



**EDUCATION CENTRE**

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Heather Campbell, Director of Education

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**Regular Board Meeting**  
Tuesday, June 7, 2011  
Education Centre, Fort Frances

**AGENDA**

**PUBLIC SESSION**  
**7:00 p.m. – Education Centre**

**1 Call to Order**

**2 Approval of Agenda**

- *That the Rainy River District School Board approve the agenda for June 7, 2011, Regular Board Meeting.*

**3 Silent Reflection**

**4 Disclosure of Conflict of Interest**

**5 Recognition of Excellence**

5.1 Recognition Awards – 25 Years, Volunteers, Bus Driver ..... Diane Ross

**6 Confirmation of Minutes ..... Pages 5-16**

- *That the minutes of the Regular Board Meeting May 3, 2011 (Session 6) having been typed and distributed, be approved.*

**7 Business Arising From Minutes**

## 8 Presentation

### 8.1 System – Program/Curriculum Success

- ✓ Speech Contest..... Casey Slack  
*Pages 17-19*
- ✓ E-Learning Math Program..... Casey Slack  
*Pages 20-21*

## 9 Board Reports

9.1 Aboriginal Education Advisory Committee – May 16..... Earl Klyne  
*Pages 22-25*

9.2 Special Education Advisory Committee – May 17 ..... Michael Lewis  
*Pages 26-38*

- *That the Rainy River District School Board approve the amendments to the Special Education Plan.*

9.3 Finance Committee – May 24 ..... David Kircher  
○ Theatre Management Advisory Committee  
*Pages 39-44*

9.4 Audit Committee – May 25 ..... David Kircher  
*Pages 45-47*

- *That the Rainy River District School Board appoint Kim Cross to the Audit Committee as external member.*

9.5 Policy Committee – May 30..... Dan Belluz  
*Pages 48-72*

- *That the Rainy River District School Board approve the following policies:*
  - 1.20 Aboriginal Education Advisory Committee*
  - 2.70 School Food and Beverage*
  - 8.48 Student Fees*
- *That the Rainy River District School Board approve the following policies for stakeholder consultation:*
  - 4.16 Safe Schools*
  - 8.21 Professional Development*
  - 8.22 Expense Claims*
  - 8.36 Hospitality*

9.6 Ontario Public School Boards' Association ..... Ralph Hill

## 10 Student Trustee Report

## 11 Chairman Report

10.1 Comments by Trustees

## 12 Administrative Reports

- 12.1 Director's Update  
Provincial / Regional / Board..... Heather Campbell
- 12.2 Personnel..... Diane Ross  
*Pages 73-74*
- *That the Rainy River District School Board receive the Personnel Report dated June, 2011.*
- 12.3 Annual Operational Plan Update..... Heather Campbell  
*Pages 75-92*
- 12.4 Summer Facility Projects ..... Raymond Roy  
*Pages 93-96*

## 13 Correspondence

## 14 Future Meetings

- 14.1 **Rainy River District School Board**     *Tuesday, September 6, 2011 - 7:00 pm*  
**Education Centre – Fort Frances**
- 14.2 **Special Board Meeting** – June 21, 2011, 7:00 p.m., Education Centre
- 14.3 **Special Education Advisory Committee** – June 8, 2011, 12:00 p.m.,  
Education Centre
- 14.4 **Occupational Health and Safety Committee** – June 9, 2011, 9:00 a.m.,  
Education Centre
- 14.5 **Finance Committee** – June 14, 2011, 4:00 p.m., Education Centre
- 14.6 **Policy Committee** – June 20, 2011, 9:30 a.m., Education Centre
- 14.7 **Audit Committee** – June 20, 2011, 7:00 p.m., Education Centre
- 14.8 **Aboriginal Education Advisory Committee** – October 17, 2011, 4:15  
p.m., Education Centre
- 14.9 **Graduation Ceremonies**
- Crossroads School – June 21, 7:00 p.m.  
Donald Young School – June 16, 7:00 p.m.  
J.W. Walker School – June 22, 6:30 p.m.  
Mine Centre School – June 21, 6:30 p.m.  
Riverview School – June 17, 6:30 p.m.

Robert Moore School – June 13, 6:30 p.m.  
Sturgeon Creek School – June 17, 7:00 p.m.  
Sturgeon Creek Alternative Program – June 21, 7:00 p.m.  
Atikokan High School – Grade 12 – June 24, 6:30 p.m.  
Grade 8 – June 20, 6:30 p.m.  
Rainy River High School – June 22, 7:30 p.m.  
Fort Frances High School – June 23, 7:30 p.m., Memorial Sportsplex  
United Native Friendship Centre – June 16, 11:00 a.m., Townshend  
Theatre

## **15 WORKSHOPS / CONFERENCES / CONVENTIONS**

- 15.1 2010-11 Calendar of Events – Ontario Public School Boards' Association  
Annual General Meeting, July 7-10, 2011, Ottawa

## **16 Adjournment**

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

**RAINY RIVER DISTRICT SCHOOL BOARD**

**Session #6**

Minutes of the Regular Meeting of the 2010-2014 Rainy River District School Board on Tuesday, May 3, 2011 at 7:00 p.m. at North Star Community School, Atikokan.

**Board Members Present** Michael Lewis, Dianne McCormack, Dan Belluz, Ralph Hill, Earl Klyne, Marg Heyens

**Regrets** David Kircher

**Student Trustee** Tamara DeGagne

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

**RESOLUTIONS**

Res. #62 HEYENS-McCORMACK That the Rainy River District School Board approve the agenda for May 3, 2011, Regular Board meeting.  
CARRIED

Res. #63 HEYENS-McCORMACK That the Rainy River District School Board meet, in camera, in Committee of the Whole Board to consider the following:  
- Confirmation of Committee of the Whole – In-Camera Minutes, Regular Board Meeting No. 5, April 5, 2011  
- Litigation Matter  
And that this meeting shall not be open to the public pursuant to Section 207(2) of the *Education Act*.  
CARRIED

Res. #64 McCORMACK-HILL That the Rainy River District School Board rise and report to the regular meeting with the following recommendation therein: “That the Rainy River District School Board approve the Committee of the Whole – In-Camera Session Minutes of Regular Board Meeting No. 5, April 5, 2011”.  
CARRIED

Res. #65 McCORMACK-HEYENS That the minutes of the Regular Board Meeting April 5, 2011 (Session 5), having been typed and distributed, be approved.  
CARRIED

Res. #66 HILL-HEYENS That the Rainy River District School Board approve the Reinvestment in Student Achievement Year 3 with a commitment to withdraw from the Reserve for Classroom \$276,000 for the 2011-12 school year.  
CARRIED

- Res. #67     HILL-HEYENS That the Rainy River District School Board approve the following policies: CARRIED  
4.17 Playground Safety  
4.60 Aboriginal Student Voluntary Self Identification  
6.11 Smoking Prevention
- Res. #68     HILL-HEYENS That the Rainy River District School Board approve the following policies for stakeholder consultation: CARRIED  
1.20 Aboriginal Education Advisory Committee  
2.70 School Food and Beverage  
8.48 Student Fees
- Res. #69     HEYENS-McCORMACK That the Rainy River District School Board receive the Personnel Report dated May, 2011. CARRIED
- Res. #70     HEYENS-HILL That the Rainy River District School Board identify J.W. Walker School, Donald Young School and Sturgeon Creek School for Year 4 implementation of the Early Learning Program in 2013/2014. CARRIED
- Res. #71     McCORMACK-HILL That the Rainy River District School Board adjourn at 8:44 p.m. CARRIED

#### CALL TO ORDER

Chair Michael Lewis called the meeting to order.

#### CONFLICT OF INTEREST

There was no disclosure of conflict of interest.

#### APPROVAL OF AGENDA

The agenda for the May 3, 2011 meeting was approved. (resolution #62)

#### IN-CAMERA SESSION

The Board met In-Camera to review the minutes of April 5, 2011 and to discuss a litigation matter. (resolution #63)

## RISE AND REPORT

The Board approved the Committee of the Whole – In Camera Session of the Regular Board meeting (No. 5), April 5, 2011. (resolution #63)

The Board discussed a Litigation matter in its entirety.

## RECOGNITION OF EXCELLENCE

### Employee Recognition

Diane Ross, Manager of Human Resources, spoke about employee recognition and the role that employees play to make a difference for students. Sylvia Parker, School Effectiveness Leader was recognized for 25 years of service with the Board and was presented a gift. Diane Ross shared memorable milestones in Sylvia Parker's career in teaching, providing leadership to staff and promoting student achievement. Chair Michael Lewis congratulated and thanked Sylvia for her 25 years of service with the Board and for her dedication to education.

### Early Learning Program – North Star Community School

Jody Labossiere, Principal of North Star Community School, spoke about the Early Learning Program that brings together 4 and 5 year olds in a play-based learning environment. Students are supported in their learning by classroom teacher Corina Bolen and Sandra Riding, Early Childhood Educator. She spoke about the partnership and relationship between the teacher and Early Childhood Educator, and how the sharing of knowledge in these two roles have benefitted students resulting in a successful program. A visual presentation was provided on the student activities in the classroom. Corina Bolen and Sandra Riding shared their experiences in providing support through play-based learning and how it has made a difference for students.

Chair Lewis commended the North Star Community staff involved in the Early Learning Program for their support of student learning and presented them with a Recognition of Excellence certificate.

## CONFIRMATION OF MINUTES

The Board approved the minutes of the Regular Board meeting April 5, 2011, (Session 5). (resolution #65)

## BUSINESS ARISING FROM THE MINUTES

In followup to a resolution passed at the April 5, 2011 Board meeting, Chair Michael Lewis reported that he was in contact with the Board's Labour Relations' legal counsel regarding the details of the discussions on the two senior administrators' contract amendments that were presented to the Board in November 2010. It was reported that the discussion with legal counsel was mainly about procedure and had little to do with the proposed content of the amendments being proposed. It was confirmed that because the regular practice of the Board was to pass motions in-camera, and then have a motion in the public session to approve the in-camera minutes, this was an acceptable procedure. The lawyer did confirm that this may be in contrast to the fact that motions or agreements made in-camera are supposed to be passed in public session. Chair Lewis stated that this practice is set out in the OPSBA Good Governance manual that trustees received at the Ministry of Education orientation session in Thunder Bay. Chair Lewis further stated that his belief is that the Board should pass all motions in public to demonstrate openness and transparency in all business dealings. It was noted that trustees did take the advice of Trustee Dan Belluz about finding out why other trustees voted the way they did in November 2010. The current Board found that two of the five trustees did not vote in favour of the motions.

## SYSTEM PRESENTATION - Program/Curriculum Success

### Schools in the Middle

Board members received a presentation from Sylvia Parker, School Effectiveness Leader, about the Schools in the Middle initiative. This project supports schools where 50 to 74 per cent of Grades 3 and 6 students are meeting or exceeding the provincial standard on four of the six 2010 Primary and Junior Reading, Writing and Math EQAO assessments.

In 2009/10 J.W. Walker School in Fort Frances, and North Star Community School in Atikokan, were identified for participation in the project. Both schools showed significant growth in student achievement on the EQAO provincial assessments. J.W. Walker School remained as part of the Schools in the Middle initiative for 2010/11. This year, North Star Community School in Atikokan and Donald Young School in Emo were invited to join J.W. Walker School in this learning experience. Sylvia Parker reported that the focus for this year's Schools in the Middle initiative is the 21<sup>st</sup> Century Learner and the goal is to move schools from being "good to great" through purposeful planning. (*Refer to the Schools in the Middle Report p.21-22 of the agenda*).



## BOARD REPORTS

### Special Education Advisory Committee

Board members received the minutes of the Special Education Advisory Committee meeting held April 13, 2011. (*Refer to minutes p.24-30 of the agenda*).

### Finance Committee

Board members received the minutes of the Finance Committee meeting held April 13, 2011. (*Refer to minutes p. 48-51 of the agenda*).

The Board approved the Reinvestment in Student Achievement Year 3 with a commitment to withdraw from the Reserve for Classroom \$276,000 for the 2011-12 school year. (resolution #66)

### Policy Committee

Board members received the minutes of the Policy Committee meeting held April 18, 2011 (*Refer to minutes p.36-51 of the agenda*). Trustee Belluz provided highlights of the meeting.

The Board approved the following policies: (resolution #67)

- 4.17 Playground Safety
- 4.60 Aboriginal Student Voluntary Self Identification
- 6.11 Smoking Prevention

The Board approved the following policies for stakeholder consultation: (resolution #68)

- 1.20 Aboriginal Education Advisory Committee
- 2.70 School Food and Beverage
- 8.48 Student Fees

### Ontario Public School Boards' Association

Trustee Ralph Hill provided a report on the OPSBA Northern Regional Director's meeting held April 28-29, 2011 in Toronto.

- Discussion was held regarding opposition by the Rainy River DSB to follow recommendations by the Ministry of Education that all Audit Committee meetings be held in closed session. OPSBA Directors and staff were in agreement with the Board's position that all committee meetings be open to the public except

those dealing with issues of a sensitive nature as set out in the current *Education Act*.

- Northern Boards are expressing concern for the new bussing procurement method in that small operators are being forced out, with higher costs being the greatest concern.
- Other topics included new schools, tracking for Special Education funding, and keeping education issues on the forefront in the upcoming provincial election.
- OPSBA Directors spoke highly of the Native Language Conference held in Fort Frances and commended Brent Tookenay for his work in the area.
- Financial statements for 2010 were presented, indicating a small surplus.
- The proposed annual budget for 2011-12 was presented indicating a 1.25% increase in membership fees.
- The Coalition for Children and Youth Mental Health is gaining tremendous support. The first major event planned is the Summit on Child and Youth Mental Health June 2<sup>nd</sup> in Toronto, and all school boards are encouraged to send a representative.
- Other topics included Labour Relations, Full Day Kindergarten, Bills 160 and 173, Integrated Accessibility regulations, finance, EQAO testing and OPSBA priorities for 2011-12.

It was noted that a complete summary will be available soon in OPSBA *Fast Reports*.

Trustee Ralph Hill reported that he presented a letter to the OPSBA Board of Directors from the trustee representatives of the Rainy River District School Board's Audit Committee.

Trustee Dianne McCormack provided a summary of the contents of the letter from the Audit Committee addressing concerns that the Ministry is attempting to intrude on the autonomy of school boards. Trustee McCormack further stated that the trustees of the Rainy River DSB Audit Committee believe that the recommendation by the Ministry of Education to change the *Education Act* to mandate closed sessions of the Audit Committees does not recognize or respect the role of the school board trustee. They believe that trustees are in the best position to know what their stakeholders expect from them and to respond appropriately. It was also stated that trustees believe positive management practices within the Board exist which are conducted by competent staff and the audit process focuses on practices and is not intended to single out or evaluate individual performance. Finally, the letter stated that members of the Audit Committee are of the opinion that being open throughout the audit process will do more good than harm. The audit process is an opportunity to increase public trust by reviewing and identifying areas of risk within operational practices in order to remove or minimize the risk. Trustees stated in the letter that holding open sessions for the Audit Committee as much as possible, the Rainy River District School Board can be accountable and transparent to the public when answering questions and concerns of stakeholders.

There was a discussion by Trustees regarding public presentations at Audit Committee meetings. This will be discussed with the Internal Auditors at the next Audit Committee meeting and a report will be made at the June Board meeting.

### Student Trustee Report

Tamara DeGagne, Student Trustee, provided a report on activities at the secondary schools.

#### Atikokan High School

- Grade 12 Physics e-learning will be offered as part of next year's course selection as well as outdoor pursuits and Construction Technology for the Dual Credit Program.
- Students are registered in the Special High Skills Major – Environmental program for next year.
- Plans are underway for the 46<sup>th</sup> annual Outer's trip to Quetico Park June 10-21.

#### Fort Frances High School

- There are some new course selections being offered at Fort Frances High School – Principals of Mathematics, Introduction to Digital Photography, Communications Technology for TV, Video and Movie Production and Manufacturing (Specialist High Skills Major).
  - The Muskie Theatre production is hosting the Wizard of Oz play May 4-7.
  - A tour of the Manitou Mounds is being planned for May 17<sup>th</sup>.
  - Katie Witherspoon will be visiting the District in May and making presentations to the students.
- The Young Women's Conference will be held May 27-29 in Luther Village. Forty secondary students from across the district are expected to participate in this annual event.
- No report was available from Rainy River High School.

### REPORT OF CHAIR

Chair Michael Lewis reported that staff member Janet Maxwell provided an excellent presentation on the Reading Recovery program at a recent SEAC meeting. It was noted that this reading intervention program began in New Zealand and was the brain child of Marie Clay. The goal of the program is to reduce the number of students requiring special education services, by bringing all Grade 1 students to their grade level in reading. The program focuses on lowest achieving students in Grade 1, who are not achieving. Chair Michael Lewis stated that the Board is fortunate that nearly all schools, except Nestor Falls and McCrosson-Tovell have a Reading Recovery teacher. These two schools are precluded from offering the program due to their small size.

Although the Board is faced with possible budget cuts due to declining enrolment across the system, the goal is to maintain the Reading Recovery program. Last year the program served approximately 76 children which would require the equivalent of 2.8 full time teachers. Chair Michael Lewis spoke of the value of this program in providing intensive support for those students in need. It was noted that Kevin Knutsen, Special Education Coordinator and Janet Maxwell have been piloting an intervention program for Grade 2 students.

### Comments by Trustees

Trustee Ralph Hill stated that resolutions were passed at the November 2010 In-Camera Board meeting to amend the contracts of two senior administrators. He stated that while the actual conditions within the contracts could not be unilaterally reversed, he wished to present a Notice of Motion to rescind the resolutions at the June Board meeting to show the public that the current Board members are not in favour of the decision made by the previous Board.

## ADMINISTRATIVE REPORTS

### Director's Update

#### Provincial

- Budgets are being prepared after the release of the Grants for Student Needs on March 31<sup>st</sup>. This year is proving especially challenging with approximately half million dollars in reductions, largely due to realizing the full impact of declining enrolment.
- The Broader Public Services Expense Directive and Broader Public Procurement Directive came in effect, although during a provincial teleconference it was found that the majority of boards are moving to full implementation as of September 1, 2011. The Board will continue to look into all areas of operation with respect to these directives, with a Ministry Working Group just being formed to provide support to district school boards.
- The Early Learning Program Years 4 and 5 site selection commenced in April.
- The Ontario Public Supervisory Officials' Association Annual Conference featured Will Richardson, a keynote speaker who speaks to the power of connectivity in education. Students need to i) talk to strangers – expand their contacts across the world; ii) be findable online and be concerned about their online profile; iii) share widely to create knowledge; and iv) learn, not just receive knowledge.

#### Regional

- Board staff attended many initiative sessions, one of which was Schools in the Middle in Thunder Bay, with North Star Community School, Donald Young School and J.W. Walker School.

## Board

- April was a busy month district wide with the following events held:
  - Math Olympics and Science Fair;
  - Early Learning session, with 70 staff attending a session;
  - “Our Language is Our Culture” Native language/Native Studies Conference;
  - Pink Shirt Day;
  - Earth Day;
  - New Teacher Induction Program (NTIP) celebration.
- Special recognition was made to Nestor Falls School for their efforts in raising money during the Terry Fox Run.
- Ontario Skills Competition – a Fort Frances High School student is proceeding to the provincial finals – Culinary Program.
- Early Learning consultation was held.
- Reinvestment - the Director thanked Board members for their support of these programs.
- Threat/Risk Assessment training is being offered across the district in May to Board staff and other community agencies.
- Rachel’s Challenge is upcoming September, 2011. The theme is “how to bring about positive change in how we treat others”.
- Code of Conduct Reviews are scheduled for May 5, May 12, May 17 and May 26 with school councils, First Nation Education Counsellors and community members.
- The Director congratulated Sylvia Parker for attaining 25 years of service with the Board.

It was recommended by Board members that a letter of commendation be sent to Nestor Falls staff, students and parents for their efforts in fundraising for the Terry Fox Run.

## Personnel Report

The Board received the Personnel Report as presented for May, 2011. (resolution #69)

The Personnel Report included the following:

### **Leave of Absence**

Jodi Easton, 0.8 FTE Teacher, JWS, August 29, 2011 to June 22, 2012  
Keira Chown, 0.5 FTE Teacher, JWS, August 29, 2011 to June 22, 2012  
Mike Jones, 1.0 FTE Teacher, CRS, August 29, 2011 to June 22, 2012  
Elisabeth Husser, 0.8 FTE Teacher, SCAP, August 29, 2011 to June 22, 2012  
Martha Duquette, 0.2 FTE Teacher, NSC, August 29, 2011 to June 22, 2012  
Karen McAndrew, 0.5 FTE Teacher, NSC, August 29, 2011 to June 22, 2012  
Chrissy Evans-Duquette, 1.0 FTE Teacher, NSC, November 28, 2011 to March 2, 2012  
Sarah Arpin, 1.0 FTE Teacher, FHS, July 12, 2011 to July 11, 2012  
Paul Elliot, 1.0 FTE Teacher, FHS, August 29, 2011 to June 30, 2013  
Kent Kowalski, 0.33 FTE Teacher, FHS, August 29, 2011 to June 22, 2012  
Brian Church, 0.67 FTE Teacher, FHS, August 29, 2011 to June 22, 2012

Andrea Laur, 1.0 FTE Teacher, FHS, September 1, 2011 to August 31, 2012  
Shelley Fairbrother, 0.67 FTE Teacher, FHS, August 29, 2011 to June 22, 2012

### **Resignation**

Lucy Cutfeet, 1.0 FTE Teacher, CRS, effective June 30, 2011  
Debra Sloan, 1.0 FTE Teacher, NFS, effective June 30, 2011  
Jennifer Anderson, 0.72 FTE Teacher, NSC, effective June 30, 2011

### **Retirement**

Laurel Halvorsen, 1.08 FTE Library Technician, FHS, effective October 31, 2011  
Karen Woods, 1.0 FTE Teacher, JWS, effective June 30, 2011  
Dorothy Quibell, 1.0 FTE Teacher, JWS, effective June 30, 2011

## Early Learning Kindergarten Program – Years 4 and 5

Background information was provided on the final stages of the Full-Day Early Learning Program. Consultation sessions are being held and the program is in its final stages of implementation. As part of the final stage, the Board is required to identify proposed sites for Years 4 and 5 of Full-Day Early Learning. The guidelines for Years 4 and 5 site selections include consultation sessions, achievement of 74% enrolment by Year 4, compliance with the new full-day learning model and consideration of needs within the communities. After reviewing the feedback, it was recommended that Year 4 sites be implemented in the following schools: J.W. Walker School, Donald Young School and Sturgeon Creek School. The remaining sites for Year 5 will be: Riverview School, Crossroads School, McCrosson-Tovell School, Nestor Falls School and Mine Centre School.

The Board passed a resolution to identify J.W. Walker School, Donald Young School and Sturgeon Creek School for Year 4 implementation of the Early Learning Program in 2013/14. (resolution #70)

## Education Week

Director of Education, Heather Campbell, spoke about Education Week which is an annual celebration of student achievement. The theme this year is, "Learning Together, Succeeding Together". Special events were held in schools across the district throughout the week.

Beth Fairfield, Vice Principal of North Star Community School, reported that Peter Burton, teacher at Atikokan High School accompanied 17 students to the First Nation community of Ahousaht on Vancouver Island and they were enjoying all the activities planned as part of the cultural exchange.

### Our Language is our Conference

Board members received a report from Brent Tookenay, Aboriginal Education Leader, on the 3<sup>rd</sup> Annual Native Language & Native Studies Conference held in Fort Frances April 27-29, 2011. Brent Tookenay spoke about the many presentations focusing on native language. A video clip was shown on keynote speaker Dr. Anton Treuer, from Bemidji State University, who spoke about Native Language revitalization and the importance of developing the language in order to keep the connection to culture. It was noted that the Asham Stompers provided a show at the Townshend Theatre. Brent spoke about the next steps and the need to expand the Native Studies courses through the development of resources for Native Language teachers, utilization of technology to help teach, understanding the culture and more professional development for staff.

### CORRESPONDENCE

Board members received correspondence directed to the Rainy River District School Board from Mayor Dennis Brown of Atikokan, regarding a safety and transportation issue concerning students attending North Star Community School. Chair Michael Lewis stated that the Board had recently reviewed the Board's Transportation Policy and changes were made to address concerns by the community. Chair Lewis acknowledged that the Board is investigating the need for a sidewalk on the North Star Community School property.

### FUTURE MEETINGS

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

**Aboriginal Education Advisory Committee** – May 16, 2011, 4:15 p.m., Education Centre

**Special Education Advisory Committee** – May 17, 2011, 12:00 p.m., Education Centre

**Finance Committee** – May 24, 2011, 4:00 p.m., Education Centre

**Audit Committee** – May 25, 2011, 7:00 p.m., Education Centre

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

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

WORKSHOPS / CONFERENCES / CONVENTIONS

2010-11 Calendar of Events – Ontario Public School Boards' Association  
Annual General Meeting, July 7-10, 2011, Ottawa

ADJOURNMENT

The Board adjourned at 8:44 p.m. (resolution #71)

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Director/Secretary

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Chair





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# REPORT

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## **Program/Curriculum Success**

### ***Speech Contest***



## RAINY RIVER DISTRICT SCHOOL BOARD

### Speech Contest 2011

The Rainy River District School Board hosted the Annual District Speech Contest on May 19th at Robert Moore School. Twelve students representing both the Rainy River District School Board and Northwest Catholic School Board took part. The purpose of this event was to celebrate the oral speaking talents of students and provide an opportunity for area students to represent their individual schools at the board level.

Students in all grade six, seven and eight classrooms from across the district were invited to participate in the Annual District Speech Contest. Students wrote and orally delivered speeches which addressed expectations from the Reading, Writing and Oral Language components of the Ontario Language Curriculum. Oral speaking allows students to specifically demonstrate overall and specific expectations of the Ontario Language Curriculum - use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes.

The quality of delivery and variety of speech topics was outstanding again this year. Students spoke with passion, humour and sincerity about topics of personal interest to them. Furthermore, all of the students delivered well organized, effective speeches. They also responded thoughtfully and creatively to open ended questions that were posed to them after the speeches. These questions allowed the students to expand further on their topic, make personal connections, and give personal opinions. The judges were impressed with the enthusiasm of the contestants for their topics. Following is a list of the contestants and the titles of their speeches:

Contestant	Title	School
<b>Morgan Haw</b>	Living on a Farm	Sturgeon Creek School
<b>Caleb Dueck</b>	Why Snakes Deserve to be Liked	Donald Young School
<b>Sophie Potvin-Begin</b>	Pairs Skating	St. Francis School
<b>Marin Loncar</b>	Nikola Tesla	St. Francis School
<b>Matthew Nowak</b>	Air Cadets	J.W. Walker School
<b>Dylan Ossachuk</b>	Growing Up	J.W. Walker School
<b>Reece Jones</b>	One of My Hobbies	Crossroads School
<b>Cole Turcotte</b>	Man Caves	Robert Moore School
<b>Justis Gauthier</b>	Cyberbullying	Robert Moore School
<b>Vanessa Theriault</b>	Bullying	Robert Moore school
<b>Tianna Veldhuisen</b>	No Pain, No Gain	Sturgeon Creek Alternative Program
<b>Kyle Dennis</b>	How to Keep your Dirt Biking Privileges	Mine Centre School

The three judges had a very difficult decision to make and decided on the following winners:

Third place..... **Reece Jones**  
Second place ..... **Sophie Potvin- Begin**  
First Place ..... **Caleb Dueck**

Our Judges, Questioners and Timekeeper were chosen from across the District:

**JUDGES**

Natasha Shack  
Joerg Ruppenstein  
Doug Anderson

**QUESTIONERS**

Michelle Mosbeck  
Heather Latter

**TIMEKEEPER**

Dana Kosowick

***Thank you to the sponsors***

*E.T.F.O., O.E.C.T.A., and the  
Rainy River District School Board*

All contestants were acknowledged for their ability to inform, persuade, explain, and entertain. They each received a medal and a certificate of participation. The students who achieved first, second and third place each received an individual trophy and a gift certificate from Chapters Indigo. In addition, the first place winner received a plaque that will be kept in his school for a year. Teachers and principals were recognized for their hard work and dedication as they supported students in the planning, writing and oral preparation of speeches. The oral presentations delivered on this evening were indeed a celebration of the talent we have in our schools and reflects the importance that oral language now has in our curriculum and everyday teaching.

**Caleb Dueck** , Grade 6 student from Donald Young School in Emo, and first place winner of the Annual District Speech Contest, will be in attendance at the Board Meeting and he will deliver his speech titled "Why Snakes Deserve to be Liked".



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# REPORT

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## **Program/Curriculum Success**

### ***E-Learning Math Program***



## RAINY RIVER DISTRICT SCHOOL BOARD

### *E-Learning Math Program – Homework Help Initiative*

The Rainy River District School Board continually strives to provide opportunities to improve student success across our board. The Homework Help Initiative is one more mechanism for enhancing our existing supports board-wide.

The initiative has two different components:

**Homework Help** provides online math tutoring for eligible students in Grades 7-10 currently taking or enrolled in mathematics. It is **FREE**, anonymous and safe. Once registered, students log on to [homeworkhelp.ilc.org](http://homeworkhelp.ilc.org) between 4:30pm and 8:30pm Sunday to Thursday to receive free online tutoring from certified Ontario Math Teachers. The e-Learning Contact has been working with teachers and students across the board to register all eligible students prior to March 25, 2011. As of April 30, 2011 (most recent stats), 90% of eligible students have been registered.

The **Ontario Education Resource Bank (OERB)** is a product of e-Learning Ontario and is available to teachers, parents and students. It offers a growing number of resources that cover all subject areas and grades **at no cost**. These resources are aligned with Ontario curriculum, searchable by grade, course/subject, strand, overall expectations and keywords and easy to access and use. This resource can be accessed by staff and students across our board at [resources.elearningontario.ca](http://resources.elearningontario.ca) by obtaining the user name and password from the e-Learning Contact. Numerous workshops have and will continue to occur to demonstrate to teachers and students how to take advantage of this valuable resource. The effectiveness of these workshops is demonstrated by the increase in the number of logins since the beginning of the initiative. From August 2010 to April 30, 2011, the logins for teachers have increased 186%. The logins for have also increased 410%. These statistics indicate significant increase in access of the resource bank by both populations.

This initiative has also been able to allow for further supports across all subject areas and grades, allowing for and encouraging differentiating learning and instruction. These supports can mean face-to-face meetings with teachers, collaborating using First Class, working with teachers and students in their classrooms or a combination of these. These additional opportunities for engagement are supported by resources from the Ontario Educational Resource Bank. As well, the e-Learning Contact has been able to work with members of the Program Support Team to develop the Intermediate Numeracy PLC that is focused on improving achievement in Mathematics for students in Grades 7-9. Another key piece of this initiative is to provide information to caregivers about the initiative and this has occurred at most of the schools with the remainder to be slated for Spring 2011. This has occurred through newsletters, posting on websites and presentations at School Councils and Parents' Nights. Overall, the feedback from these supports and presentations has been very positive with parents, staff and students hoping that the initiative will continue in the future.



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# REPORT

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## ***Aboriginal Education Advisory Committee***

- *Minutes of the Aboriginal Education Advisory Committee meeting May 16, 2011.*



**Aboriginal Education Advisory Committee Minutes**  
**Education Centre**  
**May 16, 2011 – 4:15 pm**

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**COMMITTEE MEMBERS PRESENT:** Earl Klyne, Trustee (teleconference); Sean Taggart, Seven Generations; Larissa Desrosiers, Student Representative  
**STAFF:** Brent Tookenay, Aboriginal Education Leader; Heather Campbell, Director of Education; Gord McCabe, Principal, Crossroads School; Dan Bird, Vice-Principal, Fort Frances High School; Don McBride, Vice-Principal, Rainy River High School; Dianne Thompson, Principal, Robert Moore School; Nancy Taggart, Recording Secretary  
**ABSENT:** Delbert Horton, Seven Generations; Mona-Rose Morrisseau, Sunset Country Métis Association; Sheila McMahon, UNFC  
**REGRETS:** Elizabeth Morrisseau, Student Representative; Tracey Jensen (alternate for Sheila McMahon, UNFC)

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1. **Call to order**

Trustee Klyne asked Brent Tookenay to chair the meeting. The meeting was called to order by Brent Tookenay.

2. **Disclosure of Conflict of Interest - nil**

3. **Approval of agenda**

The agenda was approved.

4. **Confirmation of Minutes**

The minutes from March 28, 2011 were reviewed.

5. **Business Arising from Minutes**

a. Native Language and Native Studies courses at Fort Frances High School

The Committee discussed the current funding for Native Language/Studies secondary courses is 12:1 which makes it very difficult to offer these courses. Sean Taggart suggested the Committee draft a letter to the Ministry of Education to recommend that the Ministry look at the funding levels and local issues with copies sent to the Chiefs Secretariat and other provincial Aboriginal Education Advisory committees. Heather will draft the letter for the Committee.



b. **Aboriginal Education Advisory Committee Policy**

The Committee decided the student representatives would be a one year term with one student being from Fort Frances High School and the other student representative alternating between Atikokan High School and Rainy River High School. The student representatives will be required to submit a letter of application to the Committee. The Committee will look at the applications and appoint the student representatives.

The Committee discussed how the members at large should be determined. It was decided that the wording in the policy should remain as it is to allow flexibility. Heather will take the feedback on the policy to the Policy Committee meeting in May.

6. **Métis Kit Demonstation**

Brent Tookenay distributed the kit he received from the Métis Nation of Ontario representatives. This kit would be a valuable teaching resource. Brent will try to secure 2 kits per school in our Board.

7. **Meeting Dates for 2011-2012**

The Committee will meet every second month of the school year on the 3<sup>rd</sup> Monday at 4:15 p.m.

October 17, 2011  
December 19, 2011  
February 27, 2012  
April 16, 2012  
June 18, 2012

8. **Reports**

a. **Progress to Date**

- Dan Bird reported on Aboriginal Celebration Week at Fort Frances High School. There are activities planned for the week such as a trip for student mentors to the Kay-Nah-Chi-Wah-Nung Historical Centre, Aboriginal food, employment and training kiosks, student concert and a pow-wow. Dan reported that Fort Frances High School has potentially 20 Aboriginal graduates.
- There are approximately 12 potential graduates at the United Native Friendship Centre.
- Dianne Thompson reported Robert Moore School will hold a pow-wow on June 17<sup>th</sup>. Robert Moore School's grand opening is scheduled for June 3<sup>rd</sup> with the hopes of Aboriginal drummers taking part.
- Don McBride reported Rainy River High School has 8 potential graduates. A canoe trip





at Big Island First Nation is being organized.

- Gord McCabe reported that Crossroads School celebrated Cultural Awareness Day on May 4<sup>th</sup>. There were 15 members from Naicatchewenin taking part in activities with the students such as bannock and rug making, storytelling and jingle dress dancing. On June 17<sup>th</sup> the entire school will attend a pow-wow at Naicatchewenin First Nation. 15 of the 32 Grade 7 and 8 students attending a field trip to Winnipeg are Aboriginal.
- Sean Taggart reported Seven Generations Education Institute has 40 potential graduates.
- Larissa Desrosiers told the Committee she enjoyed being part of this committee and would consider applying for the position again. Brent thanked Larissa for her contribution to the committee and Heather presented her with a small gift.

9. **Future Meeting** – Monday, October 17<sup>th</sup>, 2011 at 4:15 p.m.

10. The meeting adjourned at 5:10 p.m.



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# REPORT

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## *Special Education Advisory Committee*

- *Minutes of the Special Education Advisory Committee meeting May 17, 2011.*

### **Resolution:**

- *That the Rainy River District School Board approve the amendments to the Special Education Plan.*



**Special Education Advisory Committee Minutes**  
**PST Conference Room**  
**May 25, 2011 – 12:00 pm**

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**COMMITTEE MEMBERS PRESENT:** Kevin Knutsen-*Special Education Coordinator*, Casey Slack -*Superintendent of Education*, Sherri McKelvie-*Parent Delegate*, Michael Lewis –*Chair of the Board*, Brent Tookenay -*Aboriginal Education Leader (Alternate)* Lorraine Gauthier-*Stromberg-Family & Children’s Services-Atikokan* and Christie Gushulak-*Community Living-Atikokan*, (video conference)

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

**REGRETS:** Donna Dittaro-*RRDSSAB*, Earl Klyne-*Trustee, First Nations Representative*, Debra Bruyere- *Family & Children’s Services, Fort Frances*

**GUESTS:**

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1. **Call to order**

The meeting was called to order at 12:12 p.m., by Michael Lewis.

2. **Declaration of Conflict of Interest**

No conflicts of interest were declared.

3. **Approval of agenda**

The agenda was approved.

4. **Confirmation of Minutes**

The minutes were approved as circulated.

5. **Business Arising from Minutes**

There was no business arising from the previous meeting.

6. **Correspondence**

- a) Letters to the Minister of Education, from the Peterborough Victoria Northumberland Clarington Catholic District School Board and District School Board North East regarding the creation of a Special Education Survey – The purpose of letters was to request that the Ministry of Education create a province-wide special education survey to be used by parents, students and other stakeholders in order to provide feedback to the Ministry on Special Education Services.
- b) 2009-2010 Special Education Amount (SEA) Approval RRDSB – Kevin Knutsen, Special Education Coordinator, explained how the SEA claims work and described the changes that have been made for 2010-2011 regarding special equipment and computer equipment. Michael Lewis asked if the Board had received all of the funds applied for last year. Kevin indicated that the Board had, as all claims had received approval.
- c) Letter to Minister Upper Canada District School Board regarding Special Education funding concerns –



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The Rainy River District School Board is still working within its allocated budgets and funding, despite some cutbacks, with students' needs being met. It was noted in the discussion that all school boards face different challenges while trying to meet the needs of students with a variety of exceptionalities and that a standard funding formula is difficult to achieve while predicting future needs.

## 7. Reports

- a) Special Education Plan Compliance and recommendation to the Board for Approval (see attached) – the changes to the RRDSB Special Education Plan were provided and reviewed, with the approved Plan being posted on our website. The Plan is compliant with all requirements.
- b) Community Agency Services Relative to Education – At a previous meeting, a question arose concerning how schools navigate with respect to the number of community agencies and the support provided. Kevin Knutsen provided a chart that he created with respect to the support provided by community partners. With respect to Speech Language Services, the Board contracts out the support to Atikokan and Mine Centre but the rest of the board is supported by Ann Anderson, RRDSB Speech Language Pathologist.
- c) Special Education Coordinator's Report – (as per attached)

Some discussion was held regarding a meeting that Tookenay, Aboriginal Education Leader, Heather Campbell, Director of Education, and Kevin Knutsen attended in Thunder Bay regarding First Nations' Tuition Agreements and Funding. Michael Lewis asked if INAC is committed to supporting high needs students. Brent responded that a lot was left unclear and unanswered, with respect to the session. There will be a similar meeting held in Kenora on June 1st.

## 8. Future Meeting – June 8, 2011

## 9. Meeting adjourned – 12:50 p.m.



## Special Education Coordinator's Report- May, 2011

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### **Learning For All K-12 Lead Boards' Provincial Presentations :**

On Thursday, May 12 the Coordinator made a presentation in Toronto at the Ministry's Learning For All K-12 Provincial Sharing Session highlighting and summarizing the Board's two Learning For All projects. Information was shared outlining the new transition process which now combines Student Success staff and Special Education staff in order to provide a more comprehensive transition process to assist the transitions of At-Risk students and special education students to secondary school. As well, the Coordinator demonstrated the newly developed "Early Learning and Kindergarten Skills Observation Tool" that was developed in collaboration with the Learning For All project and Kindergarten Inquiry project. Each Provincial Lead Board made a presentation and then set up a carousel table in order to share resources and answer any further questions other boards had.

### **Board Leadership Team Meeting on Prioritizing Student Support:**

On Wednesday, April 20th, the Coordinator made a presentation to all Principals on the factors to consider when prioritizing student needs for Educational Assistant support. The ultimate goal is for students to increase their level of independence so specific student planning is necessary to identify times in a school day where a student will likely be successful with some additional opportunities for independence. Principals were provided with a template form where they organized and prioritized their specific students with high needs for support levels for 2011-2012. High Needs funding has been decreased each year in the last three years and it is likely that this funding will decline further for 2011-2012 and as a system we are looking at ways to prepare for this.

### **Student Success – Guidance and Cross-Panel Teams:**

On Wednesday, April 27<sup>th</sup> and Thursday April 28<sup>th</sup>, the Coordinator participated in a two day Ministry of Education, Student Success sharing session in Thunder Bay that focused on current supports and plans through the areas of Guidance, Student Success and Special Education. Representatives from each Regional Northwest board worked through an agenda of facilitated activities in collaborative groups, designed to encourage reflection on current effective practices in school boards and to identify areas that need to become more of a priority. Each participant was provided with Guidance and Student Success resources to take back to their respective boards.

### **Managing Information for Student Achievement (MISA) – Change in Leadership Action:**

On Thursday, May 5<sup>th</sup> and Friday, May 6<sup>th</sup>, the Coordinator, School Effectiveness Leader, and two elementary Principals participated in a two-day workshop on effective leadership practices and using evidence and data to inform school and board improvement plans. The interactive session was facilitated by Dr. Ainsley Rose of the Leadership and Learning Center.

### **Special Equipment Amount (SEA )Claims 2011-2011 :**

The Coordinator submitted the Rainy River District School Board's preliminary Special Equipment Amount claims report to the Ministry on April 30, 2011. The current claim represented approximately \$35,000 worth of equipment that has been purchased this year to support the personal care items, accessibility items and non-computer related equipment that was prescribed by a qualified professional. This claim submission amount is significantly lower than previous years due to the fact that the computer related purchases is no longer part of the claims process.

### **Transition Planning for 2011-12:**

The Coordinator has been involved in a number of transitioning meetings around the district, relating to new students with special needs that are planning to begin school in September. The meetings are arranged between the Coordinator, School, parents and local agencies that may have information regarding specific needs that will have to be addressed prior to the student starting school. At the transition meetings, the Board's "Transitioning for Students with Special Needs" information package is completed which helps to identify all areas of need that must be considered and addressed in order to ensure a successful and safe start for a student's transition to school.

### **Rainy River District School Board's Carousel Sharing Session :**

On Wednesday, May 18<sup>th</sup> the Coordinator will be participating in presenting at the Board Leadership Team Carousel session at the Rendez-Vous. The Carousel session is an opportunity for different departments and groups of teachers from throughout the board to share best practices and showcase the culmination of projects that specific groups may have been working on throughout the school year. At this session, the Coordinator will be sharing information related to the new Transition Protocol form grade 8 to grade 9 that was developed through the Learning For All K-12 project this year.

### **Educational Assistants Professional Development Plan 2011-2012 :**

The Coordinator presented four Professional Development plan options to Principals for their feedback at the April Board Leadership Team meeting. Principals came to the consensus that providing a rotating set of Professional Development sessions throughout each school zone next year on the Professional Development days would be the most effective scenario for ensuring consistency across the board as well as assist with planning. All Principals felt that they would prefer to have the Educational Assistants available for specific school based activities on both the first day and last day of school.

### **PPM 140 – Board Survey Related to Applied Behaviour Analysis Strategies in Schools :**

Over the last two weeks, Principals at each school in the district have been working on completing a descriptive survey relating to the incorporation of Applied Behaviour Analysis (ABA) strategies into daily practice in classrooms. PPM 140 relates primarily to ensuring that schools provide specific supports for students with Autism Spectrum Disorders. Each individual school survey was completed and submitted to the Coordinator in order for a full board report to be completed. The results of the board reports will be published by the Ministry in the early fall 2011-2012.

## **Parents' Guide to the Transition to High School for Students with Individual Education Plans :**

A new guide has been developed to further assist students and parents of students with Individual Education Plans (IEPs) as they begin to think about the transition to high school. The document is designed to answer specific common questions that parents may have regarding the differences in special education services between elementary and secondary school and the types of transition supports available for their child. The guide also explains the graduation requirements and how an Individual Education Plan (IEP) can assist students in meeting graduation requirements. The document will be available on the board website and also be shared at Grade 8 to Grade 9 Transition meetings in the future.

## **First Nations Tuition Agreements and Funding Meeting :**

On Tuesday, May 4<sup>th</sup>, the Coordinator, Director of Education and Aboriginal Education Leader participated in a regional discussion and consultation on First Nations Funding and Tuition Agreements. Representatives from Indian and Northern Affairs Canada (INAC), Ministry of Education, regional School Board staff and regional band members and Education Counselors met to clarify some of the recent changes in INAC Education funding and to dialogue with all partners with regards to the importance of collaboration and transparency with Tuition Agreements. One area that left all parties with questions was High Cost Funding for students with special education needs. Further information will be forthcoming.

## **Educational Assistant Allocations 2011-12 :**

The Coordinator is in the process of finalizing the Education Assistant allocations for each school in the board. These allocations are funded directly from the Board's High Needs Amount (HNA) funding. A preliminary allocation will be provided to Principals within the next week in order to ensure initial planning for student needs to take place prior to the end of this school year.

## **System Professional Development Committee Meeting:**

On Monday, May 16<sup>th</sup> the Coordinator participated in a System Professional Development Committee meeting focused on planning the October 28<sup>th</sup>, 2011 System PD Day. Currently the plan for the day is to include all employee groups in a number of professional development sessions specifically related to their role. Dr. Ed Rawana from Lakehead University will provide a session to all teachers, administrators and Education Assistants on the philosophy of strengths based learning. As well, Eleanor Newman from the Ministry of Education will provide a session for all teachers and administrators on "Assessment For Learning" and Growing Success.



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

Pgs. 0-35

<i>Page #</i>	<i>2009/2010 Plan</i>	<i>Amendments 2010/11</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= <b>56</b> Secondary= <b>94</b> Appeals = 0  *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 Plan Amendments II- 2010/2011*

Pgs. 29- 50

<i>Page #</i>	<i>2009/2010 Plan</i>	<i>Amendments 2010/11</i>
29	<p>The Special Education Advisory Committee has an on-going interest and involvement in the planning, development and delivery of special education programs and services within the Rainy River District School Board. The committee has representation of Transitions Program Facilitators who work with the Special Education Coordinator with regard to the budget, purchases and programs in the schools of the board. The SEAC is given the opportunity to present and discuss concerns at each meeting. The SEAC works with the Special Education Coordinator to resolve issues and advocate for changes. Presently SEAC is advocating for the further implementation of assistive technology, continued implementation of Learning For All K-12, and increasing provincial funding to assist school boards with timely psychological assessments for students.</p>	<p>The Special Education Advisory Committee has an on-going interest and involvement in the planning, development and delivery of special education programs and services within the Rainy River District School Board. The committee has representation from local agencies who work with the Special Education Coordinator with regard to programs and services related to student needs within the schools of the board. The SEAC is given the opportunity to present and discuss concerns or areas of interest at each meeting. The SEAC works with the Special Education Coordinator to ensure local agencies and the public are kept informed of programs and initiatives offered within schools and that the public has a voice through SEAC members. Presently SEAC is advocating for the further implementation of assistive technology in the classroom, increased programming in the area of function skills and life skills, alternative type programming and Student Success rooms at the Elementary level, as well as continued training for Educational Assistants.</p>
34	<p>RRDSB employs a Teacher of the Blind through HNA funding.</p>	<p>Omit as this teaching position is not required for 2010-11</p>
39	<p>Special Education Staff:  (Refer Appendix F)</p>	<p>Special Education Staff:  (Refer Appendix I)</p>
40	<p>Board Calendar for 2009-2010</p>	<p>Board Calendar for 2010-2011  “as well as hardcopy.”  The training emphasis for 2010-2011 has focused on Assistive</p>

		<p>Technology and incorporating the use of technology and assistive software into the regular classroom in order to benefit and be available for all students. Special Education Resource Teachers, classroom teachers, and Educational Assistants have been involved in direct training. Another area of focus has been on Positive Behavioural Support training and Behavioural Intervention for students. A large number of Educational Assistants and teachers have been certified through the Behaviour Management Systems program designed to train staff on effective practices for proactively dealing with challenging behaviours. Special Education Resource Teachers and many Educational Assistants also received training on implementing the Assessment of Basic Language and Learning Skills (ABLLS) in order to more accurately monitor progress and identify learning goals for students identified with profound learning needs.</p>
41	<p>Assistive Technology and Programs specific to Special Education:</p> <p>Kurzweil  Duxbury Braille software  Dragon Naturally Speaking Version 10.0  Word Q  Speak Q  Earobics  Board Maker Plus  Read Please  CoWriter  Smart Ideas  Clicker 5  Intellitools</p> <p>Special Education Training/In-service for Staff :</p>	<p>Assistive Technology and Software Programs available to students:</p> <p>Premier Literacy Software  Dragon Naturally Speaking Version 10.0  Word Q  Speak Q  Earobics  Board Maker Plus  Read Please  CoWriter  Smart Ideas  Clicker 5  Intellitools</p> <p>Special Education Training/In-service for Staff :</p>

	<p>Autism School Support Program presentations  Transitions and transition planning  Crisis Prevention and intervention Training  Behaviour Management Systems Training  Applied Behaviour Analysis support and consultations  New SERT training and orientation  The Identification Placement and Review Process training  The IEP Writer – refresher  Developing Safety Plans  Assistive Technology and software support and training  OnSis and Ministry Reporting  Working with Challenging Behaviours  Working Successfully with Difficult and Disruptive Students  Differentiating Instruction and Assessment</p>	<p>Autism School Support Program presentations  Transitions and transition planning  <b>Crisis Prevention and intervention Training (omit)</b>  Behaviour Management Systems Training  Applied Behaviour Analysis support and consultations  <b>Behavioural Expertise Consultations and Training</b>  New SERT training and orientation  <b>The Identification Placement and Review Process training (omit)</b>  The IEP Writer – refresher  Developing Safety Plans <b>and behavior Plans</b>  Assistive Technology and software support and training  OnSis and Ministry Reporting  <b>Sensory Regulation and its Impact on Behaviour</b>  <b>Assessment of Basic Language and Learning Skills (ABLBS)</b>  <b>Premier Literacy Software and its use in the Classroom</b>  <b>Dragon Naturally Speaking and its use in the Classroom</b>  <b>Behaviour Management Systems</b>  <b>Legal Issues in Special Education</b></p>
41/42	<p>Educational Support Personnel have been provided with several professional development opportunities this year.</p>	<p>Educational Support Personnel have been provided with several professional development opportunities this year.</p> <p><b>Behaviour Management Systems Training</b>  <b>Behavioural Support Training</b>  <b>Assistive Technology</b>  <b>Premier Literacy Software Training</b>  <b>Assessment of Basic Language and Learning Skills</b>  <b>Functional Behaviour Analysis</b>  <b>Fostering Independence in Students</b></p> <p>The Board Leadership Team has been provided with professional development activities such as :</p>

		<p>Premier Literacy Software in the Classroom Assistive Technology in the Classroom</p> <p>Professional Development will also be provided in response to Ministry initiatives as they are received.</p>
42		<p>Personalized special education equipment is purchased as required for identified student needs. This includes computers, desks, lifts, scooters, software, wheelchairs, sound systems and change tables. Most personalized special education equipment is purchased with the assistance of Special Equipment Amount (SEA) funding. The board is provided with a (SEA) Computer and related equipment funding allocation which can be used specifically for computer purchases or training costs. The board also allocates a sufficient budget per year to underwrite the Board's share of the first \$800 of any non-computer related purchase per student.</p>
44	Disabled students will be transported in on the same buses as other students whenever feasible.	Students with disabilities will be transported in on the same buses as other students whenever feasible.
45	2008-2009 Special Education Advisory Committee (SEAC) Members :	<p>2010-2011 Special Education Advisory Committee (SEAC) Members :</p> <p>Lorrain Gauthier-Stomberg Kenora-Rainy River Districts Child and Family Services  Michael Lewis Rainy River DSB Trustee (Chair)  Debra Bruyere Family and Children's Services, Fort Frances  Christie Gushulak Atikokan and District Association for Developmental Services  Earl Klyne Rainy River DSB Trustee  Sherri McKelvie Parent Delegate  Donna Dittaro Rainy River District Social Services Administration Board</p>

		Casey Slack      Superintendent of Education Kevin Knutsen      Special Education Coordinator

***Special Education Plan Amendments III- 2010/2011***

Pgs. 50- 60

<b><i>Page #</i></b>	<b><i>2009/2010 Plan</i></b>	<b><i>Amendments 2010/11</i></b>
50	Committee Activity Cycle 2009-10	Include Committee Activity Cycle <b>2010-2011</b>
52	Appendices	Include updated Appedix G “Parents’ Guide to Assistive Technology” – Need to remove Kurzweil and include Premier Literacy Software (update to 2010-11)
54	Special Education Review Survey 2009-2010	Change date to <b>2010-2011</b> - Change Coordinator phone number and extension
56	Appendix D – Transitions to School for Students With Special Needs (2008-2009)	Include updated version for 2010-2011

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

Pgs. 56- 63

<i>Page #</i>	<i>2009/10Plan</i>	<i>Amendments 2010/11</i>
56	Appendix D – Transitions to School for Students with Special Needs (2008-2009)	Change date to 2010-2011 and include updated version
59	Appendix G- Parents’ Guide to Assistive Technology (2009-2010)	Change date to 2010-2011 and include updated version with new software additions
61	Appendix I- Special Education Staff -2009-2010	Include 2010-2011 Special Education Staff information page
62	N/A	Include Appendix J – “PPM 149- Protocol for Partnerships with External Agencies for Provision of Services”. Template of local protocol is now included.



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# REPORT

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## ***Finance Committee***

- *Minutes of the Finance Committee meeting May 24, 2011.*
- *Minutes of the Theatre Management Advisory Committee meeting May 18, 2011.*

Heather Campbell  
Director of Education



Michael Lewis  
Chair

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**Finance Committee Minutes  
Education Centre  
May 24, 2011 – 4:00 pm**

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**COMMITTEE MEMBERS PRESENT:** David Kircher, Michael Lewis, Ralph Hill

**REGRETS:** Marg Heyens

**STAFF:** Heather Campbell, Director of Education; Laura Mills, Superintendent of Business; Sherri Belluz, Recording Secretary

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**1. Call to Order**

The meeting was called to order.

**2. Disclosure of Conflict of Interest - Nil**

**3. Approval of Agenda**

The agenda was approved.

**4. Confirmation of Minutes**

The minutes were approved as circulated.

**5. Business Arising from the Minutes**

There was no business arising from the minutes.

**6. Reports**

**a) YTD Financial Update**

The Committee reviewed the 2010/11 YTD financial position for the eight months ending April 30, 2011.

**b) Broader Public Sector Directives:**

In February 2011, the Ministry of Education released a memorandum to all school boards regarding the Broader Public Sector (BPS) directives under the Broader Public Sector Accountability Act 2010. This Act brings in new rules and higher accountability standards for broader public sector organizations, which includes school boards. The Directive went into



effect April 1, 2011. It was noted that the Directive is a guideline and Board policies must be able to stand up to public scrutiny.

**i. Expense Directive**

The BPS Expense Directive requires organizations to establish expense rules and sets out requirements that must be included in each organization's expense rules. The Directive's intent is to also bring greater alignment between Ontario Public Service standards and what is happening in the broader public sector. The Committee discussed that the Board mileage and meal rates are reasonable. Changes recommended by the Finance Committee are:

- requirement for itemized receipts for meals;
- removal of alcohol from hospitality; and,
- removal of the purchase of meals for colleagues.

As a result, the following Board policies and procedures will be updated to reflect the Committee discussion and forwarded to the Policy Committee for September 2011 implementation:

- 8.20 Travelling Expenses
- 8.21 Professional Development (Conventions, Seminars)
- 8.22 Expense Claims
- 8.36 Hospitality

Upon completion, the policies and corresponding procedures will be posted on the Board's website.

**ii. Procurement Directive**

The BPS Procurement Directive requires organizations to establish procurement rules and sets out requirements that must be included in each organization's procurement rules. As a result, the Board's Purchasing Policy must be reviewed to reflect the Procurement Directive language.

A comparison of the BPS Directive to Board Policy was provided and discussed. Due to the significant changes in language, administration will present recommended changes at the next Finance Committee for consideration.

Trustees discussed a greater involvement in the tendering process, particularly at the awarding stage. Information on the number of tenders over \$100,000 will be brought back to the next Finance Committee.

**c) 2011-12 Budget update**

Laura provided the Committee with an update on the progress of the 2011-12 Budget. The deadline for submission to the Ministry of Education is June 30, 2011. A balanced budget will be presented at the next Finance Committee for consideration.

**7. Future Meetings**

The next Finance Committee meeting is scheduled for Tuesday, June 14, 2011 at 4:00 p.m. at the Education Centre.

### **2011-2012 Schedule**

A future meeting schedule for the 2011-2012 year was proposed. It was agreed that future meetings will continue to be scheduled at the end of every meeting but that the September meeting would be set at this time for September 27, 2011 at 4:00 p.m.

### **8. Adjournment**

The meeting adjourned at 6:35 p.m.



Heather Campbell  
Director of Education

Michael Lewis  
Chair

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**Townshend Theatre Advisory Committee Minutes  
Fort Frances High School – Green Room  
May 18, 2011 – 4:00p.m.**

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**COMMITTEE MEMBERS PRESENT:** George Bell, Community Services Manager; John Dutton, Community Member; Allan McManaman, Principal, Fort Frances High School; Heather Campbell, Rainy River District School Board, Director of Education; Tara Albanese, Community Member; David Kircher, Rainy River District School Board Trustee

**STAFF:** Julie McTavish, Administrative Assistant, Rainy River District School Board

**ABSENT:** Andrew Hallikas, Town of Fort Frances; Anne Renaud, Manager, Confederation College

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**1. Call to order**

Meeting was called to order at 4:10.

**2. Election of Committee Members**

Nominations were called for. Tara Albanese was nominated as Chair and accepted. John Dutton was nominated as Vice Chair and accepted.

**3. Approval of agenda**

Agenda was approved.

**4. Confirmation of Minutes**

The minutes of November 17, 2010 were reviewed. There was not a quorum, as only two committee members attended this meeting.

**5. Business Arising from Minutes**

George Bell will bring a new fee schedule to next meeting.

**6. New Business**

a) Capital Improvement – Replace stage curtain

A quote was received for replacement of all curtains on stage for \$15,000. The skirting around the bottom of stage is all that is needed. Allan McManaman will ask for new quote detailing price for separate curtain sections.

b) Capital Improvement – Recover stage floor

A quote was given by Ed Halverson Construction for replacing the stage floor. There was concern by John Dutton the durability of the fir plywood that was quoted by Ed. John suggested a hard wood be used instead to ensure a longer life span of the stage. George will ask for a new quote from Ed using birch plywood. It was agreed by committee members if the quote was under \$13,000 for the new plywood that construction could go ahead without a meeting for approval. Heather will check the CUPE Collective Agreement regarding the requirements of outside contractors installing the floor.



c) Front of House Staff Coordinator Replacement

The Committee is looking for a new coordinator to schedule staff for Theatre functions. Name suggestions brought forward were Rhoda Dickson and Marg Katona. John will ask if either person is interested in taking the position and bring the information back to the next meeting. Heather Campbell suggested a letter of Thank You be sent to Marlene McQuarrie for her years of service. Recognition has already been sent to Marlene.

7. **Non Agenda Items**

a) 5 Year Capital Plan

Heather Campbell suggested a 5 year capital plan be implemented. All present agreed with several present major renovations or repairs, that a long term plan would be a good idea. A discussion followed outlining issues that need attention. It was acknowledged that the costs for maintaining the Theatre may need to come from the Theatre reserves over time.

Heather suggested that everyone look into a part of what could be added to the plan. Heather will speak with Raymond Roy, Manager of Plant Operations & Maintenance, regarding the life expectancy of the roof of the Theatre. Al is will inquire for a detailed quote for stage curtains to add to the plan for the future. George will look into the normal life expectancy of the seats in the theatre. John reported that the lights in the Theatre were updated last year.

The suggestion was brought forward for an increase in the admission surtax to add revenue for capital and operational costs. All information will be brought forward to the next meeting.

b) Budget

David Kircher asked George where the annual surplus goes. George stated that all surplus funds are put in the reserve fund for the Theatre.

c) Maintenance

John Dutton asked who is responsible for doing spot checks in the Theatre. Having someone check periodically could prevent major issues or repairs in the future. John suggested high school staff doing it. Al and Heather confirmed that staff does check on the Theatre and Al is going to speak with Lisa Loney regarding a checklist for the Theatre to assist with this.

Heather suggested that a technical checklist also be posted in the sound room for community users. John stated that the light board and mixer board in the sound room need servicing. He will try to coincide this with floor installation to minimize interruption of use in Theatre.

8. **Future Meeting**

June 21, 2011, 4:30 p.m. Fort Frances High School - Green Room

9. **Adjournment**

Meeting adjourned 4:55 p.m.



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# REPORT

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## ***Audit Committee***

- *Minutes of the Audit Committee meeting May 25, 2011.*

Heather Campbell  
Director of Education



Michael Lewis  
Chair

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**Audit Committee Minutes  
Education Centre  
May 25, 2011 – 7:00 pm**

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**COMMITTEE MEMBERS PRESENT:** David Kircher, Trustee; Dianne McCormack, Trustee; Kelly McFayden, external member

**ALSO IN ATTENDANCE:** Michael Lewis, Trustee; Kim Cross, external member (to be appointed) (teleconference)

**STAFF:** Heather Campbell, Director of Education; Sherri Belluz, Recording Secretary

**GUESTS:** Brent Kukkee, Internal Auditor; David Wright, Internal Auditor (teleconference)

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1. **Call to Order**

The meeting was called to order.

2. **Disclosure of Conflict of Interest - Nil**

3. **Approval of Agenda**

The agenda was approved.

4. **Confirmation of Minutes**

The minutes were approved as circulated.

5. **Business Arising from the Minutes**

There was no business arising from the minutes.

6. **Reports:**

a) **Self Assessment Tool**

Brent Kukkee reported that the risk assessments are continuing and a preliminary report to the Audit Committee will be available the end of June. The 5-year audit plan will not be available until all of the school boards in the province have completed risk assessments. It is anticipated that the 5-year audit plan will be available in September.

Completion of the self assessment tool was discussed. It was agreed that there are many areas

**Heather Campbell**  
Director of Education



**Michael Lewis**  
Chair

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that are not applicable at this time and would make it difficult to complete.

Brent suggested that a flow chart on the structure of the Board's committees and sub-committees be developed to assist the Audit Committee in identifying which policies/guidelines are followed.

It was questioned what the continuing education program will look like and when it will be available. Brent reported the Board's external auditors are an excellent source for materials and should be able to keep the Audit Committee informed and provide materials/information that is pertinent to the Committee.

Background information on the role of the internal auditor, risk assessment, and mandate of the Audit Committee was provided to Kim Cross as she is new to the Committee.

#### **7. Future Meeting**

The next Audit Committee meeting has been scheduled for Monday, June 20, 2011 at 7:00 p.m.

#### **8. Adjournment**

The meeting adjourned at 7:55 p.m.



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# REPORT

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## ***Policy Committee***

- *Minutes of the Policy Committee meeting May 30, 2011.*

### **Resolutions:**

- *That the Rainy River District School Board approve the following policies:*
  - 1.20 *Aboriginal Education Advisory Committee*
  - 2.70 *School Food and Beverage*
  - 8.48 *Student Fees*
  
- *That the Rainy River District School Board approve the following policies for stakeholder consultation:*
  - 4.16 *Safe Schools*
  - 8.21 *Professional Development*
  - 8.22 *Expense Claims*
  - 8.36 *Hospitality*



Heather Campbell  
Director of Education



Michael Lewis  
Chair

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**Policy Committee Minutes  
Education Centre  
May 31, 2011 – 9:30 a.m.**

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**COMMITTEE MEMBERS PRESENT:** Dan Belluz – Chair, Michael Lewis, David Kircher, Dianne McCormack (teleconference)

**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. Confirmation of minutes – April 18, 2011**

The minutes were accepted as written.

**5. Business Arising from Minutes**

a) Trustee Code of Conduct

In followup to discussions at the April 18, 2011 Policy Committee meeting, Heather Campbell provided information gathered from other boards regarding Trustee Code of Conduct policies. A survey of all of the Catholic and public district school board websites revealed that approximately 30 boards have a code of conduct or a code of ethics for trustees. It was shown that the majority of district school boards with trustee codes of conduct follow section 218.3 of the *Education Act*, with respect to voting on breaches, with the member being alleged to have breached being unable to vote. Only one board was found to have the person alleging the breach to not participate in the vote deciding the breach. Three policies were found to have the chair of the board leading the investigation and consulting the vice-chair, where appropriate. Heather Campbell reported that most of the information gathered from websites



was in policy but some information was found in bylaws. Committee members reviewed the information provided on the district school boards, followed by discussion. Trustee Michael Lewis confirmed his recommendation from the April 18<sup>th</sup> Policy Committee meeting: "If a non-trustee alleges a breach of the Code of Conduct, such charge will be investigated by the Chair and Vice Chair. The findings of the investigation will be brought to the full Board of Trustees. All Trustees, except the Trustee alleged to have committed the breach shall have a vote on the matter. If a Trustee alleges a breach of the Code of Conduct, such charge will be debated by the two parties concerned. Neither the Trustee alleging the breach, nor the alleged perpetrator shall have a vote on the matter."

Discussion centered around the reasoning for not allowing the trustee making the allegation of the breach of conduct to vote on the matter. Policy Committee members were unable to reach a consensus on the language for the voting process of a breach of conduct and agreed to table the discussion to the next Policy Committee meeting. Heather Campbell will be in contact with public school board directors across the province to gather further information on the Trustee Code of Conduct Policy.

## 6. Reports

### a) Policy Feedback

**Policy 1.20 Aboriginal Education Advisory Committee** – The Aboriginal Education Advisory Committee met on May 16, 2011 and reviewed the policy. It was recommended that guidelines pertaining to representation of Aboriginal students on the committee as well as the member at large be addressed in more detail. The committee was in agreement with the recommendation.

**Policy 2.70 School Food and Beverage** – It was recommended that language about events such as professional activities and staff meetings be excluded from the policy guideline as it is too limiting. The committee was in agreement with the recommendation.

**Policy 8.48 Student Fees** – There was discussion around the "guiding principles" of the policy. It was the consensus of the committee that the guideline referring to all students being able to participate in all aspects of the school experience would be removed from the guiding principles as it is part of the policy statement. There was discussion about the Board's financial obligation to assist students who want to participate in an event or program but are unable to due to financial hardship. Heather Campbell spoke about the differences between student activity fees and fees for enhanced programming and materials. It was agreed that more detailed information would be included in the Board Procedure on Student Fees. Heather Campbell will request clarification from the Ministry of Education when developing the procedure.



**Recommendation:**

***"That the Rainy River District School Board approve the following policies":***

***1.20 Aboriginal Education Advisory Committee***

***2.70 School Food and Beverage***

***8.48 Student Fees***

**b) Policy Initiation**

**Policy 4.16 Safe Schools** – Heather Campbell, Director of Education, provided a report to the Committee regarding the process to obtain feedback on the Board's Safe Schools policy including the Code of Conduct. Throughout May, Board Administrators visited five areas of the Rainy River DSB to meet with school council members and First Nation Education Counselors regarding the Board's Code of Conduct. It was noted that the Code of Conduct is to be reviewed every three years to be in compliance with Board Policy and the *Education Act*. Principals across the district held staff meetings to gather feedback for the review process. Schools councils and staff were asked to comment and provide suggestions with respect to the addition of language to support Bill 157, *Keeping our Kids Safe at School*, responsibilities for students, explanation of dress code, use of technology, other activities that may lead to suspension, prevention and intervention strategies, and communication to parents/guardians and the school community. A summary was provided to the Committee on the feedback received. Heather Campbell presented the revised policy reflecting language supporting Bill 157 and feedback received. It was suggested that definitions of "bullying" and "harassment" be included in the policy. It was agreed that examples of serious incidents should also be included within the policy as well as the Code of Conduct.

Heather Campbell presented the following policies based on recommendations from the Board's Finance Committee, based on their review and discussion of the Broader Public Sector Expense Directive from the Minister of Finance:

**Policy 8.21 Professional Development (Conventions, Seminars)** – It was noted that all Board expenses must be supported by vouchers.

**Policy 8.22 Expense Claims** – It was noted that itemized receipts must accompany all expense claims in order to be reimbursed. Reasonable and appropriate actual expenses may be reimbursed based on receipts, if the expenditure is incurred when the individual is on Board business. This decision is at the discretion of the supervisor.

**Policy 8.36 Hospitality** – A guideline was added addressing the recognition of employees, individuals from provincial, national or international organizations and charitable organizations, and sponsoring formal conferences. The policy notes that alcohol is not covered under the hospitality provisions.

**Heather Campbell**  
Director of Education



**Michael Lewis**  
Chair

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***Recommendation:***

***“That the Rainy River District School Board approve the following policies for stakeholder consultation:***

- 4.16 Safe Schools***
- 8.21 Professional Development***
- 8.22 Expense Claims***
- 8.36 Hospitality***

**7. Future Meeting**

The next Policy Committee meeting is scheduled for Monday, June 20, 2011 at 9:30 a.m.

**8. Adjournment**

The meeting adjourned at 11:30 a.m.

<i><b>Rainy River District School Board</b></i>	<b>SECTION 4</b> <i>Pupils</i>
<b>SAFE SCHOOLS</b>	<b>4.16</b>

## POLICY

The Rainy River District School Board is committed to creating a safe, secure, and inclusive learning, teaching and work environment through the implementation of effective measures. These measures include the establishment of preventive programs, appropriate early intervention procedures and supports, and the administration of disciplinary action in accordance with Board Policy, the *Education Act*, and other relevant legislation.

## RATIONALE

The Rainy River District School Board believes that all members of the school learning community have the right to be safe and to feel safe within their school community. With this right comes the responsibility to contribute to a positive school climate, one in which all members of the school community feel safe, comfortable, and accepted.

Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept the responsibility for protecting their rights and the rights of others.

The Board will promote responsibility, respect, civility, and academic excellence, in a safe learning and teaching environment. Safe school environments will be maintained and enhanced through the following components: prevention, intervention and supports, and administration of appropriate disciplinary action.

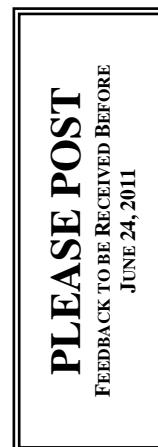
## Definitions

**Bullying** is typically a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to a person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance. Bullying is a dynamic of unhealthy interaction that can take many forms:

- Physical (e.g., hitting, pushing, tripping);
- Verbal (e.g., name calling, mocking, or making sexist, racist, or homophobic comments);
- Social (e.g., excluding others from a group, spreading gossip or rumours).

Bullying may also occur through the use of technology (e.g., spreading rumours, images, or hurtful comments through the use of email, cell Phones, text messaging, Internet websites, or other technology).

**Harassment** is unwelcome and offensive conduct related to sex, race, color, ethnic or place of



origin, ancestry, citizenship, disability, age, religion or creed, record of offences, sexual orientation, marital or family status) as prescribed in the *Ontario Human Rights Code*.

**IMPLEMENTATION** – As per Procedure 4.16 Safe School and the Rainy River District School Board Code of Conduct (Appendix A)

## **GUIDELINES**

### **1.0 Ensuring a Safe and Orderly School Environment**

- 1.1 The Rainy River District School Board recognizes the need for all schools to develop and maintain a safe, orderly, and welcoming environment. The school environment must be safe so that learning and teaching can take place. It is the obligation of all members of the school community to establish a safe and secure school environment.
- 1.2 The school environment is both physical and social. It includes the school building, its surroundings, the people in it and the way they interact, the material resources, and the extensions of this environment that are necessary for the delivery of the program (e.g., field trips, school buses) and extracurricular activities.
- 1.3 To establish and maintain a safe and secure school environment, the Rainy River District School Board and its schools will
  - Endeavour to make its schools and facilities accessible to all members of the school community.
  - Establish and operate Health and Safety Committees throughout the District.
  - Keep health and safety records up-to-date, with possible health and safety risks immediately addressed.
  - Regularly review and communicate emergency plans to the appropriate school and community members.
  - Develop guidelines for supervision to ensure the safety of staff and students within the school and at school-sponsored activities.
  - Follow the appropriate policies and procedures related to the safety and well-being of students (e.g., Policy 4.18 - Safe Arrival Plan).
- 1.4 Principals will also cooperate with bus operators to ensure that school buses, as extensions of the school environment, are safe and secure.
- 1.5 In addition, schools will take the appropriate measures to ensure security and safety of staff, students, and property. Principals will
  - Establish procedures for dealing with visitors and/or strangers in the school.
  - Deny entry to the school to a person found in possession of materials and/or substances deemed to be unsafe and/or inappropriate (e.g. hate literature, guns, knives, illegal drugs). As well, principals may deny entry to school-sponsored activities to individuals whom they know have a record of violence or who have been found in

possession of weapons.

- Deny entry to individuals who, in the administrator's judgment, threaten, intimidate, harass, verbally abuse or attack any students or staff.
- Identify students with a record of violence or who have been found in possession of weapons and who wish to transfer from one school to another. This information will be communicated to the appropriate supervisory officer.

## **2.0 Promoting a Positive School Climate**

2.1 The Rainy River District School Board recognizes the importance of supporting and maintaining a positive school climate in its schools. The characteristics of a positive school climate include the following:

- Students and staff feel and are safe.
- Healthy and inclusive relationships are promoted.
- Students are encouraged to be positive leaders in their school community.
- All partners are actively engaged.
- Improvement of learning outcomes for all students is emphasized.
- Bullying prevention messages are reinforced through programs addressing discrimination based on such factors as age, race, sexual orientation, gender, faith, disability, ethnicity, and socio-economic status.

2.2 Through bullying students may attain or maintain power over others through real or perceived differences. Some areas of difference may be size, strength, age, intelligence, economic status, social status, solidarity of peer group, religion, ethnicity, disability, need for special education, sexual orientation, family circumstances, gender, and race. The effects of bullying extend to significant negative impact on student safety, learning, and the school climate. The presence of bullying adversely affects a school's ability to educate its students. Therefore, bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the school climate.

2.3 If students who are bullied, who bully others, or who witness bullying receive the necessary support, they can learn effective strategies for interacting positively with others and for promoting positive peer dynamics.

2.4 The Rainy River District School Board believes that the reduction of bullying behaviours is achieved by engaging in prevention and intervention strategies. The Rainy River District School Board's Character in Action curriculum:

- Is aligned within the Ontario curriculum to emphasize the character attributes of Respect, Initiative, Courage, Empathy and Compassion, Honesty, Integrity, Fairness, and Responsibility, as well as Perseverance, Optimism;
- Promotes the early identification of bullying, forms of violence, and reporting of threats to safety;
- Encourages the inclusion of such attributes, as well as bullying awareness and prevention strategies in daily classroom teaching;
- Uses resources that are free of bias, reflects the diverse groups that compose our society,

and develops the ability to value the diversity of people and of points of view in society;

- Promotes teaching strategies and resources that focus on developing healthy relationships and conflict resolution.

2.5 Other prevention strategies include, but are not limited to:

- early exposure to appropriate social skills to be used in different situations;
- the provision of opportunities for all students to participate in bullying prevention presentations and training;
- the creation and provision of leadership initiatives within the school and the Board;
- the opportunity for non-violent competitions and interactions that stress co-operation and positive attitudes.

### **3.0 School Climate Committees:**

3.1 Schools shall establish Safe School Committees, composed of at least one student (where appropriate), one parent, one teacher, one support staff member, one community partner, and the principal. The school team must have a staff chair. An existing school committee (i.e., school council) can assume this role or create a subcommittee for this role.

3.2 Schools, with the support of their Safe School Committees, shall develop and implement school-wide bullying prevention and intervention plans as part of the Community, Culture, and Caring focus of their School Improvement Plan. Components of these plans must include the definition of bullying, prevention strategies, intervention strategies, training for members of the school community, communication and outreach strategies, and monitoring and review processes.

### **4.0 Rainy River District School Board Code of Conduct**

4.1 The Rainy River District School Board Code of Conduct (Appendix A) is intended to create a climate of mutual respect that recognizes the dignity and worth of every member of the district community. All members of the education community have a responsibility to contribute to a positive climate that supports students' well-being and achievement. The Code of Conduct sets clear standards of behaviour that are firm and fair, and these standards of behavior apply not only to students but also to all individuals involved in the school system – parents/guardians, volunteers, employees – whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have an impact on the school climate.

4.2 The contents of the Rainy River District School Board Code of Conduct and its schools' codes of conduct will include:

- guidelines;
- the standards of behavior for all members of the school community;
- locally developed standards will link to the relevant provincial and board standards;
- indications where and/or when these standards will apply;
- consequences for inappropriate behavior.



- 4.3 Every three years, in reviewing the Rainy River District School Board Code of Conduct, the Board shall
- Include the standards stated in the Provincial Code of Conduct;
  - Set out standards of behavior for all members of the school community;
  - Link locally developed standards to the relevant provincial standards and indicate where and/or when these standards will apply;
  - Seek input from school councils, the Parent Involvement Committee, the Special Education Advisory Committee, parents, students, staff members, and the school community;
  - Annually take steps to bring the Code of Conduct to the attention of students, parents and guardians of students and others who may be present in schools under the jurisdiction of the Board.

## **5.0 Staff Development**

- 5.1 The Rainy River District School Board is committed to providing opportunities for all staff to acquire the knowledge and skills necessary to develop and maintain a welcoming and safe school environment.
- 5.2 Staff members must be able to adapt to new demands and circumstances. They must receive strong support, professional preparation and ongoing professional development focusing on the skills and knowledge that are required to teach appropriate conduct. They must have opportunities to reflect, to learn and to collaborate with others.
- 5.3 Educators must be prepared for their role as teachers of appropriate interaction, violence prevention, and as facilitators of conflict resolution. They must also know how and when to call upon the support of others, within both the school and the community, including appropriate community agencies. Staff development is an essential component of the Safe Schools Policy.
- 5.4 The Board recognizes the importance of ongoing training and all staff will be provided with regular review of the Board/school Code of Conduct and, awareness/information opportunities for the purpose of applying school board and school procedures in a fair and consistent manner, and professional development that supports their roles in ensuring a safe, caring, and respectful learning, teaching and working environments.

## **6.0 Home, School and Community Involvement**

- 6.1 The Rainy River District School Board is committed to encouraging the entire community, including students, parents/guardians, staff, community organizations, agencies and services, business and labor, and other groups to support violence prevention initiatives and to play an active role in promoting violence prevention.
- 6.2 Programs that promote a positive school environment and support the progressive discipline continuum should be developed and established by building positive

relationships that engage the whole school community and its partners. Linkages and coordination among boards, local schools, and community agencies should be established. Through outreach, partnerships already in place may be continually enhanced and new partnerships with community agencies and members of the community may also be created.

- 6.3 The Board shall, wherever possible, collaborate to provide coordinated prevention and intervention programs and services and, where possible, share effective practices.
- 6.4 The Board and its schools shall ensure ongoing dialogue with parents on student achievement and behavior, especially with respect to serious incidents within the school (e.g., bullying, fighting, drug or alcohol possession or use, use or possession of weapons, vandalism).

## **7.0 Intervention, Supports, and Consequences**

- 7.1 Progressive discipline is an approach that makes use of a continuum of interventions, supports, and consequences, building upon strategies that promote positive behaviours. The use of restorative practices as a component of progressive discipline is a means of building relationships, strengthening school communities, and maintaining safe, inclusive school cultures. The range of interventions, supports and consequences used by the Board and all schools must be firm and fair, clear and developmentally appropriate, and must include learning opportunities for students in order to reinforce positive behaviours and help students to make good choices. For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the student's Individual Education Plan (IEP). The Board and school administrators, must consider all mitigating and other factors, as required by the *Education Act* and Regulations.
- 7.2 Restorative Practice is an overall approach where conflict and tensions are managed by repairing harm and strengthening relationships as a way of building school community. It focuses on repairing the harm caused by offending behavior while holding the offender accountable for his/her actions. It provides an opportunity for the parties directly affected by such behavior – the victim(s), the offender(s), and community – to express how they are affected and to identify and address their needs that result from the offending behavior. Overall, Restorative Practice seeks a resolution that affords reparation, healing and reintegration, while preventing future harm. Interventions occur along a continuum of restorative practices.
- 7.3 The Board will continue to develop partnerships and protocols with community organizations and agencies which can provide support to students in need (e.g., RRDSB/Police Protocol). Through the establishment of a Threat/Risk Assessment Protocol, the Rainy River District School Board will cooperatively develop with the community a set of procedures to permit it to deal fairly, firmly and sensitively with the range of violent incidents that could occur in the school environment. The Rainy River District School Board, with the assistance of the community, will also develop short and long term strategies to follow up on extreme violent occurrences.

- 7.4 With respect to bullying intervention, it is the expectation of the Rainy River District School Board that, provided that there is no immediate risk of physical harm to any individual, staff members who work directly with students on a regular basis, including administrators, teachers, education support personnel, Early Childhood Educators, shall respond to any incidents of bullying, which they have observed or heard during the course of their duties or otherwise while on school property or during a school related event.
- 7.5 Further, incidents of bullying about which a board staff member or a transportation provider becomes aware must be reported to the principal or designate in accordance with Rainy River District School Board procedures at the earliest, safe opportunity and no later than the end of the school day or transportation run, if reported by a transportation provider. A written report in accordance with Rainy River District School Board procedures must be made when it is safe to do so.
- 7.6 The Board shall develop, in consultation with parents/guardians, appropriate plans to protect the victim. The Board shall communicate those plans to the victim and to the victim's parents/guardians. Communication with the victim's parent/guardian shall only take place in circumstances where to do so would not, in the principal or designate's opinion, put the pupil at risk of harm and would not be in the pupil's best interests.
- 7.7 As per the Rainy River District School Board's Student Discipline Policy, appropriate action must consistently be taken to address behaviours that are contrary to provincial, board, and school codes of conduct.
- 7.8 Discipline strategies will be fair and non-violent and focus on teaching students about appropriate behaviours while maintaining their self-respect. The range of interventions, supports, and consequences must be clear and developmentally appropriate.
- When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive.
  - Schools should utilize a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.
  - For students with special education needs, interventions, supports, and consequences must be consistent with the expectations in the student's IEP.
  - The Board, and school administrators, must consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07.
  - Schools must develop and implement a school-wide progressive discipline policy that is consistent with this policy, outlining a range of interventions, supports, and consequences.

<u>CROSS REFERENCE</u>	<u>Date Approved</u>	<u>LEGAL/MINISTRY OF EDUCATION REFERENCE</u>
<p>Protocol Between the RRDSB and Policing Agencies Serving the Rainy River District</p> <p>The Provision of Agency Services on School Board Property</p> <p>RRDSB Crisis Response Plan</p> <p>Procedure 4.16 Safe Schools</p>	<p><u>Board Motion</u></p> <p><u>Review Prior to</u></p>	<p><i>Education Act, Part XIII, Behavior, Discipline and Safety</i></p> <p><i>Ontario Regulation 472/07</i></p> <p><i>Ontario Human Rights Code</i></p> <p><i>The Child and Family Services Act</i></p> <p><i>Trespass to Property Act</i></p> <p><i>Policy/Program Memoranda 119, 128, 141, 142, 145</i></p>

## **Appendix A – Rainy River District School Board Code of Conduct**

A school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. All students, parents, teachers, and staff members have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate.

The promotion of strategies and initiatives such as Student Success and character development, along with the employment of prevention and intervention strategies to address inappropriate behavior, fosters a positive school climate that supports academic achievement for all students.

The Rainy River District School Board Code of Conduct sets clear standards of behavior. These standards of behavior apply not only to students, but also to all individuals involved in the publicly funded school system—parents, volunteers, teachers, and other staff members—whether they are on school property, on school buses, at school related events or activities, or in other circumstances that could have an impact on the school climate. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

### Code of Conduct Guidelines

- All members involved in the Rainy River District school system—students, parents or guardians, volunteers, teachers and other staff members, community partners—are included in this Code of Conduct whether they are on school property, on school buses or at school-authorized events or activities.
- All members of the school community are to be treated with respect and dignity, especially persons in positions of authority.
- Responsible citizenship is the appropriate participation and the encouragement of appropriate participation in the civic life of the school community.
- All members of the school community encourage the use of non-violent means to resolve conflict.
- All members of the school community promote the safety of people in the schools.
- All members of the school community discourage the use of alcohol and illegal drugs.
- All members of a school community maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

### Roles and Responsibilities

The Rainy River District School Board will provide direction to its schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of the Rainy River District School Board to:

- develop policies that set out how its schools will implement and enforce the Provincial Code of Conduct and all other rules related to the provincial standards that promote and

- support respect, civility, responsible citizenship, and safety;
- seek input from school councils, the regional Parent Involvement Committees, the Special Education Advisory Committee, parents, students, staff members, and the school community;
- review the Rainy River District School Board Code of Conduct regularly with staff, parents, volunteers, and the community;
- establish a process that clearly communicates the Rainy River District School Board Code of Conduct to all parents, students, staff members, and members of the school community in order to obtain their commitment and support;
- ensure an effective intervention strategy and response to all infractions related to the standards for respect, civility, responsible citizenship and physical safety;
- provide opportunities for all staff to acquire the knowledge, skills and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment;
- wherever possible, collaborate to provide coordinated prevention and intervention programs and services, and endeavor to share effective practices.

Principals/Vice Principals, take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- holding everyone under their authority accountable for their behavior and actions;
- empowering students to be positive leaders in their school and community;
- communicating regularly and meaningfully with all members of their school community;
- ensuring notification to parents of students who are victims of serious incidents (e.g., bullying, fighting, drug or alcohol possession or use, use or possession of weapons, vandalism).

Teachers and school staff, under the leadership of their principals, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behavior. As role models, staff upholds these high standards when they:

- help students work to their full potential and develop their self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents/guardians;
- maintain consistent standards of behavior for all students;
- demonstrate respect for all students, staff, parents, and the members of the school community;
- prepare students for the full responsibilities of citizenship;
- ensuring timely, sensitive, and supportive response to incidents that may have a negative impact on school climate (i.e., bullying, harassment).

To ensure that safety of students, all employees of the Rainy River District School Board are required to report serious incidents (e.g., bullying, fighting, drug or alcohol possession or use, use or possession of weapons, vandalism) involving students to the school principal.

Students are to be treated with respect and dignity. In return, they must demonstrate respect for all students, staff, parents, volunteers, and the members of the school community. Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;
- shows respect for him/herself, for others, for those in authority, and for property;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions;
- shows proper care and regard for school property;
- takes on leadership roles within the classroom, the school, and/or the community.

Students demonstrate commitment to the learning process by coming to class prepared to learn and by contributing to a safe, nurturing, welcoming, respectful and inclusive climate for learning and working.

When using electronic resources students must demonstrate appropriate online conduct/manners and refrain from improper/unethical use of technology, including computer hacking and cyber-bullying. Inappropriate Internet and technology use includes all forms of violence, threats and harassment directed at staff members, students or any member of the school community. This applies to school, work and home Internet use.

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- show an active interest and involvement in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat and appropriately dressed (e.g., no inappropriate apparel such as logos, sayings and/or pictures that address/display sexual content, substance abuse, violence, profanity, inappropriate references to nationality, race or gender; weather appropriate);
- ensure that their child is prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the Code of Conduct and school rules;
- encourage and assist their child in following the rules of behavior;
- assist school staff in dealing with disciplinary issues.

Police and Community Members are essential partners in making our schools and communities safer. Community members need to support and respect the rules of their local schools. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education. Community Partners are resources that the Rainy River District School Board values in providing and assisting with prevention and intervention programs.

## Standards of Behavior

### **Respect, Civility, and Responsible Citizenship**

All members of the Rainy River District School Board community must:

- respect and comply with all applicable federal, provincial and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly, regardless of, for example, their race, ancestry, place of origin, color, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- not swear at a teacher, another person in a position of authority, or another member of the school community.

### **Safety**

All members of the Rainy River District School Board community must not:

- be in possession of any weapon, including but not limited to knives, firearms, pepper spray, or any device designed to injure, incapacitate or immobilize;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object.
- inflict or encourage others to inflict bodily harm on another person;
- not conduct sexual misconduct, including assault;
- traffic weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- engage in hate propaganda and other forms of behavior motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

### **Bullying**

All school members of the Rainy River District School Board must not:

- physically bully another person (e.g., hitting, pushing, tripping);
- verbally bully another person (e.g., name calling, mocking, or making sexist, racist, or



- homophobic comments);
- socially bully another person (e.g., excluding others from a group, spreading gossip or rumors);
- use technology to bully another person (e.g., spreading rumors, images, or hurtful comments through the use of email, text messaging, Internet website, personal electronic devices, and other technology).

### **Consequences**

Any student who demonstrates behavior inconsistent with Rainy River District School Board policy or the school Code of Conduct will face a range of age and developmentally appropriate interventions, supports and consequences, which may include restorative practice, direct skill development, counselling, loss of privileges, detention, making restitution, suspension from school or expulsion from any school in the Rainy River District School Board.

### **Activities Leading to Possible Suspension**

A principal shall consider whether to suspend a student if he or she believes that the student has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- uttering a threat to inflict serious bodily harm;
- possession of illegal drugs or drug paraphernalia;
- being in possession of alcohol;
- being under the influence of alcohol;
- swearing at a teacher, or other person in authority;
- committing an act of vandalism causing extensive damage to school property or property located on school premises;
- Bullying, whether physical, verbally, socially, or through technology;
- Harassment (unwelcome and offensive conduct related to sex, race, color, ethnic or place of origin, ancestry, citizenship, disability, age, religion or creed, record of offences, sexual orientation, or marital or family status);
- fighting;
- persistent opposition and/or disrespect to authority.

### **Activities Leading to Suspension**

A principal shall suspend a student if he or she believes that the student has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

- possession of a weapon, including, but not limited to firearms;
- use of a weapon to cause bodily harm, or to threaten serious harm;
- physical assault causing bodily harm requiring treatment by a medical practitioner;

- committing sexual assault;
- trafficking in illegal drugs or weapons;
- committing robbery;
- providing alcohol to a minor.

Any staff member who violates Rainy District School Board policy may be subject to consequences, pursuant to the Rainy River District School Board's policies and procedures.

<i>Rainy River District School Board</i>	<b>SECTION 8</b> <i>Finance</i>
<b>PROFESSIONAL DEVELOPMENT (CONVENTIONS, SEMINARS)</b>	<b>8.21</b>

**POLICY**

The Rainy River District School Board may permit staff members to attend professional development activities such as meetings, workshops, conferences, and seminars.

**RATIONALE**

The Board encourages the ongoing professional development of all staff members subject to the following guidelines and the limitations of the approved budget.

**IMPLEMENTATION**

- 1.1 All approvals for staff members to attend a conference or workshop, etc. must be given by the Director or designate on the approved *Request for Leave form*.
  - If the workshop or conference is of direct benefit to the Board or student and the Board requested attendance, the Board will pay appropriate expenses according to the budget allocated.
  - If the meeting, workshop, etc. is of direct benefit to the staff member and of only indirect benefit to the Board or student, then the Board may be prepared to share the costs with the staff member.
  - If the main benefit of attending the workshop, etc., is to the staff member and the Federation/Union or other agency, full costs are billed to the staff member, Federation/Union or other agency.
  
- 1.2 Staff members wishing to attend a conference will submit their request to their principal or supervisor for preliminary screening. The principal or supervisor, having confirmed that the expenses are reasonable and budgeted for, may approve the request and forward it to the Director or designate for final approval.
  
- 1.3 Requests must be accompanied by the following information:
  - Purpose of the conference.
  - Date and location of conference.
  - A reasonably accurate estimate of the cost of the conference and how the costs are to be covered under the following headings (ie. Registration fee, travelling expenses, accommodation expenses, occasional teacher costs, miscellaneous expenses).

**PLEASE POST**  
 FEEDBACK TO BE RECEIVED BEFORE  
 JUNE 24, 2011

**GUIDELINES**

- 2.1 The following expenses incurred through attendance at an approved conference may be paid by the Board:
  - travelling expenses
  - registration fees
  - accommodations
  - meals
  - occasional teacher costs
- 2.2 The Board reserves the right to specify the type of travel and living accommodations to be used by staff members attending such conferences.
- 2.3 All expenses except meals must be supported by vouchers.
- 2.4 The final accounting of the expenses must be accompanied by a report of the conference.
- 2.5 When conferences are sponsored and funded by the Board, preference will be given to a site within the jurisdiction of the Board.

<u>CROSS REFERENCE</u>	<u>Date Approved</u>	<u>LEGAL/MINISTRY OF EDUCATION REFERENCE</u>
Policy 8.13 Board Credit Cards 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 8</b> <i>Finance</i>
<b>EXPENSE CLAIMS</b>	<b>8.22</b>

**POLICY**

It is the policy of the Rainy River District School Board to reimburse all Board employees and trustees for necessary and reasonable expenses incurred while performing duties on behalf of the Board.

**RATIONALE**

This policy establishes information and direction to reimburse Board employees and trustees of necessary and reasonable expenses while performing duties on behalf of the Board.

**IMPLEMENTATION**

The supervisor will satisfy him/herself that all expenses claimed are bona fide and reasonable before approving them for payment.

Expenses approved for payment are charged to the appropriate expenditure budget by following Procedure 8.22.

**GUIDELINES**

- 1.1 Expense claims will be for expenses incurred on Board business (e.g., Professional Development, workshops/seminars, board related meetings).
- 1.2 Procedure Number 8.22 will be followed for expense claim reimbursements.
- 1.3 Meal Costs will be paid as follows:

Breakfast.....\$ 9.00  
Lunch.....\$15.00  
Dinner.....\$26.00

Meals to a maximum of \$50.00 per day with itemized receipts (does not include Visa receipt). If the itemized receipt is not attached to the claim, reimbursement will not be approved.

**PLEASE POST**  
FEEDBACK TO BE RECEIVED BEFORE  
JUNE 24, 2011

- 1.4 Reasonable and appropriate actual expenses may be reimbursed based upon itemized receipts, if the expenditure is incurred when the individual is on Board business.

<p><u>CROSS REFERENCE</u></p> <p>Procedure 8.22 Expense Claims</p>	<p><u>Date Approved</u></p> <p><u>Board Motion</u></p> <p><u>Review Prior to</u> 2016</p>	<p><u>LEGAL/MINISTRY OF EDUCATION REFERENCE</u></p>
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<b><i>Rainy River District School Board</i></b>	<b>SECTION 8</b> <i>Finance</i>
<b>HOSPITALITY</b>	<b>8.36</b>

**POLICY**

The Rainy River District School Board will reimburse Senior Administration (Director, Superintendents, and Assistants to the Director) for hospitality expenses incurred in the course of their duties.

**RATIONALE**

The Board will reimburse Senior Administration for eligible expenses for hospitality and ensure adequate controls are established.

**IMPLEMENTATION**

See Procedure 8.36 Hospitality.

**GUIDELINES**

- 1.1 Hospitality is the provision of food, beverages (except alcohol), accommodations, transportation, or other amenities at Board expense.
- 1.2 Hospitality should be extended in an economical, consistent and appropriate way when it will facilitate board business or considered desirable as a matter of courtesy.
- 1.3 In extending hospitality, the administrator must avoid real or perceived conflicts of interest.
- 1.4 Hospitality may be extended on behalf of the Board when:
  - a) Recognizing employees or other individuals for outstanding achievement.
  - b) Providing individuals from provincial, national or international organizations, charitable organizations with an understanding and appreciation of the workings of the Board.
  - c) Sponsoring or attending formal conferences related to the goals of the Board.

**PLEASE POST**  
 FEEDBACK TO BE RECEIVED BEFORE  
 JUNE 24, 2011

<u>CROSS REFERENCE</u>	<u>Date Approved</u>	<u>LEGAL/MINISTRY OF EDUCATION REFERENCE</u>
Procedure 8.36 Hospitality	<u>Board Motion</u>  <u>Review Prior to</u> 2016	





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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 June, 2011.*

**Rainy River District School Board**

PERSONNEL REPORT

June 2011

	NAME	STATUS			EFFECTIVE DATES	
		PREVIOUS	CODE	NEW	COMMENCING	TERMINATING
<b><u>APPOINTMENT</u></b>						
<b><u>CHANGE IN ASSIGNMENT</u></b>	Carly Skrenski	0.83 FTE Teacher, FHS	B	0.83 FTE Teacher, AHS	29-Aug-11	
	Sarah Arpin	1.0 FTE Teacher, FHS	B	1.0 FTE Teacher, RHS	29-Aug-11	
	Andrea Domanski	1.0 FTE Teacher, RIV	B	1.0 FTE Teacher, JWS	29-Aug-11	
	Tracy Morrish	1.0 FTE Teacher, RMS	B	1.0 FTE Teacher, JWS	29-Aug-11	
	Nicole Thomson	0.9 FTE Teacher, CRS	B	0.9 FTE Teacher, JWS	29-Aug-11	
<b><u>LEAVE OF ABSENCE</u></b>	Anita Fowler	1.0 FTE School Secretary, JWS	E	0.6 FTE School Secretary, JWS	22-Aug-11	29-Jun-12
	Sandra Riding	0.8 FTE Communication Assistant, NSC	E		30-Aug-11	21-Jun-12
	Trevor Bowles	1.0 FTE Teacher, RMS	E		29-Aug-11	30-Jun-13
	Jason Jones	1.0 FTE Teacher, RMS	E		29-Aug-11	22-Jun-12
	Jennifer Burns	1.0 FTE Teacher, RMS	G		6-Jul-11	5-Jul-12
	Cindy Homer	1.0 FTE IT Multimedia Technician, Ed Centre	G		29-Sep-11	28-Sep-12
<b><u>RESIGNATION</u></b>	Jessica Anderson	1.0 FTE Teacher, FHS	C		24-Jun-11	
<b><u>RETIREMENT</u></b>	Ed Cain	1.0 FTE Teacher, JWS	D		30-Jun-11	
	Marnie Dutton	1.0 FTE Teacher, JWS	D		30-Jun-11	
<b>CODES:</b>	A - Additional Staff	E - Leave of Absence		I - Deferred Salary Leave	M - Replacement	
	B - Transfer	F - Leave of Absence (Rv)		J - Surplus	N - Termination	
	C - Resignation	G - Pregnancy Leave		K - Parental Leave		
	D - Retirement	H - Pregnancy Leave (Rv)		L - Parental Leave (Rv)		



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# REPORT

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***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.

**Reaching Every Student** – To empower all students to dream of the possibilities, to believe in themselves and to achieve.

**Learning Environment** – Intervention & Closing the Gap, and School & Classroom Organization

**Instructional Leadership** – Curriculum, Teaching & Learning Practices, and Student Voice

**Evidence-Based Decision Making** – Assessment for, as and of Learning

**Accountability** – Home, School, Community Partnerships

**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, 49% 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 (18% in 2009-10). By July 31, 2011 the gap in credit accumulation will be reduced. 84% of Grade 9 students will receive 8 credits by July 31, 2011 and 71% 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 were 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 were completed in December, March, and April.</li> <li>- Update meeting with Carmel Crevola was held in Dryden on October 13, 2010.</li> <li>- Focus school visit at J.W. Walker occurred during the first week in February and again in April, with progress towards the implementation of language goals being monitored. A final Focus school visit took place May 25, 26, and 27 at J.W. Walker School to further implement specific oral language teaching approaches and instructional strategies.</li> <li>- An Oral Language and Writing Teleconference took place on April 29. Information was shared with lead teachers in each school.</li> <li>- Implementation visit was completed at Donald Young School and J.W. Walker School to confirm, assess and compare the use of oral language strategies.</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 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> </ul>

	<ul style="list-style-type: none"> <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 year as facilitated by the Student Achievement Teachers and Secondary Department Heads.</li> <li>- Mine Centre, Riverview and Robert Moore Schools took part 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 helped to 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> <li>- Coordinators at all three high schools were provided with Differentiated Coaching (DI) periods through reinvestment and additional funding to incorporate DI across all subject areas; many initiatives embraced and embedded new technology into instructional practice: IPADs, SmartBoards, and Moodle.</li> <li>- Expansion of SmartBoard training was provided to all staff Kindergarten to Gr. 12, including Education Centre staff.</li> <li>- CPR/AED course provided to Gr. 9 Physical Education teachers board wide. Mannequins and materials were secured to ensure program is embedded in Gr. 9 Health curriculum.</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>- Third Wave Literacy Intervention yielded very positive results for the students involved and teacher capacity and collaboration was increased.</li> <li>- Reading Recovery was implemented in all but two schools.</li> </ul>

<p><b>Review Supervised Alternative Learning (SAL) 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>- Fort Frances High School, in advance of the full implementation, worked with SAL students to reintegrate back into the regular school setting.</li> <li>- Attendance counselor 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> <li>- New documentation and procedures have been established conforming to Ministry of Education guidelines; emphasis is placed on providing route maps for reintegration of students into regular day school programming.</li> </ul>
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## LEARNING ENVIRONMENT – School and Classroom Organization

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**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 <i>Health Food and Beverage Policy</i>).</b></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, with the events held in May 2011.</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> </ul>



<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>- Administrator and teacher representatives attended training and received in-service in preparation for implementing revised Healthy Food and Beverage Policy, in November 2010. Healthy Food and Beverage Board Policy drafted and sent for stakeholder feedback in May 2011.</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> <li>- The Incident Weather Procedure was revised in March 2011.</li> <li>- Crisis/Threat Assessment proposals were created in October 2010, with funding received in December 2010. Threat/Risk Assessment training was provided for approximately 220 participants, both Board staff and community partners, by the Center for Risk/Threat Assessment in May 2011.</li> <li>- Safe School Policy and Code of Conduct school council and First Nation Education Counselor feedback sessions were held throughout May 2011, with revised policy and RRDSB Code of Conduct sent for stakeholder consultation in June 2011.</li> <li>- Police/School Board Protocol was revised, to align with the provincial model, in the spring of 2011.</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          (continued)</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, and Atikokan High School.</li> <li>- Elementary Student Achievement Teacher monthly PLC occurred with a focus on high yield strategies, co-teaching, School Effectiveness Framework and teaching with intent.</li> <li>- Literacy Numeracy Secretariat held training that focused on teachers learning together across schools and the regions:             <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, April 7-8, 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> <li>▪ Regional Numeracy Sessions: Nov. 30, 2010, February 9, 2011.</li> <li>▪ Collaborative Teacher Inquiry (Literacy) – Riverview.</li> <li>▪ Professional Learning for Mathematics Leaders and Coaches Training Feb. 3-4                  Sharing of strategies 7, 8 &amp; 9 PLC (Walker, Robert Moore, and Fort Frances High School).</li> </ul> </li> <li>- Student Work Study Initiative occurred at Riverview, Robert Moore and Mine Centre this year.</li> <li>- Annual Rainy River District School Board Learning Fair took place on May 18, 2011.</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> <li>- Design and engineering work for Fort Frances High School solar system was completed April 2011.</li> <li>- Environmental Education workshops for teachers are planned for August 2011.</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>- Facility review template was developed.</li> <li>- Reviews have been postponed to start in Fall 2011.</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> <li>- A school event was held in May 2011, inviting past administrators and staff and the overall community, to commemorate the old school.</li> <li>- Monthly planning meetings have occurred with move in scheduled for July 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. Five additional sessions were held to coincide with provincial leadership webcasts on mentoring, succession planning, differentiated professional development, and aspiring leaders throughout April and May 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 and completed in March 2011. As well, the Journey to Leadership map was completed in March 2011.</li> <li>- Board Leadership Team monthly meetings continued throughout the year with a focus on instructional leadership and management professional development for new and experienced leaders. A revised professional development plan for new and experienced principals and vice principals was completed in May 2011.</li> <li>- Aspiring leaders were invited to a January 2011 Ontario Principals' Council professional development session.</li> <li>- The Rainy River District School Board applied and received funding for a regional leadership proposal. All plans for this session, involving Ainsley Rose from the Leadership and Learning Center, were completed in June 2011.</li> <li>- The Principal/Vice Principal Terms and Conditions were revised as per Policy/Program Memorandum 152 and approved by the Board in April 2011.</li> <li>- Three administrators attended Emotional Intelligence Train-the-Trainer professional development throughout May and June 2011.</li> <li>- Mentor training was held within the region, with three representatives attending from the Rainy River District School Board.</li> <li>- The application process for administrators was revised in May 2011, and the Mentoring Manual and Orientation were updated in May/June 2011.</li> </ul>

	<ul style="list-style-type: none"> <li>- Representatives from the regional and provincial Board Leadership Development Strategy Branch visited the Board on May 25, 2011 to review the RRDSB's Leadership Development Plan and actions this past year.</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. Two of the three schools had play-inquiry based learning PLC's (one school K – 1 and one school K – Grades 2/3). Interschool classroom visits by inquiry team members also took place as part of the Primary Collaborative Inquiry.</li> <li>- An Early Learning /Kindergarten Sharing Session was held in October 2010 and April 2011, involving elementary teams of principals, Student Achievement Teachers, Kindergarten, and Grade 1/2 teachers. The focus for these sessions was the implementation of the new Early Learning programs, inquiry and play-based learning, piloting of technology (IPAD) in documenting observations, involving parents and community agencies and new reporting for kindergarten teachers.</li> <li>- Assistive Technology SERT worked on literacy-based, open ended Smart Board program to use in Grade 1.</li> <li>- Voluntary, after school study group on Vygotskian principles of Early Learning took place with 5 schools represented.</li> <li>- Community consultations took place to establish sites for Year 4 and 5 Full-day Early Learning.</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 through the work of the Teacher Working Group and Native Language Immersion Coach was completed.</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 year.</li> <li>- New Native Studies course were offered for 2011/12 school year at Fort Frances High School.</li> <li>- Resource sharing through Alt. Ed. Professional Learning Community between all programs (Seven Generations, United Native Friendship Centre, Training and Learning Centre, Youth Detention Facility, high schools) took place throughout the year.</li> </ul>

**Focus on job embedded training for Information Technology (SMART and Assistive Technology).**

Information Technology Coordinator  
Special Education Coordinator  
Assistive Technology Special Education  
Resource Teachers

- Assistive Technology Special Education Resource Teachers (SERT) worked with a model of demonstrations and co-teaching using technology in classrooms as a focus.
- 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.
- Additional assistive technology training occurred throughout the year: Dragon Naturally Speaking and Premier Software Training was provided to SERTs, Information Technology Leads, Principals and Vice Principals.
- Assistive Technology and SMART Boards were presented at Technology Night, held at J.W. Walker School in January 2011.
- 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.
- 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).
- SMART Notebook Math Tools add-on training was presented for thirteen Information Technology Leads from schools across the district.
- 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.
- 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.
- 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.
- SMART Board Level 1 training was delivered to new and returning teachers on May 12 and May 13, 2011 with invitations extended to occasional teachers.
- Followup activities continued to be delivered in school staff meetings.

# 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>- Bullying Week activities completed throughout the district in November 2010. The majority of the Rainy River DSB schools and the Education Centre participated in the “Pink Day” focusing on anti-bullying in April 2011.</li> <li>- School climate surveys were adapted with respect to Equity and Inclusive Education. The Character Education Committee supported schools in the development and deployment of surveys.</li> <li>- The Board Improvement Plan reflected principles of Equity &amp; Inclusive Education within the focuses. As well, School Improvement Plans similarly reflected 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>- Through Student Success, there was a 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 had access to electronic tutoring in math through our participation in the Homework Help Initiative. 92% of eligible students enrolled due to presentations being made</li> </ul>

	<p>to all schools via staff meetings and school communities through school council sessions.</p> <ul style="list-style-type: none"> <li>- Re-Engagement Initiative has re-enrolled twenty-four Grade 12+ students.</li> <li>- The Equity lead attended Equity and Inclusive Education Conference in Toronto in January 2011.</li> <li>- The Director of Education attended the Mental Health Summit in Toronto in June 2011.</li> </ul>
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## EVIDENCE-BASED DECISION MAKING – Assessment for, as and of Learning

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**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>- Teachers and administrators 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 worked on developing success criteria with students in a number of subject areas and Learning Skills.</li> <li>- As part of a comprehensive strategy of curriculum, assessment and evaluation alignment, the</li> </ul>

	<p>Board Improvement Planning Committee, composed of teachers and administration, have focused on developing success criteria for ongoing professional development in Growing Success for 2011-2012.</p> <ul style="list-style-type: none"> <li>- Focus group sessions with elementary teachers across the district took place in the review of the Elementary Assessment Plan in May 2011.</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>- Policies being drafted are: Access and Release of Information, Record Information Management and Information Security.</li> <li>- Procedures are being developed to cover the following: Access and Release of Information, Privacy Breach, Cross-panel Sharing, Privacy Impact Assessment, Record Information Management and Working Outside the Office and School.</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>- Work has begun to document data access and responsibility throughout the board staff and data elements.</li> <li>- Work has begun on the Board website to highlight visibility and transparency.</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>	<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, the Respect Campaign subcommittee, and the UNESCO subcommittee from August to June.</li> <li>- The partnership with the Ontario Provincial Police, Victims' Services, and the Rainy River District</li> </ul>



<p>Director of Education Human Resources Manager Aboriginal Education Lead Equity and Inclusive Education Lead</p>	<p>Safety Coalition resulted in successful Threat/Risk Assessment Training.</p> <ul style="list-style-type: none"> <li>- The Board continued its representation on Rainy River District Safety Coalition.</li> <li>- Planning for “Rachel’s Challenge” presentations in September 2011, with Rainy River District Safety Coalition, was initiated.</li> <li>- The Board continued participation on district community service meetings that occur monthly/bimonthly.</li> <li>- The RRDSB’s corporate agreement with Confederation College was renewed in March 2011.</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, Aboriginal Education Leader position).</li> <li>- Modernize, Expand, Revitalize, Localize (MERL) Project for Native Language was initiated, with resources now available.</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 throughout the year.</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> <li>- 3<sup>rd</sup> Annual Native Language/Native Studies Conference took place in April 2011.</li> <li>- Voluntary Self-Identification Policy was reviewed and moved forward to stakeholders.</li> <li>- Aboriginal Education Advisory Committee Policy was created by the Committee and sent for stakeholder consultation in May 2011.</li> <li>- Alhousat student leadership exchange with Atikokan High School students occurred in March and May and was extremely successful.</li> <li>- A student leadership conference at Kay-Nah-Chi-Wah-Nung was held in May 17, 2011.</li> <li>- The RRDSB participated in the Métis Nation of Ontario education survey and feedback session.</li> <li>- First Nation schools also took part in Rainy River DSB initiatives (e.g., threat assessment, MERL, fall harvests, Quest for Knowledge).</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>

	<ul style="list-style-type: none"> <li>- The Communication Officer served as the primary contact for special event planning in the support of the Threat/Risk Assessment initiative, which served to forge and strengthen congenial partnerships and relationships with key stakeholders at community agencies throughout the district.</li> <li>- Graphic design was created and produced for promotional materials and local advertising campaigns, to increase awareness of Board programs and events and to foster positive public perception.</li> <li>- Public service announcements enhanced community knowledge and encouraged parental involvement of school events and activities.</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> <li>- Board Accessibility Committee met in early June to review compliance requirements to meet Integrated Accessibility Standards.</li> </ul>

## SYSTEMS THINKING – Programs & Pathways

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**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>	<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 incorporated 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</li> </ul>

<p>Superintendent of Education Secondary Principals</p>	<p>occurred, involving principals, Special Education Resource Teachers, classroom teachers, parents, and the Special Education Coordinator.</p> <ul style="list-style-type: none"> <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 year, 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> <li>- Advanced Standing Courses are being offered at Atikokan High School (CGG, Travel and Tourism – TA 101, Dimensions of the Tourism Industry) FFHS (TFC, Culinary Arts and Management – GE 271 Healthy Cooking Made Easy).</li> <li>- The School College Work Initiative (SCWI) has provided experiential learning opportunities to our students and staff through Dual Credits, Forums (Math, Literacy, Aboriginal Science, Dual Credit), Activities (“Days of Our Lives” for English and Tech teachers), New Teachers Luncheons, and Gr. 7 and 8 Student Connections.</li> <li>- 24 students reconnected with high school as part of Student Success Re-engagement Program.</li> <li>- Experiential learning is central component of the Character Education Committee; planning was initiated for the 2011-12 school year to include students from across the board in four key enrichment sessions, culminating with a canoe trip.</li> <li>- ORCKA training was expanded as one additional staff secured instructor/trip leader status; additional training is scheduled for August 2012 which will increase the number of board teachers achieving this level of certification.</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> <li>- The Schools in the Middle Initiative was 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>

	<ul style="list-style-type: none"> <li>- Board Literacy Team has expanded in two key areas: cross-curricular Critical Learning Instructional Pathway writing in Gr. 9 courses, and moderated marking collaboration exercises are taking place with Gr. 7 to 9 teachers.</li> <li>- A standardized deferral process for the Ontario Secondary School Literacy Test (OSSLT) was created, bringing together Special Education Resource Teachers (SERTs), Student Success Teachers, and administrators from across the Board.</li> </ul>
<p><b>Implement the Internal 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> <li>- Audit committee has completed two meetings in March and May, with one scheduled for June.</li> <li>- Risk assessment is scheduled to be completed in June 2011 for the committee to review.</li> </ul>



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# REPORT

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***Summer Facility Projects***



## MEMORANDUM

Date: May 18, 2011  
File Code: B05

**To:** Trustees

**From:** Raymond Roy  
Manager of Plant Operations & Maintenance

**Subject:** **2011 Summer Facility Projects**

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- All fire alarms, extinguishers, electrical panels, elevators, sprinkler systems to be inspected.
- Heating systems, boilers and cooling coils will be cleaned and repaired at all schools for the winter season.
- Placement of sand and tilling at all playgrounds.
- Students will continue with grounds maintenance throughout the district.

### **CROSSROADS SCHOOL**

- Replace eavestroughing

### **DONALD YOUNG SCHOOL**

- Paint computer room, library, photocopy room, special education room and SK room
- Paint the shed and the gym wall
- Install new tile in main entrance
- Build two closets for SK room
- Replace trophy case
- Install partition in boys change room
- Replace carpet in office with tile

### **J.W. WALKER SCHOOL**

- Install satellite clock system

### **EDUCATION CENTRE**

- Move furniture and equipment to new building

### **MINE CENTRE SCHOOL**

- Relocate furniture and equipment from old school to new school

### **NESTOR FALLS SCHOOL**

- Install new building controls
- Relocate playground equipment

### **NORTH STAR COMMUNITY SCHOOL**

- Paint exterior doors and Principal's office
- Refinish wood furniture
- Replace boiler
- Remove row of unistone at front entrance
- Replace PA System
- Remove section of office reception desk and tile floor
- Remove playground equipment and install swing set and sand box
- Repair retaining wall
- Refinish gym floor
- Repair roof

### **RIVERVIEW SCHOOL**

- Pave parking lot
- Roof – install perimeter securement
- Install chain link fence around JK play structure
- Install ceiling tiles in office, staff room, library, computer lab and classrooms
- Construct storage unit in Room 11

### **ROBERT MOORE SCHOOL**

- Install additional teacher desk legs

### **STURGEON CREEK SCHOOL**

- Paint two classrooms
- Replace PA System
- Expand/upgrade building controls
- Repair/replace main sidewalk for accessibility
- Remove blackboard in room #8 and move corkboard in the room
- Replace countertop in room #12
- Construct walls in lunch room

### **ATIKOKAN HIGH SCHOOL**

- Replace section of roof
- Replace four unit ventilators
- Refinish gym floor
- Repair/replace outside lights
- Repair circulating pump
- Repair Grayson Hall entrance heater
- Repair Grayson Hall ceiling

### **FORT FRANCES HIGH SCHOOL**

- Install solar photovoltaic system
- Refinish gym floor

### **RAINY RIVER HIGH SCHOOL**

- Pave parking lot
- Replace perimeter securement on roof
- Replace electric heaters
- Replace ceiling tiles and track in hall
- Replace water fountain outside Guidance office
- Replace 25 lockers
- Refinish gym floor