

Huron-Superior Catholic District School Board

BOARD MEETING

AGENDA

2025-2026

**Wednesday,
January 21, 2026**

7:15 p.m.

**Board Room /
Google Meet**



Photo courtesy of:
Our Lady of Lourdes Catholic School (SSM)

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



**AGENDA FOR THE OPEN SESSION BOARD MEETING OF THE
HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
ON WEDNESDAY, JANUARY 21, 2026 @ 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, January 21, 2026.

Are there any additions/changes/deletions?

C DISCLOSURE OF CONFLICT OF INTEREST AND THE GENERAL NATURE THEREOF

D NEW BUSINESS

E CONFIRMATION OF MINUTES

1. **Minutes of the Open Board Meeting of December 10, 2025.** (Pg 8)
Motion: That the Huron-Superior Catholic District School Board approve the Minutes of the Open Board Meeting of December 10, 2025.
2. **Minutes of the In-Camera Board Meeting of December 10, 2025.**
Motion: That the Huron-Superior Catholic District School Board approve the Minutes of the In-Camera Board Meeting of December 10, 2025.
3. **Minutes of the Special Meeting of the Board – In-Camera Meeting of January 13, 2026**
Motion: That the Huron-Superior Catholic District School Board approve the Minutes of the Special Meeting of the Board - In-Camera Board Meeting of January 13, 2026.

F BUSINESS ARISING FROM THE MINUTES

G PRESENTATIONS

1. **Evidence-Based Success: Our Literacy Roadmap** – Superintendent Circelli to introduce Anita Turcotte (Catholic Curriculum Coordinator K-12), Melissa Valenti (Curriculum Consultant Early Years and Literacy K-12), Shawna Bock (Vice-Principal, St. Paul Catholic Elementary School), and Stephanie Vendramin (Vice-Principal, St. Basil Catholic Elementary School).

H COMMITTEE REPORTS

1. **Audit Committee Meeting Minutes** – September 16, 2025 (Pg 11)
2. **Marketing Committee Meeting Minutes** – October 22, 2025 (Pg 14)
3. **Special Education Advisory Committee Meeting Minutes** – November 26, 2025 (Pg 17)
4. **Policy Committee Meeting Minutes** – December 11, 2025 (Pg 22)

I ADMINISTRATIVE ITEMS REQUIRING ACTION

1. **2025-26 Revised Estimates** (Pg 25)
Motion: That the Huron-Superior Catholic District School Board approves the 2025-26 Revised Estimates as presented.
2. **SEAC Member – Anna Moody** (Pg 34)
Motion: That the Huron-Superior Catholic District School Board approves the appointment of Anna Moody as an alternate SEAC member, representing Community Living Algoma.
3. **Policy 4012 – Fees for Learning Materials and Activities** (Pg 35)
Motion: That the Huron-Superior Catholic District School Board approve Policy 4012 as presented.
4. **Policy 6021 – Conflict of Interest** (Pg 40)
Motion: That the Huron-Superior Catholic District School Board approve Policy 6021 as presented.
5. **Fieldtrips** (Pg 45)
Motion: That the Huron-Superior Catholic District School Board approves the following field trip applications:
 1. St. Mary's College – Skills Ontario Competition – travelling to Toronto, ON on May 4, 2026, and returning on May 6, 2026.
 2. Our Lady of Fatima Catholic School (EL) – travelling to Camp ABK on June 17, 2026 and returning June 18, 2026.
 3. Our Lady of Fatima Catholic School (EL) – travelling to John Island Camp on June 17, 2026 and returning June 19, 2026.
 4. Our Lady of Fatima Catholic School (EL) – travelling to Toronto, ON on June 22, 2026 and returning June 24, 2026.

J INFORMATION ITEMS

1. **Reports to the Director of Education / Board of Trustees**
 - a) **Mid-Year Review of the SEAC Recommendations** – Superintendent Spadafora (Pg 72)
 - b) **SMC Activity Report** – Student Trustees Dasa Kumar, Kyle and Oraziatti (Pg 79)
2. **Correspondence**
Relay for Life (Pg 81)
3. **Notes of Thanks**
Kathleen Rosilius

K TEN-MINUTE QUESTION AND ANSWER PERIOD

- ON AGENDA ITEMS FOR THOSE IN ATTENDANCE

L UPCOMING EVENTS

- January 21 - Trustee Appreciation Day**
- January 24 - International Day of Education**
- January 27 - Holocaust Remembrance Day**
- January 28 - SEAC Meeting**
- January 30 - PA Day**
- February 2 - Groundhog Day**
- February 11 - IEC Meeting**
- February 14 - St. Valentine’s Day**
- February 15 - Flag Day**
- February 16 - Family Day**
- February 17 - Shrove Tuesday**
- February 17 - Policy Committee Meeting**
- February 18 - Ash Wednesday / Lent Begins**
- February 18 - Next Board Meeting**

M CLOSING PRAYER – Trustee D’Agostino

N ADJOURNMENT

Prayer

Chair Turco

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

Loving and Faithful God,
as we enter this new year, we pause to give You thanks
for the gift of time, for the lessons of the past,
and for the promise of new beginnings set before us.



Trustee Amadio

In this month of January,
You invite us to begin again—
to renew our trust in Your providence
and to place our work once more into Your loving hands.



Vice-Chair Bruno

Bless us, Lord, as Catholic school board trustees.
Grant us wisdom to discern what is right,
courage to act with justice and compassion,
and humility to serve not our own interests,
but the common good of all entrusted to our care.



Trustee Caputo

May the light of Christ guide our decisions,
the Holy Spirit inspire our conversations,
and the Gospel shape our vision
as we seek to nurture communities of faith,
learning, and belonging.



Trustee Commanda

Help us to lead with hope,
to listen with open hearts,
and to remain steadfast in our mission
to support Catholic education rooted in love, truth,
and the dignity of every child.



Trustee D'Agostino

We entrust this new year to You, O God.
Make us instruments of Your peace,
and may all we do bring glory to You
and blessings to those we serve.



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, DECEMBER 10, 2025 @ 7:15 PM
IN THE BOARD ROOM**

- PRESENT:** **Trustees:**
Sandra Turco (Chair), John Bruno (Vice-Chair), Carol Amadio, John Caputo,
Kerri Commanda, Tony D'Agostino, Wayne Greco, Lindsay Liske, 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
- REGRETS:** Carol MacEachern

Vision and Values

Director Lettieri introduced Mike DaPrat (President, Local 2251 Steelworkers) who presented the Board with a donation of \$7,850 toward the Breakfast Program. Trustees and Board staff thanked the Local and pronounced their appreciation on behalf of all the students that benefit from their kindness.

Trustee Caputo commended the Board on holding the "7-Habits of Highly Effective People" training to which the trustees were invited to attend. Caputo stated that it was a pleasure to spend the day with staff and learn about the impact of the Board's decisions.

Chair Turco highlighted the Kiwanis Club of Lake Shore's annual What Christmas Means to Me essay contest. Ten entries were selected as the winning submissions and six of which were students from the Board! Each winner received a prize and were able to read their entry on the Weekend Club Radio Show on Oldies 93. Congratulations to all winners.

Trustee Liske extended thanks on behalf of former trustee, Leslie Cassidy-Amadio, for all those schools, students and staff who participated in the JoyFull Socks campaign. Over \$7,500 socks were prepared and distributed in the schools and to various community outlets. Support for this worthwhile cause is greatly appreciated by the Sault Ste. Marie community.

Superintendent Spadafora congratulated the SMC unified basketball team who secured qualification for the Provincial Special Olympics. The unified team model promotes inclusion by pairing five students with special education needs and two student leaders on the roster. The team will attend the 2026 Special Olympic Secondary School Championships being held in London, Ontario in May of 2026.

Adg# Mtn#

- B-1 B-1059 Moved by: J. Caputo Seconded by: K. Rosilius**
That the Huron-Superior Catholic District School Board adopts the Agenda for the Board Meeting of Wednesday, December 10, 2025.
CARRIED
- E-1 B-1060 Moved by: K. Commanda Seconded by: T. D’Agostino**
That the Huron-Superior Catholic District School Board approve the Minutes of the Open Board Meeting of November 12, 2025.
CARRIED
- E-2 B-1061 Moved by: T. D’Agostino Seconded by: J. Bruno**
That the Huron-Superior Catholic District School Board approve the Minutes of the In-Camera Board Meeting of November 12, 2025.
CARRIED
- G PRESENTATIONS**
1. **Mathematics Achievement Action Plan**
Principals Mike Oliveira and Chris Vuorensyrja, along with Superintendent Joe Chilelli, presented the revised Math Achievement Action Plan for 2025-2026. They reviewed the most recent EQAO mathematics results, which demonstrate steady improvement across Grades 3, 6, and 9. The presentation also highlighted the instructional strategies being implemented this year to further enhance student achievement in mathematics, as well as the targeted investments in classroom-ready resources and digital learning tools that are supporting this work.
- I-1 B-1062 Moved by: L. Liske Seconded by: J. Bruno**
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.
CARRIED
- I-2 B-1063 Moved by: J. Bruno Seconded by: C. Amadio**
That the Huron-Superior Catholic District School Board accept the HSCDSB Mathematics Achievement Action Plan, as presented.
CARRIED
- I-3 B-1064 Moved by: K. Rosilius Seconded by: W. Greco**
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.
CARRIED

- I-4 B-1065 Moved by: K. Commanda Seconded by: J. Bruno**
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.
CARRIED
- I-5 B-1066 Moved by: T. D'Agostino Seconded by: K. Rosilius**
That the Huron-Superior Catholic District School Board approve Policy 5009 as presented.
CARRIED
- I-6 B-1067 Moved by: L. Liske Seconded by: C. Amadio**
That the Huron-Superior Catholic District School Board approve Policy 6028 as presented.
CARRIED
- I-7 B-1068 Moved by: T. D'Agostino Seconded by: J. Caputo**
That the Huron-Superior Catholic District School Board approves the following field trip application:
1. Our Lady of Lourdes French Immersion School (EL) – travelling to Toronto, ON on June 8, 2026, and returning on June 11, 2026.
CARRIED
- J-1-a Annual Report**
Director Lettieri and Kenzie Vandenberg, Communications Officer, presented the Board's Annual Report for 2025, which highlights the board's achievements and next steps in fulfilling its current Multi-Year Strategic Plan. The report is being distributed to all schools, families, and parishes.
- J-1-b SMC Activity Report**
Student Trustees Dasa Kumar, Kyle and Orazietti highlighted some of the December events at the school, including components from faith, sports, student council, Indigenous Student Union and Student Senate. A few noteworthy items were Advent Liturgies, JoyFULL Socks Campaign, first monthly sweat lodge ceremony and the recent donation to Tracy's Dream of over \$3,000.
- N-1 B-1069 Moved by: J. Bruno Seconded by: J. Caputo**
That the Huron-Superior Catholic District School Board meeting of Wednesday, December 10, 2025, adjourns at 8:52 p.m.
CARRIED

Chairperson: _____

Secretary: _____



Huron-Superior Catholic District School Board Audit Committee Meeting Minutes

Tuesday, September 16, 2025
4:00 p.m.
Board Room or Virtual

Attendance: *J. Bruno (Board Vice-Chair), L. Liske, G. Trembinski, S. Dwyer, K. Umrigar, F. Lettieri, J. Pino, B. McKinlay, D. Senegal, St. Denis, Megan Sherwood,*

Guests: *Sandra Turco (Board Chair)*

Regrets: *G. Stefanizzi, J. Archambault, M. Dodge, E.*

Land Acknowledgement	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. Let us journey today in a good way.
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AGENDA ITEMS – Closed Meeting		ACTION	WHO	WHEN	DONE ✓
1.	Prayer	https://www.hscdsb.on.ca/board/catholicity/	J. Pino		
2.	Adoption of Order of Business	J. Pino asked the committee to adopt the order of business	J. Pino		
3.	Disclosure of conflict of interest and general nature thereof	J. Pino asked the committee if there were any conflicts of interest. No Conflicts declared.	J. Pino		
4.	Confirmation of Minutes from last meeting	Moved by J. Bruno. Seconded by L. Liske	J. Pino		
5.	Election of Chair	J. Pino opened the floor to nominations. L. Liske has nominated S. Dwyer. S. Dwyer nominated G. Trembinski G. Trembinski noted he wanted his name to stand S. Dwyer declined the nomination to stand given that G. Trembinski accepted his name to stand.	J. Pino		

		<p>G. Trembinski accepted the position of Chair of the Audit Committee.</p>			
<p>6.</p>	<p>External Audit Plan (BDO)</p>	<p>M. Sherwood presented the BDO Audit Planning report.</p> <p>M. Sherwood presented the timeline for the audit.</p> <p>M. Sherwood provided the auditors responsibilities for the financial statements.</p> <p>M. Sherwood provided the auditors responsibility for detaining any fraud. M. Sherwood asked if the audit committee is aware of any fraud. The committee responded that they are not aware of any fraud.</p> <p>M. Sherwood noted that the scope of the audit would include checks with the school level data, as well as overstatement of students which would impact the grant dependent funding. Deferred revenue would also be reviewed.</p> <p>M. Sherwood provided the materiality figure which was based on previous years revenue figure.</p> <p>M. Sherwood discussed the use of experts to determine, employee future benefit through SBCI.</p> <p>M. Sherwood presented the six-step audit process.</p> <p>M. Sherwood provided the two appendices, which was the engagement letter that was signed last year, and the auditor independence letter.</p> <p>L. Liske asked if there any risks that are brought forward from other boards. M. Sherwood stated that the risk-based approach is used.</p> <p>BDO audit work is focused on the financial statements. BDO always concerned with new accounting standards such as P3.</p> <p>K. Umrigar asked how student enrolment risk is being addressed. M. Sherwood said the student base drives the revenues, EFIS is based on student enrolment data which is based on OnSIS. BDO will look at the movement in the grade level. First nation enrolment is also reviewed and the approvals with each of the bands.</p>	<p>M. Sherwood</p>		

7.	Internal Audit – Follow-Up Summary	<p>E. St. Dennis stated there are no audit follow-up items at this time. All the previous recommendations have been implemented by management.</p> <p>E. St. Dennis noted that three schools were within scope for the SGF audits. The findings were reviewed with the audit committee.</p> <p>L. Liske asked if the audit findings noted in the SGF audit are similar to those of other school boards. E. St. Denis confirmed that through the various internal audits that he has been apart of he is seeing the same items at other School Boards.</p> <p>S. Dwyer agreed with L. Liske and stated that SGF presents operational risk to the board.</p>	M. Dodge. E. St. Denis		
8.	School Generated Funds Internal Audit	Refer to above notes.	M. Dodge, E. St. Denis		
9.	Regional Internal Audit Team – Business Continuity Plan Development Update	E. St. Denis stated that a plan was approved to engage MNP to help develop a Business Continuity Plan for the Board. The cost of the work is being absorbed by the Regional Internal Audit Team.	M. Dodge, E. St. Denis		
10.	Standing Item – Status of Audit Committee Plan	J. Pino stated that this plan is included in every meeting to track the progress of the Audit Committee.	J. Pino		
11.	Discussion without management present	No request was made.			
12.	Next Meeting	Tuesday December 2, 2025			
AGENDA ITEMS – Closed Meeting		ACTION	WHO	WHEN	DONE ✓
14.		Motion to adjourn. J. Bruno. Seconded by Gary. So moved.			
15.					

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



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

Marketing Committee Minutes Wednesday, October 22, 2025

Time: 4:00 – 5:30 p.m.

Location: Google Meet - <https://meet.google.com/yuy-dvzk-dnw>

Attendance: Karen Biocchi, Abbie Dasa Kumar, Michaela Kyle, Fil Lettieri, Justin Pino, Amy Tolin, Sandra Turco, Anita Turcotte, Kenzie Vandenberg

Regrets: Tony D'Agostino, Corey Gardi, Alexander Oraziotti, Larry Pezzutto

AGENDA ITEMS		ACTION	WHO	WHEN
1.	Welcome, Land Acknowledgement and Prayer	<ul style="list-style-type: none"> Land Acknowledgment and Prayer 	Fil	
2.	Review of the Minutes from the May 27, 2025 Meeting	<ul style="list-style-type: none"> Minutes were reviewed and no changes were required. 	Fil	
3.	Purpose of the Committee	<ul style="list-style-type: none"> The committee originated with the goal of enhancing the Board's marketing strategies to increase enrolment. A particular focus was given to promoting SMC to our elementary schools in Sault Ste. Marie. Discussion Questions: 	Fil and Anita will invite the noted staff	Next Meeting

AGENDA ITEMS		ACTION	WHO	WHEN
		<p>(1) How do we make the committee more engaging? (2) Is the committee working as designed? (3) What other perspectives would benefit the committee's work? (4) Are these goals being addressed by other existing committees?</p> <ul style="list-style-type: none"> • Moving forward, the committee is to create measurable goals to assess progress and the impact of the marketing strategies. • It was recommended that the Curriculum Consultant - Early Learning and Literacy K to 12, Melissa Valente, as well as the FSL and MLL Special Assignment Teacher, Shawn Carpinelli be invited to join the committee. Anita will reach out to them. The Faith Animator, Stephanie Parniak, should also be invited. Fil will invite her. • Is there anyone outside of Board staff to include in the committee (e.g. a member of the PIC or CSC)? 		15
4.	Registration and Retention (K – 12)	<ul style="list-style-type: none"> • Registration Update for 2025-2026 • We are up 61 students overall from the October 2024 report to the Ministry of Education (EDU). • Enrolment has steadily increased over the last few years. • October 31 and March 31 are the official EDU count dates. • JK enrolment is up approximately 5%. • Secondary enrolment is up 7% over last year's figures. • We can report more accurate numbers at the next meeting as it is after the October 31 count date. • Knowing which schools declined in enrolment or stayed the same would be helpful information for the committee to review. • Comparative data will be shared at a future meeting. • Would surveys be beneficial for receiving feedback from parents (why they came to our schools or why they left)? 	Justin will prepare enrolment figures for review	Next Meeting
5.	Update on Marketing Strategies, Budget and Input on Next Steps	<ul style="list-style-type: none"> • The Communications Department is working on the following initiatives: • Kindergarten Registration • Cinaplex Ad • Soo Greyhound Ads • Increase digital ad (as opposed to only radio) • Social Media (including more real-life experiences in the classrooms) • Arena board advertising / community centre advertising • Our Website - more optimization 	Kenzie	Ongoing
6.	Direction of School Support	<ul style="list-style-type: none"> • Danielle Dupuis, who is currently on Maternity Leave, and Justin started working on this goal last year. 	Justin and Kenzie	Spring 2026

AGENDA ITEMS		ACTION	WHO	WHEN
		<ul style="list-style-type: none"> • School support no longer drives funding, however, the number of Catholic rate payers ensures parents are able to participate in the election of school board Trustees and can be regarded as an indicator of support for publicly funded Catholic education. • School support automatically defers to the public system. Some do not want to go through the process of changing their support. • The plan is to update the website and provide communication through social media, school messenger, and marketing to families, parishes, and the wider public to motivate and assist people in changing their support. 		16
7.	Student Trustee Update	<ul style="list-style-type: none"> • Student Trustees shared their perspective on effective recruitment strategies, such as holding elementary school events at SMC. They are mindful of this impact when planning Student Senate events. 	Abbie, Michaela	
8.	New Business	<ul style="list-style-type: none"> • There was no new business. 		
9.	Next Meeting Dates	<ul style="list-style-type: none"> • Wednesday, January 14, 2026 • 4:00 – 5:30 p.m. • Google Meet 		
10.	Adjournment	<ul style="list-style-type: none"> • Meeting adjourned at 5:00 p.m. 		



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

Date: Wednesday November 26, 2025

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

Attendance: John Caputo, Theresa Coccimiglio, Tina Coombs, Irma DiRenzo, Jared Lambert, Rachelle Lambert, Fil Lettieri, Tiana Rushon, Sandra Turco, Rosanne Zagordo

Student Trustees and Guests: Abbie Dasa-Kumar, Chrissy Dewar, Michaela Kyle, Alexander Oraziatti

Regrets: Franca Spadafora, Jacques Ribout

Google Meet: <https://meet.google.com/yff-gcgh-aih>

AGENDA ITEMS		ACTION	WHO	WHEN
1.	WELCOME LAND ACKNOWLEDGEMENT PRAYER FOR SEAC	Catholicity - HSCDSB Land Acknowledgement	Irma Drenzo	
2.	ACCEPTANCE OF PREVIOUS MINUTES -October 29, 2025	<ul style="list-style-type: none"> Minutes were accepted 	John Caputo	
3.	AGENDA ADDITIONS/CHANGES			

4.	<p>GUEST(s): REPORTS</p> <ul style="list-style-type: none"> • SMC Student Trustees • AT teacher presentation 	<ul style="list-style-type: none"> • SMC Trustees Report • November 25' SEAC Report • Chrissy, provided an overview of Magic School. • MagicSchool for Educators is an AI platform built by teachers for teachers. 	<p>Micaela Kyle Abbie Dasa-Kumar Alexander Oraziatti</p> <p>Chrissy Dewar</p>	
5.	<p>MINISTRY UPDATES</p>	<ul style="list-style-type: none"> • Webinar -on Nov. 19 - led by the Safe Schools Branch at the Ministry of Education – the focus of the session was on bullying prevention and awareness in recognition of Bullying Awareness and Prevention Week. The session included a showcase of best practices, programming, and promising initiatives from school boards across the province • Bullying Awareness and Prevention Week 2025 – November 16-22 • Geneva Centre for Autism Training for the 2025/26 School Year In the 2025/26 school year, the Ministry of Education is continuing to partner with the Geneva Centre for Autism to offer training opportunities for educators working with autistic students. Geneva Centre for Autism will be communicating directly with all school boards to provide each school board's allocation of spots and instructions on how educators can enrol in courses. • Bill 33 was passed which includes that the Minister can take control of school boards more quickly. More than 3 years of deficits in the past • School boards are encouraged to offer Resource Officers which we have in practice. • EQAO results are being released. • Student and Family Offices are being developed-more information to follow. Our plan has to be submitted in March. • MYSP-approved consultant from the Ministry is 	<p>Fil Lettieri</p>	

		<p>helping us with our plan, trustees and members of the senior team. Based on that session the trustees felt that we would look at refreshing it rather than re-doing. There will be stakeholder investment, the trustees and SO responsible for board committee- SEAC, FOF, IEAC, PIC, Audit committee- get feedback and a survey to all stakeholders to act on. This will be underway in the new year.</p>		
6.	<p>SEAC BUSINESS</p> <ul style="list-style-type: none"> ● MASCE UPDATES ● SEAC recommendations ● Letter to Minister of Ed. ● Article-re: seclusion rooms <p> Special Education Advisory ...</p>	<ul style="list-style-type: none"> ● Letter to Minister of Education P. Calandra ● Letter to Minister of Education P. Calandra - Education Funding Timing (003).pdf ● The members agreed that a letter of support be provided to the Minister of Education to have the funding announced by March to School Boards. 	Irma DiRenzo	
7.	BUSINESS CARRIED FORWARD			
8.	<p>SUPERINTENDENT, COORDINATOR and MENTAL HEALTH LEADER'S REPORTS</p> <ul style="list-style-type: none"> ● SLP update ● Blind /Low Vision 	<ul style="list-style-type: none"> ● New trustee Wayne Greco to join SEAC in December ● Three new Community at Large members to join SEAC committee ● Transition to Kindergarten notices are being sent in by THRIVE and community partners, ● This month at the Catch up with the Coordinator session, CLA, Sergio Iacoe, Manager of Inclusion provided a presentation to the LRTs. ● Board forms, information on Alternative report cards, IEPs and Transition to Secondary were discussed. ● A teacher of the Blind and Low Vision teacher was hired and will begin in January. ● Grant received (\$14,000) - Removing barriers for students with disabilities - part of the application involved equipping our specialized teachers with goal development and universal design ● Hiring process occurred, Stephanie Maki is now permanent. Dana Dutchak is primarily for attendance and engagement. 	<p>Jared Lambert Fil Lettieri Rosanne Zagordo</p>	

		<ul style="list-style-type: none"> • Sarah Jackson is a new student and family counsellor • Possibly looking at an attendance committee in the Board-improving school attendance • Rolling out Preventure to all schools is in progress 		
9.	ASSOCIATION REPORTS			
a.	NORTH SHORE TRIBAL COUNCIL (R. Lambert)	<ul style="list-style-type: none"> • In January we will start a school readiness program and entering school. They need to be BFN members, social skills, readiness skills, rules and routines. From 12:30-2:30 pm 	Rachelle Lambert	
b.	AUTISM ONTARIO SSM CHAPTER PARENT INVOLVEMENT COMMITTEE (Name required) (I. DiRenzo)	<ul style="list-style-type: none"> • Link provided from Autism Ontario: • https://www.autismontario.com/news/autism-ontario-shares-widespread-concerns-students-and-families-regarding-new-support-offices 	Irma DiRenzo	
c.	ALGOMA FAMILY SERVICES (T. Coccimiglio)	<ul style="list-style-type: none"> • Youth hub on Dennis Street - events for ages 12-25 are offered such as: free holiday dinner offered, movie night, move through your emotions group Inner Glow Therapy Natasha Rinaldi • Ruscio construction helped with the construction of an elevator that is going to the Youth Hub. 	Theresa Coccimiglio	
d.	THRIVE – WELL BEING COMMITTEE (T. Coombs)	<ul style="list-style-type: none"> • Transition to Kindergarten meetings are happening late January and early February. • The office moved in Elliot Lake to a new location. • On Facebook we are looking having a holiday party, skating with Santa Dec. 6 with accessibility pieces. Other sites are having Christmas parties as well. 	Tina Coombs	
e.	COMMUNITY LIVING ALGOMA (J. Ribout)	<ul style="list-style-type: none"> • No report at this time. 	Jacques Ribout	
f.	MEMBER-AT-LARGE			
g.	MEMBER-AT-LARGE – FOCUS ON FAITH (I. DiRenzo)	<ul style="list-style-type: none"> • Increasing connection with parish and parish priests. It was a recommendation from the Focus on Faith committee. • There was a lunch with eight priests with a fulsome discussion about engagement. 	Irma DiRenzo	

h.	EASTER SEALS (T. Rushon)	<ul style="list-style-type: none"> Concerned about Bill 33. Easter Seals submitted a meeting in July about removing trustees. They are worried about the erosion of parental voice and the risk of being overlooked. Giving Tuesday, and Easter Seals is asking for donations which will help children go to camps who have physical disabilities. 	Tiana Rushon	
i.	TRUSTEES' REPORTS (J. Caputo)	<p>MYSP is underway and John will be presenting or asking questions.</p> <p>Trustees are being asked to associate themselves with a school to become part of that school community. Promoting a partnership.</p> <p>Inaugural meeting will be held in December</p>	John Caputo	
10.	ADJOURNMENT	Meeting was adjourned at: 5:53 pm	Theresa Coccimiglio John Caputo	
11.	NOTES			

Next Meeting: December 17, 2025

Location: Board Room

Time: 4:00-6:00 pm



**POLICY COMMITTEE
MINUTES
Thursday, December 11, 2025**

Google Meet: <https://meet.google.com/vob-azpd-cpr>

**Board Room
4:30 – 6:30 a.m.**

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

Regrets:

Resources: Fil Lettieri, Justin Pino

Guests: Stepanie Circelli, Syndy Withers

Chair:

Minutes: Fil Lettieri

Items		Discussion	Who / When
1.	Prayer	<ul style="list-style-type: none"> Board prayer 	J. Bruno
2.	Review of Minutes – November 11, 2025	<ul style="list-style-type: none"> Consultation on Policy 4013 - Purchasing was delayed due to the prospect of additional changes and the need for alignment with the coterminous board. An update will be provided following a meeting with ADSB leadership. 	J. Bruno
3.	Policies for Current Committee Review		
	4012 – Fees for Learning Materials and Activities	<ul style="list-style-type: none"> A link to the Ministry of Education’s (EDU) guidelines was embedded in the Policy. The Procedural Guideline is the guideline of EDU. Changes were limited to formatting and Advanced Placement was removed as an optional program requiring fee. It is recommended that the Policy and Procedural Guideline be brought to the Board for approval. 	J. Pino

Items	Discussion	Who / When
6018 Incident Reporting 6020 Work Refusals 6023 Working from Home 6024 Employee Health and Wellness 6027 Human Rights 6029 Non-Academic Hiring Practices 6031 Employee Footwear 6032 Principal / Vice-Principal Hiring Guidelines 7000 Child Abuse 7022 Toileting Emergencies of Primary Students 8000 Board Operations Not Covered by Policies		F. Spadafora F. Spadafora 24 S. Withers F. Lettieri S. Withers S. Withers S. Withers S. Withers F. Spadafora F. Spadafora F. Lettieri
6.	Next Meeting Date: Tuesday, January 13, 2026 Time: 4:30 – 6:30 p.m.; Location: Board Room	
7.	Adjournment	Meeting adjourned at 10:35 a.m.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

REPORT TO THE DIRECTOR OF EDUCATION 2025/26 Revised Estimates

January 21, 2026

Submitted by:
Justin Pino
Superintendent of Business

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

Background and Information

In June 2025, the Board approved a balanced budget for the 2025-26 school year. The Ministry of Education requires boards to submit a revised budget each year with updated enrolment and expenditure figures as of October 31.

The Revised Estimates are presented as balanced.

The Ministry authorizes school boards to run an in-year overall deficit of no more than 1% of the Board's operating allocation. This amounts to \$871,346 for HSCDSB. HSCDSB's Revised Estimates are in compliance with this directive.

Expenditures have been adjusted to reflect actual staffing for the year and actual expenditures and trends from previous years. Conservative projections for elementary and secondary enrolment were incorporated into the Estimates presented in June 2025. Since then, enrolment has increased by 48 pupils, resulting in a corresponding increase in staffing compliments.

Attached to this report are the following:

- Revenue and Expenditure Summary
- Expenditure Report
- Enrolment Summary

Recommendation

It is recommended that the Board approve a total revised budget for expenditures and revenue for the 2025-26 budget year in the amount of \$103,133,152 as presented in the Report to the Director of Education dated 2026 01 21. **26**

Motion

That the Huron-Superior Catholic District School Board approves the 2025-26 Revised Estimates as presented.

**HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
2025/26 REVISED BUDGET
REVENUE AND EXPENDITURE SUMMARY**

	<u>2024/25</u>	<u>2025/26</u>	
	Actual	Budget	Revised
General Legislative Grants	84,516,463	88,615,969	89,203,644
Other Provincial Grants	2,707,938	1,756,010	1,925,051
First Nation Tuition Fees	3,607,698	3,662,820	3,478,900
Transportation Recoveries	1,880,327	1,971,500	1,971,500
Salary Recoveries	299,362	301,363	301,363
Other (including interest)	4,605,822	656,255	643,883
SUBTOTAL	97,617,610	96,963,917	97,524,341
Deferred Capital Contributions	5,577,518	5,603,047	5,608,811
TOTAL REVENUES	103,195,128	102,566,964	103,133,152
TOTAL EXPENDITURES	103,378,325	102,566,964	103,133,152
SURPLUS/(DEFICIT)	(183,197)	-	-
Committed For Capital Projects - Board Office Roof	(26,028)	-	-
OPENING ACCUMULATED SURPLUS	6,049,141	5,839,916	5,839,916
ENDING ACCUMULATED SURPLUS/(DEFICIT)	5,839,916	5,839,916	5,839,916

HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
2025/26 REVISED BUDGET
EXPENDITURE REPORT

	<u>2024/25</u>	<u>2025/26</u>	
	Actual	Budget	Revised
Classroom Teachers	35,720,560	37,887,470	37,630,429
Supply Teachers	4,747,219	4,472,503	4,668,003
Teacher Assistants	11,629,801	8,713,408	8,716,753
Early Childhood Educator	1,120,637	1,320,505	1,523,006
Textbooks/Supplies	2,364,232	3,324,501	3,360,297
Computers	541,954	904,370	774,000
Prof/Para Prof/Tech	4,109,385	4,207,865	4,365,290
Library/Guidance	678,826	659,835	689,085
Staff Development	1,085,290	1,162,792	1,198,873
Department Heads	41,231	55,450	55,450
Principals & VP's	6,847,096	5,324,701	4,990,456
School Office	2,673,103	2,655,509	2,723,006
Coordinators & Consultants	3,101,364	3,294,782	3,442,783
Continuing Ed	180,444	106,996	106,996
Trustees	241,056	246,400	246,400
Director/Supervisory Officers	734,178	705,700	718,700
Board Administration	4,010,119	3,551,882	3,800,129
Pupil Transportation	7,066,774	7,417,642	7,417,642
School Operations/Maintenance	9,148,130	9,232,037	9,004,300
Interest on Capital Debt	442,292	415,000	415,000
Other Non-Operating	400,179	491,363	791,362
Amortization	5,665,573	5,700,209	5,674,621
Renewal	828,882	716,044	820,571
TOTAL EXPENDITURES	103,378,325	102,566,964	103,133,152

**HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
2025/26 REVISED BUDGET
EXPENDITURE REPORT**

	<u>2024/25</u>	<u>2025/26</u>	
	Actual	Budget	Revised
Classroom Teachers			
Salaries & Wages	30,806,230	32,780,000	32,459,794
Benefits	4,912,798	5,101,470	5,164,635
Supplies & Equipment	1,532	6,000	6,000
	35,720,560	37,887,470	37,630,429
Supply Teachers			
Salaries & Wages	4,250,027	3,967,303	4,162,803
Benefits	497,192	505,200	505,200
	4,747,219	4,472,503	4,668,003
Teacher Assistants			
Salaries & Wages	9,021,975	6,657,908	6,661,253
Benefits	2,607,826	2,055,500	2,055,500
	11,629,801	8,713,408	8,716,753
Early Childhood Educators			
Salaries & Wages	802,880	1,012,505	1,215,006
Benefits	317,757	308,000	308,000
	1,120,637	1,320,505	1,523,006
Textbooks/Supplies			
Supplies & Equipment	2,291,076	3,204,151	3,239,947
Fees and Contract Services	73,156	120,350	120,350
	2,364,232	3,324,501	3,360,297
Computers			
Supplies & Equipment	193,248	309,500	399,000
Rental Expenditure	134,956	223,370	60,000
Fees and Contract Services	213,750	371,500	315,000
	541,954	904,370	774,000
Prof/Para Prof/Tech			
Salaries & Wages	3,104,850	3,224,265	3,291,690
Benefits	829,043	698,600	788,600
Fees & Contractual Services	175,492	285,000	285,000
	4,109,385	4,207,865	4,365,290

**HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
2025/26 REVISED BUDGET
EXPENDITURE REPORT**

	<u>2024/25</u>	<u>2025/26</u>	
	Actual	Budget	Revised
Library/Guidance			
Salaries & Wages	535,596	516,135	545,385
Benefits	133,700	137,700	137,700
Supplies & Equipment	9,530	6,000	6,000
	678,826	659,835	689,085
Staff Development			
Salaries & Wages	19,219	22,500	22,500
Benefits	2,876	4,450	4,450
Professional Development	1,063,195	1,135,842	1,171,923
	1,085,290	1,162,792	1,198,873
Department Heads			
Salaries & Wages	40,956	55,000	55,000
Benefits	275	450	450
	41,231	55,450	55,450
Principals & VP's			
Salaries & Wages	6,090,449	4,580,647	4,238,240
Benefits	634,848	620,000	628,162
Professional Development	121,799	117,054	124,054
Supplies & Equipment	-	7,000	-
	6,847,096	5,324,701	4,990,456
School Office			
Salaries & Wages	1,523,145	1,663,027	1,706,320
Benefits	348,829	423,000	423,000
Supplies & Equipment	786,139	505,656	529,860
Rental Expenditure	14,990	63,826	63,826
	2,673,103	2,655,509	2,723,006
Coordinators & Consultants			
Salaries & Wages	2,662,852	2,944,782	3,016,783
Benefits	352,924	325,000	325,000
Supplies & Equipment	19,808	25,000	25,000
Fees & Contractual Services	65,780		76,000
	3,101,364	3,294,782	3,442,783

**HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
2025/26 REVISED BUDGET
EXPENDITURE REPORT**

	<u>2024/25</u>	<u>2025/26</u>	
	Actual	Budget	Revised
Continuing Education			
Salaries & Wages	137,969	69,896	69,896
Benefits	15,320	15,100	15,100
Supplies & Equipment	27,155	22,000	22,000
	180,444	106,996	106,996
Trustees			
Salaries & Wages	82,965	83,000	83,000
Benefits	3,075	3,400	3,400
Professional Development	153,958	145,000	155,000
Supplies & Equipment	1,058	15,000	5,000
	241,056	246,400	246,400
Director/Supervisory Officers			
Salaries & Wages	553,808	550,000	550,000
Benefits	89,052	74,700	87,700
Professional Development	91,318	81,000	81,000
	734,178	705,700	718,700
Board Administration			
Salaries & Wages	2,026,719	1,852,934	1,979,056
Benefits	489,865	445,000	498,798
Professional Development	570	-	-
Supplies & Equipment	672,135	608,248	679,175
Fees & Contractual Services	701,403	538,100	543,100
Other	119,427	107,600	100,000
	4,010,119	3,551,882	3,800,129
Pupil Transportation			
Supplies & Equipment	-	9,200	9,200
Fees & Contractual Services	6,463,381	6,708,442	6,708,442
Transfer to Other Boards	603,393	700,000	700,000
	7,066,774	7,417,642	7,417,642

HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
2025/26 REVISED BUDGET
EXPENDITURE REPORT

	<u>2024/25</u>	<u>2025/26</u>	
	Actual	Budget	Revised
School Operations/Maintenance			
Salaries & Wages	4,029,679	4,306,787	4,042,376
Benefits	1,141,854	1,186,000	1,222,674
Professional Development	5,443	2,040	2,040
Supplies & Equipment	3,713,897	3,497,610	3,497,610
Fees & Contractual Services	257,257	239,600	239,600
	9,148,130	9,232,037	9,004,300
Interest on Capital Debt			
Long-Term Debt (interest)	442,292	415,000	415,000
	442,292	415,000	415,000
Other Non-Operating			
Salaries & Wages	293,122	274,763	274,762
Benefits	26,388	26,600	26,600
Other	80,669	190,000	490,000
	400,179	491,363	791,362
Amortization			
Instruction	524,232	65,526	67,430
Administration	139,521	139,521	139,521
Pupil Accommodation	4,944,893	5,437,774	5,440,106
ARO	56,927	57,388	27,564
	5,665,573	5,700,209	5,674,621
Capital Expenditures			
Renewal & Other Capital	828,882	716,044	820,571
	828,882	716,044	820,571
TOTAL EXPENDITURES	103,378,325	102,566,964	103,133,152

**HURON-SUPERIOR CATHOLIC DISTRICT SCHOOL BOARD
2025/26 REVISED BUDGET
ENROLMENT SUMMARY**

	Estimated (Oct 31, 2025)	Revised (Oct 31, 2025)	Difference
Elementary			
Pupils of the Board	3,606.0	3,607.0	1.0
Other Pupils	165.0	172.0	7.0
TOTAL ELEMENTARY	3,771.0	3,779.0	8.0
Secondary			
Pupils of the Board	812.0	867.0	55.0
Other Pupils	45.0	30.0	(15.0)
TOTAL SECONDARY	857.0	897.0	40.0
Total			
Pupils of the Board	4,418.0	4,474.0	56.0
Other Pupils	210.0	202.0	(8.0)
TOTAL PUPILS	4,628.0	4,676.0	48.0

January 9, 2026

Huron & Superior Catholic District School Board
Special Education Department
90 Ontario Avenue
Sault Ste. Marie ON P6B 6G7

**RE: Community Living Algoma Special Education Advisory Committee
(S.E.A.C.) alternate representative**

Dear Ms. Franca Spadafora, Superintendent of Education,

Please be advised that the Community Living Algoma Board of Directors has approved Anna Moody, Executive Assistant and Manager of IT and Communications and Marketing, to serve as the alternate representative for Jacques Ribout on the Huron & Superior Catholic District School Board S.E.A.C.

Ms. Moody was selected for this role based on her extensive background in education, having worked in the sector for over ten years, as well as her strong understanding of special education programming and governance in Ontario. She brings both professional expertise and lived experience to the role, including active advocacy as a parent of two children with Individual Education Plans (IEPs). Ms. Moody also serves as Co-Chair of the St. Mary's College Catholic School Council, reflecting her ongoing engagement with school communities and commitment to collaborative, inclusive, and student-centered education.

Sincerely,



Jennifer Wiwchar, Executive Director
Community Living Algoma



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

POLICY TITLE: FEES FOR LEARNING MATERIALS AND ACTIVITIES **Approved** December 14, 2011

Amended January 21, 2026

POLICY NO: 4012

Page: 1 of 1

POLICY

The Huron-Superior Catholic District School Board is supportive of the [Ministry of Education Fees for Learning Materials and Activities Guideline](#). Equally, the Board endorses Catholic Social Teachings, which espouse a preferential option for the poor and vulnerable.

The cost of materials and activities for education are provided by school operating budgets and therefore there should be no cost to parents for these. There may be occasions though in which parents may be asked to contribute resources to support enhanced or optional programming.

In keeping both with the ministry’s guideline and Catholic Social Teaching, no student should be excluded from participating in any school activity or event based on the ability to pay.

ADOPTED Regular Board Meeting – December 14, 2011
Motion B-129

AMENDED Regular Board Meeting – October 19, 2016
Motion B-77

AMENDED Regular Board Meeting – January 20, 2021
Motion B-531

AMENDED Regular Board Meeting – January 21, 2026
Motion B-



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES **FEES FOR LEARNING MATERIALS AND ACTIVITIES**

DEFINITIONS

Student Activity Fees

Student activity fees are voluntary amounts that are used to supplement a student's school experience through materials and activities such as:

- student agendas
- student recognition programs
- yearbooks
- extra-curricular activities
- school dances or theme days

Enhanced Programming and Materials

Enhanced Programming and materials are voluntary enrichments or upgrades to the curriculum or co-curricular activities beyond what is necessary to meet the learning expectations for a grade or course. For example, in some performance and production courses (such as music or woodworking), students may wish to use a superior product or consumable than that provided by the school, in which case they may be asked to pay the additional costs of the upgrade.

For the purposes of this guideline:

- co-curricular activities or materials are related to the regular day school program
- extra-curricular activities are outside the regular day school program

If a student chooses not to access these enhanced programs or materials, alternatives must be available. The school must provide, at no cost, the essential materials required to meet the learning expectations of the course or grade.

Optional Programming

Optional Programming refers to voluntary courses or activities that students normally choose to attend through an application process, with the knowledge that these programs are beyond the core curriculum. Example includes Hockey Canada Skills Academy program.

GUIDING PRINCIPLES

With the support of the school community, schools and school boards may wish to offer programming and materials beyond what is necessary to meet the learning expectations of particular grade or course. In these situations, it may be appropriate to collect a fee to offset the additional costs.

The following principles should be followed:

Complementary to Public Education

- The purpose for which funds are collected are consistent with our Mission and Values.
- Fees raised for school purposes are to complement, and not replace, public funding for education.

Inclusive Education

- Each student should have an equal opportunity to benefit from the education system without being required to pay a fee. Students must be able to participate in school activities and access resources regardless of personal financial barriers.
- Schools should have funds available or provide alternate arrangements for these students that do not have the ability to pay for any student activity fees.
- Under no circumstances will this information be shared with anyone not directly involved with the collection of funds for the activity.
- The school is responsible for covering the costs of staff and adult volunteers for an activity. These costs are not to be passed on to students.

Accountability & Transparency

- All fees should be collected in accordance with Board Policy 4011 (School Funds). A financial report should be made available to the school community for all student activity fees, including amounts collected and expenditures allocated.

FEE CHARGES

A fee charge shall be permissible for an activity, material, course or program if it is:

- Not required as part of the regular day school program.
- Voluntary, and alternatives are offered.
- Non-essential or extra-curricular in nature and is not required for graduation by an individual student.
- A voluntary upgrade or substitute of a more costly material to the material provided for course purposes.

Examples of Activities, Programs or Materials Ineligible for Fee Charges

- A registration or administration fee for students enrolled in any regular day school program.
- A textbook fee or deposit (Schools may recover the costs for the replacement or repair of lost, damaged or broken materials such as textbooks, library books, music or science supplies or any loaned materials. These charges should not exceed the replacement or repair cost).
- Learning materials that are required for completion of the curriculum such as workbooks, cahiers, musical instruments, science supplies, lab material kits and safety goggles.
- Fees charged for the creation of discretionary accounts by teachers or departments.
- Mandatory flat fees for any course leading to graduation other than optional programming.
- A fee for a guest speaker, visiting teacher, or in-class field trip or presentation where the material being presented is a mandatory element of the subject or course.

- Items that are funded through the allocated budget of a school board including but not limited to learning materials necessary to meet learning expectations such as computers, workbooks, textbooks, staff development and training costs.
- Learning materials that are required to meet the learning expectations of the course but are consumed by the pupil and cannot be used again by another student in the next semester, e.g. a chemical used in a chemistry experiment.

Example of Activities, Programs and Materials Potentially Eligible for Fee Charges

- Optional programming such as, Hockey Canada Skills Academy program.
- Extra-curricular trips, events or activities that are extensions to the curriculum and not required for graduation (e.g. dances, school clubs, theme days, athletics, drama, student council activities).
- Extended student trips or excursions that are not necessary to meet the learning expectations of a particular grade or course (e.g. trips abroad).
- Optional art or music supplies or higher quality woodworking, design or technology materials that students choose to use for course completion, as long as the required materials are available at no cost.
- Student activity fees.
- Co-curricular activities, special events, program enhancements or field trips (e.g. for costs of participation, rental of equipment or travel), if alternative programming and assignments are offered to student who choose not to participate.
- Student agendas.
- Yearbooks.



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

POLICY TITLE:	CONFLICT OF INTEREST	Approved:	March 29, 2021
		Amended:	January 21, 2026
POLICY NO:	6021	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 a fair and transparent hiring process that gives due regard to avoid any conflicts of interest, including nepotism and favouritism.

This policy applies to all employees of the Board involved in the hiring, management, supervision, evaluation, discipline, and dismissal of employees. It also applies to Trustees, who are involved in the hiring of the Director of Education.

This policy is intended to facilitate employees' ability to maintain the highest business and ethical (moral) standards, and to facilitate the protection of the integrity of employees in the course of their responsibilities to the Board.

This policy defines and addresses potential, apparent and actual conflicts of interest. It provides guidance to employees so that conflicts of interest are recognized and either avoided or resolved expeditiously through appropriate disclosure and management.

The fundamental principle underlying this policy is that employees must not permit relationships with others or external business activities to conflict, or appear to conflict, with the interests of the Board.

ADOPTED Regular Meeting of the Board – March 29, 2021
Motion B-555

AMENDED Regular Meeting of the Board – January 21, 2026
Motion B-



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES CONFLICT OF INTEREST

Legal References

Procedural guidelines related to conflicts of interest are related to various agreements, directives, and pieces of legislation, including, but not limited to school district collective agreements, both central and local; the *Education Act*; and all applicable regulations thereunder, including *Policy / Program Memorandum No. 165 – School Board Teacher Hiring Practices (PPM 165)*.

Definitions

- **Conflict of interest** refers to a potential, apparent, or actual conflict where an employee's financial or other personal interest, whether direct or indirect, conflicts or appears to conflict with the employee's responsibility to the school board, or with the employee's participation in any recommendation or decision pertaining to human resources procedures within the school board (e.g., hiring, promotion, evaluation, supervision).
- **Employee** refers to full-time, part-time, or casual / occasional employees of the school board.
- **External activity** refers to any activity of an employee outside the scope of her/his employment with the school board, undertaken as part of a commercial or volunteer enterprise.
- **Relationship** refers to any relationship of the employee to persons of:
 1. Their immediate family, as defined in the applicable collective agreement or terms and conditions for non-union employees;
 2. A relative, as defined in the applicable collective agreement or terms and conditions for non-union employees;
 3. Past or present private interests in connection with a candidate or applicant where their involvement in the hiring process could conflict with their duties.
- **Supervisor** refers to the person to whom an employee reports.

Specific Conflicts

Conflicts of interest may include, but are not limited to:

- Participating in, or influencing the outcome of, the appointment, hiring, promotion, supervision, or evaluation of a person with whom the employee has, or has had, a relationship.
- Acceptance by an employee of a gift from any of the following persons or entities, if a reasonable person might conclude that the gift could influence the employee when performing hiring duties with the school board:
 - a) A person, group, or entity that has dealings with the school board;
 - b) A person, group, or entity to whom the employee provides services in the course of his or her duties to the school board;
 - c) A person, group, or entity that seeks to do business with the school board.

An employee who is offered a gift in the circumstances described above shall, in writing, notify his or her supervisor.

Procedures for Disclosure of Conflicts of Interest

All employees have an obligation to disclose to their supervisor any conflict of interest. The employee must declare and disclose the nature and extent of the conflict of interest, as soon as she/he could reasonably be aware that one exists and no later than any meeting or process in which the employee participates and at which the matter is to be considered.

The employee must refrain from taking part in any discussion or decision-making in relation to the matter and withdraw from any meeting or process when the matter is being discussed until a decision has been reached regarding the manner in which the conflict of interest will be addressed.

A conflict of interest involving an employee may also be reported to a supervisor by any other person. A report to a supervisor about the existence of a potential, apparent or actual conflict of interest shall be made.

Procedures for Management of Conflicts of Interest

Where the hiring of employees is concerned:

- No employee of the Huron-Superior Catholic District School Board (HSCDSB) will participate in, or influence the outcome of, the hiring of a person with whom the employee has a relationship.

- Where the person with whom the employee has the relationship is one of multiple applicants or candidates in a competitive hiring process, the employee shall not participate in, or influence the outcome of, any aspect of that hiring process.
- Where a conflict of interest as identified in the preceding sections occurs, the employee shall have the ability to declare a conflict to the Manager of Human Resources. If the Manager of Human Resources determines that a conflict of interest exists, s/he shall assign these duties to another person who does not have a conflict of interest in consultation with Administrative Council and shall give any further direction to the employee considered necessary to protect the integrity of the hiring process.
- Prior to holding interviews, panels will be provided with a list of applicants to determine if a conflict of interest exists. Disclosure is important and it is incumbent upon the employee to declare such conflict of interest.
- In the event that the Director of Education is in conflict, the Supervisory Officer responsible for Human Resources will approve the interview panel's recommendation for hire on behalf of Administrative Council.

Where the supervision, evaluation, discipline, promotion, management, and/or other human resources functions of employees is concerned:

- HSCDSB will do its utmost to avoid family and/or relatives from working together if such employment places them in a supervisory relationship, either in a subordinate or supervisory role to each other, giving due regard to avoiding such situations.
- It is the responsibility of employees to give due regard to avoiding such situations when a family relationship develops that puts them in a supervisory relationship. Where a supervisory relationship is unavoidable, the Director of Education or designate may re-assign.

Options for Resolving Conflicts of Interest

Should a potential conflict of interest be reported, various options exist to resolve it, as outlined in what follows:

- The supervisor will investigate to determine if a conflict of interest exists. Where appropriate, the supervisor may consult with the employee and/or others.

- If the supervisor determines there is a conflict of interest, the supervisor should resolve the matter as outlined above and will document, in writing, any remedies that have been applied.
- If the supervisor to whom the disclosure is made also has a conflict of interest, the disclosure should be made in writing to the person at the next highest level of authority.
- In situations where conflict or potential conflict involves the transfer of a family member or relative and, where the supervisor feels the concern has sufficient validity, the family member or relative will not be transferred. The Director of Education must approve any exceptions.

If a supervisor determines that a conflict of interest exists, the supervisor will decide a course of action from the following options:

- If the matter pertains to the hiring of a person with whom the employee has a relationship, and where the employee may be knowledgeable and have information central to the discussion, the employee with a conflict or appearance of conflict may be permitted to be involved in the matter without participating in the final decision.
- If an employee fails to disclose a conflict related to the hiring of a person with whom s/he has a relationship, a range of remedies can be applied, up to and including the employee's termination of employment.

Contraventions of the Policy / Procedural Guideline

Adherence to this policy and procedural guideline, in letter and in spirit, is crucial to the relationships of trust that exist between the school board, its employees, and the public. Contraventions of this policy and procedural guideline, whether arising from dishonesty or inattention, undermine these relationships and may lead to disciplinary action. For employees, disciplinary sanctions for breach of this policy may take a range of forms appropriate to the nature of the contravention and could include dismissal from employment.



FIELD TRIPS - FORM B

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

SCHOOL: St. Mary's College

NAME OF TEACHER Paula Trainor OCT, Patti Cook OCT GRADE 10, 11, 12

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

Purpose of Field Trip: Skills Ontario Competition

Date of Departure: May 4, 2026

Date of Return: May 6, 2026

Number of Students: 9 Number of Staff: 5 Number of Adults: 5
(at least 1 required)

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

Means of Transportation: Flights, shuttle bus
(Under no circumstances are students to drive other students.)

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

Special provisions to provide for Universal Access: _____

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)

12/10/2025
(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.*

Skills Ontario Competition
May 4th - 6th, 20256

Staff Attending:

Kelly McKay
Paula Trainor
Dom Rosso
Larry Pezzutto
Patti Cook

Number of Students Attending:

4 for Vex Robotics
2 for Carpentry Team of 2
1 for Carpentry Individual
2 for Job Interview
Total = 9 students from SMC

The Skills Ontario competition supports the Ontario Curriculum by giving students experiential opportunities to apply the knowledge and skills developed in their courses. In the Construction Team of 2 and Carpentry Individual challenges, students demonstrate curriculum-aligned competencies such as interpreting technical drawings, applying building techniques and working safely. These are all key elements in the Construction Technology courses and the SHSM–Construction pathway.

The Job Interview competition directly reflects curriculum expectations in Career Studies, Business Studies, and the SHSM–Business and SHSM–Construction programs by helping students refine résumé writing, communication, professionalism, and employability skills.

Finally, the VEX Robotics competition aligns with the Technological Education curriculum—particularly in areas such as design, problem-solving, programming, and engineering design processes—while also supporting innovation and project-based learning emphasized in our SHSM programs.

Collectively, these competitions provide real-world opportunities that strengthen our students' sector-specific certifications, cooperative education connections, and overall readiness for postsecondary pathways.

Date	Details
Monday May 4th	
9:00 am	We will take a school bus from St. Mary's College to the Sault Airport.
11:30 am	Air Canada flight to Toronto Shuttle to Double Tree (Dixon Road)
1:00 pm - 4:00 pm	Touring Skills Ontario Competition (Toronto Congress Centre)
5:30 pm	Dinner at a restaurant near the hotel
7:30 - 10:00 pm	Free time at the hotel
10:00 pm	Curfew/Homework Security arrives to monitor hallway (10 pm - 4:00 am)
Tuesday May 5th	
6:00 am	Breakfast in the lobby of the hotel (We will use Skip to order Tim Hortons)
7:00 am - 4:00 pm	Toronto Congress Centre - Skills Ontario Competition
5:00 - 7:00 pm	Dinner at a restaurant nearby
7:00 pm - 10:00 pm	Free time
10:00 pm	Curfew/Homework Security arrives to monitor hallway (10 pm - 4:00 am)
Wednesday May 6th	
6:00 am	Breakfast in the lobby of the hotel (We will use Skip to order Tim Hortons)
7:00 am	Shuttle to the Toronto Pearson
9:30 am	Flight to Sault Ste Marie
11:00 am	Parents pick students up from SMC.



Huron-Superior Catholic DISTRICT SCHOOL BOARD

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FIELD TRIPS - FORM B

APPLICATION FOR BOARD OF TRUSTEES APPROVAL EXTENDED FIELD TRIP

SCHOOL: Our Lady of Fatima E.L

NAME OF TEACHER Hailey Crockford & Matt Shackleton GRADE 6

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

Purpose of Field Trip: year end trip

Date of Departure: June 17

Date of Return: June 18

Number of Students: 39 Number of Staff: 2 Number of Adults: 4
(at least 1 required)

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

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

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

Special provisions to provide for Universal Access: _____

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)

Jun 6 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.*

Field Trip Itinerary: Camp ABK (Walford, Ontario)

School: Our Lady of Fatima E.L

Grade/Class: Grade 6

Teacher(s): Hailey Crockford, Matt Shackelton

Location: Camp ABK, Walford, Ontario

Type of Trip: Overnight Religious & Educational Retreat (Bible Camp)

Dates: Tuesday, June 17 – Wednesday, June 18

Departure: Morning of June 17

Return: Shortly after lunch on June 18

Purpose and Educational Value

This overnight field trip to Camp ABK provides students with a faith-based, experiential learning opportunity that supports spiritual growth, personal responsibility, cooperation, and leadership. Through structured rotations, group activities, and prayer experiences, students will strengthen their understanding of Catholic values while developing social-emotional skills, resilience, and community belonging.

The retreat-style environment allows students to:

- Deepen their understanding of Biblical teachings through interactive activities
- Practice cooperation, communication, and leadership in small groups
- Build independence, confidence, and responsibility in a safe, supervised setting
- Engage in prayer, reflection, and worship in a chapel setting
- Strengthen peer relationships and a sense of Christian community

Supervision & Safety Procedures

- Students will be divided into **small, teacher-supervised groups** for all rotations.
- **Attendance will be taken and documented** at the following times:
 - Before departing the school (June 17)
 - Upon arrival at Camp ABK
 - Before each major transition/activity
 - Before evening chapel
 - Morning of June 18
 - Before departure from Camp ABK
 - Upon arrival back at school
- Emergency contact information, medical forms, and medication will be carried by supervising staff at all times.

Detailed Itinerary

Day 1 – Tuesday, June 17

8:30 a.m. – Arrival at School & Attendance

- Students arrive at school
- Final attendance taken and recorded
- Review expectations, safety rules, and behaviour guidelines
- Group assignments reviewed

9:00 a.m. – Departure from School

- Attendance confirmed prior to boarding the bus

10:30 a.m. – Arrival at Camp ABK

- Attendance taken upon arrival
- Orientation with Camp ABK staff
- Review camp rules, boundaries, and safety procedures

11:15 a.m. – Small Group Rotations Begin

Students rotate through a variety of structured, faith-based and team-building activities, which may include:

- Bible-based learning sessions
- Cooperative games and outdoor challenges
- Reflection and discussion activities
- Leadership and trust-building exercises

12:30 p.m. – Lunch

- Attendance taken before and after lunch

1:15 p.m. – Afternoon Rotations Continue

- Continued small group activities focused on faith, teamwork, and personal growth

4:30 p.m. – Swimming / Beach activities

- Lifeguard supervised swim, students must pass a swim test to go on the water slide and rope swing, as well as swim.
- Beach volleyball is also an option

5:30 p.m. – Dinner

- Attendance check

7:00 p.m. – Evening Chapel Service

- Students gather as a whole group in the chapel
- Prayer, worship, and reflection
- Focus on gratitude, faith, and community

8:30 p.m. – Campfire

- Sing songs and listen to stories around the campfire

9:30 p.m. - Evening Wind-Down & Cabin Time

- Quiet reflection
- Prepare for bed
- Final attendance taken for the evening

Day 2 – Wednesday, June 18

7:30 a.m. – Wake-Up & Morning Attendance

- Attendance taken in cabins

8:00 a.m. – Breakfast

- Attendance confirmed

9:00 a.m. – Morning Faith Activity / Reflection

- Group prayer or Bible-based activity
- Reflection on lessons learned and personal growth

10:30 a.m. – Final Group Activity & Packing

- Pack belongings
- Clean cabins
- Attendance taken before departure

11:30 a.m. – Departure from Camp ABK

- Final attendance check

1:00–1:30 p.m. – Return to School

- Attendance taken upon arrival
- Students dismissed according to school procedures

Curriculum Connections

Religious Education (Ontario Catholic Curriculum)

- Understanding Scripture and applying Biblical teachings to daily life
- Developing a personal relationship with God through prayer and reflection
- Living out Gospel values such as compassion, respect, and service

Health & Physical Education

- Social-emotional learning skills
- Building healthy relationships and teamwork
- Demonstrating personal responsibility and safety awareness
- C2.1 demonstrate an understanding of the basic components of physical activities (e.g., movement skills, game structures, basic rules and guidelines, conventions of fair play and etiquette), and apply this understanding as they participate in a variety of physical activities (e.g., lead-up games such as four-on-four rubber-chicken keep-away, basketball shooting games, and two-base softball; recreational activities such as mini-triathlons, hiking, skipping rope, and cooperative games; fitness activities such as t'ai chi, activities with exercise bands and exercise balls, and personal fitness challenges; dance activities such as cultural dance, creative movement, and jazz steps)
[A1.5 Self, 1.6 Thinking]

Language (Oral Communication)

- Listening respectfully during group discussions and chapel services
- Expressing thoughts and reflections clearly within small groups
- Effective Listening Skills
- B1.1 analyze various effective listening skills, including understanding when to ask relevant questions and how to respond to the contributions of others in group discussions, and use these skills in formal and informal contexts and for various purposes
- Oral and Non-Verbal Communication Strategies
- B1.4 identify and use oral and non-verbal communication strategies, including expression, gestures, and body language, and analyze the ways in which these strategies support understanding or communication, including how their use may vary across cultures

Ontario Catholic School Graduate Expectations Addressed

This field trip supports the development of students as:

- **A Discerning Believer** – Participating in prayer, worship, and faith-based learning experiences
- **An Effective Communicator** – Sharing reflections, listening actively, and collaborating in groups
- **A Responsible Citizen** – Demonstrating respect, cooperation, and care for others and the environment
- **A Caring Family Member** – Building positive relationships and showing empathy toward peers
- **A Collaborative Contributor** – Working cooperatively in small groups and supporting peers

Conclusion

The Camp ABK overnight retreat provides a meaningful extension of classroom learning by integrating faith, community, and experiential education. The structured itinerary, supervision plan, and curriculum connections ensure a safe, purposeful, and enriching experience aligned with Ontario Catholic School values and expectations.



FIELD TRIPS - FORM E

**APPLICATION FOR BOARD APPROVAL
FOR STUDENT WATER ACTIVITIES**
Excluding Y.M.C.A., Community Pool, and the John Island Camp, and other requested water parks (i.e., Canada's Wonderland).

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

School:		
Teacher(s) Name(s):		
Date Of Request:		
Number of Students Involved:		
Number of Staff Involved:		
Number of Adult Volunteers : (in addition to facility staff and Life Guards)		
Location of the Activity:	Name of Facility:	
	Community:	
Description of Water Activity:		
Name of Each Lifeguard & Certification: <i>(Note: A photocopy of the Certificate(s) must accompany this request.)</i>		
NAME:	CERTIFICATION:	
SIGNATURE(S) OF TEACHER(S):		
APPROVAL FOR THE WATER ACTIVITY IS: Granted G Not Granted G		

Signature of Director of Education

Date



FIELD TRIPS – FORM D

**INFORMED CONSENT: EDUCATIONAL ACTIVITIES
ACKNOWLEDGEMENT AND PERMISSION FORM**

The Huron-Superior Catholic District School Board is arranging _____
(description of activity) on _____ (date).

THIS FORM MUST BE READ AND SIGNED BY EVERY STUDENT WHO WISHES TO PARTICIPATE AND BY A PARENT/GUARDIAN OF A PARTICIPATING STUDENT.

ELEMENT OF RISK

Educational activity programs such as _____ (type of activity) which is being offered, involve certain elements of risk. Accidents may occur while participating in these activities. These accidents may cause injury. Without limiting the generality of the foregoing, a few examples of the type of accident which one is at risk of having occur while _____ (describe activity) are:

- 1.
- 2.

These accidents result from the nature of the activity and can occur without any fault on either part of the student, or the School Board or its employees or agents, or the facility where the activity is taking place. By choosing to participate in the activity, you are assuming the risk of an accident occurring.

The chances of an accident occurring can be reduced by carefully following instructions at all times while engaging in the activity.

If you choose to participate in _____ on _____, you must understand that you will bear the responsibility for any accident that might occur.

The Huron-Superior Catholic District School Board does not provide any accidental death, disability, dismemberment or medical insurance on behalf of students participating in this activity.

ACKNOWLEDGEMENT

I HEREBY ACKNOWLEDGE AND ACCEPT THE RISKS INHERENT IN THIS ACTIVITY AND ASSUME RESPONSIBILITY FOR MY OWN PERSONAL HEALTH, MEDICAL, DENTAL AND ACCIDENT INSURANCE COVERAGES.

Signature of Student: _____ Date: _____

Signature of Parent/Guardian: _____ Date: _____

PERMISSION

I give _____ (name of student) permission to participate in _____ (description of activity) to be held on or about _____ (date).

Signature of Parent: _____ Date: _____



FIELD TRIPS - FORM B

APPLICATION FOR BOARD OF TRUSTEES APPROVAL
EXTENDED FIELD TRIP

SCHOOL: Our Lady of Fatima
NAME OF TEACHER Mr Phillip Ucci GRADE 7
requests authorization to take his/her class to John Island Camp
(place or area)
Purpose of Field Trip: Engage in outdoor activities
Date of Departure: Wednesday, June 17th
Date of Return: Friday, June 19th
Number of Students: 22 Number of Staff: 3 Number of Adults: 3
(at least 1 required)

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

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

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

Special provisions to provide for Universal Access: Not required

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

[Signature]
(Signature of Principal)

Jan. 9th, 2026
(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.*

To whom it may concern,

Please see the application form that outlines our arrival and departure to and from John Island Camp. I don't know what the exact itinerary is going to look like but I have attached what activities, programs and meals that we have chosen. Here are a few of the expectations that will be covered over the course of our three day field trip to John Island:

Students will:

- participate actively and regularly in wide variety of physical activities
- demonstrate an understanding of the importance of being physically active, and apply physical fitness concepts
- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities
- perform movement skills, apply movement concepts as they engage in a variety of physical activities



Huron-Superior Catholic DISTRICT SCHOOL BOARD

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FIELD TRIPS – FORM C

APPLICATION FOR APPROVAL by SCHOOL SUPERINTENDENT

OUT-OF-TOWN DAY FIELD TRIP/VISIT

SCHOOL: Our Lady of Fatima

NAME OF TEACHER: Mr. Philip Ucci GRADE: 7

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

Date of Departure: Wednesday, June 17th

Date of Return: Friday, June 19th

Number of Students: 22 Number of Staff: 3 Number of Adults: 3
(At least 1 required)

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

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

Special provisions to provide for Universal Access: YES NO NOT REQUIRED

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

[Signature]
(Signature of Principal)

Jan. 9th, 2026
(Date)

AUTHORIZATION

This OUT OF TOWN DAY FIELD TRIP/VISIT is approved.

(Signature of School Superintendent)

(Date)

Distribution: The Principal will sign the form and send it to the School Superintendent.
Once approved, a copy will be sent to the School Principal



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

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FIELD TRIPS - FORM E

APPLICATION FOR BOARD APPROVAL FOR STUDENT WATER ACTIVITIES

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

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

School:	Our Lady of Fatima	
Teacher(s) Name(s):	Mr. P. Ucci	
Date Of Request:	Weds, June 17 th - Fri, June 19 th	
Number of Students Involved:	22	
Number of Staff Involved:	3	
Number of Adult Volunteers : (in addition to facility staff and Life Guards)	/	
Location of the Activity:	Name of Facility:	John Island Camp
	Community:	Serpent River
Description of Water Activity:	Swimming, Kayaking, Canoeing	
Name of Each Lifeguard & Certification: <i>(Note: A photocopy of the Certificate(s) must accompany this request.)</i>	Lifeguards have not yet been hired.	
NAME:	CERTIFICATION:	
SIGNATURE(S) OF TEACHER(S):		
APPROVAL FOR THE WATER ACTIVITY IS: Granted <input type="checkbox"/> Not Granted <input type="checkbox"/>		

Signature of Director of Education

Date

YMCA JOHN ISLAND CAMP OUTDOOR CENTRE SCHEDULE

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GROUP: Our Lady of Fatima Catholic School CONTACT:		GRADE: 7	DATE: Wednesday, June 17th - 17th Friday June 18th 19th
	Wednesday, June 17th June 17 th	Thursday, June 18th June 18 th	Friday, June 19th June 19 th
M O R N I N G	22 Students 3 teachers 2 Rotation Groups Cabins: Teachers: 11:00 Arrival at Walkhouse Bay Docks 12:00 Community greeting, Move into Cabins 12:30 Lunch	8:15 Setters 8:30 Breakfast 9:30 Rotation 2 10:45 Morning Snack 11:00 Rotation 3 12:15 Setters 12:30 Lunch	7:30 Pack up, clean cabins and move bags out to Dining Hall 8:15 Setters 8:30 Breakfast 9:15 Rotation 6 11:00 Departure from Walkhouse Bay Docks
A F T E R N O O N	1:30 Icebreakers, Group Games 2:30 Swim Tests 3:00 Free Swim 3:30 Rotation 1 4:30 Options Time - Volleyball - Gaga Ball - Board Games - Crafts 5:15 First Meal Meeting 5:30 Dinner	1:30 Rotation 4 2:45 Rotation 5 4:00 Afternoon Snack 4:15 Options Time - Free Swim - Volleyball - Gaga Ball 5:15 Setters 5:30 Dinner	
E V E N I N G	6:45 Campfire! 8:00 Snack 10:30 Generator Off	6:45 Sticks 8:00 Snack 10:30 Generator Off	Staff: XXXXX, XXXX Cagrel Moss Overnight on-call: Wednesday - XXXXX Thursday - XXXXX (staff not hired yet)
N O T E S	<u>Rotations</u> - Fire Building - Shelter Building - Canoeing - Kayaking - Archery - Climbing Wall		

YMCA JOHN ISLAND CAMP OUTDOOR CENTRE SCHEDULE **61**

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

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

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

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



Revised + Updated

Huron-Superior Catholic DISTRICT SCHOOL BOARD

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FIELD TRIPS - FORM B

APPLICATION FOR BOARD OF TRUSTEES APPROVAL EXTENDED FIELD TRIP

SCHOOL: Our Lady of Fatima, Elliot Lake

NAME OF TEACHER Mark Frolick/Phillip Ucci GRADE 8

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

Purpose of Field Trip: End of year - Grad Trip

Date of Departure: Monday, June 22

Date of Return: Wednesday, June 24 (early morning of Thurs.)

Number of Students: 34 Number of Staff: 3 Number of Adults: 2
(at least 1 required) (2 teachers) (2 parent supervisors)

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

Means of Transportation: School Bus
(Under no circumstances are students to drive other students.)
(2 male, 3 female Total)

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

Special provisions to provide for Universal Access: N/A

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

[Signature]
(Signature of Principal)

Jan. 12, 2026
(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.*



FIELD TRIPS - FORM E

**APPLICATION FOR BOARD APPROVAL
FOR STUDENT WATER ACTIVITIES**
Excluding Y.M.C.A., Community Pool, and the John Island Camp, and other requested water parks (i.e., Canada's Wonderland).

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

School:	Our Lady of Fatima, Elliot Lake		
Teacher(s) Name(s):	Mark Frolick + Phillip Ucci		
Date Of Request:	June 22		
Number of Students Involved:	34		
Number of Staff Involved:	5		
Number of Adult Volunteers : (in addition to facility staff and Life Guards)			
Location of the Activity:	Name of Facility:	Wet n' Wild Waterpark	
	Community:	Brampton, Ontario	
Description of Water Activity:	General Waterpark activities -		
Name of Each Lifeguard & Certification: (Note: A photocopy of the Certificate(s) must accompany this request.)	To come as soon as available		
NAME:	CERTIFICATION:		
SIGNATURE(S) OF TEACHER(S):			
			
APPROVAL FOR THE WATER ACTIVITY IS: Granted <input type="checkbox"/> Not Granted <input type="checkbox"/>			

contained within part itself

Signature of Director of Education

Date

GR. 8 TORONTO TRIP - 2026

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Day One - Monday, June 22

6:00am	Depart Fatima School, Elliot Lake (breakfast on bus)
12:30pm	Wet and Wild Waterpark
3:30-4:30pm	Travel Downtown
4:30pm	Check-in at Toronto Metropolitan University Residence
5:00pm	Supper Downtown (at residence)
6:00pm	Leave for Princess of Wales
7:00pm	Broadway Show (& Juliet or The Outsiders)
10:00pm	Return to Residence by TTC (subway)
12:00am	Lights Out

Day Two - Tuesday, June 23

7:00am	Wake-up & Breakfast in Residence
9:00am	Leave Residence (walk to Dundas Square and St. Mike's Cathedral)
9:30am	Bus to Casa Loma
10:00am	Casa Loma Tour
12:00pm	Lunch on Bloor Street (walk by ROM, Queen's Park and U of T)
2:00pm	Ontario Legislature Tour
2:30pm	Bus to Rogers Centre
3:07pm	Blue Jays Game (supper at Rogers Centre)
6:00pm	Ripley's Aquarium and CN Tower
9:15pm	Bus Pick-up on Bremner Blvd
9:15-10:00	Stop at Toronto Sign/City Hall on return to Residence
11:30pm	Lights Out

Day Three - Wednesday, June 24

7:00am	Wake-up & Breakfast in Residence
9:00am	Check-out of Residence (check rooms, all bags on bus)
9:30am	Bus to Medieval Times
10:00am	Medieval Times (lunch included)
12:30pm	Travel to Vaughan
1:30pm	Reptilia Indoor Zoo - Vaughan
3:00pm	Canada's Wonderland (closes at 10:00pm)
10:30pm	Bus Pick-up at Wonderland (after groups gather at entrance)
10:45pm	Food Stop - fast food on Major Mackenzie Drive
11:30pm	Depart Vaughan (quiet ride home - sleep, sleep, sleep!)
5:30am	Approximate Arrival at Fatima School, Elliot Lake

Curriculum Connections:

Wet and Wild Waterpark:

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

Reptilia Indoor Zoo:

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

Broadway Show:

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

Ontario Legislature Tour:

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

Royal Ontario Museum:

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

Blue Jays Game:

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

Canada's Wonderland:

- demonstrate responsibility for their own safety and the safety of others as they participate in physical activities.
- demonstrate the ability to apply health knowledge and social-emotional learning skills to make reasoned decisions and take appropriate actions relating to their personal health and well-being.
- apply skills that help them build relationships, develop empathy, and communicate with others as they participate in learning experiences in health and physical education, in order to support healthy relationships, a sense of belonging, and respect for diversity.
- assess the importance of form, function, strength, and stability in structures to society and the environment.
- describe the stability of a structure as its ability to keep its shape, maintain balance, float, and/or stay fixed in one spot when a force is applied to the structure, and describe ways to improve a structure's stability.
- identify properties of materials that need to be considered when building structures.
- describe ways in which different forces can affect the shape, balance, or position of structures.

St. Michael's Cathedral:

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

Medieval Times:

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

Casa Loma:

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

Ripley's Aquarium:

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

CN Tower:

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



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

REPORT TO THE DIRECTOR OF EDUCATION MID-YEAR REVIEW OF THE SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) RECOMMENDATIONS

January 21, 2026

Submitted by:
Franca Spadafora

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:

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

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

This report outlines the significant progress achieved to date, addressing 13 of the 18 recommendations previously submitted by SEAC. The following sections detail the implementation status and the strategic impact of these initiatives within our schools.

Special Education Advisory Committee Recommendations - 2025 - 2026

Nurturing of our Catholic Faith**SEAC Recommends:**

Whereas access to multi-levelled and developmentally appropriate texts enhance student learning; and whereas the HSCDSB's Religious Education and Family Life (REFL) Program (as with all HSCDSB program departments) endeavours to be responsive to individual student learning need, SEAC recommends that funding be allocated to the REFL Program for the purpose of purchasing additional copies of "Growing in Faith, Growing in Christ" in order to stem the resource shortfall within its curriculum delivery.

- All teachers have access to the complete *Growing in Faith, Growing in Christ* (GIFGIC) curriculum (Kindergarten to Grade 9) in a fully accessible digital format, including student texts and teacher resources. This digital access promotes a multi-levelled approach which focuses on universal scripture and themes, with students using features like text-to-speech via headphones to enhance comprehension.
- The survey was completed early in the year and those requesting resources have received them.
- Stephanie Parniak collaborated with specialized classroom teachers to review digital resources for the REFL program. Feedback was overwhelmingly positive, with teachers noting the high utility of the digital tools. To facilitate ongoing collaboration, a shared Google Drive containing GIFGIC Religion resources was established and is currently being used for colleague to colleague resource sharing.
- We will continue to collaborate with ICE to leverage resources like the *Blessed and Beloved* Family Life program, which provides excellent representation of diverse learners.

Engagement with Employees and Partners**SEAC Recommends:**

Whereas SEAC is committed to increasing its accessibility and promoting its mandate to the families, students and staff it serves; we recommend that representatives of this Committee be earning Resource Teacher networks, professional development opportunities; and relevant Board activities.

SEAC has identified key areas of focus for this year's presentations to support diverse learner needs:

- November 26th | Artificial Intelligence: This session demonstrated how educators can leverage MagicSchool AI to tailor instruction and meet the specific academic requirements of students on IEPs.

- January 28th | Mathematics: Centered on the Math Action Achievement Plan, this presentation will highlight newly acquired resources designed to support teachers in differentiating instruction for students with varying levels of mathematical proficiency.

SEAC also identified the schools to host meetings for this school year.

- February 25th - St. Basil
 - April 29th - Holy Angels Learning Centre - STEAM Lab
 - May 27th - St. Kateri
- The Special Education Coordinator continues to inform SEAC of applicable professional development opportunities throughout this school year. To support ongoing learning, the Board has approved the coverage of registration fees for all applicable virtual presentations attended by members.

Success and Well-Being of our Students SEAC Recommends:

Whereas convenient and unhindered access to learning materials available through the Learning Library allows educators and therapists to provide personalized instruction and promotes effective planning; SEAC recommends that the HSCDSB website reflect an up-to-date inventory providing educators and therapists with an understanding of the equipment, items, and toys available to best inform purposeful, educational and therapeutic interventions.

- We are currently collaborating with IT to enhance the Learning Library's visibility and accessibility, focusing on making the site easier to locate and navigate directly from the main Board website.

Whereas the goal is for students to be in school a full day and not remain on a modified day for an extended period without a plan; and whereas the purpose of this plan is to help the child's day increase in such a way as to promote success and re-integration; SEAC recommends that in addition to being tracked with a designated attendance code, students who are sent home regularly, due to their inability to cope or in any capacity sustain a full day of school, meet at regular intervals (i.e. case conference) with the parent/guardian, school team, Special Education Department, and community partners to develop a formal plan and set attainable goals.

- To ensure rigorous oversight, the Special Education Coordinator has implemented a bi-annual tracking system for students on modified day schedules. Every October and May, data is collected regarding student enrollment and their specific full-day transition plans. This systematic approach was validated by last year's data, which confirmed that most participating students successfully and strategically increased their attendance.
- Mid-Year Accountability: Case conferences are held with the Coordinator and Superintendent to review:

- Current student lists and transition progress.
- Documentation of family conferences and meeting minutes.
- Comprehensive plans to boost student engagement and attendance.
- Potential support frameworks to facilitate a return to full-day programming.

Whereas every child with a vision impairment faces unique challenges in how they interpret the world; and whereas much of a child's learning occurs at school; and whereas students with vision impairments require highly specialized supports; SEAC recommends that a vision itinerant teacher be assigned within the HSCDSB to support students with vision impairments by offering programming suggestions, resources, and support to teachers and Educational Assistants.

- We are pleased to announce that we have secured a teacher to support students identified as Blind or Low Vision. Sherri Appleton is a retired teacher with many years of experience working with students with this identification, and she brings a wealth of knowledge and practical strategies to support both students and educators. Sherri will assist with adapting curriculum materials, recommending accessible resources, and providing classroom strategies to support student access and independence. She will work alongside teachers to model instructional strategies and help develop individualized supports that meet each student's needs. She has begun reviewing student files and will connect with individual schools to discuss how she can best support at each school. The following schools have students with such a diagnosis: SMC, OLOL (city), Holy Family and St. Paul.

Whereas supporting diverse learning needs, the promotion of independence, and equitable access to curriculum are paramount; SEAC recommends that assistive technology be widely incorporated into each classroom, for all students starting in the primary/junior grades to promote a Universal Design for Learning (UDL) approach, further benefiting students.

- The Board's Assistive Technology (AT) Teacher maintains a wide scope of practice, providing universal support via in-person and virtual consultation across the system. The primary focus of classroom integration is building teacher capacity with Google Read & Write, ensuring its features are universally applied across Google Docs, Slides, and other platforms to promote reading and writing comprehension. The AT Teacher also dedicates time to key accountability measures, providing specialized class lessons and teacher support for all EQAO assessments (Grades 3, 6, 9, 10).
- Following the Board's acquisition of MagicSchool AI licenses, all teaching staff participated in comprehensive training sessions during the September 26 and November 7, 2025, Professional Activity days. These half-day sessions focused on technical proficiency, best practices for ethical application, and the integration of AI tools to support School Improvement Plan (SIP) goals. This professional development ensures that staff can effectively leverage AI to enhance instructional delivery and student outcomes.

Whereas HSCDSB currently employs only one Assistive Technology Teacher, SEAC recommends hiring an additional Assistive Technology Teacher as a strategic investment to this learning, and that educators receive training on assistive technology

usage and implementation to best support and promote its delivery.

- The Board acknowledges SEAC's recommendation regarding the strategic investment of hiring an additional Assistive Technology (AT) Teacher. While budget constraints currently prevent the hiring of a second AT Teacher, we are committed to maximizing the effectiveness of the existing role. We continuously work in close collaboration with the AT Teacher to optimize how best to serve the systemic needs of both students and educators, prioritizing strategies that build school-level capacity and ensure broad access to AT tools and training .

Whereas data indicates that the junior level reading intervention pilot program was deemed highly successful, SEAC recommends that instructional literacy interventions and supports be provided to students in junior, intermediate and senior grade levels on an ongoing basis.

- The Board has proactively responded to SEAC's recommendation for literacy support by expanding resources for junior, intermediate, and senior grades. Student data will be provided in the May report.

Whereas students in HSCDSB are demonstrating significantly lower math achievement scores compared to their provincial counterparts, SEAC recommends the immediate development and implementation of a targeted math intervention program at the primary and junior levels to address this critical academic gap and support long-term student success.

The Board is taking a multi-layered approach to improve math results.

- We have implemented Jump Math as our foundational tool. It uses a step-by-step, evidence-based method to help all students—especially those who struggle—master core concepts.
- Dedicated Math Facilitators are working in priority classrooms to provide small-group instruction and coach teachers on the most effective teaching strategies.
- We have funded Math Focus Tutors to provide one-on-one or small-group hands-on help for students who need extra assistance.
- Teachers are using MathUP and Knowledgehook to offer interactive lessons. These tools provide real-time data, allowing teachers to instantly see where a student is struggling and adjust their teaching.
- The Board's Math Scope and Sequence has been fully refreshed. It now provides teachers with a direct "one-stop-shop" for lesson plans, slide decks, and assessments that align perfectly with the Ontario Curriculum.

Whereas mental health absences requiring in-hospital care and/or community based programming can lead to disruption of learning and increased student and family stress, SEAC recommends that administrative personnel, in collaboration with the Mental Health Lead, develop comprehensive protocols with local health care providers in order to provide students and families with seamless postvention transitions back into the learning environment; and that these protocols be communicated to all education staff to ensure well-being of students.

- The Board utilizes an established process for reintegrating students following hospital admissions. This process hinges on a comprehensive transition meeting involving the student, family, principal(s), school counsellor, a mental health nurse, and our support staff.

Equitable Stewardship of our Resources

SEAC Recommends:

Whereas the Ministry of Education's Responsive Education Program (REP) allocations are released annually; SEAC recommends that the Superintendents of Special Education and Finance issue a status to SEAC in September with regards to the allocations given to the HSCDSB for the projects and programs it intends to pursue.

- Presentation regarding the allocation of funds to support Special Education will be presented at the January 28th SEAC meeting. The Board continues to allocate more funding to support programs for students with special needs.

Whereas the report of SEAC recommendations provides important and informative progress, SEAC recommends that the Superintendent of Education review this report with SEAC members in both October and April to review progress and accomplishments in accordance with the recommendations.

- The Board is committed to ongoing transparency and accountability regarding SEAC initiatives. We have ensured that reviewing the status of all SEAC recommendations is now a standing agenda item at our monthly SEAC meetings. The Superintendent of Special Education uses this dedicated time to provide a regular update on progress, accomplishments, and any difficulties encountered in meeting the stated recommendations.

Whereas the announced changes to Jordan's Principle funding have created uncertainty for families and students who rely on consistent support structures, including specialized staff, SEAC recommends that the Board, through its budgetary review, endeavour to maintain and enhance special education staffing and services which are critical for students requiring specific, direct, instruction and/or intensive support. Further, SEAC recommends that it receive a status report no later than September 2025, noting staffing allocations and efforts aimed at maintaining a full continuum of support.

- Students who require support continue to receive it through the Board's existing allocation of Educational Assistants (EAs). Furthermore, the Board has made a strategic investment this year, resulting in the highest number of EAs hired compared to any previous year
- We have successfully introduced the School Readiness Program, a targeted, daily 50-minute small-group intervention. This program focuses on developing foundational communication and social skills crucial for classroom success. It is highly specialized, led by a Speech-Language Pathologist, and directly supported by Educational

Assistants and a Speech and Language Pathology Assistant, serving groups of 5-7 children.

- The Board has allocated funds to provide schools with tutors in the classroom. The tutors have been assigned to each school to provide academic support in the area of mathematics.

SEAC Recommendations which are still a work in progress with the SEAC Committee:

1. Whereas Catholic faith upholds that God had made us each in his wisdom and likeness; and whereas a well-informed Equity, Diversity, Inclusion, and Belonging (EDIB) approach serves all students, SEAC recommends that the HSCDSB advocate to the Ministry of Education for the development of a faith and social science based curriculum that explicitly teaches students about various forms of neurodivergent brain development, cognition, and associated behaviours with the goal of fostering understanding, empathy, and acceptance.
2. Whereas the HSCDSB does not have a policy on the use of seclusion and restraint, SEAC recommends the following in accordance with the recommendations put forth by Community Living Ontario in their April 2025 report, "Crisis in the Classroom":
 - that the Board of Trustees and Administrative Council advocate for the Ministry of Education to develop a clear policy, and procedural guidelines outlining the specific circumstances in which these approaches are to be used, and enforceable regulations for how they are to be used.
 - that all personnel (including instructional staff, specialized staff, support staff, school administrators) receive training on proactive methods that may work to prevent situations where restraint or seclusion are felt to be a necessary response.
 - that school administrators be required to notify the student's parents or guardians in writing on the same day that the restraint or seclusion occurs
 - that schools be required to report on the number of students who have been restrained and/or involuntarily secluded, the length of each instance of restraint and/or seclusion, and the number of instances per student.
3. Whereas the HSCDSB completed a Ministry of Education mandated student census in 2023, and whereas the previously recommended Special Education census was not completed by March 2025; SEAC recommends that the Board, in consultation with Administration, SEAC, PIC, and Special Education Program Leads, prioritize a Special Education Census, by March of 2026, for the purpose of gathering perceptions and prioritizing needs related to school and classroom environments, delivery of supports, and barriers to achievement and well-being that are encountered by students with special needs.



St. Mary's College School Activity Report
January 2026

January 21st, 2026

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

Faith:

- Heaven Cent raised \$20,600, another extraordinary campaign funded by the generosity of our students, staff and families. St. Mary's College was humbled to support numerous local charities and community organizations with these funds
- During December, we also created 1,000+ Christmas cards for seniors, collected 650+ canned food items, volunteered at Harvest Algoma, shared Christmas Carols at the Station Mall, and donated Christmas baking to Women in Crisis
- Our Advent mass was led by Fr. Trevor, and weekly Advent liturgies were led by Mr. Rocchetta
- Our school's Development and Peace initiatives continue, as 35 SMC students attended a virtual "Caritas Canada Peace Party" hosted by D&P. Several of our religion classes continue to make prayers for developing nations, in particular with regards to the Turn Debt into Hope campaign!

Extracurricular Activities:

Athletics - Athletics are in high gear at SMC following the Christmas break.

- In boys' basketball action, the Junior Knights currently sit in first place with a record of 4 - 0 while the Senior Knights are in second place with a record of 2-2.
- In volleyball, the Senior Knights currently hold first place in the league, and the Junior Knights are in second place.
- In Wrestling, the team has attended tournaments and won many great matches. There is a Dual Meet scheduled for Wednesday January 13th at the school.
- In Girls Hockey, the Knights are in fourth place and have played six games so far this season.
- In Boys Hockey, the Knights are sitting in third place with a record of nine wins and four losses.
- All sports are wrapping up their regular season league play and will see playoffs start shortly after the beginning of Semester Two.

- **Clubs and Events** - Art Night: Our Arts department hosted a Winter Arts Night on January 15th at 7PM. We showcased works from our photography, visual arts and music classes. This event highlights creativity and communication consistent with our Board's focus on excellence and development of the whole person.
- **Link Crew** - The Cocoa and Cram Exam Prep event happened on January 14th. Grade 9 students participate in this event to get helpful tips from senior students as they prepare for their first set of exams. We served hot chocolate and cookies to the students.

Indigenous Student Union:

- While there were no reportable activities this month, the Indigenous Student Union is preparing to resume initiatives and engagement in the upcoming weeks.

SMC Student Council:

- Student council has a busy start to the year with the planning of the senior winter formal
- The theme for this year's formal is "A MidKnight Masquerade" and all proceeds will help to fund future council events
- We are also planning events for Valentine's week at St. Mary's College, including the return of the "Matchomatics" student survey

Student Senate:

- The Senate participated in a Menstrual Equity Presentation, presented by Superintendent Stephanie Circelli and Kenzie Vandenberg and students were given an opportunity to bring back ideas for the next meeting regarding this topic
- We also planned and supported a Valentine's Day contest centered on spreading kindness and building a positive, inclusive school community. The prize for this contest will be a fun visit to SMC, where students will participate in various engaging activities.
- At the next meeting, students will participate in a resume-building module, where they will participate in a skill-building session focused on strengthening resumes (formatting, key sections, and how to present experiences clearly).



December 15th, 2025

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

Dear Fil,

Thank you for supporting the Canadian Cancer Society Relay For Life. Relay is a movement that ignites within the walls of schools nationwide - a movement that inspires students to unite and create change.

The commitment from Huron Superior Catholic District School Board, students at St. Mary's College, who organized 1 Relay For Life Youth event in 2025, raised an incredible \$106,221.78.

These events have become a source of hope for people with cancer and their loved ones, while at the same time providing students with an opportunity to learn about philanthropy and the power of helping others.

We are all touched by cancer in some way. With nearly half of Canadians expected to receive a cancer diagnosis in their lifetime, the Canadian Cancer Society is committed to improving the cancer experience by helping people live longer and enhancing their quality of life. The dedication shown by the schools within your school board, by hosting a Relay For Life event is inspiring; you have become a source of hope for people with cancer and their loved ones. For this, we are immensely grateful.

Nothing big can be solved by one person or one organization. To take on cancer, it takes every one of us, it takes a society. Together, we can transform the future of cancer forever.

We look forward to another year of Relay For Life Youth events and continuing to build an impactful relationship with the schools in your school board. We truly cannot thank you, and your school board, enough for supporting the Relay For Life Youth program!

Happy Holidays!

Sincerely,

Matt O'Brien
Director, Signature Programs