

Huron-Superior Catholic District School Board

BOARD MEETING

AGENDA

2025-2026

**Wednesday,
December 10, 2025**

7:15 p.m.

**Board Room /
Google Meet**



Photo courtesy of:
St. Mary's College

100 Ontario Ave.,
Sault Ste. Marie, ON
705-945-5400



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**AGENDA FOR THE OPEN SESSION BOARD MEETING OF THE
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
ON WEDNESDAY, DECEMBER 10, 2025 @ 7:15 PM
IN THE BOARD ROOM**

A CALL TO ORDER

1. **Acknowledgement of Traditional Lands –** (Student Trustee Orazietti)
The Huron-Superior Catholic District School Board recognizes that the land where we learn, work, and live is the traditional territory of Indigenous peoples who have been its caretakers for millennia. We are inspired by their legacy to care for Mother Earth, cherish the sacredness of creation, and use resources wisely and with gratitude. Today we meet on Turtle Island in the area governed by the Robinson-Huron Treaty of 1850. It is the traditional land of the Batchewana First Nation, the Garden River First Nation and the Metis settlement at Bawating. We are committed to listening, learning, and fostering meaningful relationships. We open our hearts to the teachings, knowledge, and stories shared by our Indigenous brothers and sisters.

2. **Prayer** (Pg 6)

3. **Call the Roll:**

Trustees:

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

Officials:

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

Student Trustees:

Abbie Dasa Kumar, Michaela Kyle, Alexander Orazietti

Guests:

Brian McKinlay

Regrets:

Other Reps:

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

OUR MISSION

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

B ADOPTION OF ORDER OF BUSINESS

1. **Motion:** That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of Wednesday, December 10, 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 November 12, 2025.** (Pg 8)
Motion: That the Huron-Superior Catholic District School Board approve the Minutes of the Open Board Meeting of November 12, 2025.
2. **Minutes of the In-Camera Board Meeting of November 12, 2025.**
Motion: That the Huron-Superior Catholic District School Board approve the Minutes of the In-Camera Board Meeting of November 12, 2025.

F BUSINESS ARISING FROM THE MINUTES

G PRESENTATIONS

1. **Mathematics Achievement Action Plan** – Superintendent Chilelli to introduce Mike Oliveria and Chris Vuorensyrja (System Administrators - Math).

H COMMITTEE REPORTS

1. **Special Education Advisory Committee Meeting Minutes** – October 29, 2025 (Pg 13)
2. **Policy Committee Meeting Minutes** – November 11, 2025 (Pg 17)

I ADMINISTRATIVE ITEMS REQUIRING ACTION

1. **2024-25 Financial Statements** (to be distributed at Board meeting)
Motion: That the Huron-Superior Catholic District School Board approve the audited financial statements for the year ended August 31, 2025, as outlined in the Report to the Director dated December 10, 2025.
2. **HSCDSB Mathematics Achievement Action Plan** (Pg 20)
Motion: That the Huron-Superior Catholic District School Board accept the HSCDSB Mathematics Achievement Action Plan, as presented.

3. **RFP – Consultant Services for Speech Language Pathology (Pg 27)**
Motion: That the Huron-Superior Catholic District School Board award the contract for consultant services for speech language pathology to Miranda Abelson for eight months commencing January 2026.

4. **OCSTA 2026 Catholic Trustees’ Seminar – January 16-17, 2026**
Motion: That the Huron-Superior Catholic District School Board allows John Bruno, Wayne Greco, Lindsay Liske, Kathleen Rosilius, Sandra Turco and Director Lettieri to travel to Toronto to attend the OCSTA 2026 Catholic Trustees’ Seminar on January 16-17, 2026.

5. **Policy 5009 – Supervised Alternative Learning (Pg 28)**
Motion: That the Huron-Superior Catholic District School Board approve Policy 5009 as presented.

6. **Policy 6028 – Musculoskeletal Disorder (MSD) Prevention (Pg 45)**
Motion: That the Huron-Superior Catholic District School Board approve Policy 6028 as presented.

7. **Fieldtrips (Pg 53)**
Motion: That the Huron-Superior Catholic District School Board approves the following field trip applications:
 1. Our Lady of Lourdes French Immersion School (EL) – travelling to Toronto, ON on June 8, 2026, and returning on June 11, 2026.

J INFORMATION ITEMS

1. **Reports to the Director of Education / Board of Trustees**
 - a) **Annual Report** – Director Lettieri
 - b) **SMC Activity Report** – Student Trustees Dasa Kumar, Kyle and Orazietti (Pg 58)

2. **Correspondence**

3. **Notes of Thanks**

K TEN-MINUTE QUESTION AND ANSWER PERIOD
 • ON AGENDA ITEMS FOR THOSE IN ATTENDANCE

L UPCOMING EVENTS

- | | | |
|-------------------------|---|--|
| December 10 | - | Human Rights Day |
| December 11 | - | Policy Committee Meeting |
| December 12 | - | National Day of Prayer in Solidarity with Indigenous People |
| December 18 | - | International Migrants Day |
| Dec. 22 – Jan. 2 | - | School Christmas Break begins |
| December 25 | - | Christmas Day |

- December 26 - Boxing Day**
- December 27 - St. John the Evangelist**
- December 28 - Feast of the Holy Family**
- January 1 - New Year's Day; Solemnity of Mary, Mother of God**
- January 5 - Schools Reopen**
- January 6 - Epiphany**
- January 16-17 - OCSTA 2026 Trustee Seminar**
- January 13 - Policy Committee Meeting**
- January 21 - Next Board Meeting**

M CLOSING PRAYER – Trustee Commanda

N ADJOURNMENT



Trustee Greco

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

Heavenly Father,
In this sacred season of Advent,
we gather as Catholic school trustees mindful of our call
to wait in faith for the coming of Your Son.

Trustee Liske

During this second week of Advent,
open our hearts to the quiet grace of patient trust.
Teach us to wait—not with anxiety, but with hope;
not in idleness, but in readiness for Your guidance.



Trustee MacEachern

Bless our work and our decisions,
that they may reflect a deep confidence in Your providence.
Strengthen our faith as we serve our students, families, and staff,
and help us lead with hearts attentive to Your voice.

Trustee Rosilius

In our waiting, may we grow in wisdom,
walk in unity,
and remain steadfast in the mission You have entrusted to us.

We ask this through Christ our Lord. Amen.
In the name of the Father, and of the Son, and of the Holy Spirit, Amen.





Huron-Superior Catholic
DISTRICT SCHOOL BOARD

our mission

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

our values

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

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

our vision

Guided by the Spirit on our journey, together with family and Church, we mutually invite, encourage and support one another in our efforts to transform the world.

Journey Together in Faith and Learning

**MINUTES FOR THE OPEN SESSION BOARD MEETING OF THE
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
ON WEDNESDAY, NOVEMBER 12, 2025 @ 6:15 PM
IN THE BOARD ROOM**

PRESENT: Trustees:

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

Officials:

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

Student Trustees:

Abbie Dasa Kumar, Michaela Kyle, Alexander Oraziatti

Guests:

Dave Coccimiglio, Manager of Plant Services

REGRETS:

Vision and Values

Superintendent Chilelli highlighted the recent elementary Slo-Pitch Tournament held in Sault Ste. Marie. All teams played with integrity and kindness, which was appreciated by participants. The Holy Cross Catholic School boys' team and Our Lady of Fatima Catholic School (Elliot Lake) girls' team were the victors. Chilelli also noted the Cross Country meet that was held in October at Hiawatha and had a record 752 participants.

Superintendent Pino congratulated Tenaris on celebrating their 25-years in Sault Ste. Marie and reaching this impressive milestone. Pino and Director Lettieri attended the event, as Tenaris has been a valued contributor to the STEAM Lab.

Chair Turco congratulated the St. Mary's College Junior Knights football team on capturing the NOSSA title. Turco also congratulated the Senior Knights on a great season that saw them make it to the city finals.

Superintendent Circelli highlighted the exceptional mural that was painted on the wall at Holy Angels Adult Learning Centre. The design theme was a collaborative effort between the City Arts Council, the artist, and the Board. The finished project, a student rising from local flora and fauna, represents the commitment to the development of the full student. Trustees were encouraged to visit the site.

Trustee Rosilius congratulated the Our Lady of Fatima Catholic School (Elliot Lake) choir for their outstanding contribution to the city's Remembrance Day celebration. All students were exemplary stewards for the Board.

Superintendent Circelli commented on the Truth Walk held at Algoma University for the Board's Senior Team. This walk honours the students of the former Shingwauk Indian Residential School.

Adg# Mtn#

- B-1 B-1043 Moved by: J. Bruno Seconded by: K. Rosilius**
That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of Wednesday, November 12, 2025.
CARRIED

D-1 ELECTION FOR THE OFFICE OF CHAIRPERSON

The following trustees were nominated for the position of Chair:

Trustee John Bruno - let his name stand
Trustee Sandra Turco - let her name stand

An election took place the Trustee Sandra Turco was re-elected as the Chair of the Board for 2026.

- D-2 Chair Turco assumed the Chair position.**

D-3 ELECTION FOR THE OFFICE OF VICE-CHAIRPERSON

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

Trustee John Bruno - let his name stand

An election was not required, and Trustee Bruno was acclaimed to the position of Vice-Chair of the Board for 2026.

- B-1044 Moved by: J. Caputo Seconded by: T. D'Agostino**
That all ballots be destroyed at this time.
CARRIED
- E-1 B-1045 Moved by: C. Amadio Seconded by: L. Liske**
That the Huron-Superior Catholic District School Board approve the Minutes of the Open Board Meeting of October 15, 2025.
CARRIED
- E-2 B-1046 Moved by: C. MacEachern Seconded by: J. Caputo**
That the Huron-Superior Catholic District School Board approve the Minutes of the In-Camera Board Meeting of October 15, 2025.
CARRIED

- I-1 B-1047 Moved by: J. Bruno Seconded by: K. Rosilius**
That the Huron-Superior Catholic District School Board, in accordance with the Education Act, approve the selection of one of the following options to fill the current trustee vacancy, as recommended in the Report to the Board (item J-1-a: Trustee Vacancy 2025):
- a) Appointment of the next highest polling candidate from the 2022 election
 - b) Appointment of a qualified member of the community
 - c) Appointment through an open call for applications
 - d) By-election
- And that upon passing this motion, a vote shall immediately take place;
- And that following this vote, a motion will be added to confirm the selection method chosen.
CARRIED
- B-1048 Moved by: J. Bruno Seconded by: J. Caputo**
That Wayne Greco be appointed to fill the current trustee vacancy for the Huron-Superior Catholic District School Board and be sworn into office at the next Regular Meeting of the Board.
CARRIED
- I-2, I-3, I-4 B-1049 Moved by: T. D’Agostino Seconded by: J. Caputo**
That the Huron-Superior Catholic District School Board approves the appointment of Laurie Barbeau, Michael Duclose and Mary Ogenyi-Igoche as SEAC members at large.
CARRIED
- I-5 B-1050 Moved by: L. Liske Seconded by: J. Bruno**
That the Huron-Superior Catholic District School Board leases two (2) Ford Transit Cargo Vans from Maitland Ford Lincoln once the existing leases expire.
CARRIED
- I-6 B-1051 Moved by: T. D’Agostino Seconded by: C. Amadio**
That the Huron-Superior Catholic District School Board approve Policy 2007 as presented.
CARRIED
- I-7 B-1052 Moved by: L. Liske Seconded by: C. MacEachern**
That the Huron-Superior Catholic District School Board approve Policy 4017 as presented.
CARRIED
- I-8 B-1053 Moved by: K. Rosilius Seconded by: J. Bruno**
That the Huron-Superior Catholic District School Board approve Policy 6010 as presented.
CARRIED

- I-9 B-1054 Moved by: T. D’Agostino Seconded by: C. Amadio**
That the Huron-Superior Catholic District School Board approve Policy 6012 as presented.
CARRIED
- I-10 B-1055 Moved by: J. Bruno Seconded by: C. MacEachern**
That the Huron-Superior Catholic District School Board approve Policy 6015 as presented.
CARRIED
- I-11 B-1056 Moved by: C. Amadio Seconded by: J. Caputo**
That the Huron-Superior Catholic District School Board approve Policy 7023 as presented.
CARRIED
- I-12 B-1057 Moved by: C. Amadio Seconded by: L. Liske**
That the Huron-Superior Catholic District School Board approves the following field trip applications:
1. Our Lady of Lourdes Catholic School – travelling to Toronto, ON on June 8, 2026, and returning on June 11, 2026.
 2. St. Paul Catholic School – travelling to Toronto, ON on June 9, and returning June 12, 2026.
 3. St. Francis Catholic School – travelling to Toronto, ON on June 15, 2026 and returning June 18, 2026.
- CARRIED**
- J-1-a Trustee Vacancy 2025**
Director Lettieri presented the report that outlines the options available to replace the vacancy due to the sudden passing of Trustee Trembinski. Option A was chosen as reflected in above Motion B-1047 and Wayne Greco was appointed as the Board’s new Trustee.
- J-1-b Mount St. Joseph Catholic Education Centre - Department Staffing Levels**
Director Lettieri provided the trustees with a complete Department Staffing Levels Report in response to Motion B-1030 from the September 17, 2025.
- J-1-c Annual Trustee Expenses Report**
As per Board Policy 2007, Superintendent Pino presented the summary of Trustee Expenses for the 2024-25 school year. This report is for information purposes only.
- J-1-d Capital Projects 2025-26**
Dave Coccimiglio, Manager of Plant Services, presented the list of projects to be completed in the 2025-26 school year, along with the correlating capital funding.

J-1-e

SMC Activity Report

Student Trustees Dasa Kumar, Kyle and Oraziatti highlighted some of the November events at the school, including components from faith, sports, student council, Indigenous Student Union and Student Senate. A few noteworthy items were SMC’s participation in the Algoma Autism Foundations “Trunk or Treat”, Remembrance Day liturgies, Rock Your Mocs week and the Entomica presentations.

N-1

B-1058

Moved by: J. Caputo

Seconded by: K. Rosilius

That the Huron-Superior Catholic District School Board meeting of Wednesday, November 12, 2025, adjourns at 8:02 p.m.

CARRIED

Chairperson:

Secretary:



SPECIAL EDUCATION ADVISORY COMMITTEE

S.E.A.C.

Minutes

Date: October 29, 2025

Location: Board Room
Time: 4:00pm - 6:00pm

Attendance: John Caputo, Theresa Coccimiglio, Tina Coombs, Irma DiRenzo, Fil Lettieri, Jacques Ribout, Tiana Rushon, Franca Spadafora, Sandra Turco, Rosanne Zagordo

Student Trustees and Guests: Abbie Dasa-Kumar, Michaela Kyle, Alexander Oraziotti

Google Meet: <https://meet.google.com/iab-mjur-jiu>

Regrets: Rachelle Lambert, Jared Lambert

AGENDA ITEMS		ACTION	WHO	WHEN
1.	WELCOME LAND ACKNOWLEDGEMENT PRAYER FOR SEAC <ul style="list-style-type: none"> Recognition of Trustee Gary Trembinski 	Catholicity - HSCDSB Land Acknowledgement	Irma DiRenzo	

2.	ACCEPTANCE OF PREVIOUS MINUTES	<ul style="list-style-type: none"> Minutes were accepted. 	Tiana Rushon Theresa Coccimiglio	
3.	AGENDA ADDITIONS/CHANGES	<ul style="list-style-type: none"> Question concerning a survey from John Caputo to follow. 	John Caputo	
4.	GUEST(s): REPORTS <ul style="list-style-type: none"> SMC Student Trustees 	<ul style="list-style-type: none"> Students shared the SMC report. October 25' SEAC Report 	Micaela Kyle Abbie Dasa-Kumar Alexander Oraziatti	
5.	MINISTRY UPDATES	<ul style="list-style-type: none"> Special Incidence Portion (SIP) data collection regarding students with high complex special education needs is to be submitted to ONSIS by January 31, 2026 and it will be based on the student data entered in our system by Oct. 31, 2025 Ontario Educator Autism Training Program - Sonderly, in partnership with the Ministry of Education, is conducting a province wide needs assessment to help shape upcoming autism training opportunities for educators across Ontario. The survey link has been shared with employees. Learning Disabilities of Canada is having a national virtual conference scheduled for Saturday, November 22. The registration link has been shared with SEAC members. 	Franca Spadafora	
6.	SEAC BUSINESS <ul style="list-style-type: none"> MASCE UPDATES Card of thanks from Melanie Ross received Card to be sent out to family of Gary Trembinski SEAC Recommendations  Special Education Ad... 	<ul style="list-style-type: none"> Chrissy Dewar, AT teacher, will present at our November SEAC meeting. We are planning to visit a school in January once we have confirmed with the Principal. We are planning to visit the STEAM lab in the new year- date to be confirmed. We are planning to visit St. Kateri in the spring-date to be confirmed. The SEAC recommendations were reviewed and discussed. 	Irma DiRenzo Franca Spadafora	
7.	BUSINESS CARRIED FORWARD			
8.	SUPERINTENDENT, COORDINATOR and MENTAL HEALTH LEADER'S REPORTS	<ul style="list-style-type: none"> Catch up with the Coordinator is scheduled each month. Specific topics pertaining to LRT work are reviewed. Topics include Alternative Report cards, IEPs, review of Board Forms and guest presenters. 		

		<ul style="list-style-type: none"> SEAC advertisement went out to recruit new members of - we currently have 2 people who have come forward Looking to replace our Speech/Language Pathologist, posting went up and interviews to follow. Our board is one that was chosen to sit on the working group committee for Transition Navigator and how they can service post secondary students 		
9.	ASSOCIATION REPORTS			
a.	NORTH SHORE TRIBAL COUNCIL (R. Lambert)	<ul style="list-style-type: none"> No report at this time 	Rachelle Lambert	
b.	AUTISM ONTARIO SSM CHAPTER PARENT INVOLVEMENT COMMITTEE (Name required) (I. DiRenzo)	<ul style="list-style-type: none"> Autism Ontario- Understanding Autistic learners- virtual session https://www.autismontario.com/civicrm/event/info?id=11416 	Irma DiRenzo	
c.	ALGOMA FAMILY SERVICES (T. Coccimiglio)	<ul style="list-style-type: none"> Stephanie Fetherson has resigned from AFS and Jeanne Barnett has retired from AFS. 	Theresa Coccimiglio	
d.	THRIVE – WELL BEING COMMITTEE (T. Coombs)	<ul style="list-style-type: none"> AGM was held last night at THRIVE ICDP is running a Triple P parent group Halloween Tips and Tricks for children and to be mindful of accessibility. 	Tina Coombs	
e.	COMMUNITY LIVING ALGOMA (J. Ribout)	<ul style="list-style-type: none"> Our fourth job path training session was held and CLA provides 18 sessions with 3 hours each to help prepare people for the work world. Transition to school meeting is being held October 31, 2025. 	Jacques Ribout	
f.	MEMBER-AT-LARGE			
g.	MEMBER-AT-LARGE – FOCUS ON FAITH (I. DiRenzo)	<ul style="list-style-type: none"> The mandate is changing to update the goals and to bring the clergy in to have a discussion. 	Irma DiRenzo	
h.	EASTER SEALS (T. Rushon)	<ul style="list-style-type: none"> Continuing to review requests for funding. Accessibility at Halloween and to remember children who may be doing Halloween a little bit differently. 	Tiana Rushon	

i.	TRUSTEES' REPORTS (J. Caputo)	<ul style="list-style-type: none">No report at this time.	John Caputo Sandra Turco	
10.	ADJOURNMENT	<ul style="list-style-type: none">Meeting adjourned at 5:58 pm	Theresa Coccimiglio	
11.	NOTES			

Next Meeting: Wednesday, November 26, 2025

Location: Board Room

Time: 4:00-6:00 pm



**POLICY COMMITTEE
MINUTES
Tuesday, November 11, 2025**

Google Meet: <https://meet.google.com/oqk-dagd-wmf>

**Board Room
4:30 – 6:30 p.m.**

Attendance: John Bruno (Chair), Carol Amadio, Lindsay Liske, Kathleen Rosilius, Sandra Turco

Regrets:

Resources: Fil Lettieri, Justin Pino

Guests: Franca Spadafora, S. Withers, S. Circelli

Chair:

Minutes: Fil Lettieri

Items		Discussion	Who / When
1	Prayer	<ul style="list-style-type: none"> Board prayer 	F. Lettieri
2	Review of Minutes – October 14, 2025	<ul style="list-style-type: none"> Minutes Trustee Liske’s emailed feedback should be noted. 	J. Bruno
3	Policies for Current Committee Review		
	4013 – Purchasing	<ul style="list-style-type: none"> Amendments were made to the Disclosure of the Conflict of Interest policy to ensure the Board’s purchasing practice is in compliance with Ministry guidelines. Consider consolidating section B and C and Section 6. Include Trustees in reference to Employees The Policy Committee is in support of the changes based on Section 217 of the Education Act. It is advised that stakeholder consultation take place prior to the next Policy Committee Meeting. 	J. Pino

Items	Discussion	Who / When
5003 – Fieldtrip – Form D	<ul style="list-style-type: none"> ● The field trip form was updated to provide greater clarity to parents about what they are consenting to. ● Updates were based on revisions proposed by the Board’s legal counsel. ● The Policy Committee supports the revised form. 	F. Lettieri 18
5009 – Supervised Alternative Learning	<ul style="list-style-type: none"> ● A Catholicity statement was added to the Policy. ● The Policy Committee supports the changes noted in the Procedural Guidelines. ● It was recommended that the word “Guardian” be added to “Parents”. ● The revised Policy and Procedural Guidelines are to be brought to the Board of Trustees for approval. 	S. Circelli
6019 – Personal Protective Equipment	<ul style="list-style-type: none"> ● There was no change to the Policy statement. ● Main updates were splitting off of Plant tasks, addition of PPE definitions, and the addition of the Special Education. ● The Policy Committee approves the proposed changes. Board approval is not required since there is no change to the Policy. 	F. Spadafora
6025 – Employee Code of Conduct	<ul style="list-style-type: none"> ● There are no recommended changes to either the Policy and Procedural Guidelines. ● It was suggested that the Employee Code of Conduct be reviewed with the Leadership Team (e.g., Supervisory Officers, P/VPs, Managers, etc.) annually. 	S. Withers
6026 – Relationships in the Workplace	<ul style="list-style-type: none"> ● There are no recommended changes to either the Policy and Procedural Guidelines. 	S. Withers
6028 – Workplace Ergonomics	<ul style="list-style-type: none"> ● The Policy name changed to Musculoskeletal Disorder (MSD) Prevention. ● The Policy Committee approved the proposed changes to the Procedural Guidelines. ● Since the name of the Policy changed, it is to be approved by the Board of Trustees. 	F. Spadafora
4	Future Policies for Review in the 2024-25 School Year	

Items	Discussion	Who / When
	2002 Inclusive Language 4015 Personal Mobile Devices and Acceptable Use of ICT Resources 4026 Flags on Board Property 5001 Catholic Education: Instruction, Assessment, Evaluation and Reporting Grades 1-12 7010 Equity and Inclusive Education 7011 Release of Information Regarding Pupils 7012 Ontario Student Record (OSR)	S. Circelli J. Chilelli J. Pino S. Circelli S. Circelli F. Lettieri F. Lettieri
5	Future Policies for Review in the 2025-26 School Year	
	2003 Governance Process 2005 Advocacy 3005 Construction Management 4010 Fundraising in Schools 4012 Fees for Learning Materials and Activities 4019 Personal Property of Students/Employees 4023 Disposal of Furniture and Equipment 5002 International Education 6005 Accessibility Standards 6018 Incident Reporting 6020 Work Refusals 6021 Conflict of Interest 6023 Working from Home 6024 Employee Health and Wellness 6027 Human Rights 6029 Non-Academic Hiring Practices 6030 Employee Dress Code 6031 Employee Footwear 6032 Principal / Vice-Principal Hiring Guidelines 7000 Child Abuse 7014 Community Involvement and Christian Service 7022 Toileting Emergencies of Primary Students 8000 Board Operations Not Covered by Policies	F. Lettieri F. Lettieri J. Pino J. Pino J. Pino J. Pino J. Pino J. Pino J. Pino F. Spadafora F. Spadafora F. Lettieri S. Withers F. Lettieri S. Withers S. Withers S. Withers S. Withers S. Withers S. Withers F. Spadafora S. Circelli F. Spadafora F. Lettieri
6	Next Meeting Date: Tuesday, December 11, 2025 Time: 9:00 – 11:00 a.m.; Location: Board Room	
7	Adjournment	Meeting adjourned at 6:15 p.m.



REPORT TO THE DIRECTOR OF EDUCATION HSCDSB Mathematics Achievement Action Plan

December 10, 2025

Submitted by:
Joe Chillelli
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:

- Fostering a culture of high standards and excellence
- Exposing our school communities to dynamic instruction
- Providing regular updates and frequent opportunities to participate in meaningful dialogue and learning
- Utilizing our resources responsibly, justly, responsively, and wisely
- Allocating resources equitably, not necessarily equally

Background

The Ministry of Education continues to invest in improving students' math, writing, and reading skills. Now in year three of the new math plan, the Ministry is supporting school board's efforts to improve student achievement in mathematics and in implementing a modernized math curriculum that mandates financial literacy and coding in every grade.

The province's plan to improve math skills includes:

- Investing in math facilitators in classrooms to provide direct support to teachers and students
- Investing in one math lead per board to spearhead math curriculum implementation and standardize training, and provide additional supports for math coaches in the classrooms
- Expanding access to digital math tools that students and parents can access anytime
- Continuing live teacher-led virtual tutoring services focused on math
- Enhancing skills of new teachers through dedicated training and covering costs of additional math qualification courses to enhance math fluency and competency.

In 2023 the Ministry released, "Taking Action in Mathematics: Look-fors by provincial action" (Appendix B). Every Ontario school board is responsible to submit an updated Mathematics Achievement Action Plan annually. This year the plan is due December 19, 2025, including details about initial strategies and Key Performance Indicators (KPIs).

Comment

The HSCDSB Mathematics Achievement Action Plan (found in Appendix A) aligns directly with the three **21** priority actions outlined in the Ministry of Education's 'Taking Action in Mathematics' document (referenced in Appendix B). The HSCDSB mathematics document is intentionally concise, practical, and precise, offering actionable guidance for various stakeholders within the HSCDSB, including the Board, Math Facilitators, school administrators, and classroom teachers. This document prioritizes user-friendliness and the implementation of evidence-based strategies, all aimed at benefiting students.

The content of both the HSCDSB Mathematics Achievement Action Plan draws extensively from the Ministry's "Taking Action in Mathematics" document, encompassing the three Priority Actions and several specific strategies at all three levels. The three priority actions identified by the Ministry of Education include:

- Ensuring Fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement
- Engaging in ongoing learning to strengthen mathematics content knowledge for teaching
- Knowing the mathematics learner and ensuring mathematical tasks, interventions, and supports are relevant and responsive

The Ministry identified the following priority schools and classes for direct support through the program, based on EQAO data. These schools were supported during the 2024-2025 school year and remain our priority schools for the 2025-2026 school year.

Grade 3	Grade 6	Grade 3 & 6
Holy Name of Jesus	Sacred Heart	Holy Family
St. Basil (White River)	St. Basil (SSM)	St. Augustine F.I.
	Our Lady of Lourdes (SSM)	Our Lady of Fatima
		St. Mary's (Blind River)
		Our Lady of Lourdes F.I.
		Our Lady of Fatima (EL)

Key Performance Indicators

The Ministry has identified four key performance indicators (KPIs) to gauge the success of this program, which are as follows:

Indicator 1: Number of students who progressed in their level of achievement on math report cards.

Indicator 2: Monitoring the achievement levels of students for whom curriculum expectations have been modified as reflected on report cards.

Indicator 3: Number of students whose individual attendance rate in math class is equal to or greater than 90 percent.

Indicator 4: Number of Grades 3 and 6 math students who report positive results regarding math attitudes and confidence.

By December 19, 2025, every school board is required to submit their Math Achievement Action Plan and input their baseline data for the aforementioned KPIs, along with any locally created additional KPIs. Furthermore, the HSCDSB will also monitor the percentage of students achieving at levels 3 or 4, as indicated by report card data.

Recommendation

That the report, HSCDSB Mathematics Achievement Action Plan, dated December 10, 2025, be received.

Motion: That the Huron-Superior Catholic District School Board accept the HSCDSB Mathematics Achievement Plan, as presented.

HSCDSB Math Achievement Action Plan



<p>Priority Action: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement.</p>	<p>Priority Action: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching</p>	<p>Priority Action: Knowing the mathematics learner and ensuring mathematical tasks, interventions, and supports are relevant and responsive.</p>
<p>Board</p> <ul style="list-style-type: none"> *Prioritize understanding of the curriculum and the continuum of learning across grades *Provide relevant and meaningful resources and supports to increase the implementation of curriculum-aligned course plans, lessons, and digital resources (e.g., Jump Math Knowledgehook, MathUp, IXL. *Use of Math Newsletter to support implementation. *Encourage the use of centrally developed Progression of Strands. These plans include direct links to lesson plans, slide decks, assessments etc. Use of engaging, open-ended problem-solving tasks, diverse assessment opportunities, and encourage the adoption of high-impact instructional practices (e.g. direct instruction, math conversations, small-group instruction, flexible groupings), including the use of developmentally appropriate tools and representations. 	<p>Board</p> <ul style="list-style-type: none"> *Identify priority schools for additional programming and materials to support student learning and provide targeted interventions. *Evaluate the effectiveness of intervention programs and share effective strategies across all schools in the system. *Utilize student achievement data and student work to establish focus areas for mathematics professional learning. *Understand the importance of the relationship between mathematics content knowledge and effective mathematics instruction, as it relates to student achievement. *Provide ongoing training to Principals and school leaders. *Provide subsidized math additional qualification courses to teachers. 	<p>Board</p> <ul style="list-style-type: none"> *Math Facilitators will work in priority schools, collaborating with educators and administrators to provide targeted interventions, instructional, and assessment support to Grade 3 and Grade 6 students and teachers. *Math facilitators will also work directly with small groups of students providing targeted interventions. *Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards and locally developed assessment tools/tasks.

<p>Priority Action: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement.</p>	<p>Priority Action: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching</p>	<p>Priority Action: Knowing the mathematics learner and ensuring mathematical tasks, interventions, and supports are relevant and responsive.</p>
<p>School *Promote the use of centrally created progression of strands, Math Hub resources, and digital math tool to ensure the fidelity to the curriculum *Engage in ongoing professional learning (e.g., in grade/division meetings, learning teams, classroom visits) of the curriculum, including making connections across strands</p>	<p>School *Engage in regular collaborative meetings to deepen knowledge of mathematics, curriculum, instructional starting points, interventions, and assessment and evaluation practices. *Promote resilience, perseverance, and positive attitude towards mathematics through school communications, and fostering growth mindset.</p>	<p>School *Integrate HSCDSB Math Achievement Action Plan items into school improvement plans. *Monitor and respond to students' perception of and confidence in mathematics (survey, student conferencing, family engagement). *Integrate high-impact instructional practices that foster student ownership of mathematics, while ensuring all students have accessible entry points into learning.</p>
<p>Classroom *Draw explicit connections between mathematical processes and lesson plans using high-impact instructional practices (e.g., direct instruction, mathematics conversations, small-group instruction, flexible groupings) *Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., common assessments).</p>	<p>Classroom *Access resources (teacher supports on Math Hub), experts (Math Facilitators) and professional learning to continuously develop content knowledge for teaching *Model positive and curious attitudes towards mathematics to create an environment where students are excited to learn mathematics and develop into confident math learner</p>	<p>Classroom *Adapt instructional practices in response to data collected from multiple, frequent assessment opportunities. *Understand and respond to students' mathematics strengths, needs, and interests using a variety of resources, including Individual Education Plans and input from Learning Resource teachers and educational assistance. *Plan, teach, and assess learning in culturally responsive and relevant ways that motivate students to take ownership of their learning and progress in mathematics.</p>

Taking action in mathematics | Look-fors by provincial action

Math achievement efforts across the province should include multiple proven evidence-informed strategies and approaches to address local learning needs in schools.

The ministry has worked with researchers, math specialists, and school boards to identify three interwoven math actions to be prioritized in the 2023–24 school year. Board Math Leads, as they determine board and school priorities in mathematics achievement, will develop, implement, and monitor a Math Achievement Action Plan that includes meaningful and measurable key performance indicators (KPIs) aligned with each of the priority actions below.

A mathematics community of excellence: In order to promote effective math instruction, it is important for educators to foster mathematics communities in classrooms and schools, and to recognize that not all students learn math in the same way or within the same time frames. Effective math instruction is supported by an inclusive, positive, and safe learning environment where all students feel valued and engaged, and in which educators clearly communicate expectations and establish norms and routines with their students at the beginning of instruction. Educators at all levels of the school system have a role to play in establishing a culture of excellence in mathematics and setting conditions for success. This includes leaders reviewing practices to determine barriers to success, creating accountability, and attending to mathematics attitudes and mindsets in school and system improvement plans.

PRIORITY ACTION: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement	PRIORITY ACTION: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching	PRIORITY ACTION: Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive
<ul style="list-style-type: none"> ● How are all educators throughout the system focused on developing a comprehensive understanding and precise implementation of the mathematics curriculum? ● How do grade, course, and daily lesson plans reflect the current curriculum, including the mathematical processes and connections between curriculum strands? 	<ul style="list-style-type: none"> ● What systems, supports, and resources are available to support teachers and leaders in determining a focus area for their math content knowledge development? ● How are all educators engaged in ongoing learning that strengthens their own mathematics knowledge, skills, and attitudes about math teaching and learning? 	<ul style="list-style-type: none"> ● How is student assessment data and prior mathematics knowledge used to guide interventions and planning? ● How do educators learn about the mathematics strengths, needs and interests of all students to inform their instructional decisions? ● How are educators supporting inclusion and engagement for all students, especially those with diverse learning needs?
<p>Board</p> <ul style="list-style-type: none"> ● Prioritize understanding of the curriculum and the continuum of learning across grades ● Align resources, including staffing, with mathematics priorities ● Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans ● Leverage digital math resources to support curriculum-linked practice at home 	<p>Board</p> <ul style="list-style-type: none"> ● Utilize student achievement data and student work to establish focus areas for mathematics professional learning ● Understand the importance of the relationship between mathematics content knowledge and effective mathematics instruction, as it relates to student achievement ● Prioritize mathematics content knowledge for teaching in professional learning opportunities and in allocation of resources, including staffing 	<p>Board</p> <ul style="list-style-type: none"> ● Align Math Improvement Action Plan with board improvement planning, including using student assessment and demographic data to identify areas of focus ● Build capacity in data analysis resources to understand mathematics achievement from a variety of sources, including alignment between EQAO, report cards, and locally-developed assessment tools/tasks ● Provide a digital math tool to support student mathematics learning at home and/or at school, that can be used by teachers to understand current student learning levels and provide targeted supports for students ● Develop a system-wide attendance strategy for students with more than 10 days of absences as part of board's existing prolonged absence strategy

<p>School</p> <ul style="list-style-type: none"> ● Directly connect long-range plans, course outlines, lesson plans, and reporting to current curriculum expectations (e.g., educators consult the Curriculum and Resources website regularly to ensure alignment) ● Engage in ongoing professional learning (e.g., in grade/division/ department meetings, learning teams, classroom visits) on the curriculum, including making connections across strands ● Make intentional staffing decisions to ensure teachers of key grades have deep understanding of the curriculum, including understanding instructional practices to effectively teach and assess curriculum concepts and skills 	<p>School</p> <ul style="list-style-type: none"> ● Collaborate with Board Math Lead to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning ● Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions ● Engage families and communities to support different ways of understanding and doing mathematics (e.g., families and communities are asked to contribute to planning and execution of family math nights) 	<p>School</p> <ul style="list-style-type: none"> ● Determine key content areas, informed by EQAO data, including Strands and Skills reports, to determine where students may be struggling most and if there are gaps between classroom and EQAO achievement ● Integrate common open and parallel learning tasks across grades/divisions that foster student ownership of mathematics, while ensuring all students have accessible entry points into learning ● Monitor and respond to students' perception of and confidence in math (e.g., written surveys, student conferencing, family and community engagements) ● Develop processes to identify and monitor achievement of students achieving below Level 2 in mathematics and provide ongoing supports so that students can access grade-level curriculum
<p>Classroom</p> <ul style="list-style-type: none"> ● Draw explicit connections to and between mathematical processes and in lesson planning and use proven instructional and assessment practices (e.g., High-Impact Instructional Practices) ● Connect instruction and assessment to curriculum expectations and long-term essential mathematical understandings using developmental continuums ● Use a variety of assessment tools to inform next steps in curriculum implementation (e.g., teacher prompts on the Curriculum and Resources website, exit cards to inform lesson planning in response to student needs) 	<p>Classroom</p> <ul style="list-style-type: none"> ● Access resources (e.g., teacher supports on the Curriculum and Resources website), experts (e.g., curriculum consultant, school math facilitator), and professional learning to continuously develop content knowledge for teaching ● 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 (e.g., regularly using "think-alouds", making the problem-solving process explicit, integrating math talk prompts and conversations, co-solving mathematics puzzles/ problems with students) 	<p>Classroom</p> <ul style="list-style-type: none"> ● Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys) ● Understand and respond to student mathematics strengths, needs and interests using a variety of sources, including the Curriculum and Resources website, Individual Education Plans (IEPs), and collaboration with special education teachers and educational assistants ● Plan, teach, and assess learning in culturally responsive and relevant ways that motivate students to take ownership of their learning of, and progress in, mathematics ● Monitor and re-engage students at the earliest sign that attendance is impacting learning (e.g., at 3 days and 6 days of absence) and implement board's 10-day and prolonged absence strategy



REPORT TO THE DIRECTOR OF EDUCATION

REQUEST FOR PROPOSAL

CONSULTANT SERVICES FOR SPEECH LANGUAGE PATHOLOGY

December 10, 2025

Submitted by:
Franca Spadafora
Superintendent of Education

The Huron-Superior Catholic District School Board’s Multi-Year Strategic Plan (MYSP) lists Equitable Stewardship of our Resources as one of its strategic directions. This report relates specifically to aligning available resources with strategic priorities and ensuring that we utilize our resources responsibly, justly, responsively, and wisely.

The Request for Proposals (RFP) for Consultant Services for Speech Language Pathology was opened in public on Wednesday, December 3, 2025. This RFP is to establish a contract for a period of eight months for speech language pathology for students.

An evaluation committee consisting of the Superintendent of Education responsible for Special Education, Special Education Coordinator and Superintendent of Business reviewed and evaluated the proposal.

Points were awarded based on the following criteria:

- | | |
|-------------------------------------|------------------|
| • Consultant Profile and Experience | 50 points |
| • Financial Considerations | <u>50 points</u> |
| TOTAL | 100 points |

Based on the point system noted, the winning proponent was Miranda Abelson. As a result, the evaluation committee is recommending that the Board award the contract for consultant services for speech language pathology to Miranda Abelson for eight months commencing January 2026.

Motion: That the Huron-Superior Catholic District School Board award the contract for consultant services for speech language pathology to Miranda Abelson for eight months commencing January 2026.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

POLICY TITLE: SUPERVISED ALTERNATIVE
LEARNING (SAL)

Approved: April 20, 2011
Amended: December 10, 2025

POLICY NO: 5009

Page: 1 of 1

POLICY

The Huron-Superior Catholic District School Board is committed to developing the full potential of all of its students and ensuring their dignity. Rooted in our Catholic faith, we believe that every student is created in the image of God and deserving of compassionate support, meaningful learning opportunities, and pathways that foster spiritual, academic, and personal growth. As a result, the Board shall establish and maintain a Supervised Alternative Learning (SAL) committee in accordance with the Education Act and Regulation No. 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School."

The purpose of Supervised Alternative Learning is to provide pupils 14-17 years of age where traditional educational opportunities have not met their needs with an alternative individualized plan to support the pupil's progress towards obtaining an Ontario Secondary School Diploma or achieving his or her other education and life goals (O. Reg 374/10 s.3).

Application, approval and monitoring of Supervised Alternative Learning shall be in accordance with the established "Procedures for Supervised Alternative Learning."

<u>ADOPTED</u>	Regular Meeting of the Board – April 20, 2011 Motion B-45
<u>AMENDED</u>	Regular Meeting of the Board – October 14, 2015 Motion B-110
<u>AMENDED</u>	Regular Meeting of the Board – February 12, 2020 Motion B-445
<u>AMENDED</u>	Regular Meeting of the Board – December 10, 2025 Motion B-



PROCEDURAL GUIDELINES SUPERVISED ALTERNATIVE LEARNING

ROLES AND RESPONSIBILITIES PRECEDING A SAL APPLICATION (“PRE-SAL”):

Principal/Vice-Principal:

- Considers that all appropriate alternative options
- Ensures that if the student has an Individual Education Plan (IEP), all supports, accommodations, and modifications will be implemented to optimize student learning.
- Ensures that the parent/guardian(s) and student are informed about SAL as an option
- Connects appropriate school staff to work with the student and family and engage them in the process of the development of the SAL plan

Parent/Guardian:

- Collaborates with school staff to provide input into the development of the SAL plan

Student:

- Contributes to the development of the plan and goal setting with the SAL team and/or primary contact
- Meets with school team to provide input for a re-engagement plan.

Student Success Team and Other School/Board Staff:

- Discusses the referral and reviews the student’s academic and non-academic strengths, needs, and areas of growth
- Collaborates on the development of the SAL plan.
- Communicate with the parent/guardian(s) along with Principal or designate

STEP 1: APPLICATION FOR SAL

Principal/Vice-Principal:

- Initiates the request with input from the parent/guardian and student or receives a request from a parent/guardian.
- Prepares the SAL application package. (Appendix A)

Parent/Guardian:

- May initiate a request for a SAL program or provide input to the principal’s application by completing the parent/guardian’s components of the SAL application.

- May be requested to complete the “Consent to Obtain/Release Information” and submit it to the principal, unless it has been previously completed or unless one is not required, as in the case of the student who has withdrawn from parental control.
- Works with the Student Success team and other school staff to develop the SAL plan.

Student:

- Provides input to the Student Success team and school/Board staff to develop the SAL plan.

Attendance Counsellor:

- Assists with the completion of all documentation required for the SAL application.

Student Success Team and Other School/Board Staff:

- Assists the principal in the development of the SAL plan and the gathering of appropriate documentation for submission with the application (e.g. Attendance Reports, IEP).

Community Partners:

- Contribute to the development of the SAL plan by providing documentation (e.g. Employer Agreement – Appendix E).

STEP 2: CONSIDERATION OF THE APPLICATION

SAL Committee:

- Establishes regular SAL meeting dates (monthly meetings are recommended).
- Convenes as a committee to review the application and SAL plan.
- Invites attendees to the scheduled committee meeting.
- reviews the application and SAL plan and makes the decision for next steps.
- Ensures that all parties are notified (under the signature of the Board Superintendent on the committee) of decision of the committee within five (5) school days. (Appendix B or C)
- May suggest types or means of two-way contact for monitoring and the preferred schedule for monitoring according to student needs.

Principal/Vice-Principal, Parent/Guardian, Student, Proposed Primary Contact:

- All should attend the SAL meeting.

Reconsideration of the Committee’s Decisions:

SAL Committee:

- Reviews the request to reconsider the SAL decision or the SAL plan.
- Approves or denies the request to reconsider the SAL decision.

- Approves or modifies the SAL should additional recommendations be made at the meeting.
- Notifies the parent/guardian or student and the principal regarding the committee's decision.

Principal/Vice-Principal:

- Attends the meeting when the SAL decision or the SAL plan is reconsidered.

Parent/Guardian:

- Requests that SAL Committee reconsider the SAL decision or the SAL plan within ten (10) school days of receiving the written decision.
- Attends the meeting when the SAL decision or the SAL plan is reconsidered to present reasons for the reconsideration request.

Student:

- Attends the meeting when the SAL decision or the SAL plan is reconsidered.

Primary Contact:

- May attend the meeting when the SAL decision or the SAL plan is reconsidered.

STEP 3: IMPLEMENTATION AND MONITORING

Principal/Vice-Principal:

- If employment is part of the SALP, then they will send a letter to the employer stating that the student is excused from attending school for the purpose of participating in SAL. (Appendix F)
- Ensures that the SAL plan is implemented in the timelines established by the SAL Committee.
- Ensures that staff of the school and/or the Board visit the location where the student will be participating in SAL activities to check on the health, safety, and accessibility features of the venue before the student begins.
- Ensures that if a student has an IEP, accommodations are part of the SAL plan.
- Identifies the primary contact.
- Receives updates from the primary contact.

Primary Contact:

- Contacts the student, at least monthly, to monitor progress. Additional contact may be recommended as per the recommendation of the committee.
- Documents progress monitoring for each contact.
- Documents the student's performance and/or progress.
- Informs the school administration of any concerns regarding the student's compliance with the SAL plan or any issues regarding the SAL plan.
- Assists the student in addressing any issues that become apparent or refers the student to appropriate Board or community resources.

Parent/Guardian:

- Maintains communication with the primary contact, as required.
- Supports the student in following the SAL plan.
- Advises the primary contact of any issues that have an impact on the SAL plan and that may require consideration.

Student:

- Participates in the program, as communicated in the SAL plan.
- Maintains regular communication with the primary contact, as required.
- Advises the primary contact of any issues that have an impact on the SAL plan and that may require consideration.

Student Success Team and Other School/Board Staff:

- Assist in the implementation of the SAL plan, as required.
- Advises the primary contact of any issues that may have an impact on the SAL plan and that may require intervention or other support.

Community/Business Partner (if applicable):

- Maintains regular contact with the primary contact, as required.
- Advises the primary contact of issues that have an impact on the SAL plan and that may require intervention or other support.

STEP 4: REVIEW AND TRANSITION PLANNINGPrincipal/Vice-Principal:

- Reviews the primary contact's report on the student's SAL plan a minimum of fifteen (15) school days before it expires (recommended that the SAL plan be reviewed at least once per semester).
- Reviews the primary contact's report in collaboration with the primary contact, parent/guardian, student, and others (as required), and whenever significant changes to the SAL plan may be needed.
- Completes the review documentation, noting any changes.
- Ensures that, if there are significant changes, approval is obtained from a Supervisory Officer, and the revised SAL plan is provided to the student and parent/guardian.

Parent/Guardian and Student:

- Participate in the review of the SAL plan, as required.

Primary Contact:

- Prepares a report in which he or she reviews the SAL plan.

Student Success Team and School/Board Staff:

- Participate in the review of the SAL plan, as required.

Community Partner (if applicable):

- Participates in the review of the SAL plan, as required.

DATA COLLECTION AND RECORD KEEPING

- The Principal is responsible for ensuring that the student's attendance and coding follow the requirements for maintaining enrolment registers.
- The Principal must ensure that the appropriate documentation is placed in the student's OSR and recorded in the student information management system.
- The SAL Committee will receive from Board staff a report each year that includes data related to students in SAL programs in the Board, the number of applications received by the SAL Committee and the number and types of decisions that the SAL Committee made.

APPENDICES

A	Supervised Alternative Learning Plan (SAL)
B	Letter Notifying a Parent/Guardian of the SAL Committee's Decision – Approval Granted
C	Letter Notifying a Parent/Guardian of the SAL Committee's Decision – Approval Not Granted
D	Letter Notifying an Employer Whether or Not A Student Has Permission to Work
E	Employer Agreement for a Student in Supervised Alternative Learning
F	Request for the SAL Committee to Renew Supervised Alternative Learning



APPENDIX A

STUDENT INFORMATION	
Name:	
Address/Postal Code:	
Home Telephone No.:	Alternative Telephone:
OEN:	Date of Birth:
Age:	Grade:
Date of SAL Committee Meeting	
Is this a renewal? (Please Check) <input type="checkbox"/> Yes <input type="checkbox"/> No	
Outcome of SAL Committee Meeting:	
SAL revised on: _____	
Name and Position: _____	

PARENT/GUARDIAN INFORMATION
Name:
Address (if different from student's address above)
Home Telephone (if different from number above):
Work Telephone:

PRIMARY CONTACT FOR SAL
Name:
Position:
Name of Principal:

Appendix A - Continued

PEOPLE CONSULTED IN THE DEVELOPMENT OF THE SAL		
Name	Position	Telephone

MONITORING SCHEDULE
Details:

STUDENT'S EDUCATIONAL GOAL(S)	Methods to achieve educational goal(s). Ways in which student's progress will be monitored.
<input type="checkbox"/> Earn Credit(s) <input type="checkbox"/> Earn OSSC <input type="checkbox"/> Earn OSSD <input type="checkbox"/> Enter college/university <input type="checkbox"/> Enter apprenticeship/trades <input type="checkbox"/> Enter the workforce <input type="checkbox"/> Other (specify) <input type="checkbox"/>	

STUDENT PERSONAL GOAL(S)	Methods to achieve educational goal(s). Ways in which student's progress will be monitored.
<input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____ <input type="checkbox"/> _____	

APPENDIX A – Continued

DESCRIPTION OF STUDENT'S PROGRAM	
<p>Courses</p> <p><input type="checkbox"/> Credit</p> <p><input type="checkbox"/> Non-Credit (e.g. life skills course)</p>	<p>Details: course codes; delivery format (e.g. part-time attendance at regular school or in an alternative education program, cooperative education, e-learning, independent study); location.</p>
<p>Skill Acquisition</p> <p><input type="checkbox"/> Volunteering</p> <p><input type="checkbox"/> Earning a certification or taking training for a specific job</p> <p><input type="checkbox"/> Developing job-search skills</p> <p><input type="checkbox"/> Developing Essential Skills and work habits</p>	<p>Details: Description of activities, student's schedule, location.</p>
<p><input type="checkbox"/> Counseling</p>	<p>Details:</p>
<p><input type="checkbox"/> Other activities to enable the student to achieve his or her goals:</p>	<p>Details: Description of activities, student's schedule, location.</p>
<p><input type="checkbox"/></p>	
<p>Employment Opportunity:</p> <p><input type="checkbox"/> Working part-time</p> <p><input type="checkbox"/> Working full-time</p> <p>Location: _____</p> <p>Contact Information:</p> <p>_____</p>	

APPENDIX A – Continued

No visit was necessary at this time (e.g. the venues are known and considered to be appropriate).

- The venues have been visited and found to be appropriate (e.g. they comply with health and safety and accessibility legislations).

Transition Plan (Overview to be completed with the application).

Overview:

Date of Review:

End of Semester 1: _____

End of Semester 2: _____

Signatures

Principal

Date

I have been consulted in the creation of the Supervised Alternative Learning Plan.

Student

Date

I have been consulted in the creation of the Supervised Alternative Learning Plan.

Parent/Guardian

Date

--



APPENDIX B

**Letter Notifying A Parent of the SAL Committee's Decision -
Approval Granted**

[date]

[parent/guardian]

[address]

Re: [name of student] Date of birth: _____ OEN: _____

Dear [name of parent/guardian]:

On [date of SAL Committee meeting], the Supervised Alternative Learning (SAL) Committee of the [name of district school board] granted approval for [name of student] to participate in Supervised Alternative Learning in accordance with Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School", made under the Education Act.

The approved Supervised Alternative Learning Plan, which outlines the program, has been discussed with you, and you indicated agreement with it. The primary contact will be [name of contact], and you may contact him/her at _____. [Include student's employer contact information also, if applicable.]

You were also advised of the following conditions of the approval:

1. The student shall comply with the Supervised Alternative Learning Plan, as prescribed by the SAL Committee, in order to maintain his/her status in Supervised Alternative Learning.
2. The primary contact must be notified of any proposed changes to the student's circumstances.
3. The primary contact will maintain regular communication with those associated with Supervised Alternative Learning, and will also keep you updated on a regular basis.
4. Significant breaches of the Supervised Alternative Learning Plan may result in termination of Supervised Alternative Learning. Termination means that the student would no longer be excused from regular attendance at school.
5. The Supervised Alternative Learning Plan will be reviewed periodically. The plan will be reviewed near the end of its term so that decisions can be made regarding the student's participation in Supervised Alternative Learning. You will be invited to provide input into the review.

Should you have any questions regarding these conditions or other issues as they relate to the Supervised Alternative Learning Plan, please contact the primary contact or the principal of the school. If you wish the committee to reconsider its decision, including the decision on the student's Supervised Alternative Learning Plan, please submit your written request to [name of principal and school] within ten school days of receiving this letter.

Yours truly,

Chairperson of the SAL Committee
c.c. Principal of School
Primary Contact



APPENDIX C

**Letter Notifying A Parent Of The SAL Committee's Decision -
Approval Not Granted**

[date]

[parent/guardian]

[address]

Re: [name of student] Date of birth: _____ OEN: _____

Dear [name of parent/guardian]:

On [date of SAL Committee meeting], the Supervised Alternative Learning (SAL) Committee of the [name of district school board] reviewed the application requesting that [name of student] be considered for participation in the Supervised Alternative Learning program in accordance with Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School", made under the Education Act.

The committee has made the decision to not approve the application for Supervised Alternative Learning.

[Name of student] is expected to return to daily school attendance immediately.

As explained to you at the meeting, if you are not in agreement with the committee's decision and if you would like to request a reconsideration of the decision on SAL, you should contact [the principal of the school] within ten school days of receiving this notification. If you submit a written request for reconsideration, the committee will hold a meeting to reconsider its decision within twenty days of receiving your request.

Yours truly,

Chairperson of the SAL Committee

cc: Principal of the school
 Proposed primary contact



APPENDIX D

**Letter Notifying An Employer Whether Or Not A Student Has
Permission To Work**

[date]

[name of employer]

[address]

Dear [name of employer]:

On [date of SAL Committee meeting], the Supervised Alternative Learning (SAL) Committee of the [name of district school board] considered the request for [name of student, date of birth] [to continue] to participate in the SAL program in accordance with Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School", made under the Education Act.

_____ The SAL Committee approved the request, and [name of student] is permitted to work during school hours as part of a Supervised Alternative Learning program. The following conditions apply:

- A visit by board staff will take place to confirm the safety of the proposed work and workplace (if it has not already taken place).
- Contact will be permitted between the primary contact [insert name] and the above-named student during work hours. The primary contact will arrange the contact time with you.
- You will inform the primary contact by telephone, at [telephone number], or by e-mail within five school days of the end of employment of the above-named student.

OR

_____ The SAL Committee did not approve the request, and the student is expected to return to regular school attendance immediately. Therefore, the student is not allowed to be employed during school hours.

Should you have any questions regarding this decision, please contact me directly, at [telephone number].

Yours truly,

Principal

cc: Primary contact



APPENDIX E

Request For the SAL Committee To Renew Supervised Alternative Learning plan

Student's name: _____ Date of birth: _____

OEN: _____ School: _____

Date of initial SAL approval: _____

- Request for renewal of SAL with no changes to the Supervised Alternative Learning Plan*
- Request for renewal of SAL with changes to the Supervised Alternative Learning plan*
- Request for a SAL Committee meeting to review SAL and the Supervised Alternative Learning Plan with the student and parent present

* Written consent of the parent must be obtained. Supervised Alternative Learning may be renewed for a maximum of one year without requiring a new SAL application.

Documents submitted:

- Supervised Alternative Learning plan
- other documents (e.g., principal's review, report from primary contact, attendance report)

Principal's comments:

Principal's signature: _____ Date: _____

Parent supports renewal of SAL: Yes No

Parent's comments:

I have been consulted on the renewal of SAL and the Supervised Alternative Learning plan.

Parent's signature: _____ Date: _____

Student's comments:

I have been consulted on the renewal of SAL and the Supervised Alternative Learning plan.

Student's signature: _____ Date: _____



APPENDIX F

Employer Agreement for a Student in Supervised Alternative Learning

Under the Education Act, youth must attend school until the age of eighteen, and employers are prohibited from employing youth during school hours. However, youth who are fourteen to seventeen years of age may be excused from school to attend Supervised Alternative Learning programs, which may include employment (Ontario Regulation 374/10, "Supervised Alternative Learning and Other Excusals from Attendance at School").

Completion of this employer agreement confirms your interest in offering employment to the undersigned student and your willingness to adhere to the guidelines specified below under "Agreement". This form will be included in the student's application for Supervised Alternative Learning (SAL).

Student

Name: _____ Date of birth: _____

Address:

School: _____ Grade/Level: _____

Employer

Name of business:

Address of business:

Business telephone:

E-mail address of supervisor:

Type of business:

Brief description of job:

Employment Conditions

Hours per day: _____

Days per week: _____

Rate of pay: _____

Starting date: _____

Duration of employment:
_____**Agreement**

If the SAL Committee approves the student's application for SAL, the employer will be notified that the student is permitted to be employed. If the student's work placement in SAL is approved, the employer agrees to the following:

- A visit by board staff will be made to confirm the safety of the proposed work and workplace.
- Contact will be allowed between the primary contact (identified in the approval letter) and the above-named student during work hours. The primary contact will arrange the contact time with the employer.
- The employer will inform the primary contact by telephone within five school days of the end of employment of the above-named student.

The employer and the student will be given final confirmation by the school board. The employer will receive a letter from the board or school specifying the conditions of the student's placement, and that letter will provide the documentation allowing the student to be legally employed during school hours.

Signature of student
(print)_____
Name of company_____
Signature of primary contact_____
Signature of company officer_____
Name of primary contact (print)
(print)_____
Name of company officer_____
Date_____
Position_____
Date

In accordance with Section 29(2) of the Municipal Freedom of Information and Protection of Privacy Act, personal information on this form is being collected under the authority of The Education Act, Section 24.(1), (2) and Regulation 308, and will be used for the purpose of determining satisfactory attendance or alternative learning placement.



POLICY TITLE: MUSCULOSKELETAL DISORDER
(MSD) PREVENTION

Approved: October 20, 2021
Amended: December 10, 2025

POLICY NO: 6028

Page: 1 of 1

POLICY

As part of its mission, the Huron-Superior Catholic District School Board (the “Board”) affirms the sacredness of life and the dignity of each person. The Board’s respect for all humans as children of God is evident in its commitment to protect the health and wellness of all of its employees. The Board recognizes that individual health practices, as well as the physical environment, are important factors that contribute to each employee’s personal success and positive contribution to the Board’s mission.

Ergonomic hazards can contribute to the development of musculoskeletal disorders (MSDs), which can develop as a result of overuse of body tissues through awkward, repetitive and/or forceful movements. This policy was developed to provide a resource to help all employees of the board correct ergonomic issues in their individual work areas and to design tasks to achieve optimum performance of a task while minimizing the risk of injury or discomfort.

ADOPTED Regular Meeting of the Board – October 20, 2021
Motion B-611

AMENDED Regular Meeting of the Board – December 10, 2025
Motion B-



PROCEDURAL GUIDELINES
MUSCULOSKELETAL DISORDERS' (MSD) PREVENTION

Purpose

The purpose of this procedure is to ensure that all workers are educated on Musculoskeletal Disorders (MSD) hazards and how to prevent them by:

- recognizing MSD hazards proactively
- eliminating or controlling MSD hazards
- evaluating the effectiveness of individual interventions as well as organizational initiatives
- developing a process that promotes continuous improvement in the efficiency, comfort, and well-being of all employees through management and employee involvement.

The Occupational Health and Safety Act recognizes poor ergonomics as a hazard in the workplace that must be treated the same as any other workplace hazard.

Related Documents

HSCDSB Policy 6003 – Occupational Health and Safety

Ontario Occupational Health and Safety Act R.S.O. 1990

Definitions

In this guideline:

Ergonomics – the science of fitting the work environment to the people who do the work. It looks at the interaction between humans and other aspects of the work environment and strives to match the abilities and characteristics of people with the tasks they perform.

Hazard – a source of potential damage, harm or adverse health effects on something or someone under certain conditions at work.

Job Hazard Analysis (JHA) – a procedure which helps integrate accepted health and safety principles and practices into a particular task or job operation. In a JHA, each basic step of the job is to identify potential hazards and to recommend the safest way to do the job.

Musculoskeletal Disorders (MSDs) – a condition that affects the musculoskeletal system, including Injuries or disorders of the muscles, tendons, ligaments, joints, nerves or supporting blood vessels caused or aggravated by work activities. The conditions can be the result of chronic or sudden exposure to a person that exceeds the capacity of musculoskeletal structures.

Physical Demands Analysis (PDA) – systematic procedure to quantify and evaluate all of the physical and environmental demand components of all essential and non-essential tasks of a job. PDA is a process of establishing what a job is in its entirety in a way that complies with the Ontario Human Rights Code. A PDA is a foundation of the analytical process used to determine compatibility between a worker and a specific job.

Risk – the chance or probability that a person will be harmed or experience adverse health effect if exposed to a hazard. It may also apply to situations with risk of property loss and equipment.

Background

Musculoskeletal disorders (MSDs) are injuries and disorders of the musculoskeletal system. They may be caused or aggravated by various hazards or risk factors in the workplace.

MSDs can occur in:

- Muscles
- Tendons and tendon sheathes
- Nerves
- Bursa
- Blood vessels
- Joints/spinal discs
- Ligaments

MSDs do not include musculoskeletal injuries or disorders that are the direct result of a fall, struck by or against, caught in or on, vehicle collision, and/or violence. They are caused by overuse of the musculoskeletal system, whether it be during a single forceful exertion, or through repeated use of the same joint over time. They are often known as “sprains and strains”.

MSDs can affect many body parts. The back is the most common, but the shoulders, neck, elbows, hands and wrists are also frequently involved. MSD-related pain and discomfort can also occur in the hips, knees, legs and feet. The incidence of tendonitis increases with age as muscles and tendons lose some of their elasticity.

A number of medical diagnoses are covered by the term MSD, including:

- Carpal tunnel syndrome (wrist/hand)
- Epicondylitis (tennis or golfer’s elbow)
- Muscle strain
- Rotator cuff disorder or syndrome (shoulder)
- Tension neck syndrome
- Tendonitis or tenosynovitis (anywhere in the body)
- Back pain

While different body parts can be affected by these disorders, the symptoms of MSDs are similar no matter where they occur.

The symptoms generally include:

- Pain with or without movement
- Swelling and tenderness

- Reduced range of motion and/or stiffness, and
- Tingling and/or numbness in nerve-related injuries or disorders

Hazard Overview

There are three main risk factors that can contribute to MSDs in material handling tasks. They are:

Force

- Refers to the amount of effort made by the muscles and the amount of pressure on a body part.
- All work tasks require some level of force; however, if the required force is higher than the capability of the muscle, it can damage muscles or associated tendons, ligaments, and joints.
- Injury can occur from a single action that requires a very high level of force, or more commonly, can occur because of moderate to high forces generated over long duration, and is more likely when the body is in an awkward posture.

Fixed or Awkward Postures

- Is the position of the joints of the body during an activity.
- In “neutral posture”, the joints work near the middle of their normal range of motion.
- MSD injuries can occur when the joint is not in “neutral posture”, when the joint moves toward the end of the normal range of motion.
- The more awkward the posture, the more strain on the joints, ligaments, discs (in the spine) and muscles, and the higher the risk of injury.
- A “fixed posture” refers to staying in the same position for a long period of time, and injuries occur as the tissue fatigues while exerting effort to maintain the posture.

Repetition

- High repetition of the same task or movement can lead to fatigue and microscopic tissue damage.
- If no recuperation of the tissues is allowed through rest or task rotation, injury can occur.
- Rest allows specific body parts to recuperate.
- If the posture is awkward, fatigue occurs much more quickly.
- Combining the risk factors of force, awkward posture and repetition increases the risk of injury.

Responsibilities

Role of Employer

The Employer shall:

- Provide resources to develop, implement, maintain, and continually improve the MSD prevention program
- Ensure compliance with procedures and program
- Provide resources for training and necessary equipment
- Ensure employees and management receive adequate training

Role of Human Resources Staff

Human Resources Staff shall:

- Advise the Health and Safety Officer about MSD hazards identified through WSIB reporting.
- In consultation with the Health and Safety Officer, recommend appropriate measures to reduce exposure to MSD hazards for workers who require workplace accommodation based on MSD symptoms.

Role of the Health & Safety Officer

The Health & Safety Officer shall:

- Perform Job Hazard Analysis and document controls
- Perform and/or arrange Ergonomic Assessments and make recommendations
- Ensure that all the procedures and practices are communicated to principals, supervisors and workers
- Maintain all records associated with this procedure
- Maintain or replace relevant equipment
- Purchase appropriate and adequate equipment considering safety and reduction of MSD risk factors in consultation with the Health and Safety Department
- Provide guidance as required

Role of Supervisors

Supervisors shall:

- Implement the program through regular monitoring strategies such as management workplace inspections, auditing of worker safe practices, performance management, etc.
- Encourage employees to report hazards and MSD symptoms proactively and to report accidents and incidents to the supervisor immediately
- Conduct MSD hazard, accident and incident investigations, and implement corrective actions
- Seek assistance and/or internal/external consultation when solutions and controls are not promptly identified
- Communicate solutions and controls to employees in a timely manner
- Ensure all new and existing staff completes MSD prevention/ergonomics training
- Encourage employee participation in hazard identification, equipment trials and brainstorming control solutions
- Purchase appropriate and adequate equipment considering safety and reduction of MSD risk factors in consultation with the Health and Safety (OHS)
- Maintain or replace relevant equipment
- Role of Workers

Role of Workers

Workers shall:

- Participate in MSD hazard recognition, assessment, control, and evaluation of effective controls as required
- Comply with policy and procedures
- Cooperating by safely using any specialized equipment, materials, or furniture that has been purchased for and/or issued to them.

- Attend MSD prevention training as established by the employer
- Inspect, properly use and maintain relevant equipment provided by the employer
- Not remove or adjust any specialized equipment
- Report any MSD concerns, hazards, symptoms, incidents, or accidents to their principal / supervisor immediately
- Co-operate with MSD hazard, accident and incident investigations as required
- Be aware of the potential negative effect that factors outside of the workplace might have on employment and/or how they might aggravate ergonomic hazards (e.g., employees who work in sedentary jobs during the work week might wish to avoid or limit sedentary activities on weekends).
- Taking ergonomic breaks, as appropriate. This may amount to pausing one activity to focus on a different task, rest one's eyes, change positions, and/or take a two-minute walk in the workplace setting.

Procedures

The employer will provide training for management, supervisors, employees and JHSC members on MSD awareness, risk factors and controls.

The employer will identify MSD hazards with the help of the JHSC through:

Workplace inspections

- The JHSC is encouraged to identify and address ergonomic issues while performing workplace inspections, to record findings and or request an ergonomic assessment where required.

Employee observations

- All staff, including management, are encouraged to observe and correct ergonomic hazards e.g., improper workstation setup, improper posture or procedure.

Job hazard analysis (JHA)

- The employer, in consultation with affected staff and the JHSC may identify ergonomic hazards through the JHA process, eliminate hazards where possible or implement controls as required.

Physical Demand Analysis (PDA)

- If necessary, the employer may use a PDA to identify essential and non-essential job duties in the return-to-work process.

The employer will implement controls for MSD hazards through:

- Safe purchasing
- Consideration shall be given to ergonomic compliance of equipment, and devices as per CSA Z 412-17 (Office Ergonomics) and the HSCDSB Purchasing Procedural Guideline – 4013.
- Consideration shall be given to ergonomic compliance of tools and utensils used for tasks other than office-related tasks e.g. custodial, maintenance, etc. in compliance with the OHSA.

Preventive Maintenance

- Equipment will be maintained in safe working condition
- Preventive maintenance programs will be carried out as recommended by the manufacturer and recorded through Ebase
- Where required, repairs and or improvements will be carried out in a timely fashion and recorded through Ebase.
- Managers coordinating renovations or re-design of the workplace will ensure ergonomic considerations are proactively integrated into the design to prevent MSD injuries.
- Employees and end-users should be consulted in the design phase.

Ergonomic assessments

- Ergonomic assessments can be requested through the Human Resources Department. Assessments will be coordinated by the Health and Safety Coordinator and consist of evaluating equipment and workstation setup towards the standard. Staff level of comfort will be given reasonable consideration during evaluations
- Where required, the Health and Safety Officer, in consultation with the Return to Work Coordinator / Manager of Human Resources may recommend an in-depth ergonomic assessment by a consultant

Engineering Controls

- Consideration shall be given to the hierarchy of controls. Where possible, engineering controls will be implemented first

General Ergonomic Tips

Repetitive or awkward movements are a common cause of MSDs. Below are some basic tips for identifying ergonomic risks. Employees are encouraged to look for these characteristics of work that may be causing concerns in the workplace:

- Frequent bending or twisting of the back or neck.
- Heavy, awkward or repetitive lifting, pushing or pulling.
- Tasks requiring lifting either below the knees or above the shoulder.
- Static postures - spending long periods without movement of a particular body part. This could include, but is not limited to, sitting, standing, bending, and crouching.
- Working with arms above shoulder height, elbows away from the body, or reaching behind the body.
- Repetitive or prolonged grasping and holding of objects, gripping with the wrist or elbow in an awkward position, or repetitive bending or twisting of the wrists or elbows.
- Frequent exposure to whole-body or hand-arm vibration that has not been controlled.
- Work surfaces that require elevation of the shoulders or stooping of the back for long periods.
- Contact stress, where force is concentrated on a small area of the body.
- Using any part of the body, especially your hand, as a hammer or mallet.
- Inadequate or excessive light or glare.

Often simple solutions can be used to correct these risk factors, like re-arranging storage shelves, changing the height of work surfaces, re-organizing tasks to reduce unnecessary manual material handling, opening or closing blinds, and taking appropriate ergonomic breaks

to work different muscle groups. The most effective ergonomic solutions involve both the workers and supervisors.

Sources

Algoma University. (2016). *Ergonomics Program*.

Public Services Health and Safety Association. (2021). *Ergonomics*. Retrieved from <https://www.pshsa.ca/search?qSearchText=ergonomics>

Wellington Catholic District School Board (2024) *Musculoskeletal Disorders' Prevention*

WSIB. (2025) *MSD Prevention Guide* Retrieved from <https://www.msdpreservation.com>



Huron-Superior Catholic DISTRICT SCHOOL BOARD

FIELD TRIPS - FORM B

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

SCHOOL: Our Lady of Lourdes French Immersion
 NAME OF TEACHER Derick Taillefer GRADE 8
 requests authorization to take his/her class to Toronto, On
(place or area)
 Purpose of Field Trip: Grade 8 Graduation Trip
 Date of Departure: Monday June 8, 2026
 Date of Return: Thursday June 11, 2026
 Number of Students: 9 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: AJ Bus-Coach
(Under no circumstances are students to drive other students.)

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

Special provisions to provide for Universal Access: NOT required

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

[Signature]
(Signature of Principal)

Nov. 13, 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.*

Our Lady of Lourdes French Immersion (Elliot Lake):
Grade 8 Toronto Trip Itinerary

Monday June 8th, 2025 – Day 1

4:30am Depart Our Lady of Lourdes School
7:45am Pit stop: Tim Hortons – Horseshoe Rd Parry Sound
9:45am Wonderland – *9580 Jane Street Vaughan*
8:00pm Depart Wonderland
9:30pm Toronto Metropolitan University-Daphne Cockwell Complex. - *160 Mutual Street*
11:30pm Lights out

Tuesday June 9th, 2025 – Day 2

7:30am Wake up
8:10am Breakfast: Dorms
9:40am Leave to go to Hockey Hall of Fame
10:00am Hockey Hall of Fame – 30 Yonge Street
12:30pm Lunch: Old Spaghetti Factory – *54 The Esplanade*
3:00pm Roger Centre Tour – *1 Blue Jays Way*
5:30pm. Dinner: Street Vendors/Inside Rogers Centre
5:45pm. Toronto Blue Jays Game – *1 Blue Jays Way*
10:00pm Return to Residence – 160 Mutual Street
11:30pm Lights Out

Wednesday June 10th, 2025 – Day 3

7:30am Wake Up
8:15am Breakfast: Dorms
9:35am Leave for Tour of Legislative Assembly
10:00am Tour of the Legislative Assembly of Ontario – *111 Wellesley Street*
11:00am Walking tour of the area around queen’s park
12:00pm Lunch: Fast Food (McDonald’s)
12:45pm Royal Ontario Museum – *100 Queen’s Park*
5:30pm Dinner: Jack Astor’s – *144 Front St*
6:45pm Arrive at Mirvish Theatre – 244 Victoria Street
7:30pm PLAY: TBD
10:30pm Return to Residence – *160 Mutual Street*
11:30pm Lights Out

Thursday June 11th, 2025 – Day 4

7:00am Wake up + Pack up
8:00am Breakfast: Dorms
9:40am Leave for Medieval Times
10:00am Medieval Times Show – *10 Dufferin St*
1:00pm Leave for Elliot Lake
5:00pm Dinner: TBD
8:00pm Arrive back at Lourdes

Our Lady of Lourdes French Immersion (Elliot Lake):
Ontario Catholic School Graduate Expectations:

1- A Discerning Believer

- Demonstrate respect for themselves, others and God's creation in all
- Use language and behaviour that reflects our Gospel's values
- Show gratitude to staff, teachers, tour guides and venue employees

2- An Effective Communicator

- Speak respectfully to classmates, teachers and members of the public
- Listen attentively to instructions the first times
- Use positive, appropriate communication

3- A Reflective, Creative and Holistic Thinker

- Make safe and responsible decisions at all venues
- Think ahead about personal needs
- Demonstrate self-regulation in busy, stimulating environments.

4- A Self-Directed, Responsible, Lifelong Learner

- Be prepared, punctual and organized for each part of the trip.
- Take responsibility for their belongings, money and personal behaviour
- Follow all school and venue rules without repeated reminders

5- A Collaborative Contributor

- Work cooperatively within their assigned groups and support classmates
- Stay with their group at all times
- Contribute to a positive, safe and welcoming group environment

6- A Caring family member

- Demonstrate kindness, inclusivity and empathy towards classmates
- Help peers who may be anxious, overwhelmed or struggling
- Treat others as beloved members of God's family

7- A Responsible Citizen

- Represent the school community with dignity and integrity in all public outings.
- Respect property, follow safety procedures and act appropriate at all venues
- Follow expectations consistently, understanding that unsafe or disrespectful behaviour may result in consequences.

Our Lady of Lourdes French Immersion (Elliot Lake): Curriculum Connections

ART

Dance: A2. – Reflecting, Responding and Analysing

A2.2 Analyse, using dance vocabulary, their own and others' dance pieces to identify the elements of dance and the choreographic forms used in them.

Drama: B2. – Reflecting, Responding and Analysing

B2.2 Construct personal interpretations of drama works, connecting drama issues and themes to social concerns at both local and global level.

Music: C3. – Exploring Forms and Cultural Contexts

C3.2 Compare and contrast music from the past and present

Visual Arts: D2. Reflecting, Responding and Analysing

D2.1 Interpret a variety of art works and identify the feelings, issue, themes and social concerns that they convey.

ENGLISH

A2. Digital Media Literacy

A2.6 Select and use appropriate digital and media tools to support the design process and address authentic, relevant, real-world problems by developing and proposing innovative solutions

B1 - Oral and Non-Verbal Communication

B1.2 Select and use a variety of listening strategies before, during and after listening to analyze and comprehend information communicated orally and non-verbally, seek clarification, and identify relevant evidence to support a response appropriate to the context

B3 – Language Conventions for Reading and Writing

B3.2 Demonstrate an understanding of the functions of parts of speech in sentences, refine their understanding of grammar, and use this knowledge to support comprehension and communicate meaning clearly and precisely

GEOGRAPHY

A1 – Application: Interrelationships between Settlement and the Environment

A1.2 Analyse how processes related to the physical environment may affect human settlements in the future

A1.3 Describe possible features of a sustainable community in the future

B2 – Inquiry: Development and Quality of Life Issues

B2.1 Formulate questions to guide investigations into issues related to global development and quality of life from a geographical perspective

B2.4 Interpret and analyse data and information relevant to their investigations, using various tools and spatial technologies

HEALTH AND PHYSICAL EDUCATION

A1. – Social-Emotional Learning Skills

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

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

B2. Physical Fitness

B2.2 Recognize the difference between health-related components of personal fitness

HISTORY

A3. – Understanding Historical Context: Events and Their Consequences

A3.7 Identify a variety of significant individuals and groups in Canada during this period

B1. – Application: Canada – Past and Present

B1.3 Analyse some of the challenges facing various non-Indigenous individual, groups, and/or communities in Canada between 1890 and 1914 and compare some of these challenges with those facing present-day Canadians

MATHEMATICS

E2 – Measurement

E2.1 Represent very large and very small metric units using models, base ten relationships and exponential notation

E2.3 Solve problems involving the perimeter, circumference, area, volume and surface area of composite two-dimensional shapes and three-dimensional objects, using appropriate formulas

F1 – Money and Finances

F1.3 describe some advantages and disadvantages of various methods of payment that can be used when dealing with multiple currencies and exchange rates

1.5 Compare various ways for consumers to get more value for their money when spending, including taking advantages of sales and customer loyalty and incentive programs, and determine the best choice for different scenarios.

RELIGION

1. LIVING IN SOLIDARITY

LS1 – Understanding human dignity and participation in society.

LS1.2 – Examining political initiatives promoting the common good.

LS1.3 – Recognizing global interdependence

SCIENCE AND TECHNOLOGY

A1 – STEM Investigation and Communication Skills

A1.1 Use a scientific research process and associated skills to conduct investigations

A1.2 Use a scientific experimentation process and associated skills to conduct investigations

A3 – Applications, Connections and Contributions

A3.2 Investigate how science and technology can be used with other subject to address real-world problems

A3.3 Analyse contributions to science and technology from various communities

D2 – Exploring and Understanding Concepts

D2.1 Identify various types of systems

D2.3 Identify the various process and components of a system that it to perform its function efficiently and safely.

E1 – Relating Science and Technology to Our Changing World

E1.3 Assess the impact of scientific discoveries and technological innovations on local and global water systems



St. Mary's College School Activity Report
December 2025

November 26th, 2025

Submitted by:
Alexander Oraziatti
Abbie Dasa Kumar
Michaela Kyle
Student Trustees
St. Mary's College

Faith:

It's been a busy month in regard to faith as we prepare for the Advent Season! Father Trevor is confirmed to celebrate Mass with us on Dec. 2nd. Mr. Rocchetta will lead several other Advent Liturgies beyond this.

Highlights of November:

- JoyFULL Socks campaign was another success at SMC! Led by Mrs. O'Dell and her Grade 10 Religion Classes, our school was able to donate over 2000 items to the campaign.

- Our Grade 9 French Immersion Class (Mme Polnick's class) worked with Mr. Rocchetta on a classroom liturgy for their study of "being faithful." Students chose their readings and selected songs (all of which were performed live by the students on guitar and piano). Mr. Rocchetta assisted in organizing it all together. The celebration was in the Chapel space. Other teachers who had a prep & planning block during that time were invited to join, as well as parents of the students in Mme Polnick's class.

- The Chaplaincy/Religious Studies table at the Grade 6/7/8 Open House was a busy one, with a number of parents and their children stopping by to learn more about "faith in action" at SMC. Of note, numerous parents of children in our co-terminus board were in attendance to ask about how the transition to a faith-based school would look like. Awesome dialogue was had!

Extracurricular Activities:

- We are just kicking off our winter sports season. Girls Volleyball, Girls Hockey, Boys Basketball, Boys Hockey and Wrestling are all running teams for this season.

- The SMC Girls Volleyball teams competed in a local tournament at Superior Heights on November 29-30 to kick off the start of their season. Both teams placed first in their divisions. Local play begins the week of December 1st.
- The Girls Hockey team has started their season. The season is off to a good start, and the team is building chemistry while they play. They stand in fourth place in local high school hockey action.
- The Wrestling team travelled to a tournament in Sudbury already, with multiple athletes coming home with first, second, and third place medals. Overall, our SMC team placed 2nd based on team points and pins. They have two more tournaments planned as well as having local mini meets planned for several dates in December.
- The Boys Hockey team currently sits in second place behind Superior Heights. They have a tournament planned in December and are looking forward to the opportunity to travel and play against new teams.
- The Boys Basketball teams have been practicing and are anxiously awaiting the start of their season on December 1st.

Indigenous Student Union:

- The Indigenous Student Union members introduced themselves and their role at the Grade 6-8 lunchtime sessions and the evening session. They helped in welcoming incoming students and promoting all that SMC has to offer.
- OLG hosted a group of Indigenous students on November 6th, giving them the opportunity to hear presentations from various departments, showing them different career pathways and the education required for each. They toured the building, viewed newly installed artwork and murals by Lucia Laford, and then rotated through job shadowing sessions in small groups. This allowed them to observe staff in different roles and experience the work firsthand.
- On November 10th a group of Indigenous Student Union members and SMC students attended this school year's first monthly sweat lodge ceremony to maintain a strong cultural connection.

SMC Student Council:

- Since our last report, Student Council has been busy with some community initiatives.
- SMC recently presented the local charity, Tracy's Dream, with a cheque for over \$3,000. This money was raised by our Haunted House and Entomica events.

- The Annual Santa Claus Parade, which took place on November 22, featured over 150 of our SMC Knights. All students were personally invited through classroom visits which were organized by Student Council, urging students to come and participate. This personal invitation helped to continue our efforts in fostering an inclusive environment where every student's well-being is supported. The high turnout, along with tons of joy, laughter and dancing down Queen Street, showed our continued commitment to creating safe spaces for students from all walks of life to feel seen, heard and supported.

Student Senate:

- Student Senate will be assisting with SMC's upcoming Jingle and Mingle event for elementary students in Grades 2–6, taking place on December 10th from 6:00–8:00 p.m. Senate members will help ensure all activities run smoothly while demonstrating what it means to be a Knight. The event will feature dancing, cookie decorating, scavenger hunts, and photos with Santa.
- On November 10th, the Senate held its first official meeting with elementary and high school members. Students introduced themselves, completed icebreakers to get to know one another, and participated in an email module that taught elementary members how to write formal emails for Senate communication. The meeting ended with high school members recording our submission for the OSTA video contest on the theme *Pilgrims of Hope*.

OSTA-AECO FGM:

- Attended the FGM 2025 Conference, participating in keynote sessions, leadership workshops, and nightly check-ins.
- Engaged in multiple Advocacy Interest Group Sessions, including Curriculum & School Community, Equity/Diversity/Inclusion, Student Well-Being, and Truth & Reconciliation.
- Took part in trustee leadership training, including Trustee-ing 101, OCSTA/OPSBA sessions, and Catholic/Public education breakouts.
- Participated in student-focused development workshops, such as post-secondary pathways/scholarships, wellbeing management, and LinkedIn profile building.
- Contributed to team-building and collaborative activities, including icebreakers, the Marshmallow Challenge, and the Bridge-Building Challenge.
- Represented the Board during ceremonies and speaker events, including Opening/Closing Ceremonies, guest speakers, and group photo sessions.