



*Huron-Superior Catholic District School Board*

**OPEN SESSION OF THE BOARD  
MEETING  
WEDNESDAY, OCTOBER 16, 2019**

**AGENDA & REPORTS**

**MEETING TO BE HELD IN**

**BOARD CHAPEL**

**OF THE CATHOLIC EDUCATION CENTRE**

**MASS: 6:30 P.M.**

**OPEN SESSION: 7:15 P.M.**

**AGENDA FOR THE OPEN SESSION BOARD MEETING OF THE  
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD  
ON WEDNESDAY, OCTOBER 16, 2019 @ 7:15 PM  
BOARD CHAPEL – CATHOLIC EDUCATION CENTRE**

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**A CALL TO ORDER**

**1. Acknowledgement of Traditional Lands – (Anthony)**

We begin our Board meeting by acknowledging that our city schools and Board offices sit on the traditional lands of the Batchewana First Nation, the Garden River First Nation and the Métis Nation. We also acknowledge that this meeting occurs in our Board's Chapel, which is a sacred space, entrusted to us by the Congregation of the Sisters of St. Joseph of Sault Ste. Marie.

**2. Prayer (Pg 6)**

**3. Call the Roll:**

**Trustees:**

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

**Regrets:**

**Officials:**

Rose Burton Spohn (Director of Education), Joe Chilelli, Christine Durocher, Chris Spina, Danny Viotto

**Student Representatives:**

Anthony DeLorenzi, Lucas Marano

**Other Reps:**

Darrell Czop (President, O.E.C.T.A.)  
Sergio Bernardo (Vice-President, O.E.C.T.A.)  
Wayne Greco (President, C.P.C.O.)  
Brenda Rankin (President, C.U.P.E.)

**OUR MISSION**

*Persons present are invited to indicate how they have seen  
Our Mission lived out recently.*

**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 October 16, 2019.

**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 September 18, 2019.** (Pg 8)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves the Minutes of the Board Meeting of September 18, 2019.
2. **Minutes of the In-Committee Meeting of September 18, 2019.**  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves the Minutes of the In-Committee Board Meeting of September 18, 2019.

**F BUSINESS ARISING FROM THE MINUTES****G PRESENTATIONS**

1. **Introduction of New Student Trustee** – Superintendent Danny Viotto to introduce Lucas Marano.
2. **EQAO Results** – Superintendent Christine Durocher to introduce Micaela Olejnik (Curriculum Coordinator), Beth West (Early Interventions) and Mike Oliveira (School-Based Math Learning Facilitator). (Pg 12)

**H COMMITTEE REPORTS**

1. **Minutes of the Special Education Advisory Committee Meeting** (Pg 78)  
**Proposed Resolution:** That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of June 19, 2019 be approved.

**I ADMINISTRATIVE ITEMS REQUIRING ACTION**

1. **Policy 4002 – Third Party Complaints to the Board About Employees** (Pg 81)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 4002 as presented.
2. **Policy 4003 – Processing of Complaints** (Pg 83)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 4003 as presented.
3. **Policy 4005 – Transportation** (Pg 86)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 4005 as presented.
4. **Policy 4007 – Advertising in Schools** (Pg 87)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 4007 as presented.
5. **Policy 5000 – Challenges to Books and Other Materials** (Pg 89)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 5000 as presented.
6. **Policy 7002 – Student Accident and Life Insurance** (Pg 93)  
**Proposed Resolution:** That the Huron-Superior Catholic District School Board approves Policy 7002 as presented.

**J INFORMATION ITEMS**

1. **Reports to the Director of Education**
  - a) **Graduation Rates** – Superintendent Danny Viotto (Pg 95)
  - b) **Trustee Honoraria** – Superintendent Chris Spina (Pg 100)
  - c) **SMC Activity Report** – Anthony DeLorenzi and Lucas Marano (Pg 102)
2. **Correspondence**
3. **Notes of Thanks**  
Judy Ritza, Nella Senecal

**K TEN MINUTE QUESTION AND ANSWER PERIOD**

- ON AGENDA ITEMS FOR THOSE IN ATTENDANCE

**L      UPCOMING EVENTS**

- October 17-20      - OSTA-AECO Fall General Meeting (Student Trustees)**
- October 21          - Federal Election / PA Day**
- October 30          - SEAC Meeting**
- November 1        - All Saints' Day**
- November 2        - All Souls' Day**
- November 11       - Remembrance Day**
- November 13       - Next Board Meeting**

**M      CLOSING PRAYER – John Caputo**

**N      ADJOURNMENT**

## A Prayer of Thanksgiving

- Lindsay      I celebrate and appreciate those who love me  
and those who have come into my life  
for me to be able to demonstrate my Love.
- Sandra      You are a blessing for which I am grateful.
- Gary      I celebrate and appreciate my friends,  
co-workers and companions in my life.
- Joe      You are a blessing for which I am grateful.
- Kathleen      I celebrate and appreciate the beauty of this earth  
and I vow to pay more attention to the  
gifts that beauty bestows on my life.
- Debbie      These are blessings for which I am grateful.
- Carol      I celebrate and appreciate my life.
- Tony      It is a great blessing for which I am grateful.
- Leslie      During the Thanksgiving holiday,  
as I move through the events and activities of my life,
- John      I continue this prayer by offering up a thought of gratitude  
and appreciation for any blessing I perceive,
- Rose      whether great or small, as  
I demonstrate an attitude of gratitude.
- Anthony      To the Divine Source of Light, Love and Power  
that has created and continues to create the world in which I live,
- Lucas      I offer up my prayer of Thanksgiving  
knowing my love and my blessings flow endlessly for me.
- ALL      I rejoice that I am the recipient of such grace,  
such love and such joy.



# *Huron-Superior Catholic District School Board*

## *Our Mission Statement*



**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.**



*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*

***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.***

**MINUTES FOR THE OPEN SESSION BOARD MEETING OF THE  
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD  
ON WEDNESDAY, SEPTEMBER 18, 2019 @ 7:15 PM  
BOARD CHAPEL – CATHOLIC EDUCATION CENTRE**

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**Present: Trustees:**

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

**Regrets:**

**Officials:**

Rose Burton Spohn (Director of Education), Joe Chilelli, Christine Durocher, Chris Spina, Danny Viotto

**Student Representatives:**

Anthony DeLorenzi, Lucas Marano

**Other Reps:**

Darrell Czop (President, O.E.C.T.A.)  
Sergio Bernardo (Vice-President, O.E.C.T.A.)  
Wayne Greco (President, C.P.C.O.)  
Brenda Rankin (President, C.U.P.E.)

***Values and Vision***

Chair Lindsay Liske officially welcomed Superintendent Christine Durocher and Student Trustee Lucas Marano to their new positions, and expressed the board's excitement to be working together.

Chair Lindsay Liske spotlighted Director Rose Burton Spohn's efforts in compassionately assisting Father Tony's family after the recent death of his brother. She connected with a board in southern Ontario to ensure that his niece was welcomed and consoled as she began school in September.

Trustee John Caputo expressed his pride and pleasure in seeing names, on social media, of our graduates who have taken on large fundraising projects for charities or advocating for organizations in need. These graduates exude Catholicity and compassion for the less fortunate.



**Adg# Res#**

- B-1 B-388 **Moved by: Leslie Cassidy-Amadio** **Seconded by: Carol MacEachern**  
That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of September 18, 2019.

**CARRIED**

- E-1 B-389 **Moved by: Gary Trembinski** **Seconded by: John Caputo**  
That the Huron-Superior Catholic District School Board approves the Minutes of the Board Meeting of June 12, 2019.

**CARRIED**

- E-2 B-390 **Moved by: Kathleen Rosilius** **Seconded by: Sandra Turco**  
That the Huron-Superior Catholic District School Board approves the Minutes of the In-Committee Board Meeting of June 12, 2019.

**CARRIED**

- G-1 ***Introduction of New Principals and Vice Principals***

*Director Rose Burton Spohn introduced each of the new administrators to the board, who spoke briefly about their careers, faith activity and goals for the 2019-20 school year.*

*Nadine Cartledge – Principal – St. Joseph School (Wawa)*

*Andrew Chi – Principal – Our Lady of Fatima School (Elliot Lake)*

*Andrea Chiblow – Principal – St. Mary's School (Blind River)*

*Terri Godin-Sokoloski – Vice-Principal – Sacred Heart School (Espanola)*

*Andrea Greco-Kaminski – Vice-Principal – Our Lady of Lourdes School (SSM)*

*Nadia Kovacs – Vice-Principal – Our Lady of Lourdes School (Elliot Lake)*

*Franca Spadafora – Principal – Our Lady of Lourdes School (SSM)*

*Stephanie MacWilliam – Vice-Principal – St. Mary's French Imm. (SSM)*

- H-1 B-391 **Moved by: Debbie Mayer** **Seconded by: Tony D'Agostino**  
That the Huron-Superior Catholic District School Board accepts the information from the SEAC, given that there was no quorum at the meeting.

**CARRIED**

- I-1 B-392 **ELECTRONIC POLL**

That the Huron-Superior Catholic District School Board approves the following fieldtrip application:

1. Holy Name of Jesus School (Hornepayne) – travelling to Toronto on September 17, 2019 and returning on September 20, 2019.

**CARRIED**

**I-2 B-393 ELECTRONIC POLL**

That the Huron-Superior Catholic District School Board awards the construction contract for the Education Centre Roof Replacement Project to Pro North Roofing, being the low tender.

**CARRIED**

**I-3 B-394 Moved by: John Caputo Seconded by: Carol MacEachern**

That the Huron-Superior Catholic District School Board authorizes the Treasurer and Chair or Vice-Chair to borrow funds from time to time not to exceed \$25 million in aggregate from the Royal Bank of Canada for the 2019/20 school year in accordance with Section 243 of the Education Act.

**CARRIED**

**I-4 B-395 Moved by: John Caputo Seconded by: Gary Trembinski**

That the Huron-Superior Catholic District School Board approves the following fieldtrip application:

1. Our Lady of Lourdes School (Elliot Lake) – travelling to Toronto on June 21, 2020 and returning on June 24, 2020.

**CARRIED**

**J-1 Purchasing**

*Superintendent Chris Spina provided some background on the purchasing procedural guidelines and advised that this report was for trustee information only.*

**J-2 Accessibility Report**

*Director of Education Rose Burton Spohn reviewed the board's accessibility report, with emphasis on the various areas covered. This past year, the board has been working on accessibility projects related to information and communications, specifically its website and resource materials. Significant work has also been undertaken to make the board's schools and facilities more accessible. The multi-year accessibility plan is being reviewed regularly and completed as required.*

**J-3 Response to SEAC Recommendations**

*Superintendent Joe Chilelli shared the highlights from this report, and the steps being taken by the Special Education Department.*

**J-4 SMC Activity Report**

*Student Trustee Lucas Marano reported on the accomplishments of the SMC student athletic groups and highlighted some September events at the school. A few noteworthy events were the Link Crew Day, Grade 9 BBQ and Welcome Week. Trustee Tony D'Agostino mentioned that a boys' volleyball*

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*team is also in the making, and consists of approximately 3-4 teams to date.  
There is hope that this new sport at the school will be up and running soon.*

N-1 B-396 **Moved by: Debbie Mayer**      **Seconded by: Leslie Cassidy-Amadio**  
That the Huron-Superior Catholic District School Board meeting of  
Wednesday, September 18, 2019 adjourns at 8:15 p.m.  
**CARRIED**

**Chairperson:** \_\_\_\_\_

**Secretary:** \_\_\_\_\_

# **EQAO**

## **Overview and Highlights**

### **Primary and Junior**

### **2018-2019**

**Wednesday, October 16, 2019**



*Huron-Superior Catholic  
District School Board*



# Introduction

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We are committed and called to ensuring high levels of student achievement for all students. The HSCDSB Multi-Year Strategic plan states that we strive to plan effective and differentiated learning opportunities based on student needs while keeping the Ontario Curriculum at the forefront. Further to this, it is important that we begin with student work and collaborate to become more precise in the area of assessment.

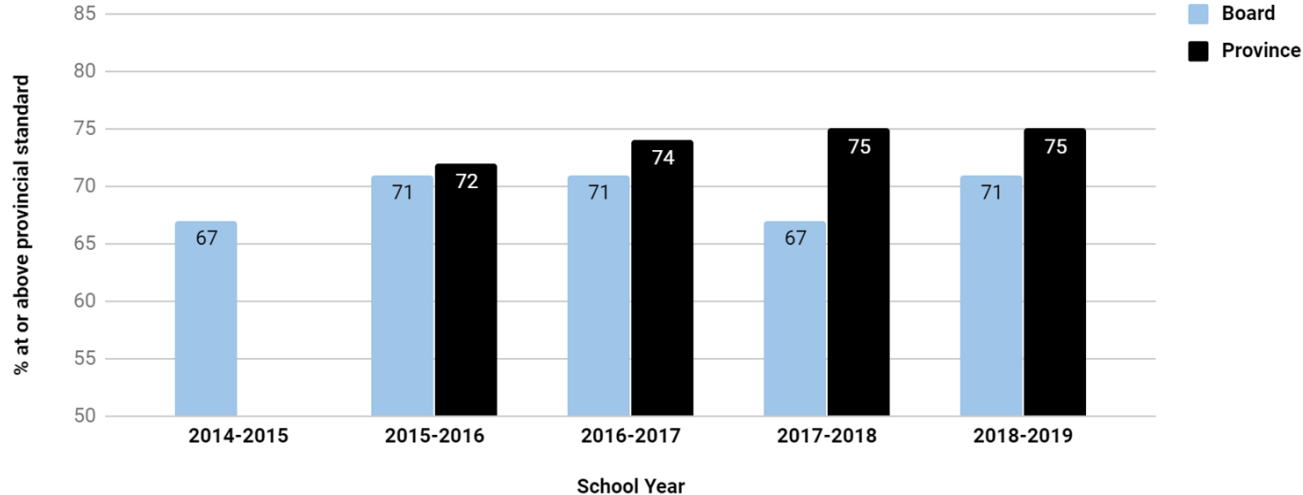
This report contains an overview of the **2018-2019 Education Quality and Accountability Office (EQAO)** assessments in reading, writing and mathematics for the primary and junior divisions. It brings together information regarding what EQAO has learned over the past year about student learning in Ontario and allows educators to identify implications for the classroom and plan for improved instruction.



# Primary Reading: Success Rates Over Time

14

Grade 3 Reading: Board and Provincial Success Rates Over Time



**HSCDSB:** Compared with the results from the previous year, the percentage of Primary students who performed at or above the provincial standard in Reading **increased** from **67%** to **71%**.

**Province:** Compared with the results from the previous year, the percentage of Primary students who performed at or above the provincial standard in Reading was retained at **75%**.



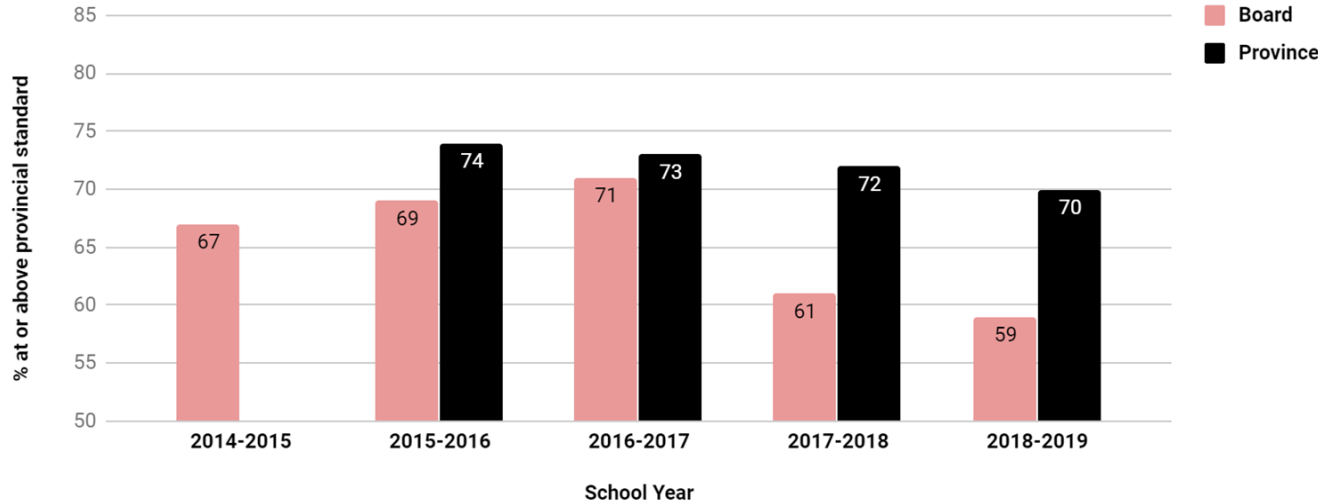
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District School Board



# Primary Writing: Success Rates Over Time

15

Grade 3 Writing: Board and Provincial Success Rates Over Time



**HSCDSB:** Compared with the results from the previous year, the percentage of Primary students who performed at or above the provincial standard in Writing decreased from **61%** to **59%**.

**Province:** Compared with the results from the previous year, the percentage of Primary students who performed at or above the provincial standard in Writing decreased from **72%** to **70%**.



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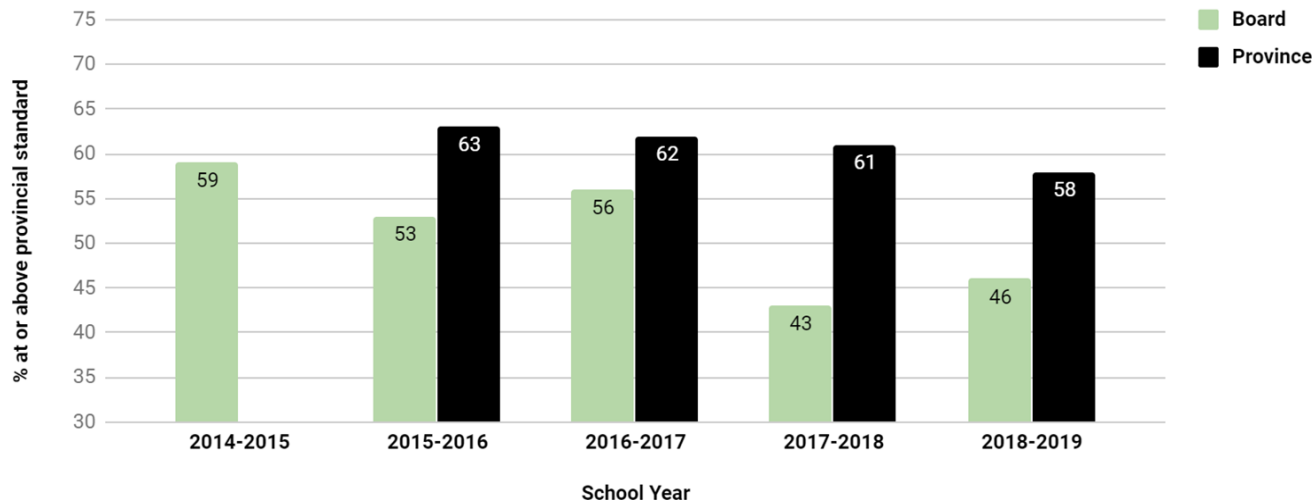




# Primary Math: Success Rates Over Time

16

Grade 3 Math: Board and Provincial Success Rates Over Time



**HSCDSB:** Compared with the results from the previous year, the percentage of Primary students who performed at or above the provincial standard in Math **increased** from **43%** to **46%**.

**Province:** Compared with the results from the previous year, the percentage of Primary students who performed at or above the provincial standard in Math decreased from **62%** to **61%**.

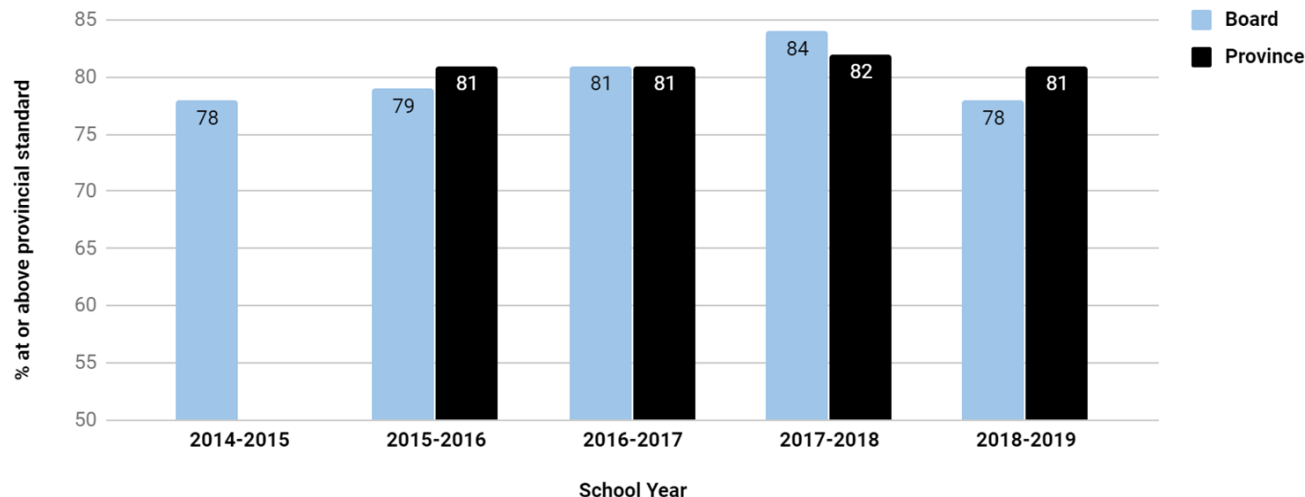


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District School Board*

# Junior Reading: Success Rates Over Time

17

Grade 6 Reading: Board and Provincial Success Rates Over Time



**HSCDSB:** Compared with the results from the previous year, the percentage of Primary students who performed at or above the provincial standard in Reading decreased from **84%** to **78%**.

**Province:** Compared with the results from the previous year, the percentage of Primary students who performed at or above the provincial standard in Reading decreased from **82%** to **81%**.



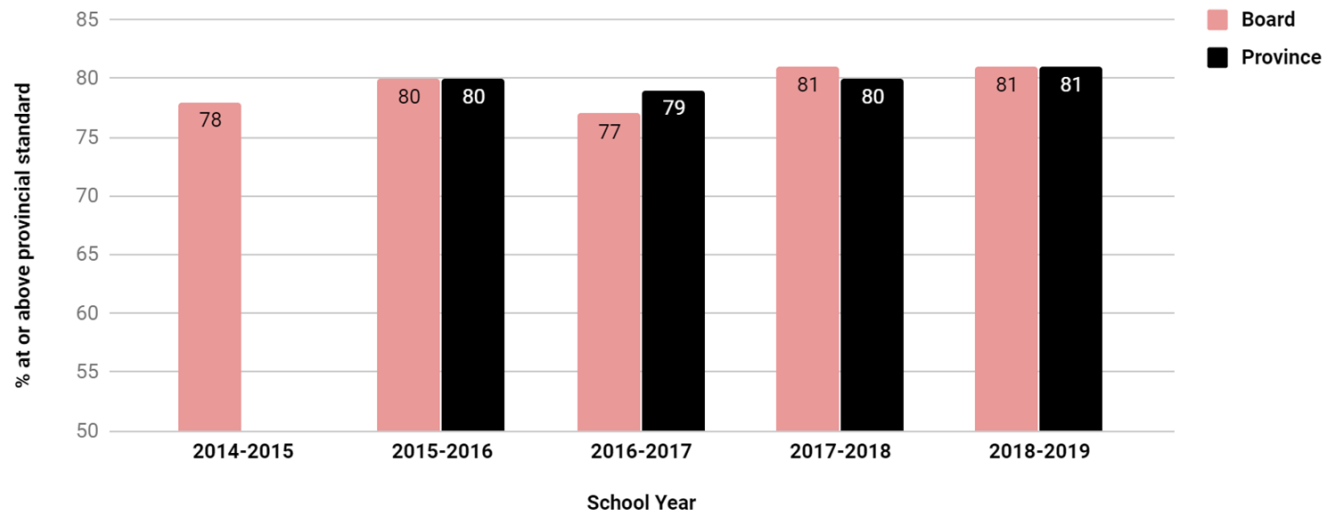
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# Junior Writing: Success Rates Over Time

18

Grade 6 Writing: Board and Provincial Success Rates Over Time



**HSCDSB:** Compared with the results from the previous year, the percentage of Primary students who performed at or above the provincial standard in Writing was retained at **81%**.

**Province:** Compared with the results from the previous year, the percentage of Primary students who performed at or above the provincial standard in Writing increased from **80%** to **81%**.



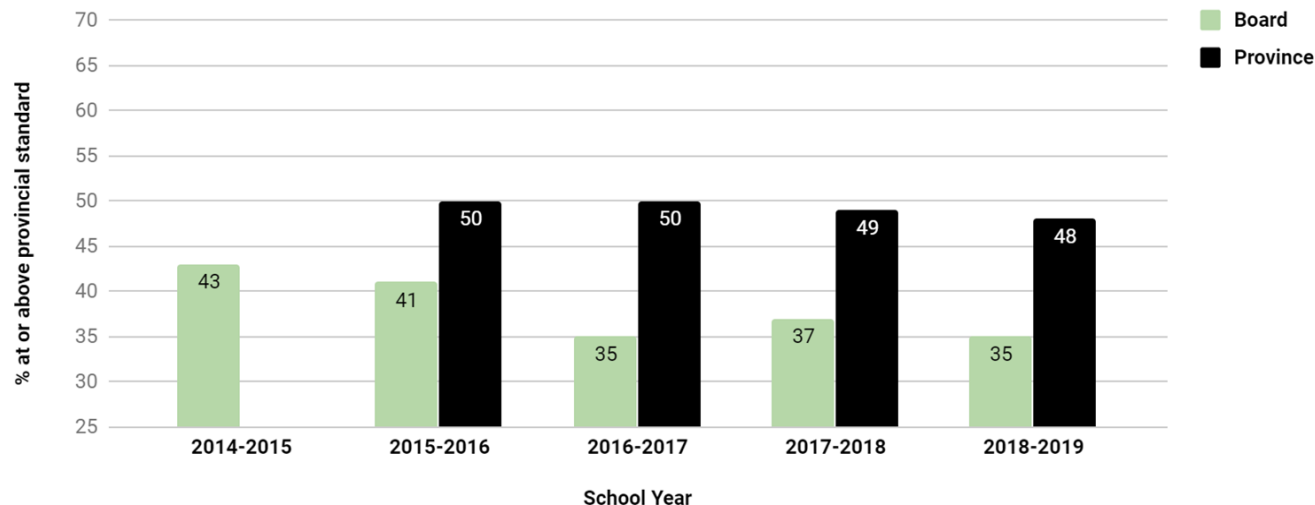
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District School Board



# Junior Math: Success Rates Over Time

19

Grade 6 Math: Board and Provincial Success Rates Over Time



**HSCDSB:** Compared with the results from the previous year, the percentage of Primary students who performed at or above the provincial standard in Math decreased from **37%** to **35%**.

**Province:** Compared with the results from the previous year, the percentage of Primary students who performed at or above the provincial standard in Math decreased from **49%** to **48%**.



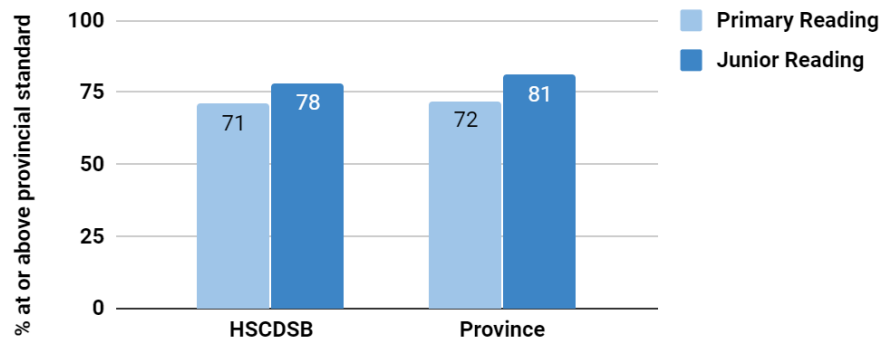
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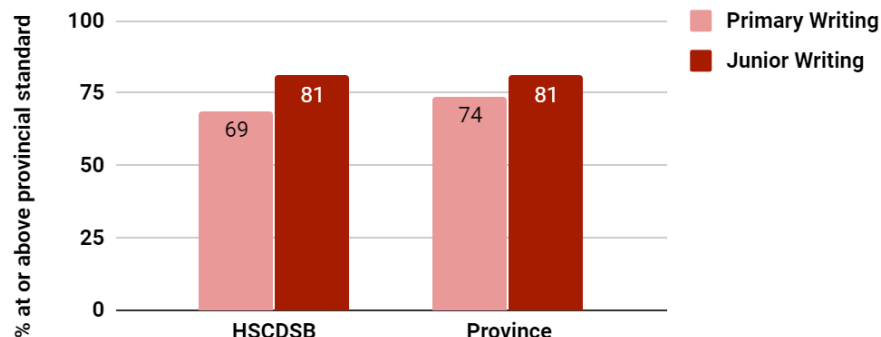
# Comparison of the Same Cohort: Reading, Writing,

20

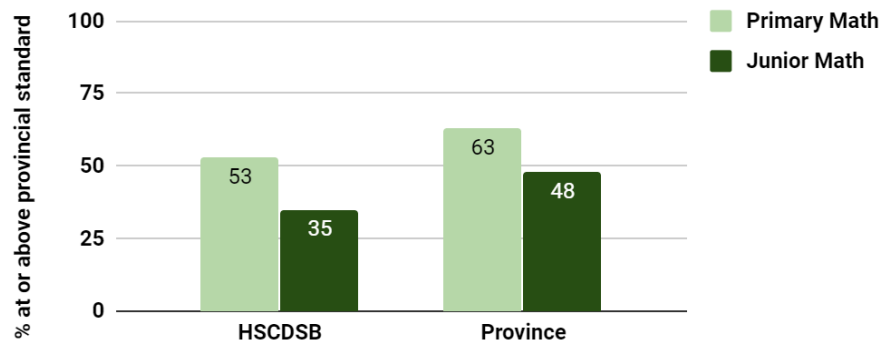
## Same Cohort Comparison: Reading



## Same Cohort Comparison: Writing



## Same Cohort Comparison: Mathematics



**HSCDSB and Provincial results:** The cohort is compared between their primary and junior EQAO assessments. In 2015-2016, the cohort was in Grade 3. In 2018-2019, the cohort was in Grade 6.



“Data does not provide answers. It is simply a catalyst for asking good questions.”

“Evidence should stimulate conversations that compel us to action.”

Marguerite Jackson, Former CEO, EQAO



*Huron-Superior Catholic  
District School Board*



# Next Steps

- Collaboration will continue among all schools and departments to take action on the identified implications for student learning.
- Curriculum and Special Education supports are deployed to the schools based on needs as well as by request from the school principals and classroom teachers.
- Job-embedded opportunities are being offered to school teams that support literacy, numeracy and most importantly well-being.



*Huron-Superior Catholic  
District School Board*





# Supportive Environments and Well-Being

*We are called and committed to being people of hope and celebration, ensuring environments are positive and supportive in education the whole child.* (Multi-Year Strategic Plan 2015-2020)

- Christian Meditation being implemented to assist students in centering themselves to be ready to learn
- AI's Pals training and program implementation in all Kindergarten classrooms
- Zones of Regulation training and program implementation school-wide
- Implementation of the new strand in the Health and Physical Education 2019 curriculum - *Social Emotional Learning Skills*



# Student Achievement

*We are called and committed to ensuring high levels of student achievement for all students in alignment with Ministry goals. Our goal is to narrow the gaps in learning by knowing our students and providing focused intervention.* (Multi-Year Strategic Plan 2015-2020)



Huron-Superior Catholic  
District School Board



# Literacy

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- Development, implementation and monitoring of the Board Literacy Plan  
Kindergarten to Grade 12: *If we build a common understanding and implement a comprehensive literacy plan by focusing on essential instructional approaches, critical thinking and productive classroom talk inclusive of all languages, then we will narrow the gap in student achievement in literacy.*
- Implementation of the Reading Assistance Program, Empower Reading and ongoing teacher training
- Program Team and Principals are working together to enhance the implementation of effective literacy strategies in the classroom.



Huron-Superior Catholic  
District School Board



# Numeracy

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- Continue implementation and monitoring of the Board Math Plan Kindergarten to Grade 12: *If we build a common understanding and implement balanced mathematics instruction by; focusing on concepts and knowledge of content, using problem solving and implementing productive classroom discourse, then we will narrow the gap in student achievement in mathematics.*
- Implementation of 60 minutes of mathematics daily, including teaching 10 minutes of intentional mental math strategies.
- School teams are working collaboratively, focusing on provincial mathematics curriculum, with a particular focus on Number Sense and Numeration, using Board documents
- Work collaboratively in System Improvement Learning Cycles using the Progression of Strands and pre and post assessments for monitoring student learning.
- Numeracy Facilitators, Principals and Lead Math Teachers are collaborating on various job-embedded supports for teachers and students as well as professional development sessions.



# Conclusion

Senior Administration, Program Team, Special Education Department and School Teams are analyzing the detailed student results that EQAO has most recently released, to gain a better understanding of where to focus for improvement and/or appropriate support.

Areas of strength in which students performed consistently well and areas that were challenging for students will be identified by the School Teams to inform their School Improvement Plan for Student Achievement (SIPSA), as well as identifying implications for classroom instruction.



# Questions

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*Huron-Superior Catholic  
District School Board*





October 2019

Huron-Superior Catholic District School Board



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## **REPORT TO THE DIRECTOR**

**Re: EQAO Assessments of Reading, Writing and Mathematics  
Primary Division (Grades 1-3) and Junior Division (Grades 4-6)  
2018-2019**

**Submitted by:**

Christine Durocher  
Superintendent of Education

**Prepared by:**

Micaela Olejnik  
Catholic Curriculum Coordinator  
Kindergarten to Grade 12





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## A. Introduction

The Huron-Superior Catholic District School Board (HSCDSB) is committed and called to ensuring high levels of student achievement for all students. The HSCDSB Multi-Year Strategic plan states that we strive to plan effective and differentiated learning opportunities based on student needs while keeping the Ontario Curriculum at the forefront. Further to this, it is important that we begin with student work and collaborate to become more precise in the area of assessment.

This report contains an overview of the 2018-2019 Education Quality and Accountability Office (EQAO) assessments in reading, writing and mathematics for the primary and junior divisions for the Huron-Superior Catholic District School Board. It brings together information regarding what EQAO has learned over the past year about student learning in Ontario and allows educators to identify implications for the classroom and plan for improved instruction. Copies of the full Report can be downloaded from the EQAO website, which is located at [www.eqao.com](http://www.eqao.com).

### Key Benefits of EQAO Assessments

- EQAO assessments provide data, information, and insights on student achievement for individual students and multiple system levels.
- Students know more about how well they are doing in reading, writing, and/or mathematics and what they need to do in order to improve.
- Teachers and principals have more feedback on how well students are meeting the expectations in the Provincial curriculum and how effectively teaching strategies and school programs are meeting students' needs.
- Parents/Guardians are more familiar with the expectations in the Provincial curriculum and better informed about their children's achievement and progress.
- Ontarians have accurate and objective information about students' achievement and education quality in the publicly funded education system.

*Excerpt from EQAO*

## B. Contextual Information

The Huron-Superior Catholic District School Board 2018-2019 EQAO results were calculated based on 413 Grade 3 students; 188 female and 225 male, and 356 Grade 6 students; 164 female students and 192 male students. Contextual data pertaining to gender and student status are based on information provided by schools and/or boards through the Student Data Collection process.

### Grade 3

Demographic Information	Board		Province	
Enrolment				
Number of Grade 3 students	413		131 544	
Number of classes with Grade 3 students	34		9 985	
Number of schools with Grade 3 classes	17		3 288	
	Number	Percent	Number	Percent
Gender				
Female	188	46%	64 022	49%
Male	225	54%	67 509	51%
Gender not specified	0	0%	13	<1%
Student Status				
English Language Learners	0	0%	18 323	14%
Students with special education needs (excluding gifted)	115	28%	24 362	19%

### Grade 6

Demographic Information	Board		Province	
Enrolment				
Number of Grade 6 students	356		136 124	
Number of classes with Grade 6 students	26		8 805	
Number of schools with Grade 6 classes	17		3 106	
	Number	Percent	Number	Percent
Gender				
Female	164	46%	66 168	49%
Male	192	54%	69 943	51%
Gender not specified	0	0%	13	<1%
Student Status				
English Language Learners	0	0%	14 992	11%
Students with special education needs (excluding gifted)	121	34%	29 692	22%

## C. HSCDSB Overall Achievement

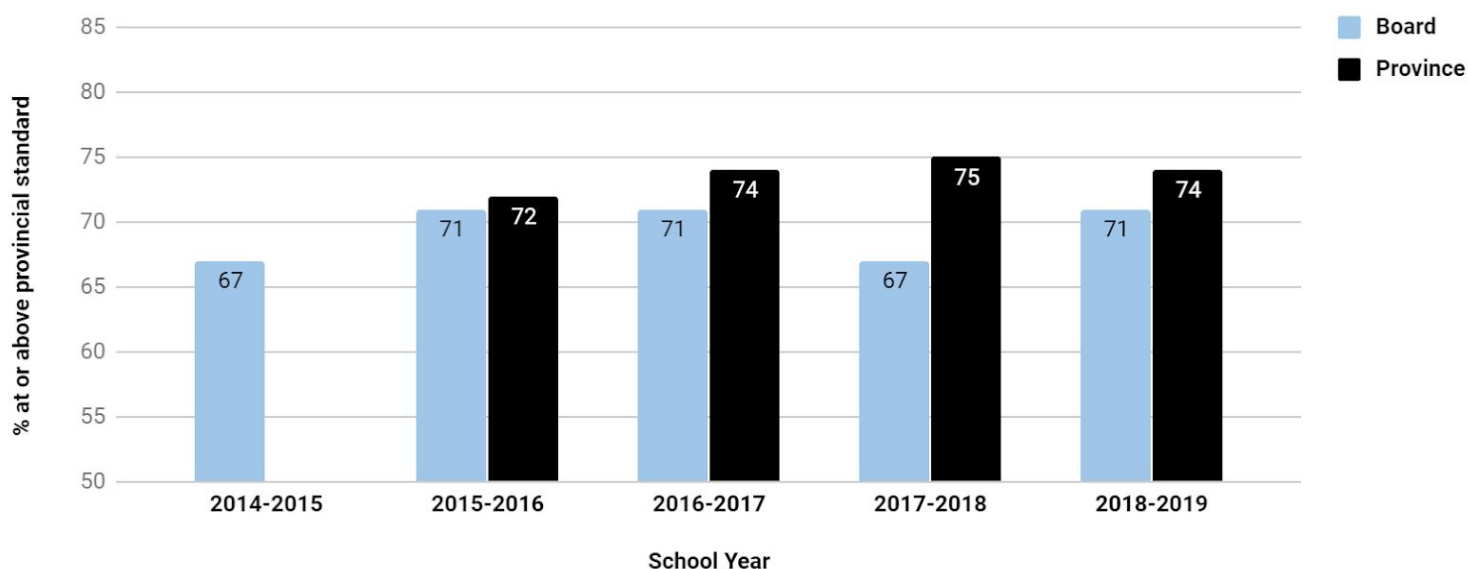
**33**

### Primary Division

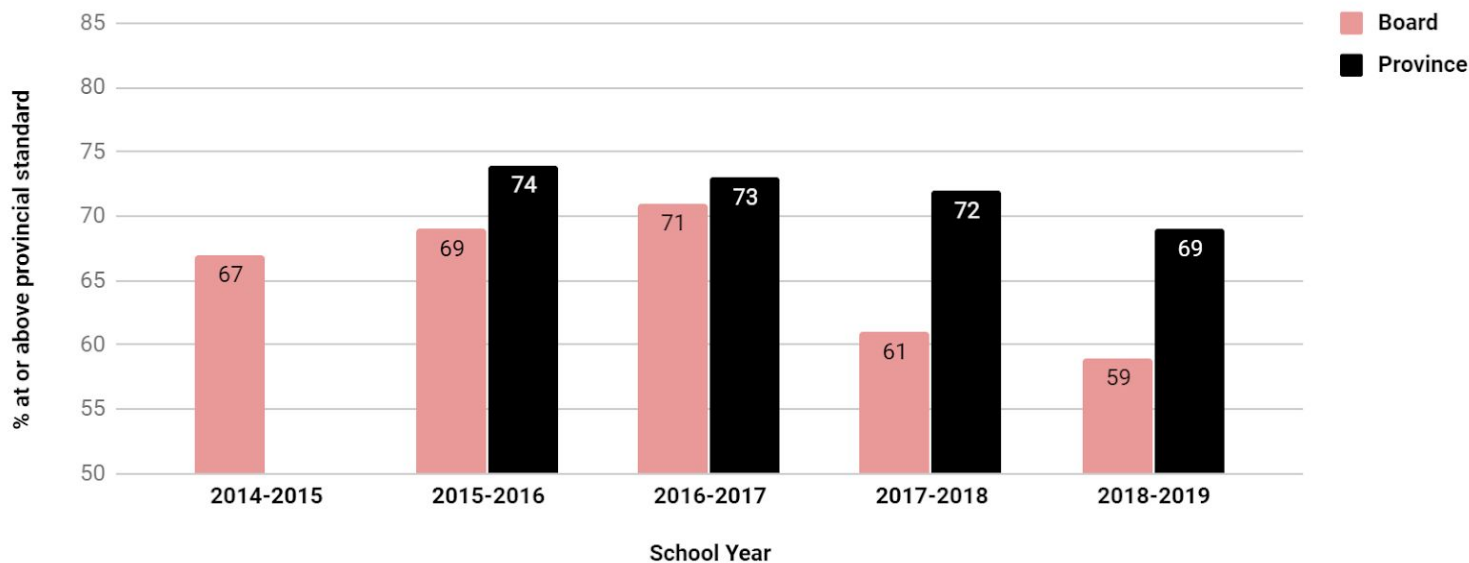
Compared with the results from the previous year, the percentage of Primary students who performed at or above the provincial standard:

- Reading: increase from 67% to 71%
- Writing: decrease from 61% to 59%
- Mathematics: increase from 43% to 46%

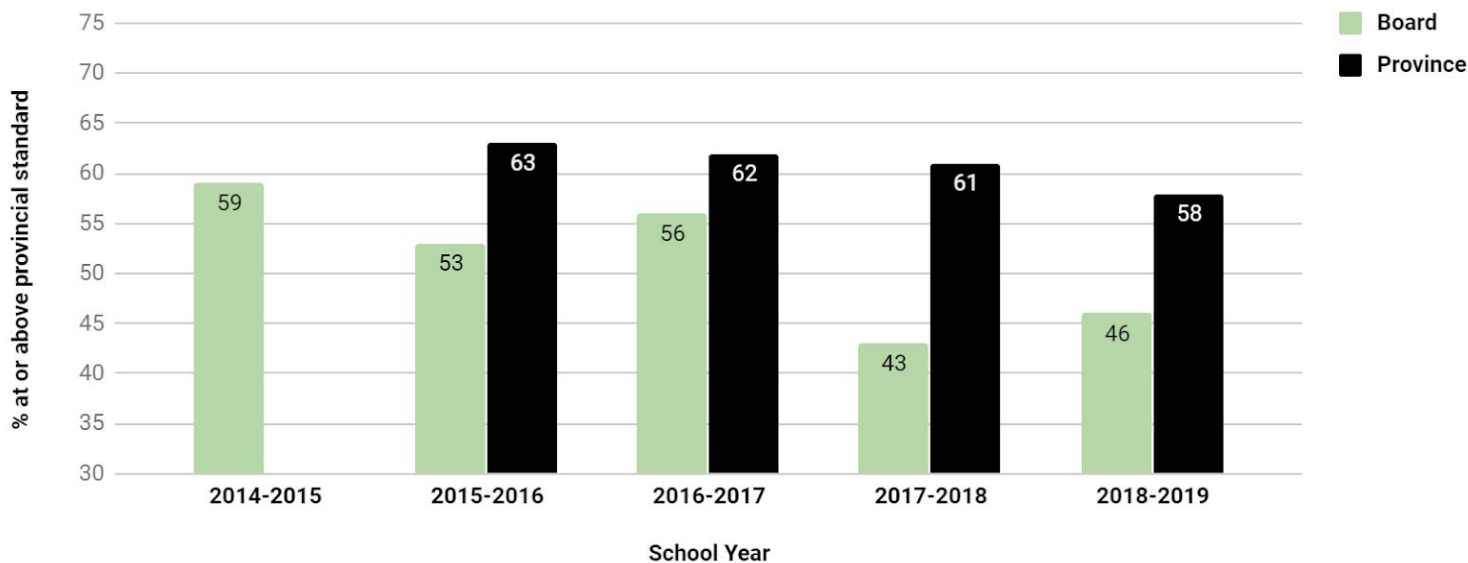
**Grade 3 Reading: Board and Provincial Success Rates Over Time**



**Grade 3 Writing: Board and Provincial Success Rates Over Time**



### Grade 3 Math: Board and Provincial Success Rates Over Time

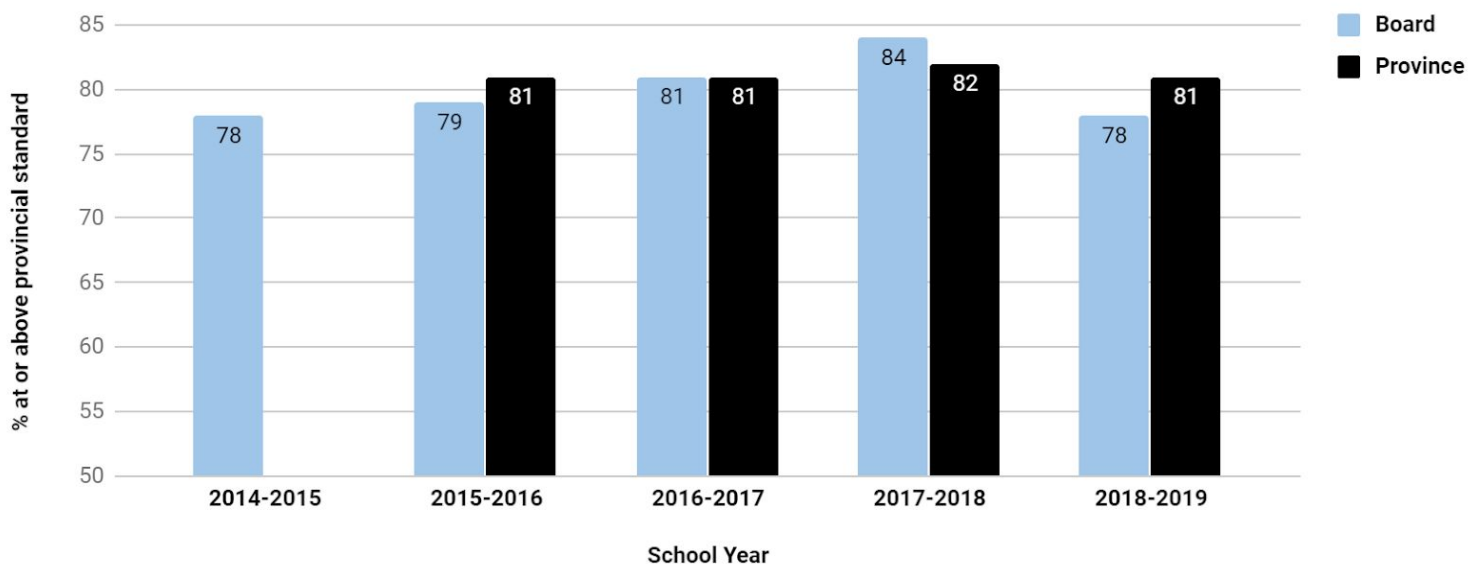


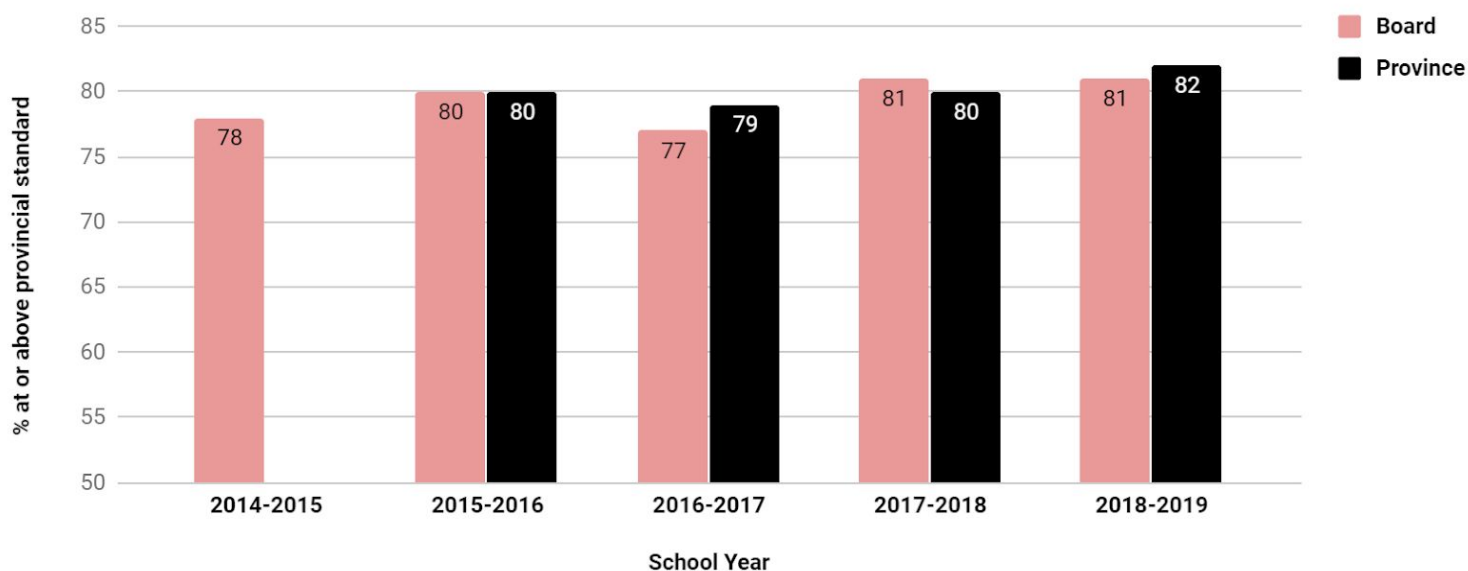
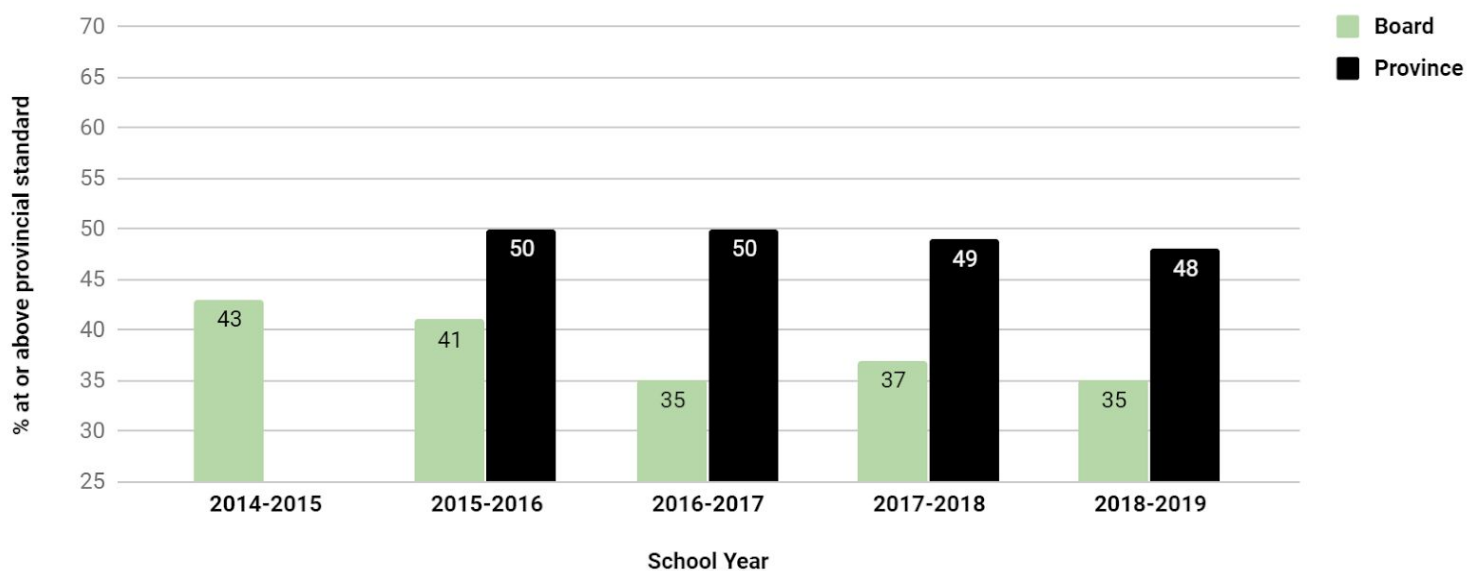
### Junior Division

Compared with the results from the previous year, the percentage of Junior students who performed at or above the provincial standard

- Reading: decrease from 84% to 78%
- Writing: retained at 81%
- Mathematics: decrease from 37% to 35%

### Grade 6 Reading: Board and Provincial Success Rates Over Time



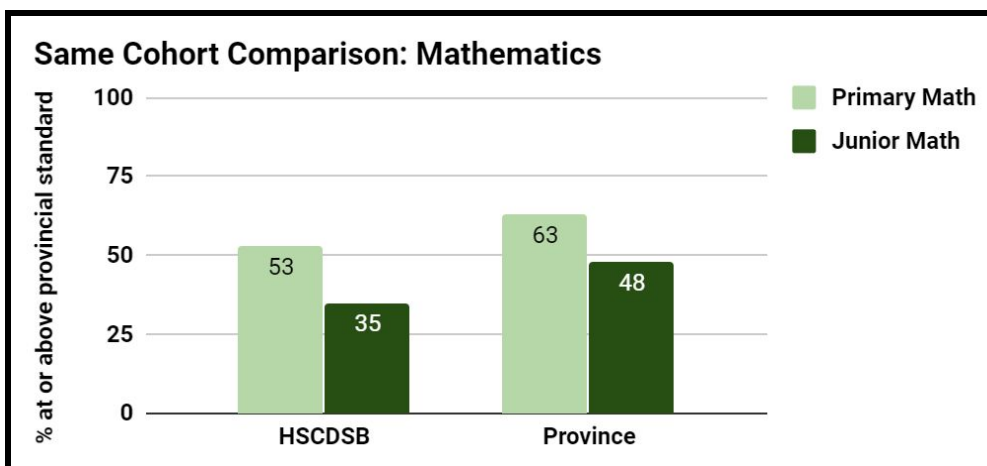
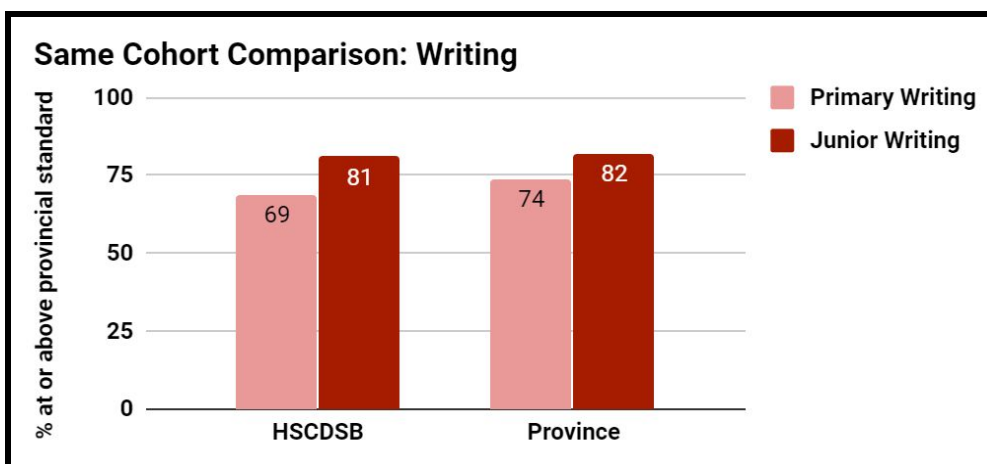
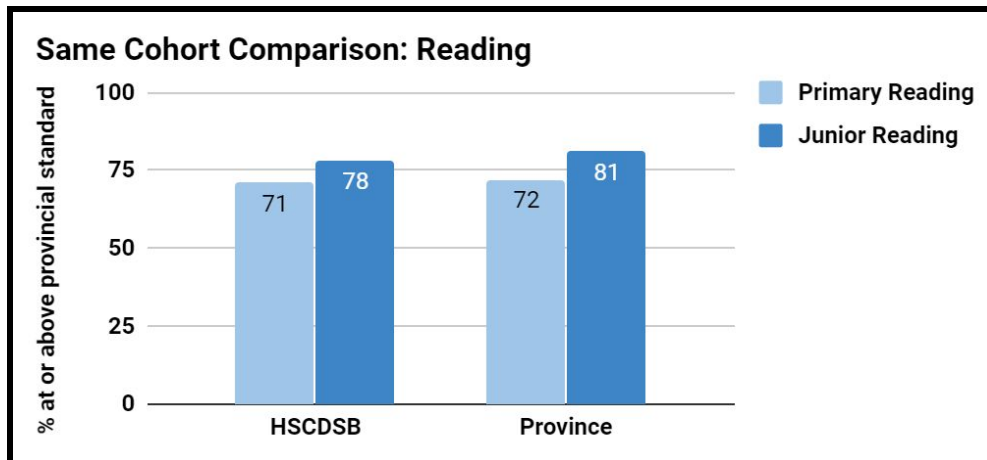
**Grade 6 Writing: Board and Provincial Success Rates Over Time****Grade 6 Math: Board and Provincial Success Rates Over Time**

## D. Same Cohort Comparison: 2015 v. 2018

36

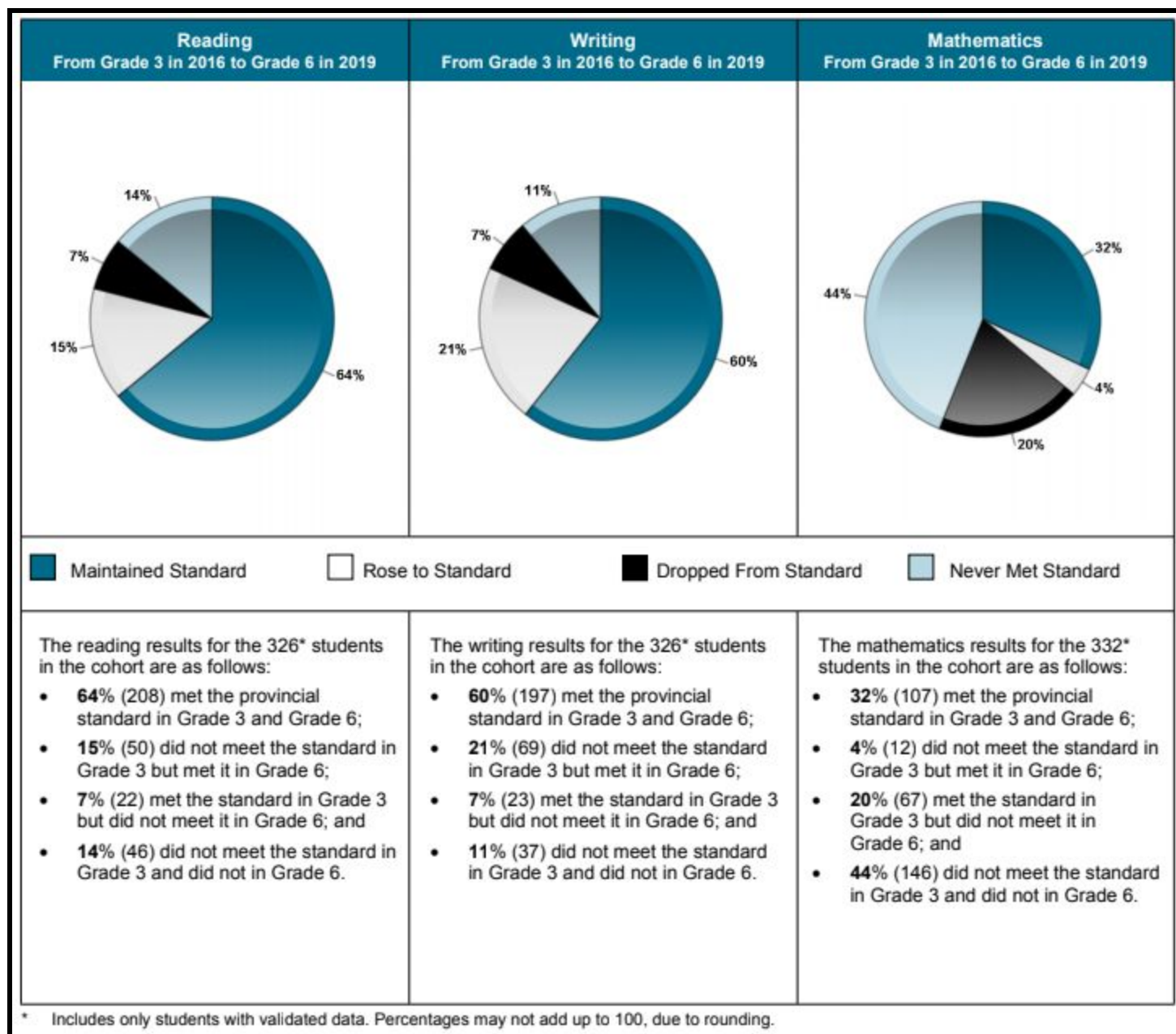
EQAO tracked the progress of students who wrote the primary-division assessment in 2016, when they were in Grade 3, and the junior-division assessment in 2019, when they were in Grade 6. There were 356 students at the time of the 2019 junior-division assessment. The graphs below show how students performed on the 2019 assessments compared to their assessment results in 2016. The percentages are based on all tracked students in the cohort, including those who participated, those who were exempted and those who provided no work to be scored.

- Reading: increase from 71% to 78%
- Writing: increase from 69% to 81%
- Mathematics: decrease from 53% to 35%





## Same Cohort Comparison Continued:

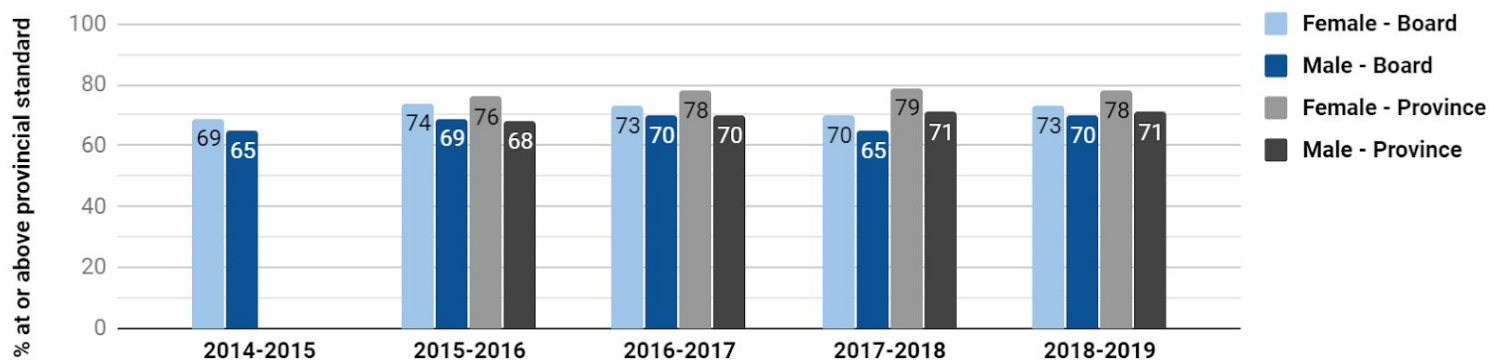


## E. HSCDSB & Provincial Results By Gender

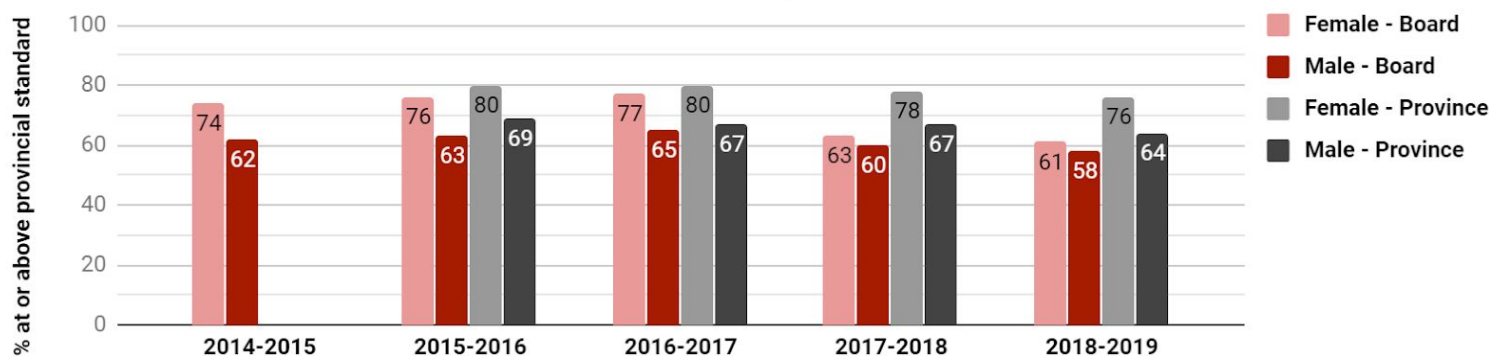
38

### Primary Division

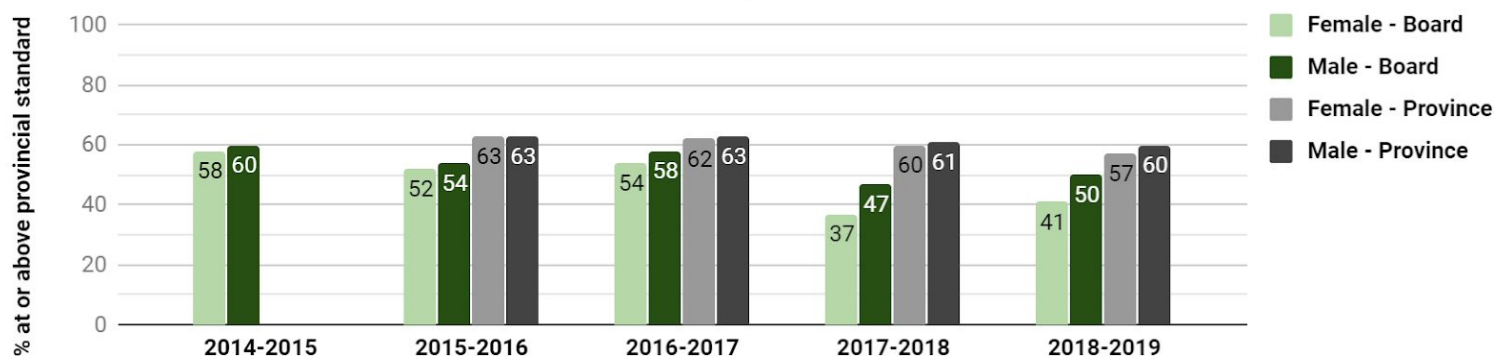
**Grade 3 READING: Board & Province Results Over Time By Gender**



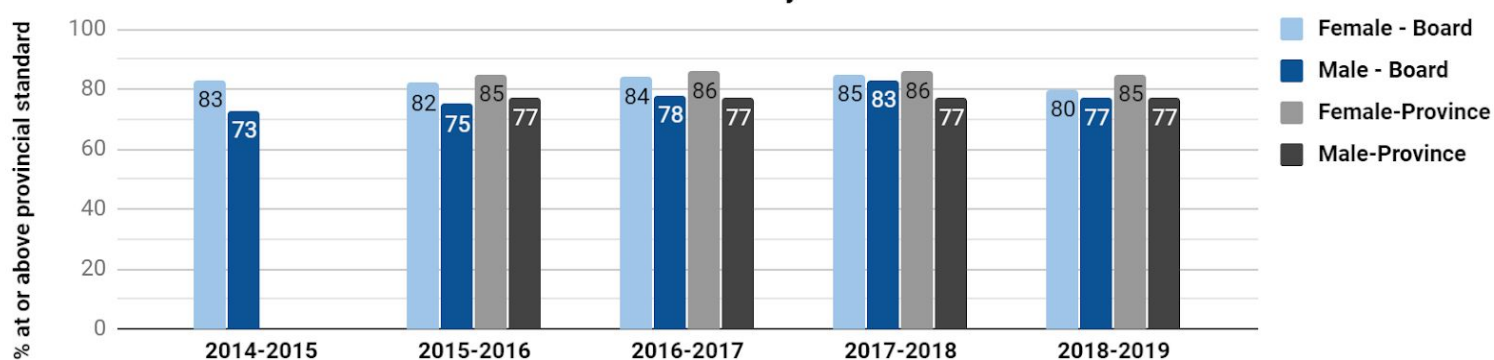
**Grade 3 WRITING: Board & Province Results Over Time By Gender**



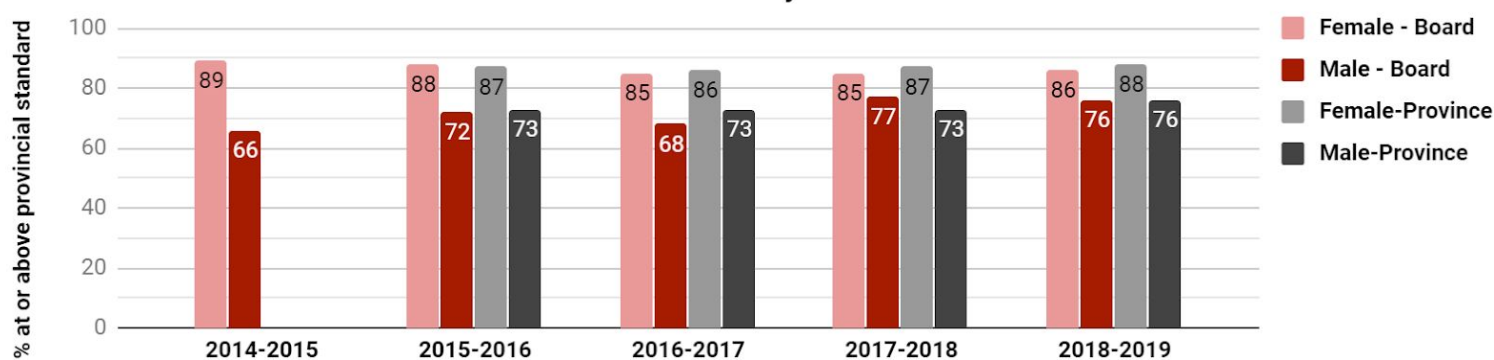
**Grade 3 MATH: Board & Province Results Over Time By Gender**



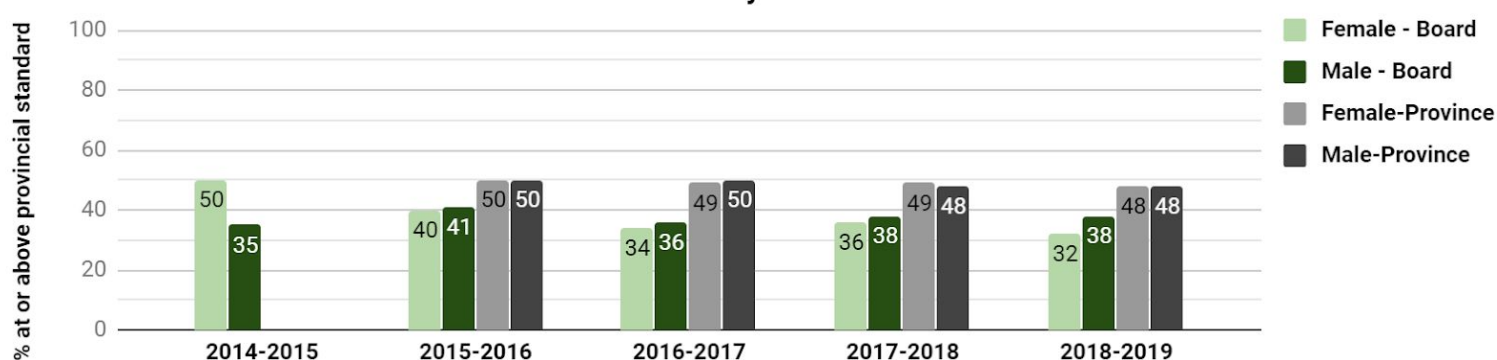
Grade 6 READING: Board &amp; Province Results Over Time By Gender



Grade 6 WRITING: Board &amp; Province Results Over Time By Gender



Grade 6 MATH: Board &amp; Province Results Over Time By Gender



## F. Next Steps

Collaboration will continue among all schools and departments to take action on the identified implications for student learning. Curriculum and Special Education supports are deployed to the schools based on needs, as well as by request from the school principals and classroom teachers. Job-embedded opportunities are being offered to school teams that support literacy, numeracy and most importantly well-being.

### Supportive Environments and Well-Being

*We are called and committed to being people of hope and celebration, ensuring environments are positive and supportive in education the whole child.* (Multi-Year Strategic Plan 2015-2020)

- Christian Meditation being implemented to assist students in centering themselves to be ready to learn
- Al's Pals training and program implementation in all Kindergarten classrooms
- Zones of Regulation training and program implementation school-wide
- Implementation of the new strand in the Health and Physical Education 2019 curriculum - *Social Emotional Learning Skills and within the Healthy Living strand, the new subtopic of Mental Health.*

### Student Achievement

*We are called and committed to ensuring high levels of student achievement for all students in alignment with Ministry goals. Our goal is to narrow the gaps in learning by knowing our students and providing focused intervention.* (Multi-Year Strategic Plan 2015-2020)

#### Literacy

- Development, implementation and monitoring of the Board Literacy Plan Kindergarten to Grade 12: *If we build a common understanding and implement a comprehensive literacy plan by focusing on essential instructional approaches, critical thinking and productive classroom talk inclusive of all languages, then we will narrow the gap in student achievement in literacy.*
- Implementation of the Reading Assistance Program, Empower Reading and ongoing teacher training
- Program Team and Principals are working together to enhance the implementation of effective literacy strategies in the classroom.

#### Numeracy

- Continue implementation and monitoring of the Board Math Plan Kindergarten to Grade 12: *If we build a common understanding and implement balanced mathematics instruction by; focusing on concepts and knowledge of content, using problem solving and implementing productive classroom discourse, then we will narrow the gap in student achievement in mathematics.*
- Implementation of 60 minutes of mathematics daily, including teaching 10 minutes of mental math strategies.
- School teams are working collaboratively, focusing on provincial mathematics curriculum, with a particular focus on Number Sense and Numeration, using Board documents, and newly release Focus on the Fundamentals Documents.
  - Scope and Sequence Documents (K-8 and 7-9)
  - Progression of Strands (Grade 1-9)
  - Teacher Unit Inventories (Grade 1-8 and 9 Applied)
  - Student Inventories (Grades 7-8 and 9 Applied)
- Work collaboratively in System Improvement Learning Cycles using the Progression of Strands and teacher developed pre and post assessments for monitoring student learning.
- Numeracy Facilitators, Principals and Lead Math Teachers, and Student Achievement Officers (SAOs) are collaborating on various job-embedded supports for teachers and students as well as professional development sessions.
- Collaborative Inquiry for Learning Mathematics (CIL-M) Model for job-embedded learning opportunities for educators, principals and system leaders.

## Conclusion

Senior Administration, Program Team, Special Education Department and School Teams are analyzing the detailed student results that EQAO has most recently released, to gain a better understanding of where to focus for improvement and/or appropriate support. Areas of strength in which students performed consistently well and areas that were challenging for students will be identified by the School Teams to inform their School Improvement Plan for Student Achievement (SIPSA), as well as identifying implications for classroom instruction.

# **EQAO**

## **Overview and Highlights**

### **Grade 9 Mathematics and Grade 10 OSSLT**

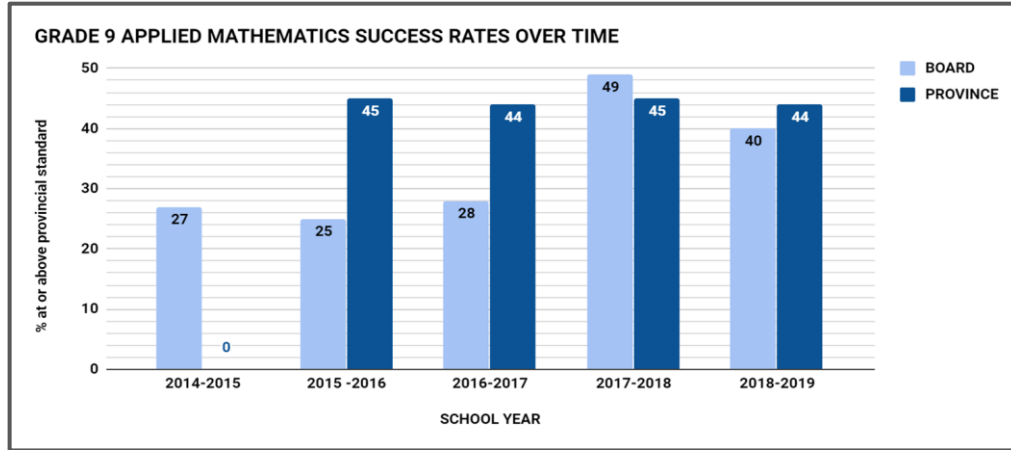
### **2018-2019**

**Wednesday, October 16, 2019**



# EQAO Grade 9 Mathematics Success Rates

43

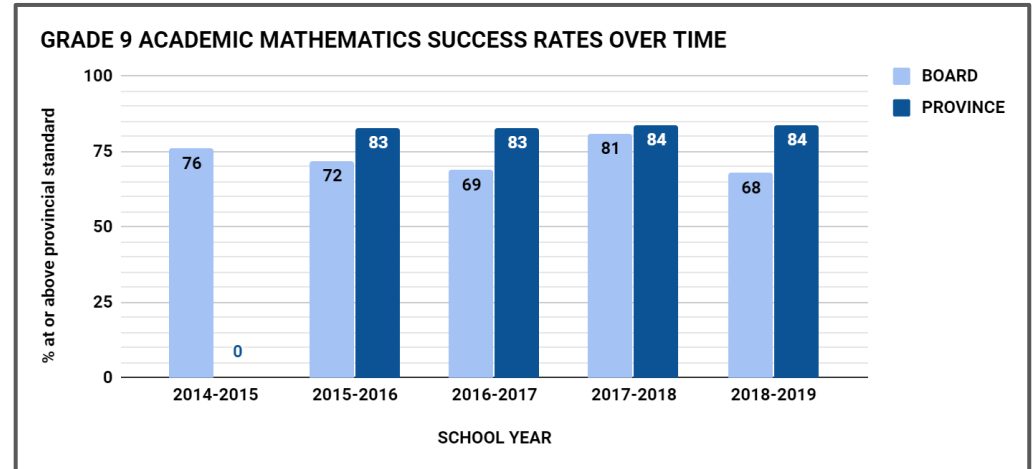


**HSCDSB:** Compared with the results from the previous year, the percentage of students who performed at or above the provincial standard decreased from 49% to 40%.

**Province:** Compared with the results from the previous year, the percentage of students who performed at or above the provincial standard decreased from 45% to 44%.

**HSCDSB:** Compared with the results from the previous year, the percentage of students who performed at or above the provincial standard decreased from 81% to 68%.

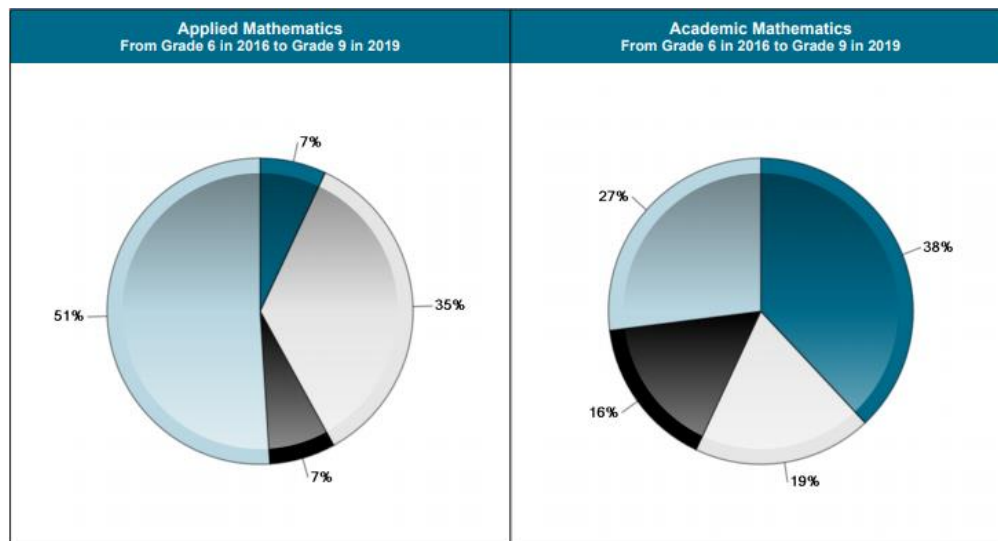
**Province:** Compared with the results from the previous year, the percentage of students who performed at or above the provincial standard was retained at 84%.





# Tracking a Cohort: Grade 6 to Grade 9 Assessment of Mathematics

44



■ Maintained Standard

□ Rose to Standard

■ Dropped From Standard

■ Never Met Standard

The mathematics results for the **43\*** students in the applied course in the cohort are as follows:

- **7%** (3) met the provincial standard in Grade 6 and Grade 9;
- **35%** (15) did not meet the standard in Grade 6 but met it in Grade 9;
- **7%** (3) met the standard in Grade 6 but did not meet it in Grade 9; and
- **51%** (22) did not meet the standard in Grade 6 and did not in Grade 9.

The mathematics results for the **100\*** students in the academic course in the cohort are as follows:

- **38%** (38) met the provincial standard in Grade 6 and Grade 9;
- **19%** (19) did not meet the standard in Grade 6 but met it in Grade 9;
- **16%** (16) met the standard in Grade 6 but did not meet it in Grade 9; and
- **27%** (27) did not meet the standard in Grade 6 and did not in Grade 9.



# Strategies to Improve Numeracy in HSCDSB

45

We will continue to:

- ❑ Maintain positive testing conditions.
- ❑ Embed EQAO-type questions into classroom instruction.
- ❑ Teach helpful strategies (e.g., multiple choice questions).
- ❑ Offer EQAO boot camps for students in risk.
- ❑ Track students more effectively through our updated data portal.
- ❑ Support students with special education needs through Learning Strategies blocks - every day, every block, every semester.





# Strategies to Improve Numeracy in HSCDSB

46



We will continue to:

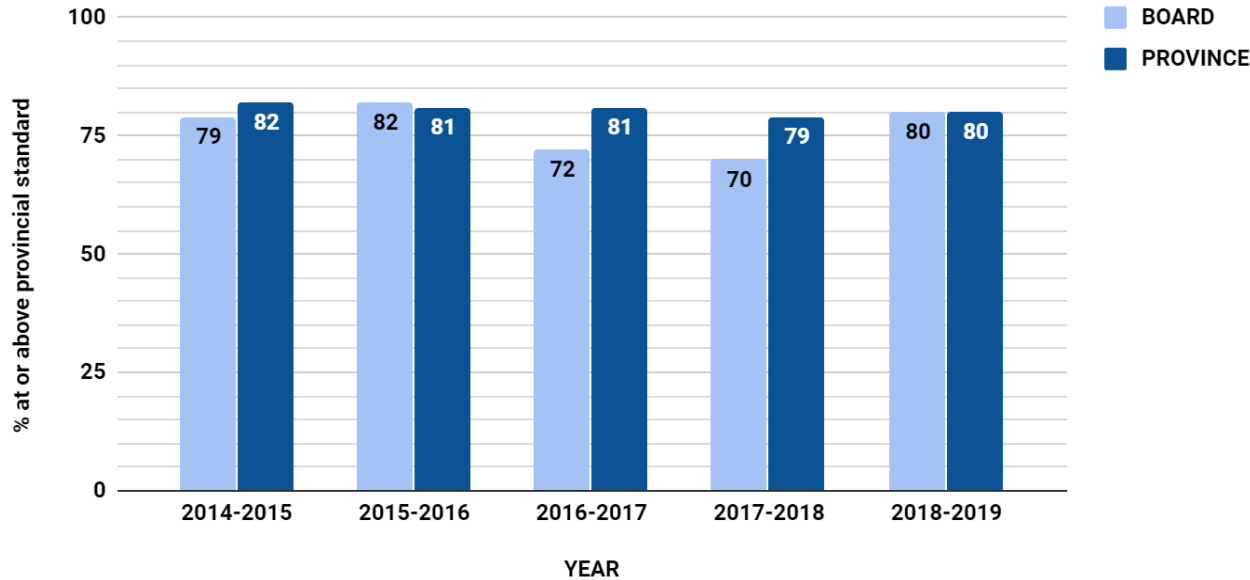
- ❑ Continuing implementation and monitoring of the Board Math Plan Kindergarten to Grade 12.
- ❑ Teach mental math strategies in our intermediate math classes, to improve students' fluency with numbers.
- ❑ Implement the scope and sequence documents, progressions of strands, and unit inventories to achieve consistency across schools and panels.
- ❑ Incorporate manipulatives into the instruction of mathematics at the intermediate level.
- ❑ School-Based Math Facilitator working collaboratively with math educators.



# Ontario Secondary School Literacy Test (OSSLT)

47

Board and Province OSSLT - First Time Eligible Fully Participating



## HSCDSB Results

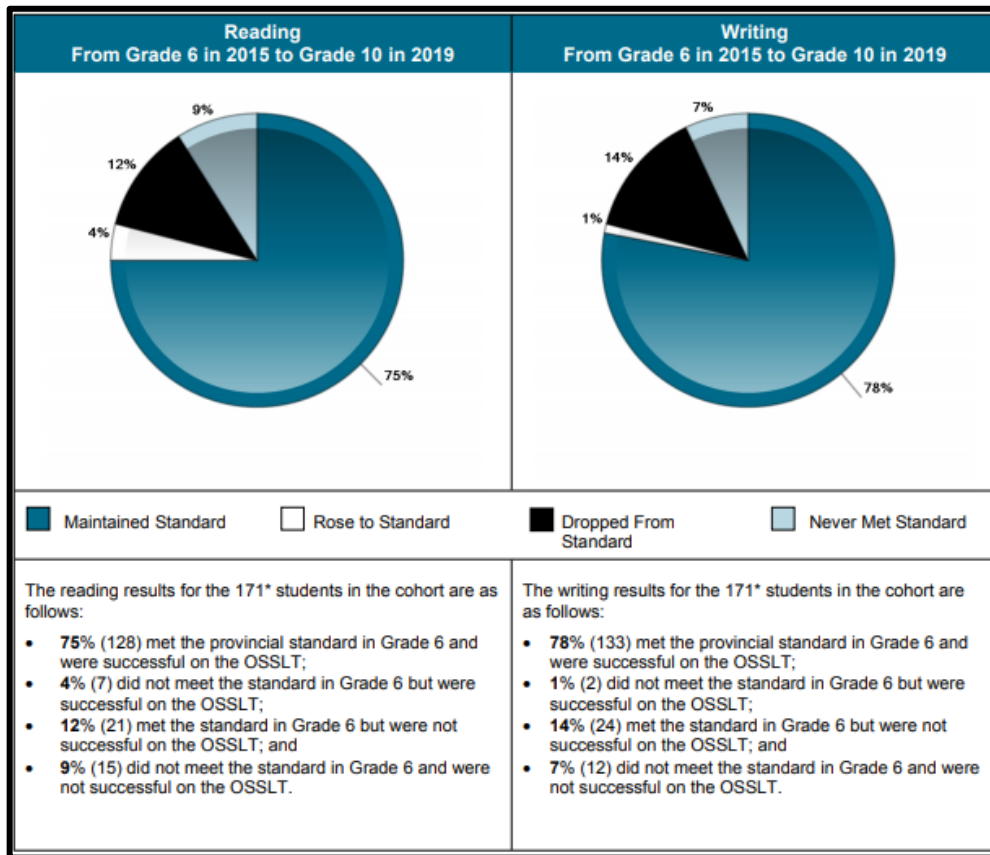
- The data refers to both St. Mary's College and Holy Angels Learning Centre students.
- Our results reflect the similar change in the provincial results.
- 80% of our students are achieving at or above provincial standard.

# Ontario Secondary School Literacy Test (OSSLT)

48

## This Cohort

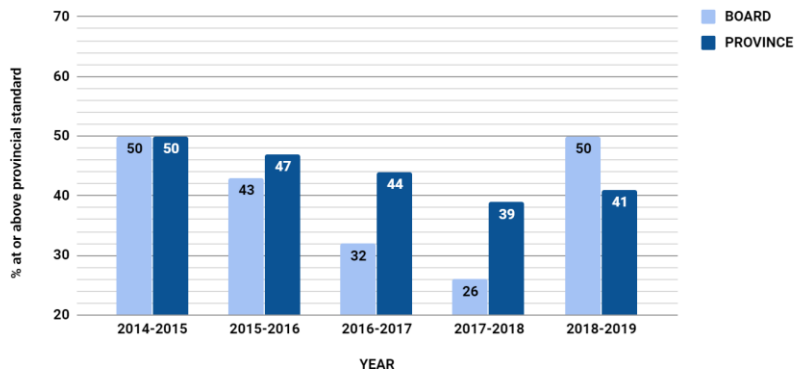
- In Reading, approximately 79% met or rose to provincial standard and 21% dropped or never met the standard.
- In Writing, approximately 79% met or rose to the provincial standard and 21% dropped or never met the provincial standard.



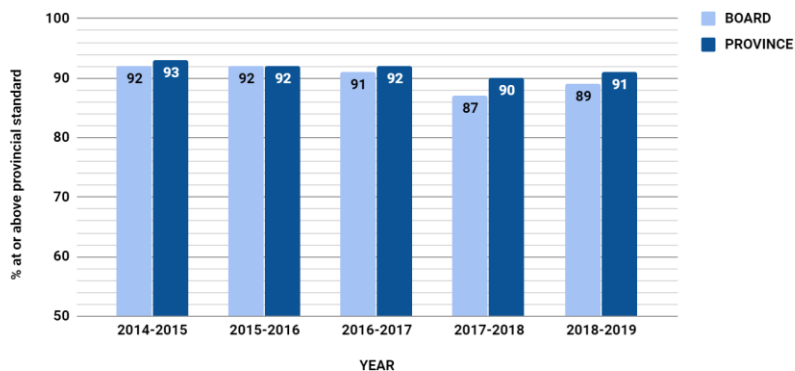
# Ontario Secondary School Literacy Test (OSSLT)

49

OSSLT Success Rates for First-time Eligible Students - Applied English



OSSLT Success Rates for First-time Eligible Students - Academic English



## Gaps Between Course Types

- Like the province, gaps between the success rates of students in applied and academic classes still occur.
- 89% of students in academic courses are at or above provincial level.
- 50% of students in applied courses are at or above provincial level. This is an increase of 24% from the previous year.



# Strategies to Improve Literacy in HSCDSB

50

We will continue to:

- ❑ Examine the data to inform next steps.
- ❑ Maintain positive testing conditions.
- ❑ Embed EQAO-type questions into classroom instruction.
- ❑ Teach helpful literacy strategies (e.g., underlining, skimming).
- ❑ Offer EQAO boot camps and lunch and learns for students in risk.
- ❑ Track students more effectively through our updated data portal.
- ❑ Support students with special education needs through Learning Strategies blocks - every day, every block, every semester.
- ❑ Integrate Indigenous perspectives into what and how we teach.







# Questions

51



October 2019

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## Huron-Superior Catholic District School Board

# REPORT TO THE DIRECTOR

**Re: EQAO Grade 10 OSSLT  
2018 - 2019**

**Submitted by:**

Christine Durocher and Danny Viotto  
Superintendents of Education

**Prepared by:**

Micaela Olejnik  
Catholic Curriculum Coordinator  
Kindergarten - Grade 12



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## A. Introduction

The Huron-Superior Catholic District School Board (HSCDSB) is committed and called to ensuring high levels of student achievement for all students. The HSCDSB Multi-Year Strategic plan states that we strive to plan effective and differentiated learning opportunities based on student needs while keeping the Ontario Curriculum at the forefront. Further to this, it is important that we begin with student work and collaborate to become more precise in the area of assessment.

This report contains an overview of the 2017-2018 Education Quality and Accountability Office (EQAO) OSSLT assessment for the Huron-Superior Catholic District School Board. It brings together information regarding what EQAO has learned over the past year about student learning in Ontario and allows educators to identify implications for the classroom and plan for improved instruction. Copies of the full Report can be downloaded from the EQAO website, which is located at [www.eqao.com](http://www.eqao.com).

### Key Benefits of EQAO Assessments

- EQAO assessments provide data, information, and insights on student achievement for individual students and multiple system levels.
- Students know more about how well they are doing in reading, writing, and/or mathematics and what they need to do in order to improve.
- Teachers and principals have more feedback on how well students are meeting the expectations in the Provincial curriculum and how effectively teaching strategies and school programs are meeting students' needs.
- Parents/Guardians are more familiar with the expectations in the Provincial curriculum and better informed about their children's achievement and progress.
- Ontarians have accurate and objective information about students' achievement and education quality in the publicly funded education system. *Excerpt from EQAO*

The Education Quality and Accountability Office (EQAO) released the results for the Grade 10 Ontario Secondary School Literacy Test (OSSLT) on September 18, 2019. It is mandatory that students pass the OSSLT or the Ontario Secondary School Literacy Course (OSSLC) to graduate.

- The April 2019 OSSLT results for HSCDSB refer to St. Mary's College and Holy Angels Learning Centre students.
- OSSLT results presented in this report are based on:
  - First-Time Eligible (FTE) "fully participating" students
  - Previously Eligible (PE) "fully participating" students
  - Previously Eligible (PE) students who have been deferred
  - Previously Eligible (PE) students who are completing the literacy requirement through the Ontario Literacy Course (OSSLC)

## B. Contextual Information

55

Contextual data pertaining to gender and student status are based on information provided by schools and/or boards through the Student Data Collection process.

### First-Time Eligible

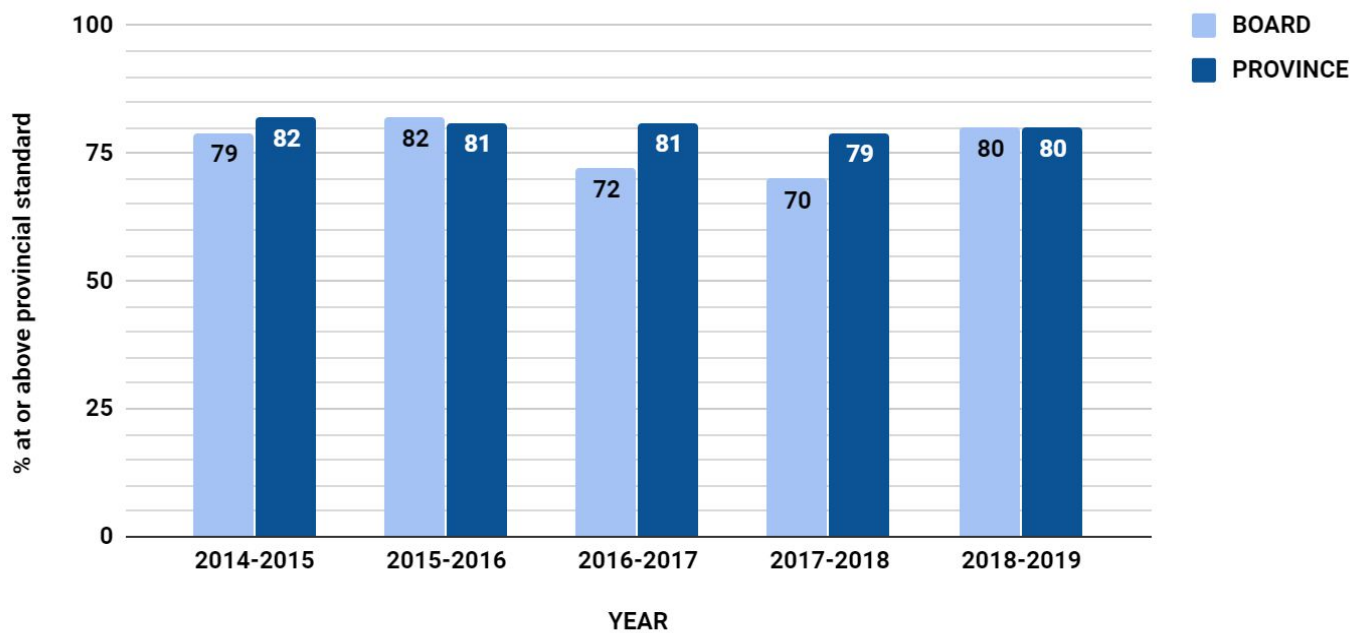
	School		Board		Province	
Enrolment						
Number of first-time eligible students	232		233		134 168	
Number of schools with first-time eligible students	n/a		2		762	
Number of students who were exempted	9		9		1 480	
	Number	Percent	Number	Percent	Number	Percent
Participation in the Test						
Of all first-time eligible students, those who participated fully	216	93%	217	93%	124	93%
Of all first-time eligible students, those who were absent	6	3%	6	3%	251	2%
Of all first-time eligible students, those who were deferred	10	4%	10	4%	2 320	6%
					7 597	
Gender -Based on number of first-time eligible students						
Female	131	56%	132	57%	65 696	49%
Male	101	44%	101	43%	68 471	51%
Gender not specified	0	0%	0	0%	1	<1%
Student Status - Based on number of first-time eligible students						
English language learners	1	<1%	1	<1%	8 880	7%
• English language learners receiving special provisions	1	<1%	1	<1%	3 128	3%
Students with special education needs (excluding gifted)	51	22%	51	22%	26 504	20%
• Students with special education needs receiving accommodations (excluding gifted)	34	16%	34	16%	16 876	14%
Course Type in English - Based on number of first-time eligible students						
Academic	173	75%	173	74%	99 381	74%
Applied	43	19%	44	19%	25 648	19%
Locally Developed	14	6%	14	6%	3 888	3%
ESL/ELD	0	0%	0	0%	2 562	2%
Other	2	1%	2	1%	2 684	2%

## Previously Eligible

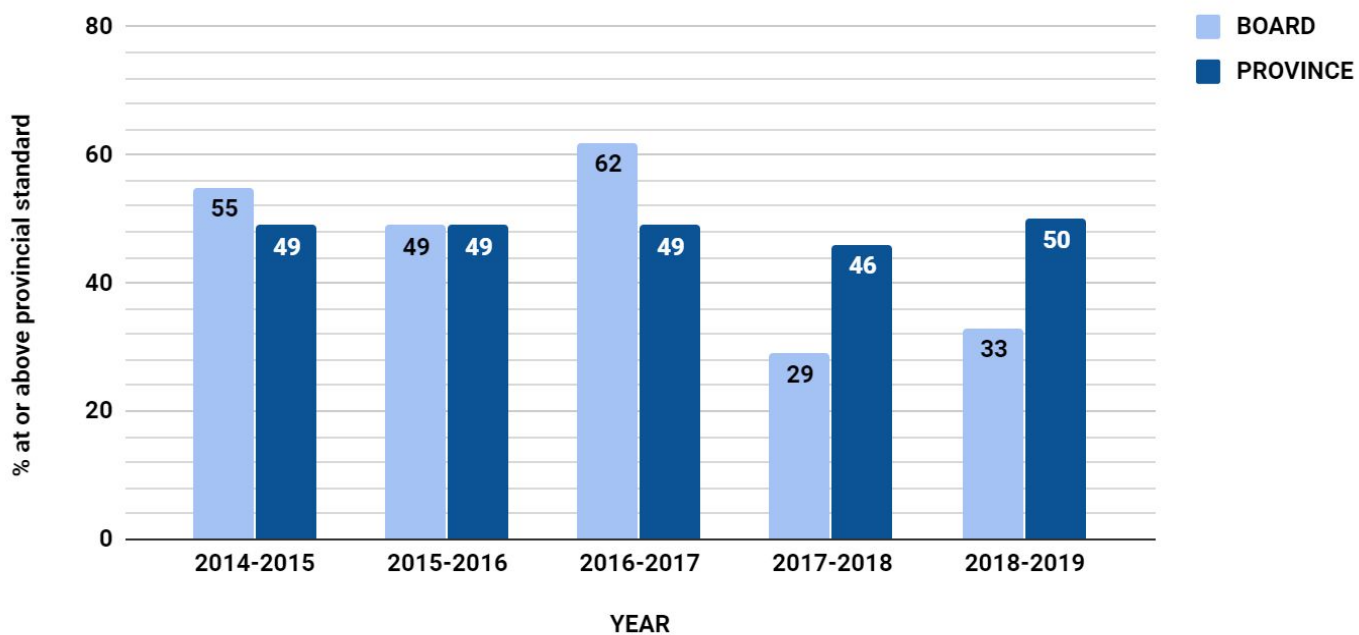
56

	School		Board		Province	
Enrolment						
Number of previously eligible students	123		129		58 128	
Number of schools with previously eligible students	n/a		2		792	
Number of students who were exempted	13		13		1 603	
	Number	Percent	Number	Percent	Number	Percent
Participation in the Test						
Of all previously eligible students, those who participated fully	36	29%	36	28%	26 499	46%
Of all previously eligible students, those who were absent	2	2%	2	2%	4 574	8%
Of all previously eligible students, those who were deferred	16	13%	16	12%	6 110	11%
Of all previously eligible students, those who are completing the literacy requirement through the Ontario Secondary School Literacy Course (OSSLC)	69	56%	75	58%	20 945	36%
Gender - Based on number of previously eligible students						
Female	43	35%	46	46%	22 295	38%
Male	80	65%	83	64%	35 833	62%
Gender not specified	0	0%	0	0%	0	0%
Student Status - Based on number of previously eligible students						
English language learners	1	1%	1	1%	9 821	17%
• English language learners receiving special provisions	0	0%	0	0%	2 259	9%
Students with special education needs (excluding gifted)	68	68%	68	53%	23 286	40%
• Students with special education needs receiving accommodations (excluding gifted)	14	14%	14	39%	7 126	27%

Board and Province OSSLT - First Time Eligible Fully Participating



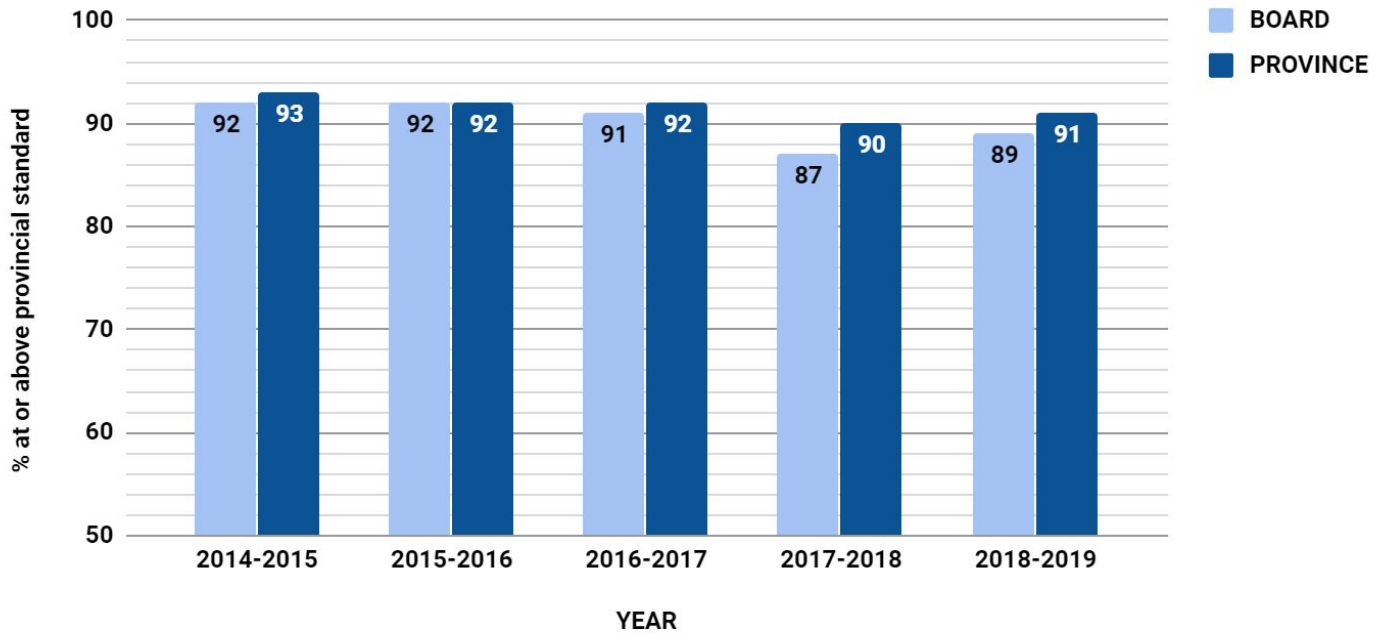
Board and Province OSSLT - Previously Eligible Fully Participating



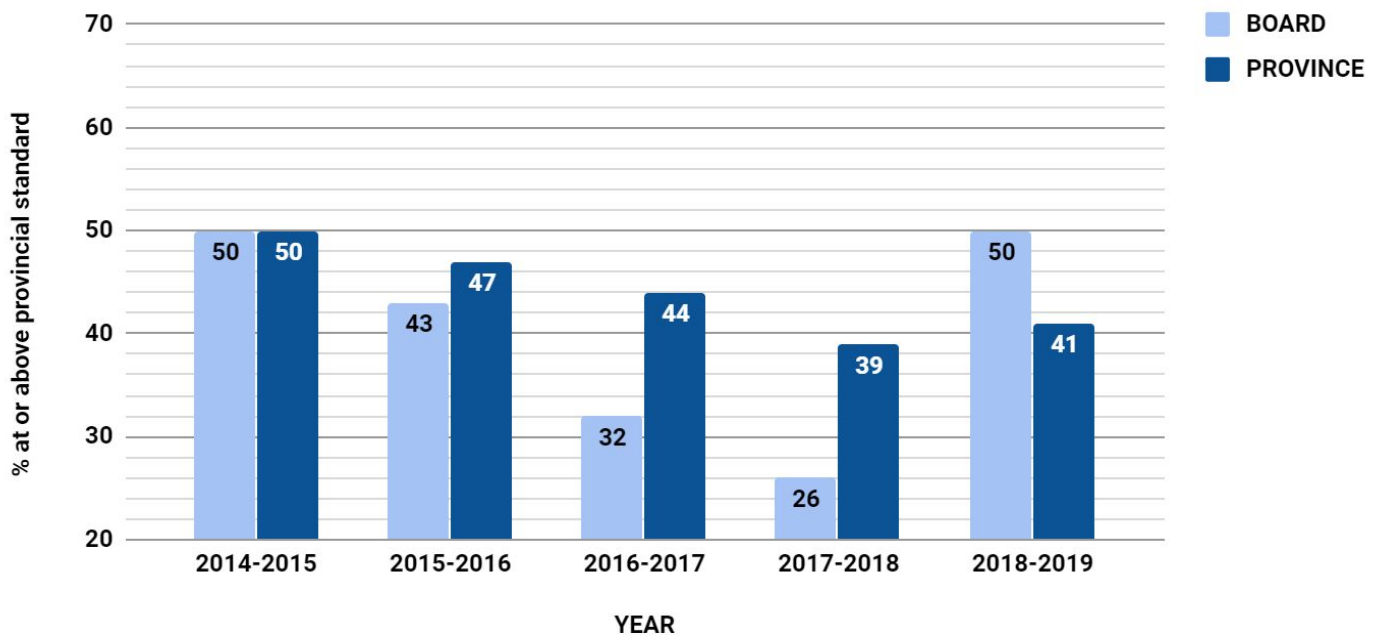


## D. Success Rates for Fully Participating First-time Eligible Students Over Time by Program Type <sup>58</sup>

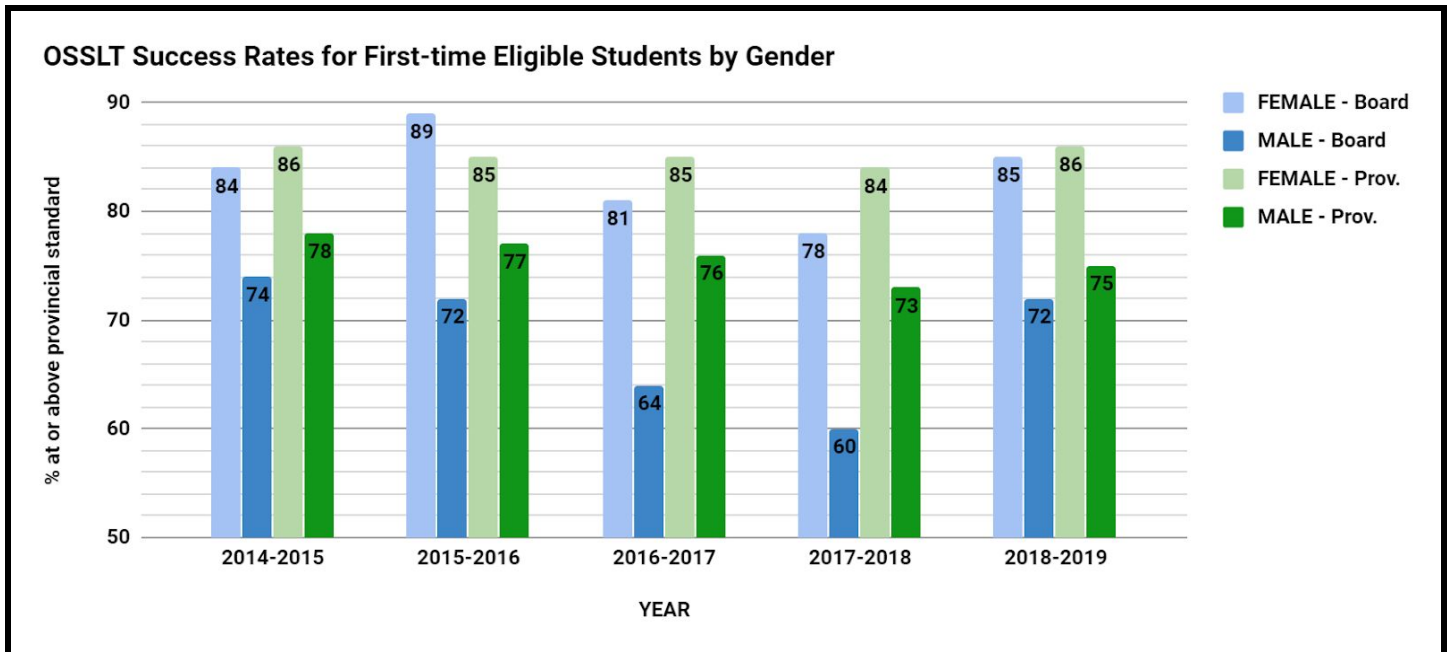
OSSLT Success Rates for First-time Eligible Students - Academic English



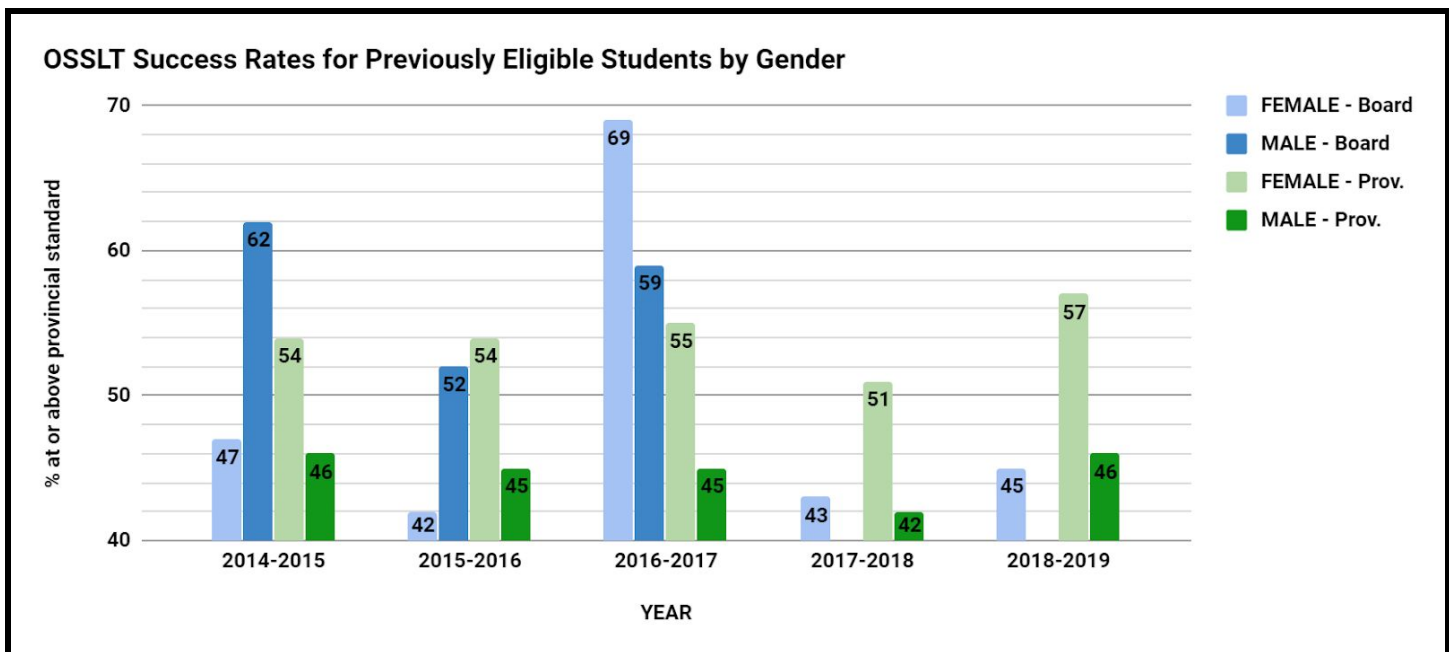
OSSLT Success Rates for First-time Eligible Students - Applied English



## Fully Participating First-Time Eligible Students



## Fully Participating Previously Eligible Students



Education Quality and  
Accountability Office

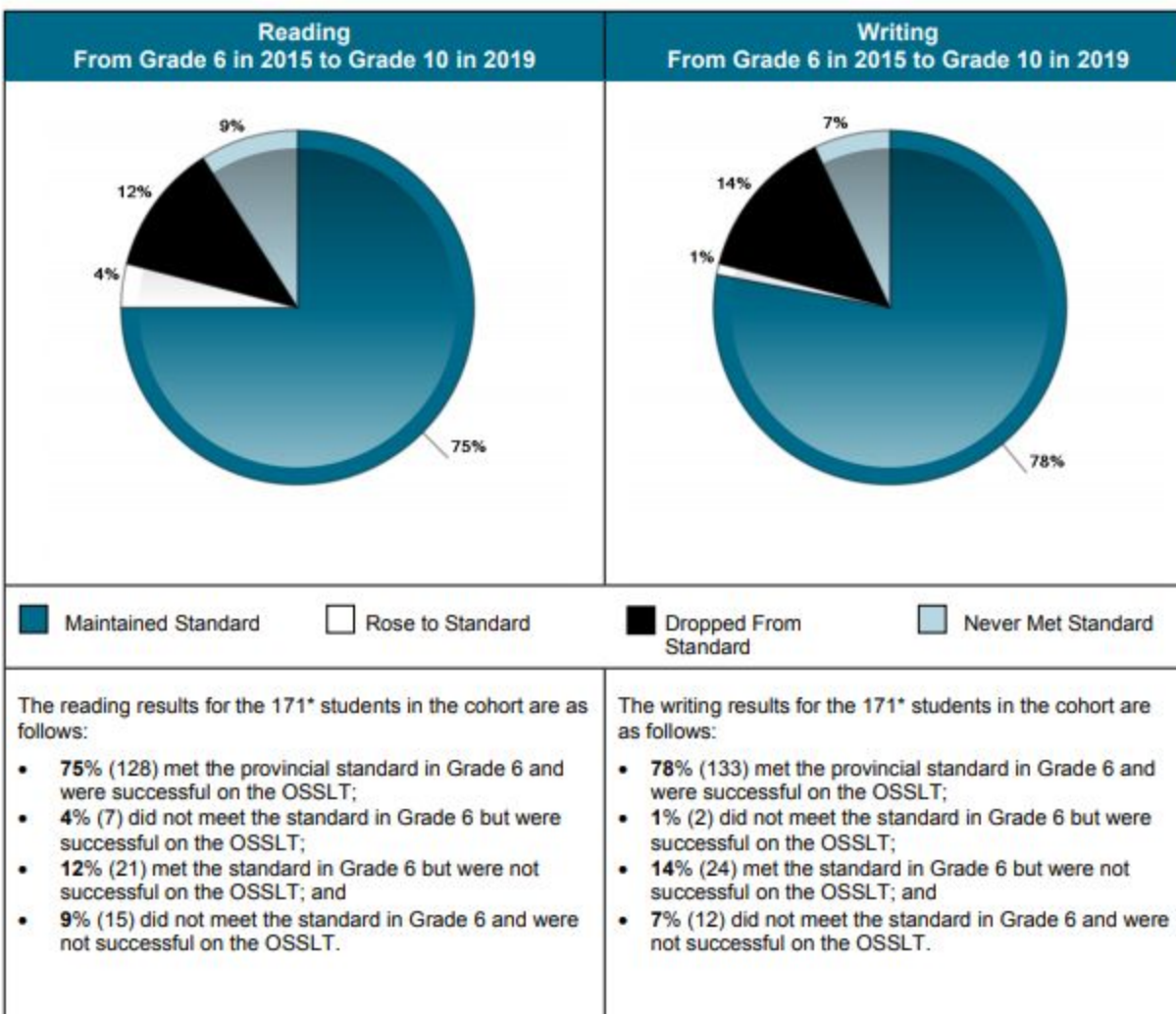


## Tracking Student Achievement in Relation to the Provincial Standard Junior Division (Grade 6) in 2014–2015 to OSSLT (Fully Participating) in 2018–2019

School: St Mary's College (776076)

School Board: Huron-Superior Catholic DSB (29025)

EQAO tracked the progress of students who wrote the junior-division assessment in 2015, when they were in Grade 6, and the OSSLT in 2019, when they were in Grade 10. The pie charts below show how students performed on the 2019 test compared to their Grade 6 assessment results in 2015. The percentages are based on the number of tracked students in the cohort who participated in the OSSLT and for whom EQAO has Grade 6 results (including those who participated, those who were exempted and those who provided no work to be scored in Grade 6).

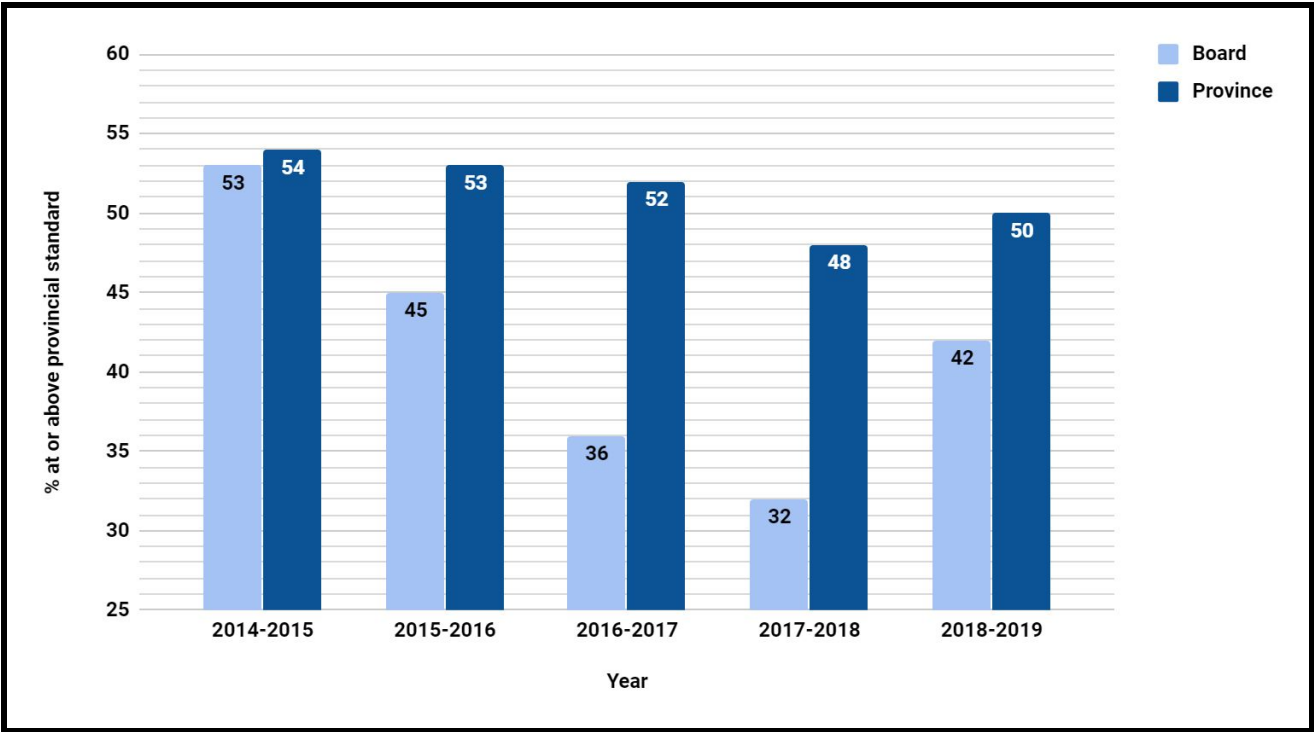


\* Includes only students with validated data. Percentages may not add up to 100, due to rounding.

Students with special education needs are students with an Individual Education Plan (IEP) who may or may not have been identified as “exceptional pupils” through an Identification, Placement and Review Committee (IPRC), and are receiving special education programs and services. All exceptionalities, except giftedness, are included in this report as outlined below:

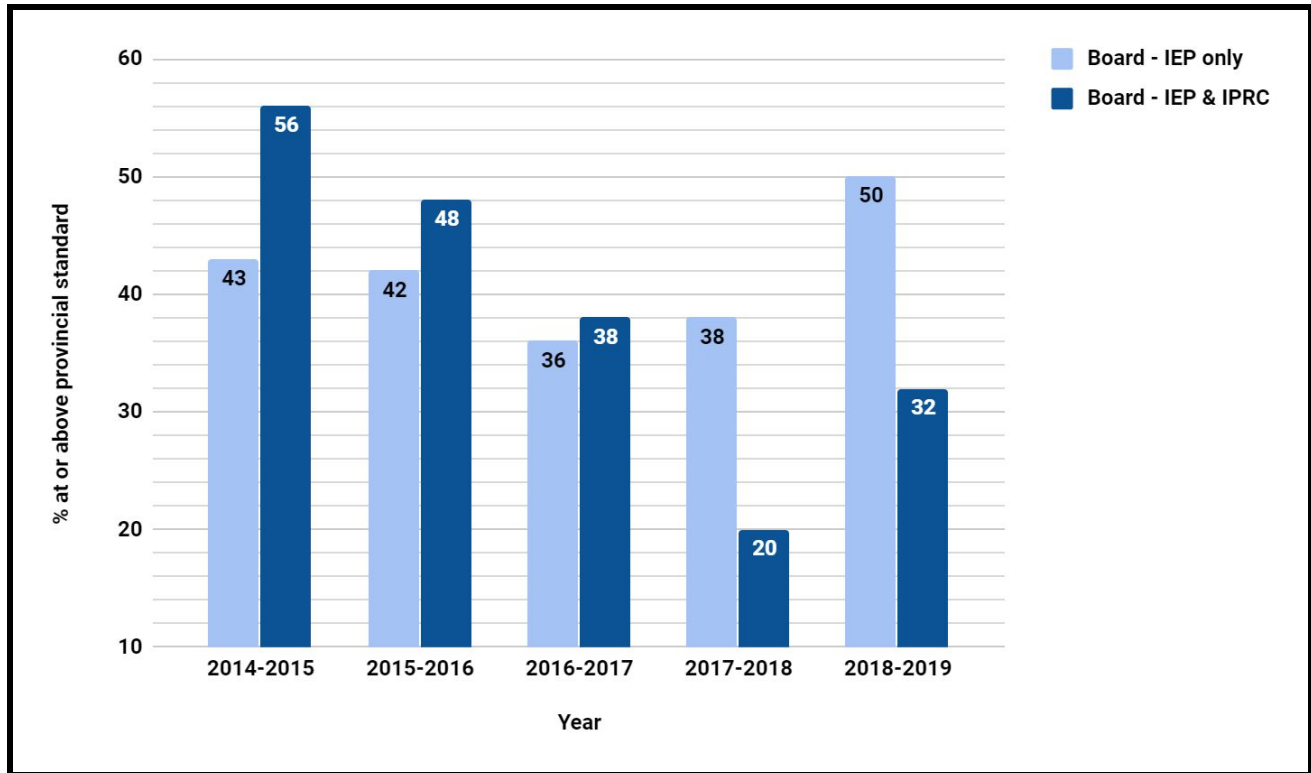
Behaviour	Deaf or hard of hearing	Mild intellectual disability	Multiple exceptionalities
Autism spectrum disorders	Blind or low vision	Developmental disability	Physical disability
Speech impairment	Language impairment	Learning disability	<i>Excerpt from EQAO</i>

FIRST TIME ELIGIBLE - FULLY PARTICIPATING  
STUDENTS WITH SPECIAL EDUCATION NEEDS (excluding gifted)

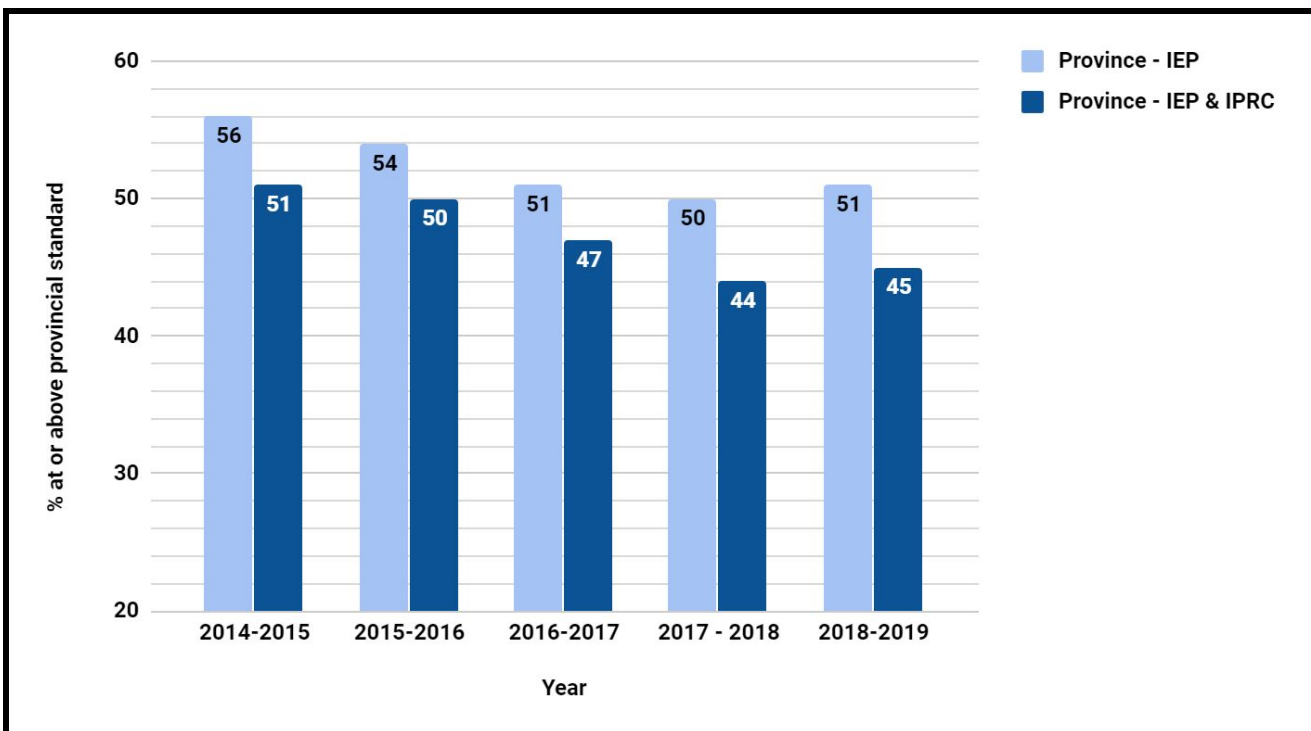


**FIRST TIME ELIGIBLE - FULLY PARTICIPATING**  
**STUDENTS WITH SPECIAL EDUCATION NEEDS RECEIVING ACCOMMODATIONS (excluding gifted)**

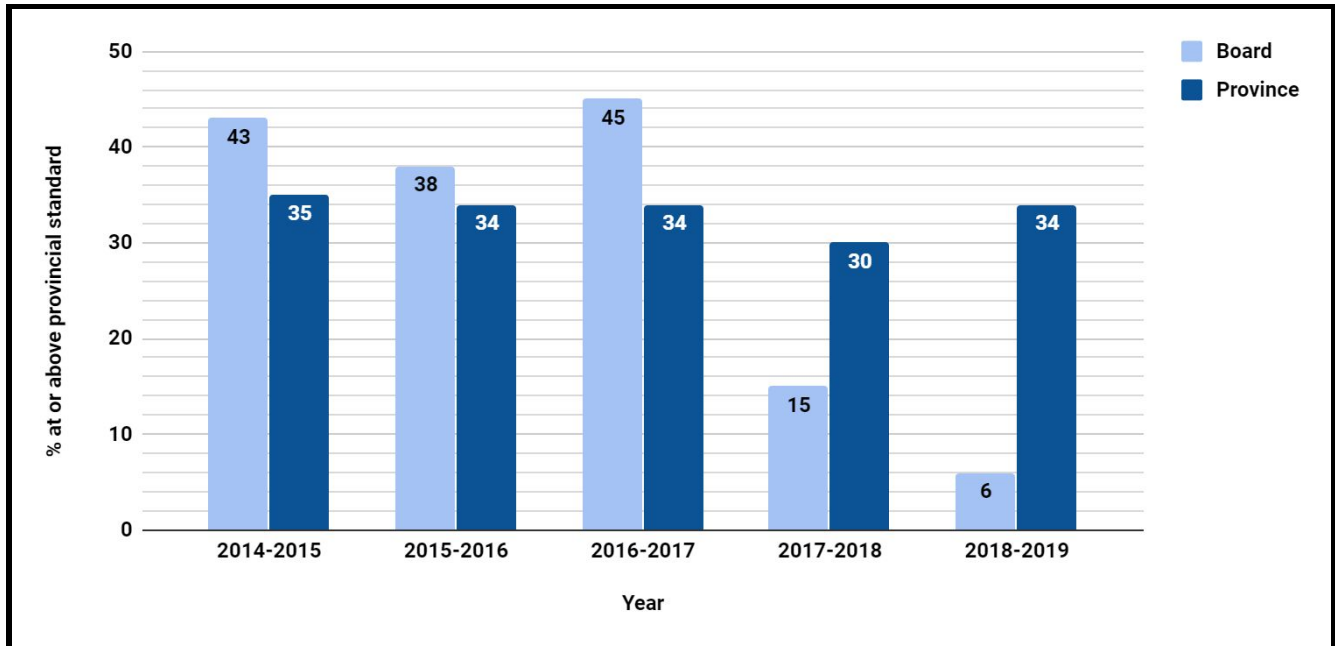
**BOARD**



**PROVINCE**



**PREVIOUSLY ELIGIBLE - FULLY PARTICIPATING**  
**STUDENTS WITH SPECIAL EDUCATION NEEDS (excluding gifted)**



NOTE: No data is available for Students with Special Education Needs (excluding gifted) with Accommodations for Fully Participating Previously Eligible students

## H. Next Steps

Assessment results in the academic, applied and locally developed programs reflect the need for continued targeted initiatives with adherence to the pillars of the *Multi-year Strategic Plan 2015 - 2020*. Collaboration will continue among all departments to take action on the identified implications for student learning.

### Supportive Environments and Well-Being

*We are called and committed to being people of hope and celebration, ensuring environments are positive and supportive in education the whole child.* (Multi-Year Strategic Plan 2015-2020)

- Maintaining positive assessment conditions
  - Conditions for success during the OSSLT writing are monitored (e.g., a quiet wing of the school, a cool environment, morning writing for all students, and fewer school events).

### Student Achievement

*We are called and committed to ensuring high levels of student achievement for all students in alignment with Ministry goals. Our goal is to narrow the gaps in learning by knowing our students and providing focused intervention.* (Multi-Year Strategic Plan 2015-2020)

- Embedding EQAO-type questions into classroom instruction
  - Literacy test skills are embedded in all Grade 9 English class assignments and Independent Studies.
  - All Grade 10 students in English classes complete two practice booklets of sample test questions provided by EQAO. Students are taught the skills for each response type and are given descriptive feedback and conferencing opportunities to improve their writing pieces. Students are provided with tips on implicit reasoning skills.
- Teaching helpful literacy strategies (e.g. underlining, skimming).
- Offering EQAO boot camps for students in-risk
  - Repeat writers work with experienced English teachers. In workshops over two half days, students complete sample OSSLT questions. Students are divided into small groups and receive specific, individualized, descriptive feedback on their work and are shown areas for improvement. Teachers also provide extensive guidelines on how to complete the writing assignments to assist students with their responses.
  - First-time eligible students “flagged” by grade 9 English teachers are offered the opportunity to participate in three lunch hour sessions focusing on critical components of the OSSLT. Students are provided descriptive feedback and individual conferencing.
- Tracking students more effectively through our updated data portal.
  - Student Success teams at each school identify and support students in-risk.
  - Data will be used to identify specific students who require additional support, especially those students who were unsuccessful in Grade 6, students in applied level classes, and students with special education needs who require intentional strategies.

- Supporting students with special education needs through Learning Strategies blocks – every day, every block, and every semester.
  - In addition to the Learning Strategies teachers, two full-time Assistive Technology Resource Teachers support students with special education needs and provide training for the OSSLT.
- Integrating Indigenous perspectives into what and how we teach.
  - Our Indigenous lead and English department will review a resource specifically designed to increase literacy skills to support Indigenous youth to meet success on the OSSLT.
- Implementation and monitoring of the Board Literacy Plan Kindergarten to Grade 12: *If we build a common understanding and implement a comprehensive literacy plan by focusing on essential instructional approaches, critical thinking and productive classroom talk inclusive of all languages, then we will narrow the gap in student achievement in literacy. (HSCDSB Literacy Plan in progress)*
  - Principals, Lead teachers, Curriculum Coordinator and Grade 9 and 10 teachers will work as a team to identify and implement effective literacy strategies related to the OSSLT.

## Conclusion

Senior Administration, Program Team, Special Education Department and School Teams will analyze the results recently released by EQAO. Areas of strength where students performed consistently well and areas that were challenging for students will be identified by the School Teams to inform their School Improvement Plan for Student Achievement (SIPSA), as well as identifying implications for classroom instruction.



October 2019

66



## Huron-Superior Catholic District School Board

# REPORT TO THE DIRECTOR

**Re: EQAO Grade 9 Mathematics  
2018 - 2019**

**Submitted by:**

Christine Durocher and Danny Viotto  
Superintendents of Education

**Prepared by:**

Micaela Olejnik  
Catholic Curriculum Coordinator  
Kindergarten to Grade 12



<b>A. Introduction</b>	<b>3</b>
<b>B. Contextual Information - Academic/Applied</b>	<b>4-5</b>
<b>C. Achievement Results Over Time by Program</b>	<b>6</b>
<b>D. Percentage of All Students in Mathematics at All Levels Over Time</b>	<b>7-8</b>
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<b>F. Same Cohort Comparison: Grade 6 to Grade 9</b>	<b>10</b>
<b>G. Next Steps and Conclusion</b>	<b>11-12</b>

The Huron-Superior Catholic District School Board (HSCDSB) is committed and called to ensuring high levels of student achievement for all students. The HSCDSB Multi-Year Strategic plan states that we strive to plan effective and differentiated learning opportunities based on student needs while keeping the Ontario Curriculum at the forefront. Further to this, it is important that we begin with student work and collaborate to become more precise in the area of assessment.

This report contains an overview of the 2018-2019 Education Quality and Accountability Office (EQAO) Grade 9 Mathematics assessment for the Huron-Superior Catholic District School Board. It brings together information regarding what EQAO has learned over the past year about student learning in Ontario and allows educators to identify implications for the classroom and plan for improved instruction. Copies of the full Report can be downloaded from the EQAO website, which is located at [www.eqao.com](http://www.eqao.com).

### Key Benefits of EQAO Assessments

- EQAO assessments provide data, information, and insights on student achievement for individual students and multiple system levels.
- Students know more about how well they are doing in reading, writing, and/or mathematics and what they need to do in order to improve.
- Teachers and principals have more feedback on how well students are meeting the expectations in the Provincial curriculum and how effectively teaching strategies and school programs are meeting students' needs.
- Parents/Guardians are more familiar with the expectations in the Provincial curriculum and better informed about their children's achievement and progress.
- Ontarians have accurate and objective information about students' achievement and education quality in the publicly funded education system.

*Excerpt from EQAO*

## B. Contextual Information

69

Contextual data pertaining to gender and student status are based on information provided by schools and/or boards through the Student Data Collection process.

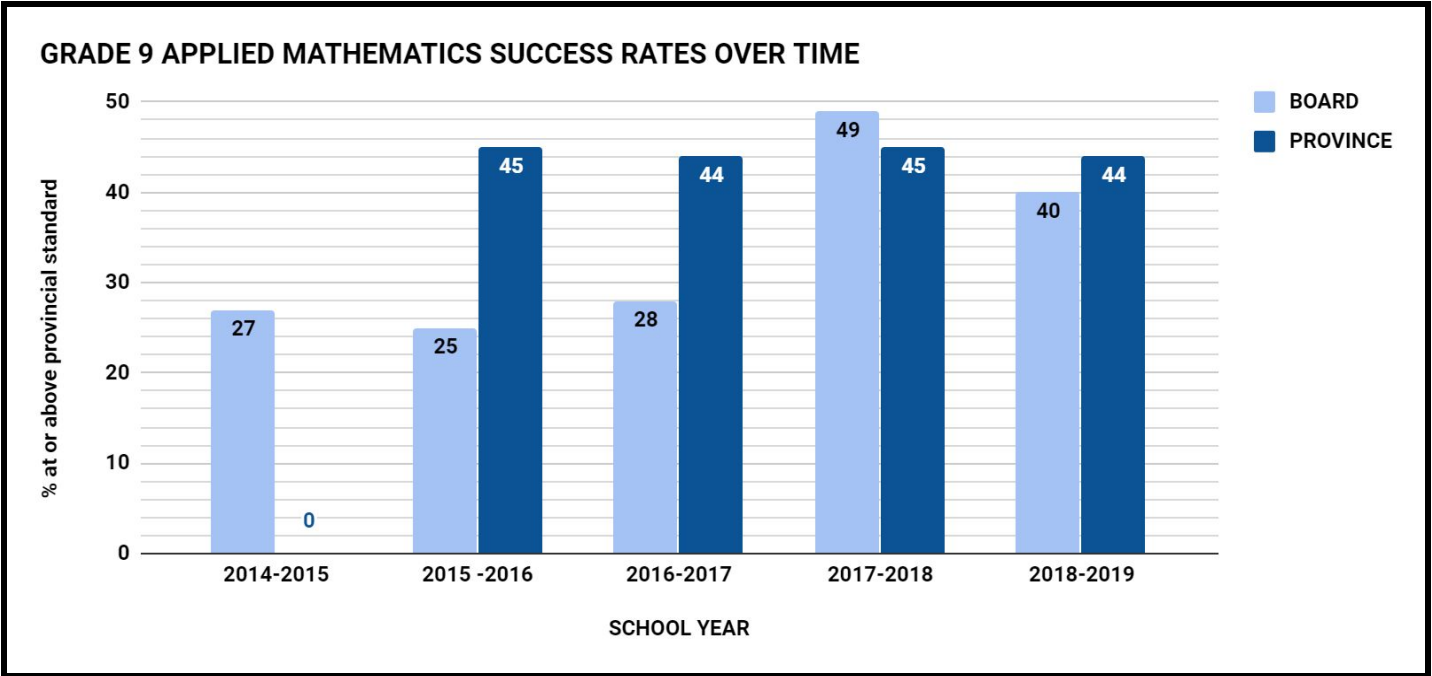
### Grade 9 - Applied Course

Demographic Information	School/Board		Province	
Enrolment				
Number of students in applied mathematics course	53		33 573	
Number of classes with students in applied mathematics course	2		2 375	
Number of schools with applied mathematics classes	Not applicable		686	
	Number	Percent	Number	Percent
Participation in the Assessment				
Students who participated in the assessment	49	92%	32 230	96%
Participating students who received one or more accommodations	16	33%	4 802	15%
Participating students who received special provisions	0	0%	1 273	4%
Students who did not complete any part of the assessment (no data)	4	8%	1 343	4%
Gender - Based on number of students enrolled				
Female	23	43%	14 383	43%
Male	30	57%	19 185	57%
Gender not specified	0	0%	5	<1%
Student Status - Based on number of students enrolled				
English Language Learners	0	0%	4 122	12%
Students with special education needs (excluding gifted)	25	47%	13 644	41%

### Grade 9 - Academic Course

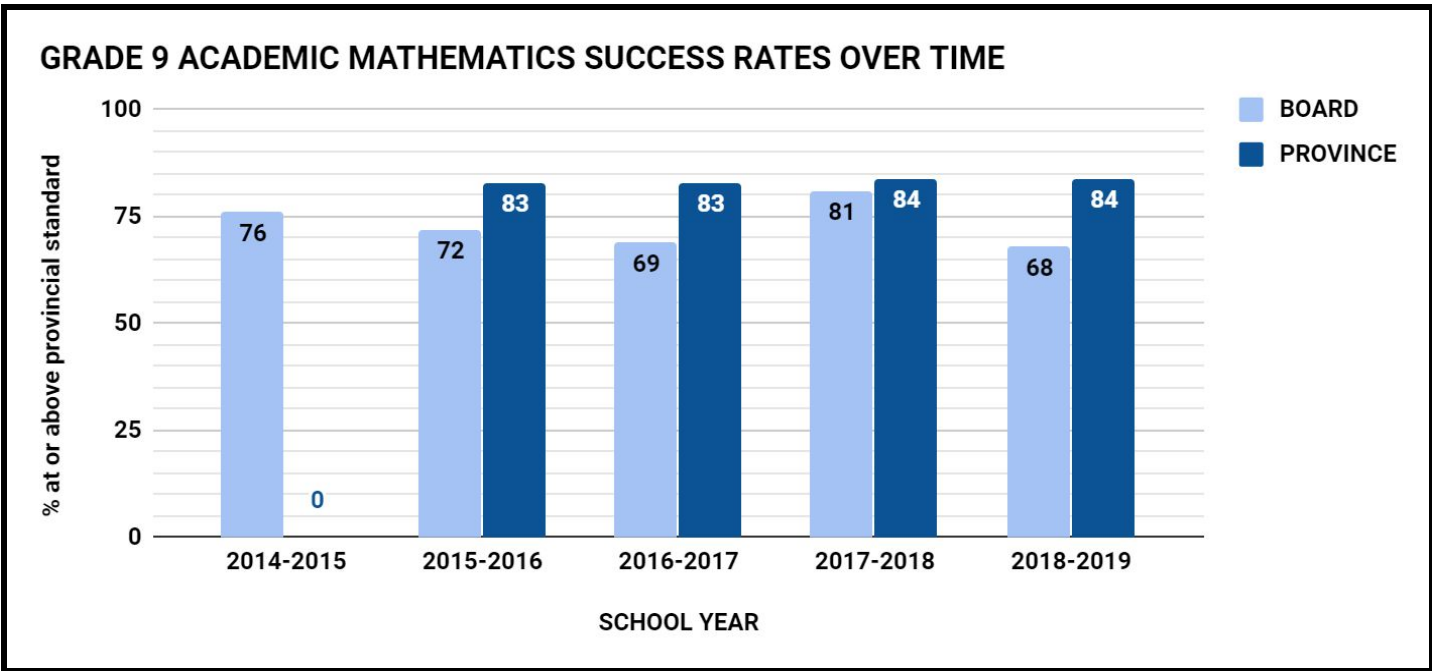
Demographic Information	School/Board		Province	
Enrolment				
Number of students in academic mathematics course	171		100 425	
Number of classes with students in academic mathematics course	7		4 450	
Number of schools with academic mathematics classes	Not applicable		669	
	Number	Percent	Number	Percent
Participation in the Assessment				
Students who participated in the assessment	168	98%	99 382	99%
Participating students who received one or more accommodations	7	4%	3 002	3%
Participating students who received special provisions	0	0%	2 474	2%
Students who did not complete any part of the assessment (no data)	3	2%	1 043	1%

<b>Gender - Based on number of students enrolled</b>					<b>70</b>
Female	102	60%	51 250	51%	
Male	69	40%	49 173	49%	
Gender not specified	0	0%	2	<1%	
<b>Student Status - Based on number of students enrolled</b>					
English Language Learners	1	1%	7 517	7%	
Students with special education needs (excluding gifted)	17	10%	8 782	9%	



Compared with the results from the previous year, the percentage of Gr. 9 students who performed at or above the provincial standard:

- Grade 9 Applied Mathematics - Board: decrease from 49% to 40%
- Grade 9 Applied Mathematics - Province: decrease from 45% to 44%

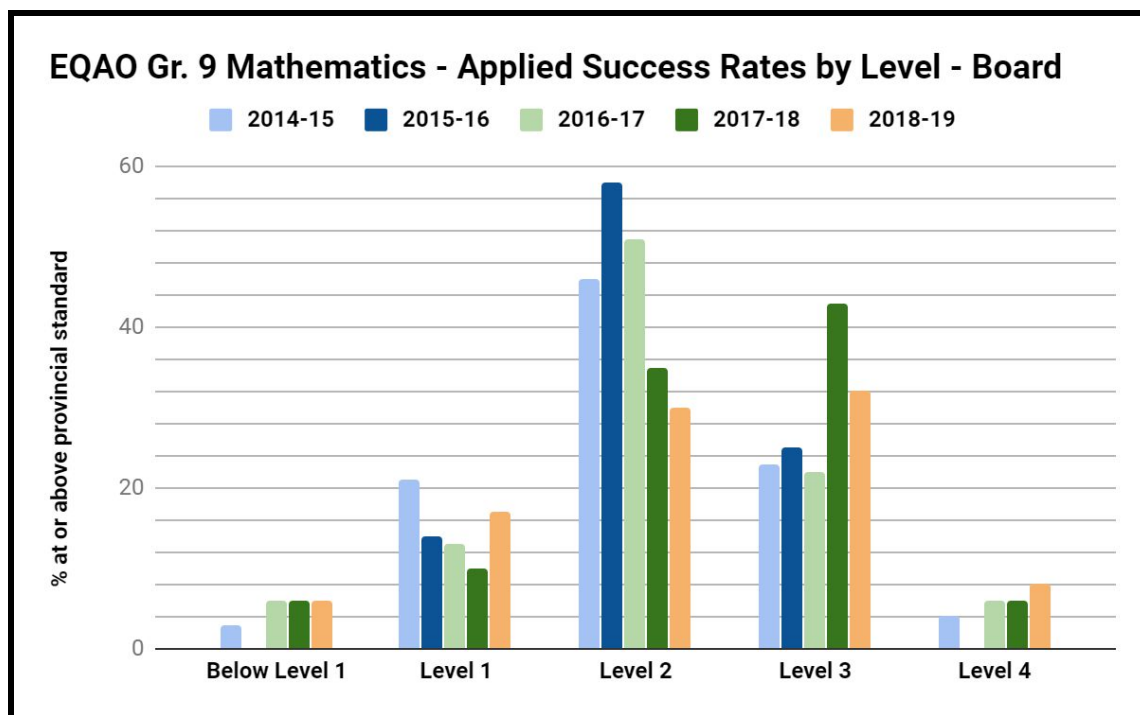


Compared with the results from the previous year, the percentage of Gr. 9 students who performed at or above the provincial standard

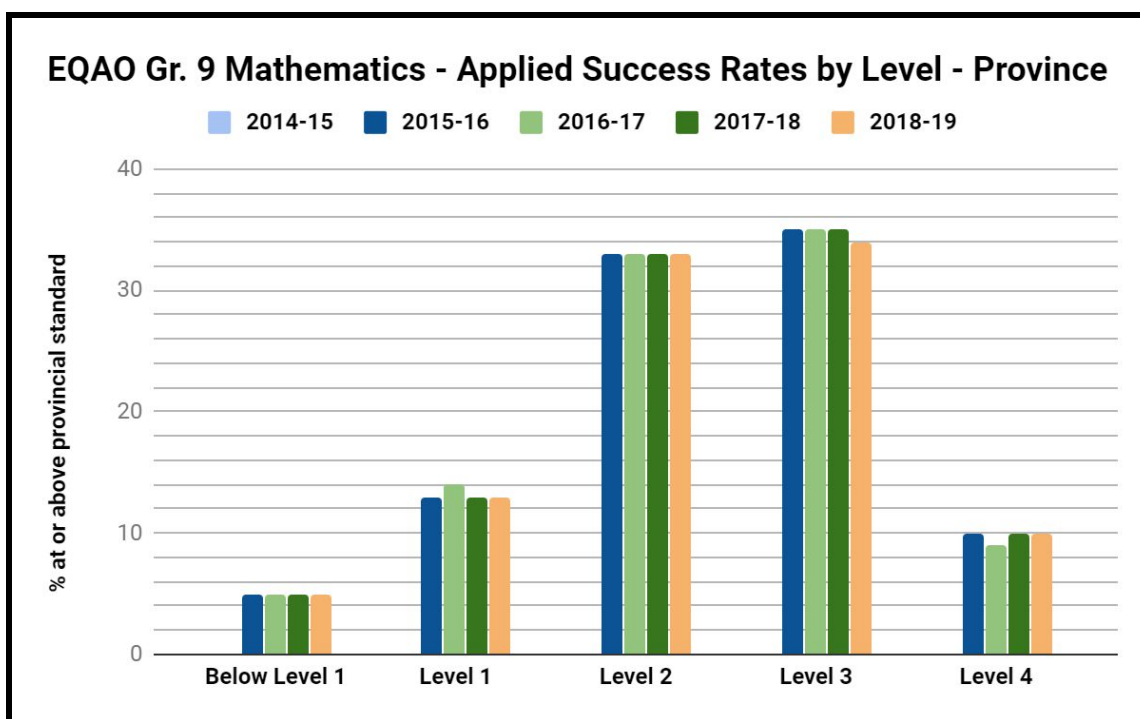
- Grade 9 Academic Mathematics - Board: decrease from 81% to 68%
- Grade 9 Academic Mathematics - Province: retained at 84%

## D. Percentage of All Students in Mathematics at All Levels Over Time

### Applied Mathematics - Board

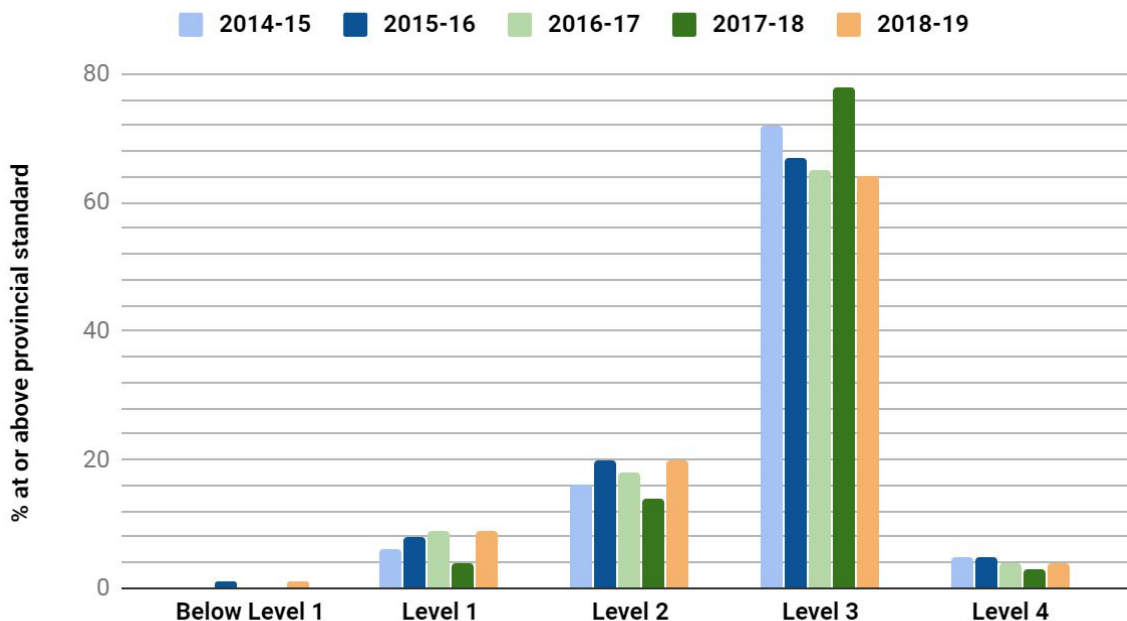


### Applied Mathematics - Province



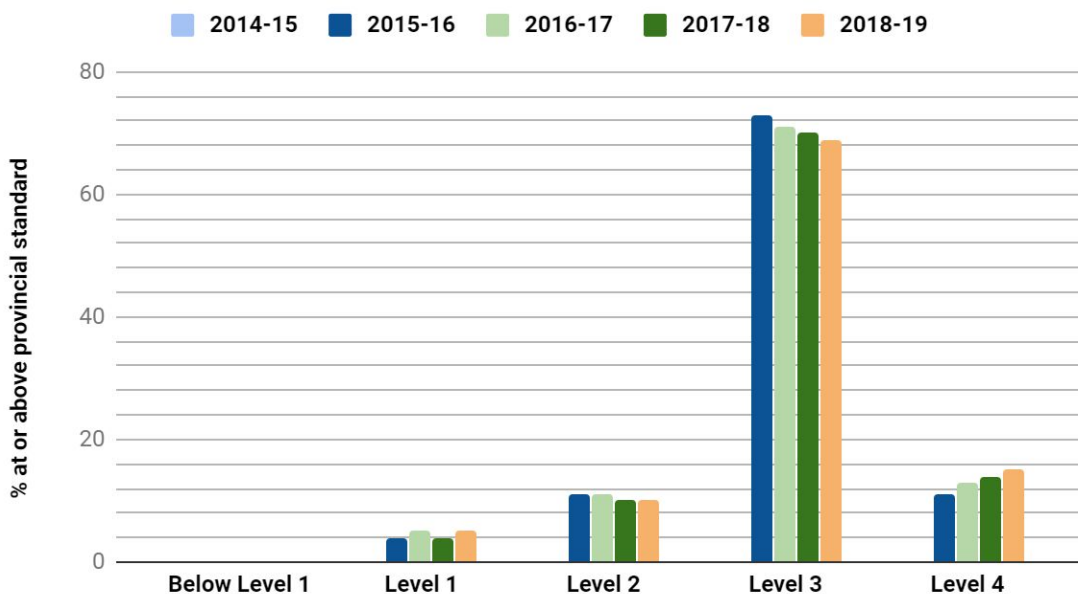
### Academic Mathematics - Board

### EQAO Gr. 9 Mathematics - Academic Success Rates by Level - Board



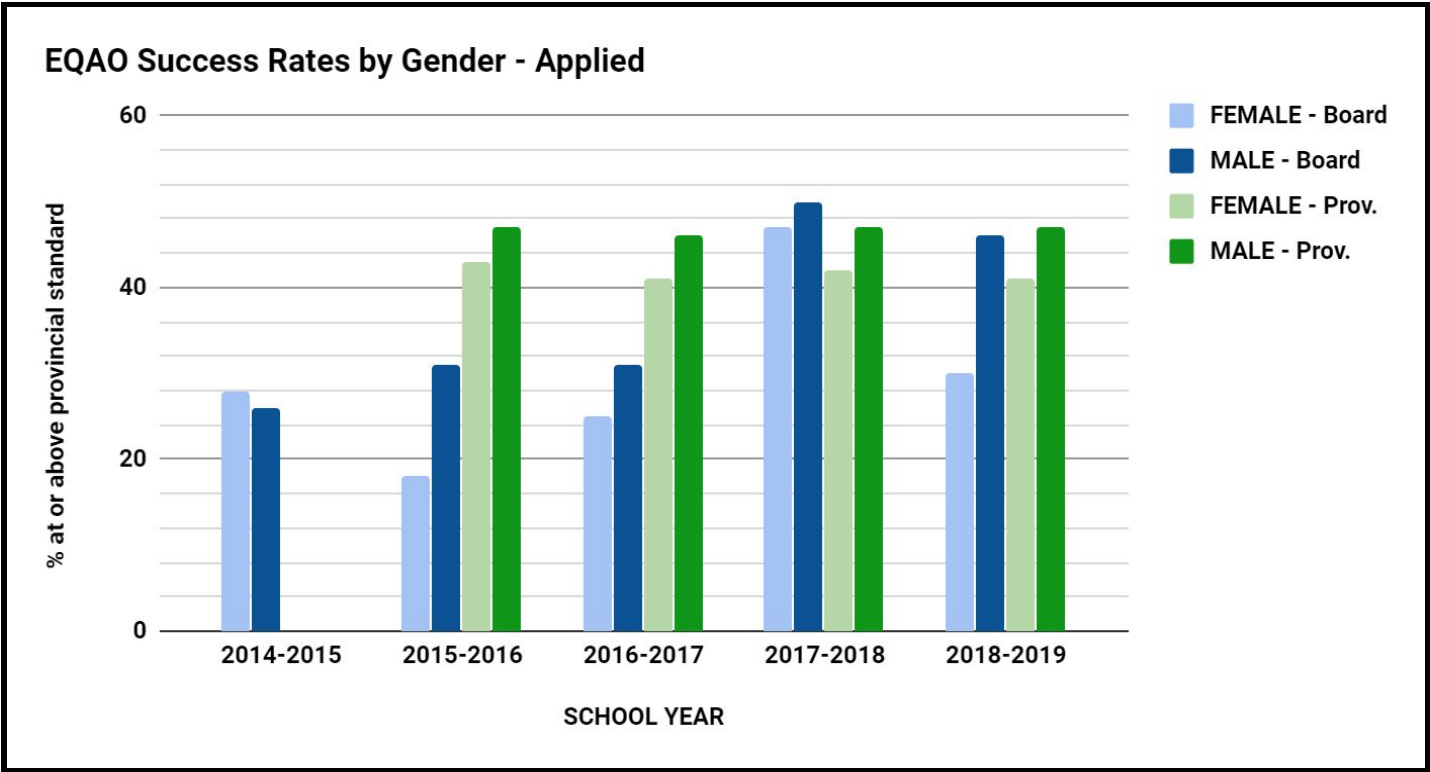
### Academic Mathematics - Province

#### EQAO Gr. 9 Mathematics - Academic Success Rates by Level - Province

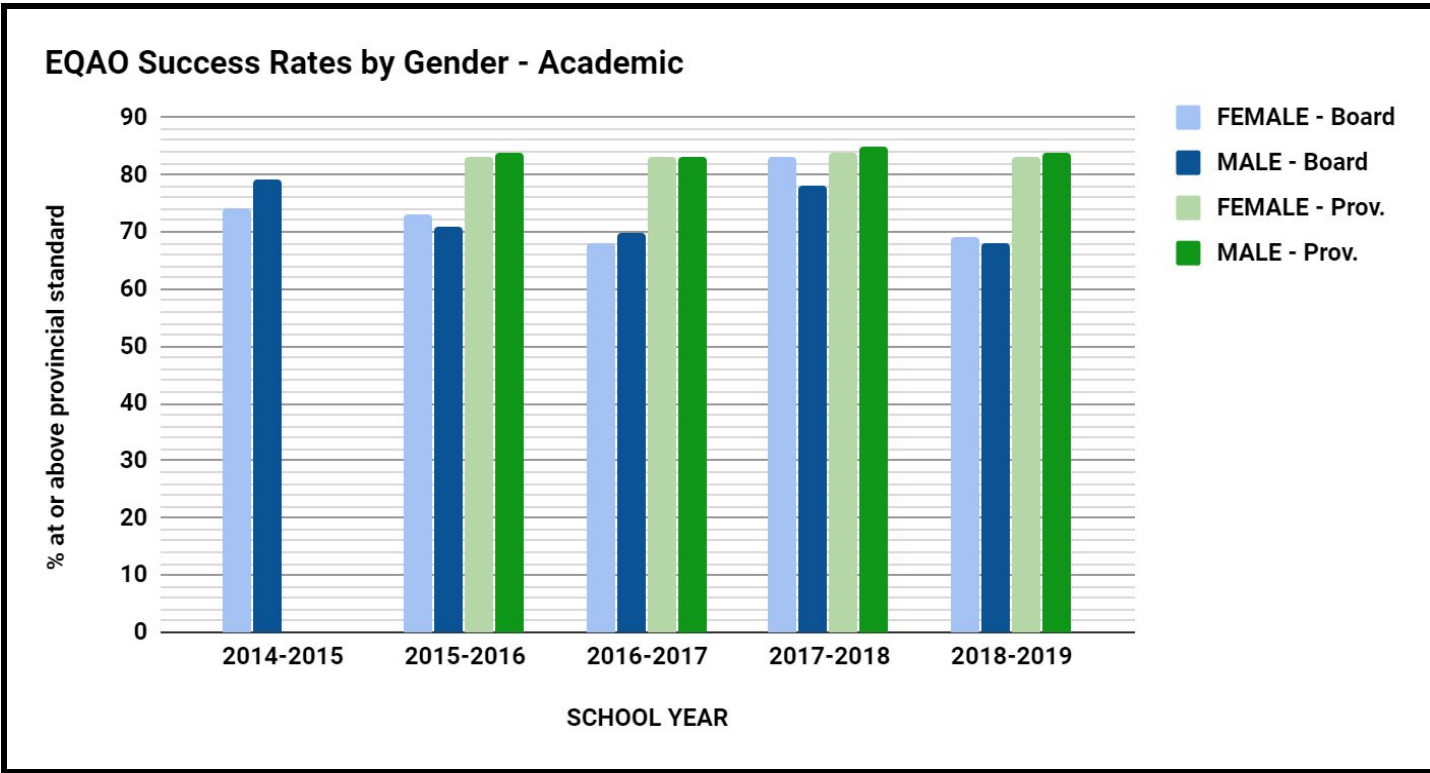




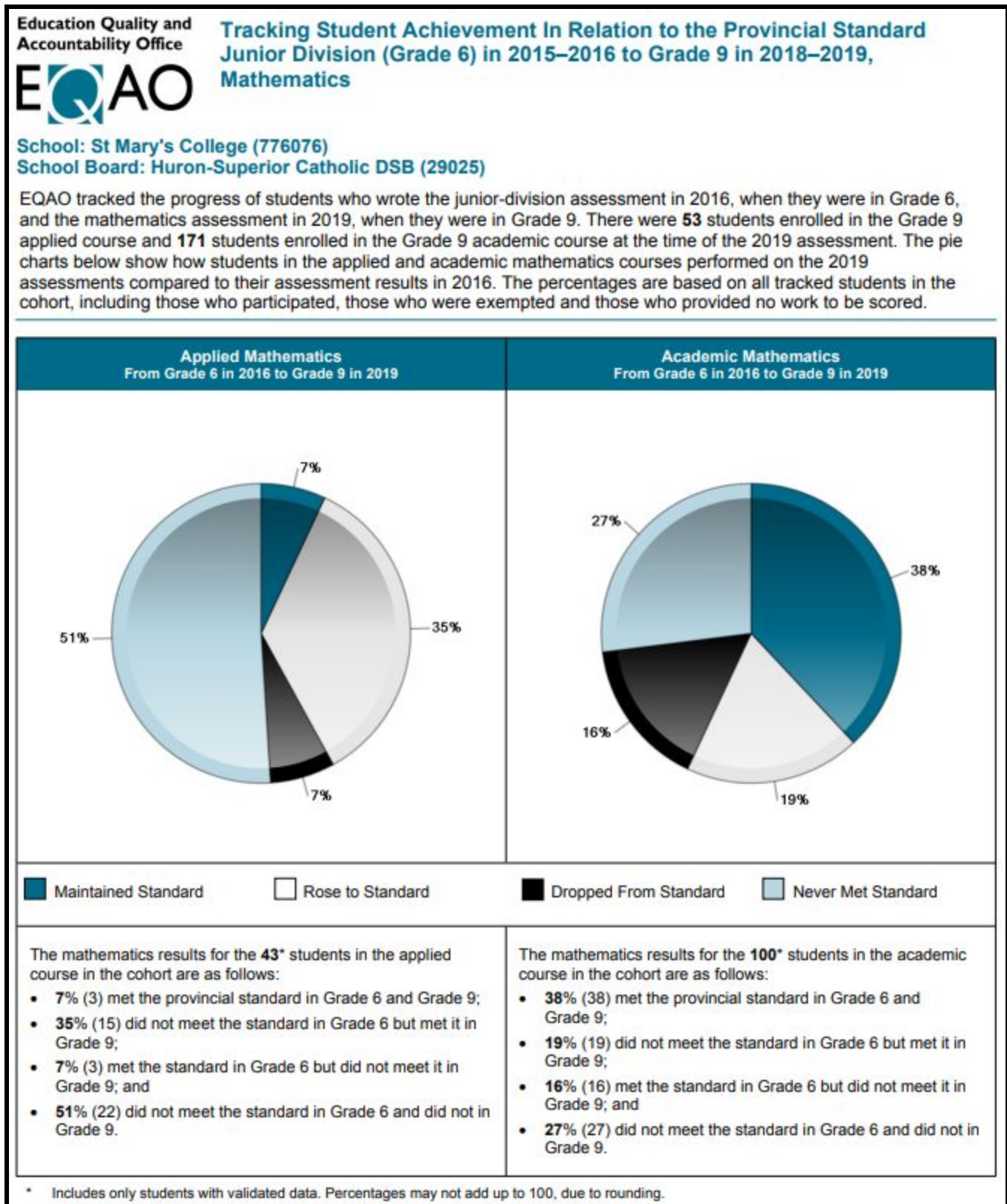
Applied Mathematics



Academic Mathematics



## Tracking Student Achievement in Relation to the Provincial Standard Grade 6 to Grade 9



Assessment results in our academic, applied and locally developed programs reflect the need for continued targeted initiatives with adherence to the pillars of the *Multi-year Strategic Plan 2015 - 2020*. Collaboration will continue among all departments to take action on the identified implications for student learning.

### Supportive Environments and Well-Being

*We are called and committed to being people of hope and celebration, ensuring environments are positive and supportive in education the whole child.* (Multi-Year Strategic Plan 2015-2020)

- Maintaining positive assessment conditions
  - Conditions for success during the Gr. 9 Mathematics assessment are monitored (e.g., a quiet wing of the school, a cool environment, morning writing for all students, and fewer school events)
- Providing support and encouragement with principal visits to classes to reinforce the importance of the EQAO assessment
- Providing supportive classroom environments and rich authentic tasks to engage students and encourage positive mindsets towards mathematics

### Student Achievement

*We are called and committed to ensuring high levels of student achievement for all students in alignment with Ministry goals. Our goal is to narrow the gaps in learning by knowing our students and providing focused intervention.* (Multi-Year Strategic Plan 2015-2020)

- Embedding EQAO-type questions into classroom instruction.
  - EQAO type questions are embedded into daily work throughout the semester so that students continue to build familiarity and understanding of terms and question types, thus creating a comfort level.
- Teachers continuing to use flipped lessons, post assignments and solutions in the Learning Management System (LMS), and differentiate their instruction.
- Teachers continue to teach helpful strategies for tackling multiple choice questions, and use the EQAO assessment as 10% of students' final grade, marking both multiple choice and open questions.
- Offering EQAO boot camps for students in-risk.
- Students taking advantage of math boot camps completing practice tests at lunch hour.
- Supporting students with special education needs through Learning Strategies blocks – every day, every block, and every semester.
- Accessing, in addition to the Learning Strategies teachers, the Assistive Technology Resource Teacher to support students with special education needs.
- Continuing implementation and monitoring of the Board Math Plan Kindergarten to Grade 12: *If we build a common understanding and implement balanced mathematics instruction by; focusing on concepts and knowledge of content, using problem solving and implementing productive classroom discourse, then we will narrow the gap in student achievement in mathematics.*
  - *Teach mental math strategies in our intermediate math classes, to improve students' fluency with numbers.*
  - *Implement the scope and sequence documents, progressions of strands, and unit inventories to achieve consistency across schools and panels.*
  - *Incorporating manipulatives into the instruction of mathematics*
- Tracking students more effectively through our updated data portal.
  - Student Success teams identify and support students in-risk.
  - Data will be used to identify specific students who require additional support, especially those students who were unsuccessful in Grade 6, students in applied level classes, and students with special education needs who require intentional strategies.
- Utilize technology to promote 21st century competencies and the skills required to be successful in the global workforce

**Conclusion**

Senior Administration, Program Team, Special Education Department and School Teams will analyze the results recently released by EQAO. Areas of strength where students performed consistently well and areas that were challenging for students will be identified by the School Teams to inform their School Improvement Plan for Student Achievement (SIPSA), as well as identifying implications for classroom instruction.



# Huron-Superior Catholic District School Board

## SPECIAL EDUCATION ADVISORY COMMITTEE

### S.E.A.C

### Minutes

**Date: Wednesday, June 19, 2019**

**Place: SoloTrattoria**  
**Time: 4:00 – 6:00 p.m.**

**Attendance:** Rosanne Zagordo, Joe Chilelli, Theresa Coccimiglio, Gary Trembinski, Marty Young, Suzanne Pleau, Tina Newell, Lorna Connolly Beattie, Irma DiRenzo, Sherri Kitts, Kerri Dool, Rose Burton Spohn, Sandra Turco

**Regrets: Anthony DeLorenzi, Paula Valois**

AGENDA ITEMS		ACTION	WHO	WHEN
1.	PRAYER FOR SEAC	<ul style="list-style-type: none"><li>SEAC prayer was said by all</li></ul>		
2.	ACCEPTANCE OF PREVIOUS MINUTES ( May 29, 2019 )	<ul style="list-style-type: none"><li>SEAC minutes were approved.</li></ul>	Gary Sherri	
3.	AGENDA ADDITIONS/CHANGES			
4.	GUEST(s): REPORTS Student Trustees			
5.	MINISTRY UPDATES <ul style="list-style-type: none"><li>Peel DSB letter</li><li>Brant Haldimand Norfolk CDSB</li></ul>	<ul style="list-style-type: none"><li>There are common themes through the attached letters from Peel DSB, Brant Haldimand Norfolk CDSB, Durham DSB and Hastings and Prince Edward DSB that highlight the concerns over the</li></ul>	Rosanne	

	<ul style="list-style-type: none"> <li>Durham DSB</li> <li>Hastings and Prince Edward DSB</li> </ul>	changes in the provincial funding for autism services and the impact it will have on children, families and school boards. Concerns with the proposed increase in class sizes and the mandatory e-learning credits creates issues at many levels. .		
6.	SEAC BUSINESS			
7.	BUSINESS CARRIED FORWARD			
8.	SUPERINTENDENT AND COORDINATOR'S REPORT <ul style="list-style-type: none"> <li>Marty Young -CLA</li> <li>Violent Incident Reporting Summary.</li> <li>Updates to the Special Education Plan</li> <li>Empower results</li> </ul>	<ul style="list-style-type: none"> <li>SEAC sends their well wishes to Marty Young on his retirement for his many years of service to SEAC and to our community.</li> <li>Joe reviewed the Violent Incident Summary. He explained that the classes where the Behaviour Coaches were in has had a positive impact both for the student and the community. We are down in the number of violent incident reports.</li> <li>Reporting where the incidence of violence is high can be from the same student.</li> <li>Motion was put forward to pass the Special Education Plan.</li> </ul>	Irma Gary	
9.	ASSOCIATION REPORTS			
i	North Shore Tribal Council (S.Kitts)			
ii	AUTISM ONTARIO SSM CHAPTER PARENT INVOLVEMENT COMMITTEE (I. DiRenzo)	<a href="https://www.autismontario.com/programs-services/under-18/service-navigation">https://www.autismontario.com/programs-services/under-18/service-navigation</a> <a href="http://www.edu.gov.on.ca/eng/funding/1920/SpecialEducationGuide2019-20.pdf">http://www.edu.gov.on.ca/eng/funding/1920/SpecialEducationGuide2019-20.pdf</a> <ul style="list-style-type: none"> <li>Irma has recommended that the president of the local chapter come speak to SEAC in the Fall.</li> <li>Gala from Autism Ontario is Oct. 19/19</li> </ul>	Irma	
iii	ALGOMA FAMILY SERVICES			

	(T. Coccimiglio)			
iv	SSM DOWN SYNDROME SOC. (S. Pleau)			
v	ALGOMA PUBLIC HEALTH (L. Ivey)			
vi	THRIVE – WELL BEING COMMITTEE ( T. Newell)			
vii	COMMUNITY LIVING ALGOMA			
iv	LEARNING DISABILITIES ASSOC.			
x	MEMBER-AT-LARGE (P. Valois)			
xi	MEMBER-AT-LARGE – FOCUS ON FAITH (L. Connolly Beattie)			
xii	TRUSTEES REPORT (G. Trembinski)			
10.	NOTES			

Next Meeting: September 25, 2019

Place: Board Office - Meeting Room 2

Time: 4:00 – 6:00 p.m.

Teleconference #      Toll Free:              1-866-602-6731  
Conference ID:              4626234

\* Please submit Association Report one week prior to scheduled SEAC meeting.

## *Huron-Superior Catholic District School Board*

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<b>POLICY TITLE:</b>	<b>THIRD PARTY COMPLAINTS TO THE BOARD ABOUT EMPLOYEES</b>	<b>Approved:</b>	<b>March 31, 1999</b>
		<b>Amended:</b>	<b>October 16, 2019</b>
<b>POLICY NO:</b>	<b>4002</b>	<b>Page:</b>	<b>1 of 1</b>

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### **POLICY**

This policy deals specifically with third party written complaints to the Board about employees.

The Board recognizes that, on occasion, oral or written complaints involving students and/or staff may be received by individual trustees and/or administration. It is the Board's view that all complaints must be handled promptly in a fair and equitable manner. It is also the Board's intent that this policy be in full compliance with the Municipal Freedom of Information and Protection of Privacy Act, the Education Act and Regulations.

In line with our Mission Statement, which recognizes the dignity of each person, the Board believes that, depending on the nature of the complaint, individuals have a right to be informed as soon as is reasonably possible when a written complaint has been made against them.

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<b><u>ADOPTED</u></b>	Board Meeting - March 31, 1999 Motion B-61	<b><u>DISTRIBUTION</u></b>	
<b><u>AMENDED</u></b>	Board Meeting – June 16, 2010 Motion B-68	i)	Trustees
<b><u>AMENDED</u></b>	Board Meeting – March 11, 2015 Motion B-34	ii)	Administration
<b>AMENDED</b>	Board Meeting – October 16, 2019 Motion	iii)	Principals
		iv)	Teaching Personnel
		iii)	Principals
		v)	Non-Teaching Personnel
		vi)	OECTA
		v)	Parents

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## *Huron-Superior Catholic District School Board*

### PROCEDURAL GUIDELINES THIRD PARTY COMPLAINTS TO THE BOARD ABOUT EMPLOYEES

When the Board or its administration are in receipt of a written complaint against a employee, the following procedure shall be adhered to:

- a) The document in question shall become part of the record of the Board under the Municipal Freedom of Information and Protection of Privacy Act;
- b) Following a preliminary investigation of the complaint, the Director of Education will determine if and when the employee about whom the complaint is made shall be informed.
- c) The employee's supervisor will notify the employee that he/she may have union/federation/association representation.
- d) Access to the record will be governed by the Municipal Freedom of Information and Protection of Privacy Act.

#### REQUEST FOR ANONYMITY:

Should a complainant request anonymity in respect of a complaint, such a request shall be forwarded to the director and the director shall consider the reasons for the request for anonymity by the Complainant. The director may, in the appropriate circumstances, allow a complaint to be processed without the complainant's name being divulged, unless required by the Education Act, the Municipal Freedom of Information and Protection of Privacy Act, as ordered by a Court of Law, or as required by any other Act, statute or regulation governing the discharge of duties and functions of a school board and its officers, employees, board members and administration, or so ordered by a judge in a Court of Law.

**NOTE:** A report indicating all allegations of abuse will be made at the first closed board meeting after which an allegation has been made.

October 2019

## *Huron-Superior Catholic District School Board*

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<b>POLICY TITLE:</b>	<b>PROCESSING OF COMPLAINTS</b>	<b>Approved:</b>	<b>March 31, 1999</b>
		<b>Amended:</b>	<b>October 16, 2019</b>
<b>POLICY NO:</b>	<b>4003</b>	<b>Page:</b>	<b>1 of 1</b>

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### **POLICY**

The Huron-Superior Catholic District School Board is committed to working cooperatively and responsibly with all stakeholders. At the same time, it is recognized that with many employees, students, parents and guardians all engaged in the education of our students, differences in understanding, interpretation and opinion may occur.

The Board recognizes the need for a common effective process for dealing with complaints, which will foster protection and equity for all parties concerned. The process for complaints is outlined in the related Procedural Guideline.

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<b><u>ADOPTED</u></b>	Board Meeting - March 31, 1999 Motion B-60
<b><u>AMENDED</u></b>	Board Meeting – June 16, 2010 Motion B-66
<b><u>AMENDED</u></b>	Board Meeting – March 11, 2015 Motion B-32

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<b><u>DISTRIBUTION</u></b>	
i)	Trustees
ii)	Administration
iii)	Principals
iv)	Teaching Personnel
v)	OECTA
vi)	C.U.P.E.
vii)	Parents

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## *Huron-Superior Catholic District School Board*

### PROCEDURAL GUIDELINES PROCESSING OF COMPLAINTS

1. All complaints received by trustees or administration REGARDING THE OPERATION, ORGANIZATION AND MANAGEMENT OF THE SCHOOLS must be directed first to the teacher and/or principal of the school involved for appropriate action. A complaint will not be considered unless the complainant provides his/her name.
2. If the teacher and/or principal is unable to answer the complaint in a manner satisfactory to the complainant, the principal and/or complainant shall refer the complaint in writing to the appropriate superintendent for attention.
3. If the superintendent is unable to satisfy the complainant, the superintendent and/or the complainant shall refer the complaint, in writing, to the director. The director may in turn refer the complaint to the Board.
4. Any complaints concerning any matter other than the operation, organization and management of the schools shall be forwarded, in writing, to the Secretary of the Board. The Secretary of the Board shall in turn refer the complaint to the Board.

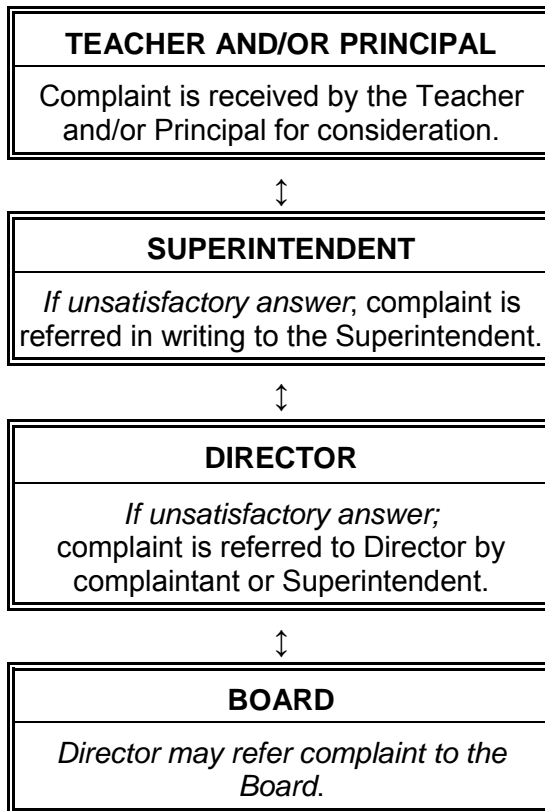
#### REQUEST FOR ANONYMITY:

Should a complainant request anonymity in respect to a complaint, such a request shall be forwarded to the director and the director shall consider the reasons for the request for anonymity by the complainant and may, in the appropriate circumstances, allow a complaint to be processed without the complainant's name being divulged. However, circumstances, acts, statutes, regulations, and/or legislation, such as the Education Act, the Municipal Freedom of Information and Protection of Privacy Act, or orders of a Court of Law may require that the complainant's name be divulged..

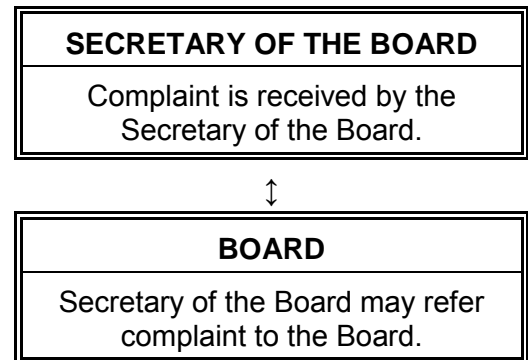
## PROCESSING OF COMPLAINTS

### OPERATION, ORGANIZATION AND MANAGEMENT OF THE SCHOOLS

#### SCHOOL RELATED COMPLAINTS: COMPLAINTS:



#### NON-SCHOOL RELATED



## *Huron-Superior Catholic District School Board*

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**POLICY TITLE:**      **TRANSPORTATION**

**Approved:**    **May 15, 2002**  
**Amended:**    **October 16, 2019**

**POLICY NO:**        **4005**

**Page:**              **1 of 1**

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### **POLICY**

The Board believes that the safety and security of the pupils entrusted to its care are of paramount importance. Therefore, the Huron-Superior Catholic District School Board must adhere to the Transportation Policies and Procedures as set out by the Algoma & Huron-Superior Transportation Services Consortium and Sudbury Student Services Consortium.

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#### **ADOPTED**

Board Meeting – May 15, 2002  
 Motion B-50

#### **AMENDED**

Board Meeting – March 11, 2015  
 Motion B-41

#### **AMENDED**

Board Meeting – October 16, 2019  
 Motion B-

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#### **DISTRIBUTION**

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

## *Huron-Superior Catholic District School Board*

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<b>POLICY TITLE:</b>	<b>ADVERTISING IN SCHOOLS</b>	<b>Approved:</b>	<b>February 16, 1999</b>
		<b>Amended:</b>	<b>October 16, 2019</b>
<b>POLICY NO:</b>	<b>4007</b>	<b>Page:</b>	<b>1 of 1</b>

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### **POLICY**

It is the policy of the Board to allow advertising in the schools only to the extent that it does not enter into a conflict with the Board's Mission and any government act or regulation. Advertising of a political nature is not permitted in schools.

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<b><u>ADOPTED</u></b>	Regular Meeting - February 16, 1999		<b><u>DISTRIBUTION</u></b>
	Motion B-41	i)	Trustees
<b><u>REVIEWED</u></b>	Regular Meeting - September 15, 2010	ii)	Administration
	Motion B-88	iii)	Principals
<b><u>AMENDED</u></b>	Regular Meeting – March 11, 2015	iv)	Teaching Personnel
	Motion B-33		
<b><u>AMENDED</u></b>	Regular Meeting – October 16, 2019		
	Motion B-		

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*Huron-Superior Catholic District School Board*



PROCEDURAL GUIDELINES  
ADVERTISING IN SCHOOLS

Advertising in schools is described as printed or electronic materials intended for distribution to students/parents in our schools.

The Director of Education or designate will determine whether to distribute or display materials that have been received for distribution to schools within the Board's jurisdiction.

Authorization will only be considered for not-for-profit organizations.

Authorized material must be delivered to the Board Office clearly marked for intended school/class for distribution by our means. Any material received by the school directly must be approved by the Director of Education or designate.

The Board does not guarantee distribution of approved material.

The Board is not responsible for materials.

The schools will not print documents for distribution.

The services provided by the organizations must adhere to the Board's Mission Statement.

## *Huron-Superior Catholic District School Board*

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<b>POLICY TITLE:</b>	<b>CHALLENGE TO BOOKS AND OTHER MATERIALS</b>	<b>Approved:</b>	<b>May 14, 2003</b>
		<b>Amended:</b>	<b>October 16, 2019</b>
<b>POLICY NO:</b>	<b>5000</b>	<b>Page:</b>	<b>1 of 1</b>

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### **POLICY**

The Huron-Superior Catholic District School Board recognizes its responsibility as a Catholic Learning Community to provide a wide variety of books and other materials to staff and students as it strives to fulfill its mandate to excellence in education and the mission of living our Catholic values of fairness, social justice, integrity, courage, respect and dignity for each individual.

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<b><u>ADOPTED</u></b>	Regular Meeting - May 14, 2003 Motion B-49		<b><u>DISTRIBUTION</u></b>
		i)	Trustees
		ii)	Administration
<b><u>REVIEWED</u></b>	Regular Meeting of the Board May 11, 2005 (Unchanged) Motion B-45	iii)	Principals
		iv)	O.E.C.T.A.
<b><u>AMENDED</u></b>	Regular Meeting of the Board – October 14, 2015 Motion B-105		
<b><u>AMENDED</u></b>	Regular Meeting of the Board – October 16, 2019 Motion B-		

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PROCEDURAL GUIDELINES  
CHALLENGES TO BOOKS AND OTHER MATERIALS

The Board recognizes that, at times, students and/or staff may be exposed to materials which present information, ideas or attitudes which some may consider to be controversial, inappropriate or offensive.

The Director of education/designate will be responsible for the implementation of the Board's procedural guideline.

The Director of Education/designate will be responsible to facilitate the hearing of potential objections and to guide appropriate action when books or other materials are challenged by any member of the Catholic community.

SCHOOL LEVEL

1. The complainant will be invited to express his/her concern in writing, clearly stating the name/title of the resource and the specific nature of the concern using the "Request for Reconsideration of School Resources" form.
2. Upon receipt of the completed form, a Review Committee chaired by the school principal will be established. This committee will be comprised of two teaching staff members and two parent representatives.
3. The Review Committee, after analyzing and discussing the resource and the complaint, will decide on a course of action.
4. The complainant will be notified in writing of the decision by the school principal and the reasons for it.
5. The complainant will retain the right to refer the matter to the Director of Education and the Board of Trustees for further reconsideration.

6. The challenged resource will remain in circulation to all students and/or staff until the result of the review is known.

#### BOARD LEVEL

1. The School Superintendent will receive the request for further reconsideration and review the school-level analysis and decision.
2. The Board's Policy Number 4003, Processing Complaints, will be followed from this stage on.



## *Huron-Superior Catholic District School Board*

### REQUEST FOR RECONSIDERATION OF SCHOOL RESOURCES

Title of Work: \_\_\_\_\_

Author: \_\_\_\_\_

Publisher: \_\_\_\_\_

Format of Material (book, video, website etc.): \_\_\_\_\_

Request Submitted by: \_\_\_\_\_

Address: \_\_\_\_\_

City/Town: \_\_\_\_\_ Postal Code: \_\_\_\_\_

Telephone Number: \_\_\_\_\_

Please answer the following questions as completely as possible so that this matter may be fully investigated.

1. Briefly state your objection to the resource:

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2. Have you viewed or read the entire resource?

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3. For what age group would you consider this to be an appropriate resource?

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4. What do you think would be a satisfactory solution?

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\_\_\_\_\_  
Signature of Complainant

\_\_\_\_\_  
Date

## *Huron-Superior Catholic District School Board*

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<b>POLICY TITLE:</b>	<b>STUDENT ACCIDENT INSURANCE</b>	<b>Approved:</b>	<b>December 16, 1998</b>
		<b>Amended:</b>	<b>October 16, 2019</b>
<b>POLICY NO:</b>	<b>7002</b>	<b>Page:</b>	<b>1 of 1</b>

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### **POLICY**

The Huron-Superior Catholic District School Board will make available without cost to the Board accident insurance coverage through an insurance carrier for all students under its jurisdiction, upon application by the parents/guardians of the student(s).

It is strongly recommended that all students purchase this insurance, especially students involved in school sports.

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<b><u>ADOPTED</u></b>	Regular Meeting - December 16, 1998 Motion B-10		<b><u>DISTRIBUTION</u></b>
<b><u>AMENDED</u></b>	Regular Meeting – September 15, 2010 Motion B-92	i)	Trustees
<b><u>AMENDED</u></b>	Regular Meeting – March 11, 2015 Motion B-39	ii)	Administration
<b><u>AMENDED</u></b>	Regular Meeting – October 16, 2019 Motion B-	iii)	Principals
		iv)	Teaching Personnel

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*Huron-Superior Catholic District School Board*

PROCEDURAL GUIDELINES  
STUDENT ACCIDENT INSURANCE

1. The insurance plans shall provide:
  - a) coverage for all children within the same family attending any elementary and/or secondary school within the boundaries of the Board;
  - b) coverage of all accidents 24 hours a day, for 12 months during a policy year;
  - c) a family plan covering a minimum of three children or more.
2. The insurance carrier shall be responsible:
  - a) for the entire administration of the plan from the initial distribution of the application forms to the final settlement of claims;
  - b) to provide a computerized list by school of all students enrolled in the plan and master list for the Board Administration Office.
3. The application for coverage and cost of the plan shall be the responsibility of the parents who decide to avail themselves of the service.



2019-10-16

## *Huron-Superior Catholic District School Board*

### **REPORT TO THE DIRECTOR RE: BOARD GRADUATION RATE**

*Submitted by: Danny Viotto  
Superintendent of Education*

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#### **Background**

The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Student Achievement as an area of focus. Students' ability to graduate from secondary school within a specific period of time (e.g., four or five years) is a key indicator of their overall achievement.

Recently, the ministry released the graduation rate of students across the province and from our board. This report aims to explain how our board's graduation rate was calculated.

#### **Diploma Information for 2013-14 Grade 9 Cohort**

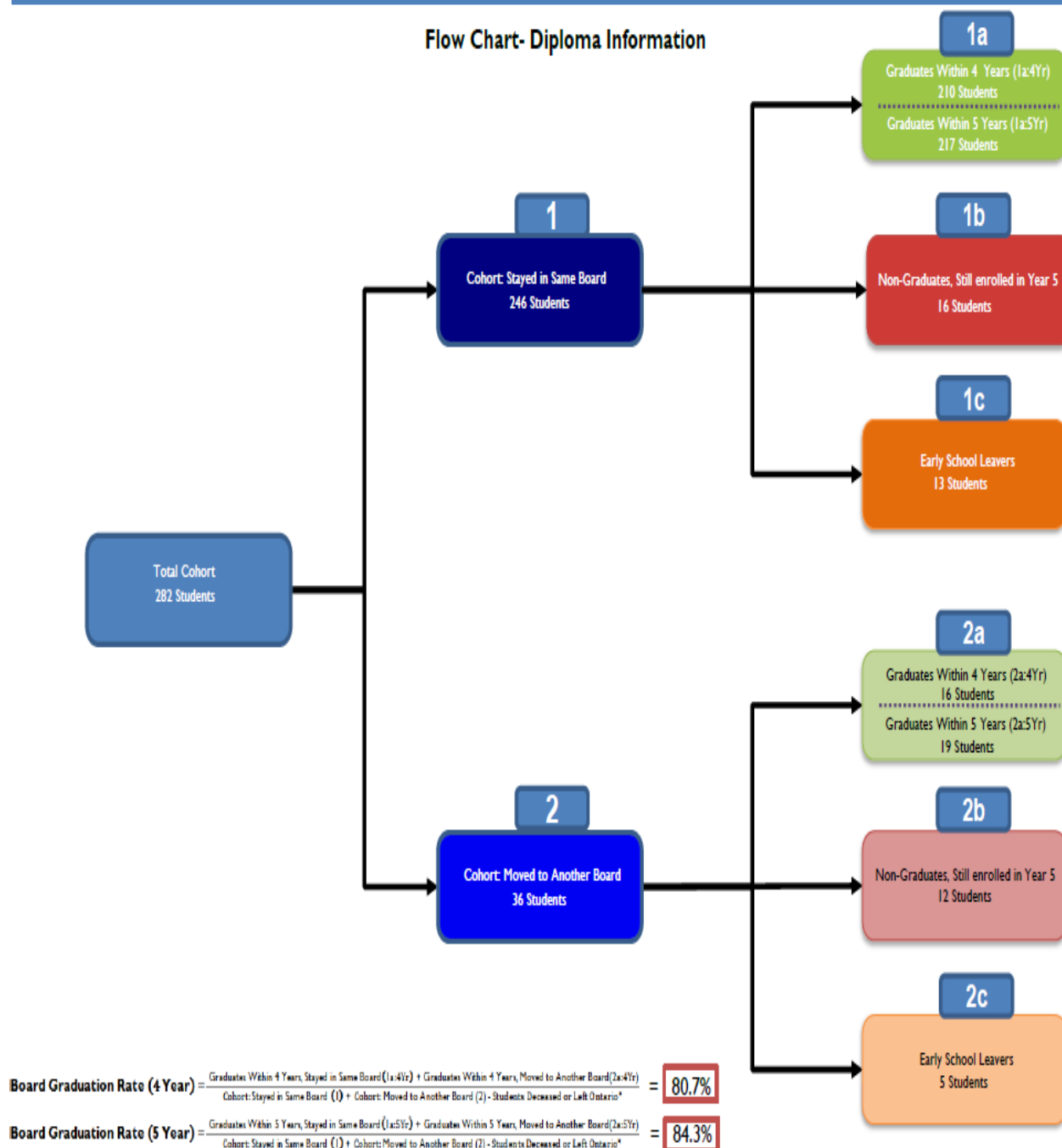
The calculation of the graduation rate is complex, since it needs to account for all students who began Grade 9 in our board in the 2013-14 school year ( $n = 282$ ). This includes all students who stayed in HSCDSB ( $n = 246$ ) in regular or specialized programming (e.g., GRACE, ILS) and those who left to study in another board in Ontario ( $n = 36$ ).

The graphic and chart on the pages that follow provide a summary of some general data, as well as an explanation of the formulae used for calculating both the four-year and five-year graduation rates.

## Huron-Superior Catholic District School Board Diploma Information – 2013-14 Grade 9 Cohort Information

### Huron-Superior CDSB Diploma Information- 2013-2014 Grade 9 Cohort

**Flow Chart- Diploma Information**



<sup>\*</sup>Note: Based on the Transfer and Retirement codes data. See more on Pages 3 & 4.

The following information is also relevant:

- The provincial graduation rate for this same cohort of students is 83.8% (four-year rate) and 86% (five-year rate).
- There were four HSCDSB students in this cohort receiving Certificates of Accomplishment. Such certificates recognize the achievement of students who leave the board before having attained either an OSSD or OSSC. These students may go on to vocational or community programs and/or employment.
- The four and five-year graduation rate was significantly higher for students who began with HSCDSB in Grade 9 and graduated from the board. 85.3 % of these students graduated within four years and 88.2 % of them graduated within five years. By contrast, only 44.4% of students who began Grade 9 in HSCDSB and transferred to another board in Ontario graduated within four years; 52.7% graduated within five years.

### **Analysis**

HSCDSB's graduation rates may be attributed to any or all of the following:

- The attributes, efforts, and dedication of all students, parents, HSCDSB employees, parishes, and community partners / organizations have led to much success. Cooperative relationships, safe and healthy environments, and faith-filled atmospheres have allowed the focus to remain on learning.
- The variety of course types (e.g., locally developed, applied, academic); the diversity of subjects taught; a focus on the development of 21<sup>st</sup> century skills; and specialized programs have allowed students to study topics of personal interest to them and at an appropriate pace, level, and environment. All of these factors contribute to students remaining focused and engaged in learning.
- Purposeful, individualized timetabling and intentional supports for students with various needs, such as multi-purpose blocks for credit recovery and learning strategies courses for students with special needs, augment those in place for all students (e.g., breakfast programs, chaplaincy, extracurricular activities, Link Crew).

It is worthwhile noting that the graduation rate for the 2013-2014 cohort (i.e., 80.7% four-year rate and 84.3% five-year rate) is higher than the 2012-13 Grade 9 cohort (i.e., 76.6% four-year rate and 81.7% five-year rate) and comparable with the graduation rate for the 2011-12 Grade 9 cohort (i.e., 78.2% four-year rate and 85.3% five-year rate). On the other hand, the 2013-2014 cohort is lower than the provincial rates (i.e., 83.8% four-year rate and 86% five-year rate). In essence, these percentages indicate that fewer students in this year's cohort graduated within four or five years compared to the provincial average. This delay in graduation could be related to any or all of the following:



- **Cohort Staying in HSCDSB** – Over the past several years, the data has clearly reflected that students who begin secondary school with HSCDSB and stay with us have a significantly higher chance of graduating within four or five years. There is a stark difference in the graduation rates between those students who begin with us and go to another board and those who remain with us. In some cases, students may not have a choice about leaving our board; their families might move elsewhere in Ontario because of personal circumstances and/or the availability of work opportunities.
- **Non-Graduates, Still Enrolled in Year 5** - The 2012-13 cohort had 32 students who had not graduated but were still enrolled in Year 5; the 2013-14 cohort had slightly less students in that category – 28 students. Some students who fall into this category are those who are in specialized programs, such as GRACE and ILS. It is not unusual for students in these programs to remain with us for seven years.

### **Next Steps**

Although there is some reason to celebrate the board's graduation rate, there is always room for improvement. The board plans to take the following steps to improve its graduation rate:

- **Literacy and Numeracy Training for All Principals** – In 2018-19, the board continued to include a component related to literacy and numeracy at all of its principals' meetings. This practice will continue this year and principals will remain responsible for conveying what they learn about literacy and numeracy to their staffs.
- **Tracking Students in Risk** – The Student Success Team continues to work diligently at monitoring students in risk. The students identified are connected with a caring adult staff member who mentors, co-creates strategies and supports the student to achieving course credit. Tracking students throughout elementary and secondary school helps everyone to focus on students in need and communicate helpful strategies throughout a student's time in school.
- **Indigenous Graduation Coach** -- Additional dedicated funding from the Ministry of Education was provided in early 2019 and continues for the 2019-2020 school year to support secondary Indigenous learners. The Indigenous Graduation Coach provides intensive supports to Indigenous learners with the goal of obtaining an Ontario Secondary School Diploma and successfully transitioning into post-secondary education, training or labour market opportunities. The Indigenous Graduation Coach builds positive relationships with Indigenous students by identifying barriers and solutions to student learning, engagement and well-being. In addition, the Indigenous Graduation Coach plays a lead role in assisting all staff members to improve achievement, well-being and graduation rates for Indigenous students attending St. Mary's College.
- **Pathways and Experiential Learning** – Thanks to dedicated funding from the Ministry of Education, in 2018-19, all HSCDSB schools benefitted from the expertise of a Pathways Special Assignment Teacher and Experiential Learning Lead. The funding from the

Ministry of Education will continue for the 2019-2020 school year along with the supports in place through the Pathways and Experiential Learning Leads. These teacher-leaders provide access to various experiential learning opportunities throughout elementary and secondary years, and develop more detailed plans related to their initial post-secondary destinations. The more engaged students are in their learning and goal setting, the more focused they are on reaching short-term and long-term goals.

- **Mental Health Supports and Behaviour Coaches** – Additional dedicated funding from the Ministry of Education was provided for the 2018-19 and continues this school year, so that HSCDSB students have increased access to counsellors and behaviour coaches. It is anticipated that these experts will assist not only elementary and secondary students who are in risk but also the board employees who work with them.

**REPORT TO THE DIRECTOR OF EDUCATION**

**TRUSTEE HONORARIA**

October 16, 2019

Submitted by:  
C. Spina,  
Superintendent of Business

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The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Governance as one of its strategic directions. This report relates specifically to:

- Ensuring policies are adhered to

Ontario Regulation 357/06 of the Education Act requires boards to adopt a policy establishing the honoraria for its members their term of office. There are four components to trustee honoraria which a board may pay as follows:

- The base amount for the year.
- The enrolment amount for the year.
- The attendance amounts payable to a member for the year.
- The distance amount payable to a member for the year.

According to board Policy 2004 (Trustee Honoraria), the board will only pay its members the base and enrolment amounts.

Board Policy 2004 also requires the Superintendent of Business to provide the board with a calculation yearly for Trustee Honoraria. This is in accordance with Ontario Regulation 357/06.

Below is the calculation for the year commencing December 1, 2019.

**Base and Enrolment Amount**

Average Daily Enrolment (2018/19 Financial Statements)	4,264.38
ADE x \$1.75	<u>1.75</u>
	7,463
Divide by 9 (number of elected trustees)	829
Add - base amount	5,900
Trustee Honorarium effective December 1, 2019	<u><u>6,729</u></u>

<b><u>Chair and Vice-Chair Amounts</u></b>	<b>Chair</b>	<b>Vice-Chair</b>
Trustee amount (above)	6,729	6,729
Add Chair/Vice-chair base amount	5,000	2,500
Enrolment allotment		
ADE x 5 cents - min 500 (chair)	500	
ADE x 2.5 cents - min 250 (vice-chair)		250
Maximum Chair / Vice-Chair honoraria	<b><u>12,229</u></b>	<b><u>9,479</u></b>



October 16<sup>th</sup>, 2019

## Huron-Superior Catholic District School Board

### Re: ST. MARY'S COLLEGE SCHOOL ACTIVITY REPORT

**October 2019**

*Submitted by:  
Anthony DeLorenzi  
Lucas Marano  
Student Trustee  
St. Mary's College*

#### **Athletics**

- The senior knights football team has been doing extremely well this season with a record of 2-2 losing only to Korah. The attendance at these games has been unreal with an amazing amount of school spirit expressed at these games.
- Despite all the hard work the junior team has not had the same amount of success. With a record of 2-3 the attendance has been extremely high for these games as well.
- The senior girls' basketball team has been working extremely hard despite their record of 0-2
- The junior girls' basketball team has also been working extremely hard to achieve their record of undefeated
- The cross-country team has been training tirelessly

#### **Events**

- Orange shirt day on the 30<sup>th</sup>.
- Club fair to invite students to join clubs to be planned.
- Operation smile to start planning events.
- Group of students traveled to Stratford to watch a play that students read in English class
- Link Crew will be travelling to Farmington hills for a leadership conference.

#### **Faith Initiatives:**

- Morning prayers being led by students from Student Council and Faith on Fire this year
- First Mass of the School Year celebrated by Fr. Trevor on The Memorial of the Most Holy Name of Mary
- ILS class prayer services in the Chapel
- Religion Classes visiting Chapel to learn about the liturgical year, Vestments and Vessels used in the Celebration of the Eucharist
- Faith on Fire Singers selecting music that is teen friendly and speaks to their spirituality
- Faith on Fire student group meeting weekly

- Faith on Fire September Outreach was assisting at St. Jerome's with the Big Blue Box food drive. In October they have expressed a willingness to support SMC's Me to We group with We Scare Hunger as needed.
- Gr. 9 NET retreats scheduled for Oct. 9 & 10 at St. Jerome's and MSJC
- Diocesan Vocations Director (Fr. Daniele Muscolino) visiting a number of Semester 1 gr. 12 classes to speak about vocations and he will be celebrating our Thanksgiving Masses with us Oct. 16

**Student Council**

- Planning for Halloween week is underway.