



**EDUCATION CENTRE**

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Heather Campbell, Director of Education

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***Regular Board Meeting***

Tuesday, February 1, 2011  
7:00 p.m. – Education Centre  
Fort Frances

**AGENDA**

**1 Call to Order**

**2 Silent Reflection**

**3 Declaration of Conflict of Interest**

**4 Approval of Agenda**

- *That the Rainy River District School Board approve the agenda for February 1, 2011, Regular Board Meeting.*

**5 Committee of the Whole – In Camera Session – 6:00–6:45 p.m.**

- *That the Rainy River District School Board meet, in camera, in Committee of the Whole Board.*
- *That the Rainy River District School Board rise and report to the regular meeting.*

**6 Recognition of Excellence**

6.1 STTAR Program – Crossroads School..... Casey Slack

*Pages 5-6*

**7 Confirmation of Minutes ..... Pages 7-16**

- *That the minutes of the Regular Board Meeting January 4, 2011 (Session 2) having been typed and distributed, be approved.*

**8 Business Arising From Minutes**

**9 Presentation**

9.1 System - Program/Curriculum Success

- ✓ Early Primary Collaborative Inquiry..... Sylvia Parker  
*Pages 17-18*

**10 Board Reports**

10.1 Special Education Advisory Committee – Jan. 12..... Michael Lewis  
*Pages 19-24*

10.2 Policy Committee – Jan. 24..... Dan Belluz  
*Pages 25-42*

- *That the Rainy River District School Board approve the following policies for stakeholder consultation:*
  - 1.41 Trustee Expenditures*
  - 4.10 Release of Children from School*
  - 4.32 Search and Seizure*
  - 5.51 Assessment, Evaluation and Reporting*

10.3 Procedural By-Law ..... Michael Lewis  
*Pages 43-44*

- *That the Rainy River District School Board receive the Notice of Intent to amend the 2010 Procedural By-Law to change the order of business at Regular Board Meetings.*

10.4 Ontario Public School Boards' Association ..... Ralph Hill  
✓ 2011 Public Education Symposium – January 27-29

**11 Student Trustee Report**

**12 Chairman Report**

12.1 Comments by Trustees

### **13 Administrative Reports**

- 13.1 Director's Update  
Provincial / Regional / Board ..... Heather Campbell
- 13.2 Personnel ..... Diane Ross  
*Pages 45-46*
- *That the Rainy River District School Board receive the Personnel Report dated February, 2011.*
- 13.3 Joint Occupational Health and Safety Committee – Jan. 20 ..... Raymond Roy  
*Pages 47-50*
- 13.4 School Year Calendar ..... Casey Slack  
*Pages 51-53*
- *That the Rainy River District School Board approve the Modified School Year Calendar for 2011-2012.*
- 13.5 2010-11 Annual Operational Plan Update ..... Heather Campbell  
*Pages 54-68*

### **14 Correspondence**

### **15 Future Meetings**

- 15.1 **Rainy River District School Board** *Tuesday, March 1, 2011 - 7:00 pm*  
**Donald Young School – Emo**
- 15.2 **Transportation Committee** – February 2, 2011, 9:00 a.m., Education Centre
- 15.3 **Special Education Advisory Committee** – February 9, 2011, 12:00 p.m., Education Centre
- 15.4 **Policy Committee** – February 14, 2011, 9:30 a.m., Education Centre
- 15.5 **Aboriginal Committee** – February 14, 2011, 4:15 p.m., Education Centre
- 15.6 **Audit Committee** – February 15-16, 2011, Valhalla Inn, Thunder Bay
- 15.7 **Joint Occupational Health and Safety Committee** – March 24, 2011, 9:00 a.m., Education Centre

**16 WORKSHOPS / CONFERENCES / CONVENTIONS**

- 16.1 2010-11 Calendar of Events – Ontario Public School Boards' Association  
Labour Relations Symposium, March 31 - April 2, 2011, Toronto  
Annual General Meeting, July 7-10, 2011, Ottawa

**17 Adjournment**

- *That the Rainy River District School Board adjourn at \_\_\_\_\_ p.m.*



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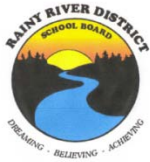
# REPORT

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## Recognition of Excellence

### *STTAR Program*

***“Spend Time Together and Read”***



## **RAINY RIVER DISTRICT SCHOOL BOARD**

### *STTAR – Spend Time Together and Read*

The STTAR Program was made possible by a PRO (Parents Reaching Out) grant which Crossroads School Council applied for in the spring of 2010. The grant was approved by the Ministry of Education in the fall of 2010 and the program officially launched on January 5, 2011.

This program provides an opportunity for parents and their children to spend time together reading. The Crossroads School Library has a wide selection of children's books that parents can access with their children after school hours. The \$1000.00 grant from the Ministry was used to purchase a selection of resources on a wide variety of parenting issues. In addition, Mrs. Ann-Jane Anderson, Library Assistant at Crossroads, has assembled a number of novels which parents can sign out. The library is open from 6-8 p.m. every Wednesday evening so that parents can accompany their children and "Spend Time Together".

The computer lab is located in the library and parents are encouraged to come and access some of the available software with their children. Students are able to work on projects and parents can observe some of the software that students use at school. As SMARTBoard use expands across the school, more and more teachers are accessing programs from the Ontario Educational Resource Bank. Many of these programs are interactive, engaging and fun.

The STTAR program further positions Crossroads School as a community hub and gives parents from all of our communities - Devlin, Lavallee and Naicatchewenin First Nation, the opportunity to play an active role in their children's education.

## RAINY RIVER DISTRICT SCHOOL BOARD

Session #2

Minutes of the Regular Meeting of the 2010-2014 Rainy River District School Board on Tuesday, January 4, 2011 at 7:00 p.m. at the Education Centre, Fort Frances.

**Board Members Present** Michael Lewis (teleconference), Dianne McCormack, Dan Belluz, Ralph Hill, David Kircher, Earl Klyne, Marg Heyens

**Regrets** Tamara DeGagne, Student Trustee

**In Attendance** Heather Campbell, Laura Mills, Casey Slack, Brent Tookenay, Sylvia Parker, Raymond Roy, Diane Ross

### RESOLUTIONS

- Res. #9 LEWIS-KIRCHER That the Rainy River District School Board approve a change in the order of business for the January 4, 2011 regular Board meeting, in that the closed session follows public and system presentations, after agenda item 8. CARRIED
- Res. #10 KIRCHER-HILL That the Rainy River District School Board approve the agenda for January 4, 2011, Regular Board meeting, as amended. CARRIED
- Res. #11 HEYENS-KIRCHER That the amended minutes of the Inaugural Board meeting December 7, 2010 (Session 1), having been typed and distributed, be approved. CARRIED
- Res. #12 KIRCHER-HEYENS That the Rainy River District School Board meet, in camera, in Committee of the Whole Board. CARRIED
- Res. #13 LEWIS-KIRCHER That the agenda for the January 4, 2011 Regular Board meeting be amended to move 12.4 Regional Internal Audit to follow 9.2. CARRIED
- Res. #14 KIRCHER-HEYENS That the Rainy River District School Board approve the following policies: CARRIED  
3.40 Director's Performance Review  
3.50 Course Subsidies for Teachers  
4.12 Provision of Health Support Services in School Settings
- Res. #15 KIRCHER-HEYENS That the Rainy River District School Board approve the following policy for stakeholder consultation: CARRIED  
4.10 Release of Children from School

- Res. #16 HEYENS-KLYNE That the Rainy River District School Board establish the Audit Committee per Regulation 361/10, consisting of two Board members and two external members. CARRIED
- Res. #17 HEYENS-KLYNE That the Rainy River District School Board appoint the following members to the Audit Committee: CARRIED  
Dianne McCormack, Board Member  
David Kircher, Board Member  
Kelly McFayden, External Member  
Reta Dykstra, External Member
- Res. #18 LEWIS-KIRCHER That the Rainy River District School Board, as per Bylaw 4.11, extend the adjournment time of the January 4, 2011 Regular Board meeting, to 11:30 p.m. CARRIED
- Res. #19 HILL-HEYENS That the Rainy River District School Board approve the 2009-10 Financial Statements as presented. CARRIED
- Res. #20 HEYENS-HILL That the Rainy River District School Board approve the details of the Unappropriated, Internally Appropriated and Committed Capital Project components of Accumulated Surplus in the 2009-10 Financial Statements as presented. CARRIED
- Res. #21 HILL-HEYENS That the Rainy River District School Board approve the 2010-11 Revised Estimates. CARRIED
- Res. #22 KLYNE-HEYENS That The Rainy River District School Board receive the Personnel Report dated January, 2011. CARRIED
- Res. #23 HEYENS-KIRCHER That the Rainy River District School Board rise and report to the regular meeting. CARRIED
- Res. #24 HEYENS-KIRCHER That the Rainy River District School Board adjourn at 11:22 p.m. CARRIED

### CALL TO ORDER

Dianne McCormack, Vice Chair, called the meeting to order and asked for a moment of silent reflection.

### CONFLICT OF INTEREST

There were no declarations of conflict of interest.



## APPROVAL OF AGENDA

The order of business was discussed and a resolution was put forward to change the order of business to move the In-Camera Session to follow the public and system presentations. (resolution #9)

The agenda for the January 4, 2011 meeting was approved as amended. (resolution #10)

## RECOGNITION OF EXCELLENCE

### Academic Assistance Program – Fort Frances High School

Natasha Shack was introduced and reported on the Academic Assistance Program (AAP) held at the Fort Frances High School. The program provides two facets of support: lunch time and in-class for students/teachers. The AAP has a primary focus of supporting and easing the transition of Grade 9 and 10 students to Fort Frances High School. It was noted that the lunch time program is unique to the Fort Frances High School and, in its second year, the clientele has increased dramatically.

The Vice Chair presented Natasha Shack with the Board's Recognition of Excellence certificate.

## CONFIRMATION OF MINUTES

Board members received minutes of the Inaugural Board meeting December 7, 2010. It was recommended that the minutes identify the trustees assigned to the Standing/Statutory Committees for 2011 as follows:

Special Education Advisory Committee (SEAC) – Michael Lewis; Earl Klyne  
Supervised Alternative Learning for Excused Pupils (SALEP) – Dan Belluz  
Discipline – Michael Lewis, Dianne McCormack, David Kircher  
Joint Occupational Health and Safety – Ralph Hill  
External Audit – Dianne McCormack, David Kircher  
Policy – Dan Belluz, Michael Lewis, David Kircher, Dianne McCormack  
Finance/Property – David Kircher, Marg Heyens, Ralph Hill, Michael Lewis  
Transportation – Ralph Hill, Michael Lewis, Marg Heyens  
Negotiations – Michael Lewis, Dianne McCormack, David Kircher  
Aboriginal Education Advisory – Earl Klyne  
Theatre Management Advisory (FHS) – David Kircher

The Board approved the minutes of the Regular Board meeting January 4, 2011, (Session 2) as amended. (resolution #11)

### BUSINESS ARISING FROM THE MINUTES

There was no business arising from the minutes.

### SYSTEM PRESENTATION - Program/Curriculum Success

#### Instructional Coaching in Mathematics

Board members received a presentation from John Gibson, Math Coach. John reported that the goals of the Math Coaching Program is to improve math instruction by providing job embedded professional learning of all math teachers. Co-planned lessons and professional learning opportunities are designed to support teachers in implementing the differentiated instruction strategies. These strategies allow students to actively participate in their learning. (*Refer to Instructional Coaching in Mathematics Report p. 18 of the agenda*).

#### Character in Action

Sonja Bodnarchuk, Teacher at Robert Moore School, presented a video presentation on the activities pertaining to empathy and compassion that were held in December at the school.

Shane Bliss, Secondary Curriculum Coordinator, introduced Shane Beckett and Chris Hill, teachers at Fort Frances High School, to speak about the Natural Helpers Program which is a peer-helping program. The program is a "helping network" that has a cross-section of approximately 21 students trained to help fellow students. Three of the selected students were on hand at the Board meeting to talk about the program. Students were selected by their peers through an anonymous school wide survey and were invited to attend a training session to improve their helping skills. Participants attend weekly meetings to explore topics that affect the student body such as stress, suicide, eating disorders and relationships. Although they are not professionally trained counselors, they are trained on being helpers that help others by listening and referring to adults when necessary.

### IN CAMERA SESSION

The Board met in camera to discuss a Litigation matter. (resolution #12)  
The Board returned to public session at 10:15 p.m.

Trustee Klyne was not able to attend the remaining portion of the public meeting.

## BOARD REPORTS

### Special Education Advisory Committee

Board members received the minutes of the Special Education Advisory Committee meeting held December 8, 2010 (*Refer to minutes p. 22-26 of the agenda*). Trustee Lewis provided highlights of the meeting.

### Policy Committee

Board members received the minutes of the Policy Committee meeting held December 13, 2010 (*Refer to minutes p. 28-30 of the agenda*). Trustee Belluz provided highlights of the meeting.

The Board approved the following policies: (resolution #14)

- 3.40 Director's Performance Review
- 3.50 Course Subsidies for Teachers
- 4.12 Provision of Health Support Services in School Settings

The Board approved Policy 4.10 Release of Children from a School for stakeholder consultation. (resolution #15)

Due to the length of the In-Camera session, it was agreed that Board members receive the presentation from the Internal Auditors. (resolution #13)

### Regional Internal Audit

David Wright, Regional Internal Audit Manager, and Brent Kukkee, Regional Internal Auditor, were introduced and provided an overview of Ontario Regulation 361/10 of the Education Act which requires each school board in Ontario to establish an Audit Committee by January 31, 2011.

The Regional Internal Audit Team is responsible for 8 schools boards in the region and is based out of the Thunder Bay Catholic District School Board. The mandate is to provide independent, objective assurance and consulting services designed to add value and improve the school board's operations; provide analysis, assessment, advice, and recommendations concerning the activities reviewed; designed to improve internal control and public confidence in the school board; and, help to manage the school board's risk.

The first steps will be to perform risk assessments, develop audit plans (to be approved by the Audit Committee), perform process audits, and prepare a preliminary report. The risk assessments are to be completed and an audit plan submitted to the Audit Committee for approval by the end of June 2011.

The presenters were thanked for their very informative presentation.

The Board approved the establishment of an Audit Committee per Regulation 361/10. (resolution #16)

The Board approved the appointment of two Board members, Dianne McCormack and David Kircher, and two external members, Kelly McFayden and Reta Dykstra, to the Audit Committee. (resolution #17)

### Finance Committee

Trustees received a detailed report on the Audited Financial Statements from Meghan Cox, Accountant, and Laura Mills, Superintendent of Business.

As per Bylaw 4.11 a resolution was put forward to extend the adjournment time of the January 4, 2011 Regular Board meeting to 11:30 p.m. (resolution #18)

Trustee Belluz was opposed to the extension of the adjournment and left the meeting.

Board members received the minutes of the Finance Committee meeting held December 13, 2010 (*Refer to minutes p. 34-38*). Trustee Kircher provided highlights of the meeting.

In reference to item g) Section 198 *Education Act* – Taking of Proper Security, Trustee Kircher expressed concern on the legal advice provided to the Board regarding Surety Insurance versus Fidelity Insurance. Heather Campbell, Director of Education, provided a report to trustees regarding this concern and the Board's insurance coverage with the Ontario School Board Insurance Exchange.

Board members approved the 2009-10 Financial Statements. (resolution #19)

Board members approved the details of the Unappropriated, Internally Appropriated and Committee Capital Project components of Accumulated Surplus in the 2009-10 Financial Statements. (resolution #20)

The Board approved the 2010-11 Revised Estimates. (resolution #21)

### Aboriginal Education Advisory Committee

Board members received the minutes of the Aboriginal Education Advisory Committee meeting held December 14, 2010 (*Refer to minutes p. 40-42*). Brent Tookenay provided highlights of the meeting.

### Transportation Committee

Board members received the minutes of the Transportation Committee meeting held December 16, 2010 (*Refer to minutes p. 44-46*). Trustee Heyens provided highlights of the meeting.

### Ontario Public School Boards' Association

Trustee Heyens was nominated as the OPSBA alternative representative. Trustee Heyens accepted the nomination.

### STUDENT TRUSTEE REPORT

There was no report available.

### REPORT OF CHAIR

Trustee Lewis made the following statement:

"I believe that we were able to establish the trustee distribution on board committees to everyone's satisfaction, and in the short number of "school days" since the previous board meeting, there have been a number of committee meetings held, among which was a Finance Committee meeting at which the board's financial state was reviewed, and a Transportation Committee meeting which reviewed among other issues, the presentations by the two petitioners at the December board meeting. Recommendations from the Transportation Committee have been forwarded to the Policy Committee for review and stakeholder comments, which will be followed by a report to the Board from the Policy Committee.

I want to thank all the Education Centre staff members who have been extremely helpful to the new trustees as this board begins its four year term.

The Board met in camera this evening so that the new trustees can be updated on the ongoing litigation and personnel matter that deals with the missing school generated funds from Fort Frances High School. I am certain that all board members, as well as the general public, are anxious for this matter to be concluded as expeditiously as possible.

The Board also reviewed the minutes from the November in-camera session."

There were no further comments by Board members.

## ADMINISTRATIVE REPORTS

### Director's Update

In the two weeks after the inaugural board meeting, in addition to standing and legislated committee meetings, the Board was very busy.

### Provincial

- Provincially and regionally, our Board worked with the Lakehead District School Board to develop a joint project for the Learning for All K-12 and Primary Assessment. Presently, the Board is preparing to review the transition process from Grades 8 to 9 as well as to look at assessment in the Early Learning Program as part of this project.

### Board

- Locally, the Director met with Gary Lipinski, the President of the Metis Nation of Ontario, to review the work that the Board is doing, under the leadership of Brent Tookenay, with respect to developing the curriculum to reflect the culture and history of our area.
- The monthly principals' meeting for December invited teacher leaders from across the district to review the draft assessment and evaluation policy as well as to develop a profile of a leader, part of the Board's Leadership Development Strategy focus for 2010-2011.
- Staff and students prepared holiday celebrations and concerts and their work is commended.
- Dr. Eva Olsson will be visiting the district next week to speak to students, staff, and parents about the importance of acceptance and respect in her *Stronger Than Fire* presentations. Eva Olsson is a Holocaust survivor who was sent to Auschwitz-Birkenau and then Bergen Belsen. She spent a year at the camps until they were liberated by Allied forces. Her story is an unforgettable message of survival, hope and the destructive power of hate and indifference.

### Personnel Report

The Board received the Personnel Report as presented for January, 2011. (resolution #22)  
The Personnel Report included the following:

#### **Leave of Absence**

Janine Tucker, 1.0 FTE Teacher, FHS, April 23, 2010 to January 27, 2011

Donna Erickson, 1.0 FTE Teacher, FHS, December 2, 2010 to December 1, 2011

#### **Retirement**

Ludger Rittau, 1.0 FTE Teacher, FHS, effective June 30, 2011

### Schools in the Middle

This report will be presented at a future meeting.

### CORRESPONDENCE

Board members received correspondence from the District School Board Ontario North East and District School Board of Niagara. (*Refer to p. 55-57*) There was no discussion.

### FUTURE MEETINGS

**Next Regular Board Meeting** – Tuesday, February 1, 2011, 7:00 p.m., Education Centre, Fort Frances.

**Special Education Advisory Committee** – January 12, 2011, 12:00 p.m., Education Centre.

**Joint Occupational Health and Safety Committee** – January 20, 2011, 9:00 a.m., Education Centre.

**Policy Committee** – January 24, 2011, 9:30 a.m., Education Centre

### WORKSHOPS / CONFERENCES / CONVENTIONS

2010-11 Calendar of Events – Ontario Public School Boards' Association  
Public Education Symposium, January 27-29, 2011, Toronto  
Labour Relations Symposium, March 31 – April 2, 2011, Toronto  
Annual General Meeting, July 7-10, 2011, Ottawa

Ontario Education Services Corporation  
Equity and Inclusive Education, January 26-27, 2011, Toronto

### RISE AND REPORT

It was reported that the Trustees received information on the Letters of Understanding that were presented and approved at the In-Camera session held on November 2, 2010. (resolution #23)

ADJOURNMENT

The Board adjourned at 11:22 p.m. (resolution #24)

\_\_\_\_\_  
Director/Secretary

\_\_\_\_\_  
Chair





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# REPORT

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## **Program/Curriculum Success**

### ***Early Primary Collaborative Inquiry***



## **RAINY RIVER DISTRICT SCHOOL BOARD**

### *Early Primary Collaborative Inquiry*

The Rainy River District School Board is participating for the second year in a project supported by the Literacy and Numeracy Secretariat to examine the impact of play and inquiry based learning on the achievement of children from Junior Kindergarten to Grade Two. Extensive research shows that play and inquiry builds on the natural curiosity of young children and promotes:

- critical thinking and problem solving,
- self-regulation,
- motivation for learning, and
- the development of empathy for others.

Teachers in the project look to change some aspect of their instruction to allow more opportunities for students to engage in play based and inquiry activities, and then observe and collect assessment information regarding the impact of the program changes on student achievement.

A significant aspect of the project is its collaborative nature. The research team of teachers, administrators and project support team members work to share successes and to problem solve together to strengthen its impact.

Results from last year's project exceeded the expectations of project participants: language and literacy gains were made but teachers also noted that children's overall learning and social skills improved. Teachers' assessment skills were also strengthened in the process.

The enthusiasm and success of last year's project promoted expansion this year from three to fourteen teachers, in three schools supported by the schools' principals, two members of the program support team and, especially, the three mentor teachers from last year's project.

Very early assessment data from this year's project is encouraging.



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# REPORT

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## *Special Education Advisory Committee*

- *Minutes of the Special Education Advisory Committee meeting January 12, 2011.*



**Special Education Advisory Committee Minutes**  
**Education Centre**  
**January 12, 2011 – 12:00 pm**

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**COMMITTEE MEMBERS PRESENT:** Kevin Knutsen-*Special Education Coordinator*, Casey Slack -*Superintendent of Education*, Allene Perruse-*Community Living Fort Frances & District*, Debra Bruyere -*Family & Children's Services*, Sherri McKelvie-*Parent Delegate*, Michael Lewis –*Chair*, Lorraine Gauthier-Stromberg-*Family & Children's Services-Atikokan*(video conference)

**STAFF:** Teryl McFarland (recording secretary)

**REGRETS:** Donna Dittaro-*RRDSSAB*, Earl Klyne-*Trustee, First Nations Representative*, Christie Gushulak-*Community Living-Atikokan*, Brent Tookenay -*Aboriginal Education Leader (Alternate)*

**GUESTS:** Shelley Fairbrother, *Student Success Coordinator*

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1. **Call to order** - Election of Chair and Vice Chair first item
2. **Declaration of Conflict of Interest** - none
3. **Approval of agenda** – Kevin Knutsen requested a change to the agenda, removing a letter from the New Business Section and placing it in the Correspondence Section.
4. **Election of Chair and Vice Chair** – Trustee Michael Lewis noted that the chair of SEAC should be an association member and thus, nominated Lorraine Gauthier-Stromberg . Lorraine accepted. Allene Perruse accepted the position of SEAC Vice Chair.
5. **Confirmation of Minutes** – The December 8, 2010 minutes were approved.
6. **Business Arising from Minutes** -none
7. **Presentation:** Shelley Fairbrother, Student Success Coordinator, Fort Frances High School, presented on the Student Success Initiative. Shelley explained the history of the Student Success Initiative in Ontario. In 2003-2004 there was a crisis in the education system, with a very poor graduation rate due to increasing numbers of students dropping out of high school. The Student Success Initiative was thus implemented. She then gave an overview of what the initiative looks like within Fort Frances High School. (Presentation attached)  
  
A discussion occurred regarding some of the aspects of the initiative, with a focus on student mentoring and the role of the Student Success Coordinator in the district's high schools.
8. **Correspondence** – A letter was received from the Durham District School Board SEAC that was sent to The Ministry of Transportation regarding student safety vests. See attached letter.
9. **New Business** –  
  
The Special Education Plan is available on the Website. Minor changes to the Plan were made last year. SEAC will continue to approve the Plan. Special Education Coordinator's Report – see attached.
10. **Future Meeting** - February 9, 2011, 12:00 p.m., Training Room
11. **Meeting adjourned** - 1:15 p.m.



## *Special Education Plan Amendments I- 2010/2011*

Pgs. 0-35

<i>Page #</i>	<i>2009/2010 Plan</i>	<i>Amendments 2009/10</i>
Cover	Special Education Plan Spring 2009	Change date to <b>2010-2011</b>
Rec. Page	2009 SEAC Members	Include 2010/11 SEAC Members
5	Special Education Review and Plan during 2009-2010	Change date to <b>2010-2011</b> Add <b>RRDSB Trustees</b>
8	Supervised Alternative Learning for Excused Pupils	Remove <b>Excused from SALEP</b>
13	Number of IPRC's conducted :  Elementary = 89 Secondary = 103 Appeals = 0	Number of IPRC's conducted :  Elementary= Secondary= Appeals =  *These figures will be added for the May SEAC meeting
21	In 2009-2010, Psycho-Educational Assessments were conducted...	Change date to <b>2010-2011</b>
22	Refer Appendix C – Bd Policy 4.12-13 Refer Appendix D – Procedural Chart	Refer Appendix <b>E</b> – Bd Policy 4.12-13 Refer Appendix <b>F</b> – Procedures Chart



## Special Education Coordinator's Report- January 2011

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### **Child and Youth Resiliency Framework:**

On Wednesday, December 14<sup>th</sup> the Coordinator participated in a joint focus group between the Ministry of Education and "The Learning Partnership". The session was part discussion and part presentation focusing on the need for schools to foster Resiliency in Children. A Resiliency Framework has been developed for the purpose of assisting schools in promoting a strength-based approach to working with students in order to contribute to individuals becoming both productive and responsible. The discussion surrounded the concept that more than ever before, schools need to focus more on ensuring students feel safe and know that there is a caring adult that is invested in them.

### **Special Education Resource Teacher Meeting:**

On Friday, January 21<sup>st</sup>, the Coordinator will facilitate a Special Education Resource Teacher meeting and Professional Development session for 22 Special Education Resource Teachers in the Education Centre Training Room. Nuala Edie, Occupational Therapist from Lake of the Woods Child Development Centre will provide a training session on Sensory Regulation and how the absence of adequate sensory feedback to a child's brain can impact learning and behaviour. The staff will also be trained on accessing the electronic texts for students through Alternative Education Resources of Ontario (AERO) site. Training laptops will also be available as Special Education Resource Teachers will have a follow-up training session on our new Premier Literacy software and teachers will have the opportunity to be involved in hands-on exercises using the software.

### **Information Technology Committee Meeting:**

On Friday, December 10 the Coordinator participated in an Information Technology Committee meeting. The meeting addressed the future direction of infrastructure related to technological advancements in the schools, the concept of reduced web-filtering settings at the elementary level, training models for ensuring teachers have opportunities to develop their own competencies with technology, and the importance of fostering IT skills in students.

### **Fort Frances High School Cross-Panel Student Success Visit:**

On Friday, December 10th the Coordinator guided the Vice-Principal at Robert Moore School and two lead teachers on a tour of the Student Success areas and Learning Support Centre at Fort Frances High School. The group also had an opportunity to meet with the Student Success Coordinator who provided an explanation of the purpose of the Student Success room and how it serves many students in the school that may not necessarily experience success in the regular classroom. The Student Success room provides a location that is staffed with a teacher and allows for flexible coursework and often independent work with teacher support available. The room is set up to have an alternative



atmosphere with food available for students, computers to sign out and individual quiet workspaces. Robert Moore School is in the process of piloting this Student Success Room concept at the elementary level in order to provide an alternative option for some of the intermediate students that may benefit from some learning time outside of the regular classroom.

#### **Assistive Technology Parent Night Meeting:**

On Friday, December 17<sup>th</sup>, the Coordinator facilitated a meeting with the three Assistive Technology resource teachers in order to plan two “Technology in the Classroom” parent evenings. On Thursday, January 20<sup>th</sup> a parent session will be held at J.W. Walker highlighting technology in the classrooms within the Rainy River District. On Thursday, February 10<sup>th</sup> a similar parent evening session will occur at Atikokan High school.

#### **Fort Frances High School Christmas Luncheon:**

On Thursday, December 16<sup>th</sup>, the Coordinator attended a Fort Frances High School, Special Education Christmas Luncheon. The students and staff involved in the K-Level Life Skills program prepared a multiple course Christmas feast for their parents and care-givers. The students decorated the room, prepared, cooked and dished up the food for over 40 people that participated. The parental involvement was fantastic and many commented on how wonderful it was to see the great job the students were doing!

#### **Learning For All K-12 Collaborative Projects:**

The Rainy River District School Board and the Lakehead District School Board are working on two collaborative projects as lead boards for the Northwest Region for Learning For All K-12. The first project is the development of an Early Learning Observation Tracking Tool utilizing a touch technology mobile device. The second project focuses on developing and merging special education profiles and Student Success “At-Risk Profiles” in order to assist with the transition process from grade 8 to grade 9.

#### **Smart Inclusion Project:**

The Coordinator, Speech Language Pathologist, Information Technology Coordinator, Assistive Technology Resource Teacher and a Special Education Resource Teacher will be visiting a number of schools in Ottawa that have created Smart Inclusion Classrooms that incorporate Assistive Technology software and Smartboard applications that are designed to be used with all students in the classroom as well as students with special needs. The focus of the Smart Inclusion project is to allow all students’ needs to be met in the regular classroom, further reducing the stigma of special education.

#### **Board Leadership Team Meeting:**

On Wednesday, December 15<sup>th</sup>, the Coordinator participated in a Board Leadership Team meeting, along with all Principals, Vice-Principals and lead teachers from each school. The first portion of the morning was spent with teams reviewing the draft Assessment and Evaluation Policy developed in



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response to the new Growing Success document provided by the Ministry of Education. Feedback from all stakeholder groups was gathered from October until December to help inform the creation of this draft Policy. The second half of the morning focused on an exercise in looking at developing a profile of a leader within the Rainy River District School Board. The group identified qualities, behaviours and personal traits that present and future leaders can foster in order to become exemplary leaders within the Board.

#### **Differentiated Instruction Planning Session at Fort Frances High School:**

On Tuesday, January 4<sup>th</sup> the Coordinator and Student Success Coordinator at Fort Frances High School met with a Social Sciences teacher to assist developing lesson plans and units that will take into consideration the unique needs of the twelve students in the Learning Strategies class.

#### **Utilizing Technology in Reading Recovery:**

The Coordinator has been involved with a pilot project to identify potential benefits of utilizing “iPad Touch Technology” to assist students with motoric disabilities in learning to read and write. The Coordinator participated in a Reading Recovery session with a grade one student who has great difficulty reading due to the fact that he did not learn to physically write letters as a result of physical limitations with his hands. The iPad technology has allowed the student to write on the iPad screen using his finger, eliminating the need to hold a pencil but still allowing the student to physically form the letters.

#### **Student Success Professional Learning Sessions for Facilitators of Professional Learning Cycles:**

On Thursday, January 13<sup>th</sup>, the Coordinator, Superintendent of Education, Secondary Curriculum Coordinator and members of the board’s Student Success Team will participate in an Adobe Connect session with other Student Success Teams in the Province in order to share promising practices and build capacity in facilitating learning teams in order to further address student learning needs on an ongoing basis.

#### **iPad Applications for Students with Special Education Needs :**

On Thursday, January 27<sup>th</sup>, the Coordinator and Speech/Language Pathologist will be attending a workshop in Kenora related to utilizing iPad technology and iPad applications to assist students with disabilities and special education needs. A small number of iPads are currently being piloted by students in the system in order to identify potential benefits in using this technology. One of the challenges is selecting effective applications to meet the specific needs of the individual students. This workshop is designed to present applications that have been proved to be effective in the education setting for specific students.





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# REPORT

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## ***Policy Committee***

- Minutes of Policy Committee meeting January 24, 2011

### **Resolutions:**

- *That the Rainy River District School Board approve the following policies for stakeholder consultation:*
  - 1.41 *Trustee Expenditures*
  - 4.10 *Release of Children from a School*
  - 4.32 *Search and Seizure*
  - 5.51 *Assessment, Evaluation and Reporting*



**Policy Committee Minutes  
Education Centre  
January 24, 2011 – 9:30 a.m.**

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**COMMITTEE MEMBERS PRESENT:** Dan Belluz – Chair, Michael Lewis, Dianne McCormack, David Kircher  
**STAFF:** Heather Campbell, Director of Education, Diane Ross, Manager of Human Resources, Bill Daley, Elementary Principal, Kathie Zatulsky, Recording Secretary

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**1. Call to Order**

The meeting was called to order.

**2. Disclosure of Conflict of Interest**

There was no conflict of interest declared.

**3. Approval of Agenda**

The agenda was approved.

**4. Approval of minutes of December 13, 2010**

The minutes were approved as circulated.

**5. Business Arising from Minutes**

a) 1.41 Trustee Expenditure Policy

Heather Campbell provided a report to the Policy Committee as requested at the December Policy Committee meeting. It was reported that a Ministry memo was issued in July 2009 that provided guiding principles, references to relevant legislation and best practices for trustees travelling to attend Board meetings. Specific sections of the guideline were provided addressing the legislative framework and reasonableness when establishing a trustee expenditure policy. It was noted that guideline practices may vary across the province due to a "board's geographic circumstances, demographics, overall financial resources and the need for integrity." It was noted that there was no explicit statement within the Ministry guidelines with respect to overnight accommodations for Board meetings. Boards across the province considered to be rural and boards with large geographic jurisdiction were selected to conduct the review and this information was shared with the Policy Committee. Discussion followed by trustees. Trustee Lewis questioned the recent revision to the travel guideline which



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addressed reimbursement of trustee expenses due to inclement weather. It was agreed by trustees that the reference in the guideline to Atikokan or Rainy River trustees be removed from policy. For safety reasons, it was decided that trustees should have the option to stay overnight following late night meetings or in the event of inclement weather.

The Policy Committee recommends that the Trustee Expenditure Policy be approved for stakeholder consultation as revised.

b) 4.32 Search and Seizure Policy

Heather Campbell obtained a legal opinion from Bob Keel of Keel and Cottrelle LLP, on the Board's Search and Seizure policy as requested at the December Policy Committee meeting. A summary of this report was provided to the committee including reference to visitors, personal searches, and vehicle, motorcycle and bicycle searches. Based on recommendations by legal services, it was recommended that detailed guidelines of this policy be moved to procedure in order to respond quickly to future changes in case law. The procedure would provide more detailed information on searches for operational purposes. Legal and Ministry of Education references were added to the policy.

The Policy Committee recommends that the Search and Seizure Policy be approved for stakeholder consultation as revised.

## 6. Reports

### Policy Feedback

#### 4.10 Release of Children from a School

Feedback was received from school councils regarding clarification of requirements for students leaving school. There was discussion regarding the requirement for written notification by a parent/guardian to release the student from school prior to dismissal. Trustees considered whether a written note was acceptable to release the student and if a parent/guardian had to be physically present to pick up the student. The committee spoke about Board authority and liability in releasing a child from school while it is in session. The committee gave consideration to guidelines that would address student release at lunch hour as well as during the school day. It was agreed that the reference to the release of elementary students be clarified by stating "primary and junior elementary". Intermediate level students will be given permission to sign themselves out to attend an appointment or function. The committee agreed that the language in the policy should reflect that safety of students is paramount and the final approval to release a child from school will be at the discretion of the school principal.

The Policy Committee recommends that the policy on Release of Children from a School be approved for stakeholder consultation as revised.



## Policies Under Review

### a) 3.93 Employee Protection

It was decided at the December Policy Committee meeting that the committee review similar policies (Code of Conduct, Workplace Harassment, Workplace Violence Prevention and Safe Schools) to determine if the guidelines are duplicated in other policies. Diane Ross reported that information is often found in more than one policy. It was agreed that Appendix A be deleted as the Board has a lockdown procedure in place.

Trustee McCormack expressed concern about items not being reflected in the policies, specifically support of employees. Diane Ross will review the procedures and policies in light of this concern and present a revised Employee Protection policy at the next Policy Committee meeting.

### b) 5.51 Assessment

Heather Campbell reported that the assessment policy was opened for feedback from education stakeholders in September, 2010, as part of the consultation process. During the consultation process feedback was received from program support staff, administration, principals, school councils, and teachers. The framework of the policy was provided by the Ministry of Education with discretion on certain guidelines left to the school boards. Education stakeholders provided input specific to cheating, plagiarism and late or missed assignments. This policy is to be reviewed in two years.

The Policy Committee recommends that the Assessment, Evaluation and Reporting policy be approved for stakeholder consultation.

### c) 7.10 Transportation

The revised Transportation policy reflects recommended changes received by the Transportation Committee. It was recommended that the policy provide more clear and concise guidelines. Language changes were provided in reference to regular and fixed patterns, alternative addresses, emergency situations and courtesy busing. It was noted that additional guideline recommendations are required regarding custodial situations that affect busing schedules. There was a discussion regarding the alternative address guideline, specifically the requirement to provide notification two weeks in advance. Concern was expressed regarding safety and student pick up and drop off.

The Policy Committee recommends that the Transportation policy return to the Transportation Committee for further discussion and clarification regarding custodial issues, examples of regular patterns and fixed alternative addresses (i.e., two-week notification period).

**Heather Campbell**  
Director of Education



**Michael Lewis**  
Chair

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**7. Future Meeting Date**

The next Policy Committee meeting is scheduled for Monday, February 14, 2011 at 9:30 a.m.

**8. Adjournment**

The meeting adjourned at 12:15 p.m.

<b><i>Rainy River District School Board</i></b>	<b>SECTION 1</b> <i>Board of Trustees</i>
<b>TRUSTEE EXPENDITURES</b>	<b>1.41</b>

**POLICY**

The Rainy River District School Board will provide remuneration and reimbursement for expenses incurred in the course of their duties subject to the following guidelines and limitations of the approved budget.

**RATIONALE**

The Board expects that trustees will be committed to regular attendance at all Board and Committee Meetings.

The Board encourages trustees to keep pace with modern philosophies, practices and procedures through attendance at pertinent workshops and conferences, subject to budget allowances.

**IMPLEMENTATION GUIDELINES**

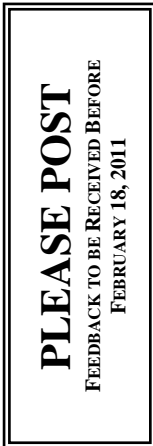
- 1.1 Remuneration - Trustee remuneration will be paid in accordance with Board Policy #1.43 Trustee Honoraria.
- 1.2 Trustees will be reimbursed for reasonable expenses incurred in the course of their duties as follows:

Travel - All travel while attending Board business will be reimbursed in accordance with Travel Policy #8.20 and Expense Claims Policy #8.22. Hotel accommodations for trustees attending Board or committee meetings will be paid in the event of inclement weather, or at the discretion of the trustee.

Telephone - Long distance phone calls regarding Board business will be reimbursed. Trustees will list these on the monthly expense form and attach a copy of the long distance charges from the phone company.

Cell Phone – The board will supply the Chair of the Board with a cell phone and pay basic costs associated with it. Cell phone reimbursements will not be paid to other trustees unless there is a long distance charge directly related to Board business. Long distance charges will be reimbursed with proof of invoice.

Expenses - Trustees will follow the Expense Claims Policy #8.22 for reimbursement of eligible expenses.



Hospitality - Under Hospitality Policy #8.36, trustees are not eligible for reimbursement of hospitality expenses.

Internet - Internet services and costs of phone line for service will be reimbursed. Trustees will submit invoice for reimbursement.

Standard Computer Equipment - The Board will supply each trustee with the choice of either a laptop or desktop and a printer/fax machine. The computer services department will organize the purchase / delivery of equipment. The computer and printer/fax continue to be property of the Rainy River District School Board. If a trustee vacates the position, the property must be returned to the Board or may be purchased at the greater of the depreciated value or \$100.

Board Credit Cards – Trustees are not eligible to be issued a board credit card.

Cash Advances - Cash advances are available to student trustees to cover out-of-pocket costs associated with attending a conference. Student trustees then must complete the expense form upon returning from conference to reconcile the cash advance.

Election Year Expenses – In the year of election for the trustees, expenses such as advertising and newsletters are ineligible for reimbursement after Labour Day.

1.3 Guidelines for attendance at conferences / conventions:

All reasonable expenses incurred by trustees will be accommodated including:

- registration
- air fare, ground transportation or metrage
- lodging
- meals
- incidentals

All expenses must be supported by receipts with the exception of meals and metrage. Meal receipts are required for Ministry sponsored events.

Expense records shall be made available upon request to any trustee.

A verbal or written report will be made to the Board following attendance at a conference or convention.

1.4 A trustee is to obtain prior approval by the Chair, to participate in an event if the trustee is unsure of whether it is directly related to Board business.

1.5 The Board's procurement process will be used to purchase all supplies and office equipment necessary to perform the function of a trustee as well as advertising services if

required.

1.6 The following process for reimbursement is transparent and accountable:

- a) The Board expense claim forms will be used for reimbursement of expenses.
- b) The expense claim by the trustee will include:
  - i) original documentation including proof of payment to support the expenditure (except for mileage and meal allowance)
  - ii) provide business reason for reimbursement
  - iii) signature of the trustee to certify the expense
- c) Expense claims are to be submitted on a timely basis such as within one month of incurring the expense. Expenses relating to the fiscal year (August 31) are to be submitted within the first two weeks of September to be eligible for reimbursement.
- d) Approval process for reimbursements is as follows:
  - i) The Chair of the Board certifies that individual trustee expense claims meet the requirements of board policy and approves for payment.
  - ii) The Superintendent of Business certifies that the Chair of the Board's expense claims meet the requirements of board policy and recommends that the Director approves payment of the claim.
  - iii) The Chair of the Board certifies that the Director expense claims meet the requirements of board policy and approves for payment.
  - iv) Should there be a dispute about the eligibility of any expense; e.g. if deemed as inappropriate or unreasonable, the policy refers the dispute to the external member of the audit committee, if in existence. If a satisfactory resolution is not reached then the affected party will contest the decision during a public session of the Board. If there is no external member of the audit committee, then the affected party will contest the decision during the public session of the Board.

1.7 The accounting department will:

- a) Confirm that the expense claim has received appropriate approval and includes appropriate documentation.
- b) Process the expense claim for payment once criteria is met.
- c) Retain all expense documentation in accordance with the Board's Record Management Policy.



<u>CROSS REFERENCE</u>	<u>Date Approved</u>	<u>LEGAL/MINISTRY OF EDUCATION REFERENCE</u>
Policy 1.43 Trustee Honoraria Policy 8.20 Travelling Expenses Policy 8.22 Expense Claims Policy 8.36 Hospitality	<u>Board Motion</u>  <u>Review Prior to</u> 2016	

<i><b>Rainy River District School Board</b></i>	<b>SECTION 4</b> <i>Pupils</i>
<b>RELEASE OF CHILDREN FROM A SCHOOL</b>	<b>4.10</b>

**POLICY**

The Rainy River District School Board expects that students shall remain in the school once it is in session.

**RATIONALE**

The Board wishes to protect the children who have been placed under its jurisdiction by parents.

**IMPLEMENTATION GUIDELINES**

- 1.1 Any parent or guardian desiring to have his/her child leave the school prior to dismissal should send written notification to the principal/designate.
- 1.2 Where a written request has been forgotten or lost, the principal/designate shall contact the parent or guardian.
- 1.3 Primary and junior elementary students (Kindergarten – Grade 6) will not be released early from school until parent/guardian signs out the student(s).
- 1.4 Whenever a principal is in doubt about granting consent to release a child from school, the consent may be delayed or denied and this delay/denial will be communicated to the parent/guardian. Granting consent to release a child from school will be at the discretion of the principal. The reason for the delay or denial is that safety of students is paramount.
- 1.5 Regardless of age, the principal shall delay dismissal if circumstances are unsafe (eg. adverse weather, environmental accident) to dismiss pupils at the regular time. Dismissal shall be delayed until it is safe or until arrangements have been made for students' safe return home.
- 1.6 Students who leave the school campus during the school day will not be supervised and therefore, are not the responsibility of the school.

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 FEBRUARY 18, 2011

<u>CROSS REFERENCE</u>	<u>Date Approved</u>  <u>Board Motion</u>  <u>Review Prior to</u> 2016	<u>LEGAL/MINISTRY OF</u> <u>EDUCATION REFERENCE</u>  Education Act Reg. 265(j)
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<b><i>Rainy River District School Board</i></b>	<b>SECTION 4</b> <i>Pupils</i>
<b>SEARCH AND SEIZURE</b>	<b>4.32</b>

**POLICY**

The Rainy River District School Board will provide a process on search and seizure to maintain order and discipline in the schools and protect the safety and welfare of students and school personnel.

**RATIONALE**

The Board will ensure that any property, including but not limited to dangerous material, weapons, illegal substances or narcotics, unauthorized items seized from a student during a student search is secured and disposed of in a safe and legal manner.

**IMPLEMENTATION**

- 1.1 The Board authorizes principals or their designates to conduct searches if there are reasonable grounds to believe that there has been a breach of school regulations and that a search of a student would reveal evidence of that breach.
- 1.2 The Board, therefore, prohibits the possession, on school property or at authorized school functions or on its buses, of substances or objects which may threaten good order, discipline, decorum and public safety. Such materials or objects may include, but are not restricted to:
  - a) alcoholic beverages
  - b) illicit drugs
  - c) stolen property
  - d) weapons, either restricted or prohibited by law
  - e) any object which may be used as a weapon and which may cause serious injury
  - f) hate literature, racist material

**GUIDELINES**

- 2.1 Only principals or designates are authorized to institute searches and to seize prohibited objects, materials or substances, unless there is an immediate threat to the safety or security of a person or persons or the school building.
- 2.2 A search will be conducted only when there exists reasonable grounds to suspect that a student is in possession of an object or substance that is prohibited by Rainy River District School Board policy.
- 2.3 If the principal and/or teacher suspects that a person in the school is in possession of an illegal material on his/her person and if the person is non-compliant with the request of the principal/designate, the police shall be notified. (*Refer to Policy 4.20 Police Interviewing Students*)

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**2.4 Search of Property**

- a) Property belonging to the school and the Rainy River District School Board, including lockers and student desks, is subject to inspection by the principal or designate in the normal course of the school’s operation. However, where there are reasonable grounds to believe that prohibited substances or objects may be concealed in a desk or locker, the principal or designate shall, so far as possible, request the student’s compliance in producing the suspected substances or objects. In the event that compliance is not forthcoming, the principal or designate may undertake a search of the desk or locker.
  
- b) A principal or designate may consent to a locker or desk search by the police for the purpose of collecting evidence.
  
- c) Property belonging to students such as book-bags, knapsacks, lunch boxes, bicycles, motorcycles and automobiles, shall be subject to search according to accepted procedures.

<u>CROSS REFERENCE</u>	<u>Date Approved</u>	<u>LEGAL/MINISTRY OF EDUCATION REFERENCE</u>
<p>School Board Police Protocol governing relations between the Rainy River District School Board and Police Agencies serving the Rainy River District.</p> <p>2.65 Code of Conduct Policy</p> <p>4.16 Safe Schools Policy</p> <p>4.20 Police Interviewing Students Policy</p> <p>4.32 Search and Seizure Procedure</p>	<p><u>Board Motion</u></p> <p><u>Review Prior to 2016</u></p>	<p>Safe Schools Act</p> <p>Education Act: Section 264 Duties of Teacher; Section 265 Duties of Principal</p> <p>Education Act: Part XIII Behaviour, Discipline and Safety</p> <p>Ontario Regulation 298 Operation of Schools Section 23 - Requirements for Pupils</p> <p>Guideline – Ontario Schools Code of Conduct: The Canadian Charter of Rights and Freedoms</p> <p>Municipal Freedom of Information and Protection of Privacy Act</p>

<i><b>Rainy River District School Board</b></i>	<b>SECTION 5</b> <i>Curriculum &amp; Instruction</i>
<b>ASSESSMENT, EVALUATION, and REPORTING</b>	<b>5.51</b>

## POLICY

The Rainy River District School Board believes that high quality assessment, evaluation and communication of student progress and achievement are integral components of the teaching and learning process and form the basis of an effective educational program.

## RATIONALE

The primary purpose of assessment and evaluation is to improve student learning. To assess, evaluate, and report effectively to students and parents, teachers shall follow the principles and policies of *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, Grade 1 to 12, 2010*.

## IMPLEMENTATION

### DEFINITIONS

**Assessment** - The process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning.” As part of “assessment for learning”, teachers provide students with descriptive feedback and coaching for improvement; teachers use “assessment as learning” by helping students develop their capacity to be independent learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

**Evaluation** - The process of judging the quality of student performance on the basis of established criteria and of assigning a value to represent this quality.

**Achievement** - Student Performance

#### 1.1 Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable and that they lead to the improvement of learning for all students, teachers shall use practices and procedures that

- Are fair, transparent, and equitable for all students;
- Support all students, including those with Special Education needs, those who are learning the language of instruction, as well as those of other cultures (e.g., First Nation, Métis, or Inuit students);

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FEBRUARY 18, 2011

- Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible to the interests, learning styles and preferences, needs and experiences of all students;
- Are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

From *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, Grades 1-12, 2010*

- 1.2 All assessment, evaluation and reporting of student achievement will be consistent with the direction provided in the *Growing Success* Policy document and will be clearly linked to the achievement charts and expectations outlined in the Ontario curriculum documents for each subject discipline.
- 1.3 All procedures relating to assessment and evaluation (for example, the collection, maintenance, use and reporting of results) will be conducted with sensitivity and discretion within the provisions of the *Municipal Freedom of Information and Protection of Privacy Act*.

## **GUIDELINES**

- 2.1 To support educators in using assessment data effectively for decision-making at the classroom, school and board level, the Rainy River District School Board is committed to providing:
- common set of guidelines about assessment and evaluation which will promote high quality assessment and evaluation practices in all classrooms throughout the Board; and
  - professional development support to enable teachers and principals to become assessment literate, and to understand and apply the Principles as outlined in this policy and the Ministry of Education's *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* Policy Document.
- 2.2 To ensure that assessment and evaluation lead to the improvement of student learning, assessment and evaluation strategies within the Board will:
- Respect students as active participants in their own learning – as part of assessment as learning;
  - Foster opportunities for students, teachers and parents to plan for improvement – as part of assessment for learning;
  - Be an integral part of the instructional process and based on the expectations of the Ontario Curriculum – as part of assessment of learning.

### 3.0 Cheating and Plagiarism

- i) Cheating – Cheating is an act of lying, deception, fraud, trickery, imposture, or imposition. Cheating characteristically is employed to create an unfair advantage, usually in one's own interest, and often at the expense of others.
- ii) Plagiarism – The use or close imitation of the language and thoughts of another without crediting the original source or author, in order to represent as one's own work.

3.1 Students must understand that the tests and exams that they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned. Teachers, with the support of their principal, will work to ensure that cheating and plagiarism does not occur, through

- teaching of the concepts of plagiarism and cheating,
- modelling the appropriate citation of resources,
- communicating to students and their parents/guardians the seriousness of cheating and/or plagiarism and the consequences for such action(s).

3.2 Schools will use tools, such as online search tools, for the detection of plagiarism.

3.3 Integrity is expected from all students, with consequences for students who plagiarize or cheat reflecting a continuum of behavioural and academic responses and consequences, based on the grade level and maturity of the student, the number and frequency of incidents, and the individual circumstances of the student. This continuum of consequences includes, but is not limited to

- requiring the student to redo sections or all of the assignment;
- counselling the student;
- assigning the student a zero.

3.4 In cases of cheating or plagiarism by students under the age of 18, the student's parent/guardian shall be contacted.

### 4.0 Late or Missed Assignments

4.1 Students are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there may be consequences for not completing assignments for evaluation or for submitting those assignments late.

4.2 It is the responsibility of the teacher to establish deadlines for the submission of assignments for evaluation and clearly communicate these deadlines to students, and where appropriate, to parents.



- 4.3 The following strategies shall be used by teachers to help prevent and/or address late and missed assignments. These strategies include:
- maintaining ongoing communication with students about due dates and late assignments;
  - ensuring timely feedback is provided (e.g., returning assignments with identified strengths and areas for improvement), to ensure that students are aware of their progress;
  - contacting parents if problems arise and persist;
  - asking the student to clarify the reason for not completing the assignment and taking into consideration legitimate reasons for missed deadlines;
  - helping students to develop better time-management skills;
  - planning for major assignments to be completed in stages, with ongoing feedback from the teacher, so that students are less likely to be faced with an all or nothing situation at the last minute;
  - involving other staff members, including Student Success Teachers, Guidance Counsellors, and First Nation Education Counsellors, for additional support;
  - setting up a student contract;
  - holding teacher-student conferences;
  - reviewing whether students require Special Education or English Language Learner supports;
  - understanding and taking into account the cultures, histories, and contexts of students and parents and their previous experiences with the school system (e.g., First Nation, Métis, and Inuit students);
  - providing alternative assignments or tests where, in the teachers' professional judgement, it is reasonable to do so;
  - after contacting parents and attempting a variety of the above strategies, deducting marks for late assignments.
- 4.4 It is expected that teachers and school teams will use a variety of strategies, as described above, to ensure that students submit their assignments for evaluation and meet timelines.
- 4.5 Late and missed assignments for evaluation will also be noted on the Report Card. For students in Grades 1 to 6, this will be reflected as part of the evaluation of the student's development of the Learning Skills and Work Habits. No deduction of marks will be applied for late or missed assignments in these grades. However, as noted in 5.1 of this policy, sufficient evidence of student achievement must be available for assessment of learning.
- 4.6 Where appropriate for students in Grades 7 to 12, a student's tendency to be late in submitting, or to fail to submit, other assignments, including homework, may also be noted on the report card as part of the evaluation of the student's development of the Learning Skills and Work Habits. Deductions of 2% per day, up to 5 school days may be applied for late assignments; this deduction may be applied at the teacher's discretion.

For assignments that have not been turned in, despite the use of interventions such as the ones described above, a zero may be assigned at the last possible time, as determined by the teacher, in the term or semester. However, when the student has demonstrated the expectations in another learning opportunity, the teacher will take into account this most recent evidence.

5.0 Marks Below 50 Per Cent

5.1 The code “R” represents achievement that falls below Level 1 or 50% and is used in the evaluation and reporting of student achievement in Grades 1 to 8.

For achievement below Level 1 in Grades 9 to 12, all percentage marks below 50 per cent will be assigned.

Both R and marks below 50 per cent signal that additional learning is required before the student begins to achieve success in meeting the subject/grade or course expectations and indicate the need for the development of strategies and interventions to address the student’s specific learning needs in order to support his/her success in learning.

6.0 Reporting

6.1 Communication with parents and students about student achievement should be ongoing throughout the year, by means such as parent-teacher or parent-student-teacher conferences, portfolios of student work, student-led conferences, interviews, phone calls, checklists, and informal reports. Communication about student achievement should be designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for teaching, and assist parents in supporting learning at home.

<p><u>CROSS REFERENCE</u></p> <p>Procedure 5.51 Assessment</p>	<p><u>Date Approved</u></p> <p><u>Board Motion</u></p> <p><u>Review Prior to</u> 2013</p>	<p><u>LEGAL/MINISTRY OF EDUCATION REFERENCE</u></p> <p>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools</p>
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# REPORT

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## *Procedural By-Law*

### **Resolution:**

- *That the Rainy River District School Board receive the Notice of Intent to amend the 2010 Procedural By-Law to change the order of business at Regular Board meetings.*



## *RAINY RIVER DISTRICT SCHOOL BOARD*

### **NOTICE OF INTENT TO AMEND THE PROCEDURAL BYLAW FOR THE RAINY RIVER DISTRICT SCHOOL BOARD**

The Rainy River District School Board proposes to amend the Procedural By-Law that the Board approved on October 5, 2010.

The Rainy River District School Board will consider the proposed amendment to change the order of business for Regular Board Meetings whereby the Committee of the Whole In-Camera Session together with the Rise and Report be moved to the beginning of the public meeting commencing at 6:00 p.m. This motion will be considered at the next Regular Board meeting scheduled for March 1, 2011 at 7:00 p.m.

For further information please contact Michael Lewis, Chair, or Heather Campbell, Director of Education.

Submitted – February 1, 2011  
Regular Board Meeting



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# REPORT

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<p><i>Personnel</i></p>
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**Resolution:**

- *That the Rainy River District School Board receive the Personnel Report dated February, 2011.*

**Rainy River District School Board**

PERSONNEL REPORT

February 2011

	NAME	STATUS			EFFECTIVE DATES	
		PREVIOUS	CODE	NEW	COMMENCING	TERMINATING
<b><u>APPOINTMENT</u></b>						
<b><u>CHANGE IN ASSIGNMENT</u></b>	Thomas Shumaker	1.0 FTE Teacher, RHS	B	1.0 FTE Teacher, TLC	31-Jan-11	
<b><u>LEAVE OF ABSENCE</u></b>	Melanie Williams	1.0 FTE Teacher, RIV	H		14-Dec-10	13-Dec-11
	Shari Reynolds	1.0 FTE Teacher, SCS/SCAP	G		28-Mar-11	27-Mar-12
	Chris Medicine	1.0 FTE Teacher, FHS	E	0.67 FTE Teacher, FHS	28-Jan-11	24-Jun-11
	Chris Medicine	1.0 FTE Teacher, FHS	E		29-Aug-11	22-Jun-12
	Wilma Kooistra	0.8 FTE Teacher, DYS	F	1.0 FTE Teacher, DYS	31-Jan-11	24-Jun-11
<b><u>RESIGNATION</u></b>						
<b><u>RETIREMENT</u></b>	Mary Jane Gushulak	1.0 FTE Teacher, FHS	D		30-Jun-11	
<b>CODES:</b>	A - Additional Staff	E - Leave of Absence		I - Deferred Salary Leave	M - Parental Leave	
	B - Transfer	F - Leave of Absence (Rv)		J - Sick/Medical Leave	N - Parental Leave (Rv)	
	C - Resignation	G - Pregnancy Leave		K - Personal Leave	O - Replacement	
	D - Retirement	H - Pregnancy Leave (Rv)		L - Surplus	P - Termination	



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# REPORT

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***Joint Occupational Health and Safety  
Committee***

- *Minutes of the Joint Occupational Health and Safety Committee meeting January 20, 2011.*



**Joint Occupational Health & Safety Committee Minutes  
Education Centre  
January 20, 2011 – 9:00 am**

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**COMMITTEE MEMBERS PRESENT:** Ed Ojala (videoconference), Roger Desserre (videoconference), Kristy Cameron (videoconference), Ruth Mackie (teleconference), Jody Labossiere (videoconference), Leslie Barr-Kellar, Marilyn Stinson, Lanny Freeman, Mickey Christiansen, Ralph Hill, Cam Keast (alternate for Lucinda Meyers)

**ALSO IN ATTENDANCE:** Dianne McCormack

**ABSENT:** Mary Jarvis, Dana George

**STAFF:** Raymond Roy, Manager of Plant Operations & Maintenance; Julie McTavish (alternate for Diane Ross); Sherri Belluz, Recording Secretary

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**1. Call to Order**

The meeting was called to order.

**2. Approval of minutes of October 28, 2010**

The minutes were approved as circulated.

**3. Business Arising from Minutes**

a) Defibrillator Training Update

Staff have now been trained on the use of the Automated External Defibrillator (AED) as part of their First Aid. Certificates are to be posted on the Health & Safety Bulletin Board.

The AEDs must be checked on a monthly basis and a checklist has been developed and distributed to the Principals.

b) JOHSC Membership – Appointment of Alternates

The membership list was reviewed. Members were asked to appoint alternates.

c) Confined Space Procedure

Raymond reported that the sub-committee is developing a confined space procedure. Maintenance staff is trained on confined spaces but the issue is whether the basements of the schools are considered confined spaces. An assessment of the basements is being done.

d) Asbestos Management Plan





**MAIN OFFICE :** 522 SECOND ST. E., FORT FRANCES, ON, P9A 1N4 Telephone: (807) 274-9855 FAX (807) 274-5078 Toll Free 1-800-214-1753

Consultants have been hired to provide a proposal on updating the asbestos management plan. The sub-committee continues to work on the plan.

e) JOHSC Terms of Reference

The sub-committee reviewed the terms of reference and has proposed the following changes:

- Align Mine Centre with Atikokan
- Deletion of closed schools

The document will be distributed for signature and forwarded to the Ministry of Labour.

f) Health & Safety Community Plan

To be discussed at next meeting.

g) Workplace Violence:

Workplace Harassment Procedure 3.75

Workplace Violence Prevention Procedure 3.76

The new workplace violence policies and procedures were handed out for information. Training has been developed and is mandatory for all staff to complete, including casual employees.

h) Robert Moore School Air Quality

The testing has been completed. All results are within applicable standards.

i) Basic Certification Training

Certification training is available for members of the Committee on February 22-25, 2011 in Thunder Bay. All interested members are encouraged to register.

#### **4. New Business**

a) Health & Wellness Day

Raymond reported that the Fort Frances High School is planning a health and wellness day in March 2011. More information will be distributed as planning progresses.

b) Monthly School Workplace Inspection Report

Inspection reports are being received on a timely basis.

c) Hazard Identification Summary Report

The Committee reviewed the summary report for December 2010. The hazard identifications for the Rainy River High School were not included on the report. The report will be updated and distributed with the minutes.

**Heather Campbell**  
Director of Education



**Michael Lewis**  
Chair

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d) **Accident Year in Review**

The committee reviewed the accident report to date.

**5. Correspondence**

The December 2010 monthly newsletter from the Canadian Centre for Occupational Health and Safety was received for information purposes only. It was suggested that the newsletter could be posted on the Health & Safety Bulletin Boards.

**6. Date of Future Meetings**

The next Joint Occupational Health & Safety Meeting is scheduled for March 24, 2011 at 9:00 a.m.

**7. Adjournment**

The meeting adjourned at 9:30 a.m.



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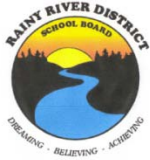
# REPORT

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## *School Year Calendar*

### **Resolution:**

- *That the Rainy River District School Board approve the Modified School Year Calendar for 2011-2012.*



## **RAINY RIVER DISTRICT SCHOOL BOARD**

### *School Year Calendar*

The school year calendar recommended for 2011-2012 will be a modified school year calendar, as the school year begins prior to September 1. As per the regulations, there will be 194 school days beginning on August 29, 2011 and ending on June 22, 2012.

Professional activity days are August 29, October 21, November 28, January 26, June 4, and June 22.

Annually, the four school boards – Rainy River District School Board, Northwest Catholic District School Board, Keewatin-Patricia District School Board and Kenora Catholic District School Board – meet to plan the school year calendar, due to the transportation consortiums within this region. The boards work together to align professional activity days and to ensure consistency with the length of terms and semesters, while following the basic framework provided annually by the Ministry of Education in respect to school holidays.

Advertisements were placed in all community newspapers. As well, the proposed calendar was posted in all schools and shared with school and system administration to receive feedback.

# RAINY RIVER DISTRICT SCHOOL BOARD SCHOOL YEAR 2011-12



## AUGUST/SEPTEMBER

	P	30	31	1	2	
		6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	
	26	27	28	29	30	

## FEBRUARY

			1	2	3	
	6	7	8	9	10	
	13	14	15	16	17	
		21	22	23	24	
	27	28	29			

## OCTOBER

	3	4	5	6	7	
		11	12	13	14	
	17	18	19	20	P	
	24	25	26	27	28	
	31					

## MARCH

				1	2	
	5	6	7	8	9	
	19	20	21	22	23	
	26	27	28	29	30	

## NOVEMBER

		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
	21	22	23	24	25	
	P	29	30			

## APRIL

	2	3	4	5		
		10	11	12	13	
	16	17	18	19	20	
	23	24	25	26	27	
	30					

## DECEMBER

				1	2	
	5	6	7	8	9	
	12	13	14	15	16	
	19	20	21	22	23	

## MAY

		1	2	3	4	
	7	8	9	10	11	
	14	15	16	17	18	
		22	23	24	25	
	28	29	30	31		

## JANUARY

	9	10	11	12	13	
	16	17	18	19	E	
	E	E	E	P	27	
	30	31				

## JUNE

					1	
	P	5	6	7	8	
	11	12	13	E	E	
	E	E	E	E	P	
	25	26	27	28	29	

All students begin school on August 30, 2011 and end school on June 21, 2012.

### SCHOOL HOLIDAYS 2011-2012

September 5, 2011	Labour Day
October 10, 2011	Thanksgiving Day
December 26, 2011 to January 6, 2012	Christmas Holidays
February 20, 2012	Family Day
March 12 - 16, 2012 incl.	March Break
April 6, 2012	Good Friday
April 9, 2012	Easter Monday
May 21, 2012	Victoria Day

### PROFESSIONAL DEVELOPMENT/SECONDARY EXAM DAYS

August 29, 2011  
October 21, 2011  
November 28, 2011  
January 26, 2012  
June 4, 2012  
June 22, 2012

### ELEMENTARY PROGRESS REPORT ISSUED

November 18, 2011

### ELEMENTARY REPORT CARDS ISSUED

February 15, 2012  
June 21, 2012

### SECONDARY

#### SEMESTER 1 - Aug. 29, 2011 - Jan. 25, 2012

*Mid-term Report* issued Nov. 2011  
*Semester 1 Exams* - Jan. 20-25, 2012  
*Final Report* issued February 2012

#### SEMESTER 2 - Jan. 26 2012 - June 22, 2012

*Mid-term Report* issued April 2012  
*Semester 2 Exams* - June 14-21, 2012  
*Final Report* issued July 2012

### CODE

	- School Holidays
P	- School PD Days
E	- Secondary Exams

*DRAFT - January 21, 2011*

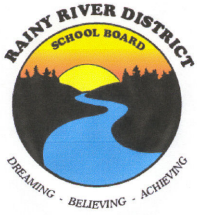


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# REPORT

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***2010-11 Annual Operational Plan Update***



## Rainy River District School Board

# 2010-11 ANNUAL OPERATIONAL PLAN

### Effective Schools

The Ministry of Education *K-12 School Effectiveness Framework* are guiding principles in the development of the Rainy River District School Board Strategic Plan. Research indicates that these characteristics are key to high performing schools. The Strategic Plan is the vehicle used to further the Board's Mission, Vision and Beliefs. The *School Effectiveness Framework* incorporates concepts of precision, personalization and professional learning to reach every student.

**Precision** is working to the highest level through the use of data to make the best decisions.

**Personalization** is about individuals but is relational between the teacher, the student, the home and the school.

**Professional Learning** is ongoing learning for each and every individual.

1. **Reaching Every Student** – To empower all students to dream of the possibilities, to believe in themselves and to achieve.
2. **Learning Environment** – Intervention & Closing the Gap, and School & Classroom Organization
3. **Instructional Leadership** – Curriculum, Teaching & Learning Practices, and Student Voice
4. **Evidence-Based Decision Making** – Assessment for, as and of Learning
5. **Accountability** – Home, School, Community Partnerships
6. **Systems Thinking** – Programs & Pathways

# REACHING EVERY STUDENT

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**GOAL: To empower all students to dream of the possibilities, to believe in themselves and to achieve.**

## **Board Improvement Plan – SMART Goals**

### **Literacy**

- Currently 82% of students who attempted the 2010 OSSLT were successful. In 2010-11, the success rate will be 86%.

### **Numeracy**

- In 2009-2010, 42% of students in Grade 9 Applied Mathematics received a Level 3 or 4 on the Grade 9 Assessment of Mathematics. In 2010-2011, 50% of students in Grade 9 Applied Mathematics will receive a Level 3 or 4 on the Grade 9 Assessment of Mathematics.

### **Pathway**

- Over the past five years there is an average difference of 13% between students who achieve 8 credits by the end of Grade 9 and those who have achieved 16 credits by the end of Grade 10. By July 31, 2011 the gap in credit accumulation will be reduced. 86% of Grade 9 students will receive 9 credits by July 31, 2011 and 75% of Grade 10 students achieving 16 credits.

### **Community, Culture and Caring**

- By June 2011, 80% of students will contribute to the development of a positive learning environment within their classrooms and schools through collaboration and self-regulation.



# LEARNING ENVIRONMENT – Intervention & Closing the Gap

**GOAL: To maximize every student’s opportunity to succeed to the highest level while providing a safe and open environment.**

Actions / Responsibility	Progress to Date
<p><b>Extend the Oral Language Initiative to Grade 3.</b></p> <p>School Effectiveness Lead Literacy Coordinator Elementary Principals</p>	<ul style="list-style-type: none"> <li>- All schools are involved in the Oral Language Assessment (OLA) Project. The project has been extended to include Grade 3.</li> <li>- Three in-school Professional Learning Community (PLC) sessions to deepen understanding of Oral Language have been planned, with the first PLC session being held prior to Christmas Break.</li> <li>- Update meeting with Carmel Crevola was held in Dryden October 13, 2010.</li> <li>- Focus school visit at J.W. Walker is scheduled for the first week in February.</li> </ul>
<p><b>Expand Differentiated Instruction and assessment practices (e.g., Boys’ Literacy).</b></p> <p>Superintendent of Education School Effectiveness Lead Program Support Team Principals and Vice Principals</p>	<ul style="list-style-type: none"> <li>- The sharing of best practices has been occurring at quarterly Special Education Resource Teacher (SERT) meetings with a focus on Differentiated Instruction.</li> <li>- System Professional Development Day workshop for Kindergarten to Grade 12 teachers and administrators on the new Ministry of Education Boys’ Literacy Resource: <i>Me Read? And How!</i> was held in October 2010.</li> <li>- Program Support Team staff worked throughout the Fall 2010 with classroom teachers, discussing/modeling and creating learning communities in classrooms to be inclusive and safe environments, with a focus on the following strategies:               <ul style="list-style-type: none"> <li>▪ the use of Bansho, Math Congress and Gallery Walks as instructional strategies in math lessons to access and acknowledge all learners;</li> <li>▪ the use of open and parallel tasks to ensure that all students have an entry point when problem solving;</li> <li>▪ the use of effective questioning as a way to differentiate feedback for students to further develop their understanding.</li> </ul> </li> <li>- The Numeracy Coordinator worked with teachers and administrators to develop and pilot numeracy unit plans Grades 3-6 throughout the Fall.</li> <li>- Robert Moore, J.W. Walker, Crossroads and Sturgeon Creek Schools piloted the Ontario Numeracy Assessment Package (ONAP) with an emphasis on the knowledge and skills component.</li> <li>- Collaborative Inquiry and Learning–Mathematics Project (CIL-M) was initiated with two hubs, involving four schools along with our co-terminus board, to work on Three-Part Problem Solving Lessons including strategies of Bansho, Gallery Walk and Math Congress.</li> <li>- Continued focus and development of co-planning/co-teaching of lessons, with a focus on Differentiated Instruction, occurred in classrooms across the district throughout the Fall 2010 as facilitated by the Student Achievement Teachers and Secondary Department Heads.</li> </ul>

<p>(continued)</p>	<ul style="list-style-type: none"> <li>- Mine Centre, Riverview and Robert Moore Schools are now involved in the Student Work Study Teacher (SWST) Project, funded by the Ministry of Education and initiated in December 2010.</li> <li>- As part of Literacy Numeracy Secretariat initiatives, for example, Schools in the Middle and the Primary Inquiry, there was focused professional development on Differentiated Instruction and Assessment for Learning.</li> <li>- System and school administrators and Program Support Team members received follow-up in-service from Garfield Gini-Newman on Differentiated Instruction in September 2010.</li> <li>- Intermediate teachers from select schools focused on writing tasks help prepare the students for the Grade 10 Ontario Secondary School Literacy Test (OSSLT). The moderated marking sessions helped the staff understand and appreciate the strengths and weaknesses of their students.</li> </ul>
<p><b>Continue to support early intervention programs beyond Reading Recovery (e.g. Third Wave Pilot Project).</b></p> <p>Reading Recovery Leader Special Education Coordinator</p>	<ul style="list-style-type: none"> <li>- Third Wave Literacy Intervention began in two pilot schools (Crossroads and Mine Centre Schools) and a collaborative framework has been designed to support the intervention monthly.</li> <li>- Reading Recovery was implemented in all but two schools.</li> </ul>
<p><b>Review Supervised Alternative Learning for Excused Pupils (SALEP) interventions to support attendance and credit acquisition.</b></p> <p>Superintendent of Education Human Resources Manager Supervised Alternative Learning Committee</p>	<ul style="list-style-type: none"> <li>- With new Supervised Alternative Learning Regulations and procedures having been developed by the Ministry of Education, the Board is currently awaiting the corresponding templates.</li> <li>- Fort Frances High School, in advance of the full implementation, is working with SALEP students to reintegrate back into the regular school setting.</li> <li>- Attendance counselor has met with colleagues from Lakehead District School Board to work together through the implementation for Semester Two.</li> <li>- Administration, teachers, and board personnel received in-service on revised provincial guidelines in preparation for second semester, on November 9, 2010.</li> </ul>

# LEARNING ENVIRONMENT – School and Classroom Organization

**GOAL:** To maximize every student’s opportunity to succeed to the highest level while providing a safe and open environment.

Actions / Responsibility	Progress to Date
<p><b>Review, revise and align Safe Schools Initiatives to create safe, healthy learning and working environments (e.g., Bill 168, character education, crisis response procedures, Ministry of Education’s Health Food and Beverage Policy).</b></p> <p>Superintendent of Education Aboriginal Education Lead Manager of Plant Operations &amp; Maintenance Human Resources Manager Secondary Curriculum Coordinator</p>	<ul style="list-style-type: none"> <li>- The Seven Teachings Working Group, consisting of teachers and community resources, continued to design lessons for teachers to use in their classrooms.</li> <li>- Cops for Kids initiative was completed in Grades 1 and 2 classrooms throughout the district.</li> <li>- Young Men’s and Young Women’s Conference planning was initiated in Fall 2010.</li> <li>- School Climate Surveys were initiated throughout district in Fall 2010.</li> <li>- DARE classes continued in district schools throughout Fall 2010.</li> <li>- Superintendent of Education, Director of Education, and Principal, Fort Frances High School met with Fort Frances Police Services Board in September 2010.</li> <li>- Police/School Board Protocol was reviewed in September 2010.</li> <li>- First Aid, including defibrillator training, was provided to staff from across the district at the October System Professional Development Day.</li> <li>- Restorative Justice training was delivered by members of the Ontario Provincial Police to approximately 40 staff members from across the district, as well as an introduction presented to community members, in October 2010.</li> <li>- Bullying Week activities completed throughout the district in November 2010.</li> <li>- Crisis/Threat Assessment proposals were created in October 2010, with funding received in December 2010.</li> <li>- Administrator and teacher representatives attended training and received in-service in preparation for implementing revised Healthy Food and Beverage Policy, in November 2010.</li> <li>- Character Education was featured as a system presentation at the January 2011 Board meeting.</li> <li>- Bill 168 training was developed in the Fall and will be completed for all employees by February 28, 2011.</li> <li>- Bill 168 policies and procedures were completed and approved by the Board in the Fall 2010.</li> </ul>
<p><b>Establish learning networks K-12 (i.e. co-teaching, schools helping schools).</b></p> <p>Superintendent of Education School Effectiveness Lead Aboriginal Education Lead Program Support Team members</p>	<ul style="list-style-type: none"> <li>- Alternative Education Professional Learning Committee (PLC) meetings continued with teachers from the United Native Friendship Centre, Seven Generations Education Institute, Ganawendaasowin Treatment Program, GiDaGeBinez Youth Centre, Fort Frances High School, Rainy River High School, Atikokan High School.</li> <li>- Elementary Student Achievement Teacher monthly PLC occurred with a focus on high yield strategies.</li> <li>- Literacy Numeracy Secretariat held training that focused on teachers learning together across schools and the regions:</li> </ul>

<p>(continued)</p>	<ul style="list-style-type: none"> <li>▪ Schools in the Middle Initiative - J.W. Walker, North Star, Donald Young School - Regional Sessions November 1-2, 2010, January 10-11, 2011.</li> <li>▪ Collaborative Inquiry and Learning in Mathematics (CIL-M) Project (Robert Moore, J.W. Walker, Sturgeon Creek, Crossroads, and Northwest Catholic DSB schools).</li> <li>▪ Primary Inquiry (Riverview, Robert Moore, Mine Centre schools).</li> </ul>
<p><b>Connect science and environmental responsibility (e.g., Renewable and Green Energy Projects).</b></p> <p>Manager of Plant Operations &amp; Maintenance Environmental Education Lead</p>	<ul style="list-style-type: none"> <li>- Solar panels at J.W. Walker were commissioned December 2010.</li> <li>- Environmental Education webpage on Board website was created in Fall 2010.</li> <li>- Composting and recycling programs were initiated and continued throughout district schools in Fall 2010.</li> <li>- Partnership with regional Stewardship Council was initiated, with representation on Board Committee.</li> </ul>
<p><b>Review facilities in light of capital funding and declining enrolment and programming needs.</b></p> <p>Superintendent of Business Manager of Plant Operations &amp; Maintenance</p>	<ul style="list-style-type: none"> <li>- This work will proceed during the annual Budget process.</li> </ul>
<p><b>Establish a Mine Centre School Transition Committee.</b></p> <p>Manager of Plant Operations &amp; Maintenance Principal, Mine Centre School</p>	<ul style="list-style-type: none"> <li>- This committee was established with an initial meeting planned for February 2011.</li> </ul>

# LEARNING ENVIRONMENT – Curriculum, Teaching & Learning Practices

**GOAL: To enhance staff, student and parent leadership development for sustainability of current and new leaders, recognizing that leadership is an action and not a position.**

Actions / Responsibility	Progress to Date
<p><b>Develop and implement succession planning initiatives.</b></p> <p>Director of Education Board Leadership Committee</p>	<ul style="list-style-type: none"> <li>- Principal/Vice Principal Mentoring was initiated for all administrators involved in the program in August 2010. The August Board Leadership Team meeting focused on instructional leadership and operational practices to support new and experienced school leaders.</li> <li>- System and school leaders and aspiring leaders attended the Northern Ontario Leadership Conference in October 2010.</li> <li>- The Board Leadership Committee met three times from September to January to develop and implement areas of the Board Leadership Development Plan for 2010-2011.</li> <li>- Profile of a Rainy River DSB Leader exercise was completed at December Board Leadership Team session, with system, school, and teacher leaders participating. Based on feedback, the profile was drafted in January 2011.</li> <li>- Board Leadership Team monthly meetings continued throughout the Fall with a focus on instructional leadership and management professional development for new and experienced leaders. Aspiring leaders were invited to a January 2011 Ontario Principals' Council professional development session.</li> </ul>
<p><b>Establish play-based learning within the Early Learning Program (technology, centre-based learning).</b></p> <p>School Effectiveness Lead Speech-Language Pathologist Reading Recovery Leaders Elementary Principals Primary Inquiry members</p>	<ul style="list-style-type: none"> <li>- Three schools began involvement in the Primary Inquiry, sponsored by Literacy Numeracy Secretariat, with fourteen teachers from JK to Grade 2 involved.</li> <li>- An Early Learning /Kindergarten Sharing Session was held in October 2010, involving elementary teams of principals, Student Achievement Teachers, Kindergarten, and Grade 1 teachers.</li> </ul>

<p><b>Implement Aboriginal Perspectives Toolkit across the grades.</b></p> <p>Aboriginal Education Lead Native Language Immersion Coach</p>	<ul style="list-style-type: none"> <li>- The Aboriginal Education section on Board website was created in the Fall 2010.</li> <li>- Localization of the Toolkit is underway with the work of the Teacher Working Group and Native Language Immersion Coach throughout Fall 2010.</li> <li>- The expansion of Native Studies courses was demonstrated in the offering of “Expressing Aboriginal Culture” at Fort Frances High School for the first time and “Aboriginal Beliefs, Values and Aspirations in Contemporary Society” through e-learning at Rainy River High School this semester.</li> </ul>
<p><b>Focus on job embedded training for Information Technology (SMART and Assistive Technology).</b></p> <p>Information Technology Coordinator Special Education Coordinator Assistive Technology Special Education Resource Teachers</p>	<ul style="list-style-type: none"> <li>- Assistive Technology Special Education Resource Teachers (SERT) have been working from a model where demonstrations and co-teaching using technology in classrooms is a focus.</li> <li>- System Professional Development Day in October provided sessions on incorporating the SMART Board into engaging lessons for students and how to incorporate assistive technology into the classroom.</li> <li>- Additional assistive technology training occurred throughout the Fall of 2010 into January 2011: Dragon Naturally Speaking and Premier Software Training was provided to SERTs, Information Technology Leads, Principals and Vice Principals.</li> <li>- Assistive Technology and SMART Boards were presented at Technology Night, held at J.W. Walker School in January 2011.</li> <li>- 100% of teachers and Education Assistants at J. W. Walker, Donald Young, and Crossroads Schools, who work with students who use Assistive Technology, have had “Dragon Naturally Speaking” training. 90% of students at these schools, who have been prescribed “Dragon Naturally Speaking” in 2010, have had at least two or more training sessions with the Assistive Technology SERT.</li> <li>- Five SMART Notebook training sessions were held for teachers (three at the Education Centre, one at Rainy River High School and one at Atikokan High School).</li> <li>- SMART Notebook Math Tools add-on training was presented for thirteen Information Technology Leads from schools across the district.</li> <li>- SMART Boards were incorporated as the principal instructional tool when co-planning and co-teaching intermediate level math lessons through the work of the Intermediate Math Coach.</li> <li>- To date, all teaching staff have received SMART Notebook Level 1 training in a full-day training session. This is now being followed-up with presentation at school staff meetings for presentation of demo lessons and lesson activities which are shared in Information Technology Lead meetings monthly.</li> <li>- Training for occasional teachers was conducted with a small group last spring, with four events scheduled across the district on January 28, 2011 for occasional teachers.</li> </ul>

# INSTRUCTIONAL LEADERSHIP – Student Voice

**GOAL: To enhance staff, student and parent leadership development for sustainability of current and new leaders, recognizing that leadership is an action and not a position.**

Actions / Responsibility	Progress to Date
<p><b>Expand and support formal and informal student leadership across the system.</b></p> <p>Superintendent of Education Aboriginal Education Lead Principals</p>	<ul style="list-style-type: none"> <li>- Schools initiated and further developed formal and informal leadership opportunities for students. Examples include student councils, student mentorship programs at the three high schools, secondary school council student representatives, recognition assemblies, peer mediation, First Responders, Playground Activity Leaders Program, Natural Helpers, and Character in Action co-curricular events.</li> <li>- Fort Frances High School students were invited to participate as student representatives on the Environmental Education Steering Committee.</li> <li>- Three grants were approved by the Ministry of Education for the provincial Speak-Up Initiative (J.W. Walker, Rainy River High School).</li> <li>- Two secondary students joined the District Celebrating Diversity Committee in December 2010.</li> </ul>
<p><b>Create opportunities for students to participate in an equitable and inclusive education system.</b></p> <p>Director of Education Superintendent of Education Aboriginal Education Leader Character Education Committee Equity and Inclusive Education Lead</p>	<ul style="list-style-type: none"> <li>- Equity &amp; Inclusive Education Policy and the Religious Accommodation Policy were approved for September 2010.</li> <li>- School climate surveys were adapted with respect to Equity and Inclusive Education. The Character Education Committee is supporting schools in the development and deployment of surveys.</li> <li>- The Board Improvement Plan reflects principles of Equity &amp; Inclusive Education within the focuses. As well, School Improvement Plans similarly reflect the Board's Equity and Inclusive Education framework.</li> <li>- Equitable and Inclusive Educational presentations to district students occurred in early January 2011, with Dr. Eva Olsson speaking on her experiences during the Holocaust.</li> <li>- Expansion in choice for secondary e-learning offerings occurred with the start of the school year to provide more options to district secondary students: Grade 12 Physics, Grade 12 Law, Grade 12 Native Value and Beliefs.</li> <li>- Presently, through Student Success, there is focus on expanding opportunities for Reach Ahead Credits for intermediate elementary students, with students enrolled in Grade 9 Math and English.</li> <li>- All students in Grades 7 to 10 have access to electronic tutoring in math through our participation in the Homework Help Initiative. 92% of eligible students are enrolled; presentations are being made to all schools via staff meetings and school communities through school council sessions.</li> <li>- Re-Engagement Initiative has re-enrolled twenty-four Grade 12+ students.</li> </ul>

# EVIDENCE-BASED DECISION MAKING – Assessment for, as and of Learning

**GOAL:** To strengthen consistent practices for monitoring, assessing, and reporting student progress to ensure student and school improvement.

Actions / Responsibility	Progress to Date
<p><b>Implement <i>Growing Success K-12 Assessment &amp; Evaluation Policy</i>.</b></p> <p>Director of Education            Superintendent of Education            School Effectiveness Leader            Principals            Program Support Team members</p>	<ul style="list-style-type: none"> <li>- Leadership Retreat in September 2010 focused on supporting the consistent implementation of the <i>Growing Success</i> Policy document throughout the Board. A follow-up session, also involving teacher leaders, was also held in December 2010.</li> <li>- Stakeholder consultations were held within each community and school regarding the draft Assessment, Evaluation, and Reporting Policy.</li> <li>- Board and Federation representatives attended regional Ministry <i>Growing Success</i> training sessions in October.</li> <li>- System supports for teachers to implement the new reporting at elementary were developed in October 2010, with teacher training provided in November 2010.</li> <li>- Information pamphlets on the reporting changes were sent to parents with Progress Reports November 2010.</li> <li>- An elementary principal working session was held in December 2010 focused on developing exemplar progress and report card comments and success criteria for report card comments.</li> <li>- To date, teachers have implemented the new provincial Progress Reports and the provincial Report Card.</li> <li>- As evidenced at Professional Learning Community sessions across the district, teachers and administrators are currently developing success criteria with students in a number of subject areas and Learning Skills.</li> </ul>
<p><b>Expand Privacy Information Management (PIM) practices by implementing guidelines through training and resources.</b></p> <p>Privacy Information Management Committee</p>	<ul style="list-style-type: none"> <li>- Privacy Information Management (PIM) awareness posters were distributed to all schools in the Fall 2010.</li> <li>- A Records Retention manual was created.</li> <li>- PIM Committee members were assigned to review policies and procedures in light of Privacy Information Management.</li> <li>- High risk issues have been identified and are being assessed by PIM committee.</li> <li>- As part of the System Professional Development Day in October, the new Records Retention schedule was presented along with PIM awareness videos in two separate sessions.</li> <li>- A Privacy Breach Procedure has been created.</li> <li>- Work has begun to document data access and responsibility throughout the board staff and data elements.</li> </ul>



# ACCOUNTABILITY – Home, School, Community Partnerships

**GOAL: To strengthen relationships with parents and the community to actively encourage their meaningful involvement with the teaching and learning of children.**

Actions / Responsibility	Progress to Date
<p><b>Review and support community partnerships to foster equity and inclusiveness.</b></p> <p>Director of Education Human Resources Manager Aboriginal Education Lead Equity and Inclusive Education Lead</p>	<ul style="list-style-type: none"> <li>- Dr. Eva Olsson presented to Fort Frances community in January 2011.</li> <li>- A Board representative attended the Ontario Education Services Corporation's Equity and Inclusive Education Symposium in Toronto on January 27 and 28, 2011.</li> <li>- Board staff continued to participate in Rainy River District Celebrating Diversity Committee and UNESCO subcommittee from August to January.</li> </ul>
<p><b>Enhance Aboriginal partnerships to support student success.</b></p> <p>Director of Education Aboriginal Education Lead</p>	<ul style="list-style-type: none"> <li>- The partnership with Seven Generations Education Institute was continued in order to support student success (e.g., supporting the Aboriginal Teacher Education Program with placements within Rainy River DSB schools).</li> <li>- Modernize, Expand, Revitalize, Localize (MERL) Project for Native Language was initiated.</li> <li>- Walking the Path Program training occurred in October 2010, with Treaty Three, OPP and Rainy River DSB staff participating.</li> <li>- The Director of Education and Aboriginal Education Leader met with local Métis and First Nation leaders to further curriculum development throughout district throughout the Fall of 2010 (e.g., curriculum project with Rainy River First Nations and the Historical Centre developed in October 2010 and January 2011).</li> <li>- The Native Language/Native Studies Professional Learning Community invited First Nation Schools in Onigaming, Big Grassy and Lac La Croix to be involved in professional development sessions.</li> <li>- Voluntary Self Identification Policy is currently being reviewed and updated by Aboriginal Education Advisory Committee during meetings in December 2010 and January 2011.</li> </ul>

<p><b>Promote a greater understanding of board/school programs through enhanced communication.</b></p> <p>Communications Officer</p>	<ul style="list-style-type: none"> <li>- The role of the Communications Officer was expanded through the development of content for the Board website. (e.g., updating information in the “Programs” section of the website including Character Education and the Specialist High Skills Major / School College Work Initiative pages) and the involvement in system committees, such as the Character Education Steering Committee.</li> <li>- Media releases on educational programs and board operations were developed and distributed, and public relations and internal communications support for all Board initiatives and operations was provided, where applicable.</li> </ul>
<p><b>Implement the requirements of the <i>Accessibility for Ontarians with Disabilities Act, 2005.</i></b></p> <p>Human Resources Manager</p>	<ul style="list-style-type: none"> <li>- Customer Services Standard Employee training was completed with a new Accessibility training module now available for the training of new employees or as a refresher for current employees.</li> <li>- The RRDSB Accessibility Plan was posted for 2010-2011 on Board website.</li> </ul>

## SYSTEMS THINKING – Programs & Pathways

**GOAL: To develop a positive learning and teaching environment where all students, staff, parents and community members collaborate to improve individual student achievement to the maximum potential.**

Actions / Responsibility	Progress to Date
<p><b>Deepen the focus on the Student Success Initiative's Six Ways to Graduate through increased experiential learning opportunities.</b></p> <p>Superintendent of Education Secondary Principals</p>	<ul style="list-style-type: none"> <li>- A Manufacturing Specialist High Skills Major was developed and approved by the Ministry of Education to be offered to students in 2011-2012.</li> <li>- All high schools are incorporating Dual Credits in partnership with Confederation College (i.e., Construction, Outers, Sociology, Student Leadership).</li> <li>- Innovative intervention programs for at-risk students were developed and/or enhanced, such as Fort Frances High School Academic Assistance Program.</li> <li>- Ontario Education Resource Bank information was shared with staff and parents through the Homework Help Initiative.</li> <li>- Transition planning for exceptional students and scheduled visits to support transition-planning occurred throughout the Fall, involving principals, Special Education Resource Teachers, classroom teachers, parents, and the Special Education Coordinator.</li> <li>- As well, Grade 8 students' transition to high school was initiated through various activities at all three high schools.</li> <li>- Increased collaboration between Atikokan and Rainy River High Schools occurred throughout the Fall, specifically focused on providing students with experiential learning opportunities (e.g., Atikokan High School and Rainy River High School Outers Construction and Grade 12 Outdoor Pursuits course).</li> <li>- ORCKA (Ontario Recreational Canoeing and Kayaking Association) training was provided for students and staff. Four certified trainers are in Atikokan, with eight staff trained in Level 2 ORCKA at Fort Frances High School and Rainy River High School.</li> </ul>
<p><b>Focus on job embedded professional development that aligns initiatives.</b></p> <p>Superintendent of Education School Effectiveness Leader Program Support Team members</p>	<ul style="list-style-type: none"> <li>- In the Fall, the creation of Grade 7 to 9 Math Professional Learning Community brought together fifteen teachers from Fort Frances High School and J.W. Walker, Robert Moore, Crossroads Schools. The focus is on seamless transition with emphasis on moderated marking, co-planning and co-teaching lessons in preparation for Grade 9 Math EQAO assessment.</li> <li>- Collaborative Inquiry Learning in Mathematics (CIL-M) began this Fall, with Robert Moore, J.W. Walker, Sturgeon Creek, and Crossroads Schools participating, along with the coterminous board. Teachers work on Three-Part Problem Solving lessons, co-planning and co-teaching, and the analysis of student work samples.</li> </ul>

<p>(continued)</p>	<ul style="list-style-type: none"> <li>- The Schools in the Middle Initiative has been continued for a second year and has been expanded to other schools through Student Achievement Teachers and Professional Learning Communities.</li> <li>- The Student Work Study Teacher project was initiated, involving a co-learning model which encourages professionals to learn together through a close analysis of student thinking.</li> <li>- Learning for All K-12 projects, created in collaboration with the Lakehead District School Board, for 2010-2011 were developed and submitted to the Ministry of Education, aligning the <i>Learning for All K-12</i> resource document with Primary Assessment, Early Learning, Student Success, Special Education, and technology initiatives.</li> </ul>
<p><b>Implement the External Audit Committee of the Board in accordance with Ministry of Education guidelines.</b></p> <p>Director of Education Superintendent of Business</p>	<ul style="list-style-type: none"> <li>- Committee was established by Board resolution on January 4, 2011.</li> <li>- Audit Committee training by Ministry of Education is scheduled for February 15-16, 2011.</li> </ul>