



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Agenda
Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

**Policy Committee Meeting
Monday, February 10, 2020 ♦ 6:00 p.m.
Boardroom**

Trustees:

Members: Dan Dignard (Chair), Cliff Casey, Bill Chopp, Carol Luciani, Rick Petrella, Mark Watson

Senior Administration:

Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Rob De Rubeis, Kevin Greco, Lorrie Temple (Superintendents of Education)

- 1. Opening Business**
 - 1.1 Opening Prayer
 - 1.2 Attendance
 - 1.3 Approval of the Agenda Page 1
 - 1.4 Approval of Minutes from the Policy Committee Meeting – September 26, 2019 Pages 2-5
 - 1.5 Business Arising from the Minutes
- 2. Committee and Staff Reports**
 - 2.1 Procurement Policy 700.03 Pages 6-20
Presenter: Scott Keys, Superintendent of Business & Treasurer
 - 2.2 French Immersion Program Policy 200.30 Pages 21-35
Presenter: Lorrie Temple, Superintendent of Education
 - 2.3 Policy Template Pages 36-42
Presenter: Scott Keys, Superintendent of Business & Treasurer
 - 2.4 Concussion Policy 200.08 (to be distributed)
Presenter: Lorrie Temple, Superintendent of Education
- 3. Discussion Items**
 - 3.1 Communication of Policy Updates
- 4. Trustee Inquiries**
- 5. Adjournment**

Next meeting: Monday, March 9, 2020, 6:00 p.m. - Boardroom



**BRANT HALDIMAND NORFOLK
Catholic District School Board**

Minutes

Catholic Education Centre
322 Fairview Drive
Brantford, ON N3T 5M8

**Policy Committee Meeting
Thursday, September 26, 2019 ♦ 6:00 p.m.
Norfolk Room**

Members: **Trustees:**
Cliff Casey (Chair), Bill Chopp, Dan Dignard, Carol Luciani, Rick Petrella

Teleconference: Mark Watson

Senior Administration:
Mike McDonald (Director of Education & Secretary), Scott Keys (Superintendent of Business & Treasurer), Rob De Rubeis and Lorrie Temple (Superintendents of Education)

Absent: Michelle Shypula (Superintendent of Education)

1. Opening Business

1.1 Opening Prayer

The meeting was opened with prayer led by Chair Casey.

1.2 Attendance

As noted above.

1.3 Approval of the Agenda

Moved by: Rick Petrella

Seconded by: Carol Luciani

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the agenda of September 26, 2019 meeting.

Carried

1.4 Approval of Minutes from the Policy Committee Meeting – March 21, 2019

Moved by: Dan Dignard

Seconded by: Carol Luciani

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board approves the minutes of the March 21, 2019 meeting.

Carried

In response to trustee inquiries on Discussion items 3.1 - Purchasing 700.01 and 3.2 - Director of Education Performance Appraisal 100.2; Director McDonald indicated that the Procurement policy will be discussed and revised at the next October Policy Committee meeting, and that the Director of Education Performance Appraisal had already been approved by the Board and had been moved into the Board By-Laws.

Director McDonald also addressed trustee concerns regarding 3.3 - Hiring of Academic Staff 300.10 and indicated that the vice-principals do not automatically move into the Principal pool which is indicated in the current policy and that a new leadership program and orientation session was being worked upon that would be communicated to the principals. He also mentioned that the principal positions will be posted.

There was also trustee inquiries on 3.7 Board By-Laws with regards to issuing a laptop to the Student Trustee at the beginning of the School year and 3.9 Inclement Weather and Temporary School/Facility Closures 400.01, Director McDonald indicated that the laptop for the Student



Trustee will be taken into consideration and that the inclement weather, cold temperature guidelines and transportation policy will be reviewed in October.

1.5 Business Arising from the Minutes - Nil

2. Committee and Staff Reports

3. Discussion Items

3.1 Policy Renewal Process

Director McDonald presented the Policy Renewal process indicating that in order to ensure that policies and procedures are current with changing legislation, Ministry expectations and initiatives and the changing context of education, all policies and procedures will be placed on a four-year revision cycle. He explained the rationale and how we plan on operationalizing it.

In response to trustee inquiries regarding stakeholder groups and feedback process, Director McDonald indicated that the policy will be posted on the Board website and that messaging would also go to parents, workgroups and other stakeholders followed by tweets on Twitter. He also indicated that it was the intent that going forward the Policy and Administrative Procedure will be jointly brought together to reflect the true spirit of the policy and to avoid duplication.

Moved by: Rick Petrella

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refers the Policy Renewal Process to the Brant Haldimand Norfolk Catholic District School Board for approval.

Carried

3.2 Workplace Harassment Policy and Administrative Procedure 300.01

Director McDonald indicated that the policy and procedure had been revised and developed in consultation with BLG and that changes have been made to reflect the updated legislative language, as well as clarifying responsibilities and the process around making a harassment complaint. He indicated that this would go for public consultation and feedback and will be brought to the Board meeting in January.

There were trustee concerns on the sections around bad faith declaration of harassment, vexatious comments and retention of records, Director McDonald indicated that they would look at including language around bad faith, vexatious comments and the provision of storing confidential records with a third-party firm. In response to a trustee inquiry regarding online training and reporting by the Principals, Director McDonald indicated that the P/VP task calendar was being reviewed on a monthly basis to ensure that we are being compliant.

Moved by: Rick Petrella

Seconded by: Dan Dignard

THAT the Policy Committee recommends that the policy and procedure Workplace Harassment 300.01 be sent out for stakeholder input during the public consultation period.

3.3 Employee Expenses Policy 700.04

Superintendent Keys indicated that in order to streamline and enhance the direction and clarity of the employee expense reimbursement process, a thorough review of the current policy and administrative procedure was undertaken. In response to trustee inquiries regarding conference expenses and home office expenses, Superintendent Keys indicated that the numbers were



mandated looking at other school boards and that this would go for public consultation and feedback and then reviewed with the stakeholders.

There was also a trustee inquiry on the reimbursement of mileage to Co-op teachers for driving students to the Co-op; Superintendent De Rubeis indicated that he would get further information on the average number of trips the Co-op teacher would make to facilitate this and then apply the mileage; and that he would have a conversation with the Principals and the job skills teachers in the Co-op team on this. Discussion ensued on allocating a special budgeted amount for this and how it would impact the Board.

Director McDonald also addressed trustee concerns regarding travel costs (2.6) travel between a base work site and the primary work location and (8.0) Perquisites. Once stakeholder feedback was received, he emphasized on the importance of having a consistent policy for all employees to eliminate confusion and that the revised policy language will clearly articulate the expenses that the Board would pay.

Moved by: Carol Luciani

Seconded by: Dan Dignard

THAT the Policy Committee recommends that the Employee Expenses Policy 700.04 be sent out for stakeholder input during the public consultation period.

3.4 Student Behaviour, Discipline and Safety Policy 200.09 - District Code of Conduct

Director McDonald presented the Student Behaviour, Discipline and Safety Policy and indicated that The Ministry of Education's *Policy/Program Memorandum 128 (PPM 128)* The Provincial Code of Conduct and School Board Codes of Conduct was revised in August. This provincial Code of Conduct had been amended to include a restriction on the use of personal mobile devices and its usage during instructional time for educational, special education and medical purposes. He explained that it was the expectation of the Ministry that school boards' District and School Codes of Conduct will reflect these legislative changes no later than November 2019. He indicated that the Code of conduct is part of a larger policy and that it will be appended into the policy based on the revision cycle and would subsequently go out for stakeholder input.

In response to trustee inquiries on progressive discipline for staff and students, messaging and the roles and responsibilities for School Boards; Director McDonald indicated that Ministry guidelines were being followed at schools and that he would provide further information at a future meeting.

Moved by: Bill Chopp

Seconded by: Carol Luciani

THAT the Policy Committee recommends that the Committee of the Whole refers the revised District Code of Conduct to be included in the School Behaviour, Discipline and Safety Policy 200.09 to the Brant Haldimand Norfolk Catholic District School Board for approval.

4. Trustee Inquiries – Nil

Director McDonald responded to a trustee inquiry with regards to the frequency of the Policy Committee meetings and indicated that the meetings will be held on a monthly basis.



BRANT HALDIMAND NORFOLK Catholic District School Board

Minutes

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5. Adjournment

Moved by: Bill Chopp

Seconded by: Carol Luciani

THAT the Policy Committee of the Brant Haldimand Norfolk Catholic District School Board adjourns the September 26, 2019 meeting.

Carried

Next meeting: At the call of the Chair

REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD POLICY COMMITTEE

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Policy Committee
Submitted on: February 10, 2020
Submitted by: Mike McDonald, Director of Education & Secretary

PROCUREMENT POLICY 700.03

Public Session

BACKGROUND INFORMATION:

School boards have an obligation to ensure efficient, high-quality service and responsible stewardship of public funds. The Brant Haldimand Norfolk Catholic District School Board (the “Board”), and its staff, shall endeavour to procure goods and services in the required quantity and quality, at the right price and availability, to ensure best value and greatest benefit to our students, staff and taxpayers.

The purpose of this Policy and Administrative Procedure is to promote and outline procurement processes and decisions consistent with the ethical and strategic objectives of the Board, the Broader Public Sector Accountability Act and other applicable legal requirements.

DEVELOPMENTS:

The updated policy and administrative procedure were developed in consultation with several resources, including:

- Broader Public Sector Accountability Act, 2010
- Broader Public Sector Procurement Directive
- Relevant Board Policies and Administrative Procedures
- Other school board policies

Enhancements to our policy and administrative procedure include:

- Updated Approval Authority Schedule (AAS) - Good and Non-Consulting Services
- Updated Procurement Thresholds and Processes
- Alignment with the Canadian Free Trade Agreement and Comprehensive and Economic Trade Agreement
- Inclusion of contract management/vendor performance evaluation

This Policy and Administrative Procedure have initially been vetted by Procurement Services, Financial Services, Senior Administration and other internal stakeholders. In addition, a detailed review was undertaken by Borden Ladner Gervais LLP and included as part of the update to the policy and administrative procedure.

RECOMMENDATION:

THAT the Policy Committee recommends that the Procurement Policy 700.01 be vetted for stakeholder input during the public consultation period.



**Brant Haldimand Norfolk
Catholic District School Board**

Policy: Procurement

		Policy Number:	700.03
Adopted:	September 24, 2003	Former Policy Number:	N/A
Revised:	May 25, 2010; June 28, 2011; June 27, 2017, February 1, 2020	Policy Category:	Finance
Subsequent Review Dates:	September 2022	Pages:	1

Belief Statement:

School boards have an obligation to ensure efficient, high-quality service and responsible stewardship of public funds. The Brant Haldimand Norfolk Catholic District School Board (the “Board”), and its staff, shall endeavour to ~~purchase~~ procure goods and services in the required quantity and quality, at the right price and availability, to ensure best value and greatest benefit to our students, staff and taxpayers.

Policy Statement:

The Brant Haldimand Norfolk Catholic District School Board will ~~purchase, rent or lease~~ procure all goods and services (whether by purchase, rental, lease or conditional sale of goods or services or by other means) with the lowest total cost of ownership in a manner that will maximize the value it receives from the use of public funds. A value-for-money approach aims to deliver goods and services with a lower total life-cycle cost while maintaining a high standard. Factors to be considered when determining the lowest total cost of ownership should be, but are not limited to, purchase price, quality, service, delivery, operating, maintenance implementation fees, upgrades, maintenance contracts, support contracts, license fees, and disposal costs. In doing so, the Board will ensure that all transactions are based on the five (5) key principles outlined in the BPS Procurement Implementation Guidebook to achieve value-for-money while following procurement provisions that are fair and transparent to all stakeholders:

- **Accountability**
 - The Board must be accountable for the results of its procurement decisions and the appropriateness of its procurement processes.
- **Transparency**
 - The Board must be transparent to all stakeholders. Wherever possible, stakeholders must have equal access to information on procurement opportunities, processes and results.
- **Value-for-Money**
 - The Board must maximize the value it receives from the use of public funds. A value-for-money approach aims to deliver goods and services at the optimum total life-cycle cost.
- **Quality Service Delivery**
 - Front-line services provided by the Board, such as teaching, must receive the right product, at the right time and in the right place.
- **Process Standardization**
 - Standardized processes remove inefficiencies and create a level playing field.

In doing so, the Board shall:

- ~~are conducted in an efficient and cost effective manner;~~
- ~~ensure transparency and accountability;~~
- protect the Board’s financial interests;
- ensure compliance with all statutory and regulatory laws through open competition, where appropriate;
- adhere to socially acceptable and legal standards for fair labour practices.



Brant Haldimand Norfolk Catholic District School Board

Glossary of Key Policy Terms:

Refer to Administrative Procedure 700.01.

References

- Education Act and Regulations
- Canadian Free Trade Agreement (CFTA)
- **Comprehensive Economic and Trade Agreement (CETA)**
- Municipal Freedom of Information & Protection of Privacy Act
- Ontario-Quebec Procurement Agreement
- Broader Public Sector Accountability Act, 2010
- Broader Public Sector Procurement Directive
- **Broader Public Sector Procurement Directive Implementation Guidebook**
- **Broader Public Sector Perquisites Directive**
- **Broader Public Sector Expenses Directive**
- **Broader Public Sector Business Documents Directive**
- ~~Employee Expense Reimbursement Policy~~
- Professional Standards & Conflict of Interest Policy for Employees
- 700.05 – Fundraising and School Generated Funds
- 700.04 – Employee Expenses
- 700.07 – Corporate Credit Cards and Purchase Cards
- 700.10 – School Operating Budgets



**Procurement
AP 700.03**

Procedure for: All Staff
Submitted by: Superintendent of Business & Treasurer
Category: Finance

Adopted: September 24, 2003
Revised: May 25, 2010; June 28, 2011
June 27, 2017, February 2020

PURPOSE

The purpose of this Administrative Procedure is to promote and outline procurement processes and decisions consistent with the ethical and strategic objectives of the Board, the Broader Public Sector Accountability Act and other applicable legal requirements.

For clarity, “procurement” is broader than purchasing and includes procuring goods and/or services by purchase, rental, lease or conditional sale of goods or services or by other means.

RESPONSIBILITIES

Segregation of Duties

Effective control in an organization includes segregation of duties across functions and individuals. Segregation of duties prevents any one person from controlling the entire procurement process by separating approvals for the key stages of the procurement process. Employees cannot independently procure goods and services without approval. The Board shall separate at least three of the five functional roles (Requisitioning/Ordering, Approval, Purchase Order, Receiving and Payment).

Function	Responsibility	Accountable Party
Requisitioning	Authorize the procurement department to place an order	Customer requesting the product or service
Requisition Approval	Authorize that funding is available to cover the cost of the order	Budget holder or designate
Purchase Order	Authorize release of the order to the vendor under agreed terms	Procurement Services
Receiving	Authorize that the order was physically received, correct and complete	Individual receiving the goods
Payment	Authorize release of payment to the vendor	Accounts Payable within Financial Services

Approval Authority

The following approval levels must be obtained prior to conducting all procurement and must be adhered to for all goods and non-consulting services, based on total estimated value of the procurement.



Approval Authority Schedule (AAS): Good and Non-Consulting Services	
Total Procurement Amount (excl. taxes)	Purchasing Authority Level
\$0 up to \$2,999.99	School Principal
\$0 up to \$4,999.99	Manager of Procurement Services, Manager of Human Resource Services, Manager of Communications, Manager of Information Technology Services
\$0 up to \$9,999.99	Manager of Facility Services, Manager of Financial Services
\$10,000 up to \$74,999.99	Superintendent of Business
\$10,000 up to \$99,999.99	Director of Education
\$100,000 or more	Superintendent of Business and/or Director of Education with the approval of the Board of Trustees

Prior to commencement, any non-competitive procurement of goods or non-consulting services must be approved by an authority one-level higher than the AAS requirements for competitive procurement.

Approval Authority Schedule (AAS): Consulting Services		
Total Procurement Amount	Procurement Method	Purchasing Authority Level
\$0 up to \$99,999.99	Invitational Competitive	See the Board's AAS for goods and non-consulting services
Any Value	Open Competitive	See the Board's AAS for goods and non-consulting services
Any Value	Non-Competitive (Exemption Based only)	Superintendent of Business or Director of Education

General Authority

The procurement of goods and/or services shall not be authorized unless:

- The required goods and/or services have been requisitioned in accordance with this Administrative Procedure
- The form and content of all documents forming any part of the procurement contract including quotation, tender or proposal documents, form of agreement, special provisions, terms and conditions, insurance, surety bonds, etc. have been reviewed by Procurement Services; and
- The procurement has been approved by the appropriate level of authority.

If a tender/proposal has been awarded to the successful bidder and the successful bidder fails to enter into a contract, the Supervisor of Procurement Services shall be granted the authority to proceed to the next highest scoring bidder for the award of this contract.

Annually, the Supervisor of Procurement Services will communicate a date (typically in May) as the deadline for requisition entry for all schools and curriculum-based requirements. This deadline will allow sufficient time for receipt prior to the end of the school year.

The Board may overrule any requirement of this Administrative Procedure on a transaction-specific basis through resolution, outside of any regulations or legislative requirements. The elimination of any requirement of this Administrative Procedure on a general or continuing basis must be approved through amendment to this Administrative Procedure.



Centralized Procurement

Procurement Services will standardize and oversee the procurement of office furniture, classroom furniture, office equipment and wireless communications to ensure an acceptable level of quality, consistency and to enhance cost and service efficiencies.

All technology-related products (desktops, laptops, printers, monitors, accessories and peripherals, etc.) are procured through Information Technology Services in consultation with Procurement Services to ensure acceptable level of quality and supported are provided for the product(s).

Fair Labour Practices

The Board supports the rights of all workers and will, therefore, strive to ensure that all suppliers of goods and/or services provide the necessary assurances that the goods and/or services are provided under safe, just and healthy conditions.

INFORMATION

Board staff shall conduct all procurement-related activity based on the following:

- i) highest standard of integrity in all business relationships within and outside of the Board;
- ii) honesty, care and due diligence must be integral to all Supply Chain Activities within and between BPS organizations, suppliers and other stakeholders;
- iii) highly demonstrated level of respect for each other and the environment;
- iv) confidential information must be safeguarded;
- v) consideration for the interests of the Board and its students in all transactions;
- vi) transparency and fairness in obtaining the best value for public funds;
- vii) demonstrated responsible, efficient and effective manner of using public resources;
- viii) avoidance of any activity that may create, or appear to create, a conflict of interest;
- ix) gifts and/or gratuities in excess of reasonable hospitality or applicable law will not be accepted;
- x) seek legal counsel as required;
- xi) compliance with laws in the Province of Ontario and Canada;
- xii) procure without prejudice in order to achieve maximum value for money;
- xiii) avoidance of one's authority being used for personal gain;
- xiv) continuous improvement in all areas of supply chain (process, knowledge, leading practices, etc.).

Application of Administrative Procedure

All goods and/or services required for the purposes of the Board, save and except only those goods and/or services listed as Exceptions in this Administrative Procedure, shall be procured and disposed of in accordance with the provisions of this Administrative Procedure unless any applicable law or policy of the Province of Ontario or Canada or applicable trade agreement, requires that the procurement or disposal can be carried out in some other manner.

The Supervisor of Procurement Services is authorized to prescribe the content and use of forms, whether electronic or printed, purchase orders, bonds, letters of credit and other forms of guarantees or surety, tendering, proposals and other contract documents; method of procurement or disposal which will more effectively achieve the objectives of this Administrative Procedure, where alternative methods are permitted and the process to be followed in the issuing, receipt



and evaluation of quotes, tenders, proposals and other submissions; and any other aspects of the process or procedure not specifically provided for under this Administrative Procedure.

DEFINITIONS

Authority: The authority delegated by the Board to a person designated to occupy a position to approve on its behalf one or more procurement functions within the plan-to-pay cycle up to specified dollar limits subject to the applicable legislation, regulations and procedures in effect at such time.

Bid: an offer or submission received from a vendor in response to a request, which offer or submission may be accepted or rejected.

Board: the Brant Haldimand Norfolk Catholic District School Board.

Budget Holder: a person who is accountable for the spending decisions in their area of responsibility.

CETA: the Comprehensive and Economic Trade Agreement.

CFTA: the Canadian Free Trade Agreement.

Contract Administrator: means the Board representative delegated the responsibility to administer a Contract.

Competitive Procurement: a set of procedures for developing a procurement contract through a bidding or proposal process. The intent is to solicit fair, impartial competitive bids.

Consultant: a person or entity that under an agreement, other than an employment agreement, provides expert or strategic advice and related services for consideration and decision-making.

Consulting Services: means, subject to exceptions noted on behalf of the Management Board of Cabinet, the provision of expertise or strategic advice that is presented for consideration and decision-making.

Contract: an obligation, such as an accepted offer, between competent parties upon a legal consideration, to do or abstain from doing some act. It is essential to the creation of a contract that the parties intend that their agreement shall have legal consequences and be legally enforceable. The essential elements of a contract are an offer and an acceptance of that offer; the capacity of the parties to contract; consideration to support the contract; a mutual identity of consent or consensus ad idem; legality of purpose; and sufficient certainty of terms.

Designate: a person, to the extent permitted by law, authorized by the budget holder to act on his/her behalf, for the purposes of this Administrative Procedure.

Dispose: the sale, exchange, transfer, destruction or gifting of goods owned by the Board which are deemed surplus to its needs, and "disposal" and "disposed" shall have similar meanings.

Emergency: if strictly necessary, and for reasons of urgency brought about by events unforeseeable by the Board, the goods or services could not be obtained in time using Competitive Procurement.

Goods: moveable property (including the costs of installing, operating, maintaining or manufacturing such moveable property) including raw materials, products, equipment and other physical objects of every kind and description whether in solid, liquid, gaseous or electronic form, unless they are procured as part of a general construction contract, as well as all materials, equipment, fixtures, and structures to be delivered, installed or constructed.

MFIPPA: Municipal Freedom of Information and Protection of Privacy Act where the Board is accountable to the public and to protect personal information



Non-Competitive Procurement: a procurement method whereby the usual competitive process is suspended, and negotiations are entered into with one, or more than one, vendor.

Piggyback Clause: an option to contract with a vendor in which other Ontario school boards, public agencies or government bodies have awarded, through a Competitive Procurement, the supply of goods and/or services.

Procurement Process: the process by which the required goods and/or services are obtained.

Proponent: a person or firm who puts forward a proposal for Board consideration.

Purchase Order (PO): A written offer made by the Board to a supplier formally stating the terms and conditions of a proposed transaction.

Purchasing Card (P-Card): a commercial card approved by the Board that can be used by authorized employees of the Board to purchase low dollar value items (Refer to Board Policy and Administrative Procedure 700.07).

Procurement Services: the department within Business Services authorized to perform the procurement function.

Quotation: a statement that sets out prices on specific goods and/or services from selected vendors, which is submitted verbally, in writing or transmitted by facsimile or e-mail as specified in the Request for Quotation.

Request for Information (RFI): a process whereby information is requested from vendors regarding the feasibility and availability of specific goods and/or services in the marketplace.

Request for Proposal (RFP): a process whereby a need is identified, but how it will be achieved is unknown at the outset. This process allows vendors to propose solutions or methods to arrive at the end product and it allows for evaluation on criteria other than price.

Request for Quotation (RFQ): a process similar to an RFT by which the Board describes exactly what needs to be purchased and the evaluation is based solely on price.

Request for Supplier Qualification (RFSQ): a process used to gather information on vendor capabilities and qualifications with the intention of creating a list of pre-qualified vendor. This mechanism may be used either to identify qualified candidates in advance of expected future competitions or to narrow the field for an immediate need. Board must ensure that the terms and conditions built into the RFSQ contain specific language that disclaims any obligation on the part of the Board to call on any vendor to provide goods or services as a result of the pre-qualification.

Request for Tender (RFT): a process whereby a specific need is identified, and the vendors offer to provide the specific need at a specified price.

Requisition: a request for goods and/or services initiated by staff, approved and electronically transmitted to Procurement Services.

Services: includes all professional, construction, or maintenance services, and non-consulting, including the delivery, installation, repair, restoration, demolition or removal of personal property and real property.

Single Source: a non-competitive method of procurement of goods or services from a supplier in situations where there is or may be another supplier or suppliers capable of delivering these goods or services.

Sole Source: the use of a non-competitive procurement process to acquire goods or services where there is only one available supplier for the source of the goods or service.

Supervisor of Procurement Services: the person responsible for the procurement functions of the Board or designate who acts as the "Purchasing Agent" for the Board.



Tender: an offer in writing to execute some specified services, or to supply certain specified goods, at a certain price, in response to an invitation for bids.

Vendor: an individual, firm, supplier, vendor, contractor, architect, consultant or anyone else providing goods and/or services to the marketplace.

PROCEDURES

1. Procurement Thresholds and Process

The following dollar thresholds indicate the procurement process to be followed by all staff for goods and/or services not included on a quotation, tender and/or contract awarded through Procurement Services or a collaborative purchasing effort on behalf of the Board.

Goods and Non-Consulting Services		
Total Procurement Value	Procurement Method	Procurement Means
\$0 up to \$4,999.99	Verbal or catalogue price Written quote(s)	P-Card (up to transaction limits) Purchase Order
\$5,000 up to \$49,999.99	Invitational competitive procurement (minimum of three vendors invited to submit a bid) by the individual with budget authority	Purchase Order
\$50,000 up to \$99,999.99	Invitational competitive procurement (minimum of three vendors invited to submit a bid) by the Supervisor of Procurement Services	Purchase Order
\$100,000 or more	Open Competitive process (RFP, RFT)	Purchase Order Contract

Good and Non-Consulting Services - Facility and Information Technology Services Only		
Total Procurement Value	Procurement Method	Procurement Means
\$0 up to \$9,999.99	Verbal or catalogue price Written quote(s)	P-Card (up to transaction limits) Purchase Order
\$10,000 up to \$49,999.99	Invitational competitive procurement (minimum of three vendors invited to submit a bid) by the individual with budget authority	Purchase order
\$50,000 up to \$99,999.99	Invitational competitive procurement (minimum of three vendors invited to submit a bid) by the Supervisor of Purchasing Services	Purchase Order
\$100,000 or more	Open Competitive process (RFP, RFT)	Purchase Order Contract



Consulting Services		
Total Procurement Value	Procurement Method	Procurement Means
\$0 up to \$99,999.99	Invitational competitive procurement (minimum of three vendors invited to submit a bid) by the individual with budget authority	Purchase Order Contract
\$100,000 or more	Open Competitive process (RFP, RFT)	Purchase order Contract

1.1 Informal Process for Goods and Non-Consulting Services (\$0 - \$4,999.99)

The procurement of goods and/or non-consulting services having a value up to \$4,999.99 (excluding taxes) or a lesser amount as determined by the individual with budget authority shall be procured via Board issued P-Card (up to transaction limits) or Purchase Orders with the required signatures of approval.

Sound judgment shall be exercised by the individual when determining if quotations should be obtained; regardless of this value range. Where the unit cost of an item is less than \$5,000, but the quantity required exceeds a total value of \$5,000, three (3) quotes are required as per the above thresholds.

i.e.: one utility table = \$600 = no quotation
 ten utility tables = \$6,000 = three quotes required

A division of requirements into multiple procurement to reduce the estimated value of a single purchase and avoid the application of the above thresholds is not permitted.

Facility and Information Technology Services only: the informal process threshold is \$0 up to \$9,999.99.

1.2 Formal Quotation Process for Goods and Non-Consulting Services (\$5,000 - \$49,999.99)

The procurement of goods and/or non-consulting services with an estimated value greater than or equal to \$5,000 (excluding taxes) and up to \$49,999.99 (excluding taxes) shall be obtained using a Competitive Procurement, to offer the most favourable price consistent with reliability, delivery and service requirement. This process may be initiated and completed by an individual with budget authority or Procurement Services. At least three (3) vendors known to provide the required goods and/or non-consulting services shall be invited to submit a bid. Individuals with budget authority must complete a Request for Quotation Form for each quote received, prior to executing a purchase.

All quotations received and rationale for selected file must be kept on file in accordance with the Board's Records Retention Schedule and maybe subject to a random review/audit by the Board's external auditors or Procurement Services.

Facility and Information Technology Services only: the formal quotation process threshold is \$10,000 up to \$49,999.99.

1.3 Formal Quotation Process for: (i) Goods and Non-Consulting Services (\$50,000 - \$99,999.99); and (ii) Consulting Services (\$0 - \$99,999.99)

The procurement of goods and/or non-consulting services with an estimated value greater than or equal to \$50,000 (excluding taxes) and up to \$99,999.99 (excluding taxes) shall be obtained using a Competitive Procurement, to offer the most favourable price consistent with reliability, delivery and service requirement. This process must be initiated and completed utilizing Procurement Services. At least three (3) vendors known to provide the required goods and/or non-consulting services shall be invited to submit a bid. Procurement Services shall prepare a report for the initiating department, accompanied by the quotations received indicating the selected vendor for purchase order issuance or other appropriate action.



The same Competitive Procurement described immediately above applies to consulting services with an estimated value from \$0 up to \$99,999.99 (excluding taxes).

All quotations received and rationale for selected file must be kept on file and maybe subject to a random review/audit by the Board's external auditors or Procurement Services.

1.4 Open Competitive Process (\$100,000 or more) – RFP

This method can be used for any dollar value and involves the solicitation of proposals for the delivery of complex goods, services and/or construction or to provide alternative options or solutions. It is a process that uses pre-defined evaluation criteria in which price is not the only factor. Bid opportunities are required to be posted for a minimum of fifteen (15) calendar days on a nationally available electronic tendering system. Bid submissions will be evaluated to determine the successful proponent(s). This process has the most flexibility and will be governed by the terms of the RFP as developed by the Board. Depending on its terms, the process may involve negotiations subsequent to the submission of proposals on any or all the specifications, contract terms and prices.

1.5 Open Competitive Process (\$100,000 or more) – RFT

This method can be used for any dollar value and involves the solicitation of goods, services and/or construction with specific delivery requirements and performance specifications and may require/include vendor pre-qualification. Tenders are required to be posted on a nationally available electronic tendering system for a minimum of fifteen (15) calendar days. Complex procurements should be advertised for a longer period of time. All bids will be sealed and received on or before the specified closing date and time. All bids will be evaluated and approved in consultation with Procurement Services and the requisitioning budget holder or designate.

1.6 Emergency Procurement Process – Single Source

The emergency procurement process may be used for any dollar value, when the procurement of any goods and/or services is deemed an emergency. This process is undertaken in consultation with the Supervisor of Procurement Services. The completion of the Single/Sole Source Approval Form is required to document the emergency process. When a member of Facility Services is on call, they are delegated the authority of the Manager of Facility Services. If an emergency is declared after hours, then the Single/Sole Source Approval Form will be completed and approved the following day. Documentation describing the rationale for this type of purchase must be completed and approved by the appropriate approval authority as this may be used as supporting documents in the case of a competitive dispute.

1.7 Sole Sourced

Where only one supplier is able to meet the procurement requirements, Procurement Services may conduct a non-competitive procurement in the circumstances outlined in the Sole/Single Source Approval Form, provided that they do not do so for the purposes of avoiding competition between vendors or in order to discriminate against vendors or to circumvent the requirements of this Administrative Procedure.

Documentation describing the rationale for this type of procurement must be completed and approved by the appropriate approval authority as this may be used as supporting documentation in the case of a competitive dispute.

1.8 Direct Negotiated

Unless otherwise provided for in this Administrative Procedure, the Supervisor of Procurement Services may enter into negotiations with one or more vendors for the supply of goods and/or services when any of the following conditions apply:



- The goods and/or services are deemed necessary as a result of an emergency which would not reasonably permit the use of any other prescribed procurement process.
- No bids are received on a formal quotation, tender or request for proposal call.
- The extension of an existing contract would prove more cost effective or beneficial and is permissible in the original Contract, provided that original Contract was conducted through a Competitive Procurement and such procurement document contemplated that extension.
- Bids have been solicited using one of the procurement processes with all bids received being non-responsive or non-compliant
- Goods and/or services are available from a Single or Sole Source.
- Exemptions for goods and/or services outlined in applicable trade agreements

1.9 Request for Information (RFI)

This is a process where information is requested from vendors regarding the feasibility and availability of specific goods and/or services in the marketplace. This process can be used for any dollar value but cannot be used as a means of pre-qualification and must not influence the chances of the participating suppliers from becoming the successful proponent in any subsequent opportunity. Based on the information received, the Board may solicit quotations, tenders or proposals consistent with the procedures prescribed in this Administrative Procedure, at which time prices would be requested.

1.10 Request for Expression of Interest (RFEI)

The RFEI enables the Board to solicit supplier interest in an opportunity or information on supplier capabilities/qualifications. This mechanism may be used when the Board wishes to gain a better understanding of the capacity of the supplier community to provide the services or solutions needed. Information collected in an RFEI can also facilitate selecting the best procurement process for a follow-up competitive process. A response to an RFI or RFEI must not pre-qualify potential suppliers and must not influence their chances of being the successful supplier on any subsequent opportunity.

1.11 Request for Supplier Qualifications (RFSQ)

The RFSQ enables the Board to gather information on supplier capabilities and qualifications, with the intention of creating a list of pre-qualified suppliers or a Vendor of Record (VOR). This mechanism may be used either to identify qualified candidates in advance of expected second stage competitive procurements or to narrow the field for an immediate need. The purpose of this process is to reduce subsequent effort devoted to the competitive process (i.e., bid preparation on the part of suppliers and evaluation on the part of the Board). The terms and conditions of the RFSQ must contain specific language to disclaim any obligation on the part of the Board to actually contact a supplier to supply such goods or services as a result of the pre-qualification.

1.12 Evaluation of Bids

All information regarding timelines of bids, bid receipts, evaluation criteria, evaluation methodology and process, selection process, tie score process, fixed evaluation criteria, evaluation matrix, mandatory criteria, conflict of interest and dispute resolution process are contained within the terms and conditions of the individual bid and bid specifications. Competitive procurement documents must state that submissions that do not meet the mandatory criteria will be disqualified. The Board shall not discriminate or exercise preferential treatment in awarding a contract.

The Board must then select only the highest ranked submission or low qualified bid that meets all mandatory requirements set out in the related procurement documents. All submission evaluation details must be fair, factual and fully defensible.



Evaluation Criteria

Evaluation criteria must be developed, reviewed and approved by an appropriate authority prior to commencement of the competitive procurement process. Competitive procurement documents must clearly outline rated or other criteria used to evaluate submissions, including weight of each criterion. Maximum justifiable weighting must be allocated to the price/cost component of the evaluation criteria. The pricing component of all bids will be opened in the presence of the evaluation team or Tender Opening Committee, as required.

The evaluation criteria can only be altered by means of addendum to the competitive procurement documents. Competitive procurement documents must fully disclose the evaluation methodology and process to be used in assessing submissions.

Evaluation Team

Every competitive process requires an Evaluation Team that will be responsible for evaluating all competitive bids. Evaluation team members should be selected, and participation confirmed before the competitive documents have been posted. Board evaluation team members may be included in the development of the evaluation criteria and general requirements. Evaluation Team members will be made aware of the restrictions related to confidential information shared through the competitive process and refrain from engaging in activities that may create or appear to create a conflict of interest. The Board will require all evaluation team members to sign a *Conflict of Interest Declaration and Non-Disclosure Agreement*. The Board must consider a Conflict of Interest during procurement activities applicable to the evaluation team members.

Each member of the Evaluation Team must evaluate all supplier submissions using an evaluation matrix and must be fair, factual and fully defensible and may be subject to public scrutiny.

1.13 Contract Awards

Despite the contents or any other requirement of this Administrative Procedure, the following contracts shall be awarded by the Board of Trustees:

- For the supply of goods and services which have a term of one year and a day, or greater
- Awarded following a solicitation for which the Board has made a specific exception
- Contract(s) under which the total amount to be paid over the full term of the contact is expected to exceed one-hundred thousand dollars (\$100,000.00)

The award of any bid or any part thereof will be made in writing and may be subject to the successful proponent entering into a contract that is satisfactory to the Board. The contract must be finalized using the form of the agreement/contract that was released with the procurement document. A Purchase Order will be issued upon formal award.

Unsuccessful proponents will be provided with the name of the successful proponent(s) and start and end dates, including any options for extension. Any information provided must comply with MFIPPA. Awards will be posted in the same manner as the procurement documents were posted with all relevant information applicable to the bid.

1.14 Proponent Debriefing

For procurements valued at \$100,000.00 or more, the Board will allow unsuccessful suppliers sixty (60) calendar days following the date of the contract award to request a debriefing, by contacting the Supervisor of Procurement Services. The debriefing will provide the unsuccessful proponent with a critical review of its bid highlighting its strengths and weaknesses.



1.15 Bid Protest/Dispute Resolution

Although procurement documents must outline any bid dispute resolution processes and comply with applicable trade agreements, should an unsuccessful proponent choose to dispute the outcome of a Competitive Procurement, the following general process will apply:

- i) The unsuccessful proponent must first avail themselves of a debriefing, as described above
- ii) If after attending a debriefing, the proponent still has concerns about the outcome of a Competitive Procurement, the proponent must submit their concerns in writing to the Supervisor of Procurement Services. This request should provide a detailed statement of the legal and factual grounds for the protest, including copies of the relevant documents and the form of relief requested.
- iii) The Supervisor of Procurement Services shall investigate the nature of the complaint by reviewing the information with the appropriate Board staff and the proponent to determine the grounds and alternatives for a resolution.
- iv) If resolution cannot be met, the proponent may direct the complaint to the Superintendent of Business and Treasurer. The Superintendent of Business and Treasurer shall review the facts of the dispute and shall make the final decision as to the action required which may include taking the matter to the Director of Education and/or Legal Counsel.

Following identification of the grounds and alternatives for a resolution, the Board and the unsuccessful proponent shall negotiate a mutually acceptable agreement to resolve the issues raised. The parties may be represented by legal counsel in the negotiation.

2. Contract Management/Vendor Performance Evaluation

In order to ensure that the Board is holding vendors accountable for contractual obligations, the Board will monitor the performance of all contracted vendors in accordance with the procedures set out below:

- Board employees responsible for managing a contact must track a vendor's performance, including timely deliveries; quality of goods and services; meeting milestones; and invoices in line with the contact. Detailed notes and records should be kept during the term of a contract with respect to any performance issues.
- Where a serious performance issue has occurred, the Board employee must complete a Vendor Incident Report. Vendor Incident Reports should be completed when a vendor fails to abide by the contract terms and conditions or fails to meet specifications. Where a performance issue is serious enough, the Board may also consider terminating the contract, subject to the terms of the contract.
- At the end of every contract, the responsible Board employee should complete a Vendor Performance Evaluation Form. The responsible Board employee should ensure that these forms are completed with sufficient detail to ensure that any decision taken with respect to records of poor performance are fully defensible. Copies of all completed Vendor Performance Evaluations forms should be kept with Procurement Services.
- Vendor Incident Reports and Evaluation forms may be used to support disqualification, suspension, or Removal from pre-qualified or vendor of record lists of this Administrative Procedure.
- Where there is a Vendor Incident Report or negative Performance Evaluation form (a copy of which will be presented to the vendor), the vendor at issue should be allowed to comment on the documentation for same and any such comments should be included in the file.



3. Cooperative Procurement

The Board will actively participate in cooperative procurement ventures with other school boards and other branches of government or their agencies of public authorities to obtain maximum value for money through economies of scale and/or shared services. This may also include the Board utilizing a piggy-back clause to existing Ministry or government services, district school boards and/or other cooperative group contracts, to the extent permitted by applicable law. The Board reserves the right to exercise any of the above; provided that ventures adhere to the Board's policies and administrative procedures and serve the best interests of the Board.

The respective department will obtain approval from the Board prior to participating in cooperative purchasing agreements when the anticipated spending by the Board will exceed \$100,000.00. The eventual Cooperative Purchasing Agreement will be exempt from the normal Board approval process and will be presented at the appropriate monthly Board meeting for information purposes only.

4. Environmental/Sustainable Purchasing

The Board will encourage and make every reasonable effort to consider environmentally responsible and sustainable products and services as part of the procurement decision. This will include, but not be limited to, landfill diversion, waste reduction, energy efficiency, ability to be recycled, reusability and supplier selection.

5. Exceptions

The following items are not subject to the Board's Procurement Policy and Administrative Procedure:

1. Licenses (vehicles, elevators, radios, etc.)
2. Charges to or from other government bodies or Crown Corporations except for construction and/or maintenance projects
3. Real Estate including land, buildings, leasehold interests, easements, encroachments and licenses
4. Certain professional services, refer to the CFTA and CETA as applicable
5. Freight charges
6. Legal Fees and other professional services related to litigation or legal matters
7. Charges to or from government legislated controlled agencies (i.e. – Technical Standards & Safety Association, Electrical Safety Authority, Liquor Control Board)
8. Entertainers (i.e. – for Theatre, Special Events)
9. Conferences, Courses, Seminars, Conventions, Memberships, Periodicals, Magazines Subscriptions
10. Refundable Employee Expenses, Meal Allowances, Travel Expenses
11. Miscellaneous – Non-Travel, Hotel Accommodation, Mileage
12. Postage, Water, and Sewage Charges,
13. Natural Gas and Hydro
14. Spiritual Services

**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD POLICY COMMITTEE**

Prepared by: Lorrie Temple, Superintendent of Education
Presented to: Policy Committee
Submitted on: February 10, 2020
Submitted by: Mike McDonald, Director of Education & Secretary

FRENCH IMMERSION PROGRAM POLICY

Public Session

BACKGROUND INFORMATION:

The Brant Haldimand Norfolk Catholic District School Board offers a vibrant French Immersion Program for students across the District. In order to sustain the outstanding program and offer guidelines and supports in operationalizing it, we reviewed the policy and accompanying Administrative Procedures to outline the program, admission requirements, support procedures, withdrawal procedures, promotion of program and transportation.

Over the past few years, we have been faced with a challenge of finding enough French qualified teachers to teach and instruct our French Immersion and our Core French Programs. We have planned a recruitment strategy for French qualified teachers as well as looked at responsible measures needed for sustaining our quality French programming.

INFORMATION GATHERING and RECOMMENDATION:

A small team has been consistently meeting throughout the fall to discuss the staffing concern regarding French teachers facing our District and spent time brainstorming ways to approach meeting the French staffing needs our French programming presents.

We researched past trends and projections for enrollment, staffing qualifications, staffing needs for the next few years as well as what other Boards were doing to face this challenge. We looked at caps, starting French Immersion in Grade 1, team teaching models as well as starting Core French in Grade 3 rather than Grade 1 as currently happens.

Our recommendation for this upcoming school year is to introduce a cap in our Kindergarten French Immersion programming.

We will also continue actively recruiting, working with Teacher Colleges and other partnerships, to leverage opportunities to share our Board's French programs and entice/recruit French teachers to apply to Brant Haldimand Norfolk Catholic District School Board.

RECOMMENDATION:

THAT the Policy Committee recommends that the Committee of the Whole refers the revised French Immersion Program Policy 400.01 to the Brant Haldimand Norfolk Catholic District School Board for approval.



Policy: French Immersion Program

		Policy Number:	200.30
Adopted:	January 27, 2009	Former Policy Number:	n/a
Revised:	June 24, 2014; April 24, 2018	Policy Category:	Students
Subsequent Review Dates:	TBD	Pages:	1

Belief Statement:

The Brant Haldimand Norfolk Catholic District School Board believes that programs in our schools are guided by Ontario Catholic School Graduate Expectations and are aligned by the tenets of the Catholic faith. Specifically, the French Immersion program assists our students to be light for the world (Matthew 5:13) through effective communication in both official languages, being responsible citizens and collaborative contributors.

Information:

“The Government of Canada considers linguistic duality not only as a basis of Canadian identity, but also an essential tool for ensuring Canadians’ openness to the world. Through second-language education, the Government offers young Canadians a boost toward wider professional horizons and a key to the international stage.”

(Framework for French as a Second Language, Page 8)

Policy Statement:

It is the policy of the Board to offer French Immersion programs where feasible throughout its jurisdiction. It is the policy of the Board that a French Immersion program, in which students receive quality instruction in the French language, is consistent with the philosophy and expectations outlined in the Ontario Curriculum. Specifically, the program is intended to:

- Increase student confidence, proficiency and achievement in FSL (French as a Second Language);
- Be available for all students;
- Increase the percentage of students studying FSL until graduation;
- Develop and refine students’ ability to communicate (understand, speak, read and write) with confidence in the French language; and
- Help students understand and appreciate Canada’s francophone heritage and the French culture and language throughout the world.

It is the policy of the Board that the following administrative/procedures addressing program elements, structure, admission requirements, support procedures for students who are struggling, procedures to withdraw from the program, promotional strategies and transportation, be followed.



**French Immersion Program
AP 200.30**

Procedure for: Principals/Vice-Principals, Consultants, Teachers, Librarians
Submitted by: Lorrie Temple (Superintendent of Education)
Category: Students

Adopted: January 27, 2009
Revised: June 24, 2014; April 24, 2018

Purpose

The purpose of the Administrative Procedure is to provide information with respect to the French Immersion program, locations where it is offered, its program elements and structure, admission requirements, student of concern support plan, procedures to withdraw from the program, and promotional strategies.

Information

The French Immersion program is an optional, alternative second language program for English-speaking children that offers students the opportunity to learn French through other subject areas and to enhance their knowledge of the French language and culture in an immersive program.

The following principles are enduring and overarching statements that are intended to foster a common understanding of the importance of French as a Second Language.

- FSL programs are for all students.
- Teaching and learning French, as one of Canada's two official languages, is recognized and valued as an integral component of Ontario's education system.
- FSL education serves as a bridge between languages and cultures.
- Learning FSL strengthens literacy skills as well as cognitive and metacognitive development.
- Research informs decision making by all stakeholders.
- Learning FSL is a lifelong journey.

Procedures

1.0 Program Elements and Structure

- 1.1 The French Immersion program is an optional program offered to students in Year 1 Kindergarten to Grade 8. Subject to admission requirements and availability, any parent who desires his/her child to study in French may enroll his/her child in the French Immersion program.
- 1.2 The Primary French Immersion program (see Appendix A and B):
 - 1.2.1 Within the Kindergarten Program students engage in inquiry and play-based learning in both English and French. Literacy and Numeracy instruction in French are integrated throughout the day. Students will receive a minimum of 50% of French language instruction.
 - 1.2.2 In the Primary French Immersion Program, students in Grades 1-3 will receive 55% of their day in French instruction and 45% of their day in English instruction. Subjects taught in French include French Literacy, Social Studies, Science, The Arts, Physical Education and Health. Subjects taught in English include: English Literacy, Math, and Religion and Family Life.



1.3 The Junior French Immersion program:

1.3.1 In Grades 4-6, students will receive 51% of French instruction and 49% of English instruction. Subjects taught in French include French Literacy, Social Studies, Science, The Arts, Physical Education and Health. Subjects taught in English include: English Literacy, Math, and Religion and Family Life.

1.4 The Intermediate French Immersion program:

1.4.1 In Grades 7-8, students will receive 51% of French instruction and 49% of English instruction. Subjects taught in French include: French Literacy, Geography History, Science, The Arts, Physical Education and Health. Subjects taught in English include: English Literacy, Math, and Religion and Family Life.

2.0 Admission Requirements (Appendix C)

2.1 A student may be granted admission into the French Immersion program at any time during their Kindergarten year considering space availability. Pre-registration for the program is in January, prior to the start of the next school year.

2.2 Students may be admitted into the Grade One French Immersion program without having attended the Kindergarten French Immersion program, at the discretion of the principal. The principal is encouraged to hold a parent(s)/guardian(s) conference to ensure that the student has demonstrated good oral and literacy skills in the regular Kindergarten program.

2.2 Admission into the French Immersion program in Grade 1 shall be considered after:

2.2.1 A conference with parent(s)/guardian(s) by the principal and the French Consultant;

2.2.2 Review of the two most recent report cards;

2.2.3 Successful completion of informal testing of and interview with the student by an identified French Immersion program teacher in both English and French; and

2.2.4 Consideration of class size and space availability

2.3 All students admitted into the French Immersion program, after the Senior Kindergarten (SK) year shall be subject to a review by the classroom teacher, principal, parent(s) or guardian(s), and students after his/her first term in French Immersion to monitor and assess their progress and determine next steps to support their learning.

2.4 Students who request admission, whose first language is French, may be directed to consider one of the French Language schools. French first-language students may be admitted to the French Immersion program if the considerations noted in 2.2 have been met, as appropriate.



3.0 Support Procedures for Struggling Students in French Immersion

French Immersion is an optional French as a Second Language program available to all students. It is important that we provide information about a student of concern within the French Immersion Program in order to communicate with parents, teachers, principals, and the school support team about various strengths, and perceived challenges and concerns about individual students. Please refer to the following documents for support.

- Student of Concern and Support Plan: Key Messages (Appendix D)
- Student of Concern and Support Plan: Steps (Appendix E)
- Student of Concern and Support Plan: Form (Appendix F)

4.0 Withdrawal Procedures from French Immersion (Appendix G)

Where the needs of a student may be best served by withdrawal from the French Immersion program, such withdrawal may take place after following the implementation of The Student of Concern and Support Plan Form that includes reasonable intervention strategies by school staff such as program modifications, tutoring, and/or assistance from the Special Education Resource Teacher and, after review of ongoing assessments. Conferences with parent(s)/guardian(s) to discuss progress, options and future implications shall be conducted prior to final placement decisions. Notwithstanding the above, any parent(s)/guardian(s) has/have the right to withdraw his/her child from the program at any time and to have him/her return to their home school. When a decision has been made to withdraw a child from the French Immersion program, the parent must put in writing their intention to do so, and the Principal will complete the BHNCDSD French Immersion Exit Form to ensure that appropriate supports are in place for the transition. (Appendix F)

5.0 Promotion of the Program

Each year in January, a package of material about the French Immersion program is sent to all Catholic Elementary Schools in the Brant Haldimand Norfolk Catholic District School Board. This is given to each child in Junior Kindergarten for their parent(s) or guardian(s). An advertisement is placed in various media in January/February to announce registration. The location of French Immersion sites are identified on the Board website.

6.0 Transportation

Transportation will be provided for students meeting the Board's eligibility requirements as per the Transportation of Students Policy 400.19. Courtesy transportation to a French Immersion site may be provided to siblings, not enrolled in the French Immersion Program, if all the conditions of Courtesy Transportation, as detailed in Student Transportation Services Policy #017 are met. Courtesy transportation is not guaranteed and is reviewed annually.

References

- The Ontario Curriculum: French as a Second Language 2013 (Core French Grades 4-8; Extended French Grades 4-8, French Immersion Grades 1-8)
- A Framework for French as a Second Language in Ontario Schools, Kindergarten to Grade 12 (2013)
- Learning for All-A guide for Effective Assessment and Instruction for all students, Kindergarten to Grade 12
- Growing Success, Assessment, Evaluation, and Reporting in Ontario Schools
- Including Students with Special Needs in FSL Programs (2015)
- Including English Language Learners in FSL Programs (2016)

French Immersion Program and Language of Instruction

The French Immersion program is an optional, alternative second language program for English-speaking children that offers students the opportunity to learn French through other subject areas and to enhance their knowledge of the French language and culture in an immersive program.

Within the Elementary French Immersion Program, French must be the language of instruction for a minimum of 50 per cent of the total instruction time at every grade level and provide a minimum of 3800 hours of instruction in French by the end of Grade 8. In BHNCDSB, French Immersion students are taught Mathematics in English in Grades 1-8 and are exposed to French and English literacy instruction starting in Grade 1. Students enrolled in the French Immersion Program in Grades 1 through 3, receive 55% of daily instruction in French and 45% of daily instruction in English. Students in Grade 4-8 receive 51% of daily instruction in French and 49% of daily instruction in English.

Grade	Program Delivery of the Elementary French Immersion Program	
Kindergarten	Students engage in inquiry and play-based learning in both English and French. Literacy and numeracy instruction in French are integrated across the four frames of the Kindergarten Program	
	Subjects in which French is the language of instruction	Subjects in which English is the language of instruction
Grades 1-6	<ul style="list-style-type: none"> • French • Social Studies • Science and Technology • Health and Physical Education • Drama and Dance • Visual Arts • Music 	<ul style="list-style-type: none"> • Religious Education and Family Life • English Language Literacy • Mathematics
Grade 7-8	<ul style="list-style-type: none"> • French • History • Geography • Science and Technology • Health and Physical Education • Drama and Dance • Visual Arts • Music 	<ul style="list-style-type: none"> • Religious Education and Family Life • English Language Literacy • Mathematics

**French Immersion Program Locations
Grades offered for September 2019**

- **Jean Vanier Catholic Elementary School**
120 Ninth Avenue, Brantford
- **St. Leo Catholic Elementary School**
233 Memorial Drive, Brantford
- **Sacred Heart Catholic Elementary School**
80 Grandville Crescent, Paris
- **St. Joseph Catholic Elementary School**
34 Potts Road, Simcoe
- **Notre Dame Catholic Elementary School**
35 Braemar Avenue, Caledonia

School	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026	2026-2027
Jean Vanier	K-8							
St. Leo	K-4	K-5	K-6	K-7	K-8			
Sacred Heart	K-3	K-4	K-5	K-6	K-7	K-8		
St. Joseph	K-3	K-4	K-5	K-6	K-7	K-8		
Notre Dame	K-1	K-2	K-3	K-4	K-5	K-6	K-7	K-8

Admission Information

- The French Immersion program is open to all students entering Kindergarten.
- A cap for Kindergarten is in effect for French Immersion at all sites starting this year. There will be limited spots available for students entering the program.
- Parents must register their child for French Immersion within the registration period as defined annually by the board.
- Students who currently have siblings in the program are guaranteed a spot. Registration; however, is still required as placements, moving forward will be awarded to families rather than individual children. Students who have an older sibling in the French Immersion program **MUST STILL REGISTER** online before registration closes to be guaranteed a spot.
- Placements in French immersion will be awarded through a first come first served basis.
- Parents of students who were not granted a spot in the program will be provided with information on the Wait List process and will be directed to register at their home school.
- As part of the capping process, parents will be notified confirming their registration has been received in the Spring.
- Parents will be informed, by each school, whether their child is in the program as soon as registrations are completed.
- When offered a placement, parents must take action to accept the placement by going into the school to register with the school secretary by the date provided.

Wait List

- Students who wish to enter the French Immersion program, but did not register by the registration deadline, will be placed on the wait list in the order that registration is received.
- Students who made the deadline, but were not selected within the process, will be placed on the wait list in the order given by the process.
- The wait list ends on the first week of the school year.

Wait List Timelines

- Once September enrolment data is collected and verified, the wait lists will be reviewed, and families will be notified whether their child can be offered acceptance in the French Immersion program by Mid-September 2020.

NOTE: Caps will be established each year prior to Kindergarten registration for all FI (French Immersion) programs.

Key messages when students struggle in the French Immersion Program

- ❖ Early interventions and parent communication are crucial in supporting struggling students.
- ❖ Having the mindset that students learn at different rates and in different ways, we can adjust our activities to meet individual learner needs. If students were struggling with Math or having difficulty with learning to read or write in English, we would not encourage them to leave these programs. We would try as many interventions as we could until we found the method of teaching that helped that individual child to meet with success. We need to work collectively to support students that are struggling in their learning journey within the French Immersion classroom.
- ❖ Home support is essential to reinforce literacy and numeracy skills. Home support in English is extremely beneficial since many learning strategies are the same despite the language.
- ❖ “It takes a village” to support a child. The responsibility of finding appropriate strategies and interventions to help a struggling student sometimes requires the collaboration and involvement of the school staff, the parents, the support team at the board level, and at times even community agencies.
- ❖ The parent has the right to request that their child be removed from the French Immersion program. In this case, the parent would fill out and sign the French Immersion Exit Form. It is recommended that the educational staff are given early notice when a parent is considering removing a child from the French Immersion program due to concerns/challenges so that support strategies and interventions can be implemented, monitored, and assessed prior switching to an English program.
- ❖ It is important that a supportive transition plan is in place when a child leaves the French Immersion program.
- ❖ When communicating with parents, it is important to share all the strategies and interventions that are being implemented at school in order to support the child, share what activities would benefit the child at home, and be consistent with open communication about how the child is progressing.
- ❖ Document! It is very important to document when you have communicated with parents about student success and student concerns. Positive partnerships with parents are so important. Communicate about positive gains when you can, not only the concerns.
- ❖ In some rare cases, after numerous strategies, interventions, and additional supports have been implemented and the child is still not making gains, the parents and the school staff should discuss whether or not a move from the French Immersion program to the English program would best meet the needs of the child.
- ❖ If the child does not live within the boundary of the French Immersion site that they are leaving, the child will attend the school that is within his/her home school boundary. If the parent(s)/guardian would like the child to remain at the same school, an Out of Boundary request form with need to be filled out. Decisions are often based on class sizes and available room.



Student of concern and Support plan: STEPS

The purpose of this form is to provide information about a student of concern within the French Immersion program in order to communicate with parents, teachers, principals, and the school support team about various strengths and perceived challenges and concerns about an individual student. This form will provide important information to assist with early intervention and implementation of support strategies.

Steps involved when supporting a struggling student

- Step #1: Through early observations, diagnostics, and/or student performance during class activities, the teacher has concerns that the student is struggling academically, emotionally, and/or socially. The teacher completes page 1 and 2 of the *Student of concern and Support plan form*.
- Step #2: Teacher brings the *Student of concern and Support Plan form* to the Principal and reaches out to the Special Education resource teacher, colleagues, and the French consultant to collaborate and discuss additional next steps and intervention strategies to support the student. These strategies will be documented on the Student of Concern and Support Plan to be shared with the parent(s).
- Step #3: Immediately following the in-school team meeting, call the child's parent and/or guardian to book a meeting to discuss the child's strengths, challenges, and next steps that will provide support. This meeting should take place face-to-face between the teacher and the parents/guardians. In some situations, the Principal, Special Education teacher, and/or the French Consultant may be invited to be a part of the meeting.
- Step #4: During the face-to-face meeting, the information from the *Student of Concern and Support Plan form* will be shared with everyone to ensure understanding and agreement with the intervention plan and next steps to take in order to help meet the needs of the struggling student. The goals and activities will be measurable and are to be implemented quickly and consistently and student progress will be monitored. The second and third page of the Student of Concern and Support Plan form will be completed and signed by the classroom teacher, the parent, and the Principal.
- Step #5: Set a date to follow up and reassess student progress to determine if alternative/additional strategies are required.

Student of concern and support plan



Student of concern checklist within the French Immersion program

The purpose of this form is to provide information about a student of concern within the French Immersion program in order to communicate with parents, teachers, and the school support team about various strengths and perceived challenges and concerns about an individual student. This form will provide important information to assist with early intervention and implementation of support strategies.

Student Name:		Elementary School:
D.O.B.:		Teacher:
Age:		Grade:

The student brings the following strengths to the school setting:	Areas of concern/challenges have been documented and observed in the following areas:
<ul style="list-style-type: none"> <input type="checkbox"/> Attends regularly <input type="checkbox"/> Pays attention in class <input type="checkbox"/> Excels at hands-on activities <input type="checkbox"/> Interacts positively with peers/staff <input type="checkbox"/> Respects property of others <input type="checkbox"/> Participates positively in class <input type="checkbox"/> Asks questions when needs help <input type="checkbox"/> Takes part in extra-curricular activities <input type="checkbox"/> Auditory Learner <input type="checkbox"/> Kinesthetic Learner <input type="checkbox"/> Visual Learner <p>FAVOURITE ACTIVITY: _____</p> <p>SPECIAL INTEREST/ ADDITIONAL STRENGTHS: _____ _____</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Classroom communication and listening skills <input type="checkbox"/> Individual/Independent work <input type="checkbox"/> Quizzes/Tests <input type="checkbox"/> GB+ Reading Assessment (French) _____ <input type="checkbox"/> DRA (Developmental Reading Assessment) _____ <input type="checkbox"/> Math diagnostics <input type="checkbox"/> Teacher anecdotal notes <input type="checkbox"/> Achievement/Cognitive/Pediatric Assessment

The following have been barriers to success for this student:		Classroom Strategies in place/interventions:	
<input type="checkbox"/> Performs at level one or below grade expectations <input type="checkbox"/> Very poor attendance/high number of lates <input type="checkbox"/> Lack of literacy foundation skills <input type="checkbox"/> Lack of numeracy foundation skills <input type="checkbox"/> Lack of confidence/independence/maturity <input type="checkbox"/> Tendency to be withdrawn (disengaged) <input type="checkbox"/> Appears to be unable to follow along in class <input type="checkbox"/> Doesn't accept responsibility for own behaviour <input type="checkbox"/> Gets very discouraged and stops trying <input type="checkbox"/> Requires teacher to translate instructions in English <input type="checkbox"/> Refuses to speak in French <input type="checkbox"/> Behaviour/attitude <input type="checkbox"/> Easily distracted/poor attention span <input type="checkbox"/> Other:		<input type="checkbox"/> Class seating and arrangement <input type="checkbox"/> Set and post clear expectations <input type="checkbox"/> Use of agenda daily <input type="checkbox"/> Ongoing parental contact <input type="checkbox"/> Notebook checks <input type="checkbox"/> Providing exemplars <input type="checkbox"/> 'Chunking' larger assignments <input type="checkbox"/> Seeking out student to provide extra help <input type="checkbox"/> Providing praise, encouragement and positive reinforcement <input type="checkbox"/> Class buddy/peer mentor <input type="checkbox"/> Provide teacher notes <input type="checkbox"/> Behaviour incentives <input type="checkbox"/> Other:	
Student name:		Grade:	
Parent/Guardian name(s):		Date of referral:	
Referring teacher(s):		Date of follow up parent/guardian communication:	

Teacher observations and areas of concern		
Reason for Referral (Primary Concern)		
_____ Academic	_____ Behavioural	_____ Emotional/Social
Please describe the specific concerns prompting this referral.		

What strategies have you already implemented to support this student?		

ACTION PLAN: SUPPORTS/INTERVENTIONS RECOMMENDED FOR NEXT STEPS:

Area of concern 1: _____
Intervention Plan: _____

_____.

Area of concern 2: _____
Intervention Plan: _____

_____.

SUPPORT TEAM COMMENTS AND NEXT STEPS :

Teacher Signature: _____ Date: _____
Principal Signature _____ Date: _____
Parent/ Guardian Signature _____ Date: _____

PROCESS: Complete one form for each student of concern.

Review date: _____

BHNCDSB French Immersion Exit form

After a parent has provided the Principal with a written request to withdraw their student from the French Immersion Program, the information on this form is to be collected and discussed with the parent, by the Principal through a conversation or interview. The information collected on this form will be used to support the child's transition to the English Stream and to review the efficacy of the supports used within the French Immersion Program.

Information in whole or in part, collected on this form will be shared with the student's support team which could include the new and previous teacher, Special Education teacher, Educational Assistant, Principal and FSL Consultant

Name of person completing this form: _____ Date: _____

Identifying Information:

Student Name: _____

Current Grade: _____

School: _____

Reasons for exiting Program:

- Family is moving.
- Transportation related
- Academic Concerns
- Other: (Please specify)

Background Information:

Has there ever been an In-school Team meeting for this student? Yes No

Is this student currently on an IEP? Yes No

Are any of the following currently taking place: Accommodations Modifications?

Is this student being supported by any support workers? Yes No

If so, please specify the specific support that is being received by the student.

Transition Plan:

When transitioning to a new Program, natural breaks in the school year, such as the Christmas holidays, are most suitable, with the optimal time being the beginning of a new school year. When is this student's transition scheduled to take place?

If the student does not live within the catchment area of the school boundaries the student will need out of boundary permission to remain at the current school site. What school will this student attend after the transition?

If the Transition stems from an Academic, Social, or Behavioural concern, the following should also be filled out by the FSL Team at the school. The FSL Team may include (but is not limited to) the teacher, Principal, Spec Ed teacher, EA, and any other support workers that have contact with the student.

Intervention Plan

Was an intervention plan with additional supports developed for the student and communicated with parents **prior** to this request to exit the Program?

Yes No

Was an intervention plan with additional supports for the student discussed **after** the request to exit the Program? Yes No

What strategies are being used with this student and what supports are currently available to them?

What other information would be helpful in supporting this student?

What other supports or strategies for intervention can we put in place to ensure a successful transition to the English stream?

Has information related to the Intervention Plan been shared with the student's new teacher?

Yes New Teacher's Name:

No Why not?

**REPORT TO THE BRANT HALDIMAND NORFOLK CATHOLIC
DISTRICT SCHOOL BOARD POLICY COMMITTEE**

Prepared by: Scott Keys, Superintendent of Business & Treasurer
Presented to: Policy Committee
Submitted on: February 10, 2020
Submitted by: Mike McDonald, Director of Education & Secretary

POLICY TEMPLATE

Public Session

BACKGROUND INFORMATION:

As part of the Board's revised policy renewal process, Senior Administration reviewed the current template for policy and administrative procedures and is proposing modifications to the template to streamline the development and presentation of policies and administrative procedures.

DEVELOPMENTS:

Based on Senior Administration's review of the currently policy and administrative procedure template, best practices and other board templates, the proposed template would include the following modifications:

- Consolidation of the policy and administrative into one document.
- Removal of the *Belief Statement*, as this can be captured in the *Policy Statement*.
- Explicit *Application and Scope* section.
- Addition of a *Forms* section to provide clarification to staff on the forms associated with the administrative procedures.

Attached is a sample of the proposed template using the recently approved Employee Expense Policy and Administrative Procedures.

RECOMMENDATION:

THAT the Policy Committee recommends that the Brant Haldimand Norfolk Catholic District School Board adopts the new policy template.



Employee Expenses

700.04

Adopted:	March 29, 2015
Last Reviewed/Revised:	January 28, 2020
Responsibility:	Superintendent of Business and Treasurer
Next Scheduled Review:	2023-2024

POLICY STATEMENT:

The Brant Haldimand Norfolk Catholic District School Board is committed to protecting the interests of taxpayers and be effective stewards of resources allocated to the board. Reasonable expenses incurred by employees in the course of fulfilling their responsibilities should be reimbursed while on Board business.

APPLICATION AND SCOPE:

This policy establishes the appropriate reimbursement of expense incurred by individuals while on Board business and applies to all staff making an expense claim in the course of performing recognized duties and responsibilities.

The rules set out in this memo are applicable to all staff expenses whether reimbursed through an expense claim or paid by Purchasing Card (P-Card), cheque requisition, or school generated funds.

REFERENCES:

- Education Act and Regulations
- The Income Tax Act
- Broader Public Sector Travel, Meal and Hospitality Expenses Directive
- Broader Public Sector Perquisites Directive
- 700.05 – Fundraising and School Generated Funds
- 700.07 – Corporate Credit Cards and Purchase Cards
- 700.10 – School Operating Budgets
- Vehicle Rented for School Board Purposes (March 17, 2014)

FORMS:

- Expense Reimbursement Form
- Out of Province Travel Request
- Pre-Approval and Exception Form

DEFINITIONS:

Hospitality: is the provision of food, beverage, accommodation, transportation, and other amenities to individuals who are not engaged to work for the Board or other broader public sector organizations (i.e. other school boards, Ontario government, agencies, and public entities).

Perquisites (or perks): refers to a privilege that is afforded to an individual or to a group of individuals, provides a benefit, and is not generally available to others.



ADMINISTRATIVE PROCEDURES:

In general, expenses must be approved by the employee's immediate supervisor in accordance with Brant Haldimand Norfolk Catholic District School Board (the "Board") policy and this administrative procedure. In some cases, within this procedure, the level of approval required may be different and is specifically identified.

It is recommended that staff and/or supervisors should seek pre-approval of uncertain purchase types to ensure reimbursement will be approved by their supervisor and/or Financial Services.

Those individuals responsible for approving claims are prohibited from approving their own expenses. Expenses cannot be claimed by an individual that are incurred by his/her approver (i.e. an employee cannot submit a claim that includes the cost of their immediate supervisors' lunch even if they were at the same event, this results in the immediate supervisor approving their own expense.)

Expense claims without appropriate approvals and/or supporting documentation will be flagged for further follow up and subject to processing delays.

On an annual basis, the Manager of Financial Services (or designate) will review and make available a summary report on a sample of expenses and their compliance with this administrative procedure to the Superintendent of Business and Treasurer.

The Employee Expenses Administrative Procedure aligns with the standards expected by the Province of Ontario and its Ministries, including the Broader Public Sector Expenses Directive.

The Board assumes no obligation to reimburse expenses that are not in compliance with this administrative procedure.

1.0 Reporting Requirements

- 1.1 Staff are expected to submit an approved Expense Reimbursement Form at least on a quarterly basis to Financial Services. All costs must be supported by original invoices and/or receipts including credit/debit card slips and itemized receipts providing details of the expense(s) are to be submitted. Business rationale and other details are required depending on the type of expense and may include purpose, date(s), point of origin and destination, other participants and appropriate approvals.
- 1.2 All approved expense claims (including mileage) must be received by Financial Services by September 10th of each year or the following business day should the 10th fall on a weekend. Reimbursement requests for prior year expenses received after that date will be refused and not paid, without exception.
- 1.3 The Board understands that from time to time receipts may become lost. It is the employees' responsibility to make every possible effort to obtain a duplicate receipt. Employees will be allowed one reasonably valued missed receipt per school year, at the discretion of Financial Services.
- 1.4 Any other extraordinary or unusual expense(s), that have been denied by Financial Services, that an employee or supervisor believes should be paid by the Board, must submit, in writing, to the Superintendent of Business and Treasurer the rationale for such claim. A decision will be given to the employee after the claim and the circumstances are reviewed. Pre-approval is recommended to ensure reimbursement will occur.

2.0 Travel Costs

- 2.1 The Board recognizes that certain employees will be required to travel as part of their regular duties. Any travel required should be pre-approved as follows:
 - Travel within the district and Province of Ontario should be approved by the employee's supervisor
 - Travel outside the Province of Ontario must be approved by the Director of Education



- 2.2 Travel arrangements must be made using the most practical and economical method of transportation (air, train, taxi, vehicle). A comparison of costs and travel time for different modes of transportation may be requested from Financial Services to ensure the most reasonable, economical option. Air travel will be reimbursed at standard fare, up to economy/coach class or equivalent. Travel in business class (or higher) or optional upgrades will be considered personal and not reimbursed.

Travelers may use personal frequent-flyer program miles to upgrade tickets, provided there is no cost to the Board. The Board does not reimburse individuals who choose to use personal frequent-flyer miles.

The cost of flight changes or missed flights will be deemed a personal expense, except in the event of an emergency or extraordinary circumstance and accompanied with a written explanation and approval by the Superintendent of Business and Treasurer. Extenuating circumstances may be reimbursed as approved by the Superintendent of Business and Treasurer.

Passports are considered a personal expense and will not be reimbursed under any circumstance.

- 2.3 Vehicles should only be rented when it is economically justifiable. Unreasonable charges (i.e. penalties and surcharges levied for not filling up a gas tank or extra mileage charges) will not be reimbursed. Documented justification may be requested to support any vehicle rental. Please contact Procurement Services for suggested vendors or agencies.
- 2.4 The cost of taxi fares and other public transit (i.e. subway, trains, etc.) are reimbursable by the Board. The employee is responsible for ensuring a receipt is obtained. In the event that a receipt is difficult to obtain, the Board will allow a reasonable amount provided details are provided.
- 2.5 Subject to collective agreements and employee contracts, the Board will reimburse employees for use of their personal vehicle while on Board business for actual distances travelled at the pre-determined per kilometer rate. Mileage rates will be reviewed annually and communicated by the Superintendent of Business and Treasurer when a change is required.

It is highly encouraged, employees carpool when attending the same event to minimize costs.

- 2.6 Staff whose duties require them to travel throughout all or a portion of the district will be assigned a base work site or primary work location from which mileage will be calculated. This will reflect their normal assignment. For those with one regular work site, this will be their normal assignment.

During workdays, eligible employees will be reimbursed for the distance actually travelled each day from the first work location to the various destinations and ending at the last work location of the day using the prescribed BHNCDSB Mileage Grid found on the staff portal.

Mileage claims for non-board sites and out of district travel (i.e. conferences) is based on the distance between the non-board site and the lessor of your primary work site or home.

Travel to/from an employee's home to their primary/first work location is considered personal and is not reimbursed by the Board.

- 2.7 Reimbursement for travel is not eligible for attendance at the following activities:

- School sponsored activities: field trips, athletic events, concerts/plays, graduation, etc.;
- School department head meetings;
- Professional development activities as identified in the school year calendar;
- Participation in School and Department meetings and activities;
- Unauthorized travel



However, due to the unique nature of their role including after hour/weekend requirements and responsibilities, Principals/Vice-Principals are eligible to claim an equivalent of one trip to/from their primary place of residence each month. This amount is claimed on the last day of each month, during the school year (September to June).

2.8 Reimbursement is provided for necessary and reasonable expenditures on standard parking, public transportation (i.e. subway), highway tolls when driving on Board business. Valet parking is not reimbursable unless there is no self-serve option (or self-serve is unavailable). Annual 407 ETR or other transponder charges are considered personal and not reimbursable.

2.9 Parking or traffic violations will not be reimbursed under any circumstance, including those using Board owned vehicles.

3.0 Accommodations

3.1 Reimbursement for overnight accommodation will be provided for a standard room or equivalent. In the case of a conference or seminar, staff should stay at the host hotel if a group rate is offered to participants. Charges above the standard room rate will be considered personal and will not be reimbursed – this includes suites, executive floors or concierge.

3.2 Reasonable expenses eligible for reimbursement include internet access, laundry/dry-cleaning (when stays are longer than five (5) days), and standard parking charges. Expenses of personal nature (i.e. hotel movies, mini bars, concierge, fitness facility charges, etc.) are not eligible for reimbursement.

3.3 Penalties or charges incurred for non-cancellation of guaranteed hotel reservations are the responsibility of the employee and will not be reimbursed. Exceptional circumstances may allow for reimbursement and must be submitted, in writing, to the Superintendent of Business and Treasurer for decision.

4.0 Meals

4.1 Reasonable and appropriate meals will be reimbursed while away on business at actual cost to a maximum of \$75.00 (Canadian dollars) per person, per day including taxes, gratuities and other sundry expenses. The lesser of the actual cost or the maximum will be reimbursed. This is not a per diem rate.

4.2 For greater clarity, reimbursement for meals is subject to the following limits:

- Breakfast \$10.00
- Lunch \$20.00
- Dinner \$45.00

4.3 Meals charged to hotel rooms or room service require detailed receipts. Most hotels do not include the itemized receipts and employees are responsible to obtain the required documentation in order to ensure reimbursement.

4.4 Where a meal is included as part of a professional event (e.g., conference, workshop, etc.), the meal entitlement will not apply and not be reimbursed for meal costs the employee chose to incur.

5.0 Alcohol

5.1 Alcohol cannot be claimed and will not be reimbursed.

5.2 Approval from the Director of Education is required where alcohol is being expensed to facilitate Board business or to respect cultural expectations.



6.0 Conferences, Seminars and Workshops

- 6.1 Registration fees for approved conferences, seminars and workshops related to Board business will be paid directly by the Board or reimbursed by the Board. Fees and expenses for guest accompanying staff are not eligible or reimbursable. Attendance at conferences outside of Ontario must be approved by the Director of Education.
- 6.2 Pre or post conference activities such as sightseeing tours are considered personal and are not eligible for reimbursement.
- 6.3 The Board does not issue cash advances to employees.

7.0 Hospitality

- 7.1 Hospitality may be extended on behalf of the Board in an economical and consistent manner when it can facilitate Board business and it is considered desirable as a matter of courtesy or protocol. Hospitality may never be offered solely for the benefit of trustees, employees or contractors of the Board or other designated agency of the Broader Public Sector.
- 7.2 Board employees should be aware that the acceptance of hospitality from vendors or agents (current or prospective) may constitute a conflict of interest and therefore is prohibited.
- 7.3 All hospitality expenses must be documented and include original itemized invoices or receipts. The claim must include event details regarding purpose, date(s), location, type of hospitality (meals, refreshments, etc.) and a list of attendees (those within and outside the Board).

8.0 Perquisites

- 8.1 A perquisite (or “perk”) is allowable only in limited and exceptional circumstances where it is demonstrated to be a business-related requirement for the effective performance of an individual’s job. Any requests are to be submitted, in writing, to the Superintendent of Business and Treasurer.
- 8.2 The following perks are not allowed under any circumstance:
- Club membership for personal recreation or socializing purposes (i.e. fitness clubs, golf courses, or social clubs)
 - Tickets to cultural, sporting, or community events
 - Clothing allowances not related to health and safety or special job requirements
 - Access to private health clinics – medical services outside those provided by the provincial health care system or by the employee’s group insured benefit plans
 - Professional advisory services for personal matters, other than those outlined in the Board Employee Assistance Program (EAP) (i.e. tax or estate planning)
- 8.3 These privileges cannot be provided by any means including:
- An offer of employment letter, as a promise of a benefit
 - An employment contract
 - A reimbursement of an expense



8.4 Staff must also be aware of receiving perks from outside stakeholders (i.e. vendors). The receipt of any perks from outside stakeholders, regardless of value, is prohibited and should be reported to the Supervisor of Procurement Services.

9.0 Community Events, Consultants and Other Expenses

9.1 Staff will not be reimbursed for tickets to community events unless a staff member is requested to represent the Board at such community events by the Director of Education. Further, if any staff member wishes to be accompanied by a guest (i.e. spouse, friend etc.), the staff member/guest is responsible for the additional ticket expense.

9.2 Staff who wish to participate in fundraising events such as golf tournaments or walks are responsible for any payment of golf fees or donations, etc. Appropriate approvals must be received by the employee's immediate supervisor for any time off.

9.3 External consultants and other contractors will not be given or reimbursed for any hospitality, incidental or food expenses, including, but not limited to:

- Meals, snacks, and beverages
- Gratuities
- Laundry or dry cleaning
- Transportation
- Dependent Care
- Home office
- Personal telephone calls

9.4 Reimbursements for allowable expenses under this administrative procedure can be claimed only when the consultant or contractor's agreement with the Board specifically allows for it.

9.5 Appropriate token gifts of appreciation (e.g. Tim Horton's gift card or flowers) for volunteers, valued up to \$50 per person, may be offered in exchange for gratuitous offerings of service or expertise, including community partners engaging Board co-op students. These gifts can only be offered to people who are not engaged in work for the Board (i.e. employees, contractors). Justification may be requested to support a token gift of appreciation. A meal may be extended for a group of volunteers where it would be more cost effective than providing each volunteer with a token gift of appreciation. Gift cards should be purchased as required, the Board discourages staff from purchasing gift certificates in bulk and keeping on hand.

9.6 Donations to external charities may be made on behalf of schools (through school generated funds), if approved by the school Principal and disclosed in the annual school generated funds plan in advance. Supporting a fundraiser or event for a specific political party or candidate is not an eligible expense.

9.7 The purchase of mobile device accessories (i.e. wireless accessories, car chargers, or holsters) are considered personal use items and will not be reimbursed. Eligible mobile device accessories for Board issued cell phones or smartphones may be requested through the Supervisor of Procurement Services. Any charges above the Board's corporate plan (i.e. ring tones, roaming/travel add-on for non-Board use) are also considered personal and are to be reimbursed by the employee.