

HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD

OPEN SESSION

AGENDA AND REPORTS

Wednesday, February 14, 2024

7:15 p.m.

Board Room

90 Ontario Avenue



**Photo Courtesy of:
Holy Name of Jesus School, Hornepayne**



**AGENDA FOR THE OPEN SESSION BOARD MEETING OF THE
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
ON WEDNESDAY, FEBRUARY 14, 2024 @ 7:15 PM
IN THE BOARD ROOM**

A CALL TO ORDER

1. **Acknowledgement of Traditional Lands – (Owen)**
Today we meet on Turtle Island in the area governed by the Robinson-Huron Treaty of 1850. It is the traditional land of the Batchewana First Nation, the Garden River First Nation and the Metis settlement at Bawating. We commit ourselves to work on the TRC's Calls to Action that focus on education. We hope to one day know and understand the true history of Canada so we can live into reconciliation with Indigenous peoples on the land. Let us journey together in a good way.

2. **Prayer (Pg 6)**

3. **Call the Roll:**

Trustees:

Gary Trembinski (Chair), John Bruno (Vice-Chair), Carol Amadio, John Caputo, Kerri Commanda, 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, Franca Spadafora

Student Trustees:

Owen Middleton, Kenzie Garson, Mya Jensen

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, February 14, 2024.

Are there any additions/changes/deletions?

C DISCLOSURE OF CONFLICT OF INTEREST AND THE GENERAL NATURE THEREOF**D NEW BUSINESS****E CONFIRMATION OF MINUTES**

1. **Minutes of the Open Board Meeting of January 17, 2024.** (Pg 9)
Motion: That the Huron-Superior Catholic District School Board approve the Minutes of the Open Board Meeting of January 17, 2024.

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

1. **St. Mary's College Youth Relay for Life** – Director Viotto to introduce Stephanie Parniak (Chaplain, St. Mary's College) and Grade 12 students Abby Wing and Tori Carbone.

H COMMITTEE REPORTS

1. **Minutes of the Special Education Advisory Committee Meeting** (Pg 12)
Superintendent Lettieri and Committee Chair Irma DiRenzo.
2. **Minutes of the Parent Involvement Committee Meeting** (Pg 15)
Superintendent Spadafora and Committee Chair D'Agostino.

I ADMINISTRATIVE ITEMS REQUIRING ACTION

1. **ELECTRONIC POLL** (Pg 18)
OSTA-AECO Education Action Conference – February 8-11, 2024
That the Huron-Superior Catholic District School Board allows Student Trustee Mya Jensen to travel to Ottawa to attend the OSTA-AECO Education Action Conference.
CARRIED
2. **School Year Calendar 2024-2025** (Pg 22)
Motion: That the Huron-Superior Catholic District School Board approves the School Year Calendar for the 2024-2025 school year, as recommended and outlined in "Option 1".

3. OCSTA 2024 AGM and Conference

Motion: That the Huron-Superior Catholic District School Board allows Chair Trembinski, Vice-Chair Bruno, Trustees Carol Amadio, John Caputo, Lindsay Liske, Kathleen Rosilius, Sandra Turco, and Director Viotto travel to Niagara Falls on May 2 - 4, 2024 to attend the OCSTA 2024 AGM and Conference.

4. OCSTA Business Seminar

Motion: That the Huron-Superior Catholic District School Board allows Trustee Turco and Director Viotto to travel to Niagara Falls on May 1, 2024 to attend the OCSTA 2024 Business Seminar, which occurs prior to the AGM and Conference.

5. North Shore Tribal Council S.E.A.C. Appointments (Pg 25)

Motion: That the Huron-Superior Catholic District School Board approves the appointment of Rachele Lambert as the primary S.E.A.C. member, and Sherri Kitts as the alternate S.E.A.C. member, representing the North Shore Tribal Council.

6. Chromebook Refresh (Pg 26)

Motion: That the Huron-Superior Catholic District School Board approve the purchase of 2,765 chromebooks, 101 chromebook carts and associated licensing from Dell Canada at a cost of \$1,178,995.74 which will be leased over a 4-year period.

7. Elementary Teacher Laptop Refresh (Pg 27)

Motion: That the Huron-Superior Catholic District School Board approve the purchase of 288 Dell Latitude Laptops for elementary teachers from Dell Canada at a cost of \$308,877.12 which will be leased over a 4-year period.

8. Policy 5010 – Comprehensive Career and Life Planning Program (Pg 28)

Motion: That the Huron-Superior Catholic District School Board approves Policy 5010 as presented.

9. Fieldtrips (Pg 36)

Motion: That the Huron-Superior Catholic District School Board approves the following field trip applications:

1. Our Lady of Fatima School (EL) – travelling to Toronto, ON on June 19, 2024 and returning June 21, 2024.
2. St. Mary's College – travelling to Ottawa, ON on April 22, 2024 and returning April 25, 2024.
3. Holy Angels Learning Centre and St. Mary's College – travelling to Thailand on July 5, 2024 and returning on July 19, 2024.

J INFORMATION ITEMS**1. Reports to the Director of Education / Board of Trustees**

- a) **Student Demographic Census** – Superintendent Spadafora (Pg 52)

b) **SMC Activity Report** – Student Trustees Middleton, Garson and Jensen (Pg 56)

2. **Correspondence**

3. **Notes of Thanks**
Domenic and Carlee Rosso

K TEN-MINUTE QUESTION AND ANSWER PERIOD

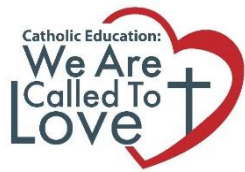
- ON AGENDA ITEMS FOR THOSE IN ATTENDANCE

L UPCOMING EVENTS

February 15	- Flag Day
February 19	- Louis Riel Day
February 20	- World Day of Social Justice
February 22	- School Bus Drive Appreciation Day
February 28	- Pink Shirt Day
February 28	- S.E.A.C. Meeting
March 1	- World Day of Prayer
March 8	- International Women's Day
March 8-15	- March Break
March 10	- Daylight Savings Begins
March 19	- First Day of Spring
March 20	- Next Board Meeting

M CLOSING PRAYER – Trustee Bruno

N ADJOURNMENT



February 2024 “As people of mercy”



In the name of the Father and of the Son and of the Holy Spirit. Amen.

OPENING PRAYER *Carol A.*

Loving God,

May we embrace the call to love in a deep and profound way so that we can be examples of mercy and compassion to others.

Fill our hearts with compassion, kindness and forgiveness, so that we may reflect your boundless love to those around us.

May we be instruments of your peace and reconciliation in the world.

Amen.

READING: Colossians 3:12-17 *John B.*

A reading from the letter of St. Paul to the Colossians.

Therefore, as God's chosen ones, holy and beloved, clothe yourselves with compassion, kindness, humility, meekness, and patience. Bear with one another and, if anyone has a complaint against another, forgive each other; just as the Lord has forgiven you, so you also must forgive. Above all, clothe yourselves with love, which binds everything together in perfect harmony. And let the peace of Christ rule in your hearts, to which indeed you were called in one body.

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

QUESTIONS FOR PERSONAL REFLECTION *John C.*

In this letter to the Colossians, St. Paul offers us some specific qualities with which we are invited to “clothe ourselves” in order to love as people of mercy:

Compassion
Kindness
Humility
Gentleness



Patience
Acceptance
Forgiveness
Peacefulness

Which of these qualities am I able to reflect most easily? Which ones do I find most challenging? Which one of the qualities would others (friends, colleagues, family members, students, etc.), say I reflect very well?

How do we as a school community promote and affirm these qualities in our interactions with one another?

Consider the importance of forgiveness. How does holding onto a grudge affect our spiritual and emotional wellbeing? Is there someone I am struggling to forgive? What might help me let go of resentments so that I can forgive as Christ forgives us?

READINGS *Kerri*

“Mountaineers, as they climb mountains, sing a very beautiful song whose words go like this: “in the art of climbing, it is not important that you do not fall down, but that you do not stay down. If you are weak, if you fall, look up a little for there is Jesus’ hand extended to you as he says: “Rise up, come with me.” And what if I fall again? Rise again. And what if I fall yet again? Rise yet again.” - Pope Francis, World Youth Day, Poland, 28th July 2016



“You are the visible face of the invisible Father, of the God who manifests his power above all by forgiveness and mercy: let the Church be your visible face in the world, its Lord risen and glorified. You willed that your ministers would also be clothed in weakness in order that they may feel compassion for those in ignorance and error; let everyone who approaches them feel sought after, loved, and forgiven by God.” - excerpted from Pope Francis, Prayer for the Jubilee Year of Mercy, 2016

QUESTIONS FOR REFLECTION *Tony*

What implications can these readings have for you and your relationships with others at school/work? At home? In your parish? What implications can they have for your relationship with God?

CLOSING PRAYER *Lindsay*

Loving God,

Help us live out in our daily lives, the mercy which you constantly extend to all of us.

As you cast open the doors of your heart to us, may we respond with urgency to proclaim your mercy to others.

May we always be credible witnesses to mercy, professing it and living it as the core of the revelation of Jesus Christ.

May we never tire of extending mercy and be ever patient in offering compassion and comfort.

May we become the voice of every man and woman and repeat confidently without end, “Be mindful of your mercy, O Lord and your steadfast love, for they have been from of old.”

(Ps. 25:6) Amen +

In the name of the Father and of the Son and of the Holy Spirit. Amen.





Huron-Superior Catholic
DISTRICT SCHOOL BOARD

our mission

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

our 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, JANUARY 17, 2024 @ 7:15 PM
IN THE BOARD ROOM**

PRESENT: Trustees:

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

Officials:

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

Student Trustees:

Owen Middleton, Kenzie Garson, Mya Jensen

REGRETS: Carol MacEachern

Vision and Values

Trustee Amadio congratulated those involved in the very successful JOY-Full Socks campaign on behalf of former Trustee Leslie Cassidy-Amadio. All students and staff love preparing these items for the needy. Superintendent Spadafora reiterated these sentiments and added that over 7,000 socks were prepared with over 1,000 products to 21 charities. Recipients were overwhelmed with gratitude.

Director Viotto shared a letter received from the Canadian Cancer Society, which commends the hard work and commitment of the student and staff community at St. Mary's College, who raised \$34,431.06 at their Relay for Life Youth event. The dedication shown by schools within the board is truly inspiring.

Trustee Turco highlighted the Kiwanis of Lakeshore contest – "What Christmas Means to Me" held this past December. Winners for this year's contest were Rocco Dos Reis (Grade 8 student at St. Paul's School) and Seth Villason (Grade 7 student at St. Paul's School). This event has been running for over 30 years and has always been well received by our students.

Adg# Mot#

B-1 B-838 Moved by: J. Bruno

Seconded by: J. Caputo

That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of Wednesday, January 17, 2024.

CARRIED

C DISCLOSURE OF CONFLICT OF INTEREST AND THE GENERAL NATURE THEREOF

Trustee Rosilius disclosed a deemed pecuniary interest in item I-1 on the agenda for the board meeting of January 17, 2024, and did not take part in the consideration or discussion of or vote on any question with relation to this item. Trustee Rosilius recused herself for this portion of the meeting.

- E-1 B-839 Moved by: S. Turco Seconded by: C. Amadio**
That the Huron-Superior Catholic District School Board approve the Minutes of the Open Board Meeting of December 13, 2023.
CARRIED
- E-2 B-840 Moved by: J. Caputo Seconded by: T. D’Agostino**
That the Huron-Superior Catholic District School Board approve the Minutes of the Special In-Camera Board Meeting of December 18, 2023.
CARRIED
- G-1 Grade 6 and 7 Outdoor Experiential Learning at St. Kateri**
Lina DiPasquale (Vice-Principal of Equity, Diversity, and Indigenous Education), Michelle Chapman (Grade 6 Outdoor Education Teacher), Allison Fabbro (Grade 7 Outdoor Education Teacher) and Barry Boissoneau (Cultural Resource Worker) highlighted the amazing program held at St. Kateri Learning Centre. Students experience a wide range of program topics such as using a compass, leaf inquiry, planting a garden, smudging and fire keeper teachings were presented. The Grade 7 students finding 2 arrowheads at St. Kateri is an amazing story, and their origin is currently being investigated. Land based education is more than just being outside!
- I-1 B-841 Moved by: C. Amadio Seconded by: S. Turco**
That the Huron-Superior Catholic District School Board approves the 2023-24 Revised Estimates as presented.
CARRIED
- I-2 B-842 Moved by: T. D’Agostino Seconded by: J. Bruno**
That the Huron-Superior Catholic District School Board approves the following field trip applications:
1. St. Mary’s College – travelling to Ottawa, ON on April 15, 2024 and returning April 17, 2024.
 2. Our Lady of Fatima, Elliot Lake – travelling to John Island Camp on June 19, 2024 and returning June 21, 2024.
- CARRIED**
- J-1-a SMC Activity Report**
Student trustees Middleton, Garson and Jensen highlighted some of the January events at the school, including components from faith, sports, student council, Indigenous student council and student senate. A few noteworthy items were the distribution of over 1,500 Christmas cards to community

seniors, retreats held at St. Kateri, "Knight at the Oscars" Winter Formal Dance and red dress pin making.

N-1 B-843 Moved by: K. Commanda Seconded by: K. Rosilius
That the Huron-Superior Catholic District School Board meeting of
Wednesday, January 17, 2024, adjourns at 8:20 p.m.
CARRIED

Chairperson: _____

Secretary: _____

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

Date: Wednesday, December 6, 2023

Location: Board Room

Time: 4:00pm - 5:00pm



Google Meet: <https://meet.google.com/wxc-utsa-bpg>

Attendance: John Caputo, Tina Coombs, Theresa Coccimiglio, Irma DiRenzo, Sherri Kitts, Jared Lambert, Fil Lettieri, Jacques Ribout, Melanie Ross, Tiana Rushon, Gary Trembinski, Rosanne Zagordo

Student Trustees and Guests: Kenzie Garson, Mya Jensen, Owen Middleton

Regrets:

AGENDA ITEMS		ACTION	WHO	WHEN
1.	WELCOME LAND ACKNOWLEDGEMENT Indigenous Education - HSCDSB BOARD PRAYER Catholicity - HSCDSB	<ul style="list-style-type: none"> Prayer was said by all 	Fil Lettieri	
2.	ACCEPTANCE OF PREVIOUS MINUTES (November 22, 2023)	<ul style="list-style-type: none"> Minutes were accepted. 	Sherri Kitts Melanie Ross	
3.	AGENDA ADDITIONS/CHANGES			

4.	GUEST(s): REPORTS <ul style="list-style-type: none"> Student Trustees December '23 SEAC Report.pdf 	<ul style="list-style-type: none">  December '23 SEAC Report.pdf 	Mya Jensen Kenzie Garson Owen Middleton	
5.	MINISTRY UPDATES	<ul style="list-style-type: none"> No reports at this time. 	Fil Lettieri	
6.	SEAC BUSINESS <ul style="list-style-type: none"> MASCE UPDATES 	<ul style="list-style-type: none"> The election for Chair and Vice-Chair was held. Congratulations to Irma DiRenzo, Chair and John Caputo, Vice Chair! SEAC thanked Theresa Coccimiglio for her service as Chair over the year. 	Fil Lettieri	
7.	BUSINESS CARRIED FORWARD	<ul style="list-style-type: none"> Committee members for PIC, FOF, Wellness, Chair and Vice Chair Committee will be discussed at the next meeting. 	Fil Lettieri	
8.	SUPERINTENDENT, COORDINATOR and MENTAL HEALTH LEADER'S REPORTS	<ul style="list-style-type: none"> RFP for Speech/Language was sent out. The position of Psychologist was offered to a candidate and they declined. A new posting and RFP will be sent out. Preventure is in progress, more details to follow in January. 	Fil Lettieri Rosanne Zagordo Jared Lambert	
9.	ASSOCIATION REPORTS			
a.	NORTH SHORE TRIBAL COUNCIL (S. Kitts)	<ul style="list-style-type: none"> Sherri attended the Chiefs of Ontario Sharing Forum. There was much discussion about Jordan's Principle funding. 	Sherri Kitts	
b.	AUTISM ONTARIO SSM CHAPTER PARENT INVOLVEMENT COMMITTEE (I. DiRenzo)	<ul style="list-style-type: none">  AO SEAC_Update for SEAC Meetings - Dece... 	Irma DiRenzo	
c.	ALGOMA FAMILY SERVICES (T. Coccimiglio)	<ul style="list-style-type: none"> Youth hub is opening up on Dennis street and then a soft launch in 2 weeks. Theresa will send details to Rosanne to distribute. AFS is open for counselling during the holidays. 	Theresa Coccimiglio	
d.	THRIVE – WELL BEING COMMITTEE (T. Coombs)	<ul style="list-style-type: none"> Money was invested into Children's health in the form of OT, PT and family support services. They are looking at reducing waitlists, retention processes and the implementation plan. In the new year, there will be some communication to the general public. 	Tina Coombs	
e.	COMMUNITY LIVING ALGOMA (J. Ribout)	<ul style="list-style-type: none"> Shelley Moore's presentation was offered to staff and started this week. 	Jacques Ribout	

		<ul style="list-style-type: none"> ● CLA looks forward to the next presentation ● CLA is working with CLO for the Together is Better Contest 		
f.	MEMBER-AT-LARGE (M. Ross)	<ul style="list-style-type: none"> ● No report at this time 	Melanie Ross	
g.	MEMBER-AT-LARGE – FOCUS ON FAITH (I. DiRenzo)	<ul style="list-style-type: none"> ● No report at this time. 	Irma DiRenzo	
h.	EASTER SEALS (T. Rushon)	<ul style="list-style-type: none"> ● A Snowarama event is happening. Minimum donations are required and the event takes place at the Algoma Rod and Gun Club. 	Tiana Rushon	
i.	TRUSTEES' REPORTS (J. Caputo, G. Trembinski)	<ul style="list-style-type: none"> ● Inaugural mass is being held on December 13 at 4:00 pm in the Chapel. Dinner will be held in the Dining Room afterwards. Please RSVP if you are interested in attending. 	John Caputo Gary Trembinski	
10.	ADJOURNMENT	<ul style="list-style-type: none"> ● Meeting was adjourned at 5:00 pm ● Dinner to follow at Ernie's Restaurant 	John Caputo Gary Trembinski	
11.	NOTES: February- SFFI March- SMFI, April- St. Paul May- St. Basil- future meetings Schools to invite Parent Councils			

Next Meeting: January 31, 2024

Location: Board Meeting Room

Time: 4:00-6:00 pm



Huron-Superior Catholic
DISTRICT SCHOOL BOARD

Parent Involvement Committee
Agenda and Minutes

Date: Monday, January 22nd, 2024

Time: 6:00 p.m.

Location: [Google Meet](#)

Attendance:


Carol Amadio (Trustee), Tony D’Agostino (Trustee), Linda Barone (Parent - SMC), Paul Best (CPCO), Chalias Caldwell (Parent - Our Lady of Fatima Chapleau), Erin Haman (Parent - St. Mary’s Blind River), Marnie McDonald (OECTA), Anthony Oraziatti (Parent - St. Mary’s F.I.), Leeandra Piche (Parent - St. Mary’s Blind River), Franca Spadafora (Superintendent), Nadia Zanatta (CPCO)

Regrets: Cristhian Lorena Lomeli Hdez (Parent - St. Basil SSM), Stephanie Francella-Stephen (Parent SMC and SMFI), Tiziana Palumbo (CPCO), Danny Viotto, Randi Ducharme (Parent - St. Basil White River)

Co-Chairs: Anthony Oraziatti and Chalias Caldwell

Minutes: Nadia Zanatta

AGENDA ITEMS		DISCUSSION POINTS	LED BY
1.	Welcome, Land Acknowledgment	<p>Franca welcomed the members and led the group in a Land Acknowledgment.</p> <p>Today we meet on Turtle Island in the area governed by the Robinson-Huron Treaty of 1850. It is the traditional land of the Batchewana First Nation, the Garden River First Nation and the Metis settlement at Bawating. We commit ourselves to work on the TRC’s Calls to Action that focus on education. We hope to one day know and understand the true history of Canada so we can live into reconciliation with Indigenous peoples on the land. Let us journey together in a good way.</p> <p>There were new members on the Committee who were not present at the first meeting. These members were introduced: Carol Amadio - new Trustee - excited to work with schools - parents - and government to support student learning</p>	F. Spadafora

		<p>Marnie McDonald - Vice President of local OECTA Paul Best - Principal at St. Paul - acts in the capacity of a CPCO representative. Erin Haman - parent at St. Mary's in Blind River Stephanie Francella-Stephen is now a member in the capacity of parent at SMFI and SMC.</p>	16
	<p>Prayer</p> 	<p>Chalias led the group - reciting the Board Prayer.</p> <p>God of Love and Compassion, we are created in your likeness and you call us to love. As people of hope, may we see beyond our struggles. As people of faith, inspire us to believe in your intimate presence with us in our world. As people of mercy, may we forgive willingly and often. As people of justice, help us to find solutions to situations of inequity that bring peace. As people of joy, let us celebrate your life within us, for as you do, we are called to LOVE.</p>	C. Caldwell
1.	CSC Update	<p>St. Mary's French Immersion: Valentine's Day Dinner and Dance fundraiser is upcoming - there is also a meeting this week</p> <p>St. Paul: 2 meeting this year - conducted various fundraisers (Chocolate Bars, Poinsettia and Halloween school dance) - meeting is scheduled this coming week to discuss additional fundraisers</p> <p>Our Lady of Lourdes SSM – 3 meetings this year – conducted various fundraisers (Chocolate Bars, Poinsettia) - involved in the Healthy School Certification process, and actively seeking/promoting Kindergarten registration for next year. PRO Grant event planning is underway</p> <p>Our Lady of Fatima Chapleau - 1 meeting this year – hosted a family Christmas Dance that was very successful. A meeting is scheduled for this coming week</p> <p>St. Mary's College - 2 meetings this year - PRO Grant meeting next week. Heaven Cent Pasta Dinner was a sell out and CSC organised over 20 vendors to attend the evening. The Knight's Delight Canteen is new to SMC and offers different snacks at school events</p> <p>St. Mary's Blind River: next meeting is February 13th - conducted a Poinsettia fundraiser and host Hot Dog Days each Friday</p>	
2.	PRO Activities	<ul style="list-style-type: none"> ● PRO Grant Applications: Total Funding - \$10,000.00 ● PRO Grant Summary of Applicants 2023/24 <p>Anthony reviewed the summary of applications. Schools have been notified of their funding allocation. Planning is underway for these projects, and all funds have been accounted for.</p>	A. Oraziotti

<p>3.</p>	<p>Parent Engagement Funding</p>	<ul style="list-style-type: none"> ● Parent engagement allocation for 2023/24 – \$5, 735 (NEW \$5,185) ● Early Years Team – Parent Literacy Night on Jan. 23 from 6:00 pm to 7:00 pm ● Virtual Parent Literacy Night will be held in February ● Funding approval of \$600.00 to cover the cost of refreshments and literacy kits for the parents <p>This was approved with Chalias as the mover of the motion. Franca will communicate this to Beth. The kits included support for reading, decoding, books, letters, tips for parents at home, as well as learning to read strategies.</p> <ul style="list-style-type: none"> ● Brainstorm of activities for this year <p>Nadia reviewed the feedback received from last year’s STEAM Event. It was very well attended and people enjoyed the variety of activities/choice to participate in. Challenges that continue to be presented: more families register than attend. Providing something tangible on-site, as well as sending out constant reminders may be helpful.</p> <p>A Multicultural event was suggested. An event associated with Math was also suggested - pertaining to a Ministry/Board focus.</p> <p>PIC EVENT: MATH FOCUS</p> <ul style="list-style-type: none"> - Using St. Mary’s College as the location - Providing a modified approach to the event for our East/North schools - in collaboration with members of the Math Team - Incorporating various aspects of SMC as they pertain to Math: culinary, shops, - Carousel approach - Focus: Math is all around us - Indigenous component - Experiential learning component <p>Tentative dates: last week of May - consideration of 2 nights</p> <p>Next Steps:</p> <ul style="list-style-type: none"> - Franca will follow up with the Math Team re: availability for event(s), as well as SMC for location space - Franca, Paul, and Nadia will meet and discuss potential topics/categories, number of activities, for the event prior to our next meeting - She will report her findings at the next meeting 	<p>A. Oraziotti C. Caldwell</p> <p style="color: red; font-size: 2em; font-weight: bold;">17</p>
<p>4.</p>	<p>Adjournment</p>	<p>The meeting was adjourned at 7:35pm. Next Meeting Date: Monday, February 26, 2024</p>	



ELECTRONIC POLL/VOTE

1. REASON FOR ELECTRONIC POLL: TRAVEL DATE OCCURS BEFORE THE NEXT BOARD MEETING ON FEBRUARY 14, 2024
2. **Motion:** That the Huron-Superior Catholic District School Board approves Student Trustee Mya Jensen to travel to Ottawa to attend the OSTA-AECO Education Action Conference on February 8-11, 2024.
3. VOTE BY TRUSTEES [Please Check (✓) appropriate box]

TRUSTEE	YES	NO	ABSTAIN	UNABLE TO CONTACT
AMADIO, Carol	✓			
BRUNO, John	✓			
CAPUTO, John	✓			
COMMANDA, Kerri	✓			
D'AGOSTINO, Tony	✓			
LISKE, Lindsay	✓			
MacEACHERN, Carol				✓
ROSILIUS, Kathleen	✓			
TREMBINSKI, Gary	✓			
TURCO, Sandra	✓			
TOTALS	9			1

4. RESOLUTION CARRIED: YES (✓) NO ()

5. SIGNATURE OF DIRECTOR: *Jenny Wiatta*

6. DATE: January 22, 2024

B Breakout **C** Check-in **G** Group Activities **P** Plenary **U** Unscheduled/Break

FEBRUARY 8 • THURSDAY

PINNED 6:00pm – 8:00pm	C Conference Registration	The Westin Ottawa — Lobby (11 Colonel By Dr, Ottawa, ON K1N 9H4)
8:00pm – 8:15pm	P Welcome to EAC 2024! <i>Speakers: Tristan Kim, Savrup Saran, David Beshai, Afaq Virk</i>	The Westin Ottawa — Ontario (Level 3) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
8:15pm – 9:00pm	G Icebreakers <i>Speakers: Tristan Kim, Savrup Saran</i>	The Westin Ottawa — Ontario (Level 3) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
9:00pm – 11:59pm	U Free Time	N/A (11 Colonel By Dr, Ottawa, ON K1N 9H4)
PINNED 10:00pm – 11:59pm	C Nightly Check-In	The Westin Ottawa — Lobby (11 Colonel By Dr, Ottawa, ON K1N 9H4)

FEBRUARY 9 • FRIDAY

8:15am – 8:45am	U	Breakfast	The Westin Ottawa — British Columbia/Manitoba (Level 2) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
8:45am – 9:00am	P	Opening Ceremonies	The Westin Ottawa — Ontario (Level 3) (11 Colonel By Dr, Ottawa, ON K1N 9H4) <i>Speakers: David Beshai, Savrup Saran, Tristan Kim, Declan Amaral, Siobhán Marie, Afaq Virk</i>
9:00am – 10:00am	P	OSTA-AECO Vision Update	The Westin Ottawa — Ontario (Level 3) (11 Colonel By Dr, Ottawa, ON K1N 9H4) <i>Speakers: Tristan Kim, Savrup Saran, David Beshai</i>
10:00am – 10:45am	B	Catholic Education Interest Group Breakout	The Westin Ottawa — British Columbia (Level 2) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
10:00am – 10:45am	B	Public Education Interest Group Breakout	<i>Speakers: Savrup Saran</i> The Westin Ottawa — Manitoba (Level 2) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
10:45am – 11:00am	U	Networking Break	The Westin Ottawa — Lobby (11 Colonel By Dr, Ottawa, ON K1N 9H4)
11:00am – 12:00pm	P	Keynote Speaker — People for Education	<i>Speakers: Annie Kidder</i> The Westin Ottawa — Ontario (Level 3) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
12:00pm – 12:45pm	U	Lunch	The Westin Ottawa — British Columbia/Manitoba (Level 2) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
12:45pm – 1:00pm	P	Midday Check-in	The Westin Ottawa — Ontario (Level 3) (11 Colonel By Dr, Ottawa, ON K1N 9H4) <i>Speakers: Afaq Virk</i>
1:00pm – 1:45pm	B	Advocacy Interest Group Breakouts	The Westin Ottawa — Lobby (11 Colonel By Dr, Ottawa, ON K1N 9H4)
1:50pm – 2:00pm	U	Networking Break	The Westin Ottawa — Lobby (11 Colonel By Dr, Ottawa, ON K1N 9H4)
2:00pm – 3:15pm	P	Public Education Exchange World Café	<i>Speakers: Sonia Martin</i> The Westin Ottawa — Ontario (Level 3) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
3:15pm – 4:15pm	B	Mock Boardroom Meetings	The Westin Ottawa — Les Saisons (Level 3) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
3:15pm – 5:00pm	B	Indigenous Student Trustees' Council Breakouts	TBA (11 Colonel By Dr, Ottawa, ON K1N 9H4)
4:15pm – 5:00pm	B	Catholic Education Interest Group Breakout	The Westin Ottawa — British Columbia (Level 2) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
4:15pm – 5:00pm	B	Public Education Interest Group Breakout	<i>Speakers: Savrup Saran</i> The Westin Ottawa — Manitoba (Level 2) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
5:00pm – 5:30pm	P	Closing Ceremonies	The Westin Ottawa — Ontario (Level 3) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
5:30pm – 8:00pm	U	Free Time	N/A (11 Colonel By Dr, Ottawa, ON K1N 9H4)
8:00pm – 10:00pm	G	Nighttime Activity — The OSTA Town	The Westin Ottawa — Les Saisons (Level 3) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
PINNED 10:00pm – 11:59pm	C	Nightly Check-In	The Westin Ottawa — Lobby (11 Colonel By Dr, Ottawa, ON K1N 9H4)

FEBRUARY 10 • SATURDAY

8:15am – 9:00am	U	Breakfast	The Westin Ottawa — British Columbia/Manitoba (Level 2) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
9:00am – 9:15am	P	Opening Ceremonies	The Westin Ottawa — Ontario (Level 3) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
9:15am – 10:00am	P	OSTA Talks <i>Speakers: Afaq Virk, Savrup Saran</i>	The Westin Ottawa — Ontario (Level 3) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
10:00am – 10:15am	U	Networking Break	The Westin Ottawa — Lobby (11 Colonel By Dr, Ottawa, ON K1N 9H4)
10:15am – 11:00am	B	Advocacy Interest Group Breakouts	N/A (11 Colonel By Dr, Ottawa, ON K1N 9H4)
11:00am – 12:00pm	B	Education Marketplace	The Westin Ottawa — Ontario (Level 3) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
12:00pm – 12:45pm	U	Lunch	The Westin Ottawa — British Columbia/Manitoba (Level 2) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
12:45pm – 2:15pm	P	Alumni Panel <i>Moderators: Afaq Virk</i>	The Westin Ottawa — Ontario (Level 3) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
2:15pm – 2:30pm	U	Networking Break	TBA (11 Colonel By Dr, Ottawa, ON K1N 9H4)
2:30pm – 3:15pm	B	Concurrent Workshops	The Westin Ottawa — Lobby (11 Colonel By Dr, Ottawa, ON K1N 9H4)
3:15pm – 4:30pm	P	OPC-CPCO <i>Speakers: Nadine Trépanier-Bisson, Joseph Geiser</i>	The Westin Ottawa — Ontario (Level 3) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
4:30pm – 5:15pm	B	Catholic Education Interest Group Breakout	TBA (11 Colonel By Dr, Ottawa, ON K1N 9H4)
4:30pm – 5:15pm	B	Public Education Interest Group Breakout	TBA (11 Colonel By Dr, Ottawa, ON K1N 9H4)
5:15pm – 5:30pm	P	Closing Ceremonies	TBA (11 Colonel By Dr, Ottawa, ON K1N 9H4)
5:30pm – 8:00pm	U	Free Time	TBA (11 Colonel By Dr, Ottawa, ON K1N 9H4)
8:00pm – 10:00pm	G	Nighttime Activity — OSTA Gala	The Westin Ottawa — Les Saisons (Level 3) (11 Colonel By Dr, Ottawa, ON K1N 9H4)
PINNED 10:00pm – 11:59pm	C	Nighttime Check-in	TBA (11 Colonel By Dr, Ottawa, ON K1N 9H4)

FEBRUARY 11 • SUNDAY

PINNED 8:00am – 12:00pm	C	Departures	TBA (11 Colonel By Dr, Ottawa, ON K1N 9H4)
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REPORT TO THE DIRECTOR

Re: School Year Calendar 2024-2025

Submitted by: Joe Chilelli
Superintendent of Education
Date: February 14, 2024

Background

Regulation 304, School Year Calendar, Professional Activity Days requires that each school board prepare, adopt and submit to the Regional Manager of the Ministry of Education on or before the first day of March, the School Year Calendar to be followed in its jurisdiction for the following year.

Information

A consultative process that provided an opportunity for all board employees, school communities, parents and trustees to provide feedback on the proposed calendar was completed. A total of 265 surveys with comments and suggestions were received as part of the consultation.

The board also followed a collaborative process with the other District School Boards with whom we need to co-ordinate calendars. Using the feedback from the Huron-Superior Catholic District School Board consultation, the board administration worked through a consensus exercise to come up with a common calendar for board approval.

As per Regulation 304, the proposed calendar for 2024/2025 includes a 194 day school year comprised of 187 instructional days and 7 professional activity days. For the secondary level, exam days are also noted on the calendar. This year, after the consultation with our community, and additional feedback received, we are recommending "OPTION 1" which is included as a part of this report. This is based on 157 votes in favour of OPTION 1 versus 108 votes in favour of OPTION 2.

The first day of class would be Wednesday September 4, 2024.

Professional Activity Days would be scheduled for Tuesday September 3, 2024, Friday September 27, 2024 (Faith Day), Monday October 28, 2024, Friday November 8, 2024, Friday January 31, 2025 (assessment), Friday March 28, 2025 and Friday June 6, 2025 (assessment).

Motion: That the Huron-Superior Catholic District School Board approves the School Year Calendar for the 2024 – 2025 school year, as recommended and outlined in "OPTION 1".

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

Option 1

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week										
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F						
August 2024							1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30						
September 2024	18	2	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30										
October 2024	22	1	0		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31							
November 2024	20	1	0					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29						
December 2024	15	0	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31									
January 2025	14	1	5			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31						
February 2025	19	0	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28											
March 2025	15	1	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31										
April 2025	20	0	0		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30								
May 2025	20	0	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30						
June 2025	14	1	5	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30										
July 2025					1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31							
TOTAL	177	7	10	<p>Note: The 2024-2025 calendar provides for 195 possible school days between September 1, 2024 and June 30, 2025. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																														

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

Option 2

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week									
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F					
August 2024		1					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	P				
September 2024	17	1	0	2	H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	P	30							
October 2024	22	1	0			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		P			
November 2024	20	1	0					1	4	5	6	7	8	P	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29				
December 2024	15	0	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	B	B	B	B	B	B	B			
January 2025	14	1	5			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	E	E	E	E	E	P				
February 2025	19	0	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28										
March 2025	15	1	0	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31					P				
April 2025	20	0	0		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			H	H			
May 2025	20	0	0				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	H				
June 2025	14	1	5	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	E	E	E	E	E	B				
July 2025					1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		H				
TOTAL	177	7	10	<p>Note: The 2024-2025 calendar provides for 195 possible school days between September 1, 2024 and June 30, 2025. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																													



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January 25, 2024

25

Danny Viotto, Director of Education
Mount St. Joseph Catholic Education Centre
90 Ontario Ave, Sault Ste Marie, ON P6B 6G7
P: (705) 945-5632 F: (705) 945-5503

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

Dear Mr. D. Viotto:

Mamaweswen, THE NORTH SHORE TRIBAL COUNCIL (NSTC) has appointed a new Primary and Alternate to sit on the Special Education Advisor Committee (S.E.A.C.). Please accept this letter as notification that Rachele Lambert is appointed the primary representative and Sherri Kitts is appointed as the alternate representative to sit on the Special Education Advisory Committee (S.E.A.C.) as the NSTC representatives.

Primary - Rachele Lambert

Rachele Lambert, Special Education Manager
Batchewana Learning Centre is
15 Jean Ave SSM, ON P6B 4B1
Work Phone: (705) 759-7285
Email: rlambert@batchewana.ca

Alternate - Sherri Kitts

Sherri Kitts, Special Education Manager
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

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

Sincerely Yours,

Mamaweswen, THE NORTH SHORE TRIBAL COUNCIL

Marnie Yourchuk
Education Program Manager

Cc: Rachele Lambert
Sherri Kitts



**REPORT TO THE DIRECTOR
RE: CHROMEBOOK REFRESH**

Submitted by: Patrick Pelletier
Manager of Information Technology
2024-02-14

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 aligning available resources with strategic priorities and ensuring schools have the resources they require.

The Board is requesting approval to replace all its current inventory of classroom chromebooks.

Currently the Board needs to replace 2765 Chromebook devices, 101 Chromebook carts and associated Google licenses. The replacement is driven by the age and functionality of equipment that is currently four to eight years old.

This purchase will be made from Dell Canada utilizing our OECM contract. Based on the Board’s purchasing policy, Board Trustee approval is required.

Pricing

2765 Chromebook devices and Google licenses	\$ 919,113.65
101 Chromebook Carts	<u>\$ 259,882.09</u>
Total	\$1,178,995.74

This purchase will be leased over a 4-year period.

It is recommended that the Huron-Superior Catholic District School Board approve the purchase of 2765 Chromebooks, 101 Chromebook carts and associated Google licenses from Dell Canada at a cost of \$1,178,995.74 which will be lease over a 4-year period. The purchase has been built into the 2023-2024 to 2027-2028 school year budgets.

Motion:

That the Huron-Superior Catholic District School Board approve the purchase of 2765 chromebooks, 101 chromebook carts and associated licensing from Dell Canada at a cost of \$1,178,995.74 which will be leased over a 4-year period.



**REPORT TO THE DIRECTOR
RE: ELEMENTARY TEACHER LAPTOP REFRESH**

Submitted by: Patrick Pelletier
Manager of Information Technology
2024-02-14

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 aligning available resources with strategic priorities and ensuring schools have the resources they require.

The Board is requesting approval to replace all elementary teacher laptops.

Currently the Board needs to replace 288 teacher laptops. The replacement is driven by the age and functionality of equipment that is currently four years old.

This purchase will be made from Dell Canada utilizing our OEMC contract. Based on the Board's purchasing policy, Board Trustee approval is required.

Pricing

288	Dell Latitude laptops	\$ 308,877.12
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This purchase will be leased over a 4-year period.

It is recommended that the Huron-Superior Catholic District School Board approve the purchase of 288 Dell Latitude Laptops at a cost of \$308,877.12 which will be lease over a 4-year period. The purchase has been built into the 2023-2024 to 2027-2028 school year budgets.

Motion:

That the Huron-Superior Catholic District School Board approve the purchase of 288 Dell Latitude Laptops for elementary teachers from Dell Canada at a cost of \$308,877.12 which will be leased over a 4-year period.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

POLICY TITLE:	COMPREHENSIVE EDUCATION AND CAREER/LIFE PLANNING PROGRAM	Approved:	June 25, 2014
		Amended:	April 17, 2019 January 31, 2024
POLICY NO:	5010	Page:	1 of 1

POLICY

The Huron-Superior Catholic District School Board supports the implementation of the Ministry of Education's (2013) *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools*.

The Huron Superior Catholic District School Board also recognizes that the requirements in the *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools* document were modified by the Ministry of Education in January 2017. These modifications have been taken into account in the procedural guidelines.

ADOPTED Regular Board Meeting – June 25, 2014
Motion B-65

AMENDED Regular Board Meeting – April 17, 2019
Motion B-366

AMENDED Regular Board Meeting – January 31, 2024
Motion B-

DISTRIBUTION

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



Huron-Superior Catholic

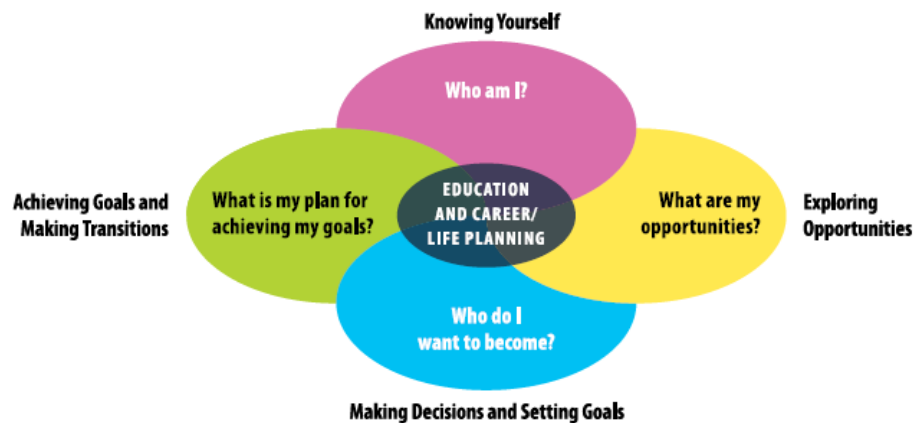
DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES COMPREHENSIVE EDUCATION AND CAREER/LIFE PLANNING PROGRAM

1. Program Descriptors:

The *Creating Pathways to Success* document outlines that all schools should have a comprehensive education and career/life planning program that:

- Allows students to acquire knowledge and skills in education and career/life planning.



-
- Focuses on four questions, to which students return regularly and cyclically (i.e., a four-step inquiry process and conceptual framework):
 - **Who am I? (Knowing Yourself)**
 - **What are my opportunities? (Exploring Opportunities)**
 - **Who do I want to become? (Making Decisions and Setting Goals)**
 - **What is my plan for achieving my goals? (Achieving Goals and Making Transitions)**
- Is developmentally appropriate for all students.
- Is holistic (i.e., considers cognitive, emotional, social, and physical factors).
- Helps students grow and reach their potential.
- Is inclusive and consistent with the principles of Universal Design for Learning.
- Meets students' particular learning and motivational needs.
- Employs various methods of delivery (e.g., curriculum-related activities, school-wide activities, community activities).
- Allows school and community members to embed career/life planning across all subjects, courses, and learning activities.

- Involves school staff, students, parents, and community members in the development, implementation, and evaluation of the program.
- Is well documented in writing and shared with parents and other stakeholders.
- Is reflected in Board and School Improvement Plans.

2. Implementation of the Program Within Elementary and Secondary Schools:

The development, documentation, implementation, and evaluation of schools' career/life planning programs are to be directed by elementary and secondary principals, with the assistance of key staff and students. The implementation of such programs may be subdivided:

a) Kindergarten to Grade 6:

- The questions "Who am I?" and "What are my opportunities?" may take precedence.
- Teachers will provide relevant, challenging, and engaging learning opportunities that allow students to become aware of, at a minimum:
 - What they most like to do.
 - What they do best.
 - How they feel when they are engaged in various activities.
 - How they might describe their interests, strengths, intelligences, accomplishments, values, and skills.
 - What opportunity is and how choices can open pathways.
 - School and community-based opportunities (e.g., social, recreational, leadership) that develop skills and relationships.

b) Grades 7 – 12:

- The questions "Who do I want to become?" and "What is my plan for achieving my goals?" may take precedence.
- Teachers will provide relevant, challenging, and engaging learning opportunities that allow students to, at a minimum:
 - Identify the factors that have shaped who they are and the factors that are likely to shape who they become over time.
 - Reflect on how their personal characteristics influence their thoughts, actions, development as learners, relationships, education, and career/life choices.
 - Expand their awareness of school and community-based opportunities (e.g., recreational, social, volunteer, part-time employment) that develop skills and relationships.
 - Explore various fields of work and occupations and become aware of how local and global trends (e.g., demographic, technological, economic, social) affect their opportunities.

- Investigate the preparation required for various opportunities (e.g., experience, education and training) and how this preparation can be obtained.
- Identify the demands, rewards, and other features of various opportunities and reflect on how these factors fit with their personal characteristics.
- Use a decision-making process to determine personal, interpersonal, educational, and career/life planning goals.
- Review and revise their goals based on changes they see in themselves and in the opportunities available to them.
- Create a plan that identifies the steps required to achieve their goals.
- Identify the resources required to implement their plan.
- Identify potential obstacles, challenges, and solutions to these challenges.
- Such learning opportunities may take place through experiential learning; cooperative education; specialized programs (e.g., Ontario Youth Apprenticeship Program (OYAP), Specialist High Skills Major (SHSM) programs, school-work transition programs); field trips; extracurricular activities; community involvement; and/or part-time employment.
- All students must document their learning in education and career/life planning in Xello, the web-based **Individual Pathway Plan (IPP)** **used by our Board**. This IPP:
 - Is structured around the aforementioned four areas of inquiry.
 - Must capture evidence of students' investigations about the four areas of inquiry. Such evidence may be obtained through such vehicles as special projects, experiential learning, presentations by post-secondary experts, community activities, and curriculum-based opportunities.
 - Is intended to be the primary planning tool for students as they transition to their initial postsecondary destination (e.g., workplace, college).
 - Could inform parent interviews, student-led conferences, small group presentations, or seminars.
 - May include such things as comments, pictures, letters to parents or peers, assignments, certificates, personal reflections, and/or audio or video recordings.
 - Must be digital and transferable between schools and grades.
 - Is confidential and subject to Freedom of Information legislation.
- It is the recommendation of the Board that all schools use **Xello** for the IPP, because of its functionality and free and widespread accessibility to all students and teachers. Training and support on this tool is readily available through the Board's Curriculum Department and secondary school Student Services teachers.

- Principals will ensure that a process is in place in their schools that supports students in documenting their learning. This process must include at least two opportunities per year to review and share evidence of their learning with their teachers and/or Student Services teachers, and, where possible, their parents and/or peers. Note that in Grades 8 – 12, one of these two reviews must be part of the annual course selection process.

c) Transition Periods:

- The IPP in Grades 7 - 9 will emphasize transitioning from elementary to secondary school. Students in Grade 8 must record evidence in their IPPs and their investigations in the four areas of inquiry to assist them in selecting secondary courses, setting goals for community involvement, and identifying areas of interest for extracurricular and leadership activities.
- All secondary schools are required to provide orientation programs for students and their parents to help students make a smooth transition from Grade 8 to Grade 9.
- Both the IPP in Grades 10 – 12 and the compulsory Grade 10 Career Studies course will emphasize transitioning from secondary school to the student's initial postsecondary destination. In Grades 10 – 12, students are required to record their initial postsecondary destination, other postsecondary goals or plans, a detailed plan to achieve these goals, strategies to support the plan, and evidence of investigation into the four aforementioned areas of inquiry.
- All schools are required to put into place a process that allows students to review their achievement, review information on post-secondary opportunities, investigate strategies to support effective financial planning, explore employment opportunities, develop job search and employment retention skills, and participate in career exploration and experiential learning opportunities.
- A variety of transition protocols will be developed by the Board and made available to schools, including those pertaining to students with special learning needs. See Appendix A for a sample transition protocol.

d) Students with Special Learning Needs:

- All students who have an Individual Education Plan (IEP) – regardless of whether or not they have been identified as exceptional through the Identification, Placement, and Review Committee (IPRC) – must have a transition plan.
- Principals are responsible for coordinating and developing these transition

plans, in conjunction with the support of the Special Education Department, whether they assist students with moving between classrooms, grades, schools, programs, or destinations.

3. Program Effectiveness and Evaluation:

In order to ensure that all schools have an effective and comprehensive education and career/life planning program in place, some key items must be in place:

a) Program Monitoring and Evaluation

Effective education and career/life planning programs:

- Meet the learning interests, strengths, needs, and aspirations of all students.
- Provide and track opportunities for authentic learning experiences and experiential learning in all classrooms and programs.
- Clearly communicate to all students, parents, and educators the full range of pathways, programs, options, and supports available.
- Allow students to build on in-school and out-of-school experiences.
- Track students' opportunities to reflect on and document their learning
- Provide opportunities for professional learning related to education and career/life planning.
- Encourage broad student, parent, and community engagement.
- Align with current ministry policies and initiatives (e.g., Equity and Inclusive Education, Aboriginal Education, Safe Schools).
- Infuse the program in all aspects of learning and school life.

Appendix B

Sample Transition Protocol For Students Transitioning from Grade 8 to Grade 9 Within HSCDSB

Time	Activity	Link to MYSP	Details / Contact
Mid-Fall of Grade 8 Year	Student Open House	<ul style="list-style-type: none"> Supportive Environments and Well-Being 	Grade 8 classes from all feeder schools are bused to the high school during the school day to participate in an open house, which includes various welcoming activities and presentations (e.g., uniform fashion show, entertainment, Link Crew, spirit video).
Mid-Fall of Grade 8 Year	Parent Open House	<ul style="list-style-type: none"> Relationships Student Achievement 	Parents and students from all schools are invited to the high school in the evening to obtain information about programs, meet staff members, and watch various presentations. Booklets and packages are distributed.
Winter of Grade 8 Year	Grade 8 Class Visits	<ul style="list-style-type: none"> Student Achievement 	Student Services and Student Success teachers visit all Grade 8 classes to discuss and assist with the Grade 9 course selection process.
Winter of Grade 8 Year	Student Profile Sheets and Transition / Red Flag Meetings	<ul style="list-style-type: none"> Supportive Environments and Well-Being Student Achievement 	Profile sheets about Grade 8 students are produced. The parents of students with special education needs or who are red flagged attend meetings with staff members (e.g., Learning Resource Teachers) to exchange information intended to help with transition.
Spring of Grade 8 Year	Shine Team Visit or Spring Barbecue	<ul style="list-style-type: none"> Relationships Supportive Environments and Well-Being 	Traditionally, Student Services and Student Success teachers revisit all Grade 8 classes with a handful of students, who answer questions from a student perspective. A spring barbecue for students and parents may ultimately replace or augment this practice.
Spring of Grade 8 Year	(Hand) Timetabling	<ul style="list-style-type: none"> Student Achievement 	Timetables are produced for all incoming Grade 9 students. Students with special education needs and students who are red flagged are hand timetabled to ensure their course loads are appropriately balanced.
Early Fall of Grade 9 Year	Link Crew Activities	<ul style="list-style-type: none"> Supportive Environments and Well-Being 	The Link Crew offers school tours, ice-breaking activities, and various supports throughout the first two weeks of school to ensure all Grade 9s feel welcome and comfortable at the school.
Early Fall of Grade 9 Year	Early Check-in with Red Flag Students	<ul style="list-style-type: none"> Supportive Environments and Well-Being Student Achievement 	Student Success Teachers check in with red flag students to support them in their transition.
Early Fall of Grade 9 Year	Grade 9 Barbecue	<ul style="list-style-type: none"> Relationships 	All Grade 9 students, teachers, and parents are invited to attend a barbecue early in the school year.
Early Fall of	Interim Reports	<ul style="list-style-type: none"> Student Achievement 	All parents of Grade 9 students receive an interim report card commenting on their learning skills, work habits, and progress

Time	Activity	Link to MYSP	Details / Contact
Grade 9 Year			in general.
Winter of Grade 9 Year	Cocoa and Cram Nights	<ul style="list-style-type: none">• Student Achievement• Supportive Environments and Well-Being	The Link Crew shares study tips with Grade 9 students to assist them with their first round of final exams in English, math, science, and geography.



Huron-Superior Catholic DISTRICT SCHOOL BOARD

FIELD TRIPS - FORM B

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

SCHOOL: Our Lady of Fatima, EL

NAME OF TEACHER M. Frolick / P. Ucci GRADE 8

requests authorization to take his/her class to Toronto
(place or area)

Date of Departure: June 19

Date of Return: June 21

Number of Students: 41 Number of Staff: 6 Number of Adults:
(at least 1 required) (All staff)

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

Means of Transportation: Coach Bus
(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: YES NO NOT REQUIRED

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.

[Signature]
(Signature of Principal)

January 29 2024
(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.

GR. 8 TORONTO TRIP - 2024

37

Day One - June 19

6:00am	Depart Fatima School, Elliot Lake
11:30am	Arrive at Maple Plaza En Route (lunch)
12:30pm	Skyzone in Vaughan
2:00pm	Travel to downtown Toronto
3:00pm	Arrive at George Brown Residence (check-in, get settled)
4:00pm	Supper at the Old Spaghetti Factory (pre-ordered)
6:00pm	Leave for Rogers Centre (supper at stadium)
7:00pm	Blue Jays Game - Rogers Centre
10:00pm	Return to Residence
11:00pm	Lights Out (in rooms)

Day Two - June 20

7:00am	Wake-up & Breakfast in Residence
8:30am	Leave Residence (stop at St. Mike's Cathedral on route)
10:00am	Arrive at Medieval Times
1:00pm	Travel back downtown
1:30pm	Ripley's Aquarium
3:00pm	CN Tower
4:30pm	Return Travel to Residence
5:00pm	Pizza Supper (pre-ordered) in Residence (change/get ready)
6:45pm	Leave for Theatre
7:00pm	Arrive at Princess of Wales Theatre
7:30pm	Wicked Broadway Show
10:30pm	Return to Residence
11:30pm	Lights Out (in rooms)

Day Three - June 21

7:00am	Wake-up & Breakfast in Residence
8:30am	Leave for Ontario Legislature
9:00am	Legislature Tour (short walkabout U of T campus)
10:30am	Casa Loma or Royal Ontario Museum
12:30pm	Lunch (McDonald's to go) & Travel to Reptilia
2:00pm	Reptilia Indoor Zoo
3:30pm	Travel to Canada's Wonderland
3:45pm	Arrive Canada's Wonderland
10:30pm	Food Stop - fast food on Major Mackenzie Drive
11:30pm	Depart Vaughan
5:30am	Approximate Arrival at Fatima School, Elliot Lake

Curriculum Connections: Day One

Skyzone in Vaughan:

- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.
- perform movement skills, demonstrating an understanding of the basic requirements of the skills and applying movement concepts as appropriate, as they engage in a variety of physical activities.
- perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance.

Blue Jays Game:

- demonstrate an understanding of the components of a range of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette), and apply this understanding in a variety of physical activities in indoor and outdoor environments.

Curriculum Connections: Day Two

Medieval Times:

- compare key aspects of life in a few early societies (3000 BCE–1500 CE), and describe some key similarities and differences between these early societies and present-day Canadian society.
- demonstrate an understanding of key aspects of a few early societies (3000 BCE–1500 CE), with reference to their political and social organization, daily life, and relationships with their environment and with each other.

Ripley's Aquarium:

- assess the social and environmental impact of the scarcity of fresh water. The chemistry of water is vital to the health of aquatic animals. Students can learn about how to assemble a filter from provided materials and experiment to see which group can get their water the cleanest.
- describe various unicellular and multicellular organisms, and compare ways in which these two types of organisms meet their basic needs.

CN Tower:

- assess the importance of form, function, strength, and stability in structures to society and the environment.
- describe the stability of a structure as its ability to keep its shape, maintain balance, float, and/or stay fixed in one spot when a force is applied to the structure, and describe ways to improve a structure's stability.
- identify properties of materials that need to be considered when building structures.
- describe ways in which different forces can affect the shape, balance, or position of structures.
- identify and describe significant current trends in human settlement.
- identify and describe some ways in which the physical environment can influence the general location and patterns of human settlements; describe various ways in which human settlement has affected the environment.

Broadway Show *Wicked*:

- identify and describe a wide variety of ways in which drama and theatre make or have made contributions to social, cultural, and economic life in a variety of times and places.
- construct personal interpretations of drama works, connecting drama issues and themes to social concerns at both the local and global level.
- read and comprehend various complex texts, using knowledge of words, grammar, cohesive ties, sentence structures, and background knowledge: *The Wizard of Oz* and how it has become interpreted in the play *Wicked*.
- evaluate how images, graphics, and visual design create, communicate, and contribute to meaning in a variety of texts: creating the scenes for a theatrical production based on a script.

Curriculum Connections: Day Three**Ontario Legislature Tour:**

- demonstrate an understanding of the roles and key responsibilities of citizens and of the different levels of government in Canada.
- describe the shared responsibility of various levels of government for providing some services and for dealing with selected social and environmental issues.
- describe the jurisdiction of different levels of government in Canada (i.e., federal, provincial, territorial, municipal, First Nation, and Métis governance; the Inuit Tapiriit Kanatami) and some of the services provided by each (e.g., health services, education, policing, defense, social assistance, garbage collection, water services, public transit, libraries).
- describe some different ways in which citizens can take action to address social and environmental issues.

Casa Loma:

- analyse some of the contributions that various settler/newcomer groups have made to Canadian identities.
- analyse key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of, major challenges facing, and actions taken by various individuals.
- analyse actions taken by various individuals, groups, and/or communities, in Canada between 1890 and 1914 to improve their lives and compare these actions to those taken by similar groups today.

Royal Ontario Museum:

- assess the impact of some key social, economic, and political factors, including social, economic, and/or political inequalities, on various groups and communities, including First Nations, Métis, and Inuit communities, and on the creation and expansion of the Dominion of Canada in history.
- use the geographic inquiry process to investigate issues related to global development and quality of life from a geographic perspective.
- demonstrate an understanding of significant patterns in and factors affecting economic development and quality of life in different regions of the world.

Reptilia Indoor Zoo:

- compare physical characteristics of various animals, including characteristics that are constant and those that change.
- describe the life cycle of a variety of animals, including reptiles.
- compare changes in the appearance and behaviour of various animals as they go through a complete life cycle.
- describe adaptations, including physical and/or behavioural characteristics, that allow various animals to survive in their natural environment.

Canada's Wonderland:

- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.
- demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.
- apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.



Huron-Superior Catholic DISTRICT SCHOOL BOARD

FIELD TRIPS - FORM B

APPLICATION FOR BOARD OF TRUSTEES APPROVAL EXTENDED FIELD TRIP

SCHOOL: St. Mary's College

NAME OF TEACHER Patti Cook GRADE 11 and 12

requests authorization to take his/her class to Ottawa
(place or area)

Date of Departure: April 22, 2024

Date of Return: April 25, 2022

Number of Students: 15 Number of Staff: 3 Number of Adults: _____
(at least 1 required)

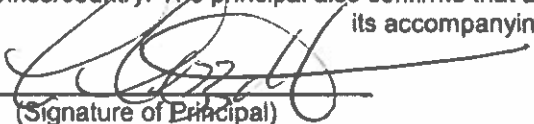
Note: Both male and female chaperones should accompany overnight trips with mixed student groups.

Means of Transportation: Air, shuttle bus, school bus
(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: YES NO NOT REQUIRED

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.


(Signature of Principal)

01/29/2024
(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.

April 22 -25th, 2024

Staff:

Patti Cook
 Paula Trainor
 Lorenzo Dicerbo

The Specialist High Skills Major (SHSM) is a ministry approved specialized program which allows **grade 11 and 12** students to experience a range of customized, career focused learning opportunities while still earning their high school credits. While completing the program, students can focus their education in a specific sector; while gaining valuable experience and developing essential skills in their chosen pathway.

Embedded within the SHSM program is an experiential learning and career exploration requirement that consists of planned learning activities outside the traditional classroom setting. This SHSM Experience to Ottawa was developed to provide current grade 11 and 12 SHSM students with an opportunity to explore their chosen sectors outside of the classroom. Students will have an opportunity to explore, observe, participate in, and reflect on a variety of sector-specific experiences and careers. Additionally, these activities enable students enrolled in the SHSM at St. Mary’s College to find out about the opportunities available in careers that may interest them.

The Catholic Graduate expectations are embedded throughout this experience and we have dedicated time in our itinerary to volunteer at L’Arche Ottawa, a nonprofit organization that, “. . .creates communities of friendship and belonging. . .(for) people with and without intellectual disabilities (to) live, work, learn, and grow together.”

Date	Time	Details
April 22, 2024	4:00 am	Parent(s)/Guardian(s) drop students off at St. Mary’s College. We will travel to the airport on a school bus.
	6:00 - 9:00 am	Flight from the Sault to Ottawa airport with one stop at Toronto Pearson
	9:00 am	Arrival at Ottawa Airport
	9:30 - 10:00 am	Shuttle bus to hotel - drop bags
	10:00 - 1:00pm	House of Commons Guided Tour Tickets at West Block — English
	1:00 - 2:30pm	Lunch nearby (walking distance)

	2:30 - 3:00pm	To hotel (walking distance)
	3:00 - 4:30 pm	Check in/unpack/rest
	4:30 - 7:00 pm	C'est Bon Single-Session CUISINE (Hospitality & Tourism Focus)
	7:00 pm	In rooms for the night -homework/check in on the LMS
	10:00 - 6:00 am	Security arrives to monitor hallway
April 23, 2024	8:00 am	Breakfast - Hotel
	9:30 - 10:30 am	EllisDon tour - (Construction/Business Focus)
	10:30 - 12:30	Rehabilitation Virtual Reality Lab (RVR Lab) (Health & Wellness focus)
	12:30 - 2:00 pm	Lunch nearby (walking distance)
	2:00 - 5:00 pm	Diefenbunker Escape Room - (Team building focus)
	5:00 - 7:00 pm	Dinner at a restaurant nearby (walking distance)
	7:00 - 9:00 pm	Self guided walking tour of the Parliament buildings
	9:00pm	In rooms for the night -homework/check in on the LMS
	10:00 - 6:00 am	Security arrives to monitor hallway
April 24, 2024	8:00 am	Breakfast - Hotel
	9:30-10:00	Walk to Parliament Buildings
	10:30 - 11:30 am	Tour of Parliament Buildings (Immersive Experience - free)
	11:30 - 1:30 pm	Lunch nearby
	1:30 - 5:00 pm	L'Arche Ottawa - Discipleship/Volunteer (NonProfit/Business/Catholic Graduate Expectations)
	5:00 - 7:00 pm	Dinner nearby (walking distance)
	7:00 - 9:00 pm	Tour of the Senate

	9:00 pm	In rooms for the night -homework/check in on the LMS
	10:00 - 6:00 am	Security arrives to monitor hallway
April 25, 2024	7:00 am	Breakfast - Hotel
	8:00 am	Shuttle to the airport
	11:00 am - 4:00 pm	Flight back to the Sault with one stop at Toronto Pearson
	4:00 pm	Parent(s)/Guardian(s) pick students up from SMC.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

FIELD TRIPS - FORM B

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

SCHOOL: HOLY ANGELS / ST. MARYS

NAME OF TEACHER MR. ROSSO GRADE 10 +

requests authorization to take his/her class to THAILAND
(place or area)

Date of Departure: July 5

Date of Return: July 19

Number of Students: 10 Number of Staff: _____ (at least 1 required) Number of Adults: 2

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

Means of Transportation: FLIGHT / BUS / TRAIN
(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: YES NO NOT REQUIRED

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.

[Signature]
(Signature of Principal)

Feb 2 / 24
(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.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

REPORT TO THE DIRECTOR RE: SUMMER LEARNING CREDIT COURSE IN THAILAND

Prepared by:
Fil Lettieri
Domenic Rosso
Danny Viotto
Diana Vaughan
Darren Vaughan

Rationale

The Ontario Ministry of Education's "Strategy for K–12 International Education" 2015 document promotes the expansion and enrichment of the learning environment for all students and educators, providing opportunities to embrace diversity and achieve excellence through learning about and from other cultures and education systems.

Proposal

Students completing their Grade 11 year or who are 16 years of age or older may take part in a summer credit course offered in partnership through the Huron-Superior Catholic District School Board and CANASIAN Academic Adventures, beginning July 2024. The four week course will take place at St. Mary's College (week one and four) and in Thailand (week two and three). Students will earn one credit in Co-operative Education (Creating Opportunities through Co-op - DCO30) applying the three-phase process of "participate-reflect-apply" as defined in the Co-operative Education, Ontario Curriculum document 2018.

History and Partnership with CANASIAN Academic Adventures

The spring of 2024 will be the sixth consecutive year that the Huron Superior Catholic District School Board will be hosting students from Thailand. Additionally, a family from Thailand has requested to have their son attend St. Mary's College for the 2019 - 2020 school year as a tuition paying student.

Overall, students and staff from each of the host schools in the Huron Superior Catholic District School Board have certainly benefited from learning alongside the Thai students and engaging in rich conversations about the Thai culture, developing global competency skills and further developing an appreciation and understanding of another culture and their traditions.



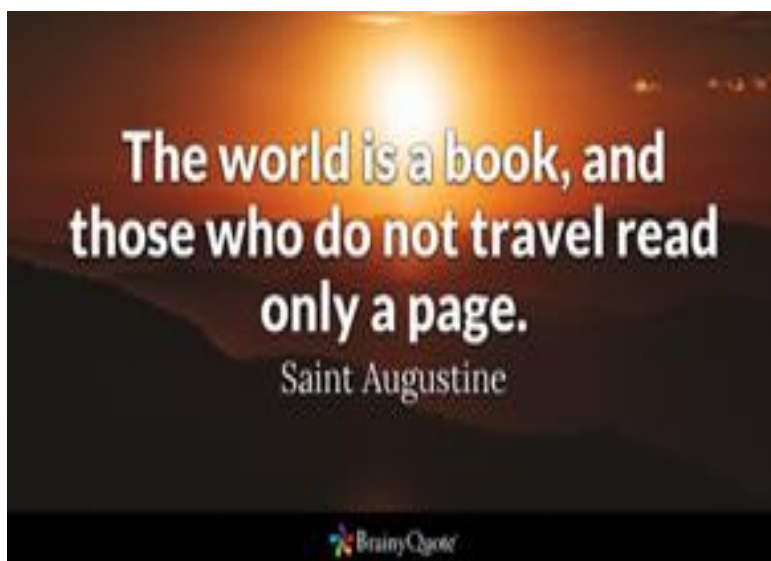
Through the tremendous partnerships developed over the past 10 years with CANASIAN

and several families in Thailand, the approval of this proposal will afford our students the opportunity to fully immerse themselves in the Thai culture in Thailand while earning a credit recognized by the Ontario Ministry of Education. Furthermore, this experience will allow students the opportunity to further develop a deep understanding of the enduring truth of their faith and acquire the knowledge and experiences necessary to meet many Ontario Catholic Graduate Expectations.

Ontario Catholic School Graduate Expectations

During the summer course students will have the opportunity to engage in authentic learning opportunities that will allow them to meet many of the expectations set out by our Ontario Bishops for graduation. Traveling to another country, visiting temples and a variety of historical sites that are revered by the people of Thailand will allow our students to learn to respect

the faith traditions, world religions and the life- journeys of all people of good will. They will learn to respect and affirm the diversity and interdependence of the world's peoples and cultures as well as the history, cultural heritage and pluralism of today's contemporary society. During the course they will develop the skills necessary to be effective communicators before, during and after their trip. They will be given many opportunities to develop into reflective, creative and holistic thinkers who



will think reflectively and creatively to evaluate situations and solve problems. They will adopt a holistic approach to life through this unique experience and the integrated learning offered with this cooperative education course. They will be given a unique opportunity to examine, evaluate and apply their knowledge of interdependent systems (physical, political, ethical, socio economic and ecological) for the development of a just and compassionate society by comparing life in Canada with life in Thailand. Throughout the course the students will demonstrate the skills necessary to become self-directed, responsible, lifelong learners who are able to work effectively with others to achieve excellence as they work towards a common goal of improving the world for others through a variety of service projects and activities.

Financial Commitment to Students

The approximate cost is \$6200. This cost includes: flights and ground transportation, hotel accommodations, all meals, entrance costs to various excursions and cost of the accompanying teacher's travel and accommodation. CANASIAN will organize all flights, ground transportation, hotel accommodations, meals and costs of excursions.

*Student's deposit of \$2,500 CAD due March 30th.

*Flights will be booked April 1, 2024

*Remaining balance due June 1, 2024.

Any students requiring financial assistance may take part in the group's fundraising in an attempt to reduce the costs or may reach out to a sponsor to cover all or a portion of the costs.

What Students need in preparation for the course

Attend pre-departure orientation/classes/activities including:

- Thai language
- Thai Culture (Monarchy, Buddhism, practices, manners etc.)
- Travel Safety
- Packing for Thailand
- Thai food (cooking and samples at St. Mary's College - Families welcome)
- Discuss/prepare Canadian cultural presentation
- Attend social functions for cultural exchange with the Language, Culture, & Leadership Sault Ste Marie group 2024(LCLS)

Regional Travel Vaccinations including:

- Hepatitis A
- Hepatitis B
- Influenza
- Japanese encephalitis
- Measles
- Rabies
- Yellow Fever

** Please note some vaccinations are time sensitive and need to be done 2 months prior to departure.*

A CANASIAN pre-departure checklist will be given to all participants during the orientation program. The checklist will include:

- Passport requirements

- Specific immunizations
- Out-of-country health insurance
- Travel cancellation insurance information

In addition, students will participate in a 20-30 hour session dedicated to understanding the culture of Thailand. These sessions will focus on:

- Discussions of World War II history and significance of the region (Kanchanaburi and Ayuthaya)
- Discussions of world religions (Grand Palace in Bangkok and the White Temple in Chiang Mai)
- Discussions of natural science and ecosystem (Elephant farms, flora and fauna, Northern highlands)
- Discussions of world tourism and Thai cuisine

Safety Concerns in Thailand

The Kingdom of Thailand is well known for its tourism and is the most visited country in Southeast Asia. Thailand is consistently ranked in the top 10 travel destinations of the world and had over 35 million visitors in 2017. The Kingdom is known for its hospitality, value of travel and safety. Over the past decade, there has been political turmoil but the tourism numbers continue to increase. There have also been some issues in the Southern provinces that have led to a travel with caution advisory by the Canadian government. The destinations in the proposed itinerary include Central and Northern Thailand. There will be no travel in the Southern provinces.

Supervision

Chaperones will include staff from the Huron-Superior Catholic District School Board. This will align with our out-of-country field trip policy. In addition, CANASIAN will have a full-time dedicated staff member, Diana Vaughan (fluent in Thai and very familiar with Thailand), who will be with the group at all times. Additional staff members from CANASIAN will be accompanying the group based on the number of students registered. Lastly, a Thai teacher will be with the group at all times.

Proposed Itinerary

<u>Time</u>	<u>Location</u>	<u>Details</u>
Week 1	Sault Ste. Marie	<ul style="list-style-type: none"> ● Students will attend St. Mary's College for all pre-departure course requirements.
Week 2 and 3	Thailand	<ul style="list-style-type: none"> ● Please see complete 14 day itinerary below.
Week 4	Sault Ste. Marie	<ul style="list-style-type: none"> ● Students will return to St. Mary's College to take part in the summative assessments and evaluations.

Summer Learning in Thailand

Huron Superior Catholic District School Board - 2024

50

14 Day Itinerary

Day 1: Canada to Thailand

Day 2: Bangkok

- Settle in day
- Meet the Apils Team
- Traditional Thai Meal

Day 3: Bangkok

- Boat tour of Chao Phraya River and Thonburi klongs
- Grand Palace
- Temple of the Emerald Buddha

Day 4: Bangkok - Ayutthaya

- Ayutthaya Historical Walk
- Visit the ancient capital and ruins (UNESCO World Heritage Site)
- Elephant park

Day 5: Ayutthaya • Kanchanaburi

- Saiyoke Yai Waterfall
- Bridge over River Kwai at night

Day 6: Kanchanaburi

- Visit and pay respects - Kanchanaburi Commonwealth War Cemetery
- WW2 Museum and train ride
- HellFire Pass and Bridge over the River Kwai
- Supper on River Kwai floating restaurant

Day 7: Kanchanaburi • Chiang Mai

- Recharge / Relax by the pool
- Walking Tour Chiang Mai
- Night Market and Bazaar



Day 8: Chiang Mai

- Visit the White Temple
- Mae Taeng Valley and Jungle Elephant Trek/volunteering

Day 9: Chiang Mai

- Volunteer Save Elephant Foundation
- Thai Dinner with classical dance

Day 10: Chiang Mai to Bangkok

- Floating Market
- Shopping @ open air market

Day 11: Bangkok

- Cultural Exchange with Thai families

Day 12: Bangkok / Bangbon

- Volunteer teaching at Arpar Patana International Language School

Day 13: Bangkok

- City Tour/ last minute shopping/ packing
- Farewell dinner

Day 14: Bangkok to Canada



****Students will be given time to do their reflections, journal entries and course work daily.*



REPORT TO THE DIRECTOR OF EDUCATION

STUDENT DEMOGRAPHIC CENSUS

February 14, 2024

Submitted by:
Franca Spadafora
Superintendent of Education

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 inviting our employees and partners to collaborate, participate in and provide input to improve our system.

The Ministry of Education provided funding to school boards to develop and administer a census to collect voluntary student demographic data in Kindergarten to Grade 12. Ontario Education Services Corporation (OESC) was contracted by the Board to assist with data collection and analysis. OESC consultants meet with the Superintendent of Education responsible for Managing Information for Student Achievement (MISA) and Manager of Information Technology on a biweekly basis to share resources and provide guidance on the implementation of the census.

The census was administered in the Spring of 2023. The purpose of the census was to learn more about our students and their lived experiences so that proper steps to foster school climates that are welcoming and inclusive of all identities could be taken. The Student Census included questions about language, Indigenous identity, ethnic/cultural background, racial identity, citizenship status, religions/spiritual affiliation, gender identity, sexual orientation and (dis)abilities. Unfortunately, only 9% of elementary students (350 responses from an eligible 3,690 students) and 30% of secondary students (286 responses from an eligible 956 students) completed the survey. It is recognized that this is not the complete picture of everyone. However, it is important to present a snapshot of what was shared by those who participated.

**Elementary Data
Demographics**

First Language	Percentage
English	73%
French	5%

Some of the students learned Ojibwe and Spanish. Twenty-one percent of the students who completed the survey identified as First Nation, Metis, or Inuit.

Religion or Spiritual Affiliation	Percentage
Catholic	53%
Christian (non-Catholic)	15%
Spiritual but not religious	7%

Racial Groups that best describe us:

White	57%
Indigenous	16%
Asian	10%
Black	4%
Latin American	4%

What We Think – Our Perceptions:

Statement	Always/ Often	Sometimes/ Rarely
My child feels happy at school.	81%	19%
My child feels accepted by students at school.	79%	19%
In my child’s school, they see themselves / their identity reflected positively in learning materials.	69%	16%
In my child’s school, they see themselves / their identity reflected positively in events and celebrations.	69%	16%
My child feels good about themselves.	81%	18%
My child feels safe at school.	92%	6%
How often has your child been bullied?	12%	88%

Secondary Data Demographics

First Language	Percentage
English	81%
French	8%

Some of the students learned Arabic, Punjabi, and Urdu.

Five percent of the students who completed the survey identified as First Nation, Metis, or Inuit.

Religion or Spiritual Affiliation	Percentage
Catholic	53%
Christian (non-Catholic)	15%
Spiritual but not religious	7%

Racial Groups that best describe us:

White	81%
Another Racial Group	4%
Black	3%
East Asian	2%
Indigenous	2%

What We Think – Our Perceptions:

Statement	Always/Often	Sometimes/Rarely
I enjoy being at school.	51%	41%
I get along well with other students at school.	84%	10%
At school, I see myself reflected positively in materials educators use in class.	84%	16%
At school, I see myself reflected positively in guest speakers and/or conferences.	51%	48%
I feel happy at school.	54%	41%
I feel safe at school.	77%	16%
How often has your child been bullied?	12%	83%

Note: Percentages may not add up to 100% because not all categories are shown in these tables. Please refer to the full report to view all categories.

Huron Superior Catholic District School Board fully supported the development and rollout of the census. A participation rate of 70-80% is valid research response and representation. As a result, the Board cannot accurately use the data from the Student Census to gain a deeper understanding of the diversity of students within our board and of the cultural, social, and demographic makeup of our students. The Board continues to seek opportunities to learn more about the students it supports. The importance of identifying differences and gaps in students' experiences and outcomes, based on diverse needs, continues to be a priority.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

St. Mary's College School Activity Report February 2024

February 14, 2024

*Submitted by:
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Student Trustees
St. Mary's College*

Faith:

- Grade 9 and Grade 12 retreats were a huge success at St. Kateri. Thank you to Mr. Sicoly for all his support. It was wonderful to have Mrs. Innis and Mr. Rocchetta join their classes on retreat.
- SMC is once again hosting Relay For Life. Planning has begun and committee chairs have been selected.
- Pause, Pray Pass was once again set up in the lobby during exams. Students had access to breakfast items, school supplies and prayer cards to assist with their success.
- Preparations are underway for an Ash Wednesday Prayer Service and Semester 2 Religion retreats which take place at the end of February and beginning of March.

Extracurriculars:

- Both boys' basketball teams had their final games of the regular season. They will be playing in the city semi-finals on February 14th.
- The Nordic Ski team had their first mini meet. Members of the team competed in NOSSA on February 12th and 13th; St. Mary's College was well represented.
- Both boys' and girls' curling teams are currently placed 2nd in the city.
- The SMC wrestling team has competed in 3 local mini-meets and was well represented at 2 out of town meets. City wrestling championships will be happening soon.

- The boys' hockey team is currently in 1st place in the city.
- The girls' hockey playoffs begin on February 14th, and the city finals will be on February 20th.
- Our badminton team continues practices, they have divided the group into Novice and Experienced teams.
- Both Junior and Senior girls' volleyball teams are in 1st place in the city and have had an undefeated season. They will be playing in the Girls' Final 4 Championship on February 15th.

SMC Student Council:

- Student Council is planning to host a "Valentine's Day Week", with some possible fun activities such as themed dress down days, Love Song Trivia, Match-o-Matics, Guess the Valentine's Candy in the Jar, and many more.
- Members of Student Council and Indigenous Student Advisory Council, as well as other SMC students took part in the ABCD Bon Soo School Winter Olympics on February 8th.
- Student Council will also be supporting and participating in the I.L.S Heaven Cent Bowling tournament on March 1st. Many students from SMC and the community will be taking part in this amazing event.

Indigenous Student Advisory Council:

- On February 7th, ISAC hosted a Red Dress Pin Beading in the Culture Room.
- On February 14th/Valentine's Day, a Red Dress March will be taking place from 12-2PM.
- If the date is confirmed, a Valentine's Day Dance will be held.

Student Senate:

- Student Senate is planning to have a Giant Valentine contest for elementary students. The goal is for classes to decorate giant Valentine's Day cards made with bristol board, and fill them with notes of love and kindness from the class.
- The winning classes with the best decorated cards will have the opportunity to come to SMC to make Valentine's Day cookies, or have cookies delivered to them by the SMC Knight.