



Huron-Superior Catholic
DISTRICT SCHOOL BOARD

**OPEN SESSION OF THE BOARD
MEETING
WEDNESDAY, APRIL 21, 2021**

AGENDA & REPORTS

MEETING TO BE HELD VIRTUALLY

via Skype for Business

STREAMED VIA YOUTUBE TO PUBLIC

7:15 P.M.

**AGENDA FOR THE OPEN SESSION BOARD MEETING OF THE
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
ON WEDNESDAY, APRIL 21, 2021 @ 7:15 PM
via Skype for Business
STREAMED VIA YOUTUBE FOR PUBLIC**

A CALL TO ORDER

1. Acknowledgement of Traditional Lands – (Lucas)

The schools and buildings of the Huron-Superior Catholic District School Board are located on the traditional lands of Indigenous peoples who have been its stewards for thousands of years. As people who now reside in the 1850 Robinson-Huron Treaty territory, the 1850 Robinson-Superior Treaty territory and Treaty 9 territory, we have an obligation to care for the land, the waters and the air, in order that seven generations from now, the land, the waters and the air will continue to sustain life and wholeness. We give thanks to our ancestors from the seven generations before us who took care of the land, water and air for us to enjoy the bounty of the territory of which the Creator has graciously provided without hesitation. May we journey today in a good way.

2. Prayer (Pg 6)

3. Call the Roll:

Trustees:

Sandra Turco (Chair), Gary Trembinski (Vice-Chair), John Caputo, Leslie Cassidy-Amadio, Tony D'Agostino, Lindsay Liske, Carol MacEachern, Debbie Mayer, Kathleen Rosilius, Joe Ruscio

Regrets:

Officials:

Rose Burton Spohn (Director of Education), Joe Chilelli, Christine Durocher, Justin Pino, Danny Viotto

Student Representatives:

Lucas Marano, Adam Morgenstern

Other Reps:

Darrell Czop (President, O.E.C.T.A.)
Marnie McDonald (Vice-President, O.E.C.T.A.)
Chris Vuorensyrja (President, C.P.C.O.)
Crystal Krauter (President, C.U.P.E.)

OUR MISSION

*Persons present are invited to indicate how they have seen
Our Mission lived out recently in our schools and board community.*

B ADOPTION OF ORDER OF BUSINESS

1. **Proposed Resolution:** That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of Wednesday, April 21, 2021.

Are there any additions/changes/deletions?

C DISCLOSURE OF CONFLICT OF INTEREST AND THE GENERAL NATURE THEREOF

D NEW BUSINESS

E CONFIRMATION OF MINUTES

1. **Minutes of the Board Meeting of March 24, 2021.** (Pg 9)
Proposed Resolution: That the Huron-Superior Catholic District School Board approve the Minutes of the Board Meeting of March 24, 2021.
2. **Minutes of the Closed Board Meeting of March 24, 2021.**
Proposed Resolution: That the Huron-Superior Catholic District School Board approve the Minutes of the Closed Board Meeting of March 24, 2021.

F BUSINESS ARISING FROM THE MINUTES

G PRESENTATIONS

1. **Alpha for Youth** – Superintendent Danny Viotto to introduce Linda Rocchetta-Legacy (Principal of St. Paul Catholic Elementary School) and Father Ron Ambeault (St. Veronica Parish, Sault Ste. Marie).

H COMMITTEE REPORTS

1. **Minutes of the Special Education Advisory Committee Meeting** (Pg 13)
Proposed Resolution: That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of February 24, 2021 be approved.

I ADMINISTRATIVE ITEMS REQUIRING ACTION

1. **ELECTRONIC POLL (Resolution B-555)** (Pg 19)
Proposed Resolution: That the Huron-Superior Catholic District School Board approve Policy 6021 and 6022 as presented.
CARRIED
2. **Policy 5002 – International Education** (Pg 36)
Proposed Resolution: That the Huron-Superior Catholic District School Board approve Policy 5002 as presented.
3. **Policy 7014 – Community Involvement and Christian Service** (Pg 45)
Proposed Resolution: That the Huron-Superior Catholic District School Board approve Policy 7014 as presented.
4. **Renaming of St. Joseph French Immersion Catholic Elementary School** (Pg 54)
Proposed Resolution: That the Huron-Superior Catholic District School Board approve the name St. Augustine French Immersion Catholic Elementary School as presented (effective September 1, 2021).
5. **Contribution to the Canadian Catholic School Trustees Association (CCSTA) Toonies for Tuition Fundraiser**
Whereas: the CCSTA Toonies for Tuition fundraising provides tuition assistance to students in provinces that have limited or no public funding for Catholic schools; and

Whereas: CCSTA and OCSTA host their main fundraising events at their perspective Annual General Meetings; and

Whereas: due to the Covid 19 pandemic, these meetings will not be held in person and contributions are down 61%; and

Whereas: Huron-Superior Catholic District School Board annually contributes a \$100 gift card to the AGM silent auction event in support of this fundraiser,

Proposed Resolution: that the Huron-Superior Catholic District School Board:

- 1) Make a contribution of \$100 to the Toonies for Tuition fundraiser in lieu of the usual silent auction gift;
- 2) Post information about the fundraiser on its website, including a link so as individuals can make a personal contributions to the fundraiser, if they so choose.

6. **Revised 2021-22 School Year Calendar** (Pg 57)

Proposed Resolution: That the Huron-Superior Catholic District School Board approve the Revised 2021-22 School Year Calendar as presented.

J INFORMATION ITEMS

1. **Reports to the Director of Education / Board of Trustees**
 - a) **SMC Activity Report** – Student Trustees Lucas Marano and Adam Morgenstern (Pg 59)
2. **Correspondence**
Terry Fox Foundation Letter (Pg 61)
3. **Notes of Thanks**
Colleen Stocco, Marie Nicoletta

K TEN MINUTE QUESTION AND ANSWER PERIOD

- ON AGENDA ITEMS FOR THOSE IN ATTENDANCE

L UPCOMING EVENTS

- | | | |
|------------------|---|--|
| April 22 | - | Earth Day |
| April 26 | - | World Day of Prayer for Vocations |
| April 28 | - | SEAC Meeting |
| April 28 | - | Administrative Professionals Day |
| May 1 | - | School Principals' Day |
| May 2 – 7 | - | Catholic Education Week |
| May 9 | - | Mother's Day |
| May 13 | - | Our Lady of Fatima |
| May 16 | - | Ascension of the Lord |
| May 19 | - | Next Board Meeting |

M CLOSING PRAYER – Superintendent Danny Viotto (Pg 62)

N ADJOURNMENT



“Mavelling in Wonder”

OPENING PRAYER *(Joe C.)*

God of the mountains, God of the sparrow,
 we come before you today in awe at the beauty and diversity of all you have created. As
 people of faith, may our eyes always be open to the wonder and majesty of this world,
 and may we appreciate and honour the myriad of creatures who, together with us, make
 up this amazing cosmos. May our marvelling lead us to be wise stewards of your
 creation, careful in our use of its resources, so that future generations may enjoy the
 abundance and splendor with which you have surrounded us.
 All praise to you, our Creator, through Jesus Christ our Lord.
 Amen. +

READING: A Reading from the Book of Job (Job 12:7-10,13) *(Christine)*

Ask the animals, and they will teach you; the birds of the air, and they will tell you; ask
 the plants of the earth, and they will teach you; and the fish of the sea will declare to
 you. Who among all these, does not know that the hand of the LORD has done this? In
 his hand, is the life of every living thing and the breath of every human being ... With
 God are wisdom and strength; he has counsel and understanding.

The Word of the Lord. **R. Thanks be to God.**

Reading Reflection *(Justin)*

From Pope Francis’ 2015 Encyclical Letter “Laudato Si’,” on care for our common home

Just as happens when we fall in love with someone, whenever [St. Francis of Assisi] would gaze at the sun, the moon or the smallest of animals, he burst into song, drawing all other creatures into his praise. He communed with all creation, even preaching to the flowers, inviting them “to praise the Lord, just as if they were endowed with reason” ... To him, each and every creature was a sister united to him by bonds of affection. That is why he felt called to care for all that exists. If we approach nature and the environment without this openness to awe and wonder, if we no longer speak the language of fraternity and beauty in our relationship with the world, our attitude will be that of masters, consumers, ruthless exploiters, unable to set limits on their immediate needs. By contrast, if we feel intimately united with all that exists, then ... care will well up spontaneously.

QUESTIONS FOR PERSONAL REFLECTION (Danny)

- *What does marveling in wonder mean to you? What words or phrases in the readings resonate with you the most in terms of your role as a Catholic educator?*
- *How is the environment part of your spirituality - personal prayer and action?*
- *What implications do these readings have for nurturing hope? What are some ways that our students marvel in wonder? How does your work as a Catholic educator reflect the messages shared in the above readings?*

CLOSING PRAYER (Rose)

Blessed are you, Source of every gift, for the rich blessings of creation. The awesomeness of your world—its tiny one-celled creatures and its vast oceans and deserts—inspires us to praise and thank you daily. Teach us to hear the song of creation, and to know that we are a vital part of the complex web of life, called to wisdom, humility and care. As we respect the integrity of creation, so may we work for genuine justice for our sisters and brothers, as part of that “integral ecology” to which the Church has called us. May we respect, preserve and celebrate creation, and may it always lead us to you, its Creator.

We ask all of this in the name of Jesus Christ our Lord.

Amen. +





Huron-Superior Catholic

DISTRICT SCHOOL BOARD

our mission

Rooted in Jesus Christ, we are a Catholic learning community called and committed to develop the full potential of each child and to nurture a personal relationship with Jesus that will inspire Catholic leadership.

our vision

Dedicated to excellence in education and the desire to live the values of Jesus we strive to:

- affirm the sacredness of life and respect for all creation
- reverence the dignity of each person as a Child of God
- provide an enduring education that reflects the essence of our Catholic traditions
- proclaim Christ's message throughout the curriculum
- celebrate God's love in prayer, at Eucharist and in all sacramental moments of life
- create sacred learning environments
- cultivate enriching opportunities that will deepen faith.

our values

Guided by the Spirit on our journey, together with family and Church, we mutually invite, encourage and support one another in our efforts to transform the world.

www.hscdsb.on.ca

**MINUTES FOR THE OPEN SESSION BOARD MEETING OF THE
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
ON WEDNESDAY, MARCH 24, 2021 @ 7:15 PM
via Skype for Business
STREAMED VIA YOUTUBE FOR PUBLIC**

PRESENT: Trustees:

Sandra Turco (Chair), Gary Trembinski (Vice-Chair), John Caputo, Leslie Cassidy-Amadio, Tony D'Agostino, Lindsay Liske, Carol MacEachern, Kathleen Rosilius, Joe Ruscio

Officials:

Rose Burton Spohn (Director of Education), Joe Chilelli, Christine Durocher, Justin Pino, Danny Viotto

Student Representatives:

Lucas Marano

REGRETS: Debbie Mayer, Adam Morgenstern

Vision and Values

Director Rose Burton Spohn honoured Steve Fratesi on his 31-years of dedicated service to the safe transportation of our students. His retirement comes after thirteen years of service with the Algoma/Huron-Superior Transportation Services Consortia. Steve will be greatly missed by many staff members and students in our system.

Trustee John Caputo extended a heartfelt thank you to all staff and administrators who have gone the extra mile to assist students, parents and fellow staff during these difficult times with COVID-19. The pandemic has placed a great deal of stress on many people and assistance with mental health issues is appreciated.

Adg# Res#

B-1 B-544 Moved by: C. MacEachern Seconded by: L. Cassidy-Amadio
That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of Wednesday, March 24, 2021.
CARRIED

Are there any additions/changes/deletions?

H-6 Change to the wording of resolution.

- E-1 B-545 Moved by: L. Liske Seconded by: K. Rosilius**
That the Huron-Superior Catholic District School Board approve the Minutes of the Board Meeting of February 17, 2021.
CARRIED
- E-2 B-546 Moved by: J. Caputo Seconded by: J. Ruscio**
That the Huron-Superior Catholic District School Board approve the Minutes of the Closed Board Meeting of February 17, 2021.
CARRIED
- G-1**
Developing Faith and Community at St. Mary's French Immersion Catholic Elementary School
Rachel Biedermann (Principal) and Lina DiPasquale (Vice-Principal) highlighted their Catholicity Plan to ensure that their school remains connected as a faith-filled school community. The school has maintained and strengthened its relationship with Father Pat and St. Jerome's Parish. Next steps, such as inviting families and trustees for monthly assemblies and liturgies, were also presented.
- H-1 B-547 Moved by: J. Caputo Seconded by: L. Cassidy-Amadio**
That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of January 27, 2021 be approved.
CARRIED
- I-1 B-548 Moved by: C. MacEachern Seconded by: J. Caputo**
That the Huron-Superior Catholic District School Board approve Policy 4001 as presented.
CARRIED
- I-2 B-549 Moved by: K. Rosilius Seconded by: G. Trembinski**
That the Huron-Superior Catholic District School Board approve Policy 6018 as presented.
CARRIED
- I-3 B-550 Moved by: T. D'Agostino Seconded by: K. Rosilius**
That the Huron-Superior Catholic District School Board approve Policy 6019 as presented.
CARRIED

- I-4 B-551 Moved by: L. Cassidy-Amadio Seconded by: G. Trembinski**
Proposed Resolution: That the Huron-Superior Catholic District School Board approve Policy 6020 as presented.
CARRIED
- I-5 B-552 Moved by: C. MacEachern Seconded by: J. Caputo**
 That the Huron-Superior Catholic District School Board approve the purchase of 37 new Dell laptops and monitors through Dell Canada at a cost of \$55,879.98.
CARRIED
- I-6 B-553 Moved by: L. Cassidy-Amadio Seconded by: J. Ruscio**
 That the Huron-Superior Catholic District School Board approve the addition of Sacred Heart Catholic Elementary School to the list of schools eligible to utilize the Rural and Northern Education Fund Allocation beginning for the 2020-21 school year.
- Sacred Heart Catholic Elementary School
 School Facilities Inventory System (SFIS) Number: 24470
 Board School Identification (BSID) Number: 755923
 Campus ID: 7405
 Panel: E
CARRIED
- J-1 Verbal Update on Board Re-Branding**
Director Rose Burton Spohn unveiled the board's new tag line, "Journey Together in Faith and Learning". She also showcased the new board website that is nearing launch.
- Board Graduation Rates**
Superintendent Danny Viotto provided an overview of the diploma information for the 2014-15 Grade 9 cohort. He also highlighted next steps and initiatives that have taken place for students since 2018.
- Capital Projects 2020-21**
Steve Brown, Manager of Plant Services, reviewed the capital projects taking place at the various schools in 2020-21, as well as those projects remaining from 2019-20.
- SMC Activity Report**
Student trustee, Lucas Marano reported on the accomplishments of the SMC students and highlighted some March events at the school. A few noteworthy items were Share Lent Share Love, Lucky Week and Jersey Day.

N-1 B-554 Moved by: J. Caputo

Seconded by: K. Rosilius

That the Huron-Superior Catholic District School Board meeting of
Wednesday, March 24, 2021 adjourns at 8:40 p.m.

CARRIED

Chairperson:

Secretary:



Huron-Superior Catholic
DISTRICT SCHOOL BOARD

SPECIAL EDUCATION ADVISORY COMMITTEE

S.E.A.C. Minutes

Date: Wednesday, February 24, 2021

Google Meet Code: meet.google.com/xsk-rbmq-dxc

Phone Numbers: (US)+1 402-732-7307 PIN 857 873 025#

Attendance: Rose Burton Spohn, Joe Chilelli, Theresa Coccimiglio, Lorna Connolly Beattie, Irma DiRenzo, Lori Ivey, Sherri Kitts, Tina Newell, Jacques Ribout, Gary Trembinski, Rosanne Zagordo

Student Trustees and Guests: Lucas Marano, Adam Morgenstern, Tanya Running, Tanya Vommaro

Regrets: Sandra Turco, Jared Lambert

AGENDA ITEMS		ACTION	WHO	WHEN
1.	PRAYER FOR SEAC <ul style="list-style-type: none"> • Welcome Jacques Ribout • Google Meet support 	<ul style="list-style-type: none"> • Board prayer was said by all. • Google Meet features were outlined as this was our first Google Meet meeting. 	Rosanne Zagordo Joe Chilelli	
2.	ACCEPTANCE OF PREVIOUS MINUTES (January 27, 2021)	<ul style="list-style-type: none"> • Minutes were accepted. 	Lori Ivey Tina Newell	

3.	AGENDA ADDITIONS/CHANGES			
4.	<p>GUEST(s): REPORTS</p> <ul style="list-style-type: none"> • SMC Trustees • Tanya Vommaro • Tanya Running 	<ul style="list-style-type: none"> • Third quadmester has started at SMC. • There have been many student council events, with the theme Show Your Love. Events such as dress down theme days and Valentine Bingo were planned. • Student Council events in March are being planned and are free. • Ms. Pelletier is in the process of setting up transition to secondary meetings with the elementary panel. These meetings are for students transitioning from grade 8 to grade 9 and have an IEP or have been through the IPRC process. • Integrated Transition Planning (ITP) meetings are scheduled in April for students who are 14+ who have an Intellectual Disability or Autism. • ILS classes have not been too busy due to some covid protocols which have restricted their visits in the community. • A video is being developed about the Speciality Programs offered at SMC by the ILS teachers and student council. • Tanya Vommaro is a parent of a child with special needs who is currently in highschool at SMC. Her son has complex medical needs who relies completely on his caregivers. In the elementary school Tanya was pleased with the caring support her son was provided. She participated in regular IPRC meetings that helped to strengthen his circle of care. She has had consistent EA support who has been provided with updated PD and medical instruction for her son. She is currently looking at services that extend beyond age 21 once her child graduates. • Tanya Running is a parent who spoke about her son as he was diagnosed early with mild ASD. She talked about her son's EA support that slowly was faded back as he gained independence. She talked about the transition to secondary school meetings and how that helped him to transition to 	<p>Lucas Marano Adam Morgenstern</p> <p>Tanya Vommaro</p> <p>Tanya Running</p>	

		<p>secondary and answer any questions the family had.</p> <ul style="list-style-type: none"> • Moving forward, it would be helpful for new parents of children with special needs to have opportunities to attend meetings explaining special education terms, school supports and services as they relate to the IEP. 		
5.	MINISTRY UPDATES	<ul style="list-style-type: none"> • The ministry sent out an admission package to the Provincial School for any students who may need to attend for needs related to vision, hearing or learning disabilities. • Targeted testing in schools for asymptomatic covid testing on a weekly basis will begin for students and staff. We are supplied a vendor for asymptomatic students who will pilot our region and work alongside our health unit. It will be voluntary and the least invasive kind. Consent is required. • There is talk of a temporary certificate of qualification for candidates who are in their second year of Teachers College. • Revised screening tool has been issued. If they have one symptom now, all the members of the family need to stay home. This will have a dramatic impact on our schools and classrooms • New PPM 165 for new teacher hiring practice needs to be developed by March 31. • March break has now been moved to April 12-16, 2021 from March, 15-19, 2021. • PD day has been moved from April 30 to March 19, 2021. 	Rose Burton Spohn	
6.	<p>SEAC BUSINESS</p> <ul style="list-style-type: none"> • Letter from CDSBO • Letter from DDSB 	<ul style="list-style-type: none"> • Letter from Catholic District School Board of Ontario has outlined their support for Bill 172, the Education Statute Law Amendment Act Fetal Alcohol Spectrum Disorder (FASD). This proposed legislation will require all boards of education throughout Ontario to develop policies and guidelines with respect to FASD and require the Ontario College of Teachers and ECE programs to provide training with respect to FASD. 	Rosanne Zagordo	

		<ul style="list-style-type: none"> Letter from Durham District School Board states that as staff and students in Durham District School Board and the rest of the province pivot again to remote learning, members of SEAC would like to encourage the Ministry of Education to strengthen its commitment to Universal Design for Learning (UDL) by ensuring provincial online learning resources, and platforms used to access said resources, are accessible to all students. As well they would like to remind the Ministry that there is an urgent need to update and continue to ensure that previously-created content remains or becomes accessible 		
7.	BUSINESS CARRIED FORWARD			
8.	<p>SUPERINTENDENT AND COORDINATOR'S REPORT</p> <ul style="list-style-type: none"> PD day Feb. 5, 2021 Virtual Learning CCAT and Lexia MH update 	<ul style="list-style-type: none"> EAs, Kim Lepore and Melinda Boulard presented at the Board meeting on Wednesday February 17, 2021. On our February 5, 2021 PA day, EAs enrolled in an 10 hour online course offered through the Geneva Centre- Sonderly titled Introduction to Autism. Enrollment in the Virtual school has gone up. This includes an additional classroom being added and 10 EAs. Small group instruction is occurring through the use of break out rooms in Google Meet. The Special Education Department has been involved in the virtual academy, which includes self regulation lessons, virtual counselling, consulting and training with Assistive Technology. CCAT results are being sent to the schools which provide a lot of information surrounding a students learning profile. This information can be used on multiple levels for schools. Lexia is a reading program that provides personalized instruction and used for ELL and students suspected with an LD. Curriculum dept and Special Education are piloting the program 	<p>Joe Chillelli</p> <p>Rosanne Zagordo</p>	

		<p>and supporting schools with PD and licence access.</p> <ul style="list-style-type: none"> • Mental Health updates include the peer supervision model to support our counsellors. They have also completed a course through Children's Mental Health Ontario. Erin Turpin, the new student and family counsellor who is temporarily replacing Sara Lepore, has transitioned very well. St. Paul has benefited from Erin's new schedule as it supports SSP and the student body at St. Paul. • Karissa Campbell, Student and Family Counsellor, put on a virtual game day at St. Basil. • The Mental Health, written by Jared Lambert was shared this month. 		
i	North Shore Tribal Council (S. Kitts)	<ul style="list-style-type: none"> • No report at this time. 	Sherri Kitts	
ii	AUTISM ONTARIO SSM CHAPTER PARENT INVOLVEMENT COMMITTEE (I. DiRenzo)	<ul style="list-style-type: none"> • Self Regulation, the community of practice is having a book study. Staff from Special Education are participating in the book study. 	Irma Direnzo	
iii	ALGOMA FAMILY SERVICES (T. Coccimiglio)	<ul style="list-style-type: none"> • AFS is in its 11 month working from home with a rotating schedule for staff. They offer face to face, virtual and phone meetings to clients. Taming sneaky fears, 4-7 is for clients only. PsychoEducational group for Anxiety and depression is being offered. • Dr. Ulzen is coming Mar 1-4, 2021. 	Theresa Coccimiglio	
v	ALGOMA PUBLIC HEALTH (L. Ivey)	<ul style="list-style-type: none"> • .APH is predominately virtual. 	Lori Ivey	
vi	THRIVE – WELL BEING COMMITTEE (T. Newell)	<ul style="list-style-type: none"> • THRIVE is primarily virtual with clients, then they have priority scales for some clients to come into the centre. THRIVE is offering support for Respite support and Training for Respite workers. • FREE Training for Parents & Caregivers To Help Find The Best Respite Worker (kidsthive.ca) • We Are Offering FREE Training for New Respite Providers (kidsthive.ca) 	Tina Newell	

viii	COMMUNITY LIVING ALGOMA (J. Ribout)	<ul style="list-style-type: none"> Access to high speed internet, needs to be equitable across the board, along with assistive devices. 	Jacques Ribout	
x	MEMBER-AT-LARGE – FOCUS ON FAITH (L. Connolly Beattie)	<ul style="list-style-type: none"> THRIVE has been in touch with Sault College students about working as a respite worker. 	Lorna Connolly Beattie	
xi	TRUSTEES REPORT Sandra Turco- Chair, Gary Trembinski- Vice Chair	<ul style="list-style-type: none"> No report at this time. 	Sandra Turco Gary Trembinski	
9.	Notes:	<ul style="list-style-type: none"> Adjournment at 5:50 pm 	Lori Ivy Gary Trembinski	

Minutes by: Rosanne Zagordo

Next Meeting: March 31, 2021

Time: 4:00 – 6:00 p.m.



ELECTRONIC POLL/VOTE

1. REASON FOR ELECTRONIC POLL
2. **Proposed Resolution:** that the Huron-Superior Catholic District School Board approves Policy 6021 – Conflict of Interest and Policy 6022 – Teacher Hiring Practices as presented.
3. VOTE BY TRUSTEES [Please Check (✓) appropriate box]

TRUSTEE	YES	NO	ABSTAIN	UNABLE TO CONTACT
CAPUTO, John	✓			
CASSIDY-AMADIO, Leslie	✓			
D'AGOSTINO, Tony	✓			
LISKE, Lindsay	✓			
MacEACHERN, Carol	✓			
MAYER, Debbie				✓
ROSILIUS, Kathleen				✓
RUSCIO, Joe	✓			
TREMBINSKI, Gary	✓			
TURCO, Sandra	✓			
TOTALS	8			2

4. RESOLUTION (B-555) CARRIED: YES (✓) NO ()
5. SIGNATURE OF DIRECTOR: *R. Burtaw Spahn*
6. DATE: March 29, 2021



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

POLICY TITLE: CONFLICT OF INTEREST **Approved:** March 29, 2021

POLICY NO: 6021 **Page:** 1 of 1

As part of its mission, the Huron-Superior Catholic District School Board (the “board”) affirms the sacredness of life and the dignity of each person. The board’s respect for all humans as children of God is evident in its commitment to a fair and transparent hiring process that gives due regard to avoid any conflicts of interest, including nepotism and favouritism.

This policy applies to all employees of the school board involved in the hiring, management, supervision, evaluation, discipline, and dismissal of employees. It also applies to trustees, who may become involved in the hiring of the Director of Education.

This policy is intended to facilitate employees' ability to maintain the highest business and ethical (moral) standards, and to facilitate the protection of the integrity of employees in the course of their responsibilities to the school board.

This policy defines and addresses potential, apparent and actual conflicts of interest. It provides guidance to employees so that conflicts of interest are recognized and either avoided or resolved expeditiously through appropriate disclosure and management.

The fundamental principle underlying this policy is that employees must not permit relationships with others or external business activities to conflict, or appear to conflict, with the interests of the board.

ADOPTED Regular Meeting –
Motion –

AMENDED

DISTRIBUTION

- i) Trustees
- ii) Administration
- iii) Principals
- iv) Teaching Personnel
- v) Non-Teaching Personnel



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES CONFLICT OF INTEREST

Legal References

Procedural guidelines related to conflicts of interest are related to various agreements, directives, and pieces of legislation, including, but not limited to school district collective agreements, both central and local; the *Education Act*; and all applicable regulations thereunder, including Policy / Program Memorandum No. 165 – School Board Teacher Hiring Practices (PPM 165).

Definitions

- **Conflict of interest** refers to a potential, apparent, or actual conflict where an employee's financial or other personal interest, whether direct or indirect, conflicts or appears to conflict with the employee's responsibility to the board, or with the employee's participation in any recommendation or decision pertaining to human resources procedures within the board (e.g., hiring, promotion, evaluation, supervision).
- **Employee** refers to full-time, part-time, or casual / occasional employees of the school board.
- **External activity** refers to any activity of an employee outside the scope of her/his employment with the school board, undertaken as part of a commercial or volunteer enterprise.
- **Relationship** refers to any relationship of the employee to persons of:
 1. Their immediate family, as defined in the applicable collective agreement or policy document for non-union employees;
 2. A relative, as defined in the applicable collective agreement or policy document for non-union employees;
 3. Past or present private interests in connection with a candidate or applicant where their involvement in the hiring process could conflict with their duties.

- **Supervisor** refers to the person to whom an employee reports.

Specific Conflicts

Conflicts of interest may include, but are not limited to:

- Participating in, or influencing the outcome of, the appointment, hiring, promotion, supervision, or evaluation of a person with whom the employee has, or has had, a relationship.
- Acceptance by an employee of a gift from any of the following persons or entities, if a reasonable person might conclude that the gift could influence the employee when performing hiring duties with the school board:
 - a) A person, group, or entity that has dealings with the school board;
 - b) A person, group, or entity to whom the employee provides services in the course of his or her duties to the school board;
 - c) A person, group, or entity that seeks to do business with the school board.

An employee who is offered a gift in the circumstances described above shall, in writing, notify his or her supervisor.

Procedures for Disclosure of Conflicts of Interest

All employees have an obligation to disclose to their supervisor or the Director of Education any conflict of interest. The employee must declare and disclose the nature and extent of the conflict of interest, as soon as she/he could reasonably be aware that one exists and no later than any meeting or process in which the employee participates and at which the matter is to be considered.

The employee must refrain from taking part in any discussion or decision-making in relation to the matter, and withdraw from any meeting or process when the matter is being discussed until a decision has been reached regarding the manner in which the conflict of interest will be addressed.

A conflict of interest involving an employee may also be reported to a supervisor by any other person. A report to a supervisor about the existence of a potential, apparent or actual conflict of interest shall be made.

Procedures for Management of Conflicts of Interest

Where the hiring of employees is concerned:

- No employee of the Huron-Superior Catholic District School Board (HSCDSB) will participate in, or influence the outcome of, the hiring of a person with whom the employee has a relationship.
- Where the person with whom the employee has the relationship is one of multiple applicants or candidates in a competitive hiring process, the employee shall not participate in, or influence the outcome of, any aspect of that hiring process.
- Where a conflict of interest as identified in the preceding sections occurs, the employee shall have the ability to declare a conflict to the Manager of Human Resources. If the Manager of Human Resources determines that a conflict of interest exists, s/he shall assign these duties to another person who does not have a conflict of interest, and shall give any further direction to the employee considered necessary to protect the integrity of the hiring process.
- Prior to holding any interviews, panels will be provided with a list of applicants to determine if a conflict of interest exists. Disclosure is important and it is incumbent upon the employee to declare such conflict of interest.

Where the supervision, evaluation, discipline, promotion, management, and/or other human resources functions of employees is concerned:

- HSCDSB will do its utmost to avoid family and/or relatives from working together if such employment places them in a supervisory relationship, either in a subordinate or supervisory role to each other, giving due regard to avoiding such situations.
- It is the responsibility of employees to give due regard to avoiding such situations when a family relationship develops that puts them in a supervisory relationship. Where a supervisory relationship is unavoidable, the Director of Education or designate may re-assign.

Options for Resolving Conflicts of Interest

Should a potential conflict of interest be reported, various options exist to resolve it, as outlined in what follows:

- If the supervisor or Director of Education to whom the disclosure is made also has a conflict of interest, the disclosure should be made in writing to the person at the next highest level of authority.
- The supervisor or Director of Education will investigate to determine if a conflict of interest exists. Where appropriate, the supervisor or Director of Education may consult with the employee and/or others.
- If the supervisor or Director of Education determines there is a conflict of interest, the supervisor or Director of Education should resolve the matter as outlined above and will document, in writing, any remedies that have been applied.
- In situations where conflict or potential conflict involves the transfer of a family member or relative and, where the supervisor or manager feels the concern has sufficient validity, the family member or relative will not be transferred. The Director of Education must approve any exceptions.

If a supervisor or Director of Education determines that a conflict of interest exists, the supervisor or Director of Education will decide a course of action from the following options:

- If the matter pertains to the hiring of a person with whom the employee has a relationship, and where the employee may be knowledgeable and have information central to the discussion, the employee with a conflict or appearance of conflict may be permitted to be involved in the matter without participating in the final decision.
- If an employee fails to disclose a conflict related to the hiring of a person with whom s/he has a relationship, a range of remedies can be applied, up to and including the employee's termination of employment.

Contraventions of the Policy / Procedural Guideline

Adherence to this policy and procedural guideline, in letter and in spirit, is crucial to the relationships of trust that exist between the board, its employees, and the public.

Contraventions of this policy and procedural guideline, whether arising from dishonesty or inattention, undermine these relationships and may lead to disciplinary action. For employees, disciplinary sanctions for breach of this policy may take a range of forms appropriate to the nature of the contravention and could include dismissal from employment.



Huron-Superior Catholic DISTRICT SCHOOL BOARD

POLICY TITLE: **TEACHER HIRING PRACTICES** **Approved:** March 29, 2021

POLICY NO: **6022** **Page:** **1 of 1**

POLICY

The Huron-Superior Catholic District School Board (the “board”) recognizes that teachers have a tremendous impact on the personal, academic, spiritual, emotional, and physical lives of the students they serve. The importance of hiring outstanding teacher role models who espouse Catholic values, live the Gospel, and exemplify the board’s mission cannot be overstated.

The board is committed to a fair and equitable standard with respect to hiring practices. In addition to considering Catholic principles, the board undertakes teacher hiring in accordance with the *Ontario Human Rights Code*; school district collective agreements, both central and local; the *Education Act*, and all applicable regulations and Program and Policy Memoranda (PPMs).

The board strives to recruit and retain motivated teachers who are the most qualified, as outlined in job postings. Any assignment or appointment of a person to a teaching position shall be made with due regard for the provision of the best possible program and the safety and well-being of the board’s pupils.

ADOPTED Regular Meeting –
Motion –

AMENDED

DISTRIBUTION

- i) Trustees
- ii) Administration
- iii) Principals
- iv) Teaching Personnel
- v) Non-Teaching Personnel



Teacher Hiring Practices
Procedural Guidelines

Legal References

Staffing of teachers in the Huron-Superior Catholic District School Board (HSCDSB) is undertaken in accordance with the *Ontario Human Rights Code*; school district collective agreements, both central and local; and the *Education Act* and all applicable regulations thereunder, including, but not limited to, Ontario Regulation 298: Operation of Schools and Policy / Program Memorandum No. 165 – School Board Teacher Hiring Practices (PPM 165).

Qualifications and Merit

HSCDSB is committed to ethical, fair, and transparent hiring practices that focus on bona fide job requirements. In order to ensure that the board is providing the best possible education program for students, teacher candidate selection is based on a combination of teaching qualifications, any additional experiences or skills candidates bring to the role, and differentiated evaluation criteria in a variety of different formats (e.g., resumes, responses to interview questions). The importance of hiring teachers who exemplify and espouse Catholic values and principles cannot be overstated.

As prescribed in PPM 165, HSCDSB relies on the following when developing its selection / evaluation criteria and making its hiring decisions:

- Valuing applicants' demonstrated experience and commitment to creating a safe, inclusive, equitable, accessible, and high-quality learning environment; providing the best possible program as determined by the principal, and considering applicants demonstrated:
 - Teaching commitment;
 - Experience or time spent in a particular school; and
 - Suitability for a particular assignment.
- Valuing applicants' additional experiences, skills, backgrounds, lived and work experience.
- Responding to school and board priorities based on clearly defined criteria, including qualifications.

As permitted under Section 24(1) of the *Ontario Human Rights Code* and Section 29 of the *Canadian Charter of Rights and Freedoms*, hiring preference shall be given to all Catholic

candidates for academic positions (i.e., early childhood educators, teachers, school administrators, senior administrators). In addition, teacher candidates seeking permanent employment must have successfully completed, as a minimum requirement, Religious Education in Catholic Schools, Part 1. Religious Education in Catholic Schools, Specialist, is preferred, particularly for academic leadership positions.

A pastoral reference is required for all academic positions, including teacher, vice-principal, principal, and early childhood educator. HSCDSB reserves the right to request an additional, updated pastoral reference from applicants for positions of leadership and/or additional responsibility (e.g., special assignment teachers, coordinators, vice-principals, principals, supervisory officers).

Diversity, Equity, and Human Rights

HSCDSB recognizes that any form of discrimination or oppression is incompatible with Catholic moral principles and is in violation of the *Ontario Human Rights Code*. HSCDSB recognizes that discrimination, prejudice, and oppressions can be related to any of the prohibited grounds as outlined in the *Ontario Human Rights Code*.

HSCDSB strives to ensure that all employment policies and practices are non-discriminatory, and is committed to the identification and removal of barriers for candidates from Indigenous and equity-seeking groups at each stage of the hiring process, within the context of the denominational rights of Catholic school districts. HSCDSB strives to achieve a diverse and representative teacher workforce to meet the needs of its diverse student population.

HSCDSB is committed to a fair hiring process, which is free from any bias and/or conflict of interest. HSCDSB prioritizes and establishes, as available, diverse hiring and selection panels.

Employment Mobility

HSCDSB invites all OCT-certified teachers to apply for any position for which they are qualified, irrespective of where they are currently employed. Such applicants will be provided equal consideration for employment opportunities, in accordance with collective agreements.

Fairness and Transparency

The Huron-Superior Catholic District School Board is committed to ensuring the selection of the best-qualified applicant for each position within the board. In keeping with Catholic social teachings and our mission statement, a fair, equitable and consistent selection process and guidelines for the board and its employees in this process will be followed and monitored to ensure equal opportunity in recruitment, hiring, and promotion procedures.

To support a fair, consistent, and transparent process for candidates, the board will:

- Determine the bona fide or “legitimate” job requirements and qualifications and follow the requirements outlined in Regulation 298: Operation of Schools – General, which allows all school boards to provide the best possible education program for students.
- Ensure that the Human Resources (HR) Department remains responsible for the hiring process of all teachers and school administrators.
- Adhere to the process and criteria for teacher hiring, as outlined in what follows.

	Item	Detail
Occasional Teaching Positions (Daily Callouts)	General Information	The board retains a list of occasional teachers, who are available for daily callouts. When candidates are seeking to be added to the list of occasional teachers, the following applies.
	Recruitment Process	In general, the board only uses its website and social media accounts to advertise for occasional teaching positions. Applications are retained on file for a period of one year from date of receipt. In those instances where a specific teachable is being sought (e.g., FSL, NSL) the board may advertise in the local media or on other recruitment websites (e.g., Apply to Education, Indeed).
	Documentation Required	The board currently requires all occasional teacher candidates to submit the following documentation: <ul style="list-style-type: none"> • Application form • Cover letter and resume • Recent Faith Reference Form (available on board’s website) (i.e., less than two years old) • University transcripts • Practice teaching reports and/or recent Teacher Performance Appraisals (TPAs) • Two reference letters and/or names of references, with permission to contact them • Certificate of Qualification and Registration from the Ontario College of Teachers (if not yet issued, a Letter of Eligibility or Interim Certificate of Qualification may be submitted) • Note: Religious Education in Catholic Schools, Part 1 is a preferred qualification for all occasional teachers • QECO Statement of Evaluation (if applicable)
	Process Followed	<ul style="list-style-type: none"> • At least twice a year, HR summarizes all applications to include the following information: <ul style="list-style-type: none"> ○ Name ○ Qualifications – basic (e.g., Primary, Junior, Intermediate) and additional (AQ) courses ○ Faith Reference Form ○ A column to indicate whether or not the applicant has the basic qualifications in accordance with the posting

	Item	Detail
		<ul style="list-style-type: none"> • Applicants are short-listed based on areas of need (e.g., FSL, art, math), with consideration given to available space on the occasional teacher list. • Short-listed applicants are contacted for an interview. • Interview teams consist of up to three non-union representatives (e.g., senior team members, school administrators, HR administrators) from various locations in the board, in order to represent a diversity of experiences and perspectives. • Interview team members are required to declare a conflict of interest where applicable and an alternate representative is substituted, where required. See the board's Conflict of Interest policy. • Interviews are conducted and include standard interview questions, with a standard rubric for scoring. • The interview team provides a ranking for each applicant and makes recommendations for hiring. • Administrative Council reviews the information provided by the interview team and makes all hiring decisions. • Reference checks are performed. • All successful and unsuccessful candidates are contacted. All related interview notes are retained in HR for three (3) years for further reference.
Continuing Education Positions	General Information	Continuing education teachers normally work in or through the board's Alternative Learning Centre. As such, they normally serve students in summer, night school, or alternative programs.
	Recruitment Process	When hiring for continuing education positions, the board gives every consideration to current Occasional Teachers. At a minimum, all positions are advertised on the board's website. Postings are based on all subject areas / grades being offered.
	Documentation Required	<p>The board currently requires all continuing education candidates to submit the following documentation:</p> <ul style="list-style-type: none"> • Letter of interest • Updated Certificate of Qualification and Registration from the Ontario College of Teachers (if not yet issued, a Letter of Eligibility or Interim Certificate of Qualification may be submitted)
	Process Followed	<ul style="list-style-type: none"> • All applications are summarized by HR to include the following information: <ul style="list-style-type: none"> ○ Name ○ Qualifications – basic (e.g., Primary, Junior, Intermediate) and additional (AQ) courses ○ A column to indicate whether or not the applicant has the basic qualifications in accordance with the posting • Applicants are selected by Administrative Council based on areas of need (e.g., English, math) with consideration given to previous successful experience as a

	Item	Detail
		<p>continuing education teacher. Interviews may be held.</p> <ul style="list-style-type: none"> • In the event that interviews are held, then short-listed applicants are contacted for an interview. • Interview teams consist of up to three non-union representatives (e.g., senior team members, school administrators, HR administrators) from various locations in the board, in order to represent a diversity of experiences and perspectives. • Interview team members are required to declare a conflict of interest where applicable and an alternate representative is substituted, where required. See the board's Conflict of Interest policy. • Interviews are conducted and include standard interview questions, with a standard rubric for scoring. • The interview team provides a ranking for each applicant and makes recommendations for hiring. • Administrative Council reviews the information provided by the interview team and makes all hiring decisions. • All successful and unsuccessful candidates are contacted. All related interview notes are retained in HR for three (3) years for further reference.
Long-Term Occasional (LTO) Teaching Positions	General Information	Long-term occasional teachers are those who are employed for a period of eleven or more consecutive teaching days as a replacement for a full-time or part-time teacher employed by the board.
	Recruitment Process	When hiring for long-term occasional teaching positions, the board gives consideration to current Occasional Teachers, as well as qualified external applications. At a minimum, all LTO teaching positions are advertised on the board's website. In those instances where a specific teachable is being sought (e.g., FSL, NSL), the board may advertise in the broader media and/or on other recruitment websites (e.g., Apply to Education, Indeed).
	Documentation Required	<p>The board currently requires all LTO teacher candidates to submit the following documentation:</p> <ul style="list-style-type: none"> • Letter of interest, confirming interest in being considered for the position • Electronic portfolio of relevant life and work experiences • Updated Certificate of Qualification and Registration from the Ontario College of Teachers (if not yet issued, a Letter of Eligibility or Interim Certificate of Qualification may be submitted). Note: Religious Education in Catholic Schools, Part 1 is a preferred qualification for all LTO teachers
	Process Followed	<ul style="list-style-type: none"> • Postings will clearly identify qualifications (both required and preferred). • All applications are summarized by HR to include the following information: <ul style="list-style-type: none"> ○ Name ○ Qualifications – basic (e.g., Primary, Junior, Intermediate) and additional (AQ) courses

	Item	Detail
		<ul style="list-style-type: none"> ○ Placement on the seniority list (if applicable) ○ A column to indicate whether or not the applicant has the basic qualifications, in accordance with the posting <ul style="list-style-type: none"> • HR identifies the five most senior applicants to the LTO assignment posting who are available for the assignment and hold the required qualifications for it. • The school administrator(s), in collaboration with the school superintendent, select the candidate of choice from the five most senior applicants. • • The names of those short listed and successfully chosen are shared with the appropriate bargaining unit, in adherence with the Collective Agreement and all other applicable documents. <p>NOTE: If no qualified occasional teachers apply to the LTO assignment posting or if all qualified applicants decline the position, the board may hire an external qualified teacher who is not on the roster to fill the assignment.</p>
Permanent Teaching Positions	General Information	For the purposes of this document, permanent teachers are those who appear on the board's seniority list.
	Recruitment Process	When hiring for permanent teaching positions, the board gives consideration to current Occasional Teachers, as well as qualified external applicants. At a minimum, all permanent teaching positions are advertised on the board's website. In those instances where a specific teachable is being sought (e.g., FSL, NSL) the board may advertise in the broader media and/or on other recruitment websites (e.g., Apply to Education, Indeed).
	Documentation Required	<p>The board currently requires all permanent teacher candidates to submit the following documentation:</p> <ul style="list-style-type: none"> • Cover letter and resume • Current Faith Reference Form (available on board's website) (i.e., less than two years old) • University transcripts, if not already on file with the board • Practice teaching reports and/or recent Teacher Performance Appraisals (TPAs), if not already on file with the board • Three reference letters and/or names of reference, with permission to contact them • Certificate of Qualification and Registration from the Ontario College of Teachers (if not yet issued, a Letter of Eligibility or Interim Certificate of Qualification may be submitted). Note: Religious Education in Catholic Schools, Part 1 is a required qualification for all permanent teachers • QECO Statement of Evaluation, if not already on file with the board
	Process Followed	<ul style="list-style-type: none"> • Postings will clearly identify qualifications (both required and preferred). • All applications are summarized by HR to include the following information: <ul style="list-style-type: none"> ○ Name ○ Qualifications – basic (e.g., Primary, Junior, Intermediate) and additional (AQ) courses ○ Updated Faith Reference Form

	Item	Detail
		<ul style="list-style-type: none"> ○ Confirmation of placement on occasional teacher roster ○ Long-term assignments ○ Results of any performance appraisals on file re: LTO assignments ○ A column to indicate whether or not the applicant has the basic qualifications, in accordance with the posting <ul style="list-style-type: none"> • Applicants are short-listed in accordance with central / local collective agreements and based on qualifications, merit, lived and work experience, skills, and backgrounds. • Short-listed applicants are contacted for an interview. • The names of those short listed and successfully chosen are shared with the appropriate bargaining unit, in adherence with the Collective Agreement and all other applicable documents. • Interview teams consist of up to three non-union representatives (e.g., senior team members, school administrators, HR administrators), in order to represent a diversity of experiences and perspectives. • Interview team members are required to declare a conflict of interest where applicable and an alternate representative is substituted, where required. See the board's Conflict of Interest policy. • Interviews are conducted and include questions relevant to the posting. Areas which are covered include, but are not limited to: <ul style="list-style-type: none"> ○ Faith / Character / Attitudes / Philosophy ○ Teaching / Methods / Planning / Assessment / Curriculum ○ Classroom Management / Rapport / Discipline ○ Administrative Duties / Extra-Curricular / Professional Growth / Relationships • Interviews might also include opportunities to present and/or provide written answers to questions. • The interview team provides a ranking for each applicant and makes recommendations for hiring. • Administrative Council reviews the information provided by the interview team and makes all hiring decisions. • Reference checks are completed. • All successful and unsuccessful candidates are contacted. All related interview notes are retained in HR for three (3) years for further reference. • Debriefings are available to all unsuccessful interview candidates who request one. Upon request, at least one member of the interview panel will provide constructive feedback to the candidate.

	Item	Detail
		NOTE: If Administrative Council does not identify any suitable candidates, a further number of applicants will be selected from the short-list for interviews based on qualifications, merit, lived and work experience, skills, and backgrounds.
Specialized Assignments or Positions	General Information	Specialized assignments or positions include, but are not limited to, coordinators, consultants, and special assignment teachers.
	Recruitment Process	When hiring for specialized assignments or positions, the board gives consideration to current Permanent and Occasional Teachers, as well as qualified external applicants. At a minimum, all specialized positions are advertised on the board's website. In some instances, the board may advertise in the broader media and/or on other recruitment websites (e.g., Apply to Education, Indeed).
	Documentation Required	The board currently requires all candidates for specialized assignments or positions to submit the following documentation: <ul style="list-style-type: none"> • Cover letter and resume • Current Faith Reference Form (available on board's website) (i.e., less than two years old) • University transcripts, if not already on file with the board • Teacher Performance Appraisals (TPAs), including the most recent one, if not already on file with the board • Three reference letters and/or names of references, with permission to contact them • Updated Certificate of Qualification and Registration from the Ontario College of Teachers (if not yet issued, a Letter of Eligibility or Interim Certificate of Qualification may be submitted) • Note: Religious Education in Catholic Schools, Part 1 is a required qualification for all specialized assignments; Religious Education in Catholic Schools, Specialist is preferred • QECO Statement of Evaluation, if not already on file with the board
	Process Followed	<ul style="list-style-type: none"> • Postings will clearly identify qualifications (both required and preferred). • All applications are summarized by HR to include the following information: <ul style="list-style-type: none"> ○ Name ○ Qualifications – basic (e.g., Primary, Junior, Intermediate) and additional (AQ) courses ○ Updated Faith Reference Form ○ Placement on board seniority list, if applicable ○ A column to indicate whether or not the applicant has the basic qualifications, in accordance with the posting • Applicants are short-listed to a manageable number, in accordance with central / local collective agreements and based on based on qualifications, merit, lived and work experience, skills, and backgrounds. • Short-listed applicants are contacted for an interview. • Interview teams consist of up to three non-union representatives (e.g., senior team members, school administrators, HR administrators), in order to represent a

	Item	Detail
		<p>diversity of experiences and perspectives.</p> <ul style="list-style-type: none"> • Interview team members are required to declare a conflict of interest where applicable and an alternate representative is substituted, where required. See the board's Conflict of Interest policy. • Interviews are conducted and include questions relevant to the posting. Areas which are covered include, but are not limited to: <ul style="list-style-type: none"> ○ Faith / Character / Attitudes / Philosophy ○ Curriculum / Subject Area / Teaching Expertise ○ Catholic Leadership / System-Level Knowledge / Experiences ○ Administrative Duties / Professional Growth / Relationships / Interpersonal Skills • Interviews also include opportunities to present and/or provide written answers to questions. • The interview team provides a ranking for each applicant and makes recommendations for hiring. • Administrative Council reviews the information provided by the interview team and makes all hiring decisions. • Reference checks are completed. NOTE: If there is no performance appraisal on file, the principal will be contacted as an additional (fourth) reference. • All successful and unsuccessful candidates are contacted. All related interview notes are retained in HR for three (3) years for further reference. • Debriefings are available to all unsuccessful interview candidates who request one. Upon request, at least one member of the interview panel will provide constructive feedback to the candidate. <p>NOTE: If Administrative Council does not identify any suitable candidates, a further number of applicants will be selected from the short-list for interviews based on qualifications, merit, lived and work experience, skills, and backgrounds.</p>

HSCDSB will also give due regard to avoiding any conflicts of interest, including nepotism and favouritism. See the board's Conflict of Interest policy for more detail.

Monitoring and Evaluation

HSCDSB is committed to monitoring and evaluating the effectiveness of these staffing guidelines and to making adjustments as necessary. At a minimum, all HSCDSB policies and procedural guidelines are reviewed on a five-year, cyclical basis.

Best Practices in Candidate Selection, Representation, and Accountability

HSCDSB is committed to continuous growth in developing and adhering to best practices related to candidate selection, representation, and accountability. With this in mind, the board is committed to working with various partners to ensure workforce demographic data are

collected and used as a foundation for well-informed discussions and decision-making about the vision for a diverse and inclusive workplace.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

POLICY TITLE: INTERNATIONAL EDUCATION **Approved:** December 7, 2016

Amended: April 21, 2021

POLICY NO: 5002

Page: 1 of 1

POLICY

The Huron-Superior Catholic District School Board is committed to providing an enduring education that reflects the essence of our Catholic traditions and cultivating enriching opportunities that will deepen faith. An organization that believes in the dignity of each person as a child of God, the Board sees the value of international education, both for its own students and for those who live outside of its jurisdiction.

The Board is thus open to accepting any student who is legally admitted to Canada; who is willing to participate in all facets of our school community (e.g., liturgies, classes, assemblies); and who is able to contribute to the costs of their education while in attendance. This includes students of various faith backgrounds, races, and linguistic abilities.

This policy and its related procedural guidelines pertain only to students living in countries outside of Canada who are considering entering the Huron-Superior Catholic District School Board for an established period of time (e.g., a six-week cultural immersion experience, a two-year academic experience); it does not pertain to students within the board who might wish to have an educational experience abroad.

ADOPTED Board Meeting – December 7, 2016
Motion B-97

AMENDED Board Meeting – April 21, 2021
Motion B-

DISTRIBUTION

- i) Trustees
- ii) Administration
- iii) Principals
- iv) Teaching Personnel
- v) Non-Teaching Personnel
- vi) OECTA
- vii) C.U.P.E.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES INTERNATIONAL EDUCATION

SCOPE OF THE POLICY AND PROCEDURAL GUIDELINES:

1. These procedural guidelines and its associated policy pertain only to students who wish to enter the Huron-Superior Catholic District School Board (HSCDSB). They do not pertain to existing students of the Board who may wish to access education internationally.
2. According to the Ministry of Education, all publicly funded school boards that receive international students for in-person instruction must adhere to all federal and provincial requirements. As per the regulations under the “Reopening Ontario (A Flexible Response to COVID-19) Act, 2020:
 - A school within the meaning of the Education Act may provide in-person teaching or instruction to a person who holds a study permit issued under the Immigration and Refugee Protection Act (Canada) and who enters Canada on or after November 17, 2020 only if the school has a plan respecting COVID-19 that has been approved by the Minister of Education; and operates in accordance with the approved plan.
3. Elementary international students are defined as pupils who are admitted to Canada with the purpose of having a short-term experience of a different country, culture, or language (e.g., a six-week cultural immersion). The purpose of such an experience is to expand students’ insights into another culture, religion, geographic area, and/or language. Although these elementary students may participate in classes, school-based activities, and/or community-based activities, their prime purpose is not to meet Ontario curriculum expectations, and thus, their academic performance will not be assessed or evaluated unless specific arrangements with the school have been made in advance.

4. Secondary international students fall into two categories: those who seek a short-term cultural experience and those who seek a longer-term academic experience.
 - a) Secondary international students who seek a short-term cultural experience (e.g., a four-week cultural immersion) may participate in classes, school-based activities, and/or community-based activities, but their academic performance will not be assessed or evaluated unless specific arrangements with the school have been made in advance.
 - b) Secondary international students who seek a longer-term academic experience (e.g., study at the Grade 12 level in the pursuit of an Ontario Secondary School Diploma with the goal of entering an Ontario post-secondary institution) are expected to participate in all facets of school life, including, but not limited to, classes, religious celebrations, and assemblies. Their academic progress and performance will be documented, assessed, and evaluated.

In all cases, secondary students must be qualified to attend secondary school in Ontario as outlined in the *Education Act*.

COLLABORATION WITH THIRD-PARTY AGENCIES

In some cases, international students may elect to become pupils of the Board because they have family members living in Ontario. For example, students who live in Sault Ste. Marie, Michigan may have relatives living in Sault Ste. Marie, Ontario. In such cases, third-party agencies are not likely to be involved.

However, the Board recognizes that many international students, particularly those from Europe, Asia, Africa, and South America, are recommended through a third-party agency and may be coming into the Board unattended. The Board remains open to working with a variety of such agencies, and will do so based on the following premises:

1. **Successful Reference Checks** – In the event that a specific agency approaches the Board about an international education opportunity, the Board will practise due diligence and conduct appropriate reference checks. The agency's record of ensuring student safety and providing service to students and their families will be a prime focus of these checks. Special consideration will be provided to agencies with strong connections to Sault College and/or Algoma University.

2. **Custodianship** – Agencies are entirely responsible for arranging for and/or accepting custodianship for the students in their care. The Board will not and cannot accept responsibility for the safety of students outside of regular school hours. All custodians are expected to furnish the Board with evidence of a successful vulnerable sector check in advance of students' arrival in Canada, and must accept all responsibility for students' care and well-being, including, but not limited to, health / medical matters, nutrition, personal safety, legal matters, finances, contact with home, emotional well-being, and cultural transition.
3. **Elementary Chaperone(s)** – It is expected that all elementary students will be assigned one or more chaperones who accompany them as they travel to and from the board's boundaries (e.g., chaperone on a flight to and from Sault Ste. Marie).
4. **Rich Out-of-School Cultural Experiences** – Agencies involved in arranging short-term cultural immersion experiences are expected to provide a variety of rich cultural experiences beyond the school day and week (e.g., trips to local sites, events, and attractions). These experiences are intended to augment the experiences international students might have during the regular school day and keep them engaged in Canadian culture in the evenings, on weekends, and on holidays.
5. **Purchasing Procedures** – The Board will follow all appropriate policies and procedures related to procurement, including those related to the procurement of international education services.

HOMESTAY ARRANGEMENTS

International students can benefit greatly from spending time in the homes of local families. Such stays often provide tremendous insight into the foods, customs, practices, traditions, and festivals of people from the area. Agencies who arrange for homestays are expected to follow these procedures. Additional details are provided in **Appendix A – Recommended Practices for Agencies Arranging Homestay**:

1. **Multi-Person Households** – For safety reasons, where at all possible, international students will stay in the homes of local families or couples, rather than in the homes of single people. Where no families or couples are willing to accept international students, more than one international student should be placed in the home. This is intended to protect the safety of the students. Note: where the homestay location is the dwelling of a

family member (e.g., an older sibling attending college) or close family friend, an exception may be made.

2. **Matching** - Where possible, students should be matched with a family based on their age, gender, and/or interests. For example, a female international elementary student might be better placed with a Canadian family with two young daughters, rather than three adolescent sons.
3. **Homestay Pre-Visits** – All families who are considering accepting an international student into their homes must be visited at least once in advance by the agency. The agency must provide pertinent information about the student (e.g., allergies, fear of dogs, hard of hearing); the student's culture (e.g., touching the top of the head is not permitted, is forbidden to eat pork, cannot dance), and homestay itself (e.g., scope of responsibilities). Where possible, homestay families should sign a contract that clearly delineates all that is expected of them.
4. **Home Inspections** – All families who accept an international student into their homes must have their homes inspected by the agency at least once a month while the student is living there. These visits are intended to ensure such things as cleanliness and student safety and comfort. In the event that the agency feels that the home environment is inappropriate for the student, s/he will remove the student and arrange for an alternative setting as soon as possible.

EXPECTATIONS OF INTERNATIONAL STUDENTS

All international students, regardless of the length of time they are with the Board and/or their purpose for attending its schools (e.g., cultural immersion experience vs. academic experience), are expected to abide by specific rules and regulations, as outlined in what follows:

1. **Admission Procedures** – The Director of Education is responsible for making decisions related to the approval of international students. All secondary international students who are granted admission to HSCDSB will receive a Letter of Acceptance signed by the Director of Education. See **Form A – Sample Letter of Acceptance**.
2. **Transition and Orientation Packages / Programs** – The Board provides all international students with a transition and orientation package and/or program before and/or upon arrival at the school. These packages / programs contain materials and activities related to the

school, program, courses, community, and culture that the students are entering. They also provide information about various supports available to students throughout their stay in Canada. Agencies are responsible for ensuring that international students are familiar with these materials upon entering the program.

3. **Tuition** – All international elementary or secondary students, whether pursuing an academic and/or cultural experience, are required to pay the relevant tuition associated with their stay. Tuition amounts are set by the Ministry of Education and based on length of stay and program of study. Any additional costs (e.g., tutor, nurse) must be covered by the international student and/or his/her family.

4. **Rules and Regulations** – Agencies are expected to ensure that all international students are familiar with, and abide by, all school, Board, municipal, provincial, and federal rules and regulations, including but not limited to vaccinations. Failure to do so may result in contact with home / custodian, suspension, expulsion, or legal consequences (e.g., failing to wear seatbelts while in a car might result in a fine, driving under the influence of alcohol might result in a fine or imprisonment). **Form B – Sample Letter of Expectations** is to be provided to and signed by the international student and his/her family.

EXPECTATIONS OF SCHOOLS AND THE BOARD

1. **Awareness** – In the event that employees of HSCDSB schools are approached by an agency to accept one or more international students, they must make their school Superintendent aware of this request, so that proper protocols can be followed.

2. **Voluntary Acceptance of Elementary International Students** – The Board recognizes that providing international elementary students with a short-term cultural experience all day for several weeks at a time can be both enriching and challenging. For this reason, no elementary teacher will be assigned international students without his/her permission.– Secondary principals will work in collaboration with their teachers to determine the optimum placements for international students seeking a short-term cultural experience. Those secondary students seeking an academic experience will be placed in courses that match their interests, aptitudes, and/or post-secondary aspirations.

3. **Culturally Appropriate Professional Learning** – The Board recognizes that teachers can best meet students' needs when they know them well. Culture is an important part of

understanding why students might think, speak, or behave in a specific way (e.g., averting one's eyes in some cultures is considered to be a sign of respect). With this in mind, the Board will work in collaboration with agencies to provide a professional learning package to all teachers who work with international students. Where possible, the package will be culturally specific.

4. **Assessment of Linguistic Abilities and Academic Credentials** – The Board recognizes that international students come to us with a variety of skills, abilities, and experiences. It is incumbent upon the school accepting these students to conduct a thorough assessment of students' international transcripts and linguistic abilities before placing them in classes. This is especially important at the secondary school level, where students have access to a variety of course types and where there may be discrepancies between students' post-secondary aspirations, their level of language acquisition, and/or prerequisite knowledge.

5. **Assistance with Transition to Post-Secondary Pathways** – The Board acknowledges that many secondary international students may opt to enter our system in order to familiarize themselves with Ontario educational standards and ease their transition to college and/or university. Secondary staff members agree to assist international students in making healthy connections with local institutions and/or opportunities (e.g., Sault College, Algoma University) and helping them make a full transition to their selected post-secondary pathway.

Recommended Practices for Agencies Arranging Homestay

The Huron-Superior Catholic District School Board assumes no responsibility for the safety of students outside of school hours. The Board does not make homestay arrangements, nor does it monitor students' living conditions. However, the Board does work in partnership with agencies that make and monitor homestay arrangements, and makes the following recommendations, which are intended to ensure the safety, comfort, and sense of belonging of all international students.

Recommended Practices for Choosing Homestay Families

- Homestay families are comprised of two or more people (e.g., a couple or a two-parent family with one or more children).
- Student culture, gender, age, beliefs, needs, and preferences are considered when choosing homestay families (e.g., where possible, a student should be placed with a student of like gender from the same school community; students with allergies to animals should be placed in pet-free homes).
- Homestay families live within the school community and send their children to the same school.
- Mandatory:** All homestay families must provide evidence of passing a vulnerable sector check.
- Mandatory:** The homes of all homestay families must be thoroughly inspected prior to the student's visit.

Recommended Practices for Homestay Families

- Homestay families treat all visiting students as a cherished member of their family (e.g., include them in all family activities and outings, provide them with access to all areas of the home, invite them to join in conversations).
- Homestay families prepare all meals for their visitors, do their laundry, and perform other pertinent household chores that would normally be done by parents of young children (e.g., housecleaning, mowing the lawn, doing grocery shopping).
- Homestay families provide each visitor with his/her own bedroom.
- Homestay families are provided with cultural sensitivity training that is specific to the student and his/her culture (e.g., it is forbidden to touch students from this culture on the head).

- Students are provided with cultural sensitivity training that is specific to the culture and home they are entering (e.g., tattoos are common in Canada and not a sign of involvement in criminal activity).
- **Mandatory:** The homes of all homestay families are thoroughly and regularly inspected throughout the student's visit (i.e., at least once a month).



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

POLICY TITLE:	COMMUNITY INVOLVEMENT AND CHRISTIAN SERVICE	Approved:	March 31, 1999
		Amended:	April 21, 2021
POLICY NO:	7014	Page:	1 of 1

POLICY

The Huron-Superior Catholic District School Board is supportive of the Ontario Secondary School Diploma requirement as outlined in Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, that every student must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD).

The Huron Superior Catholic District School Board believes that the community involvement requirement provides an excellent opportunity for students to meet certain aspects of the Catholic Graduate Expectations. The Catholic School Graduate is expected to be:

- a collaborative contributor who “develops one’s God-given potential and makes a meaningful contribution to society;”
- a caring family member who “ministers to the family, school, parish and wider community through service;”
- a responsible citizen who contributes to the common good by making the world a better place through growing awareness of social justice issues and participating in community outreach initiatives (Ontario Catholic School Graduate Expectations, Institute for Catholic Education 1998).

<u>ADOPTED</u>	Regular Meeting - June 7, 2000 Motion B-55		<u>DISTRIBUTION</u>
<u>AMENDED</u>	Regular Meeting - November 13, 2002 Motion B-110	i)	Trustees
<u>AMENDED</u>	Regular Meeting – November 16, 2011 Motion B-121	ii)	Administration
<u>AMENDED</u>	Regular Meeting – June 3, 2015 Motion B-74	iii)	Principals
<u>AMENDED</u>	Regular Meeting – April 21, 2021 Motion B-	iv)	Teaching Personnel
		v)	School Council



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES COMMUNITY INVOLVEMENT AND CHRISTIAN SERVICE

Purpose

The purpose of the Christian Community Involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities.

Christian Service has always been part of the Religious Education Program. Therefore, students are encouraged to complete their hours during the terms in which they have their Religious Education course. It is recommended that students complete a minimum of 10 hours each year during the term they are enrolled in Religious Education.

Pre-Approval of Summer Hours

Grade 8 students are able to start accumulating community involvement hours in the summer upon grade 8 graduation before they enter Grade 9. It is the student's responsibility to obtain pre-approval from his/her grade 8 Teacher, Principal, or Secondary School Student Services using the Christian Community Involvement Tracking Form. Students are asked to bring the completed form to Student Services.

If secondary students would like to complete community involvement hours during the summer or during a term in which he/she does not have a Religion course, it is his/her responsibility to obtain pre-approval from the Principal or Student Services and submit the Christian Community Involvement Tracking Form.

Responsibilities

Students will:

- ✓ obtain pre-approval of the activity from either the Religion Teacher, School Principal or Student Services Teacher in order to avoid activities deemed ineligible for the Christian Community Involvement requirement;
- ✓ select meaningful activities that promote the Christian call to be people of service;
- ✓ complete and track the activities in a spirit of giving to the community, demonstrating responsible and respectful behavior;
- ✓ ensure that the community supervisor confirms the hours completed with a signature and phone number;
- ✓ submit the Christian Community Involvement Tracking Form to his/her Religion Teacher or Student Services for monitoring purposes.

Parents will:

- ✓ provide assistance to their child in the selection of Christian community involvement activities in order to ensure safety and appropriateness;
- ✓ sign the completed activities on the Christian Community Involvement Tracking Form.

Principals and Teachers will:

- ✓ provide information to students and parents regarding the policy and procedures of the Christian Community Involvement requirements;
- ✓ provide pre-approval of the activities chosen;
- ✓ confirm the completion of the Christian Community Involvement requirement.

Supervisors will:

- ✓ provide training, equipment or special preparation that is required for the arranged activity;
- ✓ provide a safe environment for the activity;
- ✓ provide signatures, contact phone numbers and verify the date(s) and number of hours completed.

Insurance and Protection

- The board's liability insurance will protect the students and community sponsors for liability suits for damages or injuries to a third party that may arise from students' Christian Community Involvement hours.
- Board liability insurance does not cover the Supervisor or Agency for lawsuits that arise from their negligence or for student injuries in the workplace.
- Students are not covered by the Workplace Safety and Insurance Board in the event of personal injury. Student and parents are encouraged to purchase Student Accident Insurance.
- Supervisors must provide students with safety instructions, safety equipment (if necessary), training and supervision.

Huron-Superior Catholic District School Board
Christian Community Involvement Tracking Form

Student Name: _____ Grade: _____ School: _____
(Please Print)

Christian Community Involvement is at the heart of Catholic Education. This voluntary service enables students to show solidarity with people who are in need and who require assistance. It also helps to foster in students an understanding of civic responsibility and participation, and enables young people to develop and share their skills and gifts with others, in the wider community.

Completion of the required hours satisfies the graduation requirements for the Ontario Secondary School Diploma (**Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011**).

Step 1: Obtain pre-approval for each activity.

Note: If the work is not pre-approved, there is a chance that some or all of the hours may not be accepted.

Organization/Group: _____

Activity: _____

By signing below, I offer pre-approval for the activity stated above: (Chaplain, Religion teacher, Student Services teacher or Principal only).

Name (please print)

(Signature)

Step 2: Record the information below upon completion of your Christian Community Involvement or at the end of each term to update your records.

Organization/Group: _____

Task(s) Completed: _____

Date(s) Completed: _____

Total Hours Completed: _____

Name of Supervisor (please print)

Supervisor's Signature

Phone number of Supervisor

Parent/Guardian Signature

Step 3: Submit completed form to your school Religion teacher or Student Services and keep a copy for your records.

Office Use Only

Date Entered:

Data entered by: (please print name)

Previous Hours:

Activities must:

- ✓ **be with a not-for-profit agency or organization;**
- ✓ **take place outside of instructional hours. An activity during the lunch period or spare periods is permissible.**

ELIGIBLE ACTIVITIES *(This list is not exclusive.)*

Parish Ministries:

- altar servers
- children's liturgy
- leaders of parish youth clubs
- music
- parish functions
- Knights of Columbus and Catholic Women's League

Outreach to Seniors: (not-for-profit agencies/charities)

- seniors' residences (helping with activities only)
- visiting (reading activities)
- serving snacks

Sports / Recreation (not-for-profit agencies/charities):

- coaching at:
 - partner schools
 - Sault Youth Soccer Association
 - YMCA
- tournaments
- track meets
- summer games/camps

Environmental Projects:

- community clean-up
- community flower/tree planting
- community garden/recycling

Community: (not-for-profit agencies/charities)

- political election campaigns
- Food Banks/Food Drives
e.g., St. Vincent De Paul
e.g., Soup Kitchen
e.g., Salvation Army
- Lung Association
- Red Cross
- United Way
- Rotary
- Events (walkathons, marathons)

Individual Assistance through a not-for-profit agency or organization:

- Helping someone who needs help with:
- shopping
 - tutoring
 - snow removal
 - hospital visitation
 - reading buddy

Arts/Culture:

- theatre performance
- Art Gallery
- Library programs
- museum/heritage sites

INELIGIBLE ACTIVITIES

Students are not to accept any form of payment or compensation for completed Christian Community Involvement hours. Please call Student Services for any questions.

The Ministry of Education and Training (Policy/Program Memorandum No. 124A – April 27, 1999) has developed a list of activities that may not be chosen as community involvement activities and that are ineligible activities.

You may not choose an activity as part of the Christian Community Involvement that:

- the person or organization would normally pay for this service;
- you are helping a relative or friend whom you should be assisting out of normal family and friendship ties and obligations e.g., babysitting younger brother, shovelling snow for grandparents;
- consists of duties normally performed in the home (e.g., daily chores)
- consists of personal recreational activities (e.g., dance studios, private coaching or assisting with sports camps or clinics that are for profit);
- are requirements for personal gain, such as certification in sporting or technical areas;
- is a requirement of a class or course in which you are enrolled (e.g., co-operative education portion of a course, job shadowing, work experience);
- takes place in a logging or mining environment, if the student is less than sixteen years of age; takes place in a factory, if the student is less than fifteen years of age; takes place in a workplace other than a factory, if the student is less than fourteen years of age and is not accompanied by an adult; involves the operation of a vehicle, power tools, or scaffolding; involves administration of any type or form of medication or medical procedure to other persons; involves handling of "designated substances" under the *Occupational Health and Safety Act*; requires the knowledge of a tradesperson whose trade is regulated by the provincial government; involves banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables;
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program);
- contravenes the morals and values of the Catholic faith.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

Christian Community Involvement Booklet

“We can do no great things, only small things with great love.” (Mother Teresa)

My Christian Community Involvement:

- † is performed in the spirit of giving;
- † is a secondary school graduation requirement;
- † is a commitment of a minimum of 40 hours with completion before graduation;
- † is completed outside of scheduled class time.

The Catholic Graduate is expected to...

- † be a collaborative contributor who develops one’s God-given potential and makes a meaningful contribution to society;
- † be a caring family member who ministers to ... school, parish and wider community through service;
- † be a responsible citizen who contributes to the common good [by making the world a better place through growing awareness of social justice issues and participating in community outreach initiatives] (Ontario Catholic School Graduate Expectations, Institute for Catholic Education 1998).

**The Christian Community Involvement requirement provides an opportunity for students to successfully meet these Catholic Graduate Expectations. While learning the teachings and traditions of the Catholic faith throughout the curriculum, students must have opportunities to witness their faith by reaching out to help others through Christian Service.*

“Amen, I say to you, whatever you did for one of these least of mine, you did for me.” (Matthew 25:40)

PROCEDURAL GUIDELINES

Purpose

The purpose of the Christian Community Involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities.

Christian Service has always been part of the Religious Education Program. Therefore, students are encouraged to complete their hours during the terms in which they have their Religious Education course. It is recommended that students complete a minimum of 10 hours each year during the term they are enrolled in Religious Education.

Pre-Approval of Summer Hours

Grade 8 students are able to start accumulating community involvement hours in the summer upon grade 8 graduation before they enter Grade 9. It is the student's responsibility to obtain pre-approval from his/her grade 8 Teacher, Principal, or Secondary School Student Services using the Christian Community Involvement Tracking Form. Students are asked to bring the completed form to Student Services.

If secondary students would like to complete community involvement hours during the summer or during a term in which he/she does not have a Religion course, it is his/her responsibility to obtain pre-approval from the Principal or Student Services and submit the Christian Community Involvement Tracking Form .

Responsibilities

Students will:

- ✓ obtain pre-approval of the activity from either the Religion Teacher, School Principal or Student Services Teacher in order to avoid activities deemed ineligible for the Christian Community Involvement requirement;
- ✓ select meaningful activities that promote the Christian call to be people of service;
- ✓ complete and track the activities in a spirit of giving to the community, demonstrating responsible and respectful behavior;
- ✓ ensure that the community supervisor confirms the hours completed with a signature and phone number;
- ✓ submit the Christian Community Involvement Tracking Form to his/her Religion Teacher or Student Services for monitoring purposes.

Parents will:

- ✓ provide assistance to their child in the selection of Christian community involvement activities in order to ensure safety and appropriateness;
- ✓ sign the completed activities on the Christian Community Involvement Tracking Form.

Principals and Teachers will:

- ✓ provide information to students and parents regarding the policy and procedures of the Christian Community Involvement requirements;
- ✓ provide pre-approval of the activities chosen;
- ✓ confirm the completion of the Christian Community Involvement requirement.

Supervisors will:

- ✓ provide training, equipment or special preparation that is required for the arranged activity;
- ✓ provide a safe environment for the activity;
- ✓ provide signatures, contact phone numbers and verify the date(s) and number of hours completed.

Insurance and Protection

- The board's liability insurance will protect the students and community sponsors for liability suits for damages or injuries to a third party that may arise from students' Christian Community Involvement hours.
- Board liability insurance does not cover the Supervisor or Agency for lawsuits that arise from their negligence or for student injuries in the workplace.
- Students are not covered by the Workplace Safety and Insurance Board in the event of personal injury. Student and parents are encouraged to purchase Student Accident Insurance.
- Supervisors must provide students with safety instructions, safety equipment (if necessary), training and supervision.



Christian Community Involvement Tracking Form

Student Name: _____ **Grade:** _____ **School:** _____
 (Please Print)

Christian Community Involvement is at the heart of Catholic Education. This voluntary service enables students to show solidarity with people who are in need and who require assistance. It also helps to foster in students an understanding of civic responsibility and participation, and enables young people to develop and share their skills and gifts with others, in the wider community.

Completion of the required hours satisfies the graduation requirements for the Ontario Secondary School Diploma (**Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011**).

Step 1: Obtain pre-approval for each activity.

Note: If the work is not pre-approved, there is a chance that some or all of the hours may not be accepted.

Organization/Group: _____

Activity: _____

 By signing below, I offer pre-approval for the activity stated above: (Chaplain, Religion teacher, Student Services teacher or Principal only).

 Name (please print)

 (Signature)

Step 2: Record the information below upon completion of your Christian Community Involvement or at the end of each term to update your records.

Organization/Group: _____

Task(s) Completed: _____

Date(s) Completed: _____

Total Hours Completed: _____

 Name of Supervisor (please print)

 Supervisor's Signature

 Phone number of Supervisor

 Parent/Guardian Signature

Step 3: Submit completed form to your school Religion teacher or Student Services and keep a copy for your records.

Office Use Only

Date Entered:

Data entered by: (please print name)

Previous Hours:

Activities must:

- ✓ **be with a not-for-profit agency or organization;**
- ✓ **take place outside of instructional hours. An activity during the lunch period or spare periods is permissible.**

ELIGIBLE ACTIVITIES *(This list is not exclusive.)*

Parish Ministries:

- altar servers
- children's liturgy
- leaders of parish youth clubs
- music
- parish functions
- Knights of Columbus and Catholic Women's League

Outreach to Seniors: (not-for-profit agencies/charities)

- seniors' residences (helping with activities only)
- visiting (reading activities)
- serving snacks

Sports / Recreation (not-for-profit agencies/charities):

- coaching at:
 - partner schools
 - Sault Youth Soccer Association
 - YMCA
- tournaments
- track meets
- summer games/camps

Environmental Projects:

- community clean-up
- community flower/tree planting
- community garden/recycling

Community: (not-for-profit agencies/charities)

- political election campaigns
- Food Banks/Food Drives
 - e.g., St. Vincent De Paul
 - e.g., Soup Kitchen
 - e.g., Salvation Army
- Lung Association
- Red Cross
- United Way
- Rotary
- Events (walkathons, marathons)

Individual Assistance through a not-for-profit agency or organization:

- Helping someone who needs help with:
 - shopping
 - tutoring
 - snow removal
 - hospital visitation
 - reading buddy

Arts/Culture:

- theatre performance
- Art Gallery
- Library programs
- museum/heritage sites

INELIGIBLE ACTIVITIES

Students are not to accept any form of payment or compensation for completed Christian Community Involvement hours. Please call Student Services for any questions.

The Ministry of Education and Training (Policy/Program Memorandum No. 124A – April 27, 1999) has developed a list of activities that may not be chosen as community involvement activities and that are ineligible activities.

You may not choose an activity as part of the Christian Community Involvement that:

- the person or organization would normally pay for this service;
- you are helping a relative or friend whom you should be assisting out of normal family and friendship ties and obligations e.g., babysitting younger brother, shovelling snow for grandparents;
- consists of duties normally performed in the home (e.g., daily chores)
- consists of personal recreational activities (e.g., dance studios, private coaching or assisting with sports camps or clinics that are for profit);
- are requirements for personal gain, such as certification in sporting or technical areas;
- is a requirement of a class or course in which you are enrolled (e.g., co-operative education portion of a course, job shadowing, work experience);
- takes place in a logging or mining environment, if the student is less than sixteen years of age; takes place in a factory, if the student is less than fifteen years of age; takes place in a workplace other than a factory, if the student is less than fourteen years of age and is not accompanied by an adult; involves the operation of a vehicle, power tools, or scaffolding; involves administration of any type or form of medication or medical procedure to other persons; involves handling of "designated substances" under the *Occupational Health and Safety Act*; requires the knowledge of a tradesperson whose trade is regulated by the provincial government; involves banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables;
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program);
- contravene the morals and values of the Catholic faith.



**REPORT TO THE BOARD
RE: RENAMING OF ST. JOSEPH FRENCH IMMERSION
CATHOLIC ELEMENTARY SCHOOL**

April 21, 2021

*Submitted by: Joe Chillelli
Superintendent of Education
Nadine Cartledge, Principal
St. Joseph French Immersion*

Background

Over the past few years, there has been growing confusion in Wawa due to the similarity of our school name with that of Conseil scolaire Catholique du Nouvel-Ontario (SCCNO). Our school is named St. Joseph French Immersion, while the CSCNO school is named Ecole Saint-Joseph. To further complicate matters, the two schools share the same site. This regularly leads to visitors attending to the wrong school, misdirected phone calls and mail misdeliveries. School advertising and messaging in the media and on social media are also frequently confused. As a result, the principal, staff and Catholic School Council brought forward this concern to senior administration and inquired about the possibility of changing the school name. The decision to engage in the process of changing the school name was not taken lightly. It is recognized that there is a lot of good will in the name St. Joseph French Immersion School, as they have been providing quality, Catholic education in the community of Wawa for many years.

With the support of our local Parish Priest, staff, the parent community, and our Catholic School Council, we proposed the renaming of St. Joseph French Immersion Catholic School. In order to do so, Policy 3003 Naming of Schools and the accompanying procedural guideline was followed.

Establishment of Committee

A committee was established to develop a process for inviting names, and reaching consensus on a new name for St. Joseph French Immersion School in Wawa. The committee met on Thursday February 18, 2021, Thursday March 11, 2021 and Wednesday March 31, 2021. Between these dates the committee collaborated on Google Docs.

Committee Composition

Jennifer Angus (Catholic School Council Representative)
Father Michael Asorgoe (Parish Representative)
Nadine Cartledge (Principal)
April Charbonneau (Student Representative)
Joe Chilelli (Superintendent of Education)
Tony D'Agostino (Catholic Trustee)
Silvana Dereski (Community Representative)
Helen Hemphill (Student Representative)
Carol MacEachern (Catholic Trustee)
Brycen Roy (Student Representative)
Sherry White (Staff Representative)

Criteria

In keeping with the Catholic Christian philosophy of the Board, the committee ensured that the school be named in honour of one of:

- 1) Our Lord or the Blessed Trinity, a Saint, a local parish church, a closed school, or an exemplary Catholic person of local, national, international, or historic significance.
- 2) A Catholic tradition.
- 3) A name that aptly reflects our Catholicity

Process

Prior to starting the formal process, the school principal reached out to community members and various members from the Catholic community to get their feedback on a proposed name change for the school. As a result of this consultation, and a subsequent discussion with the Renaming of Schools Committee, it was decided that this was the best way forward. At the committee's first meeting, committee members reviewed the procedural guideline for naming a school and the criteria. Committee members were then invited to share potential names, with a rationale as to why they felt this would be a suitable name on a Google Doc. Students, with the support of staff, invited potential names from the student body. The grade four to eight students were asked to select their favourite names from a list of six potential names. The student representatives then brought forward their top four names to the committee for consideration. Through a consensus exercise, the group all agreed on one name.

Recommendation

It is the recommendation of the School Naming Committee that St. Joseph French Immersion School be renamed St. Augustine French Immersion Catholic School. There was a strong will to choose a name that demonstrated the strong connection of the school to the local parish, yet allowing for the school to have its own identity. The local parish in Wawa is named St. Monica's Parish. St. Augustine was St. Monica's son. Just as St. Monica nurtured and supported St. Augustine in his life's journey, St. Monica's Parish nurtures our students and supports them in their Catholic education, family life, celebrations and prayer. St. Augustine is best known as a theologian who has had a profound impact on Christian thought and is recognized as a Catholic Doctor of the Church.

Proposed Resolution: That the Huron-Superior Catholic District School Board approve the name St. Augustine French Immersion Catholic Elementary School, as presented (effective September 1, 2021).



**REPORT TO THE BOARD
RE: REVISED 2021-22 SCHOOL YEAR CALENDAR REPORT**

April 21, 2021

*Submitted by: Joe Chilelli
Superintendent of
Education*

As outlined in our Multi-Year Strategic Plan, engagement with our employees and partners is one of our four strategic directions. We continue to invite our employees and partners into relationships where they can collaborate, participate and provide input to improve our system. The intent of this report is to provide an update to the school year calendar consultations for the 2021-2022 school year.

At the Board meeting on February 17, 2021, the 2021-2022 school year calendar was approved. However, on March 1, 2021 Directors of Education and Chairs of all school boards received a memo from Steven Lecce, Minister of Education and Nancy Naylor, Deputy Minister of Education entitled School Year Calendar Update.

Within the Memo it states, "It is advised that boards/authorities schedule three mandatory PA days prior to the start of student instruction. The ministry will provide additional direction regarding topics for the mandatory PA day topics for 2021-22 prior to the May 7 deadline to allow boards/authorities to submit this information along with their electronic calendar submissions."

This most recent Ministry of Education Memo requires that we amend our recently passed school year calendar. A copy of the revised calendar for our board is included in this report.

Proposed Resolution: That the Huron-Superior Catholic District School Board approve the Revised 2021-22 School Year Calendar as presented.

Legend ▶ **H** - Statutory Holiday Schedule
E - Scheduled Examination Day
P - Professional Activity Day
B - Board Designated Holiday
 Half Day

Huron-Superior Catholic District School Board **Option 1**

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week										
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
August 2021				2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31									
September 2021	17	4	0			1 B	2 P	3 B	6 H	7 P	8 P	9	10	13	14	15	16	17	20	21	22	23	24 P	27	28	29	30							
October 2021	19	0	0					1	4	5	6	7	8	11 H	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
November 2021	22	0	0	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30									
December 2021	13	0	0			1	2	3	6	7	8	9	10	13	14	15	16	17	20 B	21 B	22 B	23 B	24 B	27 H	28 H	29 B	30 B	31 B						
January 2022	19	0	2	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28 E	31 E										
February 2022	15	1	3		1 E	2 E	3 E	4 P	7	8	9	10	11	14	15	16	17	18	21 H	22	23	24	25	28										
March 2022	18	0	0		1	2	3	4	7	8	9	10	11	14 B	15 B	16 B	17 B	18 B	21	22	23	24	25	28	29	30	31							
April 2022	18	0	0					1	4	5	6	7	8	11	12	13	14	15	18 H	19 H	20	21	22	25	26	27	28	29						
May 2022	20	1	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24 P	25	26	27	30	31									
June 2022	16	1	5			1	2	3	6	7	8	9	10 P	13	14	15	16	17	20	21	22	23	24	27 E	28 E	29 E	30 E							
July 2022								1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
TOTAL	177	7	10	<p>Note: The 2021-2022 calendar provides for 196 possible school days between September 1, 2021 and June 30, 2022. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																														



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

Re: ST. MARY'S COLLEGE SCHOOL ACTIVITY REPORT

April 2021

April 24, 2021

Submitted by:
Lucas Marano
Adam
Morgenstern
Student Trustees
St. Mary's College

Faith Initiatives:

- The Catholic Virtues for the Month of March were Discipleship and Solidarity, 44 Knights were recognized as exemplary models of these virtues:
- Justin Barone, Katie Belanger, Lauren Bowden, Carmen Caputo, Emma Carlucci, Aaron Charrette-Trozzo, Ada Coccimiglio, Marcia Corbiere, Haley Costain, Caeleigh DiLuzio, Damon Dubas, Ava Evans, Grayson Findlay, Jacob Frolick, Isaac dos Reis, Matthew Girardi, Ross Harris, Sophie Heika, Mia Iachetta, Kaeden Laitinen, Keira Lamming, Brett Lehtinen, Josh Lidstone, Hannah Maitland, Maddy Manuel, Lucas Marano, Sarah Mawau-Ruathdel, Mercedes Mazzuca, Maggie Medaglia, Charlotte Misner, Dean Moore, Adam Morgenstern, Ashtyn Mowbray, Avery O'neill, Alyssa Paquin, Emily Perhonen, Stephen Pszeniczny, Jack Richardson, Alexa Romano, Kassie Sartor, Emma Vallecorsa, Michaela Walker, Emma Winters, Bryanna Zimbaro .
- ALPHA for Youth has continued this month through St. Veronica's Catholic Church via Google Meet. 7 SMC students and 2 staff members continue to be involved on Tuesday evenings.
- Fr. Daniele has made himself available to Google Meet into classrooms. Recently he visited Miss Parniak's Gr. 12 Religion class to speak about Vocations and the Priesthood.
- Miss Parniak's Gr. 12 Religion Class ran a Share Lent Share Love Campaign during the month of March with proceeds going to Development and Peace and directed towards communities in the Global South who have been faced with additional challenges because of the COVID-10 pandemic. Close to \$3000 was raised!
- Mr. Calvano's Gr. 12 Religion class is currently running a can food drive at the school.
- SMCTv is engaging Gr. 8 classes in our Board community to assist with creating a video to be launched during Education Week on how our Catholic Virtues nurture hope. Several classes have expressed a willingness to be involved including schools from the North and East. SMCTv students and Miss Parniak have extended the invitation to Google Meet with classes to assist with their planning. So far visits have taken place with Mr. Casola's Class and Mr. Frolick's class. Stay tuned for the finished product!
- Our Holy Week Prayer Service took place on April 1 and was based on Meditations on the Stations of the Cross for Teens. The video included Stations from the SMC Chapel donated by the Sisters of St. Joseph and Precious Blood Cathedral and was narrated by SMC Student Council and Miss Parniak.

Student Council

- We have started planning for the Student Trustee Election.
- The application forms will be released on Monday April 19, and they will be due to Mrs Hannah by Friday April 23. Their speech video will be due on Monday morning, and we will release them for student viewing on Wednesday.

Student Senate

- We have continued to discuss details about Matt Sicolý's presentation which is set to take place on April 29.
- We are finishing up tech details and planning for the virtual meeting.



**THE TERRY FOX
FOUNDATION**

March 2021

Ms. Rose Burton Spohn
Director of Education
Huron-Superior Catholic District School Board
Catholic Education Centre
90 Ontario Avenue
Sault Ste. Marie, ON, P6B 6G7

Dear Rose,

Over forty years ago, Terry Fox embarked on his Marathon of Hope to raise awareness and funds for cancer research. Terry was aware that his journey across Canada would be very challenging both physically and mentally, but this did not deter him. His sense of hope and his desire to help those affected by cancer kept him strong throughout his trek. Like Terry, your family of schools showed resilience and compassion this year in the midst of the global COVID-19 pandemic. The schools in your region persevered through the hardships of starting a very different school year and found creative and safe ways for their students and staff to participate in The Terry Fox School Run.

We are proud to announce that your family of schools raised \$1,345.75 for cancer research this past year. This money will be used to fund innovative cancer research projects across the country and will help cancer patients live longer with a better quality of life. Thanks to your region's amazing efforts, we truly are one-step closer to making Terry's vision of a cancer free world a reality. Please be sure to share this exciting news about your boards' accomplishment with your family of schools through your social media platforms.

We would also like to extend our sincerest congratulations to your family of schools for reaching the incredible fundraising milestone of \$200,000 raised since inception. Please accept this Milestone Plaque as a token of our appreciation for your fantastic efforts. We hope this plaque will be proudly displayed in recognition of your boards' commitment to end cancer.

The generosity your family of schools has shown us is remarkable and we are so grateful for the leadership of your board in encouraging philanthropy. We hope that September 2021 can offer more certainty, but we know, that with your ongoing support, we will be able to continue Terry's legacy and create a world without cancer.

Stay Safe and Take Care,

Lisa Armstrong
School Program Manager
The Terry Fox Foundation

Prayer Gratitude and God's Blessings

Thank you for making all things new. Thank you for the victory and power in your Name. Thank you for holding the keys over death, that by your might, Jesus was raised from the grave, paving the way for us to have new life with you.

We confess our need for you... fresh... new... again. We ask that you renew our hearts, minds, and lives, for the days and months ahead. We pray for your refreshing over us.

Keep your words of truth planted firm within us. Help us to keep focused on what is pure and right giving us the power to be obedient to your word. And when evil reminds us where the world has been, we trust that your voice speaks louder and stronger, reminding us that we are safe with you, and that your purposes and plans will not fail. We know that You will be our defense and guard, keeping our way clear, removing the obstacles, and covering the pitfalls. Lord, lead us on your level ground.



Shine your light in us, through us, over us. May we make a difference in this complex world we live in right now, for your glory and purposes. Set your way before us. May all your plans succeed. May we reflect your peace and hope to a world that so desperately needs your presence and healing.

Thanks be to you God, for your indescribable gift! To you be glory and honor, on this day, and forever. Amen.