



Agenda

Policy & Finance Meeting

Monday, November 1, 2010
Boardroom

Regular Meeting 5:15 pm

RAINBOW DISTRICT SCHOOL BOARD

POLICY & FINANCE MEETING
to be held in the boardroom
on November 1, 2010 at 5:15 pm

**AGENDA
AND RECOMMENDED MOTIONS**

- A. **APPROVAL OF AGENDA** *Chair
- Motion:
That the agenda for the Policy & Finance Committee meeting for November 1, 2010 be approved.
- B. **PRELIMINARY DECLARATIONS OF PECUNIARY INTEREST** *Chair
- C. **REPORT FROM THE IN-CAMERA POLICY AND FINANCE** *Chair
- D. **OLD BUSINESS**
1. **Minutes** *Chair
- Motion:
That the minutes of the Policy and Finance Committee meeting held on October 4, 2010 be approved.
- E. **NEW BUSINESS**
1. **Finance** *SBO
- a) **Motion from the October 18 Board meeting** *Director
- That Administrative Council study and prepare a report on alternative options to leaving the Maintenance Shop at Lockerby Composite and the Gord Ewin Centre for Education at Lo-Ellen Park Secondary and report at the Policy and Finance meeting.
- b) **Trustee Expenditures** *SBO
- c) **Budget Development Process** *SBO
- Motion:
That the Budget Development Process for the 2011/12 budget be approved.

2. **Policy** *Chair
- a) **Assessment and Evaluation** *L.Dye
- Motion:
That Policy and Operational Procedures Assessment and Evaluation be recommended to the Board as a Notice of Motion.
- b) **Homework** *Director
- Motion:
That changes to Operational Procedures 3.04 Homework be recommended to the December Board for approval.
- F. **FUTURE ITEMS** *Chair
- Policy for the Performance Appraisal of the Director of Education
Interviewing Committee Structure for Management Positions Policy 5.07
Policy 6.05 Fees, Fundraising
Governance Bylaws
- G. **TRUSTEES' REMARKS** *Chair
- H. **FUTURE MEETINGS**
- December 20, 2010
February 7, 2011
March 7, 2011
April 4th, 2011
May 9th, 2011
May 24, 2011 (budget)
June 6, 2011(budget)
- I. **ADJOURNMENT** *Chair
- Motion:
That the meeting be adjourned ().

RAINBOW DISTRICT SCHOOL BOARD

**Minutes of the
POLICY & FINANCE MEETING**

on Monday October 4, 2010 at 5:00 p.m.

Present: Trustees: D. Dewar (chair), G. Fox, J. Miller, D. Morrison, G. Santala, R. Ward
Absent: T. Campbell, J. Hunda, L. Killens
Officials: N. Blaseg – Director of Education
D. Cayen-Arnold, S. Speir, A. Della Penta, L. Dye
N. Charette, K. Kozman, P. Duncan, R. Kirwan,
D. D'Angelo (KPMG)

A. **APPROVAL OF AGENDA** *Chair

Motion: G. Santala/J. Miller

That the agenda for the Policy & Finance Committee meeting for October 4, 2010 be approved. - **Carried**

B. **PRELIMINARY DECLARATIONS OF PECUNIARY INTEREST** NIL *Chair

C. **REPORT FROM THE IN-CAMERA POLICY AND FINANCE** NIL

D. **OLD BUSINESS**

1. **Minutes** *Chair

Motion: R. Ward/G. Santala

That the minutes of the Policy and Finance Committee meeting held on June 7, 2010 be approved. – **Carried**

E. **NEW BUSINESS**

1. **Finance**

a) **Report from KPMG**

Derek D'Angelo from KPMG reviewed the audit planning process for the year end 2009/10. Trustees asked questions.

Motion: D. Morrison/R. Ward

That the 2009/10 audit planning report be approved. - **Carried**

b) **Tenders and Requests for Proposals**

Superintendent Cayen-Arnold explained to trustees that as a result of the update to the Supply Chain Management Procedures Manual, she has reviewed the procedure for back up information provided to the Board re tenders and requests for proposals. She has determined that in order to maintain the integrity of the process, results of evaluation cannot be provided to trustees prior to the Board meeting.

2. **Policy**

a) **Equity and Inclusive Education**

Motion: D.Morrison/R.Ward

That Policy and Operational Procedures Equity and Inclusive Education be recommended to the Board as a Notice of Motion. – **Carried**

b) **Leave of Absence for Holy Days**

Motion: G. Fox/D.Morrison

That changes to Policy and Operational Procedures 5.08 Leave for Holy Days be recommended to the Board as a Notice of Motion. – **Carried**

F. **FUTURE ITEMS**

Policy for the Performance Appraisal of Director of Education
Interviewing Committee Structure for Management Positions 5.07
Policy 6.05 Fees, Fundraising
Governance Bylaws

G. **TRUSTEES' REMARKS**

Trustee Ward advised she will consolidate feedback on student fees and submit response to OPSBA.

H. **FUTURE MEETINGS**

November 1, 2010
December 20, 2010
February 7, 2011
March 7, 2011
April 4th, 2011
May 9th, 2011
May 24, 2011 (budget)
June 6, 2011

I. **ADJOURNMENT**

Motion: G. Santala/J.Miller

That the meeting be adjourned (5:46 pm). - **Carried**



Budget Development Process

2011-2012 Budget:

Invitation from the educational community on suggestions for improvements or reductions to programs and services or any other budget considerations that require attention: January 5, 2011

Replies due to the Superintendent of Business: January 28, 2011

Grants for Student Needs: March 31, 2011

Policy and Finance Committee: May 24, 2011, June 6, 2011

- Overview of draft budget
- Status of various funding envelopes
- Suggestions from the Board's Educational Community
- Recommendations to the Board

Board meeting:

- Overview of draft budget June 20, 2011

Budget due to the Ministry of Education: June 30, 2011

Diane Cayen-Arnold
Superintendent of Business

RAINBOW DISTRICT SCHOOL BOARD

POLICY & PROCEDURES MANUAL		P.
LAST UPDATE PRINTED	BOARD MOTION:	

POLICY STATEMENT

ASSESSMENT AND EVALUATION

RAINBOW DISTRICT SCHOOL BOARD PROMOTES ASSESSMENT, EVALUATION AND REPORTING FOR THE PURPOSE OF IMPROVING STUDENT LEARNING. THE BOARD RECOGNIZES THAT STUDENT LEARNING IS BEST ACCOMPLISHED THROUGH A SHARED PARTNERSHIP WITH STUDENTS, PARENTS/ GUARDIANS, FAMILIES, COMMUNITY MEMBERS, AND EDUCATORS.

THE BOARD WILL PROMOTE STUDENT RESPONSIBILITY FOR THE COMPLETION OF CLASS WORK, HOMEWORK AND ASSIGNMENTS IN ACCORDANCE WITH AGREED UPON TIMELINES. THE BOARD BELIEVES IN ACADEMIC HONESTY.

OPERATIONAL PROCEDURES

1.0 Assessment and Evaluation is a shared responsibility.

The Board is committed to implementing assessment, evaluation and reporting procedures that are fair, equitable and transparent, and result in accurate information about student learning in relation to Ontario curriculum expectations or alternative expectations. Accurate and fair assessments provide meaningful information for students, parents/guardians, families, community members and educators.

Supervisory Officers will support and facilitate the principles of *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010 (Growing Success)*.

Principals will:

- communicate to stakeholders the implications of *Growing Success*;
- ensure the implementation of assessment, evaluation and reporting procedures based upon *Growing Success*.

Teachers will:

- communicate and implement assessment, evaluation and reporting practices based on *Growing Success*;
- use assessment information to guide decisions related to instruction, increase student motivation, assist students in setting goals and promote improved student learning;
- ensure that assessment, evaluation, and reporting strategies are valid and reliable, and lead to the improvement of learning for all students.

- use practices and procedures that:
 - are fair, transparent and equitable for all students;
 - support all students, including but not limited to those with special education needs, those who are learning the language of instruction, and those students who are First Nation, Métis, or Inuit;
 - are carefully planned and relate to curriculum expectations, address the learning goals, interests, learning styles and preferences, needs and experiences of all students;
 - are communicated clearly to students and parents/guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
 - are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
 - provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
 - develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning;
 - communicate with parents/guardians regarding what they might do to assist their child.

Parents/Guardians are encouraged to:

- establish and maintain high expectations;
- ensure regular attendance;
- monitor progress;
- communicate with teachers;
- support school expectations and
- set learning goals with their child(ren).

Students will:

- provide evidence of their learning as outlined by their teachers;
- reflect upon and respond to feedback provided by their teachers;
- set personal learning goals;
- become increasingly self-aware;

- improve self-advocacy;
- communicate with their teachers when they are in need of further support and practice academic honesty.

2.0 Learning Skills and Work Habits: Late and Missed Assignments

Growing Success establishes fundamental principles which enable all students to reach their potential and promotes student responsibility for submitting assignments within agreed upon timelines.

Teachers will:

- take into account individual students, their learning styles and needs;
- implement accommodations and modifications that assist students to complete assignments;
- consider the impact of their decisions on student learning.

For late and missed assignments, teachers will implement effective assessment and evaluation strategies and interventions that are purposeful and systematic in nature that may include:

- asking students to clarify the reason for not completing the assignment;
- collaborating with other staff to prepare a calendar of major assignments for every class;
- planning for major assignments to be completed in stages;
- holding teacher-student conferences;
- taking into consideration legitimate reasons for missed deadlines;
- maintaining communication with students and/or parents/guardians;
- scheduling conferences with parents/guardians;
- helping the students develop better time management skills;
- setting up a student contract;
- referring students to the Student Success team or teacher;
- involving Aboriginal counselors when engaging with students who are First Nation, Métis, and Inuit;
- taking into account the history and context of students, parents/guardians;
- using counseling or peer tutoring to try to deal positively with the problem;
- assessing whether the need exists for extra support for English language learners;
- assessing whether the student require special education services;
- requiring the student to work with a school team to complete the assignment;
- providing alternative assignments or tests/exams, where in the teacher's professional judgment, it is reasonable to do so;
- deducting marks for late assignments, up to and including the full value of the assignment after giving the student every opportunity to succeed.

3.0 Academic Honesty

Strategies that prevent cheating and plagiarism are fundamental to student success.

Cheating is defined as the use of assistance that is not permitted in an assignment or test. (RDBS, Growing Success Guide Grades 1-12, 2010)

Plagiarism is defined as representing the work of others as one's own. (RDSB, Growing Success Guide Grades 1-12, 2010)

Teachers will:

- inform and review, at the beginning of each year or semester, how students will be evaluated, the classroom expectations regarding work completion, and the consequences of cheating and plagiarism;
- use strategies that help prevent cheating and plagiarism;
- use knowledge of student work, performance and language patterns to detect cheating and plagiarism;
- use progressive measures and student accountability when cases of academic dishonesty are detected;
- take into account grade level, maturity of the student, number and frequency of incidents, individual student circumstances, and the extent of the cheating and/or plagiarism.

Academic consequences of cheating and/or plagiarism may include some or all of the following:

- conference with the student and/or parent/guardian;
- assign additional assignments that encourage personal reflection regarding the student's choices;
- assign and grade an alternate assignment that demonstrates the defined curricular expectations;
- assign a grade of zero for the current assignment;
- forfeit eligibility for in-school bursaries, scholarships, awards, or letters of reference.

Principals may:

- consider suspending a student for repeated offenses.

4.0 Minimal Mark to Appear on Report Cards

Teachers will:

- use observations of the students, student conversations and student products;
- consider the most recent evidence;
- consider the student's most consistent level of achievement;
- record the grade the student earns;

- consult with the principal before recording a grade below 20%.

See also:

Homework Policy 3.04

Growing Success Guide Grades 1-12, 2010

RAINBOW DISTRICT SCHOOL BOARD

POLICY & PROCEDURES MANUAL		P.3.04
LAST UPDATE : April 20, 1998 Rev: Nov. 6, 2000 Rev: March 17, 2008	BOARD MOTION: 98-R062 00-R240 08-R063	PROGRAMS

POLICY STATEMENT

P.3.04 HOMEWORK

THE BOARD IS COMMITTED TO IMPROVING ACADEMIC EXCELLENCE BY ENCOURAGING HOMEWORK COMPLETION.

OPERATIONAL PROCEDURES

OP.3.04 HOMEWORK

Students, teachers and parents/guardians all have key roles to play regarding homework completion.

There are many reasons for homework. They include:

- building effective study habits
- establishing routines
- developing personal responsibility
- supporting the development of academic skills
- reinforcing student learning
- creating partnerships between schools and home opportunity for parents to read with their children

Homework can be used for:

- Completion of unfinished classroom work
- Project work
- Additional practice of skills taught
- Studying and test preparation
- Practical application of a skill

GUIDELINES

1. Early in each school year, Principals, Vice-Principals and teaching staff are expected to discuss the importance of homework with all students.

A clear guideline of expectations for homework will be sent home to parents each September. This guideline will include suggestions for:

- time
- location
- parental involvement

Suggested timelines for students are:

RAINBOW DISTRICT SCHOOL BOARD

POLICY & PROCEDURES MANUAL

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Grade	Time Guidelines
JK – SK	up to 10 minutes
Grade 1 – 3	up to 30 minutes
Grade 4 – 6	up to 60 minutes
Grade 7 – 8	up to 90 minutes
Grade 9 – 12	up to 90 minutes

Students are expected to:

- **practice academic honesty as defined in Policy and Operational Procedures Assessment and Evaluation**
- take home the necessary materials
- record homework assignments in agenda
- share agenda with parents/guardians
- set aside time and complete homework in a suitable location
- ask for clarification of homework assignment
- return materials to school the following school day
- obtain parental signature when required

Teachers are expected to:

- assign purposeful homework
- ensure homework completion
- review key concepts from the homework assigned
- provide students with adequate time at the end of the day to gather required materials
- review the nature of the assigned homework
- communicate frequently with parents regarding the student's homework completion

Parents/Guardians are expected to:

- provide a quiet place for their child to complete the assigned homework
- read and initial agendas daily
- provide encouragement to their child
- assist the student with prioritizing homework in relation to their other activities
- monitor that the allocated time is being used productively
- communicate with the teacher if their child is spending too much or too little time on homework completion
- monitor the use of their child's agenda or homework book

See Also:

**Policy _____ Assessment and Evaluation
Growing Success Guide Grades 1-12, 2010**