



**RETURN BIDS TO:
RETOURNER LES SOUMISSIONS À:**

Public Health Agency of Canada / Agence de la santé publique du Canada

Attn: Montana Myers
Email: montana.myers@hc-sc.gc.ca

**REQUEST FOR PROPOSAL
DEMANDE DE PROPOSITION**

Proposal To: Public Health Agency of Canada

We hereby offer to sell to His Majesty the King in right of Canada, in accordance with the terms and conditions set out herein, referred to herein or attached hereto, the goods, services, and construction listed herein and on any attached sheets at the price(s) set out thereof.

Proposition à:
Agence de la santé publique du Canada

Nous offrons par la présente de vendre à Sa Majesté le Roi du chef du Canada, aux conditions énoncées ou incluses par référence dans la présente et aux annexes ci-jointes, les biens, services et construction énumérés ici sur toute feuille ci-annexées, au(x) prix indiqué(s).

**Instructions : See Herein
Instructions: Voir aux présentes**

Issuing Office – Bureau de distribution
Public Health Agency of Canada / Agence de la santé publique du Canada
200, Eglantine Driveway
Tunney's Pasture
Ottawa Ontario K1A 0K9

Title – Sujet Developing Targeted Knowledge Products for Education Professionals to Facilitate Implementation of the <i>Blueprint for Action: Preventing substance-related harms among youth through a Comprehensive School Health approach</i> (the Blueprint for Action)	
Solicitation No. – N° de l'invitation 1000253704	Date October 17, 2023
Solicitation Closes at 2 :00PM – L'invitation prend fin à on / le – November 22, 2023	Time Zone Fuseau horaire ET
F.O.B. - F.A.B. Plant-Usine: <input type="checkbox"/> Destination: <input type="checkbox"/> Other-Autre: <input type="checkbox"/>	
Address Enquiries to: - Adresser toutes questions à : Name: Montana Myers Email: montana.myers@hc-sc.gc.ca	
Destination – of Goods, Services, and Construction: Destination – des biens, services et construction : See Herein – Voir ici	
Delivery required - Livraison exigée See Herein – Voir ici	
Vendor/firm Name and address Raison sociale et adresse du fournisseur/de l'entrepreneur 	
Facsimile No. – N° de télécopieur : Telephone No. – N° de téléphone :	
Name and title of person authorized to sign on behalf of Vendor/firm Nom et titre de la personne autorisée à signer au nom du fournisseur/de l'entrepreneur 	
(type or print)/ (taper ou écrire en caractères d'imprimerie)	
_____ Signature	_____ Date



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PART 1 - GENERAL INFORMATION

1.1 Introduction

The bid solicitation is divided into seven parts plus attachments and annexes, as follows:

- Part 1 General Information: provides a general description of the requirement;
- Part 2 Bidder Instructions: provides the instructions, clauses and conditions applicable to the bid solicitation;
- Part 3 Bid Preparation Instructions: provides Bidders with instructions on how to prepare their bid;
- Part 4 Evaluation Procedures and Basis of Selection: indicates how the evaluation will be conducted, the evaluation criteria that must be addressed in the bid, and the basis of selection;
- Part 5 Certifications and Additional Information: includes the certifications and additional information to be provided;
- Part 6 Resulting Contract Clauses: includes the clauses and conditions that will apply to any resulting contract.

The Annexes include the Statement of Work and the Basis of Payment.

1.2 Summary

The Public Health Agency of Canada's Centre for Mental Health and Wellbeing has a requirement for the development and dissemination of knowledge products tailored to specific roles in the education sector, designed to support uptake of the [*Blueprint for Action: Preventing substance-related harms among youth through a Comprehensive School Health approach*](#). This will involve developing a suite of role-specific resources for distinct education professional audiences (e.g. teachers and administrators) that provide practical, detailed guidance on adapting and implementing the strategies outlined in the Blueprint for Action in line with their respective roles, responsibilities, and operating contexts. There is also a requirement for strategic dissemination of these products to a wide network of Canadian education professionals and other school stakeholders to support implementation.

The contract period will span up to one year, in order to allow for meaningful engagement of school stakeholders given the complex education landscape in Canada.

1.3 Debriefings

Bidders may request a debriefing on the results of the bid solicitation process. Bidders should make the request to the Contracting Authority within 15 working days from receipt of the results of the bid solicitation process. The debriefing may be in writing, by telephone or in person.



PART 2 - BIDDER INSTRUCTIONS

2.1 Standard Instructions, Clauses and Conditions

All instructions, clauses and conditions identified in the bid solicitation by number, date and title are set out in the [Standard Acquisition Clauses and Conditions Manual](https://buyandsell.gc.ca/policy-and-guidelines/standard-acquisition-clauses-and-conditions-manual) (<https://buyandsell.gc.ca/policy-and-guidelines/standard-acquisition-clauses-and-conditions-manual>) issued by Public Works and Government Services Canada.

Bidders who submit a bid agree to be bound by the instructions, clauses and conditions of the bid solicitation and accept the clauses and conditions of the resulting contract.

The [2003](#) (2023-06-08) Standard Instructions - Goods or Services - Competitive Requirements, are incorporated by reference into and form part of the bid solicitation.

Subsection 5.4 of [2003](#), Standard Instructions - Goods or Services - Competitive Requirements, is amended as follows:

Delete: 60 days
Insert: 90 days

Technical Difficulties of Bid Transmission

Despite anything to the contrary in (05), (06) or (08) of the Standard Instructions, where a Bidder has commenced transmission of its bid through an electronic submission method (such as facsimile or Canada Post Corporation's (CPC) Connect service, or other online service) in advance of the bid solicitation closing date and time, but due to technical difficulties, Canada was unable to receive or decode the entirety of the Bid by the deadline, Canada may nonetheless accept the entirety of the Bid received after the bid solicitation closing date and time, provided that the Bidder can demonstrate the following:

- (i) The bidder contacted Canada in advance of the bid solicitation closing date and time to attempt to resolve its technical difficulties; OR
- (ii) The electronic properties of the Bid documentation clearly indicate that all components of the Bid were prepared in advance of the bid solicitation closing date and time.

Completeness of the Bid

After the closing date and time of this bid solicitation, Canada will examine the Bid to determine completeness. The review for completeness will be limited to identifying whether any information submitted as part of the bid can be accessed, opened, and/or decoded. This review does not constitute an evaluation of the content, will not assess whether the Bid meets any standard or is responsive to all solicitation requirements, but will be solely limited to assessing completeness. Canada will provide the Bidder with the opportunity to submit information found to be missing or incomplete in this review within two business days of notice.

Specifically, the bid will be reviewed and deemed to be complete when the following elements have been submitted by the bidder:

1. That certifications and securities required at bid closing are included.
2. That bids are properly signed, that the bidder is properly identified.
3. Acceptance of the terms and conditions of the bid solicitation and resulting contract.
4. That all documents created prior to bid closing but due to technical difficulties Canada was unable to receive them, have been properly submitted and received by Canada.



5. All certifications, declarations and proofs created prior to bid closing but due to technical difficulties Canada was unable to receive them, have been properly submitted and received by Canada.

2.2 Submission of Bids

Bids must be submitted only to montana.myers@hc-sc.gc.ca by the date, time and place indicated in the bid solicitation.

Due to the nature of the bid solicitation, bids transmitted by facsimile will not be accepted.

2.3 Former Public Servant

Contracts awarded to former public servants (FPS) in receipt of a pension or of a lump sum payment must bear the closest public scrutiny, and reflect fairness in the spending of public funds. In order to comply with Treasury Board policies and directives on contracts awarded to FPSs, bidders must provide the information required below before contract award. If the answer to the questions and, as applicable the information required have not been received by the time the evaluation of bids is completed, Canada will inform the Bidder of a time frame within which to provide the information. Failure to comply with Canada's request and meet the requirement within the prescribed time frame will render the bid non-responsive.

Definitions

For the purposes of this clause,

"former public servant" is any former member of a department as defined in the [Financial Administration Act](#), R.S., 1985, c. F-11, a former member of the Canadian Armed Forces or a former member of the Royal Canadian Mounted Police. A former public servant may be:

- a. an individual;
- b. an individual who has incorporated;
- c. a partnership made of former public servants; or
- d. a sole proprietorship or entity where the affected individual has a controlling or major interest in the entity.

"lump sum payment period" means the period measured in weeks of salary, for which payment has been made to facilitate the transition to retirement or to other employment as a result of the implementation of various programs to reduce the size of the Public Service. The lump sum payment period does not include the period of severance pay, which is measured in a like manner.

"pension" means a pension or annual allowance paid under the [Public Service Superannuation Act](#) (PSSA), R.S., 1985, c. P-36, and any increases paid pursuant to the [Supplementary Retirement Benefits Act](#), R.S., 1985, c. S-24 as it affects the PSSA. It does not include pensions payable pursuant to the [Canadian Forces Superannuation Act](#), R.S., 1985, c. C-17, the [Defence Services Pension Continuation Act](#), 1970, c. D-3, the [Royal Canadian Mounted Police Pension Continuation Act](#), 1970, c. R-10, and the [Royal Canadian Mounted Police Superannuation Act](#), R.S., 1985, c. R-11, the [Members of Parliament Retiring Allowances Act](#), R.S. 1985, c. M-5, and that portion of pension payable to the [Canada Pension Plan Act](#), R.S., 1985, c. C-8.

Former Public Servant in Receipt of a Pension

As per the above definitions, is the Bidder a FPS in receipt of a pension? **Yes () No ()**

If so, the Bidder must provide the following information, for all FPSs in receipt of a pension, as applicable:

- a. name of former public servant;



- b. date of termination of employment or retirement from the Public Service.

By providing this information, Bidders agree that the successful Bidder's status, with respect to being a former public servant in receipt of a pension, will be reported on departmental websites as part of the published proactive disclosure reports in accordance with [Contracting Policy Notice: 2019-01](#) and the [Guidelines on the Proactive Disclosure of Contracts](#).

Work Force Adjustment Directive

Is the Bidder a FPS who received a lump sum payment pursuant to the terms of the Work Force Adjustment Directive? **Yes** () **No** ()

If so, the Bidder must provide the following information:

- a. name of former public servant;
- b. conditions of the lump sum payment incentive;
- c. date of termination of employment;
- d. amount of lump sum payment;
- e. rate of pay on which lump sum payment is based;
- f. period of lump sum payment including start date, end date and number of weeks;
- g. number and amount (professional fees) of other contracts subject to the restrictions of a work force adjustment program.

2.4 Enquiries - Bid Solicitation

All enquiries must be submitted in writing to the Contracting Authority no later than seven (7) calendar days before the bid closing date. Enquiries received after that time may not be answered.

Bidders should reference as accurately as possible the numbered item of the bid solicitation to which the enquiry relates. Care should be taken by Bidders to explain each question in sufficient detail in order to enable Canada to provide an accurate answer. Technical enquiries that are of a proprietary nature must be clearly marked "proprietary" at each relevant item. Items identified as "proprietary" will be treated as such except where Canada determines that the enquiry is not of a proprietary nature. Canada may edit the question(s) or may request that the Bidder do so, so that the proprietary nature of the question(s) is eliminated and the enquiry can be answered to all Bidders. Enquiries not submitted in a form that can be distributed to all Bidders may not be answered by Canada.

2.5 Applicable Laws

Any resulting contract must be interpreted and governed, and the relations between the parties determined, by the laws in force in Ontario.

Bidders may, at their discretion, substitute the applicable laws of a Canadian province or territory of their choice without affecting the validity of their bid, by deleting the name of the Canadian province or territory specified and inserting the name of the Canadian province or territory of their choice. If no change is made, it acknowledges that the applicable laws specified are acceptable to the Bidders.

2.6 Basis for Canada's Ownership of Intellectual Property

The Public Health Agency of Canada has determined that any intellectual property rights arising from the performance of the Work under the resulting contract will belong to Canada, for the following reasons, as set out in the [Policy on Title to Intellectual Property Arising Under Crown Procurement Contracts](#): the main purpose of the Contract, or of the deliverables contracted for, is to generate knowledge and information for public dissemination.

2.7 Bid Challenge and Recourse Mechanisms



- (a) Several mechanisms are available to potential suppliers to challenge aspects of the procurement process up to and including contract award.
- (b) Canada encourages suppliers to first bring their concerns to the attention of the Contracting Authority. Canada's [Buy and Sell](#) website, under the heading "[Bid Challenge and Recourse Mechanisms](#)" contains information on potential complaint bodies such as:
- Office of the Procurement Ombudsman (OPO)
 - Canadian International Trade Tribunal (CITT)
- (c) Suppliers should note that there are **strict deadlines** for filing complaints, and the time periods vary depending on the complaint body in question. Suppliers should therefore act quickly when they want to challenge any aspect of the procurement process.



PART 3 - BID PREPARATION INSTRUCTIONS

3.1 Bid Preparation Instructions

Due to the nature of the bid solicitation, bids transmitted by CPC Connect service and by facsimile will not be accepted.

Canada requests that bidders provide their bid in separate sections as follows:

- Section I: Technical Bid, one electronic copy;
- Section II: Financial Bid, one electronic copy,
- Section III: Certifications, one electronic copy.

Prices must appear in the financial bid only. No prices must be indicated in any other section of the bid.

Section I: Technical Bid

In their technical bid, Bidders should demonstrate their understanding of the requirements contained in the bid solicitation and explain how they will meet these requirements. Bidders should demonstrate their capability in a thorough, concise and clear manner for carrying out the work.

The technical bid should address clearly and in sufficient depth the points that are subject to the evaluation criteria against which the bid will be evaluated. Simply repeating the statement contained in the bid solicitation is not sufficient. In order to facilitate the evaluation of the bid, Canada requests that Bidders address and present topics in the order of the evaluation criteria under the same headings. To avoid duplication, Bidders may refer to different sections of their bids by identifying the specific paragraph and page number where the subject topic has already been addressed.

Section II: Financial Bid

Bidders must submit their financial bid in accordance with the Basis of Payment in Annex B.

Section III: Certifications

Bidders must submit the certifications and additional information required under Part 5.



PART 4 - EVALUATION PROCEDURES AND BASIS OF SELECTION

4.1 Evaluation Procedures

- (a) Bids will be assessed in accordance with the entire requirement of the bid solicitation including the technical evaluation criteria.
- (b) An evaluation team composed of representatives of Canada will evaluate the bids.

4.1.1 Technical Evaluation

4.1.1.1 Mandatory Technical Criteria

The proposal must meet the mandatory technical criteria specified below. The Bidder must provide the necessary documentation to support compliance with this requirement. Proposals which fail to meet the mandatory technical criteria will be declared non-responsive.

Proposals that meet the mandatory technical criteria will be further evaluated under the point-rated criteria.

It is acceptable to refer to the same projects to satisfy the requirements of multiple criteria.

However, each mandatory technical criterion should be addressed separately and should include a reference page number for reference against the proposal.

#	Mandatory Technical Criteria (Met/Not Met)	Bid Preparation Instructions	Proposal Page Reference
M1	The Bidder must identify the principal members of the project team who will be substantively involved in the project. Principal members of the project team will be referred to as 'resources' in the bid preparation instructions throughout this evaluation criteria.	The Bidder must provide detailed CVs outlining the proposed resources' relevant education and work experience.	
M2	The Bidder must demonstrate that at least one principal member of the project team, substantively involved in all phases of the project, has completed a minimum of two (2) knowledge mobilization projects within the past five (5) years related to youth or school health (including the prevention of substance-related harms among youth), working for, or in close partnership with, an organization focused on youth or school health.	<p>In order to demonstrate the required experience, the Bidder must include the following information for each project:</p> <ul style="list-style-type: none"> a) Name and contact information (email, telephone number) of the organization leading the project; b) Project start and end dates; c) Format of project deliverables (e.g., infographics, research brief, training guide, etc.) and intended audience(s); d) Indicators of the reach of project deliverables (e.g., number and types of school community members reached) and the impact and/or outcomes (e.g., changes in school-based policies and programming); e) Resource's roles and responsibilities in the project; and f) Copies of or electronic links to examples of project deliverables completed by the proposed resource. 	



		Canada reserves the right to contact references to validate experience.	
M3	The Bidder must demonstrate that at least one principal member of the project team, substantively involved in all phases of the project, has a minimum of three (3) years' experience within the last five (5) years engaging directly and effectively with education professionals (as defined in section 5.1.1 of the Statement of Work) through various channels (e.g., online professional communities, conferences, knowledge brokers, professional development opportunities, newsletters, etc.).	In order to demonstrate the required experience, the Bidder must provide a comprehensive list and description of the channels used to reach these stakeholders. List and/or descriptions must include: a) Main goals and objectives of these engagements; b) Relevant dates (e.g., start and end dates); c) Number and types of education professionals reached; d) Frequency of engagement; e) Any outputs and outcomes; and f) Resource's roles and responsibilities in the engagement.	
M4	The Bidder must demonstrate that one or more of the principal members of the project team, substantively involved in all phases of the project, has established networks and partnerships with a minimum of three (3) provincial/territorial-level school health organizations and/or national-level organizations focused on education (e.g., those representing school boards and/or the target audiences as specified in the Statement of Work, Annex A). These networks and partnerships must be able to be leveraged for the current requirement to ensure project deliverables reflect the perspectives of these key groups and to support rapid dissemination and adoption of project deliverables within the education sector across Canadian jurisdictions.	In order to demonstrate the required experience, the Bidder must provide: 1. A comprehensive list of these networks and/or partnerships; and 2. Three (3) project descriptions for work completed in the last three (5) years in which the resource leveraged their networks/partnerships to support project planning, development and/or dissemination. Project descriptions must include: a) Name and contact information (email, telephone number) of the organization(s); b) Project start and end dates; c) Brief description of the project's focus, scope, and outcomes as they relate to the criterion; and d) Resource's roles and responsibilities in the project. Canada reserves the right to contact references to validate experience.	
M5	The Bidder must demonstrate that one or more of the principal members of the project team, substantively involved in all phases of the project, has established networks and partnerships within postsecondary faculties of education. These networks and partnerships must be able to be leveraged for the current requirement to ensure project deliverables reflect the perspectives of pre-service teachers (i.e., students who are in postsecondary education	In order to demonstrate the required experience, the Bidder must provide: 1. A comprehensive list of these networks and/or partnerships; and 2. One (1) detailed project description for work completed in the last three (3) years in which the resource leveraged their networks/partnerships to support project planning, development and/or dissemination. This may include research activities related to health education where networks of professors/faculties of education are involved.	



	programs) and professors of education, and to support rapid dissemination and adoption of project deliverables across Canadian jurisdictions.	<p>The project description must include:</p> <ul style="list-style-type: none"> a) Name and contact information (email, telephone number) of the organization(s); b) Project start and end dates; c) Brief description of the project's focus, scope, and outcomes as they relate to the criterion; and d) Resource's roles and responsibilities in the project. <p>Canada reserves the right to contact references to validate experience.</p>	
M6	The Bidder must demonstrate that at least one principal member of the project team, substantively involved in all phases of the project, must be fluent in both official languages (English and French) and able to complete all tasks (outlined in Statement of Work, Annex A) in both official languages, as necessary to fulfill the requirement.	In order to demonstrate the required experience, the Bidder must provide a reference letter attesting that one or more of the resources is fluently bilingual and able to complete all tasks in both official languages.	

4.1.1.2 Point-Rated Technical Criteria

Proposals meeting all of the mandatory criteria will be evaluated according to the point-rated technical criteria listed below.

It is acceptable to refer to the same projects to satisfy the requirements of multiple criteria.

However, each point-rated technical criterion should be addressed separately and should include a reference page number for reference against the proposal.

#	Point-Rated Criteria (Scored)	Bid Preparation Instructions	Proposal Page Reference	Score
R1	<p>The Bidder should demonstrate, by providing a detailed workplan and methodology, how they intend to deliver the work detailed in the Statement of Work (Annex A), demonstrating a thorough understanding of the scope, objectives, and complexity of the project.</p> <p>POINTS ALLOCATION: Points will be awarded based on the workplan and methodology including the following requirements:</p> <ol style="list-style-type: none"> 1. Description of the overall approach and strategy for the project (1 point) 2. Detailed proposed schedule inclusive of all deliverables and processes outlined in the Statement of Work, Annex A (3 points) 	The Bidder must provide a workplan and methodology that is feasible, sound in approach, and addresses the aforementioned points-based requirements.		/10



	<p>3. Description of key stakeholders/partners and how they will be engaged throughout the project (4 points)</p> <p>4. Description of anticipated challenges and mitigation strategies (2 points)</p>			
R2	<p>Further to the experience demonstrated in M2, the Bidder should demonstrate, by providing detailed project descriptions, if and how any of the projects contain the elements below:</p> <ol style="list-style-type: none"> 1. Reflect the functions and operating contexts that are distinct to each key education professional role, as outlined in the Statement of Work, Annex A (2 points) 2. Demonstrate an understanding of current approaches regarding healthy schools or the prevention of substance-related harms among youth, including the Blueprint for Action (2 points) 3. Provide evidence-based guidance tailored to specific education professionals (e.g., teachers or administrators) (3 points) 4. Involved active engagement with education professionals (as defined in section 5.1.1 of the Statement of Work, Annex A), or the organizations that represent them, throughout the knowledge product development and dissemination processes (3 points) 5. National in scope (1 point) 6. Finalized in both official languages (1 point) <p>POINTS ALLOCATION: Up to twelve (12) points per project up to a maximum of 2 projects.</p>	<p>In order to demonstrate the experience, the Bidder must include the following information for each project, addressing the point-rated criteria as appropriate:</p> <ol style="list-style-type: none"> a) Name and contact information (email, telephone number) of the organization leading the project; b) Project start and end dates; c) Brief description of the project including focus, intended audience(s), scope, and reach/outcomes as they relate to the specific point-rated criteria; and d) Resource's roles and responsibilities in the project, including as they relate to the point-rated criteria; and e) Copies of or electronic links to examples of project deliverables completed by the proposed resource. <p>Canada reserves the right to contact references to validate experience.</p>		/24
R3	<p>Further to the experience demonstrated in M3, the Bidder must demonstrate that one or more of the principal members of the project team, substantively involved in all phases of the project, has experience engaging directly with Canadian education professionals (as defined in section 5.1.1 of the Statement of Work, Annex A), or the organizations that represent them, on youth or school health (e.g. via webinars, forums, capacity building events, consultations, etc.) within the past five (5) years.</p> <p>Points will be awarded for engagements that were:</p> <ol style="list-style-type: none"> 1. National in scope (1 point) 2. Conducted in both official languages (1 point) 	<p>In order to demonstrate the experience, the Bidder must provide detailed descriptions of the engagement(s).</p> <p>The engagement descriptions must address the point-rated criteria as appropriate and include:</p> <ol style="list-style-type: none"> a) Main objectives and scope of the engagements; b) Relevant dates (e.g., start and end dates); c) Number and types of education professionals and/or organizations reached; d) Any outputs and outcomes; 		/12



	<p>3. Involved both education professionals <i>and</i> the organizations that represent them (1 point)</p> <p>4. Targeted at or tailored to specific groups of education professionals (e.g., teachers or administrators) (1 point)</p> <p>POINTS ALLOCATION: Four (4) points for each engagement up to a maximum of 3 engagements.</p>	<p>e) Language used to conduct the engagement; and</p> <p>f) Resource's roles and responsibilities in the engagement.</p> <p>Canada reserves the right to contact references to validate experience.</p>		
			TOTAL	/46

4.2 Basis of Selection

4.2.1 Highest Combined Rating of Technical Merit (75%) and Price (25%) (A0027T)

1. To be declared responsive, a bid must:
 - a. comply with all the requirements of the bid solicitation; and
 - b. meet all mandatory criteria; and
 - c. obtain the required minimum of 20 points overall for the technical evaluation criteria which are subject to point rating.
The rating is performed on a scale of 46 points.
2. Bids not meeting (a) or (b) or (c) will be declared non-responsive.
3. The selection will be based on the highest responsive combined rating of technical merit and price. The ratio will be 75% for the technical merit and 25% for the price.
4. To establish the technical merit score, the overall technical score for each responsive bid will be determined as follows: total number of points obtained / maximum number of points available multiplied by the ratio of 75%.
5. To establish the pricing score, each responsive bid will be prorated against the lowest evaluated price and the ratio of 25%.
6. For each responsive bid, the technical merit score and the pricing score will be added to determine its combined rating.
7. Neither the responsive bid obtaining the highest technical score nor the one with the lowest evaluated price will necessarily be accepted. The responsive bid with the highest combined rating of technical merit and price will be recommended for award of a contract.

The table below illustrates an example where all three bids are responsive and the selection of the contractor is determined by a 60/40 ratio of technical merit and price, respectively. The total available points equals 135 and the lowest evaluated price is \$45,000 (45).

Basis of Selection - Highest Combined Rating Technical Merit (60%) and Price (40%)

	Bidder 1	Bidder 2	Bidder 3
Overall Technical Score	115/135	89/135	92/135
Bid Evaluated Price	\$55,000.00	\$50,000.00	\$45,000.00
Calculations	Technical Merit Score		
	$115/135 \times 60 = 51.11$	$89/135 \times 60 = 39.56$	$92/135 \times 60 = 40.89$



	Pricing Score	$45/55 \times 40 = 32.73$	$45/50 \times 40 = 36.00$	$45/45 \times 40 = 40.00$
Combined Rating		83.84	75.56	80.89
Overall Rating		1st	3rd	2nd



PART 5 – CERTIFICATIONS AND ADDITIONAL INFORMATION

Bidders must provide the required certifications and additional information to be awarded a contract.

The certifications provided by Bidders to Canada are subject to verification by Canada at all times. Unless specified otherwise, Canada will declare a bid non-responsive, or will declare a contractor in default if any certification made by the Bidder is found to be untrue, whether made knowingly or unknowingly, during the bid evaluation period or during the contract period.

The Contracting Authority will have the right to ask for additional information to verify the Bidder's certifications. Failure to comply and to cooperate with any request or requirement imposed by the Contracting Authority will render the bid non-responsive or constitute a default under the Contract.

5.1 Certifications Required with the Bid

Bidders must submit the following duly completed certifications as part of their bid.

5.1.1 Integrity Provisions - Declaration of Convicted Offences

In accordance with the Integrity Provisions of the Standard Instructions, all bidders must provide with their bid, **if applicable**, the Integrity declaration form available on the [Forms for the Integrity Regime](http://www.tpsgc-pwgsc.gc.ca/ci-if/declaration-eng.html) website (<http://www.tpsgc-pwgsc.gc.ca/ci-if/declaration-eng.html>), to be given further consideration in the procurement process.

5.2 Certifications Precedent to Contract Award and Additional Information

The certifications and additional information listed below should be submitted with the bid but may be submitted afterwards. If any of these required certifications or additional information is not completed and submitted as requested, the Contracting Authority will inform the Bidder of a time frame within which to provide the information. Failure to provide the certifications or the additional information listed below within the time frame specified will render the bid non-responsive.

5.2.1 Integrity Provisions – Required Documentation

In accordance with the section titled Information to be provided when bidding, contracting or entering into a real property agreement of the [Ineligibility and Suspension Policy](http://www.tpsgc-pwgsc.gc.ca/ci-if/politique-policy-eng.html) (<http://www.tpsgc-pwgsc.gc.ca/ci-if/politique-policy-eng.html>), the Bidder must provide the required documentation, as applicable, to be given further consideration in the procurement process.

5.2.2 Federal Contractors Program for Employment Equity - Bid Certification

By submitting a bid, the Bidder certifies that the Bidder, and any of the Bidder's members if the Bidder is a Joint Venture, is not named on the Federal Contractors Program (FCP) for employment equity "FCP Limited Eligibility to Bid" list available at the bottom of the page of the [Employment and Social Development Canada \(ESDC\) - Labour's](#) website.

Canada will have the right to declare a bid non-responsive if the Bidder, or any member of the Bidder if the Bidder is a Joint Venture, appears on the "FCP Limited Eligibility to Bid list at the time of contract award.

5.2.3 Additional Certifications Precedent to Contract Award

5.2.3.1 Status and Availability of Resources



SACC Manual clause [A3005T](#) (2010-08-16) Status and Availability of Resources

5.2.3.2 Education and Experience

SACC Manual clause [A3010T](#) (2010-08-16) Education and Experience



PART 6 - RESULTING CONTRACT CLAUSES

The following clauses and conditions apply to and form part of any contract resulting from the bid solicitation.

6.1 Statement of Work

The Contractor must perform the Work in accordance with the Statement of Work at Annex A.

6.2 Standard Clauses and Conditions

All clauses and conditions identified in the Contract by number, date and title are set out in the [Standard Acquisition Clauses and Conditions Manual](https://buyandsell.gc.ca/policy-and-guidelines/standard-acquisition-clauses-and-conditions-manual) (<https://buyandsell.gc.ca/policy-and-guidelines/standard-acquisition-clauses-and-conditions-manual>) issued by Public Works and Government Services Canada.

6.2.1 General Conditions

[2035](#) (2022-12-01), General Conditions - Higher Complexity - Services, apply to and form part of the Contract.

6.2.2 Supplemental General Conditions

[4007](#) (2022-12-01) Canada to own intellectual property rights in Foreground Information, apply to and form part of the Contract.

6.3 Security Requirements

Unscreened contractors must be escorted:

1. Unscreened contractors must be escorted by an employee or Commissionaire at all times when visiting Government of Canada facilities.
2. Information which is to be used in the development of the contracted product, as reference material or otherwise made available to the contractor must be unclassified material and considered to be releasable to the public by Health Canada/Public Health Agency of Canada and/or The Government of Canada.
3. No Protected or Classified information is to be made available to the contractor, used in the production of the contracted product, or produced as a result of this contract.

6.4 Term of Contract

6.4.1 Period of the Contract

The period of the Contract is from date of Contract to December 30, 2024 inclusive.

6.5 Authorities

6.5.1 Contracting Authority

The Contracting Authority for the Contract is:

Name: Montana Myers

Telephone: 613-447-7684

E-mail address: montana.myers@hc-sc.gc.ca

The Contracting Authority is responsible for the management of the Contract and any changes to the Contract must be authorized in writing by the Contracting Authority. The Contractor must not perform



work in excess of or outside the scope of the Contract based on verbal or written requests or instructions from anybody other than the Contracting Authority.

6.5.2 Project Authority

The Project Authority for the Contract is:

Name: _____
Title: _____
Organization: _____
Address: _____

Telephone: ____-____-_____
E-mail address: _____

The Project Authority is the representative of the department or agency for whom the Work is being carried out under the Contract and is responsible for all matters concerning the technical content of the Work under the Contract. Technical matters may be discussed with the Project Authority; however, the Project Authority has no authority to authorize changes to the scope of the Work. Changes to the scope of the Work can only be made through a contract amendment issued by the Contracting Authority.

6.5.3 Contractor's Representative

Name: _____
Title: _____
Organization: _____
Address: _____

Telephone: ____-____-_____
E-mail address: _____

6.6 Proactive Disclosure of Contracts with Former Public Servants

By providing information on its status, with respect to being a former public servant in receipt of a [Public Service Superannuation Act](#) (PSSA) pension, the Contractor has agreed that this information will be reported on departmental websites as part of the published proactive disclosure reports, in accordance with [Contracting Policy Notice: 2019-01](#) of the Treasury Board Secretariat of Canada.

6.7 Payment

6.7.1 Basis of Payment - Firm Price, Firm Unit Price(s) or Firm Lot Price(s)

In consideration of the Contractor satisfactorily completing all of its obligations under the Contract, the Contractor will be paid a firm price, as specified in Annex B, for a cost of \$ _____ (insert the amount at contract award). Customs duties are excluded and Applicable Taxes are extra.

Canada will not pay the Contractor for any design changes, modifications or interpretations of the Work, unless they have been approved, in writing, by the Contracting Authority before their incorporation into the Work.

6.7.2 Method of Payment

H3010C (2016-01-28), Milestone Payments – Not subject to holdback



6.8 Invoicing Instructions

1. The Contractor must submit invoices in accordance with the section entitled "Invoice Submission" of the general conditions. Invoices cannot be submitted until all work identified in the invoice is completed.

Each invoice must be supported by:

- a. a copy of the release document and any other documents as specified in the Contract.

2. Invoices must be distributed as follows:

- a. One (1) electronic copy must be forwarded to the Project Authority and to p2p.invoicesfactures@hc-sc.gc.ca for certification and payment.

6.9 Certifications and Additional Information

6.9.1 Compliance

Unless specified otherwise, the continuous compliance with the certifications provided by the Contractor in its bid or precedent to contract award, and the ongoing cooperation in providing additional information are conditions of the Contract and failure to comply will constitute the Contractor in default. Certifications are subject to verification by Canada during the entire period of the Contract.

6.10 Applicable Laws

The Contract must be interpreted and governed, and the relations between the parties determined, by the laws in force in Ontario.

6.11 Priority of Documents

If there is a discrepancy between the wording of any documents that appear on the list, the wording of the document that first appears on the list has priority over the wording of any document that subsequently appears on the list.

- (a) the Articles of Agreement;
- (b) the supplemental general conditions [4007](#) (2022-12-01) Canada to own intellectual property rights in Foreground Information;
- (c) the general conditions [2035](#) (2022-12-01), General Conditions - Higher Complexity - Services;
- (d) Annex A, Statement of Work;
- (e) Annex B, Basis of Payment;
- (f) the Contractor's bid dated _____ (insert the date at contract award).

6.12 Insurance

SACC Manual clause [G1005C](#) (2016-01-28) Insurance - No Specific Requirement

6.13 Dispute Resolution

- (a) The parties agree to maintain open and honest communication about the Work throughout and after the performance of the contract.
- (b) The parties agree to consult and co-operate with each other in the furtherance of the contract and promptly notify the other party or parties and attempt to resolve problems or differences that may arise.



- (c) If the parties cannot resolve a dispute through consultation and cooperation, the parties agree to consult a neutral third party offering alternative dispute resolution services to attempt to address the dispute.
- (d) Options of alternative dispute resolution services can be found on Canada's Buy and Sell website under the heading "[Dispute Resolution](#)".



ANNEX A - STATEMENT OF WORK

1. TITLE

Developing Targeted Knowledge Products for Education Professionals to Facilitate Implementation of the *Blueprint for Action: Preventing substance-related harms among youth through a Comprehensive School Health approach* (the Blueprint for Action)

2. SCOPE

2.1. Introduction

The Public Health Agency of Canada's (PHAC) Health Promotion and Chronic Disease Prevention Branch has a requirement for the development and dissemination of knowledge products tailored to specific roles in the education sector, designed to support uptake of the strategies for preventing substance-related harms among youth outlined in the Blueprint for Action.

2.2. Objectives of the Requirement

The objectives of the contract are to:

- i. Develop a series of resources for specific education professional audiences (a minimum of three distinct audiences including pre-service teachers, educators, and administrators) that provide practical, detailed guidance on adapting and implementing the strategies outlined in the Blueprint for Action tailored to their respective roles, responsibilities, and operating contexts; and
- ii. Strategically disseminate these products to a wide network of Canadian education professionals and other school stakeholders to support application of the strategies outlined in the products within individual school communities, school boards, etc.

The objectives of the knowledge products developed through the contract are to:

- i. Deliver and extend the key messages of PHAC's Blueprint for Action in ways that resonate with specific roles within the Canadian education system;
- ii. Increase Canadian education professionals' understanding of various evidence-based approaches for preventing substance-related harms among youth, including early in their careers as pre-service teachers;
- iii. Provide role-specific support for education professionals in adopting these approaches as a part of an effective and comprehensive effort to address substance use among youth; and
- iv. Inform future efforts to encourage uptake of the approaches under the Blueprint for Action among school stakeholders.

2.3. Background and Specific Scope of the Requirement

School communities are an important context for youth. They are a setting for learning, personal and community development, socialization and the promotion of health and well-being. In recent years, there has been increasing acknowledgement of the role of schools as a key setting to address substance use issues among youth. There have been major advancements in our appreciation of the many factors that contribute to substance-related harms among youth, as well as promising practices for intervention efforts (i.e., what works). Likewise, we now have a better understanding of which intervention approaches have limited effectiveness and can even unintentionally perpetuate substance-related harms among youth (i.e., what doesn't work). This evidence is being used to shape policy and practice in many different settings. However, there is an opportunity to better integrate evidence-based approaches to preventing substance-related harms among youth in the context of Canadian school communities.



The [Blueprint for Action](#) and related [policy paper](#) were developed by PHAC in 2021 to respond to this need, informed by input from school stakeholders during the *School Matters* forum the previous year. It is a robust guidance document outlining comprehensive, pragmatic, and evidence-based strategies for preventing substance-related harms within school communities. In particular, the Blueprint for Action includes primers on upstream prevention, harm reduction, equity-oriented interventions, and stigma reduction initiatives, and describes how these approaches can be operationalized and coalesced within school communities.

School Matters participants have affirmed the relevance and utility of the Blueprint for Action model for the diverse school stakeholders within their networks; however, they have also emphasized the varying needs and capacities of Canadian school communities as well as the need for a wider array of resources that communicate the key messages of the Blueprint for Action while reflecting these varied contexts. This is particularly relevant in light of the changing mental health and substance use landscape among youth resulting from the COVID-19 pandemic.

As an initial step in producing these knowledge translation resources to support uptake of the Blueprint for Action, PHAC contracted the Students Commission of Canada to develop a [summary](#) and interactive [infographic](#), in addition to the development and delivery of [workshops](#) to train participants in the core content of the model (2021-22). A wide variety of school stakeholders across Canada were reached through this contract, with overwhelmingly positive reception to the Blueprint for Action.

While this knowledge mobilization endeavour was successful in providing an initial introduction to the resource among identified stakeholders, there remains a pressing need to build on these efforts and ensure more widespread awareness of the resource. Equipping Canadian school communities with the guidance and supports they need will contribute to effectively preventing substance-related harms among youth. Discussions with school stakeholders and feedback from workshop participants have noted the need for more detailed, practical guidance to support socializing the resource to a broader education audience. Building capacity within the education system is necessary to effect systemic change, and requires knowledge products that reflect the intricate roles and landscape inherent to the education sector.

These capacity building efforts should be two-pronged in order to reach both future and well-established education professionals. First, familiarizing pre-service teachers with evidence-based prevention strategies will help to establish a foundational understanding and signal the importance of the role educators play in this space. Secondly, tools that provide practical, concrete, and specific examples of how the Blueprint for Action can be operationalized by key players in education will help to support widespread adoption of the approaches that underpin the resource. This should be done while respecting provincial/territorial responsibility for education, with an emphasis on collaboration and recognition of diversity across jurisdictions.

3. REQUIREMENTS

3.1. Tasks, Activities, Deliverables and/or Milestones

The requirement involves four phases of work, each associated with one deliverable.

Phase I – Developing Key Messages Tailored to Education Professional Roles

Phase I requires the Contractor to develop key messages that provide detailed and concrete actions that can be taken to operationalize the Blueprint for Action, tailored to specific education professional roles. The Contractor will sequence work under this phase as follows:

- A. Identification of key roles: In order to maximize uptake, messaging will need to be tailored to the primary education professional roles. The Contractor will be responsible for identifying the



key education professional roles – the target audiences – to whom the resources will be tailored. It is anticipated that these audiences will consist of, at a minimum: 1) pre-service teachers (e.g. Bachelor of Education students); 2) educators (e.g., teachers and others working directly with students in school settings); and 3) administrators (e.g., principals, directors of education, school board trustees, superintendents). The Contractor is required to identify any gaps in the proposed target audience groups. Should additional roles be identified for inclusion, the Contractor will provide rationale to PHAC prior to proceeding.

- B. Development of key messages: These high-level key messages must be based on approaches outlined in the Blueprint for Action in close alignment with the model as a whole. Considering their implementation, the Contractor will develop refined key messages that detail concrete actions that can be taken to operationalize the Blueprint for Action. The key messages could include, but are not limited to, specific examples of policies, curriculum, and other actions that reflect the Blueprint for Action model. The messages must be tailored to reflect the functions, responsibilities, and operating contexts that are distinct to each key role as determined in step A, and must be clear and compelling to those specific audiences. They must reflect language and tone that resonate with the audiences, as well as the context in which school communities operate. Overall, the content and tone of the key messages must be appropriate and relevant for the current environment within school communities, while still being applicable and useful in the longer-term. These key messages will serve as the foundation for the resources the Contractor will develop in Phase II. In the case of pre-service teachers, there may be a need for key messages to focus less on implementation in favour of introducing the approaches outlined in the Blueprint for Action in order to develop foundational understanding of prevention and convey the important role educators play. The Contractor must ensure that key messages for this target audience align with existing curricula on health, taking into account significant variability in curricula across Canada.
- C. Determination of resource format(s): Having identified the audiences and key messages, the Contractor will determine the preferred format(s) of the final tailored resources. The format(s) of the resources will be optimized for ease of use, will reflect the expressed preferences of the audiences in question, and will complement existing knowledge products related to the Blueprint for Action and Comprehensive School Health approach. Several resources of varying formats are possible for each audience if that is determined to be the means by which their uptake will be maximized.

The Contractor must apply adult education principles to the development of key messages and resource formats, ensuring that this process is outlined in the final deliverable for this phase.

At each stage, the Contractor will consult PHAC to confirm the direction and refine products as needed. The Contractor is also expected to engage with their existing network of Canadian school stakeholders throughout the development process to obtain their input on the specific content and format of these products. These stakeholders must include individuals belonging to *and* organizations representing the key roles/target audiences identified in step A. The engagement must be conducted and/or be equally accessible in both official languages, and incorporate the perspectives of diverse stakeholders (e.g., rural and remote communities, provinces and territories, Indigenous communities, etc.). The Contractor must also meaningfully engage youth in the development of the key messages, given that they will be impacted by the activities undertaken to implement the Blueprint for Action. Final deliverables for this phase and the following phases should include references to input from members of the target audiences and delineate how this input was incorporated.

Upon completion of this phase, PHAC will consult with provinces and territories on the deliverable. PHAC will relay any feedback to the contractor as appropriate; input must be



incorporated into a revised version of the deliverable prior to the commencement of the next phase.

Deliverable: A document listing the (i) the target audiences as defined by the key roles, (ii) refined key messages in English and French, (iii) the selected format(s) for the final resources, and (iv) factors considered in the development of each of these pieces.

Phase II – Developing Tailored Resources

Within this phase, the Contractor will develop the resources for specific education professional audiences based on the key audiences, key messages, and selected formats determined in Phase I. A suite of resources with notably distinct supporting pieces for each key education professional role, as identified above, is required. Resources should reflect the differences inherent in the key roles; all should align with the approaches outlined in the Blueprint for Action.

In addition to increasing Canadian education professionals' understanding of various evidence-based approaches for preventing substance-related harms among youth, these resources are intended to provide role-specific support for education professionals in adopting these approaches as a part of an effective and comprehensive prevention approach. As such, the resources are to provide concrete ideas for operationalizing the Blueprint for Action in line with the key audiences' respective contexts. While specificity will be an essential component in terms of enhancing the practicality and feasibility of the Blueprint for Action approaches, it will be equally imperative to illustrate how the model can be customized depending on individual contexts and shifting realities. This adaptability is a critical component of the Blueprint for Action model and should be incorporated into any guidance regarding its implementation.

As above, the Contractor is expected to engage with individuals and organizations representing the key audiences throughout the process. Engagement will focus on input on the content, wording, and format, as well as validation that the resources are accessible to, helpful for, and resonate with people in the roles for whom they are specifically tailored.

The products will be developed in an iterative process during this phase, with the Contractor to share a draft of the knowledge products with PHAC for approval before proceeding to finalize them for dissemination (e.g., by arranging translation, completing graphic/media design work, etc.).

The graphic/media design process will similarly be completed in an iterative process, with the Contractor obtaining PHAC approval of the overall vision and drafts in advance of finalizing the products. All design must have a common look and feel to ensure coherence, and must adhere to the requirements set out by PHAC with respect to branding, copyright, etc.

Deliverables: A minimum of two complete resources (per target audience) in both English and French that include graphic/media design, tailored to the respective roles, responsibilities, and operating contexts of the pre-determined key education professional audiences, which reflect and extend the Blueprint for Action by providing detailed guidance on adapting and implementing the strategies outlined therein.

Phase III – Devising a Knowledge Translation & Exchange Plan

This third phase requires the Contractor to chart out a knowledge translation and exchange (KTE) plan for disseminating the resources developed in Phase II and promoting the Blueprint for Action itself. Disseminating these products to a wide network of Canadian education professionals and other school stakeholders/members of school communities (including postsecondary faculties of education) will support application of the strategies outlined in the Blueprint for Action within individual school communities, school boards, provincial/territorial-level school health agencies,



and beyond. More specifically, the KTE plan must detail how the Contractor will strategically disseminate the resources to the intended key audiences, ensuring breadth and depth with respect to reach.

As for the previous two phases, the Contractor must engage with their existing network of Canadian school stakeholders during this phase to obtain their input on potential dissemination opportunities to capture within the KTE plan, and cultivate new partnerships as necessary. The engagement must be conducted and/or be equally accessible in both official languages and incorporate the perspectives of stakeholders across diverse jurisdictions (e.g., urban/rural, national/regional, provinces/territories, etc.). Outreach to individuals, school communities, postsecondary faculties of education, and national/regional associations must be integrated into the plan as appropriate, detailing specific dissemination efforts. Such efforts must include a variety of relevant associations representing the target audience roles (e.g., Canadian Association of Principals, Canadian Association of School System Administrators), as well as complementary stakeholder networks (e.g., Canadian Healthy Schools Alliance, National Advisory Council on Education, Canadian School Mental Health Leadership Network).

The Contractor must consider and articulate how provinces and territories across Canada are to be engaged through the dissemination process, as well as how jurisdictional responsibilities for education have been respected.

The KTE plan must describe opportunities to disseminate the resources in line with the results of this engagement process. It should also outline knowledge mobilization strategies that account for the likelihood that school communities will have many competing demands with respect to time, priorities, and resource availability. Accordingly, the Contractor must develop a KTE plan that reflects the diversity of school communities in Canada, understanding school communities' differing levels of readiness and capacity for change. Knowledge mobilization approaches must reflect the longer-term objectives of Blueprint for Action, including shifting cultures related to how substance use is viewed and addressed, as well as uptake of the strategies outlined in the Blueprint.

As a part of the supporting rationale, the KTE plan must include analysis of best practices for effectively reaching and mobilizing practice changes within school communities. This must incorporate demonstrated understanding of the Canadian education system and the means by which resources/approaches have been successful in getting traction on the ground. This includes potentially framing the tailored Blueprint resources in a way that reflects their impact on mental health and wellbeing in order to accentuate the integration of the resources with broader priorities of education professionals in contributing to the overarching goal of student wellbeing. In the case of pre-service teachers, resources must integrate to the extent possible with existing curricula on health and healthy schools.

Additionally, as a complementary component, the plan must detail various ways in which PHAC might strategically disseminate the products to the intended audiences beyond the contract period.

Upon completion of this phase, PHAC will consult with provinces and territories on the resources and KTE plan. PHAC will relay any feedback to the contractor as appropriate; input must be incorporated into revised versions of the deliverables prior to dissemination.

Deliverable: A document outlining the KTE plan for mobilizing the final resources, supporting rationale, and anticipated reach of KTE activities (i.e., number and types of school stakeholders to be reached, and in what jurisdictions).

Phase IV – Disseminating Role-Specific Resources



Phase IV requires the Contractor to disseminate the approved, final Phase II resources in alignment with the Phase III KTE plan. In part, this involves strategically sharing the products with relevant organizations to maximize the reach of these products. National and regional organizations representing the target audiences and faculties of education must be engaged in both official languages as appropriate.

Dissemination must include pan-Canadian outreach through various avenues, potentially including emails, social media, printed resource mail-outs, webinars, and knowledge translation events (while respecting jurisdictional considerations). The Contractor must also host any resources in an appropriate online location as agreed to by PHAC.

As the final piece of work, the Contractor will produce a project summary. This document will detail the dissemination efforts, providing information on the number and type of stakeholders reached, contact information for the stakeholders, as well as any stakeholder feedback on the knowledge products. Any deviations from the KTE plan must be captured. The summary will also require the Contractor to outline lessons learned throughout the entire process, including key successes and barriers. The Contractor must include information in this summary that can help to inform future KTE activities related to the resources and Blueprint for Action, including those led by PHAC and other organizations.

Deliverable: Project summary detailing execution of KTE plan to date, including key successes and lessons learned, as well as a summary of the Contractor's stakeholder engagement activities.

3.2. Specifications and Standards

The Contractor will keep PHAC informed of the project's status throughout the contract duration. PHAC will provide the Contractor with the Blueprint for Action and all associated knowledge products in English and French as a means of providing approved terminology to describe key words and concepts that will be reflected in the project deliverables (i.e., to ensure language is non-stigmatizing and consistent with other PHAC publications). The Contractor will share completed drafts of all project deliverables (in English) with PHAC for review and input. The Contractor will be responsible for integrating the feedback received from PHAC into all deliverables. PHAC will provide approval of project deliverables before they are deemed final and/or shared with stakeholders. The Contractor will proceed with the translation of French materials only after PHAC has approved of the corresponding English versions. The Contractor must account for this time within their own project timelines (i.e., to ensure final deliverables are prepared according to the project schedule).

3.3. Method and Source of Acceptance

The Project Authority is the Inspection Authority. All reports, deliverable items, documents, goods and all services rendered under the Contract are subject to inspection by the Inspection Authority or representative. Should any report, document, good or service not be in accordance with the requirements of the Statement of Work and to the satisfaction of the Inspection Authority, as submitted, the Inspection Authority will have the right to reject it or require its correction at the sole expense of the Contractor before recommending payment.

3.4. Reporting Requirements

The Project Authority will schedule regular meetings with the Contractor to discuss the project. The meetings will be held by teleconference or video conference at a mutually agreeable time, and will be scheduled every two weeks, or as needed. During these meetings, the Contractor will provide a project status update, outline outstanding issues, and describe upcoming milestones.

The Contractor must submit one (1) electronic copy of each of the deliverables to the Project Authority by the dates detailed in the project schedule, and copies of draft documents as



requested by the Project Authority. These documents must be in Microsoft Office format or a compatible format as mutually agreed between the Project Authority and Contractor.

3.5. Project Management Control Procedures

The Project Authority will monitor the progress of the project through regularly scheduled meetings with the Contractor. The Project Authority will also provide feedback and recommend revisions on the project deliverables, as necessary, during these meetings, or via email.

4. ADDITIONAL INFORMATION

4.1. Canada's Obligations

The Project Authority will:

- Schedule regular meetings with the Contractor to receive updates and discuss the details of the project. The meetings will be held by teleconference or video conference every two weeks, or as needed and be scheduled at a time that suits both parties.
- Provide comments and feedback on deliverables within five (5) working days of receipt from the Contractor. This may be extended for instances where input from provinces and territories is being sought. Approval of final deliverables will be provided within ten (10) working days of receipt.
- Approve all project deliverables and submit invoices for payment.
- Notify the Contractor as soon as possible if any changes are required to the project milestones (as identified in Section 3.1) to ensure adequate feedback or review of the deliverables.
- Facilitate contact with additional individuals with content and/or technical expertise to support the timely and meaningful development and dissemination of project deliverables, as necessary.
- Engage provinces and territories at the intervals outlined above and communicate all relevant feedback to the Contractor.

4.2. Contractor's Obligations

The Contractor will:

- Meet all tasks, deliverables and milestones as identified in Section 3.1 of this Statement of Work.
- Notify the Project Authority as soon as possible if any changes are required to the project, including timelines for deliverables.
- Use their own equipment and software for the performance of this Statement of Work.
- Keep all documents and proprietary information confidential.
- Submit all written materials in electronic format using Microsoft Office programs, Adobe Creative Cloud, or an alternative format as agreed to by PHAC, as appropriate (including working creative files).
- Ensure availability of any staff with whom the Project Authority may need to consult.
- Participate in meetings, as required.

4.3. Location of Work, Work Site and Delivery Point

All work will be completed at the locations secured by the Contractor. The Government of Canada is not responsible for providing any work site locations, or rentals of the location. Due to the nature of the work, all personnel assigned to work on this project must be ready to work in close and frequent contact with the Project Authority and other PHAC personnel.

4.4. Language of Work



All final materials developed by the Contractor will be completed in both official languages (English and French). Any translation services are the responsibility of the Contractor.

4.5. PROJECT SCHEDULE

4.6. Schedule and Estimated Level of Effort (Work Breakdown Structure)

Date (on or before)	Deliverable
Within twelve (12) weeks of contract award	Key Messages & Considerations – Phase I
Within twenty-eight (28) weeks of contract award	Tailored Resources – Phase II
Within forty (40) weeks of contract award	KTE Plan – Phase III
Within fifty-two (52) weeks of contract award	Dissemination & Project Summary – Phase IV

Milestone payments will be made in accordance with the Work Breakdown Structure above, with portions of the overall cost of the initiative paid upon completion of each of the four deliverables for Phases I through IV. Specific payments will be determined once the value of the contract is determined.

5. APPLICABLE DOCUMENTS AND GLOSSARY

5.1. Relevant Terms, Acronyms and Glossaries

- 5.1.1 *Education professionals* includes those working within school system settings, such as those working directly with students in schools (educators) and officials at the school system level (administrators, including principals, directors of education, school board trustees, superintendents, etc.). For the purposes of this work, education professionals also includes pre-service teachers (i.e., postsecondary students who are in education programs) as well as professors in postsecondary faculties of education.
- 5.1.2 *School communities* includes those working within schools (e.g., administrators, teachers, guidance counsellors, volunteers, public health nurses, etc.), students and their families, as well as local community organizations that support youth. These groups are integral to planning, implementing and sustaining a Comprehensive School Health approach to preventing substance-related harms.
- 5.1.3 *School stakeholders* includes government officials and researchers working in substance use and school health, school and public health organizations, postsecondary faculties of education, and organizations representing priority populations of youth and their allies (e.g., Indigenous and LGBTQ2+ youth). These stakeholders have a vested interest in the health and well-being of youth. They can directly or indirectly advocate for and support equitable, evidence-based initiatives to prevent substance-related harms, both within school communities and more broadly.
- 5.1.4 *Substance-related harms* refers to the wide range of preventable social and health harms that are associated with substance use. These harms include, but are not limited to, fatal and non-fatal overdoses (poisonings), substance use disorder, and increased risk for heart disease, stroke, liver disease, various cancers, mental illness, motor vehicle accidents, sexually transmitted infection, unintentional injury, family and interpersonal violence, and crime.



ANNEX B - BASIS OF PAYMENT

Milestone No.	Date (<i>on or before</i>)	Deliverable	Price (CAD\$)
1	Within twelve (12) weeks of contract award	Key Messages & Considerations – Phase I	
2	Within twenty-eight (28) weeks of contract award	Tailored Resources – Phase II	
3	Within forty (40) weeks of contract award	KTE Plan – Phase III	
4	Within fifty-two (52) weeks of contract award	Dissemination & Project Summary – Phase IV	
	Subtotal:		
	Applicable Taxes:		
	Total:		