



*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

COMMITTEE OF THE WHOLE MEETING

**TUESDAY, FEBRUARY 11, 2020
6:30 P.M.**

*FATHER KENNETH BURNS, C.S.C. BOARD ROOM
CATHOLIC EDUCATION CENTRE, WELLAND, ONTARIO*



A. ROUTINE MATTERS

- | | |
|--|--------|
| 1. Opening Prayer – Trustee Burkholder | - |
| 2. Roll Call | - |
| 3. Approval of the Agenda | - |
| 4. Declaration of Conflict of Interest | - |
| 5. Approval of Minutes of the Committee of the Whole Meeting of January 14, 2020 | A5 |
| 6. Consent Agenda Items | - |
| 6.1 Unapproved Minutes of the Policy Committee Meeting of January 28, 2020 | A6.1 |
| 6.2 Approval of Policies | - |
| 6.2.1 Establishment and Cyclical Review of Policies Policy (100.5) | A6.2.1 |
| 6.2.2 Trustee Electronic Meetings (Board and Committees) Policy (100.8) | A6.2.2 |
| 6.2.3 Code of Conduct Policy (302.6.2) | A6.2.3 |
| 6.2.4 Purchasing/Supply Chain Management Policy (600.1) | A6.2.4 |
| 6.2.5 Volunteering in Catholic Schools Policy (800.9) | A6.2.5 |
| 6.3 Financial Investments as of December 31, 2019 | A6.3 |
| 6.4 Elementary and Secondary School Year Calendars 2020-2021 | A6.4 |
| 6.5 Extended Overnight Field Trip, Excursion and Exchange Committee | A6.5 |
| 6.6 Staff Development Department Professional Development Opportunities | A6.6 |
| 6.7 Capital Projects Progress Report Update | A6.7 |
| 6.8 In Camera Items F1 and F3 | - |

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

- | | |
|--|----|
| 1. Committee of the Whole System Priorities and Budget 2019-2020/2020-2021 | C1 |
| 2. Applied Behavioural Analyses Support Model | C2 |
| 3. Accountability Financial Report 2019-2020 as of January 31, 2020 | C3 |

- 4. Monthly Updates
- 4.1 Student Senate Update -
- 4.2 Senior Staff Good News Update -

D. INFORMATION

- 1. Trustee Information
- 1.1 Spotlight on Niagara Catholic – January 28, 2020 D1.1
- 1.2 Calendar of Events – February D1.2

E. OTHER BUSINESS

- 1. General Discussion to Plan for Future Action -

F. BUSINESS IN CAMERA

G. REPORT ON THE IN CAMERA SESSION

H. ADJOURNMENT

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 11, 2020**

PUBLIC SESSION

**TOPIC: MINUTES OF THE COMMITTEE OF THE WHOLE
MEETING OF JANUARY 14, 2020**

RECOMMENDATION

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of January 14, 2020, as presented.



MINUTES OF THE COMMITTEE OF THE WHOLE MEETING

TUESDAY, JANUARY 14, 2020

Minutes of the Meeting of the Committee of the Whole of the Niagara Catholic District School Board, held on Tuesday, January 14, 2020 in the Father Kenneth Burns c.s.c. Board Room, at the Catholic Education Centre, 427 Rice Road, Welland.

The meeting was called to order at 6:39 p.m. by Vice-Chair Sicoli.

A. ROUTINE MATTERS

1. Opening Prayer

Opening Prayer was led by Trustee Sicoli

2. Roll Call

Vice-Chair Sicoli noted that all Trustees and Student Trustees were in attendance.

Trustee	Present	Present Electronically	Absent	Excused
Rhianon Burkholder	✓			
Kathy Burtnik	✓			
Frank Fera	✓			
Larry Huibers	✓			
Daniel Moody	✓			
Leanne Prince	✓			
Dino Sicoli	✓			
Paul Turner	✓			
Student Trustees				
Jade Bilodeau	✓			
Luca DiPietro	✓			

Special Guest:

Honorary Chair: (Most Rev.) **Gerard P. Bergie**, D.D., Bishop of St. Catharines

The following staff were in attendance:

John Crocco, Director of Education; **Yolanda Baldasaro**, **Ted Farrell**, **Lee Ann Forsyth-Sells**, **Frank Iannantuono**, **Pat Rocca**, Superintendents of Education; **Giancarlo Vetrone**, Superintendent of Business & Financial Services; **Scott Whitwell**, Controller of Facilities Services; **Anna Pisano**, Recording Secretary/Administrative Assistant, Corporate Services & Communications

3. Approval of the Agenda

Moved by Trustee Moody

THAT the Committee of the Whole approve the Agenda of the Committee of the Whole Meeting of January 14, 2020, as presented.

CARRIED

4. Declaration of Conflict of Interest

No Declaration of Conflict of Interest was declared with any items on the Agenda.

5. Approval of Minutes of the Committee of the Whole Meeting of December 3, 2019

Moved by Trustee Prince

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting of December 3, 2019, as presented.

CARRIED

6. Consent Agenda Items

6.1 Holy Childhood 2019

Presented for information.

6.2 2019-2020 Parents Reaching Out (PRO) Grants

Presented for information.

6.3 Design of System Priorities and Budget 2020-2021 Consultation and Collaboration Schedule

THAT the Committee of the Whole recommends that the Niagara Catholic District School Board approve the report on the Design of System Priorities and Budget 2020-2021 Consultation and Collaboration Schedule, as presented.

6.4 Staff Development Department Professional Development Opportunities

Presented for information.

6.5 Capital Projects Progress Report Update

Presented for information.

6.6 In Camera Items F1 and F4

Moved by Trustee Burtnik

THAT the Committee of the Whole adopt consent agenda items.

CARRIED

B. PRESENTATIONS

C. COMMITTEE AND STAFF REPORTS

1. Committee of the Whole System Priorities and Budget 2019-2020 Update

Director Crocco and members of Senior Administrative Council presented Committee of the Whole System Priorities and Budget 2019-2020 Update.

Director Crocco and Senior Staff answered questions of Trustees.

2. 28,800 Seconds: The Power of Teamwork

Yolanda Baldasaro, Superintendent of Education provided background information on the 28,800 Seconds: The Power of Teamwork and introduced Jennifer DeCoff, Principal of St. Gabriel Lalemant Catholic Elementary School and a member of the Power of Teamwork Committee.

Principal DeCoff presented the 28,800 Seconds: The Power of Teamwork report.

Superintendent Baldasaro and Principal DeCoff answered questions of Trustees.

3. Accountability Financial Report 2019-2020 as of December 31, 2019

Giancarlo Vetrone, Superintendent of Business & Financial Services presented the Accountability Financial Report 2019-2020 as of December 31, 2019.

Superintendent Vetrone answered questions of Trustees.

4. Monthly Updates

4.1 Student Trustees' Update

Jade Bilodeau and Luca DiPietro, Student Trustees, presented a brief verbal update on the current activities of the Student Senate.

4.2 Senior Staff Good News Update

1. Trustee Information

Director Crocco confirmed presentation of items D1.1 to D1.6 for the information or questions of Trustees and highlighted for discussion items D1.5 and D1.6

1.1 Spotlight on Niagara Catholic – December 17, 2019

1.2 Calendar of Events – January 2020

1.3 OCSTA Memorandum – Ontario Human Rights Commission Inquiry Regarding Students with Reading Disabilities

1.4 OCSTA Memorandum – List of Integrity Commissioners

1.5 Draft 2020 Board Committee Membership

Following discussions adjustments were made to the Draft 2020 Board Committee Membership for approval at the January Board meeting.

1.6 Draft School Year Calendar 2020-2021

Director Crocco shared a memo regarding the vetting of the 2020-2021 School Year Calendar

D. OTHER BUSINESS

1. General Discussion to Plan for Future Action

- 1.1 Ongoing consultation and input on the Design of the 2020-2021 System Priorities and Budget.
- 1.2 The Annual Mid-Year System Priority Review Report is on schedule for the January 2020 Board meeting.

E. BUSINESS IN CAMERA

Moved by Trustee Burtnik

THAT the Committee of the Whole move into the In Camera Session.

CARRIED

The Committee of the Whole moved into the In Camera Session of the Committee of the Whole Meeting at 7:50 p.m. and reconvened at 8:15 p.m.

F. REPORT ON THE IN-CAMERA SESSION

Moved by Trustee Burtnik

THAT the Committee of the Whole report the motions from the In Camera Session of the Committee of the Whole Meeting of January 14, 2020.

CARRIED

SECTION A: STUDENT TRUSTEES INCLUDED

Moved by Trustee Burtnik

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section A: Student Trustees Included) held on December 3, 2019, as presented.

CARRIED (Item F1)

Moved by Trustee Burtnik

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the recommendation as outlined in Item F2 of the In Camera Agenda.

CARRIED (Item F2)

SECTION B: STUDENT TRUSTEES EXCLUDED

Moved by Trustee Burtnik

THAT the Committee of the Whole approve the Minutes of the Committee of the Whole Meeting - In Camera Session (Section B: Student Trustees Excluded) held on December 3, 2019, as presented.

CARRIED (Item F4)

G. ADJOURNMENT

Moved by Trustee Burtnik

THAT the January 14, 2020 Committee of the Whole Meeting be adjourned.

CARRIED

This meeting was adjourned at 8:16 p.m.

Minutes of the Committee of the Whole Meeting of the Niagara Catholic District School Board held on **January 14, 2020.**

Approved on **February 11, 2020.**

Dino Sicoli
Vice-Chair of the Board

John Crocco
Director of Education/Secretary -Treasurer

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 11, 2020**

PUBLIC SESSION

**TOPIC: UNAPPROVED MINUTES OF THE POLICY COMMITTEE
MEETING OF JANUARY 28, 2020**

RECOMMENDATION

THAT the Committee of the Whole receive the Unapproved Minutes of the Policy Committee Meeting of January 28, 2020, as presented.



MINUTES OF THE POLICY COMMITTEE MEETING

TUESDAY, JANUARY 28, 2020

Minutes of the Policy Committee Meeting held on Tuesday, January 28, 2020 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 Chair Fera who chaired the meeting for Policy Committee Chair Huibers who joined electronically.

1. Opening Prayer

The meeting was opened with a prayer by Trustee Fera

2. Attendance

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

Trustees:

Rhianon Burkholder
Kathy Burtnik
Dino Sicoli
Paul Turner

Student Trustees:

Jade Bilodeau

Staff:

John Crocco, Director of Education
Ted Farrell, Superintendent of Education
Lee Ann Forsyth-Sells, Superintendent of Education
Frank Iannantuono, Superintendent of Education/Human Resources
Giancarlo Vetrone, Superintendent of Business & Finance
Scott Whitwell, Controller of Facilities Services

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

3. Approval of Agenda

Moved by Trustee Prince

THAT the January 28, 2020 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 November 26, 2019

Moved by Trustee Prince

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

APPROVED

6. Policies

ACTION REQUIRED

POLICIES - FOR RECOMMENDATION TO FEBRUARY 11, 2020 COMMITTEE OF THE WHOLE MEETING

6.1 Establishment and Cyclical Review of Policies Policy (100.5)

Director Crocco presented feedback received from the vetting process and highlighted recommended amendments to the Establishment and Cyclical Review of Policies Policy (100.5) following the vetting process.

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

POLICY STATEMENT

- Page 1, paragraph 3 – remove “*Vision 2020*”

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Huibers

THAT the Policy Committee recommend to the February 11, 2020 Committee of the Whole Meeting to approve the revisions to the Establishment and Cyclical Review of Policies Policy (100.5), as amended.

APPROVED

6.2 Trustee Electronic Meetings (Board and Committees) Policy (100.8)

Director Crocco presented feedback received from the vetting process and highlighted recommended amendments to the Trustee Electronic Meetings (Board and Committees) Policy (100.8) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Prince

THAT the Policy Committee recommend to the February 11, 2020 Committee of the Whole Meeting to approve the revisions to the Trustee Electronic Meetings (Board and Committees) Policy (100.8), as presented.

APPROVED

6.3 Code of Conduct Policy (302.6.2)

Lee Ann Forsyth-Sells, Superintendent of Education presented feedback received from the vetting process and highlighted recommended amendments to the Code of Conduct Policy (302.6.2) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- Page 5, bullet 6 of Standards of Behaviour – add “values and”

Moved by Trustee Huibers

THAT the Policy Committee recommend to the February 11, 2020 Committee of the Whole Meeting to approve the revisions to the Code of Conduct Policy (302.6.2), as amended.

APPROVED

6.4 Purchasing/Supply Chain Management Policy (600.1)

Giancarlo Vetrone, Superintendent of Business & Financial Services presented feedback received from the vetting process and highlighted recommended amendments to the Purchasing/Supply Chain Management Policy (600.1) following the vetting process.

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

POLICY STATEMENT

- No amendment

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Prince

THAT the Policy Committee recommend to the February 11, 2020 Committee of the Whole Meeting to approve the revisions to the Purchasing/Supply Chain Management Policy (600.1), as presented.

APPROVED

6.5 Volunteering in Catholic Schools Policy (800.9)

Scott Whitwell, Controller of Facilities Services presented feedback received from the vetting process and highlighted recommended amendments to the Volunteering in Catholic Schools Policy (800.9) following the vetting process.

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

POLICY STATEMENT

- Move resources listed of Code of Conduct Policy, Privacy Policy and Privacy Breach Procedure to Policies/Procedures Reference section

ADMINISTRATIVE PROCEDURES

- No amendment

Moved by Trustee Prince

THAT the Policy Committee recommend to the February 11, 2020 Committee of the Whole Meeting to approve the revisions to the Volunteering in Catholic Schools Policy (800.9), as amended.

APPROVED

POLICIES - PRIOR TO VETTING

6.6 Equity and Inclusive Education Policy (100.10)

Superintendent Forsyth-Sells, presented the Equity and Inclusive Education Policy (100.10).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Page 4, 7 and 8 – change paragraphs to align with the Code of Conduct Policy once approved by the Board.

The Policy Committee requested that the Policy, be vetted following the Board's approval of the Code of Conduct Policy (302.6.2).

6.7 Use of Corporate Logo Policy (100.14)

Director Crocco, presented the Use of Corporate Logo Policy (100.14).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Policy, be vetted from January 29, 2020 to March 11, 2020 with a recommended deadline for presentation to the Policy Committee in March 2020, for consideration to the Committee of the Whole and Board in February 2020.

6.8 Attendance Areas Policy (301.3)

Ted Farrell, Superintendent of Education, presented the Attendance Areas Policy (301.3).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- Page 3 – add “, *pastors*”

The Policy Committee requested that the Policy, be vetted from January 29, 2020 to March 11, 2020 with a recommended deadline for presentation to the Policy Committee in March 2020, for consideration to the Committee of the Whole and Board in February 2020.

6.9 Criminal Background Check – Safe Schools Policy (302.6.7)

Superintendent Iannantuono, presented the Criminal Background Check – Safe Schools Policy (302.6.7).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- No amendments

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Policy, be vetted from January 29, 2020 to March 11, 2020 with a recommended deadline for presentation to the Policy Committee in March 2020, for consideration to the Committee of the Whole and Board in February 2020.

6.10 Video Security Surveillance Policy (701.3)

Scott Whitwell, Controller of Facilities Services, presented the Video Security Surveillance Policy (701.3).

The Policy Committee suggested the following amendments:

POLICY STATEMENT

- Under References add “/Procedures” and remove “*Niagara Catholic District School Board Procedures/Documents*” bullet

ADMINISTRATIVE PROCEDURES

- No amendments

The Policy Committee requested that the Policy, be vetted from January 29, 2020 to March 11, 2020 with a recommended deadline for presentation to the Policy Committee in March 2020, for consideration to the Committee of the Whole and Board in February 2020.

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

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

7. Date of Next Meeting

February 25, 2020

8. Adjournment

The meeting adjourned at 5:31 p.m.

A6.2.1

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 11, 2020**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
ESTABLISHMENT AND CYCLICAL REVIEW OF POLICIES
POLICY (100.5)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Establishment and Cyclical Review of Policies Policy (100.5), as presented.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer

Presented by: Policy Committee

Recommended by: Policy Committee

Date: February 11, 2020



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

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 11, 2020**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
TRUSTEE ELECTRONIC MEETINGS (BOARD AND
COMMITTEES) POLICY (100.8)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Trustee Electronic Meetings (Board and Committees) Policy (100.8), as presented.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer

Presented by: Policy Committee

Recommended by: Policy Committee

Date: February 11, 2020



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
COMMITTEE OF THE WHOLE
FEBRUARY 11, 2020**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
CODE OF CONDUCT POLICY (302.6.2)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Code of Conduct Policy (302.6.2), as presented.

Prepared by: Lee Ann Forsyth-Sells, Superintendent of Education
Presented by: Policy Committee
Recommended by: Policy Committee
Date: February 11, 2020



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, gender expression and/or identity, always respecting and upholding the values and 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
COMMITTEE OF THE WHOLE
FEBRUARY 11, 2020**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY
(600.1)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Purchasing/Supply Chain Management Policy (600.1), as presented.

Prepared by: Giancarlo Vetrone, Superintendent of Business & Financial Services
Presented by: Policy Committee
Recommended by: Policy Committee
Date: February 11, 2020



PURCHASING/SUPPLY CHAIN MANAGEMENT POLICY

STATEMENT OF POLICY

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.
>\$ 2,500 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 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 & Superintendent of Business & Finance Supt. 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**
- ~~G.E.~~ Segregation of Duties**
- ~~H.F.~~ Evaluation of Bids**
- ~~I.G.~~ Contract Awards and Management**
- ~~J.H.~~ Cooperative Purchasing**
- ~~K.I.~~ Disposal Procedures**
- ~~L.J.~~ Prohibitions Regarding Purchases**
- ~~M.K.~~ Miscellaneous**

PURCHASING CODE OF ETHICS – NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

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

Personal Integrity and Professionalism

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

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

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

Confidential information must be safeguarded.

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

Accountability and Transparency

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

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

Compliance and Continuous Improvement

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

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

Purchasing Principles - Niagara Catholic District School Board

The purchasing principles of the Board shall be as follows:

- ~~1. Board staff shall utilize a centralized purchasing program for the purchase of all Goods and Services through the Purchasing section of the Financial Services Department.~~
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.
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.
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.
4. Board staff shall consider all costs, including acquisition, operating and disposal costs, in evaluating **B**id submissions from **r**esponsive and **r**esponsible **v**endors, rather than basing a decision solely on the lowest **B**id price (i.e. "Total Acquisition Cost" method of procurement).
- ~~5. 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.~~
- ~~6.~~5. All Supervisory personnel are responsible for ensuring their immediate staff are properly informed of and comply with this policy, its regulations and procedures.
- ~~7.~~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.
- ~~8.~~7. Unauthorized purchases will be considered an obligation of the person making the purchase and not an obligation of the Board.
- ~~9.~~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.

- ~~10~~.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.
- ~~11~~.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.
- ~~12~~.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)xi) **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 initialed 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
COMMITTEE OF THE WHOLE
FEBRUARY 11, 2020**

PUBLIC SESSION

**TOPIC: APPROVAL OF POLICIES
VOLUNTEERING IN CATHOLIC SCHOOLS POLICY (800.9)**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Volunteering in Catholic Schools Policy (800.9), as presented.

Prepared by: Frank Iannantuono, Superintendent of Education/Human Resources
Presented by: Policy Committee
Recommended by: Policy Committee
Date: February 11, 2020



VOLUNTEERING IN CATHOLIC SCHOOLS POLICY

STATEMENT OF POLICY

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 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/Forms***
 - ***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)***
 - ***Code of Conduct Policy (302.6.2)***
 - ***Privacy Policy (600.6)***
 - ***Privacy Breach Procedure***
- ~~***Niagara Catholic District School Board Forms***~~
 - ***Annual Offence Declaration***
 - ***Volunteer Application Form***



VOLUNTEERING IN CATHOLIC SCHOOLS POLICY

ADMINISTRATIVE PROCEDURES

- ~~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
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 11, 2020**

PUBLIC SESSION

TITLE: FINANCIAL INVESTMENTS AS OF DECEMBER 31, 2019

The Financial Investments as of December 31, 2019 Report is presented for information.

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

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

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: February 11, 2020



REPORT TO THE COMMITTEE OF THE WHOLE FEBRUARY 11, 2020

FINANCIAL INVESTMENTS AS OF DECEMBER 31, 2019

BACKGROUND INFORMATION

In accordance with legislation, and the Board's Financial Investment Policy (6007.) the Board has invested its surplus funds in securities prescribed under the *Education Act, O. Reg. 41/10* – Part IV Eligible Investments. The Board continues to endeavour to achieve a positive rate of return to minimize the risk associated with investments by ensuring that the Board is compliant with the Education Act, while maintaining sufficient liquidity.

Management Methodology

In compliance with the Board financial Investment Policy, the investment objectives of the Board shall, in order of priority, be as follows:

1. Adherence to statutory requirements by the Education Act
2. Preservation of capital
3. Maintenance of liquidity
4. Competitive rate of return on investments commensurate with constraints in (1).

Calendar Year-End Financial Investments Portfolio Results:

	Initial Purchase Date	Initial Investment	Value on Dec 31, 2018 (\$)	Value on Dec 31, 2019 (\$)	% of total value	Annual Return
Fixed Income Equities Investment Cert A 2.710%	11/17/2018	5,000,000	5,000,000	5,000,000	40.2	135,500
*Mutual Funds BNS CDN MAT Dec 1/2022	11/17/2018	5,000,000	4,702,000	4,910,500	39.6	50,000
Fixed Income Equities Investment Cert A 2.410%	9/26/2019	2,500,000	-	2,500,000	20.2	25,625
Total		12,500,000	9,702,000	12,410,500	100.0	211,125

*principal protected note and 1% annual dividend.

This annual information report is provided on the status of financial investments.

Financial Investments as of December 31, 2020 report is presented for information.

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

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

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: February 11, 2020

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 11, 2020**

PUBLIC SESSION

**TITLE: ELEMENTARY AND SECONDARY SCHOOL YEAR
CALENDARS: 2020-2021**

RECOMMENDATION

THAT the Committee of the Whole recommend that the Niagara Catholic District School Board approve the Elementary and Secondary School Year Calendars for the 2020-2021 school year, as presented.

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

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

Recommended by: John Crocco, Director of Education/Secretary-Treasurer

Date: February 11, 2020



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE MEETING FEBRUARY 11, 2020

ELEMENTARY AND SECONDARY SCHOOL YEAR CALENDARS: 2020-2021

BACKGROUND INFORMATION

The *Education Act, Regulation 304 - School Year Calendar, Professional Activity Days* outlines the requirements and timelines for preparing and submission of school year calendars to the Ministry of Education for approval.

For the 2020-2021 school year calendars, there are 194 possible school days between September 8, 2020 and June 30, 2021. Within this total, elementary and secondary schools must have a minimum of 194 school days of which seven (7) days must be designated as professional activity days. Secondary schools may have a maximum of ten (10) instructional days set as examination days. The remaining school days shall be instructional days.

CONSULTATION PROCESS

The 2020-2021 School Year Calendar Committee met to discuss and review the draft calendar and the consultation process.

Members of the 2020-2021 School Year Calendar Committee are:

Frank Iannantuono	Superintendent of Education and Committee Chair
Pat Rocca	Superintendent of Education
Lee Ann Forsyth-Sells	Superintendent of Education
Irene Ricci	Elementary Principal
Denice Robertson	Secondary Principal
Anthony Corapi	Coordinator of Staff Development
Marie Balanowski	OECTA President
Darryl Nohara	Niagara Catholic Parent Involvement Committee
Anna Racine	SEAC

The consultation process provided the elementary and secondary draft calendars to all Elementary and Secondary Principals, Vice-Principals, Catholic School Council Chairs, Niagara Catholic Parent Involvement Committee (NCPIC), Special Education Advisory Committee (SEAC), OECTA Elementary and Secondary Presidents, CUPE President and staff for feedback by January 30, 2020.

Simultaneously, there has been on-going consultation with the co-terminous Board to achieve a similar school year calendar, where possible.

SUMMARY OF THE ATTACHED CALENDARS

Highlights of the Proposed School Year Calendars for 2020-2021.

Professional Activity Days

In accordance with the *Education Act, Regulation 304 - School Year Calendar*, the following seven (7) days have been identified as Professional Activity Days.

Elementary:

Wednesday, September 2, 2020
Thursday, September 3, 2020
Friday, October 9, 2020
Friday, November 20, 2020
Friday, January 15, 2021
Friday, June 11, 2021
Wednesday, June 30, 2021

Secondary:

Wednesday, September 2, 2020
Thursday, September 3, 2020
Friday, October 9, 2020
Friday, November 20, 2020
Friday, February 5, 2021
Tuesday, June 29, 2021
Wednesday, June 30, 2021

Secondary Examination Days

Semester 1 – Friday, January 29, 2021 to Thursday, February 4, 2021
Semester 2 – Tuesday, June 22, 2021 to Monday, June 26, 2021

Board and Civic Holidays

Board Holiday	Friday, September 4, 2020
Labour Day	Monday, September 7, 2020
Thanksgiving Day	Monday, October 12, 2020
Christmas Break	Monday, December 21, 2020 to Friday, January 1, 2021
Family Day	Monday, February 15, 2021
March Break	Monday, March 15 to Friday, March 19, 2021 (ten month employees only)
Good Friday	Friday, April 2, 2021
Easter Monday	Monday, April 5, 2021
Victoria Day	Monday, May 24, 2021
Canada Day	Thursday, July 1, 2021

To comply with the timelines outlined in *Regulation 304 - School Year Calendar*, school boards are required to submit Board approved **regular** school year calendars to the Ministry of Education by May 1, 2020 and Board approved **modified** school year calendars to the Ministry of Education by March 1, 2020.

Based on feedback from the consultation process, discussions with the School Year Calendar Committee, Administrative Council and our coterminous board, the 2020-2021 Elementary and Secondary **regular** School Year Calendars will be submitted immediately following the Board Meeting of February 25, 2020 for approval.

Appendix A: *Proposed Elementary School Year Calendars for 2020-2021*

Appendix B: *Proposed Secondary School Year Calendars for 2020-2021*

RECOMMENDATION

THAT the Committee of the Whole recommends that the Niagara Catholic District School Board approve the Elementary and Secondary School Year Calendars for the 2020-2021 school year, as presented.

Prepared by: Frank Iannantuono, Superintendent of Education
Presented by: Frank Iannantuono, Superintendent of Education
Recommended by: John Crocco, Director of Education, Secretary/Treasurer
Date: February 11, 2020

School Year Calendar 2020 - 2021

Legend ▶ **H** - Statutory Holiday Schedule **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday ☐ Half Day

ELEMENTARY

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week										
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
August 2020				3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31										
September 2020	17	2			1	2 P	3 P	4 B	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30								
October 2020	20	1					1	2	5	6	7	8	9 P	12 H	13	14	15	16	19	20	21	22	23	26	27	28	29	30						
November 2020	20	1		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20 P	23	24	25	26	27	30										
December 2020	14				1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 B	22 B	23 B	24 B	25 H	28 H	29 B	30 B	31 B							
January 2021	19	1						1 H	4	5	6	7	8	11	12	13	14	15 P	18	19	20	21	22	25	26	27	28	29						
February 2021	19			1	2	3	4	5	8	9	10	11	12	15 H	16	17	18	19	22	23	24	25	26											
March 2021	18			1	2	3	4	5	8	9	10	11	12	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26	29	30	31								
April 2021	20						1	2 H	5 H	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30						
May 2021	20			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25	26	27	28	31										
June 2021	20	2			1	2	3	4	7	8	9	10	11 P	14	15	16	17	18	21	22	23	24	25	28	29	30 P								
July 2021							1 H	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30						
TOTAL	187	7		<p>Note: The 2020-2021 calendar provides for 196 possible school days between September 1, 2020 and June 30, 2021. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																														

School Year Calendar 2020 - 2021

Legend ▶ **H** - Statutory Holiday Schedule **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday  Half Day

SECONDARY

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week										
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
August 2020				3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31										
September 2020	17	2			1	2 P	3 P	4 B	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30								
October 2020	20	1					1	2	5	6	7	8	9 P	12 H	13	14	15	16	19	20	21	22	23	26	27	28	29	30						
November 2020	20	1		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20 P	23	24	25	26	27	30										
December 2020	14				1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 B	22 B	23 B	24 B	25 H	28 H	29 B	30 B	31 B							
January 2021	19		1					1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29 E						
February 2021	14	1	4	1 E	2 E	3 E	4 E	5 P	8	9	10	11	12	15 H	16	17	18	19	22	23	24	25	26											
March 2021	18			1	2	3	4	5	8	9	10	11	12	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26	29	30	31								
April 2021	20						1	2	5 H	6 H	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30						
May 2021	20			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25	26	27	28	31										
June 2021	15	2	5		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22 E	23 E	24 E	25 E	28 E	29 P	30 P								
July 2021							1 H	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30						
TOTAL	177	7	10	<p>Note: The 2020-2021 calendar provides for 196 possible school days between September 1, 2020 and June 30, 2021. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																														

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 11, 2020**

PUBLIC SESSION

**TITLE: EXTENDED OVERNIGHT FIELD TRIP, EXCURSION AND
EXCHANGE APPROVAL COMMITTEE 2019-2020**

The Extended Overnight Field Trip, Excursion and Exchange Approval Committee 2019-2020 report is presented for information.

Prepared by: Ted Farrell, Superintendent of Education

Presented by: Ted Farrell, Superintendent of Education

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: February 11, 2020



REPORT TO THE COMMITTEE OF THE WHOLE FEBRUARY 11, 2020

EXTENDED OVERNIGHT FIELD TRIP, EXCURSION AND EXCHANGE APPROVAL COMMITTEE 2019-2020

BACKGROUND INFORMATION

The Extended Overnight Field Trip, Excursion and Exchange Approval Committee continues to review proposals for 2019-2020 extended overnight field trips, excursions and exchanges as submitted to date. The composition of the approval Committee is as follows:

1 Supervisory Officer	-	Ted Farrell
1 Secondary School Vice-Principal	-	Andrew Bartley
1 Secondary School Principal	-	Andrew Boon
1 Elementary School Principal	-	Joe Tornabuono
1 Program Department Consultant	-	Krista Moscato

As defined in the Niagara Catholic Educational Field Trip Policy (400.2) Administrative Procedures, an Extended Overnight Field Trip is:

- “Any school/board sponsored and supervised activity, on scheduled instructional days, beyond the school property that requires four or five more night lodgings”
or
- “Requiring an individual flight ticket of \$600.00 or more.” (Part II, A.4)

An Excursion is defined as follows:

- “A trip not directly linked to specific subject curriculum expectations, but provided to enrich a student’s overall Catholic education. An excursion is a trip that is planned and arranged for secondary school students that would be held during the year when the students are not normally expected to be attending classes and that does not adhere to all guidelines and procedures relating to Educational Field Trips.” (Part II, A.5)

Attached to this information report is an Executive Summary of a 2019-2020 Extended Overnight Field Trip as submitted on Tuesday, February 11, 2020. (Appendix A)

The Extended Overnight Field Trip, Excursion and Exchange Approval Committee 2019-2020
report is presented for information.

Prepared by: Ted Farrell, Superintendent of Education

Presented by: Ted Farrell, Superintendent of Education

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: February 11, 2020

EXECUTIVE SUMMARY

Appendix A

Extended Overnight Field Trip, Excursion and Exchange Committee Approval – 2019-2020

SCHOOL	TYPE	APPROVAL REQUIRED	DESTINATION	CURRICULUM UNIT/THEME	EDUCATION VALUE	FAITH COMPONENT	DATE	NUMBER OF STUDENTS, STAFF & CHAPERONES ON TRIP	DURATION	COST (APPROX)	TRANSPORTATION
International Division	Extended Overnight Field Trip	Superintendent Extended Overnight Field Trip Committee and SAC	Loches, France	Non-credit "mutual exchange" program	French Language development and cultural awareness	Students will be attending regularly scheduled faith components (mass, liturgies) held within the school together with the local French students. On weekends while with their French host families students will attend mass with family based on each individual family's schedule.	March 6-21, 2020	12 Students 1 Staff (Michelene Hauber – Teacher at Saint Francis) (Supply Coverage will be arranged for the week of March 9-13, 2020) 1 Chaperone (Marina Wilson from Hospitalite Canada) In the event of a labour disruption, Jennifer Schinkel, Coordinator of International Education or Fred Willson, Administration of International Education will go in place of the Teacher.	16 days (5 school days) 15 nights	\$2,750.00 – includes Round-trip airfare, ground transportation in Canada and France, all accommodations and meals, participation in class at Saint Denis School, day-trip in Paris and various site-seeing trips in and around Loches. Additional Costs for personal spending money (souvineers)	Air France

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 11, 2020**

PUBLIC SESSION

**TITLE: STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL
DEVELOPMENT OPPORTUNITIES**

The Report on Staff Development Department:
Professional Development Opportunities is presented for information.

Prepared by: Frank Iannantuono, Superintendent of Education
Anthony Corapi, Coordinator of Staff Development

Presented by: Frank Iannantuono, Superintendent of Education

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: February 11, 2020



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

REPORT TO THE COMMITTEE OF THE WHOLE MEETING FEBRUARY 11, 2020

STAFF DEVELOPMENT DEPARTMENT PROFESSIONAL DEVELOPMENT OPPORTUNITIES

BACKGROUND INFORMATION

In alignment with the Board's Vision 2020 Strategic Plan and Annual System Priorities, the Department of Staff Development, as an integral aspect of its mandate, acts as the point of co-ordination among various departments. Thus ensuring that all professional development opportunities for staff, both teaching and non-teaching, occur in a seamless fashion to minimize disruptions to the myriad services provided within our Niagara Catholic community.

The following is a listing of activities occurring during the period February 11, 2020 through March 10, 2020.

Friday, February 14, 2020

Elementary Professional Activity Day (all sites)

- All secondary and elementary staff will report to their home school for a self-directed day except for the employee groups identified below as having to attend an off-site training session.
- All Early Childhood Educators (ECE) will remain at their home school for the day. They may collaborate for a half-day with the Kindergarten teacher with a focus on developing and implementing inquiry-based learning and pedagogical documentation assessment strategies.
- All elementary and secondary Educational Assistants (EA) and Child and Youth Workers (CYW) will report to Saint Michael Catholic High School (Theatre and Cafeteria) for a full day training session focused on the Trauma Sensitive Classroom, Wellness and follow-up from the January 2020 training sessions.
- Board Chaplains will report to the Catholic Education Centre from 8:30 a.m. – 3:30 p.m.
- Library Technicians will report to Book Outlet Store (340 Welland Ave, St. Catharines) from 8:30 a.m. – 11:30 a.m.

***OECTA Job Action may result in Self-Directed Professional Development on February 14th.**

Wednesday, January 15, 2020

New Teacher Induction Program (NTIP) – Session 5 (Catholic Education Centre)

- Protégés and mentors will participate in a full-day workshop focusing on educational technology and the use of assistive technology for to support student learning. The day will be led by the board Technology Coaches and Consultant.

The Report on Staff Development:
Professional Development Opportunities are presented for information.

Prepared by: Frank Iannantuono, Superintendent of Education
Anthony Corapi, Coordinator of Staff Development

Presented by: Frank Iannantuono, Superintendent of Education

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: February 11, 2020

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 11, 2020**

PUBLIC SESSION

TITLE: CAPITAL PROJECTS PROGRESS REPORT UPDATE

The Capital Projects Progress Report Update is presented for information.

Prepared by: Scott Whitwell, Controller of Facilities Services
Presented by: Scott Whitwell, Controller of Facilities Services
Approved by: John Crocco, Director of Education/Secretary-Treasurer
Date: February 11, 2020



**REPORT TO THE COMMITTEE OF THE WHOLE MEETING
FEBRUARY 11, 2020
CAPITAL PROJECTS PROGRESS REPORT UPDATE**

BACKGROUND INFORMATION

Individual progress reports for capital projects are presented as follows:

IN PROGRESS

Appendix A	Our Lady of Mount Carmel Catholic Elementary School – New Child Care
Appendix B	Monsignor Clancy Catholic Elementary School – Consolidated Monsignor Clancy/St. Charles Catholic Elementary School and New Child Care

The Capital Projects Progress Report Update is presented for information.

Prepared by:	Scott Whitwell, Controller of Facilities Services
Presented by:	Scott Whitwell, Controller of Facilities Services
Approved by:	John Crocco, Director of Education/Secretary-Treasurer
Date:	February 11, 2020



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
FEBRUARY 11, 2020**

APPENDIX A

OUR LADY OF MOUNT CARMEL CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Design and construction of 3 child care room addition.

Current Status: Project is being tendered – expected tender close date is March 3, 2020.

Project Information:

New Area to be Constructed	5,317 sq. ft.
Child Care Spaces Added	49 spaces



Project Funding:

Child Care	1,557,887
	<hr/>
	\$1,557,887

Project Costs:

	<u>Budget</u>	<u>Paid</u>
Construction Contract	TBD	0
Fees & Disbursements	TBD	\$114,401
Other Project Costs	TBD	\$39,016
	<hr/>	<hr/>
	\$1,557,887	\$153,416

Project Timelines:

	<u>Scheduled Completion</u>	<u>Actual Completion</u>
Funding Approval	December 21, 2017	December 21, 2017
Ministry Approval (space)		
Architect Selection	July 17, 2018	
Design Development	January 2019	
Contract Documents		
Tender & Approvals		
Ministry Approval (cost)		
Ground Breaking Date		
Construction Start		
Occupancy	Fall 2020	
Official Opening & Blessing		

Project Team:

Architect	Venerino V.P. Panici Architect Inc.
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Pat Rocca
Principal	Domenic Massi



**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
CAPITAL PROJECT PROGRESS REPORT
FEBRUARY 11, 2020**

APPENDIX B

MONSIGNOR CLANCY CATHOLIC ELEMENTARY SCHOOL

Scope of Project: Design and construction of a consolidated Monsignor Clancy/St. Charles Catholic Elementary School and New Child Care.

Current Status: Seeking approval to proceed to tender from MOE.

Project Information:

New Area to be Constructed	TBD	sq. ft.
Pupil Places Added	104	students
New Facility Capacity	677	students
Child Care Places Added	49	places



Project Funding:

Capital Priorities	3,482,495
Child Care	1,557,887
	\$5,040,382

Project Costs:

	Budget	Paid
Construction Contract	TBD	42,054
Fees & Disbursements	TBD	255,335
Other Project Costs	TBD	71,989
	\$5,040,382	369,378

Project Timelines:

	Scheduled Completion	Actual Completion
Funding Approval	March 13, 2018	March 13, 2018
Ministry Approval (space)		
Architect Selection	July 19, 2018	
Design Development	September 25, 2018	
Contract Documents		
Tender & Approvals		
Ministry Approval (cost)		
Ground Breaking Date		
Construction Start		
Occupancy	Fall 2021	
Official Opening & Blessing		

Project Team:

Architect	Venerino V.P. Panici Architect Inc.
General Contractor	TBD
Project Manager	Tunde Labbancz
Superintendent	Lee Ann Forsyth-Sells
Principal	Dan Trainor

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 11, 2020**

PUBLIC SESSION

**TITLE: COMMITTEE OF THE WHOLE SYSTEM PRIORITIES AND
BUDGET 2019-2020/2020-2021**

The Committee of the Whole System Priorities and Budget 2019-2020/2020-2021 report
is presented for information.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Senior Administrative Council

Presented by: John Crocco, Director of Education/Secretary-Treasurer
Senior Administrative Council

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: February 11, 2020



REPORT TO THE COMMITTEE OF THE WHOLE FEBRUARY 11, 2020

COMMITTEE OF THE WHOLE SYSTEM PRIORITIES AND BUDGET 2019-2020/2020-2021

BACKGROUND INFORMATION

At each month's Committee of the Whole meeting, the Director of Education and members of Senior Administrative Council will provide a verbal update on the implementation of the annual Board approved System Priorities and Budget 2019-2020/2020-2021.

This monthly report information, will be provided through a visual presentation. (Appendix A)

This monthly report will provide an opportunity for the continued engagement and dialogue with the Committee of the Whole on the status of the implementation of the annual System Priorities and Budget.

Design of System Priorities and Budget 2020-2021

As approved at the January Board Meeting, we will commence the collaborative consultation on the Design of the System Priorities and Budget 2020-2021 at the February Committee of the Whole meeting towards a recommendation to the May Committee of the Whole meeting for consideration.

As part of our mandate to create an open and transparent process in Designing the System Priorities and annual balanced Budget for 2020-2021, we are providing an optional opportunity for students, staff, parents, pastors and supporters of Catholic education in Niagara to provide feedback through an on-line feedback submission. (Appendix B)

The Committee of the Whole System Priorities and Budget 2019-2020/2020-2021 report is presented for information.

Prepared by: John Crocco, Director of Education/Secretary-Treasurer
Senior Administrative Council

Presented by: John Crocco, Director of Education/Secretary-Treasurer
Senior Administrative Council

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: February 11, 2020



Committee of the Whole Meeting February 11th, 2020



Our Purpose

Nurturing SOULS and Building MINDS



Niagara Catholic System Priorities Mid-Year Achievement Report 2019-2020

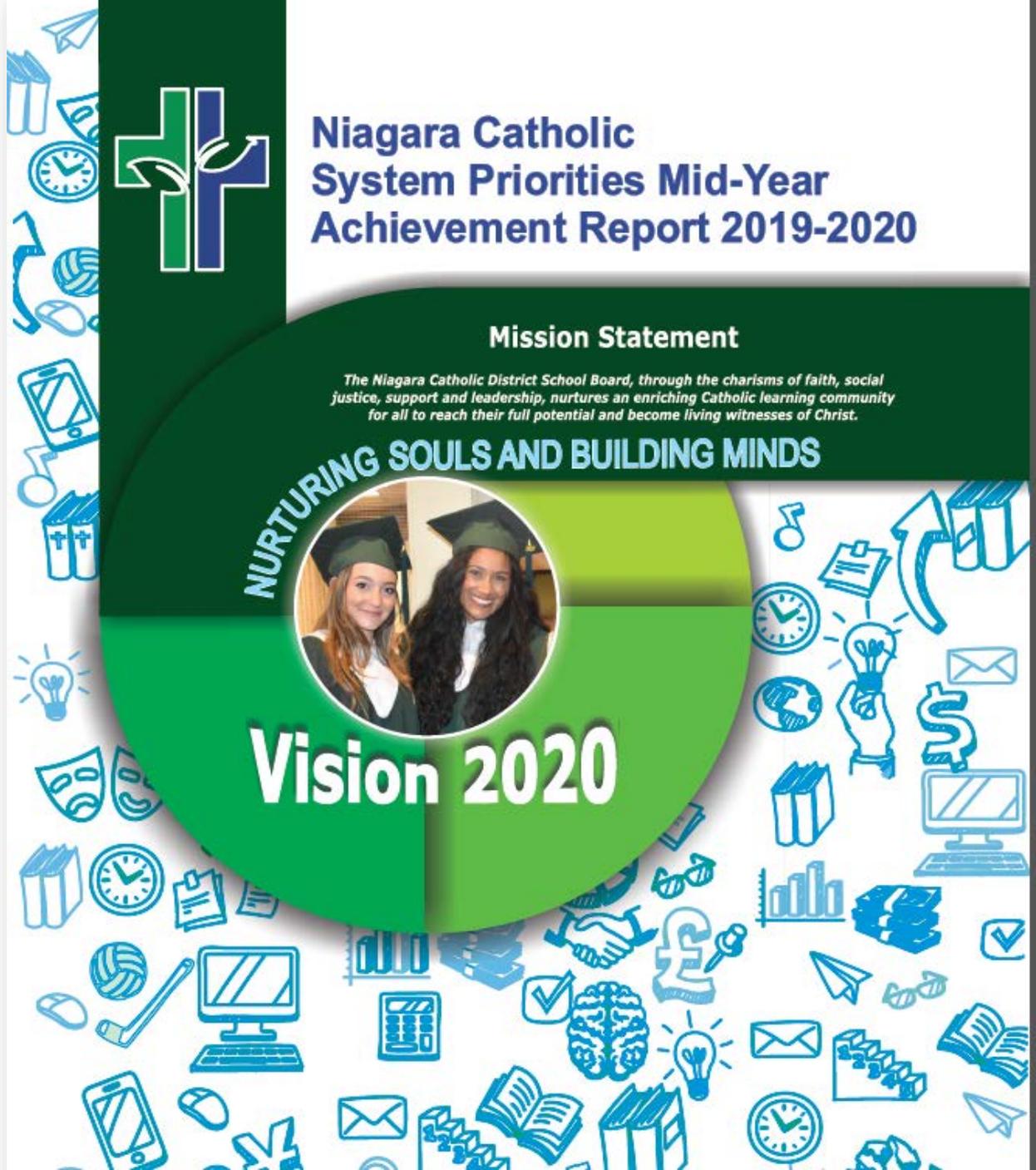
Mission Statement

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.

NURTURING SOULS AND BUILDING MINDS



Vision 2020





MINISTRY OF EDUCATION





Senior Staff System Portfolio Updates

- Program and Innovation
- Student Support
- Equity and Inclusion
- Alternative Programs and Planning
- Human Resources
- Business and Finance
- Facilities





SEEDS OF FAITH
MASS · MERCY · MISSION
2018-2021

Design of the Board's System Priorities and Balanced Budget 2020-2021





Design of System Priorities and Budget 2020-2021

Two fundamental principles in preparing the 2020-2021 System Priorities and balanced Budget for 2020-2021 and beyond:

- Commitment to providing Catholic educational excellence through approved programs, supports and services for all students.
- Commitment to achieving the Board's Vision 2020 Strategic Plan and Annual System Priorities through balanced and sustainable annual budgets.



System Priority Enabling Strategy Design 2020-2021 Schedule

1. System Priorities 2019-2020 Consultation and Collaboration
January to April 2020
2. Invitation to submit action verb System Priorities – Due April 24th
3. Presentation of 2020-2021 System Priorities – May 12th CW
4. Presentation of Draft Balanced 2020-2021 Budget – May 12th BD

VISION 2020 STRATEGIC PLAN ENABLING STRATEGY (WHY)	SYSTEM PRIORITY 2020-2021 (WHAT)	ACTION PLAN WORKING DOCUMENT (HOW)	MONITORING THE EVIDENCE (HOW)	MOST RESPONSIBLE PERSON (MRP)
<p><i>Provide Supports for Success</i></p> <p><i>Enhance Technology for Optimal Learning</i></p> <p><i>Building Partnerships and School Hubs</i></p> <p><i>Strengthen Human Resource Practices and Develop Transformational Leadership</i></p> <p><i>Create Equity and Accessibility of Resources</i></p> <p><i>Ensuring Responsible Fiscal and Operational Management</i></p> <p><i>Address Changing Demographics</i></p>				



Design of System Priorities and Budget 2020-2021 Consultation and Collaboration



- ✓ Committee of the Whole – Trustees
- ✓ Senior Administrative Council
- ✓ Principals at Director’s Meetings
- ✓ Family of Schools Meetings
- ✓ Secondary Principal Meetings
- ✓ Academic Council
- ✓ Elementary and Secondary Curriculum Councils
- ✓ Management Council Meetings
- ✓ School and CEC Staff Meetings
- ✓ Student Senates - Elementary and Secondary
- ✓ Catholic School Councils
- ✓ Special Education Advisory Council (SEAC)
- ✓ Niagara Catholic Parent Involvement Committee (NCPIC)
- ✓ Niagara Catholic Alliance Committee (NCAC)
- ✓ CUPE 1317
- ✓ OECTA - Niagara Elementary Unit
- ✓ OECTA - Niagara Secondary Unit
- ✓ On-Line submission by parents and supporters of Catholic education in Niagara

feedback



NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

Nurturing Souls and Building Minds

2020-2021 System Priorities and Budget Consultation Feedback



System Priorities 2020-2021



Annual Budget
2020-2021

2020-2021 ANNUAL BUDGET

Niagara Catholic District School Board

Nurturing Souls and Building Minds.

June 2020

NIAGARA CATHOLIC SYSTEM PRIORITIES 2020-2021

Mission Statement
The Niagara Catholic District School Board, through the charism 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.

MINISTRY GOALS

- Achieving Excellence
- Ensuring Equity
- Promoting Well-Being
- Enhancing Public Confidence

BOARD STRATEGIC DIRECTIONS

- Build Strong Catholic Identity and Community to Nurture the Distinctiveness of Catholic Education
- Advance Student Achievement for All

ENABLING STRATEGIES

NURTURING SOULS AND BUILDING MINDS





NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

Nurturing Souls and Building Minds

2020-2021 System Priorities and Budget Consultation Feedback

Rationale

This online feedback is open to students, parents/guardians, staff, Pastors and supporters of Catholic education in Niagara. Your email address, name, address and phone number is required to complete this feedback form. Personal information collected will be in compliance with the Protection of Privacy Act.

The Niagara Catholic District School Board continues to demonstrate a strong financial stewardship by effectively and efficiently allocating annual financial resources that endeavour to meet the needs of all our students through a Catholic context.

Recognizing that the provincial government has a comprehensive plan for our K-12 education model and that there are competing interests and limited control of some funding, we do very much value your input.

1

Full Name

format (last name, first name)

2

Enter your email address

*To ensure your feedback results are tabulated please ensure your email address is accurate
format (jsmith@example.com)*

Enter your answer

3
Which municipality (city or township) in the Niagara Region do you reside in?

Select your answer 

4
Choose one of the following that best describes you:

- Parent/Guardian
- Student
- Staff
- Community
- Pastor

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NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
Nurturing Souls and Building Minds

Please hover over the options and move arrow up/down to rank from most important to least.



5

The following is a list of goals by the Ministry of Education to better prepare students for the future.

Rank below from most important (top) to least important (bottom); as it relates to student achievement and well-being in Niagara Catholic

Financial Literacy

Health and Physical Education

Indigenous Education

Mental Health

Science, Technology, Engineering and Math (STEM)

Skilled trades

6

The following is a list of programs, supports and services at Niagara Catholic.

Rank below from most important (top) to least important (bottom), as it relates to student achievement and well-being.

Alternative learning and pathways for students

Cafeteria Services

Community use in the schools

Co-curricular activities for students

Technology services

Enriched international learning experiences

French Immersion

Library programs and services

Mental health supports and services

Transportation services

7

The following is a list of key opportunities to improve student achievement .

Rank the opportunities from most important (top) to least important (bottom) we need to increase focus on the 2020-2021 school year.

Enhance career pathways for students

Increase opportunities for social justice and stewardship

Promote emerging technology

Promote global competencies

8

Engagement with our communities is a key priority of Niagara Catholic.

Rank below the partnership initiatives from most important to least important for the 2020-2021 school year.

Enhance communication with parents/guardians

Enhance community partnerships

Enrich school-parish-home partnerships

Explore partnerships with local agencies and/or organizations

9

Which area(s) related to our buildings would you like to see improvements for 2020-2021 school year?

- Parking Lots
- Outdoor lighting
- Building exterior
- Classrooms
- Cafeteria
- Library
- Gymnasium
- Washrooms
-

Back

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**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 11, 2020**

PUBLIC SESSION

TITLE: APPLIED BEHAVIOURAL ANALYSES SUPPORT MODEL

The Applied Behavioural Analyses Support Model report is presented for information.

Prepared by: Pat Rocca, Superintendent of Education

Presented by: Pat Rocca, Superintendent of Education

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: February 11, 2020



REPORT TO THE COMMITTEE OF THE WHOLE FEBRUARY 11, 2020

APPLIED BEHAVIOURAL ANALYSES SUPPORT MODEL

BACKGROUND INFORMATION

In accordance with the Board's Vision 2020 Strategic Plan and annual System Priorities the Niagara Catholic District School Board is committed to the philosophy that all students within its jurisdiction be provided with the opportunity to access programs, services and supports that will maximize their potential and receive an education commensurate with their identified needs.

This commitment is shared with the Special Education Advisory Committee of the Niagara Catholic District School Board. Service Delivery Model The model of special education program and service delivery is rooted in a seamless approach to serving students with special education needs from entry in Kindergarten to exit upon graduation.

The Student Support Department is committed to adhering to the 2007 Ministry of Education direction under PPM 140 that states School Boards must offer students with Autism Spectrum Disorder (ASD) special education programs and services, including, where appropriate, special education programs using ABA (Applied Behaviour Analysis) strategies. PPM 140 also supports that ABA may be effective for students with other special education needs. <http://www.edu.gov.on.ca/extra/eng/ppm/140.pdf>

ABA as an effective approach for supporting students

ABA is the applied use of behavioural principles to everyday situations with the goal of either increasing or decreasing targeted behaviours. How this translates into practical application will depend on the specific situation. Nevertheless, all ABA programs share similar components: explicit teaching, programming for generalization to the natural environment, reinforcement, prompting and fading strategies, and outcome-based decision-making.

Why use ABA?

- Best practice- evidence based interventions
- Only evidence-based intervention for individuals with ASD
- Research supports the use of ABA for children and adults
- Strategies are applicable across people and settings
- It works for everyone, regardless of skill level or diagnosis (or lack of diagnosis), which promotes inclusivity and individualization of programming
- **The use of positive reinforcement promotes engagement of learners, and increases skill set, thus fostering independence.*

Capacity Building for School Staff Utilizing Behaviour Skills Training (BST) Model

Behaviour Skills Training (BST) teaches a person what to do — that is, what behaviors to engage in under a particular circumstance. It allows for practice within the program so that the person can become

fluent with the skills. It is an effective train-the-trainer procedure. And perhaps most importantly, can be individualized to each person.

Behaviour Skills Training Steps:

Instruction – Provide a description of the skill, its importance or rationale, and when and when not to use the skill. Repeat this step as necessary.

Modeling – Show your participant how to perform the skill. In-vivo modeling is recommended.

Rehearsal – Practice, practice, and practice! Allow the participant opportunities to practice the skill. Recent research suggests that participants should be able to practice in-situ. The trainer should record data on correct and incorrect responding during this step.

Feedback – The trainer should provide positive praise for correct responding and some form of corrective feedback for incorrect responses.

Student Support Staff Available to Support Implementation of ABA

Our ABA team consists of the following specialized team members who utilize the BST model to build capacity across the board:

ABA Special Needs Facilitator (ABA SNF); 7 staff members

The Itinerant ABA SNF provides short term, intensive modeling and coaching through a BST model utilizing ABA principles and instructional strategies for a child diagnosed with Autism Spectrum Disorder (ASD) or other special education needs. The ABA SNF works as part of an interdisciplinary team, and under the direct mentorship and supervision of an ABA Supervisor/Behaviour Analyst. The ABA SNF is also responsible for developing, managing and facilitating After School Skills Development Programs for Students with ASD.

Qualifications

Minimum: Autism and Behavioural Sciences diploma from a recognized post-secondary institution, Undergraduate degree/diploma in education and or special needs related field preferred, Experience working with children and or youth diagnosed with ASD.

ABA Supervisor; 2 staff members

The ABA Supervisor works within a multidisciplinary team and is responsible for prioritizing and responding to system needs. Their responsibilities include:

- Provide direct supervision to ABA Special Needs Facilitators
- Support and coach system and school staff in conducting functional behaviour assessments, developing behaviour support plans, and safe intervention plans
- Develop and support the implementation of comprehensive intervention plans for students ranging from preschool to high school with a spectrum of behaviours who have been identified or remain unidentified
- Collect, summarize and analyze data related to the implementation of strategies, behaviour support plans, and safe intervention plans to be communicated to internal and external stakeholders

Behaviour Analyst; 1 staff member

The Behaviour Analyst works within a multidisciplinary team and is responsible for prioritizing and responding to system needs. Their responsibilities include:

- Develop and ensure consistency of service delivery model delivery and adherence to best practice while providing clinical supervision where necessary to Board Certified Behaviour Analyst staff, or those pursuing certification
- Provide direct supervision to ABA Special Needs Facilitators
- Support and coach system and school staff in conducting functional behaviour assessments, developing behaviour support plans, and safe intervention plans

- Develop and support the implementation of comprehensive intervention plans for students ranging from preschool to high school with a spectrum of behaviours who have been identified or remain unidentified
- Collect, summarize and analyze data related to the implementation of strategies, behaviour support plans, and safe intervention plans to be communicated to internal and external stakeholders

Providing System Level Targeted Support to Respond to School and Student Need

Tier 1 Intervention

Develop, facilitate and oversee professional development to educators in the school regarding the use and application of ABA strategies in the classroom

Tier 2 Intervention

Targeted response for individual student needs. Intervention may include consultation, observation, data collection and summaries, functions of behaviour, program development and implementation, coaching, modeling, maintenance check

Tier 3 Intervention

Similar response and support as tier 2 but for students who present with behaviours that are more intense, frequent, longer in duration and may present and increased risk to self or others. May include specialized involvement of Niagara Catholic Behaviour Analyst through consultation with ABA Supervisor

Data Summary of ABA Involvement, September 2019 to January 2020

Operational Definitions of Involvement:

Contacts Made: Number of visits made to the school. This may include indirect or direct observations that can include a functional behaviour assessment, team meetings, conducting competency based training (BST), supporting staff and students working through challenging behaviors.

Training: Any time spent with the school based team (Educational Assistants, Classroom Teacher, Educational Resource Teacher, or Principal), with child present or not. This may include, professional development training, skill development, and/or skill acquisition/ behaviour reduction programming training.

The first 96 days of involvement of ABA Team	
Number of Schools	48
Number of Students	329
Number of Contacts	924
Number of Trainings	124
Breakdown by Tier of Students Served	
Tier 1	29%
Tier 2	57%
Tier 3	14%

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Prepared by: Pat Rocca, Superintendent of Education

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Date: February 11, 2020

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE MEETING
FEBRUARY 11, 2020**

PUBLIC SESSION

**TITLE: ACCOUNTABILITY FINANCIAL REPORT 2018-2019 – AS OF
JANUARY 31, 2019**

The Accountability Financial Report 2019-2020 – as of January 31, 2019 is presented for information.

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

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

Approved by: John Crocco, Director of Education/Secretary-Treasurer

Date: February 11, 2020



**REPORT TO THE COMMITTEE OF THE WHOLE
FEBRUARY 11, 2020**

**ACCOUNTABILITY FINANCIAL REPORT 2018-2019 – AS OF
JANUARY 31, 2020**

UPDATE JANUARY 31, 2020

Niagara Catholic has in previous years closely monitored our absenteeism results to understand the challenges associated with replacement of staff and continuity of staff in our schools.

The chart below indicates the number of illness occurrences for all staff as at January 31, 2020.

	2016-2017	2017-2018	2018-2019	2019-2020
Year to date	10,892	12,262	13,407	10,809
Month of January	2,136	2,484	2,482	2,301

We are trending slightly lower than the 2018-2019 school year and are not experiencing as many non-filled positions due to illness. The annual year-to-date reduction in replacement costs for all staff is approximately \$400,000 less than the 2018-2019 school year.

The year-to-date snow plowing and salting is trending at approximately \$200,000 less than the 2018-2019 school year.

The 2019-2022 central collective agreement between the Crown, Ontario Catholic School Trustees' Association and Canadian Union of Public Employees (CUPE) included additional investment of funds for Niagara Catholic. Local discussions have begun between Niagara Catholic and CUPE's local representation to strategize the deployment of additional support to our schools.

The local priority investment will result in additional staff to support our children with special needs and other support staff in specific areas to meet the needs of our students and support staff. This priority funding will be launched upon ratification of our local agreement and the investment of approximately \$1,074,506 will be spent within the 2019-2020 fiscal year.

Provincial Local Priorities Fund

The CUPE central agreement secured a provincial investment of approximately \$78 million for each year to create and protect up to 1,300 jobs for the province of Ontario.

Some local investment has been reinstated and a new investment for worker protection has been included in the new priority funding allocation to school boards.

The local priority funding for Niagara Catholic is as following:

- i) Special Education Staff Amount reinstated - \$535,724
- ii) Other Staffing Amount reinstated - \$445,648
- iii) Community Use of Schools Investment reinstated - \$8,288
- iv) Education Worker Protection Fund *New - \$84,846

Ministry Update

2020-2021 Education Funding Feedback

As you may be aware, this year's Grants for Student Needs (GSN) is projected to be \$24.66 billion – representing a historic, high level of investment for Ontario's publicly funded education system. In addition, \$330 million is being provided for the Priorities and Partnerships Fund (PPF).

The ministry is welcoming feedback on all areas pertaining to education funding, with a particular interest in receiving comments on initiatives that could support reducing red tape and administrative burden for the education sector.

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Date: February 11, 2020

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 11, 2020**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
SPOTLIGHT ON NIAGARA CATHOLIC – JANUARY 28, 2020**



January 28, 2020

Design of System Priorities and 2020-2021 Budget

The new calendar year may have just begun, but Senior Staff have already begun looking at the 2020-2021 school year. The Board of Trustees and Senior Administrative Council have begun the process to design the 2020-2021 System Priorities and the annual budget. The Director and Senior Administrative Council remain committed to two fundamental principles in preparing for the annual System Priorities and budget considerations:

- Providing Catholic educational excellence through programs and services for all students; and
- Achieving the Vision 2020 Strategic Plan and Annual System Priorities through balanced and financially stable annual budgets

The Board follows a collaborative consultation and decision-making process from January through May, finalizing the System Priorities. Meetings will take place throughout the system this winter and spring, to have completed System Priorities and budget in May. The schedule is listed in section 6.1.1 in the January 28 Board Meeting agenda.

Stay Up-to-Date with Niagara Catholic

We hope you're enjoying the new format of our website. Be sure to check us out on [Facebook](#) and follow us on [Twitter](#) and [Instagram](#) for news and events.

**TO: NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
COMMITTEE OF THE WHOLE
FEBRUARY 11, 2020**

PUBLIC SESSION

**TOPIC: TRUSTEE INFORMATION
CALENDAR OF EVENTS FEBRUARY 2020**



FEBRUARY 2020

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 Semester Two Begins	4	5 SEAC Meeting	6 Toonies for Tuition Day as confirmed by each school	7	8
9	10	11 SAL Meeting CW Meeting	12 Pathways Speakers Summit	13	14 Elementary and Secondary PA Day	15
Giving from the Heart out of Love: Kids Helping Kids, February 10— February 28						
16	17 Family Day!	18	19	20	21	22
23	24	25 Shrove Tuesday Winter Open House 9 a.m.— 6 p.m. Policy Committee Board Meeting	26 Ash Wednesday	27	28	29