procurement prior to obtaining the appropriate approvals, provided that the urgency has been justified in writing (see Emergency Purchasing).
2. Where Goods or consulting Services regarding matters of confidential or privileged nature are to be purchased and the disclosure of those matters through an open competitive process could reasonably be expected to compromise confidentiality, cause economic disruption or otherwise be contrary to the public interest.
3. Where a contract is awarded under a cooperation agreement that is financed, in whole or in part, by an international organization only to the extent that the agreement includes different rules for awarding contracts.
4. Where construction materials are to be purchased and it can be demonstrated that transportation costs or technical considerations imposed geographic limits on the availability of the supply base, specifically in the case of sand, stone, gravel, asphalt compound and pre-mixed concrete for use in the construction or repair of roads.

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5. Where an open competitive process could interfere with the organization's ability to maintain security or order or to protect human, animal or plant life.
6. Where there is an absence of any bid in response to an open competitive process that has been conducted in compliance with this document.
7. Where only one supplier is able to meet the requirements of procurement in the circumstances (Sole Sourcing).

Sole Sourcing

In accordance with the Agreement on Internal Trade (AIT), in the situation where only one supplier is able to meet the requirements of procurement, the Board may use the following Sole Source method:

1. To ensure compatibility with an existing product, to recognize exclusive rights, such as exclusive licenses, copyrights and patent rights, or to maintain specialized products that must be maintained by the manufacturer or its representative.
2. Where there is an absence of competition for technical reasons and the Goods or Services can only be supplied by a particular supplier and no alternative or substitute exists.
3. For the procurement of Goods or Services, the supply of which is controlled by a supplier that is a statutory monopoly.
4. For the purchase of Goods on a commodity market.
5. For work to be performed on or about a leased building or portions thereof that may be performed only by the lessor or its authorized work force.
6. For works to be performed on property by a contractor according to provisions of a warranty or guarantee held in respect of the property or the original work.
7. For a contract to be awarded to the winner of a design contest.
8. For the procurement of a prototype or a first Good or Service to be developed in the course of and for a particular contract for research, experiment, study or original development, but not for any subsequent purchases.
9. For the purchase of Goods under exceptionally advantageous circumstances such as bankruptcy or receivership, but not for routine purchases.
10. For the procurement of original works of art.
11. For the procurement of subscriptions to newspapers, magazines or other periodicals.
12. For the procurement of real property.

Formal documentation must be completed to support and justify the decisions above. This documentation must be completed and approved by the appropriate authority levels within the Board and may be used as supporting documentation in the case of a competitive dispute.

C. COMPETITIVE PROCUREMENT/ACQUISITION PROCESS

The following acquisition process indicates the methodology to be applied by the Purchasing/Supply Chain Management Department within the outlined source selection techniques, taking into consideration the following dollar guidelines:

- Zero (~~0~~),0) and less than ~~\$1,000.00~~2,500.00 – at the discretion of the originator
- More than ~~\$1,001.00~~2,501.00, and less than \$50,000.00 – at least three (3) ~~verbal~~written quotes
- More than \$50,001.00, and less than \$100,000.00 – at least three (3) written quotes
- More than \$100,000.00 – Tender/Request for Proposal – Purchasing Department

No contract or purchase shall be divided to avoid the requirements of these guidelines, and the annual or total project requirement shall be considered.

D. ADVERTISING OF BIDS

Advertising of Bids shall be conducted through the Purchasing/Supply Chain Management Department utilizing an electronic Website. Bids must be advertised for a period of 15 calendar days for procurements valued at \$100,000 or more. Any addenda must be issued at least seven days PRIOR to the closing date of the Bid. Questions and addenda are posted in the same manner as the competitive documents when advertised to the market and therefore shall be made available to all potential proponents. The Board must ensure that the closing date of the Bid is set on a normal working day (Monday to Friday, excluding provincial and national holidays). Submissions that are delivered after the closing time will not be considered and will be returned unopened.

The Board abides by and is governed by legislation and trade agreements with respect to procurement listed below:

- Agreement on Internal Trade (AIT)
- Ontario-Quebec Procurement Agreement
- Canadian Law of Competitive Processes and Contract Law
- Freedom of Information and Protection of Privacy Act (FIPPA)

*Note: Construction Competitive Contracts can be processed through an electronic tendering system and/or one of the following methods: Publication in one or more predetermined daily newspapers that are easily accessible to all Canadian suppliers; or the use of source lists, such as Vendor of Record (VOR) or preferred supplier lists.

Agreement on Internal Trade (AIT)

AIT regulates trade between the provinces to ensure equal access to public sector procurement for all Canadian suppliers. Thresholds are as follows for competitive processes which would include using electronic tendering systems, advertisements in daily newspapers or other source lists: School Boards – Goods \$100,000.00, Services \$100,000.00, Construction \$250,000.00

Ontario/Quebec Procurement Agreement

Similar to the AIT, the Ontario/Quebec Procurement Agreement regulates trade between Ontario and Quebec to ensure equal access to public sector procurement for local suppliers. Thresholds are as follows:

- School Boards – Goods \$100,000.00, Services \$100,000.00, Construction \$100,000.00

Canadian Law of Competitive Processes and Contract Law

When the Board conducts a solicitation, the law of competitive processes applies. The receipt of Tenders and in some cases Proposals, during a competitive procurement process may result in the formation of a Bid contract (Contract A) between the Board and the proponent. The Board is obligated to take special care to understand the obligations that are made in soliciting Bids, such as rejecting non-compliant Bids and not deviating from the process described in the Bid documents.

The Board shall not breach Contract A by providing information or changing the specifications during the competitive process to unfairly benefit a particular bidder, or enter into side negotiations with any bidder in an effort to obtain more desirable contract conditions. When the Board enters into a contractual agreement with a supplier (Contract B), the agreement creates obligations on both parties and is subject to applicable contract law, including accepted meanings and interpretations of enforceability, non-performance, breach of contract and remedies that may occur from time to time.

All contract documents, competitive procurement process and any correspondence or supporting information relating in any way to a competitive procurement process are subject to subpoena by a Canadian court of law. The Board, through specified individuals, would be compelled to defend or otherwise explain documents in court.

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

The purpose of MFIPPA is to make Boards accountable to the public and to protect personal privacy. MFIPPA accomplishes these purposes by:

- Providing the public with a right of access to records within the Board's custody or control
- Preventing the unauthorized collection, use and disclosure of personal information.

All notes, e-mails, memos, letters or any other documentation relating to a competitive procurement process are ordinarily subject to MFIPPA requests. Freedom of Information requests can be made for information on tendering and administration of contracts. Any record, so requested, must be disclosed in its entirety unless MFIPPA exceptions to disclosure apply to all or part of the request.

E. APPROVAL AUTHORITY LIMITS

The Approval Authority Limits outlined in the Purchasing/Supply Chain Management Policy will be reviewed and updated as necessary, with the approval of the Board.

1. Tenders for the Board shall be issued and received by the Manager of Purchasing/Supply Chain Management and opened in public, if specified in the Tender document. 1.2 Tenders shall be opened, Bid amounts recorded, sureties and other requirements of the Tender confirmed (if applicable), and Bid amounts entered on the Summary of Bidders Sheet. After all Bids have been recorded on the Summary of Bidders sheet, it shall be initialled by at least two Supply Chain Department members. Evaluation team members will be advised of the restrictions related to confidential information shared through the competitive process and refrain from engaging in activities that may create, or appear to create, a Conflict of Interest. The Board will have team members sign a Conflict of Interest Declaration and Non-Disclosure Agreement. All Tenders received for the purchase of Goods and Services, * with the exception of construction contracts, shall be tabulated, analyzed and awarded by the Manager of Purchasing/Supply Chain Management, in consultation with the initiating member of Senior Staff, Principal or Manager.
2. Where market conditions are such that price protection cannot be obtained for Goods and Services having an annual total value in excess of \$100,000.00, the Manager of Purchasing/Supply Chain Management shall obtain competitive prices for short term commitments until such time as reasonable price protection and fair marketing pricing is restored.

* NOTE: All New School Construction Tenders are approved by the Board.

3. Proposal Calls

To be used:

1. When only the need can be specified rather than the specific product or service to fill the need;
2. When it is not practical to prepare precise specifications which permit bids of readily comparable products or services. The acquisition regulations governing the use of Proposal calls are similar to the Tender process outlined earlier in this document. However, it is recognized that there is more lead time and effort involved in a Proposal process than there is for a Tender.
3. Where it has been determined by the Manager of Purchasing/Supply Chain Management, in consultation with the initiating member of Senior Staff, Principal or Manager, that the Proposal acquisition method is adopted, and where it is estimated that Goods and Services will cost more than \$100,000.00, the Manager of Purchasing/Supply Chain Management, in consultation with the initiating member of Senior Staff , Principal or Manager, may determine whether to:
 - Issue a “Request for Proposal” and establish a Selection Committee for the purpose of Proposal review, or
 - Advertise a “Request for Information” in publications of general circulation/Website and establish a Selection Committee for review purposes. Once this process has been completed, a Tender/Proposal may be issued to vendors and the Selection Committee would reconvene to review the Bids and determine the award. The Board is under no obligation to award a contract based on informational gathering activities, such as an RFI.

Request for Expressions of Interest (RFEI)

The purpose of an RFEI is to gather information on supplier interest in an opportunity or information on supplier capabilities/qualifications. This mechanism will be used by the Board when wishing to gain a better understanding of the capacity of the supplier community to provide the services or solutions needed. Information collected can also facilitate selecting the best possible competition method for a follow-up competition. NOTE: A response to an RFI or a RFEI MUST not pre-qualify a potential supplier and MUST not influence a supplier’s chance of being the successful proponent on any subsequent opportunity.

Request for Supplies Qualifications (RFSQ)

The purpose of an RFSQ is to gather information on supplier capabilities and qualifications, with the intention of creating a list of pre-qualified suppliers. This mechanism may be used either to identify qualified candidates in advance of expected future competitions or to narrow the field for an immediate need. The purpose of this process is to reduce subsequent effort devoted to the competitive process (i.e. Bid preparation on the part of suppliers and evaluation on the part of the Board). An RFSQ can be used to understand which potential proponents have the capabilities that the Board requires, as the first stage in a two staged solicitation (followed by either a Request for Proposal or a Request for Tender), whereby only pre-qualified suppliers will be invited to respond to the actual competition. This can make the number of responses and the evaluation process more manageable for the Board evaluators, while allowing unqualified proponents to avoid the effort and expense of preparing a complete competitive response. An RFSQ can also be used to pre-qualify suppliers who are interested in supplying Goods or Services in the future, if

and when requested. The typical result of this procedure is referred to as a Vendor of Record (VOR) or a preferred suppliers list. An RFSQ document specifically defines the type of materials or services included as part of the process and sets upper limits to the value of future awards. Further, the document will clearly indicate the time duration the list is to be valid; the methods by which suppliers can be placed on the list and what specific intervals opportunities for being qualified will come up. The document will also indicate that suppliers who do not participate in the pre-qualification or do not appear on the list may be excluded from opportunities. If the VOR or preferred supplier list is to be used for procurement valued at \$100,000.00, a supplier that meets the conditions for registration on the list must be able to register at any time. The RFSQ must contain specific language to disclaim any obligation on the part of the Board to actually call on any supplier as a result of the pre-qualification to supply such Goods or Services.

F. CONTRACTS/LEASES/AGREEMENTS

Contracts, leases and agreements will be processed in accordance with the Approval Authority Limits, as specified in the Purchasing/Supply Chain Management Policy.

G. SEGREGATION OF DUTIES

Budget(s) – authorized and approved by the Board on an annual basis. The Budget department forward/allocates budgets to originators (Schools Administrators/Department Managers).

Requisition(s)/Commitments – authorized by the budget holder (Schools/Departments) and forwarded to the Purchasing/Supply Chain Management Department for acquisition purposes.

Receipt(s) – authorized by the budget holder (Schools/Departments) and forwarded to the Expediting Department for receiving purposes.

Payment(s) – authorized by the budget holder (Schools/Departments) and forwarded to the Accounts Payable Department for verification of prices, matched with the receipt, then processed for payment by the Accounts Payable Department.

H. EVALUATION OF BIDS

All information regarding timelines of Bids, Bid receipts, evaluation criteria, evaluation methodology and process, selection process, tie score process, fixed evaluation criteria, evaluation matrix, conflict of interests, and dispute resolution process are contained within the terms and conditions of the individual Bid and the Bid specifications. Evaluation methods and processes to be used in assessing the bidder's submission must be fully disclosed and must not discriminate or exercise preferential treatment in awarding a contract to a supplier as a result of a competitive procurement process.

The Board must then select only the highest ranked submissions that meet all mandatory requirements set out in the related procurement documents. Alternative strategies or solutions NOT requested in the original procurement documents will not be accepted unless expressly requested in the original procurement documents.

- The Board is entitled to ask bidders for clarification on their Bid as long as it does not change their Bid in any way.
- Where Bids are received in response to a solicitation but exceed the Board's budget, are not responsive to the requirement or do not represent fair market value, a revised solicitation can be issued in an effort to obtain an acceptable Bid.
- If no Bids are acceptable and it is not reasonable to go through any other method, the Board may choose to negotiate directly with a chosen supplier.

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Bidders will be notified of the rejection of their Bids in writing, as specified in the RFP or tender, as soon as practicable after completion of the evaluation. With the exception of any pricing that was made publicly available at the time of a public opening, all submission evaluation details are subject to MFIPPA.

Evaluation records of procurement process must be fair, factual, fully defensible, auditable and kept on file in the Purchasing/Supply Chain Management Department.

Bids will be evaluated according to all relevant criteria contained in each particular Bid. The Board will evaluate Bids based on price, product quality, past performance, delivery and payment terms or any combination or additions thereof, at its sole discretion. The Board reserves the right to evaluate pricing based on the combined total cost of the items tendered or separately. Maximum justifiable weighting will be allocated to the price/cost component of the evaluation criteria.

Evaluation of Bids include, but are not limited to:

- (*) Bid is appropriately received
- Bid meets all mandatory requirements (compliant vs. non compliant)
- Bid meets optional/desirable requirements
- schedule compliance
- skills/experience and capability
- price/quality/value analysis
- weights, sub-weights for rated requirements
- reference checks, oral interviews, demonstrations
- any and all other criteria as listed within the Bid

* Bid Receipt - The Board must ensure that the closing date is set on a normal working day. Submissions that are delivered after the closing time must not be considered and will be returned unopened. Each Bid must be stamped as it arrived with the date, time, location, company name and contact information. Bids are not opened until after the competitive process has closed. The Board has to ensure that there is at least one witness to view the Bid openings.

Evaluation criteria will be developed, reviewed and approved BEFORE the competitive process begins and contained within the Bid documents. Mandatory and any technical standards that need to be met have to be identified. The evaluation criteria cannot be changed or altered once the competitive process begins, with the exception of an addendum sent to all suppliers prior to Bid closing.

Evaluation Team

Every competitive process requires an evaluation team that will be responsible for reviewing all the compliant Bids. Evaluation team members will be selected and participation confirmed before the competitive documents have been posted. Board evaluation team members will have been included in the development of the evaluation criteria and general requirements. Each team member will complete an evaluation matrix rating each of the submissions in a fair, factual and fully defensible manner. Evaluation team members will be made aware of the restrictions related to confidential information shared through the competitive process and refrain from engaging in activities that may create, or appear to create, a Conflict of Interest. The Board will require team members to sign a Conflict of Interest Declaration and Non Disclosure Agreement. The Board will require suppliers to sign a Conflict of Interest Declaration with each Bid submitted. The Board must consider any Conflict of Interest during procurement activities applicable to all employees, advisors, external consultants or suppliers.

Note: Consultants that are hired by the Board must be aware of the conflict of interest created when a consulting organization is involved in the development of the competitive documents and also has the ability to fulfill the procurement needs that are being contemplated in those competitive documents.

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The Board must be very clear and insist on documented agreements that any consultants involved in developing the competitive documents CANNOT be involved in the creation of the response to those competitive documents.

Employees, Consultants and Advisors who are on the Evaluation Team must also declare a Conflict of Interest. Employees, Consultants and Advisors are ultimately responsible and accountable for using good judgment in the exercise of the Board's duties and must:

- Disclose Conflict of Interest to the Board in writing to the Manager of Purchasing/Supply Chain Management
- Avoid situations that may present Conflict of Interest while working with persons doing business or seeking to do business with the Board.

Situations that might result in a Conflict of Interest are:

- Engage in outside employment
- Not disclosing an existing relationship that may be perceived as being a real or apparent influence on their objectivity in carrying out an official role
- Providing assistance or advice to a particular supplier participating in a competitive process
- Having an ownership, investment interest, or compensation arrangement with any entity participating in a competitive process
- Having a family member with an ownership, investment interest or compensation arrangement with any entity participating in a competitive process
- Having access to confidential information
- Accepting favours or gratuities from those doing business with the organization

Selection Process

The submission that receives the highest evaluation score and meets all mandatory requirements set out in the competitive procurement document must be declared the winning bid.

1. The Board will select Bids based on criteria contained within the Bid but shall not discriminate:
 - Between the Goods or Services of a particular province or region, including those goods and services included in construction contracts, and those of any other province or region; or
 - Between the suppliers of such Goods or Services of a particular province or region and those of any other province or region.
2. Except as otherwise provided, measures that are inconsistent with the above include the following:
 - The imposition of conditions on the invitation to compete, registration requirements or qualification procedures that are based on the location of a supplier's place of business in Canada, the place in Canada where the Goods are produced or the Services are provided, or other like criteria.
 - The biasing of technical specifications in favour of, or against, particular Goods or Services, including those Goods or Services included in construction contracts, or in favour of, or against, the suppliers of such Goods or Services for the purpose of avoiding the obligations of the Board.
 - The timing of events in the competitive process so as to prevent suppliers from submitting Bids.
 - The specification of quantities and delivery schedules of a scale and frequency that may reasonably be judged as deliberately designed to prevent suppliers from meeting the requirements of the procurement.
 - The division of required quantities or the diversion of budgetary funds to subsidiary agencies in a manner designed to avoid these obligations.
 - The use of price discounts or preferential margins to favour particular suppliers.

3. The Board shall not impose or consider, in the evaluation of bids or the award of contracts, local content or other economic benefits criteria that are designed to favour:
 - The Goods and Services of a particular province or region, including those Goods and Services included in construction contracts; or
 - The suppliers of a particular province or region of such goods or services.
4. Except as otherwise required to comply with international obligations, the Board may accord a preference for Canadian value-added, subject to the following conditions:
 - The preference for Canadian value-added must be no greater than 10 per cent.
 - The organization shall specify in the call for competition the level of preference to be used in the evaluation of the Bid.
 - All qualified suppliers must be informed through the call for competition of the existence of the preference and the rules applicable to determine the Canadian value-added.
5. Except as otherwise required to comply with international obligations, the Board may limit its competition to Canadian goods, Canadian services or Canadian suppliers, subject to the following conditions:
 - The Board must be satisfied that there is sufficient competition among Canadian suppliers.
 - All qualified suppliers must be informed through the call for competition of the existence of the preference and the rules applicable to determine Canadian content.
 - The requirement for Canadian content must be no greater than necessary to qualify the procured Goods or Services as a Canadian Good or Service.

I. CONTRACT AWARDS & MANAGEMENT

Contract Awards

Upon request of the Board, a bidder who's Tender is under consideration for the award of a contract shall promptly submit satisfactory evidence of financial resources, experience of the organization and its staff, and equipment available for the performance of the contract. In addition, a technical question and answer interview may be conducted, if deemed necessary to clarify or verify the Bidder's Tender and to develop a comprehensive assessment of the Tender.

The award of any Bid or any part thereof, will be made in writing and may be subject to the successful bidder entering into a contract that is satisfactory to the Board. Provided however, and it is expressly understood and agreed, that upon the acceptance of the Bid by the Board, the said Bid shall, with the said conditions, specifications and form of Bid constitute a valid and binding contract. The Board must obtain the supplier's signatures before obtaining the designated Board's signature. The contract must be finalized using the form of agreement/contract that was released with the procurement document. If it appears to the Board that the Tender will be adversely affected because timely signing of a contract acceptable to the Board will not take place, the Board reserves the right to award the contract to the next ranked qualified bidder. Appropriate terminology regarding cancellation/termination clauses, vendor debriefing notification and protocol, dispute resolution process and arbitration are contained within Bid specifications and terms and conditions.

For procurements valued at \$100,000 or more, results will be posted in the same manner as the procurement documents were posted.

A Purchase Order will be issued upon formal award.

Unsuccessful bidders will be provided with the name of the successful bidder(s), start and end dates including any options for extension. Any information provided must comply with MFIPPA.

Contract Type

Fixed price: A fixed price contract is a contract that has a set fee for a specific scope of work to be completed, which can include the completion of a specific deliverable or deliverables. When deciding to use a fixed price contract, the organization must consider the level of scope detail that has been developed. The more well defined the scope and the requirements, the lower the risk of using a fixed price contract for the Board. Using a fixed price contract with a scope that is not well defined contains risk for the Board because items may be deemed out of scope and thus results in costly change orders. If using a fixed price contract for a specific deliverable or deliverables, the Board must understand the desired outcome of the work being completed. One advantage of a fixed price contract is that the cost of the procurement is known in advance.

Time and material: A time and materials contract identifies work to be paid based on units of time spent on the procurement. These time units are typically in the form of daily or hourly rates for the amount of time and materials used by the resources assigned by the supplier. If the Board does not have a well defined scope of work, a time and materials contract may be the only option. The Board must monitor the hours spent during a time and materials contract to ensure that the procurement does not exceed the budget.

Cost reimbursable: A cost reimbursable contract is a contract where the Board agrees to reimburse all of the costs incurred by a supplier in the completion of the work identified. Typically, the Board will pay an additional fee on top of those costs to represent the supplier's profit. This additional fee can be calculated as a percentage of the costs incurred or as a flat fee on top of the costs incurred.

A combination of the contract types above can also be used, depending on the requirements being contemplated.

Note: The Board must include proper cancellation or termination clauses in all contracts.

The term of the contract agreement and any options to extend must be set out in the procurement documents (Bid documents). Changes to the term of the contract may change the procurement value. Prior written approval by the appropriate approval authority is necessary before changing contract start and end dates. Extensions to the contract beyond what is set out in the procurement document are considered non competitive procurements and the Board must seek appropriate approval authority prior to proceeding.

Contract Management

Procurements and the resulting contracts must be managed responsibly and effectively.

Payments must be made in accordance with the provisions of the contract. All invoices must contain detailed information sufficient to warrant payment. Any overpayments must be recovered in a timely manner.

Assignments must be properly documented. Supplier performance must be managed and documented, and any performance issues must be addressed.

Service type contracts will be managed as follows:

- Establish clear terms of reference for assignment. The terms will include objectives, background, scope, constraints, staff responsibilities, tangible deliverables, timing, progress reporting, approval requirements and knowledge transfer requirements.
- Establish expense claim and reimbursement rules compliant with the Broader Public Sector Expenses Directive and ensure all expenses are claimed and reimbursed in accordance with these rules.

- Ensure that expenses are claimed and reimbursed only where the contract explicitly provides for reimbursement of expenses.

J. COOPERATIVE PURCHASING

Under the direction of the Director of Education, or his/her designate, the Board shall explore cooperative purchasing with other school boards and other units of government or their agencies of public authorities, or utilize a “piggy-back clause” to existing ministry or government service contracts or other cooperatives, whenever the best interest of the Board will be served.

K. DISPOSAL PROCEDURES

The following shall apply for disposal of surplus equipment:

1. Any property belonging to the Board and declared surplus to its particular use by the respective member of Senior Staff, Principal or Manager shall be disposed of by means of public auction, tender or quotation or released to a charitable organization by the Purchasing/Supply Chain Management Department and documented accordingly.
2. The Manager of Purchasing/Supply Chain Management shall have the authority to sell, exchange, or trade-in all goods declared surplus to need, and where it is cost effective and in the best interest of the Board to do so.
3. If it is determined that a higher return of net disposal costs can be achieved by sale of surplus Goods to the original vendor or vendors in that line of business, the Manager of Purchasing/Supply Chain Management shall negotiate to sell such Goods at the highest return.
4. Where it is deemed appropriate by the Manager of Purchasing/Supply Chain Management and/or the respective member of Senior Staff, Principal or Manager, a reserve price may be established and, in the case of disposal by Tender, published and disclosed; and in the case of auction or quotation, shall be used as an internal estimate and not disclosed.
5. Where items have been declared surplus and are determined by the Manager of Purchasing/Supply Chain Management to have little or no value, the Manager of Purchasing/Supply Chain Management, in consultation with the respective member of Senior Staff, Principal or Manager, shall have such item scrapped or donated to a charitable organization by the Purchasing Department and documented accordingly.

L. PROHIBITIONS REGARDING PURCHASES

1. No contract or purchase shall be divided to avoid the requirements of these guidelines, and the annual or total project requirement shall be considered.
2. All petty cash purchases must exclude Tendered Goods, Tendered Programs and Tendered Services.
3. No employee or elected official shall purchase or offer to purchase, on behalf of the Board, any Goods or Services, except in accordance with these guidelines.
4. No personal purchases shall be made by the Board for elected members, or any appointed member of the Board, or for any Board employees, who are not deemed to be at Arms Length.

5. No member of the Board of Trustees and no officer or employee of the Board, shall become interested, directly or indirectly as a contracting party, or partner, in the work, the supplies or business in connection with a contract, or in any portion thereof, or of any supplies to be used therein, or in any monies to be derived there from.
6. No employee or elected official shall bid on the sale of Goods except those Goods disposed of by public auction.
 - No employee of the Board who is assigned to work at an auction may bid on any Board assets being offered for sale at the auction.
 - No employee of the Board having the responsibility for identifying items as surplus may bid on such items at the auction sale.

M. MISCELLANEOUS

1. Discounts

In arriving at a price, cash discounts will be considered part of the vendor's Bid.

2. Procurement Documentation and Records Retention

All acquisition processes shall be documented by the Purchasing Department and kept on file in the Purchasing Department. In the case of a Tender/RFP issued by a Consultant, records will be retained by the department of the originating member of Senior Staff. A record of the procurement process documentation includes the following:

- A copy of the procurement justification or the business case.
- Information regarding all supplier consultations, including any requests for information undertaken in the development of the procurement business case and/or procurement documents.
- Evidence that all required approvals were obtained.
- Copies of all procurement documents used to qualify and select the supplier.
- Where the procurement was conducted through a VOR arrangement, information regarding the second stage selection process used to select the particular vendor of record.
- Where the procurement was single or sole sourced, documented justification, applicable exemptions and associated approvals.
- Copies of all advertisements of procurement documents.
- Copies of all successful and unsuccessful responses, submissions, proposals and Bids received in response to procurement documents, including the Conflict of Interest Declaration and other attached forms.
- Information regarding any issues that arose during the procurement process.
- Information regarding all evaluations of submissions, Proposals and Bids received in response to procurement documents.
- Information regarding all vendor debriefings including written documentation of the offer of vendor debriefing.
- Copies of all award letters, notices and posted announcements.
- Copies of additional agreements.
- Information regarding all changes to the terms and conditions of an agreement, including any changes that resulted in an increase to pricing.
- Information regarding the management of the supplier, including how the supplier's performance was monitored and managed and, where applicable, mechanisms used to transfer knowledge from the supplier to Board staff.
- Risk assessment information and recommendations, where applicable.

- Contractor security screening decisions, where applicable. - Information regarding all protests, disputes or supplier complaints regarding the procurement process.
- Evidence of receipt of deliverables.
- Any other documentation as identified by the Board.

All procurement documents, as well as any other pertinent information for reporting and auditing purposes, must be maintained for a period of seven years and be in recoverable form if requested.

3. Special Funding/Bulk Purchase

When special or additional funding (from any and all sources) for approved projects or programs has been allocated and the respective member of Senior Staff, Principal or Manager is ready to initiate the procurement process, the Manager of Purchasing/Supply Chain Management shall be consulted prior to any request for purchases, pricing or demonstrations.

4. Change Orders/Retrofits Only

Extensions or changes to existing construction/service contracts shall be authorized in the following manner:

1. The originator of the contemplated change shall obtain a price from the contractor/supplier for the change under consideration.
2. When the originator is satisfied that the price for the contemplated change fairly represents the value of the work, he/she shall prepare and issue a "Change Order" to the original contract, subject to the following limitations;
 - For Change Orders of \$15,000.00 (within budget) or less, approval must be obtained from the member of Senior Staff or designate.
 - For Change Orders in excess of \$15,000.00, (or excess of Budget) approval must be obtained from the Superintendent of Business & Finance or designate.
3. Copies of all Change Orders shall be distributed to the Accounting Department and to the Purchasing Department. In the case of a Tender/RFP issued by a Consultant, copies of all Change Orders will be retained by the department of the originating member of Senior Staff.

5. Environment

Every effort shall be made to competitively procure, whenever possible, environmentally appropriate and ecologically sound products while giving vendors fair and equitable access to School Board business.

The Board needs to consider environmentally responsible and sustainable Goods and Services as part of the purchasing decisions. The objectives of environmental sourcing are to:

- Provide an environmental role model for public procurement by making it a priority to use environmentally responsible Goods and Services, where feasible and cost effective;
- Support a healthier working environment for employees and for citizens in general through the purchase of environmentally preferable Goods and Services;
- Increase demands for environmentally responsible Goods and Services, which may ultimately enhance their quality and cost competitiveness;
- Increase the conservation of resources through the use of more reusable products, and/or Goods and Services that require less energy and materials to produce or use.

6. Auctions

When deemed cost effective to the Board, the Manager of Purchasing/Supply Chain Management, in consultation with the initiating member of Senior Staff, Principal or Manager, shall consider auctions as a viable alternative to purchase.

7. Health and Safety

All products and service purchases through the Tendering/Quotation/Proposal process must adhere to the Board's policy of acquiring and maintaining Material Safety Data Sheets on file. Any Goods/Services purchased by an individual will become the obligation and liability of said individual.

8. Bidder's Recourse/Debriefing and Bid Protest Procedures

By contacting the Board's Manager of Purchasing/Supply Chain Management, within 60 calendar days following the date of contract award notification, unsuccessful bidders will have an opportunity to request a debriefing session. The debriefing will provide a bidder with a critical review of the unsuccessful Bid and, what, in the opinion of the Evaluation Committee, were its particular strengths and weaknesses.

In scheduling vendor debriefings, the Board will:

- Confirm the date and time of the debriefings with each vendor
- Conduct separate debriefings with each vendor
- ensure that the same participants from the Board participate in every debriefing conducted
- Retain all correspondence and documentation relevant to the debriefing session as part of the procurement documentation
- Provide a general overview of the evaluation process set out in the procurement documents
- Discuss the strengths and weaknesses of the supplier's submission in relation to the specific evaluation criteria and the supplier's evaluation score, if used. If more than price is evaluated, the Board may provide the supplier's evaluation scores and their evaluation ranking.
- Provide suggestions on how the supplier may improve future submissions
- Be open to feedback from the supplier on current procurement processes and practices
- Address specific questions and issues raised by the supplier in relation to their submission.

The Board must not disclose information concerning other suppliers other than as specified above, as it may contain confidential third party organization proprietary information subject to the mandatory third party exemption under the MFIPPA. If a supplier makes such a request, the Board must advise the supplier that a formal FOI request be submitted.

Questions unrelated to the procurement process must not be responded to during the debriefing and must be noted as out of scope based on the debriefing process agreed to in the procurement documents.

If the bidder has further concerns after meeting with the Manager of Purchasing/Supply Chain Management, the bidder will be referred to the Superintendent of Business and Finance to discuss the concern and attempt to resolve the matter.

If not satisfactorily resolved, then the complaint will be referred to the Director of Education for resolution or to be directed to the Board of Trustees at an appropriate meeting.

9. Claims or Possible Claims

The Niagara Catholic District School Board will preclude a vendor from bidding if the vendor has made a formal demand or otherwise put the Board on notice of a pending action or is involved in

any actual litigation proceedings (excepting only construction lien demands, notices or proceedings) by or against or otherwise involving the Board.

10. Arbitration

The Board will utilize an Arbitration clause within bid documents as follows: Any dispute between the parties arising out of or relevant to the Bid which cannot be resolved by the parties shall be referred to mediation for mandatory Alternative Dispute Resolution, and a Mediator shall be selected from the list of approved Mediators of the Ontario Court (General Division), and such mediation is to take place within thirty (30) days of such referral. Any dispute between the parties which cannot be resolved by such mediation shall be settled and determined by any Court of competent jurisdiction, provided however, that the Board reserves the right to submit such dispute for settlement and determination by arbitration pursuant to the Arbitration Act of Ontario (the "Act") in which case the following provisions shall apply. Either party may at any time give written notice to the other of its desire to submit such dispute to arbitration stating with reasonable particularity the subject matter of such dispute. In the case of the vendor giving notice to the Board, if the Board does not consent to submitting such matter to arbitration, the vendor may refer such matter to a court of competent jurisdiction. If the Board generates the notice, or if the notice is generated by the vendor and consented to by the Board, then the following provisions shall apply. Within five (5) business days after receipt of such notice, the parties shall appoint a single arbitrator with appropriate experience to determine such dispute. If the parties fail to appoint an arbitrator, either party may apply to a Judge of the Ontario Court (General Division) to appoint an arbitrator to determine such dispute. The costs of arbitration shall be paid by the party as determined by the arbitrator, which jurisdiction shall include the determination of the costs to be paid by the unsuccessful party. The award of the arbitrator shall be final and binding upon the parties. Judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction and enforced in the normal course.

11. Demonstration/Pilot Programs

If a department/school wishes to participate in a demonstration program/pilot to test certain products in specific Instructional or Administrative environments, the following must be followed:

Administrative

Standard Agreement to be formalized by the originator to include terms of agreement (listing of products, title risk, termination, etc.) and duly authorized by the Superintendent of Business & Finance. All administrative pilots will incorporate (if feasible) a minimum of three vendors for comparison purposes.

Instructional

Request for Information to be issued which would include terms of reference (termination dates, etc.) duly authorized by the appropriate Superintendent of Education and the Superintendent of Business & Finance. All Instructional pilots must adhere to operational procedures of the Program Department as well as incorporate (if feasible) a minimum of three vendors for comparison purposes.

12. Procurement Card

In support of sound business practices, a procurement card will be issued to authorized Board employees for the acquisition of low dollar value, non-tendered Goods/Services.

13. Code of Ethics

All Niagara Catholic employees shall abide by the Purchasing Code of Ethics. The Purchasing Department Staff of the Niagara Catholic District School Board shall abide by the Code of Ethics for the Purchasing Associations of which they are a member.

14. Bid Irregularities

Major Irregularity

A deviation from the Bid request which affects the price, quality, quantity, or delivery and is material to the award. The Manager of Purchasing/Supply Chain Management must reject any Bid which contains a major irregularity.

Major Irregularity – Automatic Rejection

Failure to meet any of the following requirements constitutes a major irregularity:

- The Bid must be received in the manner prescribed by the applicable Bid document and time stamped by the Reception staff in the lobby by official bid closing time.
- Price related information must be non-erasable, i.e. completed in ink, marker, etc.
- Bid surety must be submitted with the Bid when the Bid request (or any addenda) indicated that such surety is required.
- Proof of authority to bind the bidder must be evident in the submission when the Bid request (or any addenda) indicated that such proof is required.
- Bid surety must be in the form specified in the Bid request or in a form providing equivalent or greater financial security for the Board.
- Amount of Bid surety must be no less than the amount indicated in the Bid request when a dollar amount is specified.
- Bid or performance bonding company must be licensed to conduct business in Canada and in the Province of Ontario.
- Prices must be complete and specified in accordance with the Bid request.
- Notwithstanding provisions for “alternate Bids” which may be contained in the Bid request, Bids must conform to the essential requirements in the specifications or terms of reference. Essential requirements are those which are necessary to perform the intended operation.
- Bidders must attend site meetings if such attendance is identified in the advertisement and Bid request as mandatory.

Note: The above lists of irregularities are not to be considered all inclusive. The Manager of Purchasing/Supply Chain Management, after consultation with the originator, may reject a Bid based on an irregularity not listed, but considered major. Bidders whose Bids are rejected due to a major irregularity will be notified by the Manager of Purchasing/Supply Chain Management or designate prior to any Bid award.

Minor Irregularity

A deviation from the Bid request which affects form rather than substance, providing the effect on the price, quality, quantity or delivery is not material to the award. If the deviation is permitted or corrected the bidder would not gain an unfair advantage over competitors. The Manager of Purchasing/Supply Chain Management may permit the bidder to correct a minor irregularity. (Substantial compliance or strict compliance).

Minor Irregularity – Bidder may rectify

Failure to meet any of the following requirements constitutes a minor irregularity. The Manager of Purchasing/Supply Chain Management will notify the bidder and ask that the deviation from

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the Bid request be rectified within a specified time (usually two working days from the time of notification). If the information is not provided within the specified time, the Manager of Purchasing/Supply Chain Management may reject the Bid.

- Agreements to provide surety must be submitted with the Bid when the bid request indicated that such agreements are required.
- The authorized signatures and corporate seals of both the bidder and the bonding company must be supplied on the Bid bond forms and agreements to bond.
- All changes to information contained in the Bid document must be initialled by an authorized representative of the bidder.
- Technical specifications documents must be completed and submitted with the bid when specified in the Bid request.

NOTE: The above lists of irregularities are not to be considered all inclusive. Minor irregularities not listed will be reviewed by the Manager of Purchasing/Supply Chain Management in consultation with the originator. The Manager of Purchasing/Supply Chain Management may then accept the Bid or request that the bidder rectify the deviation.

Mathematical Errors: Rectified by Staff

Errors in mathematical extensions and/or taxes will be corrected by the Manager of Purchasing/Supply Chain Management and the unit prices will govern.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 24, 2015**

**TITLE: POLICIES – PRIOR TO VETTING
EQUITY AND INCLUSIVE EDUCATION POLICY (100.10)**

Prepared by: Yolanda Baldasaro, Superintendent of Education

Presented by: Yolanda Baldasaro, Superintendent of Education

Date: March 24, 2015

	<p>EQUITY AND INCLUSIVE EDUCATION POLICY</p> <p>STATEMENT OF POLICY</p>	Section:	100 - Board
		No:	100.10
		Adopted:	June 15, 2010
		Revised:	November 23, 2010

In keeping with the Mission, Vision and Values of the The Niagara Catholic District School Board (the Board) **Niagara Catholic** recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, it is the policy of the Board to **Niagara Catholic** provides in all its operations an educational environment which supports and enables diversity within its Catholic community.

The Board recognizes that any form of social or cultural discrimination is incompatible with Catholic moral principles and is in violation of the *Ontario Human Rights Code*. The Board recognizes that the school system gives pre-eminence to the tenets of the Catholic faith, congruent with the protection afforded in the *Ontario Human Rights Code*, the *Constitution Act*, 1982 and confirmed in the *Canadian Charter of Rights and Freedoms*.


The Board and its staff are committed to the elimination of discrimination as outlined in *Ontario's Equity and Inclusive Education Strategy* (~~the Strategy~~) and the Ontario Ministry of Education (the "Ministry") Policy/Program Memorandum No. 119 (~~2009~~), in a manner which is consistent with the exercise of the Board's denominational rights under section 93 of the *Constitution Act*, 1982 and as recognized at section 19 of the *Ontario Human Rights Code* (~~the Code~~).

The Director of Education will issue Administrative Guidelines ~~in support~~ for the implementation of this Policy.

References:

- [*Assembly of Catholic Bishops of Ontario, \(letter dated October 4, 2010\)*](#)
- [*Canadian Charter of Rights and Freedoms*](#)
- [*Constitution Act, 1982*](#)
- [*Ontario Human Rights Code*](#)
- [*Ontario's Equity and Inclusive Education Strategy*](#)
- [*Ontario Catholic School Graduate Expectations: Institute for Catholic Education, Second Edition 2011*](#)
- [*Achieving Excellence: A Renewed Vision for Education in Ontario \(2014\)*](#)
- [*Accepting Schools Act*](#)
- [*Policy/Program Memorandum No. 119 \(2009\)*](#)
- [*Policy/Program Memorandum No. 108*](#)
- [*Niagara Catholic District School Board Policies*](#)

Niagara Catholic District School Board Policies

	<p style="text-align: center;">EQUITY AND INCLUSIVE EDUCATION POLICY</p> <p style="text-align: center;">ADMINISTRATIVE GUIDELINES</p>	Section:	100 - Board
		No:	100.10
		Adopted:	June 15, 2010
		Revised:	November 23, 2010

~~The Guiding Principles of the Equity and Inclusive Education Strategy state:~~

~~Equity and Inclusive education:~~

- ~~• Is a foundation of excellence;~~
- ~~• Meets individual needs;~~
- ~~• Identifies and eliminates barriers;~~
- ~~• Promotes a sense of belonging;~~
- ~~• Involves the broad community;~~
- ~~• Builds on and enhances previous and existing initiatives;~~
- ~~• Is demonstrated throughout the system.~~

~~Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, Ontario's Equity and Inclusive Education Strategy and Policy/Program Memorandum No. 119 (2009) – "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools" identify eight areas of focus for implementing equity and inclusive education. The eight areas of focus are:~~

- ~~1. Board policies, programs, procedures, and practices~~
- ~~2. Shared and committed leadership~~
- ~~3. School community relationships~~
- ~~4. Inclusive curriculum and assessment practices~~
- ~~5. Religious accommodation~~
- ~~6. School climate and the prevention of discrimination and harassment~~
- ~~7. Professional learning~~
- ~~8. Accountability and transparency~~

In accordance with the above policy documents, applicable legislation that outlines the denominational rights of the Catholic school system and with adherence to the *Guiding Principles of the Equity and Inclusive Education Strategy*, and consistent with the *Ontario Human Rights Code*, each area of focus will serve to guide the actions of the Board and its schools, in honouring its commitments to equity and inclusive education policy development, implementation, monitoring and reporting.

1. BOARD POLICIES, PROGRAMS, PROCEDURES AND PRACTICES

The Board recognizes the importance of antiracism and anti-harassment policies in promoting and maintaining a Catholic educational and working environment which fosters racial and ethno-cultural understanding.

The Board will ensure that its policy review cycle will result in the alignment and integration of the requirements of Policy/Program Memorandum No. 119 (2009) and the *Ontario's Equity and Inclusive Education Strategy* with all Board policies, programs, procedures, and practices. The perspectives of the entire diverse Catholic school community will be reflected in all areas of the teaching, learning and administrative culture. Every effort will be made to identify and remove discriminatory biases and systemic barriers that may limit access to and opportunity for effective employment procedures for individuals from diverse communities and underrepresented peoples within the context of the denominational rights of Catholic school boards.

The Board is committed to serving staff, students, and families in its diverse Catholic community by incorporating the principles of equity and inclusive education into all aspects of its policies, programs, procedures, and practices that are consistent with Catholic denominational rights.

The Board will endeavour to:

- Establish the foundational framework that will inform its review and/or development and implementation of a comprehensive equity and inclusive education policy that recognizes and eliminates biases related to race, class, ethnicity, gender, sexual orientation, disability, family status, religion and linguistic differences as well as socio-economic factors.
- Review existing equity and inclusive education policies and/or extend or develop such policies to fulfill the requirements of existing regulations, the *Ontario's Equity and Inclusive Education Strategy*, Policy/Program Memorandum No. 119, and the *Ontario Human Rights Code*, in accordance with the denominational rights afforded to the Catholic school system.
- Ensure that principles of equity and inclusive education permeate and are explicitly stated in all Board policies, programs, guidelines, operations, practices, and Board improvement plans.
- Ensure all future policies, guidelines and practices are drafted and implemented in accordance with the Board's Equity and Inclusive Education Policy.
- Collect information needed to monitor the effects of the implementation of the Equity and Inclusion Education policy by the Board.
- Ensure all persons with disabilities are accommodated appropriately and in a manner consistent with the *Ontario Human Rights Code*.
- Provide training for school and system leaders to facilitate equitable recruitment and hiring to reflect Ontario's diverse society.
- Provide opportunities for the diverse school community, including students, staff, parents, trustees and community members, to provide active input into Board policies and improvement plans on an ongoing basis.
- Ensure that staff will investigate in a thorough and timely manner any claims of discrimination and/or racism and take appropriate action consistent with the principles of the *Ontario Human Rights Code*.

Staff will endeavour to:

- Review existing school policies, for example, codes of conduct, to determine that they reflect the principles of equity and inclusive education.
- Extend, develop, and implement strategies to actively engage students, parents, families, and the wider community in the review, development, and implementation of initiatives to support and promote equity and inclusive education.
- Implement Board equity and inclusive education policies, programs and school improvement plans consistent with the *Ontario Human Rights Code* ~~Code~~ and that reflect the needs of their diverse Catholic school community.

2. SHARED AND COMMITTED LEADERSHIP

The Board subscribes to an informed leadership philosophy that inspires, empowers, and supports all stakeholders in our Catholic community to join together to implement institutional practices and behaviours that cultivate equity and inclusion.

The Board is committed to providing informed shared leadership to improve student achievement and to close achievement gaps for students by identifying, addressing, and removing all barriers and forms of discrimination.

The Board recognizes the critical connection between student leadership and improved student achievement and will strive to include the student voice in all aspects of the implementation of equity and inclusive education.

In accordance with the Ministry's *Ontario Leadership Strategy*, effective Board and school leaders will encourage and promote a collaborative approach to all dimensions of equity and inclusive

education, which ensures the participation of students, parents, parishes, unions, colleges and universities, service organizations and other community partners.

The Board is committed to establishing and maintaining partnerships with all members of our diverse Catholic community so that the perspectives and experiences of all students are recognized and their needs are met.

The Board will endeavour to:

Share in the life and mission of the Church by developing a system plan to build and sustain Board and staff capacity in the areas of equity and inclusive education in curriculum and instruction, human resources and governance.

- Identify and appoint a contact person to liaise with the Ministry and other Boards to share challenges, promising practices and resources.
- Provide extensive and ongoing education and training for students, staff and trustees in implementing equity and inclusive education and leadership initiatives.
- Establish selection criteria for leadership positions that prioritize demonstrated commitment, knowledge and skills related to equity and inclusive education implementation and inclusive leadership, and consistent with proactive ~~Code~~ *Ontario Human Rights Code* compliance.
- Provide ongoing training for all staff that reflects comprehensive attention to the principles of human rights and their fundamental role in an equitable and inclusive environment.
- Strive to ensure that members of communities that are underserved and /or marginalized are included in the shared leadership.

Staff will endeavour to:

- Establish a collaborative culture where the collective capabilities and voices of all stakeholders are used to develop and implement equity and inclusive education goals.
- Promote equity minded student leadership related to issues of social justice.
- Develop initiatives with student facilitators representing diverse voices and experiences.
- Demonstrate leadership in setting the tone for the positive and proactive implementation of the ~~Strategy~~ *Ontario's Equity and Inclusive Education Strategy* within the school.

3. SCHOOL-COMMUNITY RELATIONSHIPS

The Board recognizes that the effective review, development, implementation and monitoring of equity and inclusive education policies and practices requires the involvement of all members of the entire Catholic school community. The Board further recognizes the importance of engaging specialized expertise in developing and implementing its equity and inclusive education policy.

The Board will seek collaboration with and active engagement from students, parents, staff and other Catholic community partners to create and sustain a positive school climate reflective of Catholic values that supports student achievement.

The Board will identify, examine, and remove any barriers that exist, that are part of systemic discrimination under the *Ontario Human Rights Code*, and that prevent full participatory school-community relations.

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

The Board will endeavour to:

- Develop a database of information that establishes the diversity of communities based on self-identification.
- Review and/or initiate tools to determine stakeholders' views on school environment and act upon relevant next steps.
- Take proactive steps to ensure that existing committees represent the diversity of the wider community.
- Review and deepen existing community partnerships to ensure that they reflect the principles of equity and inclusive education.
- Expand community efforts to foster new partnerships that engage a cross-section of diverse students, parents, staff, community members and various community organizations to ensure inclusion.
- Establish processes to identify and address systemic barriers that limit or prevent all sectors of the school community from benefiting from enhanced opportunities for Board representation and greater access to Board initiatives.
- Identify under-represented communities and facilitate their participation and involvement in Board activities.
- Gather and use the knowledge, skills, and experience of Board community partners to enrich the total educational and career experiences of staff, students, and volunteers.

Staff will endeavour to:

- Implement strategies to review existing community partnerships to ensure that they reflect the diversity of the broader community.
- Invite and support representation of diverse groups on school committees, including school improvement planning.
- Engage stakeholders in community forums to listen and address concerns and suggestions.
- Reflect the approaches described above in their outreach to the broader community.

4. INCLUSIVE CURRICULUM AND ASSESSMENT PRACTICES

The Board is committed to implementing an inclusive curriculum based on Catholic values and to reviewing resources, instruction, and assessment and evaluation practices in order to identify and address discriminatory biases so that each student may maximize her or his learning potential.

Both in its content and methodology, inclusive curriculum seeks to recognize our commitment to Catholic values and to affirm the life experiences of all students, regardless of race and ethnicity, gender, place of origin, religion, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability.

The Board will endeavour to:

- Ensure that staff will review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way students' work is assessed and evaluated in order to reduce the achievement gap. The principles of such a review will be consistent with the *Ontario Human Rights Code*.
- Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices specifically addressing areas of discrimination (e.g., race, gender, disability).

Staff will endeavour to:

- Review student assessment and evaluation policies and practices to identify and address systemic bias that may exist in the way students' work is assessed and evaluated; the principles of such a review will be consistent with the *Ontario Human Rights Code*.
- Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices.

- Make certain that resources and instructional strategies are in accordance with Catholic teachings and values **and the *Ontario Catholic School Graduate Expectations***; are in compliance with the provisions of the *Code* with respect to the prohibited grounds of discrimination; show people of different races, genders, and ages in non-stereotypical settings, occupations, and activities; explore the roles and contributions of all peoples in Canada, and the factors that shaped these roles; encourage open discussion of the prohibited grounds of discrimination under the ***Ontario Human Rights Code*** (e.g., race, gender, disability) in society, the community, and the school.

5. RELIGIOUS ACCOMMODATION

Committed to the mission of the Church, the Board provides a learning and working environment in which all individuals are treated with respect and dignity regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, record of offences, marital status, family status or disability, in accordance with the ~~Ontario Human Rights Code~~ ***Ontario Human Rights Code*** and Ministry Policy/Program Memorandum No. 108.

Within the framework of gospel values, traditions, and the Board's denominational rights, in recognition of this diversity, the Board will attempt to provide reasonable accommodation for students' and staffs' religious beliefs and practices, while also protecting its denominational rights.

The Board is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviour based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system.

The Board will endeavour to:

- Consult with a variety of individuals and groups who represent the religious diversity of the Board in the development/review and implementation of this accommodation.
- Inform students and their parents/guardians and staff of their right to request accommodation for religious beliefs and practices.
- Provide a religious accommodation guideline in keeping with the ***Ontario Human Rights Code***, and consistent with its denominational rights, which prohibits discrimination on the grounds of creed, and other ***Ontario Human Rights Code*** protected grounds, and provides a duty to accommodate.
- Provide religious accommodation for students and staff, where reasonable and consistent with the ***Ontario Human Rights Code***.

Staff will endeavour to:

- Revise/Implement religious accommodation practices to align with the Board's religious accommodation guideline.

6. SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT

The Board recognizes that a safe and welcoming environment is most conducive to learning. The Board will therefore seek to foster a Christ-centred, positive school climate, free from discriminatory or harassing behaviour. The Board acknowledges that a Christ-centered, positive school climate is one where all members of the school community feel safe, welcomed, and accepted. The principles of equity and inclusive education support positive student behaviour.

The principles of equity and inclusion are consistent with Catholic doctrine and must be considered and applied in employing progressive disciplinary measures, particularly when it is necessary to take into account mitigating and other factors.

The Board is committed to the principle that every person within the school community is entitled to a respectful, positive and Christ-centred school climate and learning environment, free from all forms of discrimination and harassment.

The Board will endeavour to:

- Ensure that strategies are in place to identify and remove discriminatory barriers that limit engagement by students, parents, and the community, so that diverse groups and the broader community have better Board-level representation and greater access to Board initiatives.
- Ensure that procedures are in place that will enable students and staff to report incidents of discrimination and harassment safely and that will also enable staff/the Board to respond in a timely manner.
- Ensure that, in an effort to alleviate the negative impact of suspensions and exclusions on students, proactive programs will be initiated or expanded to decrease the number of suspensions and expulsions.
- Ensure that a climate in which excellence is continually strived for and respect for all permeates the environment.
- Ensure that administrators use progressive discipline and professional discretion, and to understand the duty to accommodate students with disabilities.

Staff will endeavour to:

- Ensure that codes of conduct are revised to address all forms of racism, discrimination, and harassment.
- Ensure the use of progressive discipline.
- Welcome, respect and validate the contributions of all students, parents, and other members of the school community.
- Ensure that every student is supported and is inspired to succeed in a culture of high expectations for learning.
- Ensure that school codes of conduct reflect the needs of the diverse Catholic community served by the school and are developed with the active consultation and involvement of students, staff, parents, and community members.
- Review or develop guidelines and procedures to address the prohibited grounds of discrimination under the ~~Code~~ *Ontario Human Rights Code* as they may apply to students, staff, and others in the Catholic community.
- Ensure that the established Board procedure will enable students and staff to report incidents of harassment and discrimination safely and to have confidence that they will receive a timely and appropriate response.
- Ensure that all information about the new or revised procedures involving equity and inclusive education is communicated to all students, staff, families, and others in the school community.

7. PROFESSIONAL LEARNING

The staff of the Board is its most important asset and is the vehicle by which Catholicity and equity are taught in the classroom and throughout the system. The Board, therefore, recognizes the importance of ongoing professional learning to create a foundation for Catholic values, ecclesial and cultural identity, human rights education and effective teaching practices.

The Board is committed to providing the school community, including students, with opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the *Ontario Human Rights Code*.

The Board will endeavour to:

- Support the schools' review of classroom strategies that promote school-wide equity and inclusive education policies and practices.

- Allocate adequate resources to provide ongoing opportunities for students, administrators, teachers, support staff, and trustees to participate in equity and inclusive education training and leadership initiatives.
- Provide antiracism and antidiscrimination training that examines power and privilege, including training in prevention and early intervention strategies.
- Ensure that training includes information on cross-cultural differences, and promotes a deeper understanding of exceptionalities and of how to mitigate discipline, in light of its effect on students with disabilities.
- Provide ongoing opportunities staff, as well as trustees, to participate in equity and inclusive education training and leadership initiatives.
- Ensure that the principles of equity and inclusive education are modelled and incorporated in professional learning programs.
- Identify a Board equity and inclusive education contact to liaise with the Ministry of Education and other Boards in order to share challenges, promising practices, and resources.

Staff will endeavour to:

- Review classroom strategies and revise them as needed to help ensure that they are aligned with and reflect school-wide equity and inclusive education policies.
- Promote collaborative teams that learn together, implement their learning and reflect together on best practices.
- Build staff capacity through ongoing needs based professional learning determined through data analysis and based on results.
- Encourage and support students in their efforts to promote social justice, equity, antiracism, and antidiscrimination in schools and classrooms.
- Develop Equity initiatives and provide timely and specific feedback that will further school-wide equitable practices.

8. ACCOUNTABILITY AND TRANSPARENCY

The Board acknowledges and assumes the responsibility for its policies, actions, and decisions. In the pursuit of greater transparency and accountability, the Board, in respectful collaboration and communication with the whole Catholic school community, will report on its goals and progress in the areas of policy review, school improvement planning and the implementation of the *Strategy*.

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

The Board will endeavour to:

- Embed the principles of equity and inclusive education into all Board policies, programs, guidelines, and practices.
- Actively communicate the equity and inclusive education policy to students, teachers, parents, staff, school councils, community partners, and volunteers and post it on the Board's website.
- Seek and use feedback to improve the Equity and Inclusive Education Policy, in the spirit of continuous improvement.
- Engage Board and school teams in school improvement planning with particular emphasis on using data to identify and remove barriers to student achievement, to raise awareness about discriminatory practices and to encourage conversations and collaborative actions about racism and other equity issues.
- Establish processes to monitor progress and assess effectiveness of policies, programs, and procedures.
- Report on the progress of implementation of the *Strategy* and its impact on student achievement using specific criteria.

- Ensure the transparency of the Identification Placement and Review Committee (IPRC) process, inform, and support parents through this process.

Staff will endeavour to:

- Report student achievement data annually to the Board and intervene to ensure the achievement and success of all students.
- Develop and communicate evidence based school improvement plans that are aligned with the *Strategy*.
- Review and establish self-reflection and self-assessment tools to determine the effectiveness of the school's equity and inclusive education plans and procedures.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 24, 2015**

**TITLE: POLICIES – PRIOR TO VETTING
RETIREMENT & SERVICE RECOGNITION CELEBRATION
POLICY (201.2)**

Prepared by: Frank Iannantuono, Superintendent of Education
Presented by: Frank Iannantuono, Superintendent of Education
Date: March 24, 2015

	RETIREMENT & SERVICE RECOGNITION CELEBRATION POLICY	
	STATEMENT OF POLICY	
Section:	200 – Human Resources	
No:	201.2	
Adopted:	March 24, 1998	
Revised:	June 15, 2010	

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board ~~The Niagara Catholic District School Board~~ values and appreciates dedicated service by its employees and members of the clergy serving its schools.

Annually, the Board will host a Retirement and Service Recognition Celebration to ~~and will~~ formally express its appreciation to:

1. Employees who are retiring;
2. Employees who have contributed 25 years of service;
3. Clergy who have served within the Roman Catholic Diocese of St. Catharines and the jurisdiction of the Niagara Catholic District School Board who are celebrating their 25th or 50th anniversary of service as members of the clergy.

The Director of Education will issue Administrative Guidelines **for the implementation** ~~in support~~ of this Policy.

	RETIREMENT & SERVICE RECOGNITION CELEBRATION POLICY	Section: 200 - Board
	ADMINISTRATIVE GUIDELINES	No: 201.2
		Adopted: March 24, 1998 Revised: June 15, 2010

~~The following administrative guidelines have been established to meet the requirements of the Board's Policy on the Retirement & Service Recognition Celebration.~~

The annual Retirement & Service Recognition Celebration shall be planned and organized through the Office of the Director of Education. The Board will annually invite its employee groups to participate as partners in planning the annual Niagara Catholic Retirement and Service Recognition Celebration. **This Policy recognizes Retirees, 25 Year Service employees and in partnership with the Diocese of St. Catharines, 25th or 50th Anniversary Clergy.**

RETIREES

The Niagara Catholic District School Board will recognize and honour employees on their retirement from Catholic education at the annual Retirement and Service Recognition Celebration.

Eligibility

All eligible employees of the Niagara Catholic District School Board who have declared their retirement as of August 31st of the current school year from the Niagara Catholic District School Board.

Invitation and Nomination

Through the Office of the Director of Education, an invitation **to attend the Retirement and Service Recognition Celebration** will be sent to all employees who have notified Human Resources Services of their retirement from the Niagara Catholic District School Board as of ~~August 31st of the current school calendar year.~~ ~~to attend the Retirement and Service Recognition Celebration.~~ The invitation will **include two complementary tickets** for the employee and a guest to ~~invite the employee and a guest to attend the celebration.~~

All employees are invited throughout the school year to self identify their intent to participate in the Retirement and Service Recognition Celebration through their Principal, Supervisor or directly from the Retiree to the Office of the Director of Education.

25 YEAR SERVICE

The Niagara Catholic District School Board will recognize and honour employees who have contributed 25 years of service in Catholic education at the annual Retirement and Service Recognition Celebration.

Eligibility

All employees of the Niagara Catholic District School Board who have contributed 25 years of service in Catholic education as of ~~August 31st of the current school~~ **calendar** year.

Invitation and Nomination

Through the Office of the Director of Education, an invitation **to attend the Retirement and Service Recognition Celebration** will be sent to all employees who, based on the employment records of the Board, have 25 years of service in Catholic education. ~~to attend the Retirement and Service Recognition Celebration.~~ The invitation will **include two complementary tickets** for the employee and a guest to ~~invite the employee and a guest to attend the celebration.~~

All eligible employees celebrating 25 years of service in Catholic education are invited throughout the school year to self identify their intent to participate in the Retirement and Service Recognition

Celebration through their Principal, Supervisor or directly from the employee to the Office of the Director of Education.

25TH OR 50TH ANNIVERSARY - CLERGY

The Niagara Catholic District School Board will recognize and honour members of the clergy who have served within the Roman Catholic Diocese of St. Catharines and the jurisdiction of the Niagara Catholic District School Board who are celebrating their 25th or 50th anniversary. ~~as members of the clergy as of August 31st of the current school year.~~ This recognition will take place at the annual Retirement and Service Recognition Celebration.

Eligibility

All members of the clergy who have served within the Roman Catholic Diocese of St. Catharines and within the jurisdiction of the Niagara Catholic District School Board who have served for 25 or 50 years **as of the current calendar year.** ~~as a member of the clergy.~~

Invitation and Nomination

Through the Office of the Director of Education, an invitation will be sent to clergy who have served within the Roman Catholic Diocese of St. Catharines and the jurisdiction of the Niagara Catholic District School Board who, through the Bishop's Office and/or local Religious Orders, have been identified as eligible for this recognition.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 24, 2015**

**TITLE: POLICIES – UNDER REVIEW
ATTENDANCE SUPPORT PROGRAM POLICY (201.16)**

Prepared by: Frank Iannantuono, Superintendent of Education
Presented by: Frank Iannantuono, Superintendent of Education
Date: March 24, 2015

	ATTENDANCE SUPPORT PROGRAM POLICY	Section:	200 – Human Resources
		No:	201.16
		Adopted:	November 27, 2012
		Revised:	January 28, 2014
STATEMENT OF POLICY			

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board is committed to creating and maintaining a healthy workplace. The Board believes that both individual and organizational health, are important factors affecting the ability of all employees to attend work and to contribute fully to its mission.

In order to carry out the Mission, Vision, and Values of the Niagara Catholic District School Board, regular attendance by all employees is an essential expectation. The Attendance Support Program (ASP) is a comprehensive program aimed at positively supporting the health and wellness of employees and the organization. All employees contribute to the Board's Mission, Vision, and Values and their regular attendance is required to maintain the quality of programs and services, to students, staff and the community, as well as ensuring a fair distribution of work among colleagues.

The Attendance Support Program (ASP) is a comprehensive program aimed at positively supporting the health and wellness of employees and the organization. Its primary focus is to create, maintain and support a healthy workplace, which includes the physical and social environment, as well as personal health practices by addressing workplace wellness issues and promoting a healthy workplace. The Attendance Support Program will consistently support all employees so they are able to attend work regularly and contribute to the success of the Board. All employees have a responsibility to ensure their **optimal and consistent** ~~regular and prompt~~ attendance at work **so as to fulfill the staff member's duties and responsibilities.**

This Attendance Support Program combines prevention, intervention and **supportive assistance** to achieve the goals of personal and workplace wellness.

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

References:

- [**Employment Standards Act**](#)
- [**Municipal Freedom of Information and Protection of Privacy Act**](#)
- [**Ontario Human Rights Code**](#)
- [**Workplace Safety and Insurance Act**](#)
- [**Employee Assistance Program \(EAP\)**](#)
- [**Equity and inclusive Education Policy**](#)
- [**Accessibility Standards**](#)

	ATTENDANCE SUPPORT PROGRAM POLICY	Section:	200 – Human Resources
		No:	201.16
ADMINISTRATIVE GUIDELINES		Adopted:	November 27, 2012
		Revised:	January 28, 2014

1. GUIDING PRINCIPLES

The Niagara Catholic District School Board Attendance Support Program (ASP) is built upon the following principles:

- a. To encourage ~~regular~~ **optimal and consistent** attendance at work through the proactive use of preventative measures.
- b. **To raise awareness of the importance of optimal and consistent attendance.**
- c. To provide assistance to employees who are absent from work and to enable them to attend work regularly and productively.
- d. To utilize effective and successful practices, supports and return to work procedures.
- e. To apply ~~the application of~~ this program in a manner consistent with the Ontario Human Rights Code and any other applicable legislation.
- f. **To provide a framework for responding to absenteeism.**
- g. The Attendance Support Program (ASP) will comply with the **legislated** Short Term Sick Leave and Disability Plan.

2. ATTENDANCE SUPPORT PROGRAM : DEFINITIONS AND PROCEDURES

a. Definitions of Absenteeism

Non-Culpable or Innocent Absenteeism occurs when an Employee, through no fault of his/her own, is absent from the workplace because of a personal illness, disease or injury. The reason for the absence is not the concern; rather, it is the need to meet attendance expectations.

The Attendance Support Program (ASP) recognizes that employees with non-culpable absenteeism may require assistance to attend work regularly and meet attendance expectations.

Culpable Absenteeism refers to absences from work for which the employee is found to be accountable. Some examples of culpable absences are: failure to attend work without notifying the employer; late for work or leaving early; and abuse of leave. Employees with culpable absences are subject to progressive discipline in accordance with associated Board Policies, Administrative Guidelines, Procedures, Collective Agreements and Terms of Employment. It is required that culpable absences be directed to Human Resources for further direction and advice and are not intended to be addressed in the Attendance Support Program (ASP).

Culpable absences will be managed through the process of progressive discipline.

b. Absence Reporting

Employees are required to attend work as scheduled, with the understanding that there will be times when employees are unable to attend work due to a legitimate personal illness, disease or injury.

In order to ensure a consistent and equitable approach throughout the Board, all employees are required to report his/her own absences for all vacancies through the normal reporting procedures (Smartfind Express), within the required timeframe.

c. Process of Addressing Non-Culpable Absenteeism/Innocent Absenteeism

When an employee reaches or exceeds the determined absence threshold, specific to their employment group, he/she will enter into the Attendance Support Program.

The process of addressing non-culpable absenteeism is supportive in nature. The intent is to understand the absences, discuss the impact the absences are having on the specific school, department or location, provide support and identify support services that are available to the employee. This process will allow sufficient time for the employee to address issues so he/she will attend work regularly in the future.

d. Identifying Absences That Require Attention by Supervisors

It is the responsibility of all Supervising Administrators (Director of Education, Superintendent of Education, Controller of Facilities Services, Principals, Vice-Principals and Managers) to identify the absences and/or circumstances which may necessitate a meeting with the employee when the Attendance Support Program threshold has been reached or exceeded. The types of absences include, but are not limited to:

- A pattern of absenteeism (e.g. Mondays and Fridays)
- Absences due to personal illness, personal appointments, and leaves related to personal or family matters
- Absences due to workplace injury and/or illness
- Frequent absences of short duration
- Unclear rationale for absences
- Unauthorized absences.

3. ABSENCE THRESHOLD

Absence Threshold – is the established number of occurrences over a rolling 12 working month period. When an employee’s absences reach the determined threshold, the process of supportive intervention with administration will commence to discuss the level of absenteeism, having regard for the personal circumstances of the employee.

Identified Absence Thresholds are as follows:

Partial (0.5) or full day (1.0): An equivalent of 10 occurrences for 10 and 12 month employees

Absences beyond 9 occurrences will follow the requirements as per legislation and Board Policy.

The Absence threshold will be reviewed every two years by Senior Administration. Employees will be notified of the initial threshold and any subsequent changes thereafter.

The goals that are set within any phase of the multi-level process are specific and unique to each employee's circumstances.

4. SUPPORTIVE INTERVENTION HAS FOUR (4) DISTINCT SUPPORT PHASES

Prior to any Support Phase Meeting, consultation will occur between Human Resources Services and the Supervisor.

When attendance goals have been achieved, within any of the review periods, the employee remains in the Attendance Support Program (ASP), and their absences are monitored by the Coordinator of Attendance Support for a period of up to 12 working months.

Employees who do not reach or exceed the established threshold during the 12 working month review period will exit from the Attendance Support Program.

To provide consistency, an interview check list must be completed, during the meeting/interview, at every phase of the process.

If the employee indicates at any step that there is a medical condition or disability contributing to their attendance challenges then the Supervisor should discuss the situation with the Coordinator of Attendance Support Program so that appropriate steps can be taken.

Support Phase 1 – When the employee reaches the determined Absence threshold, ~~the Supervising Administrator will arrange a meeting to initiate discussions related to the employee's absence level, gain an understanding of the issue(s) that may be preventing the employee from regularly attending work, offer support and guidance, as well as set attendance goals for the next four (4) months.~~ **the Coordinator of the Attendance Support Program will outline the goals of Support Phase 1 of the ASP.** A letter will be issued to the employee acknowledging entry into the Attendance Support Program. During the four (4) month period, if the ~~Supervising Administrator~~ **Coordinator of the Attendance Support Program** determines that the employee has met the goals set, then an "Improvement Letter" will be issued. **The immediate supervisor will be informed of the Support Phase 1 written notification to the employee.** ~~The Phase 1 meeting shall include: the employee, Supervising Administrator, union/association representative (per employee request) and other administrative staff as required to support the process.~~

Support Phase 2 – When the employee has been unable to meet the attendance goals established in **Support Phase 1** or the prorated threshold is reached or exceeded during the first phase review period, the employee will enter into **Support Phase 2**. A letter will be issued to the employee acknowledging entry into **Support Phase 2** of the Attendance Support Program. Attendance goals will again be set with the employee that will apply for the next four (4) months. During the next four (4) months, if the ~~Supervising Administrator~~ **Coordinator of the Attendance Support Program** determines that the employee has met the goals set, then an "Improvement Letter" will be issued (Appendix A). **The immediate supervisor will be informed of the Support Phase 2 written notification to the employee.** ~~The Phase 2 meeting shall include: the employee, Supervising Administrator, Coordinator of Attendance Support, union/association representative (per employee request) and other administrative staff as required to support the process.~~

Support Phase 3 – When the employee has been unable to meet the attendance goals established in **Support Phase 2** or the prorated threshold is reached or exceeded during the **Support Phase 2** review period, the employee will enter into **Support Phase 3**. Attendance goals will again be set with the employee that will apply for the next four (4) months. ~~The employee will be advised that failure to meet the attendance goals set in Phase 3 may result in termination of employment.~~ During the next four (4) months, if the **Coordinator of the Attendance Support Program in conjunction with the Supervising Administrator** determines that the employee has met the goals set, then an "Improvement Letter" will be issued (Appendix A). The **Support Phase 3**

meeting shall include: the Employee, Supervising Administrator and next level Supervisor or Family of Schools Superintendent, Coordinator of Attendance Support, union/association representative (per employee request) and other administrative staff as required to support the process. A letter will be issued to the employee acknowledging entry into **Support** Phase 3 of the Attendance Support Program.

Support Phase 4 – When the employee has been unable to meet the attendance goals established in **Support** Phase 3 or the prorated threshold is reached or exceeded during the **Support** Phase 3 review period, the employee will enter into **Support** Phase 4. **The employee will be advised that failure to meet the attendance goals set in Support Phase 4 may result in termination of employment.** The **Support** Phase 4 meeting shall include: the Employee, Supervising Administrator, next level Supervisor or Family of Schools Superintendent, union/association representative (per employee request), Coordinator of Attendance Support and Superintendent of Human Resources or designate **resulting in a plan of action to address the employee’s attendance.**

Following the Support Phase 4 Meeting, an Employer/Employee Agreement may be developed. If the terms of the agreement are not upheld by the employee the employee progresses to Phase 4 and the Employer determines, that there are no conditions which would suggest the need for reconsidering termination, the employee may be advised that his/her employment is being terminated on a non-disciplinary basis due to “frustration of contract”. If the decision is to terminate employment, the formal request of such is made to the Director of Education.

5. ROLES AND RESPONSIBILITIES

Employee

- Attends work as scheduled and actively participate in managing his/her attendance
- Maintains a record of all absences due to personal illnesses and be familiar with the attendance process
- Reports all absences in Smartfind Express, in accordance with his/her appropriate Employee group procedure
- Seeks and actively participate in appropriate Counselling (Employee and Family Assistance Program) and/or medical attention to address health concerns
- Cooperates in setting personal attendance goals
- Promotes timely and successful return to work transitions
- Maintains regular contact with the Supervising Administrator during extended absences
- Contacts union representative
- Provides any appropriate documentation and relevant health information, during any level of the process, in a timely manner, or upon request.

Employer – Niagara Catholic District School Board

- **Expects that employees will attend work regularly as they fulfill the services they were hired to provide**
- Promotes and foster the expectation of regular attendance in the work environment
- Promotes and maintain a work environment that promotes overall health, safety and wellness of all employees
- Advocates that the Attendance Support Program be administered in a fair and consistent manner.
- **Provides employee training and orientation on the program, attendance expectations, supports and resources**

~~Supervising Administrator~~ Supervisor

~~Supervising Administrator~~ The Supervisor includes the Director of Education, Superintendents of Education, Controller of Facilities Services, Principals, Vice-Principals and Managers. The supervisors are responsible for the promotion of a positive work environment and to ensure employees are aware that their contributions are valued. As well, supervisors are responsible for;

Communication

- Communicates attendance expectations to all employees and ensure that they understand the principles of the Attendance Support Program
- Advises employees of available resources (i.e. Employee and Family Assistance program (EFAP), Ontario Teachers Insurance Plan (OTIP))
- Maintains professional confidentiality
- Participates in all meetings as outlined in the Attendance Support Program and provide input into the development of individualized attendance goals for each employee involved in the program

Monitoring Attendance

- Accesses and reviews monthly attendance reports from Smartfind Express for all Employees under his/her supervision
- Ensures all employees are treated fairly and equitably when monitoring attendance
- Provides assistance and support to all employees as necessary
- Maintains regular contact with absent employees
- Ensures a consistent and timely application of the Attendance Support Program

Attendance Recognition

- Practices, expects and promotes regular attendance of all employees as advocated by the employer
- Provides positive reinforcement to employees who are progressing and reaching their attendance goals.

Coordinator of Attendance Support Program

- Provides training and support to ~~Supervising Administrator~~ Supervisors regarding throughout the various phases of the Attendance Support Program
- Manages the implementation of the Attendance Support Program
- Safeguards employee confidentiality
- Supports and offers guidance with return to work transitions
- Supports ~~Supervising Administrator~~ Supervisors to follow the Attendance Support Program process
- Offer support and resources to assist employees to meet attendance goals, as necessary
- Supports and promotes regular and improved attendance
- Assists in setting attendance standards and protocols
- Monitors, evaluates and recommends revisions to the Attendance Support Program on an annual basis and/or as necessary.
- Identifies employees who exceed the attendance support threshold level of absences(10)
- Provides assistance in the development of individual goals at the conclusion of each meeting, taking into account circumstances identified at each meeting

~~Supervisory Officer~~ Senior Administration

- Acts as positive role models for employees and provides support to supervisors
- Promotes and maintains a work environment which protects the overall health, safety and wellness of all Employees
- Demonstrates a commitment to the Attendance Support Program
- Ensures all ~~Supervising Administrators~~ Supervisors act consistently in dealing with attendance issues at all levels of the organization
- Communicates expectations for attendance at work.

DRAFT

- In conjunction with Human Resources Services, reviews the data of those employees who have not met attendance goals following the completion of the 4 phases to determine ongoing employability.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
MARCH 24, 2015**

TITLE: POLICY AND GUIDELINE REVIEW 2014-2015 SCHEDULE

The Policy and Guideline Review 2014-2015
Schedule is presented for information.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: March 24, 2015



POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2014 - JUNE 2015

Updated: March 4, 2015

<i>SORTED BY POLICY COMMITTEE MEETING DATE</i>				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting After Vetting
NEW		NEW	Concussions (prior to January 2015)	Sept. 2014
1998	2014	201.4	Reimbursement of Travel Expenses	Sept. 2014
2003	2013	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	Sept. 2014
2009	2009	800.8.1	Accessibility Customer Service Policy	Oct. 2014
2012	2012	203.1	Employee Hiring and Selection Policy (Teachers) (<i>referred back to staff</i>)	Oct. 2014
2002	2013	201.7	Employee Workplace Harassment *	Oct. 2014
2002	2013	201.11	Employee Workplace Violence *	Oct. 2014
2002	2013	201.6	Occupational Health & Safety *	Oct. 2014
1998	2013	400.2	Educational Field Trips	Nov. 2014
2012	NIL	203.1	Employee Hiring and Selection Policy (Teachers)	Nov. 2014
2001	2009	302.4	Volunteer Driver	Nov. 2014
2007	NIL	800.4	Volunteer Recognition	Nov. 2014
NEW		NEW	Concussions	Dec. 2014
2001	2009	302.6.5	Student Expulsion - <i>Safe Schools</i>	Jan. 2015
2001	2009	302.6.4	Student Suspension - <i>Safe Schools</i>	Jan. 2015
1998	2013	301.1	Admission of Elementary & Secondary Students	Jan. 2015
2009	2009	800.8.1	Accessibility Customer Service Policy	Jan. 2015
2002	2013	201.7	Employee Workplace Harassment *	Jan. 2015
2002	2013	201.11	Employee Workplace Violence *	Jan. 2015
2002	2013	201.6	Occupational Health & Safety *	Jan. 2015
1998	2013	400.2	Educational Field Trips	Feb. 2014
2001	2009	302.4	Volunteer Driver	Feb. 2014
2007	2008	800.4	Volunteer Recognition	Feb. 2014
1998	2011	600.1	Purchasing/Supply Chain Management	March 2015
2010	2010	100.10	Equity and Inclusive Education	March 2015
1998	2010	201.2	Retirement & Service Recognition Celebration	March 2015
2012	2014	201.16	Attendance Support Program	March 2015
2001	2009	302.6.5	Student Expulsion - <i>Safe Schools</i>	Apr. 2015
2001	2009	302.6.4	Student Suspension - <i>Safe Schools</i>	Apr. 2015
1998	2013	301.1	Admission of Elementary & Secondary Students	Apr. 2015

1998	2011	600.1	Purchasing/Supply Chain Management	Sept. 2015
2010	2010	100.10	Equity and Inclusive Education	Sept. 2015
1998	2010	201.2	Retirement & Service Recognition Celebration	Sept. 2015
2012	2014	201.16	Attendance Support Program	Sept. 2015
NEW		NEW	Anti-Spam	

* Ministry of Labour Compliance Annual Review

SORTED BY CW/BOARD MEETING DATE

Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
2003	2013	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	Oct. 2014
1998	2008	201.4	Reimbursement of Travel Expenses	Oct. 2014
NEW		NEW	Concussions (prior to January 2015)	Dec. 2014
2009	2009	800.8.1	Accessibility Customer Service Policy	Feb. 2015
2002	2013	201.7	Employee Workplace Harassment *	Feb. 2015
2002	2013	201.11	Employee Workplace Violence *	Feb. 2015
2002	2013	201.6	Occupational Health & Safety *	Feb. 2015
1998	2013	400.2	Educational Field Trips	Mar. 2015
2001	2009	302.4	Volunteer Driver	Mar. 2015
2007	NIL	800.4	Volunteer Recognition	Mar. 2015
2001	2009	302.6.5	Student Expulsion - <i>Safe Schools</i>	May 2015
2001	2009	302.6.4	Student Suspension - <i>Safe Schools</i>	May 2015
1998	2013	301.1	Admission of Elementary & Secondary Students	May 2015
1998	2011	600.1	Purchasing/Supply Chain Management	Sept. 2015
2010	2010	100.10	Equity and Inclusive Education	Sept. 2015
1998	2010	201.2	Retirement & Service Recognition Celebration	Sept. 2015
2012	2014	201.16	Attendance Support Program	Sept. 2015

Policy Issued	Reviewed Revised	Policy #	NIAGARA CATHOLIC DISTRICT SCHOOL BOARD - POLICIES	Resp
<i>Sorted by Policy Name</i> <i>Updated: February 24, 2015</i>				

1	2003	2013	400.5	Acceleration/Retention (Elementary)	ML
2	2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	LAFS
3	2009	2014	800.8.1	Accessibility Customer Service	YB
4	2012	2013	800.8	Accessibility Standards	YB
5	1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	YB
6	1998	2013	301.1	Admission of Elementary & Secondary Students	LAFS
7	2007	2014	600.5	Advertising Expenditures	GV
8	2007	2014	100.9	Advocacy Expenditures	GV
9	1998	2014	302.1	Anaphylaxis	YB
10	2014	NEW	NEW	Anti-Spam	JC
11	1998	2014	701.1	Architect Selection	SW
12	2011	2013	301.10	Assessment, Evaluation, Reporting and Homework Policy	LAFS
13	1998	2012	203.2	Assignment of Principals & Vice-Principals	FI
14	1998	2012	301.3	Attendance Areas	TF
15	2012	2014	201.16	Attendance Support Program	FI
16	1997	2010	100.1	Board By-Laws	JC
17	2012	2012	701.5	Bottled Water	LAFS
18	2003	2014	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	LAFS
19	1998	2012	203.3	Catholic Leadership: Principal & Vice-Principal Selection	FI
20	1998	2013	800.1	Catholic School Councils	LAFS
21	2001	2012	400.3	Christian Community Service	ML
22	2001	2013	302.6.2	Code of Conduct - <i>Safe Schools</i>	LAFS
23	1998	2013	800.2	Community Use of Facilities	SW
24	1998	2011	800.3	Complaint Resolution	JC
25	2014	NIL	303.1	Concussion	ML
26	1998	2013	400.1	Continuing Education	FI
27	2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV
28	2001	2014	302.6.7	Criminal Background Check - <i>Safe Schools</i>	LAFS
29	2002	2013	201.5	Death Benefit	FI
30	2002	2013	201.10	Deferred Salary Plan (X/Y)	FI
31	2012	2012	302.8	Diabetes Management	YB
32	2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	LAFS
33	1998	2013	400.2	Educational Field Trips	ML
34	1998	2012	800.5	Education-Based Research	LAFS
35	2006	2012	201.12	Electronic Communications Systems (Employees)	TF
36	2006	2012	301.5	Electronic Communications Systems (Students)	TF
37	2005	2014	100.8	Electronic Meetings (Board and Committees)	JC
38	2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	LAFS
39	2002	2012	201.9	Employee Attendance During Inclement Weather & Workplace Closure	FI
40	2012	2012	201.17	Employee Code of Conduct & Ethics	FI
41	2007	2013	201.15	Employee Conferences, Workshops & Meetings	GV
42	2012	2012	203.1	Employee Hiring and Selection Policy (Teachers)	FI
43	1998	2013	201.1	Employee Leaves of Absence	FI
44	2007	2013	201.14	Employee Meals & Hospitality	GV
45	2002	2014	201.7	Employee Workplace Harassment *	FI
46	2002	2014	201.11	Employee Workplace Violence *	FI
47	2011	2011	400.6	Environmental Stewardship	SW
48	2010	2010	100.10	Equity and Inclusive Education	YB
49	1998	2010	100.5	Establishment and Cyclical Review of Policies	JC
50	2010	2010	800.6	Facility Partnerships	SW

51	2002	2012	301.4	Fundraising	GV
52	2013	2013	203.4	Leadership Pathways	FI
53	1998	2010	600.3	Monthly Financial Reports	GV
54	2004	2012	100.7	Niagara Catholic Education Award of Distinction	FI
55	2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	LAFS
56	2005	2011	302.7	Nutrition	ML
57	2002	2014	201.6	Occupational Health & Safety *	FI
58	2006	2014	301.7	Ontario Student Record (OSR)	ML
59	2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	LAFS
60	1998	2012	702.1	Playground Equipment	SW
61	2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	ML
62	2008	2010	302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	LAFS
63	1998	2010	701.2	Pupil Accommodation Review	SW
64	1998	2011	600.1	Purchasing/Supply Chain Management	GV
65	1998	2011	600.2	Records and Information Management	JC
66	1998	2014	201.4	Reimbursement of Travel Expenses	GV
67	2010	2010	100.10.1	Religious Accommodation	YB
68	1998	2014	201.3	Religious Education Courses for Staff	FI
69	1998	2010	201.2	Retirement & Service Recognition Celebration	FI
70	1999	2010	302.3	Safe Arrival	LAFS
71	2009	2014	301.8	Safe Physical Intervention with Students	YB
72	2001	2013	302.6	Safe Schools	LAFS
73	2006	2014	301.6	School Generated Funds	GV
74	2006	2014	201.13	Sexual Misconduct	FI
75	2001	2014	302.6.5	Student Expulsion - <i>Safe Schools</i>	LAFS
76	2011	2011	301.11	Student Fees	GV
77	2001	2012	302.5	Student Parenting	ML
78	2013	2013	100.6.2	Student Senate - Elementary	JC
79	2000	2013	100.6.1	Student Senate - Secondary	JC
80	2001	2014	302.6.4	Student Suspension - <i>Safe Schools</i>	LAFS
81	2007	2014	500.2	Student Transportation	GV
82	1998	2012	100.4	Student Trustees	JC
83	1998	2013	500.1	Transportation & School Operations for Inclement Weather	JC
84	2010	2010	100.12	Trustee Code of Conduct	JC
85	2011	2011	100.13	Trustee Expenses & Reimbursement	JC
86	2010	2010	100.11	Trustee Honorarium	JC
87	2014	NIL	100.14	Use of Corporate Logo	JC
88	2002	2013	701.3	Video Security Surveillance	SW
89	2011	2011	301.9	Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students	ML
90	2001	2014	302.4	Volunteer Driver	ML
91	2007	2014	800.4	Volunteer Recognition	JC
92	2013	2013	800.9	Volunteering in Catholic Schools	FI

* MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW

Policy Issued	Reviewed Revised	Policy #	NIAGARA CATHOLIC DISTRICT SCHOOL BOARD - POLICIES	Resp
<i>Sorted by Policy Number</i> <i>Updated: February 24, 2015</i>				

1	1997	2010	100.1	Board By-Laws	JC
2	2010	2010	100.10	Equity and Inclusive Education	YB
3	2010	2010	100.11	Trustee Honorarium	JC
4	2010	2010	100.12	Trustee Code of Conduct	JC
5	2011	2011	100.13	Trustee Expenses & Reimbursement	JC
6	2014	NIL	100.14	Use of Corporate Logo	JC
7	1998	2012	100.4	Student Trustees	JC
8	1998	2010	100.5	Establishment and Cyclical Review of Policies	JC
9	2004	2012	100.7	Niagara Catholic Education Award of Distinction	FI
10	2005	2014	100.8	Electronic Meetings (Board and Committees)	JC
11	2007	2014	100.9	Advocacy Expenditures	GV
12	2002	2013	201.10	Deferred Salary Plan (X/Y)	FI
13	1998	2013	201.1	Employee Leaves of Absence	FI
14	2002	2014	201.11	Employee Workplace Violence *	FI
15	2006	2012	201.12	Electronic Communications Systems (Employees)	TF
16	2006	2014	201.13	Sexual Misconduct	FI
17	2007	2013	201.14	Employee Meals & Hospitality	GV
18	2007	2013	201.15	Employee Conferences, Workshops & Meetings	GV
19	2012	2014	201.16	Attendance Support Program	FI
20	2012	2012	201.17	Employee Code of Conduct & Ethics	FI
21	1998	2010	201.2	Retirement & Service Recognition Celebration	FI
22	1998	2014	201.3	Religious Education Courses for Staff	FI
23	1998	2014	201.4	Reimbursement of Travel Expenses	GV
24	2002	2013	201.5	Death Benefit	FI
25	2002	2014	201.6	Occupational Health & Safety *	FI
26	2002	2014	201.7	Employee Workplace Harassment *	FI
27	2002	2012	201.9	Employee Attendance During Inclement Weather & Workplace Closure	FI
28	2012	2012	203.1	Employee Hiring and Selection Policy (Teachers)	FI
29	1998	2012	203.2	Assignment of Principals & Vice-Principals	FI
30	1998	2012	203.3	Catholic Leadership: Principal & Vice-Principal Selection	FI
31	2013	2013	203.4	Leadership Pathways	FI
32	1998	2013	301.1	Admission of Elementary & Secondary Students	LAFS
33	2011	2013	301.10	Assessment, Evaluation, Reporting and Homework Policy	LAFS
34	2011	2011	301.11	Student Fees	GV
35	1998	2012	301.3	Attendance Areas	TF
36	2002	2012	301.4	Fundraising	GV
37	2006	2012	301.5	Electronic Communications Systems (Students)	TF
38	2006	2014	301.6	School Generated Funds	GV
39	2006	2014	301.7	Ontario Student Record (OSR)	ML
40	2009	2014	301.8	Safe Physical Intervention with Students	YB
41	2011	2011	301.9	Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students	ML
42	1998	2014	302.1	Anaphylaxis	YB
43	1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	YB
44	1999	2010	302.3	Safe Arrival	LAFS
45	2001	2014	302.4	Volunteer Driver	ML
46	2001	2012	302.5	Student Parenting	ML
47	2001	2013	302.6	Safe Schools	LAFS
48	2005	2011	302.7	Nutrition	ML
49	2012	2012	302.8	Diabetes Management	YB
50	2014	NIL	303.1	Concussion	ML

51	1998	2013	400.1	Continuing Education	FI
52	1998	2013	400.2	Educational Field Trips	ML
53	2001	2012	400.3	Christian Community Service	ML
54	2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	ML
55	2003	2013	400.5	Acceleration/Retention (Elementary)	ML
56	2011	2011	400.6	Environmental Stewardship	SW
57	1998	2013	500.1	Transportation & School Operations for Inclement Weather	JC
58	2007	2014	500.2	Student Transportation	GV
59	1998	2011	600.1	Purchasing/Supply Chain Management	GV
60	1998	2011	600.2	Records and Information Management	JC
61	1998	2010	600.3	Monthly Financial Reports	GV
62	2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV
63	2007	2014	600.5	Advertising Expenditures	GV
64	1998	2014	701.1	Architect Selection	SW
65	1998	2010	701.2	Pupil Accommodation Review	SW
66	2002	2013	701.3	Video Security Surveillance	SW
67	2012	2012	701.5	Bottled Water	LAFS
68	1998	2012	702.1	Playground Equipment	SW
69	2009	2014	800.8.1	Accessibility Customer Service	YB
70	1998	2013	800.1	Catholic School Councils	LAFS
71	1998	2013	800.2	Community Use of Facilities	SW
72	1998	2011	800.3	Complaint Resolution	JC
73	2007	2014	800.4	Volunteer Recognition	JC
74	1998	2012	800.5	Education-Based Research	LAFS
75	2010	2010	800.6	Facility Partnerships	SW
76	2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	LAFS
77	2012	2013	800.8	Accessibility Standards	YB
78	2013	2013	800.9	Volunteering in Catholic Schools	FI
79	2010	2010	100.10.1	Religious Accommodation	YB
80	2000	2013	100.6.1	Student Senate - Secondary	JC
81	2013	2013	100.6.2	Student Senate - Elementary	JC
82	2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	LAFS
83	2012	2012	302.6.10	Elementary Standardized Dress Code - Safe Schools	LAFS
84	2001	2013	302.6.2	Code of Conduct - Safe Schools	LAFS
85	2001	2013	302.6.3	Access to Board Premises - Safe Schools	LAFS
86	2001	2014	302.6.4	Student Suspension - Safe Schools	LAFS
87	2001	2014	302.6.5	Student Expulsion - Safe Schools	LAFS
88	2001	2012	302.6.6	Dress Code - Secondary Uniform - Safe Schools	LAFS
89	2001	2014	302.6.7	Criminal Background Check - Safe Schools	LAFS
90	2003	2014	302.6.8	Bullying Prevention & Intervention - Safe Schools	LAFS
91	2008	2010	302.6.9	Progressive Student Discipline - Safe Schools	LAFS
92	2014	NEW	NEW	Anti-Spam	JC

* MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW

Policy Issued	Reviewed Revised	Policy #	NIAGARA CATHOLIC DISTRICT SCHOOL BOARD - POLICIES	Resp
<i>Sorted by Review Date</i> <i>Updated: February 24, 2015</i>				

1	1998	2009	302.2	Administration of Oral Medication to Students Under the Age of 18 During School Hours	YB
2	1997	2010	100.1	Board By-Laws	JC
3	2010	2010	100.10	Equity and Inclusive Education	YB
4	1998	2010	100.5	Establishment and Cyclical Review of Policies	JC
5	2010	2010	800.6	Facility Partnerships	SW
6	1998	2010	600.3	Monthly Financial Reports	GV
7	2008	2010	302.6.9	Progressive Student Discipline - <i>Safe Schools</i>	LAFS
8	1998	2010	701.2	Pupil Accommodation Review	SW
9	2010	2010	100.10.1	Religious Accommodation	YB
10	1998	2010	201.2	Retirement & Service Recognition Celebration	FI
11	1999	2010	302.3	Safe Arrival	LAFS
12	2010	2010	100.12	Trustee Code of Conduct	JC
13	2010	2010	100.11	Trustee Honorarium	JC
14	1998	2011	800.3	Complaint Resolution	JC
15	2011	2011	400.6	Environmental Stewardship	SW
16	2005	2011	302.7	Nutrition	ML
17	1998	2011	600.1	Purchasing/Supply Chain Management	GV
18	1998	2011	600.2	Records and Information Management	JC
19	2011	2011	301.11	Student Fees	GV
20	2011	2011	100.13	Trustee Expenses & Reimbursement	JC
21	2011	2011	301.9	Voluntary and Confidential Self-Identification Policy for First Nation, Métis and Inuit Students	ML
22	1998	2012	203.2	Assignment of Principals & Vice-Principals	FI
23	1998	2012	301.3	Attendance Areas	TF
24	2012	2012	701.5	Bottled Water	LAFS
25	1998	2012	203.3	Catholic Leadership: Principal & Vice-Principal Selection	FI
26	2001	2012	400.3	Christian Community Service	ML
27	2012	2012	302.8	Diabetes Management	YB
28	2001	2012	302.6.6	Dress Code - Secondary Uniform - <i>Safe Schools</i>	LAFS
29	1998	2012	800.5	Education-Based Research	LAFS
30	2006	2012	201.12	Electronic Communications Systems (Employees)	TF
31	2006	2012	301.5	Electronic Communications Systems (Students)	TF
32	2012	2012	302.6.10	Elementary Standardized Dress Code - <i>Safe Schools</i>	LAFS
33	2002	2012	201.9	Employee Attendance During Inclement Weather & Workplace Closure	FI
34	2012	2012	201.17	Employee Code of Conduct & Ethics	FI
35	2012	2012	203.1	Employee Hiring and Selection Policy (Teachers)	FI
36	2002	2012	301.4	Fundraising	GV
37	2004	2012	100.7	Niagara Catholic Education Award of Distinction	FI
38	1998	2012	702.1	Playground Equipment	SW
39	2001	2012	302.5	Student Parenting	ML
40	1998	2012	100.4	Student Trustees	JC
41	2003	2013	400.5	Acceleration/Retention (Elementary)	ML
42	2001	2013	302.6.3	Access to Board Premises - <i>Safe Schools</i>	LAFS
43	2012	2013	800.8	Accessibility Standards	YB
44	1998	2013	301.1	Admission of Elementary & Secondary Students	LAFS
45	2011	2013	301.10	Assessment, Evaluation, Reporting and Homework Policy	LAFS
46	1998	2013	800.1	Catholic School Councils	LAFS
47	2001	2013	302.6.2	Code of Conduct - <i>Safe Schools</i>	LAFS
48	1998	2013	800.2	Community Use of Facilities	SW
49	1998	2013	400.1	Continuing Education	FI
50	2007	2013	600.4	Corporate Cards, Purchasing Cards & Petty Cash	GV

51	2002	2013	201.5	Death Benefit	FI
52	2002	2013	201.10	Deferred Salary Plan (X/Y)	FI
53	1998	2013	400.2	Educational Field Trips	ML
54	2007	2013	201.15	Employee Conferences, Workshops & Meetings	GV
55	1998	2013	201.1	Employee Leaves of Absence	FI
56	2007	2013	201.14	Employee Meals & Hospitality	GV
57	2013	2013	203.4	Leadership Pathways	FI
58	2011	2013	800.7	Niagara Catholic Parent Involvement Committee & By-Laws	LAFS
59	2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	LAFS
60	2003	2013	400.4	Prior Learning Assessment and Recognition (PLAR)	ML
61	2001	2013	302.6	Safe Schools	LAFS
62	2013	2013	100.6.2	Student Senate - Elementary	JC
63	2000	2013	100.6.1	Student Senate - Secondary	JC
64	1998	2013	500.1	Transportation & School Operations for Inclement Weather	JC
65	2002	2013	701.3	Video Security Surveillance	SW
66	2013	2013	800.9	Volunteering in Catholic Schools	FI
67	2009	2014	800.8.1	Accessibility Customer Service	YB
68	2007	2014	600.5	Advertising Expenditures	GV
69	2007	2014	100.9	Advocacy Expenditures	GV
70	1998	2014	302.1	Anaphylaxis	YB
71	1998	2014	701.1	Architect Selection	SW
72	2012	2014	201.16	Attendance Support Program	FI
73	2003	2014	302.6.8	Bullying Prevention & Intervention - <i>Safe Schools</i>	LAFS
74	2001	2014	302.6.7	Criminal Background Check - <i>Safe Schools</i>	LAFS
75	2005	2014	100.8	Electronic Meetings (Board and Committees)	JC
76	2002	2014	201.7	Employee Workplace Harassment *	FI
77	2002	2014	201.11	Employee Workplace Violence *	FI
78	2002	2014	201.6	Occupational Health & Safety *	FI
79	2006	2014	301.7	Ontario Student Record (OSR)	ML
80	1998	2014	201.4	Reimbursement of Travel Expenses	GV
81	1998	2014	201.3	Religious Education Courses for Staff	FI
82	2009	2014	301.8	Safe Physical Intervention with Students	YB
83	2006	2014	301.6	School Generated Funds	GV
84	2006	2014	201.13	Sexual Misconduct	FI
85	2001	2014	302.6.5	Student Expulsion - <i>Safe Schools</i>	LAFS
86	2001	2014	302.6.4	Student Suspension - <i>Safe Schools</i>	LAFS
87	2007	2014	500.2	Student Transportation	GV
88	2001	2014	302.4	Volunteer Driver	ML
89	2007	2014	800.4	Volunteer Recognition	JC
90	2014	NEW	NEW	Anti-Spam	JC
91	2014	NIL	303.1	Concussion	ML
92	2014	NIL	100.14	Use of Corporate Logo	JC

* MINISTRY OF LABOUR COMPLIANCE ANNUAL REVIEW