

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD



**Our Mission:** "Inspiring our students to succeed and make a difference"  
**Our Vision:** "We are leaders in providing quality learning experiences in our small school communities"  
**Our Values:** "Caring, Fairness, Empathy, Responsibility, Honesty, Resilience, Respect, Perseverance and Innovation"  
**Our Motto:** "Small schools make a difference"

### Videoconference Site Locations

Superior-Greenstone District School Board ..... (SGDSB) ..... 12 Hemlo Drive, Marathon, ON  
 Geraldton Composite High School ..... (GCHS) ..... 500 Second Street W., Geraldton, ON  
 Lake Superior High School ..... (LSHS) ..... 19 Hudson Drive, Terrace Bay, ON  
 Manitouwadge High School ..... (MNHS) ..... 200 Manitou Road W., Manitouwadge, ON  
 Marathon High School ..... (MRHS) ..... 14 Hemlo Drive, Marathon, ON  
 Nipigon-Red Rock District High School ..... (NRHS) ..... 20 Frost Street, Red Rock, ON

### Regular Board Meeting 2012/10

Committee of Whole Board In-Camera  
(Closed to Public) 6:30 p.m.

Regular Board Meeting (Open to Public)  
Follows conclusion of In-Camera

## A G E N D A

Monday, October 22, 2012

Designated Site: Superior-Greenstone DSB Board Room, 12 Hemlo Drive, Marathon, ON

**Board Chair** Pauline (Pinky) McRae

**Director:** David Tamblyn

VC Sites at: GCHS / LSHS / MNHS / NRHS

Teleconference Moderator: C. Hooper

PART I: Committee of Whole Board

Section (A) In-Camera: - (closed to public): 6:30 p.m.

PART II: Regular Board Meeting

Section (B): - (open to public): TBA

PART III: Committee of Whole Board (Use if 2<sup>nd</sup> In-Camera Event Required) Section (C) In-Camera: - (closed to public): TBA

### 1.0 Roll Call

| <u>Trustees</u> | Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R) |    |    |   |   |                            |    |    |    |   |   |
|-----------------|--|----|----|---|---|----------------------------|----|----|----|---|---|
|                 | OS   | TC | VC | A | R |                            | OS | TC | VC | A | R |
| Bartlett, Bette |  |    |    |   |   | MacGregor, Aaron (Student) |    |    |    |   |   |
| Brown, Cindy    |  |    |    |   |   | Mannisto, Mark             |    |    |    |   |   |
| Fisher, Cindy   |  |    |    |   |   | McRae, Pauline (Pinky)     |    |    |    |   |   |
| Fisher, Matthew |  |    |    |   |   | Santerre, Angel            |    |    |    |   |   |
| Keenan, Darlene |  |    |    |   |   | Simonaitis, Fred           |    |    |    |   |   |

| <u>Board Administrators</u>                                     | Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R) |    |    |   |   |  |
|---|--|----|----|---|---|--|
|   | OS   | TC | VC | A | R |  |
| Tamblyn, Dave: Director of Education                            |  |    |    |   |   |  |
| Petrick, Nancy: Superintendent of Education                     |  |    |    |   |   |  |
| Tsubouchi, Cathy: Superintendent of Business                    |  |    |    |   |   |  |
| Williams, Dianne: Manager of Accounting Services                |  |    |    |   |   |  |
| Chiupka, Wayne: Manager of Plant Services/Transportation        |  |    |    |   |   |  |
| Morden Cormier, Nicole: School Effectiveness Leader             |  |    |    |   |   |  |
| Willcocks, Barb: Student Success Leader                         |  |    |    |   |   |  |
| Paris, Marc: Coordinator of Maintenance                         |  |    |    |   |   |  |
| Draper, Barb: Coordinator of Human Resource Services            |  |    |    |   |   |  |
| Ross, Brad: Coordinator of Systems and Information Technology   |  |    |    |   |   |  |
| Joanette, Rose-Marie: Administrative Assistant / Communications |  |    |    |   |   |  |

**2.0 Committee of the Whole Board** *(In-Camera Closed)*[\(Attached\)](#)**2.1 Agenda: Committee of the Whole Board - Closed**

✓ **That**, the Superior-Greenstone DSB go into a Committee of the Whole Board Section A (Closed Session) at \_\_\_\_\_ p.m. and that this portion be closed to the public.

**2.2 Rise and Report from Closed Session**

✓ **That**, the Superior-Greenstone DSB go rise and report from the Committee of the Whole Board Section A (Closed Session) at \_\_\_\_\_ p.m. and that this portion be opened to the public.

**3.0 Regular Meeting Call to Order**

✓ **That**, the Superior-Greenstone DSB Regular Board Meeting on Monday, October 22, 2012 be called to order at \_\_\_\_\_ p.m.

**4.0 Report of the Committee of the Whole Closed Section A****4.1 ✓ That**, the Superior-Greenstone DSB Committee of the Whole, In-Camera Section A (Closed) Reports be adopted.

✓ **That**, the Superior-Greenstone DSB adopt the following Recommendations as related to the confidential reports, Specifically that:

1. The Board ..... (List of motions or group of motions coming from closed session)

**5.0 Approval of Agenda**

✓ **That**, the agenda for the Superior-Greenstone DSB 2012/10 Regular Board Meeting, Monday, October 22, 2012 be accepted and approved.

**6.0 Disclosures of Interest re: Open Session****7.0 Minutes: Board Meetings and Board Committee Meetings**

✓ **That**, the minutes of the following Board meeting be adopted:

1. Board Policy Review Committee – October 2, 2012, and

[\(Attached\)](#)

That, the Board accepts the recommendation outlined in the BPRC minutes of October 2, 2012 and approves as reviewed:

P-307 Travel, Meals and Hospitality  
MG-307 Travel, Meals and Hospitality

to be posted to the Board Website with an implementation date of October 23, 2012 and these shall supersede any previous policies and management guidelines, and

✓ **That**, Administration be directed to update the Appendix of Policy 215 to reflect amendments to Ontario Regulation 357/06

**8.0 Board Committee Reports: (Statutory / Standing / Ad Hoc)**

- Board Audit Committee
- Board Policy Review Committee

(D. Keenan / C. Tsubouchi)  
(C. Brown / D. Tamblyn)

- Native Education Advisory Committee (C. Fisher / B. Willcocks)
- Occupational Health and Safety Committee (F. Simonaitis / W. Chiupka)
- Parent Involvement Committee (M. Mannisto / D. Tamblyn)
- Special Education Advisory Committee (C. Brown / D. Tamblyn)
- Transportation Committee (C. Brown / W. Chiupka)

## **9.0 Business Arising Out of the Minutes**

### **10.0 Delegations and/or Presentations**

- 10.1 Nakina Public School Highlights (A. Miller – NAPS)
- 10.2 Student Trustees' Update
- 10.2.1 Aaron MacGregor (Verbal)

### **11.0 Reports of the Business / Negotiations Committee**

(Business / Negotiations Chair: D. Keenan)

Superintendent of Business: C. Tsubouchi

- 11.1 Report No. 72  
Winning Teams/Championship Fund ([Attached – C. Tsubouchi](#))
- ✓*That, the Superior-Greenstone DSB expand the purpose of the Winning Teams Fund to support transportation of students who have the opportunity to attend regional and provincial competitions in the areas of arts, culture, academics and sports and that the name of the fund be changed to Winning Teams/Championship Fund.*
- 11.1 Report No. 73  
September Disbursements 2012 ([Attached – D. Williams](#))

### **12.0 Reports of the Director of Education**

Director of Education: David Tamblyn

- 12.1 Report No. 74  
Educational Assistant Staffing (Report to Follow Under Separate Cover)
- ✓*That, the Superior-Greenstone DSB approves the addition of \_\_\_ FTE to the Educational Assistants staffing complement for the 2012-2013 school year.*
- 12.2 Report No. 75  
Additional Elementary Teaching Staff (Report to Follow Under Separate Cover)
- ✓*That, the Superior-Greenstone DSB approves the addition of 1.5 FTE to the Elementary Teaching complement for the 2012 – 2013 school year.*
- 12.3 Report No. 76  
Recommendations from Trustee Retreat ([Attached – D. Tamblyn](#))
- 12.4 Report No. 77  
Director's Monthly Report – October 2012 ([Attached – D. Tamblyn](#))
- 12.5 Report No. 78  
Director's Goal Package, 2012 - 2013 ([Attached – D. Tamblyn](#))
- 13.0 Reports of the Education Committee** (Education Chair: Angel Santerre)
- Superintendent of Education: Nancy Petrick
- 13.1 Report No. 79  
EQAO Grade 9 Math Results ([Attached – B. Willcocks](#))

**14.0 Reports from Human Resources**

(Board Chair: Pinky McRae)

- 14.1 Report No. 80  
Personnel October 22, 2012

(Attached – B. Draper)

**15.0 New Business**

(P. McRae)

- 15.1 Board Chair
- 15.2 Trustees' Reports: Constituent Concerns
- 15.3 Future Board Meeting Agenda Items
- 15.4 Miscellaneous

**16.0 Notice of Motion**

**17.0 Trustee Associations and Other Boards**

**18.0 Observer Comments**

(Members of the public limited to 2-minute address)

PART III: Committee of the Whole Board

Section (C) In-Camera: - (closed to public) TBA

THE BOARD MAY USE THIS SECTION FOR A SECOND COMMITTEE OF THE WHOLE IN-CAMERA (CLOSED) SESSION AS MAY BE REQUIRED

**19.0 Committee of the Whole Board** (In-Camera Closed)

- 19.1 Agenda: Committee of the Whole Board - Closed  
✓ **That**, the Superior-Greenstone DSB go into a  
Committee of the Whole Board Section C (Closed Session)  
at \_\_\_\_\_ p.m. and that this portion be closed to the public.
- 19.2 Rise and Report from Closed Session  
✓ **That**, the Superior-Greenstone DSB go rise and report  
from the Committee of the Whole Board Section C  
(Closed Session) at \_\_\_\_\_ p.m. and that this portion  
be opened to the public.

**20.0 Report of the Committee of the Whole Board Closed Section C**

✓ **That**, the Superior-Greenstone DSB Committee of the Whole,  
In-Camera, Section C (Closed) Reports be received, and

That, the ....

**21.0 Adjournment**

✓ **That**, the Superior-Greenstone DSB 2012/10  
Regular Board Meeting, Monday, October 22, 2012  
Adjourn at \_\_\_\_\_ p.m.

**2012 Board Meeting Schedule**

6:30 p.m.: All Meetings Convened at Superior-Greenstone DSB Board Room, Marathon, ON

Monday, November 19

Friday, December 7

# SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

Board Policy Review Committee  
Videoconference Meeting – Marathon, ON

Tuesday, October 2, 2012 @ 7:00 p.m.

## MINUTES

| <u>Trustees</u>                                | Attendance: On-site (OS); Teleconference (TC); Videoconference (VC); Absent (A); Regrets (R) |    |    |   |   |                                    |    |    |    |   |   |
|--|--|----|----|---|---|------------------------------------|----|----|----|---|---|
|  | OS   | TC | VC | A | R |                                    | OS | TC | VC | A | R |
| Brown, Cindy (Cmte Chair)                      |  |    |    |   | X | MacGregor, Aaron (Student Trustee) |    | X  |    |   |   |
| Fisher, Cindy (Alternate)                      |  |    |    | X |   | Mannisto, Mark                     |    | X  |    |   |   |
| Fisher, Matthew (Alternate)                    |  |    |    | X |   | Santerre, Angel                    |    | X  |    |   |   |
| Keenan, Darlene                                |  | X  |    |   |   | Simonaitis, Fred                   |    |    |    |   | X |
|  |  |    |    |   |   | McRae, Pinky (Ex-Officio)          |    | X  |    |   |   |
| <u>Administration Resource Members</u>         |  |    |    |   |   |                                    | OS | TC | VC | A | R |
| Tamblyn, David: Director of Education          |  |    |    |   |   |                                    | X  |    |    |   |   |
| Petrick, Nancy: Superintendent of Business     |  |    |    |   |   |                                    |    | X  |    |   |   |
| Tsubouchi, Cathy: Superintendent of Business   |  |    |    |   |   |                                    | X  |    |    |   |   |
| Joanette, Rose-Marie: Administrative Assistant |  |    |    |   |   |                                    |    |    |    |   | X |

|   |
|---|
| <p>Legend: P = Policy<br/>MG = Management Guideline<br/>PG = Procedural Guideline</p> |
|---|

Note: BPRC Chairperson sent her regrets for attendance at the meeting, whereupon Trustee D. Keenan agreed to attend to this responsibility for the evening's event.

Nancy Petrick joined the meeting at 7:15 p.m.

### 1.0 **Review and Approval of Minutes: September 4, 2012**

Mover: M Mannisto

Second: A Santerre

That, the Board Policy Review Committee minutes of September 4, 2012 be approved.

### 2.0 **Business Arising from Minutes**

#### 2.1 **September 4, 2012 Minutes: Item 2,3**

P-307 Travel, Meals and Hospitality

[\(Attached\)](#)

MG-307 Travel, Meals and Hospitality

[\(Attached\)](#)

C. Tsubouchi discussed issues raised from stakeholder comments and changes that were incorporated into the policy. Further discussion ensued regarding those comments and the following amendments were added to the policy presented:

- Item 5.2 insert "and/or" before "boarding pass"
- Item 2.7 kilometric rates to remain at current rates of 52 cents up to 5,000 km and 46 cents thereafter

**Action:** Forward to October 22, 2012 Board for approval.

### 3.0 **Reviews: New/Existing (P's / MG's and / or PG's)**

#### 3.1 **October 2, 2012 Policies for Final Review**

P-215 Trustee Honourarium (Appendix)

[\(Attached\)](#)

C. Tsubouchi explained corrections to Appendix due to amendments to O. Reg 357/06. Rates are frozen as of April 1, 2012. CPI would only be applied to offset the impact of declining enrolment until April 1, 2014 when the freeze is lifted.

Moved: M Mannisto Second: A Santerre

It is recommended that Administration be directed to update the Appendix to Policy 215 to reflect amendments to Ontario Regulation 357/06

3.1 Policies for Final Review (public review concluded September 26, 2012)

- P-303 Purchasing [\(Attached\)](#)  
C. Tsubouchi explained the need to identify use of petty cash for small purchases in the policy. It was never the intent of previous revision to remove use of petty cash. Use of purchase orders for small purchases is time consuming and inefficient for the schools. There was discussion of the dollar amount and the amount was amended to \$250.  
**Action:** Post for stakeholder review concluding October 31, 2012.

4.0 Items to Publish for Stakeholder Review

- 4.1 P-303 Purchasing

5.0 Items Recommended for Board Approval on October 22, 2012 are:

- 5.1 P-307 Travel, Meals and Hospitality  
MG-307 Travel, Meals and Hospitality

6.0 Work Plan for 2012 Meetings

6.1 November 6, 2012

- P-302 Student Transportation by Staff or Other Volunteers  
P-508 Administration of Medication to Students  
P-534 Boil Water Advisory  
P-610 Prior Learning Assessment and Recognition for Mature Student  
P-523 Work Education Program Approvals (*Moved from Mar 26/12*)  
P-527 Voluntary Aboriginal Student Self Identification (*Moved from Sept 4/12*)

6.1.2 Review Concludes October 31, 2012

- P-509 Fund Raising  
MG-509 Fund Raising  
P-522 Scholarships and Trust Funds  
MG-522 Scholarships and Trust Funds  
P-528 Parental Involvement Committee  
P-529 Announcements and Advertisement in Schools  
P-902 Accidents

6.1.3 September 4/12 Minutes: Item 2.1

Deferred to January 2013 Meeting:

- MG-520 Safe School Code of Conduct Police & School Protocol  
P-532 Bomb Threats  
MG-532 Bomb Threats  
PG Hostile and Violent Incident  
PG School Emergency Evacuation/Civil Emergency Evacuation/School Closures  
PG School Lockdown  
PG Wild Animals on School Property  
PG School Emergency Procedures Plan  
PG Emergency Response Guide Flipchart

7.0 Adjournment

Mover: M Mannisto Second: A Santerre

That, the Board Policy Review Committee Meeting of October 2, 2012 adjourn at 7:55 p.m.

## ***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***

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*Section* BUSINESS AND TRANSPORTATION

*Policy Name* TRAVEL, MEALS, and HOSPITALITY EXPENDITURES 307

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|                        |                    |                         |
|------------------------|--------------------|-------------------------|
| <i>Board Approved:</i> | <i>Reviewed:</i>   | <i>Review Prior To:</i> |
| October 18, 2011       | September 2, 2012  | December 2016           |
| March 31, 2007         | September 26, 2011 |                         |
| October 1, 2008        | September 22, 2008 |                         |

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### **POLICY**

It is the policy of Superior-Greenstone District School Board to reimburse trustees, employees and others for costs incurred while on approved Board business.

### **DEFINITIONS:**

The term “others” refers to student trustees, appointed non-trustee members of board committees and school council members.

The term “appointed non-trustee members of board committees” refers to individuals appointed by the Board to the following Superior-Greenstone District School Board Committees: Audit Committee, Native Advisory Committee (NEAC), Parent Involvement Committee (PIC), and the Special Education Advisory Committee (SEAC).

### **RATIONALE:**

The Superior-Greenstone District School Board recognizes that trustees, employees and others may incur costs while traveling on Board business.

Trustees, employees and others traveling on board business do so under the expectation that any expenses incurred are associated with the person’s duties, support the board’s overall objectives and maximize the benefits to the organization.

As a designated Broader Public Sector (BPS) organization, the Board will ensure that it complies with specific guidelines or directives designed for the Broader Public Sector.

|   |   |
|---|---|
| <b><u>Cross Reference</u></b>   | <b><u>Legal/Ministry Reference</u></b>  |
| <ul style="list-style-type: none"><li>• Policy 306 – Corporate Credit Cards</li></ul> | <ul style="list-style-type: none"><li>• BPS Accountability Act, 2010</li><li>• BPS Expenses Directive</li></ul> |

## ***SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD***

|                             |   |  |                                 |
|-----------------------------|---|--|---------------------------------|
| <i>Section</i>              | BUSINESS AND TRANSPORTATION                     |  |                                 |
| <i>Management Guideline</i> | TRAVEL, MEALS, and HOSPITALITY EXPENDITURES     |  |                                 |
| <i>Applicable Policy</i>    | TRAVEL, MEALS, and HOSPITALITY EXPENDITURES     |  | 307                             |
| <hr/>                       |   |  |                                 |
| <i>Board Approved:</i>      | <u>                    </u><br>October 18, 2011 | <i>Reviewed:</i> September 2, 2012<br>September 26, 2011 | <i>Review by:</i> December 2016 |

### ***PROCEDURES***

The Board will reimburse trustees, employees, student trustees, appointed non-trustee members of board committees and school council members for expenses incurred in carrying out their duties as follows:

#### **1.0 General**

1.1 The most economical and practical mode of transportation (such as sharing vehicles, obtaining reduced air fares, etc,) should be used when travelling on Board business, or a comparable alternative. Discount advanced booking rates should be used, if available. Approving authorities may limit reimbursement amounts where this practice has not been followed.

1.2 Claims for reimbursement of any costs associated with travel on Board Business are to be submitted and will be processed after the event. There will be no immediate reimbursement for airfare or deposits charged to personal credit cards.

#### **2.0 Use of Personal Vehicle**

2.1 The Board does not accept any responsibility for privately owned vehicles other than paying the appropriate kilometer rates when used for approved board business. The Board will not reimburse for insurance deductibles, parking violations, or driving infractions.

2.2 All costs for travel between home and the employee's work site are a personal expense which is the responsibility of the employee and are not eligible for reimbursement.

2.3 Employees who start an assignment from home without visiting their regular workplace, will claim for the shorter distance of:

- home to first call
- regular work place to first call

The same applies when returning from last call.



2.4 The allowance paid for the use of a personal automobile is deemed to cover all costs of operation including but not limited to fuel, oil, insurance, deductible, depreciation and repairs.

2.5 It is the responsibility of the individual to ensure their motor vehicle insurance coverage is appropriate for business use of the vehicle.

2.6 Where appropriate the board encourages car pooling. Approving authorities may limit reimbursement amounts where this practice has not been followed.

2.7 The kilometric rates for travel commencing October 1, 2012 are:

52 cents per kilometre for the first 5,000 km in a school year

46 cents per kilometre for travel in excess of 5,000 km in a school year

### **3.0 Meal Reimbursement**

3.1 The board will reimburse the actual meal costs incurred supported by original receipts (including taxes and gratuities) to the maximum limits as follows:

\$10.00 for breakfast

\$15.00 for lunch

\$40.00 for dinner

3.2 The meal allowances are not cumulative. For example, you cannot skip breakfast and submit a lunch expense of \$25.00.

3.3 The Board acknowledges that gratuities are a valid cost in some restaurants. Meals will be reimbursed based upon actual costs, including a gratuity not to exceed 15%, up to the maximum allowed for the specific meal.

3.4 Meals cannot be claimed in situations where the meal is provided at no expense to the traveler.

3.5 If using a Corporate Credit Card, claimants will be responsible for reimbursing the Board for overages on meal maximum rates.

### **4.0 Hospitality**

4.1 The Board will reimburse the Director of Education, Superintendent of Education or Superintendent of Business for hospitality expenses incurred in carrying out their duties.

4.2 Hospitality is defined as the provision of food, beverages, accommodation, transportation or other amenities at board expense to persons not employed by the board.

4.3 Claims for hospitality expenses must outline the purpose of the hospitality and be accompanied by the names of the individuals entertained and their role.

## **5.0 Expense Account Submission**

5.1 Personal expense claims must be submitted using the Board Expense Form F01-003.

5.2 When submitting an expense claim, the purpose of the trip must clearly be stated and copy of the itinerary and/or boarding pass must accompany the claim.

5.3 Generally expense account submissions should only cover costs incurred by the person submitting the expense account. However, on occasion it may be more efficient for one person to submit expenses for others, provided they would otherwise be covered by this policy. In these situations the names of all persons must be clearly identified on the receipt.

5.4 All claims must be signed by the person submitting the expenses and supported by original receipts. Credit/Debit card receipts are not acceptable when they do not contain sufficient detail to meet audit requirements.

5.5 With respect to the above requirement for original receipts (section 5.4), where original receipts are not available because they have been submitted to the Ministry of Education or other funding agency, photocopies of receipts will be accepted at the discretion of the Superintendent of Business.

5.6 Claims must be submitted on a timely basis. Individuals may not be reimbursed for expenses submitted more than one month after the end of the month in which they were incurred.

5.7 Cash advances are available; however, they are to address unusual circumstances and must be approved by the Director of Education or designate.

## **6.0 Authorized Travel**

### **6.1 Director of Education**

Travel to meeting and other Board related travel within the jurisdiction of the Board is deemed to be authorized. Travel outside the jurisdiction of the Board on the business of the Board within Ontario and within Canada is deemed to be authorized. Travel outside of Canada must be authorized by the Board.

### **6.2 Superintendents**

Travel to meetings and other Board related travel within the jurisdiction of the Board is deemed to be authorized. Travel outside the jurisdiction of the Board must be authorized by the Director of Education.

### **6.3 Principals, Vice-Principals, Managers, Coordinators and System Leads**

Travel to meetings and other Board related travel within the jurisdiction of the Board is deemed to be authorized. Travel outside the jurisdiction of the Board must be authorized by the appropriate Superintendent.

#### 6.4 Employees Required to Travel Inside System

A number of employees are required to travel within the system on a regular basis to carry out their normal duties (computer technicians, maintenance personnel, special assignment teachers, etc.)

It is the responsibility of the appropriate Superintendent or designate to authorize travel.

#### 6.5 Other Individuals Not Employed by the Board

To be eligible for reimbursement, travel by other individuals must be on Board or school business and be preauthorized by the Board, Director of Education, Superintendent, Principal or Manager.

### 7.0 Approval Process

7.1 All expense accounts must be approved by the employee's immediate supervisor. This will typically be the person responsible for the budget code the expenses will be charged against.

7.2 Trustee and student trustee expenses will be approved by the Chair of the Board or a designated senior official of the Board.

7.3 The Chair of the Board's expenses will be approved by a designated senior official of the board other than the Director of Education.

7.4 The Director of Education's expenses will be approved by the Chair of the Board.

7.5 All other employees will have their immediate supervisor approve expenses.

7.6 Appointed non-trustee members' of board committees and school council members' expenses will be approved by a Superintendent of the Board.

### 8.0 Expenses Not Covered

The following is a list of ineligible expenses the board would deem to be inappropriate:

- Movies (in room or theatre)
- Charges for use of recreational facilities
- Alcoholic beverages
- Gifts for staff
- Admission fees for social activities or events
- Traffic violation including parking tickets
- Mini-bar snacks
- Charges incurred by family members
- Travel between home and the employee's work site

## **9.0 Expenses Covered**

9.1 The following is a list of eligible expenses the board would deem to be appropriate:

- Hotel room charges (standard room)
- Meals including taxes and gratuities to the maximums outlined
- Business telephone calls
- Taxi costs
- Necessary parking fees
- Airline tickets
- Automobile kilometrage
- Supervisor approved car rentals
- Conference / workshop fees

9.2 Internet access in hotels will be considered an eligible expense for Administration and Trustees only. All other staff will require the prior approval of the Director or appropriate Superintendent.

## **10.0 Expense Review Process**

10.1 The person submitting the expense claim for approval is responsible for ensuring adherence to this policy.

10.2 Supervisors that sign off on an expense account are certifying the travel has taken place with the proper authorization. They should satisfy themselves that the receipts are valid and the expense account complies with this policy.

10.3 The Accounting Services Department will review the expense receipts prior to processing. Any expense claims that do not follow this policy will be returned in their entirety.

10.4 The Manager of Accounting Services or designate will review expense claims prior to payment.

10.5 The Superintendent of Business will conduct a periodic review of expense accounts paid. The results of this audit will be reported to the Audit Committee.

## **11.0 Consultants and Other Contractors**

11.1 Consultants and other contractors will not be reimbursed for any hospitality, incidental or food expenses, including:

- Meals, snacks and beverages
- Gratuities
- Laundry or dry cleaning
- Valet services
- Dependent care
- Home management
- Personal telephone calls

11.2 Consultants and other contractors may be reimbursed for travel and accommodation only if these provisions are included in the contract.

## 12.0 Perquisites (Perks)

12.1 The term perquisite, or perks, refers to a privilege that is provided to an individual or to a group of individuals, provides a personal benefit, and is not generally available to others. A perquisite is not allowable if it is not a business-related requirement. To be allowable, a perquisite must be a business-related requirement for the effective performance of an individual's job.

12.2 The following perquisites are not allowed under any circumstance:

- club memberships for personal recreation or socializing purposes, such as fitness clubs, golf clubs or social clubs
- seasons tickets to cultural or sporting events
- clothing allowances not related to health and safety or special job requirements
- access to private health clinics – medical services outside those provided by the provincial health care system or by the employer's group insured benefit plans
- professional advisory services for personal matters, such as tax or estate planning

These privileges cannot be provided by any means, including:

- an offer of employment letter, as a promise of a benefit,
- an employment contract, or
- a reimbursement of an expense.

12.3 Perquisites that are not related to business requirements are not allowed.

12.4 The Superior-Greenstone District School Board will retain expense claims with supporting documentation for 7 years. A perquisite is allowable only in limited and exceptional circumstances where it is demonstrated to be a business-related requirement for the effective performance of an individual's job. Allowable perquisite approval levels:

| Employee              | Approval Level        |
|-----------------------|-----------------------|
| Director of Education | Chair of the Board    |
| All other employees   | Director of Education |

12.5 Summary information about allowable perquisites will be made publicly available. This summary information should be made available on an annual basis. Personal information will not be provided.

| <u>Cross Reference</u>  | <u>Legal/Ministry Reference</u>   |
|---|---|
| <ul style="list-style-type: none"><li>• Policy 306 – Corporate Credit Cards</li></ul> | <ul style="list-style-type: none"><li>• BPS Accountability Act, 2010</li><li>• BPS Expenses Directive</li></ul> |

| Reference      | Trustee Honorarium Calculation   | Effective Dec. 1/2010  | Effective Dec. 1/2011                      | Effective Dec. 1/2012*                     | Effective Dec. 1/2013*                     | Effective Apr. 1/2014***                   | Comments  |
|----------------|--|--|--|--|--|--|---|
| 5 (1)          | <b>BASE</b>  | <b>5,900</b>   | <b>5,900</b>                               | <b>5,915</b>                               | <b>5,934</b>                               | <b>6,278</b>                               | *CPI limited to amount of decrease due to declining enrolment     |
| 5 (3)          | <b>CHAIR ALLOWANCE</b>   | <b>5,000</b>   | <b>5,000</b>                               | <b>5,000</b>                               | <b>5,000</b>                               | <b>5,000</b>                               |   |
| 5 (4)          | <b>VICE CHAIR ALLOWANCE</b>  | <b>2,500</b>   | <b>2,500</b>                               | <b>2,500</b>                               | <b>2,500</b>                               | <b>2,500</b>                               |   |
| 6 (2) 1.       | <b>ENROLMENT for Trustee</b>   | <b>394</b>   | <b>369</b>                                 | <b>354</b>                                 | <b>335</b>                                 | <b>335</b>                                 |   |
|                | ENROLMENT Calculation for Trustee:<br>Day School Average Daily Enrolment<br>X Amount<br>/ Number of Members<br>= Calculated Amount | 1,800.75<br>1.75<br>8<br>394   | 1,687.50<br>1.75<br>8<br>369               | 1,617.75<br>1.75<br>8<br>354               | 1,531.26<br>1.75<br>8<br>335               | 1,531.26<br>1.75<br>8<br>335               | Enrolment to be recalculated annually                             |
| 6 (3) 1.       | <b>ENROLMENT for CHAIR</b>   | <b>500</b>   | <b>500</b>                                 | <b>500</b>                                 | <b>500</b>                                 | <b>500</b>                                 |   |
|                | ENROLMENT Calculation for CHAIR:<br>Day School Average Daily Enrolment<br>X Amount<br>Calculated Amount<br>Minimum<br>Maximum      | 1,800.75<br>0.05<br>90.04<br>500<br>5,000  | 1,687.50<br>0.05<br>84.38<br>500<br>5,000  | 1,617.75<br>0.05<br>80.89<br>500<br>5,000  | 1,531.26<br>0.05<br>76.56<br>500<br>5,000  | 1,531.26<br>0.05<br>76.56<br>500<br>5,000  | Enrolment to be recalculated annually                             |
| 6 (4) 1.       | <b>ENROLMENT for VICE CHAIR</b>  | <b>250</b>   | <b>250</b>                                 | <b>250</b>                                 | <b>250</b>                                 | <b>250</b>                                 |   |
|                | ENROLMENT Calculation for VICE CHAIR:<br>Day School Average Daily Enrolment<br>X Amount<br>Calculated Amount<br>Minimum<br>Maximum | 1,800.75<br>0.025<br>45.02<br>250<br>2,500   | 1,687.50<br>0.025<br>42.19<br>250<br>2,500 | 1,617.75<br>0.025<br>40.44<br>250<br>2,500 | 1,531.26<br>0.025<br>38.28<br>250<br>2,500 | 1,531.26<br>0.025<br>38.28<br>250<br>2,500 | Enrolment to be recalculated annually                             |
| <b>SUMMARY</b> | <b>CHAIR</b>   | <b>11,400</b>  | <b>11,400</b>                              | <b>11,400</b>                              | <b>11,400</b>                              | <b>11,778</b>                              | ***Base amounts will be adjusted for CPI beginning April 1, 2014. |
|                | <b>VICE CHAIR</b>  | <b>8,650</b>   | <b>8,650</b>                               | <b>8,650</b>                               | <b>8,650</b>                               | <b>9,028</b>                               |   |
|                | <b>TRUSTEE</b>   | <b>6,294</b>   | <b>6,269</b>                               | <b>6,269</b>                               | <b>6,269</b>                               | <b>6,613</b>                               |   |
|                | Future Year Adjustments  |  |  | Adjusted for Enrolment Changes             | Adjusted for Enrolment Changes             | Adjusted for Enrolment Changes             |   |
| 7 (1)          | ATTENDANCE   | Maximum of \$50.00 per committee meeting required by ACT or regulation   |  |  |  |  | Time Card to be submitted   |
| 8 (1)          | DISTANCE   | Maximum of \$50.00 per committee meeting required by ACT or Regulation. Distance between member's residence and place of meeting is more than 200 km |  |  |  |  | Time Card to be submitted   |

\*\* Student Trustee Honorarium outlined in Policy 210: Student Trustee

\*Legal Counsel for the Ontario Public School Boards' Association (OPSBA) has advised that the effect of the *Public Sector Compensation Restraint to Protect Public Services Act (2010)* is to defer the application of the Consumer Price Index (CPI) adjustment until after March 31, 2012. Per Board resolution 175/10, CPI increases were made applicable effective September 1, 2012.  
Base amount = \$5,900.00 x (Ontario CPI June 2010 / Ontario CPI July 2006) = \$5,900.00 x (116.0 / 109.0) = \$6,278

On April 1, 2012, O. Reg. 357/06 was amended by the Minister to maintain the limits on trustee remuneration until March 31, 2014. Until April 1, 2014, CPI increases are limited to the decrease due to declining enrolment.

## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

|                        |                             |                                     |                                     |
|------------------------|-----------------------------|-------------------------------------|-------------------------------------|
| <i>Section</i>         | BUSINESS AND TRANSPORTATION |                                     |                                     |
| <i>Policy Name</i>     | PURCHASING                  |                                     | 303                                 |
| <hr/>                  |                             |                                     |                                     |
| <i>Board Approved:</i> | <i>October 18, 2011</i>     | <i>Reviewed: September 26, 2011</i> |                                     |
|                        | <i>June 22, 2010</i>        | <i>May 31, 2010</i>                 |                                     |
|                        | <i>May 18, 2010</i>         | <i>April 26, 2010</i>               | <i>Review Before: December 2016</i> |
|                        | <i>Sept. 7, 2004</i>        | <i>March 20, 2007</i>               |                                     |

### **POLICY**

Superior-Greenstone District School Board's goal when buying goods and services is to obtain maximum value for public funds expended in a manner consistent with publicly acceptable purchasing practices while meeting the educational needs of the system.

### **PROCEDURES**

#### **1.0 Definitions**

The following definitions are understood to apply:

- a) Request for Quotation (RFQ): A Request for Quotation is an offer to execute work or supply goods when specifics are known and determined (used for smaller dollar requirements).
- b) Request for Proposal (RFP): A Request for Proposal is a document used to request suppliers to supply solutions for the delivery of complex products or services or to provide alternative options or solutions. The RFP uses predefined evaluation criteria, in which price is not the only factor.
- c) Request for Tender (RFT): A Request for Tender is a document used to request supplier responses to supply goods or services based on specific delivery requirements, performance specifications and terms and conditions. The RFT evaluation criteria are predominantly price and delivery requirements.

#### **2.0 Supply Chain Code of Ethics**

All employees involved with supply chain-related activities must conduct themselves in accordance with the Ontario Broader Public Sector Supply Chain Code of Ethics, attached as Appendix A.

#### **3.0 Broader Public Sector (BPS) Procurement Directive**

The Board will abide by and adhere to the Ontario Broader Public Sector Procurement Directive, attached as Appendix B.

#### **4.0 Authorization to Purchase Goods & Services**

Authorization to purchase goods and services in accordance with this policy is granted by the Board to Administration within the limits of the approved budgets and in accordance with the Approval Authority Schedule as set out below.

In the event that budgets have not been approved by the Board prior to the commencement of a fiscal year, the Administration is authorized to make only those purchases which are necessary for the continuation of existing programs and services.

**Approval Authority Schedule**

| <b>Position Title</b>                                | <b>Purchase Limit</b> |
|--|-----------------------|
| Board of Trustees approval required                  | Over \$500,000        |
| Director of Education and Superintendent of Business | \$500,000             |
| Plant Services Manager                               | \$100,000             |
| Accounting Services Manager, Coordinator of IT,      | \$50,000              |
| Principal  | \$5,000               |

## 5.0 Competitive Procurement Thresholds

The purchasing process which must be used is determined by the total value of goods and services to be purchased. In the case of a multi-year lease or contract, the total payments over the life of the lease or contract including extensions shall be used to determine the total value.

It is not acceptable to break a single purchase into multiple purchases in order to reduce the estimated dollar value of the purchase and to avoid the dollar limits indicated below.

| <b>For Goods and Non-Consulting Services</b> |   |
|--|---|
| <b>Total Purchase Amount</b>                 | <b>Purchasing Process to be Used</b>  |
| Less than \$250                              | Purchases amounting to not more than \$250 may be made by Petty Cash, Cheque Request or Purchase order. Competitive quotations are not required; however, reasonable effort must be made to ensure the best value for the Board.  |
| More than \$250 but less than \$5,000        | Purchases amounting to more than \$250 but less than \$5,000 will be made by purchase order processed directly by the department manager, school principal or designate. Competitive quotations are not required; however, reasonable effort must be made to ensure the best value for the Board. |
| More than \$5,000                            | Purchases amounting to more than \$5,000 but less than  |



|                         |  |
|-------------------------|--|
| but less than \$100,000 | \$100,000 will be made by purchase order after obtaining at least 3 written quotes (where possible).   |
| \$100,000 and more      | Purchases of \$100,000 or more will be made by Tender/RFP/RFQ issued by the department responsible. Supporting documentation will be held on file by the department. |

| <b>For Consulting Services</b> |  |
|--------------------------------|--|
| <b>Total Purchase Amount</b>   | <b>Purchasing Process to be Used</b>   |
| Less than \$100,000            | Where possible, at least 2 written proposals are to be obtained from consultants clearly stating contract amount and service description prior to submitting a purchase order for approval. Supporting documentation must be attached to the purchase order or contract. |
| \$100,000 and more             | Formal requests for proposals are to be issued by the department on an open competitive basis. Supporting documentation will be held on file in the department.  |

Note: Consulting services are defined as “the provision of expertise or strategic advice that is presented for consideration and decision making.” Consulting services for the purpose of this policy excludes services that are required by legislation or regulation to be provided by the following licensed professionals: medical doctors, dentists, nurses, pharmacists, veterinarians, engineers, land surveyors, architects, accountants, lawyers and notaries.

## **6.0 Non-Authorized Purchases**

Goods purchased in the name of the Superior-Greenstone District School Board without authorization by purchase order or other approval may be considered an obligation of the individual and not an obligation of the Board.

The Superintendent of Business has authorized the following exceptions to the requirement for a purchase order: regular utility payments, hotel accommodations, catering, groceries and purchases through Petty Cash.

## **7.0 Purchases for Personal Use**

Items for personal use of employees may not be purchased through the Board.

## **8.0 Exceptions**

The Superintendent of Business shall be permitted discretion in the application of item ~~10.0~~ 5.0 above, if:

- a) The preferred number of competitive bids cannot be obtained, or,

- b) It is more appropriate to purchase a particular make or model or brand to ensure compatibility with existing equipment and/or procedures, or,
- c) It is more appropriate to deal with a particular supplier for reasons of service or delivery.

## **9.0 Tender Opening**

Each tender shall be opened by the department manager in the presence of two (2) Board representatives. In most cases, the representatives will be Board Administrators.

Alternate arrangements for opening tenders may be approved by the Superintendent of Business, but must be outlined in the tender document.

## **10.0 Release of Tender Information**

In all cases, information on a successful tender shall only be made available upon request from a supplier who had submitted a written, competitive bid for the item(s) in question.

## **11.0 Staff: Gifts and Gratuities**

No Board employee connected either directly or indirectly with the purchasing function shall accept any gift, gratuity or any other complimentary gesture from a supplier or potential supplier to the Board.

## **12.0 Co-operative Purchasing**

Co-operative purchasing agreements may be entered into with other public bodies with the written approval of the Superintendent of Business. In such cases, the pricing obtained by other public bodies will be accepted and there will not be any further requirement to solicit independent pricing quotations or tenders.

## **13.0 Superintendent of Business**

Any questions regarding this policy should be directed to the Superintendent of Business.

**Appendix A**  
**Policy 303 Purchasing**  
**As at April 1, 2011**

***Ontario Broader Public Sector (BPS)***  
***Supply Chain Code of Ethics***

Goal: To ensure an ethical, professional and accountable BPS supply chain.

1. *Personal Integrity and Professionalism*

Individuals involved with Supply Chain activities must act, and be seen to act, with integrity and professionalism. Honesty, care and due diligence must be integral to all Supply Chain Activities within and between BPS organizations, suppliers and other stakeholders. Respect must be demonstrated for each other and for the environment. Confidential information must be safeguarded. Participants must not engage in any activity that may create a conflict of interest, such as accepting gifts or favours, providing preferential treatment, or publicly endorsing suppliers or products.

2. *Accountability and Transparency*

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

3. *Compliance and Continuous Improvement*

Individuals involved with purchasing or other Supply Chain Activities must comply with this Code of Ethics and the laws of Canada and Ontario. Individuals should continuously work to improve supply chain policies and procedures, to improve their supply chain knowledge and skill levels, and to share leading practices.

Page 1 of 1

**Appendix B**  
Policy 303 Purchasing  
As at April 1, 2011

***Ontario Broader Public Sector  
Procurement Directive***

Go to Ontario Broader Public Sector Procurement Directive

***A detailed description of all the above requirements is found in the Supply Chain Guideline, issued by Ontario Ministry of Finance:***

<http://www.fin.gov.on.ca/en/ontariobuys/documents/scg.html>



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD**

**Report No:** 72

**Date:** October 22, 2012

**TO:** Chair and Members of the  
Superior-Greenstone District School Board

**FROM:** Cathy Tsubouchi, Superintendent of Business

**SUBJECT:** Winning Teams/Championship Fund

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**Background**

At the Board meeting held September 17, 2012, a report entitled "Request to Modify the Superior-Greenstone DSB Winning/Championship Team Fund" was presented. Winning Teams Fund has historically been used to support transportation of sports teams only. Based on the report presented last month, it is recommended that these funds be used to support transportation of students who have the opportunity to attend regional and provincial competitions in the areas of arts, culture, academics and sports.

**Administrative Recommendation**

That, the Superior-Greenstone DSB expand the purpose of the Winning Teams Fund to support transportation of students who have the opportunity to attend regional and provincial competitions in the areas of arts, culture, academics and sports and that the name of the fund be changed to Winning Teams/Championship Fund.

Respectfully submitted by:

Cathy Tsubouchi  
Superintendent of Business

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD****Report No:** 73**Date:** October 22, 2012

**TO:** Chair and Members of the  
Superior-Greenstone District School Board

**FROM:** Dianne Williams

**SUBJECT:** Disbursements Report for September 2012

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**Background**

In July 2012, the Board approved the 2012/2013 Operating Budget of \$36,065,499.

|                           |              |
|---------------------------|--------------|
| 2012/2013 Original Budget | \$36,065,499 |
| Various Additional Grants |              |
| Adjusted 2012/2013 Budget | \$36,065,499 |

Based on the above, average spending for operations should be approximately \$3,005,458 per month. A comparison of actual spending to the monthly average highlights the unique spending that has taken place during a given month.

Since Capital spending is not spread evenly over the year, the Capital spending will be highlighted separately, as necessary.

**Current Situation**

Total disbursements in the form of cheques written and payrolls for **September 2012** were \$3,459,218.73.

|   |                     |
|---|---------------------|
| <b>Total Disbursements for the period</b> | <b>\$3,459,219</b>  |
| <b>Less unusual items for the month:</b>  | -                   |
| Invoices for August paid in September.    | (355,400)           |
| <b>Adjusted Total</b>                     | <b>\$ 3,103,819</b> |

While our spending is above average for the month, it is within reason.

The details of cheques issued during the month have been submitted to Darlene Keenan, Chair of the Business Committee for review.

**Administrative Recommendations**

That the Report entitled, Disbursements Report for September 2012 be received for information.

Respectfully submitted,  
Dianne Williams  
Manager of Accounting Services



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD****Report No:** 76**Date:** October 22, 2012

**TO:** Chair and Members of the  
Superior-Greenstone District School Board

**FROM:** David Tamblyn, Director of Education

**SUBJECT:** Recommendations from Trustee Retreat

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**Background:**

On September 14<sup>th</sup> & 15<sup>th</sup> trustees met in Red Rock to take part in a weekend workshop lead by presenter, Marilyn Gouthro. The workshop is part of a series of professional development modules offered through the Ontario Public School Boards' Association in co-operation with Ontario Education Services Corporation. The title of the workshop, "Alignment and Ethical Leadership: Roles, Responsibilities and Strategic Goals" is a follow-up to the workshop held in November 2011 in Longlac where trustees worked together to develop the board strategic plan. The goals of the September workshop were: (1) to reinforce and clarify roles and responsibilities of board and individual trustees; (2) Review and acknowledge accomplishment over the past year; (3) Provide an understanding of implications of government direction; and, (4) Development of Board Strategic Goals aligned and supporting the vision, mission and priorities developed and approved by the Board.

**Current Situation**

At the regular board meeting held on June 18, 2012 trustees approved the Board Strategic Plan as presented in a report by the Director of Education, David Tamblyn. The strategic plan provides the school board with a clear focus, direction, motivation and a common purpose. It includes a mission statement which defines our organization and serves as a touchstone in our decision making process. It also includes an ambitious vision to inspire us to achieve our goals. And finally, it includes our core beliefs which guide our style, behaviours, decisions, and priorities.

With the Strategic Plan in place we now move into the next phase of the implementation process which involves putting the plan into operation. The success of the plan is very much dependent upon the implementation of the plan. Everything we do and everything we say should be linked to the three priorities outlined within the strategic plan; student achievement and well being, responsible stewardship of resources and building relationships. With this in mind the trustees were asked to establish what will be our strategic goals for the coming year.

**Format of Board Meeting Agenda**

From the information presented at the workshop trustees discussed strategies to improve and focus the board meetings. From these discussions trustees made the following recommendations:

1. **Focus** - A significant part of the board meeting should be directly related to the Strategic priorities of SGDSB. The board reports should be relevant to attaining the Strategic Priorities and presentations should highlight the work being done in the schools to put these priorities into action. This also serves as a monitoring tool as well as a common focus for the whole board.
2. **Restructure** - Board Agendas need to highlight the actual implementation work happening in schools across the district. Presentations will be clearly linked to strategic priorities of the board.

3. **Review** - Current reports to ensure that they are necessary to the fulfilling of board responsibilities. Reports should be high-level strategic discussions and not simply the conveyance of information, which is primarily administrative in nature.
4. **Relationship Building** - Continue to work on engaging all board members in the common purpose of student achievement and well-being.
5. **Trustee PD** - Sessions designed to engage all in broad discussions about future emerging educational challenges and trends is important.
6. **Communication** - Process among trustees regarding agenda items must be clarified.
7. **Clarity** - Regarding the role of the trustee in bringing forward constituent concerns within the framework of the whole board providing direction to the Director.

### **Strategic Goals**

A SWOT (Strengths, Weaknesses, Opportunities and Threats) was conducted with each of the strategic priorities in order to develop a set of strategic goals for trustees to focus on.

#### **Strategic Priority: Student Achievement and Well-Being**

**Strengths:** Use of evidence, focus of a common strategic direction aligned around students.

**Weakness:** Numbers, acknowledging internal strengths, reaching out to external agencies for support, achievement levels, gaps, graduation rates.

**Opportunities:** Individualized/tailored learning.

**Threats:** Geography as an isolation factor with staff.

#### **Strategic Goals:**

1. Student achievement is improved through student and parental engagement.
2. Staff is committed to modeling and implementing the values in the Book of Commitment
3. All staff have the tools and the training to support the well-being of all students, specifically through a focus on understanding the diversity of mental health needs.

#### **Strategic Priority: Responsible Stewardship of Resources**

**Strengths:** People, strong leadership, condition of resources, environmental considerations, fiscally prudent, strategic direction provides focus.

**Weaknesses:** Space, Board cohesiveness, technology.

**Opportunities:** Community partnerships.

**Threats:** Provincial budget constraints.

**Strategic Goal:** Students and staff have increased access and engagement in technology to maximize student achievement.

#### **Strategic Priority: Building Relationships**

**Strengths:** Small communities, family atmosphere, safe and welcoming schools, collaboration in schools, working to build trust, moving from “they” to “we”.

**Weaknesses:** No “us” in board. Upholding the decisions of the board, not celebrating our achievements at board meetings, does the board model collaboration and trust?

**Opportunities:** Town hall gatherings, listening, using tools for decision-making.

**Threats:** Divisions at the board, negotiations.

#### **Strategic Goal:**

1. The board of trustees are committed and engaged in inspiring the whole district to implement the board strategic mission, vision and direction.
2. Students, staff and our communities are partners in inclusive and engaging environment that values diversity, trust and respect for all.

**Administrative Recommendation:**

The report entitled, Recommendations from Trustee Retreat is presented to the board for information.

Respectfully submitted:

David Tamblyn  
Director of Education

**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD****Report No:** 77**Date:** October 22, 2012

**TO:** Chair and Members of the  
Superior-Greenstone District School Board

**FROM:** David Tamblyn, Director of Education

**SUBJECT:** Director's Monthly Report – October 2012

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**1. September 28 – Professional Development Day**

The focus of the September 28<sup>th</sup> Professional Development Day was on School Improvement Planning. Using data from the recently released EQAO results, diagnostic assessment data as well as the Board Strategic Plan staff in both the elementary and secondary panels spent the day in their schools developing their School Improvement Plan for Student Achievement (SIPSA). The idea is to work collaboratively to develop goals that respond to the needs of all students. To achieve this goal each SIPSA will focus on a theory of action. A theory of action is a highly practical tool that identifies a connection between our actions and the results they produce. It can not only help us develop more considered, incisive plans, but also provide us with a means to confirm our assumptions, or re-assess them or examine them in finer detail, when results are not forthcoming. It is a learning and reflection tool as much as a planning tool. While the term 'theory' tends to conjure up thoughts of lofty, abstract ideas, a theory of action is, in fact, a highly practical tool that grounds our strategies in reality and helps us examine them much more deeply to produce concrete results.

**2. Growing Success Implementation Project- Growing Success Implementation Project 2012-13**

Our Growing Success Implementation Project is continuing in 2012-13 in partnership with the Ministry of Education. This year we will be expanding our project to include professional development for new teachers (i.e. teachers who were not part of the project in 2011-12) on the assessment cycle (learning goals, success criteria, descriptive feedback and peer/self assessment). Opportunities will be also be forthcoming for the teachers who were part of the project last year with a focus on practicing and exploring the skills/knowledge they acquired last year and professional development to support this learning.

To enhance this cycle of professional learning, we have introduced "on-site days" in each of our regional hubs. This grass roots approach to professional learning is the key to ensure the mobilization of knowledge and implementation of the assessment cycle in each school as well as helping us identify the specific learning needs of our teachers. The other element new to the project this year is the addition of our "Lead Learner" group of teachers. A teacher has been selected in each of our secondary schools as well as one Grade 7/8 teacher. These teachers will have opportunities throughout the year to receive more intensive professional learning on the assessment cycle and will become a valuable resource to their colleagues as we move through the implementation process.

We have already had three days of professional learning with our teachers, administrators, Board and Ministry of Education personnel in September. Beginning on October 15<sup>th</sup> we will commence our on-site visits in each of our communities.

### **3. *SIM (System Implementation and Monitoring)***

The Schools in the Middle Initiative has evolved over the years and has resulted in a change and name and focus. The System Implementation and Monitoring Team commits to monitoring a piece of the board improvement plan for student achievement thus connecting the work of the district with the family of schools and all classrooms.

School Districts will identify a system implementation and monitoring team to support the work of school improvement teams as they work within networks of schools in order to improve instructional effectiveness and pedagogy within and across schools in order to further develop instructional leadership.

Through professional dialogue and study, teams will further develop their capacity:

- Observe, describe and analyze student work;
- Set specific goals and targets for student learning;
- Plan and implement specific teaching and learning strategies;
- Monitor student achievement results and adjust strategies as needed;
- Support the professional learning required to raise achievement;
- Align resources to meet achievement goals;
- Engage students and parents in school improvement.

The School Effectiveness Framework provides a focus for the work of the system and school leadership groups as we develop and share processes for collaborative goal setting, distributed leadership and shared accountability, within school improvement teams.

For the purpose of evaluating this strategy school districts will be required to provide evidence of the impact of this work on system improvement and school improvement efforts.

### **4. *Mental Health and Addictions Nurses in District School Boards (MHAN)***

*Open Minds, Healthy Minds* is Ontario's Comprehensive Mental Health and Addictions Strategy. It is a commitment to provide:

- Children, youth and families with fast access to high quality services;
- Identify and intervene in child and youth mental health and addictions issues early;
- Close critical service gaps for vulnerable children and youth, children and youth at key transition points, and those in remote communities.

As part of this strategy the provincial government is providing funding to hire of 11 Mental Health and Addictions Nurses in the Northwest with one allocated to SGDSB. The nursing program is funded through the Community Care Access Centre (CCAC) to further strengthen the CCACs' role as a care connector for individuals with health needs that cross multiple sectors in the health and/or education system. The program will contribute to building school-based capacity to identify and respond to student mental health and addiction needs early. Among their roles the nurses will support educators to meet the complex medical and mental health needs of students who require extra supports for health and/or safety concerns of self and/or others. CCAC expects to have the MHAN hired by February 2013.

**Administrative Recommendation:**

The report entitled, Director's Monthly Report - October is presented to the board for information.

Respectfully submitted:

David Tamblyn  
Director of Education

*Our Mission: "Inspiring our students to succeed and make a difference" Our Vision: "We are leaders in providing quality learning experiences in our small school communities"*

**Report No.: 78**

# **Performance Objectives David Tamblyn Director of Education Superior-Greenstone District School Board September 2012**

The Institute for Education Leadership has provided Directors of Education a Guide for School and System Leaders called *Putting Ontario's Leadership Framework into Action, From Purpose to Practice*.

This guide is based on current research about effective leadership and is connected intricately with the priorities of education in Ontario. We know that a system is only as effective as its leader. The guide outlines the key practices of successful educational leaders.

### **Purposes of the Leadership Framework**

- Inspire a shared vision of leadership in schools and boards
- Promote a common language that fosters and understanding of leadership and what it means to be a system leader
- Identify the practices and competencies that describe effective leadership
- Guide the design and implementation of professional learning and development for school and system leaders

This goal package has been prepared using the Leadership Framework, Superior-Greenstone District School Board Policy 801, *Role Descriptions/Director of Education* and the Board Strategic Plan.



**Performance Objectives of David Tamblyn**  
**Part 1: Practices and Competencies**

| <b>Leadership Framework</b>            | <b>Setting Directions</b>   | <b>Building Relationships and Developing People</b>  | <b>Developing the Organization</b>   | <b>Leading the Instructional Program</b>  | <b>Securing Accountability</b>   |
|--|---|--|--|---|--|
|  | The Director of Education builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations.  | The Director of Education strives to foster genuine trusting relationships with and among students, staff, families and communities guided by a sense of mutual respect. He affirms and empowers others to work in the best interests of all students.                                   | The Director of Education builds collaborative cultures, structures the organization for success and connects the board and schools to their wider environment.  | The Director of Education sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instructional leadership. The Director of Education manages the system effectively so that everyone can focus on teaching and learning.  | The Director of Education is responsible for creating conditions for student success and is accountable to students, parents, the community, trustees and to the board for ensuring that students benefit from a high quality education.   |
| <b>Goals for August 2012-June 2013</b> | <p>The Director of Education will:</p> <ul style="list-style-type: none"> <li>• Ensure the vision of the Board Strategic Plan is clearly articulated, shared and understood by all</li> <li>• Work within the board and across school communities to translate the vision into agreed objectives and operational plans which promote and sustain school improvement</li> <li>• Inspire, challenge,</li> </ul> | <p>The Director of Education will:</p> <ul style="list-style-type: none"> <li>• Develop and implement effective strategies for staff induction, professional learning and performance review</li> <li>• Develop and implement effective strategies for leadership development</li> </ul> | <p>The Director of Education will:</p> <ul style="list-style-type: none"> <li>• Create efficient administrative routines</li> <li>• Build community partnerships</li> <li>• Listen and act on community feedback</li> <li>• Engage parents and students</li> </ul> | <p>The Director of Education will:</p> <ul style="list-style-type: none"> <li>• Ensure a consistent and continuous board-wide focus on student achievement and well being using system and school data to monitor progress</li> <li>• Access, analyze and interpret data for student achievement and report to the board</li> </ul> | <p>The Director of Education will:</p> <ul style="list-style-type: none"> <li>• Ensure principals' engagement of school communities in the evaluation of school effectiveness</li> <li>• Collect data to assess the strengths and weaknesses of schools</li> <li>• Use the data to make improvements to celebrate success</li> </ul> |

|   |   |   |   |  |  |
|---|---|---|---|--|--|
|   | motivate and empower others to carry the vision forward   |   |   | on student progress and achievement <ul style="list-style-type: none"> <li>• Manage time effectively</li> </ul>  | of schools and make improvements that are documented in the School Improvement Plans for Student Achievement and Well Being  |
| <b>Specific Actions for August 2012-June 2013</b> | <ol style="list-style-type: none"> <li>1. August 20, 2012 Implementation Strategic Plan with board</li> <li>2. August 22, 23 and 24, 2012 P and VP Professional Development: Implementation of Board Strategic Plan</li> <li>3. Sept. 14 and 15, 2012 – Trustee Retreat – Implementation of Strategic Plan</li> <li>4. Sept. 2012 Board office PD Vision</li> <li>5. September 28 PD – Schools will work on School Improvement Plan for Student Achievement and Well Being (SIPSA)</li> <li>6. Sept/Oct. 2012 Community Visits/Vision/Strategic Plan</li> <li>7. Feb. Progress Report to board: Strategic Plan</li> <li>8. Weekly Senior</li> </ol> | <ol style="list-style-type: none"> <li>1. August 22, 23 and 24 2012 P and VP PD</li> <li>2. New Employee Orientation Sept. 2012</li> <li>3. Fall 2012 Assist in the implementation of Performance Appraisal process for P and VP</li> <li>4. Spring 2013: Report on P and VP Performance Appraisal to board</li> <li>5. Leadership Development program in cooperation with NOEL</li> <li>6. Leadership Forum P and VP meetings (6 per year)</li> <li>7. The Director will meet with the Student Trustee and members of</li> </ol> | <ol style="list-style-type: none"> <li>1. Fall Community Visits: Feedback on Strategic Plan</li> <li>2. Spring Community Visits: Feedback and input for 2013-2014</li> <li>3. School Climate survey implementation</li> </ol> | <ol style="list-style-type: none"> <li>1. October 2012 Board Improvement Plan for Student Achievement and Well Being (BIPSA)</li> <li>2. October 2012 Aboriginal Education funding proposal to finalize implementation of voluntary Self-Identification and train staff on the use of this data to understand and improve achievement of our FN students</li> <li>3. MISA Training for P, VP and Senior Admin.</li> <li>4. Report to board: OSSLT, EQAO, Grade 9 Math, Student Success Data</li> </ol> | <ol style="list-style-type: none"> <li>1. Nov. 2012 School Climate Surveys</li> <li>2. Feb. 2013 Establish a process for the distribution, collection, analysis and communication of school climate surveys</li> <li>3. May 2013 Report to board on the implementation of School Climate surveys</li> <li>4. June 2013 - Annual Performance Appraisal of the Director</li> </ol> |

|  |  |   |  |   |  |
|--|--|---|--|---|--|
|  | <p>administrative meetings to align vision with budget, board improvement plan, school improvement plans, initiatives, actions and activities and to deal with feedback and data (example: what is the impact on student achievement of P, VP and teacher participation in training)</p> <p>9. Weekly Teleconference and/or face to face with Academic Council to build, communicate and implement the shared vision and ensure alignment of initiatives/inquires.</p> <p>10. Participate in weekly teleconferences with elementary and secondary principals to build, communicate and implement the shared vision.</p> <p>11. Participate in monthly meetings with board office managers; build/communicate and implement shared vision</p> <p>12. Participate in monthly meetings with federations</p> | <p>the Student Trustee Advisory Committee (STAC) on a monthly basis to develop further the student voice.</p> <p>8. The Director will meet at least three times per year with the Student Senate</p> <p>9. The Director will encourage and model relationships between system and school-level leaders that are reciprocal, collaborative, and highly interactive.</p> <p>10. Stimulate high levels of interaction among school</p> <p>11. leaders and board office managers. These interactions should include all school leaders and be driven by a shared sense of responsibility for system improvement.</p> <p>12. Provide support for schools' own parent</p> |  | <p>5. Leadership Forum data component in each meeting</p> <p>6. Actively Participate in Growing Success Implementation Project.</p> <p>7. Actively participate in District Review with School Effectiveness Lead and the Student Success Lead</p> |  |
|--|--|---|--|---|--|

|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  | <p>engagement initiatives rather than promoting independent system effort to engage parents.</p> <p>13. Work toward school system/ministry of education relationships which feature high level of reciprocity in the interests of achieving both</p> |  |  |  |
|--|--|--|--|--|--|

**Performance Objectives of David Tamblyn**  
**Part 2: System Practices and Procedures**

| <b>Leadership Framework</b> | <b>School and School Board Improvement</b>  | <b>Fostering a culture of Professionalism</b>   | <b>Leadership Development</b>   | <b>Administrative Structures</b>   | <b>Parent and Community Supports</b>   | <b>Succession Planning</b>   |
|-----------------------------|---|---|---|--|--|--|
|                             | The commitment the board demonstrates to raising student achievement and closing gaps, to treating people ethically and to empowering the whole board.  | The procedures that the board uses to ensure it has positive working relationships with its school leaders, so that principals feel that they are respected and trusted leaders within the system and that their input is sought and considered.                                | The approaches and activities that the board has in place to provide the necessary training and opportunities for principals to build their capacity to be visionary instructional leaders and managers of changing culture in their schools.   | The procedures that the board follows and the administrative structures that it has in place to streamline and buffer internal and external requests and to provide central office support.  | The Procedures that the board has in place to assist and to support schools in involving parents and community in school.  | The procedures that the board has in place to ensure that high quality candidates are ready and willing to take on school leadership roles and that all aspects of the transition from one leader to the next has been carefully considered.   |
|                             | <p>The Director of Education will:</p> <ul style="list-style-type: none"> <li>• Build a common vision and mission for the board.</li> <li>• Facilitate all members of the board (trustees, leaders, staff, school council members) working together to take responsibility</li> </ul> | <p>The Director of Education will:</p> <ul style="list-style-type: none"> <li>• Ensure there are policies and procedures in place to enhance positive working relationships.</li> <li>• Guide the board in recognizing excellence at all levels of the organization.</li> </ul> | <p>The Director of Education will:</p> <ul style="list-style-type: none"> <li>• Work with the superintendent s in building a shared understanding of effective leadership that is consistent with evidence of best practice.</li> <li>• Ensure that the leadership development model is communicated</li> </ul> | <p>The Director of Education will:</p> <ul style="list-style-type: none"> <li>• Develop a system for coordinating demands made on schools and for gate keeping external requests.</li> <li>• Provide support for school leaders to implement board policies and</li> </ul> | <p>The Director of Education will:</p> <ul style="list-style-type: none"> <li>• Implement the developed protocols for school and community agencies.</li> <li>• Investigate ways for the board to provide support for the use of school volunteers and build more partnerships with community members and</li> </ul> | <p>The Director of Education will:</p> <ul style="list-style-type: none"> <li>• Develop training and development for aspiring leaders.</li> <li>• Ensure that supports are in place for new leaders.</li> <li>• Use data from the Leadership Self-Review Tool to develop a Professional</li> </ul> |

|   | for the learning of all students.  |  | to all personnel.   | procedures   | resources. This will be carried out through the Student Support Leadership Initiative  | Development Plan.   |
|---|--|--|---|--|--|---|
| <b>Specific Actions for August 2012-June 2013</b> | <ol style="list-style-type: none"> <li>1. Schedule School visits that will consist of a review of school data associated with the Leadership Domain studied at the previous Leadership Forum, examination of practice and student work.</li> <li>2. Director to implement an SGDSB Vision that all stakeholders identify with.</li> <li>3. Provide PD (Sept 28) to support the implementation of a school vision that aligns with the board vision.</li> </ol> | <ol style="list-style-type: none"> <li>1. Schedule regular visits to schools.</li> <li>2. Participate in Leadership Forum meetings.</li> <li>3. Ensure, Leadership Framework is discussed at Leadership Forum meetings, one domain per meeting.</li> </ol> | <ol style="list-style-type: none"> <li>1. Identify with input from P and VP and, aspiring leaders and their PD needs.</li> <li>2. Develop a Leadership PD Plan.</li> <li>3. Develop an SGDSB Leadership Program.</li> </ol> | <ol style="list-style-type: none"> <li>1. Review Principal and Vice Principal Terms and Conditions.</li> <li>2. Monitor attendance to determine the impact of initiative/inquiry training on student achievement.</li> <li>3. Streamline data use/data collection.</li> <li>4. Update Tragic Events Process.</li> <li>5. September 2012: Operational Review</li> </ol> | <ol style="list-style-type: none"> <li>1. Fall 2012 PIC Meeting Agenda Item: Parental Involvement/School Volunteers</li> <li>2. Fall 2012: Communicate the importance of Parental Involvement (SGDSB School Calendar)</li> <li>3. Winter 2013: Investigate School/Community Partnerships</li> <li>4. April 2013: Report to Board on school community partnerships</li> <li>5. Participate in Research project headed by Ken Leithwood on raising parental expectations.</li> </ol> | <ol style="list-style-type: none"> <li>1. Director will develop a SGDSB Policy called Succession Planning and Talent Development.</li> <li>2. Develop a Leadership Professional Development Plan based upon the needs of the aspiring leaders.</li> </ol> |

**Evidence of Success:**

The Director of Education will collect and present evidence of the accomplishment of these goals to Trustees at the June 2013 board meeting.

Trustees will collect and present feedback on the accomplishment of these goals to the Director of Education at the June 2013 board meeting.

**Part 1: Practices and Competencies**

|                              |   |   |   |  |   |
|------------------------------|---|---|---|--|---|
| <b>Leadership Framework</b>  | <b>Setting Directions</b><br><br>The Director of Education builds a shared vision, fosters the acceptance of group goals and sets and communicates high performance expectations. | <b>Building Relationships and Developing People</b><br><br>The Director of Education strives to foster genuine trusting relationships with and among students, staff, families and communities guided by a sense of mutual respect. He affirms and empowers others to work in the best interests of all students. | <b>Developing the Organization</b><br><br>The Director of Education builds collaborative cultures, structures the organization for success and connects the board and schools to their wider environment. | <b>Leading the Instructional Program</b><br><br>The Director of Education sets high expectations for learning outcomes and monitors and evaluates the effectiveness of instructional leadership. The Director of Education manages the system effectively so that everyone can focus on teaching and learning. | <b>Securing Accountability</b><br><br>The Director of Education is responsible for creating conditions for student success and is accountable to students, parents, the community, supervisors and to the board for ensuring that students benefit from a high quality education. |
| <b>Indicators of Success</b> | Progress towards meeting the Objectives of the Board Strategic Plan   |   |   |  |   |

**Part 2: System Practices and Procedures**

|                             |  |   |                               |                                  |                                      |                            |
|-----------------------------|--|---|-------------------------------|----------------------------------|--------------------------------------|----------------------------|
| <b>Leadership Framework</b> | <b>School and School Board Improvement</b> | <b>Fostering a culture of Professionalism</b> | <b>Leadership Development</b> | <b>Administrative Structures</b> | <b>Parent and Community Supports</b> | <b>Succession Planning</b> |
|                             |  | The procedures that                           | The approaches                | The procedures                   |                                      | The procedures             |

|                              |  |  |  |  |   |   |
|------------------------------|--|--|--|--|---|---|
|                              | The commitment the board demonstrates to raising student achievement and closing gaps, to treating people ethically and to empowering the whole board. | the board uses to ensure it has positive working relationships with its school leaders, so that principals feel that they are respected and trusted leaders within the system and that their input is sought and considered. | and activities that the board has in place to provide the necessary training and opportunities for principals to build their capacity to be visionary instructional leaders and managers of changing culture in their schools. | that the board follows and the administrative structures that it has in place to streamline and buffer internal and external requests and to provide central office support. | The Procedures that the board has in place to assist and to support schools in involving parents and community in school. | that the board has in place to ensure that high quality candidates are ready and willing to take on school leadership roles and that all aspects of the transition from one leader to the next has been carefully considered. |
| <b>Indicators of Success</b> |  |  |  |  |   |   |

**Administrative Recommendation:**

The report entitled, Director's Goal Package 2012-2013 is presented to the board for information.

Respectfully submitted:

David Tamblyn  
Director of Education



**SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD****Report No:** 79**Date:** October 22, 2012

**TO:** Chair and Members of the  
Superior-Greenstone District School Board

**FROM:** Barbara Willcocks, Student Success Lead

**SUBJECT:** EQAO Grade 9 Math Assessment Results

**Background:**

The Education Quality and Accountability Office, (EQAO), has administered the provincial assessment in Grade 9 Mathematics since 2004. Each year EQAO provides a report on the assessment results for schools and boards. Both the board and schools consider such results in planning for the improvement of student achievement in Mathematics.

**Current Situation****Board and Provincial Results for 2011-2012**

|                         | Applied Math – Level 3 and 4 | Academic Math – Level 3 and 4 |
|-------------------------|------------------------------|-------------------------------|
| Superior-Greenstone DSB | 60% ( 90 students)           | 55% (98 students)             |
| Provincial              | 44% (41799 students)         | 84% (97741) students)         |

**Results over Time**

The percentage of applied math student scores at Level 3 or above increased by 21% from 39% in 2010-2011 to 60% in 2011-2012. The percentage of academic math student scores at Level 3 or above decreased by 12% from 67% in 2010-2011 to 55% in 2011-2012. In comparing our results provincially, our Board is above the provincial level at the applied level by 16% and was narrowing the gap in achieving provincial results at the academic level in 2009-2010, but the results for the past two school years showed an increase in the gap.

| <b>Applied Mathematics Provincial Standard (Level 3 or 4)</b> |              |                 |
|---|--------------|-----------------|
|   | <b>Board</b> | <b>Province</b> |
| 2008-09   | 29%          | 38%             |
| 2009-10   | 43%          | 41%             |
| 2010-11   | 39%          | 42%             |
| 2011-12   | 60%          | 44%             |

| <b>Academic Math Provincial Standard (Level 3 or 4)</b> |              |                 |
|---|--------------|-----------------|
|   | <b>Board</b> | <b>Province</b> |
| 2008-09   | 59%          | 77%             |
| 2009-10   | 77%          | 82%             |
| 2010-11   | 67%          | 83%             |
| 2011-12   | 55%          | 84%             |

**Gender Differences**

The gender differences in applied math in 2011-2012 was 7%; 63% of our male students and 56% of our female students achieved level 3 or higher compared to 41% and 36% respectively in 2010-2011. There has been only a slight increase in this gap. In academic math 2011-2012 there was only a 3% gender gap between male and female students 57% and 54% who achieved results at or above the provincial standard. In 2010-2011 results indicated there was no difference between girls and boys in academic math at 67%.

### **Students with Special Education Needs**

In 2011-2012 40% of students with special education needs in the Applied Math achieved the provincial standard and 50% of the students who were enrolled in Academic Math achieved level 3.

### **Next Steps**

- EQAO Grade 9 Math assessment results continue to be an integral part of our Board Improvement Plan and SIP's.
- Sharing and reviewing research on best practices in instruction, assessment, and evaluation through the "Building Capacity in Assessment" project with the Ministry of Education will continue in 2012-2013. In addition, the project will become much more focused on individual school needs and the professional learning and resources each required to support improvement in student achievement.
- Resources will continue to be allocated to schools to support the co-planning/co-teaching model with our teachers in Grade 7-12 to support the transition of our students from elementary to secondary.
- Board wide professional development day on numeracy has been mandated by the Ministry of Education for all Boards in 2012-2013. The emphasis of the day (October 26) will be on the impact of numeracy K-12 in all subject areas.
- Blended Learning continues its expansion within both our elementary and secondary classrooms. It extends the role of technology to engage students in learning within the traditional classroom setting.
- Homework Help is a support for all students in Grade 7-12 that can be accessed by themselves or their parents when they need additional assistance when doing their math homework. All Grade 7 and 8 students will be enrolled in this resource by the end of October and at the secondary level teachers have been provided with the resources to enroll their students.

### **Administrative Summary**

That, the Superior-Greenstone DSB receives as information, EQAO Grade 9 Math Assessment Results.

Respectfully submitted by:

Barbara Willcocks  
Student Success Lead.

## School Board Report

Superior-Greenstone DSB (28070)

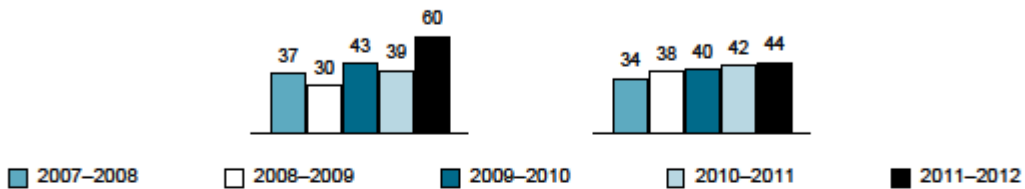
## Grade 9 Assessment of Mathematics, 2011–2012

## PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

## APPLIED MATHEMATICS

Board

Province



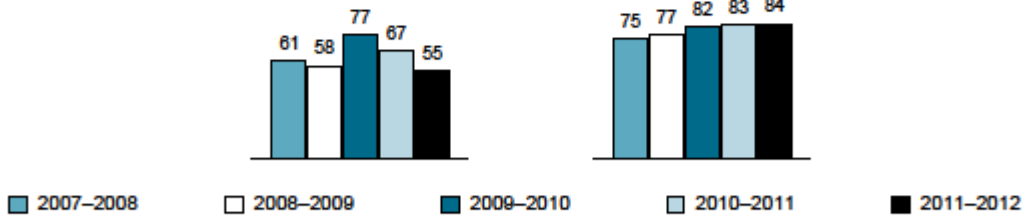
## Total Number of Students

|          | <u>2007-2008</u> | <u>2008-2009</u> | <u>2009-2010</u> | <u>2010-2011</u> | <u>2011-2012</u> |
|----------|------------------|------------------|------------------|------------------|------------------|
| Board    | 114              | 122              | 118              | 82               | 90               |
| Province | 47 617           | 48 482           | 47 566           | 44 095           | 41 799           |

## ACADEMIC MATHEMATICS

Board

Province



## Total Number of Students

|          | <u>2007-2008</u> | <u>2008-2009</u> | <u>2009-2010</u> | <u>2010-2011</u> | <u>2011-2012</u> |
|----------|------------------|------------------|------------------|------------------|------------------|
| Board    | 115              | 106              | 104              | 100              | 98               |
| Province | 100 823          | 100 992          | 101 258          | 99 278           | 97 741           |

September 12, 2012

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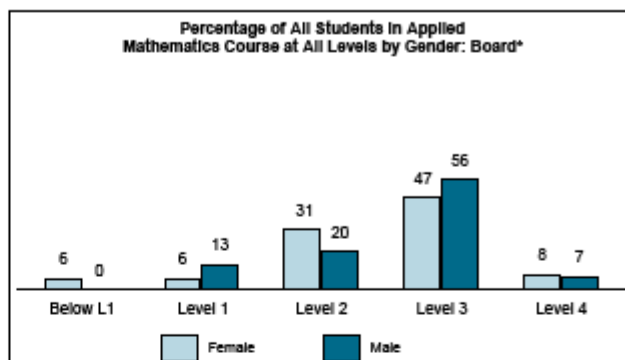
## School Board Report

Superior-Greenstone DSB (28070)

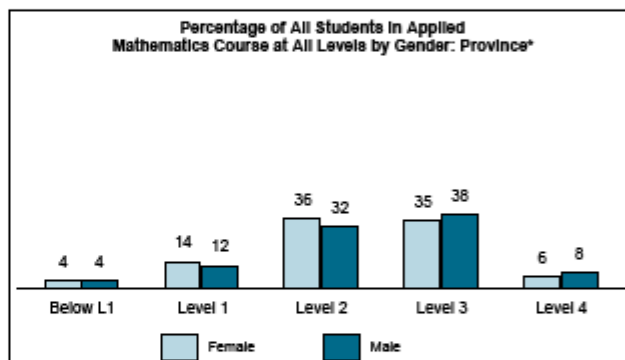
## Grade 9 Assessment of Mathematics, 2011–2012, Applied Course

## Results by Gender††

| All Students: Board by Gender*                    |              |     |            |     |
|---|--------------|-----|------------|-----|
| Number of Students                                | Female<br>36 |     | Male<br>54 |     |
|   | #            | %   | #          | %   |
| Level 4   | 3            | 8%  | 4          | 7%  |
| Level 3   | 17           | 47% | 30         | 56% |
| Level 2   | 11           | 31% | 11         | 20% |
| Level 1   | 2            | 6%  | 7          | 13% |
| Below Level 1                                     | 2            | 6%  | 0          | 0%  |
| Participating Students                            | 35           | 97% | 52         | 96% |
| No Data   | 1            | 3%  | 2          | 4%  |
| At or Above Provincial Standard (Levels 3 and 4)† | 56%          |     | 63%        |     |



| All Students: Province by Gender*                 |                  |     |                |     |
|---|------------------|-----|----------------|-----|
| Number of Students                                | Female<br>18 563 |     | Male<br>23 236 |     |
|   | #                | %   | #              | %   |
| Level 4   | 1 200            | 6%  | 1 928          | 8%  |
| Level 3   | 6 520            | 35% | 8 942          | 38% |
| Level 2   | 6 593            | 36% | 7 472          | 32% |
| Level 1   | 2 639            | 14% | 2 768          | 12% |
| Below Level 1                                     | 758              | 4%  | 1 024          | 4%  |
| Participating Students                            | 17 710           | 95% | 22 134         | 95% |
| No Data   | 853              | 5%  | 1 102          | 5%  |
| At or Above Provincial Standard (Levels 3 and 4)† | 42%              |     | 47%            |     |



\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† Includes only students for whom gender data were available.

September 12, 2012

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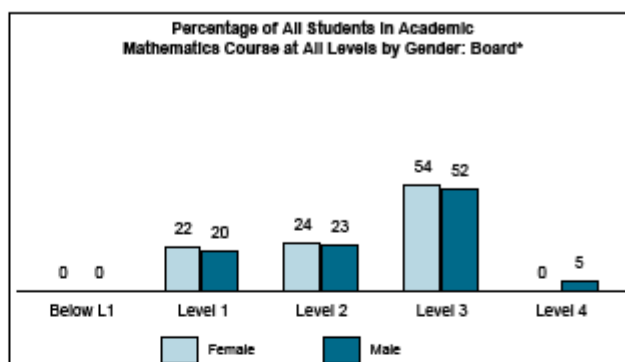
## School Board Report

Superior-Greenstone DSB (28070)

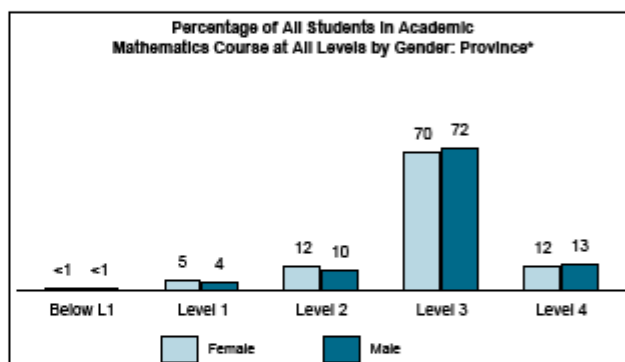
## Grade 9 Assessment of Mathematics, 2011–2012, Academic Course

Results by Gender<sup>††</sup>

| All Students: Board by Gender*                                |              |      |            |      |
|---|--------------|------|------------|------|
| Number of Students  | Female<br>54 |      | Male<br>44 |      |
|   | #            | %    | #          | %    |
| Level 4   | 0            | 0%   | 2          | 5%   |
| Level 3   | 29           | 54%  | 23         | 52%  |
| Level 2   | 13           | 24%  | 10         | 23%  |
| Level 1   | 12           | 22%  | 9          | 20%  |
| Below Level 1   | 0            | 0%   | 0          | 0%   |
| Participating Students  | 54           | 100% | 44         | 100% |
| No Data   | 0            | 0%   | 0          | 0%   |
| At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup> | 54%          |      | 57%        |      |



| All Students: Province by Gender*                             |                  |     |                |     |
|---|------------------|-----|----------------|-----|
| Number of Students  | Female<br>50 134 |     | Male<br>47 607 |     |
|   | #                | %   | #              | %   |
| Level 4   | 6 148            | 12% | 6 264          | 13% |
| Level 3   | 35 314           | 70% | 34 188         | 72% |
| Level 2   | 5 873            | 12% | 4 650          | 10% |
| Level 1   | 2 260            | 5%  | 1 967          | 4%  |
| Below Level 1   | 105              | <1% | 138            | <1% |
| Participating Students  | 49 700           | 99% | 47 207         | 99% |
| No Data   | 434              | 1%  | 400            | 1%  |
| At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup> | 83%              |     | 85%            |     |



\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† Includes only students for whom gender data were available.

September 12, 2012

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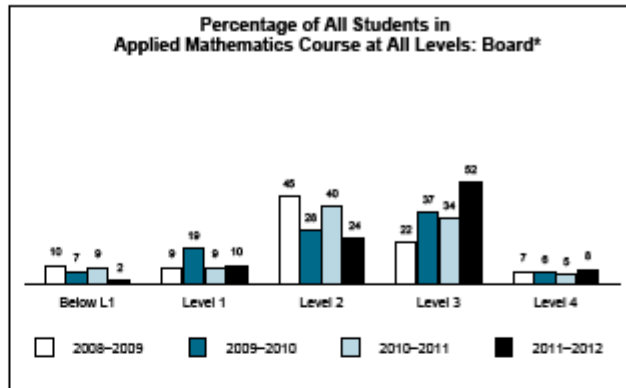
## School Board Report

Superior-Greenstone DSB (28070)

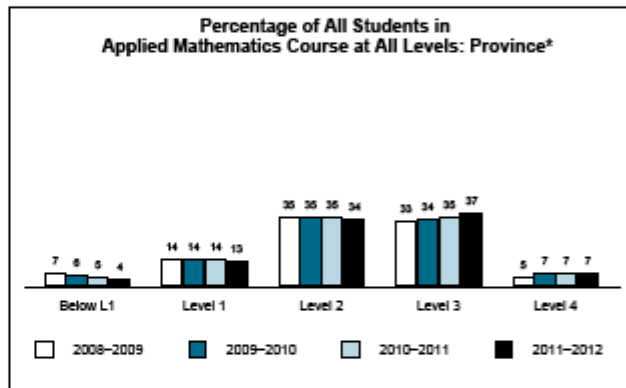
## Results over Time, 2008–2009 to 2011–2012

## Applied Mathematics Course for All Students

| Board*  |         |         |         |         |
|---|---------|---------|---------|---------|
| Year  | '08-'09 | '09-'10 | '10-'11 | '11-'12 |
| Number of Students                                | 122     | 118     | 82      | 90      |
| Level 4   | 7%      | 6%      | 5%      | 8%      |
| Level 3   | 22%     | 37%     | 34%     | 52%     |
| Level 2   | 45%     | 28%     | 40%     | 24%     |
| Level 1   | 9%      | 19%     | 9%      | 10%     |
| Below Level 1                                     | 10%     | 7%      | 9%      | 2%      |
| Participating Students                            | 93%     | 97%     | 96%     | 97%     |
| No Data   | 7%      | 3%      | 4%      | 3%      |
| At or Above Provincial Standard (Levels 3 and 4)† | 30%     | 43%     | 39%     | 60%     |



| Province*   |         |         |         |         |
|---|---------|---------|---------|---------|
| Year  | '08-'09 | '09-'10 | '10-'11 | '11-'12 |
| Number of Students                                | 48 482  | 47 566  | 44 095  | 41 799  |
| Level 4   | 5%      | 7%      | 7%      | 7%      |
| Level 3   | 33%     | 34%     | 35%     | 37%     |
| Level 2   | 35%     | 35%     | 35%     | 34%     |
| Level 1   | 14%     | 14%     | 14%     | 13%     |
| Below Level 1                                     | 7%      | 6%      | 5%      | 4%      |
| Participating Students                            | 94%     | 95%     | 95%     | 95%     |
| No Data   | 6%      | 5%      | 5%      | 5%      |
| At or Above Provincial Standard (Levels 3 and 4)† | 38%     | 40%     | 42%     | 44%     |



\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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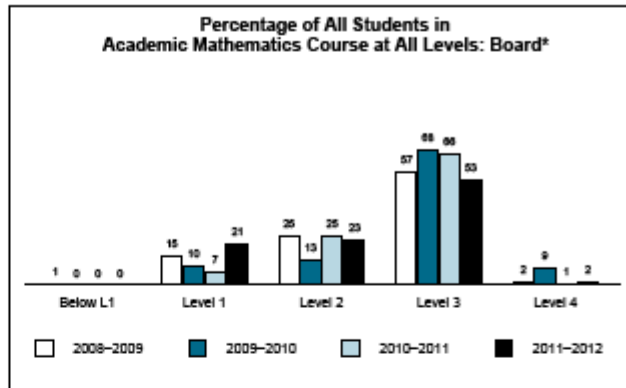
## School Board Report

Superior-Greenstone DSB (28070)

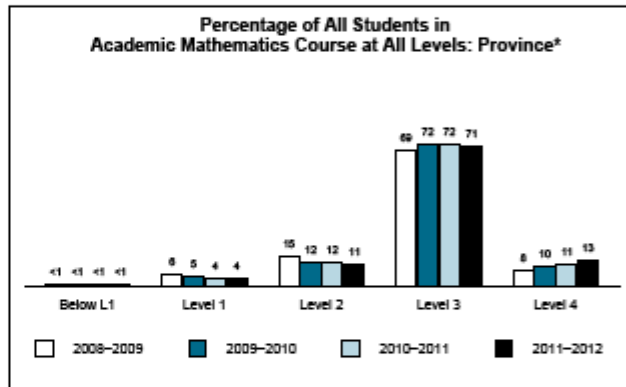
## Results over Time, 2008–2009 to 2011–2012

## Academic Mathematics Course for All Students

| Board*  |         |         |         |         |
|---|---------|---------|---------|---------|
| Year  | '08-'09 | '09-'10 | '10-'11 | '11-'12 |
| Number of Students  | 106     | 104     | 100     | 98      |
| Level 4   | 2%      | 9%      | 1%      | 2%      |
| Level 3   | 57%     | 68%     | 66%     | 53%     |
| Level 2   | 25%     | 13%     | 25%     | 23%     |
| Level 1   | 15%     | 10%     | 7%      | 21%     |
| Below Level 1   | 1%      | 0%      | 0%      | 0%      |
| Participating Students  | 99%     | 100%    | 99%     | 100%    |
| No Data   | 1%      | 0%      | 1%      | 0%      |
| At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup> | 58%     | 77%     | 67%     | 55%     |



| Province*   |         |         |         |         |
|---|---------|---------|---------|---------|
| Year  | '08-'09 | '09-'10 | '10-'11 | '11-'12 |
| Number of Students  | 100 992 | 101 268 | 99 278  | 97 741  |
| Level 4   | 8%      | 10%     | 11%     | 13%     |
| Level 3   | 69%     | 72%     | 72%     | 71%     |
| Level 2   | 15%     | 12%     | 12%     | 11%     |
| Level 1   | 6%      | 5%      | 4%      | 4%      |
| Below Level 1   | <1%     | <1%     | <1%     | <1%     |
| Participating Students  | 99%     | 99%     | 99%     | 99%     |
| No Data   | 1%      | 1%      | 1%      | 1%      |
| At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup> | 77%     | 82%     | 83%     | 84%     |



\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

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## SUPERIOR-GREENSTONE DISTRICT SCHOOL BOARD

**Report No:** 80

**Date:** October 22, 2012

**TO:** Chair and Members of the  
Superior-Greenstone District School Board

**FROM:** Barbara Draper, Coordinator of Human Resource Services

**SUBJECT:** Personnel Report – October 22, 2012

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*That*, the Report entitled, Personnel - October 22, 2012 is presented to the Board for information.

### ***I ADMINISTRATIVE STAFF***

#### **1. APPOINTMENTS**

The appointment of **Don Parsons** to the position of Student Support Leader is extended for an additional one year term at .5 FTE effective September 1, 2012 to June 30, 2013.

### ***II TEACHING STAFF***

#### **1. APPOINTMENTS**

**Matthieu Quirion** is appointed to the elementary panel teaching staff (.5 FTE) at Marjorie Mills Public School effective September 18, 2012.

#### **2. RESIGNATIONS**

The resignation of **Matthieu Quirion**, .5 FTE Teacher at Marjorie Mills Public School, effective September 19, 2012 is acknowledged.

#### **3. OTHER**

##### **Occasional Teaching Assignments**

##### **Jason Johnson**

- B.A. Parker Public School
- 1.0 FTE
- Replacing S. Purdon
- Effective September 17, 2012

##### **April Robinson**

- Manitouwadge High School
- 1.0 FTE
- For the remainder of 1<sup>st</sup> semester only
- Replacing J. Gouloin
- Effective October 19, 2012



|                          |
|--------------------------|
| <b>III SUPPORT STAFF</b> |
|--------------------------|

**1. APPOINTMENTS**

**Lisa Zeleny** is appointed to the position of .5 FTE Educational Assistant at Red Rock Public School effective September 17, 2012.

**Christine Dee** is appointed to the position of .5 FTE Secretary at the Board Office effective October 4, 2012.

**Laura Arsenault** is appointed to the position of 1.0 FTE Early Childhood Educator – Early Learning Program at B.A. Parker Public School effective October 24, 2012 and this appointment is conditional upon attaining membership with the Ontario College of Early Childhood Educators.

**2. TRANSFERS, CHANGES IN ASSIGNMENT**

**Aryn Rooney**, Designated Early Childhood Educator at Margaret Twomey Public School is transferred to 1.0 FTE Educational Assistant at Marathon High School effective September 17, 2012.

**Judy St. Denis**, 1.0 FTE Educational Assistant, is transferred from Geraldton Composite High School to Marjorie Mills Public School effective September 17, 2012.

**Andrea Lackey**, 1.0 FTE Secretary, is transferred from the Board Office to Dorion Public School effective October 9, 2012.

**Tammy Lewandowski**, 1.0 FTE Educational Assistant, is transferred from B.A. Parker Public School to Geraldton Composite High School effective October 1, 2012.

**3. LEAVE OF ABSENCE**

**Kim Chisholm**, Educational Assistant at Manitouwadge Public School, is granted a leave of absence without pay effective November 1, 2012 for the remainder of the 2012-2013 school year as outlined in Article 28 of the OSSTF ESS Collective Agreement.

**4. RECALLS**

**Tammy Lewandowski** is recalled to the position of 1.0 FTE Educational Assistant at B.A. Parker Public School effective September 17, 2012.

**Darlene Pelletier** is recalled to the position of 1.0 FTE Educational Assistant at B.A. Parker Public School effective September 17, 2012.

**Raylene Schallock** is recalled to the position of 1.0 FTE Educational Assistant at B.A. Parker Public School effective September 24, 2012.

5. **OTHER**

**Temporary Assignments**

**Maria Gauvin**

- Currently .5 FTE EA at Dorion Public School
- To 1.0 FTE EA at Nipigon-Red Rock District High School
- Replacing M. Bianco
- Effective September 17, 2012

**Loretta Mangoff**

- Currently 1.0 FTE EA at Nipigon-Red Rock District High School
- To 1.0 FTE EA at George O'Neill Public School
- Replacing L. Desjardins
- Effective September 17, 2012

**Shirley Cooper**

- .5 FTE EA at Marathon High School
- Replacing S. Dick
- Effective October 1, 2012

**Jane Lalonde**

- 1.0 FTE EA at Nipigon Red Rock District High School
- Replacing L. Mangoff
- Effective October 2, 2012

**Vanessa Schaaf-Nichols**

- .5 FTE EA at Dorion Public School
- Replacing M. Gauvin
- Effective October 1, 2012

Barbara Draper  
Coordinator of Human Resource Services  
***Reference: Regular Board Meeting October, 2012***