

A photograph of four lit candles in an Advent wreath, set against a dark background. The candles are white and lit, with a warm glow. The wreath is made of dark green pine branches and decorated with red and white ornaments and dried orange slices.

# OPEN SESSION

**Agenda and Reports**

**Wednesday, December 14, 2022**

**4:00 P.M. - Inaugural Mass - Board Chapel**

**7:15 P.M. - Board Meeting - Board Room**



**Huron-Superior Catholic**  
DISTRICT SCHOOL BOARD

**AGENDA FOR THE OPEN SESSION BOARD MEETING OF THE  
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD  
ON WEDNESDAY, DECEMBER 14, 2022 @ 7:15 PM  
IN THE BOARD ROOM**

**A CALL TO ORDER**

1. **Acknowledgement of Traditional Lands – (Jenna)**  
We are currently located on the traditional lands of the Batchewana First Nation, Garden River First Nation and the Metis Nation. As people who now reside in the 1850 Robinson-Huron Treaty territory, we give thanks to our ancestors from the seven generations before us who took care of the land, water and air for us to enjoy the bounty of the territory of which the Creator has graciously provided without hesitation. May we journey today in a good way.

2. **Prayer (Pg 7)**

3. **Call the Roll:**

**Trustees:**

Gary Trembinski (Chair), John Caputo (Vice-Chair), Carol Amadio, Ogimaa Brent Bissaillon, John Bruno, Tony D'Agostino, Lindsay Liske, Carol MacEachern, Kathleen Rosilius, Sandra Turco

**Officials:**

Danny Viotto (Director of Education), Joe Chilelli, Christine Durocher, Fil Lettieri, Justin Pino

**Student Trustees:**

Owen Middleton, Jenna Viotto

**Regrets:**

**Other Reps:**

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

**OUR MISSION**

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

**B ADOPTION OF ORDER OF BUSINESS**

1. **Motion:** That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of Wednesday, December 14, 2022.

**Are there any additions/changes/deletions?**

**C DISCLOSURE OF CONFLICT OF INTEREST AND THE GENERAL NATURE THEREOF****D NEW BUSINESS****COMMITTEES OF THE BOARD****(a) Special Education Advisory Committee (4-year term)**

- John Caputo
- Sandra Turco
- Kathleen Rosilius (Alternate)
- Gary Trembinski (Alternate)

**(b) Audit Committee (4-year term)**

- John Bruno
- Lindsay Liske
- Gary Trembinski

**(c) Parent Involvement Committee**

- Kathleen Rosilius
- Tony D'Agostino (Alternate)

**(d) Transportation Governance Committee**

- Gary Trembinski

**(e) Policy Committee**

- Gary Trembinski
- John Bruno
- Tony D'Agostino
- Lindsay Liske

**(f) Focus on Faith**

- Carol Amadio
- Carol MacEachern
- Kathleen Rosilius (Alternate)

**'Ad Hoc' Committees (when required)****(a) Supervised Alternative Learning Committee**

- Gary Trembinski
- John Caputo (Alternate)

- (b) **Suspension/Expulsion Appeals Committee**
  - Committee of the Board
- (c) **Director's Performance Appraisal Committee**
  - Committee of the Board
- (d) **Centre for Social Justice and Good Works**
  - Kathleen Rosilius
  - Carol Amadio (Alternate)
- (e) **Finance Committee**
  - Committee of the Board

## **E CONFIRMATION OF MINUTES**

1. **Minutes of the Open Board Meeting of November 16, 2022.** (Pg 9)  
**Motion:** That the Huron-Superior Catholic District School Board approve the Minutes of the Open Board Meeting of November 16, 2022.
2. **Minutes of the Closed Board Meeting of November 16, 2022.**  
**Motion:** That the Huron-Superior Catholic District School Board approve the Minutes of the Closed Board Meeting of November 16, 2022.

## **F BUSINESS ARISING FROM THE MINUTES**

## **G PRESENTATIONS**

1. **EQAO** – Superintendent Durocher to introduce Stephanie Vendramin (Curriculum Coordinator), Beth West (Early Interventions), Carmine DiCerbo (School-Based Math Learning Facilitator) and Lisa Tomas (Math Learning Lead). (Pg 12)

## **H COMMITTEE REPORTS**

1. **Minutes of the Special Education Advisory Committee Meeting** (Pg 48)  
**Motion:** That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of October 16, 2022 be approved.

## **I ADMINISTRATIVE ITEMS REQUIRING ACTION**

1. **SEAC Member at Large** (Pg 55)  
**Motion:** That the Huron-Superior Catholic District School Board approves the appointment of Sherri Kitts as a SEAC member at large, and Marnie Yourchuk as an alternate member, representing The North Shore Trial Council.



2. **2021-22 Financial Statements** (Pg 56)  
**Motion:** That the Huron-Superior Catholic District School Board approve the audited financial statements for the year ended August 31, 2022 as outlined in the Report to the Director dated December 14<sup>th</sup>, 2022.
3. **Audit Committee Report 2021-22** (Pg 81)  
**Motion:** That the Huron-Superior Catholic District School Board receive the 2021-22 Annual Report of the Audit Committee as outlined in the Report to the Director dated December 14<sup>th</sup>, 2022.
4. **Policy 3000 – Smoke Free Workplace** (Pg 85)  
**Motion:** That the Huron-Superior Catholic District School Board approve Policy 3000 as presented.
5. **OCSTA 2023 Catholic Trustees' Seminar – January 20-21, 2023**  
**Motion:** That the Huron-Superior Catholic District School Board allows Ogimaa Brent Bissaillon, Carol Amadio, John Bruno, Lindsay Liske, Kathleen Rosilius, Gary Trembinksi and Director Viotto to travel to Toronto to attend the OCSTA 2023 Catholic Trustees' Seminar on January 20-21, 2023.
6. **CUPE Memorandum of Settlement**  
**Motion:** The Huron-Superior Catholic District School Board ratify the central terms contained with the Memorandum of Settlement and attached Appendix, dated November 20, 2022 made between the Canadian Union of Public Employees (CUPE) and the Council of Trustees Associations comprised of l'Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO), l'Association francoontarienne des conseils scolaires catholiques (AFOCSC), the Ontario Catholic School Trustees' Association (OCSTA) and the Ontario Public School Boards' Association (OPSBA) and Agreed to by the Crown. Further that the approval of the ratification of the central terms be reported to OCSTA."
7. **Fieldtrips** (Pg 87)  
**Motion:** That the Huron-Superior Catholic District School Board approves the following field trip applications:
  1. St. Paul School (SSM) – to travel to Toronto, ON on June 20, 2023 and returning June 22, 2023.

## J INFORMATION ITEMS

1. **Reports to the Director of Education / Board of Trustees**
  - a) **Response to SEAC Recommendations** – Superintendent Lettieri (Pg 93)
  - b) **Annual Report** – Director Viotto
  - c) **OCSTA Resolutions** – Director Viotto (Pg 98)
  - d) **SMC Activity Report** – Student Trustees Viotto and Middleton (Pg 109)
2. **Correspondence**
3. **Notes of Thanks**

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**K TEN-MINUTE QUESTION AND ANSWER PERIOD**

- ON AGENDA ITEMS FOR THOSE IN ATTENDANCE

**L UPCOMING EVENTS**

December 19	-	School Christmas Break begins
December 25	-	Christmas Day
December 26	-	Boxing Day
December 27	-	Feast of the Holy Family
January 1	-	New Year's Day; Solemnity of Mary, Mother of God
January 3	-	School Reopens
January 8	-	Epiphany
January 18	-	Next Board Meeting
January 20-21	-	2023 OCSTA Catholic Trustees Seminar

**M CLOSING PRAYER – Trustee Amadio**

**N ADJOURNMENT**

# Opening Prayer

God of light,

Help us to know that when we see your children as ourselves, You bring us to a greater love.

Guide us to understand that when we see Your creation as vital to our communities, we support the wellbeing of others.

Empower us to believe that when we see ourselves as peacemakers, we can make the world a better place.

Give us grace in this Advent season to truly walk in Your light.

We make this prayer through Christ our Lord.

Amen. +





## our mission

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

## our values

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

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

## our vision

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.

# Journey Together in Faith and Learning

**MINUTES FOR THE OPEN SESSION BOARD MEETING OF THE  
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD  
ON WEDNESDAY, NOVEMBER 16, 2022 @ 7:15 PM  
IN THE BOARD ROOM**

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**PRESENT: Trustees:**

Gary Trembinski (Chair), John Caputo (Vice-Chair), Carol Amadio, John Bruno, Tony D'Agostino (virtual), Lindsay Liske, Carol MacEachern (virtual), Kathleen Rosilius, Sandra Turco

**Officials:**

Danny Viotto (Director of Education), Christine Durocher, Fil Lettieri, Justin Pino

**Student Trustees:**

Owen Middleton, Jenna Viotto

**REGRETS:** Joe Chilelli

**ABSENT:** Ogimaa Brent Bissaillon

**Vision and Values**

*Trustee Rosilius commended the Our Lady of Lourdes (EL) choir for their outstanding Remembrance Day performance at the Cenotaph in Elliot Lake.*

*Superintendent Lettieri highlighted the Pathways Planning – Women in the Trades event organized by Holy Angel's Principal, Domenic Rosso. This exciting experiential learning event hosted over 90 students who participated in activities such as patching drywall, changing a tire and hairdressing. SMC staff were also acknowledged for their help during the event and very successful day.*

*CPCO President and St. Basil Elementary Principal Gardi commented on the school's appreciation to be able to welcome parish Priests back into the schools in person. Staff and students greatly benefit from these interactions in the schools.*

*Trustee Turco congratulated Corey Gardi on his re-election to his counsellor seat in Ward 5, in the recent Municipal Election. She also offered congratulations to all trustees on their re-elections, as well as welcoming the board's new trustees Carol Amadio and John Bruno.*

*Director Viotto echoed Trustee Turco's welcome to both returning and new trustees. He also thanked the board of trustees for advocating Catholic Education in the Huron-Superior Catholic District School Board communities.*



Adg# Res

- B-1 B-710 Moved by: J. Caputo Seconded by: T. D'Agostino**  
That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of Wednesday, November 16, 2022.

**Additions/Changes/Deletions to the Agenda**

*Item J-1-C added to discuss the OCSTA Video contest.*

**CARRIED**

**D-1 ELECTION FOR THE OFFICE OF CHAIRPERSON**

*The following trustees were nominated for the position of Chair:*

<i>Trustee Lindsay Liske</i>	<i>- declined the nomination</i>
<i>Trustee Kathleen Rosilius</i>	<i>- declined the nomination</i>
<i>Trustee Gary Trembinski</i>	<i>- let his name stand</i>

*Gary Trembinski was acclaimed as the Chair of Board for 2023.  
Chair Trembinski assumed the Chair position.*

**D-3 ELECTION FOR THE OFFICE OF VICE-CHAIRPERSON**

*The following trustees were nominated for the position of Vice-Chair:*

<i>Trustee John Caputo</i>	<i>- let his name stand</i>
<i>Trustee Lindsay Liske</i>	<i>- let his name stand</i>
<i>Trustee Sandra Turco</i>	<i>- declined the nomination</i>

*John Caputo was elected as Vice-Chair of the Board for 2023.*

- B-711 Moved by: K. Rosilius Seconded by: J. Bruno**  
That all ballots be destroyed at this time.  
**CARRIED**

**D-4 COMMITTEES OF THE BOARD**

*Appointments will be announced at the December 14, 2022 meeting.*

- E-1 B-712 Moved by: S. Turco Seconded by: K. Rosilius**  
That the Huron-Superior Catholic District School Board approve the Minutes of the Open Board Meeting of October 19, 2022.  
**CARRIED**

- E-2 B-713 Moved by: J. Caputo Seconded by: T. D'Agostino**  
That the Huron-Superior Catholic District School Board approve the Minutes of the Closed Board Meeting of October 19, 2022.  
**CARRIED**

- H-1 B-714 Moved by: C. MacEachern Seconded by: S. Turco**  
That the Minutes of the S.E.A.C. meeting of the Huron-Superior Catholic District School Board of September 28, 2022 be approved.  
**CARRIED**
- I-1 B-715 Moved by: J. Caputo Seconded by: C. Amadio**  
That the Huron-Superior Catholic District School Board approves the appointment of Tiana Rushon as a SEAC member at large, representing Easter Seals Ontario.  
**CARRIED**
- I-2 B-716 Moved by: L. Liske Seconded by: J. Bruno**  
That the Huron-Superior Catholic District School Board approves the following field trip applications:
1. St. Mary School (Massey) – to travel to Toronto, ON on June 20, 2023 and returning June 22, 2023.  
**CARRIED**
- J-1-a Annual Trustee Expenses Report**  
*Superintendent Pino presented the report on the Trustee Expenses for the fiscal year 2021-22.*
- J-1-b SMC Activity Report**  
*Student Trustees Middleton and Viotto highlighted some November events at the school, including components from sports, faith, student council and student senate. A few noteworthy items were student, grade-level retreats at St. Kateri, Remembrance Day Prayer Services, the Halloween Haunted House and a door decorating contest.*
- J-1-c OCSTA Video Contest**  
*Trustee Liske ask Student Trustees Middleton and Viotto if they could create a video featuring SMC to enter into the OCSTA video contest. Director Viotto had already sent the information to SMC's principal along with all principals in the board. The Student Trustees will look into this opportunity and attempt to elicit the help of the Student Senate for this project.*
- N-1 B-717 Moved by: J. Bruno Seconded by: K. Rosilius**  
That the Huron-Superior Catholic District School Board meeting of Wednesday, November 16, 2022 adjourns at 8:20 p.m.  
**CARRIED**

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

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



**Huron-Superior Catholic**  
DISTRICT SCHOOL BOARD

## REPORT TO THE DIRECTOR

**Re: EQAO Assessments of Reading, Writing and Mathematics  
Primary Division (Grade 3) and Junior Division (Grade 6)  
2021-2022**

**Submitted by:**

Christine Durocher  
Superintendent of Education

**Prepared by:**

Stephanie Vendramin  
Catholic Curriculum Coordinator  
Kindergarten to Grade 12



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## A. Introduction

14

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.

For the first time, EQAO is reporting on the achievement results of its new digitalized and modernized assessments, which introduced a new online model of assessment delivery that differs from that of the prior paper-based assessments. EQAO's modernization enables responsiveness to the needs of the province on matters of education quality and accountability.

This report contains an overview of the 2021-2022 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. This report 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.

### Highlight of Key Considerations/Changes for EQAO

Data cannot be compared to previous years because the assessments have been changed in format. The new baseline year is now 2021-2022. The key considerations/changes for the Primary/Junior EQAO assessment of Reading, Writing and Math include:

- First year the test is fully online
- EQAO server errors/glitches during the first week of writing
- New format for the test
  - Length of test went from approximately 6 hours to approximately 2 hours
    - Less Reading, Writing and Math questions
  - Math had no open ended questions
- New Math curriculum, so the Math questions now test different learnings than in previous years

Other factors to consider when looking at the data include:

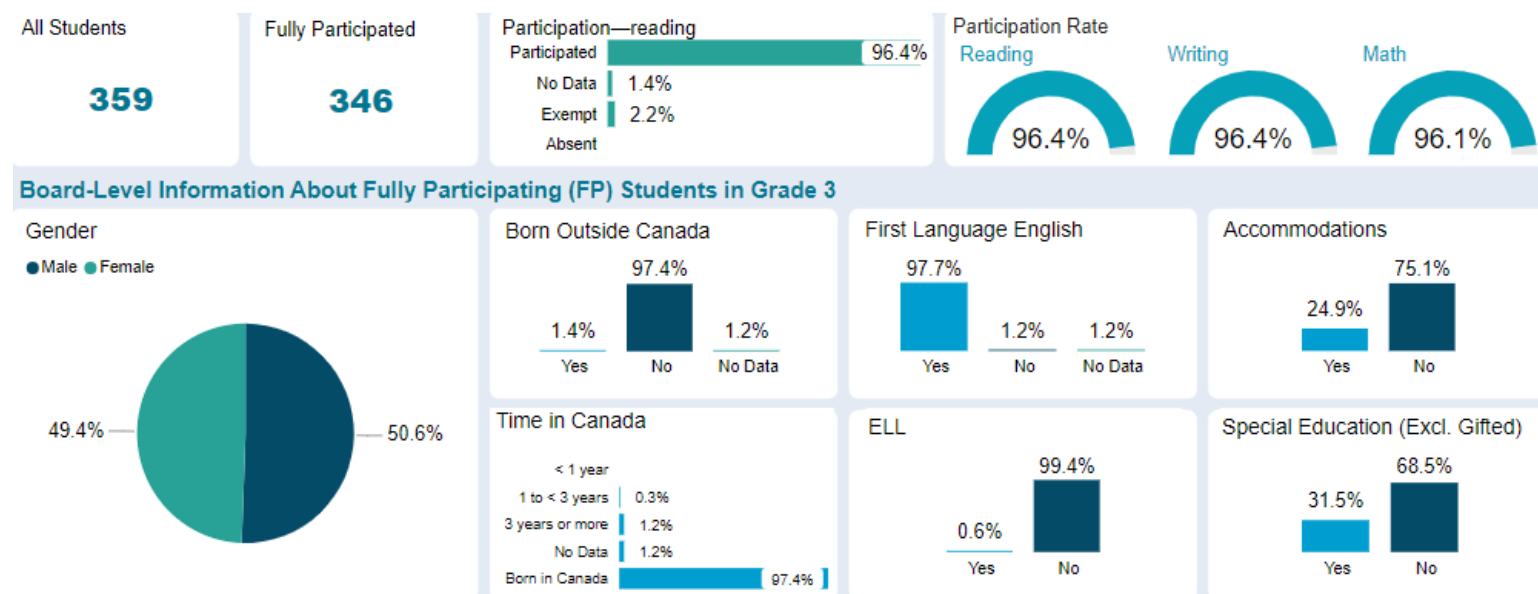
- Global pandemic which resulted in long periods of remote learning
- Learning loss for students accumulated during the pandemic years



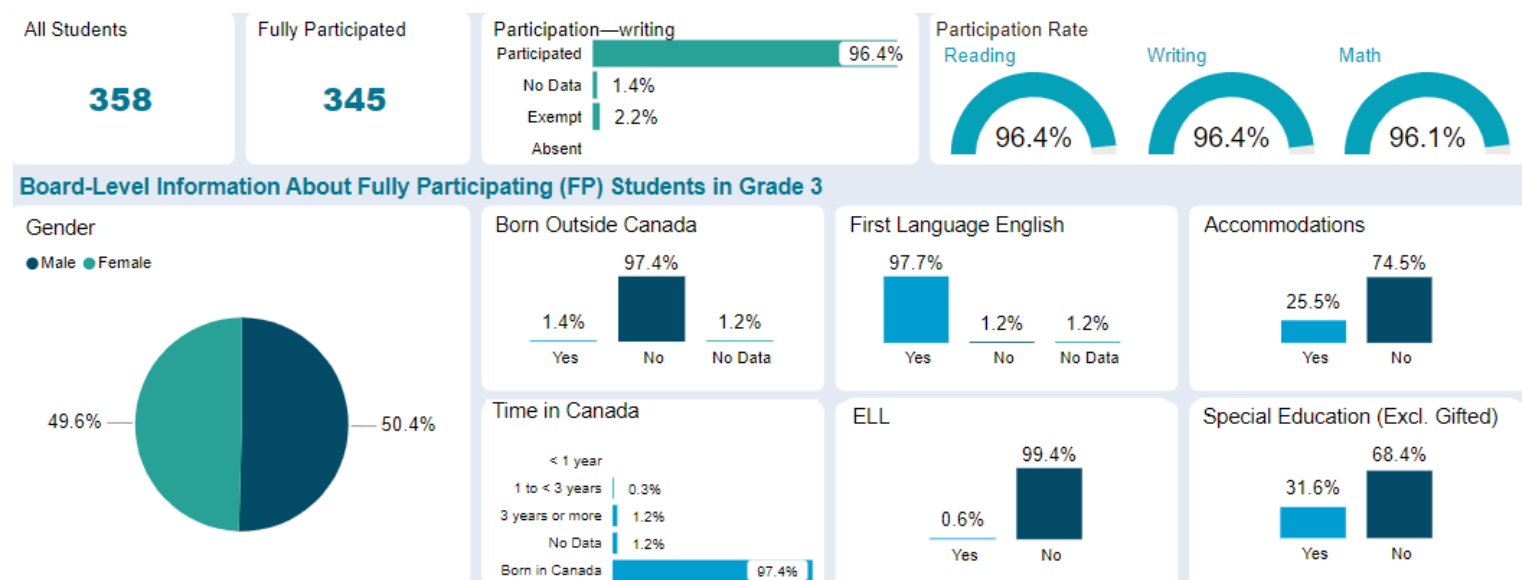
## B. Primary Contextual Student Information

The Huron-Superior Catholic District School Board 2021-2022 EQAO results were calculated based on fully participating Grade 3 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.

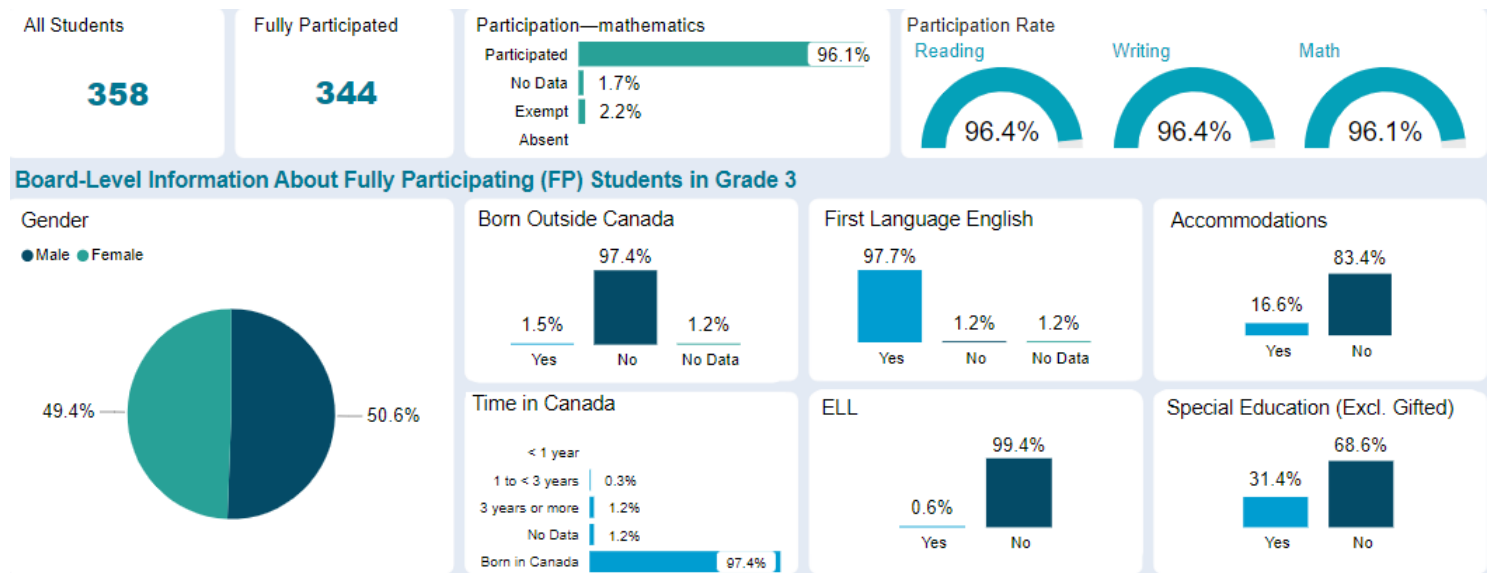
### Reading



### Writing



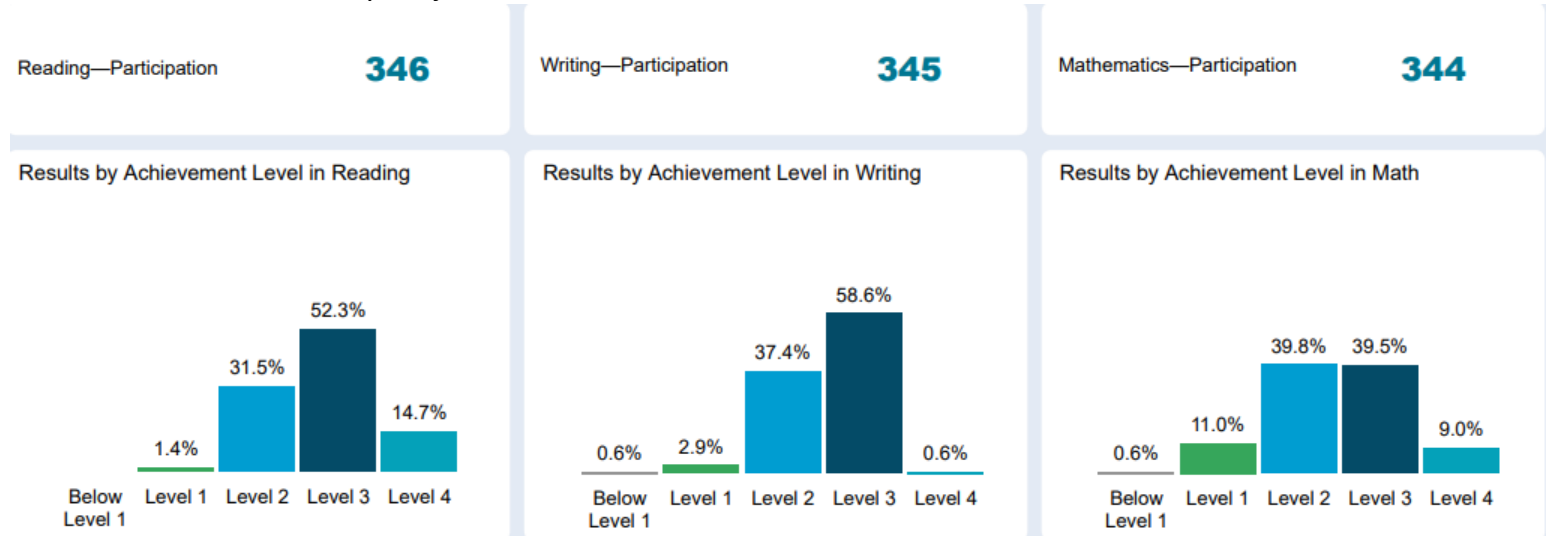
## Mathematics



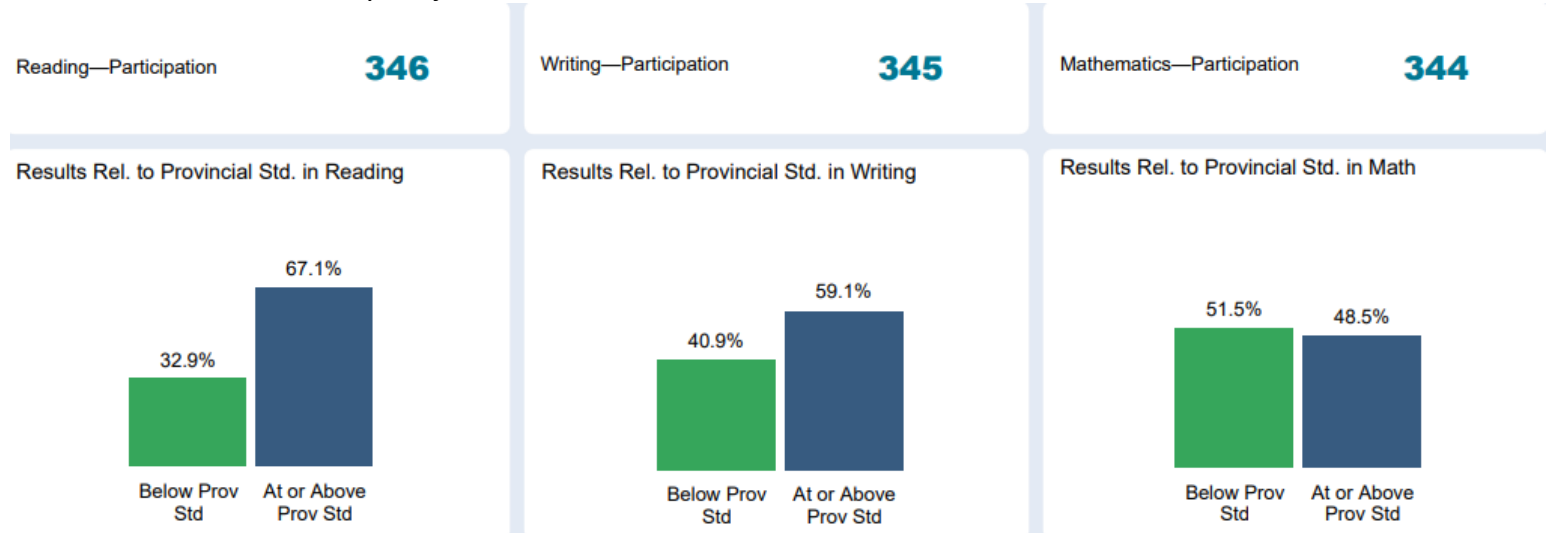
## C. Primary Overall Achievement

**17**

### Board Achievement Level by Subject

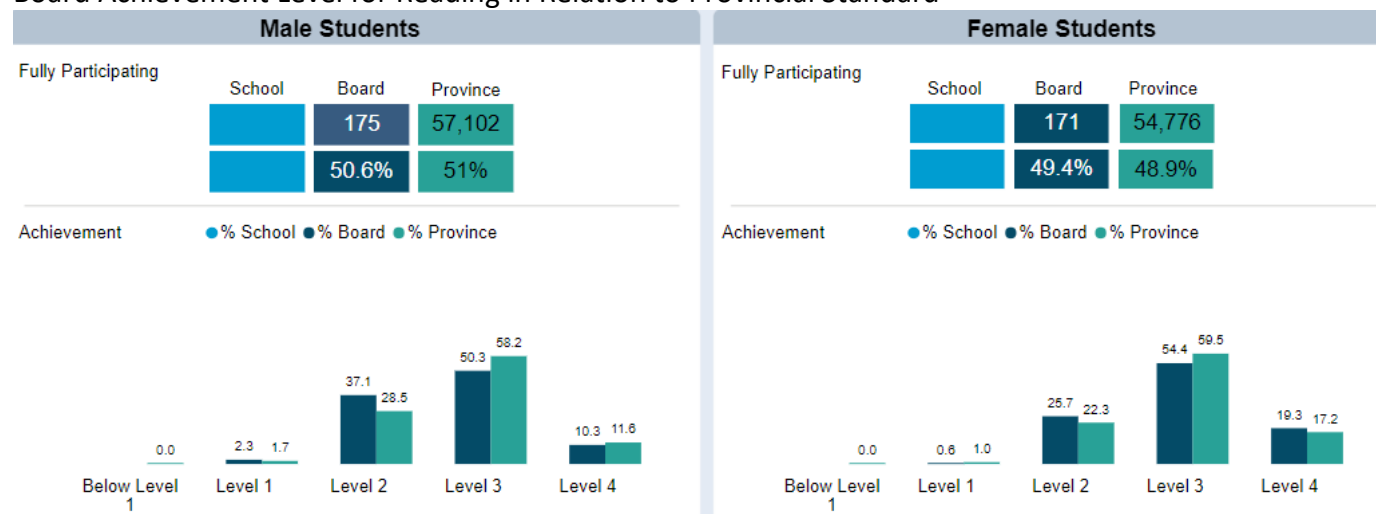


### Board Achievement Level by Subject in Relation to Provincial Standard

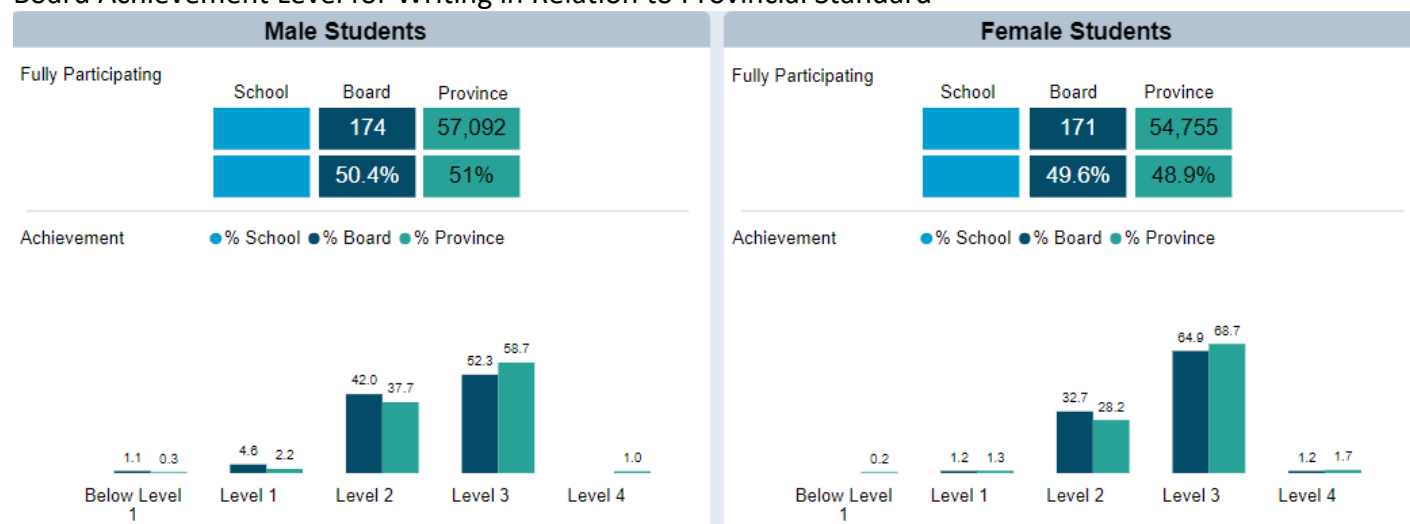


## D. Primary Results By Gender

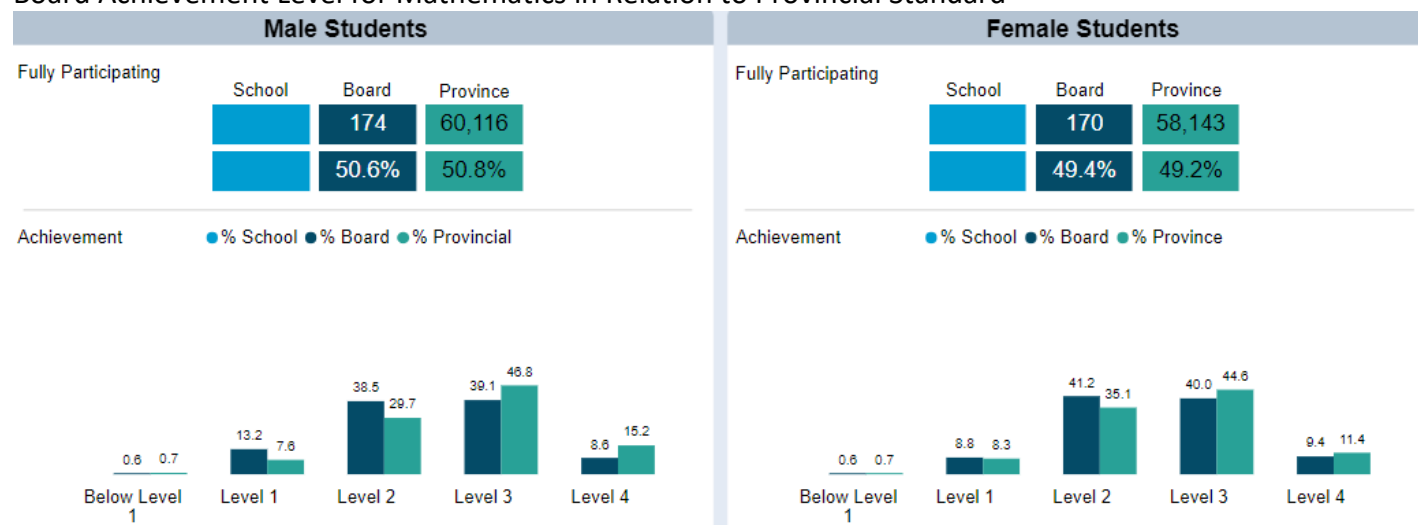
### Board Achievement Level for Reading in Relation to Provincial Standard



### Board Achievement Level for Writing in Relation to Provincial Standard

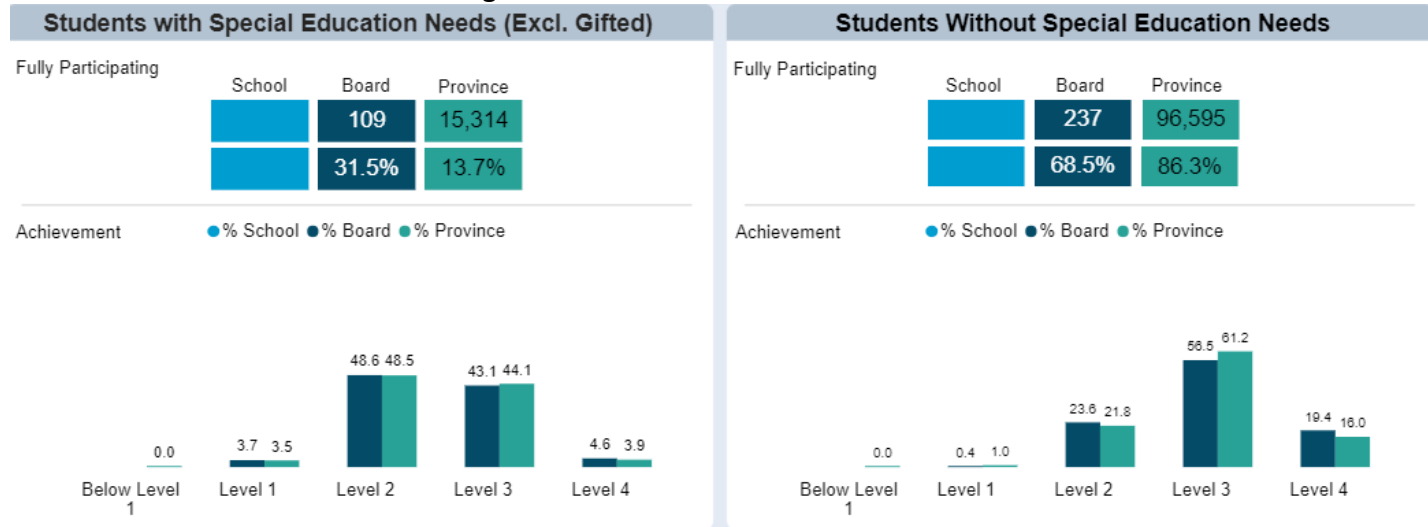


### Board Achievement Level for Mathematics in Relation to Provincial Standard

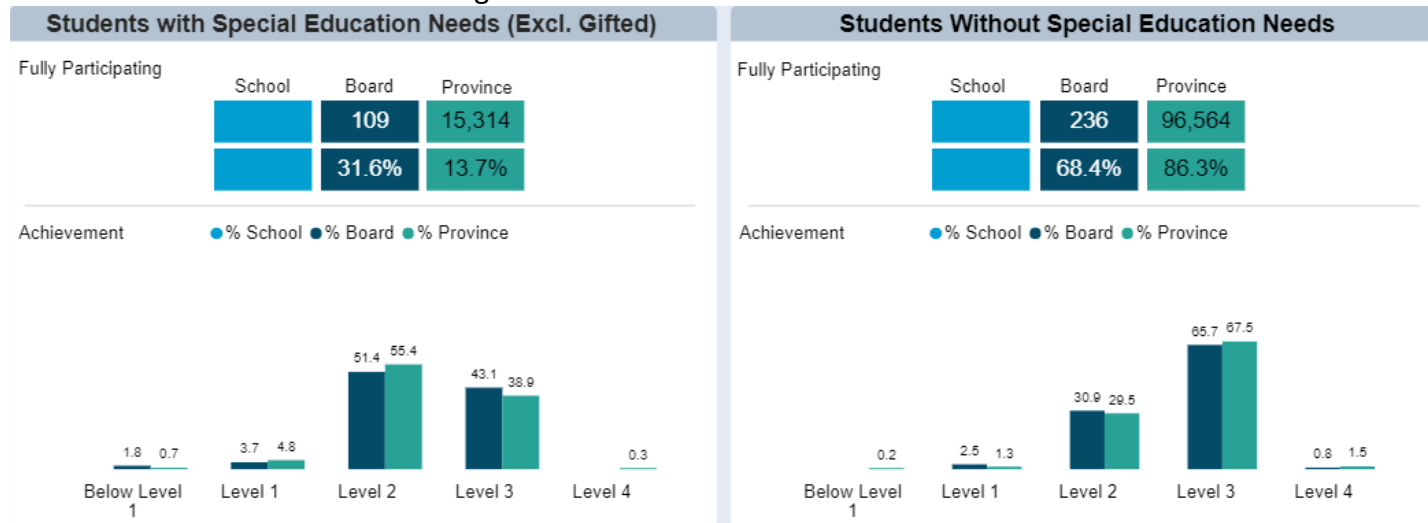


## E. Primary Results By Special Education Needs Status

### Board Achievement Level for Reading in Relation to Provincial Standard

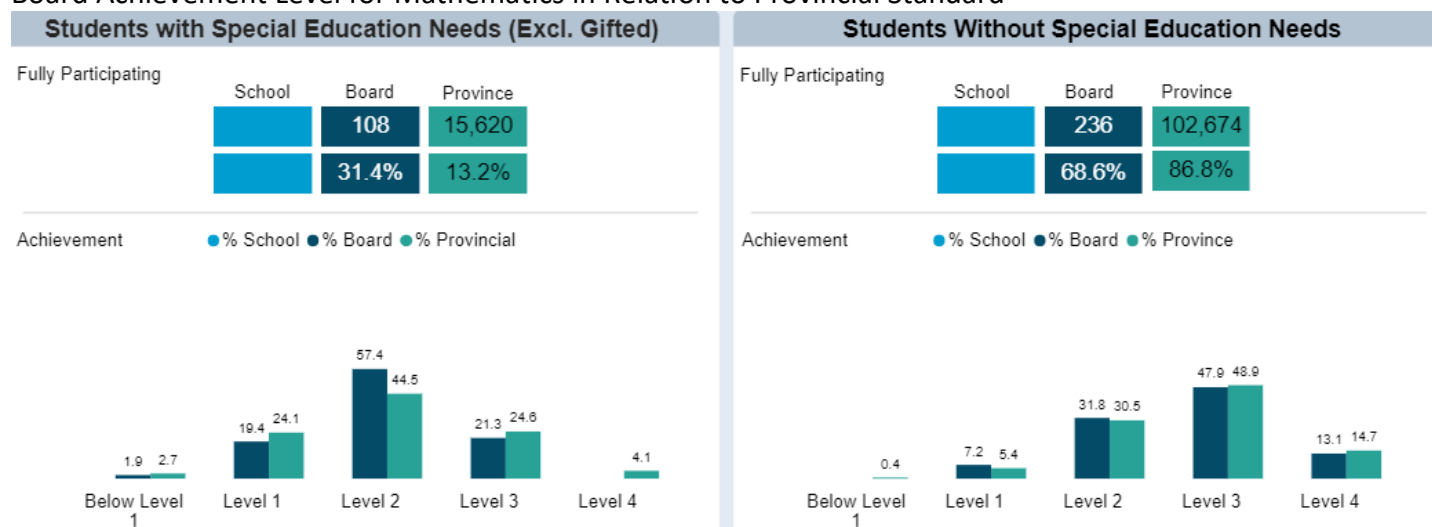


### Board Achievement Level for Writing in Relation to Provincial Standard





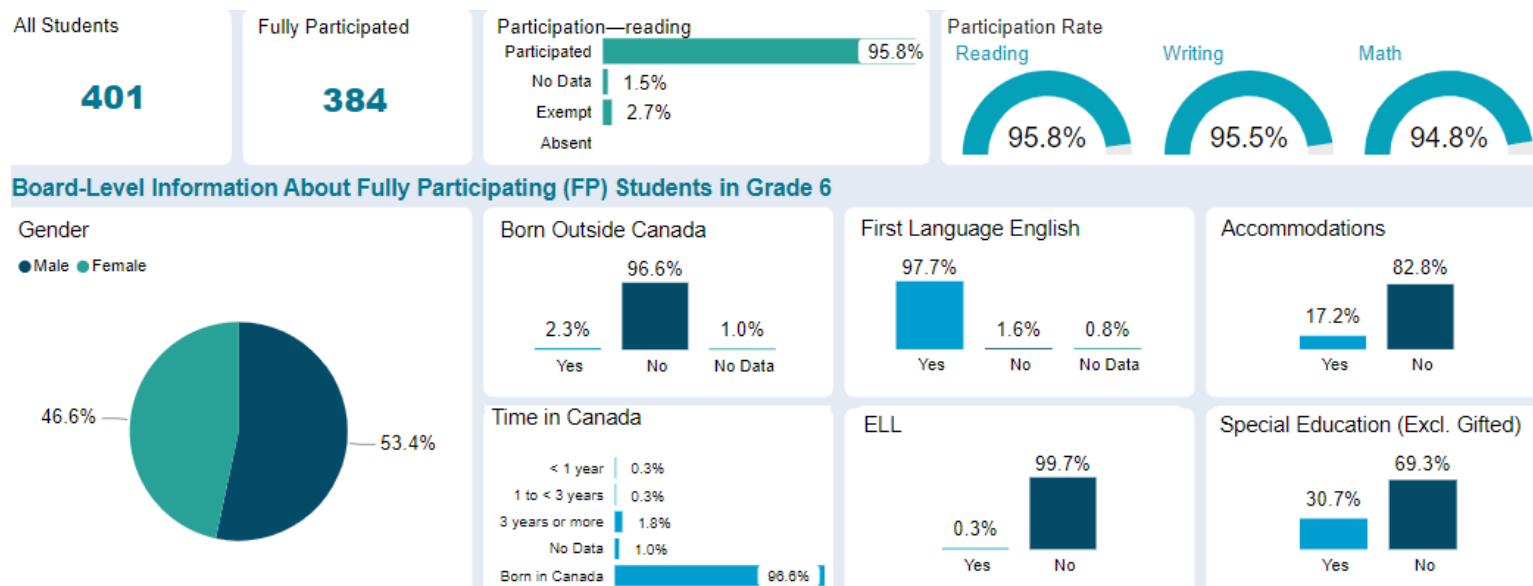
## Board Achievement Level for Mathematics in Relation to Provincial Standard



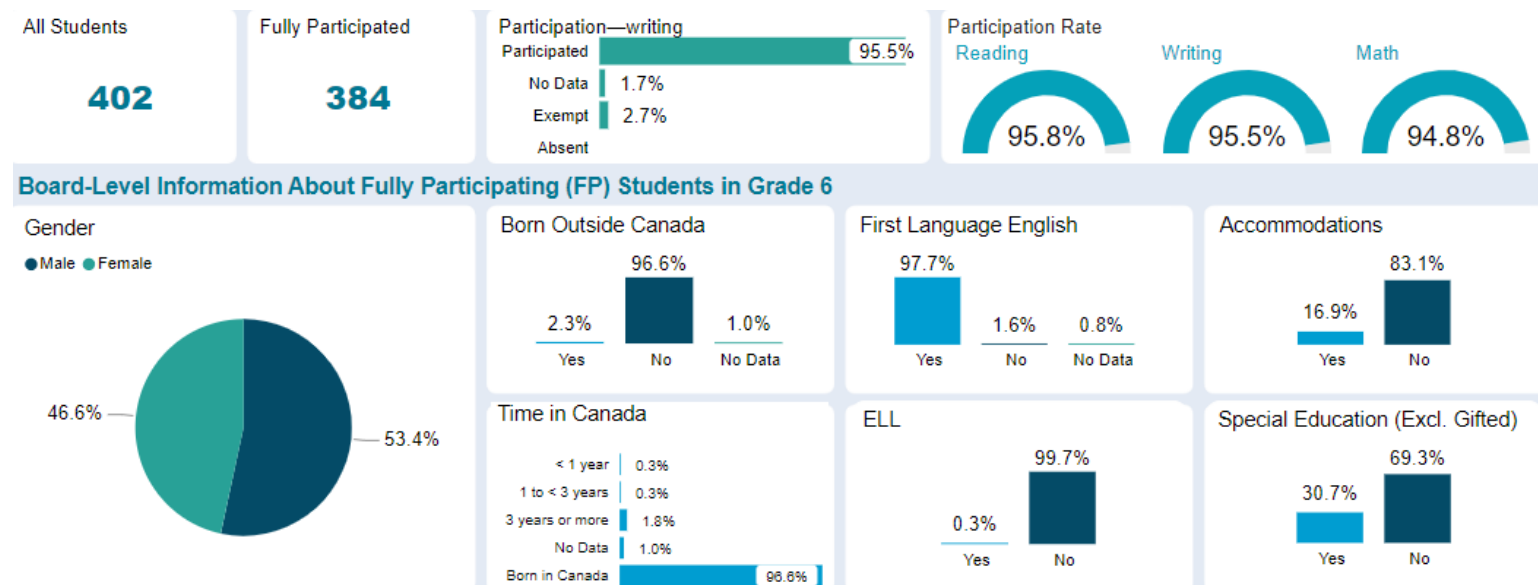
## F. Junior Contextual Student Information

The Huron-Superior Catholic District School Board 2021-2022 EQAO results were calculated based on fully participating Grade 3 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.

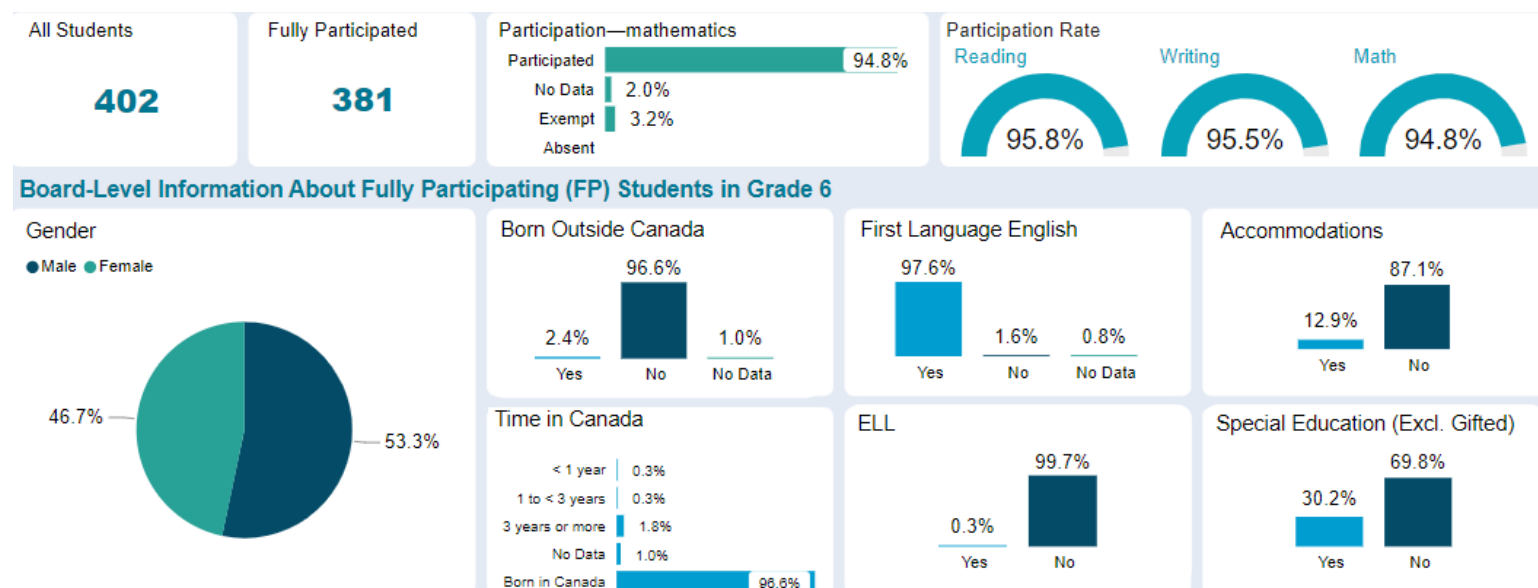
## Reading



## Writing

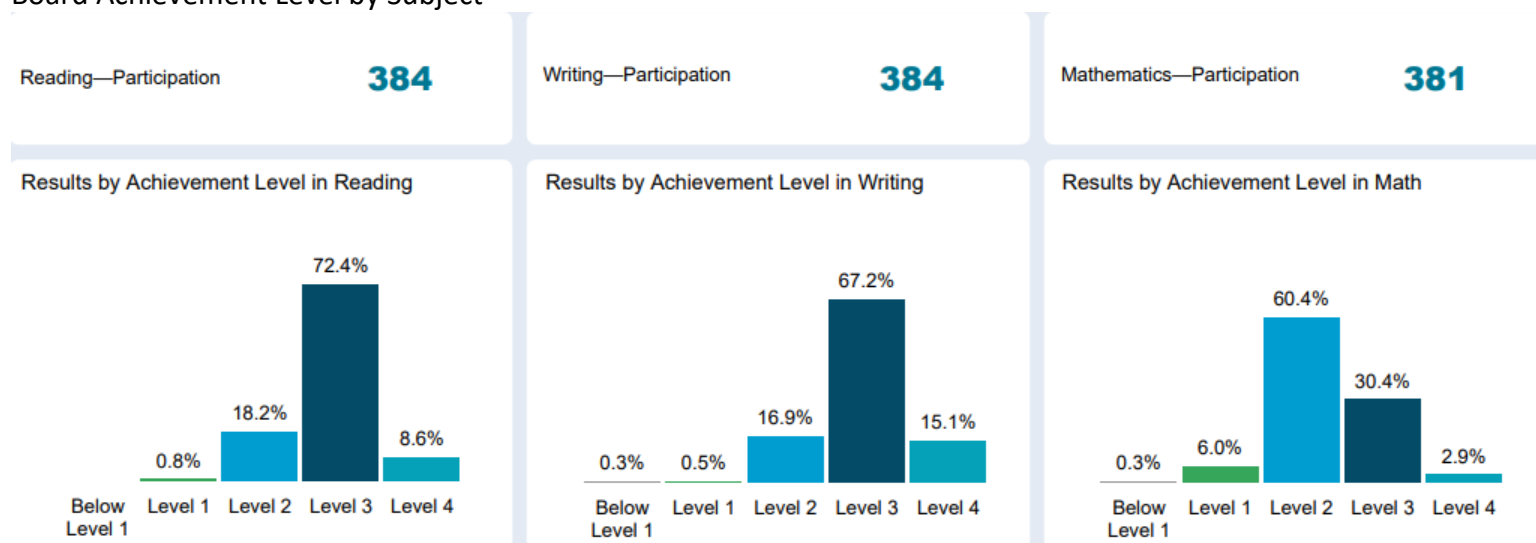


## Mathematics

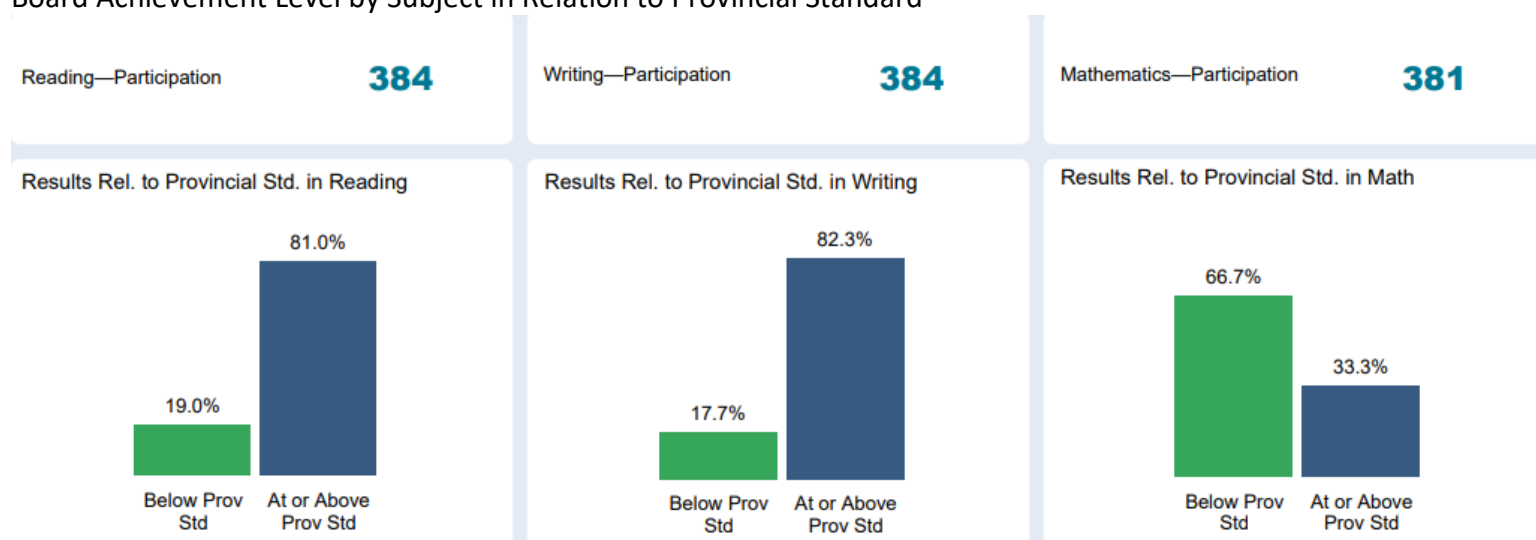


## G. Junior Overall Achievement

### Board Achievement Level by Subject

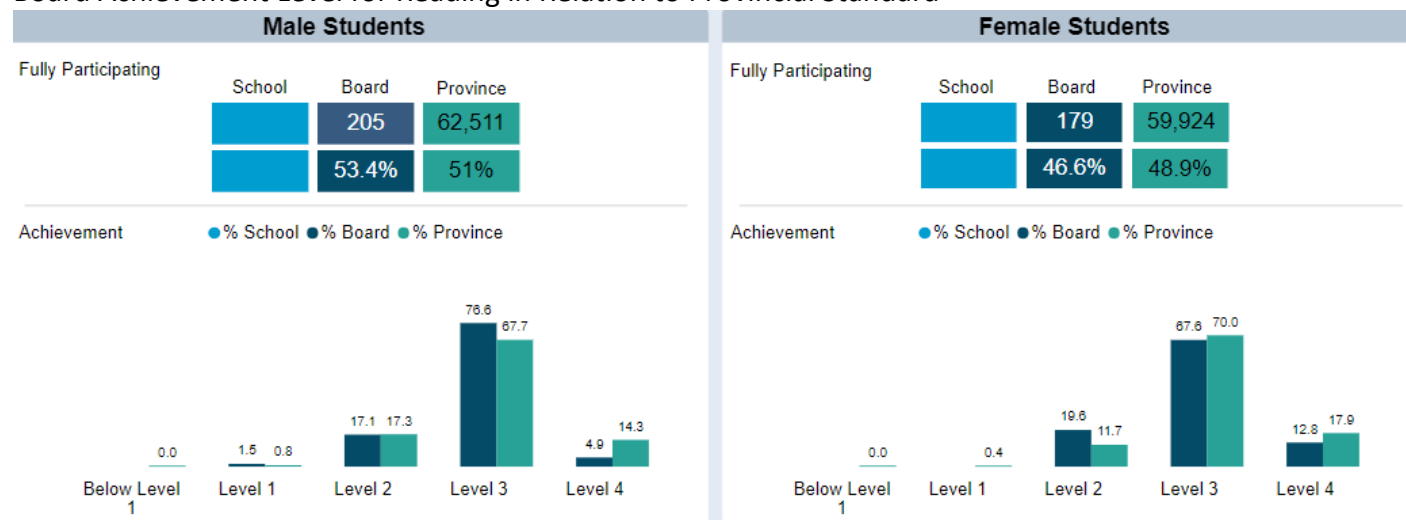


### Board Achievement Level by Subject in Relation to Provincial Standard

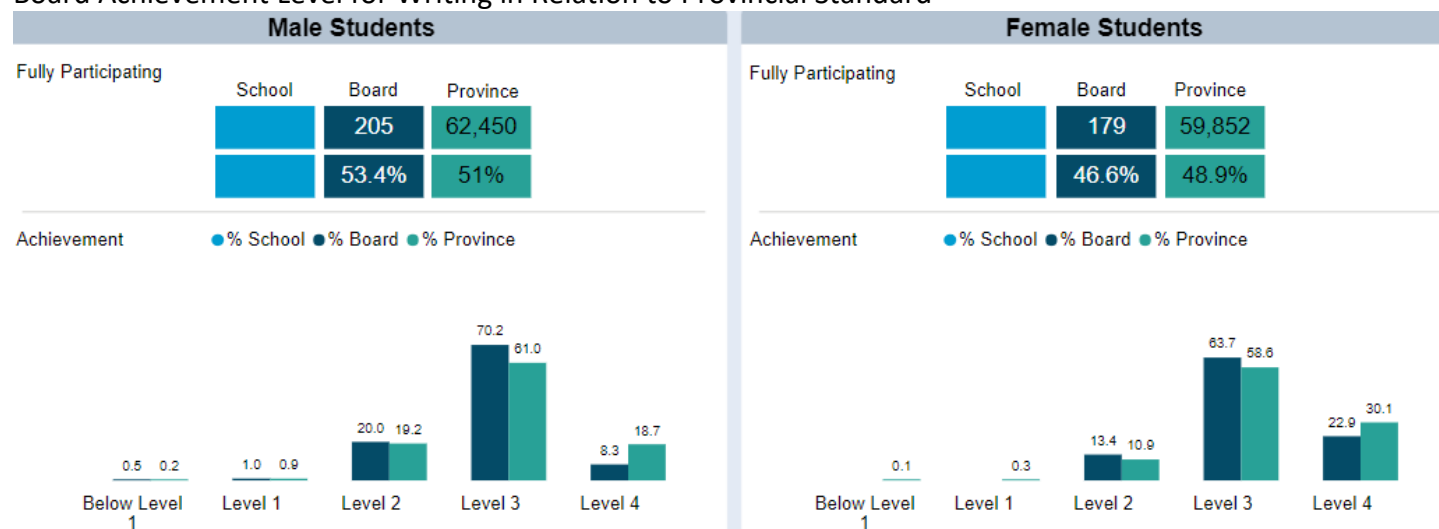


## H. Junior Results By Gender

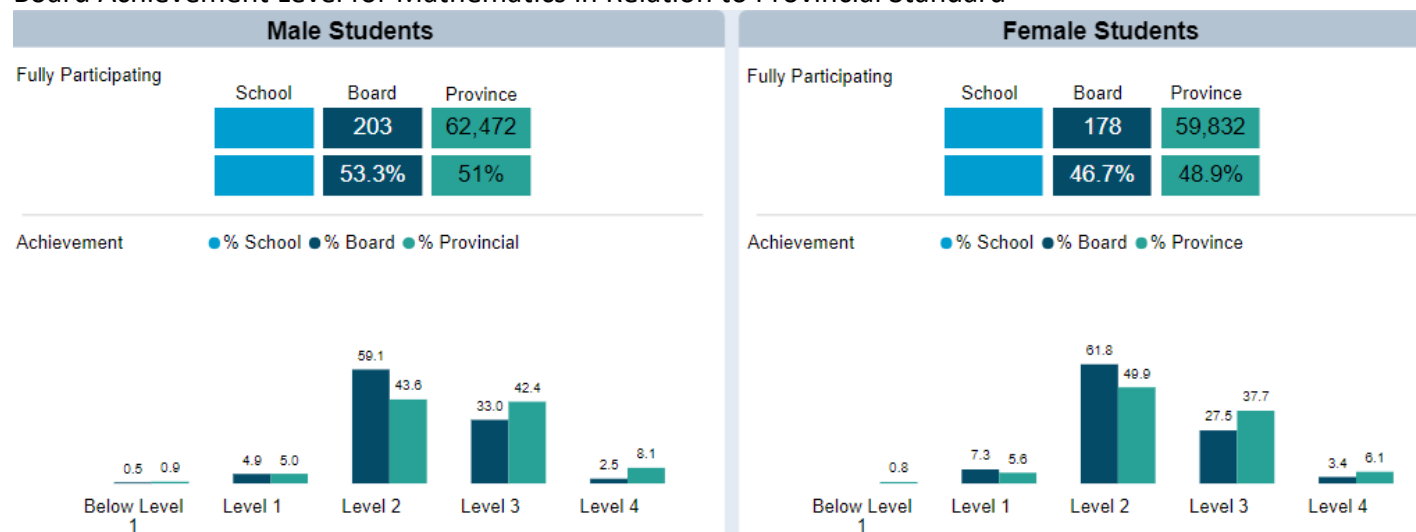
### Board Achievement Level for Reading in Relation to Provincial Standard



### Board Achievement Level for Writing in Relation to Provincial Standard

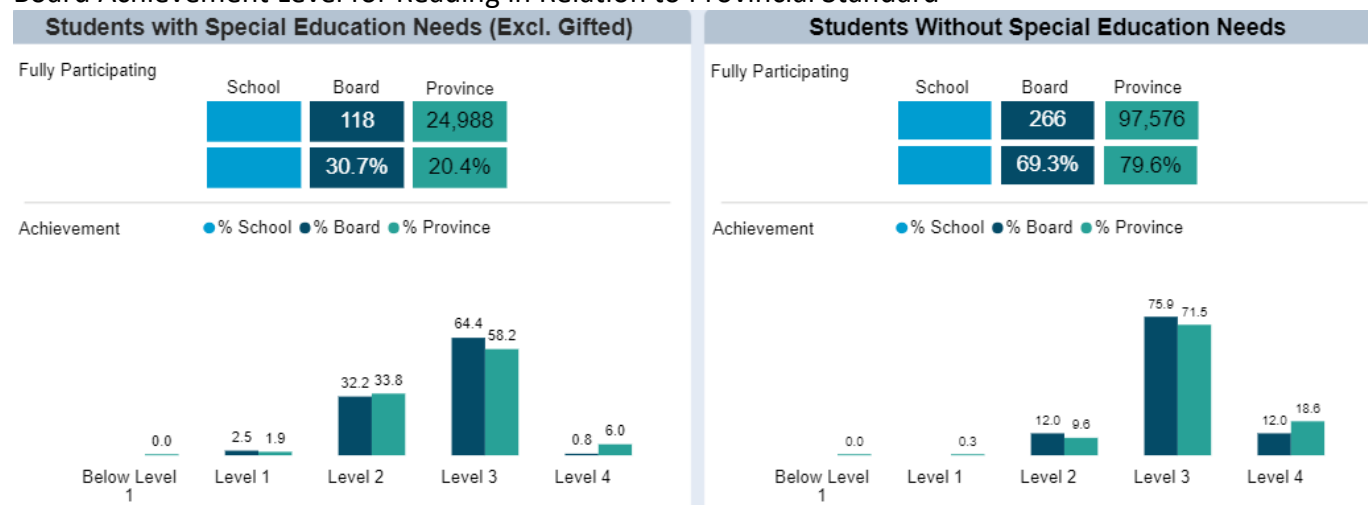


### Board Achievement Level for Mathematics in Relation to Provincial Standard

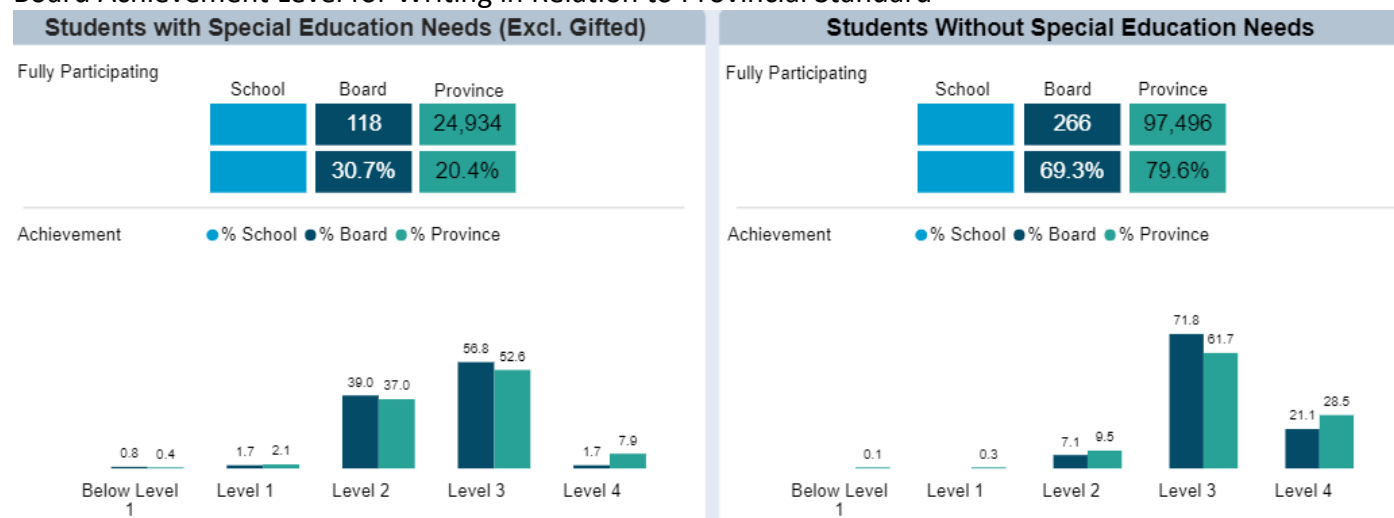


## I. Junior Results By Special Education Needs Status

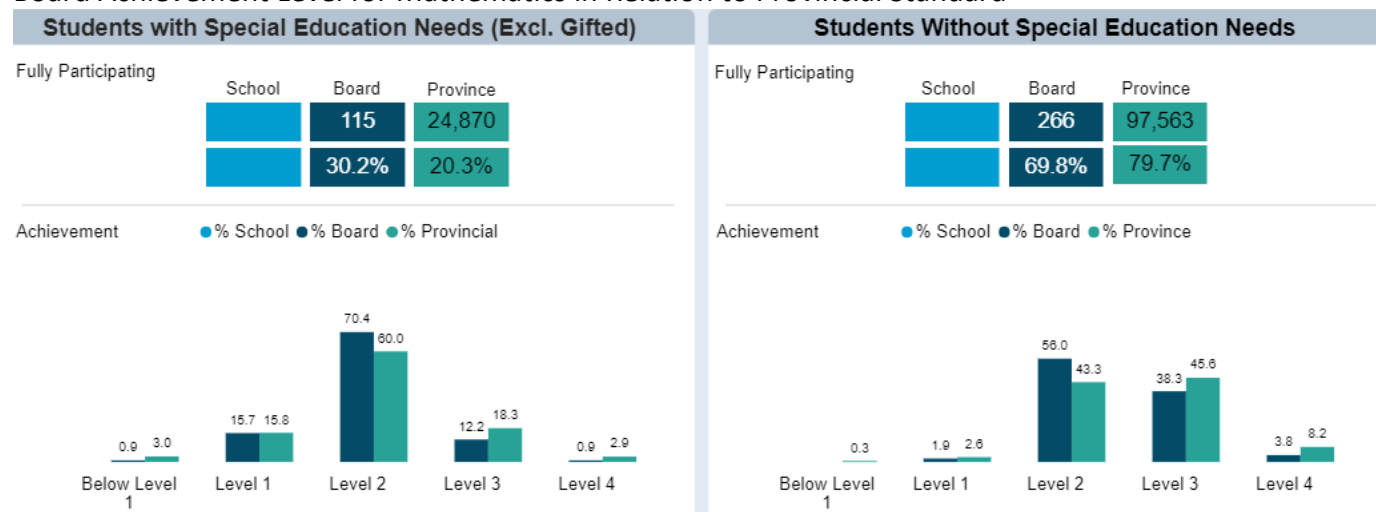
### Board Achievement Level for Reading in Relation to Provincial Standard



### Board Achievement Level for Writing in Relation to Provincial Standard



### Board Achievement Level for Mathematics in Relation to Provincial Standard





## J. 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.

### Success and Well-Being of our Students

*Our students learn in an environment where they are cherished, safe, listened to, and included. In keeping with the Ontario Catholic School Graduate Expectations, our students also feel inspired to learn, improve, develop and succeed in and beyond school.* (Multi-Year Strategic Plan 2022)

- Social Emotional Learning skills are now also a distinct section of the updated curriculum
- 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

## Student Achievement

### Literacy

- Science of Reading course was offered to NTIP teachers and mentors
- Kindergarten Teachers, ECEs, and LRTs are receiving professional development on current neuroscience of how the brain learns to read, and how that impacts classroom programming (e.g. structured literacy approach)
- Special Education and Curriculum work together to align resources and interventions
  - The SLP and CDAs provide screening for K year 2 students and possible support with oral language development, which is a pre-reading skill
  - Continue implementation of the Literacy road map created by Early Interventions Teacher and Teacher Diagnostician
- We are currently revising our intervention plan to remove bias by implementing universal screening for all K year 2 to Grade 2 students (DIBELS)
- We are adopting a multi-tiered system of support by implementing three tiers of programming as recommended in the Right to Read Report
  - This includes trialing programs like Amplify Reading, Kilpatrick, UFLI Foundations, Heggerty, and FlyLeaf
- We offer Lexia Reading for grades 4 to 8 which is a reading program designed to target a student's deficit skills and remediate at their level
- Program Team and Principals are working together to enhance the implementation of effective literacy strategies in the classroom

### Numeracy

- 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
  - Implementation of 60 minutes of mathematics daily, including teaching 10 minutes of mental math strategies
  - Teach mental math strategies in our intermediate math classes, to improve students' fluency with numbers
  - Incorporate manipulatives into the instruction of mathematics
- Educators are focusing on new provincial mathematics curriculum, with a particular focus on Number, using Board documents:
  - Progression of Strands (Grade 1-8)
  - Teacher Unit Inventories (Grade 1-8)

- Student Inventories (Grades 7-8)
- Embedding EQAO-type questions into classroom instruction
  - Build familiarity using the resource bank of EQAO questions
- School Based Math Learning Facilitator and Math Learning Lead will work with educators to ensure inclusivity, equity, and diversity through culturally responsive teachings and tasks in which all student can maximize their mathematical learning
- Assistive Technology Resource Teacher to support students with special education needs
- New Ministry of Education funding to help close the gap in Mathematics for students with Special Education needs
- School Based Math Learning Facilitator and Math Learning Lead are collaborating on various job-embedded supports for teachers and students as well as professional development sessions
- Implementation of MathUP as a new board-wide resource
- Teachers encouraged to refer to all resources in the Math Google classroom
- Encourage and support teachers in the implementation of High Impact Instructional Practices in Mathematics as provided by the Ministry of Education

## Conclusion

Senior Administration, Curriculum Department, Special Education Department and School Teams will analyze the results recently released by EQAO. School Teams will utilize these results to inform their School Improvement Plan for Student Achievement (SIPSA), as well as identifying implications for classroom instruction.

November 2022

**27**



**Huron-Superior Catholic**  
DISTRICT SCHOOL BOARD

## REPORT TO THE DIRECTOR

**Re: EQAO Grade 9 Mathematics  
2021-2022**

**Submitted by:**

Christine Durocher  
Superintendent of Education

**Prepared by:**

Stephanie Vendramin  
Catholic Curriculum Coordinator  
Kindergarten to Grade 12



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## A. Introduction

29

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.

For the first time, EQAO is reporting on the achievement results of its new digitalized and modernized assessments, which introduced a new online model of assessment delivery that differs from that of the prior paper-based assessments. EQAO's modernization enables responsiveness to the needs of the province on matters of education quality and accountability.

This report contains an overview of the 2021-2022 Education Quality and Accountability Office (EQAO) Grade 9 Mathematics assessment in the Huron-Superior Catholic District School Board. This report 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.

### Highlight of Key Considerations/Changes for EQAO

Data cannot be compared to previous years because the assessments have been changed in format. The new baseline year is now 2021-2022. The key considerations/changes for the Grade 9 EQAO Mathematics assessment include:

- New Math curriculum, so the Math questions now test different learnings than in previous years
- Implementation of de-streaming for Grade 9 Math (including all other subjects as well)
- New test format
  - No open ended questions
  - Limited sample test practice (only one available online for students)

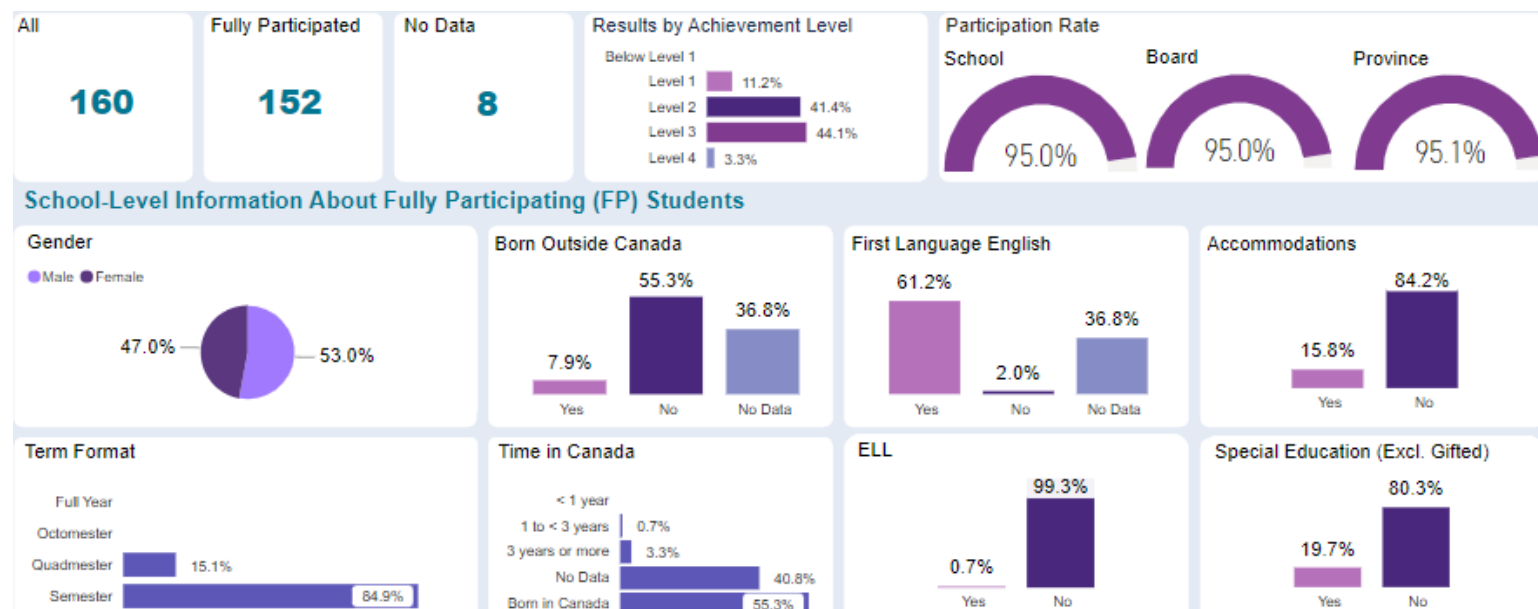
Other factors to consider when looking at the data include:

- Global pandemic which resulted in long periods of remote learning
- Learning loss for students accumulated during the pandemic years

## B. Contextual Student Information

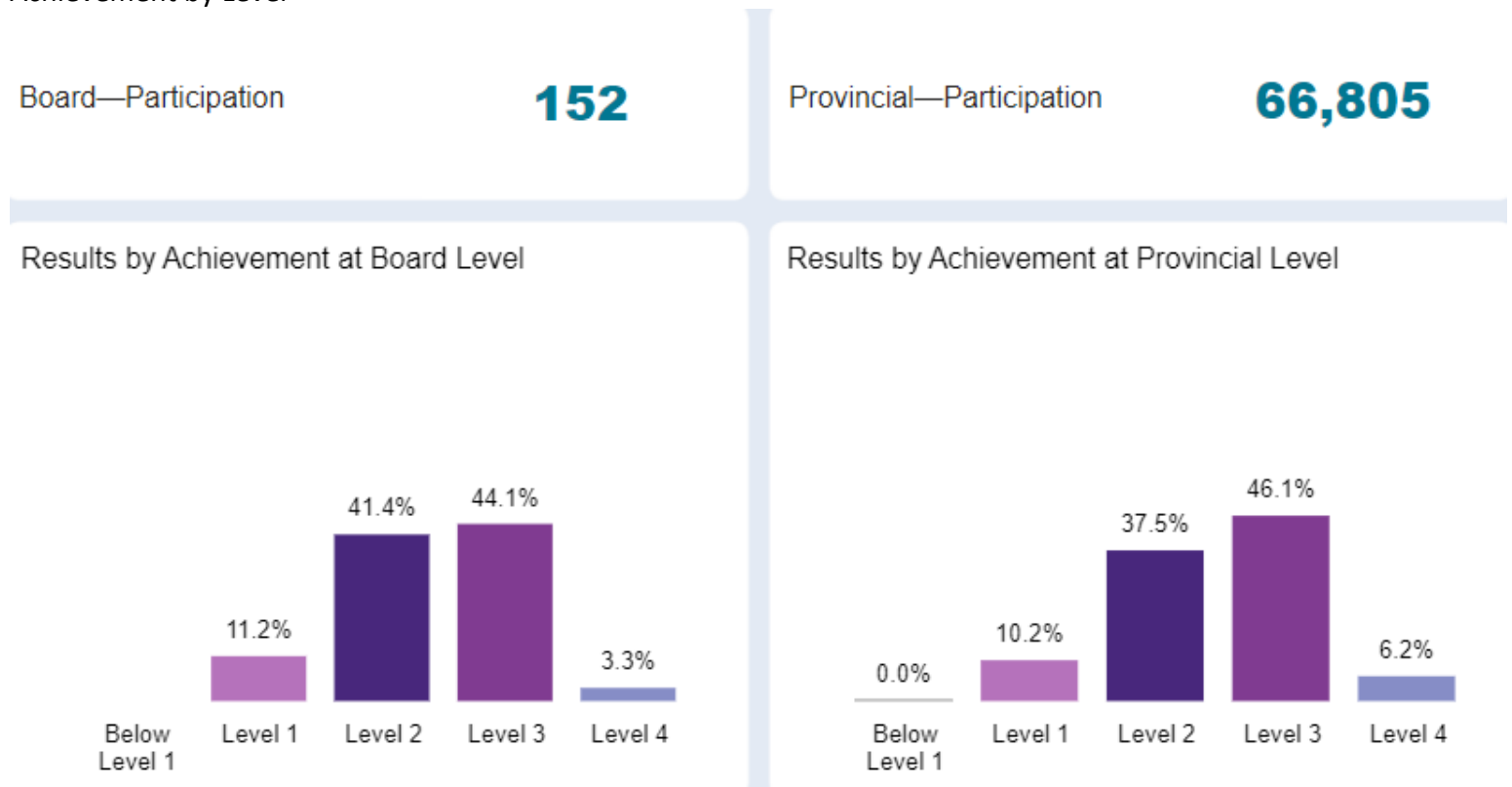
The Huron-Superior Catholic District School Board 2021-2022 EQAO results were calculated based on fully participating Grade 9 students. Contextual data pertaining to gender and student status are based on information provided by schools and/or boards through the Student Data Collection process.

### Grade 9



**C. Overall Achievement**

## Achievement by Level



## Board Achievement Level in Relation to Provincial Standard

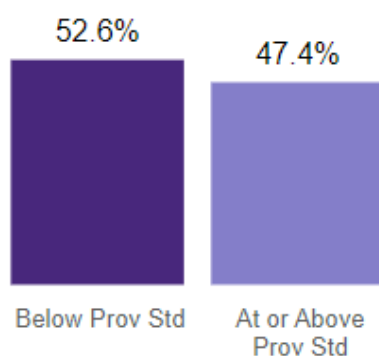
Board—Participation

**152**

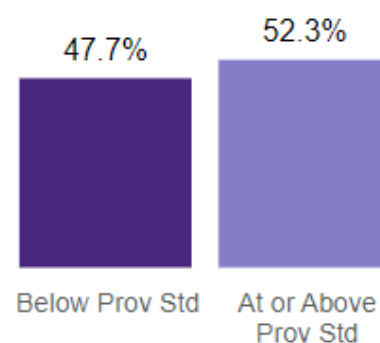
Provincial—Participation

**32**  
**66,805**

Results by Achievement at Board Level



Results by Achievement at Provincial Level

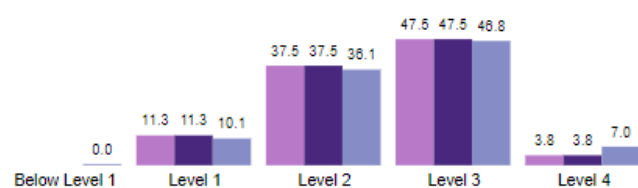
**D. Results By Gender****Male Students**

Participation

School	Board	Province
80	80	34,239
52.6%	52.6%	51.3%

Achievement

● % School ● % Board ● % Province

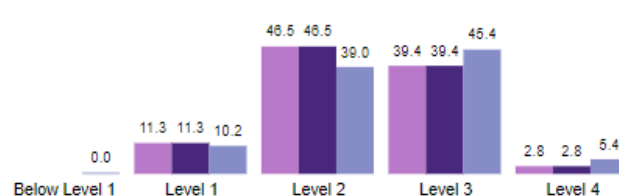
**Female Students**

Participation

School	Board	Province
71	71	32,343
46.7%	46.7%	48.4%

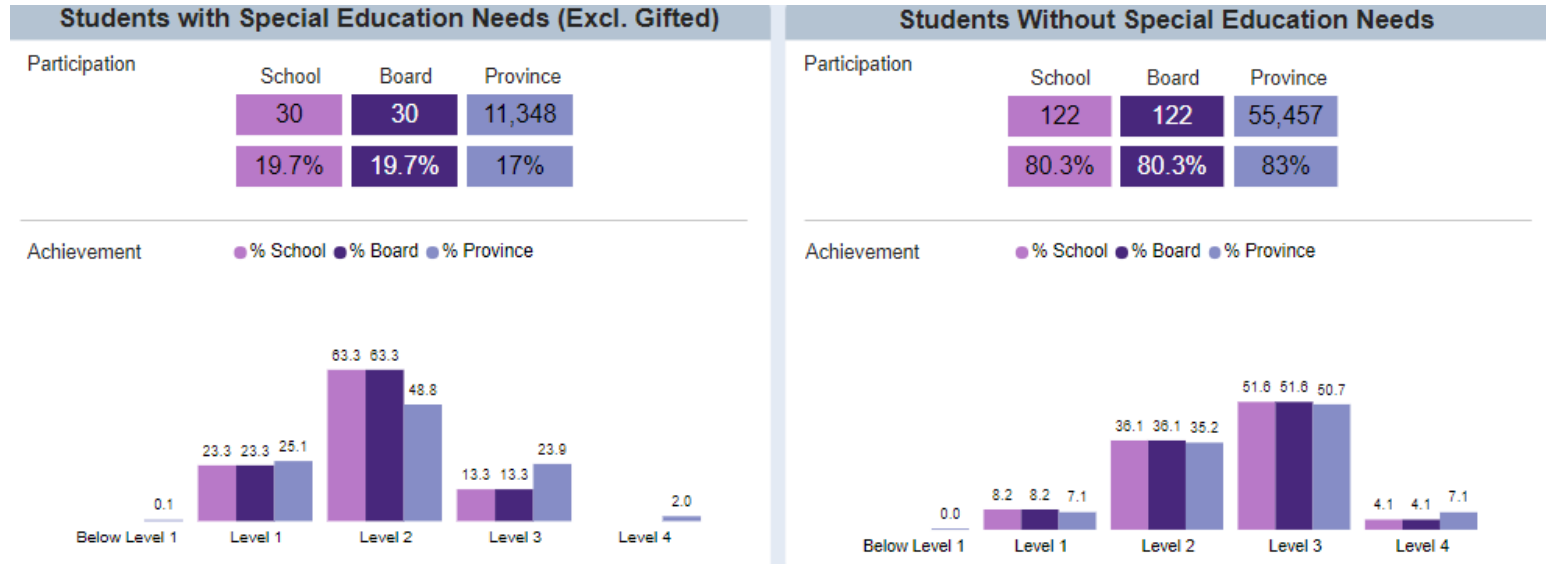
Achievement

● % School ● % Board ● % Province





## E. Results By Special Education Needs Status



## 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.

### Success and Well-Being of our Students

*Our students learn in an environment where they are cherished, safe, listened to, and included. In keeping with the Ontario Catholic School Graduate Expectations, our students also feel inspired to learn, improve, develop and succeed in and beyond school.* (Multi-Year Strategic Plan 2022)

- Social Emotional Learning skills are now also a distinct section of the updated curriculum
- 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 EQAO
- Providing supportive classroom environments and rich authentic tasks to engage students and encourage growth mindsets towards mathematics

### Student Achievement

- 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
  - Incorporate manipulatives into the instruction of mathematics
- Educators are focusing on new provincial mathematics curriculum, with a particular focus on Number, using Board resource documents
- Teachers receiving continued support from Curriculum Department pertaining to de-streaming, including professional development in areas such as:
  - Support addressing new areas of the curriculum (Coding and Financial Literacy)
  - Implementation of online de-streaming teacher and student resources
  - Regular visits from the School Based Math Learning Facilitator
- Embedding EQAO-type questions into classroom instruction
  - Build familiarity using the resource bank of EQAO questions
  - Continue to use the EQAO assessment as 10% of students' final grade
- School Based Math Learning Facilitator and Math Learning Lead will work with educators to ensure inclusivity, equity, and diversity through culturally responsive teachings and tasks in which all student can maximize their mathematical learning
- Teachers encouraged to use thinking classroom strategies, post assignments and solutions in the Learning Management System (LMS) and provide differentiated instruction and parallel tasks
- Assistive Technology Resource Teacher to support students with special education needs
- Continuation of utilizing the D2L, WIZE and Make Math Moments resources
- Encourage and support teachers in the implementation of High Impact Instructional Practices in Mathematics as provided by the Ministry of Education
- Utilize technology to promote 21st century competencies and the skills required to be successful in the global workforce

### Conclusion

Senior Administration, Curriculum Department, Special Education Department and School Teams will analyze the results recently released by EQAO. School Teams will utilize these results to inform their School Improvement Plan for Student Achievement (SIPSA), as well as identifying implications for classroom instruction.

November 2022

**35**



**Huron-Superior Catholic**  
DISTRICT SCHOOL BOARD

## REPORT TO THE DIRECTOR

**Re: EQAO Grade 10 OSSLT  
2021-2022**

**Submitted by:**

Christine Durocher  
Superintendent of Education

**Prepared by:**

Stephanie Vendramin  
Catholic Curriculum Coordinator  
Kindergarten to Grade 12



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● Student Success and Well-Being	
● Student Achievement	

## A. Introduction

37

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.

For the first time, EQAO is reporting on the achievement results of its new digitalized and modernized assessments, which introduced a new online model of assessment delivery that differs from that of the prior paper-based assessments. EQAO's modernization enables responsiveness to the needs of the province on matters of education quality and accountability.

This report contains an overview of the 2021-2022 Education Quality and Accountability Office (EQAO) Grade 10 OSSLT assessment for the Huron-Superior Catholic District School Board. It is mandatory that students pass the OSSLT or the Ontario Secondary School Literacy Course (OSSLT) to graduate. This report 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.

### Highlight of Key Considerations/Changes for EQAO

Data cannot be compared to previous years because the assessments have been changed in format. The new baseline year is now 2021-2022. The key considerations/changes for the Grade 10 OSSLT include:

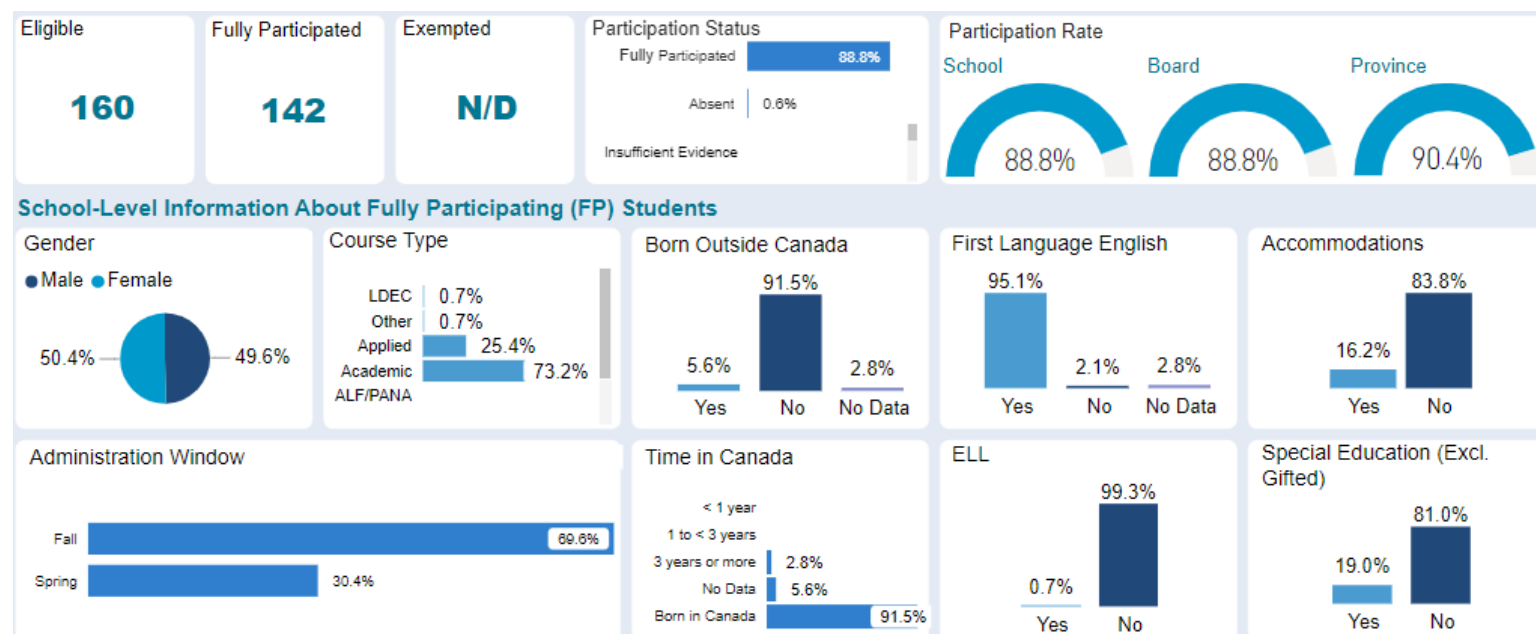
- New format for the test
  - Length of test went from two long answer down to one long answer

Other factors to consider when looking at the data include:

- Global pandemic which resulted in long periods of remote learning
- Learning loss for students accumulated during the pandemic years

## B. First-Time Eligible Contextual Student Information

The Huron-Superior Catholic District School Board 2021-2022 EQAO results were calculated based on fully participating first-time eligible students. First-time eligible students are working toward an Ontario Secondary School Diploma (OSSD). These students are expected to write the Ontario Secondary School Literacy Test (OSSLT) for the first time in their second year of secondary school. Contextual data pertaining to gender and student status are based on information provided by schools and/or boards through the Student Data Collection process.



### C. First-Time Eligible Overall Achievement

Board Achievement Level in Relation to Provincial Standard

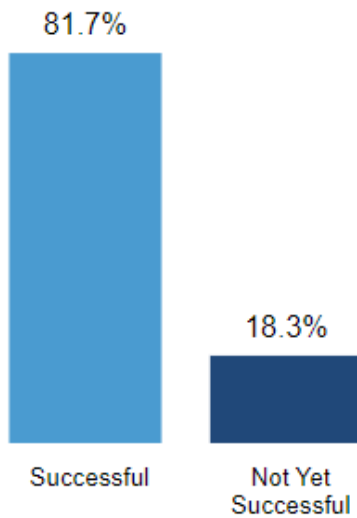
Board—Participation

**142**

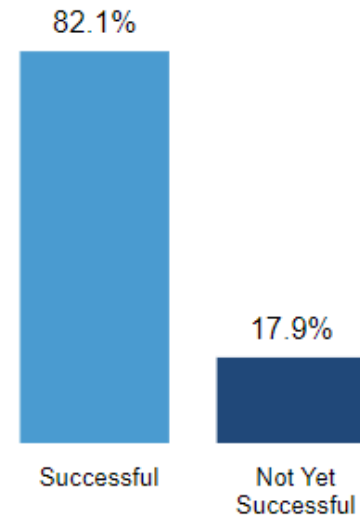
Provincial—Participation

**128,160**

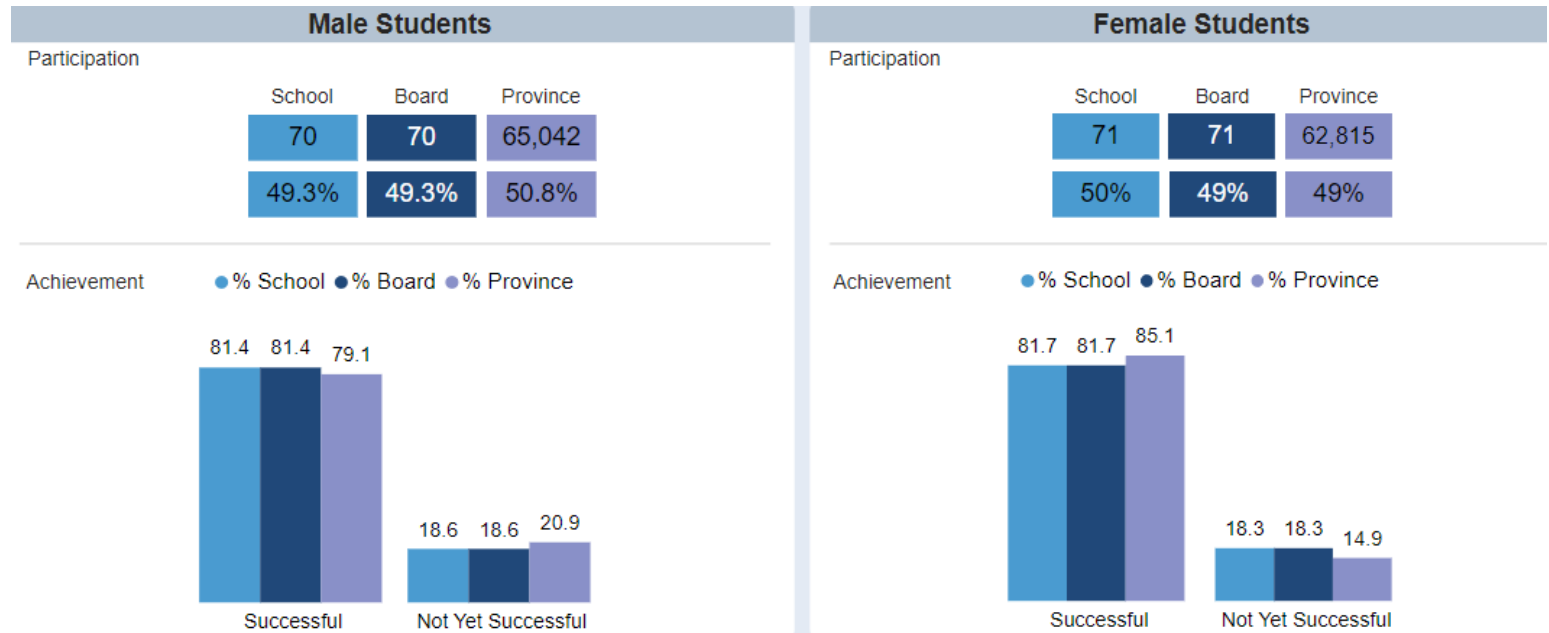
Results by Achievement at Board Level



Results by Achievement at Provincial Level

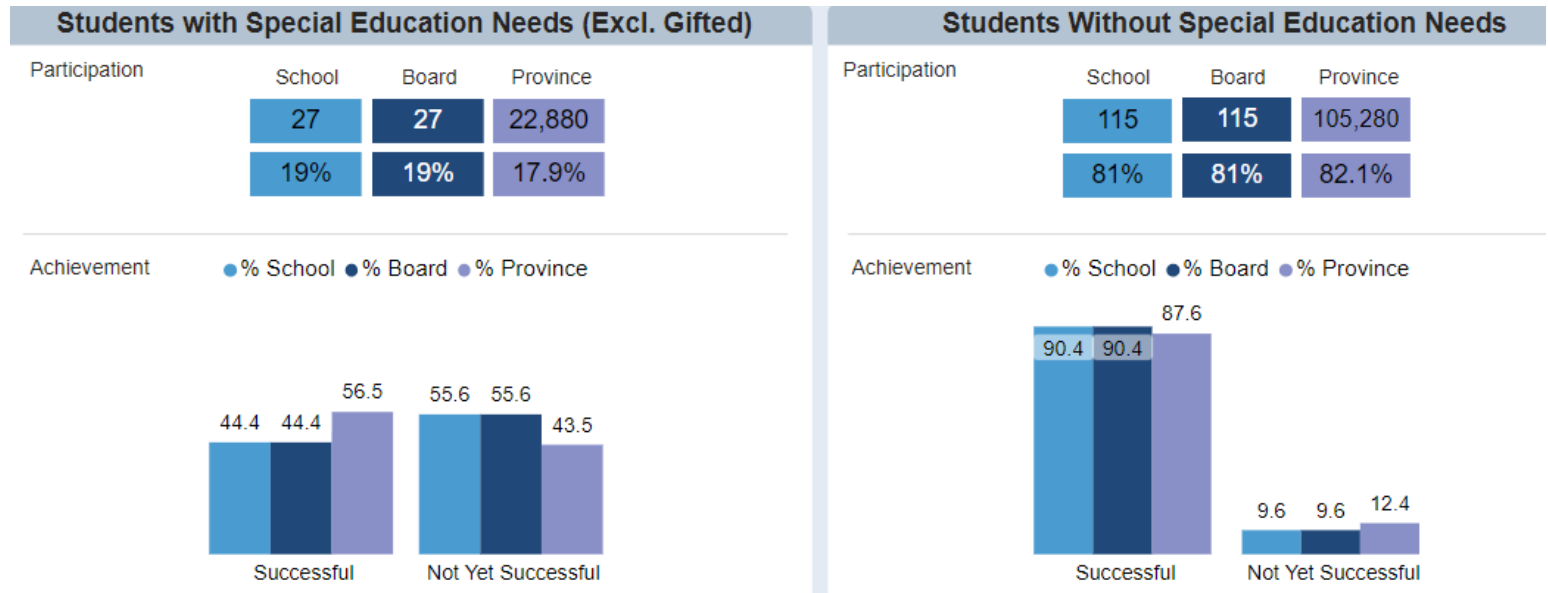


## D. First-Time Eligible Results By Gender



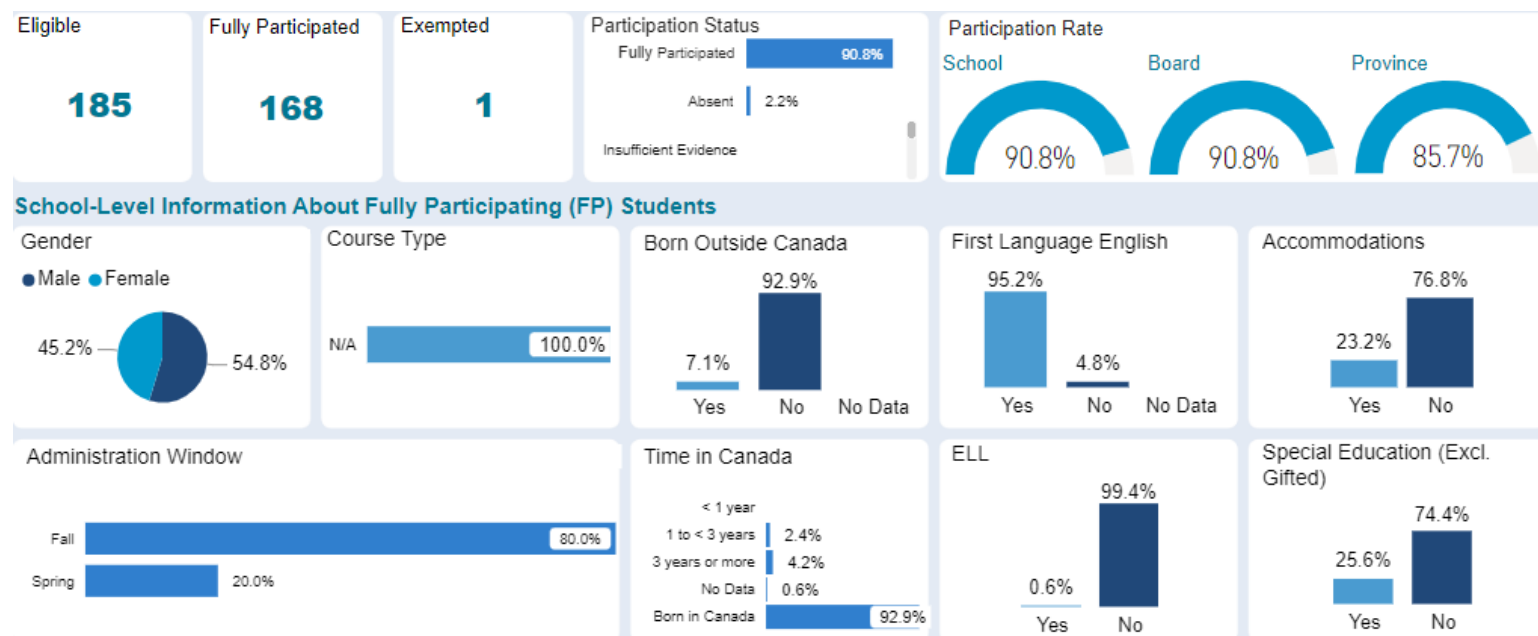


## E. First-Time Eligible Results By Special Education Needs Status



## F. Previously Eligible Contextual Student Information

The Huron-Superior Catholic District School Board 2021-2022 EQAO results were calculated based on fully participating previously eligible students. Previously eligible includes all students who were absent or deferred; who provided insufficient evidence to determine an outcome; who were not yet successful during one or more previous administrations; who were previously exempted but are now working toward an OSSD Contextual data pertaining to gender and student status are based on information provided by schools and/or boards through the Student Data Collection process.



## G. Previously Eligible Overall Achievement

Achievement Level in Relation to Provincial Standard

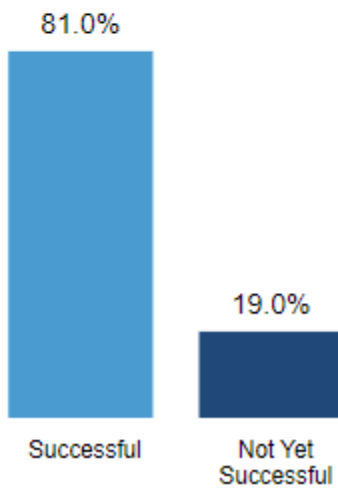
Board—Participation

**168**

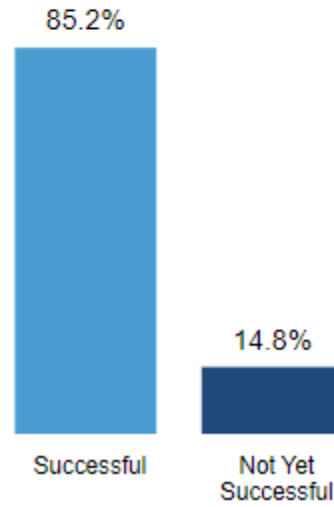
Provincial—Participation

**127,272**

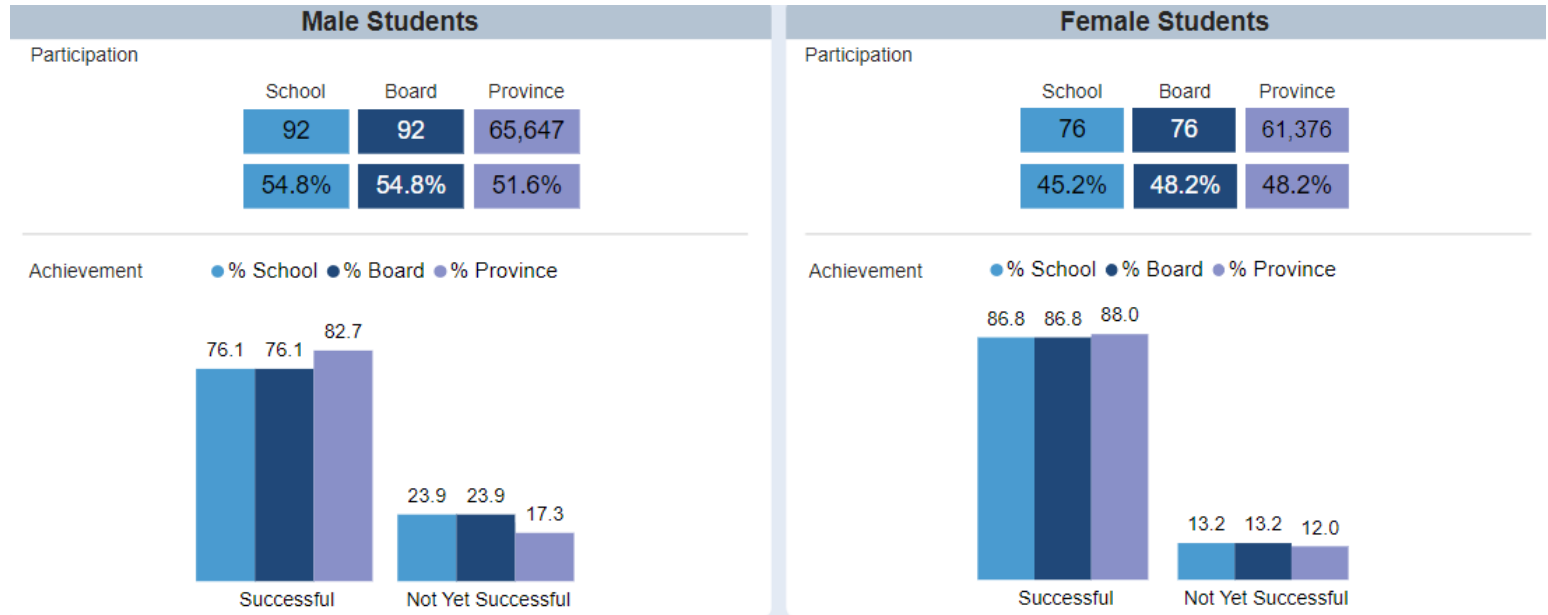
Results by Achievement at Board Level



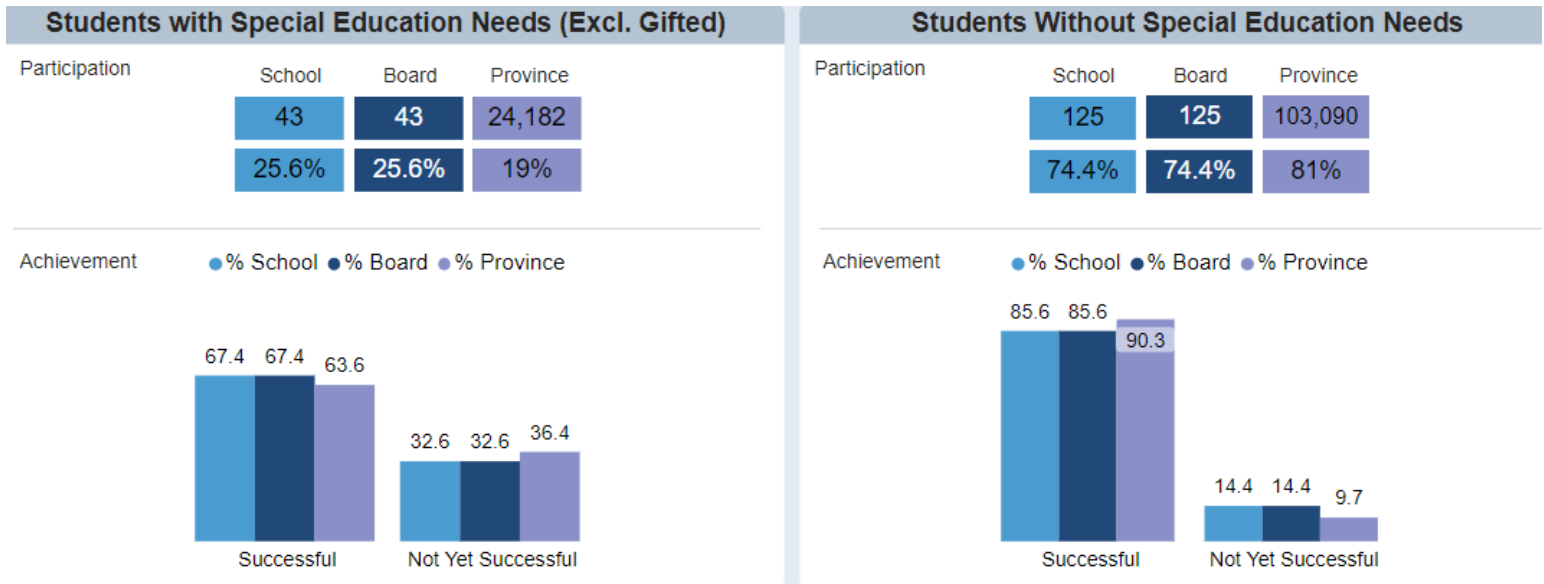
Results by Achievement at Provincial Level



## H. Previously Eligible Results By Gender



# I. Previously Eligible Results By Special Education Needs Status

**45**


## J. 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.

### Success and Well-Being of our Students

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- 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)
- Providing support and encouragement with principal visits to classes to reinforce the importance of the EQAO assessment

### Student Achievement

- 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 practice test questions provided by EQAO
- The Assistive Technology Resource Teacher supports students with special education needs and provides training for the OSSLT
- Tutorials and OSSLT preparation for students
  - Students review tutorial slideshow, literacy prep guide and will have the opportunity to complete the online practice test
- Lunch time sessions
  - Students have the opportunity to attend a lunch time Tutorial Session that reviews the essay, as well as multiple choice and reading selections
- Offering Lexia Reading for grades 9 to 12 which is a reading program designed to target a student's deficit skills and remediate at their level
- Integrating Indigenous perspectives into what and how we teach

### Conclusion

Senior Administration, Curriculum Department, Special Education Department and School Teams will analyze the results recently released by EQAO. School Teams will utilize these results to inform their School Improvement Plan for Student Achievement (SIPSA), as well as identifying implications for classroom instruction.

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**SPECIAL EDUCATION ADVISORY COMMITTEE**  
**S.E.A.C.**  
**Minutes**

**Date: Wednesday, October 26, 2022**

**Location:**

**Time: 4:00pm - 6:00pm**

**Attendance:** Karisa Ceglarz, Irma DiRenzo, Sherri Kitts, Jared Lambert,  
Fil Lettieri, Jacques Ribout, Gary Trembinski, Rosanne Zagordo

**Student Trustees and Guests:**

**Regrets:** Theresa Coccimiglio, Melanie Ross, Sandra Turco, Danny Viotto, Owen Middleton, Jenna Viotto

Google Meet Link: [meet.google.com/xxa-eatt-vez](https://meet.google.com/xxa-eatt-vez)

AGENDA ITEMS		ACTION	WHO	WHEN
1.	PRAYER FOR SEAC <a href="#">Welcome, Land Acknowledgment and Prayer.</a>	<ul style="list-style-type: none"><li>Prayer was said by everyone.</li></ul>		
2.	ACCEPTANCE OF PREVIOUS MINUTES ( <a href="#">September 28, 2022</a> )	<ul style="list-style-type: none"><li>Minutes were approved.</li></ul>	Gary Trembinski Sherri Kitts	
3.	AGENDA ADDITIONS/CHANGES			
4.	GUEST(s): REPORTS and Presentations:	<ul style="list-style-type: none"><li>Report will be shared at the next meeting.</li></ul>	Jenna Viotto Owen Middleton	



	<ul style="list-style-type: none"> <li>• SMC Trustees</li> <li>• Student Census Survey</li> <li>• Mental Health Update</li> </ul>	<p><b>Student Census</b></p> <ul style="list-style-type: none"> <li>• The Ministry of Education is requiring school boards to collect student demographic data (i.e., identity-based data including Indigenous identity, ethnic origin, race and religion) in accordance with the Anti-Racism Act.</li> <li>• <b>The Why:</b> <ul style="list-style-type: none"> <li>➢ Promote equitable and inclusive learning environments in our schools through evidence informed decision-making on policies, school/system improvement planning, training for staff and targeted programs/supports to enhance student achievement.</li> <li>➢ Identify, monitor and address barriers to student success and well-being (i.e., inequities with student course enrollment, suspensions/expulsions, exclusions and Special Ed. services)</li> </ul> </li> </ul> <p><b>Survey Details:</b></p> <ul style="list-style-type: none"> <li>➢ The survey is voluntary, anonymous and confidential.</li> <li>➢ There are two surveys (K to Gr. 6; Grade 7 to 12). Survey will be administered online.</li> <li>➢ K to Grade 6 survey will be completed by the parent/guardian and the Gr. 7 to 12 survey will be completed by students during the school day.</li> <li>➢ The survey will take approximately 15 minutes to complete.</li> <li>➢ There are four parts: Questions about (1) Child/Self (2) Family (3) School (4) Well-Being</li> <li>➢ Questions will require that participants select the answer that best describes them and what they think; there are no right or wrong answers.</li> <li>➢ Participants may choose to skip questions if they do not wish to provide answers.</li> <li>➢ The HSCDSB respects the privacy of our students and families. Data will be collected in a secure manner as directed by applicable privacy legislation and best practices.</li> <li>➢ Reports will not single out or identify a student or family. Data will only be reported in a summarized way to highlight system needs.</li> </ul>	Fil Lettieri	
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		<p><b>Mental Health Update:</b></p> <p>The Mental Health team will be participating in a foundational training for students with Autism</p> <ul style="list-style-type: none"> <li>• The Mental Health team will be attending a workshop for Identity training. The Student and Family Counsellors will be attending.</li> <li>• A suite of resources will be released to the Board.</li> </ul> <p><b>CUPE Collective Bargaining</b></p> <ul style="list-style-type: none"> <li>➤ School boards will be provided with a 5 day notice of strike</li> <li>➤ Contingency Plans will be put in place, subject to Ministry direction</li> </ul>	Jared Lambert	
5.	MINISTRY UPDATES	<p><b>Catch Up Payments:</b></p> <ul style="list-style-type: none"> <li>➤ Students (up to 18 years old) can receive \$200 per child, while students with special education needs (up to 21 years old) can receive \$250.</li> <li>➤ Applications remain open until March 31, 2023.</li> </ul> <p><b>Extension of Tutoring Supports Program:</b></p> <ul style="list-style-type: none"> <li>➤ School boards are now able to deliver the \$175M Tutoring Supports Program until March 31, 2023 and are able to use any unspent funds from the first half of the program to this extended timeline.</li> </ul> <ul style="list-style-type: none"> <li>• <b>EQAO Results:</b> <ul style="list-style-type: none"> <li>➤ Results reveal stable performance in the OSSLT and relative stability in Grade 6 reading and writing results.</li> <li>➤ There is weaker performance in math across all grades and reading and writing in Grade 3.</li> <li>➤ The impact of the pandemic is being observed in reading and math achievement, and these results are in line with what we are observing in other jurisdictions, both across Canada and internationally.</li> <li>➤ Results will be made public on November 3<sup>rd</sup>.</li> </ul> </li> <li>• <b>Numeracy/Literacy Supports:</b> <ul style="list-style-type: none"> <li>➤ Over the last three years, investments in Numeracy have included school-based math coaches, board math leads, subsidies for Additional Qualifications in math, digital math tools in classrooms and more one-on-one virtual math tutoring through Mathify and Eurêka!</li> <li>➤ With the return to normalcy, it is expected that these investments will be fully leveraged this year.</li> <li>➤ This year, the ministry will also work directly with school boards through new Math Action Teams that will have expertise in promoting the use of high-impact math teaching practices in Ontario classrooms, with a focus</li> </ul> </li> </ul>	Fil Lettieri	

		<p>on early interventions.</p> <ul style="list-style-type: none"> <li>➤ The ministry is also providing an additional \$15 million for school boards to offer a digital tool aligned with the Ontario curriculum to support students, parents, and educators</li> <li>➤ Beginning in 2023-24, the ministry will require all students in publicly-funded schools in year 2 of Kindergarten to Grade 2 to be screened for reading twice a year using evidence-based early screening tools. The second screening would be optional for students meeting or exceeding the benchmark.</li> </ul> <p><b>Numeracy/Literacy Supports:</b></p> <ul style="list-style-type: none"> <li>➤ Over the last three years, investments in Numeracy have included school-based math coaches, board math leads, subsidies for Additional Qualifications in math, digital math tools in classrooms and more one-on-one virtual math tutoring through Mathify and Eureka!</li> <li>➤ With the return to normalcy, it is expected that these investments will be fully leveraged this year.</li> <li>➤ This year, the ministry will also work directly with school boards through new Math Action Teams that will have expertise in promoting the use of high-impact math teaching practices in Ontario classrooms, with a focus on early interventions.</li> <li>➤ The ministry is also providing an additional \$15 million for school boards to offer a digital tool aligned with the Ontario curriculum to support students, parents, and educators</li> <li>➤ Beginning in 2023-24, the ministry will require all students in publicly-funded schools in year 2 of Kindergarten to Grade 2 to be screened for reading twice a year using evidence-based early screening tools. The second screening would be optional for students meeting or exceeding the benchmark.</li> </ul> <p><b>Modernizing the Curriculum</b></p> <ul style="list-style-type: none"> <li>➤ The ministry is also continuing to modernize curriculum to ensure learning is current, evidence-informed and prepares students for the job and life skills they need to thrive. This includes a focus on math, science, computer studies, business studies, technological education and pathways for the skilled trades, in addition to the new mandatory Indigenous-focused learning to be added to the Social Studies, Grades 1-3 curriculum for</li> </ul>		
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		<p>implementation in September 2023.</p> <ul style="list-style-type: none"> <li>➤ The ministry will develop and release a Curriculum Review Guide that includes a regular curriculum review cycle that ensures curriculum is up to date and relevant to important job and life skills.</li> </ul> <p><b>Pathways for the Skilled Trades</b></p> <ul style="list-style-type: none"> <li>➤ The Ministry will continue to work to ensure that students have more opportunities to be exposed to skilled trades early and more easily transition into these high-demand careers.</li> </ul>		
6.	<p>SEAC BUSINESS</p> <ul style="list-style-type: none"> <li>• <a href="#">MACSE</a> input</li> <li>• <a href="#">Review Letter on PPM 81</a></li> <li>• Final K-12 Education SDC</li> <li>• Recruiting and Succession Planning</li> <li>• SEAC member steps down</li> </ul>	<ul style="list-style-type: none"> <li>• Final K-12 Education SDC will be deferred to November</li> <li>• We are in the processing of collecting the meeting dates for Catholic School Councils so that we can have a representative from SEAC talk about being a member.</li> <li>• A script will be prepared and brought forward to CSC members.</li> </ul>	Irma DiRenzo Rosanne Zagordo	
7.	<p>BUSINESS CARRIED FORWARD</p> <ul style="list-style-type: none"> <li>• Meeting Times</li> <li>• Final K-12 Education SDC</li> </ul>			November
8.	<p>SUPERINTENDENT AND COORDINATOR'S REPORT</p> <ul style="list-style-type: none"> <li>• North Counsellor</li> <li>• CCAT update</li> <li>• Transition to School Community Meeting</li> </ul>	<p><b>Student and Family Counsellor Position</b></p> <ul style="list-style-type: none"> <li>• One of our counselors in the East will be supporting the North schools virtually.</li> </ul> <p><b><u>CCAT</u></b></p> <ul style="list-style-type: none"> <li>• All Grade 4 students will once again be participating in a group administered assessment. The Canadian Cognitive Abilities Test (CCAT 7) is a standardized screening tool that provides information with regards to a student's ability to problem solve, use new information, and think critically.</li> <li>• The data provided through this screening tool will serve multiple purposes: <ul style="list-style-type: none"> <li>➤ Initial Screening Tool for Eligibility into the HSCDSB Enrichment Program</li> <li>➤ Monitor and Inform Student and Class Profiles at the School Level</li> <li>➤ Monitor and Inform System Level Data</li> </ul> </li> </ul>	Fil Lettieri Rosanne Zagordo	

		<ul style="list-style-type: none"> <li>Students with CCAT scores at the 97th%ile on any of the three scales will be brought to ISET and a referral package will be submitted for testing for giftedness. Results will be sent home to the families and a copy will be placed in the student's OSR.</li> <li>Eligible students will participate in an after school Enrichment Program for grades 4, 5 and 6. <ul style="list-style-type: none"> <li>Grade 6 - February - March</li> <li>Grade 5 - March - April</li> <li>Grade 4 - April - May</li> </ul> </li> <li>Kasia Ceglarz has agreed to represent SEAC on the Parent Involvement Committee (PIC). The first meeting is November 14th.</li> <li>Rosanne will be attending the Transition to School Community Meeting to support our students with exceptional learning needs who are entering school for September 2023.</li> </ul>		
a.	North Shore Tribal Council (S. Kitts)	<ul style="list-style-type: none"> <li>Sherri continues to work with Holy Cross school administration to support students.</li> <li>The presentation by Natalie will be held on November 23, 2022.</li> </ul>	Sherri Kitts	
b.	AUTISM ONTARIO SSM CHAPTER PARENT INVOLVEMENT COMMITTEE (I. DiRenzo)	<ul style="list-style-type: none"> <li>Please see the link: <a href="https://www.autismontario.com/programs-services/learning-resources">https://www.autismontario.com/programs-services/learning-resources</a></li> </ul>	Irma DiRenzo	
c.	ALGOMA FAMILY SERVICES (T. Coccimiglio)	<ul style="list-style-type: none"> <li>No report at this time.</li> </ul>		
d.	THRIVE – WELL BEING COMMITTEE (K. Ceglarz)	<ul style="list-style-type: none"> <li>Smart start hubs that will be coming into the community. THRIVE is working with community partners to develop the questions. Partners such as APH, AFS, the hospital, CAS, Child Care centers etc.</li> <li>Intake coordinators will support the family; there are 3 of these workers.</li> <li>Presentation to LRTs and P/VPs is recommended.</li> <li>Rosanne will follow up with an email to Kasia.</li> </ul>	Kasia Ceglarz	December
e.	COMMUNITY LIVING ALGOMA (J. Robout)	<ul style="list-style-type: none"> <li>The presentation from Shelley Moore on October 24, 2022, was well attended.</li> <li>There are resources that are available on her site: <a href="https://blogsomemoore.com/about/">https://blogsomemoore.com/about/</a></li> </ul>	Jacquest Ribout	
f.	MEMBER-AT-LARGE	<ul style="list-style-type: none"> <li>Chelsy-Jane Hannah has stepped down from SEAC.</li> </ul>		

	(C. Hannah)	<ul style="list-style-type: none"> <li>She was thankful for her time on SEAC and hopes to return as a member at large again in the future.</li> </ul>		
g.	MEMBER-AT-LARGE – FOCUS ON FAITH (I. Direnzo)	<ul style="list-style-type: none"> <li>No report at this time</li> </ul>		
h.	TRUSTEES REPORT (G. Trembinski, S. Turco)	<ul style="list-style-type: none"> <li>Jared Lambert's presentation on Mental Health at the Board meeting was well received.</li> <li>The election for Chair and Vice Chair will take place in November and the appointments for the committees will take place after that.</li> </ul>	Gary Trembinski	
9.	NOTES	<ul style="list-style-type: none"> <li>Adjournment 5:45 pm</li> </ul>	Kasiz Ceglarz Gary Trembinski	

**Next Meeting:** November 23, 2022

**Location:** Room #6 Board Office/Google meet link will be available via email.

**Time:** 4:00 – 6:00 p.m.



"Working Together"

**M** Atikameksheng  
Anishnawbek  
\*  
**A** Sagamok  
Anishnawbek  
\*  
**M** Serpent River  
First Nation  
\*  
**A** Mississauga  
First Nation  
\*  
**W** Thessalon  
First Nation  
\*  
**E** Garden River  
First Nation  
\*  
**S** Batchewana  
First Nation  
\*  
**W**  
**E**  
**N**

**The  
North  
Shore  
Tribal  
Council**

473 "A"  
Highway 17 East  
Cutler ON  
P0P 1B0

Tel: (705) 844-2340  
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HEALTH PROGRAM:  
Tel: (705) 844-2021  
Fax: (705) 844-2844

Toll free: 1877 633-7558

www.mamaweswen.ca

November 15, 2022

Danny Viotto  
Director of Education  
Huron Superior Catholic District School Board  
90 Ontario Avenue  
Sault Ste. Marie, ON P6B 6G7  
Phone: (705) 945-5600  
Fax: (705) 945-5681

**RE: NSTC S.E.A.C. Appointments**

Dear Mr. Viotto:

We are pleased to announce Sherri Kitts has agreed to continue to represent Mamaweswen, THE NORTH SHORE TRIBAL COUNCIL (NSTC) on the Special Education Advisor Committee (S.E.A.C.). Please accept this letter as notification that NSTC has appointed Sherri Kitts as the primary representative and Marnie Yourchuk as the alternate representative to sit on the Special Education Advisory Committee (S.E.A.C.) as the NSTC representatives.

**Primary - Sherri Kitts**

41 Whiskey Jack Drive  
Garden River, ON P6A6Z9  
Home Phone: (705) 759-0498  
Work Phone: (705) 946-2292, Ext 217  
Work Fax: (705) 946-0413  
Work Email: [skitts@gardenriver.ca](mailto:skitts@gardenriver.ca)

**Alternate – Marnie Yourchuk**

1091 Lau Camp Rd  
Algoma Mills, ON P0R1A0  
Home Phone: (705) 542-5979  
Work Phone: (705) 844-2340, Ext 410  
Work Fax: (705) 844-2563  
Work Email: [marnie@mamaweswen.ca](mailto:marnie@mamaweswen.ca)

We look forward to our continued participation on S.E.A.C. and having Sherri represent NSTC. Please do not hesitate to contact me if you have any questions.

Sincerely Yours,

Mamaweswen, THE NORTH SHORE TRIBAL COUNCIL

*M. Yourchuk*

Marnie Yourchuk  
Education Program Manager

Cc: Sherri Kitts



## **REPORT TO THE DIRECTOR OF EDUCATION APPROVAL OF AUDITED FINANCIAL STATEMENTS FOR THE PERIOD SEPTEMBER 1 2021 TO AUGUST 31, 2022**

Date:  
December 14 2022

Submitted by:  
Justin Pino  
Superintendent of Business

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The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Equitable Stewardship of our Resources as one of its strategic directions. This report relates specifically to utilizing resources responsibly, justly, responsively, and wisely.

### **Background:**

The Board's external auditors, BDO Canada LLP, have completed their audit work and have provided an opinion on the financial statements of the Board for the year ended August 31, 2022. The Audit Committee of the Board, along with Board staff, reviewed the financial statements on December 6<sup>th</sup>, 2022. The external auditors, BDO Canada LLP were present and reviewed their audit findings with the Audit Committee at that time.

The Audit Committee members consist of Board Chair Gary Trembinski and Trustees John Bruno and Lindsay Liske. External Audit Committee members are Sean Dwyer and Khushru Umrigar. Board staff who are present as a resource to the committee include Director of Education Danny Viotto, Superintendent of Business Justin Pino, Supervisor of Accounting and Payroll, Monique Ellis and Budgeting and Cost Analyst, Daniel Senegal.

### **Information:**

The Huron-Superior Catholic District School Board Consolidated Financial Statements for the year ended August 31, 2022 are attached.

### **Recommendation:**

The Audit Committee of the Board has reviewed the audited financial statements and is recommending that the Board receive and approve the 2021-22 audited financial statements for the year ended August 31<sup>st</sup>, 2022.

### **Motion:**

That the Huron-Superior Catholic District School Board approve the audited financial statements for the year ended August 31, 2022 as outlined in the Report to the Director dated December 14<sup>th</sup>, 2022.



**Huron-Superior Catholic District  
School Board  
Consolidated Financial Statements  
For the year ended August 31, 2022**

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**Huron-Superior Catholic District School Board**  
**Consolidated Financial Statements**  
For the year ended August 31, 2022

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## **Management's Responsibility for the Consolidated Financial Statements**

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The accompanying consolidated financial statements of the Huron-Superior Catholic District School Board are the responsibility of the Board's management and have been prepared in accordance with the Financial Administration Act, supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act, as described in Note 1 to the consolidated financial statements.

The preparation of consolidated financial statements necessarily involves the use of estimates based on management's judgment, particularly when transactions affecting the current accounting period cannot be finalized with certainty until future periods.

Board management maintains a system of internal controls designed to provide reasonable assurance that assets are safeguarded, transactions are properly authorized and recorded in compliance with legislative and regulatory requirements, and reliable financial information is available on a timely basis for preparation of the consolidated financial statements. These systems are monitored and evaluated by management.

The Audit Committee of the Board meets with the external auditors to review the consolidated financial statements and discuss any significant financial reporting or internal control matters prior to the Board's approval of the consolidated financial statements.

The consolidated financial statements have been audited by BDO Canada LLP, independent external auditors appointed by the Board. The accompanying Independent Auditor's Report outlines their responsibilities, the scope of their examination and their opinion on the Board's consolidated financial statements.

Director of Education

Superintendent of Business

Sault Ste. Marie, Ontario  
December 14, 2022

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## Independent Auditor's Report

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To the Board Members of  
Huron-Superior Catholic District School Board

### Opinion

We have audited the consolidated financial statements of Huron-Superior Catholic District School Board and its controlled entities (the Board), which comprise the consolidated statement of financial position as at August 31, 2022, the consolidated statements of operations, changes in net debt and cash flows for the year then ended, and notes to the consolidated financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying consolidated financial statements of the Board as at and for the year ended August 31, 2022 are prepared, in all material respects, in accordance with the basis of accounting described in Note 1 to the consolidated financial statements.

### Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Consolidated Financial Statements* section of our report. We are independent of the Board in accordance with the ethical requirements that are relevant to our audit of the consolidated financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

### Emphasis of Matter - Basis of Accounting

We draw attention to Note 1 to the consolidated financial statements which describes the basis of accounting used in the preparation of these consolidated financial statements and the significant differences between such basis of accounting and Canadian public sector accounting standards. Our opinion is not modified in respect of this matter.

### Responsibilities of Management and Those Charged with Governance for the Consolidated Financial Statements

Management is responsible for the preparation of the consolidated financial statements in accordance with the basis of accounting described in Note 1 to the consolidated financial statements, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing the Board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Board or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Board's financial reporting process.

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## Independent Auditor's Report (continued)

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### Auditor's Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Board's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Board to cease to continue as a going concern.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Board to express an opinion on the consolidated financial statements. We are responsible for the direction, supervision and performance of the group audit. We remain solely responsible for our audit opinion.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants, Licensed Public Accountants

Sault Ste. Marie, Ontario  
December 14, 2022

## Huron-Superior Catholic District School Board Consolidated Statement of Financial Position

August 31	2022	2021
<b>Financial assets</b>		
Cash and cash equivalents	\$ 1,092,728	\$ -
Accounts receivable	6,437,042	8,425,860
Accounts receivable - Government of Ontario (Note 2)	19,874,974	17,678,553
	<u>27,404,744</u>	<u>26,104,413</u>
<b>Liabilities</b>		
Bank indebtedness (Note 3)	-	557,877
Accounts payable and accrued liabilities	6,704,358	5,248,908
Obligations under capital lease (Note 4)	477,278	635,725
Long term debt (Note 5)	10,872,713	11,517,484
Deferred revenue (Note 6)	3,113,284	2,368,212
Deferred capital contributions (Note 7)	110,170,684	109,833,222
Employee future benefits payable (Note 8)	1,675,921	1,653,739
	<u>133,014,238</u>	<u>131,815,167</u>
<b>Net debt</b>	<u>(105,609,494)</u>	<u>(105,710,754)</u>
<b>Non-financial assets</b>		
Tangible capital assets (Note 20)	117,543,006	117,220,085
<b>Accumulated surplus (Note 9)</b>	<u>\$ 11,933,512</u>	<u>\$ 11,509,331</u>

\_\_\_\_\_  
Director of Education

\_\_\_\_\_  
Chairperson of the Board

## Huron-Superior Catholic District School Board Consolidated Statement of Operations

For the year ended August 31	Budget 2022	Actual 2022	Actual 2021
<b>Revenue</b>			
Grants for student needs (Note 10)	\$ 67,066,427	\$ 67,591,130	\$ 67,638,983
Provincial grants - other	2,038,381	5,161,876	4,703,318
Federal grants and fees	2,842,342	3,263,160	3,324,393
Other revenues - school boards	1,836,500	1,757,908	1,650,210
Other fees and revenues	695,600	1,477,122	1,629,194
Investment income	38,735	10,592	5,829
School fundraising and other revenues	451,831	1,061,788	599,235
Amortization of deferred capital contributions	4,953,467	5,309,031	4,888,447
	<u>79,923,283</u>	<u>85,632,607</u>	<u>84,439,609</u>
<b>Expenses</b>			
Instruction	57,748,799	59,517,872	59,259,058
Administration	3,405,014	3,538,151	3,676,020
Transportation	5,809,200	6,092,149	5,527,967
Pupil accommodation	12,793,107	14,436,135	14,533,198
Other	356,600	481,381	471,980
School funded activities	434,724	1,142,738	555,077
	<u>80,547,444</u>	<u>85,208,426</u>	<u>84,023,300</u>
<b>Annual surplus</b>	(624,161)	424,181	416,309
<b>Accumulated surplus, beginning of year</b>	-	11,509,331	11,093,022
<b>Accumulated surplus, end of year</b>	\$ (624,161)	\$ 11,933,512	\$ 11,509,331

The accompanying notes are an integral part of these financial statements.

## Huron-Superior Catholic District School Board Consolidated Statement of Change in Net Debt

For the year ended August 31	Budget 2022	2022	2021
<b>Annual surplus</b>	\$ (624,161)	\$ 424,181	\$ 416,309
Acquisition of tangible capital assets	(2,943,758)	(5,655,375)	(5,619,246)
Amortization of tangible capital assets	4,953,467	5,332,454	4,997,857
<b>Net change in net debt</b>	1,385,548	101,260	(205,080)
<b>Net debt, beginning of year</b>	(105,710,754)	(105,710,754)	(105,505,674)
<b>Net debt, end of year</b>	\$ (104,325,206)	\$ (105,609,494)	\$ (105,710,754)

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## Huron-Superior Catholic District School Board

### Consolidated Statement of Cash Flows

For the year ended August 31	2022	2021
<b>Cash flows from operating activities</b>		
Annual surplus	\$ 424,181	\$ 416,309
Items not involving cash		
Amortization of tangible capital assets	5,332,454	4,997,857
Amortization of deferred capital contributions	(5,309,031)	(4,888,447)
	<u>447,604</u>	525,719
Changes in non-cash operating balances		
Accounts receivable	(207,603)	6,559,659
Accounts payable and accrued liabilities	1,455,450	(5,119,563)
Deferred revenue	745,072	581,594
Employee benefits payable	22,182	(123,812)
	<u>2,462,705</u>	2,423,597
<b>Capital transactions</b>		
Acquisition of tangible capital assets, net of lease financing	(5,540,017)	(4,890,206)
	<u>(5,540,017)</u>	(4,890,206)
<b>Investing and financing activities</b>		
Increase (decrease) in bank indebtedness	(557,877)	(1,889,702)
Payments on obligations under capital lease	(273,805)	(93,315)
Debt principal repayments	(644,771)	(615,013)
Deferred capital contributions received	5,646,493	5,064,639
	<u>4,170,040</u>	2,466,609
<b>Increase in cash and cash equivalents during the year</b>	<b>1,092,728</b>	-
<b>Cash and cash equivalents, beginning of year</b>	<u>-</u>	-
<b>Cash and cash equivalents, end of year</b>	<b>\$ 1,092,728</b>	<b>\$ -</b>

# Huron-Superior Catholic District School Board

## Notes to the Consolidated Financial Statements

August 31, 2022

### 1. Summary of significant accounting policies

#### Nature of Business

The principal activity of the Board is to administer the operations of the English catholic elementary and secondary schools in the District of Algoma and three schools in the District of Sudbury.

#### Basis of Accounting

These consolidated financial statements have been prepared in accordance with the Financial Administration Act supplemented by Ontario Ministry of Education memorandum 2004:B2 and Ontario Regulation 395/11 of the Financial Administration Act.

The Financial Administration Act requires that the consolidated financial statements be prepared in accordance with the accounting principles determined by the relevant Ministry of the Province of Ontario. A directive was provided by the Ontario Ministry of Education within memorandum 2004:B2 requiring school boards to adopt Canadian public sector accounting standards commencing with their year ended August 31, 2004 and that changes may be required to the application of these standards as a result of regulation.

In 2011, the government passed Ontario Regulation 395/11 of the Financial Administration Act. The Regulation requires that contributions received or receivable for the acquisition or development of depreciable tangible capital assets and contributions of depreciable tangible capital assets for use in providing services, be recorded as deferred capital contributions and be recognized as revenue in the statement of operations over the periods during which the asset is used to provide service at the same rate that amortization is recognized in respect of the related asset. The regulation further requires that if the net book value of the depreciable tangible capital asset is reduced for any reason other than depreciation, a proportionate reduction of the deferred capital contribution along with a proportionate increase in the revenue be recognized. For Ontario school boards, these contributions include government transfers, externally restricted contributions and, historically, property tax revenue.

The accounting policy requirements under Regulation 395/11 are significantly different from the requirements of Canadian public sector accounting standards which requires that:

- government transfers, which do not contain a stipulation that creates a liability, be recognized as revenue by the recipient when approved by the transferor and the eligibility criteria have been met in accordance with public sector accounting standard PS3410;
- externally restricted contributions be recognized as revenue in the period in which the resources are used for the purpose or purposes specified in accordance with public sector accounting standard PS3100; and
- property taxation revenue be reported as revenue when received or receivable in accordance with public sector accounting standard PS3510.

# Huron-Superior Catholic District School Board

## Notes to the Consolidated Financial Statements

August 31, 2022

### 1. Summary of significant accounting policies (continued)

As a result, revenue recognized in the statement of operations and certain related deferred revenues and deferred capital contributions would be recorded differently under Canadian Public Sector Accounting Standards.

#### Reporting Entity

The consolidated financial statements reflect the assets, liabilities, revenues, expenditures and fund balances of the reporting entity. The reporting entity is comprised of all organizations accountable for the administration of their financial affairs and resources to the Board and which are controlled by the Board.

School generated funds, which include the assets, liabilities, revenues, expenditures and fund balances of various organizations that exist at the school level and which are controlled by the Board are reflected in the consolidated financial statements.

*Consolidated entities:*

- School generated funds
  - Algoma and Huron Superior Transportation Services Consortium
- Interdepartmental and inter-organizational transactions and balances between these organizations are eliminated.

#### Trust Funds

Trust funds and their operations administered by the Board are not included in the consolidated financial statements as they are not controlled by the Board.

#### Deferred Capital Contributions

Contributions received or receivable for the purposes of acquiring or developing a depreciable tangible capital asset for use in providing services, or any contributions in the form of depreciable tangible assets received or receivable for use in providing services, shall be recognized as deferred capital contribution as defined in Ontario Regulation 395/11 of the Financial Administration Act. These amounts are recognized as revenue at the same rate as the related tangible capital asset is amortized. The following items fall under this category:

- Government transfers received or receivable for capital purposes
- Other restricted contributions received or receivable for capital purposes
- Property taxation revenues which were historically used to fund capital assets

#### Deferred Revenue

Certain amounts are received pursuant to legislation, regulation or agreement and may only be used in the conduct of certain programs or in the delivery of specific services and transactions. These amounts are recognized as revenue in the fiscal year the related expenditures are incurred or services performed.

#### Tangible Capital Assets

Tangible capital assets are recorded at historical cost less accumulated amortization. Historical cost includes the costs directly related to the acquisition, design, construction, development, improvement or betterment of tangible capital assets, as well as interest related to financing during construction. When historical cost records were not available, other methods were used to estimate the costs and accumulated amortization.

## Huron-Superior Catholic District School Board

### Notes to the Consolidated Financial Statements

**August 31, 2022**

**1. Summary of significant accounting policies (continued)**

Leases which transfer substantially all of the benefits and risks incidental to ownership of property are accounted for as leased tangible capital assets. All other leases are accounted for as operating leases and the related payments are charged to expenses as incurred.

Amortization is reflected on a straight-line basis over the estimated useful life of the assets at the following amortization rates:

Land improvements with finite lives	15 years
Buildings	40 years
Portable structures	20 years
First-time equipping	10 years
Furniture	10 years
Equipment	5 - 15 years
Computer hardware	3 years
Computer software	5 years
Vehicles	5 - 10 years
Capital leases	over lease term

Assets under construction are not amortized until the asset is available for use.

**Retirement and  
Other Employee  
Future Benefits**

The Board provides defined retirement and other future benefits to specified employee groups. These benefits include pension, life insurance and health care benefits, retirement gratuity, worker's compensation and long-term disability benefits.

As part of ratified labour collective agreements for unionized employees that bargain centrally and ratified central discussions with the principals and vice-principals associations, Employee Life and Health Trusts (ELHTs) were established for all employee groups in 2016-18. The ELHTs provide health, life and dental benefits to teachers (excluding daily occasional teachers), education workers (excluding casual and temporary staff), other school board staff and retired individuals up to a school board's participation date into the ELHT. These benefits are provided through a joint governance structure between the bargaining/employee groups, school boards trustees associations and the Government of Ontario. Boards no longer administer health, life and dental plans for their employees and instead are required to fund the ELHTs on a monthly basis based on a negotiated amount per full-time equivalency (FTE). Funding for the ELHTs is based on the existing benefits funding embedded within the Grants for Student Needs (GSN), including additional ministry funding in the form of a Crown contribution and Stabilization Adjustment.

Depending on prior arrangements and employee groups, the Board continues to provide health, dental and life insurance benefits for retired individuals that were previously represented by the following unions/federations: OECTA and CUPE.

## Huron-Superior Catholic District School Board

### Notes to the Consolidated Financial Statements

**August 31, 2022**

#### 1. Summary of significant accounting policies (continued)

The Board has adopted the following policies with respect to accounting for these employee benefits:

- i) The costs of self insured retirement and other employee future benefits plans are actuarially determined using management's best estimate of salary escalation, accumulated sick days at retirement, insurance and health care costs trends, disability recovery rates, long-term inflation rates and discount rates. The cost of retirement gratuities is actuarially determined using the employee's salary, banked sick days and years of service as at August 31, 2012 and management's best estimate of discount rates. Any actuarial gains and losses arising from changes to the discount rate are amortized over the expected average remaining service life of the employee group.

For self insured retirement and other employee future benefits that vest or accumulate over the periods of service provided by employees, such as retirement gratuities and life insurance and health care benefits for retirees and non-vesting accumulating sick leave credits, the cost is actuarially determined using the projected benefits method prorated on service. Under this method, the benefit costs are recognized over the expected average life of the employee group.

For those self insured benefit obligations that arise from specific events that occur from time to time, such as obligations for worker's compensation and long-term disability, the cost is recognized immediately in the period the events occur. Any actuarial gains and losses that are related to these benefits are recognized immediately in the period they arise.

- ii) The costs of multi-employer defined pension plan benefits, such as the Ontario Municipal Employees Retirement System pensions, are the employer's contribution due to the plan in the period.
- iii) The costs of insured benefits are the employer's portion of insurance premiums owed for coverage of employees during the period.

#### **Government Transfers**

Government transfers, which include legislative grants, are recognized in the financial statements in the period in which events giving rise to the transfer occur, providing the transfers are authorized, any eligibility criteria have been met and reasonable estimates of the amount can be made. If government transfers contain stipulations which give rise to a liability, they are deferred and recognized in revenue when the stipulations are met.

Government transfers for capital are deferred as required by Regulation 395/11, recorded as deferred capital contributions (DCC) and recognized as revenue in the consolidated statement of operations at the same rate and over the same periods as the asset is amortized.

## Huron-Superior Catholic District School Board

### Notes to the Consolidated Financial Statements

**August 31, 2022**

#### 1. Summary of significant accounting policies (continued)

<b>Investment Income</b>	Investment income is reported as revenue in the period earned.  When required by the funding government or related Act, investment income earned on externally restricted funds such as pupil accommodation, education development changes and special education forms part of the respective deferred revenue balances.
<b>Budget Figures</b>	Budget figures have been provided for comparison purposes and have been derived from the budget approved by the Board of Trustees. The budget approved by the Trustees is developed in accordance with the provincially mandated funding model for school boards and is used to manage program spending within the guidelines of the funding model.
<b>Use of Estimates</b>	The preparation of consolidated financial statements in conformity with the basis of accounting described above requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the consolidated financial statements, and the reported amounts of revenues and expenses during the year. These estimates and assumptions are based on management's historical experience, best knowledge of current events and actions the Board may undertake in the future. The principal estimates used are the determination of the liability for employee future benefits and the estimated useful life of tangible capital assets. Actual results could differ from management's best estimates as additional information becomes available in the future.
<b>Education Property Tax Revenue</b>	Under Canadian Public Sector Accounting Standards, the entity that determines and sets the tax levy records the revenue in the financial statements, which in the case of the Board is the Province of Ontario. As a result, education property tax revenue received from the municipalities is recorded as part of Grants for Student Needs under Education Property Tax.

#### 2. Accounts receivable - Government of Ontario

The Province of Ontario replaced variable capital funding with a one-time debt support grant in 2009-10. Huron-Superior Catholic District School Board received a one-time grant that recognizes capital debt as of August 31, 2010 that is supported by the existing capital programs. The Board receives this grant in cash over the remaining term of the existing capital debt instruments. The Board may also receive yearly capital grants to support capital programs which would be reflected in this accounts receivable.

The Board has an account receivable from the Province of Ontario of \$15,353,944 as at August 31, 2022 (2021 - \$15,052,592) with respect to capital grants.

The Ministry of Education introduced a cash management strategy effective September 1, 2018. As part of the strategy, the ministry delays part of the grant payment to school boards where the adjusted accumulated surplus and deferred revenue balances are in excess of certain criteria set out by the Ministry. The balance of delayed grant payments included in the receivable balance from the Government of Ontario at August 31, 2022 is \$4,521,030 (2021 - \$2,625,961).

## Huron-Superior Catholic District School Board

### Notes to the Consolidated Financial Statements

**August 31, 2022**

#### 3. Line of credit

The Board has an operating line with the Royal Bank of Canada, with maximum drawings available of \$10,000,000. At August 31, 2022, none of the operating line of credit was in use by way of overdraft. In addition the Board has a capital line with the Royal Bank of Canada, with maximum drawings available of \$5,000,000. At year-end the capital line of credit was undrawn.

#### 4. Obligations under capital lease

	2022	2021
Macquarrie Equipment Finance Ltd. capital lease, due \$71,042 quarterly including interest at 5% per annum, maturing March 2023	\$ 408,210	\$ 548,571
Ford capital lease, due \$893 monthly including interest at 5% per annum, maturing January 2026	33,606	42,406
Ford capital lease due \$943 monthly including interest at 5% per annum, maturing January 2026	35,462	44,748
	<u>\$ 477,278</u>	<u>\$ 635,725</u>

#### 5. Long term debt

	2022	2021
Loan payable to Ontario Financing Authority due \$113,679 semi-annually including interest at 4.56% per annum, maturing November 2031	\$ 1,737,130	\$ 1,880,358
Loan payable to Ontario Financing Authority due \$114,513 semi-annually including interest at 4.9% per annum, maturing March 2033	1,902,490	2,033,461
Loan payable to Ontario Financing Authority due \$82,717 semi-annually including interest at 5.062% per annum, maturing March 2034	1,458,419	1,546,664
Loan payable to Ontario Financing Authority due \$175,595 semi-annually including interest at 5.232% per annum, maturing April 2035	3,266,152	3,439,621
Loan payable to Ontario Financing Authority due \$59,640 semi-annually including interest at 3.97% per annum, maturing November 2036	652,711	685,460
Loan payable to Ontario Financing Authority due \$76,344 semi-annually including interest at 4.003% per annum, maturing November 2039	1,855,811	1,931,920
	<u>\$ 10,872,713</u>	<u>\$ 11,517,484</u>

Interest on long term debt amounted to \$540,566 (2021 - \$570,325).



## Huron-Superior Catholic District School Board

### Notes to the Consolidated Financial Statements

**August 31, 2022**

**5. Long term debt (continued)**

Principal payments relating to long term debt outstanding are due as follows:

	Principal	Interest	Total
2022	\$ 665,982	\$ 508,357	\$ 1,174,339
2023	708,715	476,423	1,185,138
2024	743,046	442,294	1,185,340
2025	779,054	406,284	1,185,338
2026	816,811	368,517	1,185,328
Thereafter	7,159,105	1,496,389	8,655,494
	<b>\$ 10,872,713</b>	<b>\$ 3,698,264</b>	<b>\$ 14,570,977</b>

**6. Deferred revenue**

Revenues received and that have been set aside for specific purposes by legislation, regulation or agreement are included in deferred revenue and reported on the Consolidated Statement of Financial Position. Deferred revenue set aside for specific purposes by legislation, regulation or agreement as at August 31, 2022 is comprised of:

	Balance August 31, 2021	Externally restricted revenue received	Revenue recognized in the period	Transfer to deferred capital contributions	Balance August 31, 2022
Restricted operating grants	\$ 772,174	\$ 13,349,589	\$(12,770,444)	\$ -	\$ 1,351,319
Restricted capital grants	805,749	4,052,494	(3,198,405)	(688,162)	971,676
Proceeds of disposition	790,289	-	-	-	790,289
Assets held for sale	-	-	-	-	-
	<b>\$ 2,368,212</b>	<b>\$ 17,402,083</b>	<b>\$(15,968,849)</b>	<b>\$ (688,162)</b>	<b>\$ 3,113,284</b>

**7. Deferred capital contributions**

Deferred capital contributions include grants and contributions received that are used for the acquisition of tangible capital assets in accordance with regulation 395/11 that have been expended by year end. The contributions are amortized into revenue over the life of the asset acquired.

	2022	2021
Balance, beginning of year	<b>\$109,833,222</b>	\$109,657,030
Additions to deferred capital contributions	<b>4,958,331</b>	4,337,030
Transfers from deferred revenue	<b>688,162</b>	727,609
Revenue recognized in the year	<b>(5,309,031)</b>	(4,888,447)
Balance, end of year	<b>\$110,170,684</b>	\$109,833,222



## Huron-Superior Catholic District School Board

### Notes to the Consolidated Financial Statements

**August 31, 2022**

#### 8. Retirement and other employee future benefits

	2022			2021
Liabilities	Retirement Benefits	Other Employee Future Benefits	Total Employee Future Benefits	Total Employee Future Benefits
Accrued employee future benefit obligation at August 31, 2022	\$ 295,593	\$ 1,337,906	\$ 1,633,499	\$ 1,627,403
Unamortized actuarial gains (losses) at August 31, 2022	42,422	-	42,422	26,336
Employee future benefits liability at August 31, 2022 <sup>1</sup>	\$ 338,015	\$ 1,337,906	\$ 1,675,921	\$ 1,653,739

<sup>1</sup> Excluding pension contributions to the Ontario Municipal Employees Retirement System, a multi-employer pension plan, described below.

	2022			2021
Expenses	Retirement Benefits	Other Employee Future Benefits	Total Employee Future Benefits	Total Employee Future Benefits
Current year benefit cost	\$ 6,421	\$ 340,283	\$ 346,704	\$ 129,275
Interest on accrued benefit obligation	-	19,519	19,519	16,951
Amortization of estimation adjustment loss (gain)	(31,438)	611	(30,827)	(27,295)
Employee Future Benefits Expenses <sup>1</sup>	\$ (25,017)	\$ 360,413	\$ 335,396	\$ 118,931

<sup>1</sup> Excluding pension contributions to the Ontario Municipal Employees Retirement System, a multi-employer pension plan, described below.

#### Retirement benefits

##### i) Ontario Teacher's Pension Plan

Teachers and related employee groups are eligible to be members of Ontario Teacher's Pension Plan. Employer contributions for these employees are provided directly by the Province of Ontario. The pension costs and obligations related to this plan are a direct responsibility of the Province. Accordingly, no costs or liabilities related to this plan are included in the Board's consolidated financial statements.

## Huron-Superior Catholic District School Board

### Notes to the Consolidated Financial Statements

**August 31, 2022**

#### **8. Retirement and other employee future benefits (continued)**

##### **ii) Ontario Municipal Employees Retirement System**

All non-teaching employees of the Board are eligible to be members of the Ontario Municipal Employees Retirement System (OMERS), a multi-employer pension plan. The plan provides defined pension benefits to employees based on their length of service and rates of pay. The Board contributions equals the employee contributions to the plan. During the year ended August 31, 2022, the Board contributed \$1,132,876 (2021 - \$1,051,805) to the plan. As this is a multi-employer pension plan, these contributions are the Board's pension benefit expenses. No pension liability for this type of plan is included in the Board's consolidated financial statements.

At December 31, 2021 OMERS reported an actuarial funding deficit of \$3.1 billion (2020 - \$3.2 billion).

##### **iii) Retirement Gratuities**

In certain collective agreements, the Board provides a retirement gratuity plan. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. During the year ended August 31, 2022, the Board contributed \$nil (2021 - \$nil) to the plan.

The Board also offers an Early Retirement Incentive Plan to certain groups of qualifying employees. The Board contributions equals the benefit payments. During the year ended August 31, 2022, the Board contributed \$nil (2021 - \$nil) to the plan.

##### **iv) Retirement Allowance Plan**

Certain teachers who were hired on or before September 9, 1998 or who elected not to be members of the Retirement Gratuity Plan are eligible for a retirement allowance. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The Board contributions equals the benefit payments. During the year ended August 31, 2022, the Board contributed \$nil (2021 - \$nil) to the plan.

##### **v) Retirement Life Insurance and Health Care Benefits**

The Board allows certain retirees to participate in the life insurance, dental and health care benefits after retirement until the members reach 65 years of age. The Board provides these benefits through an unfunded defined benefit plan. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. The reimbursements from the retirees equals the Board contribution. Effective September 1, 2013, employees retiring on or after this date will no longer qualify for board subsidized premiums or contributions. During the year ended August 31, 2022, the Board contributed \$39,988 (2021 - \$51,949) to the plan.

#### **Other employee future benefits**

##### **i) Workplace Safety and Insurance Board Obligations**

The Board is a Schedule 2 employer under the Workplace Safety and Insurance Act and as such, assumes responsibility for the payment of all claims to its injured workers under the Act. The Board does not fund these obligations in advance of payments made under the Act. The benefit costs and liabilities related to this plan are included in the Board's consolidated financial statements. School boards are required to provide salary top-up to a maximum of four and a half years for employees receiving payments from the Workplace Safety and Insurance Board, where the collective agreement negotiated prior to 2012 included such provision.

## Huron-Superior Catholic District School Board

### Notes to the Consolidated Financial Statements

**August 31, 2022**

**8. Retirement and other employee future benefits (continued)**

ii) Sick Leave Top Up Benefits

As a result of the changes made in 2012-2013 to the short term sick leave and disability plan, a maximum of 11 unused sick days from the current year may be carried forward into the following year only, to be used to top-up salary for illnesses paid through the short term leave and disability plan in that year. The benefit costs expensed in the financial statements are \$(3,465) (2021 - \$(3,281)).

For accounting purposes, the valuation of the accrued benefit obligation for the sick leave top-up is based on actuarial assumptions about future events determined as at August 31, 2022 and is based on the average daily salary and banked sick days of employees as at August 31, 2022.

The accrued benefit obligations for employee future benefit plans as at August 31, 2022 are based on actuarial valuations for accounting purposes as at August 31, 2022. These actuarial valuations were based on assumptions about future events. The economic assumptions used in these valuations are the Board's best estimates of expected rates of:

	<b>2022</b>	2021
	%	%
Wage and salary escalation	<b>0.00</b>	0.00
Dental and health care costs	<b>5.00</b>	5.00
Discount on accrued benefit obligations	<b>3.90</b>	1.80

**9. Accumulated surplus**

Accumulated surplus consists of the following:

	<b>2022</b>	2021
Surplus available for compliance	<b>\$ 5,551,875</b>	\$ 5,044,773
Restricted surplus for committed capital projects	<b>152,056</b>	154,027
Revenues recognized for land	<b>6,756,117</b>	6,756,117
School generated funds	<b>922,420</b>	1,003,370
Employee future benefits	<b>(1,448,956)</b>	(1,448,956)
	<b>\$ 11,933,512</b>	\$ 11,509,331

## Huron-Superior Catholic District School Board

### Notes to the Consolidated Financial Statements

**August 31, 2022**

#### 10. Grants for student needs

School boards in Ontario receive the majority of their funding from the provincial government. This funding comes in two forms: provincial legislative grants and local taxation in the form of education property tax. The provincial government sets the education property tax rate. Municipalities in which the board operates collect and remit education property taxes on behalf of the Province of Ontario. The Province of Ontario provides additional funding up to the level set by the education funding formulas. 78.9 percent of the consolidated revenues of the board are directly controlled by the provincial government through the grants for student needs. The payment amounts of this funding are as follows:

	2022	2021
Provincial legislative grants	\$ 61,144,681	\$ 60,779,768
Education property tax	6,446,449	6,859,215
	<b>\$ 67,591,130</b>	<b>\$ 67,638,983</b>

#### 11. Expenses by object

The following is a summary of the expenses reported on the consolidated statement of operations by object:

	2022	2021
Salary and wages	\$ 52,785,833	\$ 53,147,436
Employee benefits	10,429,571	9,965,876
Staff development	899,717	502,760
Supplies and services	6,227,384	6,726,744
Interest	540,567	570,325
Rental expenses	42,488	183,751
Fees and contract services	6,473,645	6,136,451
Other	971,427	896,564
Transfer to other boards	362,600	340,459
School funded activities	1,142,738	555,077
Amortization	5,332,456	4,997,857
	<b>\$ 85,208,426</b>	<b>\$ 84,023,300</b>

#### 12. Ontario School Board Insurance Exchange (OSBIE)

The school board is a member of the Ontario School Board Insurance Exchange (OSBIE), a reciprocal insurance company licensed under the Insurance Act. The school board entered into this agreement on January 1, 2022. OSBIE insures general public liability, property damage and certain other risks. Liability insurance is available to a maximum of \$27 million per occurrence.

The premiums over a five-year period are based on the reciprocal's and the Board's actual claims experience. Periodically, the Board may receive a refund or be asked to pay an additional premium based on its pro-rata share of claims experience. The current five year term expires December 31, 2026.

Premiums paid to OSBIE for the policy year ending August 31, 2022 amounted to \$145,884 (2021 - \$189,398).

## Huron-Superior Catholic District School Board

### Notes to the Consolidated Financial Statements

**August 31, 2022**

#### 13. Transportation Consortium

The Board provides transportation services in partnership with the Algoma District School Board in order to provide common administration of student transportation in the region. This agreement was executed in an effort to increase delivery efficiency and cost effectiveness of student transportation for each of the Boards. Under the agreement, decisions related to the financial and operating activities of the Algoma and Huron Superior Transportation Services Consortium are shared. No partner is in a position to exercise unilateral control.

The Board's consolidated financial statements reflect its pro-rata share 2022 is 21.9% (2021 - 24.4%). Inter-organizational transactions and balances have been eliminated.

	2022	2022	2021	2021
	Total	Board Portion	Total	Board Portion
Revenues	\$ (16,294,855)	\$ (3,560,913)	\$ (14,258,080)	\$ (3,476,872)
Operations: Expenses	16,294,855	3,560,913	14,258,080	3,476,872
	\$ -	\$ -	\$ -	\$ -

#### 14. Commitments

The Board has entered into contracts for major renovations at five schools. At August 31, 2022 the committed contract totaled \$4,811,971, of which \$1,468,415 has yet to be completed.

#### 15. Contingencies

The Board is involved with litigation from outstanding claims, the outcome of which can not be reasonably determined. Any loss as a result of this litigation will be recorded in the period that the loss is probable and measurable.

#### 16. Comparative figures

Comparative figures have been reclassified to confirm with current year presentation.

#### 17. In-kind transfers from the Ministry of Government and Consumer Services

The Board has recorded entries, both revenues and expenses, associated with centrally procured in-kind transfers of personal protective equipment (PPE) and critical supplies and equipment (CSE) received from the Ministry of Public and Business Service Delivery (MPBSD). The amounts recorded were calculated based on the weighted average cost of the supplies as determined by MGCS and quantity information based on the board's records. The in-kind revenue recorded for these transfers is \$691,180 with expenses based on use of \$691,180 for a net impact of \$0.

## Huron-Superior Catholic District School Board

### Notes to the Consolidated Financial Statements

**August 31, 2022**

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#### **18. Impact of COVID-19**

On March 11, 2020 the COVID-19 outbreak was declared a pandemic by the World Health Organization. Since this time, the pandemic has had a significant financial, market and social impacts, due to government imposed lockdowns and social distancing requirements. The board has experienced physical closure of schools based on public health recommendations, implemented temporary virtual schooling, implemented mandatory working from home requirements for those able to do so, and cancelled fundraising events and other programs.

The duration and ongoing impact of the COVID-19 pandemic remains unclear at this time. Although all 2021-22 financial impacts were managed, the full extent of the financial impact on the financial position and results of the board for future periods is not possible to reliably estimate.

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#### **19. Future accounting standard adoption**

The board is in the process of assessing the impact of the upcoming new standards and the extent of the impact of their adoption on its financial statements.

While the timing of standard adoption can vary, certain standards must be adopted concurrently. The requirements in PS 1201 Financial Statement Presentation, PS 2601 Foreign Currency Translation, PS 3041 Portfolio Investments and PS 3450 Financial Instruments must be implemented at the same time. The board has not adopted any new accounting standards for the year ended August 31, 2022.

i. Standards applicable for fiscal years beginning on or after April 1, 2022 (in effect for the board as of September 1, 2022 for the year ending August 31, 2023):

PS1201 Financial Statement Presentation replaces PS 1200 Financial Statement Presentation. This standard establishes general reporting principles and standards for the disclosure of information in government financial statements. The standard introduces the Statement of Remeasurement Gains and Losses separate from the Statement of Operations. Requirements in PS 2601 Foreign Currency Translation, PS 3450 Financial Instruments, and PS 3041 Portfolio Investments, which are required to be adopted at the same time, can give rise to the presentation of gains and losses as remeasurement gains and losses.

PS 2601 Foreign Currency Translation replaces PS 2600 Foreign Currency Translation. The standard requires monetary assets and liabilities denominated in a foreign currency and non-monetary items denominated in a foreign currency that are reported as fair value, to be adjusted to reflect the exchange rates in effect at the financial statement date. Unrealized gains and losses arising from foreign currency changes are presented in the new Statement of Remeasurement Gains and Losses.

PS 3401 Portfolio Investments replaces PS 3040 Portfolio Investments. The standard provides revised guidance on accounting for, and presentation and disclosure of, portfolio investments to conform to PS 3450 Financial Instruments. The distinction between temporary and portfolio investments has been removed in the new standard, and upon adoption, PS 3030 Temporary Investments will no longer apply.

## Huron-Superior Catholic District School Board

### Notes to the Consolidated Financial Statements

**August 31, 2022**

#### **19. Future accounting standard adoption (continued)**

PS 3280 Asset Retirement Obligations (ARO) establishes the accounting and reporting requirements for legal obligations associated with the retirement of tangible capital assets controlled by a government or government organization. A liability for a retirement obligation can apply to tangible capital assets either in productive use or no longer in productive use.

PS 3450 Financial Instruments establishes accounting and reporting requirements for all types of financial instruments including derivatives. The standard requires fair value measurement of derivatives and portfolio investments in equity instruments that are quoted in an active market. All other financial instruments will generally be measured at cost or amortized cost. Unrealized gains and losses arising from changes in fair value are presented in the Statement of Remeasurement Gains and Losses.

ii. Standards applicable for fiscal years beginning on or after April 1, 2023 (in effect for the board for as of September 1, 2023 for the year ended August 1, 2024):

PS 3400 Revenue establishes standards on how to account for and report on revenue, specifically differentiating between transactions that include performance obligations (i.e. the payor expects a good or service from the public sector entity), referred to as exchange transactions, and transactions that do not have performance obligations, referred to as non-exchange transactions.

PSG- 8 Purchased Intangibles provides guidance on the accounting and reporting for purchased intangible assets that are acquired through arm's length exchange transactions between knowledgeable, willing parties that are under no compulsion to act.

PS 3160 Public Private Partnerships (P3s) provides specific guidance on the accounting and reporting for public private partnerships between public and private sector entities where the public sector entity procures infrastructure using a private sector partner. .

# Huron-Superior Catholic District School Board

## Notes to the Consolidated Financial Statements

August 31, 2022

### 20. Tangible capital assets

	Cost			Accumulated Amortization						
	Balance at August 31, 2021	Additions and transfers	Disposals	Balance at August 31, 2022	Balance at August 31, 2021	Amortization	Disposals write offs and adjustment	Balance at August 31, 2022	Net book value August 31, 2022	Net book value August 31, 2021
Land	\$ 6,756,117	\$ -	\$ -	\$ 6,756,117	\$ -	\$ -	\$ -	\$ -	\$ 6,756,117	\$ 6,756,117
Land improvements	5,521,479	6,158	-	5,527,637	2,604,508	459,955	-	3,064,463	2,463,174	2,916,971
Buildings (40 years)	150,183,868	5,475,573	-	155,659,441	44,341,268	4,238,531	-	48,579,799	107,079,642	105,842,600
Portable structures	379,708	-	-	379,708	278,182	18,459	-	296,641	83,067	101,526
First-time equipping	1,045,234	13,885	(120,587)	938,532	559,774	99,188	(120,587)	538,375	400,157	485,460
Equipment (5 years)	29,780	-	-	29,780	20,844	5,956	-	26,800	2,980	8,936
Equipment (10 years)	128,186	2,325	(25,897)	104,614	84,803	11,640	(25,897)	70,546	34,068	43,383
Computer hardware	712,369	-	-	712,369	270,617	251,264	-	521,881	190,488	441,752
Computer software	-	-	-	-	-	-	-	-	-	-
Vehicles (10 years)	155,589	-	-	155,589	68,698	15,603	-	84,301	71,288	86,891
Capital leases:										
- computer hardware	547,829	157,434	-	705,263	91,305	214,097	-	305,402	399,861	456,524
- vehicles	88,805	-	-	88,805	8,880	17,761	-	26,641	62,164	79,925
	\$ 165,548,964	\$ 5,655,375	\$ (146,484)	\$ 171,057,855	\$ 48,328,879	\$ 5,332,454	\$ (146,484)	\$ 53,514,849	\$ 117,543,006	\$ 117,220,085

#### a) Assets under construction

Assets under construction having a value of \$nil (2020 - \$nil) have not been amortized. Amortization of these assets will commence when the asset is put into service.



## **REPORT TO THE DIRECTOR OF EDUCATION AUDIT COMMITTEE REPORT 2021-22**

Date:  
December 14 2022

Submitted by:  
Justin Pino  
Superintendent of Business

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The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Equitable Stewardship of our Resources as one of its strategic directions. This report relates specifically to utilizing resources responsibly, justly, responsively, and wisely.

### **Background:**

[Ontario Regulation 361/10 s. 15](#) "Audit Committees" requires Audit Committees to present an Annual Report with specific reporting categories. The Audit Committee for the 2021-22 school year consisted of Trustee member Joe Ruscio (Chair of the Committee), Trustees Lindsay Liske and Gary Trembinski. External Audit Committee members were Sean Dwyer and Khushru Umrigar. Board staff who were present as a resource to the committee were Director of Education Rose Burton Spohn (up to February), Director of Education Danny Viotto, Superintendent of Business Justin Pino and Supervisor of Accounting and Payroll, Monique Ellis.

### **Information:**

The 2021-22 Annual Report of the Audit Committee for the Huron-Superior Catholic District School Board is included with this report.

### **Recommendation:**

It is recommended that the Board receive the 2021-22 Annual Report of the Audit Committee.

### **Motion:**

That the Huron-Superior Catholic District School Board receive the 2021-22 Annual Report of the Audit Committee as outlined in the Report to the Director dated December 14<sup>th</sup>, 2022.

## **Annual Report to the Board of Trustees For the year ended August 31, 2022**

This report summarizes the audit committee's actions for the year ending August 31, 2022.

### **Audit Committee Members**

The audit committee consisted of 5 members listed below:

- Joe Ruscio – (Chair)
- Lindsay Liske – Trustee representative
- Gary Trembinski – Trustee representative
- Sean Dwyer – External member
- Khushru Umrigar – External member

In addition, regular attendees at the Committee meetings were:

- Rose Burton Spohn – Director of Education (up to February 2022)
- Danny Viotto – Director of Education (from February 2022)
- Justin Pino – Superintendent of Business
- Monique Ellis – Supervisor of Accounting & Payroll
- Melissa Dodge – Regional Internal Audit Manager
- Gabe Stefanizzi – External Auditor, BDO

### **Administrative Tasks**

At the beginning of the year and in accordance with recommended good practice various administrative tasks were completed. These included:

- developing a work plan;
- developing a meeting schedule and agenda for the year;
- developing the annual internal audit plan; and
- clarifying the audit committee's role in reviewing and overseeing internal and external audit functions and financial reporting processes

### **Meetings**

It was agreed to hold three meetings throughout the year. The members in attendance at each meeting were as follows:

<i>Member's Name</i>	<i>Sep 21, 2021</i>	<i>Dec 7, 2021</i>	<i>Jun 14, 2022</i>
Joe Ruscio	X	N/A	X
Lindsay Liske	X	X	X
Gary Trembinski	X	X	X
Sean Dwyer	X	X	X
Khurshru Umrigar	X	X	X

## **Governance**

The audit committee operated throughout the fiscal year ending August 31, 2022. All of the members satisfied the eligibility requirements in accordance with Ontario Regulation 361/10.

## **External Auditors**

The relationship with the external auditors has been satisfactory. The external auditors, BDO, presented the scope and extent of their work to the committee, which the committee reviewed and recommended for approval at the September 21, 2021 meeting. The external auditors confirmed their independence at this meeting and in the letter dated September 21 2021. The audit committee reviewed and recommended the approval of the annual audited financial statements on December 7, 2021.

## **Internal Auditors**

The relationship with the internal auditors has been satisfactory. The Committee reviewed the results of the risk assessment, as well as the risk-based multi-year internal audit plan and the annual audit plan for the 2021/22 fiscal year.

The internal auditors performed the following work during the year:

### **PLANNED AUDITS:**

- Audit # 1 Privacy Educational Applications (completed)
- Audit # 2 School Generated Funds (*completed*)

The audit committee received reports from the Regional Internal Audit Manager that assessed the progress toward management's implementation of action plans developed in response to previous audit findings. This enabled the audit committee to engage management in a discussion regarding findings not satisfactorily actioned, as well as encouraging renewed efforts on overdue action plans.

## Summary of the work performed

In addition to the items noted above, the following outlines further work performed by the audit committee in the last 12 months:

- Received a report from the internal auditors on their review of the effectiveness of controls across the school board;
- Confirmed that the external and internal auditors did not encounter any difficulties in the course of their work;
- Undertook a review of the external auditors' performance;
- Obtained confirmation from the Director of Education that the school board was compliant with all current federal and provincial Acts, Regulations and Statutes.
- Undertook an evaluation of the effectiveness of the internal audit function, including the performance of the regional internal audit manager and his / her team;
- Queried management on their approach to risk management as well as their strategy to manage such risks; and
- Performed a self-assessment.

By the signature noted below, we attest that we have discharged our duties and responsibilities under Ontario Regulation 361/10.

On behalf of the audit committee

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Audit Committee Chair



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

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**POLICY TITLE:** SMOKE FREE WORKPLACE

**Approved:** December 16, 1998

**Amended:** December 14, 2022

**POLICY NO:** 3000

**Page:** 1 of 1

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### **POLICY**

The Huron-Superior Catholic District School Board is dedicated to providing safe working and learning environments for all. It is the policy of the Huron-Superior Catholic District School Board that the smoking of tobacco, the use of electronic cigarettes (e-cigarettes) to vape any substance, and the smoking of cannabis (medical or recreational) is prohibited in all schools, board facilities and on all board property.

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**ADOPTED** Board Meeting – December 16, 1998  
Motion B-13

**AMENDED** Regular Meeting June 1, 2006  
Motion B-75

**AMENDED** Regular Meeting December 12, 2012  
Motion B-103

**AMENDED** Regular Meeting April 18, 2018  
Motion B-240

**AMENDED** Regular Meeting December 14, 2022  
Motion B-

### **DISTRIBUTION**

- i) Trustees
  - ii) Administration
  - iii) Principals
  - iv) Teachers
  - v) Non-Teaching Personnel
  - vi) O.E.C.T.A.
-



### PROCEDURAL GUIDELINES SMOKE FREE WORKPLACE

In keeping with the Smoke-Free Ontario Act, 2017, the Huron-Superior Catholic District School Board prohibits the smoking of tobacco, the use of electronic cigarettes to vape any substance, and the smoking of cannabis (medical or recreational) is prohibited in schools, board facilities and on all board property. This includes inside buildings, on school grounds or in board vehicles. Employees are also protected, by law, from exposure to second-hand smoke and vapour in an enclosed workplace.

#### A. Definitions

##### Enclosed Workplaces

Defined as the inside of any place, building, structure or vehicle (or any part of them) that is covered by a roof and that employees work or spend time in during their work day, even during off-hours when people are not working (e.g., schools, administrative buildings, board vehicles).

##### Smoking

Refers to the smoking or holding of lighted tobacco or cannabis (medical or recreational).

##### Vaping

Refers to inhaling or exhaling vapour from an electronic cigarette, or holding an activated electronic cigarette, whether or not the vapour contains nicotine.

#### B. Exemption - Use of Tobacco for Traditional Indigenous Cultural or Spiritual Purposes

The prohibition on smoking tobacco or holding lighted tobacco in an enclosed space workplace does not apply to:

- An Indigenous person who smokes tobacco or holds lighted tobacco for traditional Indigenous cultural or spiritual purposes.
- A non-Indigenous person who smokes tobacco or holds lighted tobacco, if the activity is carried out with an Indigenous person for traditional Indigenous cultural or spiritual purposes.



# Huron-Superior Catholic

## DISTRICT SCHOOL BOARD

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### FIELD TRIPS - FORM B

#### APPLICATION FOR BOARD OF TRUSTEES APPROVAL EXTENDED FIELD TRIP

SCHOOL: St. Paul School  
NAME OF TEACHER Krista Morgenstern/Rosa Pavoni GRADE 8  
requests authorization to take his/her class to Toronto  
(place or area)  
Date of Departure: Monday June 20, 2023  
Date of Return: Friday June 23, 2023  
Number of Students: 38 Number of Staff: 3 Number of Adults: 4  
(at least 1 required)

Note: Both male and female chaperones should accompany overnight trips with mixed student groups.

Means of Transportation: Coach Bus: RJ Bus Lines  
(Under no circumstances are students to drive other students.)

A detailed itinerary must be provided with this application.  
The itinerary must outline the educational value of the field trip and list the curriculum  
and/or Ontario Catholic School Graduate Expectations being met.

Special provisions to provide for Universal Access: \_\_\_\_\_

Note: The Principal confirms that all "Volunteers" have had a Criminal Records Check and a Vulnerable Sector Screening and that all students have out of province/country medical insurance for travel outside the province/country. The principal also confirms that all staff/chaperones are aware of Policy 5003 Field Trips and its accompanying Procedural Guidelines.

Mrs. C. Hannal  
(Signature of Principal)

November 23/22  
(Date)

#### AUTHORIZATION

This Extended Field trip is approved.

\_\_\_\_\_  
(Signature of Director)

\_\_\_\_\_  
(Date)

Distribution: The Principal will sign the form and send it to the Director of Education.

Once approved by the Board of Trustees, a copy will be sent to the Principal for his/her records.



### St. Paul Catholic School Grade 8 Field Trip

Our Grade 8 teachers, Krista Morgenstern and Rosa Pavoni have consulted with the parents of their Grade 8 classroom who have expressed a desire to have their children attend an out of town end of the year field trip to mark their journey from elementary school to high school. Students will be visiting Toronto where they will be exposed to a variety of educational experiences that will enhance their understanding and development of the expectations that all students are expected to achieve as they graduate from our Catholic school system.

Students will develop their skills in the following areas:

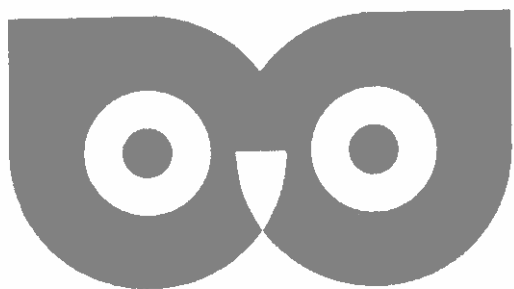
- Responsible citizenship and collaborative contributor:
  1. Students will spend the months leading up to the trip working collaboratively as a team to develop and implement a number of initiatives aimed at earning money to be shared with all Grade 8 students within our school community so that all may participate in the field trip.
  2. Students will attend the Ontario Legislative Assembly to further develop their understanding of what it means to be a responsible citizen in Ontario.
- A self-directed, responsible life-long learner:

A variety of educational opportunities are offered on this trip that tie into the students' curriculum demonstrating that learning occurs in a variety of real life situations and experiences. For example, the strands of Understanding Life Systems, Understanding Structures and Mechanisms, Understanding Matter and Energy, and Understanding Earth and Space System from the science curriculum will be addressed as students visit the Ontario Science Center, Ripley's Aquarium of Canada and the CN Tower. The visit to the Legislature as well as the Royal Ontario Museum, Fort York and Little Canada will address many of the expectations outlined in the History and Geography curriculum.
- A discerning believer formed in the Catholic Faith Community: we have requested that the Perspectives change the itinerary to include a visit to St. Michael's Cathedral in Toronto for mass.

Thank you,

Colleen Hannah





# Perspectives

EDUCATIONAL TRAVEL • VOYAGES ÉDUCATIFS

## ST-PAUL CATHOLIC ELEM. SCHOOL

June 20-23, 2023<sup>89</sup>

### TORONTO

78 Dablon Street, Sault Ste Marie ON P6E 5E6

Tel: 705-945-5533

Contact: Ms. Krista Morgenstern

Grade: 8 Students: 38+4 Language: English

Trip Code: TO232443

Sales Associate: Penny Linton [penny.linton@perspectives-edu.com](mailto:penny.linton@perspectives-edu.com)

Tour Planner: Heather Depew [heather.depew@perspectives-edu.com](mailto:heather.depew@perspectives-edu.com)

Creation Date: October 31 2022

**TRANSPORTATION:** AJ Bus Lines Tel: 1-705-356-7889  
1 x 56 passenger coach with DVD

**LODGING:** Toronto: *Contacting hotels for availability and pricing*  
Night Security from 10pm-4am, required by hotels/university residences

**GUIDE:** 1 Perspectives Guide

### Tuesday, June 20 2023 – Sault Ste Marie to Toronto

6:30 a.m. COACH DEPARTS COMPANY YARD

7:00 a.m. COACH TO ARRIVE AT SCHOOL

School Parking instructions: *To be confirmed*

DRIVER TO CONDUCT PRE-DEPARTURE SAFETY BRIEFING

7:15 a.m. DEPART: (9-hour drive with stop & traffic)  
School with a comfort stop on route for lunch (at student's expense / brought from home)

4:15 p.m. MEET YOUR PERSPECTIVES TOUR GUIDE:  
Upon arrival in Toronto at Ripley's Aquarium

4:30 p.m. RIPLEY'S AQUARIUM OF CANADA – SELF-GUIDED VISIT:  
The 135,000 sq. foot (12,500 sq. metre) thrilling interactive attraction is an immersive adventure that will showcase more than 16,000 marine animals and over 450 species. Features: the world's most exciting jelly fish exhibit, Planet Jellies; Dangerous Lagoon's thrilling underwater tunnel showcasing sharks, green sea turtles, and sawfish; touch pools with horseshoe crabs, stingrays, and bamboo sharks; rare and unique lobsters, daily live dive shows and much, much, more!  
288 Bremner Blvd, Toronto ON M5V 3L9 ☎ 647-351-3474 [www.ripleyaquariums.com/Canada](http://www.ripleyaquariums.com/Canada)

5:30 p.m. DINNER: At a local restaurant in Toronto

7:00 p.m. DEPART FOR HOTEL

8:00 p.m. HOTEL REGISTRATION:

Followed by a swim and leisure time before curfew

\*Driver off duty

10:00 p.m. CURFEW:  
Night Security: One (1) Dedicated Officer on-duty - 10:00pm-4:00am



TICO LICENCE #4259719

### PERSPECTIVES

1830 Walkley Road, Suite M052, Ottawa ON K1H 8K3

1-800-718-1785 [www.perspectives-edu.com](http://www.perspectives-edu.com)



## Wednesday, June 21 2023 – Toronto

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7:30 a.m. **BREAKFAST:** Served at the Hotel

9:30 a.m. **ONTARIO SCIENCE CENTRE – SELF-GUIDED VISIT:**  
Explore the fascinating world of science and technology through 600 interactive exhibits and demonstrations  
770 Don Mills Road ☎ 416-696-1000 [www.ontariosciencecentre.ca](http://www.ontariosciencecentre.ca)  
Doors open at 9:30 a.m. exhibit at 10:00 a.m.

11:30 p.m. **LUNCH:** At the Ontario Science Centre (pre-ordered lunch boxes – at student expense)

1:00 p.m. **FORT YORK – GUIDED VISIT:**  
Discover the founding site of Toronto which took place in 1793 and also was the location of the battle of York in 1813. This Fort contains Canada's largest collection of original War of 1812 buildings  
250 Fort York Blvd. ☎ 416-392-6907 [www.fortyork.ca](http://www.fortyork.ca)

2:30 p.m. **ONTARIO LEGISLATIVE ASSEMBLY:**  
Enjoy a truly unique experience at Queen's Park with a guided tour. Located in the heart of Toronto's downtown, it has been the meeting place for Ontario's parliament since 1893. Discover Ontario's history and learn about the province's parliamentary system of government  
Queen's Park, 111 Wellesley Street West ☎ 416-325-7500 [www.ontla.on.ca](http://www.ontla.on.ca)

3:45 p.m. **ROYAL ONTARIO MUSEUM – SELF GUIDED:**  
Visit Canada's leading international museum of world cultures and natural history. Explore ten new galleries featuring the art and archaeology of Canada's First Peoples, China, Japan, and Korea  
100 Queen's Park ☎ 416-586-5809 [www.royalontariomuseum.ca](http://www.royalontariomuseum.ca)

6:00 p.m. **DINNER:** At a restaurant (at student's expense)

7:00 p.m. **HAUNTED WALK – THE ORIGINAL:**  
Ghosts, graveyards, hangings and haunts. Hear some of the most spine-tingling ghost stories from the earliest days of the city, including haunted theatres, unsolved mysteries and the terrifying encounters at Mackenzie House. You will never look at the city the same again!  
**Depart at: Hockey Hall of Fame (30 Yonge Street) End at: Mackenzie House (82 Bond Street)**

9:00 p.m. **ARRIVE AT THE HOTEL:**  
Followed by preparation before curfew  
Night Security: One (1) Dedicated Officer on-duty - 10:00pm-4:00am

## Thursday, June 22 2023 – Toronto

7:30 a.m. **BREAKFAST:** Served at your hotel followed by the preparation and loading of luggage

9:30 a.m. **GRAFFITI ALLEY GUIDED WALK:**  
A description of Graffiti Alley: Located within Toronto's Fashion District, Graffiti Alley runs parallel to the trendy stretch of Queen St W. It encompasses 3 city blocks and includes the contiguous alleyway of Rush Lane. It's a popular spot to view some of the best examples of Toronto's vibrant "street art" and mural culture. It's a fantastic place to see murals and an important location in the history of Toronto's legal street art scene. Today Graffiti Alley is a popular backdrop for photoshoots and a set for music videos. CBC's "The Rant" on the Rick Mercer Report has made the alley a place well worth a guided visit while in Toronto. *Tour goes Rain or Shine!*  
**Graffiti Alley 753 Queen St West, Toronto ON**  
**Drop off and pick up at the Art Gallery of Ontario on Dundas St. It's an 8-minute walk from the dedicated bus loading zone in front of the AGO, down to Queen Street and the meeting point.**

- 11:00 a.m. HOCKEY HALL OF FAME:**  
Discover the world's finest collection of artifacts with such things as every major NHL trophy, including the Stanley Cup. Participate in the exhilarating interactive exhibits, where you will find something to suit everyone  
30 Yonge Street ☎ 416-360-7735 [www.hhof.com](http://www.hhof.com)
- 1:00 p.m. LUNCH & SCAVENGER HUNT:** At the St-Lawrence Market (at personal expense)
- 3:00 p.m. LITTLE CANADA – SELF GUIDED VISIT:**  
Little Canada, Our Home and Miniature Land is an inspiring experience that will spark your sense of wonder and connect you to Canada in a whole new world. It is a journey of discovery through a vast, highly detailed, animated miniature representation of parts of Canada. From captivating vistas to famous landmarks, iconic cityscapes and hundreds of moving vehicles, explore and celebrate Canada under one roof! 10 Dundas Street E, Toronto ☎ 1-866-489-7527 [www.little-canada.ca](http://www.little-canada.ca)
- 5:00 p.m. DINNER:** At Eaton Centre (at student's expense)
- 7:00 p.m. CN TOWER:**  
Visit one of the wonders of the world which is one of the world's tallest building and freestanding structure at 1,811.5 ft. or 553.3 meters high with a spectacular view from three observation levels including the world-famous glass floor  
301 Front. St. West ☎ 416-868-6937 Off load on Bremner Blvd [www.cntower.ca](http://www.cntower.ca)  
Please ensure that enough time is given for security so as not to have any delays. Group to also leave backpacks and purses on the coach
- 8:00 p.m. DEPART FOR HOTEL**  
**9:00 p.m. ARRIVE AT THE HOTEL:**  
Followed by preparation before curfew  
Night Security: One (1) Dedicated Officer on-duty - 10:00pm-4:00am

## Friday, June 23 2023 – Toronto to Sault Ste Marie

- 7:30 a.m. BREAKFAST:** Served at your hotel followed by the preparation and loading of luggage
- 9:00 a.m. DEPART:** (9-hour drive with stop)  
For the school with stops on route for lunch (at student's expense)
- 6:00 p.m. ARRIVE:** At the school  
**6:30 p.m. ARRIVE:** At the company yard

## Terms & Conditions

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### INCLUDED

- **Transportation:** (1) 56 passenger highway coach with DVD
- **Lodging:**
  - Toronto 3 nights
  - Students in **quad** occupancy = shared beds (four persons per room)
  - Adults in **double** occupancy = shared rooms (two persons per room, pending gender)
- **Dedicated Night Security:** One (1) night security officer from 10:00pm-4:00am per night
- **Meals:** 3 breakfasts & 2 dinners
- **Activities:** Guided and Self-guided tours, all entry fees and service charges
- **Guide:** One (1) Perspectives Guide

### NOT INCLUDED

- **Meals:** 4 lunches & 2 dinners (one for the return home)
- **Manulife Travel Insurance:** Medical, cancellation and interruption insurance \*COVID-19 is considered a known condition
  - **Option 1:** Youth All-Inclusive policy - \$70.00 (tax included) per student
  - **Option 2:** Premium Protection Plan with 'Cancel For Any Reason' option - \$200.00 (tax included) per student

### TRIP PRICE

# Students	# Chaperones	Price per student	Price per student
		Before Taxes	Taxes included
35 to 39	4	\$ 1102.65	\$ 1246.00
30 to 34	3	\$ 1193.81	\$ 1349.00
25 to 29	3	\$ 1332.74	\$ 1506.00

- **Price:** The overall price per student is based on the number of paying participants registered to travel. There may be a variation of price depending on registrants, change in itinerary options, and any supplier increases beyond our control.

### Important Dates:

<b>Deposit Date</b>	December 1, 2022	\$200 deposit + travel insurance (optional)
<b>90 days before departure</b>	March 22, 2023	Interim payment (50% of balance)
<b>60 days before departure</b>	April 21, 2023	Determine final trip price = # of participating students
<b>45 days before departure</b>	May 6, 2023	Final payment (remaining balance)
<b>30 days before departure</b>	May 21, 2023	All payments & order forms due to Perspectives

\*\* Payment amounts in chart above are based on the quoted number of travelling students.

\*\* Actual payment amounts will be set based on final number of registered travellers at 60 days before departure.

- **Deposit:** The deposit is non-refundable and is required per paying participant by the deposit date.
- **Travel Insurance:** The travel insurance premium is non-refundable unless the trip is cancelled by school 60 days before departure. Insurance group rates are applicable up to 45 days before departure; 45 days to departure, individual rates apply.
- **Final trip price & payment amounts:** Determined based on the numbers of paying participants registered to travel at 60 days before departure.
- **Cancellation:** Reimbursement from registration date to 90 days before departure, excluding deposit and travel insurance. Between 90 days and departure date, claims for refunds are to be submitted to your travel insurance provider.
- **Final Payment:** Due 45 days before departure.

### LIABILITY POLICY OF PERSPECTIVES EDUSCHO LTD. (Hereinafter referred to as Perspectives)

A) **Perspectives** will not assume responsibility for any claim, losses, damages, costs or expense arising out of personal injury, accidents or death, nor loss, damage or delay of baggage or other property, or delay, inconvenience, loss of enjoyment, upset, disappointment, distress or frustration due to any/all of the above and, resulting from the following:

- 1) The acts, omission or neglect of any party other than **Perspectives** or its employees,
- 2) Sickness, theft, labour dispute, mechanical breakdown, quarantine, government actions, weather or any other cause beyond the direct control of **Perspectives**,
- 3) A breach by the student/participant, at any time during the excursion, of the rules, regulations and policies as established by **Perspectives**.
- 4) A breach by the student/participant, at any time during the excursion, of the rules, regulations and policies as established by transport companies, hotels, restaurants, activity centres and the like.

Upon receipt of written confirmation of your trip, we will proceed with the reservations for all features of your trip.

All aspects of the trip are subject to availability at time of confirmation.



## **REPORT TO THE DIRECTOR OF EDUCATION**

### **RESPONSES TO THE SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) RECOMMENDATIONS**

December 14, 2022

Submitted by:  
Fil Lettieri  
Superintendent of Education

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The Huron-Superior Catholic District School Board's Multi-Year Strategic Plan (MYSP) lists Success and Well-Being of our Students, Nurturing of our Catholic Faith, Engagement with Employees and Partners and Equitable Stewardship of our Resources as four of its strategic directions. This report relates primarily to:

- Providing safe and inclusive Catholic environments
- Responding to the needs, preferences, experiences, ideas, and voices of all our students
- Enriching our school experience by engaging the gifts and talents of our employees and partners
- Exposing our school communities to faith-infused, dynamic instruction, resources, experiences, practices, and prayer
- Utilizing our resources responsibly, justly, responsively, and wisely

As outlined in Ontario Regulation 464/97, the Special Education Advisory Committee (SEAC) provides recommendations to the Board on an annual basis. These recommendations are intentionally aligned with each of the strategic directions of the Board's MYSP and presented at the Board Meeting in June.

The following chart highlights the actions the Board has taken to date to fulfill SEAC's recommendations for the 2022-2023 school year.

I wish to express my gratitude to SEAC for their ongoing dedication to enhancing the Special Education services provided by the Board.

SEAC Recommendation	The Board's Response
<b>Success and Well-Being of our Students</b>	
1. That an adult bus monitor be placed on school busses where there is a high incidence of bus reports, whereby students with special needs are removed from the bus	The Board remains committed to providing alternative transportation to students with special education needs. In instances where a taxi service is not available, particularly in our rural communities, the Board has adopted SEAC's recommendation in securing an adult bus monitor from the transportation provider. The Board will monitor the effectiveness of this strategy and explore the possibility of adding it to additional bus routes, as required.
2. That all schools welcome and incorporate the VEER (Vigorous Exercise for Emotional Regulation) model	<p>The Board has expanded its implementation of the VEER program with the purchase of three additional kits this school year. The kits were assigned to Holy Family, Sacred Heart and St. Paul elementary schools. The VEER program is currently being employed in eight elementary schools across the system. School were selected based on the number of students who require support with self-regulation.</p> <p>During the November 18<sup>th</sup> P.A. Day, Educational Assistants (EAs) received dedicated training on how to use the VEER program to support the students they work with.</p>
3. That Sensory Rooms/Calming Rooms be used as a proactive measure to help students self-regulate	<p>The Board is committed to ensuring that every school has a Sensory Room. As a result, we are in the process of establishing a Sensory Room at Holy Cross and St. Mary's elementary schools.</p> <p>School staff will receive training on how to use this space to support a student's programming and alternative learning goals.</p>
4. That a student who is placed on a modified day meet at regular intervals with the parent/guardian, school team, Special Education Department, and	This recommendation was explicitly communicated to school administrators during the Principal's and Vice-Principal's Summer Institute as a requirement for when students

community partners to develop a formal plan/goals that will result in extending their day at school	are placed on a modified day. In addition, school administrators must notify their superintendent of when a student is being placed on a modified day and have it noted in the student's daily attendance. Superintendents will work with school administrators to ensure this recommendation is being carried out.
5. That alternative seating options be purchased and/or available in each school for students with special needs	The Special Education Department has purchased a variety of alternative seating options as part of its Lending Library for schools. Alternative seating options will also be added to Enhanced Learning Program (ELP) classes.
Nurturing of our Catholic Faith	
6. That children with special needs receive means to attend all religious events	The lifting of pandemic restrictions has enabled schools to resume the practice of classes coming together for religious events and attending liturgical celebrations off site. Schools ensure that students with special education needs are able to fully participate in these events by arranging alternative transportation to the off-site location (i.e., Church) and scheduling the support of an EA to accompany the student(s).
7. That students with special needs continue to have all barriers identified and removed that may prevent them from attending and/or travelling to in-school or off-site liturgical celebrations	
Engagement with Employees and Partners	
8. That the parent/guardian survey be administered annually for the purpose of understanding the climate and needs of parents/guardians and children with special needs	The Board will be administering a Student Census in February 2023 which includes questions designed to acquire a better understanding of the school climate as it pertains to students with special education needs.
9. SEAC additionally recommends that the results be reviewed with SEAC annually for the purpose of the committee making additional recommendations	The results from the SEAC survey from 2021-2022 have been collated into a report which will be shared with SEAC members at an upcoming meeting. SEAC can decide on a timeline for implementing the survey again.
10. That protocols and procedures be put in place regarding pandemics	The protocols and procedures regarding pandemics are outlined in <i>Policy / Program Memorandum 164 – Remote Learning Requirements for School Boards</i> .



	<p>The Board remains committed to ensuring students with complex special education needs have the opportunity to participate in in-person learning in the event that access to schools is limited. For instance, during the recent strike by CUPE members, the Board adopted a school hub model whereby students with special education needs who could not participate in remote learning (e.g., students who were blind, deaf, non-verbal and medically fragile) were presented with options for in-person learning.</p>
<p>11. That all transitions meetings continue to take place and binders with student IEPs continue to be available for teachers and EA's</p> <p>12. That every effort be made to include parents/guardians in the development of their child's IEP, as well as provide opportunities to sit down with school staff and review this document to better understand their child's placement, accommodations, and/or modifications</p>	<p>School administrators arrange transition meetings and school visits for students with special education needs, as outlined in a student's Transition Plan within their IEP. EAs receive student Safety Plans and applicable student profile pages during the September P.A. Days in order to become familiar with student(s) needs and effective strategies to support them. Classroom teachers are also provided with a copy of the IEP to review in advance of the school year.</p> <p>With the ongoing rollout of the new IEP Module, an IEP Audit Committee will be established in the New Year to ensure IEPs are created consistently throughout the Board. This action will also ensure that SEAC's recommendations on IEP development are communicated to administrators and Learning Resource Teachers (LRTs).</p>
<p>13. That HSCDSB continue to utilize community partners and community expertise for ongoing professional development and training purposes (i.e. at P.D. Days)</p>	<p>The Board recognizes the value of community partnerships and has pursued opportunities to work with local agencies to provide professional learning to staff. For example, arrangements were made with Algoma Family Services to facilitate training to our Education Community Partnership Program (ECPP) teachers prior to the commencement of classes in September. As well, EAs and Special Education Department staff attended an in-service on inclusion, hosted by</p>



Community Living Algoma, during the October 24<sup>th</sup> P.A. Day.

### **Equitable Stewardship of our Resources**

14. That the Superintendent of Finance continue to issue an annual status report of the special education budget to SEAC

The Superintendent of Business is scheduled to present the annual status report of the Special Education budget to SEAC in January.

15. That the Superintendent of Special Education continue to review the Special Education Department's status/progress on the implementation of SEAC's recommendations from the previous school year bi-annually

The responses to SEAC's recommendations will be shared during the January and June SEAC meetings.

16. That while virtual and in-person learning continues, the Board with Community Partners support the mental, physical and overall well-being of students with special needs

The Board strives to support the well-being of our students with special education needs. Through the use of the School Support Program funding, administered by THRIVE, the Board will contract Occupational Therapy services for sensory profile assessments, student-specific resource development and the implementation of interventions, etc. As well, the Board has expanded our Mental Health Team and is in the process of hiring a Student & Family Counsellor for our North schools. Furthermore, the Board has added a Communicative Disorders Assistant position in the East to enhance our Language services. School administrators are also encouraged to work with community partners to offer unique programming within their schools (e.g., Rebound North, Roots of Empathy, P4C).



## Ontario Catholic School Trustees' Association

September 20, 2022

### MEMORANDUM

**TO:** Chairpersons and Directors of Education  
- All Catholic District School Boards

**CC:** OCSTA Directors and Staff  
Board Secretaries and Administrative Assistants

**FROM:** Nick Milanetti, Executive Director

**SUBJECT:** 2023 AGM Resolutions

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**PLEASE REVIEW THIS INFORMATION AT A MEETING OF YOUR BOARD**

The study and processing of resolutions is one of the fundamental responsibilities of OCSTA. The resolution process provides member boards with the opportunity to shape the work of the Association by bringing important issues, which have provincial implications to the attention of all trustees in the province. Delegates will consider and vote on all resolutions received from OCSTA members.

During the year, important issues of a provincial nature that arise at the board level may be used to develop resolutions for OCSTA. Resolutions may be submitted at any time up until the final deadline of 12:00 p.m. EST January 31, 2023.

#### Attachments

- Guidelines
- Sample Resolution & Fillable Form
- Explanation of Committee Recommendations & Resolution Procedures
- OCSTA Mission, Vision, Strategic Priorities
- Chart of 2022 Resolutions with AGM Decisions
- Related By-Law Section 5.9 (Resolutions)



## Ontario Catholic School Trustees' Association

### Guidelines for Preparing Resolutions

To improve the effectiveness of the resolution process, we ask boards to review the following guidelines.

Resolutions are your opportunity to shape the work of the Association by addressing problems, solutions or concerns, which affect Catholic education in Ontario. **A resolution approved by the membership at the Annual General Meeting calls for priority action by OCSTA and the commitment of OCSTA resources to address the particular issue outlined in the resolution.**

- A. All Resolutions will be reviewed by the Resolutions Committee and a Committee Recommendation will be added to each Resolution. Committee Recommendations will be guided by the following criteria.**

The resolution:

- a. Is in keeping with the Mission, Vision and Strategic Priorities of the Association.
- b. Is of a provincial nature and addresses an area of concern for the province's Catholic school boards and is a matter that requires attention or action.
- c. Is written in language appropriate for province-wide consideration (language contained in resolutions is often incorporated into subsequent communications to the government or other relevant parties).
- d. Is accompanied by substantiated rationale.
- e. OCSTA addresses education funding issues in the **Annual Finance Brief to the Minister** and submission to the yearly **Pre-Budget Consultation**. Boards are encouraged to submit education funding issues requiring Association action and advocacy by the middle of October.

**B. Steps in Preparing a Resolution**

1. Review the Mission, Vision and Strategic Priorities of OCSTA. (attached)
2. Identify the concern. Be sure the concern is a matter of **province-wide** scope.
3. Research and gather sufficient supporting background materials to substantiate the resolution. If the concern has been presented/dealt with in a previous resolution, review the outcome of that process to assess what changes in approach/additional information might be useful.
4. Write the resolution in the following proposed format taking care to ensure that:
  - a. Each "*Whereas*" is accompanied by adequate background material.
  - b. The "*Therefore be it Resolved*" directs OCSTA to take specific action.

**C. Writing A Resolution**

Structure

The resolution should be assigned a succinct title that identifies the problem or issue (or its proposed solution). There should be two parts to the resolution: a preamble followed by a resolving clause (or clauses).

## 1. Preamble

The preamble is a brief statement of background or rationale coming before the resolving clause(s). The purpose of the preamble is to provide information without which the point or the merits of a resolution are likely to be poorly understood.

Each clause in a preamble is written as a separate paragraph, beginning with the word “WHEREAS”.

## 2. Resolving Clauses

A resolving clause indicates what action(s) is to be taken given the “WHEREAS” clause(s) in the preamble. If more than one action is being recommended, the “Therefore be It Resolved” portion should be divided into a), b), c), etc.

## 3. Submission Statement

Please include the following information in the submission statement.

[Mover’s Name]  
[Seconder’s Name]  
[Board Name]  
[Topic]

## D. Submission Deadline Date

The **final** deadline date for receipt of resolutions in the OCSTA office is **12:00 p.m. EST, January 31, 2023**. Please submit resolutions by email to Connie Araujo-De Melo at [cdemelo@ocsta.on.ca](mailto:cdemelo@ocsta.on.ca).

## E. Regulations

Please see the attached current regulations regarding submission and presentation of resolutions at the Annual General Meeting.

These guidelines, the enclosed sample resolution, and the resolution session procedures are provided as a reference that we hope you will find useful in preparing effective resolutions for your Association and Catholic education in Ontario.

# Sample Resolution

The following example is taken from a Resolution dealt with at a previous AGM and is provided for your reference.

**Moved by:** [Mover's Name] [Board Name]

**Seconded by:** [Seconder's Name]

**Topic:** [e.g. Vacancies on School Boards]

**Whereas:** from time to time a vacancy occurs in the office of a member of the board; and

**Whereas:** according to Section 221(1) of the *Education Act*, the vacancy must be filled by either a by-election or by appointment; and

**Whereas:** boards choosing to appoint a new trustee will, most commonly, engage in an open and fair process of selection; and

**Whereas:** the *Education Act* requires that the process be fully completed within 60 days of the office becoming vacant; and

**Whereas:** the 60 day time period may encompass a part of the year (e.g. Christmas, summer months, March Break) when board operations and processes are reduced, thus making the timelines very tight and, potentially, unmanageable;

**Therefore be it Resolved that:**

OCSTA petition the Ministry of Education to review the section of the *Education Act* which relates to trustee vacancies with a view to extending the timeline by either increasing the number of days or altering the requirement that the process be completed within a designated number of regular school days.

Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes ☐ No ☐

Please briefly outline below how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.

# RESOLUTION FORM

**102**

**Moved by:**

**Board:**

**Seconded by:**

**Topic:**

**Whereas:**

**Whereas:**

**Whereas:**

**Whereas:**

**Whereas:**

**Therefore be it Resolved that:**

*Does the above resolution reflect the interest of students and/or publicly funded Catholic School Boards in the province of Ontario? Yes      No*

*Please briefly outline how the above resolution is of province-wide scope reflecting the interest of students and/or publicly funded Catholic School Boards in the province of Ontario.*

*Please submit all resolutions by email to Connie Araujo-De Melo at [cdemelo@ocsta.on.ca](mailto:cdemelo@ocsta.on.ca). If you have any questions regarding this form please contact Connie either by telephone at 416-932-9460 ext. 226 or by email.*

## ***Explanation of Committee Recommendations & Resolution Session Procedures***

Resolution sessions will be conducted using “**Robert’s Rules of Order**” and the provisions of the OCSTA Constitution. The chairperson of the session will ensure compliance with their rules.

### ***Explanation of Committee Recommendations***

The **Resolutions** Committee will study the resolutions and offer recommendations on the best way to meet their intent. The recommendations and their implications are:

- i. **Approve**  
The direction given in the “therefore be it resolved” section of the resolution will be carried out.
- ii. **Approve and refer to the ..... committee for appropriate implementation.**  
The resolution will be forwarded to the designated committee for implementation.
- iii. **Receive and refer to the ..... committee for study.**  
The resolution will be forwarded to the designated committee for study. Following the study and receipt of the committee’s recommendation, the Board of Directors will determine whether or not the resolution will be implemented.
- iv. **Not support**  
No action will be taken.
- v. **No recommendation**  
The committee is not making any recommendation with respect to the resolution.
- vi. **No action required**  
The intent of the resolution has been met. No further action will be taken.
- vii. **No action required – In Progress**  
OCSTA is actively working to meet the intent of the resolution.

### ***Resolution Session Procedures***

Delegates wishing to speak to a resolution must state their name and the name of the board they represent.

The mover of a resolution will have the opportunity to be the first and last to speak to that resolution. Other trustees may speak once to a resolution.

The chairperson may declare a motion out of order giving the reasons for doing so. The chairperson’s decision may be challenged by a majority vote of those voting delegates at the session when the vote is called.

Voting will be by a show of hands. Delegates carrying proxies must have and show the proxies they are carrying. Ballots will be provided in the event that a vote by ballot is called for.

**Note Re Quorum:** *Quorum for the transaction of business at any meeting of the Members shall require the presence in person or by proxy of not less than a total of forty (40) current Members.*

### ***Grouped Resolutions***

- a. the chair of the session will ask for a mover and seconder to approve the **grouping** of various related resolutions.
- b. the chair of the session will ask for movers and seconders for the committee recommendation for each group.
- c. delegates will vote on the committee recommendation for each group.

Delegates may request that any resolution(s) be removed from a “group” to be handled individually. These will be addressed when the group from which they have been removed has been dealt with.

### ***Resolutions Handled Individually***

*These will include resolutions removed from the groups and resolutions for which the committee has not made any recommendation.*

#### **A. Resolutions with committee recommendations**

1. The chair of the session will announce the resolution number and the name of the sponsoring board:
  - ☐ the chair will call for the sponsoring board to move and second **the committee recommendation;**
  - ☐ delegates will speak to the committee recommendation;
  - ☐ delegates will vote on the committee recommendation.
2. If the sponsoring board does not move the committee recommendation from the floor:
  - ☐ the chair will call for the sponsoring board to move their **original resolution;**
  - ☐ delegates will speak to the resolution;
  - ☐ delegates will vote on the resolution.
3. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.

#### **B. Resolutions without committee recommendations**

1. These resolutions will be handled as follows:
  - ☐ the chair will call for the sponsoring board to move their **original resolution;**
  - ☐ delegates will speak to the resolution;
  - ☐ delegates will vote on the resolution.
2. If the original resolution is not moved by the sponsoring board, the resolution will be withdrawn.



### C. Amendments from the Floor

Amendments made on the floor relate to the “therefore be it resolved” section of the resolution and **must be written out** and handed to the chairperson. The chairperson will consider the amendment and, if necessary, discuss it with the parliamentarian or others to ensure that it is clearly understood.

- ☐ the chair will **read** the amendment;
- ☐ delegates will speak to the amendment;
- ☐ delegates will vote on the amendment;
- ☐ delegates will vote on the resolution as amended.

If the amendment is defeated:

- ☐ delegates will be asked to speak to the original resolution;
- ☐ delegates will vote on the original resolution.

### D. **Members’ Discussion Right**

Under Article 5.11 (*Members Discussion Right*), any Member entitled to vote at an Annual Meeting is entitled to raise for discussion at that meeting any matter with respect to which the Member would have been entitled to submit a proposal, subject to the conditions outlined in Sections 5.10.1 to 5.10.5<sup>8</sup>, and provided that:

- 5.11.1 if such Member continues such discussion for three minutes or more, the Chair of the meeting may interrupt the Member and permit others to speak to the discussion item, for up to three minutes per member; and
- 5.11.2 no discussion item shall be put to the membership for a vote at the meeting at which it was raised for discussion.

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<sup>8</sup>S.56(1)(b) of the ONCA



## Ontario Catholic School Trustees' Association

### Our Mission

*Inspired by the Gospel, the Ontario Catholic School Trustees' Association provides the provincial voice, leadership and service for elected Catholic school trustees to promote and protect publicly funded Catholic education in Ontario.*

### Our Vision

*Ontario is enriched by a publicly funded Catholic education system governed by locally elected Catholic school trustees who serve with faith, commitment and compassion.*

The Association's **Strategic Priorities** are as follows:

#### **1. Enhance Political Advocacy for Catholic Education**

- a. Strengthen current advocacy platform by building positive new relationships and reinforcing existing ones with groups like OAPCE, OCSOA, CWL, etc.
- b. Communicate and promote current messages about the value of Catholic education to our key target audiences: parents, students, politicians, teachers, alumni, parishioners, etc.

#### **2. Engage Trustees in an Enriched Development Program**

- a. Assess the current needs and interests of members to guide development of appropriate programming.
- b. Ensure OCSTA programing provides timely and relevant content to support trustees in their roles as advocates and spokespersons for Catholic education.

#### **3. Manage Human and Fiscal Resources to Effectively meet Changing Needs**

- a. Align the work of committees, staff and fiscal resources behind structures and initiatives that support the association's three key priorities.
- b. Ensure OCSTA is structurally aligned to successfully fulfill its role as the legislated Employer Bargaining Agent for all of Ontario's English Catholic District School Boards.



## 2022 RESOLUTIONS WITH AGM DIRECTIVES

	BOARD	TOPIC	AGM DECISION
A-22	OCSTA	OCSTA Board of Directors' Recommendation re Portage Report (2020 OCSTA AGM Resolutions)	Approve
1	Dufferin-Peel CDSB	COVID-19 Additional Resources	Approve
2	Ottawa CSB	Shortage of Education Sector Support Staff	Approve
3	Dufferin-Peel CDSB	School Closure Moratorium	Approve and Refer to Political Advocacy Committee
4	Ottawa CSB	Capital Funding Benchmarks	Approve and Refer to Political Advocacy Committee
5	Simcoe Muskoka CDSB	Executive Compensation	Approve and Refer to Political Advocacy Committee
6	Simcoe Muskoka CDSB	AODA Funding	Approve and Refer to Political Advocacy Committee
7	Waterloo CDSB	Continued Funding for Summer Special Education Programs	Approve and Refer to Political Advocacy Committee
8	Ottawa CSB	Trustee Membership on SEAC	Approve and Refer to Political Advocacy Committee
9	Simcoe Muskoka CDSB	Transportation	Approve and Refer to Political Advocacy Committee
10	York CDSB	Employee Life & Health Trust (ELHT) Funding – Stabilization Adjustment	Approve and Refer to Labour Relations
11	Ottawa CSB	Indigenous Trustee	Receive and Refer to Political Advocacy Committee
12	Toronto CDSB	Posting of OCSTA Advocacy Priorities	Receive and Refer to Political Advocacy Committee



Ontario Catholic School  
Trustees' Association

**Excerpt from  
Ontario Catholic School Trustees' Association  
General Working By-law 2020-1**

**5. MEETINGS OF MEMBERS**

**5.9 Resolutions from CDSBs**

Any CDSB may submit a Resolution for consideration at an Annual Meeting to address any challenge or opportunity which affects Catholic education in Ontario, subject to the following:

- 5.9.1 each such Resolution shall have been received at the Head Office of the Corporation not less than sixty (60) days prior to the date of the Annual Meeting;
- 5.9.2 each such Resolution shall have been considered and reported upon by a Committee of the Board, or by the Board of Directors;
- 5.9.3 each such Resolution shall be circulated among all CDSBs not less than thirty (30) days prior to the Annual Meeting;
- 5.9.4 each such Resolution shall be included in the notice of the Annual Meeting; and
- 5.9.5 no such Resolution shall be acted upon unless approved by a majority of the votes cast at an Annual Meeting.



**Re: St. Mary's College School Activity Report**  
**December 2022**

*December 2, 2022*

*Submitted by:*  
*Jenna Viotto*  
*Owen Middleton*  
*Student Trustees*  
*St. Mary's College*

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**Faith:**

- SMC welcomed Mrs. DeZordo's SSP class for a day of activities where they got to know our school and students. They were in awe of the facilities and experience of love that was shared by students and staff.
- Advent Masses took place at St. Gerard Majella Church. Gr. 9 & 10 classes attended one day and Gr. 11 & 12 classes attended a second day. Students were bussed to the church and attended the regularly scheduled Masses with parishioners.
- SMC students are assisting with videotaping Bishop Dowd's mission at Precious Blood Church.
- Students in Mrs. Frolick's drama class have prepared skits to accompany our weekly Advent Prayer Services for the 2nd and 3rd weeks of Advent.
- Heaven Cent is well underway with its 3 pillars of Action, Adoption and Alms. A more detailed report of what took place will come in January.
- Our Celebration of Giving is taking place on Dec. 15th.

**Sports:**

- The junior girls basketball team won league, city and NOSSA championships
- The senior girls basketball team won league champions and also got the opportunity to go to AAA OFSAA
- The boys hockey team are 6-0 for the league games and went on a tournament from November 28- 30th
- The junior and senior boys basketball teams are 1-0 for league games
- Wrestling started and had their first mini meet at St. Mary's
- Girls volleyball had a tip-off tournament December 2-3rd

Student Council:

- Student Council is not running any events for this month since Student Council helps out with heaven cent for the month of December
- Student Council is doing secret Santa with all of council and having a Christmas dinner at Giovanni's on December 8th

Student Senate:

- Our first initiative is a heaven cent poster contest which is for grades 6,7 and 8. The top three posters will be posted at St. Mary's as their prize.
- The second initiative is the heaven cent fundraiser which the top three classes that raise the most money will come to St. Mary's for an activity.