

HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD

BOARD MEETING

AGENDA AND REPORTS



Wednesday, April 16, 2025

7:15 p.m.

Library

Our Lady of Fatima Catholic School
140 Hillside Drive N, Elliot Lake

Photo Courtesy of:
St. Paul Catholic School



**AGENDA FOR THE OPEN SESSION BOARD MEETING OF THE
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
ON WEDNESDAY, APRIL 16, 2025 @ 7:15 PM
IN THE LIBRARY AT OUR LADY OF FATIMA CATHOLIC SCHOOL, ELLIOT LAKE**

A CALL TO ORDER

1. **Acknowledgement of Traditional Lands – (Student)**
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 Serpent River First Nation. 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, Lindsay Liske, Carol MacEachern (virtual), Kathleen Rosilius, Gary Trembinski (virtual)

Officials:

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

Student Trustees: (virtual)

Kenzie Garson, Mya Jensen, Alexander Oraziatti

Guests:

Ida Bruno, Manager of Human Resources
Dave Coccimiglio, Manager of Plant Services

Regrets:

Tony D'Agostino

Other Reps:

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

OUR MISSION

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

B ADOPTION OF ORDER OF BUSINESS

1. **Motion:** That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of Wednesday, April 16, 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 March 19, 2025.** (Pg 8)
Motion: That the Huron-Superior Catholic District School Board approve the Minutes of the Open Board Meeting of March 19, 2025.
2. **Minutes of the In-Camera Board Meeting of March 19, 2025.**
Motion: That the Huron-Superior Catholic District School Board approve the Minutes of the In-Camera Board Meeting of March 19, 2025.

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

1. **Elliot Lake's Saints and Flames – Fellowship and Belonging in Catholic Education**
Superintendent Chilelli to introduce Andrew Chi (Principal, Our Lady of Fatima Catholic School), Christy Fosberg (Acting Principal, Our Lady of Lourdes Catholic School) and Mark Frolick (Teacher Administrator, Our Lady of Fatima Catholic School).

H COMMITTEE REPORTS

1. **Audit Committee Meeting Minutes** – December 9, 2024 (Pg 11)
2. **Parent Involvement Committee Meeting Minutes** – January 16, 2025 (Pg 13)
3. **SEAC Meeting Minutes** – February 16, 2025 (Pg 17)
4. **Policy Committee Meeting Minutes** – March 5, 2025 (Pg 21)

I ADMINISTRATIVE ITEMS REQUIRING ACTION

1. **Barrier-Free Upgrades at St. Mary's French Immersion Catholic School (Pg 24)**
Motion: That the Huron-Superior Catholic District School Board award the construction contract for Barrier-Free Upgrades at St. Mary's French Immersion Catholic School in Sault Ste. Marie, Ontario to Jobst Construction Ltd.
2. **Gymnasium Floor Resurfacing at St. Mary's College (Pg 25)**
Motion: That the Huron-Superior Catholic District School Board award the construction contract for Gymnasium Floor Resurfacing at St. Mary's College to Westpoint Construction.
3. **Barrier-Free Upgrades and Partial Roof Replacement – St. Mary's Catholic School, Massey (Pg 26)**
Motion: That the Huron-Superior Catholic District School Board award the construction contract for Barrier-Free Upgrades and Partial Roof Replacement – St. Mary's Catholic School, Massey to Maki Construction.
4. **Catholic Principals' Council of Ontario (CPCO) Terms and Conditions**
Motion: That the Huron-Superior Catholic District School Board ratify the local terms contained within the Memorandum of Settlement dated April 7, 2025, made between the Catholic Principals' Council of Ontario (CPCO) and the Huron-Superior Catholic District School Board.
5. **Policy 5005 – Combined Grade Placement (Pg 27)**
Motion: That the Huron-Superior Catholic District School Board approve Policy 5005 as presented.
6. **Policy 6009 – Performance Appraisal of Experienced Teachers (Pg 32)**
Motion: That the Huron-Superior Catholic District School Board approve Policy 6009 as presented.
7. **Policy 6035 – Supervisory Officer Performance Appraisal (Pg 72)**
Motion: That the Huron-Superior Catholic District School Board approve Policy 6035 as presented.
8. **Policy 7019 – Traffic Safety on Board Property (Pg 85)**
Motion: That the Huron-Superior Catholic District School Board approve Policy 7019 as presented.
9. **Fieldtrip Requests (Pg 89)**
Motion: That the Huron-Superior Catholic District School Board approve the following fieldtrip request:
 - a) St. Francis Catholic School - travelling to Toronto, ON on May 5, 2025 and returning May 6, 2025.
 - b) St. Francis Catholic School – travelling to Toronto, ON on May 5, 2025 and returning May 6, 2025.

- c) Our Lady of Lourdes FI School (EL) – travelling to John Island on June 11, 2025 and returning June 13, 2025.

J INFORMATION ITEMS

1. **Reports to the Director of Education / Board of Trustees**
 - a) **Math Achievement Action Plan Mid-Year Review** – Superintendent Chilelli (Pg 99)
 - b) **SMC Activity Report** – Student Trustees Garson, Jensen and Oraziatti (Pg 101)
2. **Correspondence**
3. **Notes of Thanks**
Beckie Lauricella

K TEN-MINUTE QUESTION AND ANSWER PERIOD

- ON AGENDA ITEMS FOR THOSE IN ATTENDANCE

L UPCOMING EVENTS

April 17	- Holy Thursday
April 17	- St. Kateri Tekakwitha, Protectress of Canada
April 18	- Good Friday
April 19	- Holy Saturday
April 20	- Easter Sunday / The Resurrection of the Lord
April 21	- Easter Monday
April 22	- Earth Day
April 23	- Administrative Professionals' Day
April 23	- SEAC Meeting
April 27	- Divine Mercy
April 28	- World Day for Safety and Health at Work
April 28	- National Day of Mourning
May 1	- St. Joseph the Worker / Principals Appreciation Day
May 1-3	- OCSTA 95 th AGM and Conference
May 4-9	- Catholic Education Week
May 5	- MMIWG Awareness Day
May 8	- National March for Life (Ottawa)
May 9	- Educational Assistants Appreciation Day
May 11	- World Day of Prayer for Vocations
May 11	- Mother's Day
May 13	- Our Lady of Fatima
May 14	- Next Board Meeting

M CLOSING PRAYER – Trustee MacEachern

N ADJOURNMENT

Lent

fast • give • pray

Trustee Rosilius

*"Yet even now, says the Lord, return to me with all your heart ...
Return to the Lord, your God, for he is gracious and merciful,
slow to anger, and abounding in steadfast love ..."*
(Joel 2:12-13)

Trustee Trembinski

The season of Lent calls us in a special way to focus on reflection, repentance, and renewal. Our forgiving God invites us to lay down whatever burdens of past failures and guilt we may be carrying. Lent offers us the opportunity to set out afresh on the path of faithful discipleship.

We pray,

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

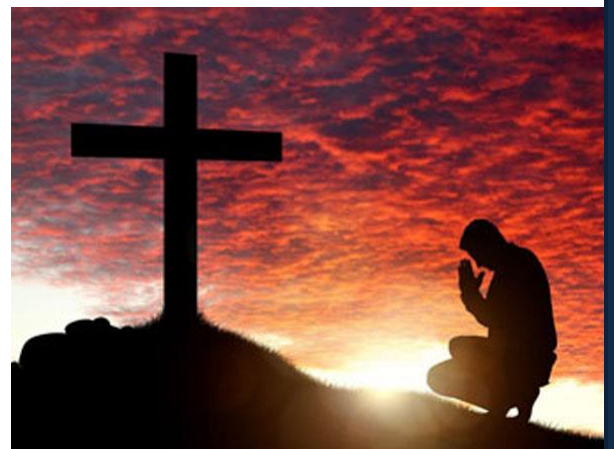
Chair Turco

Merciful and loving God, you know our sins and weaknesses. You see the poor choices we sometimes make and the guilt that can hold us back, yet you always offer us forgiveness and a welcome embrace. During this holy season, may we take time to examine our relationship with you and with one another. We turn back to you, aware of our sinfulness but trusting in your unfailing love. Help us to renew our commitment to be your faithful disciples as we journey towards you. Amen.

Our Lady of Fatima and Our Lady of Lourdes ... Pray for us.

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

(Prayer from *Inviting God: Simple Creative Prayers for Meetings* by Krystyna Higgins)





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 BOARD MEETING OF THE
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
ON WEDNESDAY, MARCH 19, 2025 @ 7:15 PM
IN THE BOARD ROOM**

PRESENT: Trustees:

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

Guests:

Steve Brown, Dave Coccimiglio

REGRETS:

Vision and Values

Superintendent Circelli presented a video which depicts our students from Holy Cross and Our Lady of Lourdes Catholic Elementary Schools' basketball teams living out what our values and visions are by their inclusivity and support for their fellow student. The Holy Cross team and coaches were honoured by the Sault Ste. Marie Autism Society for their work and inclusion with an ice cream certificate.

Superintendent Circelli highlighted the March 4th Skills Summit which our students were able to attend through our partnership with Skills Ontario and the North Shore Tribal Council. Over 150 of our students joined over 1,200 students from across the province and were able to hear from very successful people in the trades and participate in numerous career exploration booths. The Board also hosted a booth at the event which deepened our relationship with local partners, as well as Skills Ontario. The event was enjoyed by all.

Superintendent Withers congratulated Our Lady of Lourdes Catholic School student Isabelle Adams, who was recently recognized by the National Centre for Truth and Reconciliation for her photograph entitled "Canada's Upside Down History". Her photo will be featured in an art booklet as well as her being invited to participate in a day of listening and learning about reconciliation and Indigenous peoples being held in May in Winnipeg at the Canadian Museum for Human Rights.

Adg# Mtn#

B-1 B-968 Moved by: G. Trembinski Seconded by: K. Rosilius

That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of Wednesday, March 19, 2025.

Add item I-6: Re-Roofing and Electrical Upgrade at St. Mary's Catholic School, Blind River.

CARRIED

E-1 B-969 Moved by: J. Bruno Seconded by: L. Liske

That the Huron-Superior Catholic District School Board approve the Minutes of the Open Board Meeting of February 19, 2025.

CARRIED

E-2 B-970 Moved by: T. D'Agostino Seconded by: C. Amadio

That the Huron-Superior Catholic District School Board approve the Minutes of the In-Camera Board Meetings of February 19, 2025 (two sessions).

CARRIED

G-1 Introduction of New Manager of Plant Services

Dave Coccimiglio, the Board's new Manager of Plant Services, was introduced and welcomed to the team. He brings a wealth of experience to this position and is happy to be rejoining the HSCDSB community.

G-2 St. Francis French Immersion School Entrepreneurship Day

Anna Gillespie, Grade 8 teacher at St. Francis French Immersion School, successfully launched the entrepreneurship program last year, and continued this year, with the help of funding through the experiential learning grant. She and a few of her students described the process of developing their small businesses, from idea to budgeting to production to selling. This enriching program teaches students a wide range of the curriculum from transferable skills to reading, writing, oral communication and listening skills. All students were excited to work through this 10-part program and took great pride in their accomplishments.

The meeting temporarily recessed for 15 minutes to have all those in attendance view the students project, speak to them about the process and purchase their products.

I-1 B-971 Electronic Poll

That the Huron-Superior Catholic District School Board allows Kerri Commanda to travel to Ottawa, ON, to attend the OCSTA Seminar for Catholic District School Board Indigenous Leads on June 2-4, 2025.

CARRIED

I-2 B-972 Moved by: L. Liske Seconded by: G. Trembinski

That the Huron-Superior Catholic District School Board allows Sandra Turco to travel to Ottawa, ON, to attend the OCSTA Seminar for Catholic District School Board Indigenous Leads on June 2-4, 2025.

CARRIED**I-3 B-973 Moved by: T. D'Agostino Seconded by: J. Caputo**

That the Huron-Superior Catholic District School Board allows Carol Amadio, John Bruno, John Caputo, Tony D'Agostino, Lindsay Liske, Kathleen Rosilius, Gary Trembinski, Sandra Turco and Director Lettieri to travel to Halifax, NS, to attend the CCSTA AGM and Conference on June 5-7, 2025.

CARRIED**I-4 B-974 Moved by: K. Rosilius Seconded by: J. Bruno**

That the Huron-Superior Catholic District School Board approves the April 16, 2025, Board Meeting to be held at Our Lady of Fatima Catholic School, Elliot Lake, Ontario.

CARRIED**I-5 B-975 Moved by: T. D'Agostino Seconded by: C. MacEachern**

That the Huron-Superior Catholic District School Board approve Policy 6036 as presented.

CARRIED**I-6 B-977 Moved by: L. Liske Seconded by: T. D'Agostino**

That the Huron-Superior Catholic District School Board awards the construction contract for Re-Roofing and Electrical Upgrades at St. Mary's Catholic School, Blind River to Designed Roofing.

CARRIED**J-1-a Board Meeting Date Change**

Director Lettieri presented the report on the May Board meeting date change. This change allows the Board Supervisory Officers to attend the OCSOA Annual General Meeting and Conference on May 14, 2025.

J-1-b SMC Activity Report

Student Trustees Garson, Jensen and Oraziatti highlighted some of the March events at the school, including components from faith, sports, student council, Indigenous Student Union (ISU) and Student Senate. A few noteworthy items were Ash Wednesday Prayer Service, "A Knight in Bloom" Junior Spring Formal, and SMC's annual Relay for Life event.

N-1 B-976 Moved by: K. Rosilius Seconded by: J. Caputo

That the Huron-Superior Catholic District School Board meeting of Wednesday, March 19, 2025, adjourns at 8:50 p.m.

CARRIED

Chairperson

Secretary of the Board

Huron-Superior Catholic District School Board

Audit Committee Meeting

Minutes



11

Monday, December 9, 2024
4:00 p.m.
Meeting Room 6 or [Virtual](#)

Attendance: *G. Trembinski (Audit Committee Chair), J. Bruno (Board Vice-Chair), L. Liske, K. Umrigar, F. Lettieri, J. Pino, B. McKinlay,*
Regrets: *S. Dwyer, M. Dodge, E. St. Denis, D. Senegal*
Guests: *J. Archambault (BDO), M. Sherwood (BDO), Sandra Turco (Board Chair)*

AGENDA ITEMS – Closed Meeting		ACTION	WHO	WHEN	DONE ✓
1.	Prayer	https://www.hscdsb.on.ca/board/catholicity/	J. Pino		
2.	Adoption of Order of Business	G. Trembinski asked the committee to adopt the Order of Business.	G. Trembinski		
3.	Disclosure of conflict of interest and general nature thereof	G. Trembinski asked the committee if there were any conflicts of interest. No conflicts declared.	G. Trembinski		
4.	Confirmation of Minutes from last meeting	Moved by L. Liske, Seconded by J. Bruno	G. Trembinski		
5.	Review draft financial statements and external audit	<p>J. Archambault presented the audit opinion as clean.</p> <p>The Financial Statements were reviewed by the Audit Committee and associated questions were answered satisfactorily.</p> <p>MOTION: Accept the Financial Statements as presented and recommend for presentation to and approval by the Board of Trustees.</p> <p>Moved by L. Liske, Seconded by J. Bruno</p>	J. Archambault/ M. Sherwood/ J. Pino/ B. McKinlay/ D. Senegal		
6.	Resolve any disagreements between management and the external auditor about financial reporting		G. Trembinski		
7.	Evaluation of External Auditor	G. Trembinski asked the Audit Committee for feedback on the work of the external auditors, BDO. The committee agreed that BDO performed strongly for all items noted on the	G. Trembinski		

AGENDA ITEMS – Closed Meeting		ACTION	WHO	WHEN	DONE ✓
		evaluation form.			
8.	Evaluation of Internal Audit	G. Trembinski opened the floor on feedback on the work of the internal auditors. No issues noted with performance of the internal auditors.	G. Trembinski		
9.	Annual Audit Committee reports	J. Pino advised the committee that the annual report was presented to the board.	J. Pino		
10.	Term Ending – S. Dwyer/External Member Vacancy Posting Update	J. Pino advised the Audit Committee that a posting for the external audit position went up for the mandatory 30 days as per Reg 361/10. No applications were received. S. Dwyer has agreed to stay on as an external member for another 3-year term.	J. Pino		
11.	Standing Item – Status of Audit Committee		G. Trembinski		
12.	Discussion without management present	March 18, 2025	G. Trembinski		
13.	Next Meeting	Motion to adjourn K. Umrigar, Seconded by L. Liske. Next meeting: March 18, 2025			
14.					
15.					

AGENDA ITEMS – Opened Meeting		ACTION	WHO	WHEN	DONE ✓
1.	No Agenda Items				



Parent Involvement Committee

Agenda and Minutes

Date: Thursday, January 16, 2025

Time: 6:00 p.m.

Location: Teams Meeting and Boardroom

Attendance:

Paul Best (Principal), Vitra Bishop, Joe Chilelli (Superintendent), Stephanie Francella-Stephen, Fil Lettieri (Director) Marnie McDonald (OECTA), Tiziana Palumbo (Vice Principal), Nadia Zanatta (Vice Principal), Anthony Oraziatti


Regrets: Linda Barone/Tony Barone, Kasia Ceglarz (SEAC), Tony D'Agostino (Trustee), Awaaw Macristina, Megan Devlin

Chair: Joe Chilelli

Minutes: Nadia Zanatta

To view the previous minutes click [here](#).

	AGENDA ITEMS	DISCUSSION POINTS	LED BY
1.	Welcome, Message from the Chair	Anthony welcomed the Committee members.	Anthony Oraziatti
2.	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.	Nadia Zanatta

<p>3.</p>	<p>Prayer</p>  <p>"We must fan the flame of hope that has been given to us." Letter on the Jubilee Year of Hope, February 11, 2022</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>	<p>Joe Chilelli</p> <p>14</p>
<p>4.</p>	<p>Review of Parents Reaching Out Grant Applications</p>	<p>6 applications were submitted and all were approved.</p> <p>St. Mary's French Immersion - suggestion to remove some funds from the app purchase to enhance the engagement and provide an information session Adjust to \$2500 with \$2000 towards the app + \$500 towards engagement/information</p> <p>The remaining schools will be adjusted accordingly to reflect the full budget of \$8500. Nadia and Joe will finalize school fund allotments and communicate approvals/financial totals.</p> <p>St. Augustine Our Lady of Lourdes SSM Our Lady of Fatima Chapleau St. Mary's College Holy Name of Jesus</p>	<p>PIC Members</p>

5.	Update on Implementation of PPM 128	<p>PPM 128 required all boards/schools to update codes of conduct (particularly around mobile device guidelines and anti-vaping)</p> <ul style="list-style-type: none"> - Creation of the school policy was strict at the start - not much change since the implementation of PPM 128 - Cell Hotel - students place the devices into the container at the beginning of class - Discouraging teachers from using devices even for educational purposes - laptops are available for use - Situations involving cell phone use are dealt with at the office - following progressive discipline - Vaping - 'Halt the Haze' - in school program to help students quit vaping - engages parents (webinar) - accessing resources to support their children - Suspensions when students are vaping on school property - violating Smoke Free Ontario Act - A decline has been recognized; however, it is still ongoing 	Tiziana Palumbo
6.	Update Regarding Standardization of Communication Tools and AI Vision	<p>Update to be provided as a result of a recommendation that stemmed from the first PIC meeting and discussions taking place at the Board's Digital Steering Committee.</p> <ul style="list-style-type: none"> - Artificial Intelligence - how to use it effectively within the Board to support and enhance student learning - Digital Steering Committee recognizes the various components of AI to support student learning - assessment, students with special needs - Challenge at St. Mary's College - some programs (ex: Grammarly) are reflected as AI - many MLL learners use this as a form of translation 	Fil Lettieri
7.	Athletics Update	<p>Sharing of Athletics offerings at the elementary level. How can parents contribute? The following presentation was shared at the board meeting on December 11, 2024 showcasing elementary athletics. Click here to view.</p> <p>Paul summarized the Board presentation - outlining the various athletic opportunities throughout the year.</p>	Paul Best
8.	Catholic School Council Updates	<p>St. Paul - interest of balanced day</p> <p>Our Lady of Lourdes - Loonie License - Shrove Tuesday - hot lunch on February 12th</p> <p>St. Mary's French Immersion - hot lunch fundraisers (hot dogs, popcorn), Halloween Family Dance, Valentine's Day Pasta Dinner, Book Fair</p> <p>St. Mary's College - nothing new to update</p>	PIC Members

9.	SEAC Update	This item will be deferred to the next meeting.	Joe Chilelli and Kasia Ceglari, SEAC Representative
10.	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 **tentative date of May 7th 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. Click here to see the draft survey. Remove St. Kateri as an option due to construction Joe will share the survey with the Principals 	PIC Members
11.	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(moved to Jan. 16) 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
12.	New Business	<ul style="list-style-type: none"> Family Literacy Night - request for funding Beth West - sponsor \$1000 School Year Calendar - survey - closes January 29th EQAO Math Webinar for Parents and Guardians (Jan 28 / Feb 18) **no cost 	
13.	Adjournment	The meeting was adjourned at 7:20pm.	

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

Date: Wednesday, February 26, 2025

Location: Board Room

Time: 4:00pm - 6:00pm


Google Meet: <https://meet.google.com/ztc-epeu-mma>

Attendance: John Caputo, Kasia Ceglaz, Jared Lambert, Rachelle Lambert, Fil Lettieri, Melanie Ross, , Tiana Rushon, Franca Spadafora, Gary Trembinski, Rosanne Zagordo

Student Trustees and Guests: Kenzie Garson, Mya Jesnsen, Alexander Orazietti, Justin Pino

Regrets: Theresa Coccimiglio, Irma DiRenzo. Jacques Ribout

AGENDA ITEMS		ACTION	WHO	WHEN
1.	WELCOME LAND ACKNOWLEDGEMENT PRAYER FOR SEAC	Catholicity - HSCDSB Land Acknowledgement	Fil Letteri	
2.	ACCEPTANCE OF PREVIOUS MINUTES - January 29, 2025	<ul style="list-style-type: none">Minutes were accepted.	Rachelle Lambert Melanie Ross	
3.	AGENDA ADDITIONS/CHANGES			

4.	<p>GUEST(s): REPORTS</p> <ul style="list-style-type: none"> SMC Student Trustees Justin Pino- Financial Report 	<ul style="list-style-type: none"> Student trustees shared the report. February '25 SEAC Report.pdf The Special Education Expenditure report was shared: 2024-25 SEAC Report V3.pdf 	<p>Kenzie Garson Alexander Oraziatti Mya Jensen Justin Pino</p>	
5.	<p>MINISTRY UPDATES</p> <ul style="list-style-type: none"> Deferred updates from January 	<ul style="list-style-type: none"> Bil 123, Erin's Law - The Bill amends the Education Act to require each school board to establish a policy regarding the topics of child sexual abuse prevention and reporting Student Achievement Plan 2024-2025 – All school boards submitted their data (Literacy, Numeracy, OSSLT, Mental Health). 	<p>Franca Spadafora</p>	
6.	<p>SEAC BUSINESS</p> <ul style="list-style-type: none"> MASCE UPDATES Follow up with OCT Outreach-Re: Response to Limestone and HSCDSB- deadline March 12, 2025 Standards of Practice and Education Committee SEAC Recommendations Committee members 	<p>Ontario SEAC Advocacy.pdf Ministry letter - Regarding Funding.pdf</p> <p> Ministry letter - Regarding Funding.pdf</p> <ul style="list-style-type: none"> Huron-Superior Catholic School Board SEAC Feb 5 2025.pdf 	<p>Fil Lettieri</p>	
7.	BUSINESS CARRIED FORWARD			
8.	<p>SUPERINTENDENT, COORDINATOR and MENTAL HEALTH LEADER'S REPORTS</p>	<ul style="list-style-type: none"> Mental Health boards are being looked at by each Mental Health team member. PD day- Mental Health members are targeting some topics to present to OECTA and CUPE. New posting called Intensive Counselling has been filled. There was a motion to ask the Mental Health Leader for a report and pictures of the boards at each school. It was unanimously passed. Enrichment program is up and running. There is a teacher assigned to this program. Math Achievement Plan is up and running and have added to the team; Chris V and DiCerbo 	<p>Jared Lambert Fanca Spadafora Rosanne Zagordo</p> <p>Melanie Ross Tiana Rushon</p>	

		<ul style="list-style-type: none"> • Screening is still up and running • SIP and SEA Audit is in progress • PD is happening on February 27, 2025 		
9.	ASSOCIATION REPORTS			
a.	NORTH SHORE TRIBAL COUNCIL (R. Lambert)	<ul style="list-style-type: none"> • FASD training could be available along with Self Regulation Training. Meredith Sewell is the trainer. • We are currently trying to educate students about their diagnoses. • Rachelle attended a Trauma Sensitive School training conference 	Rachelle Lambert	
b.	AUTISM ONTARIO SSM CHAPTER PARENT INVOLVEMENT COMMITTEE (Name required) (I. DiRenzo)	<ul style="list-style-type: none"> • AO hyperlinks: • https://www.autismontario.com/news/mind-matters-supporting-mental-health • https://www.ontario.ca/page/ministers-advocacy-council-special-education • https://smho-smso.ca/parents-and-caregivers/ • https://docs.google.com/document/d/193Js-ymPtOXYwGQITi7da4LS4Yzq9GsHggWYXUI85Lk/edit?usp=sharing&fbclid=IwZXh0bgNhZW0CMTAAAR3NeTJxT1TWiWIIUJDyWYUp1VxvyvQgGSRIxml66_Yp_fGN0eL7JxTWI-I_aem_Tvtr4sqVKiX0JXiPcRvY0Q 	Irma DiRenzo	
c.	ALGOMA FAMILY SERVICES (T. Coccimiglio)	<ul style="list-style-type: none"> • No report at this time. 	Theresa Coccimiglio	
d.	THRIVE – WELL BEING COMMITTEE (K. Ceglarz)	<ul style="list-style-type: none"> • Caregiver session information was sent out through email to be shared. • Entry to School will be starting at the end of March or beginning of April. 	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"> • The funding model has changed which means the cap has been increased to 20-25 students. There is 	Melanie Ross	

		a huge recruitment process on April 7, 2025 at SMC.		
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"> Concerns are being raised about the lack of accessibility in the schools, ex. power doors, ramps etc. They are looking at the expansion of the Assistive Devices program. Red Shirt is Wednesday May 28, 2025, more information to follow. Information was sent out for scholarships through Easter Seals by April 17 for students with physical disabilities. 	Tiana Rushon	
i.	TRUSTEES' REPORTS (J. Caputo, G. Trembinski)	<ul style="list-style-type: none"> The board is pleased with SEAC and all the initiatives they are working through. 	John Caputo Gary Trembinski	
10.	ADJOURNMENT	<ul style="list-style-type: none"> Meeting was adjourned at 5:35 pm. 	Melanie Ross Rachelle Lambert	
11.	NOTES			

Next Meeting: Wednesday, March 26, 2025

Location: Board Room

Time: 4:00-6:00 pm



**POLICY COMMITTEE
MINUTES
Wednesday, March 5, 2025**

Google Meet: <https://meet.google.com/wcg-mhvz-pxj>

**Board Room
4:30 – 5:25 p.m.**

Attendance: John Bruno (Chair) (virtual), Carol Amadio (virtual), Sandra Turco

Regrets: Lindsay Liske, Kathleen Rosilius

Resources: Fil Lettieri, Justin Pino

Guests: Syndy Withers

Chair: John Bruno

Minutes: Fil Lettieri

Items		Discussion	Who / When
1.	Prayer	<ul style="list-style-type: none">Board prayer	J. Bruno
2.	Review of Minutes – February 19, 2025	<ul style="list-style-type: none">MinutesThe Minutes were reviewed and approved.	J. Bruno
3.	Policies for Current Committee Review		
	3003 - Naming of Schools	<ul style="list-style-type: none">There are no changes to the Policy Statement.Association/Union representation is met through participation from the school (e.g., CPCO, OECTA, CUPE, etc.).It was recommended that the Indigenous Trustee be included with number eight of the Committee List (e.g., Indigenous Trustee representative and/or representative from the local First Nations).The Policy Committee approved the proposed changes to the Procedural Guidelines. They may be updated with their recommendation to the Committee List. Since there are no changes to the Policy Statement, it does not need to be brought forward to the Board of Trustees for approval.	F. Lettieri

Items		Discussion	Who / When
	4022 - Pupil/School Accommodation Review	<ul style="list-style-type: none"> There are no changes to the Policy Statement. The changes to the Procedural Guideline are approved by the Policy Committee. Since there are no changes to the Policy Statement, it does not need to be brought forward to the Board of Trustees for approval. 	J. Pino 22
	6XXX – Principals/Vice-Principals Work Year	<ul style="list-style-type: none"> This draft Policy and Procedural Guidelines was brought back to the Policy Committee with their recommendations from the last meeting. The Policy and Procedural Guidelines are approved by the Policy Committee and will be brought to the Board of Trustees at the March Meeting of the Board for approval. 	S. Withers
	6016 - Principal / Vice-Principal Placements	<ul style="list-style-type: none"> There are no changes to the Policy Statement and Procedural Guidelines. 	F. Lettieri
	New Business	<ul style="list-style-type: none"> Trustee Liske brought forward the request that Policy 2007- Trustee Expenses and Policy 6012 - Travel, Meals, Hospitality be reflective of the CRA recommendations. It was decided that a copy of both policies and procedural guidelines be brought back to the Policy Committee for discussion at the April Meeting. 	
4.	Future Policies for Review in the 2024-25 School Year		
	<ul style="list-style-type: none"> 2002 - Inclusive Language 		S. Circelli
	<ul style="list-style-type: none"> 4015 – Personal Mobile Devices and Acceptable Use of ICT Resources 		P. Pelletier
	<ul style="list-style-type: none"> 4016 - Bullying Prevention and Intervention 		F. Spadafora
	<ul style="list-style-type: none"> 4024 – Safe Schools and Workplaces 		F. Spadafora
	<ul style="list-style-type: none"> 4026 - Flags on Board Property 		J. Pino
	<ul style="list-style-type: none"> 5001 – Catholic Education: Instruction, Assessment, Evaluation and Reporting Grades 1-12 		S. Circelli
	<ul style="list-style-type: none"> 5005 - Combined Grade Student Placement 		S. Circelli
	<ul style="list-style-type: none"> 5008 - Environmental Education 		S. Circelli
	<ul style="list-style-type: none"> 5009 - Supervised Alternative Learning 		S. Circelli
	<ul style="list-style-type: none"> 6001 – Attendance Support 		S. Withers
	<ul style="list-style-type: none"> 6003 – Occupational Health and Safety 		F. Spadafora
	<ul style="list-style-type: none"> 6009 - Performance Appraisal of Experienced Teachers 		S. Withers
	<ul style="list-style-type: none"> 6010 - Performance Appraisal of New Teachers 		S. Withers
	<ul style="list-style-type: none"> 6013 - Employee Use of Medical and Recreational Cannabis 		S. Withers

Items		Discussion	Who / When
	<ul style="list-style-type: none"> ● 6014 - Employee Use of Drugs and Alcohol 		S. Withers
	<ul style="list-style-type: none"> ● 6015 - Performance Appraisal of Occasional Teachers 		S. Withers
	<ul style="list-style-type: none"> ● 6017 - Return to Work / Accommodation 		S. Withers
	<ul style="list-style-type: none"> ● 7004 - Student Use of Medical and Recreational Cannabis 		F. Spadafora
	<ul style="list-style-type: none"> ● 7010 - Equity and Inclusive Education 		S. Circelli
	<ul style="list-style-type: none"> ● 7011 - Release of Information Regarding Pupils 		S. Withers
	<ul style="list-style-type: none"> ● 7012 - Ontario Student Record (OSR) 		F. Spadafora
	<ul style="list-style-type: none"> ● 7019 - Traffic Safety on Board Property 		J. Pino
	<ul style="list-style-type: none"> ● 7020 - Third Party Providers in Schools 		F. Spadafora
5.	Next Meeting	Date: Wednesday, April 2, 2025 Time: 4:30 – 6:30 p.m.; Location: Board Room	
6.	Adjournment	Meeting adjourned at 5:25 p.m.	



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

REPORT TO THE DIRECTOR OF EDUCATION
Barrier-Free Upgrades
at
St. Mary's French Immersion Catholic School, Sault Ste. Marie

April 2, 2025

Submitted by: Dave Coccimiglio
Manager of Plant Services

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 our resources responsibly, justly, responsively, and wisely.

Present: D. Coccimiglio (HSCDSB)
C. Hyndman (IDEA Inc.)
C. Berkenbosch (IDEA Inc.)
S. Collins (S & T Group)

Sealed tenders for Barrier-Free Upgrades at St. Mary's French Immersion Catholic School in Sault Ste. Marie, Ontario, were received at the offices of IDEA Inc., Sault Ste. Marie, Ontario, on April 2, 2025. Three tenders were received, with results as follows:

<u>Contractor</u>	<u>Total Stipulated Price</u>
Jobst Construction Ltd.	\$268,419.27
First General Services	\$289,112.80
S. & T. Group	\$323,467.17

The budgeted cost for the project is \$330,000.

Motion: That the Huron-Superior Catholic District School Board award the construction contract for Barrier-Free Upgrades at St. Mary's French Immersion Catholic School in Sault Ste. Marie, Ontario to Jobst Construction Ltd.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

REPORT TO THE DIRECTOR OF EDUCATION Gymnasium Floor Resurfacing at St. Mary's College, Sault Ste. Marie

April 9, 2025

Submitted by: Dave Coccimiglio
Manager of Plant Services

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 our resources responsibly, justly, responsively, and wisely.

Present: S. Brown (HSCDSB)
D. Coccimiglio (HSCDSB)
K. Oliver (IDEA Inc.)
E. Lavallee (IDEA Inc.)

Sealed tenders for Gymnasium Floor Resurfacing at St. Mary's College in Sault Ste. Marie, Ontario, were received at the HSCDSB Board Office., Sault Ste. Marie, Ontario, on April 8, 2025. Three tenders were received, with the results as follows:

<u>Contractor</u>	<u>Total Stipulated Price</u>
Westpoint Construction	\$ 91,944.00
R. F. Contracting	\$116,360.24
Advantage Sport	\$179,188.64

The budgeted cost for the project is \$100,000.

Motion: That the Huron-Superior Catholic District School Board award the construction contract for Gymnasium Floor Resurfacing at St. Mary's College, Sault Ste. Marie, Ontario, to Westpoint Construction.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

REPORT TO THE DIRECTOR OF EDUCATION Barrier-Free Upgrades and Partial Roof Replacement at St. Mary Catholic School, Massey

April 10, 2025

Submitted by: Dave Coccimiglio
Manager of Plant Services

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 our resources responsibly, justly, responsively, and wisely.

Present:

- S. Brown (HSCDSB)
- D. Coccimiglio (HSCDSB)
- T. Janzen (MET Energy Systems)
- A. Niro (MET Energy Systems)
- M. Rajala (MET Energy Systems)
- J. Porteous (Lignum Builders)

Sealed tenders for Barrier-Free Upgrades and Partial Roof Replacement at St. Mary Catholic School in Massey, Ontario, were received at the offices of MET Energy Systems, Sault Ste. Marie, Ontario, on April 9, 2025. Three tenders were received, with results as follows:

<u>Contractor</u>	<u>Total Stipulated Price</u>
Maki Construction	\$524,796
Lignum Builders	\$547,578
Jobst Construction	\$628,098

The budgeted cost for the project is \$330,000. Do note that there are two cash allowances included in this price that could potentially reduce the overall cost of the project. Any additional funds required will be expended from the SCI/SRA contingency (approximately \$733,000).

Motion: That the Huron-Superior Catholic District School Board award the construction contract for Barrier-Free Upgrades and Partial Roof Replacement at St. Mary Catholic School in Massey, Ontario, to Maki Construction.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

POLICY TITLE:	COMBINED GRADE STUDENT PLACEMENT	Approved:	June 16, 2010
		Amended:	April 16, 2025
POLICY NO:	5005	Page:	1 of 1

POLICY

The Huron-Superior Catholic District School Board is fully committed to developing the potential of each student within heterogeneous classroom environments, grounded in the values and teachings of the Catholic faith. Every classroom's goal is to build a community of learners where the students' best interests are at the forefront of all classroom organization decisions. Building balanced combined grade classrooms is central to this goal.

<u>APPROVED</u>	Regular Meeting of the Board September 4, 2001 Motion B-89	<u>DISTRIBUTION</u>	
<u>AMENDED</u>	Regular Meeting of the Board June 16, 2010 Motion B-67	i)	Trustees
<u>AMENDED</u>	Regular Meeting of the Board October 14, 2015 Motion B-106	ii)	Administration
<u>AMENDED</u>	Regular Meeting of the Board February 12, 2020 Motion B-445	iii)	Principals
<u>AMENDED</u>	Regular Meeting of the Board April 16, 2025 Motion B-	iv)	OECTA



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES COMBINED GRADE PLACEMENT

1. The principal of a school, subject to the appropriate supervisory officer, shall place students within a combined grade classroom organization whenever a selection of students will be necessary. (e.g., when there is a straight grade and a combined grade at the same level, such as grade 2 and grade 2 and 3).
2. The principal shall consult the teacher(s) to determine each student's strengths, needs, learning style, social/emotional skills, and any other pertinent information. This information shall be considered in the selection of students being placed in a combined grade.
3. The principal shall endeavour to assure that the students placed in a combined grade classroom organization are selected in such a manner as to provide a "balanced" grouping. To achieve this balance, principals will consider the following factors: number of students in each grade, gender, relationships with peers, level of student achievement in literacy and math, students' strengths and needs, and students' interests. Principals may choose to use the sample letter to parents in Appendix A and the Ministry Publication on Combined Grades in Appendix B to communicate this to parents.
4. The principal may be able to organize the classes in their school so that the classes of combined grades have a smaller number of students in them than do single-grade classes.
5. Once classroom placements have been determined, parents will be notified of their child's classroom placement.

For more information on combined grades, consult the Ministry of Education's 2007 publication *Combined Grades: Strategies to Reach a Range of Learners in Kindergarten to Grade 6*.

APPENDIX A

Sample Letter to Parents re: Classroom Placements

Dear Parents and Guardians,

We are beginning to look ahead to the next school year and student classroom placements. Our school team will meet to determine student placements that best support each child.

During these meetings, the principal and teachers discuss each student's strengths, needs, learning style, social/emotional skills and any other pertinent information. Following Ministry of Education guidelines and our board policy, the school team ensures that student placements are selected in a manner which provides a "balanced" grouping. To achieve this balance, the school team considers many factors which can include:

- number of students in each grade,
- gender,
- relationships with peers,
- level of student achievement in literacy and math,
- students' strengths and needs and
- students' interests.

Building balanced classes of students in combined grades is part of the process of equitable organization of *all* classes in the school. Much time, effort and conversation occur in deciding classroom placements and we thank you for respecting the school team's decision in the placement of your child for their next grade level. For more information on student placements, please refer to the Board Policy 5005 and/or the Ministry publication on Combined Grades.

Sincerely,

Principal

HOW CAN I HELP MY CHILD SUCCEED?

1

Get involved in your child's school life

Ask about their day – school work, friends, their teacher. Let them tell you about the best part of their day, and about what was not so good. This will help you share their successes and uncover any problems.

2

Stay connected with the school

Talk to your child's teacher. Ask questions. This can be as simple as sending a note to school with your child. Or check with the school to see if you can volunteer to help.

3

Make learning fun

Learning is not limited to the classroom. Simple activities can build your child's skills and confidence. Talk about prices on a trip to the grocery store to help older kids with math. Make reading fun for younger ones by pointing out the words all around you – on street signs, posters, even cereal boxes!



The Ministry of Education has many tools to help both teachers and parents. Visit www.edu.gov.on.ca and discover how you can help your child succeed in school.

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06-377

ISBN 978-1-4249-3388-4 (Print)

ISBN 978-1-4249-3390-7 (PDF)

© Queen's Printer for Ontario, 2007

Cette publication est disponible en français.

This publication is available on the Ministry of Education's website at <http://www.edu.gov.on.ca>

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AN INTRODUCTION TO COMBINED GRADES



WHAT IS A COMBINED CLASSROOM?

Combined classes group children from two or more consecutive grades in one classroom. Schools combine classes for a variety of reasons. This includes organizing classes to meet student learning needs and combining grades to balance class size.

All classrooms include students with a range of skills and abilities. Combined classes are neither better nor worse than single-grade classes. They are simply one of the many ways schools meet students' academic and social development needs.

HOW ARE STUDENTS CHOSEN FOR COMBINED CLASSES?

Principals and staff consider a variety of factors when grouping children into classes, including:

- Learning styles
- Social skills
- Academic needs
- And many other factors

All classrooms, whether single-grade or combined, include students performing at a range of achievement levels. In every case, schools strive to create a classroom environment that will support the needs of all students.

HOW WILL A COMBINED CLASS AFFECT MY CHILD?

ACADEMIC ACHIEVEMENT

Several studies have found that students in combined classes do just as well as students in single-grade classes. In fact, some students actually do better in language and reading.

IMPROVED SOCIAL DEVELOPMENT

Canadian studies show that children in combined classes have **more opportunities for emotional and social growth**. The rich social environment helps students:

- Learn how to work on their own and as part of a team
- Build leadership abilities as they work together and help each other
- Develop decision-making skills, and become more self-motivated and responsible
- Learn in an environment that reflects the real world. The diverse ideas and opinions of classmates help expand students' perspectives.

WILL MY CHILD GET ENOUGH INDIVIDUAL ATTENTION? 31

Every day, in both single-grade classes and combined grades, teachers work with large groups, small groups, and individual students. But students in combined classrooms also benefit from a broader support structure.

Younger children can ask students from the higher grade for help. Older students learn by explaining problems to their younger peers. In fact, peer tutoring can help higher achieving and older students reinforce their knowledge and positive social behaviours.

HOW CAN THE TEACHER TEACH MORE THAN ONE GRADE AT A TIME?

Teachers use many different strategies to teach students in combined grades. They may:

- Introduce a common topic then give each grade a different task or problem.
- Break students into groups to study different problems and report back to the class. These groups can be flexible, including students with varied interests and skills.
- Bring students together for activities like health, physical education, and the arts.

The Ministry of Education has developed strategies that help teachers reach a range of learners. For example, teams from every school in Ontario have been trained in differentiating instruction. This is a strategy that looks at the individual learning needs and progress of each student. The teacher can then identify the range of needs in the classroom and plan a program that meets the needs of all the students.





Huron-Superior Catholic

DISTRICT SCHOOL BOARD

**POLICY TITLE: PERFORMANCE APPRAISAL
OF EXPERIENCED TEACHERS**

Approved: May 14, 2003

Amended: April 16, 2025

POLICY NO: 6009

Page: 1 of 1

POLICY

The Huron-Superior Catholic District School Board recognizes that teachers are integral members of Catholic school communities and that they play a central, essential and influential role in the achievement, well-being and faith development of students. This policy establishes a framework for performance appraisal of experienced teachers in accordance with the Ministry of Education framework. (Performance Appraisal of Experienced Teachers, 2007.) The Teacher Performance Appraisal is part of a continuum of professional learning that supports effective teaching, learning and assessment practices by building on and complementing previously acquired learning from pre-service teacher education programs and the New Teacher Induction Program (NTIP), as well as learning acquired throughout each individual's teaching career.

<u>APPROVED</u>	Regular Meeting of the Board - May 14, 2003 Motion B-46
<u>AMENDED</u>	Regular Meeting of the Board – May 21, 2008 Motion B-41
<u>AMENDED</u>	Regular Meeting of the Board – October 14, 2015 Motion B-112
<u>AMENDED</u>	Regular Meeting of the Board – April 15, 2020 Motion B-463
<u>AMENDED</u>	Regular Meeting of the Board – April 16, 2025 Motion B-



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES PERFORMANCE APPRAISAL OF EXPERIENCED TEACHERS

DEFINITION:

“All teachers who have completed the NTIP, or who held permanent positions in Ontario’s publically funded schools prior to the NTIP’s implementation in September 2006, as well as temporary teachers (those teaching on a Letter of Permission), are appraised as “experienced” teachers” (Teacher Performance Appraisal: Technical Requirements Manual 2010). In addition, teachers new to a board who have prior teaching experience in the Ontario publicly-funded system are now considered “experienced teachers” for the purpose of the teacher performance appraisal process. They are subject to the same provisions as other experienced teachers, except their first year with the board is an evaluation year.

PROCEDURES:

Evaluation Cycle:

- Teachers continuously employed by the Board will be placed on a five year cycle for evaluation.
- The following will not be counted in the five year cycle for evaluation, subject to exclusions in Regulation 99/02 and Regulation 98/02 as amended.
 - a school year in which the teacher does not teach at any time;
 - a school year in which the teacher is on an extended leave approved by the board;
 - a year when the teacher is on a secondment to a non-teaching position with another board or a position outside the Ontario public educational system.
- For a teacher seconded to the board, the teacher’s scheduled evaluation year remains the same.

- A teacher who is teaching a minimum of half a school year shall be subject to the full requirements of this policy and time lines will be adjusted accordingly.
- A plan listing those eligible for performance appraisal shall be developed by the human resources department and submitted to the school principal and supervisory officer assigned to the school by Sept. 20th of each school year.
- Requirements of this policy are not intended to interfere with the principal's discretionary right to conduct additional appraisals as long as there is consistency with the requirement of the Education Act and its associated regulations, guidelines, rules and policies.

Annual Learning Plans:

- Every teacher must develop and submit an Annual Learning Plan (ALP) to the principal of the school by October 15th each year (see appropriate form). "The ALP is teacher authored and directed and is developed in a consultative and collaborative manner with the principal. The ALP must include the teacher's professional growth goals, as well as his or her proposed action plan and timelines for achieving those objectives."
 - Each year, teachers, in consultation with their principal, must review their previous year's ALP. This review and update must take into account the teacher's learning and growth over the year, as well as the professional growth goals and strategies recommended in the summative report from the teacher's most recent performance appraisal." (Performance Appraisal for Experienced Teachers Technical Requirements Manual 2010)
 - If the year is scheduled as an evaluation year for the teacher, the ALP will form part of the performance appraisal process.

Conducting the Appraisal:

- The principal or vice principal shall normally conduct teacher performance appraisals. Upon consultation between the principal and school superintendent, the superintendent may conduct teacher performance appraisals.

- Where a teacher is assigned to more than one school, the school in which the teacher spends most classroom time will be the school in which the teacher's performance appraisal is conducted. If there is no time differentiation, the decision with respect to the location of the appraisal will be determined in consultation between the teacher and the principals of the schools involved. It is expected that, in this instance, a mutually agreeable location (school) would be selected.
- The performance appraisal will include a pre-observation meeting, the classroom observation, a post-observation meeting and a summative report that includes a rating of the teacher's overall performance.
- The performance appraisal of experienced teachers is based on all the competencies set out in O. Reg. 99/02 and in the Teacher Performance Appraisal Technical Requirements Manual 2010.
- Experienced teachers are rated as either Satisfactory or Unsatisfactory at all appraisals.

Following the Appraisal:

- Following a Satisfactory Rating: The principal will:
 - Seek input from the teacher and identify learning and growth strategies which reflect the findings of the appraisal and take into account the teacher's ALP;
 - Provide the teacher with a copy of the signed summative report within 20 school days after the classroom observation;
 - Provide a signed copy of the summative report to the human resources department.
- Following the first Unsatisfactory rating: The principal will:
 - Provide the teacher with an improvement plan, within 15 school days of the teacher's receiving the Unsatisfactory rating, which provides a written explanation of what is lacking in the teacher's performance and sets out the recommended steps and actions the teacher should take to improve it;
 - Inform the appropriate superintendent, provide all required documentation, and consult with the superintendent as required. This information shall also be shared with the teacher's union;

- Complete a second appraisal within 60 school days after the principal has given the teacher written notice of the initial Unsatisfactory rating;
 - If the second appraisal results in a Satisfactory rating, follow the section titled “Following a Satisfactory Rating;”
 - If the second appraisal is Unsatisfactory, follow the requirements in the “Second Unsatisfactory Appraisal Rating.”
- *Second Unsatisfactory Appraisal Rating: The principal will:*
 - Place the teacher On Review status;
 - Provide the teacher with a written improvement plan, within 15 days, setting out steps and actions that the teacher should take to improve his or her performance. The improvement plan should take the teacher’s input into account and the principal must consult with the appropriate superintendent;
 - Give the appropriate superintendent a signed copy of the summative report, the improvement plan and all documents relied on in conducting their performance appraisal, together with a brief written summary of the matters discussed with the teacher at the appraisal meeting(s);
 - Perform a third appraisal within 120 school days after the principal has notified the teacher that they are On Review;
 - Consult with the superintendent to determine whether or not the delay necessitated by conducting a third performance appraisal is in the best interests of students. If it is found not to be in the best interests of students, a joint recommendation for immediate termination of the teacher’s employment with the board will be made;
 - Follow the section titled “Following a Satisfactory Rating,” if the third performance appraisal results in a Satisfactory rating;
 - Follow the requirements in the “Terminating a Teacher’s Employment,” if the third performance appraisal results in an Unsatisfactory rating.

Terminating a Teacher’s Employment:

- If the performance appraisal conducted while a teacher is On Review status results in an Unsatisfactory rating, the principal must send a written recommendation to the board that the teacher’s employment be terminated.

- While the board is in the process of considering terminating the employment of the teacher as a result of poor performance, the teacher will be suspended with pay or reassigned until the decision is made.
- Should a teacher's employment with the board be terminated due to unsatisfactory performance, or should a teacher resign while 'on review' status, the director of education shall communicate with the Ontario College of Teachers, as required.

Record Keeping of Appraisals:

- Summative reports and copies of the current ALP in the evaluation year will be reviewed by the school superintendent and recorded and filed in the human resources department by June 15th each year. These will be kept in the teacher's personnel file. All other ALPs of teachers not in their evaluation year will be retained by the teacher and the principal.



Huron-Superior Catholic
DISTRICT SCHOOL BOARD

Annual Learning Plan (ALP) for Experienced Teachers

The purpose of the Annual Learning Plan (ALP) is to provide a meaningful vehicle to support experienced teachers' professional learning and growth in the evaluation year and for the intervening years between appraisals. The ALP is teacher authored and directed, and is developed in a consultative and collaborative manner with the principal.

ALP Requirements

- Experienced teachers are required to have an ALP each year that includes their professional growth goals, as well as their proposed action plan with timelines for achieving those goals.
- Teachers who move from the new teacher's appraisal process to the experienced teacher's appraisal process must develop an ALP in their first year as an experienced teacher.
- Each year, teachers are required to consult with their principal to review and update, as necessary, their ALP. This review and update must take into account the teacher's learning and growth over the year, as well as the professional growth goals and strategies recommended through the summative report of the teacher's most recent performance appraisal.
- In an evaluation year, teachers must review and update their ALP in a meeting with their principal as part of the performance appraisal process. The pre-observation and post observation meetings provide opportunities for this review and update to take place.
- In the non-evaluation years, a meeting is not required but is recommended. If at any time during these years the teacher or principal requests a meeting to discuss the ALP, then a meeting shall take place.
- The teacher and the principal must both sign the teacher's ALP each year and retain a copy for their records. Under certain circumstances, the duties of the principal as outlined above may be delegated to a vice-principal in the same school or to an appropriate supervisory officer (refer to section 6, "Scheduling Requirements").

Growth Goals and Strategies

- The growth goals and strategies identified by the teacher should be relevant to his or her professional needs and focus on improving his or her teaching practice and student learning.
- Growth-oriented professional dialogue between the teacher and principal can help identify the growth goals and strategies for the teacher's continuous learning and development to include in his or her ALP.
- Parent and student input can also help inform the teacher's ongoing professional learning and teaching practice.

Annual Learning Plan (ALP)

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Background to Inform Professional Growth Goals, Action Plan, and Timelines

Recommended professional growth goals and strategies from the summative report of my most recent performance appraisal:

Annual Learning Plan (ALP)

Professional learning and growth that I have experienced over the past year(s):

Reflections on parental and student input to inform my professional learning and teaching practice:

***Note: Teachers are encouraged to consider parental and student input to inform their professional learning and teaching practice. This is not a mandatory component.

Professional Growth Goals	Professional Growth Strategies to Help Reach Goals	Rationale for Professional Growth Goals and Strategies	Action Plan and Timelines

Other Comments (Teacher)

--

Other Comments (Principal)

--

Date of Next Review and Update of the Annual Learning Plan

--

Date (yyyy/mm/dd)

Principal's Signature

My signature indicates that the teacher consulted with me to review and update the Annual Learning Plan.

--	--

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates that I reviewed and updated the Annual Learning Plan in consultation with my principal.

--	--

Date (yyyy/mm/dd)

Improvement Plan for Experienced Teachers

The Improvement Plan must be prepared by the principal within 15 school days after the principal has determined that an appraisal of the teacher's performance has resulted in an *Unsatisfactory* rating. This plan must set out steps and actions that the teacher should take to improve his or her performance. The principal must seek input from the teacher as to what steps and actions could help the teacher improve his or her performance.

The duties of the principal may be delegated to a vice-principal in the same school or to an appropriate supervisory officer (refer to section 6, "Scheduling Requirements").

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Improvement Plan

Competencies Requiring Improvement

Expectations

Steps and Actions for Improvement (teacher input must be taken into account)

Support (for example, from principal, from board)

Improvement Plan

Sample Indicators of Success

Date of Next Performance Appraisal

(Must occur in accordance with requirements as set out in Part X.2 of the Education Act, Teacher Performance Appraisal, Process Following Unsatisfactory Rating)

Date (yyyy/mm/dd)

Teacher’s Comments on the Improvement Plan

Principal’s Signature

My signature indicates that I developed this Improvement Plan with the teacher’s input.

Date (yyyy/mm/dd)

Teacher’s Signature

My signature indicates that I provided input into the Improvement Plan.

Date (yyyy/mm/dd)

Log of Teaching Practice for Experienced Teachers (Optional)

Suggestions for Using the Log of Teaching Practice

How is the Log of Teaching Practice used?

A Log of Teaching Practice is an optional resource for principals and/or teachers that may be used as a regularly kept record of demonstrations of teaching. It can provide a vehicle for chronicling noteworthy examples of teaching and learning events as they occur. The log is limited in its focus and is highly structured, using a standardized format for recording. Entries are restricted to facts so that data are objective. Analysis and interpretation follow the collection of log data.

How can the Log of Teaching Practice be used in the performance appraisal process for experienced teachers?

The log can be used to record selected information about specific occurrences related to an experienced teacher's learning and development in relation to the 16 competencies that form the basis of the performance appraisal process for experienced teachers. The log provides specific information recorded over time, which the principal and teacher can use to identify patterns that show areas of strength and growth. When kept simultaneously by both the principal and the teacher, the principal and teacher logs together can be used to encourage personal reflection, promote professional dialogue, and foster learning from experience. Note that there is an individual log form provided for each of the 16 competencies. Principals and teachers may use the blank log form for other competencies if they wish.

Who maintains the Log of Teaching Practice?

Principals and teachers may keep their own individual logs.

What occurrences are relevant for recording in the Log of Teaching Practice?

The occurrences or instances that could be recorded in the log should be relevant to the 16 competencies that form the basis of the performance appraisal process. Principals and teachers may also choose to keep logs for other competency areas. Concrete examples of ways that a competency may be observed in practice are included on the log form as a resource. These statements are samples and do not include everything that constitutes good teaching. Their purpose is to help make specific the skills, knowledge, and attitudes expected of experienced teachers. Principals and teachers may use these examples and others they identify to develop a shared understanding of what teachers should demonstrate in their teaching.

What sources and kinds of evidence are used?

A wide range of possible evidence can be collected in relation to demonstrations of teaching. "Possible Kinds and Sources of Evidence", included as a resource at the end of this appendix, provides a list of evidence that principals and teachers might reference in their individual Log of Teaching Practice.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is an optional resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers demonstrate commitment to the well-being and development of all pupils.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, the examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- applies knowledge of how students develop and learn physically, socially, and cognitively
- responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met
- shapes instruction so that it is helpful to pupils who learn in a variety of ways
- effectively motivates pupils to improve pupil learning
- demonstrates a positive rapport with students

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers are dedicated in their efforts to teach and support pupil learning and achievement.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process.

It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- assists learners in practising new skills by providing opportunities for guided practice
- provides for active pupil participation in the learning process
- employs a balance of pupil- and teacher-directed discussion/learning
- establishes an environment that maximizes learning
- uses a variety of teaching strategies suited to the individual needs of pupils

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers treat all pupils equitably and with respect.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- demonstrates care and respect for pupils by maintaining positive interactions
- promotes polite and respectful pupil interactions
- addresses inappropriate pupil behaviour in a positive manner
- communicates information from a bias-free, multicultural perspective
- ensures and models bias-free assessment to address equality
- values and promotes fairness and justice and adopts anti-discriminatory practices in respect of gender, sexual orientation, race, disability, age, religion, and culture

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Commitment to Pupils and Pupil Learning

Competency: Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides learners with appropriate opportunities for independent practice of new skills
- employs effective questioning techniques that encourage higher-level thinking skills
- provides guidance and appropriate feedback to learners on attainment of new concepts/skills
- encourages feedback, risk taking, questioning, and experimentation by establishing a non-threatening learning environment
- encourages students to be cognisant of their personal strengths and capabilities to pursue possible career paths

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know their subject matter, the Ontario curriculum, and education related legislation.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- teaches the Ontario curriculum by exhibiting an understanding and ability to explain subject areas
- demonstrates mastery of subject knowledge and related skills
- presents accurate and up-to-date information
- implements and effectively explains statutes and regulations with regard to pupil safety and welfare
- knows, follows, and explains appropriate legislation, local policies, and procedures

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know a variety of effective teaching and assessment practices.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides constructive criticisms as part of evaluation
- aligns assessment strategies with learning objectives
- uses appropriate diagnostic techniques to assess pupil difficulties
- employs formative and summative assessments to check for understanding
- uses a variety of appropriate teaching techniques to engage pupils
- uses a variety of assessment strategies and instruments to make both short- and long-term decisions to improve pupil learning

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know a variety of effective classroom management strategies.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- systematizes routine procedures and tasks to engage pupils in varied learning experiences
- provides opportunities for pupils to share their interests and demonstrates their involvement in learning
- ensures that all pupils have the opportunity to learn
- uses appropriate strategies to manage discipline
- implements the behaviour code consistently

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Knowledge

Competency: Teachers know how pupils learn and factors that influence pupil learning and achievement.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses different motivational strategies to encourage pupils in developing competence in all areas
- takes into account various learning styles with the selection of materials/media
- adapts to groups or individual pupils with flexible grouping practices
- modifies programs to fit pupil needs by making topics relevant to pupils' lives and experiences
- knows special education IEP and IPRC processes and provides appropriate experiences for pupil achievement

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices, and classroom management strategies to promote the learning and achievement of their pupils.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process.

It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- develops clear and achievable classroom expectations with pupils
- models and promotes effective communication skills
- chooses pertinent resources for development of instruction to address pupil needs
- uses instructional time in a focused, purposeful way
- organizes subject matter into meaningful lessons
- assists pupils to develop and use ways to access and critically assess information

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers communicate effectively with pupils, parents, and colleagues.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- provides ongoing feedback to parents through newsletters and bulletins, etc.
- demonstrates a positive, professional attitude when communicating with parents, pupils, and colleagues
- follows school/board guidelines on reporting with diligence
- conducts teacher–pupil conferences
- communicates clear, challenging, and achievable expectations for pupils

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement, and report results to pupils and parents regularly.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses a variety of techniques to report pupil progress
- uses a variety of appropriate assessment and evaluation techniques
- engages in meaningful dialogue with pupils to provide feedback during the teaching/learning process
- uses ongoing reporting to keep both pupils and parents informed and to chart pupil progress
- gathers accurate data on student performance and keeps comprehensive records of student achievement

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers adopt and refine their teaching practices through continuous learning and reflection, using a variety of sources and resources.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- assesses and reviews program delivery for relevancy
- uses provincial achievement standards and competency statements as a reference point for evaluation of teaching
- modifies program to respond to needs of exceptional pupils
- effectively demonstrates knowledge of trends, techniques, and research relevant to his or her teaching

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Professional Practice

Competency: Teachers use appropriate technology in their teaching practices and related professional responsibilities.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- uses technology when appropriate to improve efficiency and effectiveness in planning, instructional delivery, reporting procedures, and decision making
- models and promotes effective use of technology to promote pupil learning
- demonstrates effective use of technology as it relates to school operations and board expectations

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Leadership in Learning Communities

Competency: Teachers collaborate with other teachers and schools colleagues to create and sustain learning communities in their classrooms and in their schools.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- learns with and from colleagues and others in the communities of learners
- pursues and effectively shares knowledge about current thinking, trends and practices in education with colleagues
- works cooperatively with colleagues to solve pupil, classroom, and school concerns
- participates as an effective team member and shares expertise with others, e.g., by acting as mentor, peer coach, or associate teacher
- participates effectively by contributing to grade, division, and/or subject teams
- participates effectively on committees by organizing school-based activities, e.g., school/parish initiatives, graduation, theme days
- shares learning acquired through participation on system-wide or provincial initiatives with colleagues
- serves as a resource to colleagues, e.g., in the effective use of technology, assessment strategies, classroom management
- creates worthwhile opportunities for pupils, their parents, and community members to share their learning, knowledge, and skill with others and within the class or school

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Leadership in Learning Communities

Competency: Teachers work with professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- reaches out to parents and to diverse local communities, inviting them to share their knowledge and skills in supporting effective classroom and school activities
- engages others effectively through shared problem solving and conflict resolution
- initiates contact with other professionals and community agencies to assist pupils and their families, where appropriate
- cooperates and works readily with the school's support team
- serves on the school council as a teacher advisor
- sets up partnership with local library, music centre, science centre, business recreation centre, or career centre to develop resources to enhance career opportunities and pupil achievement
- contributes research to professional publications, subject councils, or other professional organizations
- participates in, give presentations at, and effectively organizes conferences, workshops, and institutes to enhance pupil achievement

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional) USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN: Ongoing Professional Learning

Competency: Teachers engage in ongoing professional learning and apply it to improve their teaching practices.

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

- seeks input from colleagues, consultants, or other appropriate support staff and effectively applies it to enhance teaching practices
- identifies areas for professional growth; attends workshops, appropriate seminars, or courses to respond to changes in education/policies and practices; and effectively applies information to enhance teaching practices
- participates willingly and effectively in professional learning, study groups, and in-service programs to enhance skill development or broaden knowledge
- observes other teachers, acquires best practices, and effectively applies new information/techniques to enhance teaching practices
- reads professional journals, books, Internet sites, or any articles related to educational contexts and effectively shares with peers
- keeps a portfolio recording his or her learning experiences and effectively relates them to educational contexts
- participates in workshops, seminars, courses, and in-service programs; or reads books, articles, journals, and Internet sites; or reflects with others to better understand human nature to become a better human being and a model for pupils
- explores ways to access and to use educational research

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Log of Teaching Practice (Optional)USER: ☐ Teacher ☐ Principal

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Teaching Assignment

Date (yyyy/mm/dd)

The Log of Teaching Practice is a resource tool that may be used by principals and teachers in the performance appraisal process. Teachers and principals may use the form to record information about noteworthy examples of teacher performance as they occur and to cite evidence to support the entries.

DOMAIN:**Competency:**

The following are examples of possible ways the competency may be shown in practice. The principal and teacher may add other examples of good teaching practices that they identify during the appraisal process. It is not necessary to record information for each example. Rather, examples are intended to help the principal and teacher reflect on what the competency may look like in practice.

Date of Entry	Record noteworthy instances related to the competency shown above and kinds and sources of evidence identified.

Possible Sources of Evidence

The following list provides examples of possible sources of evidence that principals and teachers may reference in the Log of Teaching Practice.

Age-appropriate assessment tools, including modifications for students
 Classroom assignments and assessments, including modifications/accommodations for students with learning exceptionalities and special needs
 Differentiated lessons and assessments
 Feedback on assignments from teacher and/or student
 Flyers, pictures, treasure boxes
 Goal-setting activities
 Learning centres
 Lessons and assignments that show authentic assessment practices
 Letters to parents, monthly classroom newsletters that reflect the diversity of the school community
 List of classroom expectations and routines
 List of daily/weekly routines and use of instructional time
 Log of student remedial support
 Manipulatives, media tools
 Multifaith calendar
 Open house/curriculum night/education week materials
 Parent conference materials
 Parent/teacher/student interviews and conferences
 Photos of classroom bulletin boards, student activities
 Plans showing results of collaboration with other teachers, (e.g., English as a Second Language)
 Posters, photos, bulletin boards, displays of student work
 Reading and reasoning targets, data analysis and prompts
 Records of student achievement
 Reflective journals
 Resources and classroom materials that reflect diversity
 Sample lesson and unit plans using modules, curriculum integration
 Sample progress reports and report cards
 Sample safety routines
 Samples of student reflection
 Samples of student work
 Samples of tests, rubrics, checklists, anecdotal comments
 Self and peer assessments
 Student of the week certificates, positive notes
 Student portfolios
 Student presentations
 Student-designed assignments
 Use of achievement charts/performance standards
 Use of classroom data to improve lessons
 Use of community resources and guest speakers
 Use of curriculum unit planner
 Word wall and classroom visuals

Add Other Sources of Evidence



NOTIFICATION OF TEACHER PERFORMANCE APPRAISAL

SCHOOL: _____ ACADEMIC YEAR: _____

TEACHER'S NAME: _____

PRINCIPAL'S NAME: _____

FOR NEW TEACHERS

- ☐ You are a new teacher (NTIP). New teachers are defined as all teachers certified by the Ontario College of Teachers who have been hired into permanent positions by a school board, school authority or provincial school to begin teaching for the first time in Ontario.

New teacher participation in the performance appraisal process is a legal requirement as set out in Part X.0.1 'Teacher Performance Appraisal' of the Education Act and in Ontario Regulation 99/02, as amended and Ontario Regulation 266/06. All new teachers as defined in the legislation must be evaluated two times within the first 12 months of employment. A teacher ceases to be a new teacher once his or her 24-month new teaching period has elapsed.

FOR EXPERIENCED TEACHERS

- ☐ You are an experienced teacher and are being evaluated this year as part of a five-year cycle. Your Annual Learning Plan will be discussed and completed as part of the process.

Teacher participation in the performance appraisal process is a legal requirement as set out in Part X.2 'Teacher Performance Appraisal' of the Education Act and in Ontario Regulation 99/02 and Ontario Regulation 98/02, as amended. Each teacher continually employed by the Board must have an evaluation once in every five-year period.

☐ **FOR EXPERIENCED TEACHERS NEW TO THE BOARD**

You are an experienced teacher, new to our Board and are being evaluated this year. The five-year evaluation cycle will begin following the completion of your first year of employment with our Board.

(Date)

(Principal's Signature)

(Date)

(Teacher's Signature)

Please return to the Board Office by: _____

A signed copy is to be returned to the Principal. Teachers are advised to maintain a copy for their own records.

Summative Report Form for Experienced Teachers

This form must be used for each performance appraisal. The duties of the principal may be delegated to a vice-principal in the same school, or an appropriate supervisory officer.

Boards are not allowed to remove any of the content from this approved form. Boards may add information, such as additional competencies (Section 277.32 of the *Education Act*), as long as this does not affect the substance of the form or mislead, and the form is organized in substantially the same way as the approved form.

Teacher's Last Name

Teacher's First Name

Principal's Last Name

Principal's First Name

Name of School

Name of Board

Description of Teacher's Assignment (Grade(s), Subject(s), Full-time/Part-time, Elementary/Secondary, etc.)

Instructions to the Principal

1. This report is to be completed during the performance appraisal process.
2. A copy signed by the principal must be provided to the teacher within 20 school days after the classroom observation (or 15 school days if the appraisal has resulted in a performance rating that is *Unsatisfactory*).
3. The teacher can add comments and must sign this report to acknowledge receipt of the report. At the request of either the teacher or the principal, the teacher and the principal must meet to discuss the performance appraisal after the teacher receives a copy of this report.
4. A copy of this report signed by both the principal and the teacher must be sent to the board.
5. In preparing the summative report, the principal must:
 - consider all 16 competencies in assessing the teacher's performance;
 - provide comments regarding the competencies identified in discussions with the teacher as the focus of the performance appraisal*;
 - provide an overall rating of the teacher's performance in accordance with the rating scale;
 - recommend professional growth goals and strategies for the teacher's development.

* Notwithstanding the discussions held between the teacher and the principal, the principal is required to assess teacher performance in relation to all 16 competencies set out in Schedule 3 of O. Reg. 99/02, as amended, and may comment on competencies other than those discussed.

Meeting and Classroom Observation Dates (yyyy/mm/dd)

Pre-observation:

Classroom Observation:

Post-observation:

Focus of the Classroom Observation***Other Appraisal Input** (Please specify)☐ Additional input attached

* Notwithstanding the discussions held between the teacher and the principal, the principal is required to assess teacher performance in relation to all 16 competencies set out in Schedule 3 of O. Reg. 99/02, as amended, and may comment on competencies other than those discussed.

Instructions to the Principal: Comment on competencies identified in discussions with the teacher as the focus of the teacher's performance appraisal (the principal may also comment on other competencies that were assessed through the performance appraisal).

Domain: Commitment to Pupils and Pupil Learning

- The teacher demonstrates commitment to the well-being and development of all pupils.
- The teacher is dedicated in his or her efforts to teach and support pupil learning and achievement.
- The teacher treats all pupils equitably and with respect.
- The teacher provides an environment for learning that encourages pupils to be problem solvers, decision makers, lifelong learners, and contributing members of a changing society.

Domain: Professional Knowledge

- The teacher knows his or her subject matter, the Ontario curriculum, and education-related legislation.
- The teacher knows a variety of effective teaching and assessment practices.
- The teacher knows a variety of effective classroom management strategies.
- The teacher knows how pupils learn and factors that influence pupil learning and achievement.

Domain: Professional Practice

- The teacher uses his or her professional knowledge and understanding of pupils, curriculum, legislation, teaching practices and classroom management strategies to promote the learning and achievement of his or her pupils.
- The teacher communicates effectively with pupils, parents, and colleagues.
- The teacher conducts ongoing assessment of his or her pupils' progress, evaluates their achievement, and reports results to pupils and parents regularly.
- The teacher adapts and refines his or her teaching practices through continuous learning and reflection, using a variety of sources and resources.
- The teacher uses appropriate technology in his or her teaching practices and related professional responsibilities.

Domain: Leadership in Learning Communities

- The teacher collaborates with other teachers and school colleagues to create and sustain learning communities in his or her classroom and school.
- The teacher works with other professionals, parents, and members of the community to enhance pupil learning, pupil achievement, and school programs.

Domain: Ongoing Professional Learning

- The teacher engages in ongoing professional learning and applies it to improve his or her teaching practices.

Additional Competencies**Overall Rating of Teacher's Performance**

(Check the appropriate box.)

- ☐ *Satisfactory* ☐ *Unsatisfactory* (If the teacher received an *Unsatisfactory* rating, an Improvement Plan will also be developed)

Comments on the Overall Rating of the Teacher's Performance

If the teacher received a *Satisfactory* rating, the principal is encouraged to provide further feedback on strengths and possible areas of growth for the teacher.

Professional Growth Goals and Strategies for the Teacher (Required, if rating is *Satisfactory*)

The following professional growth goals and strategies are recommended for the teacher to take into account when developing his or her Annual Learning Plan (ALP).

Principal's Additional Comments on the Appraisal (Optional)

Teacher's Comments on the Appraisal (Optional)

Principal's Signature

My signature indicates that this performance appraisal was conducted in accordance with Part X.2 of the Education Act and Ontario Regulations 99/02 and Ontario Regulation 98/02, as amended.

Date (yyyy/mm/dd)

Teacher's Signature

My signature indicates the receipt of this summative report.

Date (yyyy/mm/dd)



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

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POLICY TITLE: **SUPERVISORY OFFICER
PERFORMANCE APPRAISAL**

Approved: **April 16, 2025**

Amended:

POLICY NO: **6035**

Page: **1 of 1**

POLICY

The Huron-Superior Catholic District School Board recognizes that Supervisory Officers are integral leaders of Catholic school communities and that they play a central, essential and influential role in the achievement, well-being and faith development of students. The Board also recognizes the importance of the Ontario Leadership Framework (OLF) for Catholic system-level leaders, which includes the practices and personal leadership resources that contribute to the development of a strong Catholic school system. It is the policy of the Board that all Supervisory Officers take part in performance appraisals to foster their ongoing development as system leaders through establishing goals, ongoing learning and continuous improvement.

APPROVED Regular Meeting – April 16, 2025
Motion – B-



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

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PROCEDURAL GUIDELINES

SUPERVISORY OFFICER PERFORMANCE APPRAISAL

PURPOSE

Supervisory Officers are system leaders and members of the senior management team for the Huron-Superior Catholic District School Board. They perform a critical role in support of the improvement of student learning and in achieving the Board's mission to develop the full potential of each student and to nurture a personal relationship with Jesus that will inspire Catholic leadership. The Supervisory Officer Performance Appraisal (SOPA) procedures strongly emphasize supervision of professional growth in a culture which reflects cooperative and self-directed approaches. The supervision procedures for Supervisory Officers are highly individualized and developmental reflecting each individual's personal stage of professional development and experience in the role, consistent with the Board's Mission, Vision, Values, and the Multi-Year Strategic Plan.

PROCESS

The review period for the SOPA is July 1st to June 30th of each year. During the first year of a Supervisory Officer's appointment to the position, the Director of Education shall complete a SOPA. Subsequent appraisals will normally occur at least every two years thereafter, or earlier, at the Director of Education's discretion. During a SOPA year, the Director of Education will meet with each Supervisory Officer a minimum of three times during the review period; an initial meeting, mid-term review and final meeting. The SOPA will be recorded on Supervisory Officer: Performance Appraisal Report Template (Appendix A).

Establishing goals forms the basis for the supervision for growth process for Supervisory Officers. Goals should be stated in terms that are specific, measurable, observable and attainable. Key drivers of the SOPA goals should reflect the current Ministry of Education priorities, the Board's Multi-Year Strategic Plan, the Board's Student Achievement Plan, Senior Management Team priorities and the Supervisory Officer's portfolio commitments. The Ontario Catholic Leadership Framework is to be used as a valuable resource as it identifies the key practices and competencies of effective leadership, providing a framework for growth.

Where the SOPA indicates that there are concerns with the Supervisory Officer's performance, such concerns will be communicated both verbally and in writing by the Director of Education to the Supervisory Officer. Such communication will include the specific expectations of the role, and the steps necessary to meet these expectations.

Where the SOPA indicates that the Supervisory Officer requires improvement, they will be provided with support and supervision, as outlined in the Supervisory Officer: Performance Improvement Plan (Appendix B).

CONFIDENTIALITY

In order to ensure that the SOPA process is governed by the principles of mutual trust and continuous improvement, completed SOPA reports shall remain highly confidential.

A copy of a completed SOPA report is only made available to the Supervisory Officer that was assessed or any individual expressly identified in writing by them, upon written request made to the Director of Education.

Access to the SOPA reports and related documents will be restricted to the Director of Education. All copies of the SOPA reports and related documents will be kept in a secure and confidential location, as determined by the Director of Education.

SOPA reports may also be used and disclosed by the Director of Education in the following circumstances:

- for future performance appraisal of the Supervisory Officer;
- for employment-related matters;
- for purposes outlined in the Education Act and its regulations;
- for purposes that are required or authorized by law, including the *Municipal Freedom of Information and Protection of Privacy Act*; and
- in the context of a legal proceeding.

Supervisory Officer: Performance Appraisal Report

Employee's Name:		School Board Name:	
Position Title:			
Appraiser's Name:		Review Period:	To
Appraiser's Title:		Mid-term Review Date:	
		Final Meeting Date:	

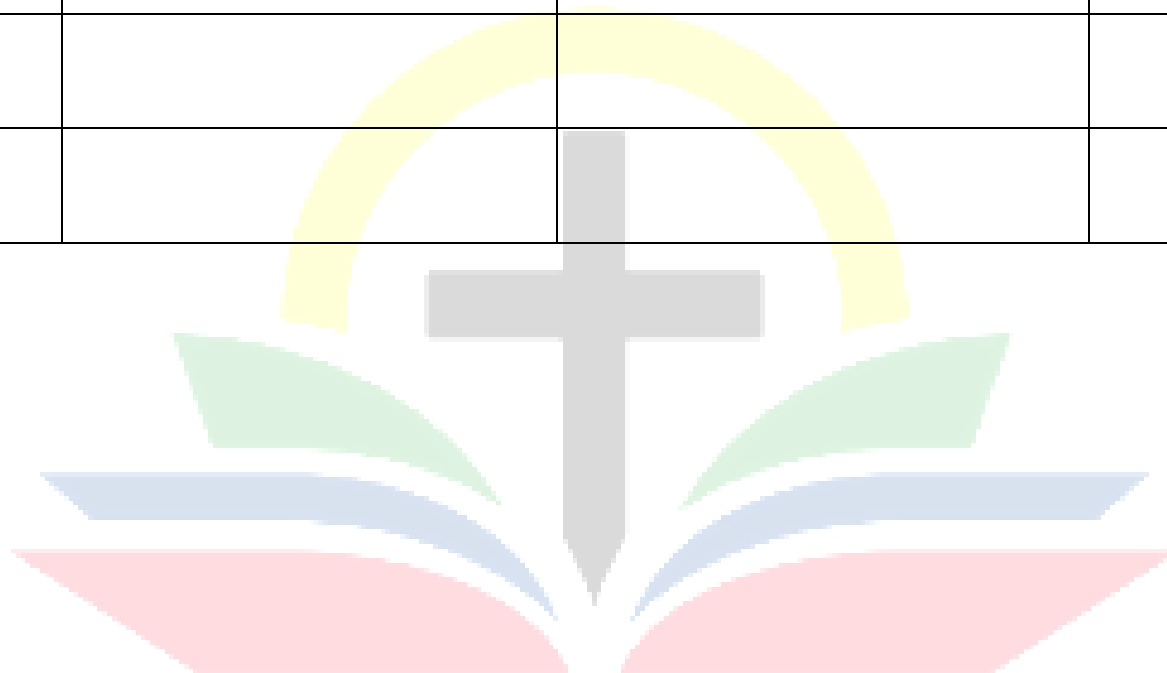
Key Drivers	Resources
Ministry Priorities High levels of student achievement Reduced gaps in student achievement Increased confidence in public education Board Multi-Year Strategic Plan Board Improvement Plan for Student Achievement Senior Management Team Commitments Supervisory Officer's Portfolio Commitments	Ontario Leadership Framework District Effectiveness Framework Available at the IEL website Operational Review and Audits <u>The road ahead – A report on continuous improvement in school board operations</u>

Performance Plan

Strategic Direction: Success and Well-Being of our Students

Supervisory Officer's Goals (Select goals related to your area of responsibility that will contribute to increased student achievement and well-being).	Strategies (Specify approaches and actions that will assist you in achieving your goals. Use the leadership practices in the OLF (revised August 2013) as well as other resources.)	Indicators of Progress (Identify supporting materials or other observable evidence. How will you know if the strategies were successful?)	Results / Outcomes To be completed at the end of the appraisal process (Include actual #'s and %s where appropriate and other evidence related to indicators identified)
Relevant Education Focused on Local Culture			
Culture of Consistent Excellence			
Safe and Inclusive Environments			
Responding to Students			

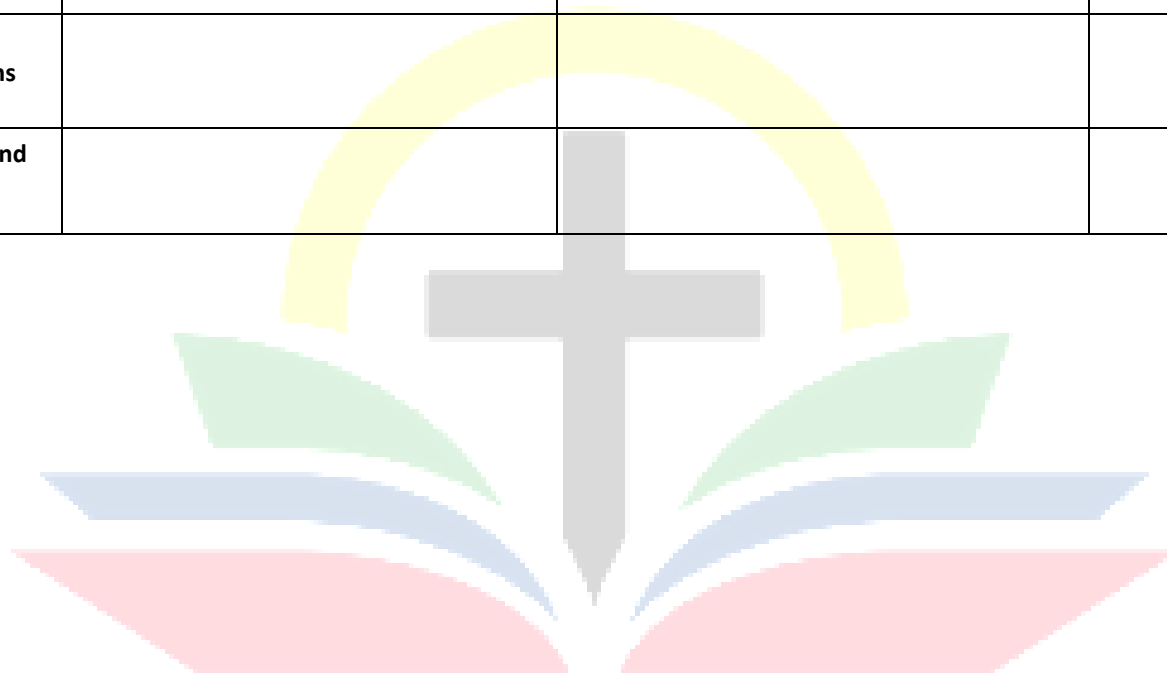
Supervisory Officer's Goals (Select goals related to your area of responsibility that will contribute to increased student achievement and well-being).	Strategies (Specify approaches and actions that will assist you in achieving your goals. Use the leadership practices in the OLF (revised August 2013) as well as other resources.)	Indicators of Progress (Identify supporting materials or other observable evidence. How will you know if the strategies were successful?)	Results / Outcomes To be completed at the end of the appraisal process (Include actual #'s and %s where appropriate and other evidence related to indicators identified)
Vibrant Instruction and Resources			
Practice and Defense of our Catholic Faith			
Strengthened Connections Between Home, Church, and School			



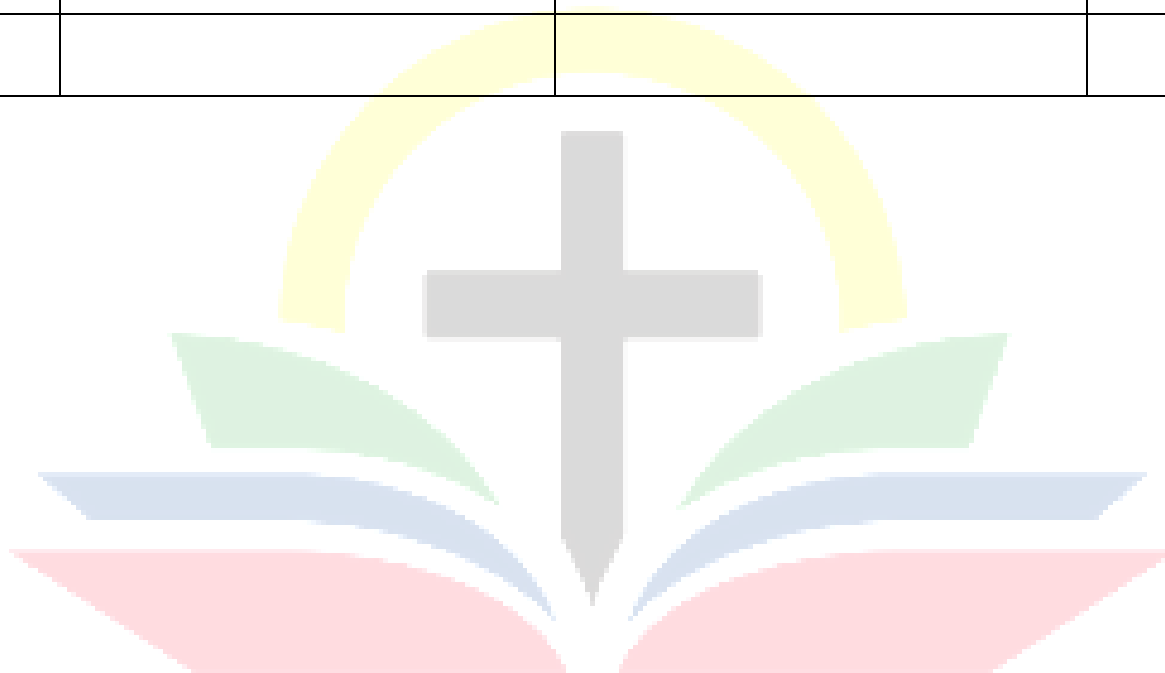
Strategic Direction: Engagement with our Employees and Stakeholders

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Supervisory Officer's Goals (Select goals related to your area of responsibility that will contribute to increased student achievement and well-being).	Strategies (Specify approaches and actions that will assist you in achieving your goals. Use the leadership practices in the OLF (revised August 2013) as well as other resources.)	Indicators of Progress (Identify supporting materials or other observable evidence. How will you know if the strategies were successful?)	Results / Outcomes To be completed at the end of the appraisal process (Include actual #'s and %s where appropriate and other evidence related to indicators identified)
Meaningful Dialogue and Learning			
Cultural Competency, Special Needs, and Diverse Populations			
Engaging Stakeholders' Gifts and Talents			



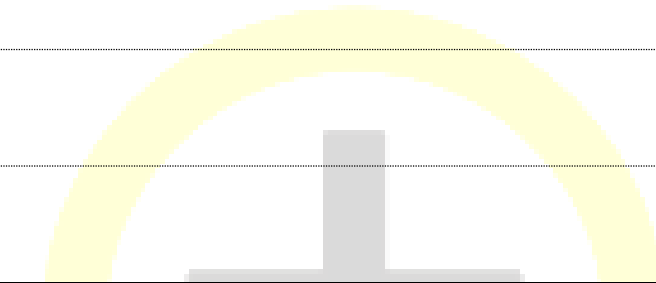
Supervisory Officer's Goals (Select goals related to your area of responsibility that will contribute to increased student achievement and well-being).	Strategies (Specify approaches and actions that will assist you in achieving your goals. Use the leadership practices in the OLF (revised August 2013) as well as other resources.)	Indicators of Progress (Identify supporting materials or other observable evidence. How will you know if the strategies were successful?)	Results / Outcomes To be completed at the end of the appraisal process (Include actual #'s and %s where appropriate and other evidence related to indicators identified)
Use of Resources			
Allocation of Resources			



Part 2: Development Activities

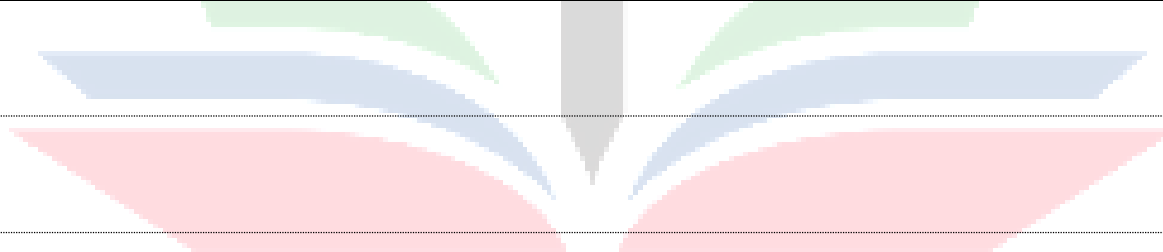
Key Development Activities To Achieve Performance Goals

Identify key developmental activities you will undertake to enhance your current capabilities or skills to deliver on your performance goals for student achievement and well-being.



Key Development Activities To Achieve Other Professional Goals

Identify key developmental activities you will undertake to enhance your current capabilities or skills to deliver on your professional goals. These activities may go beyond the goals identified in the current performance plan and take more than one year to complete.



Appraiser's Comments and Reflections for Next Cycle

The appraiser will comment on the supervisory officer's performance based on the results achieved (i.e. Part 1) and how the results were achieved.

Comments

Reflections (What's next?)

Supervisory Officer's Comments and Reflections for Next Cycle

Comments (Optional)

Reflections (What's next?)

Overall Rating

Please check:

- ☐ Satisfactory
☐ Conditional – requires improvement plan

2nd Performance Appraisal Rating Following On Review Process

Please check:

- ☐ Satisfactory
☐ Unsatisfactory

Appraiser's Signature

Date

Supervisory Officer's Signature

Date

Appendix B: Supervisory Officer: Performance Improvement Plan

Employee's Name:	School Board Name:
Position Title:	
Appraiser's Name:	Improvement Plan Meeting Date:
Appraiser's Title:	

Overall Areas of Concern

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Criteria for Rating (per the criteria from the "Appraisal Rating" section of the pilot guideline)	Explanation of Concern	Areas from the Ontario Leadership Framework requiring attention	Steps to Be Taken (developed by appraiser in consultation with appraisee)	Indicators of Success (developed by appraiser in consultation with appraisee)	To Be Completed by
The extent to which the appraisee worked diligently and consistently towards the implementation of strategies identified in the Appraisal Report					



Criteria for Rating (per the criteria from the "Appraisal Rating" section of the pilot guideline)	Explanation of Concern	Areas from the Ontario Leadership Framework requiring attention	Steps to Be Taken (developed by appraiser in consultation with appraisee)	Indicators of Success (developed by appraiser in consultation with appraisee)	To Be Completed by
The extent to which the appraisee addressed challenges in carrying out the strategies identified in the Appraisal Report					
The extent to which the appraisee engaged others in the development of the goals and implementation of the strategies identified in the Appraisal Report					
The actual goals achieved or not achieved by the appraisee					
The rationale provided by the appraisee for goals not achieved					
The demonstrated ability and willingness of the appraisee to implement strategies to address the goals not achieved					

Learning needs of appraisee, with respect to carrying out the Improvement Plan (to be developed by appraiser, in consultation with appraisee)

Need	Strategies and supports to be provided
•	•
•	•



•	•
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Appraiser's Signature

Date

Supervisory Officer's Signature

Da





Huron-Superior Catholic

DISTRICT SCHOOL BOARD

POLICY TITLE:	TRAFFIC SAFETY ON BOARD PROPERTY	Approved:	June 24, 2020
		Amended:	April 16, 2025
POLICY NO:	7019	Page:	1 of 1

POLICY

The Huron-Superior Catholic District School Board believes that it is essential to provide a safe Catholic environment for its students and staff. The safety and security of all employees and students entrusted to its care are of paramount importance. Safety both inside and outside of our Catholic school buildings is critical. This includes parking lots, bus loading, and student drop-off / pick-up zones.

APPROVED Regular Meeting of the board June 24, 2020
Motion B-484

AMENDED Regular Meeting of the board April 16, 2025
Motion B-

DISTRIBUTION

- i) Trustees
 - ii) Administration
 - iii) Principals
-



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES TRAFFIC SAFETY PROGRAM

The safety and security of all employees and students in Huron-Superior Catholic District Board schools and buildings is a responsibility shared by all Principals, Supervisors, Staff Members, Students, and their families.

Responsibilities of Principals / Supervisors

The Principals/supervisors of all Board buildings will:

- Initiate a traffic safety program for their school.
- Take necessary precautions to ensure the health and safety of all workers, students, and visitors to their work sites.
- Alert their Superintendents to any risk that might endanger the health and safety of the workers, students, and/or families in their care that they are unable to control (e.g., vehicular traffic in areas frequented by students and staff).
- Collaborate with others, including the Health & Safety Officer, Plant Department and their respective Catholic School Council, to create rules, routines, schedules, communiqués, protocols, and/or guidelines designed to alleviate health and safety concerns related to the use of board parking lots, pick up and drop off of passengers, and/or loading students on or off school buses or other forms of transportation (e.g., taxis).
- Communicate clearly to others (e.g., staff members, students, families, visitors) what the traffic safety program entails, including what the appropriate routines are and what the rationale is behind their implementation (e.g., implementing and monitoring procedures to address unsafe practices, such as the use of the bus bay for quick drop offs and only allowing parking on one side of the street in front of schools during arrival and dismissal times).
- Implement, monitor, enforce, assess the effectiveness of, and modify as needed these rules, routines, schedules, and protocols to meet the needs of their school community (e.g., contacting the Board's security provider to enforce parking issues).
- Use and care for any equipment or resources provided by the Board and designed to address health and safety concerns (e.g., fluorescent vests, pylons, signage).
- Ensure that any parents or community members who may volunteer their time with the site traffic safety program have the appropriate criminal background checks and receive the appropriate orientation materials / training before beginning their volunteering.

The Staff Members in each work site will:

- Alert their Principal/Supervisors to any risk that might endanger the health and safety of students, families, or selves that they are struggling to control (e.g., vehicular traffic temporarily parked in the bus bay, parking on both sides of the street in front of the school, aggressive behavior in parking lots).
- Collaborate with others, where appropriate and invited to do so, in creating and/or revising protocols designed to alleviate health and safety concerns related to the use of board parking lots, pick up and drop off of passengers, and/or loading students on or off school buses or other forms of transportation (e.g., taxis).
- Remain aware of and adhere to the rules, schedules, routines, and protocols related to health and safety concerns communicated to them by their supervisors.

Responsibilities of Volunteers (If Applicable)

Any volunteers who assist at each work site will:

- Ensure that they undergo a Police Vulnerable Sector Check and provide all appropriate materials to their supervisors in a timely manner. The school will cover the cost incurred by undergoing this check.
- Ensure that they participate in an orientation session with their supervisors before beginning their volunteer duties.
- Arrive on time for their assignments and collaborate with supervisors, staff members, parents, students, and other volunteers on ensuring the safety of students.
- Contact their Supervisor if they are unable to attend a scheduled shift.
- Alert the supervisors to any risk that might endanger their own health and safety and/or the health and safety of others (e.g., vehicular traffic temporarily parked in the bus bay, parking on both sides of the street in front of the school, aggressive behavior in parking lots).
- Collaborate with others, where appropriate and invited to do so, in creating and/or revising protocols designed to alleviate health and safety concerns related to the use of board parking lots, pick up and drop off of passengers, and/or loading students on or off school buses or other forms of transportation (e.g., taxis).
- Remain aware of and adhere to the rules, schedules, routines, and protocols related to health and safety concerns communicated to them by site supervisors.

Responsibilities of Students, Parents / Guardians, and Visitors

The students, families, and/or visitors who access each work site will:

- Alert the Supervisors to any risk that might endanger their own health and safety and/or the health and safety of others (e.g., vehicular traffic temporarily parked in the bus bay, parking on both sides of the street in front of the school, aggressive behavior in parking lots).
- Collaborate with others, where appropriate and invited to do so, in creating and/or revising

protocols designed to alleviate health and safety concerns related to the use of board parking lots, pick up and drop off of passengers, and/or loading students on or off school buses or other forms of transportation (e.g., taxis). **88**

- Remain aware of and adhere to the rules, schedules, routines, and protocols related to health and safety concerns communicated to them by site supervisors.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

FIELD TRIPS - FORM B

APPLICATION FOR BOARD OF TRUSTEES APPROVAL EXTENDED FIELD TRIP

SCHOOL: St. Francis French Immersion

NAME OF TEACHER Anna Gillespie GRADE 8

requests authorization to take his/her class to Toronto for the Entrepreneurship Provincial Showcase
(place or area)

Date of Departure: May 5, 2025

Date of Return: May 6th, 2025

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

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

Means of Transportation: Airfare, Taxi
(Under no circumstances are students to drive other students.)

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

Special provisions to provide for Universal Access: _____

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

Carmela Rozjuk
(Signature of Principal)

March 25, 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.

Revised: January 2019

Travel Dates: May 5th - 6th, 2025

Location: Toronto - Entrepreneurship Pilot Projects

Funding: Fully Funded by the Entrepreneurship Pilot Project

Staff Attending: Anna Gillespie (St. Francis)

Number of Students: 3

The **Entrepreneurship Education Pilot Projects** aims to develop essential entrepreneurial skills by fostering an entrepreneurial mindset, critical thinking, creativity, and collaboration. In partnership with local industry and community organizations, including businesses, non-profits, and Indigenous and Francophone groups, students gain hands-on experience in creating business plans, launching ventures, and applying these skills in areas like STEM and skilled trades. The projects culminate in a **Provincial Showcase** in Spring 2025, offering students the chance to present their projects to a network of diverse entrepreneurs, receive feedback, and expand their career opportunities.

Aligned with **Catholic Graduate Expectations**, these projects promote responsible, ethical decision-making, social responsibility, and lifelong learning, ensuring that all students, including those with disabilities and special education needs, have the opportunity to thrive in today's economy. By engaging with industry partners and creating real-world business solutions, students gain valuable insights into entrepreneurship, preparing them for success in both business and life.

Date	Details
Monday May 5th, 2025	<ul style="list-style-type: none"> • Depart Sault Ste Marie Airport (evening flight - Porter) • Shuttle to DoubleTree (925 Dixon Road, Toronto) • Security guard will be in the hallway to monitor student rooms overnight
Tuesday May 6th, 2025	<ul style="list-style-type: none"> • Students attend the Entrepreneurship Education Pilot Projects Spring Showcase for the full day with their teacher • Depart Toronto (evening flight - Porter)

Carmela Roznik - Principal



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. Francis French Immersion/ Indigenous Education Department

NAME OF TEACHER Lauren Towell (K-8 Indigenous Transitions Coach)/ Anna Gillespie (Teacher) GRADE 8

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

Purpose of Field Trip: The FNMI Student Conference and Provincial Entrepreneurship Showcase

Date of Departure: Monday, May 05, 2025

Date of Return: Tuesday, May 06, 2025

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

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

Means of Transportation: Airfare, Taxi
(Under no circumstances are students to drive other students.)

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

Special provisions to provide for Universal Access: _____

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

A. Pasquale
(Signature of Principal)

4/8/25
(Date)

AUTHORIZATION

This Extended Field trip is approved.

(Signature of Director of Education)

(Date)

Distribution: *Principal to submit to Superintendent for pre-approval, who will then bring to the Director of Education.*
Once approved by the Board of Trustees, a copy will be sent to the Principal for his/her records.



2025 FNMI Student Conference

Agenda

REGISTRATION at 9:30-9:45 AM EST.

In person: Toronto Congress Centre on May 6, 2025
(North Building)

BOOTH EXPLORATION - 9:30-10:40 AM EST:

Youth will be encouraged to visit the interactive exhibitor booths hosted by Indigenous organizations, skilled tradespersons/apprentices, partners of Skills Ontario, Colleges, organizations and other skilled trade and technology related industries. The booths provide students an opportunity for networking and trying their hand at a variety of hands-on activities.

FORMAL PROGRAMMING - 10:45- 11:45 AM EST

- An inspirational keynote message
- A Speaker Panel of Indigenous Skilled Trade or Technology Professionals
- Interactive exhibitor booths hosted by Indigenous organizations, skilled tradespeople, Skills Ontario partners, colleges, and other trade and technology industries offering students networking opportunities and hands-on activities.

LUNCH: 11:50 AM EST

Thank you to our event sponsors:



Thank you to our program sponsors:





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 Lourdes French Immersion - Elliot Lake

NAME OF TEACHER Derick Taillefer GRADE 7

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

Purpose of Field Trip: End of year field trip

Date of Departure: Wed. June 11th '25

Date of Return: Fri. June 13th '25

Number of Students: 5 Number of Staff: 2 Number of Adults: N/A
(at least 1 required)

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

Means of Transportation: * parent drop off @ Ferry in Serpent River *
(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.

C. Taillefer
(Signature of Principal)

April 1 2025
(Date)

AUTHORIZATION

This Extended Field trip is approved.

(Signature of Director of Education)

(Date)

Distribution: *Principal to submit to Superintendent for pre-approval, who will then bring to the Director of Education.*
Once approved by the Board of Trustees, a copy will be sent to the Principal for his/her records.

Itinerary:

Grade 7 - John Island Camp - June 11th-13th

Activities:

- Canoeing *
- Kayaking *
- Low Ropes
- Iron Chef
- Initiatives & Team building
- High Ropes* (Vertical Playpen, Arial Leap, Bowsun Chairs, Jacob's Ladder)
- aRock Climbing*
- Outdoor Living Skills (Fire Building, Shelter Building) *
- Nature Activities (Wetland Studies, Interpretive Nature Hike)
- Beach Activities *

Large Group Activities:

- The Ultimate Game of Survival
- Cabinger Hunt
- Capture the Flag
- All-4-One
- Running Pictionary
- Action Auction
- Skit in a Bag
- Items listed with a * are not confirmed (dependent on JIC staff hiring)
- Order of activities not yet confirmed

Curriculum standards:

Physical Education:

A1. Social-Emotional Learning Skills

Specific Expectations

A1.1 apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others

Stress Management and Coping - A1.2 apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience

Positive Motivation and Perseverance - A1.3 apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope

Healthy Relationships - A1.4 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

Self-Awareness and Sense of Identity - A1.5 apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging

Critical and Creative Thinking - A1.6 apply skills that help them think critically and creatively as they participate in learning experiences in health and physical education, in order to support making connections, analysing, evaluating, problem solving, and decision making

Active Participation - B1.1 actively participate in a wide variety of program activities, according to their capabilities

B1.2 demonstrate an understanding of factors that contribute to their personal enjoyment of being active

B1.3 demonstrate an understanding of the factors that motivate or impede participation in physical activity every day

C - Movement Skills and Concepts

Stability - C1.1 perform smooth transfers of weight and rotations, in relation to others and equipment, in a variety of situations involving static and dynamic balance

Locomotion - C1.2 perform a wide variety of locomotor movements, with and without equipment, while responding to a variety of external stimuli

Manipulation - C1.3 send, receive, and retain a variety of objects, while taking into account their position and motion in relation to others, equipment, and boundaries, while applying basic principles of movement

C1.4 demonstrate an understanding of the phases of movement (i.e., preparation, execution, follow-through), and apply this understanding to the refinement of movement skills as they participate in a variety of physical activities

Science:

B1. Relating Science and Technology to Our Changing World

Interactions in the Environment - B1.1 assess the impact of various technologies on the environment

B1.2 assess the effectiveness of various ways of mitigating the negative and enhancing the positive impact of human activities on the environment

E1. Relating Science and Technology to Our Changing World

Heat in the Environment - E1.2 analyse various social, economic, and environmental impacts, including impacts related to climate change, of using non-renewable and renewable sources of energy

Art:

B1. Creating and Presenting B1.2 - demonstrate an understanding of the elements of drama by selecting and combining several elements and conventions to create dramatic effects



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

REPORT TO THE DIRECTOR OF EDUCATION

Math Achievement Action Plan Mid-Year Review

April 16, 2025

Submitted by:
Joe Chilelli
Superintendent of Education

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

- Foster a culture of high standards and excellence
- Expose our school communities to dynamic instruction
- Provide regular updates and frequent opportunities to participate in meaningful dialogue and learning
- Utilize our resources responsibly, justly, responsively, and wisely
- Allocate resources equitably, not necessarily equally

Math Achievement Action Plan (MAAP) Mid-Year Review

HSCDSB's MAAP provides a framework for improving student Mathematics achievement, along with capacity building initiatives for educators and administrators.

There are five strategic actions which provide direction in meeting the outlined Key Performance Indicators (KPIs) for each Priority Action.

Five Strategic Actions:

- 1) Continuous Use of Data
- 2) Educator Learning
- 3) Math Facilitators and Tutors
- 4) Priority Schools / Classrooms
- 5) Developing Resources and Corresponding PD that supports Effective Instruction

MAAP Continued Areas of focus and how we have been supporting each:

Priority Action #1: Ensuring Fidelity of curriculum implementation and use of instructional and assessment practices with a proven record of enhancing student achievement.

- Increase teacher understanding and use of proven instructional and assessment practices (High Impact Instructional Practices)
- Draw explicit connections to and between mathematical processes and in lesson planning.

Priority Action #2: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching.

- Promote the available resources (e.g., teacher supports on the Curriculum Classroom Resources website), experts, and professional learning to continuously develop content knowledge for learning.
- Participate in Spring Math digital resource to improve fact fluency.
- Model a positive and curious learning stance with mathematics to create an environment where students are excited to learn mathematics and develop into confident math learners.

Priority Action #3: Knowing the mathematics learner and ensuring mathematical tasks, interventions, and supports are relevant and responsive.

- Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities with an emphasis on small group instruction.
- Understand and respond to students' mathematics strengths, needs and areas of interests using a variety of resources, including Individual Education Plans, report cards, and EQAO data.

In conclusion, the Huron-Superior Catholic District School Board's Multi-Year Strategic Plan and the Math Achievement Action Plan work in tandem to create a comprehensive approach to improving student achievement in mathematics. By fostering a culture of excellence, prioritizing ongoing educator learning, and ensuring resources are equitably allocated, the Board is committed to providing a supportive and responsive learning environment. To date, we have noticed improved student attitudes and confidence towards mathematics and improved fact-fluency. Students are benefiting from small group instruction and math facilitator classroom support, with 70% of students in our priority classes demonstrating growth in key essential learnings of the math curriculum. The continued focus on data-driven decision-making, targeted instructional strategies, and addressing the individual needs of students will ensure sustained progress in math achievement. Through these collective efforts, the Board aims to cultivate confident, capable learners prepared for future success.



Huron-Superior Catholic
DISTRICT SCHOOL BOARD

St. Mary's College School Activity Report
April 2025

April 16, 2025

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

Faith:

- Faith convenors continue to say a prayer on morning announcements
- Students within SMC are encouraged to continue writing their own prayers
- The chaplaincy office continues to be a safe and welcoming space for students

Extracurricular Activities:

- Badminton City Championships are on April 16 and 17
- All 4 soccer teams have been picked. The season will start at the end of April
- Track and Field is practicing in preparation for the City Track and Field Championship, which is on Thursday, May 22

Indigenous Student Union:

- On April 23rd, the ISU will be coming together to elect the new Indigenous Student Trustee for the 2026-2028 Academic Year

SMC Student Council:

- Student Council held the Junior formal titled "A Knight in Bloom."
- Grade 9 and 10 students attended, where they enjoyed delicious food and a variety of games throughout the night
- All proceeds from this event will go towards SMC's annual Relay for Life campaign

Student Senate:

- In the lead-up to Easter, Student Senate will be creating Easter messages
- These messages will be brought with a flower to the Mapleview Retirement Home, as a way of spreading joy this Easter season
- The flowers were graciously donated by a local flower shop
- On April 23, Student Trustee elections will take place