

MG-719 Accessibility Standards for Customer Services [Attached](#) - V. Newton
Action: Forward for board approval on May 17/10.

4.2 Feedback Submitted

P-535 & MG Progressive Discipline and School Safety P. Pella

P. Pella reported that ETFO has brought forward concerns with the policy and is currently seeking a legal opinion on some of the wording. V. Newton added that their concern relates mainly to the implications the policy has with regard to the collective agreement and provisions to assign teacher-in-charge versus principal designate. P. Pella will wait to see what ETFO legal counsel advises before forwarding a final revision to the board for approval. She anticipates the policy could go the June board once the concerns are addressed.

Action: Forward to board for approval in June given that ETFO concerns are addressed and outcome mutually acceptable.

P-303: Purchasing [Attached](#) – C. Tsubouchi

C. Tsubouchi reported that since its initial review in February, a ministry directed revision has been applied. The ministry has indicated that boards must be compliant by May 31, preempting any further stakeholder review of the revisions. Trustee Brown requested that stakeholders still be provided the opportunity to review.

Action: To satisfy ministry requirement to post by end of May, the revised policy will be:

- a) Posted for stakeholders review for one month only to May 21st
- b) Policy with changes per ministry directive will go to the board for approval on May 17th
- c) Should there be stakeholder feedback of merit received by May 21st, (C. Tsubouchi reminded BPRC that current content is largely prescribed by ministry) this could be considered at future BPRC meetings

6.0 Items to Recommend for Stakeholder Reviews (Post April 27 to May 21/10)

P-303 Purchasing (see notes above for rationale for one month stakeholder review)

7.0 Items to Recommend for Stakeholder Reviews (Post April 27 to June 25/10)

P-202 Control and Release of Information
P-506 Drug Education

8.0 Items to Recommend for Approval at Regular Board Meeting – May 17/10

P-525 Bullying Prevention and Intervention Strategies
MG-719 Accessibility Standards for Customer Services
P-303 Purchasing

9.0 Future Meetings and Agenda Items

9.1 May 2010 – Review Existing and/or New Policies

P 535 & MG-535 Progressive Discipline and School Safety
P-531 Fire Alarms and Drills

| | |
|------------|--|
| P-704 | Recruitment Selection and Hiring |
| P-526 & MG | MISA |
| P-706 | Health and Safety |
| New Policy | Violence in the Workplace |
| New Policy | Religious Accommodation under Equity and Inclusive Education |

10.0 Adjournment

Moved by: D. Keenan Seconded by: J. Sparrow

That, the Board Policy Review Committee Meeting of April 26, 2010 be adjourned at 7:06 p.m.

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name DRUG EDUCATION 506

Board Approved: *March 12, 1999* *Reviewed: December 6, 2005* *Review Prior To: ~~December 2010~~*

POLICY

It is the policy of the Superior-Greenstone District School Board to promote wellness among its students by fostering the development of healthy lifestyles and by discouraging the use of tobacco, alcohol and other drugs.

PROCEDURES

1.0 Role & Scope

The Board's policy and procedure affecting "drug education" is to attempt to reflect current conditions and is to aim to focus on the role of the Board, its administrators and staff, its students and their parents and members of the community.

2.0 Curriculum

Curriculum initiatives will attempt to develop modules for use from JK to Grade 12 to help prevent alcohol and drug-related problems.

3.0 Identification

The Board will develop a process for identification of and early intervention into problems among students for whom preventative efforts have been unsuccessful.

4.0 Discipline

Each school will adhere to the school Code of Conduct and the board's policy on Safe Schools and its policy on Progressive Discipline and School Safety regarding alcohol and drug related incidents.

5.0 Partnerships

Efforts will be made to establish partnerships involving students, parents and the community.

| References |
|---|
| The Education Act; <u>Progressive Discipline and School Safety (Bill 212) 2007</u> Superior-Greenstone DSB Board Policies: 520 Safe Schools 535 Progressive Discipline and School Safety |

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section SCHOOLS AND STUDENTS

Policy Name BULLYING PREVENTION AND INTERVENTION STRATEGIES 525

Board Approved:

September 8, 2008
June 21, 2005

Reviewed:

May 26, 2008
March 25, 2008

Review Prior To: December 2015

RATIONALE

The Superior-Greenstone District School Board believes that it is a shared responsibility to create a safe and respectful learning environment. Bullying prevention and intervention strategies foster a positive learning and teaching environment that support academic achievement for all students.

Teaching strategies that focus on the development of a positive school climate and healthy relationships will be a key component of the Superior-Greenstone District School Board's Bullying Prevention and Intervention Policy.

POLICY

Bullying adversely affects healthy relationships and the school climate. Bullying adversely affects the school's ability to educate students and it adversely affects the student's ability to learn.

Bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online) where engaging in bullying has a negative impact on the school climate. This includes all types of cyber-bullying on both on-line and hand held devices such as cell phones, iPods, etc. that negatively impact the school environment. Intervention and support will be consistent with a progressive discipline approach.

DEFINITION

- 1.0 Bullying is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.
 - 1.1 "Homophobia, gender-based violence, sexual harassment and inappropriate sexual behaviour must be addressed." *(Program Policy Memorandum – 145)*
- 2.0 A positive school climate exists when all members of the school community are safe and accepted. A positive school climate is founded on mutual acceptance, inclusion, and is modeled by all its members.
- 3.0 Prevention and Awareness Raising
All students should participate in bullying prevention training and leadership initiatives within their schools. These include, but are not limited to:

- Daily classroom teaching with curricular links
- Character Education Initiatives
- Mentoring programs
- Student Leadership
- Citizen Development
- Healthy Lifestyles Initiatives
- Social Skills Development
- Student Success Initiatives

4.0 Intervention and Support Strategies

All schools must revise their existing school-wide Bullying Prevention and Intervention plans as part of the School Improvement Plan

The School Bullying Prevention and Intervention Plan shall be communicated yearly to all members of the school community. Components of these plans must include the following:

- the definition of *bullying*
- analysis of the school climate survey
- prevention and awareness-raising strategies
- intervention and support strategies, including plans to protect victims
- reporting procedures
- training strategies for members of the school community
- communication and outreach strategies
- monitoring and review processes

4.1 Strategies could range from early intervention to more intensive interventions in cases of persistent bullying, with possible referral to community or social services.

4.2 For a student with special education needs, intervention supports and consequences must be consistent with the student's strengths, needs, goals and expectations contained in his/her Individual Education Plan (IEP).

4.3 All board employees must take seriously all allegations of bullying behavior and act in a timely manner when responding to students who disclose or report bullying incidents.

All board employees who work directly with students – including administration, teachers, educational assistants, non-teaching staff (also includes, social workers and child and youth workers) must respond to any student behavior that is likely to have a negative impact on the school climate. Such behavior includes all inappropriate and disrespectful behavior at anytime at school and at any school-related events even if, in the employee's opinion, it is safe to respond to it, in accordance with subsection 300.4 of Part XIII of the Education Act and Ontario Regulation 472/07.

4.4 Intervention Strategies

Intervention requires appropriate and timely responses and should be done in ways consistent with a progressive discipline approach. This may include early and ongoing intervention strategies such as:

- a) contact with parent(s), guardian(s)

- b) review of expectations
- c) written work assignments with a learning component
- d) referral to counseling
- e) consultation with outside agencies

5.0 Suspension

In recognition of the importance of addressing bullying, which can have a significant negative impact on student safety, learning and the school climate, bullying has been added to the list of infractions for which suspension must be considered.

6.0 Safe Schools Teams:

Each school must have a Safe School Team that is composed of at least one student (where appropriate), one parent, one teacher, one support member, one community partner and the principal). The team must have a staff chair. An existing school committee can assume this role.

Reference:

PPM 144: Bullying Prevention and Intervention (Revised October 19, 2009)

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

| | | |
|-----------------------------|--|-----|
| <i>Section</i> | SCHOOLS AND STUDENTS | |
| <i>Management Guideline</i> | ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE | |
| <i>Applicable Policy</i> | ACCESSIBILITY STANDARDS FOR CUSTOMER SERVICE | 719 |

Board Approved:

The Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of people with disabilities, such service to incorporate measures that include but are not limited to the use of support persons.

USE OF A SUPPORT PERSON BY THE GENERAL PUBLIC

A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from an employee who provides support services to a student or staff person in the system – separate and specific procedures apply.

A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring the individual's health or providing medical support by being available in the event of a seizure.

The support person could be a paid professional, a volunteer, a friend or a family member. He or she does not necessarily need to have special training or qualifications.

ADMINISTRATIVE PROCEDURE

1.0 Responsibility

- 1.1 Supervisory Officers, Principals and Managers will ensure that staff receive training in interacting with people with disabilities who are accessing board services accompanied by a support person.

2.0 Access to Board Premises

- 2.1 Any person with a disability who is accompanied by a support person will be welcomed on Board and/or school premises with his or her support person. Access will be in accordance with normal security procedures.

- 2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board office where the public does not have access.

3.0 Confidentiality

- 3.1 Where a support person is accompanying a person with a disability, who is the parent/guardian of a student, for the purpose of assisting in a discussion that may involve confidential information concerning the student, the superintendent, principal or other staff member must first secure the consent of the parent/guardian regarding such disclosure.
- 3.2 Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent or guardian.
- 3.3 The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- 3.4 A copy of the signed consent form will be retained in the school/board office.
- 3.5 If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.

4.0 Support Persons Accompanying a Person with a Disability at School Events for which there is an admission fee

- 4.1 Where an individual with a disability who is accompanied by a support person wishes to attend a school, family of schools or board-organized event for which a fee is charged, the notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.

5.0 Where the Board may require the presence of a Support Person

- 5.1 The Board may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

(Note: This would be a highly rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises and, at the same time, fulfil the Board's obligations to protect the health or safety of the person with a disability or of others on the premises.

It is further noted that people with disabilities are free to accept a reasonable risk of injury to themselves just as other people do. Different individuals will have a different tolerance for risk. Risk should be weighed against any benefit for the person with a disability. It is not enough that the support person might help to protect health and safety; a support person must be necessary or essential to protect health and safety before you can require one – the risk cannot be eliminated or reduced by other

means. Any considerations on protecting health or safety should be based on specific factors and not on assumptions. Just because someone has a disability doesn't mean they're not capable of meeting health or safety requirements.



Superior-Greenstone District School Board

**Accessibility Standards – Confidentiality Consent Form
Use of Support Person**

I, _____ consent to the sharing of confidential information by
(parent/guardian)
_____ related to my child/ward _____
(name of principal/teacher/other staff member) (child's/ward's name)
in the presence of my support person _____
(support person's name)

| | | |
|-------------------|-------------------------|---|
| My support person | _____ | Consents to safeguarding the confidentiality of the information shared. |
| | (support person's name) | |

Affirmation of consent:

| | | | |
|---------------------------|-------|------|-------|
| Parent/Guardian Signature | _____ | Date | _____ |
|---------------------------|-------|------|-------|

Printed name of Parent/Guardian _____

I undertake to safeguard the confidentiality of information shared between:

_____ and _____
(school staff) (parent/guardian)
for whom I am a support person.

| | | | |
|--------------------------|-------|------|-------|
| Support Person Signature | _____ | Date | _____ |
|--------------------------|-------|------|-------|

Printed name of Support Person _____

| | | | |
|----------------------------------|-------|------|-------|
| Signature of Witness - Principal | _____ | Date | _____ |
|----------------------------------|-------|------|-------|

Printed name of Principal _____

USE OF ASSISTIVE DEVICES BY THE GENERAL PUBLIC

An assistive device is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

ADMINISTRATIVE PROCEDURE

1.0 Responsibility

- 1.1 Supervisory Officers, Principals and Managers will ensure that staff are trained to support parents and the general public who may use assistive devices while accessing board services.
- 1.2 Training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices.
- 1.3 Students and staff have separate and specific procedures related to their personal use of assistance devices.

2.0 Communication Regarding Use of Assistive Devices

Assistive Devices Carried by Persons with Disabilities

- 2.1 The board website will indicate that all board facilities provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices.
- 2.2 Each board facility that is open to the public will post information in the front office/reception area that welcomes the use of assistive devices and encourages users to seek support from staff and volunteers as they require it.

*Assistive Devices/Services – Made Available by the Board**

- 2.3 The board website will indicate the availability of assistive devices provided by the board to assist in provision of services to people with disabilities. These would be – ramps to buildings, etc.
- 2.4 Each board facility that is open to the public will, as applicable, post information in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support from staff and volunteers as they require it.

*Note – these could include:

Assistive devices: TTY service, telephones with large numbers, amplifiers, lifts.

Services: Sign language interpretation, oral interpretation, real-time captioning.

Alternative service methods: Assistance of a staff person to complete a transaction, e.g., school registration

NOTIFICATION OF DISRUPTION OF SERVICE

When services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the site.

ADMINISTRATIVE PROCEDURE

1.0 Responsibility

- 1.1 Supervisory Officers, Principals and Managers will ensure that the users of board and school services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities.

2.0 How Must the Notice of Disruption of Services be Provided?

- 2.1 Notice may be given by posting the information at a conspicuous place in the school or at board facilities as appropriate.

3.0 What Must be Included in Notice of Disruption of Services?

- 3.1 The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

USE OF SERVICE ANIMALS BY GENERAL PUBLIC

A service animal is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a physician or nurse.

ADMINISTRATIVE PROCEDURE

1.0 Responsibility

- 1.1 Supervisory Officers, Principals and Managers will ensure that all staff, volunteers and others dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a service animal.

2.0 Access to Board Premises

- 2.1 Any person with a disability who is accompanied by a service animal will be welcomed on Board and/or school premises with his or her service animal and will be accompanied by the service animal while on the premises. Access will be in accordance with normal security procedures.
- 2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board office where the public does not have access.
- 2.3 This procedure deals solely with the individual's right to be accompanied by a service animal. Access to classrooms for service animals used by students and staff is covered under separate procedures.

3.0 Exclusion of Service Animal

- 3.1 A service animal can only be excluded from access to the premises where this is required by another law. Examples include the *Health Protection and Promotion Act* and the *Food Safety and Quality Act*. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g., kitchen of school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g., school cafeteria or lunchroom).
- 3.2 Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g., creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.
- 3.3 A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario Dog Owners' *Liability Act* which places restrictions on pit bull terriers.

4.0 Alternative Measures if Service Animal must be excluded

- 4.1 In the rare instance where a service animal must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the animal in a secure area where it is permitted by law and discussing with the person how best to serve them, e.g., a person with a vision disability might need someone (a member of staff or volunteer) to guide them.

5.0 *Where it is necessary to confirm an animal is a Service Animal*

- 5.1 Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or board staff member may ask the person using the service animal for a letter from a physician or nurse confirming that the animal is needed because of a disability. The letter does not need to identify the disability, why the animal is needed or how it is used.
- 5.2 Where the person using the service animal meets regularly attends at the school or board facility, the principal or manager may request to keep a copy of the letter on file but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises. The principal or manager shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, cM56, or as otherwise required by law.

MONITORING AND FEEDBACK ON ACCESSIBLE CUSTOMER SERVICE

The Board will monitor the effectiveness of implementation of the Accessible Customer Service Standard through a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people with disabilities to provide feedback using a number of methods.

The Board will create a feedback process that will review the implementation of this policy with the Board's various constituency groups. Examples include, but are not limited to Special Education Advisory Committee (SEAC), Teacher Federations*, Employee unions*, citizens' groups. Methods would include electronic means such as websites.

(*Note: Consultation relates to membership of these groups as **providers** of Accessible Customer Service.)

ADMINISTRATIVE PROCEDURE

1.0 Responsibility

1.1 The Director of Education and/or designates will implement a process for Feedback on Accessible Customer Service that has the following components:

- a) Information on the Board and school websites inviting users of Board services to provide feedback on their experience with or concerns about access to services for people with disabilities.
- b) Printed information available through school offices and public offices of the Board to invite people with disabilities to provide feedback on their experience with or concerns about accessibility of services. Consideration should be given to providing information in alternate formats.
- c) Information on how the Board will respond to feedback.

1.2 The Director of Education and/or designates will create a process for reviewing implementation of the policy on Accessibility Services for Customer Service that includes consultation with various constituency groups including Special Education Advisory Committee (SEAC), Federations, unions, citizens' groups.

2.0 Methods for Feedback

The Superior-Greenstone District School Board is committed to ensuring that its services meet optimum standards of accessibility for people with disabilities using the facilities and services of the Board. Comments on our services regarding how well those expectations are being met are welcome and appreciated.

Feedback regarding the way Superior-Greenstone District School Board provides services to people with disabilities can be offered by email and/or phone calls to the Board Office/or School Office.

All feedback will be directed to (insert title of person responsible for receiving feedback).

Response to feedback will be provided directly to the individual who offered feedback, by phone and/or e-mail as would be appropriate.

Tips For Principals/Managers

The following contain useful information on:

- Interacting with people using Assistive Devices
- Use of TTY

Tips For Helping Someone With An Assistive Device

Many users of board services and facilities who have disabilities will have their own personal assistive devices.

Examples of personal assistive devices include:

- Wheelchairs
- Scooters
- Walker
- amplification devices that boost sound for listeners who are hard-of-hearing without reducing background noise
- hearing aids
- oxygen tanks
- electronic notebooks or laptop computers
- personal data managers
- communication boards used to communicate using symbols, words or pictures
- speech-generating devices that “speak” when a symbol, word or picture is pressed

Key Point to Remember: *One should not touch or handle an assistive device without permission.*

Moving Personal Assistive Devices

If you have permission to move a person in a wheelchair remember to:

- wait for and follow the person’s instructions
- confirm that the person is ready to move
- describe what you are going to do before you do it
- avoid uneven ground and objects that create a bumpy and unsafe ride; and
- practice consideration and safety – do not leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors.

Do not move items or equipment, such as canes and walkers, out of the user’s reach.

Respect personal space. Do not lean over a person with a disability or lean on their assistive device.

Let the person know about accessible features in the immediate environment (automatic door, accessible washrooms, etc.).

How To Use TTY And Canada Relay Services

How to make a call with a TTY and the Relay System

1. Push the ON switch.
2. Push the DISPLAY switch if you wish to use the screen alone or the PRINT switch if you want what is typed both on screen and in print.
3. Place the telephone receiver on the TTY's rubber receptacles. Make sure that the receiver is firmly in place and that the telephone's receiver cord is on the LEFT side of the TTY.
4. Check the telephone indicator light; if it is lit, you have the line.
5. Dial the number, and watch the telephone light; if it is flashing slowly this indicates that the device on the other end is ringing.
6. When the person you are calling answers, you will see a phrase appear on the screen such as: "Hello, Richard Smith here, GA." The "GA" stands for "Go Ahead". Don't forget to use it whenever you have finished speaking, so the other person will know it's his or her turn to speak. The person who receives the call is always the one who starts typing first.
7. When the call is over and you want to advise the other person that you are ready to get off the phone, type "SK". It means "Stop Keying". The other person will respond by typing "SK" if he or she agrees that the call is completed. To be courteous, each person waits until the other one has indicated "SK" before hanging up the phone. Always switch the TTY "OFF" as soon as you have finished the call.

To make a call using the Relay System

1. Phone the number (1-800-855-0511), and tell the operator your name, the name of the person you are calling, and the number you wish to reach.
2. The operator will make the call for you, and you speak to the operator as if you were talking directly to the person you are calling. For example, say "Hi, how are you doing?" Do not say: "Tell him I said hello." Remember to say "Go Ahead" when you finish speaking, so the person on the other end will know it is his or her turn to speak.
3. If you normally speak very quickly, the operator may ask you to speak slower so your message can be typed. There will be brief silences as the operator types to the TTY user and the user replies.
4. Operators will not betray confidences. They will not relay profanity, threats or criminal propositions, but will relay marriage proposals, banking and personal financial information and other personal (and even intimate) conversations.

P-535 & MG Progressive Discipline and School Safety

P. Pella

ETFO feedback pending consultation

SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Section BUSINESS AND TRANSPORTATION

Policy Name PURCHASING

303

Board Approved: Sept. 7, 2004

Revised: March 20, 2007

Review Prior To:

POLICY

Superior-Greenstone District School Board's goal when buying goods and services is to obtain maximum value for public funds expended in a manner consistent with publicly acceptable purchasing practices while meeting the educational needs of the system.

PROCEDURES

1.0 Scope

The scope of this policy does not cover the purchase of real estate, transportation, staffing, insurance, consultants, or legal, audit and medical services.

2.0 Definitions

The following definitions are understood to apply:

- a) Request for Quotation (RFQ): A Request for Quotation is an offer to execute work or supply goods when specifics are known and determined (used for smaller dollar requirements).
- b) Request for Proposal (RFP): A Request for Proposal is a document used to request suppliers to supply solutions for the delivery of complex products or services or to provide alternative options or solutions. The RFP uses predefined evaluation criteria, in which price is not the only factor.
- c) Request for Tender (RFT): A Request for Tender is a document used to request supplier responses to supply goods or services based on specific delivery requirements, performance specifications and terms and conditions. The RFT evaluation criteria are predominantly price and delivery requirements.

3.0 Supply Chain Code of Ethics

All employees involved with supply chain-related activities must conduct themselves in accordance with the Ontario Broader Public Sector Chain Code of Ethics, attached as [Appendix A](#).

4.0 Broader Public Sector (BPS) Supply Chain Guidelines – Procurement Policies and Procedures

The Board will abide by and adhere to the Ontario Broader Public Sector Procurement Policies and Procedures, attached as [Appendix B](#).

5.0 Superintendent of Business

Any questions regarding this policy should be directed to the Superintendent of Business.

6.0 Non-Authorized Purchases

Goods purchased in the name of the Superior-Greenstone District School Board without authorization by purchase order or other approval may be considered an obligation of the individual and not an obligation of the Board.

The Superintendent of Business has authorized the following exceptions to the requirement for a purchase order: regular utility payments, hotel accommodations, catering, groceries and purchases through Petty Cash.

7.0 Purchases for Personal Use

Items for personal use of employees may not be purchased through the Board.

8.0 Local Purchasing

Purchases shall be made locally provided quality, service, delivery and price are equal to those furnished by other suppliers.

9.0 Canadian Product Preference

Canadian manufactured products, supplies and equipment shall be given preference provided quality, service, delivery and price are equal to those furnished by a foreign supplier.

10.0 Purchasing Limits

As the dollar value of a purchase increases, so does the required accountability for that purchase. Therefore, the process to be used to make a purchase is outlined in the Table below.

It is not acceptable to break a single purchase into multiple purchases in order to reduce the estimated dollar value of the purchase and to avoid the dollar limits indicated below.

| Total Purchase Amount | Process |
|---------------------------------|--|
| Less than \$5,000 | Purchases amounting to not more than \$5,000 will be made by purchase order processed directly by the department manager, school principal or designate; |
| More than \$5,000 but less than | Purchases amounting to more than \$5,000 but not more than \$100,000 will be made by purchase order after obtaining |

| | |
|--------------------|---|
| \$100,000 | written quotes (3 or more written quotes to be sought); |
| \$100,000 and more | Purchases of \$100,000 or more will be made by tender. |

11.0 Exceptions

The Superintendent of Business shall be permitted discretion in the application of item 10.0 above, if:

- a) The preferred number of competitive bids cannot be obtained, or,
- b) It is more appropriate to purchase a particular make or model or brand to ensure compatibility with existing equipment and/or procedures, or,
- c) It is more appropriate to deal with a particular supplier for reasons of service or delivery.

12.0 Approvals

- a) Any purchase/construction project greater than or equal to \$500,000 must go before the Board for their approval of the Vendor/Contractor selection.
- b) For purchases greater than \$100,000 but less than \$500,000, approval of the Superintendent of Business or designate will be required.
- c) For purchases up to \$100,000, individual purchasing limits for staff will be defined by the Superintendent of Business.

13.0 Tender Opening

Each tender shall be opened by the department manager in the presence of two (2) Board representatives. In most cases, the representatives will be Board Administrators.

Alternate arrangements for opening tenders may be approved by the Superintendent of Business, but must be outlined in the tender document.

14.0 Release of Tender Information

In all cases, information on a successful tender shall only be made available upon request from a supplier who had submitted a written, competitive bid for the item(s) in question.

15.0 Staff: Gifts and Gratuities

No Board employee connected either directly or indirectly with the purchasing function shall accept any gift, gratuity or any other complimentary gesture from a supplier or potential supplier to the Board.

16.0 Co-operative Purchasing

Co-operative purchasing agreements may be entered into with other public bodies with the written approval of the Superintendent of Business. In such cases, the pricing obtained by other public bodies will be accepted and there will not be any further requirement to solicit independent pricing quotations or tenders.

Ontario Broader Public Sector

Supply Chain Code of Ethics

Goal: To ensure an ethical, professional and accountable supply chain.

1.0 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 (BPS) 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.

2.0 Accountability and Transparency

Supply chain activities must be open and accountable. In particular, tendering, contracting and purchasing activities must be fair, 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.

3.0 Compliance and Continuous Improvement

All BPS 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.

Ontario Broader Public Sector
Procurement Policies and Procedures

Segregation of Duties

- 1.0 Broader Public Sector (BPS) organizations must segregate at least three of the five functional roles. Responsibilities for these functions should lie with different departments or at a minimum with different individuals. In circumstances where it is not feasible to segregate three roles, as in the case with smaller organizations, adequate compensating controls approved by the external auditor will be acceptable.

Approval Authorities

- 2.0 BPS organizations must have a documented delegation of authority schedule that outlines the organization's authority levels for each of the five functional roles described in the segregation of duties and seek the necessary approval for all procurements prior to conducting the procurement.

Competitive Process Requirements

- 3.0 In accordance with the Agreement on Internal Trade (AIT), the Ontario-Quebec Procurement Agreement and the Procurement Policies and Procedures (PPP's) principle of transparency, BPS organizations must conduct open competitive procurements where the estimated value of procurement of goods, services or construction is \$100,000 or greater.

Request for Expressions of Interest (RFEI)

- 4.0 A response to a Request for Interest (RFI) or RFEI must not pre-qualify a potential supplier and must not influence their chances of being the successful proponent on any subsequent opportunity.

Request for Supplier Qualifications (RFSQ)

- 5.0 BPS organizations must ensure that the terms and conditions built into the RFSQ contain specific language to disclaim any obligation on the part of the BPS organization to actually call on any supplier as a result of the pre-qualification to supply such materials or services.

Advertising and Posting Competitive Documents to Market

- 6.0 In accordance with the AIT, calls for competitive procurements shall be made through an electronic tendering system that is equally accessible to all Canadian suppliers.

Construction contracts between \$100,000 and \$250,000 are not subject to the requirements of the AIT. Calls for those competitive procurements can be made through an electronic tendering system and/or one or more of the following methods:

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- a) Publication in one or more predetermined daily newspapers that are easily accessible to all Canadian suppliers; or
 - b) The use of source lists, such as Vendors of Record (VOR) or preferred suppliers lists.

Timelines for Posting Competitive Procurements

- 7.0 Purchasing BPS organizations must provide suppliers a minimum response time of 15 calendar days for procurements valued at \$100,000 or more.

Bid Receipt

- 8.0 BPS organizations must ensure that the closing date is set on a normal working day (Monday to Friday, excluding provincial and national holidays). Submissions that are delivered after the closing time must not be considered.

Evaluation Criteria

- 9.0 Evaluation criteria should be developed, reviewed and approved before the competitive process begins. These criteria must be included in the competitive documents. The competitive documents must also identify those criteria that are considered mandatory and any technical standards that need to be met. The evaluation criteria cannot be changed or altered once the competitive process has begun.

Evaluation Process

- 10.0 BPS organizations must fully disclose the evaluation methodology and process to be used in assessing a supplier's submission.

Evaluation Team

- 11.0 Evaluation team members must be 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. BPS organizations must require team members to sign a conflict-of-interest declaration and non-disclosure agreement.

Selection Process

- 12.0 BPS organizations must ensure that each member of the evaluation team has completed an evaluation matrix rating each of the proponents. Records of evaluation scores must be auditable. Evaluators should be aware that everything they say or document must be fair, factual and fully defensible and may be subject to public scrutiny.
- 13.0 BPS organizations must select only the highest ranked submission(s) that have met all mandatory requirements set out in the related procurement document. In responding to procurement documents, suppliers may sometimes propose alternative strategies or solutions to the organization's business needs. Unless expressly requested in the procurement documents, organizations must not consider alternative strategies or solutions proposed by a supplier.
- 14.0 The method to resolve a tie score must be identified in the evaluation criteria of the FRP, including weighting, if applicable. Tie-break criteria are also subject to the rules of non-discrimination defined in Section 5.3.8.3.6.

Non-Discrimination

- 15.0 In compliance with the AIT, BPS organizations must refrain from any discrimination or preferred treatment in awarding a contract to the preferred supplier from the competitive process, unless justifiable based on the circumstances described below.

Executing the Contract

- 16.0 The agreement between the purchasing BPS organization and the successful supplier must be defined formally in a signed written contract before the provision of the goods, services or construction commences. When executing the contract, the organization must obtain the supplier signatures before obtaining the designated organization's signature. In situations where an immediate need exists for goods or services and the purchasing organization and the supplier are unable to finalize a contract, a letter of intent, memorandum of understanding (MOU) or interim purchase order may be used. This will allow for the immediate needs to be met, while final negotiations take place towards finalizing the contract.
- 17.0 The contract must be finalized using the form of agreement/contract that was released with the procurement document.
- 18.0 All contracts must include appropriate cancellation or termination clauses and BPS organizations should seek appropriate legal advice on the development of these clauses.
- 19.0 The term of the agreement and any options to extend the agreement must be set out in the procurement document. Changes to the term of the agreement 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 term of agreement beyond what is set out in the procurement document are considered non-competitive procurements and BPS organizations must seek appropriate approval authority prior to proceeding.

Award Notification

- 20.0 For purchases valued at \$100,000 or greater, BPS organizations must post, in the same manner as the procurement documents were posted, the name(s) of the successful supplier(s). Contract award notification must occur only after the agreement between the successful supplier and the organization has been executed. The contract award notification must include the agreement start and end dates, including any options for extension.

Vendor Debriefing

- 21.0 For purchases valued at \$100,000 or greater, BPS organizations must inform all suppliers who participated in the procurement process of their entitlement to a debriefing.

Non-Competitive Procurement Documentation

- 22.0 When a BPS organization bypasses the competitive process for any of the situations identified in Section 5.3.9.1, formal documentation must be completed to support and justify the decision. This documentation must be completed and approved by the appropriate authority levels within the organization and may be used as supporting documentation in the case of a competitive dispute.

Procurement Documents and Records Retention

- 23.0 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.

Conflicts of Interest

- 24.0- BPS organizations must consider any conflicts of interest during procurement activities applicable to all employees, advisors, external consultants or suppliers. The organization must require any individual involved in supply chain-related activities to declare all actual or potential conflicts of interest.

Bid Protest Procedures

25.0 BPS organizations must communicate the bid protest procedures for suppliers in all competitive and procurement documents to ensure that any dispute is handled in a reasonable and timely fashion. BPS organizations must ensure that their process is compliant with the bid protest procedures as set out in the AIT and the Ontario-Quebec Procurement Agreement.

A detailed description of all the above requirements is found in the Supply Chain Guideline, issued by Ontario Ministry of Finance. <http://www.fin.gov.on.ca/en/ontariobuys/documents/scg.html>