



REQUEST FOR PROPOSAL

LEADERSHIP TRAINING CONSULTANT

#634

Issue Date: Wednesday, November 30, 2011
Issued by: The Thames Valley District School Board
#634

Cheryl MacKenzie, Buyer

RETURN DATE: prior to 12:00:00 noon, Thursday, December 22, 2011

**THAMES VALLEY DISTRICT SCHOOL BOARD
REQUEST FOR PROPOSAL - LEADERSHIP TRAINING CONSULTANT - WORKSHEET A - TERMS AND CONDITIONS**

ITEM NO.	TERMS AND CONDITIONS	WILL COMPLY/WILL NOT COMPLY	COMMENT
1.0	INTRODUCTION		
1.1	The Thames Valley District School Board (hereafter referred to as the TVDSB) invites interested parties to quotation in response to this bid document. The TVDSB is one of the largest public school boards in the Province of Ontario and is comprised of all public schools within the counties of Elgin, Middlesex, and Oxford. The TVDSB is the employer of approximately 8,000 staff and operates 166 schools with an estimated enrolment of 72,000 students. In total, the TVDSB has over 200 educational and administrative sites spread out over 7,000 square kilometres.		
1.2	PURPOSE		
1.2.1	The TVDSB is interested in responses/solutions from organizations to implement and facilitate Leadership Training within Thames Valley.		
1.2.2	The TVDSB may agree to permit other public organizations within Southwestern Ontario to access any contract(s) that may result from this solicitation. The successful proponent(s) shall allow such access with the understanding that the participating organizations be responsible for their own contract management.		
2.0	BID DEFINITIONS AND INFORMATION		
2.1	DEFINITIONS		
2.1.1	The following words are used throughout this bid document and proponents should note these conditions when completing their bid submission.		
2.1.1.1	The word "MUST" shall mean proponents "must" include the required information in bid submission. Failure to include the required information will deem submission noncompliant.		
2.1.1.2	The word "SHOULD" shall mean proponents "should" include the required information in bid submission.		
2.1.1.3	The word "NONCOMPLIANT" shall mean bid submissions will be eliminated from further evaluation if the submission does not include the required information.		
2.1.1.4	The word "SUBCONTRACTOR" shall mean a person, firm or company hired by the proponent(s) or the successful proponent(s) to perform any portion or all of this bid.		
2.1.1.5	The word "QUALIFIED" shall mean a proponent who is compliant and has included the required information in their bid submission.		

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2.1.1.6	BID IRREGULARITY: A deviation between the requirements (terms, conditions, specifications, special instructions) of a bid response for the purposes of this bid; bid irregularities are further classified as major irregularities or minor irregularities. The classification of what is a major irregularity or a minor irregularity shall be the sole discretion of the TVDSB.		
2.1.1.6.1	Major Irregularity: A deviation from the bid request which affects the price, quality, quantity or delivery, and is material to the award. If the deviation is permitted, the proponent could gain an unfair advantage over competitors. The TVDSB will reject any bid submission which contains a major irregularity.		
2.1.1.6.2	Minor Irregularity: A deviation from the bid request which affects form, rather than substance. The effect on the price, quality, quantity or delivery is not material to the award. If the deviation is permitted or corrected the proponent would not gain an unfair advantage over competitors. The TVDSB may permit the proponent to correct a minor irregularity.		
2.2	STRUCTURE OF THIS BID		
2.2.1	Proponents must use the electronic bidding file (setup.exe) which is available on the internet at:		
2.2.1.1	www.tvdsb.ca		
2.2.1.2	"Board"		
2.2.1.3	"Purchasing"		
2.2.1.4	"Bids"		
2.2.1.5	Scroll to the end of the document, click		
2.2.1.6	"Proceed to inquiry/download page".		
2.2.1.7	Proceed to the bid, click		
2.2.1.8	"New" Icon		
2.2.1.9	The setup.exe file contains a file named "Appendices634.xls" with the following worksheets:		
2.2.1.9.1	Worksheet A: Terms and Conditions in Excel format		
2.2.1.9.2	Worksheet B: Requirements in Excel format		
2.2.1.9.3	Worksheet C: Qualifications in Excel format		
2.2.1.9.4	Worksheet D: Pricing in Excel format		
2.2.1.9.5	Worksheet E: Criteria & Weighting in Excel format		
2.2.1.9.6	Worksheet F: Tentative Schedule in Excel format		
2.2.1.9.7	Worksheet G: Non-Disclosure Agreement in Excel format		
2.2.1.9.8	Appendix A: TVDSB Leadership Development Program		
2.2.1.9.9	Appendix B: Ontario Leadership Framework (Self Assessment Tool for Principals and Vice-Principals		
2.3	RETURN LOCATION		

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2.3.1	Sealed bid submissions must be returned to:		
2.3.2	"Tenders Clerk"		
2.3.3	Tenders Clerk's box, Basement, Education Centre		
2.3.4	Thames Valley District School Board		
2.3.5	1250 Dundas Street		
2.3.6	London, Ontario		
2.3.7	N5W 5P2		
2.3.8	The bid submission envelope should show the bid document name, number, return date and time (as set out in Section 9.6 - Labelling of Envelope and diskette, memory stick or CD).		
2.3.9	The bid submission must be returned to the "Tenders Clerk" for your bid submission to be accepted.		
2.3.10	Delivery to the "Tenders Clerk" is the responsibility of the proponent.		
2.3.11	Submissions received by electronic transmission (i.e. fax or email) will not be accepted.		
2.3.12	Late bids will be returned to the proponent, unopened, if a return address is included on the submission envelope.		
2.4	IMPORTANT DATES		
2.4.1	ISSUE DATE: November 30, 2011		
2.4.2	QUESTIONS: Friday, December 9, 2011		
2.4.3	ANSWERS TO QUESTIONS: Tuesday, December 13, 2012		
2.4.4	RETURN DATE AND TIME: prior to 12:00:00 noon, Thursday, December 22, 2011		
2.4.5	PRESENTATION IF REQUIRED: tentatively week of January 23, 2012		
2.5	QUESTIONS		
2.5.1	All questions pertaining to this bid document are to be addressed to: Cheryl MacKenzie, by Fax (519) 452-2399 or email, c.mackenzie@tvdsb.on.ca no later than Friday, December 9, 2011. After this date no further inquiries, concerns or questions may be submitted. The TVDSB reserves the right to distribute a notice of content of any inquiry and the TVDSB's response to all other registered proponents. All questions pertaining to this bid document must be submitted in writing.		
2.5.2	Questions concerning the terms and conditions of the bid document, whether made orally or in writing, to any individual other than indicated above may, at the sole discretion of the TVDSB, render your submission noncompliant. Direct questions in written form only to: Cheryl MacKenzie. The TVDSB will only be bound by written answers to questions .		

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2.5.3	Answers to all questions will be posted to the TVDSB web site at www.tvdsb.ca		
2.5.3.1	"Board"		
2.5.3.2	"Purchasing"		
2.5.3.3	"Bids"		
2.5.3.4	Scroll to the end of the document, click		
2.5.3.5	"Proceed to inquiry/download page"		
2.5.3.6	Proceed to the Bid, click		
2.5.3.7	"Answers to Questions"		
2.5.3.8	View documents in PDF format.		
2.5.3.9	All bid files are available for downloading at no charge from the TVDSB web site.		
2.5.4	Should any questions raised by a proponent necessitate an addendum to this bid document, the addendum will be posted to the TVDSB Web Site. See Section 2.5.3		
2.5.5	All Addenda will be issued at least seven days prior to the closing date. If an addendum is issued within seven days of the closing date, the date will be extended accordingly.		
3.0	CONTRACT TERM / PRICING / TAXES / DELIVERY / PAYMENT		
3.1			
3.1.1	The terms of this contract will extend for approximately 1 year, beginning September 1, 2012 and ending August 31, 2013.		
3.1.2	The TVDSB may, at the end of this contract term, extend the contract for a period of up to five (5) years in one (1) year increments and will advise the successful proponent in writing of their intentions.		
3.1.3	Proponents must state if your company would agree to extending this contract with the same terms and conditions for a second year ending August 31, 2014.		
3.1.4	Proponents must state if your company would agree to extending this contract with the same terms and conditions for a third year ending August 31, 2015.		
3.1.5	Proponents must state if your company would agree to extending this contract with the same terms and conditions for a fourth year ending August 31, 2016.		
3.1.6	Proponents must state if your company would agree to extending this contract with the same terms and conditions for a fifth year ending August 31, 2017.		
3.2	PRICING		
3.2.1	Proponents must complete the pricing section shown in Worksheet D - Pricing.		
3.2.2	Proponents must print and sign all Worksheets		

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3.2.3	All charges must be included in the cost of the item. Prices quoted must be for goods and services exactly as specified and in Canadian funds, unless otherwise indicated.		
3.2.4	Prices should remain in effect for the initial term of the contract.		
3.2.5	The TVDSB will not expect any price increases for the exact configuration quoted during the roll out.		
3.2.6	The TVDSB would like to take advantage of any promotions, price decreases, rebates or new technologies available during the term of the contract. Detail your company's strategy related to future pricing.		
3.3	TAXES		
3.3.1	HST: Where applicable, must be shown separately as extras on all invoices in accordance with Canadian and Provincial Government regulations.		
3.4	INVOICING/PAYMENT TERMS		
3.4.1	All invoices must be sent to the Thames Valley District School Board, 1250 Dundas Street, London, Ontario N5W 5P2. Attention: Accounts Payable.		
3.4.2	Applicable taxes must be shown as separate line items on all invoices.		
3.4.3	Proponents should indicate any specific payment terms. It is generally expected that payment will be 45 days from receipt of invoice.		
3.4.4	Proponents should state percentage discount for early payment and net payment terms.		
4.0	SPECIFICATIONS/REQUIREMENTS		
4.1	REQUIREMENTS		
4.1.1	The requirements are detailed in Worksheet B - Requirements.		
4.1.2	Any material, equipment, service or work ordered which, in the opinion of the TVDSB, does not completely fulfill the specifications must immediately be removed and/or completed to the specifications or sample quality at the expense of the successful proponent.		
4.1.3	The successful proponent(s) must carry out all work to the satisfaction of the TVDSB. All work is to be performed by appropriately certified staff.		
4.1.4	For each requirement as described in Worksheet B, proponents must place a response in the appropriate column.		
4.2	PRESENTATION/INTERVIEW		

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4.2.1	Qualified proponents may be required to make a presentation/attend an interview at the proponents' own expense or arrange a visit for the evaluation committee to an existing installed location that matches the requirements of the bid. No bid alterations will be allowed. Notification will be given to qualified proponents as to time and place. The tentative presentation is the week of January 23, 2012.		
5.0	TERMS AND CONDITIONS		
5.1	GENERAL TERMS AND CONDITIONS		
5.1.1	Any response submitted to the bid is IRREVOCABLE for 180 days.		
5.1.2	A proponent who has already submitted a bid may submit an addendum in writing and signed by the proponent at any time up to the official closing time. No facsimiles shall be accepted. The last submission shall supersede and invalidate all previous submissions by that proponent as it applies to this bid. Addenda must be submitted to the "Tenders Clerk" in the same manner and within the same time constraints as the bid submission.		
5.1.3	A proponent may withdraw the bid at any time up to the official closing time by letter bearing his/her signature as it is in the submission. Withdrawal requests received after the closing date shall not be permitted. Submission withdrawals must be submitted to the "Tenders Clerk" in the same manner and within the same constraints as a bid submission.		
5.1.4	The issuance of this call for bids shall not constitute any obligation on the part of the TVDSB to any firm or individual who submits a bid.		
5.1.5	The proponent should have satisfactorily fulfilled all relevant obligations as required under the terms and conditions of any previous award in order to be considered as an acceptable proponent.		
5.1.6	The laws of the Province of Ontario shall govern in any dispute occasioned as a result of the performance or non-performance and/or workmanship of a contract issued pursuant to the bid and any dispute arising out of the issuance of and response to this bid.		
5.1.7	The TVDSB reserves the right to withdraw the award of the contract to a successful proponent(s) within 30 days of the award if in the opinion of the TVDSB the successful proponent(s) is unable or unwilling to enter into a form of contract satisfactory to the TVDSB. The TVDSB shall be entitled to do so without any liability being incurred by the TVDSB to the proponent		

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5.1.8	The lowest or any bid submission may not necessarily be accepted. The TVDSB reserves the right to decline any or all bid submissions, or to cancel the bid call in whole or in part at any time prior to making an award, for any reason, or no reason, without liability being incurred by the TVDSB to any proponent for any expense, cost, loss or damage incurred or suffered by the proponent as a result of such withdrawal.		
5.1.9	All costs associated with the preparation of the bid submission will be solely the responsibility of the proponent.		
5.1.10	The TVDSB reserves the right to decline or purchase one or all items in this bid from one supplier or from multiple suppliers.		
5.1.11	All of the terms and conditions of this bid are deemed to be accepted by the proponent and incorporated into the proponent's proposal submission. It is the TVDSB's intention that the Terms and Conditions stated in this bid and the successful proponent's response to this bid will form the contract between TVDSB and the successful proponent(s). Any conflict in the wording of the proponent's invoice and/or sales agreement and the wording of the terms and conditions of this proposal, shall be resolved in favour of the TVDSB and shall be deemed to be incorporated into the proponent's invoice and/or sales agreement.		
5.1.12	The successful proponent(s) must not at any time subcontract any portion of its contract with the TVDSB nor shall it assign the contract without the written permission of the TVDSB. The successful proponent(s) must not, at any time, change subcontractors approved by the TVDSB without written permission of the TVDSB.		
5.1.13	While the TVDSB has used considerable efforts to ensure an accurate representation of information in this bid document, the information contained herein is contained solely as a guideline for proponents. The information is not guaranteed or warranted to be accurate by the TVDSB, nor is it necessarily comprehensive or exhaustive. Nothing in this bid document is intended to relieve proponents from forming their own opinions and conclusions in respect to the matters addressed in this bid document.		

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5.1.14	The TVDSB may accept or waive a minor irregularity, or where practical to do so the TVDSB may as a condition of bid acceptance request a proponent to correct a minor irregularity with no change in bid price. Items of non compliancy on any bid submissions which do not strictly comply with the provisions, procedures and requirements of this bid, or are incomplete, ambiguous, or which contain errors, alterations, misleading information, omissions, or irregularities of any kind, may be rejected and disqualified at the discretion of the TVDSB. All proponents agree to provide all such additional information as, and when requested, at their own expense, provided no proponent in supplying any such information shall be allowed, in any way to change the pricing or other cost quotations originally given in its bid submission or in any way materially alter or add to the solution originally proposed.		
5.1.15	All TVDSB policies, procedures and regulations must be adhered to by the successful proponent(s).		
5.1.15.1	Smoking is prohibited in all TVDSB buildings and on all TVDSB property.		
5.1.15.2	Some TVDSB sites are equipped with video surveillance cameras.		
5.1.15.3	The successful proponent(s) is obliged to cooperate with all recycling and environmental procedures and initiatives established by government, the TVDSB and each school.		
5.1.16	The successful proponent(s) will reimburse the TVDSB for any damages through negligence or wilful acts of any of the successful proponent(s)' employees or contracted staff.		
5.1.17	The successful proponent(s)' employees and contracted staff shall not be considered TVDSB employees and shall not represent themselves as an agent of the TVDSB nor be eligible for any of the benefits provided to TVDSB employees.		
5.1.18	The TVDSB reserves the right to demand the removal of any successful proponent's employees or contracted staff engaged in this contract if, in the TVDSB's opinion, their conduct has been of an unacceptable nature.		
5.1.19	The successful proponent(s) will be responsible for seeing that regular supervision is maintained over all working personnel. It is the proponent's responsibility to see that all their activities are properly coordinated with the TVDSB's operations and modify assignments as required.		
5.1.20	This bid document is being issued pursuant to the TVDSB's Purchasing Policies and Procedures.		
5.1.21	The acceptance of the bid by the successful proponent and the award of the contract contemplated by this bid document is subject to approval of the Board of Trustees.		
5.2	CANCELLATION OF CONTRACT / LOSS OF SERVICE		

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5.2.1	The TVDSB reserves the right to terminate this contract within 30 days written notice if, in its opinion, the successful proponent(s) fails to meet the terms and conditions of the contract. Notwithstanding the termination of the contract, the successful proponent(s) shall remain responsible for its obligations under this contract up to the date of termination. The TVDSB reserves the right to commence an action in a court of competent jurisdiction against the successful proponent(s) for damages that result from the breach of the terms and conditions of the contract, by the successful proponent(s).		
5.2.2	The TVDSB shall have the right to retain and set off from any monies payable to the successful proponent(s) under the contract the total outstanding amount from time to time and for all damage claims by the TVDSB or any third parties arising out of this contract which have not been resolved by the successful proponent(s) or its insurer.		
5.2.3	The TVDSB reserves the right to withhold monies owing under a contract to the value of the obligation to a maximum of the monies owing to the successful proponent(s) for any indebtedness of the supplier that may impact on the TVDSB.		
5.2.4	The successful proponent(s) shall be responsible for ensuring continuous delivery of the goods and services in the event of a labour disruption by either, the successful proponent(s), the TVDSB's staff or third party interruptions.		
5.2.5	In the event that the successful proponent(s) becomes insolvent, and/or the successful proponent(s) is unable or unwilling to provide the contracted service for a period of more than 30 consecutive days during the period of the contract, the TVDSB shall have the right to replace the successful proponent(s) with another service provider suitable to the TVDSB in addition to all of its other rights pursuant to the term of this bid.		
5.3	FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY ACT		
5.3.1	Proponents agree that all documentation and information contained in any bid submissions and any addendum that becomes the property of the TVDSB shall be subject to disclosure pursuant to an application pursuant to a Municipal Freedom of Information and Protection of Privacy Act request for disclosure. Notwithstanding that a bid submission or an addendum may contain a trade secret of the Proponent, intellectual property right of the Proponent, or scientific, technical, commercial, pricing or other financial or labour relations information or any other similar secret.		

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5.3.2	A proponent specifically consents to the disclosure of any and all information contained in their bid submission or any addendum pursuant to a request for disclosure pursuant to a Municipal Freedom of Information and Protection of Privacy Act and such consent shall be considered a consent given pursuant to Subsection 10(2) of the said Act. Notwithstanding the aforesaid, the proponent assigns all right, title and interest that they have in the bid submission, and any addendum to the TVDSB, including the right to copy and/or publish the same as the TVDSB sees fit, notwithstanding that no request for disclosure is made pursuant to the Municipal Freedom of Information and Protection of Privacy Act.		
5.3.3	All proponents agree not to disclose any information provided by the TVDSB in this bid document to any third party without the written consent of the TVDSB.		
5.4	PERSONAL INFORMATION PROTECTION AND ELECTRONIC DOCUMENTS ACT		
5.4.1	The proponent represents and warrants that if the proponent is or becomes subject to any private sector privacy legislation in responding hereto, or in carrying out its obligations under any subsequent agreement, the proponent will be solely responsible for compliance with such legislation. Without limitation, the proponents represents and warrants that if the proponent is subject to the Personal Information protection and Electronics Act, S.C. 2000, c.5, including any amendments thereto ("PIPEDA"), the proponents shall ensure PIPEDA compliance of:		
5.4.2	All PIPEDA Protected Information the proponents collects directly from the individual or indirectly form the Board or others.		
5.4.3	All PIPEDA Protected Information the proponents uses or discloses in the course of responding hereto or in performing its obligation under any subsequent agreement and,		
5.4.4	All PIPEDA Protected Information the proponent transfers or discloses to the Board		
5.4.5	For the purposes hereof, "PIPEDA Protected Information" means any "Personal Information" or "Personal Health Information" as such terms are defined in PIPEDA.		
5.4.6	The successful proponent(s) will be required to sign a confidentiality agreements shown in Worksheet G.		
5.5	HUMAN RIGHTS AND CHILD LABOUR LAWS		

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5.5.1	Any infringement on human rights, but namely those of children, is of considerable concern to the TVDSB. proponents wishing to do business with the TVDSB are asked to promote the purchase of goods from companies that operate in full compliance with the laws of their respective countries and with all applicable child labour laws, rules and regulations related to hiring, wages, hours worked, overtime and working conditions.		
5.5.2	Proponents should indicate your firm's policy and present practices and procedures in place to encourage promotion of this objective.		
5.5.3	For proponents information the web site address of the International Labour Organization and its objectives toward the abolition of child labour is:		
5.5.3.1	http://www.ilo.org		
5.5.3.2	http://www.ilo.org/public/english/comp/child/policy/towards.htm		
5.6	HEALTH, SAFETY REGULATIONS		
5.6.1	All equipment requiring approval (Hydro One, C.S.A., ULC., etc.) must be completely assembled and must bear label showing approval of assembly prior to delivery. The TVDSB shall not accept any equipment that has not been inspected and approved. If not so approved, the TVDSB reserves the right to invoice the successful proponent(s) for the cost of certification/replacement.		
5.6.2	Every person who supplies any machine, device, tool, equipment or service to the TVDSB must ensure that the machine, device, tool, equipment or service complies with the Occupational Health and Safety Act and Regulations of Industrial Establishments. The burden of proof rests with the supplier.		
5.6.3	The Ministry of Education and Training and the Ministry of Health provides regulations specifying which substances/ products are not acceptable. If applicable, the successful proponent(s) must supply MATERIAL SAFETY DATA SHEETS providing us with the breakdown of components for any products used in our facilities with every shipment.		
5.6.4	The Occupational Health and Safety Act describes the responsibilities of an employer. The TVDSB requires contractors maintain procedures, training and enforcement so that the responsibilities are carried out at our workplace. The contract shall abide by and strictly adhere to the regulations and conditions set out and laid down by the most current versions of the Occupational Health and Safety Act, 1990, Chapter 0-1. Their workers must be trained in WHIMS in accordance with Occupational Health and Safety Act Regulations. They must adhere to all of the TVDSB's Health and Safety Policy, Procedures and Guidelines and Municipal Bylaws.		
5.6.5	The TVDSB reserves the right to request to request a copy of a proponent's Health & Safety Policy, Procedures and Guidelines.		

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5.7	WORKPLACE SAFETY AND INSURANCE BOARD		
5.7.1	The successful proponent(s) must ensure that all workers are covered by the Workplace Safety & Insurance Board for the duration of this contract.		
5.7.2	The successful proponent(s) must furnish a Certificate of Clearance from the Workplace Safety and Insurance Board as evidence that all returns have been made and all necessary assessments have been paid as required, or levied, by the Workplace Safety and Insurance Board. This certification is to be furnished prior to the commencement of this contract. The good standing must be maintained throughout the contract. It is the responsibility of the Contractor to ensure that the Workplace Safety & Insurance Board Certificate is updated every sixty (60) days. The TVDSB reserves the right to request proof of coverage any time throughout the duration of the contract.		
5.7.3	All workplace injuries or accidents on TVDSB property must be reported by the successful proponent(s) to the TVDSB's representative within 24 hours.		
5.8	COMMERCIAL LIABILITY INSURANCE		
5.8.1	The successful proponent(s) must be covered by Commercial General Liability Insurance throughout the term of the contract. Each proponent must state if it has Commercial General Liability Insurance Coverage.		
5.8.2	Each proponent should show proof with the submission of this bid that upon the award of this contract that it will be covered by Commercial Liability Insurance coverage with limits of \$2 million per occurrence for liability (by way of primary coverage and/or Umbrella Coverage and/or otherwise), arising at law for damages caused by reason of bodily injury (including death) or damage to property by its employees or subcontractors. If the proponent does not presently have \$2 million per occurrence of Commercial Liability Insurance coverage, the proponent shall provide a written assurance from his insurer or agent on the insurer's or agent's letterhead that liability insurance limits will be increased to \$2 million per occurrence from the commencement of the contract should the contract be awarded to the proponent. The successful proponent(s) further agrees to maintain good standing throughout the term of the contract. The TVDSB reserves the right to request proof of coverage any time throughout the duration of the contract.		
5.8.2.1	This liability policy shall contain the following coverage:		
5.8.2.2	Personal Injury & Property Damage		
5.8.2.3	Non-Owned Automobile Liability		
5.8.2.4	Owners and Contractors Protective Coverage		
5.8.2.5	Contractual Liability		
5.8.2.6	Broad Form Property Damage		

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<i>ITEM NO.</i>	<i>TERMS AND CONDITIONS</i>	<i>WILL COMPLY/WILL NOT COMPLY</i>	<i>COMMENT</i>
5.8.2.7	Products & Completed Operation Insurance		
5.8.2.8	Contingent Employees Liability		
5.8.2.9	Cross Liability Clause and Severability of Interest Clause		
5.8.3	Upon an award to the successful proponent(s) by the TVDSB, the successful proponent(s) shall be required to submit certification in a form satisfactory to the TVDSB of the above-mentioned coverage to protect the TVDSB against claims for property damages and personal injuries, including accidental death, caused by the successful proponent(s) or its employees or subcontractors during the performance of its obligations under the contract.		
5.8.4	The successful proponent(s) agrees to indemnify, hold harmless and defend the TVDSB from and against any and all liability for loss, damage and expense, which the TVDSB may suffer or for which the TVDSB may be held liable by reason or injury (including death) or damage to any property arising out of negligent or wilful acts on the part of the successful proponent(s) or any of its representatives or employees or subcontractors in the execution of the work performed or from defects in the equipment supplied.		
5.9	MOTOR VEHICLE LIABILITY INSURANCE		
5.9.1	Proponents must state if its own vehicles and/or those vehicles owned by its employees or subcontractors shall operate on the property of the TVDSB.		
5.9.2	In the event of an affirmative answer to 5.9.1, the successful proponents must be covered by Automobile Liability Insurance through the term of the Contract. If the proponent's employees or subcontractors will operate their own vehicles during the contract then they must maintain the same Automobile Liability Coverage as the proponent. Each proponent must state if it or its employees or subcontractors have Automobile Liability Insurance Coverage. Sub clauses also subsection 5.9.3 to subsection 5.9.4 applies to those employees or subcontractors who operate their own automobiles on the property of the TVDSB.		

FIRM NAME : _____

SIGNATURE : _____

THAMES VALLEY DISTRICT SCHOOL BOARD
REQUEST FOR PROPOSAL - LEADERSHIP TRAINING CONSULTANT - WORKSHEET A - TERMS AND CONDITIONS

ITEM NO.	TERMS AND CONDITIONS	WILL COMPLY/WILL NOT COMPLY	COMMENT
5.9.3	Proponents should show proof with the submission of this bid, that upon the award of this contract that it will be covered by Automobile Liability Insurance with coverage limits of \$2 million (Commercial and \$1million on all personally owned vehicles) per occurrence for liability arising at law for damages caused by reason or bodily injury (including death) or damage to property by its employees or subcontractors. If the proponent does not presently have \$2 million per occurrence of Automobile Liability Insurance Coverage, the proponent shall provide a written assurance from his insurer or agent on the insurer's or the agent's letterhead that liability insurance limits will be increased to \$2 million for Commercial Vehicles and \$1 million personally owned vehicles per occurrence from the commencement of the contract and annually thereafter for the term of the contract, should the contract be awarded to the proponent. The successful proponent(s) further agrees to maintain that good standing throughout the term of the contract.		
5.9.3.1	The TVDSB reserves the right to request proof of coverage anytime throughout the duration of the contract. This liability policy shall contain the following coverage:		
5.9.3.2	Third Party Liability Coverage in the form of OAP-1		
5.9.4	Upon an award to the successful proponent(s) by the TVDSB, the successful proponent(s) shall be required to submit certification in a form satisfactory to the TVDSB of the above-mentioned coverage to protect the TVDSB against claims for property damage and personal injuries, including accidental death, caused by the successful proponent(s) or its employees or subcontractors during the performance of its obligations under the contract by way of the ownership or operation of an automobile.		
5.9.5	The successful proponent(s) agrees to indemnify, hold harmless, and defend, the TVDSB from and against any and all liability for loss, damage and expense, which the TVDSB may suffer or for which the TVDSB may be held liable by reason of injury (including death) or damage to any property arising out of negligence on the party of the successful proponent(s) or any of its representatives or employees by way of the ownership or operation of an automobile.		
6.0	PROPONENT PROFILE		
6.1	ADMINISTRATION & ORGANIZATION		
6.1.1	Proponents should include an organizational chart.		

FIRM NAME : _____

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THAMES VALLEY DISTRICT SCHOOL BOARD
REQUEST FOR PROPOSAL - LEADERSHIP TRAINING CONSULTANT - WORKSHEET A - TERMS AND CONDITIONS

ITEM NO.	TERMS AND CONDITIONS	WILL COMPLY/WILL NOT COMPLY	COMMENT
6.1.2	The TVDSB reserves the right at any time after the closing date, to request from any proponent evidence of its financial standing and stability, including that of each of its officers, directors and principals. All proponents agree to provide at their own expense all such above-related information as may be requested by the TVDSB within four (4) days of the date of any such request.		
6.1.3	Proponents are required to list any and all pending or ongoing legal claims or disputes where the Proponent could individually or in combination with other claims, suffer a potential economic loss greater than \$100,000.00.		
6.1.4	Proponents should state if their employees carry photo identification.		
6.1.5	Proponents should state if the staff involved in the execution of this contract are employees or sub-contractors.		
7.0	BID SUBMISSION		
7.1	PROPONENT'S RESPONSE GUIDE		
7.1.1	Each bid submission should be structured using only the criteria identified in this bid document. When submitting bids, proponents should use the same numbering format, as on this bid document.		
7.1.2	The bid submission must include:		
7.1.2.1	Printed and signed copies of all Worksheets		
7.1.2.2	One Diskette, Memory Stick or CD with file name "Appendices634.xls" which includes completed:		
7.1.2.2.1	Worksheet A: Terms and Conditions Response in Excel format - Electronic response required		
7.1.2.2.2	Worksheet B: Requirements in Excel format - Electronic response required		
7.1.2.2.3	Worksheet C: Staffing in Excel format - Electronic response required		
7.1.2.2.4	Worksheet D: Pricing in Excel format - Electronic response required		
7.1.2.2.5	One (1) Page Submission		
7.1.3	It is the proponent's responsibility to ensure the that the necessary "files" are on the diskette or CD.		
7.1.4	Failure to respond in electronic format will deem the bid noncompliant.		
7.1.5	All bid documents should be submitted in an envelope marked with the bid name and number (as set out in Section 9.6 - Labelling Instructions).		
7.1.6	Proponents' submissions should include page numbers for ease of reference by committee members.		
7.1.7	The specifications and pricing section of the bid submission should not make reference to supplemental materials.		
7.1.8	Supplemental materials will not qualify as substitutes for direct responses to the bid's requirements unless specifically requested.		

FIRM NAME : _____

SIGNATURE : _____

THAMES VALLEY DISTRICT SCHOOL BOARD
REQUEST FOR PROPOSAL - LEADERSHIP TRAINING CONSULTANT - WORKSHEET A - TERMS AND CONDITIONS

ITEM NO.	TERMS AND CONDITIONS	WILL COMPLY/WILL NOT COMPLY	COMMENT
8.0	AWARD		
8.1	EVALUATION PROCESS		
8.1.1	An evaluation committee will be established to evaluate bid submissions.		
8.1.2	All bid submissions will first be evaluated on their compliance with the requirements of this bid document.		
8.1.3	All compliant bid submissions will be evaluated by a TVDSB evaluation committee.		
8.1.4	The Criteria and Weighting is shown in Worksheet E - Criteria and Weighting		
8.1.5	In the event of a tie score the TVDSB will resolve the tie by drawing a name. All parties will have representation at the draw.		
8.1.6	Compliant proponents may be requested to make a presentation of their bid for clarification only. No alteration of your submission will be permitted. Notification will be given to qualified Proponents as to the time and place. The presentation shall be at the expense of the Proponent. The tentative date is the week of January 23, 2012.		
8.1.7	Delivery, lead times, service, performance record, and the value of the overall award will also be taken into consideration when awarding this contract.		
8.1.8	The determination of equal quality will be based on our internal professional opinions.		
8.2	AWARD AND NOTIFICATION OF CONTRACT		
8.2.1	The results of this bid will be posted to the TVDSB web site as soon as decisions have been made:		
8.2.1.1	www.tvdsb.ca		
8.2.1.2	"Board"		
8.2.1.3	"Purchasing"		
8.2.1.4	"Bids"		
8.2.1.5	Scroll to the end of the document, click		
8.2.1.6	"Proceed to inquiry/download page".		
8.2.1.7	Proceed to the Bid, click		
8.2.1.8	"Results - Check Mark"		
8.2.1.9	View documents in PDF format.		
8.2.2	All bid files are available for downloading at no charge from the TVDSB web site.		
8.3	DEBRIEFING		

FIRM NAME : _____

SIGNATURE : _____

**THAMES VALLEY DISTRICT SCHOOL BOARD
REQUEST FOR PROPOSAL - LEADERSHIP TRAINING CONSULTANT - WORKSHEET A - TERMS AND CONDITIONS**

<i>ITEM NO.</i>	<i>TERMS AND CONDITIONS</i>	<i>WILL COMPLY/WILL NOT COMPLY</i>	<i>COMMENT</i>
8.3.1	Not later than 60 Days following the date of posting of a contract award notification in respect of the RFP, a proponent may contact the Buyer requesting a debriefing from the TVDSB, and the TVDSB shall conduct such debriefing in accordance with the requirements of the Ontario Supply Chain Guidelines.		
8.3.2	Any request that is not timely received will not be considered and the proponent will be notified in writing.		
8.3.3	Proponents should note that, regardless of the time of submission of a request by a Proponent, debriefings will not be provided until such time as a contract award notification has been posted.		
8.4	BID PROTEST PROCEDURE		
8.4.1	In the event that a proponent wishes to review the decision of the TVDSB in respect of any material aspect of the RFP process, and subject to having attended a debriefing, the proponent shall submit a protest in writing to the TVDSB within 10 days from such a debriefing.		
8.4.2	Any protest in writing that is not timely received will not be considered and the proponent will be notified in writing.		
8.4.3	A protest in writing shall include the following:		
8.4.3.1	A specific identification of the provision and/or procurement procedure that is alleged to have been breached;		
8.4.3.2	A specific description of each act alleged to have breached the procurement process;		
8.4.3.3	A precise statement of the relevant facts;		
8.4.3.4	An identification of the issues to be resolved;		
8.4.3.5	The proponent's arguments and supporting documentation; and		
8.4.3.6	The proponent's requested remedy.		
8.4.3.7	In the event of any dispute or claim arising between the Board and any proponent as to their respective rights and obligations under the Contract, either party may give the other written notice of such dispute or claim within fourteen (14) calendar days of dispute or cause of action arising. The parties agree that they will first work together in good faith to resolve the matter internally by escalating it to higher levels of management and then if necessary, use mutually agreeable alternative dispute resolution prior to resorting to litigation. Each party shall continue performing its obligations during the resolution of any dispute.		
Cheryl MacKenzie Purchasing Services		Tracy Grant Chairperson	

FIRM NAME : _____

SIGNATURE : _____

ITEM NO.	TERMS AND CONDITIONS	WILL COMPLY/WILL NOT COMPLY	COMMENT
9.0	ELECTRONIC BIDDING INSTRUCTIONS		
9.1	DOWNLOADING BID DOCUMENTS		
9.1.1	All documents are available from the TVDSB Web Site at www.tvdsb.ca		
9.1.2	Click "Board"		
9.1.3	Click "Purchasing"		
9.1.4	Click "Bids"		
9.1.5	Read instructions		
9.1.6	Click "Proceed to Inquiry/Download page"		
9.1.7	Click on the "Name of the Bid" to view documents in PDF format.		
9.1.8	Click on the "NEW" logo to download the executable files for preparing and submitting your bid.		
9.1.9	All bid files are available for downloading at no charge from the TVDSB web site.		
9.2	PRINTING COPIES OF BID DOCUMENTS		
9.2.1	To print a working copy of any bid document - Click on the "name of the Bid" to print documents in PDF format.		
9.3	COMPUTER SYSTEM REQUIREMENTS		
9.3.1	To use the electronic system, proponents must have the following equipment:		
9.3.1.1	Microsoft Windows, version 9.5 or greater		
9.3.1.2	2.5 MB available hard drive space		
9.3.1.3	3 ½ 1.44 MB diskette drive, CD Burner or USB port.		
9.4	INSTALLATION OF BID PROGRAM ONTO YOUR COMPUTER:		
9.4.1	The TVDSB has made every effort to ensure the files are free of any virus and are functional. However, in safe computing practice, you are responsible for checking the files on your own virus checker to ensure it is free of any virus.		
9.4.2	Download the executables from our Web Site as shown above. Double click on the "NEW" logo for the executable file. Follow the instructions.		
9.4.3	The bid files are installed into a default directory called C:\LBTENDER. When the installation process is complete, a box will appear with a "Remove Thames Valley District School Board Tender icon"; please close this box. When the setup is complete, click close.		
9.4.4	To begin the Bid Program:		
9.4.4.1	Go to Windows Explorer		
9.4.4.2	Click on C:\ drive		
9.4.4.3	Open the folder "lbtender"		
9.4.4.5	The following files will be installed in the C:\lbtender directory:		
9.4.4.6	Appendices634.xls		

FIRM NAME : _____

SIGNATURE : _____

THAMES VALLEY DISTRICT SCHOOL BOARD
REQUEST FOR PROPOSAL - LEADERSHIP TRAINING CONSULTANT - WORKSHEET A - TERMS AND CONDITIONS

ITEM NO.	TERMS AND CONDITIONS	WILL COMPLY/WILL NOT COMPLY	COMMENT
9.4.5	To start the process open the Excel files and complete the Worksheets, A, B, C & D as instructed.		
9.5	DISKETTE, MEMORY STICK OR CD CREATION:		
9.5.1	After all bids have been entered:		
9.5.1.1	Copy the "Appendices634.xls" file to either a 3.5" diskette, memory stick or CD using your company's standard CD Writing program.		
9.5.1.2	Check to ensure that the "files" are on the diskette, memory stick or CD. Without these files we will not be able to download your bid.		
9.5.1.3	Be sure to label your diskette, memory stick or CD with company name and signature.		
9.6	LABELLING OF ENVELOPE AND DISK		
9.6.1	ADDRESS BID ENVELOPE AS SHOWN BELOW:		
9.6.1.1	From - Company Name & Address		
9.6.1.2	To: OFFICE OF THE TENDERS CLERK		
9.6.1.3	Thames Valley District School Board		
9.6.1.4	EDUCATION CENTRE,		
9.6.1.5	1250 Dundas Street,		
9.6.1.6	LONDON, Ontario		
9.6.1.7	N5W 5P2		
9.6.1.8	Promotional Practices Consultant		
9.6.1.9	Bid #634		
9.6.1.10	RETURN DATE AND TIME: prior to 12:00:00 noon, Thursday, December 22, 2011		
9.7	PLEASE AFFIX LABEL ON DISK OR MEMORY STICK AS SHOWN BELOW:		
9.7.1	THAMES VALLEY DISTRICT SCHOOL BOARD		
9.7.2	Promotional Practices Consultant		
9.7.3	Bid #634		
9.7.4	RETURN DATE AND TIME: prior to 12:00:00 noon, Thursday, December 22, 2011		
9.7.5	Signature:		
9.7.6	Firm Name:		
10.0	SIGNATURE PAGE		
10.1	This section must be completed, signed, and included with your submission for your bid to be accepted.		
10.2	I hereby acknowledge and agree that I have read and completed all of the preceding Contract Terms and Conditions and all Appendices. All required Appendices are included in our bid submission.		

FIRM NAME : _____

SIGNATURE : _____

**THAMES VALLEY DISTRICT SCHOOL BOARD
REQUEST FOR PROPOSAL - LEADERSHIP TRAINING CONSULTANT - WORKSHEET A - TERMS AND CONDITIONS**

ITEM NO.	TERMS AND CONDITIONS	WILL COMPLY/WILL NOT COMPLY	COMMENT
10.3	I/We the undersigned are duly authorized to execute this Bid Submission on behalf of:		
10.4	NAME (Please print):		
10.5	TITLE:		
10.6	SIGNATURE:		
10.7	FIRM NAME:		
10.8	State the legal entity that your organization operates under:		
10.8.1	Proprietorship		
10.8.2	Partnership		
10.8.3	Corporation		
10.9	If your organization is incorporated, proponents must state the jurisdiction in which the corporation was originally incorporated in:		
10.9.1	Name of each individual Partner or Correct Legal Name of Corporation:		
10.9.2	E-MAIL ADDRESS:		
10.9.3	ADDRESS:		
10.9.4	INTERNET ADDRESS:		
10.9.5	TELEPHONE NO.:		
10.9.6	FAX NO.:		
10.10	If subcontracting , proponents must provide the correct legal name for any sub contractor, their full personal name and address, telephone number, fax number, as well as the name(s) of appropriate contact persons (with whom the TVDSB may consult regarding this bid with whom the proponent enters into a contract(s) with to carry out any portion of this contract:		
10.10.1	Firm Name:		
10.10.2	Firm Address:		
10.10.3	Telephone Number:		
10.10.4	Fax Number:		
10.10.5	E-MAIL ADDRESS:		

FIRM NAME : _____

SIGNATURE : _____

**REQUEST FOR PROPOSAL - LEADERSHIP TRAINING CONSULTANT
- WORKSHEET B -
REQUIREMENTS**

ITEM NO.	TERMS AND CONDITIONS	proponents RESPONSE	COMMENT
B1.0	WORKSHEET B - REQUIREMENTS		
B1.1	The TVDSB is interested in responses/solutions from interested parties who will work together with TVDSB staff, to provide an outside perspective with regards to leadership development and succession planning with the Board.		
B1.2	A copy of the TVDSB Leadership Development Program is shown in Appendix A.		
B2.0	SCOPE OF WORK		
B2.1	The successful proponent will be required to provide:		
B2.1.1	The following two (2), year long programs, aside from the Leadership Track Levels I and I		
B2.1.1.1	1. The Supervisory Officer Internship Program and.		
B2.1.1.2	2. Leading for Results Program		
B2.1	The successful proponent will also be required to provide one (1) course "Dialogues on Leadership" which involves participation in two, 3 session blocks, with approximately 24 participants to dialogue about leaders and their behaviours and habits.		
B2.2	The successful proponent(s) must be available in August to conduct a 2 day workshop with the two groups (Supervisory Officer Internship Program and Leading for Results Program.		
B2.3	The successful proponent(s) will arrange a 2 hour (minimum) session which will also be held each month for each program.		
B2.4	The successful proponent(s) will participate in meetings with TVDSB staff regarding leadership development and succession planning. Dialogue with TVDSB staff will also occur on at least a bi-weekly basis concerning the learnings in the sessions and programs; this will enable the scaffolding of knowledge, skills, and attitudes, as outlined in the Ontario Leadership Framework (shown in Appendix B).		
B2.5	The successful proponent(s) will be required to work with TVDSB staff to refine sessions to meet ongoing and future requirements in education and specifically related to the group's needs and scaffold from one session to the next.		
B2.6	The successful proponent(s) will be required to provide professional writings, including articles and a book, for participants to use as a basis for workshops, sessions, and dialogues.		

FIRM NAME: _____

SIGNATURE: _____

**REQUEST FOR PROPOSAL - LEADERSHIP TRAINING CONSULTANT
- WORKSHEET B -
REQUIREMENTS**

ITEM NO.	TERMS AND CONDITIONS	proponents RESPONSE	COMMENT
B2.7	The successful proponent(s) will advise of any problem areas as required in developing and implementing required changes.		
B2.8	The successful proponent(s) must have access to a computer with e-mail and internet.		
B2.9	Charges for accommodation or meals will be covered by the TVDSB in accordance with the Broader Public Sector Expense Directives.		
B3.0	QUALIFICATIONS		
B3.1	Proponents should state their experience in Worksheet C - Qualifications. Proponents must have the following qualifications.		
B3.1.1	• a PhD in Education or Humanities or related field		
B3.1.2	• Relevant Staff Development and Leadership experience - State brief job description and number of years of experience		
B3.2	Proponents should provide a description of their:		
B3.2.1	• Experience with Staff Development and its standards, Leadership Knowledge, Attitudes, and Skills, and the expectations of the Supervisory Officer role		
B3.2.2	• Experience as an Administrator in a school setting. State length of service as School Administrator		
B3.2.3	• Knowledge of Ontario Leadership Framework and the Change Process		
B3.2.4	• Understanding of Ministry Initiatives on Improving Student Learning, and the Board Leadership Development Strategy		
B3.2.5	• Understanding of Ontario Leadership Framework		
B3.2.6	• Understanding of Initiatives on Learning Cycles and improving student learning		
B3.2.7	• Understanding of TVDSB Leadership Initiatives		
B3.2.8	• Experience in dealing with the Ministry of Education initiatives and how you remain current with emerging issues and requirements.		
B4.0	LOGISTICS		
B4.1	• Dates: July 31, 2012 until July 31, 2013 - See Worksheet F - Tentative Schedule		
B4.2	• Time - flexible - typically during normal school day but there maybe some after school hours required, including the days in August		
B4.3	• Location - a convention centre in or near London for August workshops, and through videoconference for all other parts of the programs described		

FIRM NAME: _____

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**REQUEST FOR PROPOSAL - LEADERSHIP TRAINING CONSULTANT
- WORKSHEET B -
REQUIREMENTS**

ITEM NO.	TERMS AND CONDITIONS	proponents RESPONSE	COMMENT
B4.4	• Special Requirements - Please state any special requirements		
B5.0	TRAINING / SUPPORT		
B5.1	Training and support services are a consideration in awarding this bid. Include any and all support or any other services you will provide, identifying certification relevant to the support role envisioned.		
B5.2	Proponents must include a statement outlining your quality assurance philosophy and program.		
B6.0	ADDITIONAL INFORMATION		
B6.1	Proponents must prepare submissions not to exceed 1 (one) page in total (8 1/2" x 11", minimum 10 pt. font) identifying how their experience and qualifications would make them the candidate for the position described in this RFP. Bidders should state any additional services that are able to provide that would add additional value. Any additional information submitted beyond the one (1) page will not be reviewed.		
B7.0	REFERENCES		
B7.1	Proponents must provide a minimum of three references where you have successfully provided goods and or services similar to this bid document. References must be from an agency other than the TVDSB. The reference must contain the following information:		
B7.1.1	Reference 1 - Company Name:		
B7.1.2	Reference 1 - Address:		
B7.1.3	Reference 1 - Contact Name:		
B7.1.4	Reference 1 - Phone Number:		
B7.1.5	Reference 1 - Fax Number:		
B7.1.6	Reference 1 - e-mail address:		
B7.2.1	Reference 2 - Company Name:		
B7.2.2	Reference 2 - Address:		
B7.2.3	Reference 2 - Contact Name:		
B7.2.4	Reference 2 - Phone Number:		
B7.2.5	Reference 2 - Fax Number:		
B7.2.6	Reference 2 - e-mail address:		
B7.3.1	Reference 3 - Company Name:		
B7.3.2	Reference 3 - Address:		
B7.3.3	Reference 3 - Contact Name:		
B7.3.4	Reference 3 - Phone Number:		
B7.3.5	Reference 3 - Fax Number:		

FIRM NAME: _____

SIGNATURE: _____

REQUEST FOR PROPOSAL - LEADERSHIP TRAINING CONSULTANT
- WORKSHEET B -
REQUIREMENTS

ITEM NO.	TERMS AND CONDITIONS	proponents RESPONSE	COMMENT
B7.3.6	Reference 3 - e-mail address:		

FIRM NAME: _____

SIGNATURE: _____

ITEM NO.	Position/Title	No. of Years Experience	Response	Comments
	<i>Bidders must provide a brief description of the qualifications and experience (Insert additional rows if necessary)</i>			
C1	Education			
C2	List any Professional Development Courses attended within the last 2 years			
C3	Brief Job Description/Typical Work Assignments			
C4	Specialized skills, training and background			

FIRM NAME: _____

SIGNATURE: _____

ITEM NO.	Position/Title	No. of Years Experience	Response	Comments
C5	Consulting assignments			
C6	Speaker or instructor roles in conferences or seminars			
C7	Authorship of articles and books			
C8	Ontario Leadership Framework			

FIRM NAME: _____

SIGNATURE: _____

REQUEST FOR PROPOSAL - LEADERSHIP TRAINING CONSULTANT -
WORKSHEET D - PRICING

ITEM NO	DESCRIPTION	TOTAL FEE	COMMENTS
<p>WORKSHEET D- FEES AND FEE SCHEDULE, INCLUDING DISBURSEMENTS</p>			
D1.0	<p>All proposals must clearly outline the responsibilities both of the TVDSB and the successful proponent(s). ALL costs payable by the TVDSB for these services must be clearly defined. Proponents must clearly describe your fees and fee schedule .</p>		
D1.1	<p>Mileage and Accommodations to be paid by the TVDSB in accordance with the Broader Public Sector Expense Directives</p>		
D1.2	<p>Other disbursements, will be paid by the TVDSB: Clerical Support, mailings, faxing etc.</p>		
D2.0	<p>Proponents must state a Fee which includes all services deccribed in the proposal.</p>		

FIRM NAME: _____

SIGNATURE: _____

**REQUEST FOR PROPOSAL - LEADERSHIP TRAINING CONSULTANT
- WORKSHEET E - CRITERIA
WEIGHTING**

ITEM NO.	CRITERIA	POINTS	SUB CATEGORIES	SUB-POINTS
1.0	Fees	20	Fee	20
2.0	Qualifications and Experience	57		
2.1.			Experience in public sector as Leader in Staff Development – including years on each job and their position	10
2.2			Experience as an Administrator in a School Setting	7
2.3			Specialized skills, training and background consulting assignments, speaker or instructor roles in conferences or seminars or authorship of articles and books	15
2.4			Ability to provide content and decision making relevant to TVDSB Foundation Principles and initiatives	15
2.5			Additional professional development including seminars and courses attended or facilitated	10
3.0	Value Added Benefits	5	Additional services offered	5
4.0	References	6		6
5.0	Bid Submission	2	Completeness of submission	2
6.0	Interview if required	10		10
Total		100		100

ITEM NO.	DATE	START TIME	FINISH TIME	DESCRIPTION OF EVENT
	Tentative Schedule			
F1	16-Aug	8:00 AM	4:00 PM	workshop
F2	17-Aug	8:00 AM	4:00 PM	workshop
F3	19-Aug	8:00 AM	4:00 PM	workshop
F4	20-Aug	8:00 AM	4:00 PM	workshop
F5	22-Sep	8:00 AM	10:30 AM	videoconference
F6	29-Sep	8:00 AM	10:30 AM	videoconference
F7	12-Oct	8:00 AM	10:30 AM	videoconference
F8	19-Oct	8:00 AM	10:30 AM	videoconference
F9	20-Oct	8:00 AM	10:30 AM	videoconference
F10	21-Oct	8:00 AM	10:30 AM	videoconference
F11	28-Oct	8:00 AM	10:30 AM	videoconference
F12	17-Nov	8:00 AM	10:30 AM	videoconference
F13	24-Nov	8:00 AM	10:30 AM	videoconference
F14	9-Dec	8:00 AM	10:30 AM	videoconference
F15	16-Dec	8:00 AM	10:30 AM	videoconference
F16	18-Jan	8:00 AM	10:30 AM	videoconference
F17	25-Jan	8:00 AM	10:30 AM	videoconference
F18	15-Feb	8:00 AM	10:30 AM	videoconference
F19	22-Feb	8:00 AM	10:30 AM	videoconference
F20	7-Mar	8:00 AM	10:30 AM	videoconference
F21	21-Mar	8:00 AM	10:30 AM	videoconference
F22	22-Mar	8:00 AM	10:30 AM	videoconference
F23	28-Mar	8:00 AM	10:30 AM	videoconference
F24	29-Mar	8:00 AM	10:30 AM	videoconference
F25	18-Apr	8:00 AM	10:30 AM	videoconference
F26	25-Apr	8:00 AM	10:30 AM	videoconference
F27	16-May	8:00 AM	10:30 AM	videoconference
F28	23-May	8:00 AM	10:30 AM	videoconference
F29	13-Jun	8:00 AM	10:30 AM	videoconference
	MICSCCELLANEOUS			
F30	July 2012-13			phone calls bi-weekly
F31	July 2012-13	bi-weekly		e-mails

FIRM NAME: _____ SIGNATURE: _____

AGREEMENT REGARDING THE SECURITY OF PERSONAL INFORMATION AND CONFIDENTIAL RECORDS, AND NON-DISCLOSURE

This Mutual Agreement regarding the security of Personal Information and Confidential Records, and Non-Disclosure (the "Agreement") is made and entered into between Thames Valley District School Board, with its headquarters' address of 1250 Dundas Street, P.O. Box 5888, London, Ontario N6A 5L1 and with its headquarters with respect to the following.

A. DISCLOSURE

During the discussion of a possible business or contractual relationship between the parties or in the performance of contractual obligations, the parties may disclose information orally, in writing or by other means and media, to each other about their respective operations and business, including without limitation, computer programs, know-how, processes, ideas, inventions and business, financial and product development plans and strategies as well as any other information clearly communicated to the receiving party as confidential or proprietary and all of the afore-described information is essential to the disclosing party's conduct and operation of its business and which information is confidential and proprietary information to the disclosing party ("Personal and Confidential Information").

B. PERSONAL INFORMATION

The parties recognize the application of and responsibilities under the Municipal Freedom of Information and Protection of Privacy Act, R.S.O., 1990, c.M-56 (MFIPPA) and Regulations thereunder, as amended from time to time, and to the collection, use and disclosure of personal information under the control of the Board. Personal information is as defined in Section 2 of the Municipal Freedom of Information and Protection of Privacy Act.

- a. The Receiving Party shall comply with all provisions of MFIPPA and all Board policies and procedures regarding the collection, use and disclosure of personal information under the control of the Board;
- b. Under no circumstances shall the Receiving Party disclose personal information under the control of the Board;
- c. The Receiving Party shall employ appropriate security measures, as determined by the Board in its sole discretion, to protect the confidentiality of the personal information in its possession but under the control of the Board in if in the Receiving Party's possession as a result of the services being provided for the Board;
- d. Only those employees or agents employed by the Receiving Party who require access to personal information under the control of the Board for the purpose of performing their duties with respect to the services being provided to the Board shall be provided with access to such personal information;
- e. The Receiving Party shall either return or destroy, as determined by and in a manner to be determined by the Board in its sole discretion, any and all personal information under the control of the Board if in the Receiving Party's possession as a result of the services provided by the Receiving Party to the Board.

C. COLLECTION BY RECEIVING PARTY

The parties recognize the application of the Personal Information Protection and Electronic Documents Act, S.C. 2000, c.5 (PIPEDA) and Regulations and Schedules thereunder, as amended from time to time, to the collection, use and disclosure of personal information for its own use and/or benefit.

- a. For the purpose of the application of the PIPEDA, the definition of personal information shall be as defined pursuant to PIPEDA.
- b. The Parties agree that at no time will the Receiving Party, for its own use and/or benefit collect, use or disclose personal information about and/or belonging to students of the Board.

D. CONFIDENTIALITY

The Board is willing to provide Personal and/or Confidential Information to the Receiving Party on the condition that the Receiving Party holds the Personal and/or Confidential Information in confidence on the terms and conditions hereinafter set forth.

NOW THEREFORE, in order to induce the Board to provide the Receiving Party with the Personal and/or Confidential Information and for other good and valuable consideration, the Receiving Party hereby warrants, represents and agrees as follows:

- a. Confidentiality - The party receiving Personal and/or Confidential Information ("Receiving Party") hereby agrees to hold in the strictest confidence any and all Personal and/or Confidential Information provided by Thames Valley District School Board (the Board).
- b. Non-Disclosure - The Receiving Party hereby agrees that neither it nor its employees or agents will reveal, duplicate, or otherwise make available the Personal or Confidential Information other than to its own employees or agents' employees who have a business need to know and other than is reasonably necessary for the purposes of this Agreement and the performance of contractual obligations under separate agreements.

**AGREEMENT REGARDING THE SECURITY OF PERSONAL INFORMATION
AND CONFIDENTIAL RECORDS, AND NON-DISCLOSURE**

c. No License - Nothing contained in this Agreement shall be construed as granting or conferring any rights by license or otherwise in any Personal or Confidential Information disclosed to the Receiving Party.

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d. No Obligation - The furnishing of Personal and/or Confidential Information under this Agreement does not obligate either party to enter into any further agreement or negotiation with the other or to refrain from entering into an agreement or negotiations with any other party. However, no Personal or Confidential information provided to the Receiving Party may be shared with any other party without the expressed permission of the Board.

e. Termination - This Agreement shall continue in effect until terminated by either party in writing. However, the obligations hereunder with respect to any disclosures made while this Agreement is in effect will continue indefinitely thereafter. The Receiving Party shall, upon request of the Board, return or destroy any and all of the Personal and/or Confidential Information provided by the Board that is or has been in its possession and shall retain no copies of the Board's Personal and/or Confidential Information other than one copy for archival purposes only, as required by law.

f. Provisions Inapplicable - Personal and Confidential Information does not include information that:

- i. is now, or in the future becomes, freely available to the public through no fault of or action by the Receiving Party;
- ii. was in possession of the Receiving Party prior to the time of disclosure by the Board or that is independently acquired or developed by the Receiving Party without the aid, application or use of the Personal and/or Confidential Information;
- iii. is obtained by Receiving Party in good faith without knowledge of any breach of a secrecy arrangement from a third party;
- iv. is disclosed with the written approval of the Board; or
- v. is required to be disclosed by law or court order; provided that the Board is notified thereof promptly in writing in order to allow the Board an opportunity to take reasonable steps in response thereto.

E. MISCELLANEOUS

a. Personal and Confidential Information is provided on an "AS IS" basis. The Board makes no warranties, express or implied, with respect to the Personal and Confidential Information. The Board shall not be liable for any damages incurred by the Receiving Party arising out of the misuse, retention and/or disposal of Personal and/or Confidential Information provided to it by the Board. The Receiving Party shall be liable to the Board for any misuse, retention and/or wrongful disposal of Personal and/or Confidential Information loaned to it in the service of this contract.

b. Failure of either party hereto to enforce at any time any provision of this Agreement or to exercise any right provided herein shall not in any way be construed to be a waiver of such provision or right nor in any way affect the validity of this Agreement or limit, prevent or impair the right of either party subsequently to enforce such provision or exercise such right.

c. The Receiving Party agrees further that it will not without the prior written consent of the Board, directly or indirectly, in any manner whatsoever, including, without limitation, either individually or in conjunction with any other Person, as principal agent, shareholder, or in any manner whatsoever use the Personal and/or Confidential Information provided by the Board to carry on or be engaged in or be concerned with or interested in a business which is reasonably similar to the current or planned Business of the Recipient. (a "Competitive Business").

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d. This Agreement shall not be assigned by either party without the prior written consent of the other party.

e. The Receiving Party agrees that improper disclosure by it of Personal and/or Confidential Information provided by the Board shall result in irreparable damages and that, in the event that the Board is required to bring an action to enforce the provisions of this Agreement, it shall be entitled to equitable relief, including a preliminary injunction, in addition to all other relief.

f. In the event that either party hereto deems it necessary to pursue any proceedings to enforce the provision of this Agreement, the party prevailing in such proceedings shall be entitled to recover from the other party reasonable attorneys' fees, court costs and other expenses incurred therein.

g. This Agreement shall be construed and enforced in accordance with the internal, substantive laws of the Province of Ontario, but without regard to conflicts of law principles thereof.

This Agreement is effective on the date that it is signed by

THAMES VALLEY DISTRICT SCHOOL BOARD _____

By: _____ By: _____

Signer's Printed Name: _____ Signer's Printed Name: _____

Title: _____ Title: _____

Effective Date: _____ Effective Date: _____

Leadership Journey in TVDSB 2011

5 pillars

- Setting Directions
- Building Relationships and Developing People
- Developing the Organization
- Leading the Instructional Program
- Securing Accountability

Teachers

New Hire

- Hire effective new employees with leadership potential
- New Hire Orientation
- New Teacher Induction Program
- matched with mentor
- occasional teacher professional development days

Experienced Teacher Learnings

- Associate teacher development program
- Mentor training and enhancement program
- Heads Up I: Preparation for Department Heads
- Dialogues about Leadership
- Professional Reading Program
- Elementary P.D.

Leadership Opportunities

- Leadership Manual
- Division Leader
- Committee Chair
- Subject Council Chair
- Leadership Track Level 1
- Teacher on Special Assignment
- Leadership Track Level 2
- Learning Co-ordinator
- Leading for Results
- TVDSB UWO Masters Program
- TLLP

Administrative Mentoring (matched with vice-principal mentor)

New Administrators

- New vice-principals training
- New principals training
- Matched with mentor as part of Principal Learning Team
- Transition handbook

Vice-Principals, Principals and Superintendents

- Ongoing professional learning aligned with system priorities
- Learning cycles
- Leading for results
- Emotional intelligence training
- Learning networks
- Supervisory officer internship program
- OPC / TVDSB annual conference
- OPC EPDC

Support Staff

- New Hire Orientation
- Annual PD Day Conference
- Professional Reading Program
- Mentorship Program
- Courage to Lead Series



The Institute for Education Leadership
L'Institut de leadership en éducation

SELF ASSESSMENT TOOL

for

PRINCIPALS and VICE-PRINCIPALS



The Institute for Education Leadership (IEL) brings together representatives from the principals' associations, the supervisory officers' associations, councils of directors of education and the Ministry of Education in a unique collaborative partnership. It advances and advocates for tri-level leadership (school, district and system). Its main objective is to assist school and system leaders in maximizing the achievement of all students.

The IEL has articulated four key goals: development, research, practice and communication. Development includes defining leadership, identifying the necessary skills and competencies (see the Ontario Leadership Framework) and staying on the leading edge of leadership knowledge and practice. The IEL supports research on effective leadership practices both in the Ontario context and internationally. It connects leadership practice to initiatives that support student achievement and well being.

To learn more about the work of the IEL and to access resources including the APPLIKI site that hosts the Leadership Self-Assessment Tools, go to <http://www.education-leadership-ontario.ca/home.shtml>.

As part of its work on research into practice the IEL has adopted the Ontario Leadership Framework (OLF) and continues to support and promote it as a powerful vehicle for strengthening school and system leadership in the province. This Leadership Self Assessment Tool is another resource school and system leaders may choose to use to inform their professional practice.

Self Assessment Tool for Principals and Vice-Principals

Purpose:

The purpose of the Self Assessment Tool for Principals and Vice-Principals is to enable practicing school leaders to assess their practices with reference to the knowledge, skills and attitudes required to lead schools in the province of Ontario. Derived from competencies and practices within the Ontario Leadership Framework (OLF), the approach is evidence-based, giving principals and vice-principals the opportunity to reflect upon and cite evidence of the experiences that have contributed to their leadership development. Using this self assessment as a starting point, principals and vice-principals can identify areas for growth as leaders and can give further thought and planning to the development of their annual Growth Plan¹. The purpose of this tool is to help to develop reflective practitioners who can lead schools towards achieving the three provincial education priorities of: high levels of student achievement; reduced gaps in student achievement; and increased public confidence in publicly funded education.

Context:

In 2010, the Board Leadership Development Strategy requires that boards develop a plan to assist leaders in continuing their professional growth. Support such as mentoring for newly appointed school leaders, principal and vice principal performance appraisal, and opportunities for professional learning need to be developed as part of this plan. School leaders need a clear understanding of their present level of leadership development as well as direction in ongoing leadership growth efforts. The development and implementation of a self assessment tool, based on the Ontario Leadership Framework, informed by evidence of practice and supported by school boards across the province will provide the foundation for the development of the leaders in our schools and districts.

Development:

The Self Assessment Tool for Principals and Vice-Principals was based on the framework developed by the York Region District School Board. Administrators from the Hamilton-Wentworth District School Board and the Hamilton-Wentworth Catholic District School Board developed indicators, based on the practices and competencies from the Ontario Leadership Framework. School leaders from various school boards validated the self-reflection tool to provide further precision in the indicators of practices.

¹ Beginning in September 2010, principals and vice-principals are required to complete an Annual Growth Plan in consultation with their supervisors as part of the Principal Performance Appraisal process (O.Reg.234/10).

Implementation Tips

The Ontario Leadership Framework (OLF) provides an excellent “roadmap for the path to effective leadership.” The Principal / Vice-Principal Self Assessment Tool expands on the practices and competencies in the OLF to further clarify the actions/behaviours required to attain the desired outcomes in a variety of key roles and responsibilities related to each of the five domains.

The following tips were suggested by members of a provincial validation team². It is hoped that the list can be expanded by users of the assessment tool.

Growth and Development

The self assessment tool can be used:

- To highlight a leadership experience and reflect on it. As part of identifying evidence, focus on three main practices and highlight the indicators that helped you identify areas for growth.
- For personal self-reflection to help identify areas of growth for inclusion in the Annual Growth Plan (AGP).
- To work with a critical friend or mentor to help analyse the:
 - ✓ Quality of the evidence;
 - ✓ Identify areas of growth in the Annual Learning Plan
 - ✓ Impact the evidence had on achieving the school’s vision and improvement goals.
 - ✓ Next levels of learning for personal growth and development – i.e., the identification of practices and related skills, knowledge and attitudes that will have the desired impact.

Professional Development

Use the self assessment tool:

- To assist families of schools determine strengths and needs.
- To guide conversations between mentors and mentees and to collaboratively determine areas for further development.
- To help analyse case studies and to determine steps required to address issues and concerns.
- To assist those who have used the tool to network with others who have used it.

Leadership Development

While the 118 practices and indicators in the self-assessment tool may initially seem too extensive, the tool was purposely designed to reflect the current reality of the principal’s / vice-principal’s varied leadership roles and responsibilities. As such, the self assessment tool could be used to:

- Develop leadership programs.
- Prepare for the promotion process and related interviews or activities.
- Assist Supervisory Officers with the development of authentic and relevant interview questions.

² District School Board of Niagara, Grand Erie District School Board, Halton District School Board, Niagara Catholic District School Board, York Region District School Board, Waterloo Region District School Board, Waterloo Catholic District School Board.

Setting Direction

The principal/vice-principal builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations.

Practices

1. **Establishes a sense of shared purpose.**
 - Fosters trust and confidence in the organization and the goals outlined in the Board's strategic directions
 - Demonstrates the vision and values in everyday work and practice
 - Motivates and works with all stakeholders to create a positive and collaborative school culture

Indicators

- Articulates understanding, support and commitment to the Board's mission, vision and core commitments
- Engages the school community in the development of a shared vision
- Utilizes the vision to guide, resource and sustain school improvement efforts
- Aligns school and Board goals
- Ensures that strategic planning incorporates the diversity, values and experience of the school community
- Listens to and acts appropriately on community feedback.
- Promotes and advocates for public education

Evidence / Reflection / Impact

2. **Understands the strengths and needs of the school and to develop and inform the school improvement planning process.**
 - Collects, analyzes manages and utilizes data in setting direction and informing decision-making for improving student achievement.

- Creates conditions for individual, team and whole-school accountability to improve student achievement and success
- Works with all stakeholders to set appropriate targets and goals for improved student achievement and success and uses a range of evidence to support, monitor, evaluate and improve aspects of school performance
- Shares data routinely with staff, and involves them in analysis, interpretation and action planning
- Makes decisions that reflect equity of opportunity for all students

3. **Builds consensus around the school improvement plan.**
 - Engages all stakeholders in development, implementation, monitoring and reviewing the school improvement plan
 - Influences staff to improve student achievement and success
 - Fosters genuine commitment among stakeholders to achieving the goals in the school improvement plan

- Uses an inclusive process to develop, implement, monitor and review the school improvement plan
- Communicates the roles and responsibilities of all partners with regard to school improvement planning.
- Seeks community input to clarify and inform school improvement from a community perspective
- Collaborates with staff to develop action plans for improving student achievement and success
- Incorporates discussion with all staff regarding school direction and goals when engaged in performance appraisal processes and reviewing annual learning plans
- Engages school volunteers to effectively support the school improvement plan

Competencies for Setting Direction

Skills	Knowledge	Attitudes
<p>The principal is able to:</p> <ul style="list-style-type: none"> ▪ Think strategically and build and communicate a coherent vision in a range of compelling ways ▪ Inspire, challenge, motivate and empower others to carry the vision forward ▪ Model the values and vision of the board ▪ Actively engage the diverse community, through outreach, to build relationships and alliances 	<p>The principal has knowledge and understanding of:</p> <ul style="list-style-type: none"> ▪ Local, national and global trends ▪ Ways to build, communicate and implement a shared vision ▪ Strategic planning processes ▪ Ways to communicate within and beyond the school ▪ New technologies, their use and impact ▪ Leading change, creativity and innovation 	<p>The principal demonstrates:</p> <ul style="list-style-type: none"> ▪ Commitment to setting goals that are not only ambitious and challenging, but also realistic and achievable ▪ A belief that all students can learn ▪ Commitment to an inclusive, respectful, equitable school culture

Next Level of Learning

What skills, knowledge and attitudes do I need to further develop?

Building Relationships and Developing People

The principal/vice-principal strives to foster genuine trusting relationships with students, staff, families and communities, guided by a sense of mutual respect. The principal/vice-principal affirms and empowers others to work in the best interests of all students.

Practices	Indicators	Evidence / Reflection / Impact
<p>1. Is consistently visible and approachable within the school.</p> <ul style="list-style-type: none"> Has quality contact and interactions with students, teachers, family, and community members 	<ul style="list-style-type: none"> Structures frequent and regular opportunities for interaction with students and staff in classrooms and throughout the school Initiates positive interaction with family and community members Provides effective feedback Receives feedback with openness to continuous improvement 	
<p>2. Encourages all staff to see themselves as leaders with an important role to play in school and student success.</p> <ul style="list-style-type: none"> Creates conditions for staff to succeed 	<ul style="list-style-type: none"> Develops effective strategies to welcome and orient staff to the school community Helps staff find meaning, increased skill development, and personal satisfaction in making contributions to improved student achievement and success 	
<p>3. Appreciates, respects, and affirms others.</p> <ul style="list-style-type: none"> Creates and sustains a caring, positive school culture <p>Fosters a learning and working environment which is inclusive and affirms the gender, faith, culture, race and sexual orientation of students, staff and community</p> <ul style="list-style-type: none"> Fosters a collaborative culture which recognizes and affirms the efforts and achievements of others 	<ul style="list-style-type: none"> Treats people fairly, equitably and with dignity and respect and addresses disrespectful treatment of others Relates genuinely to others in ways that demonstrate appreciation and value Supports staff members who are experiencing difficulties Encourages, challenges, influences, motivates and supports others to attain high goals Affirms growth and excellence through recognition, celebration, communication, promotion and encouragement 	
<p>4. Mediates and resolves conflict.</p> <ul style="list-style-type: none"> Anticipates, identifies, analyzes and resolves problems, consistently striving for mutually beneficial solutions Sees resistance as an opportunity for dialogue to find common ground 	<ul style="list-style-type: none"> Applies restorative approaches in resolving differences with the goal of reconciliation Involves others in problem-solving and reaching resolutions that respect the core values of the organization and the dignity of all participants, while fostering continued relationship development 	

Competencies for Building Relationships and Developing People

Skills	Knowledge	Attitudes:
<p>The Principal is able to:</p> <ul style="list-style-type: none"> ▪ Foster an open, fair and equitable culture ▪ Develop, empower and sustain individuals and teams. ▪ Give and receive effective feedback ▪ Challenge, influence and motivate others to attain high goals ▪ Communicate effectively with a diverse range of people, including the public and the media ▪ Manage conflict effectively ▪ Listen empathetically and actively ▪ Foster anti-discriminatory principles and practices 	<p>The principal has knowledge and understanding of:</p> <ul style="list-style-type: none"> ▪ The significance of interpersonal relationships, adult learning and models of continuing professional development ▪ Strategies to promote individual and team development ▪ The relationship between performance management and school improvement ▪ The impact of change on organizations and individuals 	<p>The principal demonstrates:</p> <ul style="list-style-type: none"> ▪ Commitment to effective working relationships ▪ Commitment to shared leadership for improvement ▪ Commitment to effective teamwork ▪ Confidence, optimism, hope, and resiliency ▪ Integrity

Next Level of Learning

What skills, knowledge and attitudes do I need to further develop?

Developing the Organization

The principal/vice-principal builds collaborative cultures, structures the organization for success, and connects the school to its wider environment.

Practices	Indicators	Evidence / Reflection / Impact
<p>1. Builds a collaborative learning culture within the school and actively engages other schools to build effective learning communities.</p> <ul style="list-style-type: none"> ▪ Develops a culture that promotes shared understanding, decision-making and responsibility for outcomes 	<ul style="list-style-type: none"> ▪ Fosters the development of professional learning teams ▪ Encourages teams to share successful practices both in the school and with other schools ▪ Ensures students, parents and teachers understand the full range of pathways, options, programs and supports that are available to facilitate student transitions 	
<p>2. Fosters a changing culture in the school and within the system.</p> <ul style="list-style-type: none"> ▪ Creates an environment that welcomes change as an opportunity for growth and improvement ▪ Understands change theory and leads change with processes to meet the goals of the Board's Strategic Directions and the school's improvement plan ▪ Values and acts on suggestions for continuous improvement 	<ul style="list-style-type: none"> ▪ Provides a clear picture of what is to be achieved ▪ Scaffolds change initiatives to ensure manageable steps ▪ Utilizes a variety of strategies to support staff as they engage in changing practice ▪ Deals collaboratively with obstacles and provides feedback that is honest, specific and balanced ▪ Provides input into and/or feedback on system initiatives and contributes to the development of system initiatives as appropriate 	
<p>3. Fosters growth and development in self and others.</p> <ul style="list-style-type: none"> ▪ Uses a combination of strategies and resources to support personal and individual staff growth and organizational learning ▪ Supports and encourages active participation in professional development that is aligned with school and system initiatives 	<ul style="list-style-type: none"> ▪ Provides induction and mentoring for new teachers ▪ Establishes an orientation procedure for new staff ▪ Supervises all staff justly and appropriately ▪ Uses performance appraisal processes to foster professional growth and development in all staff ▪ Visits classrooms to understand and monitor progress ▪ Engages individual staff in courageous conversations that encourage further development of effective teaching practice ▪ Ensures staff are aware of current theories and practices and engages regularly in professional dialogue as a regular aspect of the school's culture 	
<p>4. Develops the leadership capacity of others.</p> <ul style="list-style-type: none"> ▪ Empowers staff and provides opportunities to achieve goals for professional growth and leadership development. ▪ Distributes leadership equitably amongst staff 	<ul style="list-style-type: none"> ▪ Nurtures and empowers a diverse workforce providing equity of access to opportunity and achievement. ▪ Challenges thinking and learning of self and others to further develop professional practice. ▪ Identifies, trains, advises, mentors and coaches future leaders to build capacity consistent with school and system needs. 	

Competencies for Developing the Organization

Skills	Knowledge:	Attitudes
<p>The principal is able to:</p> <ul style="list-style-type: none"> ▪ Create efficient administrative routines to minimize efforts on recurring and predictable activities ▪ Collaborate and network with others inside and outside the school ▪ Perceive the richness and diversity of school communities ▪ Foster a culture of change ▪ Engage in dialogue which builds community partnerships ▪ Listen and act on community feedback ▪ Engage students and parents 	<p>The principal has knowledge and understanding of:</p> <ul style="list-style-type: none"> ▪ Building and sustaining a professional learning community ▪ Change management strategies ▪ Models of effective partnership ▪ Strategies to encourage parent involvement ▪ Ministry policies and procedures ▪ Models of behaviour and attendance management 	<p>The principal demonstrates:</p> <ul style="list-style-type: none"> ▪ Acceptance of responsibility for school climate and student outcomes ▪ Ethical behaviour

Next Level of Learning

What skills, knowledge and attitudes do I need to further develop?

Leading the Instructional Program

The principal/vice-principal sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instruction.

Practices	Indicators	Evidence / Reflection / Impact
<p>1. Fosters professional, ethical learning communities.</p> <ul style="list-style-type: none"> ▪ Builds a collaborative learning environment focused on improved student achievement 	<ul style="list-style-type: none"> ▪ Networks with others inside and outside the school ▪ Facilitates the development of professional learning teams and ensures they engage in collaborative inquiry to improve instruction ▪ Establishes a process for the development of a timetable that promotes collaborative team learning ▪ Utilizes system and school data to inform decisions and to monitor progress 	
<p>2. Demonstrates a deep knowledge of teaching and learning processes.</p> <ul style="list-style-type: none"> ▪ Establishes a supportive, learning environment in which all students are meaningfully engaged in authentic learning ▪ Fosters a commitment to equity of outcomes and to close the achievement gap 	<ul style="list-style-type: none"> ▪ Implements appropriate curriculum, assessment and instructional processes and resources to maximize student learning to meet the needs of diverse learners ▪ Uses data to inform, develop and improve instructional practice ▪ Ensures the development of student and class profiles which include information that informs practice to improve student learning ▪ Monitors progress to assess the effectiveness of program delivery ▪ Integrates technology to maximize student learning ▪ Ensures effective use of and appropriate access to information communication technology for students and staff 	
<p>3. Empowers teachers and support staff to become instructional leaders.</p> <ul style="list-style-type: none"> ▪ Distributes leadership to build capacity and support for attaining the goals in the school improvement plan 	<ul style="list-style-type: none"> ▪ Ensures clear and consistent high expectations for all staff are communicated, understood and pursued ▪ Stresses the importance of implementing instructional and assessment strategies that maximize student learning and meet the needs of diverse learners ▪ Engages staff in opportunities to learn about and to practice effective instructional and assessment strategies ▪ Provides teams with strategies that foster reflective practice. ▪ Encourages risk-taking and creativity 	
<p>4. Engages families and communities in supporting student achievement.</p> <ul style="list-style-type: none"> ▪ Understands the importance of family and community involvement in supporting student achievement and success 	<ul style="list-style-type: none"> ▪ Assists parents to understand the developmental stages of their children and to create home conditions that support their children as learners. ▪ Uses a variety of communication strategies to connect with all families ▪ Works with the school council and school staff to provide home programs which actively engage parents in working directly with their children ▪ Engages students, parents and the community to build partnerships that enhance student learning and work together to create a variety of involvement opportunities. 	

Competencies for Leading the Instructional Program

Skills	Knowledge:	Attitudes:
<p>The principal is able to:</p> <ul style="list-style-type: none"> ▪ Demonstrate the principles and practice of effective teaching and learning ▪ Access, analyse and interpret data ▪ Initiate and support an inquiry-based approach to improvement in teaching and learning ▪ Establish and sustain appropriate structures and systems for effective management of the school ▪ Make organizational decisions based on informed judgments ▪ Manage time effectively ▪ Support student character development strategies 	<p>The principal has knowledge and understanding of:</p> <ul style="list-style-type: none"> ▪ Strategies for improving achievement ▪ Effective pedagogy and assessment ▪ Use of new and emerging technologies to support teaching and learning ▪ Models of behaviour and attendance management ▪ Strategies for ensuring inclusion, diversity and access ▪ Curriculum design and management ▪ Tools for data collection and analysis ▪ School self-evaluation ▪ Strategies for developing effective teachers and leaders ▪ Project management for planning and implementing change ▪ Legal issues ▪ The importance of effective student character development 	<p>The principal demonstrates:</p> <ul style="list-style-type: none"> ▪ Commitment to raising standards for all students ▪ Commitment to equity of outcomes and closing the achievement gap ▪ Belief in meeting the needs of all students in diverse ways ▪ Commitment to sustaining a safe, secure and healthy school environment ▪ Commitment to upholding human rights

Next Level of Learning

What skills, knowledge and attitudes do I need to further develop?

Securing Accountability

The Principal/Vice-Principal is responsible for creating conditions for student success and contributing to the effective management of the school so that everyone can focus on teaching and learning. They are accountable to students, parents, the community, supervisors and to the Board for ensuring that students benefit from a high quality education.

Practices

1. Takes responsibility and is accountable for the goals set out in the school improvement plan.

- Has a focused plan to sustain continuous improvement
- Aligns school improvement initiatives with mandated Board and Ministry directions
- Works collaboratively with the Supervisory Officer to reflect on progress and establish new goals to meet student needs

Indicators

- Works collaboratively to set reasonable, achievable targets.
- Works with others to develop and implement strategies to support achievement of goals outlined in the school improvement plan
- Leads a school assessment and review process to measure results and provide evidence of outcomes
- Works to develop a climate of trust in collaborating with teachers on the Annual Learning Plan
- Assesses personal growth as outlined in the Annual Growth Plan
- Supports the school council so it can participate actively and authentically in its advisory role

Evidence / Reflection / Impact

2. Manages day to day operational tasks and processes to ensure optimal school functioning.

- Assumes responsibility and is accountable for a safe, orderly, supportive and healthy learning environment
- Assigns and supervises staff consistent with legislation and Ministry and Board policy and procedures

- Ensures staff roles and responsibilities are clearly understood, implemented and subject to rigorous review and evaluation
- Responds appropriately to legislation and Board policies
- Conducts performance appraisals of staff consistent with legislation and procedures
- Participates in recruitment, hiring and retention of staff with the interest and capacity to further school and system goals
- Attends to and complies with all school operations (e.g. plant, finance, H.R. policies, information technology)
- Monitors and reviews I.E.P. and provides parents and students with opportunities to contribute and refine learning goals
- Maintains accurate records that reflect system and Ministry requirements, and completes reports accurately and in a timely fashion

3. Manages the school budget procedure.

- Demonstrates accountability for processes that monitor finances and resources

- Implements Board business and financial procedures
- Deploys resources to support school improvement initiatives and to ensure equitable opportunity of all students

4. Demonstrates reflective practice as a leader.

- Reflects on personal contribution to school achievements and responds to feedback from others

- Reflects on and responds to feedback based on external evaluations (i.e., District Reviews and Principal Performance Appraisal)
- Develops and presents a coherent and transparent account of the school's performance to a range of audiences (e.g., school council, parents, Board)

Competencies for Securing Accountability

Skills	Knowledge	Attitudes
<p>The principal is able to:</p> <ul style="list-style-type: none"> ▪ Engage the school community in the systematic and rigorous evaluation of school effectiveness ▪ Collect and use a rich set of data to understand and assess the strengths and weaknesses of the school ▪ Combine the outcomes of regular school self-review with provincial and other external assessments for school improvement 	<p>The principal has knowledge and understanding of:</p> <ul style="list-style-type: none"> ▪ Accountability frameworks including self-evaluation ▪ The contribution that education makes to developing, promoting and sustaining a fair and equitable society ▪ The use of a range of evidence to support, monitor, evaluate and improve school performance ▪ The principles and practices of performance management 	<p>The principal demonstrates:</p> <ul style="list-style-type: none"> ▪ Commitment to individual, team and whole-school accountability for student outcomes ▪ Commitment to the principles and practices of school self-evaluation ▪ Commitment to personal self-evaluation

Next Level of Learning

What skills, knowledge and attitudes do I need to further develop?