

HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD

BOARD MEETING AGENDA AND REPORTS



Wednesday, January 22, 2025

7:15 p.m.

Board Room

90 Ontario Avenue

**Photo Courtesy of:
St. Mary's Catholic School, Blind River
Choir**



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**AGENDA FOR THE OPEN SESSION BOARD MEETING OF THE
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
ON WEDNESDAY, JANUARY 22, 2025 @ 7:15 PM
IN THE BOARD ROOM**

A CALL TO ORDER

1. **Acknowledgement of Traditional Lands –** (Student Trustee Jensen)
The Huron-Superior Catholic District School Board recognizes that the land where we learn, work, and live is the traditional territory of Indigenous peoples who have been its caretakers for millennia. We are inspired by their legacy to care for Mother Earth, cherish the sacredness of creation, and use resources wisely and with gratitude. 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 are committed to listening, learning, and fostering meaningful relationships. We open our hearts to the teachings, knowledge, and stories shared by our Indigenous brothers and sisters.
2. **Prayer** (Pg 6)
3. **Call the Roll:**

Trustees:

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

Officials:

Fil Lettieri (Director of Education) (virtual), Joe Chilelli (designate), Stephanie Circelli, Justin Pino (virtual), Franca Spadafora, Syndy Withers

Student Trustees:

Kenzie Garson, Mya Jensen, Alexander Oraziatti

Guests:

Brian McKinlay, Manager of Financial Services

Regrets:

Other Reps:

Darrell Czop (President, O.E.C.T.A.)
Marnie McDonald (Vice-President, O.E.C.T.A.)
Rachel Biedermann (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, January 22, 2025.

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 December 11, 2024.** (Pg 8)
Motion: That the Huron-Superior Catholic District School Board approve the Minutes of the Open Board Meeting of December 11, 2024.
2. **Minutes of the In-Camera Board Meeting of December 11, 2024.**
Motion: That the Huron-Superior Catholic District School Board approve the Minutes of the In-Camera Board Meeting of December 11, 2024.

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

1. **Holy Angels Learning Centre** – Superintendent Circelli to introduce Dom Rosso (Principal, Holy Angels Learning Centre), Joanne Barton (Continuing Education Assistant), teachers Nicole Chouinard, Rob Calvano and Lidia Doesborgh, along with Emily Bouchard (Graduate Social Services HUB), Emily Coccimiglio (Ontario Works Case Manager) and Ethan Graham (Graduate and HSCDSB employee).

H COMMITTEE REPORTS

1. **Policy Committee Minutes** – October 29, 2024 (Pg 12)
2. **PIC Committee Minutes** – November 14, 2024 (Pg 15)
3. **SEAC Meeting Minutes** – November 27, 2024 (Pg 20)

I ADMINISTRATIVE ITEMS REQUIRING ACTION

1. **2024-25 Revised Estimates** (Pg 24)
Motion: That the Huron-Superior Catholic District School Board approve the 2024-25 Revised Estimates as presented.
2. **Notice of Motion: Amendments to Policy 1000 – By-Laws**
Motion That the Huron-Superior Catholic District School Board receive the Policy Committee Meeting Minutes of October 29, 2024, re: Policy 1000 By-

Laws for review to be approved at the next open meeting of February 19, 2025.

3. **Fieldtrips (Pg 33)**

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

1. St. Mary's College – travelling to Toronto, ON on February 24, 2025, and returning February 27, 2025.
2. St. Mary's College – travelling to Saint-Anne-des-Monts, QC on May 4, 2025, and returning May 11, 2025.
3. St. Mary's College – travelling to Toronto, ON on May 4, 2025, and returning May 7, 2025.
4. St. Mary's College – travelling to Gibsons, BC on May 20, 2025, and returning on May 26, 2025.
5. St. Augustine French Immersion School – travelling to Mississauga and Sudbury on May 26, 2025, and returning May 30, 2025.
6. St. Mary Catholic School (Massey) – travelling to Toronto on June 16, 2025, and returning June 18, 2025.
7. Our Lady of Fatima Catholic School (Elliot Lake) – travelling to John Island Camp on June 18, 2025, and returning on June 20, 2025.
8. Our Lady of Fatima Catholic School (Elliot Lake) – travelling to Toronto on June 18, 2025, and returning on June 20, 2025.
9. Holy Family Catholic School – travelling to Toronto on June 18, 2025, and returning June 20, 2025.

J INFORMATION ITEMS

1. **Reports to the Director of Education / Board of Trustees**
 - a) **SMC Activity Report** – Student Trustees Garson, Jensen and Oraziatti (Pg 110)
2. **Correspondence**
3. **Notes of Thanks**

K TEN-MINUTE QUESTION AND ANSWER PERIOD

- ON AGENDA ITEMS FOR THOSE IN ATTENDANCE

L UPCOMING EVENTS

January 22	- Trustee Appreciation Day
January 24	- International Day of Education
January 27	- Holocaust Remembrance Day
January 29	- SEAC Meeting
January 31	- PA Day
February 2	- Presentation of the Lord; World Day for Consecrated Life
February 2	- Groundhog Day

February 4	- World Cancer Day
February 14	- Valentine's Day
February 15	- Flag Day
February 17	- Louis Riel Day
February 17	- Family Day
February 19	- Next Board Meeting

M CLOSING PRAYER – Trustee D'Agostino

N ADJOURNMENT

The Jubilee Prayer

Chair Turco

Father in heaven,
may the *faith* you have given us
in your son, Jesus Christ, our brother,
and the flame of *charity* enkindled
in our hearts by the Holy Spirit,
reawaken in us the blessed *hope*
for the coming of your Kingdom.

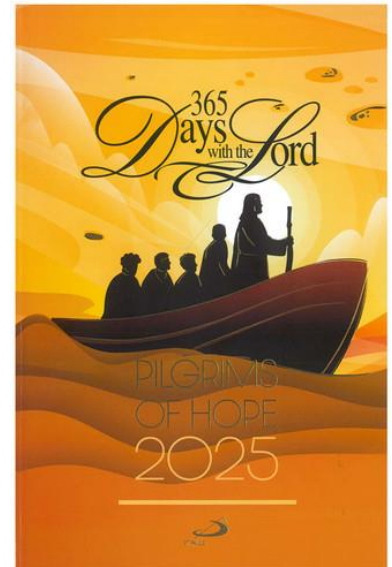
Trustee Amadio

May your grace transform us
into tireless cultivators of the seeds of the Gospel.
May those seeds transform from within both humanity and the whole cosmos
in the sure expectation
of a new heaven and a new earth,
when, with the powers of Evil vanquished,
your glory will shine eternally.

Vice-Chair Bruno

May the grace of the Jubilee
reawaken in us, *Pilgrims of Hope*,
a yearning for the treasures of heaven.
May that same grace spread
the joy and peace of our Redeemer
throughout the earth.
To you our God, eternally blessed,
be glory and praise for ever.
Amen

Franciscus





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, DECEMBER 11, 2024 @ 7:15 PM
IN THE BOARD ROOM**

PRESENT: Trustees:

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

Officials:

Fil Lettieri (Director of Education), Joe Chilelli, Stephanie Circelli, Justin Pino, Franca Spadafora, Syndy Withers

Student Trustees:

Kenzie Garson, Mya Jensen, Alexander Oraziatti

REGRETS: Carol MacEachern

ABSENT: Kathleen Rosilius

Vision and Values

Director Lettieri highlighted the St. Francis French Immersion Catholic School video "Pilgrims of Hope" submitted by the grade 4 class and teacher, Jon Carnaroli, for the OCSTA short video contest. The students showcased their creativity and proudly represented the board with this outstanding submission.

Superintendent Spadafora commended the excellent job of the St. Basil Catholic School choir, led by Vice-Principal Hannah Lettieri, for their singing of the National Anthem at the recent Soo Greyhound hockey game. The 25 students from grades 4-8 have also participated in various community events, such as the Downtown Plaza tree lighting.

Superintendent Circelli congratulated the students at St. Mary's College, led by teacher, Rita Trecroce, for raising over \$10,000 for Operation Smile. Donations raised were doubled from last year and will help over 500 children across the world.

Director Lettieri spoke to the recent visit from Ministry of Education officials: Clayton La Touche (Assistant Deputy Minister), Andrew Locker (Director of the Field Services Branch) and Stephen Simard (Regional Manager, North Regional Office), who toured St. Paul and St. Mary's French Immersion Catholic Schools. Our guests toured the Student Support and STAR Program classes, to which they were impressed with the board's dedication to our students with special education needs.

Chair Turco highlighted the Christmas Card contest hosted by Mayor Shoemaker. Congratulations were extended to our student, Lyla Randall, for being selected as one of the five winners from more than 500 submissions for the Christmas card designs.

Chair Turco also extended thanks on behalf of former trustee, Leslie Cassidy-Amadio for all those schools, students and staff who participated in the JoyFull Socks campaign. Support for this worthwhile cause is greatly appreciated by the Sault Ste. Marie community.

Adg# Mtn#

B-1 B-934 Moved by: G. Trembinski Seconded by: C. Amadio

That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of Wednesday, December 11, 2024.

CARRIED

E-1 B-935 Moved by: L. Liske Seconded by: T. D'Agostino

That the Huron-Superior Catholic District School Board approve the Minutes of the Open Board Meeting of November 13, 2024.

Trustee Caputo requested that item J-1-a **Annual Trustee Expenses** from the November 13, 2024, minutes read as follows:

As per Board Policy 2007, Superintendent Pino presented the summary of Trustee Expenses for the 2023-24 school year. A discussion was held, and concerns were brought forward. This report is for information purposes only.

CARRIED

E-2 B-936 Moved by: T. D'Agostino Seconded by: J. Bruno

That the Huron-Superior Catholic District School Board approve the Minutes of the In-Camera Board Meeting of November 13, 2024.

CARRIED

G-1 FSL Recruitment

Jordan D'Addetta (Special Assignment Teacher, FSL and MLL Lead) and Adam Carricato (Teacher, St. Basil Catholic School) presented the board's plan for FSL recruitment. They highlighted the outstanding video that was prepared through funding from an OCSTA (Ontario Catholic School Trustees Association) and OPSBA (Ontario Public School Boards' Association) grant. A guide was prepared that outlines the five strategies for FSL Teacher Recruitment for English-Language School Board. Accomplishments and next steps were also presented to trustees.

G-2 Elementary Athletics

Superintendent Chilelli, Paul Best (Principal, St. Paul Catholic School), and Nadia Zanatta (Vice-Principal, Our Lady of Lourdes Catholic School) presented an overview of sporting events held in the board's elementary schools which help to further the goals of the HSCDSB strategic directions. The process of adding an additional sport for the students is in progress and hopefully in place by next school year.

I-1 B-937 Moved by: L. Liske**Seconded by: C. Amadio**

That the Huron-Superior Catholic District School Board approve the audited financial statements for the year ended August 31, 2024, as outlined in the Report to the Director dated December 11, 2024.

CARRIED**I-2 B-938 Moved by: J. Bruno****Seconded by: G. Trembinski**

That the Huron-Superior Catholic District School Board allows Carol Amadio, John Bruno, Tony D'Agostino, Lindsay Liske, Kathleen Rosilius, Gary Trembinski, Sandra Turco and Director Lettieri to travel to Toronto to attend the OCSTA 2025 Catholic Trustees' Seminar on January 17-18, 2025.

A recorded vote was requested by Trustee Caputo. The results were as follows:

FOR: 7

AGAINST: 1

CARRIED**I-3 B-939 Moved by: G. Trembinski****Seconded by: J. Bruno**

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

1. Our Lady of Fatima Catholic School (Chapleau) – travelling to Toronto, ON on June 1, 2025 and returning June 6, 2025.
2. Our Lady of Lourdes French Immersion School (Elliot Lake) – travelling to Toronto, ON on June 17, 2025, and returning June 20, 2025.
3. St. Basil Catholic School – travelling to Yorkton, SK on May 28, 2025 and returning on June 5, 2025.
4. St. Francis French Immersion School – travelling to Toronto, ON on June 17, 2025 and returning June 20, 2025.
5. St. Mary's College – travelling to Vancouver, BC on April 7, 2025 and returning on April 10, 2025.
6. Holy Name of Jesus Catholic School – travelling to Toronto, ON on May 19, 2025 and returning on May 23, 2025.

CARRIED**J-1-a Annual Report**

Director Lettieri and Danielle Dupuis, Communications Officer, presented the Board's Annual Report for 2024, which highlights the board's achievements and next steps in fulfilling its current Multi-Year Strategic Plan. The report is being distributed to all schools, families, and parishes.

J-1-b SMC Activity Report

Student Trustees Garson, Jensen and Oraziotti highlighted some of the December events at the school, including components from faith, sports, student council, Indigenous Student Union (ISU) and Student Senate. A few noteworthy items were "Stuff a Bus", ISU hosted "Youth to Youth" lunch, gingerbread house decorating contest and the Heaven Cent campaign.

N-1 B-940 Moved by: T. D’Agostino Seconded by: J. Bruno

That the Huron-Superior Catholic District School Board meeting of Wednesday,
December 11, 2024, adjourns at 9:12 p.m.

CARRIED

Chairperson: _____

Secretary: _____



**POLICY COMMITTEE
MINUTES
Tuesday, October 29, 2024**

Google Meet: <https://meet.google.com/zmy-bsdd-sck>

Board Room

4:30 – 6:30 p.m.

Attendance: John Bruno, Tony D'Agostino, Sandra Turco, Gary Trembinski

Regrets:

Resources: F. Lettieri, J. Pino

Guests: Syndy Withers

Chair: Tony D'Agostino

Minutes: F. Lettieri

Items		Discussion	Who / When
1.	Prayer	<ul style="list-style-type: none">Board prayer	F. Lettieri
2.	Review of Minutes – October 2, 2024	<ul style="list-style-type: none">The minutes were reviewed and approved.	T. D'Agostino
3.	Policies for Current Committee Review		
	1000 – Procedure By-Laws	<ul style="list-style-type: none">The By-Laws were revised based on feedback from Trustees during the Committee of Whole at the regular meeting of the Board in October.The updated revisions are noted in blue and were reviewed by the Policy Committee.Each article requires Board approval.The Policy Committee recommends that the By-Laws move forward to the Board for approval.	F. Lettieri
	3004 – Community Planning and Partnership	<ul style="list-style-type: none">The Procedural Guidelines were reviewed and approved by the Policy Committee. It is not required to go to the Board for approval since there was no change to the Policy.	J. Pino

Items		Discussion	Who / When
	4014 – Corporate Sponsorship	<ul style="list-style-type: none"> The Policy and Procedural Guidelines were reviewed, and it was recommended that it be brought to the regular board meeting for approval. 	J. Pino 13
4.	Future Policies for Review in the 2024-25 School Year		
	• 2002 - Inclusive Language		S. Circelli
	• 3003 - Naming of Schools		F. Lettieri
	• 4015 – Personal Mobile Devices and Acceptable Use of ICT Resources		P. Pelletier
	• 4016 - Bullying Prevention and Intervention		F. Spadafora
	• 4022 - Pupil/School Accommodation Review		J. Pino
	• 4024 – Safe Schools and Workplaces		F. Spadafora
	• 4026 - Flags on Board Property		J. Pino
	• 5001 – Catholic Education: Instruction, Assessment, Evaluation and Reporting Grades 1-12		S. Circelli
	• 5005 - Combined Grade Student Placement		S. Circelli
	• 5008 - Environmental Education		S. Circelli
	• 5009 - Supervised Alternative Learning		S. Circelli
	• 6000 - Criminal Reference Checks		S. Withers
	• 6001 – Attendance Support		S. Withers
	• 6003 – Occupational Health and Safety		F. Spadafora
	• 6007 - Leaves of Absence		S. Withers
	• 6009 - Performance Appraisal of Experienced Teachers		S. Withers
	• 6010 - Performance Appraisal of New Teachers		S. Withers
	• 6013 - Employee Use of Medical and Recreational Cannabis		S. Withers
	• 6014 - Employee Use of Drugs and Alcohol		S. Withers
	• 6015 - Performance Appraisal of Occasional Teachers		S. Withers
	• 6016 - Principal / Vice-Principal Placements		F. Lettieri
	• 6017 - Return to Work / Accommodation		S. Withers
	• 7004 - Student Use of Medical and Recreational Cannabis		F. Spadafora
	• 7008 - Concussions		F. Spadafora

Items		Discussion	Who / When
	• 7010 - Equity and Inclusive Education		S. Circelli
	• 7011 - Release of Information Regarding Pupils		S. Withers
	• 7012 - Ontario Student Record (OSR)		F. Spadafora
	• 7019 - Traffic Safety on Board Property		J. Pino
	• 7020 - Third Party Providers in Schools		F. Spadafora
5.	Next Meeting	Date: Tuesday, November 26, 2024 Time: 4:30 – 6:30 p.m. Location: Google Meet / Board Room	
6.	Adjournment	Meeting adjourned at 5:22 p.m.	



Parent Involvement Committee

Agenda and Minutes

Date: Thursday, November 14th, 2024

Time: 6:00 p.m.

Location: Teams Meeting and Boardroom

Attendance:


Linda Barone/Tony Barone, Paul Best (Principal), Vitra Bishop, Kasia Ceglarz (SEAC), Joe Chilelli (Superintendent), Tony D'Agostino (Trustee), Megan Devlin, Stephanie Francella-Stephen, Fil Lettieri (Director) Awaaw Macristina, Marnie McDonald (OECTA), Tiziana Palumbo (Vice Principal), Nadia Zanatta (Vice Principal)

Regrets: Anthony Oraziatti

Chair: Joe Chilelli

Minutes: Nadia Zanatta

AGENDA ITEMS		DISCUSSION POINTS	LED BY
1.	Welcome, Land Acknowledgment	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.	Fil Lettieri

			16
	<p>Prayer</p>  <p><small>"We must fan the flame of hope that has been given to us." Letter on the Jubilee Year of Hope, February 11, 2022</small></p>	<p>Loving God,</p> <p>May this Jubilee Year ignite in us a sense of hope for the future.</p> <p>As we place one foot in front of the other, may we do so in faith, hope and joy, so that we may be builders, dreamers and leaders in Jesus' name.</p> <p>May we listen carefully to those we meet along the way, responding with love to the needs of this world.</p> <p>Guide us towards communion, focusing on what unites us as one human family.</p> <p>Inspire us to pause and see the beauty of creation, making good choices to preserve it for future generations.</p> <p>Fan the flame of hope that has been given to each of us, so that we may choose to serve the common good and recommit ourselves to prayer, service and evangelization.</p> <p>Amen.</p>	Joe Chilelli
2.	Introductions	<p>Linda Barone - Chair of CSC at St. Mary's College - involved in CSC for over 20 years</p> <p>Paul Best - Principal of St. Paul School - enjoys being on the PIC - involved since 2018</p> <p>Vitra Bishop - two children at SMC (Grade 9 and Grade 11) - joined the CSC last year</p> <p>Kasia Ceglaz - second year on the PIC - SEAC representative - child at St. Mary's French Immersion in Grade 6 and another child at St. Paul in Grade 8</p> <p>Joe Chilelli - Superintendent of Education - first year with the PIC - very excited - was a Principal for 14 years and very much enjoyed CSC</p> <p>Tony D'Agostino - Trustee - 2nd year on the PIC - gets to see parent involvement through coaching - sees how supportive parents are and its importance for success</p> <p>Megan Devlin - parent at St. Basil SSM</p> <p>Stephanie Francella-Stephen - parent of children at St. Mary's College</p>	PIC Members

		<p>Fil Lettieri - Director of Education - was a member of the PIC as a Superintendent - recognizes the importance of fostering the culture of engagement with parents</p> <p>Maria Cristina - child in Grade 4/5 at St. Basil - first year on the PIC and is the fundraising representative for the St. Basil CSC this year</p> <p>Marnie McDonald - Vice-Principal of OECTA</p> <p>Tiziana Palumbo - Vice-Principal of St. Mary's College - sees the impact of student success when parents are involved</p> <p>Nadia Zanatta - Vice-Principal of Our Lady of Lourdes SSM - involved with the PIC since 2019</p>	17
3.	Guidelines of PIC	<ul style="list-style-type: none"> ● Policy 4001 and Procedural Guidelines for Parent Involvement Committee ● The purpose of PIC is to support, encourage and enhance parent engagement at the Board level in order to improve student achievement and well-being. ● Mandate: <ul style="list-style-type: none"> ● Supporting and enhancing meaningful, inclusive, and constructive parent involvement ● Facilitating communication among Catholic School Councils and the Director of Education and Trustees ● Seeking the advice and ideas of Catholic School Councils, other parents, parishes and community partners as they plan and implement strategies to involve more parents ● Proclaiming and promoting the distinctiveness and value of Catholic education in our community ● Approving the expenditures for activities or projects funded with the Ministry's Parent Involvement funding ● Reporting regularly to the Board through minutes of its meetings <p>Joe reviewed the guidelines and mandates of the Parent Involvement Committee</p>	Joe Chilelli
4.	Election of Chair (If required)	Anthony Oraziotti will continue as Chairperson for the 2024/2025 school year - serving his second term in the position.	Joe Chilelli
5.	Catholic School Council Updates	<ul style="list-style-type: none"> ● Our Lady of Lourdes SSM: held their first meeting - and supported the School Open House on October 1st. Fundraiser is underway with the FlipGive App - sites/stores providing percentages of sales back to the schools. The Canteen at the Cross Country Meet was also a success. ● St. Basil, SSM: White Elephant Sale on December 2nd - school is collecting items. A Bake Sale and Bottle Drive are ideas for future events. The Council is also organizing Winter 	PIC Members

		<p>Wonderland themed activities for JK-Grade 4 students in December</p> <ul style="list-style-type: none"> ● St. Mary's College: growing Council - continuing with Game Knight Delights Canteen - supporting Student Council with their float in the Santa Claus parade. The Council has ideas for a PRO Grant and has onboarded a community rep/former teacher: Betty Germanili. The Council was also present at the SMC Open House. ● St. Mary's French Immersion: n/a ● St. Paul: held their first meeting and selected a Chair. Fresh From the Farm and Poinsettia fundraisers are underway. 	18																																				
6.	SEAC Update	<p>SEAC update</p> <p>Kasia provided an update to the group, involving some discussion about the Math Action Achievement Plan (MAAP), as well as a vaping initiative to promote awareness.</p> <p>SEAC Recommendation and Board Responses</p> <p>This item will be deferred to the next meeting.</p>	Joe Chilelli and SEAC Representative																																				
7.	PPM 170 - Communication with Parents	<p>Presentation</p> <p>BoardPolicy https://www.hscdsb.on.ca/wp-content/uploads/2024/10/4027-School-Board-Communication-with-Parents-and-Guardians-Policy.pdf</p> <p>Board Procedure https://www.hscdsb.on.ca/wp-content/uploads/2024/10/4027-School-Board-Communication-with-Parents-and-Guardians-Procedural-Guidelines.pdf</p> <p>Joe reviewed these items. They speak to the communication with Parents/Guardians - pertaining to guest speakers and presentations within the school. The policy came into effect in October.</p>	Joe Chilelli																																				
7.	Parent Engagement Funding	<ul style="list-style-type: none"> ● PRO Grant Applications: <p>➤ Applications for PRO Grants are due Friday, December 6th.</p> <table> <tr> <td colspan="4">Parent Engagement Component</td></tr> <tr> <td>3.1</td><td>Parent Involvement Committee (PIC) Amount</td><td></td><td>5,735</td></tr> <tr> <td></td><td>.....\$5,000 + (Average Daily Enrolment x 0.17)</td><td></td><td></td></tr> <tr> <td>3.2</td><td>School Council Amount</td><td></td><td>8,500</td></tr> <tr> <td></td><td>.....Parent Engagement School Based Amount - School Council Component (from Section 7A Parent Engagement Component school level report)</td><td></td><td></td></tr> <tr> <td>3.3</td><td>Parents Reaching Out (PRO) Amount</td><td></td><td>10,000</td></tr> <tr> <td></td><td>.....Parent Engagement PRO Board Amount \$1,500 + Parent Engagement School Based Amount - PRO Component (from Section 7A Parent Engagement Component school level report)</td><td></td><td></td></tr> <tr> <td>3</td><td>Parent Engagement Component</td><td>19,769</td><td>4,466</td></tr> <tr> <td></td><td>.....item 3.1 + item 3.2 + item 3.3</td><td></td><td>24,235</td></tr> </table>	Parent Engagement Component				3.1	Parent Involvement Committee (PIC) Amount		5,735	\$5,000 + (Average Daily Enrolment x 0.17)			3.2	School Council Amount		8,500	Parent Engagement School Based Amount - School Council Component (from Section 7A Parent Engagement Component school level report)			3.3	Parents Reaching Out (PRO) Amount		10,000	Parent Engagement PRO Board Amount \$1,500 + Parent Engagement School Based Amount - PRO Component (from Section 7A Parent Engagement Component school level report)			3	Parent Engagement Component	19,769	4,466	item 3.1 + item 3.2 + item 3.3		24,235	<p>Joe Chilelli</p> <p>PIC Members</p>
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		Joe sent an email to all Principals and Vice-Principals with the application template for PRO Grants. They are due on December 6th.	19
8.	PIC Project	<ul style="list-style-type: none"> ● PIC budget for 2024-2025 is \$5, 735. <p>Project ideas for this year:</p> <ul style="list-style-type: none"> - Education Week 2025? - Joe and Nadia will work on a survey (Google Form) to distribute to all Catholic School Councils to gather data about what they want to see. 	PIC Members
9.	Meeting Dates	<ul style="list-style-type: none"> ● Proposed Meeting Dates: <ul style="list-style-type: none"> ➤ Meeting #1 - Thursday, November 14, 2024 at 6:00 p.m. ➤ Meeting #2 - TBA in December to Review PRO Applications. ➤ Meeting #3 - Thursday January 16, 2025 at 6:00 p.m. ➤ Meeting #4 - Thursday March 20, 2025 at 6:00 p.m. ➤ Meeting #5 - Thursday April 24, 2025 at 6:00 p.m. ➤ Meeting #6 - TBA Possible June Social (Wrap up) <p>We will continue with in-person meetings, with a virtual option.</p>	Joe Chilelli
10.	New Business	<ul style="list-style-type: none"> ● Tiziana - vaping initiative/awareness - information to gather and share 	
11.	Adjournment	<ul style="list-style-type: none"> ● The meeting was adjourned at 7:16pm. 	



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

Date: Wednesday, November 27, 2024

Location: Board Room

Time: 4:00pm - 6:00pm



Google Meet: <https://meet.google.com/jhq-wtxd-igt>

Attendance: Kasia Ceglarz, Theresa Coccimiglio, Irma DiRenzo, Jared Lambert, Rachelle Lambert, Melanie Ross, Tiana Rushon, Franca Spadafora, Gary Trembinski, Rosanne Zagordo

Student Trustees and Guests: Joe Chilelli, Chrissy Dewar, Kenzie Garson, Alexander Oraziotti, Stephanie Parniak

Regrets: John Caputo, Mya Jensen, Jacques Ribout

AGENDA ITEMS		ACTION	WHO	WHEN
1.	WELCOME LAND ACKNOWLEDGEMENT PRAYER FOR SEAC	Catholicity - HSCDSB Land Acknowledgement	Franca Spadafora	
2.	ACCEPTANCE OF PREVIOUS MINUTES	<ul style="list-style-type: none">Minutes were accepted.	Gary Trembinski Melanie Ross	
3.	AGENDA ADDITIONS/CHANGES			

4.	<p>GUEST(s): REPORTS</p> <ul style="list-style-type: none"> • SMC Student Trustees • AT presentation, Chrissy Dewar • EQAO-update-Joe Chilelli- • Stephanie Parniak 	<p>See the link below for the presentations to SEAC:</p> <ul style="list-style-type: none"> •  November 24' SEAC Report • Assistive Technology SEAC •  SEAC Presentation.pptx • Joe Chilelli shared the EQAO update with SEAC members. 	<p>Kenzie Garson Alexander Oraziatti Chrissy Dewar Stephanie Parniak Joe Chilelli</p>	
5.	MINISTRY UPDATES	<ul style="list-style-type: none"> • Modernization of Special Incidence Portion (SIP) is under review and two reports have been submitted to the Ministry regarding the students who benefit from SIP funding (September 30 and November 30th) • The Board is one of 11 eleven boards this year who will participate in an audit this Spring. The Ministry team will be visiting St. Basil and Holy Family. • More details regarding the visit will be shared at a later date. • Three gentlemen from the Ministry visited two of our schools with focus on two programs – SSP at St. Paul's and STAR at St. Mary's French Immersion.. We met with Clayton La Touche – Assistant Deputy Minister (ADM) of Student Support and Field Services Division, Andrew Locker – Director of Field Services Branch and Stephen Simard – North Regional Manager. They went into the classroom to explore the program set-up and connect with the students. • We had the opportunity to discuss the challenges and successes of the two programs. • They were very pleased with the work that we are completing and how we are trying our best to support our students. They are taking our feedback as they report on possible next steps for programming and funding. 	<p>Franca Spadafora</p>	
6.	<p>SEAC BUSINESS</p> <ul style="list-style-type: none"> • MASCE UPDATES • Limestone DSB letter • Election process for SEAC Chair and Vice Chair 	<ul style="list-style-type: none"> • A motion to send a letter in kind of support to the letter from Limestone DSB concerning Teachers College courses was accepted. 	<p>Irma DiRenzo</p>	<p>December</p>

		<ul style="list-style-type: none"> MACSE updates will be discussed at the December meeting. 		
7.	BUSINESS CARRIED FORWARD			
8.	SUPERINTENDENT, COORDINATOR and MENTAL HEALTH LEADER'S REPORTS <ul style="list-style-type: none"> Responses to SEAC recommendations 	<ul style="list-style-type: none"> Three new postings for 3 student and family counsellors. have been posted. Board responses to SEAC recommendations will be presented at the December meeting. 	Franca Spadafora Rosanne Zagordo Jared Lambert	December
9.	ASSOCIATION REPORTS			
a.	NORTH SHORE TRIBAL COUNCIL (R. Lambert)	<ul style="list-style-type: none"> No report at this time. 	Rachelle Lambert	
b.	AUTISM ONTARIO SSM CHAPTER PARENT INVOLVEMENT COMMITTEE (Jacques Ribout) (I. DiRenzo)	<ul style="list-style-type: none"> Meetings were well represented in Toronto. 	Irma Drenzo	
c.	ALGOMA FAMILY SERVICES (T. Coccimiglio)	<ul style="list-style-type: none"> Right time, Right care is an ongoing dialogue and attaches to PPM 169. 	Theresa Coccimiglio	
d.	THRIVE – WELL BEING COMMITTEE (K. Ceglarz)	<ul style="list-style-type: none"> No report at this time. 	Kasia Ceglarz	
e.	COMMUNITY LIVING ALGOMA (J. Ribout)	<ul style="list-style-type: none"> No report at this time. 	Jacques Ribout	
f.	MEMBER-AT-LARGE (M. Ross)	<ul style="list-style-type: none"> CICE program has taken up Joyful socks at Sault College.This endeavor helps to support the collection of hygiene products for those in need. There is now a cap of 10 students starting in September 2025 for the CICE program. 	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"> December 3- Giving Tuesday. help support children with physical disabilities to go to summer camp. Be mindful of students with sensory needs during the Christmas season as it can be overwhelming. 	Tiana Rushon	
i.	TRUSTEES' REPORTS	<ul style="list-style-type: none"> Discretionary spending is deferred until December 	Gary Trembinski	December

	(J. Caputo, G. Trembinski) <ul style="list-style-type: none"> OCSTA video Discretionary spending 	<ul style="list-style-type: none"> Video from OCSTA was distributed. Video clip will be shown at the December meeting 		
10.	ADJOURNMENT	<ul style="list-style-type: none"> Meeting was adjourned at 6:15 pm. 	Gary Trembinski Tianna RUshon	
11.	NOTES			

Next Meeting: Wednesday December 18, 2024 Meeting and Dinner to follow.

Restaurant Location Qattro Restaurant. 229 Great Northern Road

Dinner at 5:30 pm.

Meeting at 4:00 pm at the Board Office



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

REPORT TO THE DIRECTOR OF EDUCATION 2024/25 Revised Estimates

January 22, 2025

Submitted by:
Justin Pino
Superintendent of Business

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

Background and Information

In June 2024, the Board approved a surplus budget for the 2024-25 school year. The Ministry of Education requires boards to submit a revised budget each year with updated enrolment and expenditure figures as of October 31.

The Revised Estimates are presented as balanced.

The Ministry authorizes school boards to run an in-year overall deficit of no more than 1% of the Board's operating allocation. This amounts to \$836,236 for HSCDSB. HSCDSB's Revised Estimates are in compliance with this directive.

Expenditures have been adjusted to reflect actual staffing for the year and actual expenditures and trends from previous years. Conservative projections for elementary and secondary enrolment were incorporated into the Estimates presented in June 2024. Since then, enrolment has increased by 76 pupils, resulting in a corresponding increase in staffing compliments.

Attached to this report are the following:

- Revenue and Expenditure Summary
- Expenditure Report
- Enrolment Summary

Recommendation

It is recommended that the Board approve a total revised budget for expenditures and revenue for the 2024-25 budget year in the amount of \$102,574,587 as presented in the Report to the Director of Education dated 2025 01 22. **25**

Motion

That the Huron-Superior Catholic District School Board approves the 2024-25 Revised Estimates as presented.

HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
2024/25 REVISED BUDGET
REVENUE AND EXPENDITURE SUMMARY

	<u>2023/24</u>	<u>2024/25</u>	
	Final	Budget	Revised
General Legislative Grants	79,833,809	80,238,513	84,719,592
Other Provincial Grants	8,889,270	1,565,775	1,590,970
First Nation Tuition Fees	2,968,175	3,046,347	3,572,232
Transportation Recoveries	1,925,333	1,971,500	1,971,500
CUPE Reimbursements	24,265	-	-
PD Reimbursements	-	75,000	25,000
Salary Recoveries	274,091	241,300	295,512
In-Kind - PPE	-	-	-
Other (including interest)	3,602,409	2,591,326	4,935,623
SUBTOTAL	97,517,352	89,729,761	97,110,429
Deferred Capital Contributions	5,269,470	5,351,418	5,464,158
TOTAL REVENUES	102,786,822	95,081,179	102,574,587
TOTAL EXPENDITURES	102,304,356	95,061,177	102,556,777
SURPLUS/(DEFICIT)	482,466	20,002	17,810
Committed For Capital Projects - Board Office roof	(27,330)	(22,909)	(21,445)
OPENING ACCUMULATED SURPLUS	5,594,005	6,049,141	6,049,141
ENDING ACCUMULATED SURPLUS/(DEFICIT)	6,049,141	6,046,234	6,045,506

HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
2024/25 REVISED BUDGET
EXPENDITURE REPORT

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	2023/24	2024/25	
	Final	Budget	Revised
Classroom Teachers	36,088,049.00	34,189,854	37,209,828
Supply Teachers	5,035,675.00	4,021,485	4,229,023
Teacher Assistants	11,622,808.00	8,459,515	11,798,904
Early Childhood Educator	1,285,255.00	1,243,556	1,319,309
Textbooks/Supplies	1,952,594.80	3,007,485	2,647,878
Computers	421,624.18	855,000	893,000
Prof/Para Prof/Tech	3,941,355.00	3,964,314	4,209,316
Library/Guidance	649,733.00	705,355	666,971
Staff Development	981,143.02	846,584	1,302,392
Department Heads	50,910.00	55,000	55,000
Principals & VP's	4,230,503.00	3,665,682	4,599,647
School Office	2,324,182.00	2,429,448	2,546,836
Coordinators & Consultants	2,498,744.00	2,874,221	3,305,580
Continuing Ed	112,567.00	110,196	97,996
Trustees	246,787.00	246,400	246,400
Director/Supervisory Officers	769,786.00	705,700	715,700
Board Administration	3,572,971.00	3,384,640	3,764,986
Pupil Transportation	6,778,753.00	7,129,130	7,167,130
School Operations/Maintenance	9,745,562.00	8,277,032	8,688,873
Interest on Capital Debt	476,623.00	450,000	450,000
Other Non-Operating	322,377.00	556,300	610,512
Amortization	5,359,177.00	5,407,900	5,531,496
Renewal	632,118.00	700,000	500,000
Labour Provision	3,205,059.00	1,776,380.00	
TOTAL EXPENDITURES	102,304,356	95,061,177	102,556,777

HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
2023/24 REVISED BUDGET
EXPENDITURE REPORT

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	<u>2023/24</u>	<u>2024/25</u>	
	Final	Budget	Revised
Classroom Teachers			
Salaries & Wages	30,879,280	29,376,044	32,008,187
Benefits	5,142,383	4,807,810	5,195,641
Supplies & Equipment	66,386	6,000	6,000
	36,088,049	34,189,854	37,209,828
Supply Teachers			
Salaries & Wages	4,552,101	3,638,085	3,812,623
Benefits	483,574	383,400	416,400
	5,035,675	4,021,485	4,229,023
Teacher Assistants			
Salaries & Wages	8,889,286	6,195,910	9,200,299
Benefits	2,733,522	2,263,605	2,598,605
	11,622,808	8,459,515	11,798,904
Early Childhood Educators			
Salaries & Wages	939,325	935,556	1,011,309
Benefits	345,930	308,000	308,000
	1,285,255	1,243,556	1,319,309
Textbooks/Supplies			
Supplies & Equipment	1,916,179	3,007,485	2,592,528
Fees and Contract Services	36,416		55,350
	1,952,595	3,007,485	2,647,878
Computers			
Supplies & Equipment	227,024	270,000	353,000
Rental Expenditure	194,600	225,000	140,000
Fees and Contract Services	205,243	360,000	400,000
	421,624	855,000	893,000
Prof/Para Prof/Tech			
Salaries & Wages	2,743,257	3,026,964	3,250,966
Benefits	726,065	621,100	642,100
Fees & Contractual Services	472,033	316,250	316,250
	3,941,355	3,964,314	4,209,316

HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
2023/24 REVISED BUDGET
EXPENDITURE REPORT

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	<u>2023/24</u>	<u>2024/25</u>	
	Final	Budget	Revised
Library/Guidance			
Salaries & Wages	520,293	523,903	523,271
Benefits	127,947	137,700	137,700
Supplies & Equipment	1,493	43,752	6,000
	649,733	705,355	666,971
Staff Development			
Salaries & Wages	15,292	22,500	22,500
Benefits	2,326	-	-
Professional Development	963,525	824,084	1,279,892
	981,143	846,584	1,302,392
Department Heads			
Salaries & Wages	50,830	55,000	55,000
Benefits	80		
	50,910	55,000	55,000
Principals & VP's			
Salaries & Wages	3,540,275	3,128,506	3,910,766
Benefits	551,331	423,376	549,827
Professional Development	127,330	113,800	137,054
Supplies & Equipment	11,567	-	2,000
	4,230,503	3,665,682	4,599,647
School Office			
Salaries & Wages	1,511,581	1,572,944	1,621,880
Benefits	449,459	388,000	395,000
Supplies & Equipment	362,102	423,504	484,956
Rental Expenditure	1,040	45,000	45,000
Fees & Contractual Services	-	-	-
	2,324,182	2,429,448	2,546,836
Coordinators & Consultants			
Salaries & Wages	2,155,251	2,460,021	3,026,180
Benefits	288,712	296,800	254,400
Professional Development	-	-	-
Supplies & Equipment	23,288	117,400	25,000
Fees & Contractual Services	31,493		
	2,498,744	2,874,221	3,305,580

HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
2023/24 REVISED BUDGET
EXPENDITURE REPORT

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	<u>2023/24</u>	<u>2024/25</u>	
	Final	Budget	Revised
Continuing Education			
Salaries & Wages	77,259	69,896	69,896
Benefits	10,297	6,100	6,100
Professional Development	-	3,200	-
Supplies & Equipment	25,011	31,000	22,000
	112,567	110,196	97,996
Trustees			
Salaries & Wages	83,369	83,000	83,000
Benefits	3,459	3,400	3,400
Professional Development	159,703	145,000	145,000
Supplies & Equipment	256	15,000	15,000
	246,787	246,400	246,400
Director/Supervisory Officers			
Salaries & Wages	594,039	550,000	550,000
Benefits	81,854	74,700	74,700
Professional Development	93,893	81,000	91,000
	769,786	705,700	715,700
Board Administration			
Salaries & Wages	1,674,511	1,793,887	2,093,797
Benefits	424,758	307,553	320,073
Professional Development	-	35,000	25,000
Supplies & Equipment	657,530	763,500	636,416
Fees & Contractual Services	702,675	377,100	582,100
Other	113,497	107,600	107,600
	3,572,971	3,384,640	3,764,986
Pupil Transportation			
Supplies & Equipment	470	9,200	9,200
Fees & Contractual Services	6,108,190	6,489,930	6,412,930
Transfer to Other Boards	670,093	630,000	745,000
	6,778,753	7,129,130	7,167,130

HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
2023/24 REVISED BUDGET
EXPENDITURE REPORT

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	<u>2023/24</u>	<u>2024/25</u>	
	Final	Budget	Revised
School Operations/Maintenance			
Salaries & Wages	4,294,791	4,140,498	4,141,870
Benefits	1,244,905	1,023,534	1,060,803
Professional Development	240	2,000	2,000
Supplies & Equipment	3,987,901	2,894,000	3,262,200
Fees & Contractual Services	217,725	217,000	222,000
	9,745,562	8,277,032	8,688,873
Interest on Capital Debt			
Long-Term Debt (interest)	476,623	450,000	450,000
	476,623	450,000	450,000
Other Non-Operating			
Salaries & Wages	297,514	214,700	268,912
Benefits	24,863	26,600	26,600
Other		315,000	315,000
	322,377	556,300	610,512
Labour Provision			
Salaries & Wages	2,775,309	1,532,985	-
Benefits	429,750	243,395	-
	3,205,059	1,776,380	-
Amortization			
Instruction	444,135	80,319	80,324
Administration	-	138,146	139,521
Pupil Accommodation	4,866,194	5,189,435	5,284,087
Loss/(Gain) on disposal of TCA	-	-	-
ARO	48,848		27,564
	5,359,177	5,407,900	5,531,496
Capital Expenditures			
Renewal & Other Capital	632,118	700,000	500,000
	632,118	700,000	500,000
TOTAL EXPENDITURES	102,304,356	95,061,177	102,556,777

HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
2024/25 REVISED BUDGET
ENROLMENT SUMMARY

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	Estimated (Oct 31, 2024)	Revised (Oct 31, 2024)	Difference
Elementary			
Pupils of the Board	3,556.0	3,592.0	36.0
Other Pupils	157.0	188.0	31.0
TOTAL ELEMENTARY	3,713.0	3,780.0	67.0
Secondary			
Pupils of the Board	792.0	808.0	16.0
Other Pupils	31.0	24.0	(7.0)
TOTAL SECONDARY	823.0	832.0	9.0
Total			
Pupils of the Board	4,348.0	4,400.0	52.0
Other Pupils	188.0	212.0	24.0
TOTAL PUPILS	4,536.0	4,612.0	76.0



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

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FIELD TRIPS - FORM B

APPLICATION FOR BOARD OF TRUSTEES APPROVAL EXTENDED FIELD TRIP

SCHOOL: St. Mary's College

NAME OF TEACHER Patti Cook, Paula Trainor, Daniela Veltro GRADE 10

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

Date of Departure: Feb. 24, 2025

Date of Return: Feb. 27, 2024

Number of Students: 27 Number of Staff: 4 Number of Adults: 4
(at least 1 required)

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

Means of Transportation: Flights, shuttle, 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] Jan. 9, 2025
(Signature of Principal) (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.

Travel: February 24th 2025 -

Staff:

Patti Cook
Rob D'Angelo
Paula Trainor
Daniela Veltri

Our board has received money from the EDU to bring interested grade 10 students to the Ontario Legislature at Queen's Park in Toronto to learn first-hand about democracy and the important role of citizens in the participation and protection of democratic institutions.

This funding is distributed to reflect an equitable approach to subsidize travel and accommodations to fund grade 10 Civics and Citizenship students from across Ontario in visiting the Ontario Legislature.

Grade 10 Civics and Citizenship is a compulsory course for secondary students and explores the rights and responsibilities of being an active citizen in a democratic society. Experiential learning received through programs at the Ontario Legislature will benefit students and closely align with the course curriculum.

In grade 10 Civics and Citizenship, students learn about democracy, the important role of civic engagement, political processes, the machinery of government and the role of citizens in maintaining democratic institutions. By promoting student travel to Queen's Park to see Ontario Legislators in action, students will gain more knowledge about the importance of democracy in their daily lives.

Student demographic:

231 grade 10 students were invited to participate.

45 students put their names forward over a period of two weeks.

27 students handed the forms in

27 students are confirmed to participate (12% participation)

Date	Details	Curriculum Connections
Monday Feb. 24, 2025		
11:10 am	Depart for Sault Ste Marie Airport from St. Mary's College - we will provide a school bus to the airport. Porter Flight - 2:35 pm departure	
3:55 pm	Arrival Billy Bishop Airport Shuttle to the Sheraton Check in	
6:00 pm	Dinner at the Hotel (?)	

8:00 pm	Free time	
9:00 pm	In room visits with friends	
10:00 pm	Back in rooms for head count Homework	
10:00 pm - 4:00 am	Security arrives to monitor hallway	
Tuesday Feb. 25, 2025		
8:00 am	Breakfast at Hotel (Fruit trays, bagels with cream cheese, cheeses, cereals, juice)	
10:00 am 12:00	Tour of the ROM	<p>The Tour of the Royal Ontario Museum (ROM) connects to the Grade 10 Civics and Careers curriculum by providing opportunities to explore cultural heritage, global citizenship, and career pathways in areas such as education, research, and cultural preservation.</p> <p><u>Civics (CHV2O)</u></p> <p>Strand: Civic Awareness</p> <p>A1.1: Explain why it is important for people to engage in civic action and identify various reasons why individuals and groups engage in such action.</p> <p><i>Connection:</i> The ROM preserves and showcases artifacts from diverse cultures, which encourages civic action to protect heritage and promote cultural understanding.</p> <p>A1.2: Analyse a variety of civic contributions, including those of Indigenous individuals and groups, to the local community.</p> <p><i>Connection:</i> The ROM's exhibits on Indigenous cultures provide insights into their contributions to Canadian society and foster respect for diverse perspectives.</p> <p>A2.1: Describe various ways in which people can access information about civic issues and events.</p> <p><i>Connection:</i> Students learn how museums serve as educational resources, raising awareness about global and local issues like biodiversity, history, and cultural preservation.</p> <p>A3.3: Explain how culture and heritage influence one's sense of identity, locally, nationally, and globally.</p> <p><i>Connection:</i> The ROM's exhibits connect students to their own cultural heritage and global histories, fostering a deeper sense of identity and belonging.</p> <hr/> <p>Strand: Civic Engagement and Action</p>

		<p>B1.3: Identify ways in which people's beliefs and values can influence their positions on issues of civic importance.</p> <p><i>Connection:</i> Students can explore how museums like the ROM advocate for cultural preservation and environmental stewardship, aligning with public values.</p> <p>B2.2: Describe ways in which communities organize and advocate in response to civic issues.</p> <p><i>Connection:</i> The ROM collaborates with communities and organizations to curate exhibits that highlight pressing civic issues, such as climate change and endangered species.</p>
12:00 - 2:00	Lunch at the Hotel (pizza and salad)	
2:00 - 5:00	Casa Loma	<p>HOLLYWOOD TOUR: This exciting tour highlights castle locations used in over 20 major motion pictures and reveals behind the scenes glimpses of how the magic of the movies is brought to life. From the Oscar winning film Chicago to the graphic novel Scott Pilgrim, Toronto's famous castle has played host to Hollywood's best. Civics (CHV20)</p> <p>Strand: Civic Awareness</p> <p>A1.1: Explain why it is important for people to engage in civic action, and identify various reasons why individuals and groups engage in such action.</p> <p><i>Connection:</i> Discuss how the preservation of Casa Loma and its use as a film location engages citizens and organizations in civic and cultural action.</p> <p>A1.2: Analyse a variety of civic contributions, including those of Indigenous individuals and groups, to the local community.</p> <p><i>Connection:</i> Consider the role of Casa Loma in enhancing Toronto's cultural and civic identity.</p> <p>A2.2: Analyse ways in which various media can be used to influence or shape public opinion.</p> <p><i>Connection:</i> Explore how films shot at Casa Loma shape public perceptions of Toronto and Canadian culture globally.</p> <p>A3.3: Explain how culture and heritage influence one's sense of identity.</p> <p><i>Connection:</i> Reflect on how Casa Loma, as a heritage site, contributes to the cultural identity of Toronto and Canada.</p> <hr/> <p>Strand: Civic Engagement and Action</p> <p>B1.3: Identify ways in which people's beliefs and values can influence their positions on issues of civic importance.</p>

		<p><i>Connection:</i> Discuss public support for preserving heritage sites and promoting cultural industries like film.</p> <p>B2.2: Describe ways in which communities, including virtual communities, organize and advocate in response to civic issues.</p> <p><i>Connection:</i> Examine efforts to protect and promote heritage sites like Casa Loma and their impact on community pride.</p>
5:00 - 7:00	Dinner at the Hotel (pasta, meatballs, salad, drinks)	
7:00 pm	Free time	
9:00 pm	In room visits with friends	
10:00 pm	Back in rooms for head count Homework	
10:00 pm - 4:00 am	Security arrives to monitor hallway	
Wednesday Feb. 26, 2025		
8:00 am	Breakfast at Hotel (Fruit trays, bagels with cream cheese, cheeses, cereals, juice)	
9:30 am - 12:00	University of Toronto Campus tour	<p>A tour of the University of Toronto connects to the Grade 10 Civics and Careers curriculum by helping students explore the importance of education, civic engagement, and pathways to future careers. It provides insights into the roles of educational institutions in fostering leadership, innovation, and social responsibility.</p> <p><u>Civics (CHV2O)</u></p> <p>Strand: Civic Awareness</p> <p>A1.2: Analyse a variety of civic contributions, including those of individuals and groups, to the local and global community.</p> <p><i>Connection:</i> Students can learn about the University of Toronto's role in producing leaders, conducting impactful research, and contributing to societal advancements.</p> <p>A1.3: Analyse how social and political institutions, including schools, support social cohesion and contribute to political engagement.</p> <p><i>Connection:</i> The tour highlights the university as a hub for civic education, activism, and community engagement, fostering social cohesion.</p> <p>A3.2: Explain the role of civic institutions, such as schools and</p>

		<p>universities, in promoting equity and inclusiveness in society.</p> <p><i>Connection:</i> Students can observe initiatives at U of T that focus on equity, diversity, and inclusion, and understand their importance in fostering civic responsibility.</p> <p>A3.3: Explain how culture and education influence one's sense of identity and belonging.</p> <p><i>Connection:</i> The tour helps students reflect on how pursuing higher education can shape their personal and civic identities.</p> <hr/> <p>Strand: Civic Engagement and Action</p> <p>B1.3: Identify ways in which people's beliefs and values can influence their positions on issues of civic importance.</p> <p><i>Connection:</i> Students can explore how university programs and student organizations advocate for issues such as sustainability, mental health, and social justice.</p> <p>B2.2: Describe ways in which communities, including educational communities, organize and advocate in response to civic issues.</p> <p><i>Connection:</i> The university's clubs, student government, and academic programs provide examples of how groups organize to address civic and global challenges.</p> <p>B3.1: Apply critical-thinking skills to assess solutions to issues of civic importance at the local, national, and/or global level.</p> <p><i>Connection:</i> Discussions on research projects and initiatives at U of T can inspire students to think critically about solutions to global challenges.</p>
12:00 - 2:30	Lunch at the Hotel (subs and salad)	
2:30 - 4:30	Tour Ontario Legislature at Queen's Park (Art Gallery, School Group Building Tour)	<p>The Tour of the Ontario Legislature at Queen's Park aligns directly with the Grade 10 Civics and Careers curriculum by providing students with real-world insights into government structures, civic engagement, and career opportunities in politics and public service.</p> <p><u>Civics (CHV20)</u></p> <p>Strand: Civic Awareness</p> <p>A1.1: Explain why it is important for people to engage in civic action and identify various reasons why individuals and groups engage in such action.</p> <p><i>Connection:</i> The tour demonstrates how citizens influence the legislative process and the importance of civic action in shaping public policy.</p> <p>A1.4: Explain, with reference to a range of issues of civic importance, the roles and responsibilities of different levels of</p>

		<p>government in Canada.</p> <p><i>Connection:</i> Students learn about the role of the provincial government and how it differs from municipal and federal levels.</p> <p>A2.3: Assess ways in which people express their perspectives on issues of civic importance and how various perspectives, beliefs, and values are recognized and represented in communities in Canada.</p> <p><i>Connection:</i> Students can explore how diverse voices are represented through debates, legislation, and committee discussions at Queen's Park.</p> <p>A3.1: Describe the major structures and functions of municipal, provincial/territorial, and federal governments in Canada.</p> <p><i>Connection:</i> The tour provides a direct view of the provincial legislative structure, including the role of Members of Provincial Parliament (MPPs), the Speaker, and committees.</p> <hr/> <p>Strand: Civic Engagement and Action</p> <p>B1.1: Describe some civic issues of local, national, and/or global significance, and compare the perspectives of different groups on selected issues.</p> <p><i>Connection:</i> Discussions during the tour may highlight how provincial policies address civic issues like healthcare, education, and environmental conservation.</p> <p>B2.1: Demonstrate an understanding of various ways in which people can access information about civic issues and events.</p> <p><i>Connection:</i> The tour introduces students to resources such as Hansard (official debates), committee transcripts, and other legislative documents.</p> <p>B2.2: Describe ways in which communities organize and advocate in response to civic issues.</p> <p><i>Connection:</i> Students can examine how advocacy groups and constituents present their concerns to MPPs or participate in public hearings.</p>
4:30 - 6:00	Dinner at the Hotel (Chicken cutlets, roasted potatoes, salad, drinks)	
7:30 - 9:30	Free time	
9:30 pm	In room visits with friends	
10:00 pm	Back in rooms for head count Homework	
10:00 pm - 4:00 am	Security arrives to monitor hallway	

Thursday Feb. 27, 2025		
8:00 am	Breakfast at Hotel (Fruit trays, bagels with cream cheese, cheeses, cereals, juice)	
9:00 am	Check out and head to the Billy Bishop Airport	
12:25 pm	Flight back to Sault Ste Marie	
2:30 pm	School bus back to SMC where parents pick up	



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

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FIELD TRIPS - FORM B

APPLICATION FOR BOARD OF TRUSTEES APPROVAL EXTENDED FIELD TRIP

SCHOOL: St. Mary's College

NAME OF TEACHER Alex Palazzi and Jordan D'Addetta GRADE 10 and 11

requests authorization to take his/her class to Saint-Anne-des-Monts, Quebec
(place or area)

Date of Departure: May 4th, 2025

Date of Return: May 11th, 2025

Number of Students: 20 Number of Staff: 2 Number of Adults: 2
(at least 1 required)

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

Means of Transportation: Airplane and 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)

Nov. 27 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.

Travel Itinerary

Outbound Flights

Sunday, May 4

1. **Flight:** Air Canada 8204
 - **Departure:** 11:30 — Sault Ste Marie (YAM), Sault Sainte Marie Airport, Ontario, Canada
 - **Arrival:** 12:47 — Toronto (YYZ), Toronto Pearson Intl. Airport, Ontario, Canada
2. **Flight:** Air Canada 1956
 - **Confirmation:** 29B23N
 - **Departure:** 17:25 — Toronto (YYZ), Toronto Pearson Intl. Airport, Ontario, Canada
 - **Arrival:** 18:55 — Quebec (YQB), Jean-Lesage Intl., Quebec, Canada

Return Flights

Sunday, May 11

1. **Flight:** Air Canada 1957
 - **Confirmation:** 29B23N
 - **Departure:** 16:40 — Quebec (YQB), Jean-Lesage Intl., Quebec, Canada
 - **Arrival:** 18:16 — Toronto (YYZ), Toronto Pearson Intl. Airport, Ontario, Canada
 -
2. **Flight:** Air Canada 8205
 - **Confirmation:** 29B23N
 - **Departure:** 20:00 — Toronto (YYZ), Toronto Pearson Intl. Airport, Ontario, Canada
 - **Arrival:** 21:24 — Sault Ste Marie (YAM), Sault Sainte Marie Airport, Ontario, Canada

Coach Bus booked for travel from YQB to Saint-Anne-des-Monts (return)

Deliver: 22 Passengers

Travel is booked in collaboration with the YMCA Youth Exchanges and Uniglobe

Uniglobe.
The Premiere Travel Group

Draft Schedule of Activities for the Trip

Sunday, May 4

****Evening**:**

- Arrival at host family (approximately 10:30 PM)

Monday, May 5 (Day 1)

- ****Morning**:**

- Group breakfast.
- Visit to the school.
- SADM Rally (city walking tour).

- ****Afternoon**:**

- School classes.
- Volunteering: Cleaning the beach shoreline.

- ****Evening**:**

- Pickup students at GLC.
- Dinner and activity with host family.

Tuesday, May 6 (Day 2)

- ****Morning**:**

- School classes.

- ****Afternoon**:**

- Volunteering: TBD.

- ****Evening**:**

- Group dinner and activity (Cipaille, beets, coleslaw).
- Return to host families.

Wednesday, May 7 (Day 3)

- **Morning**:
 - School classes.
- **Afternoon**:
 - Preparing cipaille.
 - Afternoon activity (TBD).
- **Evening**:
 - Activity options: Bonfire or bowling.

Thursday, May 8 (Day 4)

- **Morning**:
 - School classes.
- **Afternoon**:
 - Parc de la Gaspésie outing.
- **Evening**:
 - Activity options:
 - Fat-biking, sea kayaking, musical show/JAM session.
 - Bowling, arena activities (skating, broom-ball, etc.), Olympics-style games.
 - Swimming pool, gym, softball, golf, walk at Petit Bois Park.
 - Multi-functional sports area (pickleball, ball hockey, pump track, beach volleyball).
 - Driftwood sculpture.

Friday, May 9 (PD DAY)

- **Morning**:
 - Volunteering options:
 - Childcare support.
 - Enhancing primary schoolyard (painting, weeding, marking tennis lines, etc.).
 - Elderly care center activities.
 - Reading at École de l'Anse.
- **Afternoon**:
 - Parc de la Gaspésie outing continues.
- **Evening**:
 - Return to host families.

Saturday, May 10

- **Morning**:
 - Family activity.
- **Afternoon**:
 - Family activity.
- **Evening**:
 - Family activity or event.

Sunday, May 11

- **Morning**:
 - Departure preparations.
- **Afternoon**:
 - Flight from Quebec at 4:40 PM.



YMCA Youth Exchanges Canada

Exchange Report

Group Name: St. Mary's College FI

Group Number: 6167

Hosting Dates: February 10, 2025 – February 16, 2025

Travel Dates: May 4, 2025 – May 11, 2025

Instruction for this document

The following pages contain detailed information about your group's exchange. **It is suggested that you have a copy of this plan with you when you travel as well as host.**

What is the Exchange Report?

- The exchange report is intended to help your group plan your exchange, from beginning to end.
- The exchange report helps us understand what groups are doing during their exchange.
- It includes information we need to report to our funder, such as program activities, demographics information, and financial information.
- The exchange report is also a tool for your Regional Coordinator to provide you with feedback and support during your exchange.
- Information in the report helps us ensure that exchanges are safe and meet program objectives.
- The emergency plan and host plan in the exchange report is intended to be shared with your own participants, their families, and with your twin group

Save/Draft

Please save this document using the following format:

Your group name Exchange Report today's date i.e. **Main St Public School** Exchange Plan 10Sep2024

<p>TWIN CONTACT INFORMATION-Please provide contact details for your <i>Twin</i></p> <p>Name of the Twin Group Organizer: Alexandria Givens</p> <p>Email address: alexandria.givens@csscc.gouv.qc.ca</p> <p>Cell number: *****</p>	<p>YMCA YOUTH EXCHANGES CANADA CONTACT INFORMATION</p> <p><u>Your Regional Coordinator is:</u> 47</p> <p>Ontario- Joanne Reinhold- joanne.reinhold@ymcagta.org 1-647-330-5322</p> <p><u>Your Twin's Regional Coordinator is:</u></p> <p>Quebec and Atlantic Canada- Chris Craig- chris.craig@ymcaquebec.org 514-718-5542</p> <hr/> <p>ITINERARY</p> <p>Date of most recent Itinerary: *****</p>
<p align="center">YMCA YOUTH EXCHANGES CANADA NATIONAL OFFICE CONTACT INFORMATION</p> <p align="center">Regular calls or during business hours in Toronto</p> <p align="center">1-877-639-9987</p>	
<p align="center">UNIGLOBE TRAVEL AGENT CONTACT</p> <p align="center">During Business hours in Ottawa (M-F) 1-877-771-7157</p> <p align="center">Angie Taylor Angie@uniglobepremiere.com</p> <p align="center">David Sharpe david@premieregroup.com</p> <p align="center">Melissa Diaz melissa@premieregroup.com</p>	
<p align="center">FOR EMERGENCY SITUATIONS</p> <p align="center">YMCA 1-647-339-5926</p> <p align="center">UNIGLOBE After hours call 1-888-644-5623 SOS Code: YOWC421PT</p> <p align="center">After hours email: afterhours@premieregroup.com</p> <p>Other relevant local emergency contact information:</p> <p>Police: 911 / (705)949-6300 Ambulance: 911 Fire: 911 / (705)949-3333 Hospital: (705)759-3434</p> <p>Main Contact Number while travelling: +1(226)260-9726</p>	

PRE- EXCHANGE ACTIVITIES

Date Range	Activity (Please check all that apply to your group)
Enter date range: October, 2024 – January, 2025	<input checked="" type="checkbox"/> Review Organizational/Board policies related to travel (adult-participant ratios, home stays etc.) <input checked="" type="checkbox"/> Secure appropriate number of adult male and female chaperones <input checked="" type="checkbox"/> Secure Insurance Certificate with the YMCA of GTA added as an additional insured <input checked="" type="checkbox"/> Ensure any proposed planned activities are in compliance with both my own and my twin's Board/District/Organizational policies and procedures <input checked="" type="checkbox"/> Hold Parent/ Guardian information meeting <input checked="" type="checkbox"/> Contact your MP, local officials, and local media to inform them in advance of the exchange. <input checked="" type="checkbox"/> Collect any documentation that is required, such as medical information, or proof of vaccination (if required) Our group will also:
Enter date range: October, 2024 - January, 2025	COVID-19 related considerations: <input checked="" type="checkbox"/> Ensure proposed activities are compliant with current public health measures in both exchange communities. <input checked="" type="checkbox"/> Complete information in the Host Plan and Emergency Planning sections based on your organizational/board policies related to COVID-19 safety protocols while travelling and hosting. Ensure this information is shared with your twin and that both organizations/board requirements are met. <input checked="" type="checkbox"/> Consider additional Group Leaders for extra support in case someone develops symptoms <input checked="" type="checkbox"/> Create an action plan to manage a possible positive case of COVID-19 while travelling and hosting and speak with the YMCA to better understand what emergency funds would be available to provide support if this were to occur. Our group will also:

PRE-EXCHANGE ACTIVITIES

Please describe your plan for the following pre-exchange activities that you will do:

Team Building – Describe what you will do to connect your group and build a team.
-Icebreaker games: human bingo, two truths and a lie -Trust-building: trust circle -Problem-Solving: DIY Escape Rooms -Exchange prep: destination trivia -Communication: shared goals poster to be displayed at each meeting
Activity Planning - How will youth be engaged in planning and organizing activities? How will your group plan activities? (ex: How will you meet, communicate, work together?)
We will be meeting as a group in person on lunch periods and after school to plan activities. We will also be creating a group chat in Google Chat for all whole-group communication. Activities will be decided by students who will be divided into groups and assigned specific days. Teachers will guide student decision making in the process.
Twinning - How will you help connect the youth from both groups before the exchange?
Before going on exchange, we will use a shared Google slide document to introduce students to one another. Each student from both schools will create their own slide where they will provide their name, age, and a brief description of themselves. They will also include photos of themselves. We will also encourage students to exchange contact information with their twins.
Community Orientation - What will you do to showcase and orient your twin group to your community before the exchange?
We will create a welcome video for our group, showcasing our school and our community. We will also host a virtual meet and greet so both groups can have an opportunity to communicate in an open forum setting prior to arrival. We will send a virtual package that includes a city map, fast facts about our community, and an at-a-glance list of activities that will be happening in our community.

PROGRAM OBJECTIVES

Please provide us with information on how your group is going to meet the following objectives:

By participating in this exchange...
Participants will enhance their knowledge and understanding of Canada Participants will be connected and create linkages with one another Participants will enhance their appreciation of the diversity and shared aspects of the Canadian experience Participants will share, express and appreciate their Canadian identity through their exchange experience
Throughout this school year, the St. Mary's College exchange group will be actively involved in learning about Sault Ste. Marie and also about Sainte-Anne-des-Monts, Quebec. We will do activities that will provide them with the opportunity to explore their own perceptions about Canadian culture and about how to be open to learning about other cultures within our country. We will facilitate discussions around regional differences, shared values, and how these contribute to a unified Canadian identity. We will encourage participants to keep a journal or vlog to document their thoughts on what being Canadian means to them throughout the program.
Participants increase their self-confidence Participants enhance their leadership capacities Participants gain greater cross-cultural competencies
The exchange group will work through the Youth Exchanges Guide that includes lessons about conflict resolution and cultural adaptation. Upon completion of the exchange, each participant will develop their own presentation about their experience and we will be presenting to their secondary peers as well as Grade 7/8 students in our school board.

YOUR GROUP'S KEY LEARNING OBJECTIVES (KLO)

Please list the specific goals that your group has for this exchange
KLO 1 Engage with Canadian youth using the French language.
KLO 2 Develop leadership skills by connecting with Sault Ste. Marie community partners and advocating for the group throughout the planning process.
KLO 3 Grow in personal resource skills and resiliency while learning to interact with another family and problem solve while away from home.

Please tell us your Social Media plans. Please include links to the sites that you are using.

We are connected to the SMC Instagram and Facebook accounts and provide updates through the school accounts.

<https://www.instagram.com/stmaryscollegeknights/>

<https://www.facebook.com/smcssm>

COMMUNITY CONNECTIONS

These are people in your community that your group has connected with to help, or spread the word about the program (i.e. Chief, Mayor, MP).

Please complete the table below

Name/Title of the VIP	Type of Contact (e.g. phone, email, letter)	Outcome (e.g. attending event, will share on social media follow up needed)
Mayor Matthew Shoemaker	email	Mayor Shoemaker will be taking us on a tour of City Hall.
MP Terry Sheehan	email	MP Sheehan will be attending our fun day at SMC to visit students.

FINANCIAL REPORT

You and your group will have to decide how much you'll need to spend and raise for the exchange. Please record all your revenue and expenses on this page.

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Extra lines have been included so that you can add your own items.

Ensure that there is balance between revenue and expenses so as not to put too much hardship on the group members or community.

Revenue	\$\$\$	Expenses	\$\$\$	In Kind Donations	\$\$\$
Funds Raised By Participants	0	Recreation Activities	0	Bon Soo – Admission	
Community Sponsorship	0	Matching Travel Wear	950	Soo Greyhounds – Admission	
HSCDSB Cultural Fund	2000	Pocket Money	0		
HSCDSB Experiential Learning Grant	750	Admission Fees	0		
Participant Contribution	1650	Postage, Phone etc.	0		
Events (List Below)	3000	Prep Material	0		
FlipGive		Food	700		
Wing Night		Supply Teachers	2100		
		Participant Fees (\$75)	1650		
		Local Transportation	2000		
Total	7400.00	Total	7400.00	Total	0.00
Note: Please enter “0” in the \$\$\$ column if it doesn’t apply to your group. To update the totals for each, right click on the 0.00 and select Update Field.					

GROUP STATISTICS AND DEMOGRAPHICS

Exchanges Canada has provided financial support to the exchange you are participating in. One of the key objectives of the program is to ensure that opportunities are accessible to all young Canadians. In order to ensure that our program can reach as many youth as possible, we would appreciate if you would provide us with the following information about your group.

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Information collected in this questionnaire will be used for statistical purposes only.

Total number of youth participants in your group:	20
Total number of adult leaders in your group:	2

Youth with Disabilities. In your view, did any of the participants in your exchange program have a disability? Persons with disabilities are those who have difficulties with daily living activities, or who have a physical, mental condition or health problem reducing the kind or amount of activities that they can do. This could include: difficulty seeing, hearing, walking; difficulty using stairs, hands, fingers or doing other physical activities; difficulty learning, remembering or concentrating; emotional, psychological or mental health conditions; or other health problems or long-term conditions that have lasted or that are expected to last six months or more.

How many?	0
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And then

Please specify the number of youth in each category:

Mobility	0	Hearing impairment	0
Learning disability	0	Speech impairment	0
Multiple	0	Medical disability	0
Visual impairment	0	Emotional challenges	0
Activity limitation	0		
Other: 0		Please specify: N/A	

Low-Income Households

In your view, were there any participants in your exchange program that are from a low-income household?	How many?	0
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Indigenous Youth. To your knowledge, were there any participants in your exchange program who are Indigenous? If yes, how many?

First Nation on reserve	0	First Nation off reserve	0
Inuit	0	Métis	0

Rural and Remote Communities

In your view, did any of the participants in your exchange program live in a rural or remote community with a population that is less than 10,000?	How many?	0
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Visible Minority Youth

In your view, were any of the participants in your exchange program from a visible minority group? A visible minority is defined as an individual, other than an Indigenous person, who is non-Caucasian in race or non-white in colour.	How many?	3
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Official Language Minorities

To your knowledge, were any participants in your group members of an official language minority community (i.e. Francophone's outside Quebec, Anglophones in Quebec)?	How many?	1
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To your knowledge, how many participants in your group speak the following languages at home:

	How many?
ONLY French	0
ONLY English	15
Both English and French are spoken at home	4
Other	1

List other languages: Spanish

(Could be one of the official languages and another language listed above)

EMERGENCY PLANNING

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COMMUNICATION PLANNING	
What is your groups Communication Protocol?	
Hosting	Travelling
While hosting, our WhatsApp chat will be active for quick communication. All parents and students will download the app. They will also be able to call the teacher's cell phone or email for a quick response.	While travelling, our WhatsApp chat will be active for quick communication. All parents and students will download the app. They will also be able to call the teacher's cell phone or email for a quick response. During travel, the group leaders will post a daily update on the WhatsApp chat that includes pictures for parents to be aware of what we are doing.
How will parents be able to reach their youth or the Group Leader if required?	
Hosting	Travelling
Teacher Cell Phone Email WhatsApp (Group)	Teacher Cell Phone Email WhatsApp (Group)

RESPONSIBILITY
Who is responsible for the group at different times of the exchange plan?
Throughout the travel and hosting periods, both group leaders will be released from their regular duties in order to fully participate with the group. During host days when students are in-class, Alex Palazzi will be physically present at the school teaching and will be available to respond to any needs/emergencies that may arise. Jordan D'Addetta will also be available.

EMERGENCY SITUATIONS
Contact the YMCA Youth Exchanges Canada Program Hosting? Contact your Regional Coordinator Travelling? Contact your twin's Regional Coordinator.
Please describe what your group plans to do in an emergency
The steps taken will depend on the type of emergency that occurs, but all group leaders will be available to be contacted at any time during both the travel and host portions of the exchange. Following leader contact, the regional coordinator for both regions will be contacted for next steps, in addition to any parents that need to be notified. If the emergency requires medical care, emergency services will be immediately contacted and so will the student's parents. Our board requires copies of all accident reports and medical intervention that is taken in the event of an emergency.

EMERGENCY PLANNING

RISK MITIGATION
<p>Please review the exchange plan and list the safety concerns that you need to review with the visitors and how you will mitigate this risk during their visit. (e.g. How you will mitigate potential risks associated with sun exposure, cold exposure, swimming, wildlife, bugs, injuries, youth navigating a different environment, etc.).</p>
<p>Alex Palazzi is certified in Standard First Aid with CPR-C</p> <p>Safety concerns:</p> <p>Outside in the winter for extended periods of time: Risk of hypothermia, frostbite, dehydration, slips and falls – <i>Encourage participants to wear layers, including moisture-wicking, insulating, and waterproof outerwear. Hats, gloves, and sturdy boots are essential. Ensure access to warm fluids and high-energy snacks. Educate participants on recognizing and responding to signs of hypothermia and frostbite.</i></p> <p>Sports/Physical Activity: Risk of injury (sprains, fractures, head injuries), dehydration, overexertion, and collisions – <i>Ensure participants warm up and stretch before playing. Require proper equipment (helmets, pads, etc.) tailored to the sport. Ensure participants have access to water and take hydration breaks.</i></p> <p>Bonfire: Risk of injury (burns) <i>Students will be instructed to maintain a safe distance from the fire, not to engage in rough play near the fire. Students will never be left unattended by the fire. Firefighting equipment will be readily available. Use a fire ring or pit to contain the fire. Fire will be kept at a manageable level, avoiding the use of accelerants. Fire will be fully extinguished before leaving.</i></p>
<p>Please detail your procedure if a participant has a mental health crisis or incident while on the exchange (e.g. isolation, panic attack, self-harm).</p>
<p>1. Immediate Response</p> <p>A. Ensure Safety</p> <ul style="list-style-type: none"> • Assess Immediate Danger: <ul style="list-style-type: none"> ○ If the participant is at risk of harming themselves or others, remove potential hazards (e.g., sharp objects, dangerous environments). ○ If they are in immediate physical danger or pose a threat to others, call emergency services promptly. • Stay Calm: <ul style="list-style-type: none"> ○ Approach the participant in a calm, non-confrontational manner. ○ Speak in a soft, steady tone and maintain an open, non-threatening body posture. • Provide a Safe Space: <ul style="list-style-type: none"> ○ If possible, move the participant to a quiet, private area away from others to reduce stimulation and embarrassment. <p>B. Offer Support</p> <ul style="list-style-type: none"> • Validate Feelings: <ul style="list-style-type: none"> ○ Use empathetic statements like, "I can see you're feeling overwhelmed, and that's okay." • Encourage Breathing Exercises: <ul style="list-style-type: none"> ○ Guide them through slow, deep breathing to help manage panic or anxiety. ○ Example: Inhale for 4 seconds, hold for 4 seconds, exhale for 4 seconds. • Avoid Judgment: <ul style="list-style-type: none"> ○ Do not minimize their feelings or offer quick fixes (e.g., "You'll be fine"). • Avoid Touch: <ul style="list-style-type: none"> ○ Only offer physical reassurance (like a hand on their shoulder) if the participant is comfortable and you have their consent.

2. Communication

A. Contact Support

- Notify a designated **Mental Health Point of Contact** (e.g., a program counselor, mental health professional, or supervisor).
- If the participant has a safety or wellness plan (e.g., pre-disclosed mental health conditions), refer to it for specific instructions.

B. Inform Key Stakeholders

- **Parents/Guardians:** Inform them of the situation if the participant consents or if safety concerns necessitate it.
- **Host Family/Staff:** Only share necessary information to ensure participant support and privacy.
- **Emergency Contacts (including regional coordinator):** Activate this step only if the participant consents or the crisis escalates significantly.

3. Professional Intervention

A. Engage Mental Health Professionals

- Contact a licensed mental health provider or emergency psychiatric service (Crisis Intervention at Sault Area Hospital).
- Access telehealth services immediately in the event we cannot get to the hospital.

B. Emergency Escalation

- For self-harm or suicidal ideation:
 - Do not leave the participant alone.
 - Remove immediate hazards and stay with them until help arrives.
 - Contact local emergency services if they are in danger.

4. Follow-Up Care

A. Post-Crisis Check-In

- Meet with the participant to discuss what happened, ensuring they feel supported and understood.
- Encourage them to share feelings and create a plan to manage future incidents.
- Help them reconnect with peers in a non-pressured manner.

B. Continued Monitoring

- Arrange for ongoing mental health support (e.g., therapy, counseling sessions).
- Assign a trusted staff member or peer to act as a point of contact for the participant.

C. Documentation

- Record the incident in detail (YMCA incident report), including:
 - Time, date, and location.
 - What happened, who was involved, and actions taken.
 - Outcomes and follow-up steps.

D. Review and Improve Procedures

- Conduct a debriefing with staff to evaluate the response and identify areas for improvement.
- Update protocols as necessary and provide staff with additional training if gaps were identified.

5. Prevention

- **Mental Health Awareness Training:** Alex Palazzi will attend Mental Health First Aid training offered by YMCA.
- **Pre-Arrival Planning:**
 - Gather health information (with consent) about participants' mental health needs.

- Develop personalized wellness or safety plans for at-risk individuals.
- **Regular Check-Ins:**
 - Schedule periodic one-on-one check-ins with participants to identify early signs of distress.
- **Create a Supportive Environment:**
 - Foster a culture of openness and inclusivity where participants feel safe discussing mental health.

Please detail your group's COVID-19 prevention safety protocols while travelling and hosting.

Hosting

Students and families will self-assess for symptoms and report if they are unable to host due to illness. Vaccination is encouraged.

Travelling

Students and families will self-assess for symptoms and report if they are unable to host due to illness. Vaccination is encouraged.

ILL OR INJURED PARTICIPANT

Minor Injury or illness

Contact:

Parent

Regional Coordinator

Complete Accident and incident Form and Follow Up Form

Serious illness or injury

Contact:

Emergency Services

Parents

Regional Coordinator

Complete Accident and incident Form and Follow Up Form

Please outline your group's response plan should anyone develop COVID-19 symptoms or test positive for COVID-19.

The individual(s) who develop symptoms or test positive for COVID-19 will be immediately isolated from the rest of the group. Accommodation will be arranged for them to remain isolated. Should isolation not be possible, the individual(s) in question will be strongly encouraged to always wear a mask when around others.

LOST PARTICIPANT

What are your group's plans to deal with a lost participant? What measures will you take to mitigate this risk?

All participants will have group leaders' phone numbers in their personal cell phones and if they do not have a cell phone, it will be with their personal items (i.e. wallet). We plan to have a lanyard made for each student that includes their flight itinerary, important phone numbers and what to do in the event that they are separated from the group. During transition times (i.e. at the airport) each group leader will be responsible for supervising 7 students. This way it will be quick to identify if anyone is missing.

In addition, each student will be given a number to call out from 1-21 so that we can quickly identify any number that is missing and confirm that all

students are accounted for.

We have purchased matching “travel-wear” (i.e. hoodies) that will help us to quickly identify participants when in crowded areas during travel.

GROUND RULES

Please provide a list of ground rules that your group agrees to follow

We have established “norms” that will be followed throughout the exchange process. Participants identified the norms and discussed what will happen if the norms are not followed.

- Be respectful towards the ideas of others
- Be kind
- Be an ambassador of SMC and of Sault Ste. Marie
- Listen to others
- Stay with the group
- Stay with your partner
- Share your plans with M Palazzi and Mme D’Addetta.

What is the group's plan to deal with a participant who is not following these ground rules?

If a participant is not following the norms, the group leaders will open a conversation and try to identify how to support the student in respecting the group and the ground rules. If the rules are not followed and they require serious consequences, they will not be able to participate in the exchange and will assume the cost of canceling their travel arrangements.

Emergency Plan Checklist

Ensure that you have:

- ☒ Participant information, including relevant medical information, copies front and back of health card
- ☒ Emergency Contact numbers
- ☒ Reviewed my school/associations emergency policies and have noted the steps in case of an emergency.
- ☒ At least one copy of the accident incident report with you when travelling and hosting
- ☒ Copy of your Twins Exchange Report.

Shared my emergency plan with my participants and their families, and my twin Group Leader

COMMUNITY SERVICE PROJECT

Please provide us with as much information as possible on your community project. Please remember that it must total **8 hrs.**

This could mean that you are doing more than one activity.

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Project Description:	<p>We have decided to volunteer in the annual winter carnival Bon Soo. Students will be volunteering in activity and game assistance. They will supervise attractions, monitoring activities like ice slides, snowshoe races, or family zones. They will also assist with hosting workshops, helping with hands-on crafts, face painting, or themed winter games for children.</p> <p>Primary classrooms in our French immersion schools are always seeking assistance with student activities and projects. Our group will be divided into three and will be dispersed throughout the primary classrooms at each of the three schools to work in the classroom and support students with an activity determined by the classroom teacher.</p>
Objective:	<p>Bon Soo: To actively contribute to the success of the Bon Soo Winter Festival by providing enthusiastic and reliable support in event activities, fostering a fun and inclusive atmosphere, and enhancing the community's winter celebration while developing teamwork, communication, and organizational skills.</p> <p>Schools: Participants will spend the morning at each of our French immersion elementary schools and will be in primary classrooms assisting with an activity that is determined by the teacher (some will be completing art projects, Valentine's Day crafts or schoolwork).</p>
Date(s):	<p>Bon Soo: Tuesday, February 11, 2025 (5:00pm – 10:00pm)</p> <p>Elementary Schools: Wednesday, February 12, 2025 (9:00am – 12:00 pm)</p>
Alternate Project:	
Notes	

HOST PLAN

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Date: Monday, February 10, 2025	Waivers - Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Provide a detailed plan for your day , including protocols to mitigate risk the spread of the COVID-19, following public health measures	
Arrival in Sault Ste. Marie will be in the evening. Students will be picked up by families at the airport and brought home to spend the night.	
Key Learning Objectives - Describe why the activity was selected and how it relates to your Key Learning Objective	
N/A	
Alternate Plan for the day - Please describe your alternate plans for the day, if any.	
N/A	

Date: Tuesday, February 11, 2025	Waivers - Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Provide a detailed plan for your day , including protocols to mitigate the spread of the COVID-19, following public health measures	
Leave for school Welcome in Bistro Area 8:00-8:30 – Fruit and Muffins, Juice Boxes Attend class 8:30am - 2:40pm Time at home with twins Volunteer Bon Soo: 4:30pm-10:00pm Home for the night	
Key Learning Objectives - Describe why the activity was selected and how it relates to your Key Learning Objective	
All students will be actively engaging with the local community and attending class. Visiting students will have the opportunity to use their second language (English) both in school and in the community to interact with locals.	
Alternate Plan for the day - Please describe your alternate plans for the day, if any.	

YMCA YOUTH EXCHANGES CANADA
OCT 2024

Date: Wednesday, February 12, 2025	Waivers - Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Provide a detailed plan for your day , including protocols to mitigate the spread of the COVID-19, following public health measures	
Leave for school Landing Zone: 8:00-8:30am Bus to SMFI: 8:30-9:00am Volunteer elementary morning: 9am-12pm Lunch/Bus back to SMC: 12-1:15pm Afternoon class: 1:15-2:40pm Time at home with twins Greyhound game: 6:30-10:00pm Return home for the night	
Key Learning Objectives - Describe why the activity was selected and how it relates to your Key Learning Objective	
Visiting students will be able to experience a local sporting event that much of the community adores. All students will have the opportunity to connect with elementary students in our community through our immersion feeder schools.	
Alternate Plan for the day - Please describe your alternate plans for the day, if any.	
<div style="border: 1px solid black; height: 100px;"></div>	

HOST PLAN

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Date: Thursday, February 13, 2025	Waivers - Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Provide a detailed plan for your day, including protocols to mitigate the spread of the COVID-19, following public health measures	
<p>Leave for school Landing Zone: 8:00-8:30am Class – 8:30-2:40pm Landing zone: 2:40-3:00pm Bus to city hall: 3:00-3:30pm Tour City Hall – Mayor Matthew Shoemaker: 3:30-4:30pm Time with twins at home Tobogganing at Finn Hill: 7:00-10:00pm</p>	
Key Learning Objectives - Describe why the activity was selected and how it relates to your Key Learning Objective	
<p>All students will be able to interact with the Mayor of Sault Ste. Marie and learn about our community's organization. Students will participate in a quintessential activity in Sault Ste. Marie by tobogganing at Finn Hill. This is an activity that most Saultites experience at least once in their lives.</p>	
Alternate Plan for the day - Please describe your alternate plans for the day, if any.	

YMCA YOUTH EXCHANGES CANADA
OCT 2024

Date: Friday, February 14, 2025	Waivers - Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>
Provide a detailed plan for your day , including protocols to mitigate the spread of the COVID-19, following public health measures	
Leave for school Landing Zone: 8:00-8:30am Bus to St. Kateri Outdoor Education Centre: 8:30-9:00am St. Kateri (snowshoeing/xcountry skiing, bonfire, hot chocolate) – 9:00am-1:30pm Bus to SMC: 1:30-2:00pm Landing Zone: 2:00-2:40pm Time with twins at home Bon Soo: 7-10pm	
Key Learning Objectives - Describe why the activity was selected and how it relates to your Key Learning Objective	
A key aspect of living in Sault Ste. Marie is taking advantage of the nature surrounding it. As such, common winter activities include snowshoeing and cross-country skiing. Additionally, this is an outdoor education facility our school board uses often. As such, this is something most, if not all, students in our school board experience at some point in their education. Bon Soo will be enjoyed from the perspective of a participant and not that of a volunteer.	
Alternate Plan for the day - Please describe your alternate plans for the day, if any.	
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YMCA YOUTH EXCHANGES CANADA
OCT 2024

HOST PLAN

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Date: Sunday, February 16, 2025	Waivers - Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Provide a detailed plan for your day , including protocols to mitigate the spread of the COVID-19, following public health measures	
The twins leave Sault Ste. Marie. Families drop students off at the airport and bid them farewell!	
Key Learning Objectives - Describe why the activity was selected and how it relates to your Key Learning Objective	
N/A	
Alternate Plan for the day - Please describe your alternate plans for the day, if any.	
N/A	

HOST PLAN

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Date: N/A	Waivers - Yes <input type="checkbox"/> No <input type="checkbox"/>
Provide a detailed plan for your day, including protocols to mitigate the spread of the COVID-19, following public health measures	
N/A	
Key Learning Objectives - Describe why the activity was selected and how it relates to your Key Learning Objective	
N/A	
Alternate Plan for the day - Please describe your alternate plans for the day, if any.	
N/A	

POST EXCHANGE ACTIVITIES

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Timeline	Activity
Enter date range: May 12 – June 12, 2025	<input checked="" type="checkbox"/> Debrief the experience with the group <input checked="" type="checkbox"/> Youth are provided with opportunities to reflect on their experiences with their school/community group <input checked="" type="checkbox"/> Share the experience with the community at large
May 12 – June 12, 2025	At the end of the exchange, I will receive from my Regional Coordinator instructions on how to complete and distribute an online survey. I will: <input checked="" type="checkbox"/> Send the evaluation link out to other leaders <input checked="" type="checkbox"/> Send the evaluation link out to the youth along with the letter from the Minister <input checked="" type="checkbox"/> Send the evaluation link to Parents/Guardians <input checked="" type="checkbox"/> Submit Post Program Follow Up Report. <input checked="" type="checkbox"/> Participate in the YMCA phone follow up with Regional Coordinator
May 12 – June 12, 2025	<input checked="" type="checkbox"/> Encourage continued communication between participants
Please describe your plan for how you will debrief the exchange with your group and complete the surveys with youth participants.	
<p>We will begin by creating a welcoming and relaxed environment, encouraging participants to share highlights, challenges, and lessons learned. We will use open-ended questions like, <i>“What was your favourite moment?”</i> or <i>“What did you learn about yourself?”</i> to spark discussion. We will celebrate achievements with activities like a group photo or a gratitude wall and acknowledge individual and group successes with certificates or small tokens of appreciation.</p> <p>When administering surveys, we will explain their importance and ensure clarity. We will emphasize the value of honest, constructive feedback and provide both digital and paper options for accessibility. We will wrap up by encouraging participants to consider how they will apply their new skills or insights in the future. We will conclude with a positive group activity, leaving participants with a sense of accomplishment and connection. Afterward, we will analyze the feedback to identify areas for improvement, share key outcomes with stakeholders, and encourage students to maintain the new relationships they have built during the exchange.</p>	

We have both reviewed and discussed our school board/districts or organization’s policies regarding the host and emergency plan

Yes ☐ No ☐

Group Leader Signature Hosting Group: _____

Group Leader Signature Visiting Group: _____



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

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FIELD TRIPS - FORM B

APPLICATION FOR BOARD OF TRUSTEES APPROVAL EXTENDED FIELD TRIP

SCHOOL: St. Mary's College

NAME OF TEACHER Paula Trainor, Darryl Wardell GRADE 11/12

requests authorization to take his/her class to Toronto for the Skills Ont. Competition
(place or area)

Date of Departure: May 4th, 2025

Date of Return: May 7th, 2025

Number of Students: 2 Number of Staff: 3 Number of Adults: 3
(at least 1 required)

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

Means of Transportation: Flights, shuttle
(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)

Jan. 6, 2025
(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.

Skills Ontario Competition
May 4th - 7th, 2025

Staff Attending:

Kelly McKay
Paula Trainor
Dom Rosso *or* Darryl Wardell (Depending on a spouse surgery)

The Skills Ontario competition for SHSM Grade 11 and 12 construction students aligns closely with curriculum expectations in Technological Education, particularly in construction courses (TCJ3C and TCJ4C). These courses emphasize developing practical skills in using tools and equipment, interpreting technical drawings, and executing construction projects. Students apply mathematical concepts like measurement and geometry while integrating sustainable practices and assessing environmental impacts of construction methods.

The competition also supports key SHSM program components, such as experiential learning, sector-specific certifications (e.g., WHMIS and Working at Heights), and reach-ahead opportunities that connect classroom knowledge to industry standards. Participation fosters real-world skills like teamwork, problem-solving, and time management, essential for success in skilled trades.

Beyond construction-specific learning, the competition promotes interdisciplinary connections, including English (technical communication), science (materials and environmental impacts), and business studies (budgeting and project management). It offers students a chance to apply co-op experiences and explore pathways in the skilled trades while developing transferable employability skills.

Date	Details
Sunday May 4th	
	Parents will drop their children off at the Sault Ste Marie Airport Porter Flight - 2:50 pm departure Shuttle to the Doubletree
5:30 pm	Dinner at a restaurant near the hotel
7:30 - 10:00	Free time at the hotel
10:00	Curfew/Homework

	Security arrives to monitor hallway (10 pm - 4:00 am)
Monday May 5th	
8:00 am	Breakfast in the lobby of the hotel (We will use Skip to order Tim Hortons)
9:00 am - 4:00 pm	Toronto Congress Centre - Skills Ontario Competition
5:00 - 7:00	Dinner at a restaurant nearby
7:00 - 10:00	Free time
10:00	Curfew/Homework Security arrives to monitor hallway (10 pm - 4:00 am)
Tuesday May 6th	
6:00 am	Breakfast in the lobby of the hotel (We will use Skip to order Tim Hortons)
7:00 am - 4:00 pm	Toronto Congress Centre - Skills Ontario Competition
5:00 - 7:00 pm	Dinner at a restaurant nearby
7:00 pm - 10:00 pm	Free time
10:00 pm	Curfew/Homework Security arrives to monitor hallway (10 pm - 4:00 am)
Wednesday May 7th	
7:00 am	Breakfast in the lobby of the hotel (We will use Skip to order Tim Hortons)
8:00 am	To Toronto Pearson to catch flight
10:15 am	Flight to Sault Ste Marie



FIELD TRIPS - FORM B

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

SCHOOL: St. Mary's College

NAME OF TEACHER Patti Cook, Darrell Wardell, Paula Trainor GRADE 11/12

requests authorization to take his/her class to Gibsons British Columbia
(place or area)

Date of Departure: May 20, 2025

Date of Return: May 26, 2025

Number of Students: 17 Number of Staff: 4 Number of Adults: 4
(at least 1 required)

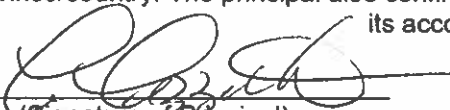
Note: Both male and female chaperones should accompany overnight trips with mixed student groups.

Means of Transportation: Flights, Ferry, 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)

December 12, 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.

Travel Dates: May 20th - 26th, 2025

Location: Gibsons, BC

Funding: Fully Funded by the YMCA

The Specialist High Skills Major (SHSM) is a ministry approved specialized program that 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 Exchange to Gibsons BC, with all travel costs paid for by the YMCA, will 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. Additionally, these activities enable students to find out about the opportunities available in careers that may interest them.

Gibsons is a picturesque coastal town located on the Sunshine Coast, northwest of Vancouver and is accessible by ferry or seaplane. The town has a mix of small businesses and retail. Tourism is a significant industry in Gibson with attractions like scenic harbors, local art, and connections to the "Beachcombers" TV series. When thinking about the Construction SHSM, Gibsons is a growing town, with opportunities in residential and commercial construction, sustainable building practices, and urban planning for small communities. We have been paired up with a Senior Outdoor Education class, providing a solid connection with the SHSM Health & Wellness sector.

The Elphinstone Senior Outdoor Education class is a course designed for grade 11 and 12 students. The curriculum was designed to enable students to develop fundamental skills, knowledge and positive attitudes and behaviors to safely explore and engage in the local outdoor environment. There is a focus on teamwork and collaboration as students develop a variety of hard and soft skills that help them to responsibly explore, discover and foster a passion for outdoor recreation activities while discovering the recreational potential of the Sunshine Coast and surrounding areas.

The Catholic Graduate expectations are embedded throughout this experience and we have dedicated a day in our itinerary for community service.

Date	Details
Tuesday May 20th <i>Full travel day</i>	<ul style="list-style-type: none"> • Depart Sault Ste Marie Airport - we will provide a school bus from St. Mary's College to the airport • Tour and stop in Vancouver if time permits. <i>Possible tie-ins with Construction SHSM and Hospitality and Tourism SHSM</i> • Students will be paired up and will meet their host families for the first time.
Wednesday May 21st	<ul style="list-style-type: none"> • Students attend school with their twin class - Senior Outdoor Education at Elphinstone Secondary. • Dinner together, (Location TBD), team building activities at the school. <i>Health & Wellness and Nonprofit SHSM connection</i>
Thursday May 22nd	<ul style="list-style-type: none"> • Students attend school with their twin class - Senior Outdoor Education at Elphinstone Secondary. • Group activity in Gibsons – hike to Soames <i>Health & Wellness SHSM connection</i> • Dinner together (Location TBD)
Friday May 23rd	<ul style="list-style-type: none"> • Students attend school with their twin class - Senior Outdoor Education at Elphinstone Secondary. • Group activities – in Sechelt (shishalh Nation tems syiwa Museum, Chapman Falls, Porpoise Bay) • Dinner together (Location TBD)
Sat. May 24th	<ul style="list-style-type: none"> • Explore Pender Harbour (Pender Hill) and Egmont (Skookumchuk Narrow) - <i>Business and Construction SHSM connection</i> • Dinner together (Location TBD)
Sun. May 25th	Community Service Day: <i>Catholic Graduate Connections</i> <ul style="list-style-type: none"> • AM – land stewardship (beach clean up or trail building) • PM – Community support with local organizations (Church, camp, shelter...) • Dinner together (Location TBD)
Monday May 26th <i>Full Travel day</i>	<ul style="list-style-type: none"> • Students return to Sault Ste Marie and are bussed to St. Mary's College and picked up by parents/guardians.



FIELD TRIPS - FORM B

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

SCHOOL: St. Augustine French Immersion

NAME OF TEACHER Carla Mooney GRADE 7/8

requests authorization to take his/her class to Mississauga and Sudbury
(place or area)

Date of Departure: Mon. May 26, 2025

Date of Return: Fri. May 30, 2025

Number of Students: 13 Number of Staff: 1 Number of Adults: 2
(at least 1 required)

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

Means of Transportation: Chartered 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.

Nadine Cartledge
Digitally signed by Nadine
Cartledge
Date: 2025.01.06 09:11:51 -05'00'
(Signature of Principal)

Monday, Jan. 6, 2025
(Date)

AUTHORIZATION

This Extended Field trip is approved.

(Signature of Director)

(Date)

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

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

St. Augustine French Immersion Grade 7/8 Trip - May 2025

Detailed Itinerary with Curriculum Expectations and Ontario Catholic School Graduation Expectations

While organizing and participating in various fundraising activities the students have experienced the following OCSGEs:

- 4e: Sets appropriate goals and priorities in school, work and personal life.
- 5a: Works effectively as an interdependent team member.
- 5e: Respects the rights, responsibilities and contributions of self and others.
- 5f: Exercises Christian leadership in the achievement of individual and group goals.

Throughout the trip, the students will be experiencing larger communities than what many are used to. This will bring them closer to meeting the following OCSGEs:

- 7f: Respects and affirms the diversity and interdependence of the world's peoples and cultures.
- 7g: Respects and understands the history, cultural heritage and pluralism of today's contemporary society.

Day 1- Monday, May 26, 2025

- Leave Wawa, ON and drive to Vaughan, ON. There will be stops along the way for stretching and grabbing meals.
- Attend a movie at Cineplex, in Vaughan. (If there is time in the evening and if there is an appropriate movie available)

Day 2 - Tuesday, May 27, 2025

- Breakfast at hotel
- Canada's Wonderland (lunch included in ticket price)
 - The students have worked hard for 3 years, participating in multiple fundraising efforts in order to participate in this trip.
 - OSCGE 4h: Participates in leisure and fitness activities for a balanced and healthy lifestyle.
 - The students will have to work together while at the amusement park.
 - OSCGE 5a: Works effectively as an interdependent team member.
 - Curriculum Expectations link to time management, elapsed time, and map reading.

- Drive to Sudbury (supper along the way)
- Spend evening at the hotel pool (with a lifeguard).

Day 3 - Wednesday, May 28, 2025

- Breakfast at hotel
- New Sudbury Shopping Centre (lunch in food court)
 - The students will experience a larger shopping centre.
 - Curriculum Expectations link to budgeting and counting money.
- Outdoor Afternoon Activity
 - Walk through Bell Park and Lily Creek
 - OSCGE 4h: Participates in leisure and fitness activities for a balanced and healthy lifestyle.
- Science North for Sunset to Sunrise Camp-In Experience which includes:
 - Science Centre Exploration
 - Butterfly Gallery
 - Meet Animal Ambassadors
 - Live Discovery Theatre Show
 - Supper
 - Hands-on Stem Activities and Team Building Exercises
 - IMAX documentary
 - Planetarium visit
 - Sleep in Vale Cavern
 - Breakfast
 - Special Exhibit Hall (if applicable)
 - OSCGE 5a: Works effectively as an interdependent team member.
 - Curriculum Links to Science and Math

Day 4 - Thursday, May 29, 2025

- Dynamic Earth
 - Underground Tour
 - Power and the Planet Program
 - Curriculum Links to Science and Grade 7 Geography

- Many of the students have family members who work in the mining sector. This will give them an insight into what they do while at work.
- Urban Air Sudbury (includes supper)
 - OSCGE 4h: Participates in leisure and fitness activities for a balanced and healthy lifestyle.
 - OSCGE 5a: Works effectively as an interdependent team member.
 - The following is from the Urban Air website:

Benefits of an Urban Air Field Trip

Field trips at Urban Air Adventure Park aren't just fun. They can also offer many benefits. Here are some of them:

1. **Promote Physical Activity:** Our attractions are a great way to promote physical activity among children and adults alike. Group events can encourage individuals to be active and have fun while doing so.
2. **Team Building:** Field trip events at Urban Air can help promote teamwork and build relationships among individuals. Activities such as dodgeball and basketball require teamwork and communication, which can improve social skills and promote positive interactions.
3. **Stress Relief:** Jumping on trampolines is a great way to relieve stress and tension. Field trips can provide a fun and safe environment for kids to let loose and have fun, reducing stress levels.
4. **Boost Confidence:** Urban Air attractions help boost confidence levels as individuals try out new activities and push themselves to achieve new goals. School leaders and educators can offer support and encouragement, which can help individuals feel more confident and empowered.
5. **Enhance Motor Skills:** Park attractions can enhance motor skills, such as balance and coordination. Jumping on trampolines and participating in activities like the warrior course can improve agility and body control.
6. **Socializing:** Field trips at Urban Air parks can provide an opportunity to socialize and make new friends. Individuals can meet new people while participating in fun activities, building relationships, and social skills.

- Play at Sudbury Theatre Centre
 - CHOIR!, suitable for all ages
 - CHOIR! Is a musical comedy that follows the Tierce de Picardie Children's Chorus through a year of the ups and downs of their lives and their music under the exacting baton of their intrepid leader Mary Dean. Headed for the bright lights of the big choir competition in Sudbury, they dream of choir glory but find a bigger prize along the way.
 - OSCGE 2e: Uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.
- Sleep at Laurentian University

Day 5 - Friday, May 30, 2025

- Breakfast
- Tour at Laurentian University
 - Many of our students end up at universities and colleges in the North.
 - Students will be able to compare to the tour they experienced at Sault College.
- Drive to Wawa (lunch and supper along the way)



Huron-Superior Catholic DISTRICT SCHOOL BOARD

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FIELD TRIPS - FORM B

APPLICATION FOR BOARD OF TRUSTEES APPROVAL EXTENDED FIELD TRIP

SCHOOL: St Mary Catholic School (Massey)
NAME OF TEACHER Matthew Mailloux GRADE 7/8
requests authorization to take his/her class to Toronto, Ontario
(place or area)
Date of Departure: June 16, 2025
Date of Return: June 18, 2025
Number of Students: 27 Number of Staff: 4 Number of Adults: 4
(at least 1 required)

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

Means of Transportation: AJ buslines 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: N/A.

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.

Stephane Prevost
(Signature of Principal)

January 8, 2025
(Date)

AUTHORIZATION

This Extended Field trip is approved.

(Signature of Director)

(Date)

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

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

St. Mary School (Massey)
Gr. 7-8 Year End Field Trip
Toronto Itinerary (June 16-18, 2025)

Day 1 -June 16

7 am departure

11:30 arrive at Midland bathroom/bag lunch location

12pm St Marie Among the Hurons and the Shrine/Chapel

3:00 pm Arrive in Toronto

4:00 pm Cn tower observation deck

5:30 pm head to seneca (sleep location) to allow students to freshen up before medieval times

7 pm Medieval Times

9 pm back on bus heading to seneca

9:30pm back at rest location

10:30pm lights out

Day 2 -June 17

8 am Breakfast at seneca

10:00-1:00PM Royal Ontario Museum

1:00 pm lunch in nearby location

1:30-3 Ontario Legislature

3:30 Ripley Aquarium

7pm Blue Jays game

10pm Depart heading to seneca

10:30 Arrive at seneca

11pm Lights out

Day 3 -June 18

8 am Breakfast at seneca

9 am Bags loaded on bus departing for Canada's Wonderland

10:00 am Arrive at Canada Wonderland

12:00 Lunch at Canada's wonderland (at student cost)

3:30 Load onto bus

5:30 Bathroom break/Dinner Parry Sound

9:00 Arrive at Massey, Ontario

Curriculum connections:

The Royal Ontario Museum has many excellent exhibits dedicated to the history of Canada and the treaties especially within the first peoples gallery. At the Ripley's aquarium students will learn about the biodiversity of life and interactions of various aquatic species. By visiting the CN tower the students will learn about how form, function and design relate to real world buildings.

Throughout this trip students will be exhibiting and practicing expectations of being a responsible citizen in a context that they are unfamiliar with. From these new experiences students will develop the skill and insights to be more reflective creative and holistic thinkers. The students will see an excellent example of following rules and participating in fair play while watching the Toronto Blue Jays. Students will learn how to respect all people and languages by being exposed to a very multicultural community.

Our visit to the St Marie Among the Hurons and the Shrine/Chapel will help students to celebrate the signs and sacred mystery of God's presence throughout the world. Students will experience this presence through word, prayer and reflection. This allows students to work towards our Catholic Graduate Expectation of being a discerning believer.

While students are participating in the experience provided at Medieval Times they will be exhibiting expectations of being a self-directed, responsible, lifelong learner. They will engage actively in drama exploration and role play, with a focus on examining multiple perspectives. Students will also be given the opportunity to compare and contrast music from the past and present as they will be introduced to Medieval music.

Parent/Student Agreement Form

Overnight field trips provide an opportunity for the students to enjoy the culmination of their school year. However, it is important to remember that this is a *school* field trip. The staff realizes that St. Mary has wonderful students, but policies and expectations must be addressed. In order to ensure the safety and enjoyment of all, students must follow all of the rules below.

Students and Parents: Read through each and every rule, then write your initials in the space before each rule and sign your name at the bottom. *You must agree to follow these rules and regulations in order to participate in this field trip.*

Please be aware that failure to follow these rules may lead to consequences or even serious disciplinary actions by the school. You should also be aware that, if there are any serious violations of school rules, students may be removed from activities or parents may be contacted to arrange their child's immediate transportation back home at their own expense.

_____ **All school rules**, including rules regarding **dress code and behaviour**, will be enforced on this trip. Students may only purchase **appropriate souvenirs** (no weapons, clothing with inappropriate wording, etc.)

_____ In the interest of student safety, teachers have the right to check **all** luggage, backpacks, and rooms at any time.

_____ Students may bring cell phones but may **NOT** take pictures, videos or voice memos without the other person's consent. While on the trip, students are **NOT** permitted to post on social media sites. Violations of this rule will result in the cell phone being collected by a teacher and will be returned upon arrival back at the school.

_____ Students must remain with their chaperone **at all times. No changes of residence rooms, bus, or chaperone groups are permitted.**

_____ Students are to be **respectful** towards teachers, chaperons, bus drivers, and to any staff member, guide, or visitor at any of the facilities we visit. **Students must not litter or deface any property that is being visited.**

_____ Bullying, name calling or making fun of others will NOT be tolerated.

_____ **Students may not carry or distribute any form of medication (unless approved by the school).** All medications must be given to the teacher chaperones prior to the trip in the original containers (where possible) with written instructions from the parents.

_____ Students **must** follow **all rules and directives** by the teachers, chaperons, or tour guides. This includes rules regarding bus rules, arrivals/departures, visitation to other rooms and lights out.

_____ Students ARE permitted to bring cash or debit on the trip however, they are responsible for it themselves.

_____ Students are **not** to use foul language, smoke or 'vape' while on the trip.

_____ Students are to be respectful towards their roommates and of other residence guests. **No loud music, television or voices should be used at any time.** Complaints by the residents may lead to consequences, so be mindful of the volume of noise coming from your room.

_____ Students are advised to inspect their room upon entry. **Any problems or damage should be reported to the supervising chaperone or teacher immediately.** Failure to do so may result in the parents of the students in the damaged room being charged for the damages.

_____ Students of the opposite sex **MAY NOT** visit each other's rooms under any circumstances. Running around the residence will not be tolerated.

_____ **At curfew**, students must be in their assigned rooms. *Be on time!* After **LIGHTS OUT**, please be quiet so as not to disturb others. Room doors are to remain closed and locked. You may **NOT** leave your room after curfew. Should an emergency arise, please call your chaperone.

_____ Students must rise, wash and dress **immediately and** be on time to follow the trip itinerary.

_____ Students should pack lightly. Any electronic devices are brought **at your own risk.** The school, teachers, or chaperons will **not** be responsible for any lost or stolen items.

_____ Students are to follow all instructions given in regard to **ordering food and seating arrangements**. Students need to be aware that they represent the school as well as themselves and should display proper etiquette and use appropriate voice levels while in these facilities.

I understand and agree to the above field trip rules. I understand that these rules are to ensure the safety and enjoyment of all trip participants. I understand that these rules will be enforced and failure to comply has consequences as mentioned above.

Student name (Please print)

Parent name (please print)

Student Signature

Parent Signature

Date

Date

Student Allergies/Medical Conditions

[illegible]



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

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FIELD TRIPS - FORM B

APPLICATION FOR BOARD OF TRUSTEES APPROVAL EXTENDED FIELD TRIP

SCHOOL: Our Lady of Fatima

NAME OF TEACHER Philip Ucci GRADE _____

requests authorization to take his/her class to John Island Camp
(place or area)

Date of Departure: Wednesday, June 18th

Date of Return: Friday, June 20th

Number of Students: 37 Number of Staff: 3 Number of Adults: 3
(at least 1 required)

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

Means of Transportation: 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: 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)

Jan 10 2025
(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

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FIELD TRIPS - FORM E

APPLICATION FOR BOARD APPROVAL FOR STUDENT WATER ACTIVITIES

Excluding Y.M.C.A., Community Pool, and the John Island Camp, and other requested water parks (i.e., Canada's Wonderland).

This form is to be completed by staff who wish to involve their students in water activities. Approval must be received from the Director of Education BEFORE the event occurs.

School:	Our Lady of Fatima		
Teacher(s) Name(s):	Phillip Ucci		
Date Of Request:	Weds, June 18 th - Fri, June 20 th		
Number of Students Involved:	37		
Number of Staff Involved:	3		
Number of Adult Volunteers : (in addition to facility staff and Life Guards)	3		
Location of the Activity:	Name of Facility:	John Island Camp	
	Community:	Spanish	
Description of Water Activity:	Swimming, Kayaking, Canoeing		
Name of Each Lifeguard & Certification: (Note: A photocopy of the Certificate(s) must accompany this request.) Lifeguards have not been hired yet.			
NAME:	CERTIFICATION:		
SIGNATURE(S) OF TEACHER(S):			
Phillip Ucci			
APPROVAL FOR THE WATER ACTIVITY IS: Granted <input type="checkbox"/> Not Granted <input type="checkbox"/>			

Signature of Director of Education

Date

YMCA JOHN ISLAND CAMP OUTDOOR CENTRE SCHEDULE

GROUP: Our Lady of Fatima Catholic School CONTACT:		GRADE: 7	DATE: Wednesday, June 18 th – 89 Friday June 20 th
	Wednesday, June 18 th	Thursday, June 19 th	Friday, June 20 th
M O R N I N G	22 Students 3 teachers 2 Rotation Groups Cabins: Teachers: 11:00 Arrival at Walkhouse Bay Docks 12:00 Community greeting, Move into Cabins 12:30 Lunch	8:15 Setters 8:30 Breakfast 9:30 Rotation 2 10:45 Morning Snack 11:00 Rotation 3 12:15 Setters 12:30 Lunch	7:30 Pack up, clean cabins and move bags out to Dining Hall 8:15 Setters 8:30 Breakfast 9:15 Rotation 6 11:00 Departure from Walkhouse Bay Docks
A F T E R N O O N	1:30 Icebreakers, Group Games 2:30 Swim Tests 3:00 Free Swim 3:30 Rotation 1 4:30 Options Time - Volleyball - Gaga Ball - Board Games - Crafts 5:15 First Meal Meeting 5:30 Dinner	1:30 Rotation 4 2:45 Rotation 5 4:00 Afternoon Snack 4:15 Options Time - Free Swim - Volleyball - Gaga Ball 5:15 Setters 5:30 Dinner	
E V E N I N G	6:45 Campfire! 8:00 Snack 10:30 Generator Off	6:45 Sticks 8:00 Snack 10:30 Generator Off	Staff: XXXXXX Overnight on-call: Wednesday – XXXXXX Thursday – XXXXXX (staff not hired yet)
N O T E S	<u>Rotations</u> - Fire Building - Shelter Building - Canoeing - Kayaking - Archery - Climbing Wall		

Building healthy communities

YMCA JOHN ISLAND CAMP OUTDOOR CENTRE SCHEDULE

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Group	Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5	Rotation 6
Group 1	Fire Building	Archery	Climbing Wall	Canoeing	Kayaking	Shelter Building
Group 2	Shelter Building	Climbing Wall	Fire Building	Kayaking	Canoeing	Archery

Activity	Curriculum Expectation(s)
Archery	<p>-participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;</p> <p>-demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;</p> <p>-demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p> <p>-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;</p>
Low Ropes	<p>-participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;</p> <p>-demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;</p> <p>-demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p> <p>-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;</p>
High Ropes	<p>-participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;</p> <p>-demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;</p> <p>-demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p> <p>-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;</p>
Group Initiatives	<p>-demonstrate responsibility for their own safety and the safety of</p>

	<p>others as they participate in physical activities.</p> <p>-assess the potential impact on themselves and others of various types of bullying, abuse, exploitation, or harassment, including homophobic bullying or harassment and other forms of identity-based bullying, and of the type of coercion that can occur in connection with sexting and online activities, and identify ways of preventing or resolving such incidents</p>
Shelter Building	<p>-demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p> <p>-analyse aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources</p> <p>-demonstrate an understanding of significant patterns in Earth's physical features and of some natural processes and human activities that create and change those features</p>
Fire Building	<p>-demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p> <p>-analyse aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources</p> <p>-demonstrate an understanding of significant patterns in Earth's physical features and of some natural processes and human activities that create and change those features</p>
Camp Wide Game	<p>-participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;</p> <p>-demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;</p> <p>-demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p> <p>-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;</p>
Campfire	<p>-demonstrate responsibility for their own safety and the safety of others.</p>

	<p>-analyse aspects of the extraction/harvesting and use of natural resources in different regions of the world, and assess ways of preserving these resources</p> <p>-demonstrate an understanding of significant patterns in Earth's physical features and of some natural processes and human activities that create and change those features-</p>
Dinner Time	<p>-demonstrate the ability to develop healthier eating patterns, using information about the role that different foods play as contributing or preventive factors in a variety of health disorders (<i>e.g., cancer, Type 2 diabetes, cardiovascular disease, obesity, food allergies and anaphylaxis, tooth decay, osteoporosis</i>) [A1.2 Coping, 1.5 Self, 1.6 Thinking]</p>
Pictionary	<p>-demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects</p> <p>-engage actively in drama exploration and role play, with a focus on examining multiple perspectives related to current issues, themes, and relationships from a wide variety of sources and diverse communities</p>
Kayaking / Canoeing	<p>-participate actively and regularly in a wide variety of physical activities, and demonstrate an understanding of how physical activity can be incorporated into their daily lives;</p> <p>-demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts and practices that contribute to healthy, active living;</p> <p>-demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.</p> <p>-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;</p>



Huron-Superior Catholic DISTRICT SCHOOL BOARD

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FIELD TRIPS - FORM B

APPLICATION FOR BOARD OF TRUSTEES APPROVAL EXTENDED FIELD TRIP

SCHOOL: Our Lady of Fatima, Elliot Lake

NAME OF TEACHER Mark Frolick GRADE 8

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

Date of Departure: Wednesday, June 18

Date of Return: Friday, June 20

Number of Students: 26 Number of Staff: 4 Number of Adults: 4
(at least 1 required) (All staff)

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

Means of Transportation: 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: N/A

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)

Jan. 13, 2025
(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 - 2025

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Day One - Wednesday, June 18

6:00am	Depart Fatima School, Elliot Lake (breakfast on bus)
11:00pm	Sky Zone Trampoline Park - Vaughan
12:30pm	Mandarin Lunch Buffet - Vaughan
2:00-4:00pm	Travel Downtown
4:00pm	Check-in at Toronto Metropolitan University Residence
5:00pm	Pizza Supper at Residence (pre-ordered)
5:45pm	Leave for Princess of Wales
7:00pm	Lion King Broadway Show
11:00pm	Return to Residence
12:00am	Lights Out

Day Two - Thursday, June 19

7:00am	Wake-up & Breakfast in Residence
8:45am	Leave Residence (walk to St. Mike's Cathedral/Dundas Square)
10:00am	Subway to Union Station (walk through the SkyWalk)
11:00am	CN Tower
12:30pm	Ripley's Aquarium (lunch included)
3:07pm	Blue Jays Game (supper at Rogers Centre)
5:45pm	Bus to Medieval Times
7:30pm	Medieval Times
10:00pm	Stop at Toronto Sign/City Hall on return to Residence
11:30pm	Lights Out

Day Three - Friday, June 20

6:30am	Wake-up & Breakfast in Residence (check-out)
8:30am	Bus to Legislature (all bags packed onto bus)
9:00am	Ontario Legislature Tour
10:30am	Casa Loma
12:00pm	Travel to Vaughan
1:00pm	Vaughan Mills Mall (lunch and shopping)
2:30pm	Reptilia Indoor Zoo or Laser Tag - Vaughan
4:00pm	Canada's Wonderland (closes at 10:00pm)
10:30pm	Food Stop - fast food on Major Mackenzie Drive
11:30pm	Depart Vaughan (quiet ride home - sleep, sleep, sleep!)
5:00am	Approximate Arrival at Fatima School, Elliot Lake

Curriculum Connections

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.

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.

Broadway Show *Lion King*

- 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: how it has become interpreted and adapted for the Broadway show
- 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.

St. Michael's Cathedral:

- Connection to our Catholic Schools; we will discuss the role of the Archbishop in Toronto and the architecture of the church.
- Name Catholic symbols and items inside the cathedral and their purposes.

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.

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.

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.

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.
- 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.

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.

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.

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.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

FIELD TRIPS - FORM B

APPLICATION FOR BOARD OF TRUSTEES APPROVAL EXTENDED FIELD TRIP

SCHOOL: Holy Family Catholic School

NAME OF TEACHER Andrea Greco GRADE 8

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

Date of Departure: June 18, 2025

Date of Return: June 20, 2025

Number of Students: 17 Number of Staff: 2 Number of Adults: 2
(at least 1 required)

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

Means of Transportation: AJ Buslines Motorcoach
(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)

Jan. 16th 2025
(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.

Andrea Greco
 Vice Principal/Grade 8 Teacher
 Holy Family Catholic School
 42 Rushmere Dr
 Sault Ste. Marie, Ont. P6C 2T4

January 16th, 2025

Fil Lettieri
 Director of Education
 Huron Superior Catholic District School Board
 100 Ontario Ave.
 Sault Ste. Marie, Ont. P6B 1E3

Re: Application for Grade 8 Graduation Trip to Toronto

Dear Fil,

I hope this letter finds you well. As the teaching Vice Principal of Holy Family, I am writing to formally seek approval for a Grade 8 graduation trip to Toronto from the Board of Trustees. This event is intended to celebrate the accomplishments of our graduating students while providing them with an enriching educational and cultural experience.

The proposed trip is scheduled for Wednesday, June 18th - Friday, June 20th, 2025, with a detailed itinerary designed to align with our board's educational priorities. Highlights of the trip include visits to:

1. **The Royal Ontario Museum (ROM):** Offering students the opportunity to explore exhibits on world cultures and natural history, complementing our social studies and science curricula.
2. **Ripley's Aquarium of Canada:** A hands-on experience with marine life that supports our environmental and biological science units.
3. **A Toronto Blue Jays Game:** Offering students the excitement of a live Major League Baseball experience while fostering teamwork and school spirit.
4. **Medieval Times Dinner & Tournament:** A fun and interactive way to connect students with history through entertainment and a unique dining experience.
5. **The Lion King Theatrical Performance:** A world-renowned Broadway production that introduces students to the arts, fostering an appreciation for theatre and storytelling.
6. **Canada's Wonderland:** A day of thrilling rides and attractions that provides an opportunity for students to bond and celebrate their achievements.

Our primary goal is to provide students with a memorable capstone experience that not only celebrates their achievements but also broadens their horizons. To ensure the safety and well-being of all participants, we will establish detailed plans, that will include:

- Supervision by staff and approved parent volunteers, maintaining a student-to-supervisor ratio.
- Comprehensive risk assessments and adherence to all board policies regarding field trips.
- Reliable transportation through AJ Buslines, and accommodation at a board-approved facility.
- Medical and emergency protocols, including parent consent forms and on-site first aid support.

We are also committed to making this trip accessible to all students. To that end, we have, and will continue to organize fundraising initiatives to offset costs, ensuring financial barriers do not hinder participation.

I kindly request your approval to proceed with the planning and execution of this trip. I am confident that this experience will leave a lasting impact on our students, fostering a deeper appreciation for learning and the diverse opportunities within our province.

Thank you for considering this proposal. Should you require additional information or wish to discuss the trip further, please do not hesitate to contact me.

Yours sincerely,



Andrea Greco
Vice Principal and Grade 8 Teacher

Holy Family Catholic School
2025 Grade 8 Graduation Trip

Location	Dates	Time	Itinerary	Cost
SSM	Wed. June 18	6:00 am	Depart Holy Family Catholic School, SSM, at 6 am via AJ Bus Lines	
		9:00 am (approx)	Stop in Espanola (20 minutes)	
		12:30 pm (approx)	Stop in Barrie (20 minutes)	
		2:00 pm	Arrive at Toronto Metro University Residence 288 Church St., Toronto, On. Check into the residence and unload luggage.	
		2:30 pm	Depart- Walk to Ripley's (30 min. walk)	
		3:00 pm - 5:00 pm	Ripley's Aquarium of Canada 288 Bremner Blvd, Toronto, On.	
		5:00 pm - 5:15 pm	Walk to dinner reservations at Jack Astor's (5 min. walk) (Pre-order)	
		5:15 pm - 6:30 pm	Dinner at Jack Astor's	
		6:40 pm	Walk to Rogers Centre 1 Blue Jays Way, Toronto, On. Blue Jay Game (7:07 pm start against the Arizona Diamondbacks	
		9:45 pm	After the Blue Jay Game, return to Toronto Metro University Residence, class meeting about Thursday's itinerary, collect phones, and lights out at 11:00 pm.	
		11:00 pm	Lights out	

	Thurs. June 19	7:00 am	Wake up	
		7:30 am - 8:30 am	Group Breakfast in Common Area/ Get ready for the day	
		8:30 am	Depart Toronto Metro University and walk to St. Michael's Cathedral	
		8:35 am - 9:30 am	Arrive at St. Michael's Cathedral to pray, light a candle and observe the architecture.	
		9:45 am	Board the bus and depart to Medieval Times	
		10:15 am - 12:45 pm	Lunch and Show at Medieval Times (10 Dufferin St., Toronto)	
		12:55 pm	Pick up by bus at Medieval Times and depart to the Royal Ontario Museum 100 Queens Park, Toronto	
		1:30 pm - 3:30 pm	Arrive at the Royal Ontario Museum for a Guided Tour	
		3:30 pm	Depart by bus to Toronto Metro University Residence to refresh for the evening	
		4:15 pm	Depart by bus to Old Spaghetti Factory (54 The Esplanade, Toronto)	
		4:30 pm - 6:15 pm	Arrive at the Old Spaghetti Factory for dinner	
		6:15 pm	Depart by bus to the Princess of Wales Theatre	
		6:30 pm - 9:30 pm	Arrive at the Princess of Wales Theatre (300 King St. West, Toronto) to watch the theatrical performance of the Lion King	
		9:30 pm	Walk/Bus? back to the Toronto Metro University Residence. Have a class meeting about Friday's itinerary, collect cell phones and lights out at 11:00 pm.	

		11:00 pm	Lights out.	
	Fri. June 20	6:45 am - 7:45 am	Wake up and Breakfast	
		7:50 am -	Depart to the Ontario Legislative Assembly (1 Queens Park, Toronto) (about 25 minute walk)	
		8:15 am - 9:30 am	Arrive at the Ontario Legislative Assembly- arrive 15 minutes before the start time, for a 1 hour tour.	
		9:30 am - 10:00 am	Walk back to the Toronto Metro University Residence. Collect belongings and check out of residence.	
		10:15 am	Board Motorcoach bus to Canada's Wonderland. While on the bus, have a class meeting about the remainder of the day.	
		11:00 am	Arrive at Canada's Wonderland	
		4:00 pm	Depart to Sault Ste. Marie	

Alignment of Curriculum with the Holy Family Catholic School Graduation Trip

The following is a detailed alignment of the Ontario Grade 8 curriculum expectations with various destinations for the Holy Family Catholic School Graduation Trip. Each location is connected to curriculum expectations across subjects such as Social Studies, Science, Math, Language, Art, and Physical Education.

1. Ripley's Aquarium of Canada

Science and Technology:

- **Understanding Life Systems: Water Systems**
 - Investigate the impact of human activities on aquatic ecosystems.
 - Describe the diversity of life in aquatic ecosystems and the interrelationships among species.
- **Understanding Life Systems: Biodiversity**
 - Explore species diversity in aquatic habitats and its importance for ecosystem stability.

Mathematics:

- **Data Management**
 - Collect, organize, and interpret data related to marine species and aquatic environments.

Language:

- Develop skills in reading informational texts and presenting research on marine conservation.

2. Toronto Blue Jays Game

Health and Physical Education:

- **Active Participation**
 - Understand the importance of teamwork, sportsmanship, and physical activity for overall well-being.

Mathematics:

- **Number Sense and Numeration**
 - Analyze player statistics, calculate averages, and interpret percentages.
- **Data Management**
 - Interpret charts, graphs, and data related to game performance.

Language:

- **Media Literacy**
 - Examine sports broadcasting and advertisements to analyze messages and their intended audience.

3. Medieval Times**Social Studies: History:**

- **Medieval Times**
 - Describe the structure of medieval societies, including roles and responsibilities.
 - Analyze the impact of medieval innovations on modern society.

Language:

- **Writing**
 - Create narratives or reports based on experiences of medieval life.

Drama and Visual Arts:

- Recreate or interpret scenes from the medieval period through role-play or artwork.

4. Royal Ontario Museum (ROM)**Social Studies: History and Geography:**

- **History: Global Influences**
 - Investigate the contributions of various cultures to the development of global society.
- **Geography: Human-Environment Interactions**
 - Analyze the relationship between cultural artifacts and their geographic origins.

Science and Technology:

- **Understanding Earth and Space Systems**
 - Explore exhibits on Earth's history, paleontology, and ecosystems.

Language:

- **Reading and Writing**
 - Engage with informational texts and write reflections or research reports on exhibits.

5. St. Michael's Cathedral Basilica

Social Studies: History:

- **Religion and Society**
 - Examine the role of religious institutions in shaping historical and modern societies.

The Arts:

- **Music and Visual Arts**
 - Study architectural styles and religious art, and explore the influence of sacred music.

Language:

- **Oral Communication**
 - Engage in guided discussions about religious diversity and historical influences.

6. Canada's Wonderland

Science and Technology:

- **Understanding Structures and Mechanisms**
 - Investigate the physics of roller coasters, including forces, motion, and energy transformations.

Mathematics:

- **Measurement**
 - Calculate speeds, distances, and times associated with amusement park rides.

Health and Physical Education:

- **Active Participation**
 - Understand the importance of recreation and physical activity for mental health.

7. Ontario Legislative Assembly

Social Studies: Civics and Citizenship:

- **Democratic Process**

- Analyze the structure and function of government and the legislative process in Ontario.
- **Civic Engagement**
 - Discuss the responsibilities of citizens in a democratic society.

Language:

- **Oral Communication**
 - Participate in discussions or debates about current issues and government policies.

Drama:

- Role-play scenarios involving the legislative process.



Huron-Superior Catholic DISTRICT SCHOOL BOARD

St. Mary's College School Activity Report January 2024

January 21, 2024

*Submitted by:
Kenzie Garson
Alexander Oraziatti
Mya Jensen
Student Trustees
St. Mary's College*

Faith:

- Weekly Advent Liturgies were held throughout December
- Celebration of Giving for Heaven Cent was kicked off with a liturgy which focused on scripture and the true spirit of giving
- January will see three Grade 12 Religion Classes attending their "Grade 12 Retreat" day(s) at Mount St. Joseph Catholic Education Centre. These will be organized and led by Mr. Rocchetta with the support of Ms. Parniak. The theme of the Retreats is "Time Out with God" and will be rooted in games and activities which cover Curriculum Expectations, Scripture Reflections and faith-filled dialogue
- January will also see the return of "Pause, Pray, Pass" to SMC during exam week. Each morning during exams, Mr. Rocchetta will be set up in the front foyer of the school and will be offering prayerful support to all students

Extracurricular Activities:

- The junior boys basketball team is 3-1 (2nd place in junior league)
- The senior boys basketball team is 1-3 (tied for 3rd place in the senior league)
- The junior and senior girls' volleyball teams are undefeated and in first place in their respective leagues. Both girls' teams won the Superior Heights tournament before the Christmas break
- The boys hockey team has a 7-8 record and is in 3rd place in the league.
- The boys curling team won for the first time just before the Christmas break. The girls' team has traded wins and losses to start the season.

SMC Student Council:

- January 31 from 6:30 PM-10:00 PM Student Council will be holding our second annual winter formal
- All grade 11 and 12 students are welcome to attend
- Tickets will be sold for \$40 with all proceeds being put towards our annual Relay for Life event
- Grand Gardens will be catering a full meal

Indigenous Student Union:

- At an undetermined date, the ISU will host a student support lunch for all students to help prepare for exams. School supplies will be available along with tutors to help students prepare
- At an undetermined date, an Indian Taco Fundraiser will be held during lunch

Student Senate:

- Stuff a Bus took place on December 16
- All donated items were brought to the local Christmas Cheer depot with the generosity of City Transit
- The religion and ILS classes were called down to help load the toys on the bus
- The next Student Senate meeting is scheduled for January 17