



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, JANUARY 28, 2020
4:00 P.M.**

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



- | | |
|---|---|
| 1. Opening Prayer – Trustee Fera | - |
| 2. Attendance | - |
| 3. Approval of Agenda | - |
| 4. Declaration of Conflict of Interest | - |
| 5. Minutes of Policy Committee Meeting of November 26, 2019 | 5 |
| 6. Policies | |

Action Required

POLICIES – FOR RECOMMENDATION TO FEBRUARY 11, 2019 COMMITTEE OF THE WHOLE

- | | |
|---|-----|
| 6.1 Establishment and Cyclical Review of Policies Policy (100.5) | 6.1 |
| 6.2 Trustee Electronic Meetings (Board and Committees) Policy (100.8) | 6.2 |
| 6.3 Code of Conduct Policy (302.6.2) | 6.3 |
| 6.4 Purchasing/Supply Chain Management Policy (600.1) | 6.4 |
| 6.5 Volunteering in Catholic Schools Policy (800.9) | 6.5 |

POLICIES – PRIOR TO VETTING

- | | |
|---|------|
| 6.6 Equity and Inclusive Education Policy (100.10) | 6.6 |
| 6.7 Use of Corporate Logo Policy (100.14) | 6.7 |
| 6.8 Attendance Area Policy (301.3) | 6.8 |
| 6.9 Criminal Background Check – Safe Schools Policy (302.6.7) | 6.9 |
| 6.10 Video Security Surveillance Policy (701.3) | 6.10 |

Information

- | | |
|--|------|
| 6.11 Policies Currently Being Vetted to February 6, 2020 | - |
| • Naming of a Board Facility, Designate Area or Chapel Policy (100.15) | |
| • Occupational Health and Safety Policy (201.6) | |
| • Employee Workplace Harassment Policy (201.7) | |
| • Employee Workplace Violence Policy (201.11) | |
| • Sexual Misconduct Policy (201.13) | |
| • Concussion Policy (303.1) | |
| • Student Use of Guide Dogs and Service Animals Policy (NEW) | |
| 6.12 Policy and Guideline Review 2019-2020 Schedule | 6.12 |

7. Date of Next Meeting

February 25, 2020 – 4:00 p.m.

8. Adjournment

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**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 28, 2020**

**TITLE: MINUTES OF THE POLICY COMMITTEE MEETING
NOVEMBER 26, 2019**

RECOMMENDATION

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of November 26, 2019, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, NOVEMBER 26, 2019

Minutes of the Policy Committee Meeting held on Tuesday, November 26, 2019 at 4:00 p.m. in the Holy Cross Community Room, at the Catholic Education Centre, 427 Rice Road, Welland.

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

1. Opening Prayer

The meeting was opened with a prayer by Trustee Huibers

2. Attendance

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

Student Trustees:

Luca DiPietro

Staff:

John Crocco, Director of Education

Yolanda Baldasaro, Superintendent of Education

Pat Rocca, Superintendent of Education

Frank Iannantuono, Superintendent of Education/Human Resources

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

3. Approval of Agenda

Moved by Trustee Prince

THAT the November 26, 2019 Policy Committee Agenda be approved, as presented.

APPROVED

4. **Declaration of Conflict of Interest**

No Disclosures of Interest were declared with any items on the agenda.

5. **Minutes of the Policy Committee Meeting of October 22, 2019**

Moved by Trustee Fera

THAT the Policy Committee approve the minutes of the Policy Committee Meeting of October 22, 2019, as presented.

APPROVED

6. **Policies**

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO THE DECEMBER 3, 2019 COMMITTEE OF THE WHOLE MEETING

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

Director Crocco and Frank Iannantuono, Superintendent of Education/Human Resources presented feedback received from the vetting process and highlighted recommended amendments to the Catholic Leadership: Principal and Vice-Principal Selection Policy (202.2) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Page 3, bullet 6 – add “*or immediate past Principal when necessary,*”
- Page 4, bullet 5 – add “*or immediate past Principal when necessary,*”
- Page 4, bullet 9 – add “*or*”
- Page 5, bullet 7 - reverse bullet i and ii

Moved by Trustee Prince

THAT the Policy Committee recommend to the December 3, 2019 Committee of the Whole Meeting to approve the revisions to the Catholic Leadership: Principal and Vice-Principal Selection Policy (202.2), as amended.

APPROVED

6.2 **Religious Accommodation Policy (100.10.1)**

Yolanda Baldasaro, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Religious Accommodation Policy (100.10.1) following the vetting process.

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

POLICY STATEMENT

- Add names of PPM's to the references

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Fera

THAT the Policy Committee recommend to the December 3, 2019 Committee of the Whole Meeting to approve the revisions to the Religious Accommodation Policy (100.10.1), as amended.

APPROVED

POLICIES - PRIOR TO VETTING

6.3 Naming of a Board Facility, Designate Area or Chapel Policy (100.15)

Director Crocco, presented the Naming of a Board Facility, Designate Area or Chapel Policy (100.15).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Naming of a Board Facility, Designate Area or Chapel Policy (100.15), be vetted from November 27, 2019 to February 6, 2020 with a recommended deadline for presentation to the Policy Committee in February 2020, for consideration to the Committee of the Whole and Board in March 2020.

6.4 Sexual Misconduct Policy (201.13)

Superintendent Iannantuono, presented the Sexual Misconduct Policy (201.13).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Page 2, Bullet 2 – change paragraph to “*Sexual misconduct is inappropriate behavior or remarks of a sexual nature in person or electronically where the employee knows or should know that the behavior or remarks may cause distress, be detrimental to the person’s physical or mental well-being, affect the personal integrity or security of any student, employee of the Board, volunteers or other persons covered by this policy, as well as the creation of a negative school environment.*”

The Policy Committee requested that the Sexual Misconduct Policy (201.13), be vetted from November 27, 2019 to February 6, 2020 with a recommended deadline for presentation to the Policy Committee in February 2020, for consideration to the Committee of the Whole and Board in March 2020.

6.5 Employee Workplace Harassment Policy (201.7)

Superintendent Iannantuono, presented the Employee Workplace Harassment Policy (201.7).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Employee Workplace Harassment Policy (201.7), be vetted from November 27, 2019 to February 6, 2020 with a recommended deadline for presentation to the Policy Committee in February 2020, for consideration to the Committee of the Whole and Board in March 2020.

6.6 Employee Workplace Violence Policy (201.11)

Superintendent Iannantuono, presented the Employee Workplace Violence Policy (201.11).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Employee Workplace Violence Policy (201.11), be vetted from November 27, 2019 to February 6, 2020 with a recommended deadline for presentation to the Policy Committee in February 2020, for consideration to the Committee of the Whole and Board in March 2020.

6.7 Occupational Health and Safety Policy (201.6)

Superintendent Iannantuono, presented the Occupational Health and Safety Policy (201.6).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Occupational Health and Safety Policy (201.6), be vetted from November 27, 2019 to February 6, 2020 with a recommended deadline for presentation to the Policy Committee in February 2020, for consideration to the Committee of the Whole and Board in March 2020.

6.8 Student Use of Guide dogs and Service Animals Policy (NEW)

Pat Rocca, Superintendent of Education, presented the Student Use of Guide dogs and Service Animals Policy (NEW).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Student Use of Guide dogs and Service Animals Policy, be vetted from November 27, 2019 to February 6, 2020 with a recommended deadline for presentation to the Policy Committee in February 2020, for consideration to the Committee of the Whole and Board in March 2020.

INFORMATION

6.9 Policies Currently Being Vetted to January 15, 2020

- Code of Conduct Policy (302.6.2)
- Establishment and Cyclical Review of Policies Policy (100.5)

- Purchasing/Supply Chain Management Policy (600.1)
- Trustee Electronic Meetings (Board and Committees) Policy (100.8)
- Volunteering in Catholic Schools Policy (800.9)

6.10 Concussion Policy (303.1) – Administrative Procedures Updates

Director Crocco informed the Policy Committee that the Ministry of Education has required boards to make changes to the Administrative Procedures of the Concussion Policy, and have the changes in place by January 31, 2020

Superintendent Rocca presented updates to the Administrative Procedures of the Concussion Policy (303.1) for approval of the Policy Committee.

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

In order to comply with the Ministry requirement the Policy Committee requested that the Concussion Policy (303.1), be vetted from November 27, 2019 to February 6, 2020 with a recommended deadline for presentation to the Policy Committee in February 2020, for consideration to the Board in February 2020.

6.11 Policy and Guideline Review 2019-2020 Schedule

Director Crocco presented the Policy and Guideline Review 2019-2020 Schedule.

7. Date of Next Meeting

January 28, 2020 – 4:00 p.m.

8. Adjournment

The meeting adjourned at 5:39 p.m.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 28, 2020**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
ESTABLISHMENT AND CYCLICAL REVIEW OF POLICIES
POLICY (100.5)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Establishment and Cyclical Review of Policies Policy (100.5), as presented.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: January 28, 2019



Niagara Catholic District School Board

ESTABLISHMENT AND CYCLICAL REVIEW OF POLICIES POLICY

STATEMENT OF POLICY

100 – Board

Policy No 100.5

Adopted Date: October 27, 1998

Latest Reviewed/Revised Date: May 24, 2016

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

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

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

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

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

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

References:

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

Niagara Catholic District School Board Policies/Procedures

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



Niagara Catholic District School Board

**ESTABLISHMENT AND CYCLICAL
REVIEW OF POLICIES POLICY**
ADMINISTRATIVE PROCEDURES

100 – Board

Policy No 100.5

Adopted Date: October 27, 1998

Latest Reviewed/Revised Date: May 24, 2016

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

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

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

VETTING PROCESS

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

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

VETTING TIMELINE

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

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

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

ESTABLISHMENT AND CYCLICAL REVIEW OF POLICIES AUTHORITY MATRIX

Authority Matrix is designed to clarify levels of authority within the Policies of the
Niagara Catholic District School Board
DRAFT – October 22,, 2019 Policy Committee Meeting - Sorted by Policy Number

NUMBER	POLICY NAME	GOVERNANCE	OPERATIONAL
100	Board Governance		
100.1	Board By-Laws	Board By-Laws	
100.4	Student Trustees	Student Trustees	
100.5	Establishment and Cyclical Review of Policies	Establishment and Cyclical Review of Policies	
100.6.1	Student Senate - Secondary	Student Senate - Secondary	
100.6.2	Student Senate - Elementary	Student Senate - Elementary	
100.7	Niagara Catholic Education Award of Distinction	Niagara Catholic Education Award of Distinction	
100.8	Electronic Meetings (Board and Committees)	Electronic Meetings (Board and Committees)	
100.9	Advocacy Expenditures	Advocacy Expenditures	
100.10	Equity and Inclusive Education	Equity and Inclusive Education	
100.10.1	Religious Accommodation	Religious Accommodation	
100.11	Trustee Honorarium	Trustee Honorarium	
100.12	Trustee Code of Conduct	Trustee Code of Conduct	
100.13	Trustee Expenses & Reimbursement	Trustee Expenses & Reimbursement	
100.14	Use of Corporate Logo		Use of Corporate Logo
100.15	Naming of a Board Facility, Designated Area or Chapel	Naming of a Board Facility, Designated Area or Chapel	
200	Human Resources Services		
201.1	Employee Leaves of Absence		Employee Leaves of Absence
201.2	Retirement & Service Recognition Celebration	Retirement & Service Recognition Celebration	
201.4	Reimbursement of Travel Expenses		Reimbursement of Travel Expenses
201.5	Death Benefit		Death Benefit (Rescind)
201.6	Occupational Health & Safety *	Occupational Health & Safety *	
201.7	Employee Workplace Harassment *	Employee Workplace Harassment *	

ESTABLISHMENT AND CYCLICAL REVIEW OF POLICIES AUTHORITY MATRIX

Authority Matrix is designed to clarify levels of authority within the Policies of the
Niagara Catholic District School Board
DRAFT – October 22,, 2019 Policy Committee Meeting - Sorted by Policy Number

NUMBER	POLICY NAME	GOVERNANCE	OPERATIONAL
201.9	Employee Attendance During Inclement Weather & Workplace Closure		Employee Attendance During Inclement & Workplace Closure
201.10	Deferred Salary Plan (X/Y)		Deferred Salary Plan (X/Y) (Rescind)
201.11	Employee Workplace Violence *	Employee Workplace Violence *	
201.12	Electronic Communications Systems (Employees)	Electronic Communications Systems (Employees)	
201.13	Sexual Misconduct		Sexual Misconduct (Ed Act)
201.14	Employee Meals & Hospitality	Employee Meals & Hospitality	
201.15	Employee Conferences, Workshops & Meetings		Employee Conferences, Workshops & Meetings
201.16	Attendance Support Program	Attendance Support Program	
201.17	Employee Code of Conduct & Ethics	Employee Code of Conduct & Ethics	
202.1	Assignment of Principals & Vice-Principals		Assignment of Principals & Vice-Principals
202.2	Catholic Leadership: Principal & Vice-Principal Selection		Catholic Leadership: Principal & Vice-Principal Selection
203.1	Employee Hiring and Selection (Teachers)		Employee Hiring and Selection (Teachers)
203.4	Leadership Pathways	Leadership Pathways	
300	Schools/Students		
301.1	Admission of Elementary & Secondary Students	Admission of Elementary & Secondary Students	
301.3	Attendance Areas	Attendance Areas	
301.4	Fundraising		Fundraising
301.5	Electronic Communications Systems (Students)		Electronic Communications Systems (Students)
301.6	School Generated Funds		School Generated Funds

ESTABLISHMENT AND CYCLICAL REVIEW OF POLICIES AUTHORITY MATRIX

Authority Matrix is designed to clarify levels of authority within the Policies of the
Niagara Catholic District School Board
DRAFT – October 22,, 2019 Policy Committee Meeting - Sorted by Policy Number

NUMBER	POLICY NAME	GOVERNANCE	OPERATIONAL
301.7	Ontario Student Record (OSR)		Ontario Student Record (OSR)
301.8	Safe Physical Intervention with Students		Safe Physical Intervention with Students
301.9	Voluntary and Confidential Indigenous Students First Nation, Métis and Inuit Self-Identification		Voluntary and Confidential Indigenous Students First Nation, Métis and Inuit Self-Identification
301.10	Assessment, Evaluation, Reporting and Homework		Assessment, Evaluation, Reporting and Homework
301.11	Student Fees		Student Fees
302.1	Supporting Children and Students with Prevalent Medical Conditions	Supporting Children and Students with Prevalent Medical Conditions	
302.1.1	Anaphylaxis Administrative Procedures		Anaphylaxis Administrative Procedures
302.1.2	Asthma Administrative Procedures		Asthma Administrative Procedures
302.1.3	Diabetes Administrative Procedures		Diabetes Administrative Procedures
302.1.4	Epilepsy Administrative Procedures		Epilepsy Administrative Procedures
302.2	Administration of Oral Medication to Students		Administration of Oral Medication to Students
302.3	Safe Arrival		Safe Arrival
302.4	Volunteer Driver		Volunteer Driver
302.5	Student Parenting		Student Parenting
302.6	Safe and Accepting Schools	Safe and Accepting Schools	
302.6.1	Opening or Closing Exercises - Safe Schools		Opening or Closing Exercises - Safe Schools
302.6.2	Code of Conduct - Safe Schools	Code of Conduct - Safe Schools	

ESTABLISHMENT AND CYCLICAL REVIEW OF POLICIES AUTHORITY MATRIX

Authority Matrix is designed to clarify levels of authority within the Policies of the
Niagara Catholic District School Board
DRAFT – October 22,, 2019 Policy Committee Meeting - Sorted by Policy Number

NUMBER	POLICY NAME	GOVERNANCE	OPERATIONAL
302.6.3	Access to Board Premises - Safe Schools		Access to Board Premises - Safe Schools
302.6.4	Student Suspension		Student Suspension
302.6.5	Student Expulsion	Student Expulsion	
302.6.6	Dress Code - Secondary Uniform - Safe Schools	Dress Code - Secondary Uniform - Safe Schools	
302.6.7	Criminal Background Check - Safe Schools		Criminal Background Check - Safe Schools
302.6.8	Bullying Prevention and Intervention	Bullying Prevention and Intervention	
302.6.9	Progressive Student Discipline - Safe Schools		Progressive Student Discipline - Safe
302.6.10	Elementary Standardized Dress Code - Safe Schools	Elementary Standardized Dress Code - Safe Schools	
302.7	Nutrition		Nutrition
303.1	Concussion		Concussion
400	Educational Programs		
400.1	Continuing Education		Continuing Education
400.2	Educational Field Trips		Educational Field Trips
400.3	Christian Community Service		Christian Community Service
400.4	Prior Learning Assessment and Recognition (PLAR)		Prior Learning Assessment and Recognition (PLAR)
400.5	Acceleration/Retention (Elementary)		Acceleration/Retention (Elementary)
400.6	Environmental Stewardship	Environmental Stewardship	
500	Auxiliary Services		
500.1	School Operations for Inclement Weather and Workplace Closure	School Operations for Inclement Weather and Workplace Closure	
500.2	Student Transportation	Student Transportation	
600	Business Services		
600.1	Purchasing/Supply Chain Management	Purchasing/Supply Chain Management	

ESTABLISHMENT AND CYCLICAL REVIEW OF POLICIES AUTHORITY MATRIX

Authority Matrix is designed to clarify levels of authority within the Policies of the
Niagara Catholic District School Board
DRAFT – October 22,, 2019 Policy Committee Meeting - Sorted by Policy Number

NUMBER	POLICY NAME	GOVERNANCE	OPERATIONAL
600.2	Records and Information Management	Records and Information Management	
600.3	Internal Financial Management Reporting		Internal Financial Management Reporting
600.4	Corporate Cards, Purchasing Cards and Petty Cash	Corporate Cards, Purchasing Cards and Petty Cash	
600.5	Advertising Expenditures		Advertising Expenditures
600.6	Privacy	Privacy	
600.7	Financial Investment		Financial Investment
700	Buildings and Site		
701.1	Architect Selection		Architect Selection
701.2	Pupil Accommodation Review	Pupil Accommodation	
701.3	Video Security Surveillance		Video Security Surveillance
701.5	Bottled Water	Bottled Water	
702.1	Playground Equipment		Playground Equipment
800	School and community Relations		
800.1	Catholic School Councils		Catholic School Councils
800.2	Community Use of Facilities	Community Use of Facilities	
800.3	Complaint Resolution	Complaint Resolution	
800.4	Volunteer Recognition	Volunteer Recognition	
800.5	Education Research		Education Research
800.6	Community Planning & Partnerships		Community Planning & Partnerships
800.7	Niagara Catholic Parent Involvement Committee	Niagara Catholic Parent Involvement Committee	
800.8	Accessibility Standards	Accessibility Standards	
800.8.1	Accessibility Customer Service	Accessibility Customer Service	
800.9	Volunteering in Catholic Schools		Volunteering in Catholic Schools

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 28, 2020**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
TRUSTEE ELECTRONIC MEETINGS (BOARD AND
COMMITTEES) POLICY (100.8)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Trustee Electronic Meetings (Board and Committees) Policy (100.8), as presented.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: January 28, 2019



Niagara Catholic District School Board
TRUSTEE ELECTRONIC MEETINGS POLICY
(Board and Committees)
STATEMENT OF POLICY

100 – Board

Policy No 100.8

Adopted Date: October 25, 2005

Latest Reviewed/Revised Date: May 27, 2014

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board is committed to conducting its business in an atmosphere of **accountability**, openness and transparency and to ensure that **all** Trustees have every opportunity to participate in the meetings of the Board **of Trustees** and its Committees **of the Board**.

In accordance with Board By-Laws, the Board recognizes that there may be occasions when Trustees, **including** ~~and~~ Student Trustees, are unable to be physically present for a meeting of the Board and/or its Committees. To ensure that Trustees have every opportunity to participate in the meetings of the Board and its Committees, the Board is committed to ensuring participation **of Trustees** in meetings, upon request, through electronic means.

At the request of any Trustee or Student Trustee, the Board shall provide ~~the access appropriate to a Board technology platform which will provide to ensure that~~ two-way communication is available for Trustee to participation in the meeting. A written request **to join a meeting electronically** shall be made to the Director of Education **Secretary/Treasurer** a minimum of 48 hours (excluding weekends or holidays) prior to the date of the meeting.

Subject to any condition or limitations provided for under the *Education Act* or ~~its under~~ Regulations, a member of the **Board of Trustees**, who participates in a meeting through electronic means shall be deemed to be present at the meeting for the purposes of every Act and shall be recorded as being in attendance, electronically, in the minutes of the meeting.

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

References

- [*Education Act \(s.208.1; s. 229 \(a\)\)*](#)
- [*Ontario Regulation 463/97 amended to 268/06*](#)
- [*Niagara Catholic District School Board Policies/Procedures*](#)
 - [*Board By-Laws \(100.1\)*](#)
 - [*Trustee Code of Conduct Policy \(100.12\)*](#)



Niagara Catholic District School Board
TRUSTEE ELECTRONIC MEETINGS POLICY
(Board and Committees)
 ADMINISTRATIVE PROCEDURES

100 – Board

Policy No 100.8

Adopted Date: October 25, 2005

Latest Reviewed/Revised Date: May 27, 2014

DEFINITION

Electronic meetings are meetings of the Board, or its committees, including the Committee of the Whole Board, which utilize either teleconferencing or videoconferencing technology.

Teleconferencing and videoconferencing include telephones, video monitors and web access.

PROCESS FOR ELECTRONIC MEETINGS

~~At the written request~~ **A Trustee or Student Trustee, will provide in writing to** ~~received and acknowledged by the Director of Education Secretary/Treasurer, of any Trustee or Student Trustee~~ **a request** to participate in a meeting of the Board or a meeting of a committee of the Board ~~including the Committee of the Whole,~~ through electronic **access a minimum of 48 hours prior to the meeting. Once received and acknowledged by the Director of Education, means, the Trustee will be provided access to an appropriate two way communication technology platform will be provided at to join meeting participants at the Catholic Education Centre, subject to any technology limitations at the origin of the call. ensure that two way communication is available between all participants in the meeting. **For emergency situations where 48 hour prior notice was not provided, every attempt will be made to accommodate the Trustee or Student Trustee to participate electronically.****

1. The electronic means shall permit the Trustee or Student Trustee to hear and be heard by all other participants in the meeting.
2. The electronic means shall be provided in such a way that the rules governing conflict of interest of members **and in-camera regulations** are complied with.
3. During meetings that are closed to the public, Trustees **or Student Trustees** who are participating in the meeting through electronic means will ensure that **in-camera** confidentiality is maintained at all times.
4. Trustees using electronic means to participate in meetings shall inform the Chair of the Board or the Chair of the Board Committee about their intentions to leave the meeting whether on a temporary or permanent basis.
5. Student Trustees who are participating in closed **in-camera** meetings through electronic means shall participate in all proceedings with the exception of those that are closed to the public under clause 207 (2) (b) of the Education Act.
6. At every meeting of the Board or the Committee of the Whole, or of a committee of the Board, the following persons shall be physically present in the meeting room of the Board:
 - The Chair of the Board or their designate;
 - At least one additional member of the Board; and
 - The Director of Education or their designate.

7. At every meeting of a committee of the Board, except the Committee of the Whole Board, the following persons shall be physically present in the meeting room of the committee:
 - The Chair of the Committee or their designate
 - The Director of Education or their designate
8. If it is not possible for the required persons (as outlined in ~~7 and 8~~ **6 and 7**) to be physically present at the meeting **room**, the request for an electronic meeting shall be ~~refused~~ **declined by the Chair of the Committee and/or the Director of Education.**
9. **For electronic meetings of the Board or a committee of the Board, public or open meeting agendas will be posted on the Board website.** The meeting room of the Board or of a committee of the Board shall be open to permit physical attendance by members of the public ~~at every meeting of the Board or of a Committee of the Board,~~ **except** where the meeting is ~~not in-camera~~ **and** closed to the public.

Adopted Date:	October 25, 2005
Revision History:	May 27, 2014

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 28, 2020**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
CODE OF CONDUCT POLICY (302.6.2)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Code of Conduct Policy (302.6.2), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education

Presented by: Lee Ann Forsyth-Sells, Superintendent of Education

Date: January 28, 2019



Niagara Catholic District School Board

CODE OF CONDUCT POLICY
(~~Safe Schools Policy~~)

STATEMENT OF POLICY

300 – Schools/Students

Policy No 302.6.2

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: February 26, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, ~~current legislation and the provincial Code of Conduct, schools within the Niagara Catholic~~ **the Board is committed to promoting, supporting, and sustaining safe, inclusive and accepting learning and teaching environments, so that all students can reach their full potential and become living witnesses of Christ. A positive school climate exists when all members of the school community feel safe, included and accepted and actively promotes positive behaviours and interactions.**

Standards of behaviour for all members of the school community promote and support respect, civility, responsible citizenship and safety, along with justice, integrity and accountability consistent with Gospel values. Students, parents/guardians, staff, trustees, volunteers, visitors and especially persons in positions of authority, are to be treated with respect and dignity at all Niagara Catholic schools/sites, Board/school-related activities or events.

The standards of behaviour apply to students whether they are on school property, in a virtual learning environment, on school buses, at school-related events or activities, in before-and-after school programs, or in other circumstances that could have an impact on school climate. The same standards also apply to all individuals, Principals, Vice-Principals, administrators, teachers, ~~early childhood educators, other school support~~ staff, parents/guardians, school bus drivers, volunteers and member of various community groups.

District School Board Principals, in consultation with their Catholic School Councils, staff, students and parents/guardians, shall have in place local Codes of Conduct. These locally will developed a School Codes of Conduct. shall be in compliance with the Government of Ontario legislation and Board's Code of Conduct Policy which must set out clearly, what is acceptable and what is unacceptable behaviour for all members of the school community. These local School Codes of Conduct shall are to be communicated to the school community on an annual basis and annually through school agenda's, newsletters and on the school website.

Principals must communicate the Board Code of Conduct to their staff, students, Catholic School Councils and parents/guardians to address what is acceptable behaviour and what is unacceptable behaviour for all members of the school community on an annual basis.

The Board Code of Conduct will be posted on the Board and school websites.

~~The Standards of Behaviour incorporated in the Code of Conduct which promotes respect, responsibility and safety, along with justice, integrity and accountability, are consistent with the Gospel values, embodied in Niagara Catholic our schools. Respect for oneself, others and the traditions of our Catholic faith is central to the vision of a Catholic Education.~~

~~The Niagara Catholic District School Board shall endeavour to ensure that all members of the school community have a safe, caring, accepting and positive school environment that maximizes their full potential and become living witnesses of Christ.~~

~~All members of the Niagara Catholic District School Board, students, parents/ guardians, staff, trustees, volunteers, visitors and especially persons in positions of authority are to be treated with respect and dignity whether they are on Board property, on school buses, at Board or school authorized events or any other activities that could have an impact on the school climate.~~

Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

The code is based on the following guiding principles:

- ~~Appropriate participation in the civic life of the school community promotes responsible citizenship. Active and engaged citizens are aware of their rights and accept responsibility for protecting their rights and the rights of others.~~
- ~~Members of the school community are expected to use non-violent means to resolve conflict.~~
- ~~The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.~~
- ~~Schools will work co-operatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol, illegal drugs, and/or controlled substances without a valid prescription.~~
- ~~Members of the school community have a responsibility to maintain an environment where conflict and differences can be addressed in a manner characterized by respect and civility.~~
- ~~All members of the school community, including staff, students, parent/guardians, visitors, and community members are responsible in helping to create a safe, caring school and positive school climate free from bullying.~~
- ~~The Niagara Catholic District School Board supports the use of positive practices as well as consequences for inappropriate behaviour, including progressive discipline, which includes suspension and expulsion where necessary.~~

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

References

- [*Accessibility for Ontarians with Disabilities Act 2005*](#)
- [*Bill 13, Accepting Schools Act, 2012*](#)
- [*Child, Youth and Family Services Act 2017*](#)
- [*Education Act, Sections 301, 302,303*](#)
- [*Municipal Freedom of Information and Protection of Privacy Act*](#)
- [*Ontario Human Rights Code*](#)
- [*Policy/Program Memorandum 120: Reporting Violent Incidents to the Ministry of Education*](#)
- [*Policy/Program Memorandum 128: The Provincial Code of Conduct and School Board Codes of Conduct-Issued August 29, 2019*](#)
- [*Policy/Program Memorandum 144: Bullying Prevention and Intervention-Issued October 17, 2018*](#)
- [*Policy/Program Memorandum 145: Progressive Discipline and Promoting Positive Student Behaviour –Issued October 17, 2018*](#)
- [*Regulation 472/07: Behaviour, Discipline and Safety of Pupils*](#)
- [*Smoke-Free Ontario Act 2017*](#)
- [*Supporting Students Who Identify as Transgender in our Catholic Schools: Institute for Catholic Education 2019*](#)

Niagara Catholic District School Board Policies/Procedures:

- [*Access to Board Premises Policy \(302.6.3\)*](#)
- [*Bullying Prevention and Intervention Policy \(302.6.8\)*](#)
- [*Catholic School Councils Policy \(800.1\)*](#)
- [*Complaint Resolution Policy \(800.3\)*](#)
- [*Dress Code-Secondary Uniform Policy-Safe Schools \(302.6.6\)*](#)
- [*Electronic Communications System Policy \(Students\) \(301.5\)*](#)
- [*Elementary Standardized Dress Code Policy-Safe Schools \(302.6.10\)*](#)
- [*Employee Workplace Harassment Policy \(201.7\)*](#)
- [*Equity and Inclusive Education Policy \(100.10\)*](#)

- *Ontario Student Record Policy (301.7)*
- *Opening and Closing Exercises Policy-Safe Schools (302.6.1)*
- *Privacy Policy (600.6)*
- *Progressive Discipline Policy-Safe Schools (302.6.9)*
- *Records and Information Management Policy (600.2)*
- *Safe Arrival Policy (302.6)*
- *Safe Physical Intervention with Students Policy (301.8)*
- *Safe Schools Policy (302.6)*
- *Student Expulsion Policy (302.6.5)*
- *Student Suspension Policy (302.6.4)*
- *Student Transportation Policy (500.2)*
- *Volunteers in Catholic Schools Policy (800.9)*
- *Pope Francis Centre Alternative Learning Manual: Niagara Catholic Fresh Start Program*
- *Privacy Breach Procedure*
- *Protocol between Niagara Catholic District School Board and Family and Children's Services Niagara*
- *Protocol Between the Niagara Regional Police Service and the Niagara Catholic District School Board-Revised 2019*



Niagara Catholic District School Board

CODE OF CONDUCT POLICY (Safe Schools Policy)

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 302.6.2

Adopted Date: February 1, 2008

Latest Reviewed/Revised Date: February 26, 2013

~~The Ontario Code of Conduct states that school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. All students, parents, teachers, and staff members have the right to be safe, and to feel safe, in their school community with this right comes the responsibility to contribute to a positive school climate.~~

~~The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement for all students.~~

ONTARIO'S THE PROVINCIAL CODE OF CONDUCT

ONTARIO'S CODE OF CONDUCT

~~The Provincial Code of Conduct sets clear standards of behaviour for school boards providing a framework for School Codes of Conduct in all Niagara Catholic schools/sites.~~

~~The Provincial Code of Conduct also sets clear standards on the use of mobile devices during instructional time. The use of personal mobile devices during instructional time is permitted under the following circumstances:~~

- ~~• for educational purposes, as directed by an educator~~
- ~~• for health and medical purposes~~
- ~~• to support special education needs~~

~~School boards have a duty under the Ontario Human Rights Code to provide appropriate accommodations to students and employees of the board, including educators. If a student or other person employed by the board requires the use of a personal mobile device as an accommodation under the Human Rights Code, school boards are obligated to allow such accommodation.~~

~~The Ontario Code of Conduct states that a school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. All students, parents, teachers, and staff members have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate.~~

~~The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behaviour, fosters a positive school climate that supports academic achievement for all students.~~

~~The Provincial Code of Conduct sets clear provincial standards of behaviour. These standards of behaviour apply not only to students, but also to all individuals involved in the publicly funded school system—parents, volunteers, teachers, and other staff members—whether they are on school property, on school buses, at school related events or activities, or in other circumstances that could have an impact on the school climate. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.~~

The standards of behaviour apply to students whether they are on school property, on school buses, at school related events or activities, or in other circumstances that could have an impact on the school climate.

RELOCATED

When the Niagara Catholic District School Board is entering into an agreement with another person or entity respecting the use of a school operated by the board it will require the person or entity to follow standards that are consistent with the provincial and local code of conduct.

PURPOSE OF THE PROVINCIAL CODE OF CONDUCT

Guiding Principles & Purposes of the Code

The Purposes of the Provincial Code of Conduct are as follows:

All members of the school community are:

1. To ensure that all members of the school community, be treated with respect and dignity, especially persons in positions of authority are treated with respect and dignity.
2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
4. To encourage the use of non-violent means to resolve conflict.
5. To promote the safety of people in the schools.
6. To discourage the use of alcohol, illegal drugs and except by a medical cannabis user, cannabis, and/or controlled substances without a valid prescription
7. To strive to prevent bullying in schools.

STANDARDS OF BEHAVIOUR

STANDARDS OF BEHAVIOUR

Respect, Civility & and Responsible Citizenship

Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

All members of the school community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, religion, gender, sexual orientation, gender identity, gender expression, age, marital status, family status, or disability;
- treat one another in a Christ-like manner with dignity and respect at all times, regardless of one's age, marital status, family status, disability, or expression of race, ancestry, place of origin, colour, ethnicity, citizenship, religion, sex, sexual orientation, or gender, always respecting and upholding the teachings of our Catholic faith.
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that personal mobile devices are only used during instructional time for the educational and other permitted purposes;
- not swear at a teacher or at another person in a position of authority.

- **make a reasonable effort to protect personal information in their custody or under their control, and to immediately notify and contain a privacy breach through prompt, reasonable and coordinated effort as outlined in the Privacy Breach Procedure.**

Safety

All members of the school community must not:

- engage in bullying behaviours, **including cyberbullying**;
- commit sexual assault;
- **traffic in** weapons, **or** illegal drugs ~~and/or controlled substances~~;
- **give** alcohol, **illegal drugs, or cannabis** to a minor;
- commit robbery;
- **be** in possession of any weapon, including firearms;
- ~~cause injury to any person with an object~~;
- **use** any object to threaten or intimidate another person; ~~not be in possession of, or under the influence of, or provide others with, alcohol, illegal drugs, and/or controlled substances without a valid prescription~~;
- **cause** injury to any person with an object;
- be in possession of, or under the influence of, ~~or provide others with,~~ alcohol, illegal drugs, or **cannabis (unless the individual has been authorized to use cannabis for medical purposes)**; ~~and/or controlled substances without a valid prescription~~;
- provide others with alcohol, illegal drugs, or **cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes)**;
- **inflict** or encourage others to inflict bodily harm on another person;
- ~~Engage in bullying behaviours~~;
- ~~Commit sexual assault~~;
- ~~Traffic weapons, illegal drugs and/or controlled substances~~;
- ~~Give alcohol to a minor~~;
- ~~Commit robbery~~;
- **engage** in hate propaganda and other forms of behaviour motivated by hate or bias;
- **commit** an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.
- ~~Use profane language.~~

ROLES AND RESPONSIBILITIES

School Boards

School boards provide direction to their schools to **promote student achievement and well-being; and to ensure opportunity, academic excellence, and accountability in the education system.** It is the responsibility of school boards to:

- **develop** policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;
- **establish** a process that clearly communicates the provincial Code of Conduct, **the Board's and School Codes of Conduct** ~~schools board codes of conduct~~ to all parents/**guardians**, students, **principals, teachers**, staff members, and members of the school community in order to obtain their commitment and support;
- **review** these policies regularly with students, staff, parents/**guardians**, volunteers and the community;
- **seek** input from **Catholic School Councils, the Niagara Catholic** ~~their~~ Parent Involvement Committee, ~~their~~ the Special Education Advisory Committee, **and the Indigenous Education Advisory Committee** ~~parents, students, staff members, and the school community~~;
- ~~Review these policies regularly with students, staff, parents, volunteers and the community~~;
- ~~Establish a process that clearly communicates the Provincial Code of Conduct, and schools board codes of conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support~~;

- ~~Ensure an~~ **develop** effective intervention-strategies and response to all infractions related to the standards for respect, civility, responsible citizenship and safety **in conjunction with the Board's Progressive Discipline Policy (302.6.9).**
 - **provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to promote student achievement and well-being** ~~develop and maintain academic excellence in a safe, inclusive and accepting learning and teaching environment.~~
- ~~Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices.~~

Principals

Principals, with the support of their Family of Schools' Superintendent take a leadership role in the daily operation of a school.

They provide this leadership by:

- **demonstrating care for the school community and a commitment to student achievement and well-being** ~~academic excellence in a safe, inclusive and accepting teaching and learning environment;~~
- **holding everyone, under their authority, accountable for their behaviour and actions;**
- **empowering students to be positive leaders in their school and community;**
- **communicating regularly and meaningfully with all members of their school community.**

Teachers and Other School Staff Members

~~All staff members,~~ Under the leadership of their Principals, **teachers and other school staff** maintain a **positive learning environment** ~~order in the school~~ and are expected to hold everyone to the highest standard of respectful and responsible behaviour.

As role models, **teachers and other school** staff upholds these high standards when they:

- **help students work to their full potential and develop their sense of self-worth;**
- **empower students to be positive leaders in their classroom, school, and community;**
- **communicate regularly and meaningfully with parents/guardians;**
- **maintain consistent standards of behaviour for all students;**
- **demonstrate respect for one another, all students, staff, parents/guardians, volunteers, and the other members of the school community;**
- **prepare students for the full responsibilities of citizenship.**

Students

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour.

Respect and responsibility are demonstrated when a students:

- **comes to school prepared, on time and ready to learn;**
- **shows respect for themselves, for others and for those in authority;**
- **refrains from bringing anything to school that may compromise the safety of others;**
- **follows the established rules and takes responsibility for his or her their own actions.**

Parents/Guardians

Parents/guardians play an important role in the education of their children/students, and can support the efforts of school staff in maintaining a safe, **inclusive, accepting,** and respectful learning environment for all students.

Parents/Guardians fulfill their role when they:

- ~~Show an active interest~~ **are engaged** in their child's/student's school work and progress;
- **communicate regularly with the school;**
- **help their child/student be neat, appropriately dressed and prepared for school;**
- **ensure that their child/student attends school regularly and on time;**
- **promptly report to the school their child's/student's absence or late arrival;**
- ~~Show that they are~~ **become** familiar with the provincial Code of Conduct, **and** the Board's Code of Conduct, ~~and their school's Code of Conduct rules;~~
- **encourage and assist their child/student in following the rules of behaviour;**

- assist **and support** school staff in dealing with disciplinary issues involving their child/**student**.

COMMUNITY PARTNERS

Community Partners and the Police

The police and community partners play an essential role in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

When **If** the Niagara Catholic District School Board is entering into an agreement with another person **organization** or entity **other than a board**, respecting the use of a school, **property or buildings** operated by the Board, **it will the Board shall must include in the agreement** a requirement that the person, **organization** or entity **to follow will uphold the** standards that are consistent with the provincial, **Board and School Codes of Conduct**.

POLICE/SCHOOL BOARD PROTOCOL

The police play an essential role in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on Provincial Model developed by the Ministry of the Solicitor General and the Ministry of Education.

In partnership with the Niagara Regional Police Service, the Niagara Catholic District School Board has a Police/School Board Protocol to support the greater safety and protection of students, teachers, Principals, staff and volunteers in schools.

RELOCATED ABOVE

Standards of Behaviour

Respect, Civility & Responsible Citizenship

All members of the school community must:

- ~~Respect and comply with all applicable federal, provincial and municipal laws;~~
- ~~Demonstrate honesty and integrity;~~
- ~~Respect differences in people, their ideas and opinions;~~
- ~~Treat one another with dignity and respect at all times, and especially when there is disagreement;~~
- ~~Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;~~
- ~~Respect the rights of others;~~
- ~~Show proper care and regard for school property and the property of others;~~
- ~~Take appropriate measures to help those in need;~~
- ~~Respect all members of the school community, especially persons in positions of authority;~~
- ~~Respect the need of others to work in an environment that is conducive to learning and teaching;~~
- ~~Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;~~
- ~~Not swear at a teacher or at another person in a position of authority.~~

Safety

All members of the school community must not:

- ~~Be in possession of any weapon, including firearms;~~
- ~~Cause injury to any person with an object;~~
- ~~Use any object to threaten or intimidate another person; not be in possession of, or under the influence of, or provide others with, alcohol, illegal drugs, and/or controlled substances without a valid prescription;~~
- ~~Inflict or encourage others to inflict bodily harm on another person;~~
- ~~Engage in bullying behaviours;~~

- ~~Commit sexual assault;~~
- ~~Traffic weapons, illegal drugs and/or controlled substances;~~
- ~~Give alcohol to a minor;~~
- ~~Commit robbery;~~
- ~~Engage in hate propaganda and other forms of behaviour motivated by hate or bias;~~
- ~~Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.~~
- ~~Use profane language.~~

Adopted Date:	June 26, 2001
Revision History:	May 28, 2002
	February 1, 2008
	June 17, 2008
	September 18, 2008
	June 16, 2009
	February 26, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 28, 2020**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY (600.1)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Purchasing/Supply Chain Management Policy (600.1), as presented.

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

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

Date: January 28, 2019



Niagara Catholic District School Board
PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY
 STATEMENT OF POLICY

600 – Business Services

Policy No 600.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date: June 16, 2015

In keeping with the Mission, Vision and Values of 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(s) who provides the best value to the Board. ~~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 ~~Supply Chain 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
<\$ 2,500 \$5,000	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.
>\$ 2,501 5,001 - \$50,000	Administrators Managers Principals Consultants Senior Staff	Appropriate member of Senior Staff	At least three (3) written quotes to be documented or a completed Non-Competitive Approval form must be attached to the on purchase requisition and submitted to the Administrator-Manager of Purchasing Services.
>\$50,001 - \$100,000	Administrators Managers Principals Consultants Senior Staff	Appropriate member of Senior Staff & Supt. of Business Superintendent of Business	At least three (3) written quotes or a completed Non-Competitive Approval form must be attached to the purchase requisition submitted to the Administrator of Purchasing Services. At least three (3) written quotes to be attached or a completed non-competitive form to the purchase requisition and submitted to Administrator Manager of Purchasing

>\$100,001 - \$500,000	Administrators Managers Principals Consultants Senior Staff	Superintendent- of Business & Finance and the Director of Education	Open Competitive Process - Tenders/RFP's issued by Purchasing/SCM Department or Architectural/Engineering Firm
≥\$500,000	Superintendents Controller of Facilities Services	Director of Education & Board of Trustees	Open Competitive Process – Tenders/RFP's issued by Purchasing/SCM Department or Architectural/Engineering Firm

*all Purchase Authority Limits above are pre-tax amounts.

On a yearly basis, a listing of awards of contract greater than \$750,000 will be brought to the Board of Trustees for information.

Any capital projects exceeding one million dollars will require Board of Trustees approval before tendering.

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

References

- [**Agreement on Internal Trade \(AIT\)**](#)
- [**Canadian Free Trade Agreement \(CFTA\)**](#)
- [**Canada-European Union Comprehensive Economic and Trade Agreement \(CETA\)**](#)
- [**Ontario Ministry of Government and Consumer Services \(MGCS\)**](#)
- [**Supply Chain Canada**](#)
- [**Ontario Education Collaborative Marketplace \(OECM\)**](#)
- [**Ontario Association of School Business Officials \(OASBO\)**](#)
- [**Niagara Public Purchasing Committee \(NPPC\)**](#)
- ~~[**Ontario Ministry of Government Services – Broader Public Sector Procurement Directive**](#)~~
- ~~[**Ontario Public Buyers Association \(OPBA\)**](#)~~
- ~~[**Ontario/Quebec Procurement Agreement**](#)~~
- ~~[**Supply Chain Management Association of Canada \(SCMA\)**](#)~~
- [**Niagara Catholic District School Board Policies/Procedures**](#)
 - [**Accessibility Standards Policy \(800.8\)**](#)
 - [**Privacy Policy \(600.6\)**](#)
 - [**Corporate Cards, Purchasing Cards and Petty Cash Policy \(600.4\)**](#)
 - [**School Generated Funds Policy \(301.6\)**](#)
 - [**Architect and Consultant Selection Policy \(701.1\)**](#)



Niagara Catholic District School Board
PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY
 ADMINISTRATIVE PROCEDURES

600 – Business Services

Policy No 600.1

Adopted Date: February 24, 1998

Latest Reviewed/Revised Date: June 16, 2015

~~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.C. Advertising of Bids**~~
- ~~**E. Approval Authority Limits**~~
- ~~**F.D. Contracts/Leases/Agreements**~~
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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.~~1. 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.~~2. The Purchasing/Supply Chain Management Policy/Regulations and Administrative Procedures 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.~~3. 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.~~4. Board staff shall consider all costs, including acquisition, operating and disposal costs, in evaluating ~~b~~ Bid submissions from ~~r~~ Responsive and ~~r~~ Responsible ~~v~~ Vendors, rather than basing a decision solely on the lowest ~~B~~ 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.~~5. All Supervisory personnel are responsible for ensuring their immediate staff are properly informed of and comply with this policy, its regulations and procedures.
- ~~8.~~6. 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.~~7. Unauthorized purchases will be considered an obligation of the person making the purchase and not an obligation of the Board.

- ~~10~~.8. 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~~.9. 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.
- ~~12~~.10. 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~~.11. 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 ~~Administrator~~ ~~Manager~~ of Purchasing – Supply Chain Management, in consultation with the initiating member of Senior Staff, Principal or ~~Administrator~~ ~~Administrator~~ ~~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 ~~n~~Non-Competitive ~~A~~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.

Exemptions: Purchases not requiring competitive procurement.

Exempt Transactions:

- i) Student Trips / Extracurricular Activities: single or multi-day class field trips or excursions;
- ii) Speakers, performers, or royalty fees for school or system events;
- iii) Teaching materials purchased at book fairs and conferences;
- iv) Registration ~~at~~for conferences/seminars
- v) Payment of professional or organizational membership dues;

- vi) Purchase of periodicals or professional journals or publications;
- vii) Publisher Textbooks – purchase made directly from the company that owns the rights to the textbook (print or electronic) and is responsible for its development and distribution, within the scope of the Ministry of Education Ontario Curriculum;:-
- viii) Research, legal services, public relations & advertising, actuarial services, leased/rental facilities;:-
- ix) Purchases of Goods for resale;:-
- x) Employment contracts.
- i)xii) **Utility payments**
- ii)xii) **Government agencies and Crown Corporation payments – MTO licensing, Technical Standards & Safety Association, Electrical Safety Authority, public transportation tickets, etc.**

Purchase by Negotiation

Purchase by negotiation shall apply when, in the judgment of the ~~Administrators Manager~~ of Purchasing – Supply Chain Management, in consultation with the initiating member of Senior Staff, Principal or ~~Administrator 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.

Blank Purchase Orders

Blanket purchase orders are authorized by Purchasing Services and are intended to be used for miscellaneous goods and/or services where tenders or quotations have not been issued or where actual quantities to be purchased are unknown. Blanket purchase orders will have a maximum dollar limit, be restricted to approved users and for a defined time period. Any purchase over the defined maximum limit will require quotation as noted and will require a unique purchase order. Vendor invoices over the predetermined limit will not be paid against a blanket purchase order.

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.
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 procedures:~~

- ~~Zero (0) and less than \$2,500.00 — at the discretion of the originator~~
- ~~More than \$2,501.00, and less than \$50,000.00 — at least three (3) 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 procedures, and the annual or total project requirement shall be considered.~~

DC. ADVERTISING OF BIDS

Advertising of Bids shall be conducted through the Purchasing/Supply Chain Management Department utilizing an electronic Website. Bids must be advertised **as per all Provincial and National Regulations**, 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. 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.

FD.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.

GE. 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 ~~Manager~~Administrators).

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.

HF. 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.

~~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. 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~~Administrator 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 G. CONTRACT AWARDS & MANAGEMENT**Contract Awards**

Upon request of the Board, a bidder whose 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.

JH. COOPERATIVE PURCHASING

Under the direction of the Director of Education, or their 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~~ on-board clause” to existing ministry or government service contracts or other cooperatives, whenever the best interest of the Board will be served.

KI. 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~~ **Administrator** 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~~ **Administrator** 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~~ **Administrator** of Purchasing/Supply Chain Management shall negotiate to sell such Goods at the highest return.

4. Where it is deemed appropriate by the ~~Manager~~**Administrator** of Purchasing/Supply Chain Management and/or the respective member of Senior Staff, Principal or ~~Manager~~**Administrator**, 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~~**Administrator** of Purchasing/Supply Chain Management to have little or no value, the ~~Manager~~**Administrator** of Purchasing/Supply Chain Management, in consultation with the respective member of Senior Staff, Principal or ~~Manager~~**Administrator**, shall have such item scrapped or donated to a charitable organization by the Purchasing Department and documented accordingly.

JL. PROHIBITIONS REGARDING PURCHASES

1. No contract or purchase shall be divided to avoid the requirements of these procedures, 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 procedures.
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.

KM. 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.~~

4.3. 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, they shall prepare and issue a "Change Order" to the original contract, subject to the following limitations;
 - For Change Orders of \$50,000 (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 and in excess of budget approval must be obtained from the Superintendent of Business & Finance or Controller of Facilities Services.
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.

5.4. 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.

6.5. Auctions

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

7.6. Health and Safety

All products and services 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.

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

By contacting the Board's ~~Manager~~ **Administrator** 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~~ **Administrator** 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.

9.8. 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.

10.9. 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.

11.10. 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.

12.11. 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.

13.12. 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~~ **Supply Chain Canada** of which they are a member.

14.13. 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~~ **Administrator** 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~~**Administrator** 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 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~~**Administrator** of Purchasing/Supply Chain Management and the unit prices will govern.

Adopted Date:	February 24, 1998
Revision History:	December 21, 2010 April 26, 2011 June 16, 2015

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 28, 2020**

**TITLE: FOR RECOMMENDATION TO COMMITTEE OF THE WHOLE
VOLUNTEERING IN CATHOLIC SCHOOLS POLICY (800.9)**

RECOMMENDATION

THAT the Policy Committee recommend to the Committee of the Whole approval of the Volunteering in Catholic Schools Policy (800.9), as presented.

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

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

Date: January 28, 2019



Niagara Catholic District School Board

VOLUNTEERING IN CATHOLIC SCHOOLS POLICY

STATEMENT OF POLICY

800 – School & Community Relations

Policy No 800.9

Adopted Date: March 19, 2013

Latest Reviewed/Revised Date: NIL

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board has the responsibility to provide a safe and secure working and learning environment for all students and employees.

A school volunteer is defined as an individual ~~who~~ who has direct and regular contact with students of the Niagara Catholic District School Board.

Volunteers are integral to the success of all schools in the Niagara Catholic District School Board and as such are important sources of support and expertise that enrich the instructional program, assist teachers, and connect the student body with the community. Volunteers are valued partners who assist staff in fostering positive relationships and cooperation amongst the school, parents/guardians, the parish and the school community for the benefit of our students.

The personal interests, background and commitment of volunteers enhance the programs, services and education opportunities for our students. Each volunteer will model caring and cooperative relationships, promote our Catholic values, encourage a safe and secure learning and working environment and support the Mission, Vision and Values of the Board and its Policies and Administrative Procedures.

It is the expectation of the Board that all volunteers adhere to Board Policies and Administrative Procedures at all times when volunteering for the school and/or Board events or activities.

In accordance with the Safe Schools Act, all volunteers must be approved by the school Principal. The Principal is authorized by the Board “to assign to a person who volunteers to serve without remuneration such duties in respect of the school as are approved by the Board and to terminate such assignment as required”. (*Safe Schools Act, 2000*)

Through this Policy the Board encourages and promotes the use of Principal approved school volunteers in order to expand and enhance parental and community involvement within our Catholic schools.

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

References:

- ***Niagara Regional Police Services:***
 - ***Police Criminal Record Check (PCRC) (Contact Human Resources for form)***
 - ***Police Vulnerable Sector Check (PVSC) (Contact Human Resources for form)***
- ***Regulation 521/01, as amended by Regulation 323/03***
- ***Niagara Catholic District School Board Policies/Procedures***
 - ***Accessibility Customer Service Policy (800.8.1)***
 - ***Catholic School Council Policy (800.1)***
 - ***Educational Field Trip Policy (400.2)***
 - ***Niagara Catholic Parent Involvement Committee Policy (800.7)***
 - ***Volunteer Drivers Policy (302.4)***
 - ***Volunteer Recognition Policy (800.4)***
- ***Niagara Catholic District School Board Forms***
 - ***Annual Offence Declaration***
 - ***Volunteer Application Form***
 - ***Code of Conduct No 302.6.2***
 - ***Privacy Policy***

- *Privacy Breach Procedure*



VOLUNTEERING IN CATHOLIC SCHOOLS POLICY

ADMINISTRATIVE PROCEDURES

800 – School & Community Relations

Policy No 800.9

Adopted Date: March 19, 2013

Latest Reviewed/Revised Date: NIL

- ~~1.~~ In accordance with the Safe Schools Act, all volunteers must be approved by the school Principal. The Principal is authorized by the Board “to assign to a person who volunteers to serve without remuneration such duties in respect of the school as are approved by the Board and to terminate such assignment as required”. (Safe Schools Act, 2000).
- ~~2.~~1. A school volunteer shall serve under the immediate supervision and direction of administration and staff of the school and will provide services such as, but not limited to:
 - a) Supporting the work of classroom teachers
 - b) Providing enrichment experiences to support the educational program
 - c) Promoting positive school-community relations by enhancing community understanding
 - d) Working with individual students and small groups of students as identified by the staff and administration
- ~~3.~~2. The Principal is responsible for:
 - a) determining the volunteering needs for a school;
 - b) the recruitment, selection and screening of volunteers;
 - c) approving and delineating the task and the assignment of the volunteers;
 - d) the training and orientation of the volunteers;
 - e) the supervision and evaluation of the volunteers;
 - g) the recognition of the volunteers.
- ~~4.~~3. Each Principal shall maintain a current list of regular and occasional volunteers. Such records, including the *Volunteer Application Form* shall be kept on file at the school.
- ~~5.~~4. A volunteer must be at least 18 years of age, unless otherwise approved by the Principal.
- ~~6.~~5. It is understood that a volunteer is a person who serves without remuneration.
- ~~7.~~6. All approved school volunteers (persons having direct and regular contact with students) will provide an original Police Vulnerable Sector Check and/or Annual Offence Declaration in accordance with Regulation 521/01, as amended by Regulation 323/03 to the school Principal who will retain a copy on file at the school until a more current Vulnerable Sector Check is submitted. A copy of the Vulnerable Sector Check will also be forwarded to the Human Resources Department.
- ~~8.~~7. Vulnerable Sector Checks may be requested at the discretion of the Principal in consultation with the Family of Schools Superintendent and at least once every five (5) years. The Self-Offence Declaration will stand as a legally binding document which will be required on an annual basis.

Completed Criminal Reference Checks and/or Vulnerable Sector Checks for volunteers, as well as all subsequent offence declarations will be filed at the school and in the Human Resources Department. Vulnerable Sector Checks required by the Principal and/or the Niagara Catholic District School Board will be paid by the Niagara Catholic District School Board. Any additional requirements as a result of the Vulnerable Sector Checks will be the responsibility of the Volunteer.
- ~~9.~~8. As required, each volunteer shall adhere to the *Volunteer Drivers Policy (302.4)*.
- ~~10.~~9. Volunteers shall wear the “Volunteer” badge or other means of identification as required by the school and Board Policy and must sign in/out at the school’s main office.

- ~~11~~.10. Classroom teachers and school administrators are solely responsible for student discipline. Volunteers are to ask for the assistance of the teacher and/or Principal if a situation calls for follow-up disciplinary action. The volunteer always works under the direction of staff.
- ~~12~~.11. Volunteers are responsible for respecting the confidentiality of all students and staff and as such are required to complete the Confidentiality Agreement found within the *Volunteer Application Form*. Volunteers shall not have access to, nor disclose confidential information.
- ~~13~~.12. Off-site activities such as field trips are considered an extension of the school and as such administrative procedures pertain to such activities as determined by the Educational Field Trip Policy and Administrative Procedures. At a minimum, Vulnerable Sector Checks will be required of all volunteers participating in overnight field trips which are approved by the school Principal and/or the Board.
- ~~14~~.13. It is the expectation of the Board and the school Principal that all volunteers adhere to Board Policies and Administrative Procedures at all times when volunteering for the school and/or Board events or activities.



VOLUNTEER APPLICATION FORM

I _____ wish to serve as a volunteer at _____ Catholic School.

As a volunteer I acknowledge and will adhere to the following expectations:

- As school volunteer I shall serve under the immediate supervision and direction of administration and staff of the school.
- It is understood that I will volunteer without remuneration.
- Completed Criminal Reference Checks and/or Vulnerable Sector Checks for volunteers, as well as all subsequent offence declarations will be completed and filed at the school.
- I will adhere to the Volunteer Driver Policy # 302.4
- Classroom teachers and school administrators are solely responsible for student discipline.
- I acknowledge that in the course of my volunteer work with _____ Catholic School I may receive confidential information with respect to the affairs of its students, including information on its students and parents of its students,
- I hereby agree not to disclose at any time, such confidential information to any person, information relating to the students or any part thereof and other information relating to the school or board.
- This agreement pertains to off-site activities such as field trips as an extension of the school.
- As a volunteer I will adhere to Board Policies and Administrative Procedures at all times when volunteering for the school and/or Board events or activities.
- This agreement pertains to off-site activities such as field trips as an extension of the school.
- I have read and agree with the Volunteering in Catholic Schools Policy and Administrative Procedures.

Principal Signature

Volunteer Signature

Date Signed

Date Signed

This information is collected under the authority of the Education Act and in compliance with the Municipal Freedom of Information and Protection of Privacy Act. Should you have questions, please contact the Principal of the school.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 28, 2020**

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

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Lee Ann Forsyth-Sells, Superintendent of Education
Date: January 28, 2020



Niagara Catholic District School Board
EQUITY AND INCLUSIVE EDUCATION POLICY
 STATEMENT OF POLICY

100 – Board

Policy No 100.10

Adopted Date: June 15, 2010

Latest Reviewed/Revised Date: June 16, 2015

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, (the Board) ~~Niagara Catholic recognizes~~ **acknowledges that; any form of discrimination is incompatible with Catholic moral principles and the teachings of the Church;** that all ~~people~~ **persons** are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27); **and that every person has the right to freedom from discrimination and harassment.**

~~In accordance with the Church's teachings~~ Niagara Catholic provides in all **of** its operations an educational **and working** 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 in accordance with the denominational rights of the Catholic~~ **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, Constitution Act 1982.**

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

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

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

References

- [*Achieving Excellence: A Renewed Vision for Education in Ontario \(2014\)*](#)
- [*Accepting Schools Act*](#)
- [*Assembly of Catholic Bishops of Ontario, \(letter dated October 4, 2010\)*](#)
- [*Canadian Charter of Rights and Freedoms*](#)
- [*Constitution Act, 1982*](#)
- [*Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, 2014*](#)
- [*Accessibility for Ontarians with Disabilities Act \(2005\)*](#)
- [~~*Ontario Catholic School Graduate Expectations: Institute for Catholic Education, Second Edition 2011*~~](#)
- [*Ontario Catholic School Graduate Expectations: Institute for Catholic Education, Third Edition 2019*](#)
- [*Ontario's Human Rights Code*](#)
- [*Ontario Leadership Strategy*](#)
- [*Ontario's Equity and Inclusive Education Strategy*](#)
- [*Ontario Ministry of Education - Policy/Program Memorandum No. 108*](#)
- [*Ontario Ministry of Education - Policy/Program Memorandum No. 119*](#)

- *Supporting Students Who Identify as Transgender in our Catholic Schools: Institute for Catholic Education 2019*

Niagara Catholic District School Board Policies

- *Access to Board Premises Policy (302.6.3)*
- *Accessibility Standards Policy (800.8)*
- *Bullying Prevention and Intervention Policy (302.6.8)*
- *Code of Conduct Policy (302.6.2)*
- *Employee Code of Conduct and Ethics Policy (201.17)*
- *Employee Hiring and Selection (Teachers) Policy (203.1)*
- *Employee Workplace Harassment Policy (201.7)*
- *Employee Workplace Violence Policy (201.11)*
- *Opening and Closing Exercises Policy (302.6.1)*
- *Privacy Policy (600.6)*
- *Progressive Discipline Policy (302.6.9)*
- *Religious Accommodation Policy (100.10.1)*
- *Safe School Policy (302.6)*
- *Voluntary and Confidential Indigenous Students First Nation, Métis and Inuit Self-Identification Policy (301.9)*



Niagara Catholic District School Board
EQUITY AND INCLUSIVE EDUCATION POLICY
 ADMINISTRATIVE PROCEDURES

100 – Board

Policy No 100.10

Adopted Date: June 15, 2010

Latest Reviewed/Revised Date: June 16, 2015

DEFINITIONS**In accordance with Policy/Program Memorandum No. 119:**

Equity: A condition or state of fair, inclusive and respectful treatment of all people. Equity does not mean treating people the same without regard for individual differences.

Inclusive Education: Education based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, physical surroundings, and the broader environment, in which diversity is honoured and that all individuals are respected.

EIGHT AREAS OF FOCUS

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

~~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*, There are eight each areas of focus will serve to that 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,
- 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, and
- 8) Accountability and transparency.

1. BOARD POLICIES, PROGRAMS, PROCEDURES AND PRACTICES

The Board recognizes the importance of antiracism and anti-harassment policies, **programs, procedures and practices** 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 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 makes every effort to identify and remove discriminatory biases and systemic barriers that may limit the opportunities of individuals from diverse communities for employment, mentoring, retention, promotion and succession planning in all Board and school positions 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 is committed to:

- ~~establishing 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. and treats one another in a Christ-like manner with dignity and respect at all times, regardless of one's age, marital status, family status, disability, or expression of race, ancestry, place of origin, colour, ethnicity, citizenship, religion, sex, sexual orientation, or gender, always respecting and upholding the teachings of our Catholic faith~~
- ~~reviewing 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 with its cyclical policy review.~~
- ~~ensuring that principles of equity and inclusive education permeate and are explicitly stated in all Board policies, programs, procedures, operations, practices, operations and Board and School Improvement Plans for Student Achievement and Well-Being,~~
- ~~ensuring that all future policies, programs, procedures and practices are drafted, and implemented and reviewed, in accordance with the Board's Equity and Inclusive Education Policy.~~
- ~~collecting information to inform and monitor the effects of the implementation of the Equity and Inclusive Education policy by the Board.~~
- ~~ensuring that all persons with disabilities are accommodated appropriately and in a manner consistent with the *Ontario Human Rights Code*.~~
- ~~providing training for school and system leaders to facilitate equitable recruitment and hiring to reflect Ontario's diverse society to support the diverse communities within the Board's jurisdiction and within the context of the denominational rights of Catholic school boards,~~
- ~~providing opportunities for the diverse school community, including students, staff, parents/guardians, Principals, Catholic School Councils, the Indigenous Education Advisory Committee, the Niagara Catholic Parent Involvement Committee, the Special Education Advisory Committee, trustees, and community members to provide active input into Board policies and Board and School Improvement Plans for Student Achievement and Well-Being on an ongoing basis.~~
- ~~ensuring 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 be Schools are committed to:

- ~~reviewing existing school policies, programs, procedures, and practices for example, codes of conduct, to determine that they reflect the principles of equity and inclusive education.~~

- extending, developing, and implementing strategies to actively engage students, parents/**guardians, families, and the wider community in the review, development, and implementation of initiatives** to support and promote equity and inclusive education.
- implementing Board equity and inclusive education policies, **programs, procedures, and practices** programs and **Board and School Improvement Plans for Student Achievement and Well-Being** consistent with the *Ontario Human Rights 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~~ **embrace the principle of shared and committed leadership** to implement institutional practices and behaviours that cultivate equity and inclusion.

~~The Board is committed to providing informed shared leadership to improve student 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 **the development of a collaborative environments in which participants share a commitment to equity and inclusive education principles and practices. This collaborative approach includes and supports the active engagement to all dimensions of equity and inclusive education, which ensures the participation of administrators, staff, students, parents/guardians, parishes, unions, colleges and universities, service organizations and other community partners.**

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

~~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 is committed to:

- **establishing and maintaining partnerships with all members of its diverse Catholic community, so that the perspectives and experiences of administrators, staff, students, parents/guardians are recognized and that their needs are met.**
- **providing informed shared leadership to improve student achievement and well-being and to close achievement gaps for students by identifying, addressing, and removing all barriers and forms of discrimination that impact student achievement, as well as student and staff well-being.**
- **sharing in the life and mission of the Church and its teachings** by developing a system plan to build and sustain Board and staff capacity in the areas of equity and inclusive education in curriculum, ~~and~~ **assessment, evaluation, and reporting**, instruction, human resources **services**, and governance.
- ~~identifying and appointing~~ a contact person to liaise with the **ministry** and other **boards** to share challenges, promising practices and resources.
- **providing extensive and ongoing education and training for students, staff, administrators and trustees in implementing equity and inclusive education and leadership initiatives.**
- **establishing 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 *Ontario Human Rights Code* compliance.**

- providing 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.
- striving to ensure that members of communities that are underserved and /or marginalized are included in the shared leadership.

~~Staff will be~~ **Schools are committed to:**

- establishing a collaborative culture where the collective capabilities and voices of all stakeholders are used to develop and implement equity and inclusive education goals.
- promoting equity minded student leadership related to issues of social justice.
- developing initiatives with student facilitators representing diverse voices and experiences.
- demonstrating leadership in setting the tone for the positive and proactive implementation of the 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, **programs, procedures** and practices requires the involvement of all members of the entire Catholic school community; **including students, parents/guardians, Principals, teachers, support staff, trustees, Catholic School Councils, the Indigenous Education Advisory Committee, the Niagara Catholic Parent Involvement Committee, the Special Education Advisory Committee and community partners.** ~~The Board further recognizes~~ **acknowledges** 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 is committed to:

- **establishing and maintaining partnerships with all members of its diverse Catholic community so that the perspectives and experiences of all students, families, and employees are recognized.**
- **seeking collaboration and active engagement from students, parents/guardians, staff and other Catholic community partners to create and sustain a positive school climate reflective of Catholic values that supports student achievement and well-being.**
- **developing a database of information that establishes the diversity of communities based on self-identification.**
- **reviewing and/or initiating tools to determine stakeholders' views on school environment and act upon relevant next steps.**
- **taking proactive steps to ensure that existing committees represent the diversity of the wider community.**
- **reviewing and deepening existing community partnerships to ensure that they reflect the principles of equity and inclusive education.**
- **expanding community efforts to foster new partnerships that engage a cross-section of diverse students, parents/guardians, staff, community members and various community organizations to ensure inclusion reflect the principles of equity and inclusive education.**
- **establishing 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.**

- identifying under-represented communities and facilitating their participation and involvement in Board activities.
- gathering and using the knowledge, skills, and experience of Board community partners to enrich the total educational and career experiences of staff, students, and volunteers.

Staff will be Schools are committed to:

- implementing strategies to review existing community partnerships to ensure that they reflect the diversity of the broader community.
- inviting and supporting representation of diverse groups on school committees, including school improvement planning.
- engaging stakeholders in community forums to listen and address concerns and suggestions.
- reflecting 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 and reporting practices in order to identify and address discriminatory biases so that ~~each student may maximize her or his learning potential~~ are engaged in, and empowered by their learning, supported by Principals and staff, and are welcome in their learning environments.

- Both in its content and methodology, equitable and inclusive curriculum, assessment, evaluation and reporting practices seeks to recognize our the Board's commitment to Catholic values and to affirm the life experiences of all students: by providing authentic, and culturally relevant opportunities to learn about diverse cultures and perspectives; regardless of race and ethnicity, gender, place of origin, religion, cultural and linguistic background, social and economic status, sexual orientation, age, and ability/disability and treating one another in a Christ-like manner with dignity and respect at all times, regardless of one's age, marital status, family status, disability, or expression of race, ancestry, place of origin, colour, ethnicity, citizenship, religion, sex, sexual orientation, or gender, always respecting and upholding the teachings of our Catholic faith.

The Board is committed to:

- implementing an inclusive curriculum and assessment practices based on Catholic values and taking into account the backgrounds and experiences of students in order to respond to their individual interests, aptitudes and learning needs.
- ensuring 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.~~
- supporting the schools' review of classroom strategies that promote school-wide equity and inclusive education policies programs, procedures, and practices ~~specifically addressing areas of discrimination (e.g., race, gender, disability).~~ to inform short and long-term planning to reduce gaps in student achievement and improve student learning.

Staff will be Schools are committed to:

- reviewing 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*, taking into account the backgrounds and experiences of students in order to respond to their individual interests, aptitudes and learning needs.
- supporting the schools' review of classroom strategies that promote school-wide equity and inclusive education policies, programs, procedures, and practices to inform short and long-term planning to reduce gaps in student achievement and improve student learning.

- ensuring consistent monitoring of the growth of students on Individual Education Plans and/or English Language Learners to meet the individual needs of students.
- ensuring access and use of assistive technologies for students who require accommodations to support achievement and success.
- Making certain that using resources and instructional strategies that 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; showing people of different races, genders, and ages in non-stereotypical settings, occupations, and activities; exploring the roles and contributions of all peoples in Canada, and the factors that shaped these roles; encouraging 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

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

- 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, and ethnicity, gender, place of origin, colour, citizenship, ethnic origin, linguistic background, social and economic status, sex, sexual orientation, age, record of offences and ability/disability family status, marital status, record of offence, disability, in accordance with the *Ontario Human Rights Code* and *Ministry of Education Policy/Program Memorandum No. 108*. treats one another in a Christ-like manner with dignity and respect at all times, regardless of one's age, marital status, family status, disability, or expression of race, ancestry, place of origin, colour, ethnicity, citizenship, religion, sex, sexual orientation, or gender, always respecting and upholding the teachings of our Catholic faith

Within the framework of gospel values, Catholic traditions, and the Board's denominational rights of the Board, and in recognition of this diversity, the Board will attempt endeavour to provide reasonable accommodation for students' and staffs' religious beliefs and practices of staff and students, 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 is committed to:

- 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.
- consulting with a variety of individuals and groups who represent the religious diversity of the Board in the development/review and implementation of this accommodation.
- informing students and their parents/guardians and staff of their right to request accommodation for religious beliefs and practices.
- providing a religious accommodation guideline policy and procedures, ***Religious Accommodation Policy (100.10.1)*** 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.
- providing religious accommodation for students and staff, where reasonable and consistent with the *Ontario Human Rights Code*.

~~Staff will be~~ **Schools are committed to:**

- ~~Revising/~~implementing religious accommodation practices to align with the Board's religious accommodation guideline. **Religious Accommodation Policy (100.10.1)**

6. SCHOOL CLIMATE AND THE PREVENTION OF DISCRIMINATION AND HARASSMENT

The Board recognizes that a safe, **accepting** and welcoming **Christ-centered learning and working environment free from all forms of discrimination and harassment** is most conducive to learning and working, and that every person within the school community is entitled to a respectful, positive school climate and learning environment. ~~The Board will therefore seek to foster a Christ-centred, positive school climate, free from discriminatory or harassing behaviour. The Board acknowledges that 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 **a whole-school approach to foster positive student behaviour, and**

~~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 is committed to:

- ~~Ensuring 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.~~
- ensuring that all information about the new or revised procedures involving equity and inclusive education is communicated to all staff, students, families, and others in the school community.**
- ensuring 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/guardians, Catholic School Councils and community members.**
- ensuring that procedures are in place that will enable students and staff to report incidents of bullying, discrimination and harassment safely, including those that are motivated by hate, bias, or prejudice, and that will also enable staff/the Board to respond in a timely manner.**
- ensuring that, in an effort to alleviate the negative impact of suspensions and exclusions expulsions on students, proactive preventative programs will be initiated or expanded to decrease the number of suspensions and expulsions.**
- ensuring that a climate in which of excellence is continually strived for and respect for all permeates the environment.**
- ~~Ensuring~~ **communicating** that administrators use progressive discipline, and professional discretion, and to understand the duty to accommodate students with disabilities.
- administering student voice and school climate surveys to collect data from students, staff, and parents/guardians to inform School Improvement Plans for Student Achievement and Well-Being.**
- supporting students who want to establish and lead activities and organizations that promote a safe and inclusive learning environment, the acceptance of respect for others and the creation of a positive school climate in consultation with school Principals.**

~~Staff will be~~ **Schools are committed to:**

- ~~Ensuring that codes of conduct are revised to address all forms of racism, discrimination, and harassment.~~
- ensuring the use of progressive discipline, and other strategies to support students.**

- welcoming, respecting and validating the contributions of all students, parents and other members of the school community.
- ensuring that every student is supported and is inspired to succeed in a culture of high expectations for learning, **as outlined in Student Success Strategies, Growing Success and other applicable legislation.**
- ensuring that school codes of conduct **are reviewed and** 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 **to address all forms of discrimination, harassment and racism.**
- reviewing or developing ~~guidelines~~ **policies** and procedures to address the prohibited grounds of discrimination under the *Ontario Human Rights Code* as they may apply to students, staff, and others in the Catholic community.
- ensuring 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 **in accordance with the Employee Workplace Harassment Policy (201.7) and Employee Workplace Violence Policy (201.11).**
- ensuring 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 **and inclusive education** are taught ~~in the classroom~~ **and fostered in the classroom** 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, **assessment and reporting** 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 is committed to:

- **providing administrators, staff, students and other members of the school community with opportunities to acquire the knowledge, skills, attitudes, and behaviours needed to identify and eliminate discriminatory biases and systemic barriers under the *Code*.**
- **supporting the schools' review of classroom strategies that promote school-wide equity and inclusive education policies **programs, procedures,** and practices.**
- **allocating 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.**
- **providing antiracism and antidiscrimination training that examines power and privilege, including training in prevention and early intervention strategies.**
- **ensuring 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.**
- **providing ongoing opportunities for staff, as well as trustees, to participate in equity and inclusive education training and leadership initiatives.**
- **ensuring that the principles of equity and inclusive education are modelled and incorporated in professional learning programs.**
- **identifying a Board equity and inclusive education contact to liaise with the Ministry of Education and other **Catholic** Boards in order to share challenges, promising practices, and resources.**

~~Staff will be~~ ***Schools are committed to:***

- reviewing classroom strategies and revising them as needed to help ensure that they are aligned with and reflect school-wide equity and inclusive education policies, **programs, procedures, and practices.**
- promoting collaborative teams that learn together, implement their learning and reflect together on best practices.
- building staff capacity through ongoing needs based professional learning determined through data analysis and based on results.
- encouraging and supporting students in their efforts to promote social justice, equity, antiracism, and antidiscrimination in schools and classrooms.
- developing Equity initiatives and providing 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~~ **through** 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; and to embedding the principles of Equity and Inclusive Education into all Board policies, programs, Procedures and practices.~~

The Board is committed to:

- **assessing, monitoring and reporting its progress by ensuring that the principles of equity and inclusive education are embedded into Board policies, programs, procedures and practices.**
- ~~Embedding the principles of equity and inclusive education into all Board policies, programs, Procedures, and practices.~~
- **actively communicating the *Equity and Inclusive Education Policy* to students, teachers, parents/guardians, staff, Catholic School Councils, community partners, and volunteers and posting it on the Board's website.**
- **seeking and using feedback to improve the *Equity and Inclusive Education Policy*, in the spirit of continuous improvement.**
- **engaging Board and schools teams in school improvement planning with particular emphasis on using data to identify and remove barriers to student achievement and well-being, to raise awareness about discriminatory practices and to encourage conversations and collaborative actions about racism and other equity and inclusive education issues.**
- **ensuring students, parents/guardians and members of the community are aware of the *Voluntary and Confidential Indigenous Students First Nation, Metis and Inuit Self-Identification Policy*.**
- **establishing processes to monitor progress and assess effectiveness of policies, programs, and procedures, and practices.**
- ~~Reporting on the progress of implementation of the Strategy and its impact on student achievement using specific criteria.~~
- **ensuring parents (and students where appropriate) are actively involved in identification and placement decisions, including those required by the transparency of the Identification Placement and Review Committee (IPRC) process, inform, and support parents through this process.**
- **posting the Director of Education's Annual Report on the Board website to inform the Ministry of Education and local community about the progress the Board has made in meeting its strategic objectives.**
- **ensuring that Board staff are trained to uphold, and students and parents/guardians are informed about, the protected grounds in the *Ontario Human Rights Code*.**

~~Staff will be~~ ***Schools are committed to:***

- reporting student achievement data annually ~~to the Board~~ **at all levels**, and intervene to ensure the achievement, ~~and~~ success **and well-being** of all students.
- developing and communicating evidence based **School Improvement Plans for Student Achievement and Well-Being** that are aligned with the ~~Strategy~~ **Board's Strategic Directions, System Priorities and the Board Improvement Plan for Student Achievement and Well-Being (BIPSAW)**.
- reviewing and establishing self-reflection and self-assessment tools **for continuous improvement**.
~~to determine the effectiveness of the school's equity and inclusive education plans and procedures~~

Adopted Date:	June 15, 2010
Revision History:	November 23, 2010 June 16, 2015

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 28, 2020**

**TITLE: POLICIES – PRIOR TO VETTING
USE OF CORPORATE LOGO POLICY (100.14)**

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: January 28, 2020



Niagara Catholic District School Board
USE OF CORPORATE LOGO POLICY
STATEMENT OF POLICY

100 - Board

Policy No 100.14

Adopted Date: June 17, 2014

Latest Reviewed/Revised Date: NIL

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board recognizes the importance of presenting to the community a representation of the distinctiveness of Catholic education and the identity of the Board.

Niagara Catholic is committed to creating a consistent visual identity throughout the Board. A common visual identity strengthens public awareness of our distinctive corporate identity, and enables members of the community, staff and stakeholders to identify the programs, services and initiatives of Niagara Catholic.

The Niagara Catholic corporate logo incorporates a cross and a plant, symbolizing a caring, nurturing environment, where individuals grow as students and as Christians. The colours of blue and green represent the water and land associated with the Niagara Peninsula. Our caring, Catholic, Christian environment is communicated visually by enclosing the growing plant, which represents the spiritual, academic and physical growth of our students, within the cross.

The Niagara Catholic District School Board corporate logo is a registered trademark and the exclusive property of the Board. The Niagara Catholic corporate logo may not be used, reproduced or displayed by an individual, organization or entity without the written permission of the Board's ~~Manager of Corporate Services and Communications~~ **Officer** or designate.

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

References

- ***Niagara Catholic District School Board Policies/Procedures***
 - [*Advertising Expenditures Policy \(600.5\)*](#)
 - [*Dress Code – Secondary Uniform Policy \(302.6.6.2\)*](#)
 - [*Elementary Standardized Dress Code Policy \(302.6.1\)*](#)



Niagara Catholic District School Board
USE OF CORPORATE LOGO POLICY
ADMINISTRATIVE PROCEDURES

100 - Board

Policy No 100.14

Adopted Date: June 17, 2014

Latest Reviewed/Revised Date: NIL

The logo of the Niagara Catholic District School Board is the centerpiece of the Board’s communications strategy. As the heart of the Board’s corporate identity, the logo must be given a place of prominence when used in concurrence with school logos on school-based documents, letterhead, agendas, spirit wear, signage and promotional items.

The proper display of the Board’s corporate logo is required in all circumstances.

The Niagara Catholic corporate logo is to be included on all school and Board signage, letter heads, business cards, advertising and promotional materials, vehicles, websites, electronic communications, job postings, public announcements, media releases, system documents and publications. All student co-curricular clothing items, spirit wear or athletic uniforms will have, in addition to the school name and logo, the Board logo embroidered and/or screened on the item. All Board supplied staff uniforms and spirit wear will have the Board name and corporate logo embroidered and/or screened on the item.

PERMISSION TO USE

The Niagara Catholic logo may not be used reproduced or displayed by an individual, organization or entity without the written permission of the Board’s ~~Manager of Corporate Services and Communications Officer~~ or designate. When permission is granted to an individual, organization or entity, the logo will be provided through the Corporate Services and Communications Department, along with specific directions, colour and size for its appropriate use and reproduction.

Adopted Date:	June 17, 2014
Revision History:	Nil

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 28, 2020**

**TITLE: POLICIES – PRIOR TO VETTING
ATTENDANCE AREA POLICY (301.3)**

Prepared by: Ted Farrell, Superintendent of Education
Presented by: Ted Farrell, Superintendent of Education
Date: January 28, 2020



Niagara Catholic District School Board

ATTENDANCE AREA POLICY

STATEMENT OF POLICY

300 – Schools/Students

Policy No 301.3

Adopted Date: June 23, 1998

Latest Reviewed/Revised Date: October 23, 2012

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board recognizes its responsibility to operate its schools economically and efficiently, while taking into account the best education of students, within the limits of the Board's available resources.

The Board will establish Attendance Areas for each of its schools within its jurisdiction to ensure that facilities are used effectively and that Catholic programs and services are provided to students.

The Board acknowledges that there may be changes to School Attendance Areas from time to time, to accommodate the changing demographics of the Region and as schools open or close. Changes to School Attendance Areas will follow a public consultation process.

The Director of Education shall make recommendations to the Board as required to establish an Ad-Hoc Attendance Area Review Committee with specific terms of reference.

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

References

- [*Education Act R.S.O. 1990, c. E.2, s. 171 \(1\), par. 7*](#)
- [*Niagara Catholic District School Board Policies/Procedures*](#)
 - [*Admission of Students Policy \(301.1\)*](#)
 - [*Pupil Accommodation Review Policy \(701.2\)*](#)



Niagara Catholic District School Board

ATTENDANCE AREA POLICY

ADMINISTRATIVE PROCEDURES

300 – Schools/Students

Policy No 301.3

Adopted Date: June23, 1998

Latest Reviewed/Revised Date: October 23, 2012

1. DEFINITION

For the purpose of this document, an “Attendance Area” is an area surrounding a school, defined by a specific boundary line, in which residing students would normally attend the school located within the attendance area.

2. ACCOMMODATION PLANNING

The Controller of Facilities Services shall maintain information on school capacities, enrolments, attendance area boundaries and out-of attendance-area students.

The Controller of Facilities Services shall report annually to the Director of Education outlining accommodation utilization and identification of potential attendance area boundary reviews and new schools, school additions, school consolidations or school closures.²²

The Director of Education will provide recommendations to the Board where an Ad-hoc Attendance Area Review Committee may be required due to changing demographics and the need for new schools, school additions, ~~or school closures~~ or a recommendation from a Pupil Accommodation Review.

3. SCHOOLS IDENTIFIED FOR ATTENDANCE AREA REVIEWS

Specific schools may be identified for attendance area reviews:

- ~~Where the long-term enrolment projections indicate significant under/over -utilization. or over-crowding or under or over utilization,~~
- When new schools, school additions or school consolidations or school closures are being considered.

4. AD-HOC ATTENDANCE AREA REVIEW COMMITTEE

An Ad-Hoc Attendance Area Review Committee shall be comprised of:

- Three (3) Trustees, as appointed by the Chair~~person~~ of the Board,
- One of the three (3) Area Attendance Review Committee Trustees must be a local Trustee of the Attendance Area under consideration,
- The three (3) Trustees shall be the voting members of the Committee,
- The Ad-Hoc Committee shall elect a Chair of the Committee,
- **The Controller of Facilities Services and/or designate who shall serve as a resource person.**
- A Superintendent of Education who shall serve as secretary of the Committee,
- The Principal(s) **who** will act as a resource to the Superintendent of Education and will be in attendance as required,
- ~~The Controller of Facilities Services and/or designate who shall serve as a resource person.~~

- Catholic School Council Chairs, or designate, selected by the Catholic School Council of each of the identified schools within the Ad Hoc Attendance Area Review Committee will be invited to participate as a resource to the Committee

The Committee shall consider such factors as the following in the Attendance Area Review:

- Current and projected enrolment,
- Out-of attendance-area students,
- Location and proximity of adjacent schools,
- The current and future capacity of the school(s) and the school site(s),
- Other appropriate statistics,
- Effects on transportation, the facility and such other factors as appropriate,
- ~~Recommendations arising from a Pupil Accommodation Review, conducted by the local Accommodation Review Committee,~~
- **Input received** Notification to parents and guardians of proposed changes to attendance areas, providing the opportunity to respond at public consultation meetings as well as in writing, or by delegation to the Board ~~from parents/guardians and students throughout the process. prior to consideration of changes by the Board.~~

5. AD-HOC ATTENDANCE AREA REVIEW COMMITTEE RECOMMENDATIONS

The final report of the Ad-hoc Committee shall be submitted by a date established by the Board and will include the meeting minutes of the Committee.

The Committee of the Whole shall receive the report of the Ad-hoc Committee’s report in public session.

The Board shall make a decision regarding the report as recommended by the Committee of the Whole.

The Director of Education and Senior Administrative Council will develop a plan to implement the **decision of the Board.** ~~direction.~~

Adopted Date:	June 23, 1998
Revision History:	November 9, 1999 September 12, 2000 September 19, 2001 June 16, 2009 October 23, 2012 January 17, 2020

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 28, 2020**

**TITLE: POLICIES – PRIOR TO VETTING
CRIMINAL BACKGROUND CHECK – SAFE SCHOOLS POLICY
(302.6.7)**

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

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

Date: January 28, 2020



Niagara Catholic District School Board
CRIMINAL BACKGROUND CHECK POLICY
(Safe Schools Policy)
STATEMENT OF POLICY

Section 200 – Human Resources

Policy No 302.6.7

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: June 17, 2014

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board has the responsibility to provide a safe and secure working and learning environment for students and employees. The Board is in a position of trust and must strive to protect the well-being of students.

Therefore the Board shall implement the requirements for the collection of personal information. The Board will adjudicate the possibility of risk to students and staff, where a potential employee has a criminal record and shall not employ persons or continue to employ persons with a criminal record which demonstrates a risk to students or staff.

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

References

- [*Education Act*](#)
- [*Regulation 521/01, as amended by Regulation 323/03*](#)
- [*Student Protection Act, 2002*](#)
- [*Teaching Profession Act*](#)
- [*Police Records Check Reform Act 2015*](#)

- ***Niagara Catholic District School Board Policies/Procedures***
 - [*Access to Board Premises: Safe Schools Policy \(302.6\)*](#)
 - [*Accessibility Customer Service \(800.8.1\)*](#)
 - [*Educational Field Trip Policy \(400.2\)*](#)
 - [*Sexual Misconduct Policy \(201.13\)*](#)
 - [*Volunteers in Catholic Schools Policy \(800.9\)*](#)
 - [*Police Protocol between the Niagara Regional Police Services and the Niagara Catholic District School Board*](#)



Niagara Catholic District School Board
CRIMINAL BACKGROUND CHECK POLICY
(Safe Schools Policy)

ADMINISTRATIVE PROCEDURES

Section 200 – Human Resources

Policy No 302.6.7

Adopted Date: June 26, 2001

Latest Reviewed/Revised Date: June 17, 2014

DEFINITIONS

As per Regulation 521/01 of the Education Act, as amended by Regulation 322/03

"Criminal Background Check" means, in respect of a Board, a document concerning an individual:

- a. That was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database within six (6) months before the day the Board collects the document; and
- b. That contains information concerning the individual's Personal Criminal History. "Offence Declaration" means, in respect of a Board, a written declaration signed by an individual listing all of the individual's convictions for offences under the Criminal Code (Canada) up to the date of the declaration:
 - i. That are not included in a criminal background check collected by the Ontario College of Teachers (OCT) after December 31, 1998 or in the last criminal background check collected by the Board under this regulation; and
 - ii. For which a pardon under Section 4.1 of the Criminal Records Act (Canada) has not been issued or granted.

"Personal Criminal History" means, in respect of an individual, information on criminal offences of which the individual has been convicted under the Criminal Code (Canada) and for which a pardon under Section 4.1 of the Criminal Records Act (Canada) has not been issued or granted to the individual.

"Vulnerable Sector Screening" means, in respect of a Board, a document concerning an individual:

- i. That was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database and from local police service records, within six (6) months before the day the Board collects the document; and
- ii. That contains information concerning the individual's personal criminal history and
- iii. That contains information resulting from a criminal record search of data maintained by the Royal Canadian Mounted Police for sexual offences for which a pardon has been granted or issued.

CRIMINAL BACKGROUND CHECKS FOR CURRENT EMPLOYEES

All current employees will provide a Criminal Background Check in accordance with Regulation 521/01 as amended by Regulation 322/03.

Requirements

The "Collection of Personal Information Regulation" will require the Niagara Catholic District School Board to do the following:

Current Employees

- a. If the employee became a member of the Ontario College of Teachers (OCT) after December 31, 1998 and commenced employment with the Board before April 1, 2002, the Board shall collect an Offence Declaration from the individual by September 1 of each year in which the individual is employed by the Board.
- b. If the employee commenced employment with the Board prior to April 1, 2002 and is not an individual described in paragraph (a), the Board shall collect:
 - i. A Criminal Background Check (CPIC) by July 31, 2003 if the individual continues to be employed by the Board after July 31, 2003.
 - ii. An Offence Declaration from the individual by September 1 of each year in which the individual is employed by the Board, commencing in 2004.

RETENTION OF DOCUMENTATION

The Board shall retain an original or a true copy taken from the original police criminal record check or police ~~v~~Vulnerable ~~s~~Sector ~~e~~Check by the ~~Director~~ Superintendent of Human Resources Services or designate. ~~Completed criminal background checks and offence declarations will be filed in a separate and secure location in accordance with Regulation 521/01 as amended by Regulation 322/03)~~

ADJUDICATION PROCESS

Where evidence is received of a criminal conviction, the Director or designate will consider at least the following factors in determining an appropriate course of action:

- a. Length of time since offence(s);
- b. Did the offence(s) involve children and/or sexual activity and/or violence and/or acts of dishonesty;
- c. Employment history;
- d. Employee's attitude towards offence(s);
- e. Treatment, counseling or other services received since offence;
- f. Other steps taken to rehabilitate;
- g. Likelihood offence(s) will be repeated;
- h. Was alcohol or illegal drugs a factor in commission of offence(s);
- i. Degree of co-operation with this investigation;
- j. Was offence(s) committed while employed by the Board;
- k. If employee is a teacher, relevance of offence(s) to teacher duties as set out in the Education Act and Regulations;
- l. If an employee is not a teacher, relevance of offence(s) to their employment duties as set out in Board policy and the specific governing body applicable to the particular employee; and
- m. Does offence(s) require any action pursuant to The Student Protection Act (including notification to the Ontario College of Teachers)

The course of action may include action up to and including dismissal, and/or withdrawal of offer, and shall be in compliance of other Board policies, collective agreements and legislation.

CONSEQUENCES OF NON-COMPLIANCE

Employees who fail to provide a Criminal Background Check – **Vulnerable Sector Check** in compliance with Regulation 521/01 as amended by Regulation 322/03 may be suspended without pay pending submission of the Criminal Background Check.

Employees who fail to provide an annual Offence Declaration form by the date prescribed may be suspended without pay until the form is submitted.

CRIMINAL BACKGROUND CHECKS FOR PROSPECTIVE EMPLOYEES

All prospective employees will be required to provide, at their own expense, an original Vulnerable Sector Screening Check prior to commencing employment.

1. All applicants for employment with the Board shall be asked on their employment application form to indicate whether they have ever been convicted of a criminal offence for which a pardon has not been granted.
2. The Board shall enter into a Memorandum of Understanding with the Niagara Regional Police Service regarding the disclosure of information covered by the Memorandum of Understanding and the requirements of the Municipal Freedom of Information and Protection of Privacy Act.
3. Once an applicant for employment has been identified as a potentially successful candidate, an offer of employment may be made conditional upon the Board receiving the applicant's criminal background check results, which meets the requirements of a safe work environment as determined by the senior official in Human Resources Services.
4. The Board shall provide the prospective employee with a Police Criminal Record Check – Police Vulnerable Sector Check form, which is to be completed by the prospective employee and submitted with the applicable fee to the Niagara Regional Police Service for processing.
5. Upon receipt of his or her verification of criminal record, the prospective employee will provide the original Niagara Regional Police Service document to Human Resources Services.
6. The Human Resources Department shall review the documentation to determine whether "bona fide" reasons exist to refuse the position based on the responsibilities inherent in the position.
7. Human Resources Services shall consider the legal procedures contained in the Canadian Charter of Rights and Freedoms, the Criminal Code, the Human Rights Code, the Police Services Act, the Child and Family Services Act, the Young Offenders Act and the Municipal Freedom of Information and Protection of Privacy Act and relevant Board policies.
8. The Board's offer of employment shall be withdrawn if the candidate:
 - i. has outstanding charges or prior convictions which indicate that the candidate could pose a threat to students/staff;
 - ii. has made a false declaration in his or her application for employment; or
 - iii. declines to provide a verification of criminal record as required by Board policy.
9. The offer of employment shall be either confirmed or withdrawn or the applicant's conditional employment shall be confirmed or terminated after receipt of the criminal background check.
10. All information surrounding the Criminal Background Check, including the results, will be maintained in accordance with the Municipal Freedom of Information and Protection of Privacy Act.
11. The Board shall collect an acceptable Criminal Background Check (Vulnerable Sector Screening) before the day an individual commences employment with the Board. All offers of employment with the Board shall be conditional upon the applicant supplying an acceptable criminal background check. Human Resources Services shall facilitate the collection of an Offence Declaration from the individual by September 1 of each year in which the Board employs the individual after the year employment was commenced.

12. In exceptional circumstances, with the approval of the Director of Education and the Superintendent of Human Resources an individual may begin employment with the Board before an acceptable criminal background check is collected.

In such circumstances, the Board will require the individual to submit an Offence Declaration, pending submission of the acceptable criminal background check. Before any exception is made, a binding agreement shall be entered between the employee or any authorized representative of the employee, and the Board, ensuring that the verification will be provided without delay. This agreement will preserve the Board's right to revoke the offer of employment, and dismiss the employee, should the information provided by the employee prove to be false or misleading in any respect, or if the background check is determined to be unacceptable.

Adopted Date:	June 26, 2001
Revision History:	June 19, 2003 June 17, 2014

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 28, 2020**

**TITLE: POLICIES – PRIOR TO VETTING
VIDEO SECURITY SURVEILLANCE POLICY (701.3)**

Prepared by: Scott Whitwell, Controller of Facilities Services

Presented by: Scott Whitwell, Controller of Facilities Services

Date: January 28, 2020



Niagara Catholic District School Board
VIDEO SECURITY SURVEILLANCE POLICY
STATEMENT OF POLICY

700 – Buildings And Site

Policy No 701.3

Adopted Date: February 26, 2002

Latest Reviewed/Revised Date: June 18, 2013

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board strives to maintain safe and secure learning environments for students, staff and community members involved in Board authorized programs.

The Niagara Catholic District School Board supports the use of video security surveillance systems at any facility owned by the Board, if deemed necessary to ensure the on-going safety of students, staff, community members and property. The implementation of video security surveillance systems requires the approval of the Director of Education.

Surveillance equipment will be located in public access areas of schools/buildings and/or in areas where there is a demonstrated need to protect students, staff, community members and Board-owned equipment and property. Any exterior surveillance equipment will be located to monitor Board property only, and not neighbourhood areas. It is intended that the surveillance equipment will be operational at all times throughout the day and night. Video security surveillance systems complement other means being used to promote and foster a safe and secure learning environment under the *Safe Schools Act*.

School principals, or their designates, will be responsible for the use of the system equipment and for the privacy obligations under the *Municipal Freedom of Information and Protection of Privacy Act*.

Board employees and service providers will have access to the personal information collected under the video surveillance program only where necessary in the performance of their duties, and where the access is necessary and proper in the discharge of the Board's functions.

The Board recognizes its obligations under the *Municipal Freedom of Information and Protection of Privacy Act* regarding the collection, retention, use, disclosure and disposal of personal information relating to video surveillance. Any questions relating to the Board's privacy obligations under the Act must be referred to the Board's ~~Freedom of Information~~ **Coordinator of Information Management/Freedom of Information and Privacy**.

The Niagara Catholic District School Board will maintain control of and responsibility for the video surveillance system at all times.

The Director of Education is responsible for the overall Board video security surveillance program.

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

References

- [*Education Statutes and Regulations of Ontario*](#)
- [*Information and Privacy Commissioner of Ontario: Guidelines for the Use of Video Surveillance*](#)
- [*Municipal Freedom of Information and Protection of Privacy Act*](#)
- ~~[*Safe Schools Act – Bill 81*](#)~~
- [*Niagara Catholic District School Board Policies*](#)
 - [*Privacy Policy \(600.6\)*](#)
 - [*Records and Information Management Policy \(600.2\)*](#)
- [*Niagara Catholic District School Board Procedures/Documents*](#)
 - [*Freedom of Information Request Procedure*](#)
 - [*Records and Information Management Classification & Retention System*](#)
 - [*Notice of the Collection, Use and Disclosure of Student Personal Information*](#)
 - [*Privacy Breach Procedure*](#)
 - [*Safe and Accepting Schools Policy \(302.6\)*](#)



Niagara Catholic District School Board
VIDEO SECURITY SURVEILLANCE POLICY
ADMINISTRATIVE PROCEDURES

700 – Buildings And Site

Policy No 701.3

Adopted Date: February 26, 2002

Latest Reviewed/Revised Date: June 18, 2013

DEFINITIONS

Video Surveillance System refers to a video, physical or other mechanical, electronic or digital surveillance system or device that enables continuous or periodic video recording, observing or monitoring of individuals in school buildings and on school premises. A video surveillance system includes an audio device, thermal imaging technology, or any other component associated with recording the image of an individual.

Reception Equipment refers to the equipment or device used to receive or record the personal information collected through a video surveillance system, including a camera or video monitor or any other video, audio, physical or other mechanical, electronic or digital device.

Storage Device refers to a computer disk or drive, CD ROM, computer chip or other device used to store the recorded data or visual, audio or other images captured by a video surveillance system.

RESPONSIBILITIES

Director of Education

The Director of Education is responsible for the overall Board video security surveillance program.

Controller of Facilities Services

The Controller of Facilities Services is responsible for the development and review of the policy and supporting procedures along with the technical aspects of the video security surveillance systems and the coordination of related audits.

~~Manager of Corporate Services & Communications~~/**Freedom of Information Coordinator of Information Management/Freedom of Information and Privacy.**

The ~~Manager of Corporate Services & Communications~~/**Freedom of Information Coordinator of Information Management/Freedom of Information and Privacy** is the staff member responsible for the Board's privacy obligations under the *Municipal Freedom of Information and Protection of Privacy Act* and privacy issues related to this policy.

~~Manager~~ **Administrator of Facilities Services**

The ~~Manager~~ **Administrator** of Facilities Services is responsible for the life-cycle management of authorized video security surveillance systems (specifications, equipment standards, installation, maintenance, replacement, disposal, and related requirements (e.g. signage)). ~~and Principal/Facility Manager~~ **Administrator of Facilities Services/Delegate are responsible for related** training at Board sites.

***Principal/Facility Manager* Administrator of Facilities Services**

The Principal/Facility ~~Manager~~ **Administrator of Facilities Services** of a school/site having a video security surveillance system is responsible for the day-to-day operation of the system in accordance with the policy, procedures, and direction/guidance that may be issued from time-to-time.

General

RELOCATED UNDER HEADING BELOW

~~Video security surveillance systems are a resource used by the Niagara Catholic District School Board at selected schools and sites within the Board's jurisdiction to promote the safety of students, staff, and community members. Where deployed for that purpose, these systems help to protect school property against theft or vandalism and can assist in the identification of intruders and of persons breaking the law. In the event of a reported or observed incident, the review of recorded information may be used to assist in the investigation of the incident. These procedures are not intended to deal with instances where school staff record a specific school event or an isolated instance where a classroom is recorded for educational or research purposes.~~

~~The procedures do not apply to “covert surveillance” i.e. surveillance conducted by means of hidden devices, without notice to the individuals being monitored. Employees who knowingly or deliberately breach the policy or the provisions of the *Municipal Freedom of Information and Protection of Privacy Act* or other relevant statutes may be subject to discipline. Service providers who knowingly or deliberately breach the policy or the provisions of the Acts or other relevant statutes may be found to be in breach of the contract leading to penalties up to and including contract termination. Service contracts must be worded accordingly in order to permit such a process. Any agreements between the Board and service providers shall state that the records dealt with or created while delivering a video security surveillance program are under the Board's control and subject to the Acts.~~

CONSIDERATIONS FOR VIDEO SECURITY SURVEILLANCE SYSTEMS

~~Video security surveillance systems are a resource used by the Niagara Catholic District School Board at selected schools and sites within the Board's jurisdiction to promote the safety of students, staff, and community members. Where deployed for that purpose, these systems help to protect school property against theft or vandalism and can assist in the identification of intruders and of persons breaking the law. In the event of a reported or observed incident, the review of recorded information may be used to assist in the investigation of the incident. These procedures are not intended to deal with instances where school staff record a specific school event or an isolated instance where a classroom is recorded for educational or research purposes.~~

~~The procedures do not apply to “covert surveillance” i.e., such as, surveillance conducted by means of hidden devices, without notice to the individuals being monitored. Employees who knowingly or deliberately breach the policy or the provisions of the *Municipal Freedom of Information and Protection of Privacy Act* or other relevant statutes may be subject to discipline. Service providers who knowingly or deliberately breach the policy or the provisions of the Acts or other relevant statutes may be found to be in breach of the contract leading to penalties up to and including contract termination. Service contracts must be worded accordingly in order to permit such a process. Any agreements between the Board and service providers shall state that the records dealt with or created while delivering a video security surveillance program are under the Board's control and subject to the Acts.~~

Before deciding if a school or facility warrants a video security surveillance system, the following will be taken into consideration:

- Whether less intrusive means of deterrence, such as increased monitoring by staff and after-hours security guard patrols, have been shown or are believed to be ineffective or unworkable.
- The history of incidents (e.g. intrusion, personal safety issues) occurring in the specific school/facility.
- The physical layout of the school/facility – does it permit ready access to unauthorized individuals?

- The effectiveness of a video security surveillance program in dealing with or preventing future incidents of the type that have already occurred or may occur.

Consultations should be conducted with relevant stakeholders as to the necessity of the proposed video security surveillance program at the school/facility.

Notification

The Board is required to adhere to the notification requirements of the *Municipal Freedom of Information and Protection of Privacy Act* by prominently displaying signs at the entrances, exterior walls, and/or the interior of buildings having video security surveillance systems, indicating that video surveillance is in effect. Signage must include the legal authority for the collection of personal information; the principal purpose(s) for which the personal information is intended to be used and the title, business address and telephone number of someone who can answer questions about the collection.

Security and Storage

Reception equipment and storage devices shall be in a strictly controlled access area.

Use of Recorded Video

Only the Principal, Vice-Principal or designate **authorized by Facilities Services** may review the recorded video. Circumstances, which would warrant review, will normally be limited to an incident that has been reported/observed or to investigate a potential crime. Real-time viewing of monitors may be delegated by the Principal **or authorized by Facilities Services** to a very limited number of individuals (e.g. a secretary, a special event security guard).

Retention of Recorded Information

The retention period for information that has not been viewed for law enforcement, school or public safety purposes shall be **thirty (30)** ~~twenty-eight (28)~~ calendar days (~~four (4) weeks~~) for digital systems. Recorded information is to be routinely erased in a manner in which it cannot be reconstructed or retrieved. When recorded information has been viewed for law enforcement, school, or public safety purposes the retention period shall be **the current year plus** one (1) year from the date of viewing.

EVALUATING THE USE OF A VIDEO SURVEILLANCE SYSTEM

Senior Administrative Council will regularly review and evaluate its video surveillance practice at each site.

Adopted Date:	February 26, 2002
Revision History:	October 25, 2002
	June 4, 2003
	May 11, 2004
	June 18, 2013

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
POLICY COMMITTEE MEETING
JANUARY 28, 2020**

TITLE: POLICY AND PROCEDURE REVIEW 2019-2020 SCHEDULE

The Policy and Procedure Review 2019-2020
Schedule is presented for information.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Presented by: John Crocco, Director of Education/Secretary-Treasurer
Date: January 28, 2020



POLICY AND GUIDELINE REVIEW SCHEDULE

SEPTEMBER 2019 - JUNE 2020

Updated: January 28, 2020

SORTED BY POLICY COMMITTEE MEETING DATE				
Policy Issued	Reviewed Revised	Policy #	POLICY NAME	Prior to Vetting After Vetting
1998	2017	202.2	Catholic Leadership: Principal & Vice-Principal Selection	September 2019
2010	2016	100.10.1	Religious Accommodation	September 2019
NEW	NEW	NEW	Emergency Instructors Elementary	September 2019
NEW	NEW	NEW	Catholic Leadership: Supervisory Officer & Controller of Facilities Selection	September 2019
1998	2016	100.5	Establishment and Cyclical Review of Policies	October 2019
2013	2013	800.9	Volunteering in Catholic Schools	October 2019
2005	2014	100.8	Trustee Electronic Meetings (Board and Committees)	October 2019
1998	2015	600.1	Purchasing/Supply Chain Management	October 2019
2001	2013	302.6.2	Code of Conduct - Safe Schools	October 2019
2007	2013	201.14	Employee Meals & Hospitality	October 2019
2007	2013	201.15	Employee Conferences, Workshops & Meetings	October 2019
2003	2013	400.5	Acceleration/Retention (Elementary)	October 2019
2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	October 2019
2014	2014	303.1	Concussion	November 2019
2016	2016	100.15	Naming of a Board Facility, Designated Area or Chapel	November 2019
2006	2014	201.13	Sexual Misconduct	November 2019
2002	2018	201.7	Employee Workplace Harassment *	November 2019
2002	2018	201.11	Employee Workplace Violence *	November 2019
2002	2018	201.6	Occupational Health & Safety *	November 2019
NEW	NEW	NEW	Student Use of Guide Dogs & Service Animals	November 2019
1998	2017	202.2	Catholic Leadership: Principal & Vice-Principal Selection	November 2019
2010	2016	100.10.1	Religious Accommodation	November 2019
1998	2012	301.3	Attendance Areas	January 2020
2002	2013	701.3	Video Security Surveillance	January 2020
2001	2014	302.6.7	Criminal Background Check - Safe Schools	January 2020
2010	2015	100.10	Equity and Inclusive Education	January 2020
2014	2014	100.14	Use of Corporate Logo	January 2020
1998	2016	100.5	Establishment and Cyclical Review of Policies	January 2020
2013	2013	800.9	Volunteering in Catholic Schools	January 2020
2005	2014	100.8	Trustee Electronic Meetings (Board and Committees)	January 2020
1998	2015	600.1	Purchasing/Supply Chain Management	January 2020
2001	2013	302.6.2	Code of Conduct - Safe Schools	January 2020
2007	2014	600.5	Advertising Expenditures	February 2020
2007	2014	100.9	Advocacy Expenditures	February 2020
2006	2014	301.6	School Generated Funds	February 2020
2013	2013	203.4	Leadership Pathways	February 2020
2014	2014	303.1	Concussion	February 2020
2016	2016	100.15	Naming of a Board Facility, Designated Area or Chapel	February 2020
2006	2014	201.13	Sexual Misconduct	February 2020
2002	2018	201.7	Employee Workplace Harassment *	February 2020
2002	2018	201.11	Employee Workplace Violence *	February 2020
2002	2018	201.6	Occupational Health & Safety *	February 2020
NEW	NEW	NEW	Student Use of Guide Dogs & Service Animals	February 2020
2006	2014	301.7	Ontario Student Record (OSR)	March 2020
1998	2014	701.1	Architect Selection	March 2020
1998	2012	301.3	Attendance Areas	March 2020
2002	2013	701.3	Video Security Surveillance	March 2020
2001	2014	302.6.7	Criminal Background Check - Safe Schools	March 2020
2010	2015	100.10	Equity and Inclusive Education	March 2020
2014	2014	100.14	Use of Corporate Logo	March 2020
2012	2015	201.16	Attendance Support Program	April 2020
1998	2015	201.2	Retirement & Service Recognition Celebration	April 2020
2007	2015	800.4	Volunteer Recognition	April 2020
2007	2014	600.5	Advertising Expenditures	April 2020
2007	2014	100.9	Advocacy Expenditures	April 2020
2013	2013	203.4	Leadership Pathways	April 2020
2006	2014	301.6	School Generated Funds	April 2020
2009	2015	301.8	Safe Physical Intervention with Students	May 2020
2001	2015	302.4	Volunteer Driver	May 2020
1998	2016	701.2	Pupil Accommodation Review	May 2020
2006	2014	301.7	Ontario Student Record (OSR)	May 2020
1998	2014	701.1	Architect Selection	May 2020

* Ministry of Labour Compliance Annual Review

SORTED BY CW/BOARD MEETING DATE

Policy Issued	Reviewed Revised	Policy #	POLICY NAME	CW/BD
NEW	NEW	NEW	Emergency Instructors Elementary	October 2019
NEW	NEW	NEW	Catholic Leadership: Supervisory Officer & Controller of Facilities Selection	October 2019
2007	2013	201.14	Employee Meals & Hospitality	November 2019
2007	2013	201.15	Employee Conferences, Workshops & Meetings	November 2019
2003	2013	400.5	Acceleration/Retention (Elementary)	November 2019
2001	2013	302.6.1	Opening or Closing Exercises - Safe Schools	November 2019
1998	2017	202.2	Catholic Leadership: Principal & Vice-Principal Selection	December 2019
2010	2016	100.10.1	Religious Accommodation	December 2019
1998	2016	100.5	Establishment and Cyclical Review of Policies	February 2020
2013	2013	800.9	Volunteering in Catholic Schools	February 2020
2005	2014	100.8	Trustee Electronic Meetings (Board and Committees)	February 2020
1998	2015	600.1	Purchasing/Supply Chain Management	February 2020
2001	2013	302.6.2	Code of Conduct - Safe Schools	February 2020
2014	2014	303.1	Concussion	March 2020
2016	2016	100.15	Naming of a Board Facility, Designated Area or Chapel	March 2020
2006	2014	201.13	Sexual Misconduct	March 2020
2002	2018	201.7	Employee Workplace Harassment *	March 2020
2002	2018	201.11	Employee Workplace Violence *	March 2020
2002	2018	201.6	Occupational Health & Safety *	March 2020
NEW	NEW	NEW	Student Use of Guide Dogs and Service Animals	March 2020
1998	2012	301.3	Attendance Areas	April 2020
2002	2013	701.3	Video Security Surveillance	April 2020
2001	2014	302.6.7	Criminal Background Check - Safe Schools	April 2020
2010	2015	100.10	Equity and Inclusive Education	April 2020
2014	2014	100.14	Use of Corporate Logo	April 2020
2007	2014	600.5	Advertising Expenditures	May 2020
2007	2014	100.9	Advocacy Expenditures	May 2020
2013	2013	203.4	Leadership Pathways	May 2020
2006	2014	301.6	School Generated Funds	May 2020
2006	2014	301.7	Ontario Student Record (OSR)	June 2020
1998	2014	701.1	Architect Selection	June 2020