



# Hastings and Prince Edward District School Board

*A Great Place to Learn and A Great Place to Work!*

Dwayne Inch, Chair of the Board

Rob McGall, Director of Education

## NOTICE OF MEETING

This notice is to confirm that the next regular meeting of the  
**Operations and Finance Committee** will be held on:

**Monday, November 7, 2011**  
**commencing at 7:00 p.m.**  
**in the Board Committee Room at the Education Centre**  
**156 Ann Street, Belleville, Ontario**

The agenda and supporting documents for this meeting are attached to this notice.

**Dave Patterson**  
Chair, Operations and Finance Committee

**Dave Rutherford**  
Superintendent, Business Services

**Committee Members: M. Brant S. Clements, T. Goodfellow, M. Hall, D. Inch, D. Patterson,  
A. Martin (Student Trustee)**



# Hastings and Prince Edward District School Board

*A Great Place to Learn and A Great Place to Work!*

Dwayne Inch, Chair of the Board

Rob McGall, Director of Education

## Operations and Finance Committee PUBLIC AGENDA

Regular meeting of  
November 7, 2011 – 7:00 p.m.  
Board Committee Room, Education Centre

Section	Item	Report No.	Resp.
<b>A</b>	<b>Call to order</b>		
	Delegations/presentations Approval of agenda Approval of minutes – October 11, 2011 Business arising from the minutes		
<b>B</b>	<b>Recommendations</b>		
	None		
<b>C</b>	<b>Information</b>		
	Trustee expense reimbursement	C-1	D. Rutherford
	Board procedure update:	C-2	D. Rutherford
	• Procedure 500: Financial Integrity		
	• Procedure 501: Accounting		
	• Procedure 505: Purchasing		
	• Procedure 521: Fees for Learning Materials and Activities (New)		
	Board policy review	C-3	R. McGall
		Handout to follow	
	Draft Fundraising Guideline	C-4	D. Rutherford
	2012 OSBIE insurance premiums	C-5	D. Rutherford
	AiM Achievement in Motion 2011/12 Summary	C-6	R. McGall
		Handout to follow	
	Trustee proposals and queries	verbal	
<b>D</b>	<b>Correspondence</b>		
	None		
	Adjourn to Closed Session		

**Next regular meeting: January 16, 2012**

**Committee Membership:** *M. Brant, S. Clements, Vice-chair, T. Goodfellow, M. Hall, D. Inch, D. Patterson, Chair, Student Trustee A. Martin*



**HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD  
OPERATIONS AND FINANCE COMMITTEE  
PUBLIC MEETING MINUTES**

**October 11, 2011  
DRAFT**

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**Members present:** S. Clements, T. Goodfellow, M. Hall, D. Inch, D. Patterson, Chair

**Student Trustee:** A. Martin

**Regrets:** M. Brant

**Guests:** None

**Resource:** R. McGall, D. Rutherford, D. Tregenza

**Minutes:** J. Newman, Administrative Assistant

**Call to order**

The public meeting was called to order at 7:00 p.m.

**Delegations/presentations** - None

**Approval of agenda**

Moved: M. Hall

Seconded: S. Clements

**That the agenda be approved.**

Carried

**Approval of minutes**

Moved: T. Goodfellow

Seconded: D. Inch

**That the minutes of the September 12, 2011 regular meeting be approved.**

Carried

**Business arising from the minutes**

None

**Recommendations**

**Start time for Operations and Finance Committee meetings**

Superintendent Rutherford presented Report No. B-1 requesting approval to commence Operations and Finance Committee meetings at 7:00 p.m. effective October 2011. It was noted that the Program and Human Resources Committee has agreed to a start time of 5:30 p.m. for their regular meetings with the option to adjust start times accordingly in months when other meetings occur on the same evening. Discussion at Operations and Finance Committee meetings has occurred with respect to having a regular committee start time of 7:00 p.m. Such a move would require the Program and Human Resources Committee to have a regular start time of 5:30 p.m. including days when multiple committee meetings occur in the same evening.

Moved: M. Hall

Seconded: S. Clements

**That subject to the consent of the Program and Human Resources Committee, the start time of the regular meetings of the Operations and Finance Committee be 7:00 p.m. effective October, 2011, as contained in Operations and Finance Committee Report No. B-1, dated October 11, 2011.**

Carried

**Information**

**Capital projects update**

Controller of Facility Services, Don Tregenza provided a pictorial update on the construction projects at York River Public School, Athol-South Marysburgh Public School, Prince Charles School (Belleville) and Sir John A. Macdonald Public School.

Clarification was provided regarding fire code requirements for kitchen facilities in schools. Director McGall noted that due to the significant cost to install the required exhaust hardware it may take a number of years for all schools to meet fire code requirements. Senior Administration is currently gathering information to determine next steps.

**Trustee expense reimbursement**

Superintendent Rutherford reviewed trustee expenditures for the period ending September 30, 2011 and advised of proposed changes in reporting to provide clarification of professional development/OPSBA expenses.

**Procedure 505: Purchasing and Procedure 507: Purchasing Cards**

Superintendent Rutherford provided an overview of revisions to Procedure 505: Purchasing and Procedure 507: Purchasing Cards. It was noted that the procedures were reviewed by administration and revised to reflect current practices and Ministry Guidelines as per the Broader Public Sector Procurement Directive.

Superintendent Rutherford reviewed mandatory requirements in Procedure 505 and noted changes to key sections that could impact on other board procedures/policies. Clarification was provided regarding changes to approval and signing authority. Director McGall advised that a notice of motion to amend Section 2: Signing Officers of Board Policy No. 2: Governance By-Laws and Standing Rules will be brought forward at the board meeting in November. Committee members provided input on further changes to Procedure 505 to provide clarity.

Upon review of Procedure 507: Purchasing Cards Superintendent Rutherford noted changes to position titles and an increase in the card limitation amount from \$500 to \$1000. Clarification was also provided regarding process when a card holder has a change in job responsibility.

**Trustee proposals and queries**

An enquiry was made regarding the need to revise Policy No. 500: Financial Integrity and Policy No. 501: Accounting to reflect implementation of Policy No. 11-I: Audit Committee. Superintendent Rutherford will review.

**Correspondence**

None

The Operations and Finance Committee meeting adjourned at 8:10 p.m.



**Decision** \_\_\_\_\_ **Information** **X**

**To:** The Chair and Members of the Operations and Finance Committee

**From:** Dave Rutherford, Superintendent of Business Services

**Re: Trustee Expense Reimbursement**

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**Purpose**

To review trustee expense reimbursement for the period ending October 31, 2011.

**Background**

In accordance with Policy 3-F: Trustee Expense Reimbursement, it is the responsibility of the Operations and Finance Committee to review board members' expenditures on a monthly basis.

**Current situation**

Trustee expenditures for the period ending October 31, 2011 are attached as Appendix A.

**Appendices**

Appendix A – Trustee expenditures for the period ending October 31, 2011.

Respectfully submitted,

**Dave Rutherford  
Superintendent of Business Services**



**HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD  
TRUSTEE EXPENDITURES  
FOR THE PERIOD FROM SEPTEMBER 1, 2011 TO OCTOBER 31, 2011**

		<b>BUDGET</b>	<b>ACTUAL</b>	<b>VARIANCE</b>
<b>Internet / Communications - Policy 3F Section 3.1</b>				
611	Student Trustees	-	-	
640	Dwayne Inch, (Chair)	-	-	
643	Mike Brant	-	<b>115.90</b>	
644	S. Clements	-	-	
645	T Goodfellow	-	<b>116.65</b>	
646	Mary Hall (Vice Chair)	-	-	
648	Bonnie Danes	-	<b>118.01</b>	
649	Jim Williams	-	<b>97.96</b>	
651	Budget	<b>8,950.00</b>	-	
652	Lucille Kyle	-	<b>200.95</b>	
653	Dave Patterson	-	<b>95.05</b>	
654	Jennifer Cobb	-	<b>150.71</b>	
		<b><u>8,950.00</u></b>	<b><u>895.23</u></b>	<b><u>8,054.77</u></b>
<b>Travel - Policy 3F Section 3.3 - General</b>				
611	Student Trustees	-	<b>285.40</b>	
640	Dwayne Inch, (Chair)	-	<b>276.06</b>	
643	Mike Brant	-	-	
644	S. Clements	-	-	
645	T Goodfellow	-	-	
646	Mary Hall (Vice Chair)	-	-	
648	Bonnie Danes	-	<b>254.46</b>	
649	Jim Williams	-	-	
651	Budget	<b>32,500.00</b>	-	
652	Lucille Kyle	-	<b>1,256.00</b>	
653	Dave Patterson	-	<b>71.41</b>	
654	Jennifer Cobb	-	<b>197.64</b>	
		<b><u>32,500.00</u></b>	<b><u>2,340.97</u></b>	<b><u>30,159.03</u></b>



**HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD**  
**TRUSTEE EXPENDITURES**  
**FOR THE PERIOD FROM SEPTEMBER 1, 2011 TO OCTOBER 31, 2011**

		<b>BUDGET</b>	<b>ACTUAL</b>	<b>VARIANCE</b>
<b>Travel - Policy 3F Section 3.4 - OPSBA</b>				
640	Dwayne Inch, (Chair)	-	-	
643	Mike Brant	-	-	
644	S. Clements	-	-	
645	T Goodfellow	-	-	
646	Mary Hall (Vice Chair)	-	-	
648	Bonnie Danes	-	-	
649	Jim Williams	-	-	
652	Lucille Kyle	-	-	
653	Dave Patterson	-	-	
654	Jennifer Cobb	-	-	
		<u>0.00</u>	<u>0.00</u>	<u>0.00</u>
<b>Workshops &amp; Conferences - Policy 3F Section 3.4</b>				
611	Student Trustees	6,000.00	2,363.20	3,636.80
640	Dwayne Inch, (Chair)	2,500.00	(223.74)	2,723.74
643	Mike Brant	2,500.00	-	2,500.00
644	S. Clements	2,500.00	-	2,500.00
645	T Goodfellow	2,500.00	-	2,500.00
646	Mary Hall (Vice Chair)	2,500.00	-	2,500.00
648	Bonnie Danes	2,500.00	-	2,500.00
649	Jim Williams	2,500.00	-	2,500.00
652	Lucille Kyle	2,500.00	-	2,500.00
653	Dave Patterson	2,500.00	-	2,500.00
654	Jennifer Cobb	2,500.00	-	2,500.00
		<u>31,000.00</u>	<u>2,139.46</u>	<u>28,860.54</u>
		<u><u>72,450.00</u></u>	<u><u>5,375.66</u></u>	<u><u>67,074.34</u></u>



**Decision** \_\_\_\_\_ **Information** \_\_\_\_\_ **X** \_\_\_\_\_

**To:** The Chair and Members of the Operations and Finance Committee

**From:** Dave Rutherford, Superintendent of Business Services

**Re: Procedure 500: Financial Integrity; Procedure 501: Accounting; Procedure 505:  
Purchasing; Procedure 521: Fees for Learning Materials and Activities**

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**Purpose**

To provide an update on Procedure 500: Financial Integrity; Procedure 501: Accounting; Procedure 505: Purchasing and Procedure 521: Fees for Learning Materials and Activities.

**Current situation**

**Procedure 500: Financial Integrity; Procedure 501: Accounting**

At the previous Operations and Finance Committee meeting an enquiry was made regarding the need to review and revise Procedure No. 500: Financial Integrity and Procedure No. 501: Accounting to reflect implementation of Policy No. 11-I: Audit Committee. Upon review, Procedure No. 500: Financial Integrity was revised as noted in Appendix A. It was determined that Procedure No. 501: Accounting is no longer required and will be deleted.

**Procedure 505: Purchasing**

Procedure 505: Purchasing was reviewed at the October Operations and Finance Committee meeting and committee members were asked to provide input. Additional revisions as per the last Operations and Finance Committee were made to Procedure 505: Purchasing and are noted in Appendix C.

**Procedure 521: Fees for Learning Materials and Activities**

On March 25, 2011 the Ministry of Education released the Guidelines for Fees for Learning Materials and Activities. School boards were required to develop procedures which ensure that school and board practices are not in contravention of the Education Act.

In response to this requirement, Procedure 521: Fees for Learning Materials and Activities was developed in consultation with school and senior administration. In addition, a work group of elementary and secondary administrators has been formed to guide the implementation of the procedure including the development of a list of "Frequently Asked Questions". A copy of the procedure is attached as Appendix D along with the Ministry of Education Guideline (Appendix E).

**Appendices**

- Appendix A – Procedure 500: Financial Integrity
- Appendix B – Procedure 501: Accounting
- Appendix C – Procedure 505: Purchasing
- Appendix D – Procedure 521: Fees for Learning Materials and Activities
- Appendix E – Ministry of Education Guideline

Respectfully submitted,

**Dave Rutherford  
Superintendent of Business Services**



**Hastings and Prince Edward  
 District School Board**

<b>PROCEDURE 500</b>	
<b>Adopted</b>	October 6, 2008
<b>Last Revised</b>	<u>November 2011</u>
<b>Review Date</b>	<u>November 2016</u>

Deleted: December 8, 2009

Deleted: December, 2014

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## FINANCIAL INTEGRITY

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### 1. PURPOSE

This administrative procedure sets out the process by which system administration and the Board establish, maintain and monitor the financial well being of the board.

### 2. BUDGET DEVELOPMENT

It is a requirement of the *Education Act* that every Board shall prepare and adopt estimates of its revenues and expenditures for each fiscal year.

School boards are required to have a balanced budget which requires total spending to be equal or less than total revenue. School boards which have prior surpluses (accumulated surplus) may draw on the accumulated surplus but are limited to the lesser of the board's accumulated surplus and one (1) percent of the board's operating revenue.

### 3. FINANCIAL REPORTING AND AUDITS

Each Board is required to report its financial results to the Ministry of Education and to its supporters in the form(s) prescribed by the Ministry of Education.

Audited financial statements are prepared in accordance with Generally Accepted Auditing Standards and adhere to Generally Accepted Accounting Procedures except where specifically exempted for school boards and/or public sector bodies.

The Audit Committee shall review and make recommendations to the board on matters concerning financial reporting, internal and external audits, internal control and legislative compliance.

### 4. Investment of Board Funds

From time to time the Board may be in a position to invest surplus funds for short term periods. Investment of surplus funds will comply with Regulation 471/97 of the Education Act.

### 5. CARRY-FORWARD OF SURPLUS FUNDS

5.1 In order to facilitate planning and assist in the effective use of resources, a school or department may carry forward the unexpended portion of its annual operating budget exclusive of salaries and benefits. Any carry forward is subject to Board approval and will consider the overall financial health of the organization. The annual school and/or department allocation will specify any budget funds which are not part of the standing

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Deleted: of the Board shall act as the Audit Committee in overseeing the annual external audit. During the year, budget to actual variance reports and financial projections are provided to the Board.¶

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¶  
 <#>In addition to an external audit, the district staff at appropriate intervals review, the appropriate procedures and records to ensure:¶

¶  
 <#>maximum revenue allocations are received;¶

<#>expenditure allocations are accurately reported and controlled; and¶

<#>internal controls as prescribed are carried out.¶

¶  
 <#>Adequate internal controls will be maintained to ensure:¶

¶  
 <#>the adequacy, reliability and integrity of financial and statistical information and data gathering activities; and¶

<#>that these activities are being performed efficiently, effectively and economically.¶

Deleted: <#>RESERVES AND RESERVE FUNDS¶

¶  
 <#>In addition to adopting an annual budget, the Board must also deal with long range planning issues requiring multi-year financial plans.¶

¶  
 <#>Reserves and Reserve Funds offer financing methods which, when used in co-operation with annual budget planning, assist in maintaining the priorities of the Board. For these reasons transfers out of an established "Reserve" or "Reserve Fund" shall be limited to 25% of the accumulated reserve, unless there is a two-thirds majority of the Board to exceed this limit.¶

¶  
 <#>The Board may, from time to time, establish Reserve Funds for specific purposes.¶

carry-forward amount. The carry-forward will be added to the next year’s budget allocation.

- 5.2 In exceptional circumstances, with the prior approval of the Superintendent of Business Services and based on a fiscally responsible multi-year plan, a school may be allowed to incur a deficit in a budget year. The deficit will be carried forward and deducted from the next year’s budget allocation.

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6. SCHOOL GENERATED FUNDS

- 6.1 School Generated Funds in the board’s schools consist of monies raised to benefit students in the school or for third party charities and events.

- 6.2 The Board is required to ensure that these funds are properly administered and transactions are accurately recorded. These obligations are met by:

6.2.1 Providing administrative guidelines for the recording and control of school generated funds.

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6.2.2 Annual financial reporting requirements.

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6.2.3 Internal and external audits

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Legal References:

- Education Act: Part VIII Compliance with Board Obligations; Part IX Finance; section 283 Chief Executive Officer; section 286 Duties of Supervisory Officers: Supervise Business Functions
- Ontario Regulation—Legislative Grants
- Ontario Regulation 471/97
- Ontario Regulation 361/10 Audit Committee

District References:

- Board Policy No. 1-Board Mission and Goals
- Board Policy No. 11-C-Operations and Finance Committee
- Board Policy No. 11-I: Audit Committee
- Achievement in Motion System Plan
- Administrative Procedure 105 - Director’s Annual Report
- Administrative Procedure 505 – Purchasing
- Administrative Procedure 519 - School Generated Funds—Shortages
- Hastings and Prince Edward District School Board Guidelines for School Generated Funds

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## Hastings and Prince Edward District School Board

### PROCEDURE 501

Adopted	October 6, 2008
Last Revised	October 6, 2008
Review Date	October, 2013

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## ACCOUNTING

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### 1. PURPOSE

This administrative procedure describes the accounting systems approved for use by departments and schools for board and school generated funds.

### 2. ACCOUNTING SYSTEM

The director and system administration, in consultation with the board auditor, have approved accounting systems for use by departments and schools. Superintendents and principals are charged with the responsibility for ensuring that all accounts are kept in accordance with the following procedures.

### 3. PROCEDURES

- 3.1 The superintendent of financial and facility services shall identify the funds required to be established and maintained.
- 3.2 The principal or department supervisor shall maintain complete records of all accounts outlined in the school or department budget and/or under his or her control. Records shall be kept in the manner described in the Hastings and Prince Edward District School Board Accounting Manuals.
- 3.3 All school and department accounts and/or funds shall be subject to audit and open to the superintendent of financial and facility services at all times.

### 4. OVERSEEING THE REPORTING PROCESS

- 4.1 The Audit Committee is responsible to the board for overseeing the financial reporting process, the accounting standards and procedures used to prepare the board's financial statements, the implementation and maintenance by management of the accounting standards and procedures, and the risks and controls related to financial reporting.
- 4.2 The Committee is also responsible for communications with the external auditor concerning the auditor's roles and responsibilities within the financial reporting process. The purpose, powers and duties, membership and meetings of the Audit Committee are set out in Board Policy No. 11-C Operations and Finance Committee.

**Legal References:**

- *Education Act: Part VIII Compliance with Board Obligations; Part IX Finance; section 265 Duties of Principal: Reports to Supervisory Officer; section 286 Duties of Supervisory Officers: Supervise Business Functions*
- Ontario Regulation—Legislative Grants

**District References:**

- Board Policy No. 11-C - Operations and Finance Committee
- Administrative Procedure 500 - Financial Integrity
- Administrative Procedure 505 – Purchasing
- Administrative Procedure 519 - Board and School Generated Funds—Shortages
- Hastings and Prince Edward District School Board Accounting Manual
- Hastings and Prince Edward District School Board Guidelines for School Generated Funds

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**Hastings and Prince Edward  
District School Board**

<b>PROCEDURE 505</b>	
<b>Adopted</b>	March 29, 2005
<b>Last Revised</b>	November, 2011
<b>Review Date</b>	November, 2016

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## **PURCHASING**

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### **PURPOSE**

Hastings and Prince Edward District School Board supports a central purchasing department and encourages cooperative procurement practises as a means of obtaining maximum value for each dollar spent, consistent with the educational goals of the district and fair business principles.

In order to implement this administrative procedure, the supervisor of purchasing services, under the authority of the superintendent of financial services, will adopt and practise recognized procurement procedures.

The adopted procedures will ensure cost effectiveness and efficiency within the system and provide quality materials, supplies and services consistent with the needs and in the best interest of the district.

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### **TABLE OF CONTENTS**

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1. Code of Ethics
2. Segregation of Duties and Approval Authority Levels
3. Procurement Process
4. Competitive Procurement
5. Non-Competitive Procurement
6. Freedom of Information and Records Retention
7. Procurement Records Retention
8. Conflict of Interest
9. Bid Dispute Resolution
10. Insurance Requirements
11. Safety
12. Co-operative Purchasing
13. Surplus and/or Disposal of Furniture and Equipment
14. Environmental

1. **CODE OF ETHICS**

To ensure an ethical, professional and accountable supply chain, all individuals involved with supply chain activities such as planning, purchasing, contracting, logistics and payment must adhere to the following principles:

**Personal Integrity and Professionalism**

All individuals involved with purchasing or other supply chain-related activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all supply chain activities. Respect must be demonstrated for each other and the environment. Confidential information must be safeguarded. Participants must not engage in any activity that may create, or appear to create, a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

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**Accountability and Transparency**

Supply chain activities must be open and accountable. In particular, contracting and purchasing activities must be fair, transparent and conducted with a view to obtaining the best value for public money. All participants must ensure that public sector resources are used in a responsible, efficient and effective manner.

**Compliance and Continuous/(Continual) Improvement**

All individuals involved in purchasing or other supply chain-related activities must comply with this Code of Ethics and the Laws of Canada and Ontario. All individuals should continuously/continually work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels and to share leading practices.

Comment [I1]: Option to replace continuous with continual

Comment [I2]: Option to replace continuously with continually

**2. SEGREGATION OF DUTIES AND APPROVAL AUTHORITY LEVELS** *(Mandatory Requirement #1)*

**2.1 Segregation of Duties**

Segregation of duties prevents any one person from controlling the entire purchasing process by segregating approvals for the key stages of the supply chain process. The five procurement rules that require segregated approval are listed below:

Procurement Roles	Explanation	Who
Requisition to Purchase	Authorize Purchasing Services to place an order	Board Staff requesting product or service
Budget	Authorize funding is available to cover cost	Departmental budget holder
Commitment	Authorize release of the order to the supplier under agreed-upon contract terms	Purchasing Services Supervisor or Buyer
Receipt	Authorize that the order was physically received, correct and complete	Board Staff receiving the goods or service.
Payment	Authorize release of payment to the supplier	Accounting Services

2.2 **Approval Authority** (Mandatory Requirement #2)

The authorization for acquisition of goods and services required for annual consumption may be delegated by the director of education and the superintendent of business services. The delegation is made to the supervisory office responsible for a particular department or initiative. Once authorized, the supervisory officer is accountable for those areas of the board's approved budget and may make commitments on behalf of the board within their approved budget and signing limits, and in accordance with the board purchasing processes.

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The supervisory officer position may further delegate the signing authority, subject to the following limits, with the understanding that the supervisory officer remains responsible and accountable for expenditures and commitments made. Since each department may have a unique management structure, the signing authority limits for each area must be approved by the responsible superintendent and the superintendent of business services and filed with the Business Services department.

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Total Purchase Amount	Delegated Purchasing Authority Level
=/> \$200,000.00	Board
=/< \$200,000.00	Director of Education Superintendent of Business Services
=/< \$100,000.00	Superintendent of School Controller of Facility Services Senior ITS Officer
=/<\$ 50,000.00	Assistant Superintendent Manager of Operations & Maintenance Senior Project Manager (ITS) System Principal
=/<\$ 25,000.00	Principals Managers and Supervisors with Department Responsibility

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3. **PROCUREMENT PROCESS** (Mandatory Requirement #3)

3.1 **Procurement Thresholds for Goods and Non-Consulting Services including Professional Services**

Total Value	Procedure Tender/RFP Requirements	Method of Acquisition
\$ up to \$ 75.00		Petty Cash
\$ up to \$1,000.00	Purchasers choice for non-contract items  Contract Items Only (Commodity information supplied to schools by Purchasing Services)	Purchasing Card, Invoiced to pay  Purchase Order  <b>Purchase Order only</b> for Furniture and Equipment
\$1,000.01 to	Informal Quotations via catalogues, verbal,	Purchase Order

\$5,000.00	fax, email	
\$ 5,000.00 to \$100,000.00	Three (3) written quotations through any one of the following: i) HPEDSB Request for Quotation or ii) supplier letterhead or iii) Vendor of Record	Purchase Order
=/>\$100,000.01	Open competitive procurement process (RFQ, RFT, RFP) posted electronically on biddingo.ca, invitational source list.	Purchase Order

Notations:

- 1) Regardless of dollar value, all furniture and equipment must be purchased on a purchase order. In situations where a supplier will not accept purchase orders the method of acquisition must be pre-authorized by Purchasing Services.
- 2) To ensure timely completion of projects and to purchase materials for such projects, Facility Services and Information Technology Services may request informal quotations for procurements up to \$10,000

3.2 Procurement Thresholds for Consulting Services

Consulting Services means the provision of expertise or strategic advice that is presented for consideration and decision-making. This service regardless of value will be procured by competitive process.

Consultant means a person or entity under an agreement, other than an employment agreement, provides expert or strategic advice and related services for consideration and decision-making. This service regardless of value will be procured by competitive process.

Total Value	Procurement Method	Approval Authority
\$0 to \$100,000.00	Invitational or Open Competitive	Schedule 2.2
\$100,000.00 or more	Open Competitive	Schedule 2.2

3.3 Procurement Thresholds for Professional Services

Professional Services means such services include preparation of drawings and specifications by Architects and Engineers as required under the Ontario Building Code. Other services include preparation of audited financial statements by

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Moved up [1]: **Consulting Services** means the provision of expertise or strategic advice that is presented for consideration and decision-making. This service regardless of value will be procured by competitive process. ¶

¶ **Consultant** means a person or entity under an agreement, other than an employment agreement, provides expert or strategic advice and related services for consideration and decision-making. This service regardless of value will be procured by competitive process. ¶

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Chartered Accountants and legal opinions related to specific staffing or property issues prepared by licensed legal counsel.

Professional services are exempt from the Consulting Services requirements, and must be in accordance with applicable Trade Agreements. The professional service must be part of a legislated requirement for certification of the work to be provided.

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Total Value	Procurement Method	Approval Authority	Procurement Process
\$0 to \$10,000.00	Informal Quotations	Schedule 2.2	Schedule 3.1
<del>\$10,000.00 to \$99,999.99</del>	<del>Three written quotations</del>	Schedule 2.2	<del>Schedule 3.1</del>
\$100,000.00 or more	Open Competitive	Schedule 2.2	Schedule 3.1

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**Moved up [2]: Professional Services**  
 means such services include preparation of drawings and specifications by Architects and Engineers as required under the Ontario Building Code. Other services include preparation of audited financial statements by Chartered Accountants and legal opinions related to specific staffing or property issues prepared by licensed legal counsel.¶  
 ¶  
 ¶ Professional services are exempt from the Consulting Services requirements, and must be in accordance with applicable Trade Agreements. The professional service must be part of a legislated requirement for certification of the work to be provided.¶

**4. COMPETITIVE PROCUREMENT**

**4.1 Application**

Purchasing Procedure Form 505-1 Application to Tender, Quote or Issue Request for Proposal must be completed by the department head of the originating department to request competitive procurement process on any supply or service with a value of \$100,000.00 or greater. For consideration to bypass the competitive process, Form 505-2 must be completed and authorized by the Superintendent of Business Services and attached to the purchase order.

**4.2 Information Gathering (Mandatory Requirement #4)**

Request For Expressions of Interest (RFEI, RFI, RFEI), Optional non-competitive process for information gathering on supplier capabilities, qualifications and interest and to gain a better understanding of the capacity of the supplier community to provide the services or solutions required. Responses will not pre-qualify a potential supplier. Information collected will facilitate the best possible method for the competitive process.

**4.3 Pre-Qualification (Mandatory Requirement #5)**

Request for Supplier Qualifications (RFSQ), Competitive process to gather information on supplier capabilities and qualifications, with the intent to either follow through with RFP or RFT process with pre-qualified suppliers or establish a Vendor of Record (VOR) for supplying materials or services in future.

**4.4 Posting Competitive Procurement Documents (Mandatory Requirement #6)**

Request for Tender or Proposal (RFT, RFP), Purchases at or over \$100,000.00 will follow competitive procurement process by advertised Requests for Tender (RFT) or Requests for Proposal (RFP) and opened in public. All RFT's and RFP's that meet or exceed, \$100,000 are posted on www.bidding.com. Suppliers may also be invited based on source lists or Vendor of Records.

**4.5 Timelines for Posting Competitive Procurements (Mandatory Requirement #7)**

Timelines for competitive responses will be a minimum of fifteen (15) working days and may extend beyond depending on the complexity of the procurement requirements.

4.6 **Bid Receipt** (*Mandatory Requirement #8*)

Closing date will fall on a normal working day (Monday to Friday). The Supervisor of Purchasing Services shall be responsible for securing submissions received in a locked safe until the time of opening. It is the bidder's responsibility to ensure that the Tender/RFP is received by the deadline. Submissions received after the closing time will be returned unopened.

4.7 **Opening Bid Procedure**

Opening shall take place as soon as possible after the announced closing time.

Opening shall be in public, with the exception of purchase or sale of property which shall be opened in private.

Opening committee for requests of \$200,000.00 or more shall consist of a chair, who shall be a member of the Board of Trustees, and the following officials or their designated representatives:

- Superintendent of Business Services
- Supervisor of Purchasing Services, who shall act as secretary; and
- Head of the department directly related to the requirement.

Each Tender/RFP opened shall be initialled by the chair.

Upon opening the Supervisor of Purchasing Services shall ensure that the Tender/RFP conforms to all mandatory criteria and shall advise the Tender Opening Committee of any circumstances or conditions in the tender which might invalidate the tender. If a Tender/RFP is rejected, the chair of the Tender/RFP Opening Committee shall note on the Tender/RFP that it has been disqualified and initial it.

4.8 **Evaluation Criteria** (*Mandatory Requirement #9*)

Competitive procurement documents will outline mandatory, rated and other criteria that will be used to evaluate submissions, including weight of each criterion. The evaluation criteria may be altered to the competitive procurement document by means of addendum.

If alternative strategies or solutions will be considered the evaluation criteria for this evaluation will form a separate part of the procurement document.

4.9 **Evaluation Process Disclosure** (*Mandatory Requirement #10*)

The competitive procurement process requires that an evaluation team responsible for reviewing and rating bids be established. An evaluation team may include supply chain experts, subject-matter experts, financial experts and representatives of the procurement function. Evaluation methodology, process used in assessing submissions and method of resolving a tie score is identified within the Tender/RFP. The supervisor of purchasing services shall notify, in writing, any submissions deemed disqualified stating the reasons therefore. Where only one valid tender is received, a recommendation shall be submitted to the Board by the department responsible for the procurement request.

**Comment [13]:** Language to clarify the evaluation team .

4.10 **Evaluation Team** (*Mandatory Requirement #11*)

Evaluation team members are made aware of all restrictions related to the confidential information or activity associated with the competitive process. Evaluation team members must sign a purchasing procedure form 505-3 Evaluation Team Conflict-of-Interest

Declaration and Non-Disclosure agreement before each evaluation. The Evaluation Team shall review the compliant submissions with the Evaluation Team Lead.

4.11 **Evaluation Matrix** (*Mandatory Requirement #12*)

Each member of the evaluation team is supplied with an evaluation matrix to support fair and open evaluation of the competitive responses.

If bids are not responsive to the requirement, do not represent fair market value or exceed the allotted budget, the process may be cancelled. A revised solicitation or negotiations with a qualified supplier may take place.

Clarification may be requested from any or all respondents during evaluation period.

4.12 **Winning Bid** (*Mandatory Requirement #13*)

Following evaluation completion by each member the team selects the submission that has met all mandatory requirements and will obtain maximum value for each dollar spent as declared by the highest evaluation score.

4.13 **Non-Discrimination** (*Mandatory Requirement #14*)

Where acquisition for supply, service, and quality are considered equal and price is at or above Agreement on Internal Trade (AIT) compliance, the board shall not discriminate:

- Between the goods or services of a particular province or region.
- Between the suppliers of such goods or services of a particular province or region and those of any other province or region.
- The board shall not impose or consider, in the evaluation of bids or the award of contracts, local content or other economic benefits criteria that are designed to favour the goods and services of a particular region or province or the suppliers of a particular province or region of such goods or services.

4.14 **Executing the Contract** (*Mandatory Requirement #15*)

The agreement between the Board and a successful vendor must be defined formally in the form of written and executed contracts before the provisions of the goods, services or construction commences. A copy of the Agreement to Contract must be included with the bid documents during a competitive procurement process.

4.15 **Establishing the Contract** (*Mandatory Requirement #16*)

The contract(s) will be finalized using the Agreement to Contract form that is included in the procurement document.

4.16 **Termination Clauses** (*Mandatory Requirement #17*)

All contracts will include appropriate cancellation or termination clauses.

4.17 **Term of Agreement Modifications** (*Mandatory Requirement #18*)

The procurement document will contain the term of the agreement and the appropriate approval process for any option to extend.

4.18 **Contract Award Notification** (*Mandatory Requirement #19*)

For contracts awarded with a value of \$100,000.00 or greater the successful proponent(s) will be posted on www.biddingo.com following agreement execution.

4.19 **Supplier Debriefing** (*Mandatory Requirement #20*)

For contracts with a value of \$100,000.00 or greater the competitive document will outline the debriefing process for unsuccessful suppliers following the conclusion of the procurement process.

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**4.20 Contract Management (Mandatory Requirement #22)**

Contracts resulting from the procurement practise will be managed by the department of responsibility for the supply or service. Payments will be made in accordance with invoice instructions detailed in the procurement document. For service contracts all expense claims will be paid in compliance with the Broader Public Sector Expenses Directive

**5. NON –COMPETITIVE PROCUREMENT (Mandatory Requirement # 21)****Exemptions from Competitive Process**

It is recognized that the board may have special circumstances which may require the non-competitive procurement process. Situations that are considered exempt-based can be determined through the Agreement Internal Trade (AIT) or other trade agreements. Emergencies are defined as circumstances or situations beyond anyone's control which have the potential of affecting the health, life or safety of students or other personnel, result in undue financial losses or the prompt restoration of services to minimize interruption. Prior to commencement of non-competitive procurement, supporting documentation using Form 505-2 Waiver of Competitive Process must be completed and authorized by the Superintendent of Business or Director of Education and attached to the purchase order.

**Sole sourcing** is where only one supplier is able to meet the requirements of a procurement request. Situation which includes but not limited to are:

- ensuring compatibility with existing products
- to recognize exclusive rights, such as exclusive licences, copyright and patent rights
- to maintain specialized products that require maintenance
- an absence of competition for technical reasons and no alternative exists
- for work to be performed on a leased building and may only be performed by the lessor
- work to be performed where a warranty or guarantee is held
- purchase of goods under exceptionally advantageous circumstances such as bankruptcy or receivership
- procurement of original works of art
- procurement of subscriptions to newspapers, magazines or other periodicals
- procurement of real property

**Single sourcing** (where more than one supplier exists) includes but not limited to:

- an unforeseen situation or urgency exists and the goods, services or construction cannot be obtained by means of open competitive procurement procedures
- goods or services regarding matters of confidentiality are purchased and the disclosure of those matters through an open process could compromise confidentiality, health and or safety
- where open process could interfere with the organization's ability to maintain security or order or to protect human, animal or plant life or health

**6. FREEDOM OF INFORMATION**

- 6.1 All competitive process responses submitted to the board become the property of the board and as such are subject to the provisions of the *Municipal Freedom of Information and Protection of Privacy Act* regarding information which may be provided in confidence. Bidders must clearly state, in their bids, if disclosure of any portion of the bid would cause injury to the company.

6.2 MFIPA clause will form part of the contract or procurement document.

**7. PROCUREMENT RECORDS RETENTION** (*Mandatory Requirement #23*)

All procurement documents required for reporting and/or auditing purposes will be maintained for a period of seven (7) years.

**8. CONFLICT OF INTEREST** (*Mandatory Requirement #24*)

The board will monitor any potential conflict of interest that may exist in the Supply Chain Activities with employees, advisors, external consultants or suppliers. Anyone involved in the procurement activity must declare all actual or potential conflicts of interest.

Evaluation team members must sign a conflict-of-interest and non disclosure agreement (Form 505-3) before each evaluation. Situations that might result in a conflict of interest include the following:

- Engaging in outside employment
- Not disclosing an existing relationship that may be perceived as being a real or apparent influence on their objectivity in carrying out an official role
- Providing assistance or advice to a particular supplier participating in a competitive process
- Having an ownership, investment interest, or compensation arrangement with any entity participating in a competitive process
- Having access to confidential information
- Accepting favours or gratuities from those doing business with the organization

8.1 The board may terminate an agreement where a supplier fails to disclose any actual or potential conflict of interest or fails to resolve its conflict of interest as directed by the board.

**9. BID DISPUTE RESOLUTION** (*Mandatory Requirement #25*)

Dispute Resolution clause will form part of the contract or procurement document.

9.1 Bid dispute resolution procedures will comply with the applicable trade agreements.

**10. INSURANCE REQUIREMENTS**

10.1 The Board requires proof of coverage as defined in procurement document prior to contract execution. The insurance requirements for tendered construction projects will be defined in the Canadian Construction Document Committee (CCDC) contract at the time of tendering.

10.2 Workplace Safety and Insurance Board Act compliance is the contractor's responsibility to comply with and ensure any sub-contractors are in compliance.

**11. SAFETY**

11.1 Certain equipment must have standard approvals or certifications. The minimum requirements will form part of the contract or procurement document where applicable.

11.2 Occupational Health and Safety Act regulations will form part of the contract or procurement document where applicable.

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11.3 Workplace Hazardous Materials Information will form part of the contract or procurement document where applicable.

## 12. CO-OPERATIVE PURCHASING

12.1 Hastings and Prince Edward District School Board is participating in competitive procurement with other public bodies that adhere to the Broader Public Sector Procurement Directive.

12.2 Procurement will be administered by the purchasing services department with the competitive process responsibility belonging to the co-operative group.

12.3 Procurement of goods and/or services through a co-operative venture will be subject to the procedures established by the co-operative and HPEDSB will not be required to solicit independent price quotations.

## 13. SURPLUS AND/OR DISPOSAL OF FURNITURE AND EQUIPMENT

13.1 The superintendent, principal or administrative department head shall determine if furniture and/or equipment belonging to the board is surplus, obsolete or scrap to their particular use.

13.2 The supervisor of purchasing services, in consultation with the superintendent of business services, shall have the authority to re-deploy, sell, exchange, dispose or trade-in goods declared surplus.

13.3 Schools/ central administration offices are required to store surplus furniture and/or equipment on site until transfer or disposal is accomplished as per the following process:

- Surplus or obsolete items will be identified using Form F505-4 Surplus Furniture and forwarded to purchasing services department via email, fax or courier.
- Disposal of items will be identified using Form F505-5 Scrap Furniture and forwarded to purchasing services department via email, fax or courier.
- Purchasing services department will send an electronic notice to the district offering surplus items available stating response timeline. If more than one request is received per item a draw will take place to select the recipient.
- Purchasing services department will email confirmation of recipient and delivery location to facility services to coordinate pick-up and deliveries as their schedule permits in accordance with procedure 586 District Courier Service.
- Items not claimed will remain in the school/departmental office location until such time it is requested or deemed obsolete.
- Central storage does not exist for items not claimed.

13.4 Receiving locations are responsible to:

- ensure any space or electrical requirements can be met, if not, pay any costs associated
- pay any associated costs with moving the furniture and equipment that facility services may be unable to accommodate

13.5 Where quantity and/or value exists, school administrators may, in consultation with the supervisor of purchasing services, conduct a public sale process by means of advertised sale in any one of the following methods:

- sealed bid tender process

- auction
- site based sale to their school community

13.6 Any surplus or obsolete item will be disposed of in whichever process is most advantageous to the board if the internal or public process is not applicable. Disposal methods utilizing re-use and recycling will be given preference over landfill. Disposal methods can include:

- donation to educational/charitable/community agency
- trade-in value for upgrading
- sale to scrap dealer
- disposal to recycling program
- disposal to landfill site

**14. ENVIRONMENTAL**

14.1 The Board supports environmentally sustainable products and services. Where feasible and cost effective, and all criteria being equal, the Board will give preference to environmentally sustainable products and services.

**Legal References:**

- [Education Act, section 286 Duties of Supervisory Officers: Supervise Business Functions](#)
- [Occupational Health and Safety Act](#)
- [Workplace Safety and Insurance Board Act](#)
- [Municipal Freedom of Information and Protection of Privacy Act](#)
- [Broader Public Sector Procurement Directive, April 2011](#)

**District References:**

- [Board Policy No. 11-C – Operations and Finance Committee](#)
- [Administrative Procedure 500 – Financial Integrity](#)
- [Form 505-1 Application to Tender Quote or RFP Form](#)
- [Form 505-2 Waiver of Competitive Process](#)
- [Form 505-3 Evaluation Team Conflict of Interest Non Disclosure](#)
- [Form 505-4 Surplus Form](#)
- [Form 505-5 Scrap Furniture Form](#)

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¶ products of recycled and/or recyclable content¶  
products that meet environmental safety and low toxicity standards and provide acceptable levels of performance¶  
products and technology that minimize use of paper products¶  
bulk purchasing

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**Hastings and Prince Edward  
District School Board**

<b>PROCEDURE 521</b>	
<b>Adopted</b>	September 2011
<b>Last Revised</b>	
<b>Review Date</b>	September 2016

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## **FEEES FOR LEARNING MATERIALS AND ACTIVITIES**

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### **1. PURPOSE**

Hastings and Prince Edward District School Board is a system of character that delivers a quality learning experience to support high levels of achievement for each student. This administrative procedure sets out expectations for the use of student fees for regular day school programming.

### **2. DEFINITIONS**

Co-curricular Activities – activities or materials related to the regular day school program.

Enhanced Programming and Materials – upgrades to the curriculum, upgrades in materials or co-curricular activities beyond what is necessary for a particular grade or course in which case a fee may be charged. Where students choose not to access those enhancements, alternatives must be made available.

Extra-Curricular Activities – activities or materials defined as outside the regular day school program.

Optional Programming – courses or activities that by their very nature require payment of special fees, specialized supplies or equipment. This would include International Baccalaureate, Hockey Skills and other specialized courses.

Student Activity Fees – fees that are used to supplement a student’s school experience such as student recognition activities, extra-curricular activities, theme days and school dances.

### **3. GUIDING PRINCIPLES**

- 3.1 With the support of the school community, schools may wish to offer programming and materials beyond what is necessary to meet the learning expectations of a particular grade or course. In these cases it may be appropriate to collect a fee to offset the additional costs.
- 3.2 Students shall not be charged a fee for registration, administration or program fee for regular day school programming except for enhanced/optional programming.
- 3.3 Parents may be asked to provide supplies not curricular in nature such as pencil cases, pens, pencils, paper, rulers or binders.

- 3.4 Wherever possible, schools will minimize the costs related to enhanced programming and materials that are optional to a course.
- 3.5 Fee schedules are to be made available to the school community through the use of course calendars, school web sites and/or school newsletters.
- 3.6 Fees charged should reflect actual costs to the school.
- 3.7 The principal shall be aware of and approve all fees charged to students.
- 3.8 Students shall not be charged a fee for the use of a textbook. Students can be charged for failing to return school materials entrusted to their care.
- 3.9 A confidential process should be instituted to support participation of students in activities regardless of economic circumstance.
- 3.10 Student activity fees should be of a modest amount and be consistent across schools of the board.
- 3.11 Families with three (3) or more children attending schools in the board will be charged a maximum of 75% of the total student activity fee amount.
- 3.12 Financial reports will be maintained and available to the school community.

**Legal References:**

- *Education Act; section 32(1) section 170(1)13, section 171(13), section 171(23, 23.1)*
- *Ministry of Education Fees For Learning Materials and Activities Guideline*

## FEES FOR LEARNING MATERIALS AND ACTIVITIES GUIDELINE

### Objectives and Definitions<sup>1</sup>

Every student has the right to attend a school, where they are a qualified resident pupil, without payment of a fee.<sup>2</sup> In general, there should be no fees charged for day school programs. The costs of materials and activities for elementary and secondary education are provided to schools by the Ministry of Education and should be reflected in school board operating budgets.

When schools or school boards choose with the support of the school community to offer enhanced or optional programming, parents may be asked to contribute resources in the way of time, money or materials to support these programs or activities. While no student should be excluded from participating in any school activity or event based on the ability to pay, some activities or events may require some recovery of the cost for participation.

Fees may be appropriate in cases where school boards or schools choose to offer enhancements or supplementary learning materials beyond the core curriculum. Where fees are appropriate, they should be minimized as much as possible, with the goal of supporting student participation in programs and activities regardless of individual economic circumstances.

The objectives of this guideline are to:

- Identify guiding principles and best practices;
- Provide a foundation for school boards to develop or review existing guidelines, policies and procedures with respect to any fees charged to students in the regular day school program; and
- Provide examples of appropriate and inappropriate practices.

**The best practices and examples provided in this guideline are not intended to be a comprehensive list.** The fees discussed in this guideline are fees other than tuition fees for visa students, international students, First Nations students attending pursuant to a tuition agreement, adult or continuing education students. Nor do they include fees for early learning programs offered outside the regular school day or other before or after school programs.

When schools and boards choose to charge any fee, it is important to:

- Have policies to help ensure that fee charges are consistent with the purposes and principles of public education;
- Seek advice from school staff, parent involvement committees, Special Education Advisory Committees (SEACs), other advisory committees; school councils, parents, students and the school community;
- Include a goal of full student participation in school programs and activities regardless of individual economic circumstances; and
- Support and protect staff and volunteers through practices that promote accountability for the handling and management of the proceeds raised from fees.

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<sup>1</sup> On all legal questions relating to the subjects covered in this guideline, boards should rely on the advice of their own legal counsel. This guideline should not be interpreted as expressing any opinion that a board may charge a fee.

<sup>2</sup> In addition, students enrolled by a board who are otherwise qualified to attend except as to residence are entitled to attend a regular day school program without payment of fee.

# FEES FOR LEARNING MATERIALS AND ACTIVITIES GUIDELINE

## Definitions

### Student Activity Fees

Student activity fees are voluntary amounts that are used to supplement a student's school experience through materials and activities such as student agendas, student recognition programs, yearbooks, extracurricular activities, school dances, or theme days.

### Enhanced Programming and Materials

Enhanced Programming and materials are voluntary enrichments or upgrades to the curriculum or co-curricular<sup>3</sup> activities beyond what is necessary to meet the learning expectations for a particular grade or course. For example, in some performance and production courses (for example, music, woodworking), students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional cost of the upgrade.

Where students choose not to access these enhanced programs or materials, alternatives must be available as essential course materials required to meet the learning expectations of the course or grade are to be provided at no cost.

### Optional Programming

Optional Programming refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum. Examples may include Advanced Placement® and Hockey Canada Skills Academy programs.

## Outline

This guideline addresses the following four topics:

- I. Guiding Principles** – identifies some key principles to guide school board fees policies
- II. Fee Charges** – outlines criteria and examples of eligible and ineligible activities to inform a board's fee policy
- III. Best Practices** – provides best practices for school boards to consider when developing or updating fee policies for learning materials and activities
- IV. Accountability to the School Community** – outlines best practices for a board's policy to meet the public's expectations and uphold the public's trust

### I. Guiding Principles

With the support of the school community, schools and school boards may wish to offer programming and materials beyond what is necessary to meet the learning expectations of a particular grade or course. In these situations, it may be appropriate to collect a fee to offset the additional costs. The development of a board-wide student fee policy will ensure consistency and transparency in the application of fees and should reflect the following principles:

#### Complementary to Public Education

- The purposes for which funds are collected are consistent with the school board's mission and values.

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<sup>3</sup> For the purposes of this guideline, co-curricular activities or materials are defined as related to the regular day school program. Extra-curricular activities are defined as outside the regular day school program.

## **FEEES FOR LEARNING MATERIALS AND ACTIVITIES GUIDELINE**

- Fees raised for school purposes are to complement, and not replace, public funding for education.

### Inclusive Education

- Each student should have an equal opportunity to benefit from the education system without being required to pay a fee. Students must be able to participate in school activities and access resources regardless of personal financial barriers.
- School board fees policies should address financial hardship and support student participation in activities regardless of economic circumstances.
- The dignity of every student and parent should be honoured in the school fee collection process, collection methods afford reasonable expectations of privacy for students and parents; and a respectful practice for discreet identification of students/parents who may be experiencing financial hardship is clearly communicated.

### Accountability & Transparency

- Board policies should address all student fees for learning materials and activities.
- The policy should be publicly available on the school board's website.
- Financial reporting practices to the school community are in place.

## **II. Fee Charges**

School boards should develop strategies to recognize and reduce barriers to participation and work to effectively include all students in programs and activities. Successful completion of a required grade or course leading to graduation cannot be dependent on the payment of any course fee.

When determining whether fee charges may be appropriate, the following criteria may be considered. A fee charge shall be permissible for an activity, material, course or program if it is:

- Not required as part of the regular day school program;
- Voluntary, and alternatives are offered;
- Non-essential or extracurricular in nature and is not required for graduation by an individual student; or
- A voluntary upgrade or substitute of a more costly material to the material provided for course purposes.

### Examples of Activities, Programs or Materials **Ineligible** for Fee Charges

- A registration or administration fee for students enrolled in any regular day school program;
- A textbook fee or deposit;<sup>4</sup>
- Learning materials that are required for completion of the curriculum such as workbooks, cahiers, musical instruments, science supplies, lab material kits and safety goggles;
- Fees charged for the creation of discretionary accounts by teachers or departments;
- Mandatory flat fees for any course leading to graduation other than optional programming;
- A fee for a guest speaker, visiting teacher, or in-class field trip or presentation where the material being presented is a mandatory element of the subject or course;

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<sup>4</sup> Schools may recover the costs for the replacement or repair of lost, damaged or broken materials such as textbooks, library books, music or science supplies or any loaned materials. These charges should not exceed the replacement or repair cost.

## **FEEES FOR LEARNING MATERIALS AND ACTIVITIES GUIDELINE**

- Items that are funded through the allocated budget of a school board including, but not limited to learning materials necessary to meet learning expectations such as computers, workbooks, textbooks, staff development and training costs; or
- Learning materials that are required to meet the learning expectations of the course, but are consumed by the pupil and cannot be used again by another student in the next semester, e.g. a chemical used in a chemistry experiment.

### Examples of Activities, Programs or Materials Potentially **Eligible** for Fee Charges

- Optional programming such as, Advanced Placement courses or Hockey Canada Skills Academy program;
- Extracurricular trips, events or activities that are extensions to the curriculum and not required for graduation (e.g. dances, school clubs, theme days, athletics, drama, student council activities);
- Extended student trips or excursions that are not necessary to meet the learning expectations of a particular grade or course (e.g. trips abroad);
- Optional art or music supplies or higher quality woodworking, design or technology materials that students choose to use for course completion, as long as the required materials are available at no cost;
- Student activity fees
- Co-curricular activities, special events, program enhancements or field trips (e.g. for costs of participation, rental of equipment or travel), if alternative programming and assignments are offered to students who choose not to participate; or
- Student agendas, yearbooks.

### **III. Best Practices**

School boards may consider the following best practices when developing board-wide policies for fees for learning materials and activities:

- Establishing a limit on student activity fees;
- Setting limits for families with more than two children attending schools in the board;
- Creating a central fund or subsidy program to support the full participation of students in activities regardless of economic circumstances;
- Implementing a confidential process to support full participation of students regardless of economic circumstances; and
- Fee amounts should reflect the actual cost of the service or materials being provided to the student.

School fee policies must be compliant with the school board fee policy and school board guidelines. In addition, school principals may consider the following best practices when implementing board fee policies in their schools:

- Minimizing, where possible, costs related to enhanced programming and materials (for example, speakers, dance instructors, in-class field trips) that are optional to a course;
- Making every effort to ensure all students can participate in student activities regardless of ability to pay;
- Where a student chooses not to participate, alternative assignments should be provided for students to meet the expectations of the course; and
- Modest student activity fees for student agendas, student recognition, yearbooks, school dances, student council activities and clubs, photographs, extra-curricular activities and athletics.

## **FEES FOR LEARNING MATERIALS AND ACTIVITIES GUIDELINE**

### **IV. Accountability to the School Community**

Fees should reflect the actual cost of the services or materials being provided to the student. A transparent accounting of the amounts collected and expenditures allocated must be made available to the school community.

Members of the school community should be consulted in the development of a school's fee schedule and made aware of the use of student fees. Fee schedules for the upcoming school year should be made widely available to the school community. For example, fee schedules can be included in fall school newsletters, posted on school websites and referenced in student agendas.

These fee schedules should include:

- An itemized list of fees that states the rationale and purpose of each fee; and
- Information about the process to confidentially address financial hardship.



**Decision** \_\_\_\_\_ **Information**  X

**To:** The Chair and Members of the Operations and Finance Committee

**From:** Dave Rutherford, Superintendent of Business Services

**Re:** **Draft Guideline for Fundraising**

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**Purpose**

To provide information on the Draft Guideline for Fundraising.

**Background**

In November 2009, the Ministry of Education initiated a consultation on the development of guidelines for fees for learning materials and activities, fundraising and corporate partnerships.

**Current situation**

The Draft Fundraising Guideline (Appendix A) was released earlier this year and is attached for your information. The ministry intends to release the final fundraising guideline in fall 2011 for implementation in the 2012-13 school year.

**Appendices**

Appendix A – Draft Fundraising Guideline

**Next Steps**

Once the guideline is released, school boards will need to update their existing fundraising policy/procedure.

Respectfully submitted,

**Dave Rutherford  
Superintendent of Business Services**

# FUNDRAISING GUIDELINE

Draft for discussion purposes

## **Objectives**<sup>1</sup>

Fundraising is just one way that parents and communities may choose to support their schools<sup>2</sup>. Like all activities that support education, fundraising should reflect the values and expectations of the school community, including those of parents, students, staff, the school administration and school board trustees.

When schools and school boards choose to engage in fundraising activities, it is important that they also consider the purposes and principles of public education, including diversity, accessibility, equality of opportunity and inclusivity. These activities should be conducted under the guidance of the school principal, in accordance with school board policies and with advice and input from students, staff, parents, and the broader school community. Finally, it is important that fundraising has a designated purpose and that the proceeds should be for that purpose, as intended.

Funds raised for school purposes:

- should not be used to replace public funding for education.
- should not be used to support items funded through the allocated budget of a school board, including but not limited to, learning materials and textbooks or capital projects that increase operating costs.

This guideline serves as an aid to school boards and schools on how to effectively plan and administer fundraising activities and how to report on these activities to the school community.

The objectives of this guideline are to:

- Identify guiding principles and best practices;
- Provide a foundation for each school board to develop or update existing guidelines, policies and procedures; and,
- Give some examples of appropriate and inappropriate practices to protect school board staff and fundraising volunteers when managing fundraising proceeds.

**The best practices and examples provided in this guideline are not intended to be a comprehensive list. School boards may identify other examples and best practices that reflect their geographic, demographic and community circumstances.**

In summary, when schools and school boards choose to engage in fundraising activities, it is important to:

- Have policies in place to help ensure that the activities are consistent with the purposes and principles of public education;
- Seek advice from school staff, parents, school councils, students, and the school community; and
- Support and protect staff and volunteers from legal liability through practices that promote accountability for the handling and management of the proceeds raised from these activities.

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<sup>1</sup> On all legal questions relating to the subjects covered in this guideline, boards should rely on the advice of their own legal counsel.

<sup>2</sup> For more on parental involvement, please see <http://www.edu.gov.on.ca/eng/parents/getinvolved.html>

### **Definitions**

#### *School-generated funds*

School-generated funds are funds that are raised and collected in the school or broader community in the name of the school or by a school- or parent-administered group<sup>3</sup>, including school councils. These funds, which are administered by the school, are raised or collected from sources other than the school board's operating and capital budgets.

These sources include proceeds from fundraising activities, fees for supplementary learning materials and activities and corporate donations.

#### *Fundraising*

Fundraising is any activity, permitted under a school board's policy, to raise money or other resources that is approved by the school principal, supported by the school council or a school fundraising organization operating in the name of the school and for which the school provides the administrative processes for collection. Such activities may take place on or off school property.

#### *School Community*

The school community refers to students, parents and guardians, school administrators and staff, members of the broader community and partners, as well as others, who support the local school and student achievement.

### **Outline**

This fundraising guideline addresses the following four areas:

- I. Guiding Principles** – identifies some key principles to guide school board fundraising policies
- II. Fundraising Activities** – outlines compliance requirements related to fundraising activities and examples of eligible and ineligible activities to inform a school board's fundraising policy
- III. Best Practices** – outlines best practices related to fundraising activities
- IV. Accountability and Financial Reporting** – outlines best practices for a board's policy to meet the public's expectations and uphold public trust including financial reporting requirements

### **I. Guiding Principles for Fundraising Activities**

The development of a distinct board-wide fundraising policy will ensure consistency and transparency in the collection and distribution of funds and should reflect the following principles:

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<sup>3</sup>This does not include funds raised by the Ontario Federation of Home and School Associations (OFHSA) while funds are in their possession. While this guideline does not apply to the activities undertaken by OFHSA for purposes of fundraising, schools should refer to this guideline and their boards' policies on fundraising when accepting donations or the proceeds from fundraising activities undertaken by OFHSA or its units.

Complementary to Public Education

- The purposes for which funds are collected should be consistent with the school board's mission and values.
- Activities should support student achievement and not detract from the learning environment.
- Funds raised for school purposes are used to complement, not replace, public funding for education.

Voluntary

- All students and staff are welcome to participate in fundraising activities. These activities should reflect the diversity, values and priorities of the local school community and school board.
- Participation in fundraising activities is strictly voluntary for staff and students. Parental consent is required for student participation for students under the age of 18.
- Privacy should be respected. The personal information of staff, students or other individuals should not be shared for the purposes of fundraising without prior consent. (The use of personal information by school boards is governed by the *Municipal Freedom of Information and Protection of Privacy Act*).

Safety

- The safety of students must be a primary consideration in all fundraising activities.
- In addition to parental consent, student fundraising activities require supervision and should be age-appropriate.

Accountable & Transparent

- Fundraising activities should be developed and organized with advice and assistance from the school community, including students, staff, parents, parent involvement committees, school councils and community organizations.
- School boards should have a separate and distinct policy for fundraising, which addresses the use of fundraising proceeds and accounting for school-generated funds. This policy should be publicly available on the school board's website.
- A fundraising activity must not result in any staff or volunteer benefiting materially or financially from the activity.
- Fundraising should have a designated purpose and the proceeds should be for that purpose, as intended. Transparent financial reporting practices to the school community should be in place.

**II. Fundraising Activities**

There is a wide variety of ways a school community can show support for its local school, including fundraising. When school communities consider asking for support, the individual activity should be reviewed to ensure consistency with the guiding principles outlined above and school board policies.

Any fundraising activities that involve the sale of food and beverages on school premises must comply with the School Food and Beverage Policy<sup>4</sup>. The nutrition standards set out in the policy do not apply to fundraising activities that occur off school premises.

Fundraising activities must also be compliant with:

- Municipal, provincial and federal legislation; and
- Ministry of Education guidelines and policies such as the School Food and Beverage Policy, Equity and Inclusive Education Strategy, Facility Partnerships Guideline and the Broader Public Sector Procurement Directive.

In addition, capital projects supported by fundraising proceeds<sup>5</sup> should not result in:

- an increase in the student capacity of a school<sup>6</sup>; or
- a significant increase in school or board operating or capital costs.

#### Examples of Unacceptable Uses of Fundraising Proceeds

- Items that are funded through the allocated budget of a school board including, but not limited to learning materials and textbooks
- Facility renewal, maintenance, or upgrades normally funded through the school renewal grants such as structural repairs, sanitation, emergency repairs, or replacing flooring due to wear and tear
- Infrastructure improvements which increase the student capacity of a school (for example, classrooms)
- Goods or services for employees, where such purchases would contravene the *Education Act* or a school council's by-laws regarding conflict of interest
- Staff training for professional development including support for teacher attendance at professional development activities
- Administrative expenses
- Support for political activity, groups or candidates

#### Examples of Acceptable Uses of Fundraising Proceeds

- Assistance fund (for example, a fund serving a charitable purpose to benefit students, such as providing payment for the cost of a field trip for students who cannot afford it)
- Purchase of additional supplies, equipment or services not funded specifically through school board budgets (for example, band equipment, specialized athletic equipment, pottery equipment)
- Field trips or other excursions (for example, in-province, out-of-province, or trips abroad)
- Guest speakers or presentations
- Ceremonies, awards, plaques, trophies or prizes for students
- Establishment of scholarships or bursaries
- Extracurricular activities and events (for example, travel and entry fees for sports competitions, school team uniforms, school band, choir, clubs)

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<sup>4</sup> See Policy/Program Memorandum No. 150 *School Food And Beverage Policy*  
<http://www.edu.gov.on.ca/extra/eng/ppm/150.html>

<sup>5</sup>This guideline does not address joint-use facilities; please refer to Facility Partnerships Guideline (February 11, 2010)  
[http://faab.edu.gov.on.ca/Memos/B2010/B\\_%201%20Attach%20%20Facility%20Partnerships%20Guideline.pdf](http://faab.edu.gov.on.ca/Memos/B2010/B_%201%20Attach%20%20Facility%20Partnerships%20Guideline.pdf)

<sup>6</sup> As defined by the Ministry of Education's pupil place capacity.

- School improvement projects (for example, playground equipment, shade structures, gardens, outdoor skating rink, greening initiatives)
- Upgrades to school facilities that do not increase the student capacity of the school (for example, rebuilding of cafeteria stage, retrofitting of an auditorium)
- Upgrades to sporting facilities such as running tracks, specialized recreational facilities, installation of artificial turf and scoreboards
- Technology investments which complement and do not replace existing school board allocations

### **III. Best Practices**

School boards may consider the following when developing board-wide fundraising policies:

- The extent and number of fundraising activities at each school each school year;
- Co-ordination of activities across schools and community organizations;
- Impact on classroom time for staff and students and administrative time for school principals as well as support staff;
- Shortages, overages and cancellations; students participating in fundraising activities should not be held responsible for any loss that may be incurred;
- Supporting schools to develop fundraising plans; and,
- Voluntary donations to board-level funds, or matching programs between schools and/or school councils.

When schools are planning and selecting capital projects which will be supported by fundraising activities the following best practices may be considered:

- Requiring a viability review that examines alignment with the school board's overall capital priorities and planning processes, the school improvement plan and Ministry priorities;
- Costs for future maintenance and repairs (for example, school yard improvements, playground equipment upkeep); and
- Restrictions related to conflict of interest and procurement policies.

### **IV. Accountability and Financial Reporting**

To meet the public's expectations and demonstrate stewardship for public dollars, each school should prepare an annual report on school-generated funds.

Students, parents, school boards and the broader school community must be informed as to how fundraising proceeds, fees raised from learning materials and activities and corporate donations are used. The intent of the donations should be clearly communicated to contributors to ensure that the donations can be recorded appropriately and to address any accounting implications.

Schools should prepare an annual report on school-generated funds and post the report on their websites. As part of the current reporting requirements to the Ministry of Education, most school boards already ask schools to report this information.

School boards may also choose to report to the school community in an annual report, which may include an overview of school-level fundraising across the school board and board-level donations and corporate partnerships.

Financial Reporting

Public Sector Accounting Board (PSAB) standards require that all school boards consolidate funds generated at the school level with the annual financial statements of the school board.

School boards are responsible for the reporting and safekeeping of all school-generated funds<sup>7</sup>. All funds collected through school or school council fundraising are subject to the board's regular audit and accountability requirements. As school councils are advisory bodies and not entities with the legal capacity of a corporate body, funds collected through the school council must be reported by the school board, which is a corporate body.

School board procedures must address:

- The establishment of school bank accounts, issuance of receipts, authority to pay disbursements, recording of donations, investments, bank reconciliations, records retention, financial reporting, financial responsibility for shortages and overages generated by the fundraising activity; financial review/audit; and chart of accounts;
- Roles and responsibilities and required approvals at the board and school level for all activities related to school-generated funds; and
- Compliance with board policies and municipal, provincial and federal laws and regulations.

School boards should communicate and train school administrative staff on procedures dealing with the collection, disbursement and accounting of school-generated funds. These procedures should ensure both the safeguarding and accurate financial reporting of these funds.

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<sup>7</sup>For more information on effective practices please see the Ontario Association of School Business Officials' Finance's Committee Guidelines for School-generated Funds (Revised January 2009)

[http://www.oasbo.org/admin/eZeditor/files/f\\_10\\_OASBO\\_SchoolGeneratedFunds\\_Guidelines\\_January\\_2009.pdf](http://www.oasbo.org/admin/eZeditor/files/f_10_OASBO_SchoolGeneratedFunds_Guidelines_January_2009.pdf)



Decision \_\_\_\_\_ Information X

**To:** The Chair and Members of the Operations and Finance Committee

**From:** Dave Rutherford, Superintendent of Business Services

**Re:** **2012 Insurance Premiums**

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**Purpose**

To provide information on the 2012 insurance renewal with the Ontario School Boards' Insurance Exchange (OSBIE).

**Background**

Each year at this time the Board of Directors of OSBIE (Ontario School Boards' Insurance Exchange) approves the general rate adjustment for insurance coverage for the following year. From year to year individual board premium variances result primarily from changes in exposure, general rate adjustment and loss experience.

**Current situation**

The OSBIE premium invoice for Hastings and Prince Edward District School Board for 2012 totals \$256,980.72. This is a decrease of \$45,070.80 or 14.9% from 2011 and is the result of exposure change and loss experience.

**Appendices**

Appendix A – Renewal letter

Appendix B - 2012 premium invoice

Appendix C - Individual board premium variance from 2011 to 2012

Respectfully submitted

**Dave Rutherford**  
**Superintendent of Business Services**



**OSBIE**

ONTARIO SCHOOL BOARDS'  
INSURANCE EXCHANGE

Report No. C-5  
Appendix A  
November 7, 2011

November 1, 2011

Dave Rutherford  
Superintendent of Finance  
Hastings & Prince Edward District School Board  
156 Ann Street  
BELLEVILLE ON K8N 1N9

Dear Dave,

Subject: **2012 INSURANCE RENEWAL**

**ENSURING YOUR PROTECTION**

OSBIE continues to serve its subscribers with excellent insurance protection, prompt and friendly claims service, as well as loss control, and risk management support. Our products are designed, reviewed and updated to meet your evolving needs.

We are pleased to advise that effective January 1, 2012 the policy wordings for liability, property and crime have been reviewed and updated in order to enhance and meet the ever evolving needs of our members.

Enclosed is your 2012 Insurance Renewal package which includes the following:

- a copy of the 5 year Claim History for your Board
- fact sheet outlining the factors impacting your premiums
- updated policy wordings for liability, property and crime
- 2012 Premium invoice

In keeping with our actuarial practice of funding our expected claims costs, the Board of Directors of OSBIE, after careful consideration, has approved the following general rate adjustments for the year 2012:

Liability	+2%
Property	0%
Boiler	0%
Crime	0%
Automobile	0%

91 Westmount Road, Guelph, Ontario N1H 5J2 Tel 519-767-2182  
Fax 519-767-0281 [www.osbie.on.ca](http://www.osbie.on.ca)

**EVOLVING TO THE ULTIMATE BENEFIT OF SUBSCRIBERS**

1. **Liability Insurance Funding**

Inflationary costs required a nominal rate increase of 2% in this line.

2. **Property, Crime and Boiler Funding**

- a) **Property:** 0% change. The claims experience for this group continues to be in line with the premiums being collected.
- b) **Crime:** 0% change. The claims experience for this group continues to be in line with the premiums being collected.
- c) **Boiler and Machinery:** 0% change. The claims experience for this group is in line with the premiums being collected.

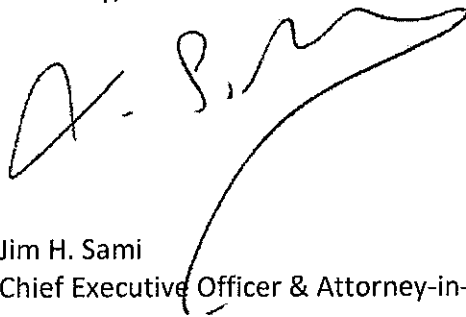
3. **Fleet Automobile Insurance**

0% change for this line. OSBIE Fleet Automobile continues to meet its claim obligations with the premiums collected.

Please contact me if you have any questions regarding the information contained in this package.

OSBIE sincerely appreciates your continuing membership and contributions to our success. We look forward to serving you in 2012.

Sincerely,



Jim H. Sami  
Chief Executive Officer & Attorney-in-Fact



Invoice Date: November 1, 2011

**OSBIE Premium Invoice 2012**

Policy Number SG 229  
Named Insured Hastings and Prince Edward District School Board  
Policy Period From January 1, 2012 to January 1, 2013

Coverages	Limits (\$)	Deductible (\$)	Premium (\$)
Property	Unlimited	25,000	39,721.00
Crime	500,000	500	8,099.00
Boiler & Machinery	Unlimited	1,000	6,060.00
Liability	24,000,000	N/A	163,167.00
Non-Owned Auto*	24,000,000	N/A	1,648.00
<b>Liability SubTotal</b>	24,000,000	N/A	<b>164,815.00</b>
<b>Fleet Automobile</b>			
Third Party Liability	20,000,000	500	9,148.00
Accident Benefits	Enhanced	N/A	2,129.00
All Perils	N/A	500	9,462.00
O.P.C.F. 27 (Additional Coverage for Leased Vehicles under 30 days)			182.96
O.P.C.F. 20 (Loss of Use)			N/A
O.P.C.F.43 (Replacement Cost)			N/A
		<b>Auto Subtotal*</b>	<b>20,921.96</b>
		<b>Total Taxable Premium*</b>	<b>217,047.00</b>
		<b>Premium Subtotal</b>	<b>239,616.96</b>
HST does not apply to Insurance premiums, 8% PST continues to apply to insurance premiums		<b>8% PST on Premiums</b>	17,363.76
		<b>Total Premium Payable</b>	<b>\$256,980.72</b>

\* no sales tax on auto or non owned auto premium

Please make cheque payable to Ontario School Boards' Insurance Exchange  
Mail to: 91 Westmount Rd, Guelph, ON N1H 5J2  
Payment Due January 1, 2012

*To pay by electronic transfer, please contact the OSBIE office.*



**Your Board**

Overall premium rates are determined by an actuary. Individual board premium variances from year to year result primarily from changes in exposure, general rate adjustments, and loss experience which you will see outlined in the chart below.

The following factors play a key role in the determination of your premiums:

**SG229 Hastings and Prince Edward District School Board**

	<b>2011 Premium (\$)</b>	<b>General Rate Change</b>	<b>Exposure Change (%) *</b>	<b>Claims Experience (%)</b>	<b>Overall % Change</b>	<b>2012 Premium (\$)</b>
<b>Liability</b>	204,810	2%	-2.0%	-19.6%	-19.5%	164,815
<b>Property</b>	43,154	0%	0.98%	-10.00%	-7.96%	39,721
<b>Boiler</b>	6,060	0%	0.00%	N/A	0.00%	6,060
<b>Crime</b>	8,268	0%	-2.0%	N/A	-2.04%	8,099
<b>Auto**</b>	18,878	0%	6.3%	N/A	9.9%	20,739

\*\*does not include optional endorsement premiums

\*Exposure Change refers to changes in the following numbers. These factors are used as the basis for your 2012 premiums.

<b>Exposure Factors</b>	<b>2011</b>	<b>2012</b>
<b>Student Count</b>	16,127	15,802
<b>Property Square Footage</b>	2,655,241	2,692,273
<b># of Boilers</b>	60	60
<b># of Automobiles</b>	32	34

This year, student count numbers also include all day kindergarten student numbers.

Should more information be required, simply contact the OSBIE office and we will be happy to assist you.