

Regular Board Meeting
August 26, 2024 - 3:00 p.m.

AGENDA

1. Opening Business

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| <p>1.1. Opening Prayer & Condolences - Board Chaplain, Fr. David Butler</p> <p>1.1.1. Mass cards and condolences on behalf of the HPCDSB for July and August were sent to the family of Kathy Meyer, mother of Judy Merkel, past Superintendent of Huron-Perth CDSB on her passing; and to the family of Czeslawa Dabrowska, mother of the Most Rev. Joseph Dabrowski on her passing; and to the family of Sister Paulette Mellon, member of the Congregation of the Sisters of St. Joseph on her passing; and to the family of Patricia Holton, mother of Bill Holton, teacher at St. Anne's Catholic SS on her passing; and to the family of Elaine Jeffrey, mother to Leeanne Regier, Educational Assistant at St. Boniface School on her passing; and the family of Jim McKee, father to Chad McKee, teacher at St. Anne's Catholic Secondary School on his passing; and to the family of Delaine O'Rourke, sister to Mary Helen Van Loon, trustee of the Board on her passing; and to the family of Roger Lupton, husband to Marianne Lupton, educational assistant at St. Ambrose; and to the family of Catherine Culligan, mother to Anne Culligan, mental health and wellness coach for the Board.</p> | <p>Pages 4-6</p> |
| <p>1.2. Attendance</p> | |
| <p>1.3. Approval of the Regular Board Meeting Agenda of August 26, 2024</p> | <p>Pages 1-2</p> |
| <p>1.4. Declaration of Interest</p> | |
| <p>1.5. Approval of the Regular Board Meeting Minutes of June 17, 2024 and the Special Board Meeting Minutes of June 24, 2024.</p> | <p>Pages 7-15</p> |
| <p>1.6. Business Arising from the Regular Board Meeting Minutes of June 17, 2024 and the Special Board Meeting of June 24, 2024</p> | |

2. Presentations

3. Delegations

4. Consent Agenda

- | | |
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| <p>4.1. Approved Equity, Diversity, Inclusion and Anti-racism (EDIAR) February 27, 2024 Committee Meeting Minutes</p> | <p>Pages 16-18</p> |
| <p>4.2. Approved Catholic Parent Involvement Committee (CPIC) April 10, 2024 Meeting Minutes</p> | <p>Pages 19-21</p> |
| <p>4.3. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of May 13, 2024</p> | <p>Pages 22-24</p> |
| <p>4.4. Approved Audit Committee Meeting Minutes of November 13, 2023</p> | <p>Pages 25-28</p> |
| <p>4.5. Nutritional Management Services</p> | <p>Pages 29-31</p> |
| <p>4.6. August 2024 Health and Safety Report</p> | <p>Pages 32-33</p> |

5. Committee and Staff Reports

5.1. Policy

5.1.1. Board Policies for review:

- Board Bylaws Pages 34-46
- Election of Catholic School Board Trustees Pages 47-51
- Newly Elected Trustees Pages 52-54
- Parent Communication Protocol Pages 55-58
- Guest Speakers at School Pages 59-61
- Authorization for Use of School Facilities Pages 62-71
- Cyber Security Pages 72-74

5.1.2. Board Policies recommended for approval/rescinding:

- N/A

5.2. Student Achievement and Catholicity

- 5.2.1. Secondary Summer School 2024 Pages 75-76
- 5.2.2. Faith Retreat August 2024 Pages 77
- 5.2.3. Literacy Team Summer Writing Project Pages 78-81
- 5.2.4. Math Team Summer Writing Project Pages 82-84
- 5.2.5. Multi-Year Strategic Plan 2024-2027 Pages 85-99

5.3. Corporate Services and Operations

- 5.3.1. 2024-2025 Core Ed Funding: Classroom Staffing Fund & Learning Resources Fund Pages 100-102
- 5.3.2. Audit Committee Report Pages 103
- 5.3.3. May 31, 2024 Financial Report (Walk-In)

6. Information and Correspondence

- 6.1. Letter to Members of Board's Indigenous Advisory Committee Pages 104

7. Notices of Motion

8. Notices of Motion Considered for Adoption

9. Trustee Inquiries

- 9.1. Vaping and Cell Phones - Digital Connection

10. In-Camera Session of the Regular Board Meeting

11. Rise and Report on the In-Camera Session of the Regular Board Meeting and Approval of the Business of the In-Camera Session

207 (2) Closing of certain committee meetings. A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves: a. The security of the property of the board; b. The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or her or her parent or guardian; c. The acquisition or disposal of a school site; d. Decisions in respect of negotiations with employees of the board; or e. Litigation affecting the board.

12. Future Meetings and Events

- Regular Board Meeting - Monday, September 23, 2024
- OCSTA West Regional Meeting - Waterloo - Tuesday, September 24, 2024

13. **Closing Prayer** - Board Chaplain, Fr. David Butler
14. **Adjournment**



HURON-PERTH CATHOLIC

District School Board

Regular Board Meeting Monday, August 26, 2024

Opening Prayer and Intentions - Board Chaplain, Father David

Father Butler will lead us in praying:

Hope is our calling, O Lord,
and the destination of our pilgrim journeys.
As we mark this Jubilee Year of hope,
keep our eyes focussed on Jesus,
and on the hope He reveals to us.

May our hope lead us to love genuinely and to live generously.
In the dignity of every human being, may we honour your presence.
In our stewardship of creation, may we care for
your creatures, large and small.
As we strive to respond to the poverties of our
world, may we be bearers of your compassion.
As we live as people of solidarity, may we help to
heal the divisions of our world.
In our lives as peacemakers, may we share the
“Shalom” which is your gift to all people.

Hope is the flame that has been entrusted to us;
may we keep it burning brightly,
to enlighten the path of our pilgrim journey.
All our hope is in you, O God,
in the name of Jesus our Lord and companion.
Amen.

By honouring human dignity - Vice Chair Jim McDade

Good and gracious God,
Be with us as we journey together as Pilgrims of Hope and builders of peace.
Sowing seeds of faith, hope and love along the way.
Nurture our relationships and help us to see each other as a brother or sister sharing the
journey to your blessed kingdom.
Help us treat each other as your beloved.
Let us honour human dignity as we welcome everyone into our communities with open hearts of
love and kindness.

May the flame of hope be enkindled in our hearts by the Holy Spirit and reawaken in us the blessed hope for the coming of your Kingdom.

We ask this in Jesus' name.

Amen.

By caring for creation – Trustee Sue Muller

Gracious and generous God,

Creator of the Earth, our common home.

Guide our steps as we journey together as pilgrims of hope this year.

Teach us to act now for the good of all future generations and creatures.

Fill us with gratitude for your abundant gifts of creation and remind us to use these gifts wisely and to share them generously.

Strengthen us to be good stewards of this earthly home and help us understand that care for creation is an act of discipleship.

Inspire us to live out your call to protect people and the planet, and to live our faith in relationship with all of God's creation.

May our hearts be filled with hope, courage, and a spirit of pilgrimage, so we may always follow your light and example.

We ask this through Christ our Lord.

Amen.

By responding to the poverties in our world – Trustee Amy Cronin

God of love and mercy,

We strive to love others as we are loved by you.

Give us hearts of compassion, that on our pilgrim journey of hope, we may stop to be there for others along the way.

Strengthen us to live in this hope in response to all the poverties faced by people.

May our hope in you continue to light our path.

We make this prayer in the name of Jesus, our light and hope.

Amen.

By serving in solidarity – Trustee Tina Doherty

God of every people, nation and way of life,

As members of your family, we belong to each other, and share in each other's triumphs and struggles.

May the hope that inspires us on our journey lead us to join hands and work together in addressing the challenges of our communities and of our world.

Guided by your Spirit, may our combined efforts help to build up a world where your blessings are shared generously, where our labour yields the fruits of justice, healing and peace.

May we be united in a solidarity that honours difference, where our unique experiences contribute to a better world for all of us.

Mary, our Mother, walk with us, and show us how to be pilgrims of hope.

Guide our steps with Your gentle hand and keep us close to Your loving heart.

May we always follow the light of Your love, bringing peace and goodness to the world.

All praise to you, God who brings us together, through Jesus, your Servant and your Son.
Amen.

By living as peacemakers – Chair Mary Helen Van Loon

God of love,

You sent your Son, Jesus to show us how to be peaceful people.

We pray for peace in our world, peace in our relationships and peace in our hearts.

Jesus, Prince of Peace, where there is conflict and tension, show us the way to be peacemakers and peace-givers.

Help us to speak with words that calm and heal.

May the grace of this Jubilee year awaken the flame of hope within each of us and inspire us to be peacemakers within our communities and help us to rediscover the infinite mercy of the Father.

As pilgrims of hope, may your peace be the path we walk, and the goal toward which we journey each day.

We ask this, God of peace, in the name of Jesus, our Lord.

Amen.

Fr. Butler will bless the rosaries.

Board Chaplain, Father David: St. André Bessette.

All: Pray for us.

Sign of the Cross: In the Name of the Father, and of the Son, and of the Holy Spirit, Amen.

Regular Board Meeting
June 17, 2024 - 3:00 p.m.

MINUTES

Present:

Trustees: Chair Mary Helen Van Loon; Vice-Chair Jim McDade; Trustee Amy Cronin, Tina Doherty and Sue Muller

Student Trustee: Kiersten Ryan, St. Anne's CSS, Clinton; Mya Moore, St. Michael CSS, Stratford

Senior Administration: Director of Education & Secretary Chris N. Roehrig; Superintendents of Education Tara Boreham, Karen Tigani; Superintendent of Business & Treasurer Mary-Ellen Ducharme

Board Chaplain: Fr. David Butler

1. Opening Business

1.1. Opening Prayer & Condolences - All

1.2. Attendance - Noted above at start of meeting

1.3. Approval of Regular Board Meeting Agenda

Moved by: Tina Doherty

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of June 17, 2024.

Carried

1.4. Declaration of Interest

If a conflict of interest is declared by a trustee under the Board's By-laws/Policies and the Municipal Conflict of Interest Act, the trustee will not participate in discussions or vote on the matter, except that if a conflict of interest is declared by a trustee under the Board's By-laws/Policies and the Municipal Conflict of Interest Act, and the remaining number of members who are not disabled from participating in the meeting is less than two, the Board is relying on the Order dated April 24, 2008, of the Ontario Superior Court of Justice in court file no. 204-2007, which authorizes all trustees to give consideration to, discuss, and vote on the matter out of which the interest arises.

- The Board's By-laws/Policies require a quorum of three (3).
- The Municipal Conflict of Interest Act requires a quorum of two (2).

A conflict of interest was declared by two trustees under the Regular session of the Board Meeting, Agenda Item 5. Corporate Services and Operations, 5.3.1. 2024-2025 Draft Budget

- Chair M.H. Van Loon declared a conflict of interest (daughter employed as a teacher within the Huron-Perth Catholic District School Board)
- Vice-Chair J. McDade declared a conflict of interest (son employed as a principal within the Huron-Perth Catholic District School Board)

1.5. Approval of Regular Board Meeting Minutes

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the minutes of the Regular Board Meeting of May 27, 2024

Carried

1.6. Business Arising from the Minutes

Trustees inquired about the Student Behaviour and Discipline Policy and the ability for school staff to operationalize the policy as it relates to suspensions. Director Roehrig responded that although the policy does not include every specific act that is suspendable, a guidebook is provided to Principals that is more detailed for their reference on suspensionable actions and procedures. This guideline is available for the Board of Trustees.

2. Presentations

- 2.1. St. Mary's School, Listowel - Construction Skills Canada Gold Medalists (Brooklyn S., Jake T., Luke T., Owen T.)
- 2.2. St. Anne's CSS Concert Band Gold - MusicFest Nationals (Band Leader/Teacher - Josh Geddis, Graduating Band Members invited to attend on behalf of the entire band (Cassandra B., Brandon D., Connor K., Ameila M., Ryann R.))
- 2.3. St. Anne's CSS OFSAA Track & Field Gold - Senior Girls High Jump (Coaches: Kim Devereaux-Gaynor and Reagan Hayter, Student: Laura V.)

3. Delegations

4. Consent Agenda

- 4.1. June Board Highlights
- 4.2. Approved February 6, 2024 Huron Perth Student Transportation Services (HPSTS) Steering Committee Meeting Minutes
- 4.3. Facility Project Approvals
- 4.4. Consulting and Legal Expense Report
- 4.5. 2023-2024 Special Education Plan

Trustees inquired about items that were removed from the original quote request for the St. Anne's CSS track repairs. Director Roehrig responded that some components were removed as original quotes came in high. Superintendent Ducharme responded that the work will be covered by school-condition and improvement funding from the Ministry.

Trustees inquired about the process for weather related cancellations. Trustees inquired if a report is available to compare weather cancellations in neighbouring jurisdictions, such as Bruce Grey Catholic District School Board. It was shared that this has not been requested of the Consortium but it will be brought forth at the next meeting.

Moved by: Sue Muller

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives all reports, committee

minutes, and approves all motions under the consent agenda, which are:

THAT the Huron-Perth Catholic District School Board receives the Board Highlights for June for information.

AND

THAT the Huron-Perth Catholic District School Board Huron Perth Student Transportation Services Steering Meeting Minutes of February 6, 2024

AND

THAT the Huron-Perth Catholic District School Board awards the St. Mary's Catholic School, Goderich gym floor replacement project to Feltz Design Build Ltd. for a total amount of \$233,842.25 (including HST).

AND

THAT the Huron-Perth Catholic District School Board awards the St. Anne's Catholic Secondary School, Clinton new equipment storage building project to Player Carpentry & Masonry for a total amount of \$174,624.55 (including HST).

AND

THAT the Huron-Perth Catholic District School Board awards the St. Anne's Catholic Secondary School, Clinton site improvements project to Lavis Contracting Co. Ltd. for a total amount of \$1,295,342.06 (including HST).

AND

THAT the Huron-Perth Catholic District School Board receives the Consulting & Legal Expense Report

AND

THAT the Huron-Perth Catholic District School Board approves the 2023-2024 Special Education Plan and the amendments as proposed.

Carried

5. Committee and Staff Reports

5.1. Policy

5.1.1. Board Policies for Review: N/A

5.1.2. Board Policies Recommended for Approval/Rescinding: N/A

5.2. Student Achievement and Catholicity

5.2.1. Summer Programs Report

Trustees inquired about offering summer math programming, Superintendent Tigani responded that there has not been an uptake in summer math programming in the past.

Trustees inquired if the virtual counselling services will be made available to all of our students and families and how it will be promoted. Superintendent Boreham responded that promotion will be through District social media accounts and through the Monday Memo for principals to promote to their school communities. Students already on caseload will be contacted directly.

Trustees inquired if there are fewer courses being offered compared to previous years. Superintendent Tigani responded that these are the same courses we have offered in the past. A variety of courses are available through the learning

consortium for students requiring alternate courses in summer. The district works with other Catholic boards throughout the year to offer courses to meet student needs.

Moved by: Tina Doherty

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives the 2024 Summer Programs Update for information.

Carried

5.2.2. Mathematics District Achievement Monitoring

Trustees inquired about Knowledgehook data compared to EQAO data. Superintendent Tigani responded that uptake in Knowledgehook and achievement levels have increased. Areas for improvement and increased usage have been highlighted. Trustees requested that a report be presented in comparison to EQAO. Director Roehrig responded that a report can be prepared when EQAO data has been received and analyzed which will connect the formative assessment to EQAO and the strategic plan. As a measure of the strategic plan the District will provide assessment reporting to the Board three times per year.

Trustees inquired about support for educators teaching mathematics; Director Roehrig responded that there will be a greater consistency of practice, structure and curriculum content. Staff will be working over the summer to prepare structured lesson plans. Director Roehrig responded that coordinators and facilitators will be in classrooms working side-by-side with educators to improve and support practices.

Moved by: Sue Muller

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board receives the Mathematics District Achievement Monitoring report for information.

Carried

5.2.3. Literacy District Achievement Monitoring

Trustees inquired about the connections between grade-level reading data as presented in the Lexia data, with EQAO. Trustees inquired about the distribution of Lexia licenses and the evidence of achievement. Superintendent Boreham highlighted to the Board that the new screening tool will come into place, replacing the DRA assessment for next school year.

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board receives the Literacy District Achievement Monitoring report for information.

Carried

5.2.4. Comparing Approaches to Reading Instruction

Superintendent Boreham and Tigani shared that some components of balanced literacy will still be used as part of the science of reading approach.

Moved by: Sue Muller
Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives the Comparing Approaches to Reading Instruction report for information.

Carried

5.2.5. Student Trustees' Report

Student Trustees provided updates on school events, academics, graduation, arts and religion at each secondary school. The St. Michael CSS choir performance at Upper Queen's is not able to take place. Outgoing Student Trustees introduced the incoming Student Trustees for 2024-2025: Sam Cronin, St. Anne's CSS, Clinton and Levi Nyenhuis, St. Michael CSS, Stratford. Chair Van Loon thanked Kiersten Ryan and Mya Moore for their time and dedication to the Board for the 2023-2024 school year and wished them much success in their future endeavours.

Moved by: Jim McDade
Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board receives the Student Trustees' Report for information.

Carried

5.2.6. 2024-2025 EDIAR Work Plan

Trustees inquired about the progress of the Board equity symbol. Director Roehrig responded that discussions took place on schedule with the work plan. From the direction of the EDIAR committee, secondary art teachers have been enlisted to prepare a program with lessons to launch across the district in the fall. The goal of the EDIAR committee is that the final product will be largely produced by students.

Moved by: Jim McDade
Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board approves the 2024-2025 EDIAR Work Plan.

Carried

5.2.7. Strategic Plan 2020-2024 Final Report

Moved by: Sue Muller
Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives the 2020-2024 Strategic Plan Final Report.

Carried

5.2.8. Rough Draft Strategic Plan 2024-2027

Trustees inquired about a tie back to EQAO results for indicators of success, achievement monitoring and targets. Once baseline data is received through the first round of screening and the release of the previous year's EQAO results, targets will be established and shared with the Board.

Trustees inquired about the strategic faith goals and Catholic social teachings. Director Roehrig responded that Catholic social teaching is tied to Catholic service in

the strategic plan; the *Growing in Faith ~ Growing in Christ*, and *Blessed and Beloved* curriculum resources will be the foundation for the catechism for the adults.

Moved by: Amy Cronin

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the Draft 2024-27 Strategic Plan Report for information.

Carried

5.3. Corporate Services and Operations

Chair Van Loon and Trustee McDade left the meeting. Trustee Cronin took over the Chair. Mya Moore, Student Trustee, left the meeting

5.3.1. 2024-2025 Draft Budget

Trustees inquired if it would be possible to see the breakdown of the classroom staffing fund allocations between secondary and elementary. Superintendent Ducharme will prepare and share that information with Trustees.

Moved by: Tina Doherty

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the 2024-25 Draft Budget Report.

Carried

Trustee Van Loon and Trustee McDade return to the meeting. Trustee Van Loon resumed as Chair.

5.3.2. Elementary French Immersion Boundary Review

Trustees inquired if they could see a more specific map with the overlay of the changes. Trustees inquired about options for moving boundaries in the north part of the district. Staff agreed to take back suggestions to the demographer for another examination. Director Roehrig requested that any questions for consideration be sent to the Director's office ahead of the final boundary review in August.

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the Elementary French Immersion Boundary Review Report.

Carried

6. Information and Correspondence

6.1. Employment Service Ontario Project

Director Roehrig explained the potential for the district to provide this as a community service.

7. Notices of Motion

8. Notices of Motion Being Considered for Adoption

9. Trustee Inquiries

Kiersten Ryan, Student Trustee, left the meeting.

- 9.1. Trustees inquired if a land acknowledgement could be prepared and ready for September 2024. Director Roehrig responded that a consultation process needs to take place with the Board Indigenous community and partners to define how and when the acknowledgement would be used. The request would need to go through the Board Indigenous Education Advisory Committee (IEAC). Superintendent Boreham shared that a land acknowledgement has been drafted in collaboration with our Indigenous partners. The Indigenous community would like to decide when and how it is used.
- 9.2. Trustees inquired about the policy for reviewing new books for school libraries.
- 9.3. Trustees shared that Father Penna from Saskatchewan has offered that he may be available to speak at future professional development days.

Father Butler, Board Chaplain, left the meeting.

10. In-Camera Session of the Regular Board Meeting

Moved by: Amy Cronin

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board moves to an In-Camera Session of the Regular Board Meeting.

Carried

11. Rise and Report on the In-Camera Session of the Regular Board Meeting and Approval of the Business of the In-Camera Session

Moved by: Amy Cronin

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board approves all motions in the In-Camera Session of the Regular Board Meeting.

Carried

The following retirements were announced:

- Angela Bazinet Lane, Teacher, Holy Name of Mary School effective June 30, 2024
- Patrick Flanagan, Custodian, St. Mary's School, Goderich effective June 14, 2024
- Leanne McCann, Library Technician, Our Lady of Mt. Carmel School effective July 1, 2024
- Mary Ellen Nelson, Teacher, Jeanne Sauve School effective June 30, 2024
- Mary Kathryn Simmons, Teacher, Catholic Education Centre effective June 30, 2024

12. Future Meetings and Events

- Special Meeting of the Board - Monday, June 24, 2024, 10:00 a.m.
- Regular Board Meeting - Monday, August 26, 2024

13. Closing Prayer - Chair Van Loon

14. Adjournment

Moved by: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of June 17, 2024.

Carried

**Special Board Meeting
June 24, 2024**

MINUTES

(In person)

Present:

Trustees: Chair Mary Helen Van Loon; Vice-Chair; Jim McDade, Trustees Sue Muller, Amy Cronin and Tina Doherty

Senior Administration: Director of Education & Secretary Chris N. Roehrig; Superintendents of Education Tara Boreham, Karen Tigani; Superintendent of Business & Treasurer Mary-Ellen Ducharme

Absent: Fr. Butler, Student Trustees

1. Opening Business

1.1. Opening Prayer - Board of Trustees

1.2. Attendance - Noted Above

1.3. Approval of the Special Board Meeting Agenda

Moved by: Tina Doherty

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the agenda of the June 24, 2024 Special Board Meeting.

Carried

1.4. Declaration of Interest

If a conflict of interest is declared by a trustee under the Board's By-laws/Policies and the Municipal Conflict of Interest Act, the trustee will not participate in discussions or vote on the matter, except that if a conflict of interest is declared by a trustee under the Board's By-laws/Policies and the Municipal Conflict of Interest Act, and the remaining number of members who are not disabled from participating in the meeting is less than two, the Board is relying on the Order dated April 24, 2008, of the Ontario Superior Court of Justice in court file no. 204-2007, which authorizes all trustees to give consideration to, discuss, and vote on the matter out of which the interest arises.

- The Board's By-laws/Policies require a quorum of three (3).
- The Municipal Conflict of Interest Act requires a quorum of two (2).

A conflict of interest was declared by two trustees under the Regular session of the Board Meeting, Agenda Item 2. Corporate Services and Operations, 2.1.1 2024-2025 Budget Estimates

- Chair M.H. Van Loon declared a conflict of interest (daughter employed as a teacher within the Huron-Perth Catholic District School Board)
- Vice-Chair J. McDade declared a conflict of interest (son employed as a principal within the Huron-Perth Catholic District School Board)

Chair Van Loon and Trustee McDade left the meeting. Trustee Doherty took over the Chair.

2. Committee and Staff Reports

2.1. Corporate Services and Operations

2.1.1. 2024-2025 Budget Estimates

No changes have been made to the budget since the presentation at the meeting of the Board June 17, 2024.

Trustees inquired about funding allocated as a Catholic board to faith formation. Director Roehrig responded that the Ministry does not allocate to faith formation, any monies allocated to faith-focused positions and curriculum are from Board discretionary dollars.

Trustees inquired about aggregated staffing levels and staffing within the mental health and special education areas.

Trustees inquired about the OTG across the district as well as portable allocations.

Trustees expressed concern over declining secondary numbers and the ability to offer courses. Director Roehrig responded that the Board is still viable and able to offer all of the core courses for rural schools.

Moved by: Sue Muller

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board approves Revenue in the amount of \$80,840,253, and Expenditures in the amount of \$80,840,253 for the period of September 1, 2024 to August 31, 2025.

AND

THAT the Huron-Perth Catholic District School Board approves the Capital Expenditures Estimates in the amount of \$3,383,639 for the period of September 1, 2024 to August 31, 2025.

Carried

3. Closing Prayer - Trustees

Trustee Van Loon and Trustee McDade return to the meeting. Trustee Van Loon resumed as Chair.

4. Adjournment 10:35am

Moved by: Sue Muller

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board adjourns the June 24, 2024 Special Board Meeting.

Carried

CHAIRPERSON

SECRETARY

Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Committee Meeting
Tuesday, February 27, 2024 – 4:30 p.m.

MINUTES

Present: Chair Director Roehrig, Superintendent Boreham, Trustee McDade, Colton Maracle, Charmaine Chadwick, Leroy Hibbert, Nicol C. St. Anne's CSS, Maria Damas Ramirez, Natanael Mateus-Ruiz

Regrets: Caroline Thuss, Leire Douros, Valentine A. St. Michael CSS

Recording Secretary: Beth Schoonderwoerd

1.1. Opening Prayer

1. Opening Business

1.1. Opening Prayer

1.2. Attendance - Noted above

1.3. Approval of EDIAR Meeting Agenda

Moved by: Natanael Mateus-Ruiz

Seconded by: Maria Damas Ramirez

THAT the EDIAR Committee approves the agenda of the EDIAR Meeting of February 27, 2024.

Carried

1.4. Declaration of Interest

No declaration of interest was declared.

1.5. Approval of EDIAR Meeting Minutes

Moved by: Natanael Mateus-Ruiz

Seconded by: Charmaine Chadwick

THAT the EDIAR Committee approves the minutes of the EDIAR Meeting of December 6, 2023

Carried

1.6. Business Arising from the Minutes

No business arising from the minutes.

2. Committee and Staff Reports

2.1. Multi-Linguistic Language Learners Report - Superintendent Boreham

Superintendent Boreham shared that as the population of multilingual learners continues to grow in HPCDSB, we need to respond to the new and wonderful diversity and grow our MLL program.

2.2. Code of Conduct Review - Superintendent Boreham

A draft Bullying Prevention and Intervention plan for the district and school level K-12 have been developed and we are looking for committee feedback. These documents will be sent to the committee for feedback prior to the next meeting. These plans are for implementation in September 2024. A safe schools committee will be established at each school to set goals, implement and follow up on the plan.

A committee member noted that a clear definition of what would be normal conflict versus bullying needs to be defined in the document with age appropriate definitions. Superintendent Boreham responded that the document does have a definition of bullying, please review and provide any feedback.

A committee inquired if the plan is ministry written or district directed, Superintendent Boreham responded that the plan is written in accordance with PPM 144 and other ministry requirements. The School Level K-12 plan is district driven not ministry.

2.3. Youth Leadership in EDIAR Report - Superintendent Boreham

Students know what is happening on the ground, first hand, the goal is to gain their perspective. Student EDIAR representative shared some equity initiatives and activities that are taking place in the school. Many things are taking place across a wide variety of classes and clubs.

2.4. EDIAR School Improvement Plan Goals Report - Superintendent Boreham

Superintendent Boreham shared a summary of key categories and themes from the report. The focus has been elevated on EDIAR in schools, Principals will continue to include an Equity goal on their School Improvement Plan (SIP).

A committee member inquired about strategies to support the amplifying culture that is moving faster than faith within the schools.

Director Roehrig responded through the Board's EDIAR plan and strategic planning. Add next steps to the EDIAR action plan and bring student voice to these ideas.

2.5. Equity Action Plan Update 2024-2027 - Superintendent Boreham

Superintendent Boreham summarized the EDIAR Action Plan and requested members take the opportunity to review and provide feedback in the upcoming weeks.

Moved by: Colton Maracle

Seconded by: Natanael Mateus-Ruiz

THAT the EDIAR Committee receives the Multi-Linguistic Language Learners Report for information

AND

THAT the EDIAR Committee receives the Code of Conduct Review for information

AND

THAT the EDIAR Committee receives the Youth Leadership in EDIAR report for information

AND

THAT the EDIAR Committee receives the EDIAR School Improvement Plan Goals report for information

AND

THAT the EDIAR Committee receives the Equity Action Plan Update 2024-2027 report for information.

Carried

3. Discussion and Recommendations

3.1. Creation of District Equity Symbol - Director Roehrig

Appealing to the committee and system to think about, spending time in a creative space, listening to the student voice to create a district equity symbol. Some questions to be pondering: What should we be thinking about? How do we communicate it? What should we be asking students? What should we be asking staff? The goal of the project is to create something that students in K-12 can be proud of and understand in every school.

Committee members shared ideas and agreed that a communication plan will be key to the success of the project. This was a starting point a work plan will be developed to bring back to the committee to commission the work.

3.2. Committee Recommendations to the Director on Flag Policy

The Board Flag Policy committee is working towards a flag that will respect and dignify 2SLGBTQ+ and honour conservative Catholics.

3.3. Committee Recommendations to the Director of Education on Equity Action Plan

4. Information and Correspondence

4.1 Flag Committee Report (verbal) - Director Roehrig

Director Roehrig shared that the Board Flag Policy committee plans to share a draft policy to the Board for the April Board meeting.

5. Meetings and Events

5.1. Events and Resources

- Catholic Education Week May 6 to 10, 2024
- CEW Mass - Monday, May 6 at 5pm, Dublin

5.2. EDIAR Upcoming Meetings

- June 2024 - tbd

6. Closing Prayer

7. Adjournment

Moved by: Colton Maracle

Seconded by: Natanael Mateus-Ruiz

THAT the EDIAR Committee adjourns the EDIAR Meeting of February 27, 2024.

Carried

Catholic Parent Involvement Committee Meeting #3
April 10, 2024 at 6:00 pm
MINUTES

Location: Catholic Education Centre, Dublin

Present:

Senior Administration: Tara Boreham, Superintendent of Education, Trustee Mary Helen Van Loon

CPIC Members: Shawn Terpstra, Chair, James Walsh, Brenda Roth, Evan Brotherston, Lori Miller, Kascha McLeod, Michelle Van Loon, Mary Adele O'Connell Davies, Sandra Murphy

Guests: Kaitie Westbrook, Mental Health Lead

Regrets: Michelle McRobert, Christa Heibein, Brianna Schlegel (Flynn), Tammy Smith, Teresa Oud, Elly Regier, Jan Vanden Hengel, Janet Roelands, Sheri deBoer

Quorum: (7 members) yes

Recording Secretary: Beth Schoonderwoerd, Executive Assistant

1. Opening Business

1.1. Opening Prayer – Shawn Terpstra, Chair

1.2. Introductions – Superintendent Boreham

1.3. Attendance and Welcome – Shawn Terpstra, Chair
Conflict of Interest
No one declared a conflict of interest

1.4. Approval of the Agenda – Shawn Terpstra, Chair
Moved by: Evan Brotherston
Seconded by: Brenda Roth
That the agenda be accepted as is.
Carried

1.5. Approval of the CPIC Meeting Minutes – February 20, 2024 - Shawn Terpstra, Chair
Moved by: James Walsh
Seconded by: Shawn Terpstra
THAT the Huron-Perth Catholic District School Board approves the meeting minutes of the February 20, 2024 Catholic Parent Involvement Committee meeting.
Carried

2. Reports and Discussion Items

2.1. Board Report - Trustee Mary Helen Van Loon

The Board is waiting on the Grants for Students Needs (GSNs) to be released by the government, once the dollar amounts are received we will be working on the budget. OECTA (teachers) have ratified their agreement which will be in effect from September 1, 2022 until

August 31, 2026. Catholic Education Week (CEW) mass will take place on Monday, May 6 at St. Patrick's church in Dublin. Please extend the invitation to your CSAC and school community. The mass will include presentations for the newest inductee to The Order of St. André Bessette Award and the 2024 St. Teresa of Calcutta Faith in Action Award recipients. It is a wonderful community builder for the district, an opportunity to come together and celebrate our Faith and Catholic education.

A committee member inquired if the Board was taking any steps to increase student involvement in the sacraments? Superintendent Boreham responded that conversations are taking place with the Bishop and the Diocese to share the sacramental preparation between school and parish. Currently, sacramental preparation from the direction of the Diocese is taking place solely through the parish. The Board is interested in fostering a relationship to share this preparation. The concern was also voiced about a decreased attendance at mass. Trustee Van Loon acknowledged that this is a concern of the Board as well. Superintendent Boreham commented that staff and student faith formation and the importance of nurturing the relationship between school and parish will be included in the new 2024-2027 HPCDSB Strategic Plan.

2.2. Director's Report – Superintendent Boreham

Students in Grade 4 and 6 will be writing EQAO between May 21 - June 4. Grade 9 math EQAO will be written between May 29 - June 26. Grade 10 OSSLT literacy test is written between March 20 - April 20. Elementary soccer is coming up in May for junior and senior students. Extending the invitation again to attend CEW mass on Monday, May 6 at 5pm at St. Patrick's Church in Dublin. The Board recently received additional funding for MLL support; two MLL support teachers have been hired to support the multi-language learners throughout the district. There are two Professional Development days left June 7 and 28.

2.3. Mental Health Lead Presentation - Kaitie Westbrook

HPCDSB Mental Health Lead Kaitie Westbrook spoke to the committee to provide an overview of the Mental Health and Addiction Strategic Plan for 2024-2027. The presentation included information on the mental health and wellness service within HPCDSB, the MHA Strategy and Action plan, PPM 169, caregiver lunch and learns. The mental health team has worked very hard to ensure that mental health teachings, resources and ministry modules support our Catholic Teachings and Graduate Expectations. HPCDSB is one of the leading Boards ensuring that all curriculum is presented with Catholic connections and framework. There is a direct correlation to faith formation and mental well-being. The mental health team is requesting consideration and input from parents/caregivers to inform the 2023-2027 strategic plan. The plan must be submitted to the ministry by June 30, 2024 and posted for the community to access. Any ideas, thoughts or feedback can be shared with the mental health team through the office of Superintendent Boreham.

A committee member inquired about the amount of resources available in the schools. Mental Health Lead Westbrook clarified that there are numerous curriculum supports and resources for educators, students and caregivers available. As for human resources we have three board employees and 2 community service support members to service all of our schools.

2.4. Parent's Update – All

Committee members shared activities, events, sacraments and fundraising that was taking place at each of their schools

Members inquired about the bullying prevention plan and the next steps. Superintendent Boreham shared that all feedback will be reviewed by the District Safe Schools committee and a final document will be posted in August. A final draft presented to Principals and Vice Principals in August to be implemented in September 2024.

3. Future Meetings and Events

3.1. Events and Resources

- Catholic Education Week - May 6-10, 2024
- CEW Mass - Monday, May 6, 5pm, Dublin
 - Member inquired what else is planned for CEW week? Resources are being shared with schools, within schools some have masses, liturgies, invite Priest in, events are organized within each school by the principal, vice principal and faith ambassadors; mentor texts, reading and lesson plans around our Catholic Faith have been provided.

3.2. CPIC Upcoming School Year Meeting Schedule

- June 11, 2024 at 6 pm (in-person, dinner meeting, rsvp form will be sent out)
 - What can we expect at this meeting? - wrap up, updates, decide on October meeting date
- Fundraising form/plan to be submitted by October 30, usually done at the first CSAC meeting

4. Closing Business

4.1. Closing Prayer – Tara Boreham

4.2. Adjournment - 7:34 pm

**Special Education Advisory Committee
May 13, 2024 – 4:00 p.m.**

MINUTES

Present:

SEAC Members Present: Julie Welch (Community Services Coordination Network), Brenda Mason (Stratford Children Services), Avery Jantzi (Family Services Perth Huron), Sandra McLaren (Community Living Stratford & Area), Jennifer Doak (Community Living Central Huron), Doris Barkley (Autism Ontario), Val Milson (Huron Perth Centre)

Board Trustee: Sue Muller

Guest: Tara Dykstra

Board Office Staff Present: Jessica Langan, Tara Boreham, Vanessa Yeats, Reanna Desroches

Absent:, Shona Gracey, Kaitie Westbrook, , Sean McDade, Ellyn Suski, Mary-Kathryn Simmons, Charmaine Chadwick, Kristina Howatt Gerber, Sarah McArthur, Veronica Kolkman (VOICE, Huron Perth Public Health), Jenn Costello (Community Living St. Marys)

Quorum (Minimum 6/10 voting members required): ACHEIVED

1. Opening Prayer, Welcome & Introductions

Meeting Started: 4:00 pm

2. Approval of Agenda & Minutes

2.1 Approval of April 2024 Minutes

Approved: Brenda Mason

Seconded: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the meeting minutes of the March 2024 Special Education Advisory Committee meeting.

Carried.

2.2 Approval of May 2024 Agenda

Approved: Sandra McLaren

Seconded: Brenda Mason

THAT the agenda be accepted as is.

Carried.

3. Business Arising from Minutes

Letter to the Minister in regard to special education funding will be sent this week.

4. Correspondence

None at this time.



5. Agency Reports

5.1 *Stratford Children Services*

Nothing to report.

5.1 *Community Living Stratford & Area*

Monthly meetings over the year have been successful with an average of 12-15 transition-aged youth attending each month. Summer programming is beginning in July and a few families have already reached out to inquire.

5.3 *Family Services Perth Huron*

Nothing to report.

5.4 *CSCN*

Nothing to report.

5.5 *Community Living Central Huron*

Nothing to report.

5.6 *Autism Ontario*

Nothing to report at this time.

5.7 *Community Living St. Marys*

Nothing to report at this time.

5.8 *Huron-Perth Center*

Dr. Michael Ungar's presentation at the Children's Mental Health Week service was successful. The Huron-Perth Catholic DSB's Mental Health team were active participants and greatly appreciated. The HP Centre continues to work on their local resolution process also.

5.9 *Trustee Report*

Sue attended a conference in Niagara; The family life program is being renewed and will be rolling out in September for Grade 1 students and a hybrid flag will be up for public consultation.

5.10 *VOICE – Huron Perth Public Health*

Nothing to report at this time.

6. Information Reports

6.1 *ASSDP Skills Development Facilitator Update – Tara Dykstra*

This year the After School Skill Developmental Facilitator has offered peer mediated support programs, neurodiversity trainings, skill development and social skill groups. 3 schools facilitate the Peer Pals Program. There are 128 fully trained Peer Pal Leaders. Tara and the Leadership team facilitate Booster Sessions for program maintenance. Year-end celebrations are in the midst of being planned such as bowling and play days.

Tara and members of the System Support Team have held many neurodiversity trainings in classrooms to celebrate and educate students on different types of neurodivergences such as ADHD and ASD. Often at the end of the presentations students are able to participate in a simulation activity that allows students to experience what it might feel like to be faced with a challenge or barrier. Once diversity training is completed, awareness and advocacy work is continued by teaching the behaviour principles of how to be a good friend that can be reinforced and prompted through peers.

A peer-mediated program called Stay, Play & Talk was re-introduced to teach peers how to interact with each other and how to be a good friend to one another. These lessons promote communication and socialization skills at a young age. Educators and school teams are noticing social opportunities naturally occurring since the explicitly being taught appropriate social skills.

The school teams (Teacher, EA or SERT) are participating and supporting the students in the social skills group, so that what is being taught can be modelled, reinforced and transferred back into the student's classrooms. Educators and school teams are noticing social opportunities naturally occurring since the explicitly being taught appropriate social skills.

6.2 Accessibility – Annual Report to Special Education Advisory Committee (2023-24) – Jessica Langan

Jessica provided an overview of work that was completed at different schools to accommodate students. This work varied from heater repairs, installing plexiglass, communication boards and much more.

7. New Business

No new business at this time.

8. Future Meetings

Next SEAC Meeting – Hybrid – Monday, June 10, 2024

9. Adjournment

Motion to end meeting was made by: Val Millson

Meeting adjourned: Sandra McLaren

Ended: 4:30 pm

**Audit Committee Meeting
November 13, 2023 - 1:30 p.m.**

MINUTES

Hybrid

Present: Chair Amy Cronin (Trustee), Tina Doherty (Trustee), Tyler Canal, (Audit Committee Member), Chris Roehrig (Director of Education), Mary-Ellen Ducharme (Superintendent of Business), Sarah Devereaux (Manager of Finance), Christine Mills (Finance Services Officer), Lisa Regier (Finance Services Officer), Valerie Basler (Executive Assistant), Silvana Slavik, BDO Canada LLP,

Absent: Denise Feeney, (Audit Committee Member), Suk Bedi (KPMG LLP), Brad Sisson (KPMG LLP)

1. Opening Business

1.1 Opening Prayer

1.2 Attendance and Welcome – *Superintendent of Business and Treasurer*

1.3 Approval of the Agenda

Moved by: T.Doherty

Seconded by: T.Canal

THAT the Audit Committee approves the agenda of the November 13, 2023 Audit Committee Meeting.

Carried

1.4 Declaration of Conflict of Interest

No declarations were made.

1.5 Approval of Audit Committee Meeting Minutes – September 11, 2023

The motion for an amendment to the motion recorded for agenda item 3.6 was removed from the minutes as this motion was not seconded.

Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee approves the amended minutes of the Huron-Perth Catholic District School Board Audit Committee September 11, 2023 meeting.

Carried

1.6 Business Arising from the Minutes

2. Presentations

3. Reports and Discussion Items

3.1 Huron-Perth Catholic District School Board Consolidated Financial Statements For the Year Ended August 31, 2023 – *Superintendent of Business and Treasurer*

The Superintendent of Business reviewed highlights of the statements. Items noted included year end surplus position, and new accounting standards reporting for asset retirement obligations and presentation of investments. Asset retirement obligations for the board include reporting an estimated cost on financial statements for asbestos removal in buildings, water wells and septic tanks/beds. The process for determining an asset retirement obligation amount was provided. There was discussion on this new accounting standard, BDO noted this new standard is very complex. The Superintendent of Business provided an overview of the statement of operations. Discussion that Bill 124 implications for the Board as a result of the newly ratified ETFO contract, were unknown at this time and as a result there is no Bill 124 reporting on the Boards financial statements. Items identified in accumulated surplus were discussed.

Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee recommends to the Board the approval of the Huron-Perth Catholic District School Board Consolidated Financial Statements for the year ended August 31, 2023.

Carried

Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee recommends to the Board that the 2022-2023 internal appropriations of the accumulated surplus in the amount of \$3,926,046 as outlined in Note 15 of the Consolidated Financial Statements be approved.

Carried

3.2 BDO Canada LLP Audit Final Report to the Audit Committee – *BDO Canada LLP*

The BDO representative noted as of today, the majority of the audit is complete with some items outstanding. Upon Board approval the final report will be issued dated as of Dec 11th. Explained how risks to the organization were assessed and how the asset retirement obligation was tested. BDO revamped the process for how they audited to

match new auditing standards and asked for new information this year because of this. The management representation letter will be signed once approved by the Board of Trustees. BDO thanked the Board's finance team for their assistance. The Chair noted the Audit Committee's appreciation.

Moved by: T.Doherty

Seconded by: T.Canal

THAT the Audit Committee receives the BDO Canada LLP Audit Final Report to the Audit Committee.

Carried

3.3 Annual Report to the Ministry of Education For the Year Ended August 31, 2023 – *Superintendent of Business and Treasurer*

This report is submitted annually to the Ministry of Education to confirm which audit(s) were completed during the year.

Moved by: T.Doherty

Seconded by: T.Canal

THAT the Audit Committee receives the Annual Report to the Ministry of Education for the Year Ended August 31, 2023.

Carried

3.4 November 2023 Audit Committee Report – *Superintendent of Business and Treasurer*
Expect to bring the mental health audit report results to the June meeting. All CRA remittances are up to date and no instances of fraud have been identified.

Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee receives the Audit Committee Report dated November 2023.

Carried

BDO representative left the meeting at 2:33 p.m.

3.5 Annual Evaluation of External Auditor – *Superintendent of Business and Treasurer*
No issues were noted by Audit Committee members. The Superintendent of Business agreed, noting there were new items in this year's audit, which affected the timeline slightly. This was expected by the Board.

Moved by: T.Doherty

Seconded by: T.Canal

THAT the Audit Committee recommends the Board of Trustees appoints BDO Canada LLP as the Board's external auditor for 2023/24.

Carried

4. Information and Correspondence

The Superintendent of Business noted that BDO can remain for the in-camera section. The Chair asked if the Committee wanted a private session with the external auditor and the Committee responded no.

5. In-Camera Session of the Audit Committee Meeting

Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee moves to the In-Camera session of the meeting.

Carried

6. In-Camera Private Session with Internal Auditors (if requested)

Reg. Ref. 9. (3) 6 – On a regular basis, meet with the internal audit function privately to discuss any necessary matters.

Session not requested.

7. Future Meetings and Events

A doodle poll will be sent in the new year to determine the meeting date/time in June.

8. Closing Prayer

9. Adjournment

Moved by: T.Doherty

Seconded by: T.Canal

THAT the Audit Committee adjourns the November 13, 2023 meeting at 2:48 p.m.

Carried



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: August 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

NUTRITIONAL MANAGEMENT SERVICES

Public Session

BACKGROUND

Nutritional Management Services Limited (NMS) provides food services to St. Anne's Catholic Secondary School and St. Michael Catholic Secondary School. The Board receives a Cafeteria Enhancement Fund contribution equal to 5% of cafeteria sales. NMS provides reports each term to the Superintendent of Business.

DEVELOPMENT

NMS was pleased to announce its Cafeteria Enhancement Fund contribution of \$4,504.42 for the period of January 1, 2024 to March 31, 2024.

Functions catered during this period:

- Themed lunch for Valentine's Day and Easter at St. Anne's and St. Michael.
- St. Anne's has provided multiple catering events ranging in sizes. All were well received.

Purchase analysis shows:

- The Nutri-Meal continues to dominate sales at St. Michael, while St. Anne's sells more Grab & Go Items. Milk sales are one of the top selling beverage items.

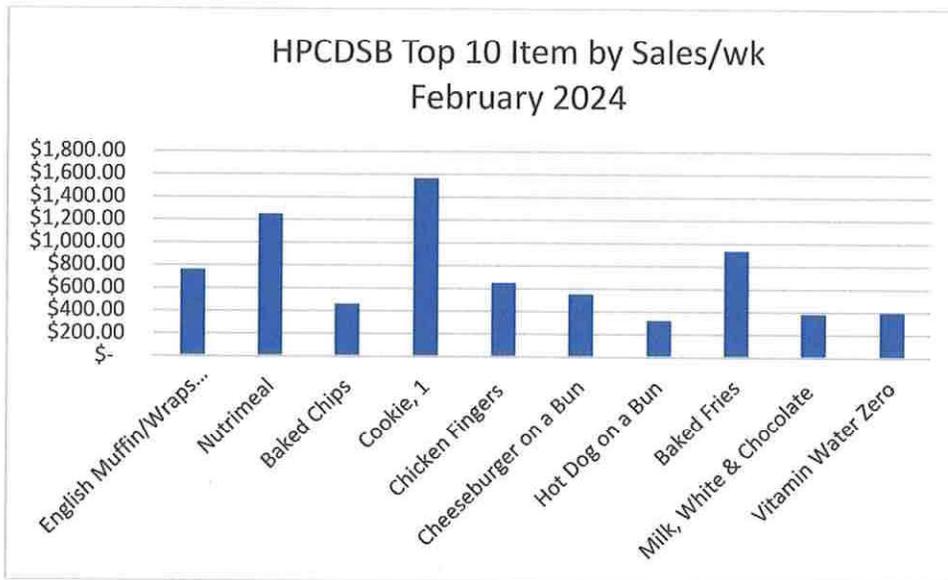
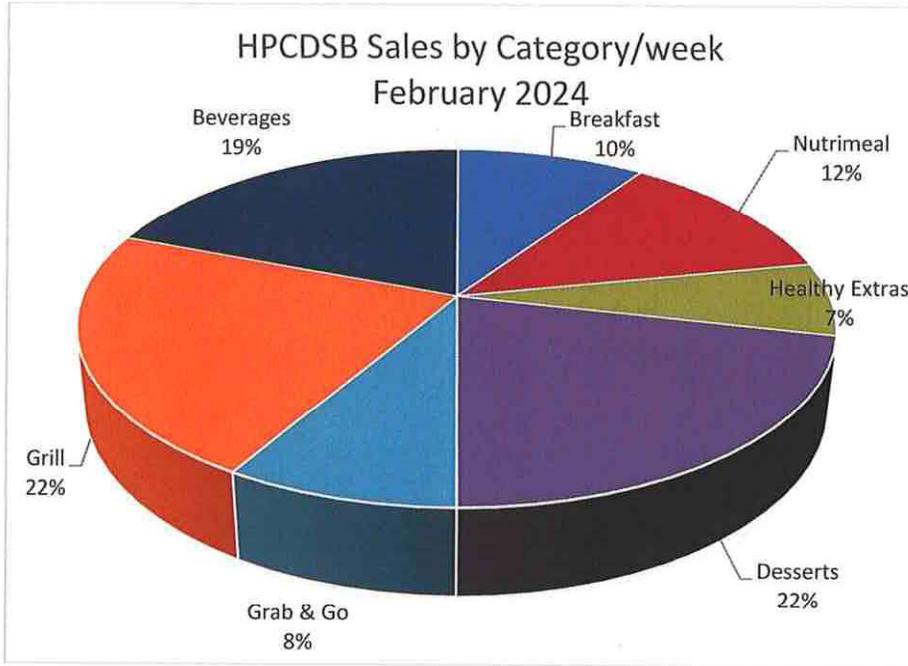
Goals:

- Continue to monitor sales trends, survey feedback and source new products within PPM 150 Nutrition guidelines.

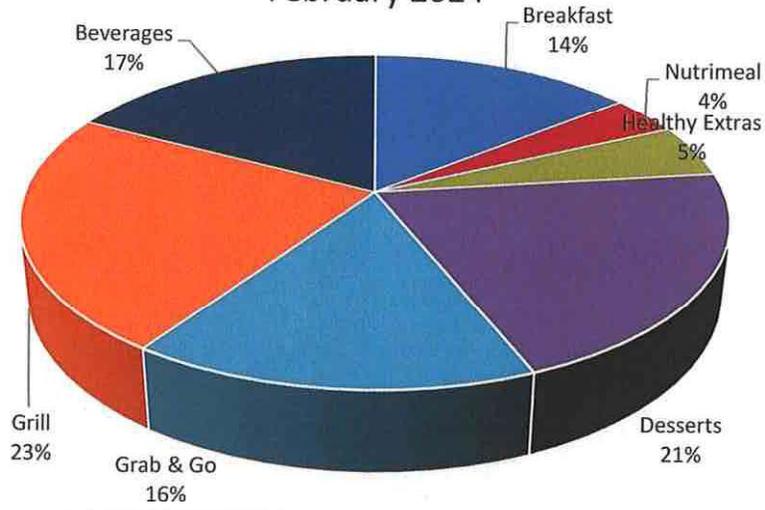
A report providing information on sales by category is attached.

RECOMMENDATION

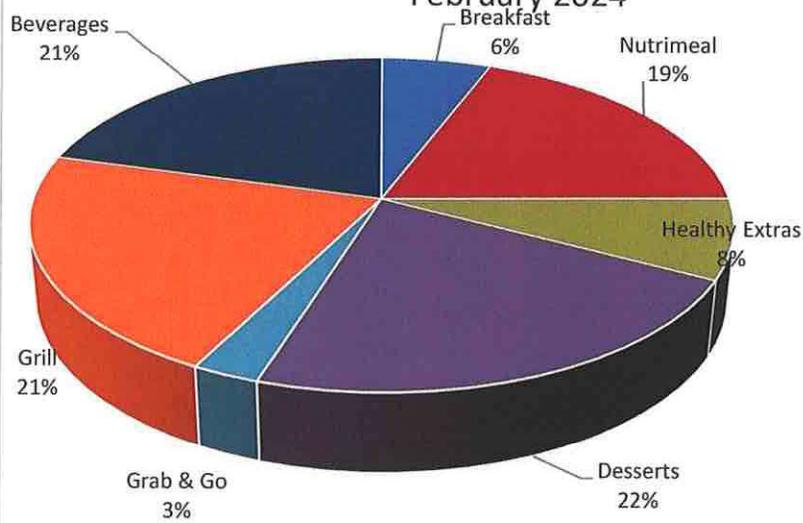
THAT the Huron-Perth Catholic District School Board receives the Nutritional Management Services Report.



St. Anne's Sales by Category/week
February 2024



St. Michael's Sales by Category/week
February 2024





REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: August 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

AUGUST 2024 HEALTH AND SAFETY REPORT

Public Session

BACKGROUND

To ensure there is communication of health and safety related information, a Health and Safety Report is presented to the Board of Trustees twice a year. The Health and Safety report to the Board contains information for all employee groups, across all sites within the district, and informs the Board of Trustees with respect to health and safety matters.

DEVELOPMENTS

Health & Safety Incident Reporting:

The term incident can be defined as an occurrence, condition, or situation arising in the course of work that resulted in, or could have resulted in an injury, illness, damage to health or a fatality.

All incidents involving an employee, including near misses, requiring first aid or medical attention, must be reported as an incident and are included in the total number of health and safety incidents noted in this report.

Incidents that meet this definition are reported via an online incident reporting process. It is important that all incidents are reported so that the Board can gather information to support both staff and students. This information is then used to formulate a plan for student success and staff safety.

The Board had 1057 health and safety incidents reported in the 2023-24 school year from September 1 to June 30. In the 2022-23 school year, over the same period, there were 650 incidents reported, an increase of 62.6% in reporting. The majority of 2023-24 incidents (711) reported were under the category of near misses, another 237 incidents were not categorized. The remaining 109 incidents reported were under the categories of First Aid, Illness, Lost Time or Medical Aid. Employees are trained to immediately report all incidents, whether near-misses or an injury. The employee should not have to make a guess as to whether their issue or incident is worthy of an incident report. When in doubt, an incident report is to be filed. A near miss could be poor lighting resulting in an employee tripping and almost falling over an undetected extension cord, a leaking air conditioner dripping onto a walkway resulting in an employee slipping and nearly falling, or a student raising an arm to an employee without contact or minimal contact.

Reasons for an increase in the reporting can be attributed to an increase in reportable incidents, employee groups being encouraged to submit all forms of aggression/violence, and staff familiarity with reporting in eBase. Of the 1057 reports, 183 (17.3%) were reported by secondary schools and 874 (82.7%) were reported by elementary schools. Reporting by employee group is identified below:

Non Union - 19
Principal/Vice Principal/Senior Management - 23
CUPE - 809
OECTA - 206

The 2023-24 incident type reports are consistent with the previous reporting period in terms of ranking:

- 1) Violence/Aggression - 62.9% of reporting
- 2) Slips, Trips and Falls - 2.1% of reporting
- 3) Ball Strikes - less than 1% of reporting
- 4) Remaining incidents reported by employees were not categorized.

The School Boards' Co-operative Inc. (SBCI) Annual Health and Safety Report provides statistical information on School Board WSIB Form 7 submissions. SBCI has data available for 2023-24 up to the 3rd quarter (May 31.24). This data shows that the Board is below the provincial average for WSIB Form 7 submissions. The Board had 13 WSIB Form 7 submissions, which is a claim frequency of 2.24/100 employees. The provincial average was 4.25/100 employees, peer group data is not available on the 3rd quarter report. By comparison, in the 2022-23 school year, the Board was below both the peer group and provincial averages for WSIB Form 7 submissions. In 2022-23 the Board had 15 WSIB Form 7 submissions, which was a claim frequency of 2.58/100 employees. The peer group (similar sized Board) average was 3.18/100 employees, while the provincial average was 4.38/100 employees.

Annual Inspections:

We continue to do annual inspections all at location to help us identify any areas that may need attention and to help us formulate an action plan for repairs or capital projects.

Health & Safety

We continue to provide training for staff members at our schools in First Aid CPR/AED through Red5 Training. We trained 43 staff members last year. We also provided a workshop for Opioid Poisoning Awareness to 18 staff members at 8 schools.

RECOMMENDATION

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|---|
| <p>That the Huron-Perth Catholic District School Board receives the August 2024 Health and Safety report for information.</p> |
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REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: August 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

BOARD BYLAWS

Public Session

BACKGROUND

From time-to-time, the Board creates ad hoc committees to govern matters as required by the Board. Ad Hoc committees maintain minutes of their meetings and report to the Board with the approved minutes of their meetings. Ad hoc committees are unique in that they normally have a fixed goal and time to exist. As such, there is no opportunity to approve the meeting minutes of the final meeting.

DEVELOPMENTS

The ByLaws have been amended to require the Board (upon creation of the ad hoc committee) to determine how it wishes to handle the final meeting minutes of the committee.

The revised Board ByLaws will be posted on the Board website for a month as part of the required vetting process.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Board ByLaws Report for information.



HURON-PERTH CATHOLIC

District School Board

By-Laws of the Board

| | | |
|----------|-------------------|--|
| Adopted: | Policy #: | P 1.1.1. |
| Revised: | December 11, 2023 | Policy Category: 1.0. Board Governance |

Mission

The mission of the Huron-Perth Catholic District School Board is to serve its students, working with the home, parish and school community to:

- Nurture a Christ-Centred environment;
- Provide student-focused learning opportunities; and
- Support the growth of the whole person.

This mission is in furtherance of meeting the Board's obligations under the [Education Act](#) including the promotion of student achievement and ensuring the effective stewardship of the Board's resources.

ARTICLE I - GENERAL

Section 1: Definitions and Interpretation

1.1 *Definitions*

"Annual Meeting" means the first meeting held in November of each year, which is not a municipal election year;

"Board " means the Board of Trustees of the Huron-Perth Catholic District School Board;

"Committee" includes any committee or sub-committee of the Board established pursuant to these By-Laws;

"Director" means the Director of Education who is also the Secretary of the Board and who has the duties as set out in the [Education Act](#) Act and Board policy;

"Education Act" and "Act" means the [Education Act](#), R.S.O. 1990, c.E.2, and includes, where the context requires, the Regulations enacted thereunder;

"Inaugural Meeting" means the first Meeting at which the Chair and the Vice-Chair are elected in accordance with these By-Laws and Trustees of committees are appointed in each year following a municipal election and the commencement of the term of office;

“In-Camera” means a private meeting of the whole Board or a committee from which the public is excluded, as per the [Education Act](#), Section 207 (2);

"Meeting" includes a meeting of the Board and, where applicable, a meeting of a committee;

“Minister” means the Minister of Education in Ontario;

“Municipal Elections Act” means the [Municipal Elections Act](#), 1996, S.O. 1996, c.32 and includes, where the context requires, the Regulations enacted thereunder;

“Quorum” A quorum shall consist of a majority of the elected Trustees constituting the Board, and the vote of a majority of such quorum is necessary to bind the Board;

“Rise and Report” means that the In-Camera Meeting of the Board is reporting matters to the public through the public Meeting of the Board;

"Statutory Committee" means any committee which, by law, the Board is required to appoint;

"Trustee" means a person elected, acclaimed or appointed to the office of Trustee of the Board of Trustees pursuant to the provisions of the [Education Act](#) or the [Municipal Elections Act](#). For the purposes of these By-Laws, a “Trustee” does not include a Student Trustee except where permitted to act as such by the [Education Act](#).

- 1.2 In these By-Laws, unless the context otherwise requires, words importing the singular number or the masculine gender shall include the plural number or the feminine gender, as the case may be, and vice versa. A reference to a statute refers to that statute, as amended from time to time, and any statute that replaces or is substituted for it. Any references to a new replacement Act in the By-Laws shall refer to the new Act and any of its corresponding provisions.

Section 2: These By-Laws of the Board shall be observed for the order and dispatch of business and shall regulate the conduct and duties of its Trustees, officers, teachers, and any and all other employees.

Section 3: For any point of order not covered by the By-Laws, Robert's Rules of Order shall govern. From time to time the Board may choose which version and/or edition of Robert's Rules of Order shall be used.

Section 4: Any point of the By-Laws or rules of order of the Board may be altered or rescinded in the following manner:

- a) at any regular business Meeting by a vote of the majority, all Trustees being present, if notice of the proposed amendment was given in the notice required by Article III, Section 2(a); or,
- b) at any regular business Meeting by a vote of the majority, a quorum being present, if notice of motion of the proposed amendment was given at the previous regular Meeting.

Section 5: Subject to the [Education Act](#), the Board may enact policies to indemnify Trustees, Officers, members of Committees, the Director of Education, and other employees as required from time to time.

Section 6: At each Meeting, devotional exercises will be conducted.

Section 7: The schools' operations will be administered by an Executive Council composed of:

- Director (as Chair)
- Superintendents of Education
- Superintendent of Business (and Treasurer)
- Other persons as appointed by the Director of Education

Section 8: In addition to the requirements of the [Education Act](#), the Board of Trustees shall:

- a) promote student achievement and well-being;
- b) deliver effective and appropriate education while properly managing the resources of the Huron-Perth Catholic District School Board;
- c) develop and maintain policies, practices, procedures and organizational structures that allow the Board to achieve its mission;
- d) hire the Director, Superintendent; and,
- e) monitor and evaluate the performance of the Director or his or her delegate as appropriate.

ARTICLE II – INAUGURAL AND ANNUAL MEETINGS OF THE BOARD

Section 1: **Inaugural Meeting:** The first meeting of the Board following a municipal election in each year is the Inaugural Meeting. The Inaugural Meeting shall be held in the Board Room, or such other place as the Board may designate on notice to the public. The Inaugural meeting shall be held on November 15 if it is a Monday or on the first Monday following November 15 at the hour of 3:00 p.m., or at such other hour as may have been fixed by resolution of the former Board. In case of emergency or as otherwise required, the Inaugural Meeting may be changed by a majority decision of the Board at some other specified time and date provided that the date is not later than the 21st of November. At the appointed time, the Director, in his/her capacity as Secretary of the Board, shall call the Meeting to order and proceed to read the returns of election to the Board, if any, as certified to him/her by the municipal clerks. Trustees shall make their Declaration of Office and Oath of Allegiance prior to commencing their role as Trustee.

Annual Meeting: The first Meeting of the Board between municipal elections is an Annual Meeting and shall be held in the Board Room, or such other place as the Board may designate on notice to the public on November 15 if it is a Monday or on the first Monday following November 15 at the hour of 3:00 p.m., or at such other hour as may have been fixed by resolution of the former Board. In case of emergency or as otherwise required, the Annual Meeting may be changed by a majority decision of the Board provided that the date is not later than the 21st of November.

Section 2: If Monday, November 15 or the first Monday following November 15 is a statutory holiday, the Inaugural or Annual Meeting of the Board will be held at the hour of 3:00 p.m. of the next day following, or on such other day as may have been fixed by resolution of the former Board.

Section 3: The Board shall elect a Chair and Vice-Chair at the Inaugural Meeting of the Board and each Annual Meeting of the Board or when an office becomes vacant:

- a) a Chair of the Board and the Vice-Chair shall take the chair upon election;

Section 4: The election of the Chair and Vice-Chair shall be conducted as follows:

- a) the voting shall be by ballot;
- b) the Poll Clerk (presiding officer) for the election shall be the Director of Education, the Returning Officer shall be the Superintendent of Business and the Superintendent of Education shall serve as Scrutineer;
- c) the presiding officer shall declare nominations closed if no additional nomination is received within one minute after the last nomination, or if a motion to close nomination has been made, seconded and carried;
- d) nominees shall declare their intention after no more nominations have been received;
- e) if all nominees withdraw, an opportunity shall be given for further nominations;
- f) if there is more than one nominee for a position, the vote shall be conducted by way of a secret ballot. The specific number of votes cast for each nominee will not be announced when declaring the successful nominee;
- g) each nominee standing for election may appoint one scrutineer to supervise the voting and the counting of ballots;
- h) where no candidate receives a clear majority of those present, a Trustee receiving the least number of votes shall be eliminated and a subsequent vote shall be held to declare the Trustee elected should there be more than two candidates for the position (the presence of a majority of all Trustees constituting the Board is necessary to form a quorum); and,
- i) in the case of an equality of votes (with only two candidates remaining) one more vote shall be taken. If after this vote there is still a tie, the candidates shall draw lots to fill the position and this process shall be overseen by the Director.

Section 5: The Chair, in consultation with the Vice-Chair and the Board, shall appoint Trustees to serve on the Statutory Committees and other committees where Trustees serve as members.

Section 6: The Board shall appoint its Auditor at its Inaugural/Annual Meeting.

ARTICLE III – REGULAR MEETINGS OF THE BOARD

Section 1: a) The Regular Meetings of the Board shall be held each month (except November and July) at 3:00 p.m. Regular Meetings of the Board are held on the fourth Monday of each month (except December and June) at 3:00 p.m. In case of emergency or as otherwise required, the Regular Meeting of the Board may be changed by a majority decision of the Board, or by a joint decision of the Chair and Vice-Chair of the Board. If the fourth Monday is a statutory holiday, the Regular Meeting of the Board will be held the next day.

b) For the month of December, the Regular Meeting of the Board shall be held on the second Monday of the month.

c) For the month of June, the Regular Meeting of the Board shall be held on the third Monday of the month.

Section 2: a) The agenda of each Regular Meeting of the Board shall be sent electronically at least five days, before the time of the Meeting, to each Trustee, and;
 b) The agenda shall be prepared according to an approved format (see Appendices).

Section 3: Unless there shall be a quorum present within thirty minutes after the time appointed for any meeting, or should quorum be lost during the course of the meeting, the Secretary (Director of Education) shall record the names of the

Trustees present, and the Board shall forthwith stand adjourned until the next Regular Meeting of the Board unless a special meeting is called in the interval as hereinafter provided.

Section 4: Special Meetings of the Board may be called by the Chair at any time and it shall be his/her duty to convene a special meeting whenever requested to do so in writing by two Trustees of the Board. If the Chair shall be absent or shall refuse to call the meeting, it shall be the duty of the Vice-Chair to convene such a Meeting, or, in the case of his/her absence or refusal, the duty of the Director as Secretary. A minimum of twenty-four (24) hours' notice of any Special Meeting must be given to Trustees using the last known electronic mailing address of each Trustee. Any Trustee may waive notice of any such special meeting.

Section 5: In calling a Special Meeting every Trustee shall be notified of the object for which such meeting is called and no business shall be considered at such meeting other than that named in the notice. If all Trustees of the Board are in attendance at such a special meeting, any business may be introduced upon a resolution carried by a vote of three Trustees of the Board.

Section 6: An adjourned meeting shall be deemed to be called for the completion of the transacting of business included in the agenda of the preceding Regular Meeting of the Board. The business interrupted by the adjournment is the first in order after the approval of the minutes at the next meeting.

Section 7: The Board shall not remain in session later than 8:00 p.m. unless determined by a vote of three of the Trustees present, but no meeting shall be extended beyond 8:30 p.m. unless by unanimous approval.

Section 8: At the first Meeting after a vacancy occurs in the office of Chair or Vice-Chair, the vacancy shall be filled by the method used for election at the Inaugural Meeting.

Section 9: **Electronic Meetings:** The Board may hold a meeting of the Board or committee meetings using electronic means. The public will be notified about electronic meetings at Board designated sites through postings on the Board's website. The electronic means by which the meeting will be held may be one of teleconference, videoconference or webconference. The electronic means must provide for a manner to verify that a Trustee has left the meeting in the case that the Trustee declares a conflict of interest. At the request of any Board Trustee or Student Trustee, the Board shall provide the Trustee or Student Trustee with electronic means for participating in meetings. The electronic means shall permit the Trustee to hear and be heard by all other participants in the meeting.

Subject to any conditions or limitations provided for under the [Education Act](#) or under Regulations, a Trustee of a Board who participates in a meeting through electronic means shall be deemed to be present at the meeting. Roll call for all electronic meetings will be taken verbally and duly recorded to ensure Board Trustees are recognized as in attendance. Board Trustees participating in an electronic meeting will notify the Chair of their departure (either temporary or permanent) from the meeting before absenting themselves in order to ensure a quorum is maintained. Where a Trustee declares a conflict of interest, the Trustee shall excuse himself from the meeting by leaving the electronic conference.

At every Regular Meeting of the Board the following persons shall be physically present in the meeting room of the Board:

- a) the Chair of the Board or his or her designate;
- b) at least one additional Trustee of the Board; and,
- c) the Director of Education of the Board or his or her designate.

The Chair of the Board, in consultation with the Director of Education, shall determine whether electronic means should be provided at one or more locations within the area of jurisdiction of the Board, to permit participation by Trustees of the public in meetings.

Where the Board determines that electronic means should be provided under this section, the Board shall:

- a) provide for the extent and manner of participation by members of the public through electronic means; and,
- b) ensure that members of the public who are participating through electronic means do not participate in any proceedings that are closed to the public in accordance with the Act.

Should there be technical difficulties and the electronic portion of the meeting is interrupted, the meeting shall be recessed for a period not exceeding thirty (30) minutes as determined by the chair of the meeting. Should there be technical difficulties and the electronic portion of the meeting cannot be reconvened before the end of the recess, Article III – Section 6 shall apply. The minutes of the meeting shall indicate the time of any electronic disruption and the adjourned meeting determined by the chair of the meeting and the name of any Trustee who thereby ceases to be present.

ARTICLE IV – ORDER OF BUSINESS

Section 1: The Chair may, at any time, suspend or vary the order of business with the majority consent of the Trustees present. All motions relating to the order of business shall be decided without debate.

Section 2: A sample order of business for Regular Meetings of the Board and In-Camera Meetings of the Board are provided in the Appendices.

Section 3: Minutes of meetings shall contain the following items:

- a) the date of the meeting;
- b) whether the meeting was a regular or special meeting;
- c) the names of the Trustees in attendance at the meeting and those who were absent;
- d) names/positions of senior staff present at the meeting;
- e) identification of any external consultants or advisors present including but not limited to auditors or solicitors;
- f) identification of the officers present;
- g) any other individuals invited to attend;
- h) the name of each Trustee who declared an interest in any matter on the agenda of such meeting, the matter in question, and the general nature of the interest so disclosed; and,
- i) details of all matters that were placed upon the agenda, the decisions taken and actions required.

Section 4: Delegations

Subject to the approval of the Director of Education and the Chair of the Board, delegations are permitted to make presentations to the Board at a Regular Board Meeting. The Chair of the Board may place limitations on the number of presentations scheduled for a Board Meeting. As the Board package is sent to trustees five days prior to a Board Meeting, applications to the Director of Education and the Chair of the Board must be submitted at least seven days prior to the Regular Board Meeting. Delegations must be at least one of the following: Catholic ratepayers from Huron-Perth, parents of children enrolled in Huron-Perth Catholic schools or representatives from a recognized agency or organization that is a Catholic school stakeholder (e.g. The Catholic Women's League, The Knights of Columbus, The Society of St. Vincent De Paul or a municipality). Employees of the Board are not eligible to make presentations to the Board; however, employees may make written submissions on matters to trustees of the Board.

Applications by delegations to make a presentation to the Board shall include the following information:

- The topic to be presented
- The date of the meeting requested to speak
- The name of the group that wishes to present
- The spokesperson from the group
- The home address of the spokesperson
- The spokesperson's phone number and email address
- A statement that attests that the application is from a Catholic ratepayer from Huron-Perth and/or parents of children enrolled in Huron-Perth Catholic schools and/or a representative from a recognized agency or organization that is a Catholic school stakeholder (e.g. The Catholic Women's League, The Knights of Columbus, the Society of St. Vincent De Paul or a municipality).
- A summary (250 - 750 words) of the presentation.

The Director of Education or Chair of the Board shall notify applicants of the status of their application in a timely manner. Presentations to the Board shall be limited to 10 minutes. Each trustee may ask up to two follow-up questions for each presentation. Delegations are eligible to present on a particular topic, once in a 12-month period.

Approved applications and approved summaries of the presentations will be sent to all of the Board of Trustees prior to the Board Meeting.

Presenters at public meetings of the Board are visitors of the Board and shall follow the Board's Code of Conduct at all times as well as all stipulations noted in ARTICLE V, Section 12 of these By-Laws.

ARTICLE V – RULES OF ORDER

Section 1: All Trustees must comply with any Code of Conduct of the Board established, and amended from time to time, by the Board. The Board shall have the powers to enforce the Code of Conduct in accordance with the [Education Act](#).

Section 2: All Regular Meetings of the Board shall be open to the public.

Section 3: a) All motions shall be recorded in the minutes, both carried and defeated.

- b) The result of the voting shall be recorded in the minutes. In the instance where a Trustee requests a recorded vote, the minutes shall note the number of Trustees voting for and against as well as the names of each trustee and how they voted.

Section 4: Where a Trustee has a pecuniary interest in the question (as defined by the Municipal Conflict of Interest Act), he/she shall declare the interest, shall not enter into debate, shall leave the meeting and shall abstain from voting. Once the Trustee has declared the interest, the Trustee shall not be in possession or be entitled to receive any materials that relate to that matter which are not available to members of the public.

Section 5: Every Trustee, speaking to any motion or amendment, shall address the Chair, confining himself/herself to the matter in debate, and avoiding all discourteous language and references to personalities.

Section 6: After the Chair has put the question to vote, there shall be no further debate.

Section 7: When a question is under debate, the only motions in order shall be:

1. to adjourn (no debate)
2. to table (no debate)
3. to put the previous question (no debate)
4. to postpone
5. to refer
6. to amend; and each shall have precedence in the order named; and the first, second, and third shall be decided without debate.

Section 8: A motion to adjourn shall be in order, except when a Trustee is speaking, or a vote is being taken, or when the previous question shall be called. A motion to adjourn shall not be open to amendment or debate; but a motion to adjourn to a certain time may be amended and debated. After a motion to adjourn has been lost, no second motion to the same effect shall be made until after some intermediate proceedings shall have been made.

Section 9: After a motion has been stated by the Chair, it shall be open to debate, and shall be disposed of only by a vote of the Board unless the mover, by permission of the Board, withdraws it.

Section 10: A motion to reconsider can be made only by a Trustee who voted with the prevailing side and when new information has come to the attention of the Board. In other words, a reconsideration can be moved only by one who voted *aye* if the motion involved was adopted, or *no*, if the motion was lost."

Section 11: A valid motion to reconsider, being once made as provided in this By-Law and decided in the negative, shall not be again entertained during that calendar year unless a majority of the Trustees present at a meeting resolve that the motion can be entertained earlier.

Section 12: Visitors at Public Board Meetings

The Chair of the Board shall maintain decorum at all times during meetings of the Board. All visitors are required to follow the Board's Code of Conduct at all times. Visitors at public meetings of the Board are required to follow the direction of the

Chair at all times. All visitors are required to sign-in and out prior to joining the meeting. Visitors are required to provide the following information and may be required to provide evidence of:

- Name
- Address
- Phone Number
- Email Address
- Arrival Time
- Signature
- Departure Time
- Signature

Visitors to the Board are subject to the Trespass to Property Act.

ARTICLE VI – DUTIES OF OFFICERS AND TRUSTEES

Section 1: The Officers of the Board shall be the following:

- Chair
- Vice-Chair
- Secretary who is the Director of Education
- Treasurer who is the Superintendent of Business

Section 2:

- a) The Chair shall preserve order and shall decide all questions of order subject to an appeal to the Board. When called upon to decide a point of order he/she shall, if requested, state the rule applicable to the question. If a Trustee should appeal a ruling, such appeal shall be decided without debate (unless the Chair invites discussion). The Chair may vote on such an appeal, and in the event that there is an equality of votes, the decision of the Chair shall be deemed to be sustained.
- b) All questions, and any question upon which there is an equality of votes shall be deemed to be negative, and the Chair will vote on that matter before the Board.
- c) The Chair shall perform such other duties as may be required by the [Education Act](#), its Regulations, by any other Act or these By-Laws.
- d) The Chair ensures that the Board behaves consistently within its own rules and those legally imposed by the provincial government.
- e) The Chair acts as spokesperson to the public on behalf of the Board on all Board matters or their designate or the Director of Education.
- f) The Chair is the primary link between the Board and the Director of Education. The Chair does not have authority to supervise or direct the Director of Education.
- g) The Chair chairs Board meetings with the commonly accepted responsibility of that position while working constructively with the Trustees to achieve consensus when arriving at decisions.
- h) The Chair may delegate his/her authority to another Trustee, but remains accountable for the use of this authority.

Section 3:

- a) The Vice-Chair shall preside at any meeting in the absence of the Chair or where the Chair is unable to act.

- b) If at any meeting, a quorum being present, there is no Chair or Vice-Chair present or the Chair or Vice-Chair are present but unable to act, the Trustees present may elect a Chair for that meeting.
- c) During the continued absence of the Chair from duty, or upon his/her written request, the Vice-Chair shall perform all the duties of the Chair unless otherwise precluded by the [Education Act](#), its Regulations, any other Act, or these By-Laws.

- Section 4:
- a) The Secretary shall keep a full and correct record of the proceedings of every Meeting of the Board in the Minutes Book.
 - b) The Secretary shall perform such other duties as may be required by the [Education Act](#), the Regulations, by any other Act, or by the Board.
 - c) The Secretary shall furnish the auditors with any papers or information in his/her power that may be required.

- Section 5:
- a) The Treasurer shall receive and account for all school moneys.
 - b) The Treasurer shall open an account or accounts in the name of the Board in such of the chartered banks of Canada or in such other place of deposit, as may be approved by the Board.
 - c) The Treasurer shall deposit all moneys received by him/her on account of the Board, and no other moneys, to the credit of such account or accounts.
 - d) The Treasurer shall disburse all moneys as directed by the Board.
 - e) The Treasurer shall perform such other duties as may be required by [Education Act](#), the Regulations, by any other Act, or by the Board.

- Section 6:
- In addition to any other duties under the [Education Act](#) or these By-laws, each Trustee shall:
- a) assist the Board of Trustees in fulfilling its duties under the [Education Act](#) and the mission of the Board;
 - b) prepare for, attend and participate in Meetings of the Board of Trustees, including meetings of committees in which he or she is a member;
 - c) uphold the implementation of any resolution passed by the Board of Trustees; and,
 - d) comply with the Code of Conduct.

ARTICLE VIII - COMMITTEES OF THE BOARD

- Section 1: The Board shall establish Statutory Committees as required by the [Education Act](#).

- Section 2: Subject to the [Education Act](#), the Board may from time to time appoint other standing committees whose Trustees will hold their offices at the will of the Board. The Board shall determine the terms of reference and duties of such committees and may fix by resolution a policy for the repayment of reasonable expenses incurred by committee members in the performance of their duties.

- Section 3: Ad Hoc Committees may be appointed by the Board from time to time as required to accomplish specific tasks. The Board shall appoint members to these Ad Hoc Committees, shall determine the terms of reference (including a fixed time for the final report of the committee), shall decide on the manner in which the Board wishes to report the final unapproved minutes of the committee and duties of such committees; the Board may fix by resolution a policy for the repayment of reasonable expenses incurred by Committee members in the performance of their duties.

Section 4: The action of any committee, whether standing or ad hoc, shall not be binding until formally approved by the Board unless the Board gives the committee power to act with reference to a particular matter or matters.

Section 5: At every meeting of a committee of the Board, except a Committee of the Whole Board, the following persons shall be physically present in the meeting room of the committee:

- a) the Chair of the committee or his or her designate; and,
- b) the Director of Education of the Board or his or her designate.

ARTICLE X – EXECUTION OF DOCUMENTS

Section 1: All deeds, conveyances, mortgages, bonds, debentures, approved by the Board shall be signed by the Director of Education and Treasurer.

Section 2: The Chair and the Secretary shall sign the minutes of all Regular Board Meeting Minutes.

Section 3: Contracts, documents or any instruments in writing requiring the signature of the Board, shall be signed by any two Officers and all contracts, documents and instruments in writing so signed shall be binding upon the Board without any further authorization or formality. The Trustees shall have the power from time to time to appoint an Officer(s) on behalf of the Corporation to sign specific contracts, documents and instruments in writing.

ARTICLE XI – MEMBERSHIP IN ORGANIZATIONS

Section 1: The Board shall be a member of the Ontario Catholic School Trustees' Association.

Section 2: Membership in all other organizations for school Boards shall be decided annually on an individual basis.

ARTICLE XII – BANKING

Section 1: The bank signing officers of the Board shall be any two of the following:

- Chair
- Vice-Chair
- Secretary (Director of Education)
- Treasurer (Superintendent of Business)

Section 2: The signatures of signing officers are required to:

- a) make, draw, accept, endorse, negotiate, lodge, deposit or transfer all or any cheques, promissory notes, drafts, acceptances, bills of exchange, order for payment of money, contracts for letters of credit and forward exchange; and,
- b) issue cheques, drafts or orders for payment drawn on the bank accounts of the Board.

Section 3: The Treasurer, by signature or by rubber stamp endorsement, may negotiate or deposit with or transfer to the bankers for the Board of Trustees, but for the credit only of the account of the Board of Trustees, all or any cheques, promissory notes, drafts, acceptances, bills of exchange and orders for the payment of money.

Section 4: Signatures of persons authorized to sign may be printed, lithographed or otherwise mechanically reproduced as provided by the [Education Act](#).

ARTICLE XIII – STATE OF EMERGENCY

Section 1: In the instance whereby the municipal, provincial or federal governments have declared a state of emergency or issued emergency orders that impact the governance of the Board, the Chair of the Board and the Director of Education may, by mutual agreement, make decisions related to these bylaws without the approval of the Board insofar as they report to the Board all decisions related to this section to the Board at the earliest convenience.

DEFINITIONS:

- N/A

REFERENCES:

- N/A

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: August 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

ELECTION OF CATHOLIC SCHOOL BOARD TRUSTEES

Public Session

BACKGROUND

The Board commits to reviewing its policy on a regular basis. The Board's policy related to trustee elections is up for review.

DEVELOPMENTS

Given the intersection of school board elections through a number of pieces of legislation - a review was conducted by an education sector lawyer to ensure Board compliance in the run-up to the next municipal election (2026). There were very few changes noted by the lawyer or the Director of Education except for an additional section on options for replacing vacated seats. The key changes were:

- Language to marry the policy to pertinent legislation
- Language to include Board executives alongside staff and management
- A belief statement (borrowed from the current policy)
- A new policy statement
- Overview of options for handling trustee vacancies

The revised policy is attached to this report and will sit on the Board's website and is eligible for vetting/commentary from staff, students, parents and ratepayers. The revised policy will come to the Board at the next regular meeting of the Board for approval.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Election of Catholic School Board Trustees report for information.



HURON-PERTH CATHOLIC

District School Board

Election of Catholic School Board Trustees

| | | | |
|-----------------|-----------------------|-------------------------|----------------------|
| Adopted: | March 26, 2018 | Policy #: | P 1.2.1. |
| Revised: | | Policy Category: | 2.1. Trustees |

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) values responsible stewardship to model that we are a learning organization that is rooted in high standards for faith formation and student achievement. The Board of Trustees provides leadership to our Catholic community with governance that guides the conduct and responsibilities of trustee candidates during school board elections.

The Board values ethical, equitable, and accountable practices by all representatives and those who seek to become trustees of the school board. Trustee members hold positions of public trust and are expected to fulfill their duties and responsibilities in a professional and ethical manner, consistent with the values and teachings of the Catholic Church, policies of the Board, the Municipal Elections Act, Education Act, Municipal Freedom of Information and Protection of Privacy Act, and **other applicable** federal, provincial, and municipal laws.

POLICY STATEMENT:

It is the policy of the Board to support the appropriate municipality in conducting elections of Catholic school board trustees in accordance with the Municipal Elections Act, the Education Act and any other applicable legislation.

PROCEDURE:

The purpose of this policy is to provide trustee candidates with direction and guidelines for their conduct and responsibilities during school board elections. The policy **reflects the applicable provisions in the Education Act, Municipal Elections Act, 1996 (“the Municipal Elections Act”)** and Municipal Freedom of Protection of Personal Information Act, and other relevant statutes and regulations of the Province of Ontario and the Government of Canada.

Application and Scope

This policy applies to all elected trustees and trustee candidates seeking election to the Board.

Principles

The Municipal Elections Act covers administration of the election process. The person responsible for conducting the election of school board trustee members is the election clerk of the municipality having the largest population of the Board’s electoral group.

Consistent with the Municipal Elections Act, school board elections are held every four years, congruent with Municipal elections, to elect trustees to represent the geographical regions as determined by the Board for the area of jurisdiction of the Board.

Requirements

The Municipal Elections Act covers administration of the election process and under this Act, the school board election clerk of the municipality is responsible for conducting the election of members of the board. The Superintendent of Business and/or delegate is responsible for carrying out duties relating to the election process for the school board. All trustee candidates seeking election are responsible for ensuring their compliance with the requirements under the Acts and Regulations, local municipal by-laws and policies of the Board.

Candidate Nomination

A candidate for school board trustee must be eligible to be nominated as a candidate for election under section 219 of the Education Act, and **meet the requirements of** the Municipal Elections Act.

Campaign Finances

Trustee candidates will conduct ethical and transparent financial practices throughout the campaign and keep accurate financial records.

Trustee candidates shall not use their position for improper gain or benefit, and will respect the campaign finance rules and spending limit as outlined in the Municipal Elections Act and as determined by the board and must ensure transparent, accountable and fair finance practices.

Campaign Timeline

Trustee candidates will adhere to the campaign timelines and deadlines as outlined in the Municipal Elections Act and the Ontario Catholic School Trustees' Association guidelines, and the policies of the Board.

Code of Conduct

All Trustees are expected to fulfill their duties as board members in compliance with the Education Act. In accordance with the Board's Trustee Code of Conduct, all members of the school community, including trustees, have an obligation to comply with the standards of behavior as outlined.

Election Calendar

The election calendar is established based on the Municipal Elections Act and O. Reg. 412/00. It is the responsibility of the candidates to verify specific dates for the election process with the municipality according to the regulations.

Election Campaign Protocols

Trustee candidates shall run their election campaign in accordance with the requirements under the Municipal Elections Act, local municipal by-laws, and policies and procedures of the board and follow appropriate protocols during an election campaign. School administrators and School Board executives should be aware of appropriate protocols during the time leading up to an election and report any concerns to the board.

Advertising

Candidates shall adhere to the local municipal by-laws for campaign signage. Candidates' political information or campaign material is not to be distributed via schools. No advertising, materials, letters etc. should be distributed or used in a school, and staff, students and school councils **may not** be used to endorse candidates or to distribute any material related to the election.

Trustee Determination and Distribution

The provisions under section 58.1 of the Education Act and in O. Reg. 412/00 govern the number of elected trustees on a school board and their distribution over a board's jurisdiction. Before each regular election, the board must allocate their determined elected trustee positions over their area of jurisdiction based on the steps and formula set out in O. Reg. 412/00 for trustee distribution.

The board must submit a report on trustee determination and distribution to the election clerk of all municipalities and the secretary of all **other** school boards within their jurisdiction, and the Minister of Education.

Election Results

In accordance with the Municipal Elections Act, the election clerk shall declare the results of the election, including candidates elected by acclamation.

Trustee Vacancies

The following highlights parameters and options available to the Board when filling a trustee vacancy before the end of Term under the Education Act and the Municipal Elections Act.

Upon a vacancy (subject to timing close to the election as set out below), the remaining members "shall appoint a qualified person to fill the vacancy within 90 days after the office becomes vacant, if a majority of the elected members remain in office" or,

"A by-election shall be held to fill the vacancy, in the same manner as an election of the board, if a majority of the elected members do not remain in office." (s. 221)(1) Ed Act).

Optional Election -

When a vacancy occurs and the trustees are elected under the Municipal Elections Act, (again subject to timing close to the election set out below), if the remaining members "may by resolution require that an election be held in accordance with that Act to fill the vacancy if the vacancy occurs,

- (a) In a year in which no regular election is held under that Act;
- (b) Before April 1 in the year of a regular election; or
- (c) After the new board is organized in the year of a regular election." (s. 221(2) Ed Act)

Where a vacancy occurs on a board,

- (a) within one month before the next election, it shall not be filled, or
- (b) after the election, but before the new board is organized, it shall be filled immediately after the new board is organized in the same manner as for a vacancy that occurs after the board is organized." (s. 224, Ed Act)

The procedures set out in the Education Act and the Municipal Elections Act for filling a vacancy apply.

DEFINITIONS:

- N/A

REFERENCES:

- Municipal Elections Act, 1996
- Education Act (R.S.O. 1990)
- Ontario Regulations 412/00
- Assessment Act, 1990
- Municipal Freedom of Information and Protection of Privacy Act (R.S.O 1990)

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: August 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

NEWLY ELECTED TRUSTEES

Public Session

BACKGROUND

All policies of the Board are on a review cycle. The Board policy on Newly Elected Trustees was previously revised in 2019.

DEVELOPMENTS

The Newly Elected Trustees Policy has been revised to include a belief statement, a revised policy statement and an enhanced procedures section.

Changes to the policy include encouragement for new trustees to set out a learning plan that includes the review of the Board's strategic plan, Board and committee meeting agendas, reports and minutes, the Board's policies and by-laws as well as the Board's financial statement. The revised policy recognizes the wide array of learning and starting points for newly elected trustees.

The revised policy encourages newly elected trustees to consult with the Chair of the Board and the Director of Education to customize a learning plan that could include study and learning on the following topics:

- Church teaching;
- Board governance and
- Ministry of Education direction.

The revised policy on Newly Elected Trustees will be posted on the Board website for a month as part of the required vetting process.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Newly Elected Trustees report for information.



HURON-PERTH CATHOLIC

District School Board

Newly Elected Trustees

| | | | |
|----------|------------------|------------------|---------------|
| Adopted: | January 26, 1998 | Policy #: | P 1.2.2. |
| Revised: | March 25, 2019 | Policy Category: | 1.2. Trustees |

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes that we are created in the image and likeness of God and deserving of dignity, we prioritize the needs of the poor and vulnerable, we work together to seek peace and justice, we care for God's creation and we integrate Catholic teaching into our work as governors.

POLICY STATEMENT:

It is the policy of the Board that reasonable steps be made to provide resources and training to newly elected trustees of the Board. The Board recognizes that newly elected trustees come with a wide array of backgrounds and have very different learning needs in order to fulfill their roles.

PROCEDURE:

Immediately following the election, the Secretary of the Board shall forward to all new trustees:

- A copy of the Board's Multi-Year Strategic Plan;
- A copy of the General Board Minutes for the previous month;
- Copies of Board By-Laws and Policies; and
- The most recent financial statement.

New trustees shall be invited to all remaining General Meetings held by the Board until their term of office commences. There shall be an orientation meeting(s) provided to acquaint the newly elected trustees with all aspects of the Board's operation.

Newly elected trustees should consider reviewing recent Board Meeting and committee meeting agendas, reports and minutes in order to familiarize themselves with the role of Catholic trustee in advance of their service to the Board.

Newly elected trustees may consider requesting access to the following resources in order to fulfill their duties:

Web links to the following resources:

- Formation resources provided by the Diocese of London
- The Directory for Catechesis (Canadian Catholic Conference of Bishops)
- Governance education modules (e.g. OESC modules)
- Resources provided by the Ontario Catholic School Trustees' Association
- Resources provided by the Ministry of Education

Newly elected trustees are encouraged to consult with the Chair of the Board and the Director of Education in order to customize their learning plan so that they can contribute effectively as a new Board member.

DEFINITIONS:

- N/A

REFERENCES:

- N/A

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: August 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

PARENT COMMUNICATION PROTOCOL (FORMERLY COMPLAINTS PROCEDURE)

Public Session

BACKGROUND

The Board revised its complaints procedure in 2022. On June 6, 2024, the Ministry of Education issued Policy and Program Memorandum (PPM) 170 which clarified its expectations with respect to required elements of a Board policy on parent communication. This PPM confirmed that the Board policy was sufficient in all areas related to dealing with complaints.

DEVELOPMENTS

Policy and Program Memorandum 170 requires Boards to communicate the elements of the Ministry's 'Parent Guide to Our School System'. The revised policy will require communication of this site as well as this policy to parents/caregivers on an annual basis. The policy name will be revised to more closely align itself with the nomenclature of the PPM.

The Parent Communications Protocol will be posted on the Board website for a month as part of the required vetting process.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Parent Communication Protocol report for information.



HURON-PERTH CATHOLIC

District School Board

Parent Communication Protocol

| | | | |
|-----------------|-------------------------|-------------------------|-------------------------------|
| Adopted: | January 26, 1998 | Policy #: | P 2.1.16. |
| Revised: | June 20, 2022 | Policy Category: | 2.1. School Operations |

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes that all persons are created in the image and likeness of God and shall be treated with all due respect.

The Board believes that when parents feel connected and informed, they are more likely to be actively involved in their child's learning. Increased involvement strengthens the parent-school partnership, fostering a sense of community and shared responsibility for the child's education. By responding promptly and effectively to parent inquiries, school boards, and educators can positively influence and encourage parent engagement. Parents develop confidence in the school board and school's ability to meet their child's educational needs when they feel that their inquiries are acknowledged and addressed.

The Board believes that by initiating a process of conflict resolution, it will be better able to promote conflict resolution that is ethically sound, that responds to the needs of students, staff, and parents, and that is in keeping with the basic beliefs and practices of the Catholic Church; that when it takes a proactive approach and open stance toward conflict resolution, it is better able to facilitate increased cooperation, communication and understanding among the members of its school community; that conflict resolution is most successfully achieved when mutually acceptable solutions are arrived at through procedures that are designed to find what is in the best interests of the students as well as the individual school and the school district as a whole.

POLICY STATEMENT:

It is a policy of the Board that complaints filed by community stakeholders be handled with the respect and dignity due to the subject of the complaint as well as the complainant. It is the policy of the Board that complaints and concerns are handled at the lowest possible level and that complaints follow the pathway indicated in the procedure of this policy. Complaints will be treated confidentially whenever possible.

It is the policy of the Board that the Ministry of Education's 'Parent Guide to Our School System' be shared with each family upon registration of their child as well as annually to all parents at the start of each school year.

PROCEDURE:

1.0 GENERAL

- 1.1 Anonymous complaints will not be accepted. All complaints/concerns need to include full name and contact information to be considered. District staff will endeavor to confirm receipt and follow up on concerns within two business days.

- 1.2 If a concern or complaint is related to a school-based decision – the complaint needs to be brought to the attention of the teacher or the principal of the school before contacting a member of senior administration or a trustee.
- 1.3 District level decisions such as transportation, program decisions or other decisions made at the superintendent level need to be addressed with the appropriate superintendent (see Step Two).
- 1.4 In the instance a trustee receives information regarding the well-being of a student of the Board, they shall immediately report the information to the Director of Education and the Chair of the Board. Trustees that receive information that is related to student well-being must follow reporting requirements set out in statutes and regulations with particular attention to the Child Youth and Family Services Act and the College of Teacher Act. Following receipt of the matter, the issue shall be shared with the Board of Trustees during the next Board meeting in the private session.²

2.0 PATHWAY SCHOOL-LEVEL CONCERNS

Step One – School-Level

Complaints or concerns involving decisions at the classroom or school-level need to be addressed with the teacher or principal of the school prior to moving to Step Two. Concerns that have not been resolved through active participation of school-level staff may proceed to Step Two.

Step Two – District-Level

After a complaint or concern has been brought to the attention at the local level and has not been resolved through the active participation of school-level staff, a stakeholder may bring the issue to the attention of the appropriate Superintendent of Education (e.g. special education or student discipline) or Superintendent of Business (e.g. fundraising or transportation).

Step Three – Executive Level

After a complaint has been brought to the attention of a Superintendent and the complaint has not been resolved through the active participation of the appropriate Superintendent – they may bring the issue to the attention of the Director of Education. If the decision of the Director of Education is within the purview of the operations of the school board – the decision is considered final.

Step Four – Board Level

After a complaint has been brought to the attention of the Director of Education and the complaint has not been resolved – they may bring the issue to the attention of the Board of Trustees through the Chair of the Board for information.

3.0 PATHWAY FOR BOARD-LEVEL DECISIONS

- 3.1 Concerns or complaints that concern decisions of the Board and are the purview of the Board (e.g. Board policy, budget or accommodation reviews) may be directed to the Director of Education, the Chair of the Board or a Trustee of the Board.
- 3.2 Concerns or complaints shared with a Trustee of the Board and concern a decision of the Board of Trustees and are in the purview of the Board of Trustees will be shared with all Trustees of the Board.

4.0 OTHER VENUES TO FILE COMPLAINTS

- Stakeholders that have concerns about how a school board handles complaints or concerns may contact the [Ombudsman of Ontario](#).³
- Stakeholders that have concerns about the conduct of teacher or designated early childhood educator may contact their respective accrediting institution (e.g. [The College of Teachers](#)).
- Stakeholders that have concerns about decisions made in the education sector by the Ministry of Education can direct their concerns to the [Ministry of Education London Region Field Office](#) or to their local member of the legislative assembly.
- Stakeholder that have concerns about violation of human rights as defined in the Ontario Human Rights Code can direct concerns to the [Ontario Human Rights Commission](#).

5.0 NAVIGATING OUR SCHOOL SYSTEM

Principals shall inform parents/caregivers of this policy and the Ministry's 'Parent Guide to Our School System' upon registering their child at school and on an annual basis at the beginning of each school year.

DEFINITIONS:

- N/A

REFERENCES:

- Policy and Program Memorandum 170 (Government of Ontario)

RESOURCES, APPENDICES AND FORMS:

- Child Youth and Family Services Act, The College of Teachers Act and the College of Early Childhood Educators Act; [OESC Good Governance Guide](#) – Page 66
- The Board shall consider the protection of the identity of staff and students when receiving information considering statutes and regulations intended to protect privacy.
- Complaints Procedures - www.ombudsman.on.ca



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: August 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

GUEST SPEAKERS AT SCHOOL

Public Session

BACKGROUND

In late 2023, the Government of Ontario amended the Education Act with its Better Schools and Student Outcomes Act. This omnibus bill included several changes to the Education Act (the Act). One area that was addressed was the requirements for schools to communicate with parents when guest speakers were being used with multiple classes and/or the whole school.

DEVELOPMENTS

The Act has several minimum requirements with respect to the use of guest speakers in Catholic schools. Some of the requirements are related to the following topics:

- Notice period, content, focus and distributed materials
- Name of presenters and organization they represent
- Connections to the Ontario Curriculum.

The Ontario Catholic Schools Trustees' Association has provided clarification on the presence of clergy and lay ministers that assist with catechism and formation. These are not included as guest speakers for the purposes of the Act.

The Guest Speakers at School Policy will be posted on the Board website for a month as part of the required vetting process.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the P 2.2.12. Guest Speakers at School policy report for information.



HURON-PERTH CATHOLIC

District School Board

Guest Speakers at School

| | | |
|-----------------|-------------------------|------------------------|
| Adopted: | Policy #: | P 2.2.12. |
| Revised: | Policy Category: | School Programs |

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes that guest speakers in Catholic schools are used to enhance Catholic formation and academic programming. The Board believes that guest speakers can provide a valuable extension to our programs. The Board believes strongly in maintaining and reflecting its denominational rights.

POLICY STATEMENT:

It is a policy of the Board that guest speakers in Catholic schools follow the mission and vision of the Board and respect Catholic teaching. It is the policy of the Board that the use of guest speakers are connected to the Ontario Curriculum. It is the policy of the Board that parents/caregivers be informed about events and activities, with guest speakers that involve multiple classes or the whole school, in advance of the event.

PROCEDURE:

1.0 GENERAL

- 1.1 All events or activities supported or facilitated by a guest speaker shall be directly connected to the Ontario Curriculum and/or the Ontario Catholic School Graduate Expectations.
- 1.2 All events or activities supported or facilitated by a guest speaker shall be consistent with Catholic Church teaching.

2.0 MULTIPLE CLASSES OR WHOLE SCHOOL PRESENTATIONS

- 2.1 Parents and caregivers should receive 14 days notice regarding any event or activity with guest speakers that involve multiple classes (or the whole school). Parents and caregivers shall receive the following information:
 - Date, time and location
 - Title, topic or focus
 - Connections to the Ontario Curriculum and purpose
 - Names of presenters, performers or guest speakers and the organization(s) they represent; and
 - Details of any handout materials, giveaways or literature to be provided

- 2.2 If the school needs to arrange for an event in less than 14 days, the school shall provide the parent/caregiver with the details as soon as they are confirmed.
- 2.3 Parents/caregivers may exempt their child from events and activities with guest speakers or performances; parents seeking exemption shall make the request for exemption in writing at least three school days prior to the event/activity so that arrangements may be made for the supervision of the student.

DEFINITIONS:

- **Guest Speaker:** A person(s) who has been invited, approved and speaks to or performs for students. For Catholic schools - Catholic clergy and lay parish/diocesan ministers are not considered guest speakers. Board staff who are authorized to work in Catholic schools and provide instruction or support for students are not considered guest speakers.
- **Events/Activities Excluded:** Assemblies (not facilitated by guest speakers) and liturgies/Eucharistic celebrations are not eligible for exemption except where permitted by law.

REFERENCES:

- Better Schools and Student Outcomes Act, 2023
- The Ontario Curriculum
- The Education Act
- The Ontario Catholic School Graduate Expectations

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: August 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

AUTHORIZATION FOR USE OF SCHOOL FACILITIES

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board regularly reviews all policies to ensure compliance and relevance with legislation and corresponding alignment with the mission and vision of our Catholic school system. The Authorization for Use of School Facilities policy was last reviewed by the Board of Trustees on November 26, 2018.

DEVELOPMENT

A belief statement was added, and the policy statement updated. The policy meets the Ministry of Education's guiding principles for community use of schools:

<https://www.ontario.ca/page/community-use-schools>

Revisions have been made to clarify when school facilities are available, assist with the permit application process, and provide examples in the category descriptions to assist community groups in submitting permits. The hourly rates have not changed, with the exception of a small increase to the rate for private music lessons during school hours.

The revised policy will be available for vetting and comment by the community in advance of the policy coming to the Board for approval in September.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives Policy Authorization for Use of School Facilities.



HURON-PERTH CATHOLIC

District School Board

Authorization for Use of School Facilities

| | | | |
|----------|------------------------------|------------------|----------------------|
| Adopted: | January 25, 1999 | Policy #: | P 3.1.4 |
| Revised: | November 26, 2018 | Policy Category: | 3.1 Plant/Facilities |

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes in building positive relationships and partnerships with our parishes, parents, and communities. The Board acknowledges that educational facilities are an integral part of the community and as such add to the spiritual, educational, recreational, and social development of those who share it.

POLICY STATEMENT:

It is the policy of the Huron-Perth Catholic District School Board that as permitted in the Education Act (171-23) it supports ~~in accordance with the Education Act, the Huron-Perth Catholic District School Board may making make~~ available school facilities and grounds available for community use. Provided they are not required for school or Board purposes, ~~premises for any educational or lawful purpose which it may deem proper, provided that it does not interfere with the proper conduct of the school, or does not violate the teaching of the Catholic Church.~~ The use of Board facilities offer a place for our communities to come together, volunteer, build skills, access community programs, become physically active and build strong and healthy communities.

PROCEDURES:

1. Right of School

The primary use of school facilities, building and grounds, is for the delivery of education to students. In granting permission for the use of school facilities, it is understood that school activities, including required facilities repair and maintenance, will take precedence over non-school activities. Applications are not approved solely on a first-come, first-serve basis.

2. Who May Use Facilities

- a) Any responsible individual or organization, excluding political parties both Federal and Provincial, and candidates for municipal and school board elections, may be granted a permit to use school facilities. However, school facilities shall not be available for use by individuals or organizations for private gatherings.
- b) Any use of the facilities that may violate the canons of good morals, manners or taste, or may be potentially injurious to the Board's buildings, grounds or equipment will not be approved.

3. Available Facilities

The accommodation of a school which shall be available are:

- a) Gymnasium – A gymnasium may include the regular area, the spectators' seating space, and if required, the dressing rooms and shower rooms.
- b) Classrooms – Secondary classroom use shall be at the discretion of the principal. The use of a classroom does not include the use of equipment within that classroom.
- c) Kitchen facilities – At the discretion of the principal.
- d) Library - At the discretion of the principal.

Restricted spaces, unless specifically approved by the principal, are not available for rental. These include elementary classrooms, staff rooms, shops, kitchen facilities, science labs, administrative offices, computer rooms, and technical facilities.

4. When Facilities May Be Used

- a) Permits may be granted for use of school facilities throughout the year.
- Permits will not be issued the last week of August and the first two weeks of the new school year.

b) Approval of permits may be subject to custodial coverage.

c) School facilities are not available:

a) ~~Subject to cleaning and maintenance requirements permits may not be approved during:~~

- Professional Activity Days ~~School holidays, including summer vacation~~
- Christmas Break ~~vacation period~~
- March Break
- Statutory Holidays

5. Evening Use

The evening use of school facilities shall terminate no later than 10:00 p.m., the building to be cleared and closed by 11:00 p.m.

Start and end times of availability of school facilities for community use may be adjusted to accommodate custodial work schedules.

6. PRIVATE MUSIC LESSONS DURING SCHOOL HOURS

The Board supports the provision of private music lessons during school hours.

The Instructor for private music lessons during school hours must complete an application and Permit for use of School Facilities.

6. Equipment

Sports and technical equipment such as a public address system, sound equipment, computers, smart boards, internet, etc. will not be available for use by organizations.

The provision of extra tables, chairs, dishes and cutlery shall be the responsibility of the organization renting the building. All tables, chairs, dishes, cutlery and other equipment brought in by the applicant for temporary use shall be removed without delay.

Use of tables and chairs regularly accessible at the school may be subject to a setup fee.

7. Storage of Equipment

The storage of equipment or materials brought in by an organization shall not be permitted with the possible exception of: Cub, Scout, Brownie, Girl Guide, Catholic Parent-Teacher, School Council or YMCA groups. A principal may arrange storage of minor equipment, if space is available and it does not interfere with the operation of the school. The Board accepts no risk or responsibility for the loss or damage of any such equipment stored under this provision.

8. Supervision

The applicant shall be responsible for the conduct and supervision of all persons admitted to the school buildings and grounds, and shall see that all regulations herein contained are strictly observed.

Youth activities held in the facility shall be supervised by a responsible adult who shall be named at the time the application for permit is made. If the program requires the use of more than one room, the organization holding the permit shall provide one adult supervisor for each room in use.

9. Care of Property

- a) The applicant shall be responsible for ensuring that reasonable care is taken to prevent damage to school property.
- b) Rubber soled shoes (approved for gymnastic use) shall be worn in gymnasium or auditorium for gymnastics or sports activities.
- c) The applicant shall insure that the use of any facilities under the permit shall be so conducted as to create minimum interference with normal school operation.
- d) Any damage to school property and equipment must be reported.

10. Liability For Damages

Any damages caused to the facilities or to any school equipment shall be the liability of the party holding the permit.

The Huron-Perth Catholic District School Board, its servants or agents shall not be responsible for any claims for damages that may arise out of the use of the facilities by the applicant.

The Huron-Perth Catholic District School Board, its servants or agents shall not be held liable for any charges which may be made as a result of the use of the facilities by the applicant.

As a condition of the rental, organizations and individuals using the Board facilities must provide proof of valid liability insurance (2 million minimum) with the Board named as an additional insured on the insurance certificate. If the organization or individual does not have insurance coverage, the Board will provide the option for the organization or individual to purchase insurance through the Ontario School Boards Insurance Exchange (OSBIE). The cost to purchase this insurance will be in addition to the permit fee.

11. Access to School

If required, school keys shall be obtained from the Principal or such other agent as designated by the Board. School keys shall be picked up by the applicant prior to each use and returned to the Principal or such other agent of the Board in the morning on the first school day following each use.

Organizations and individuals using facilities or grounds on a regular basis, such as monthly or weekly, may be issued a key by an authorized official of the Board.

12. Regulations Governing The Permit

- a) Standards set out in the Provincial Code of Conduct must be adhered to by all individuals, in accordance with subsection 301(2) of ~~Part XIII~~ of the Education Act.

- b) All policies, procedures and guidelines of the Board and School shall be observed and conformed to.
- b) The facilities shall be used only on the date(s), hours and for the purpose indicated on the permit.
- c) The permit shall not be transferable.
- d) The permit may be revoked or cancelled by the Board at any time, with or without cause and there shall be no claim or right to damages or reimbursement, on account of any loss, damage, or expense whatsoever incurred by the applicant.
- e) The date of the permit may be changed by the Board should the facilities be required for school purposes.
- f) Games of chance, lottery, or gambling in any form shall be strictly forbidden.
- g) No alcohol or cannabis will be consumed on the school premises including school grounds.
- h) No smoking or vaping shall be allowed on school property.
- i) Any individual, group or organization using school facilities assumes full liability for any losses of or damage to school property, or neighbouring property, resulting from such use. Each applicant must obtain adequate liability insurance coverage for the use of the school facilities.
- j) Fees for services and supplies beyond facility use, administration and custodial time are to be billed on a cost recovery basis as determined by the Superintendent of Business.
- k) ~~All fees for use of facilities shall be payable to the Huron-Perth Catholic District School Board.~~

13. Schedule of ~~Rental~~ Fees

- a) The rental fee to be charged an organization for the use of school facilities and premises shall be in accordance with a Schedule of ~~Rental~~ Fees posted on the Board website.
- b) The fee charged shall be remitted to the Huron-Perth Catholic District School Board.

14. Annual Review of Fees

The Schedule of ~~Rental~~ Fees shall be examined and revised when necessary, by the Board.

15. Contract

All of the statements contained in this policy are a part of every contract whether stated or not stated explicitly in the permit.

16. Application for Permit

- a) Any organization, group or individual wishing to use Board facilities must submit a permit application using the online booking system to the Huron-Perth Catholic District School Board for approval.
- b) If the permit application meets all requirements of the Policy the permit application will be forwarded for review and approval. ~~approved.~~
- c) If the permit application does not meet all requirements of the Policy the permit application will not be approved.
- d) Only approved permits will be allowed access to school properties.

- e) Permit application requests should be received as far in advance as possible, preferably at least two (2) weeks before the date of the event.

17. Schedule of Fees

To be eligible to be classified in a specific category, it may be requested that documentation be provided. The Ministry of Education provides school boards with an annual Community Use of Schools grant which boards use to subsidize fees for some groups.

1. GROUP A – Board Sponsored - Exempt (subsidized)

2. GROUP B – Adult Activity/Cost Recovery (subsidized)

| | |
|--------------------------------|------------|
| Classroom/Library/Seminar Room | \$7.00/hr |
| Single Gymnasium | \$10.00/hr |
| Double Gymnasium or Cafetorium | \$15.00/hr |

3. GROUP C - Commercial

| | |
|--------------------------------|------------|
| Classroom/Library/Seminar Room | \$17.50/hr |
| Single Gymnasium | \$38.00/hr |
| Double Gymnasium or Cafetorium | \$57.00/hr |

4. GROUP D – Reciprocal Agreement - Exempt

5. OTHER

Permit applications for use of facilities during the summer must be approved by the Board.

6. Private Music Lessons During School Hours
\$3.75/hour

NOTE:

Custodial fees are charged when a custodian is required to be at a school outside regular working hours. There is a 3-hour minimum charge for weekend rentals. The following hourly rate ~~Where a custodian is required, as determined by the Board, a flat fee and/or an hourly rate as contained in the current Board Custodian Agreement will be charged in addition to the permit fee as per the Schedule of Fees Fee Guideline.~~

| | |
|-----------------------|----------------|
| Group B (subsidized): | \$ 16.00 /hour |
| Group C: | \$ 32.00 /hour |

7. Field or Playground Use

No charge for field or playground use, but permission to use must be submitted as a permit application for approval.

8. Administrative Cancellations/Refunds/No Show Fees

In the event of a school closure or whenever a booking is cancelled by the Board, a refund will be issued for the unused booking. In the event of cancellation by a permit

holder, a full refund will be issued as long as reasonable notice is provided and no costs were incurred by the Board as a result. A no-show fee of \$10.00 per incident will be added to the cost of the permit for groups who fail to use the booked space at any time, without providing **5 days** notice of cancellation.. Insurance costs are only refundable when a permit is cancelled and no bookings have been used. Any change requests for approved permits will incur an administration fee of \$10.00.

9.8. Method of Payment

~~The Board will determine appropriate methods of payment including, but not limited to, cash, cheque or electronic methods.~~ **Method of payment is via electronic methods.**

18. Classification of Groups

GROUP A – Board Sponsored - Exempt (subsidized)

- a) Activities sponsored by the Board.
- b) All activities or programs sponsored by Employee union, association, or federation meetings.
- c) General meetings or activities of Community Health Associations.
- d) All activities or programs of youth groups under the leadership of a responsible adult, **run by recognized not-for-profit organizations**, such as: Boy Scouts, ~~Cubs~~, Girl Guides, ~~Brownies~~, 4-H Clubs, **Cadets**, Junior Farmers' Clubs, ~~Church Youth Groups and similar groups~~.
- e) Meetings and social functions of, or sponsored by, Church associated groups such as Parish Councils, C.W.L., C.Y.O., K. of C., **Church Youth Groups**, and similar parish groups.
- f) ~~Community functions sponsored by local community recreational commissions.~~
- g) Meetings of recognized community service clubs.
- h) Federal, Provincial and Municipal elections.
- i) ~~Local organization functions approved by the school Principal.~~
- j) Registered charitable organizations, such as Red Cross, Heart and Stroke Foundation, and Canadian Cancer Society.

GROUP B – ~~Adult Activity~~/Cost Recovery (subsidized)

Classroom/Library/Seminar Room

Single Gymnasium

Double Gymnasium/Cafetorium

- a) ~~Adult activities~~**activity run on a volunteer basis, such as non-affiliated sports leagues, and recreational groups including instructional dance clubs sponsored by other than a recognized community recreational commission.**
- b) ~~Industrial or business athletic groups and leagues for purposes authorized by the school Principal.~~
- c)
- d) **Concerts, ~~travels~~ and other functions sponsored by service clubs and other local non-profit organizations where the admission charge is used to help defray expenses**

and/or charitable work in the community ~~authorized by the school Principal.~~ i.e.

Rotary, Kinsmen, Optimist, Lions

- e) Board employee events outside of regular school hours approved at the discretion of the principal. (NOT private gatherings)
- f) Day camps or sporting events for youth where registration fees are charged to help defray expenses. i.e. For-Profit youth programs organized by individuals without not for profit status.

GROUP C – Commercial

Classroom/Library/Seminar Room

Single Gymnasium

Double Gymnasium/Cafetorium

- a) Activities sponsored by a profit-making group or individual. Admission may or may not be charged. If admission is charged, funds derived are for the benefit of the organization.
- b) All other groups not included in Groups A & B ~~authorized by the school Principal.~~

GROUP D- Reciprocal Agreements – Exempt

- a) Use of school facilities for events and functions sponsored by organizations with whom the Board ~~HPCDSB~~ has a reciprocal agreement.

NOTE: All principal-recognized activities or programs sponsored by Parent teacher association meetings, school council meetings, student council activities or other school events are deemed to be classified as **Internal** (school or Board sanctioned) use.

19. Concussion Management

Permit holders must read and understand the Board Policy ~~on~~ Concussion Management and accompanying appendices. ~~Policy, 3D:17, together with Appendices A-C.~~

20. Indemnification Agreement

For any permits issued under this Policy, the Organization, its officers and directors agree, jointly and severally to indemnify, protect, and save harmless the Board from all loss, costs, including legal costs, jointly and of any kind, or damages on account or as a result of claims, actions, causes of action or proceedings of any kind against the Board as a result of claims of injury to person (s) or property in any way caused by or resulting from or allegedly caused by or resulting from the negligence or wrongdoing of the Organization, its officers, directors, servants or volunteers arising out of the use of the premises or equipment of the Board or other matters to which this Agreement and the Schedule (s) hereto pertain. The Organization, at its expense, shall defend any such claim, suit, action or proceeding to which the Board is named as additional insured or to which a party seeks to name the board as a party. The Organization shall maintain insurance satisfactory to the Board, and furnish evidence of same to the Board upon request, sufficient to protect it, its officers, directors and servants and the Board from any claim for damages for personal injury, including death, and from claims for property damage as set out above in this Agreement.

DEFINITIONS:

- N/A

REFERENCES:

- The Education Act Sections 171 and 301
- Policy Concussion Management
- Procedure Community Use of Schools

RESOURCES, APPENDICES AND FORMS:

- Government of Ontario Community Use of Schools Bulletin



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: August 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

CYBER SECURITY

Public Session

BACKGROUND

Cyber security has become a topic of increasing interest in recent years, affecting the Broader Public Sector and specifically school boards. The Board participated in a Cyber Maturity Assessment Audit in 2020 to assess the maturity of the Board's cyber security program and to assess the processes in place to mitigate risks relating to cyber security.

DEVELOPMENT

A draft Cyber Security Policy has been prepared. The policy statement confirms the Board's commitment to being risk-focused and responsible in meeting its cyber and data security responsibilities. The draft policy was presented at the June 18, 2024 Audit Committee meeting for discussion.

The policy will be available for vetting and comment by the community in advance of the policy coming to the Board for approval in September.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives Policy Cyber Security.



HURON-PERTH CATHOLIC

District School Board

CYBER SECURITY

| | | |
|-----------------|---|---------------|
| Adopted: | Policy #: | 3.2.3. |
| Revised: | Policy Category: 3.2 Information Communications Technology | |

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes in the benefits that technology can bring to support student achievement and its daily operating activities. As a Catholic learning community, we commit to use these and all technologies in a manner, which is consistent with the Board's Mission and Vision.

POLICY STATEMENT:

It is the policy of the Board that it will be committed to facilitating the secure, safe, responsible and respectful use of technology. The Board will be risk-focused, comprehensive, and responsible in meeting its cyber and data security commitment. The Board recognizes cyber risk management as an important practice that enables the board to align cyber security, cyber safety and digital privacy with board business objectives and business risk, ensuring the most effective and efficient way to mitigate against cyber risks. Procedures supporting this policy will be established in the following areas:

- Cyber Security Governance
- Compliance with Legal and Ministry Requirement
- Security of Sensitive Information
- Cyber Risk Management
- Supply Chain, Cloud and Third-Party Service Providers
- Availability and Reliability of Technology
- Network and Endpoint Security
- Incident and Breach Response Planning and Management
- Monitoring
- Vulnerability and Patch Management
- Access Control and Authorization
- Privacy and Data Protection

DEFINITIONS:

- N/A

REFERENCES:

- Policy Information and Communications Technology
- AP Cyber Security Training and Phishing
- AP Web and Email Content Filtering
- AP Cyber Security (new)

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Karen Tigani, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: August 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

SECONDARY SUMMER SCHOOL 2024

Public Session

BACKGROUND

The Board began offering summer school courses for interested students a couple of years ago based on student interest. Prior to this, students seeking summer school registered with another board. Since that time the summer school program has grown and has been very successful. It is sought after by many students from Grades 9 through 12 for a variety of reasons. This program provides students with benefits including supporting credit accumulation through new credits and retaking credits that were not earned, progress toward graduation where an alternate pace or course load is appropriate, greater flexibility in scheduling options to increase access to courses of interest or need that might otherwise be impossible for them to take. Many students take advantage of summer school to reach ahead in some way while others use it to catch up and improve their overall average.

DEVELOPMENTS

Summer School 2024 was very successful. There were well over 200 students who participated and achieved credits this summer. This included the following breakdown of students:

- 112 students completed the Grade 10 Civics course,
- 113 students completed the Grade 10 Careers course,
- 30 students completed the Grade 11 University English course,
- 24 students completed the Grade 12 University English course, and
- 47 students completed two credit Summer Co-operative Education courses.

Most of the students enrolled in Summer School were Huron-Perth Catholic District School Board secondary students. In addition to our existing secondary students, we also welcomed 38 recent Grade 8 graduates who were looking to jumpstart their high school career by taking either the Grade 10 Civics course or the Grade 10 Careers course, or in some cases, both courses.

Summer School started on July 2 and the last day of classes was July 29. Students received their report cards via the Student Portal on Edsembli and report cards were made available on August 2. The pass rate for students this summer was an incredible 99.98 % and a total of 260 credits were earned by students. There were a total of 11 students from outside of the board who were enrolled from five different school boards across the province.

The staff for Summer School included Principal Chris Grace who oversaw and supervised the staff and programs, Secondary Learning Coordinator Paul D'Hondt who supported the learning management system used by students and staff, teachers for each of the courses offered, as well as administrative support provided by an Office Assistant. We are very pleased with the commitment of this team and the outcomes for so many students.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Secondary Summer School 2024 report for information.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Karen Tigani, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: August 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

FAITH RETREAT AUGUST 2024

Public Session

BACKGROUND

The Board's Religion and Family Life Learning Coordinator and Superintendent of Education offered a retreat experience for all interested staff who desired to come together for a day and a half of faith sharing and community-building, oriented toward the Board's spiritual theme. This is in keeping with our strategic commitment to provide faith formation opportunities for staff. The goal was to provide a retreat experience prior to the start of the new school year and bring staff together from all across the district, from a variety of roles.

DEVELOPMENTS

On August 15-16, a small group of fourteen Huron-Perth Catholic District School Board staff members gathered for a faith formation renewal and community-building retreat called "Surrender and Let God Work". This was hosted at the Benmiller Inn & Spa and facilitated by the Religion and Family Life Learning Coordinator.

The goal of the retreat was to allow the participants the opportunity to slow down to focus on how God is at work in their lives, recognizing His presence in the everyday, and to think about ways that they can bring this recognition into their vocational work in our schools.

The retreat agenda included the following elements:

- Shared prayer time
- Individual prayer time
- Opportunities to explore nature and quiet time with God and one another
- Sharing meals together
- Team-building activities
- Private journaling time

We look forward to offering more opportunities like this retreat in the future.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Faith Retreat August 2024 report for information.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Karen Tigani, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: August 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

LITERACY TEAM SUMMER WRITING PROJECT

Public Session

BACKGROUND

Student achievement and improvement in the area of Literacy is a strategic priority of the Board. The Board employs Literacy and Language Specialist Teachers to support schools through the role of Literacy Resource Teachers. Their guidance, modeling and support in classrooms working directly with teachers and students, during teacher professional learning opportunities, and during teacher planning time has proven to be very valuable and is highly sought after. Additionally, the create, curate, and catalogue literacy-related teaching and learning resources in the Literacy Warehouse for all Huron-Perth Catholic District School Board staff to use.

The move to structured literacy and the addition of early reading screening in all Ontario schools provides a need for increased resources for teachers. A decision was made to direct some funding toward preparing materials to further support classroom teachers in Grades 1-8 in teaching reading and literacy skills.

DEVELOPMENTS

Over the summer, our Literacy Resource Teachers and Literacy Learning Coordinator created new grade-specific reading resources for teacher use starting this fall. This includes 5-day lesson plans directly connected to strategically chosen picture books for every division and grade. The lessons were designed with the new Ontario Language curriculum in mind. These lessons provide targeted, explicit instruction related to developing key literacy skills including:

- Vocabulary development
- Oral language opportunities
- Background knowledge
- Print concepts/Writing

Connections are made within the lessons to content areas for the grade. Where appropriate, there are explicit connections to the Ontario Catholic School Graduate Expectations (OCSGEs), Social Emotional Learning (SEL) concepts that students are familiar with, Science Technology Engineering and Math (STEM), and Equity, Diversity, Inclusion and Anti-Racism (EDIAR). In total 45 lessons were developed over the summer.

Below are some samples from the lesson slide decks that were developed:

From the Kindergarten picture book lesson, based on the story “Your Name is a Song”, here is a sample slide related to vocabulary learning:

| | |
|----------------------------------|---|
| <h1>Magnificent</h1> <p>noun</p> | Magnificent: very good, beautiful, or deserving to be admired |
|----------------------------------|---|

The sunset was a magnificent sight to see at the lake.



Story Connection

In the story, the girl thought the name songs were magnificent. Her lips trembled.

And here is a sample of how the Kindergarten picture book is connected to the Religion program for the grade:

Teacher Notes: Day 5:

Materials Required :

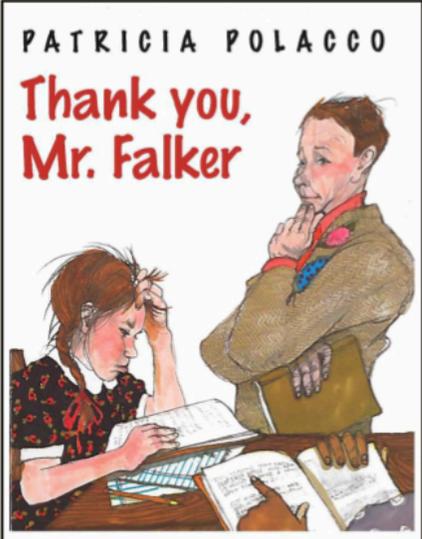
- Religion Unit 1 Song- “God Loves Us”
- My Name is Special Activity
- Prayer Table/Bible

1. Play the song “God Loves Us” to begin the lesson. This song can be found under, Unit 1 Lesson 1.1 in Growing in Faith, Growing in Christ.
2. Introduce your prayer table to the students- show them what is on the table. Bring attention to the bible on the table.
3. Ask the students:
 - a. What is this special book called?
 - b. Why should we keep our name sheets on the table?
 - c. How do our names remind us of God’s love?
4. Make a circle and have each child (with your assistance), read their name and why it is special. Add each name to a book or basket at the prayer table.

Here is a sample slide related to the Grade 8 picture book “Thank You, Mr. Falker” designed to help students practice the skill of summarizing ideas:

| Get the GIST | Today we will learn a new way to summarize the main idea of a paragraph or section of text. This strategy is called get the gist. The gist is the most important idea. It takes some practice, but you can use this strategy to make sure you understand what you read and to remember the most important ideas. As we read, we will stop periodically to get the gist. This means that we'll use this strategy to identify the main idea of each section of text. |
|---|--|
| Step 1: Answer the question: <i>Who or what is this section mostly about?</i> Consider: Is there anyone or anything that is mentioned frequently? Check pronouns, captions, headings | |
| Step 2: Answer the question: <i>What is the most important information about the “who” or “what”?</i> | |
| Step 3: Write your GIST statement. Be sure your GIST statement includes: <ul style="list-style-type: none">- The who or what?- The most important information about the who or what- Is a brief (10 -12 words), but complete sentence | |

From the same book, here is a sample slide with discussion and writing prompts for students, as they consider the experience of a person with reading difficulties:

| | |
|---|---|
|  | Stop and Jot: What experiences impacted Patricia’s view of herself as a reader? Who were the people that impacted her reading identity (positive or negative). List as many influences as you can. Be prepared to share your ideas. |
|---|---|

We hope that these resources will be helpful tools for teachers and that they will be able to use some of the instructional ideas from these stories and apply them to other stories and examples in their classroom.

What is important is that the lessons are built with the development of reading, writing, and communication skills embedded intentionally, to support students as they develop these critical skills across the grades.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Literacy Team Summer Writing Project report for information.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Karen Tigani, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: August 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

MATH TEAM SUMMER WRITING PROJECT

Public Session

BACKGROUND

Student achievement and improvement in the area of Mathematics is a strategic priority of the Board. The Board employs Math Specialist Teachers to support schools through the role of Math Facilitators. Their guidance, modeling and support in classrooms working directly with teachers and students, during teacher professional learning opportunities, and during teacher planning time has proven to be very valuable and is highly sought after. In addition to these formal math leaders, there are many math teachers in our schools who are informal leaders and whom the Math Team engages with to ensure we are meeting student and teacher learning needs. Feedback from teachers often references a need to align student needs with available board-approved resources with the Ontario Math curriculum and learning continuum. In response to this, in the Spring, we determined a course of action that would see our team preparing targeted lesson plan templates and bringing together all of the resources teachers need when they are providing instruction and assessment in Mathematics.

A decision was made to direct some funding toward preparing materials for classroom teachers in Grades 1-8 over the summer, to assist teachers as they begin the 2024-2025 school year. The aim is to get a head start on what is needed and quickly build traction and consistency throughout the district. These resources are a response to the needs identified by teachers and fulfill some of the goals in the Math Achievement Action Plan. This also supports the need that Principals identified to assist them with monitoring fidelity to the curriculum and math programs in our schools. All lessons are housed in the Board's Math Depot.

DEVELOPMENTS

Components of the Lesson Plan Project:

- During June 2024, the Math Team wrote the first units for the [Grades 1-8 Math Scope and Sequence](#), establishing the format and standard for the remaining math lessons
- Eight teacher leaders were hired to write 30 more math lessons each during the summer months
- The lessons will be available on the Math Scope & Sequence page on [Math Depot](#) and our staff intranet's [Educator Resources](#) page.
- Units will be released according to the order of the Math Scope & Sequence, at least one month in advance.
- All 596 Grade 1-8 lessons will be available and linked to the Math Scope & Sequence by March 2025.

How this will assist Teachers:

- These lessons align with the Ontario Math Curriculum and utilize our core resources, MathUP Classroom and Knowledgehook, to deliver comprehensive Tier 1 instruction.
- The Math Scope and Sequence lessons provide educators with repurposed time to invest in their own mathematical content knowledge for teaching and responding to the needs of learners.
- First slides share the vision for our district, connecting the Ontario Catholic School Graduate Expectations and the Math Process Skills.
- Each lesson is organized according to the Effective Math Block with detailed speaker notes and embedded links to our core resources (everything needed is one click away).

How this will ensure more effective use of Math Facilitators' support/expertise:

- Building this foundation of common, system-wide instruction will allow the Math Team to repurpose their time (less "one-off" modeling and more time working with teachers and students during Math classes)
- The Math Team will be timing their system-wide communications and recommendations to align with the lesson topics of the Math Scope and Sequence

How this will advance student learning:

- The Math Scope and Sequence lessons will provide students with more consistent learning experiences in Math
- On-going, common assessments will ensure students understanding and achievement is being monitored
- Schools will have areas of focus that are school-wide and this will support and enhance the ability to engage in and highlight math practices, activities and initiatives for all students, staff and even families throughout the year, to further reinforce the importance of math for learning and the role of math in everyday life
- Principals will be better able to monitor and support math teaching and learning across grades in their school as the content, themes and resource use will be increasingly consistent and predictable.

How we will support this implementation and use (schedule):

- Between September 9 - 20, our three Math Facilitators will meet with every Grade 1-8 teacher one-on-one for an hour to review the key components of the Math Scope and Sequence lessons and establish goals for teacher learning and collaboration
- By the fourth week of September, Math Facilitators will be working with teachers and students in classrooms, supporting the effective implementation of the Math Scope and Sequence lessons
- By end of October, Math Facilitators will support the implementation of our first system-wide common assessment based on the first three units of the Math Scope and Sequence
- Math Facilitators will devote one day a week to reviewing and writing lessons for the Math Scope and Sequence to ensure all 596 lessons are complete by March 2025
- Principals and Vice-Principals will receive learning about this at the August LLC and ongoing throughout the school year.
- Mathematics is a Ministry of Education priority theme for one of the professional development days and the Scope and Sequence will be featured and reinforced once again on that day.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Math Team Summer Writing Project report for information.

Prepared by: Chris N. Roehrig, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: August 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD MULTI-YEAR STRATEGIC PLAN 2024-2027

Public Session

BACKGROUND

The Board recently completed its journey with the 2020-2024 Strategic Plan and received a final report in June of 2024.

Consultations and development of the proposed plan (2024-2027) began in the autumn of 2023 and concluded in July of 2024. At the April Regular Board Meeting of the Board - the Board approved targets for the 2024-2027 Strategic Plan.

Top 15% in the Province on EQAO measure among English Boards; 95% of students who begin and end in our secondary schools graduate in 5 years; 20% Improvement in student attendance AND 100% of schools will participate in regular formation and catechesis informed by the Religion and Family Life Program and Catholic Social Teaching; 100% of schools will explicitly embed Ontario Catholic Graduate Expectations through signs and experiences in all programs; 100% of schools will actively engage with their Family of Parishes.

The Board also approved the artwork that will contribute to Board branding of the Strategic Plan by adopting the artwork of Jennifer Norton's *Pentecost*. The Board has confirmed a licensing agreement with the artist and has begun branding initiatives.



At the Regular Meeting of the Board in May - the Board received an early draft of the plan and another draft in June. The Board offered feedback throughout the process.

DEVELOPMENTS

The final version of the plan presented to the Board for approval is the result of substantial consultations with the community, staff, the Board, the leadership team and program experts. The plan incorporates

the mandatory elements of the plan as directed by the Government of Ontario. This plan (Appendix A) puts our Catholic faith at the forefront of our work while setting the bar for student achievement at the highest possible levels. This plan is aspirational in scope and complexity and inspirational in its vision for a vibrant Catholic school system. This plan will set the course for the work of the Board for the remainder of the term of this Board and into the next - it will guide the budget process and our capital and personnel decisions. It is with great pride and enthusiasm that staff present the strategic plan to the Board for approval.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the Strategic Plan 2024-2027.



On Fire with the Spirit

AWAKEN // ILLUMINATE // REJOICE

“We seek out a joyous school community that takes up the call of missionary disciples to make a difference and turn the tide towards a stronger community of faith.”

Come, Holy Spirit,
fill the hearts of your faithful,
and kindle in us the fire of your love.
Send forth your Spirit and we shall be created,
and You shall renew the face of the earth.

Amen.

On behalf of the Board of Trustees I am very proud to present our 2024-2027 Strategic Plan. It is the fruit of much thoughtful consultation, focused ambition and prayerful reflection. It will serve as the foundation and direction that propels us forward to awaken, illuminate and rejoice in the gift of publicly funded Catholic Education.

I have always been fascinated with the story of Pentecost. I'm awed by the concept of a Spirit so mighty that it blew open doors and permeated fearful hearts with infallible courage, conviction and passion. A Spirit so strong that people were instantly moved to go out and spread the word and the love of Jesus Christ. Now that's a powerful Spirit!!

Our spiritual theme On Fire with the Spirit - Awaken - Illuminate - Rejoice is the anchor for, and will be infused within, our 2024-2027 Strategic Plan. The plan will focus on developing and implementing comprehensive programs and experiences to strengthen Catholic faith formation among students

and staff. It is also aimed at implementing rigorous academic standards through teaching and learning best practices to elevate student achievement to world-class levels.

We extend sincere gratitude and appreciation to those who created and developed this document and to those dedicated to ensuring its implementation. As we work to achieve these goals over the next three years, it is my prayer that the Holy Spirit will continue to guide and inspire the hearts and minds of our students and staff throughout our Huron-Perth system...and maybe even blow open a door or two!!

MARY HELEN VAN LOON
Chair of the Board



It is with great pride that I share the 2024-2027 Strategic Plan with our Catholic community. Our journey that led to this plan began with a communal and spiritual discernment exercise that was rooted in scripture, various forms of prayer, active listening, religious artwork and a strong spirit of goodwill. Out of this experience emerged an extension of the disciples' resurrection encounter in the form of Pentecost. Throughout the consultation process - it was evident that there was a yearning for an opening up to the movement of the Holy Spirit, to adopt the mindset of the early church and to orient ourselves to joy. In other words - as the hearts of the disciples on the road to Emmaus were on fire - we see a need to carry that spirit forward for the next three years.

This plan comes with challenges for us, challenges that will require the adults (and in turn our students) in our community, to make and follow through on a commitment to our personal life of prayer, our communal life of prayer and service, our faith-filled actions and our need to answer the call of leadership. We seek out a joyous school community that takes up the call of missionary disciples to make a difference and turn the tide towards a stronger community of faith. This plan calls us to awaken, illuminate and rejoice. I encourage everyone in our community to adopt the spirit of Pentecost; be like Peter (use fiery words), be like the disciples (speak in words that people will understand), undo division (create unity) and look for every opportunity to transform (like Saul).

This plan is ambitious with regards to student achievement. This plan provides a roadmap for the next three years that aims to simplify our approach, facilitate consistency and improve results in mathematics and literacy. One of the most exciting aspects of this plan is the attention to improved student attendance. Every adult in our community needs to take an active role in this regard. Strong student attendance is a marker for high achievement, strong mental health outcomes and employability. It is evident that we developed some bad habits during the pandemic - we need to erase them in order to improve productivity and success.

There will be some heavy lifting with this plan - I assure you that the Board is committed to deploying resources to make it come to life and to lead to high levels of achievement for our students. I ask for your continued prayers for our community and to embrace the challenge to be on fire with the Holy Spirit and to awaken, illuminate and rejoice!

CHRIS N. ROEHRIG
Director of Education





Strategic Plan

2024-2027

15%

Our students will be in the top 15% in the Province on EQAO assessments among English Boards.

95%

95% of students who begin and end their secondary education in our secondary schools will graduate within 5 years.

20%

There will be a 20% improvement in student attendance.

100%

100% of schools will participate in regular formation informed by the Religion and Family Life Program, the Catechism of the Catholic Church, and Catholic Social Teaching.

100%

100% of schools will explicitly embed the Ontario Catholic School Graduate Expectations in all programs through visible signs and learning experiences.

100%

100% of schools will actively engage with their Family of Parishes.

CATHOLIC FAITH FORMATION

Expectation

The District will expand service learning opportunities for students and ensure that Catholic Social Teachings are widely understood and integrated across all programs.

ACTIONS

Promote experiential learning opportunities for faith formation (outdoor education, retreat centres, parishes, conferences) for all students.

Promote sustainability practices and respect for God's creation through increased awareness of Pope Francis' encyclical: Laudato Si'; Make connections to Outdoor and Environmental Education
Connect to our schools' participation in the Development & Peace Schools program.

Expand the Specialist High Skills Major program in secondary related to Charitable/Non-Profit.

Expand Service Learning opportunities for students locally, provincially, nationally, and globally.

Promote Christian Service opportunities for student and staff participation within the community; Promote volunteer opportunities that are explicitly partnered with the Families of Parishes and Lay Ministry groups (e.g. Catholic Women's League, St. Vincent de Paul, Knights of Columbus, Development and Peace) as well as other charitable groups in the community that align with our focus.

INDICATORS OF SUCCESS

Increase in number of students attending and staff promoting/providing experiential learning opportunities for faith formation.

Both secondary schools offer the Non-Profit Specialist High Skills Major.

Increase in number of secondary students who complete their community service hours through supporting Catholic service groups and groups that connect to Catholic Social Teachings.





Expectation

The District will embed the Ontario Catholic School Graduate Expectations across all programs and ensure that Catholic Social Teachings are widely understood and integrated across all programs.

ACTIONS

Provide staff with the Ontario Catholic School Graduate Expectations resources to support their revitalization in our schools across all subject areas; Make explicit connections to learning skills using resources designed to do this.

Provide monthly Catholic virtues focus (e.g. Cardinal Virtues: Prudence, Justice, Fortitude, Temperance and Theological Virtues: Faith, Hope and Love) for all schools to emphasize the beauty and strength of our faith.

Increase the understanding of the Seven Themes of Catholic Social Teaching and their connection to the Board's spiritual theme.

Create resources that explicitly teach the connection between Catholic Social Teachings, Works of Mercy and curriculum.

Continue to ensure that the principles of Catholic Social Teachings are the foundation of Equity, Diversity, Inclusion and Anti-Racism and Mental Health documents and processes.

INDICATORS OF SUCCESS

Resources are distributed to all schools that support the Ontario Catholic School Graduate Expectations and Catholic Social Teachings.

Resources are distributed to schools each month providing connections to existing resources already in our schools (e.g. books in libraries, science curriculum topics, liturgical seasons, etc.)

Support schools with acquiring, posting and utilizing artifacts reflective of the Seven Themes of Catholic Social Teaching, Corporal & Spiritual Works of Mercy, the Ontario Catholic School Graduate Expectations and Laudato Si.

Expectation

The District will provide ongoing Catechesis and Faith Formation for both staff and students through a variety of modes.

ACTIONS

Provide professional learning resources and information during staff meetings that focus on theological education, religious instruction, and strategies to evangelize and support students in their faith journey.

Maximize faith formation opportunities for staff by organizing spiritual retreats and prayer services.

Support faith formation opportunities and events for students.

Offer and support the Religious Education Additional Qualification course (Part 1) and encourage staff to pursue other courses and programs to enhance their knowledge and understanding of Church teaching and faith practices.

Actively support Sacramental preparation by emphasizing the Sacraments in the "Growing in Faith, Growing in Christ" program.

Actively support the implementation of the new Family Life curriculum and fidelity to the use of the new program "Blessed and Beloved".

Ensure communication with families and parish(es) throughout the year regarding all units of study in the Religion and the Family Life curriculum.

Strategically partner with the Families of Parishes to support Sacramental Retreats so that students, families and parish staff are collaboratively planning and participating.

INDICATORS OF SUCCESS

New and varied faith formation opportunities are offered to staff throughout the year.

Participation in faith formation by staff and students increases.

Religious & Family Life Education digital resources are expanded (e.g. Liturgy & Prayer Shared Drive).

Achieve the minimum enrollment to run the Religious Education Additional Qualification Courses.

Students and Staff actively engage in Sacramental preparation.

Students engage in learning and resources in the new Family Life Education curriculum.

Increased frequency in promotion of school and parish events on school and parish media (e.g. websites, newsletters, social media, bulletins, etc.).

Schools create a schedule based on key dates in school and parish calendars.



Expectation

The District will ensure that each school is guided by a Pastoral Plan to ensure a school wide focus on faith formation in all schools.

ACTIONS

Principals will develop, implement, and monitor an annual Pastoral Plan to support faith in action and faith formation in each school. This will also ensure adherence to the Religion and Family Life programs, active celebration of the liturgical seasons and engagement with the Family(ies) of Parishes connected to the school.

INDICATORS OF SUCCESS

All schools will have a Pastoral Plan. This plan will be shared with staff and will be monitored and updated on an ongoing basis.

Expectation

The District will provide resources and support to ensure that students writing provincial assessments have targeted, playful practice opportunities built into their learning to improve students' literacy learning and achievement.

ACTIONS

Ensure all classroom teachers have access to high quality resources to prepare students for the Grades 3 and 6 Language (Reading, Writing) and Grade 10 Literacy assessments.

Track access by school staff to the District's Educator Toolkit website; this will show active use by all schools across the District of tools designed to support student preparation for the provincial Language and Literacy assessments in Grades 3, 6 and 10.

INDICATORS OF SUCCESS

All Grade 3 and 6 classrooms will be offered support prior to the Language assessments and students will engage in practice questions with feedback and follow-up as needed.

There will be an improvement in student achievement above our students' average performance over the past 3 years in Grades 3 and 6, as measured by the provincial Language assessments (e.g. EQAO).

Grade 3 student results will improve by 5% in reading and 10% in writing.

Grade 6 student results will improve by 5% in reading and in writing.

Over 80% of secondary students will achieve success on the Ontario Secondary School Literacy Test the first time they write it.



Expectation

The District will implement a Multi-Tiered System of Support for Literacy (K-8) and an accompanying assessment framework.

ACTIONS

Implement and monitor the Multi-Tiered System of Support for Literacy programming in primary, junior and intermediate divisions:

Tier 1:

- Explicit, systematic classroom instruction based on a scope and sequence
- Whole and small group instruction and small group intervention
- Universal Screener to determine who is at risk for future reading difficulties
- Diagnostic for students who screen at risk to identify skill deficits and inform next steps
- Progress monitoring for students in small group intervention
- Outcome measures

Tier 2:

- In addition to Tier 1 with more targeted instruction, increased intensity, repetitions and scaffolding
- Progress monitoring to ensure interventions are effective and adjust as needed

Tier 3:

- In addition to Tier 1 with an even greater increase in intensity, smaller groups, repetitions and scaffolding
- Progress Monitoring to ensure interventions are effective

INDICATORS OF SUCCESS

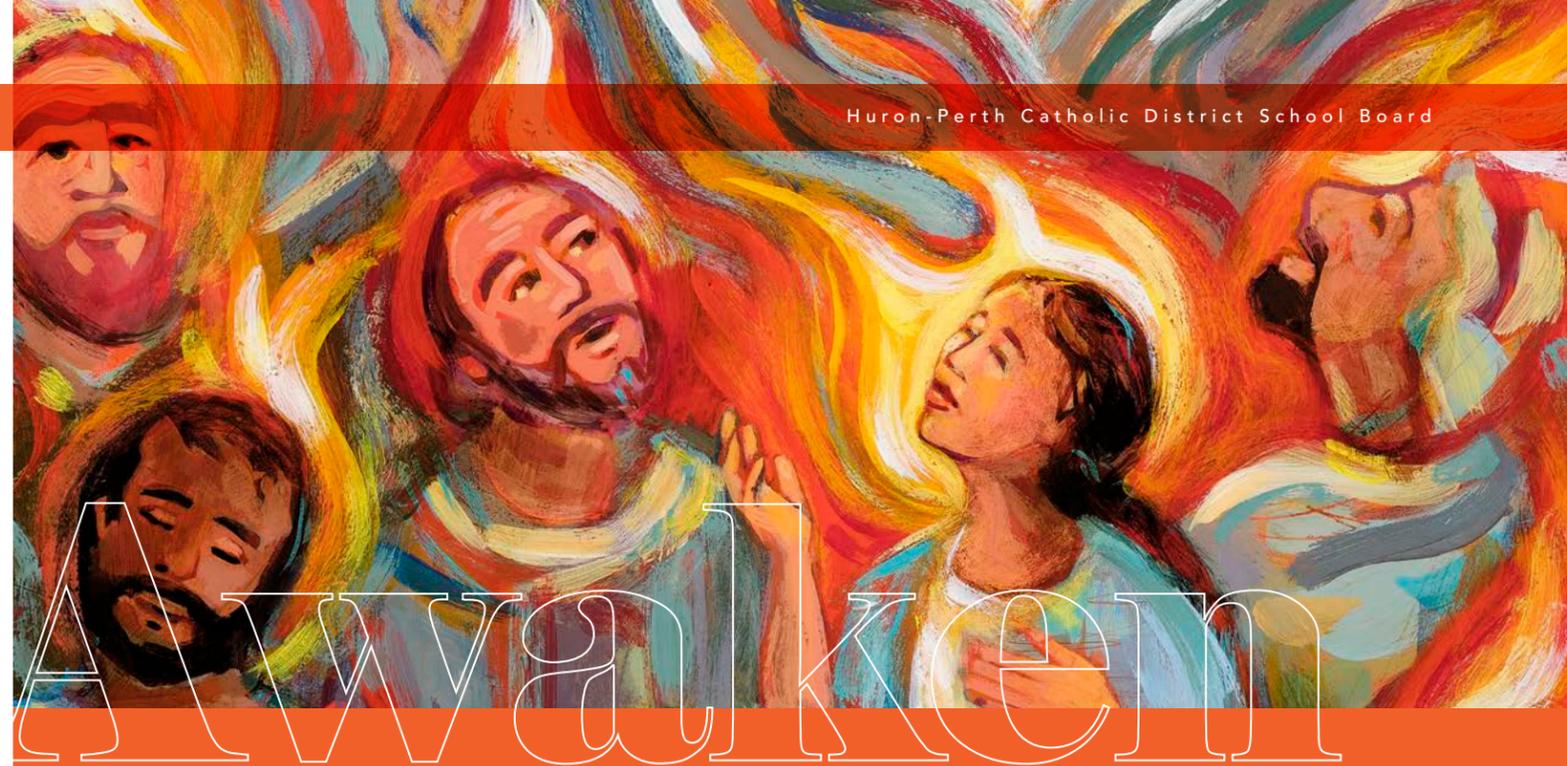
All students in primary will be screened using the early reading screener.

By the end of Grade 3, 80% of students will achieve at or above benchmark on our reading screening assessment.

By the end of the year, students in K-6 will improve their foundational reading skills by meeting or exceeding grade level benchmarks, relative to their starting point as measured by their composite score on the reading screening tool.

Consistent improvement of skills as measured by progress monitoring for students receiving Tier 2 and Tier 3 interventions. Increase in number of students moving from Tier 3 to Tier 2 and/or Tier 1, and from Tier 2 to Tier 1.

Increase in student achievement is evident in common assessments and report card data.



Expectation

Schools will implement the Effective Literacy Block (K-8).

ACTIONS

Implement the Effective Literacy Block that will include the following elements:

Primary Division includes explicit instruction in:

- Phonemic Awareness (e.g. Heggerty)
- Phonics/Decoding/Encoding (e.g. UFLI, Lexia)
- Fluency
- Language Comprehension through oral language and vocabulary development
- Small Group Instruction/Intervention (extension of whole group lesson/student skill building)

Junior/Intermediate Division includes explicit instruction in:

- Language Comprehension by developing background knowledge and exploring a range of texts
- Vocabulary/Word Study
- Writing along with syntax or grammar structures
- Small Group Instruction/Intervention-based on need and immediate corrective feedback

INDICATORS OF SUCCESS

All teachers implement and principals and vice-principals monitor the use of explicit, systematic instruction and an effective literacy block. This practice is consistent across all elementary schools and divisions.

There is evidence of explicit instruction and fidelity to the implementation of structured literacy instruction and interventions across Tiers 1, 2 and 3 in all schools.

Expectation

The District will monitor student achievement in Literacy at the system level, by gathering and analyzing student achievement data.

ACTIONS

Develop and subsequently implement an assessment framework to support the Effective Literacy Block and the Multi-Tiered System of Support to be used at the school and classroom levels.

The assessment framework will include elements to support student learning that will include:

- Universal Screening (Identify who is at risk)
- Diagnostic Assessments (Identify strengths, needs and potential next steps)
- Progress Monitoring (Is the instruction/intervention working?)
- Outcome (Evaluation)

Implement a system of monitoring progress at the student, classroom, school and system levels that will include:

- System-wide monitoring of student progress using the Board's screening tool at least twice per year.
- Strategic and ongoing collaboration between school-based Special Education Resource Teachers, Literacy Resource Teachers, and Classroom Teachers to support a whole school approach to reading and implementing a data-driven, collaborative Multi-Tiered System of Support framework.
- Establish district targets for student achievement in Literacy for each grade K-8.
- Use progress monitoring measures to monitor student reading achievement.

INDICATORS OF SUCCESS

District achievement will be reported to the Board twice per year. These reports will include current progress and next steps for continuous improvement.

Build capacity of elementary teachers to administer universal screeners, diagnostic assessment, and progress monitoring to determine students at risk, identify lagging skills, and confirm if instruction and/or intervention is effective:

- During first collection cycle, Literacy Resource Teachers will shadow classroom teacher during screening to provide immediate feedback and support
- Literacy Resource Teachers will score subtests with classroom teacher to reduce variability among teachers and schools
- Literacy Resource Teachers will input data into system
- Literacy Resource Teachers and Literacy Learning Coordinator will meet with school teams (Principals, Special Education Resource Teachers, classroom teachers) to analyze data and determine next steps in support
- Literacy Resource Teachers and Literacy Learning Coordinator will continue this cycle at least 2 times per year to monitor progress

Expectation

The District will develop, implement and monitor the success of a system of professional development to improve literacy results across all grades (K-12).

ACTIONS

Implement a system of professional development that will include the following elements:

- Building capacity in educators to effectively implement Structured Literacy (K-8)
- Use the instructional coaching model to support educators within the classroom through modelling, co-planning and co-teaching
- Explicitly teach educators the core components of an Effective Literacy Block
- Provide access to quality resources to support consistent understanding and implementation of the Multi-Tiered System of Support for Literacy (K-12).

Coordinate efforts and support from the Literacy Team, the Special Education Team and curriculum leaders at the District and school levels to align with the Multi-Tiered System of Support. This will include designing co-learning opportunities that take various aspects of adult learning needs in mind, rooted in student learning needs.

INDICATORS OF SUCCESS

All schools show evidence of regular engagement with professional learning (through resource use and access of system literacy leaders) on the Multi-Tiered System of Support and effective literacy instruction.

All schools will have targeted visits and support from Literacy Resource Teachers. This will be tracked and monitored to determine trends and inform next steps in planning and professional learning.



Expectation

The District will implement practices to ensure collaboration and consistency across the Intermediate and Senior Divisions.

ACTIONS

Provide Principals and Vice-Principals, Secondary English Teachers, and all secondary educators preparing students for the Ontario Secondary School Literacy Test learning and resources to support the continuation of the Multi-Tiered System of Support in secondary school and best practices in Literacy instruction.

Provide learning and resources for Secondary Department Heads to support the consistent implementation of a Multi-Tiered System of Support in secondary.

Implement a system of collaboration and sharing of effective Literacy teaching and learning practices for Grades 7 - 10:

- Build capacity in educators to effectively implement high-yield strategies, based on reading research and evidence, and the new Ontario Curriculum.
- Engage educators from all content areas regarding how to incorporate literacy learning within their course(s).

Implement a system of monitoring progress for Grades 7 - 10 to support achievement on the Ontario Secondary School Literacy Test.

Implement a practice test program for Grade 9 students.

Develop targeted lessons for students writing the Ontario Secondary School Literacy Test.

INDICATORS OF SUCCESS

All students transitioning between our elementary and secondary schools will receive classroom visits and support from members of the system team (e.g. Transitions and Guidance Teacher, Literacy Resource Teacher, etc.) oriented toward consistent, ongoing practices and success in literacy.

All secondary school courses will have effective literacy strategies embedded.



Expectation

The District will provide resources and support to ensure that students writing provincial assessments have targeted, planful practice opportunities built into their learning to improve students' mathematics learning and achievement.



ACTIONS

Ensure all classroom teachers have access to high quality resources to prepare students for the Grades 3 and 6 Math and Grade 9 Mathematics assessments.

Track access by school staff to the District's Educator Toolkit website; this will show active use by all schools across the District of tools designed to support student preparation for the provincial Mathematics assessments in Grades 3, 6 and 9.

INDICATORS OF SUCCESS

All Grade 3 and 6 classrooms will be offered support prior to the provincial Mathematics assessments; students will engage in practice questions with feedback and follow-up as needed.

Expectation

The District will improve students’ results in Mathematics by implementing a systematic approach to teaching Mathematics including a scope and sequence.

ACTIONS

Ensure fidelity to the scope and sequence provided by the District to ensure students are consistently accessing grade level mathematics curriculum, supported by carefully curated tools and resources.

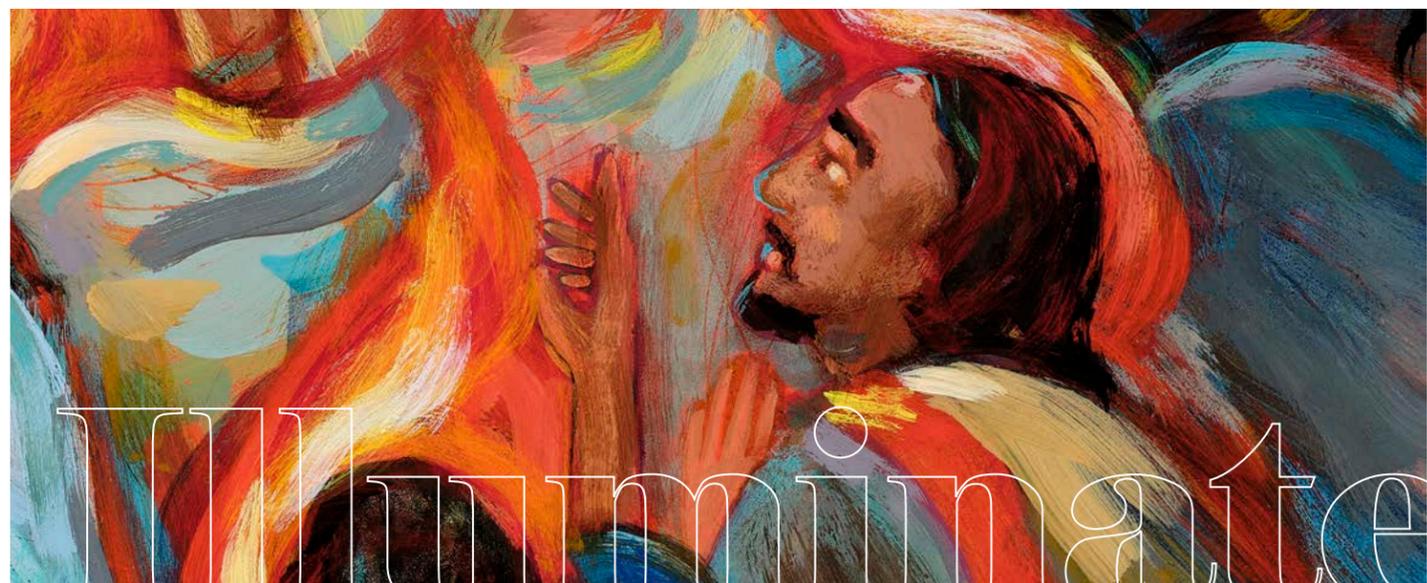
Mathematics lesson planning tools are provided to teachers to support consistency among classrooms and between grades.

Close monitoring of the use of mathematics scope and sequence and curriculum continuum by Principals will support consistent implementation.

Support teachers through instructional coaching and support with recommended professional learning resources.

INDICATORS OF SUCCESS

There will be a 10% improvement in student achievement above our students’ average performance over the past 3 years in Grades 3, 6 and 9 as measured by the provincial Mathematics assessments (e.g. EQAO).



Expectation

Schools will implement a Multi-Tiered System of Support for Mathematics (K-8).

ACTIONS

Implement and monitor a Multi-Tiered System of Support for Mathematics programming in primary, junior, and intermediate divisions. Common elements will include:

Tier 1:

- High quality classroom instruction which includes the consistent application of the High Impact Instructional Practices.
- Effective Math Block
- Day 1: 3 part lesson & formative assessment
- Day 2: Differentiated small group instruction based on Day 1 data
- Universal Design for Learning
- Concrete Representational Abstract model
- Differentiated Instruction & Assessment
- Structuring classroom environments and routines to support effective small group instruction
- Use of formative assessment to inform small group instruction
- Scope and sequence of grades 1-8 Ontario Mathematics curriculum

Tier 2:

- Additional instruction and support for struggling students that focuses on specific skills students need to progress and access grade-level curriculum with an emphasis on numerical reasoning
- Tier 1 plus more instruction, repetitions and scaffolding
- Universal Screener “at some risk”
- Pre and post-module assessments and progress monitoring
- Explicit, step-by-step instruction with emphasis on strategies, tools, and vocabulary
- Continued progress monitoring to ensure interventions are effective

Tier 3:

- Tier 1 plus more instruction, repetitions and scaffolding
- Universal Screener “at risk”
- Progress Monitoring to ensure interventions are effective

INDICATORS OF SUCCESS

Benchmarks for Math will be established to support classroom, school and system monitoring of student progress.

Targets will be developed based on common assessments and use of a digital formative assessment tool.

Students’ confidence as a learner in mathematics will increase as they experience consistency across grades and years. Students will self-report that they see themselves as competent mathematics learners on the provincial assessment questionnaire.

Expectation

Schools will implement the Effective Mathematics Block (K-9).

ACTIONS

Implement and Monitor the fidelity to an Effective Mathematics Block that will include the following elements:

- Day 1:
 - Minds On
 - Action
 - Consolidation
 - Formative assessment
- Day 2:
 - Differentiated small group instruction based on Day 1 data
 - Number Talks (to support the development of numerical reasoning)

INDICATORS OF SUCCESS

Observations of classroom instruction and student learning consistently demonstrates use of the Day1/ Day 2 struction. There is evidence of students working in small groups on Day 2, based on their needs, informed by Day 1.



Expectation

The District will implement an assessment framework to support the Multi-Tiered System of Support for Mathematics and Effective Math Block, and to monitor progress of student learning in Mathematics.

ACTIONS

The assessment framework will include elements to support student learning that will include:

- Assessments derived from Board resources (e.g. MathUP and Knowledgehook) based on Number strand expectations
- Common Assessments
- The Early Numeracy Screen
- Teacher developed assessments
- Knowledgehook assessments

Implement a system of screening and monitoring of student achievement and progress at the student, classroom, school, and system-level that will include:

- Establish district benchmarks for student achievement in Mathematics for each Grade K-8.

INDICATORS OF SUCCESS

Assessment Framework Targets will be based on administration of the Early Numeracy Screen for K-2 and the Progress Assessments in Knowledgehook in Grades 3-8.

Students will demonstrate conceptual understanding of number sense and operations as they develop from counting strategies to additive reasoning (Primary), from additive to multiplicative reasoning (Junior), and from multiplicative to proportional reasoning (Intermediate) in order to solve problems with efficiency, accuracy, and flexibility.

Monitor district achievement and provide reports to the Board twice per year relative to the district plan and provincial assessment (i.e. EQAO) results.

Expectation

The District will implement a system of professional development to respond to instructional needs in Mathematics.

ACTIONS

Implement a system of professional development that will include the following elements:

- Develop teacher capacity to implement and principal capacity to monitor the Scope and Sequence
- Develop teacher capacity to implement and principal capacity to monitor the Effective Math Block lessons
- Develop mathematical content knowledge for teaching and leading in regards to Numerical Reasoning continuum

INDICATORS OF SUCCESS

Teachers will be invited to respond to surveys about their professional learning needs, their use of the human and other resources provided by the District, and next steps in their learning. This will be used to target professional learning and resource development and allocation.

“Strong student attendance is a marker for high achievement, strong mental health outcomes and employability. It is evident that we developed some bad habits during the pandemic - we need to erase them in order to improve productivity and success.”

CHRIS N. ROHRIG



Expectation

The District will implement practices to ensure collaboration and consistency across the Intermediate and Senior Divisions.

ACTIONS

Implement effective opportunities for collaboration related to Mathematics teaching and learning practices for Grades 7 - 9. A focus on the consistent use of best practices in all Mathematics classrooms Grades 7-10 will inform this.

Implement a system of monitoring progress for Grades 7 - 9 to support achievement on the Grade 9 provincial Mathematics assessment (e.g. EQAO).

INDICATORS OF SUCCESS

Tracking of student achievement in Mathematics between Intermediate grade levels will be analyzed to support transitions between these grades and prepare students for the secondary Mathematics program.

Preparation for the Grade 9 provincial assessment in Mathematics will include playful use of and response to prior student achievement data and identified needs.

Expectation

The District will implement and enrich experiential learning programs to increase the number of students pursuing the skilled trades and apprenticeships.

The District will implement programs to prepare students for their post-secondary pathway (e.g. world of work, apprenticeships, college or university).

ACTIONS

Secondary schools will offer rich experiential learning programs that are aligned to student interests, labour market trends and contribute to high graduation rates including the following:

- Ontario Youth Apprenticeship Programs
- Specialist High Skills Major Programs
- Cooperative Education Programs
- Dual Credit Programs

Secondary Schools will connect and communicate regularly with community and industry partners to ensure alignment with labour market trends and employment needs (e.g. skills, experience, etc.)

An Experiential Learning Advisory Team will be created to support the coordination of experiential learning programs and communication about them across the District.

INDICATORS OF SUCCESS

There will be an increase in the number of students participating in the Ontario Youth Apprenticeship Program, the Specialist High Skills Major Programs and the Dual Credit Programs.

There will be an increase in the diversity and availability of certifications and reach-ahead learning experiences to reflect all Specialist High Skills Major programs offered in our schools.

There will be greater awareness of programs and effective communication within the District.

Rejoice



Expectation

The District will implement systems to enable early identification and support for students who are at risk of not graduating.

ACTIONS

Secondary School Student Success Teams will continue to identify, support and monitor programs and outcomes for students who are at risk. These Teams will meet at least bi-weekly to review progress and to create and implement strategies to improve student success.

Schools will implement in-term progress reporting to support early identification of students at-risk of not achieving academic goals.

Schools will create mechanisms to identify students at-risk, provide systems of support and flexible programming to improve credit accumulation

Schools will create and implement flexible academic programs and delivery modes for students at-risk of not succeeding (e.g. Choices)

Schools will create and implement programs to support struggling and disengaged students (e.g. Homework Help, Student Writing Centre).

Schools will create and implement a system of instructional coaching for teachers to support responsive teaching and learning practices, in light of students' needs.

INDICATORS OF SUCCESS

The success rates of students who are receiving support through various Student Success initiatives over time will positively impact graduation rates and credit accumulation.

Student achievement of 8 credits by the end of Grade 9 and 16 credits by the end of Grade 10 will be met at a rate exceeding the provincial rate.

Schools will implement systems to monitor and improve credit accumulation

Expectation

The District will implement and monitor a Multi-Tiered System of Support that will result in improved student attendance.

ACTIONS

Ensure that schools follow an multi-tiered attendance support program that includes the following common elements:

Tier 1:

- Communication Strategy and Role Clarification (students, parents/caregivers, staff) is clearly articulated
- The importance of regular attendance is promoted by all stakeholders
- Parents and staff are engaged through resources that foster a community-wide approach to improving student attendance.
- Establish and enforce consistent attendance administrative procedures.
- Provide professional development for staff on best practices for promoting attendance and integrating these practices into the curriculum and daily routines.

Tier 2:

- Develop and implement structures and follow-up procedures in response to problematic attendance including targeted intervention and regular monitoring.

Tier 3:

- Involve attendance counsellors for cases of chronic absenteeism, providing support and intervention plans for students and families, and ensuring these efforts are monitored and adjusted as needed.

The district will establish benchmarks for student attendance and report on progress to the Board twice per year.



INDICATORS OF SUCCESS

There will be an increase in the number of available workshops/presentations, resources and documents developed and disseminated among students, staff and parents/caregivers to support Attendance.

An analysis of annual attendance rate data gathered from the Student Information System will show the following:

- The district will achieve an average daily student attendance of 95%.
- The district will achieve an annual reduction in prolonged student absenteeism rates.

Expectation

The district will implement Science, Technology Engineering and Mathematics (STEM) programs K-12 with an increasing emphasis on inquiry-based activities in elementary classrooms.

The district will increase access to technology and hands-on learning tools to support learning.

ACTIONS

Provide students with multiple, rich opportunities to develop skills in Science, Technology, Engineering and Mathematics that align with the curriculum and support student learning and skill development in these areas.

Ensure thoughtful curriculum integration across various subject areas to highlight the interconnectedness of these fields of study. Include connections to the Ontario Catholic School Graduate Expectations.

An annual Science, Technology, Engineering and Mathematics Fair will be organized to showcase student development in these areas.

Formative assessment practices will be enhanced to include the Engineering Design Process; Establish a community of practice for Intermediate (e.g. Grades 7 - 10) educators to share strategies and resources related to Engineering Design Process-based assessments.

Schools and classrooms will be equipped with age-appropriate technology and tools for learning. These may be shared across the District and/or provided for each school, as deemed appropriate.

Foster partnerships with community organizations and industry professionals to provide workshops and resources to enrich hands-on learning for students.

INDICATORS OF SUCCESS

Increase the diversity of partnerships to span various Science, Technology, Engineering and Mathematics fields.

Increase in student participation in activities and programs related to Science, Technology, Engineering and Mathematics.

Increase the number of students participating in Skills Ontario (or similar events) and continue to have our students place in the top half of the province at the competitions.

Professional Learning for Teachers includes Science, Technology, Engineering and Mathematics.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: August 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

2024-2025 CORE ED FUNDING: CLASSROOM STAFFING FUND & LEARNING RESOURCES FUND

Public Session

BACKGROUND

The 2024-25 Core Ed included restructuring changes that streamlined the funding formula to make it easier to understand. While funding may be allocated through a specific fund, school boards have flexibility within the accountability framework. Core Ed is made up of the following six funds:

Classroom Staffing Fund (CSF):

The Classroom Staffing Fund supports the majority of staff that work in classrooms, including teachers, early childhood educators (ECEs) in kindergarten classrooms and some educational assistants (EAs). Note that the primary source of funding for EAs is the Special Education Fund.

Learning Resources Fund (LRF):

The Learning Resources Fund supports the costs of staffing typically required outside of the classroom to support student needs, such as teacher-librarians / library technicians, guidance counselors, mental health workers, school management staff as well as non staffing classroom costs, such as learning materials and classroom equipment.

Special Education Fund (SEF):

The Special Education Fund supports positive outcomes for students with special education needs. This funding is for the additional costs of the programs, services and/or equipment these students may require.

School Facilities Fund (SFF):

The School Facilities Fund supports operating (including cleaning and utilities), maintaining, renovating and renewing school buildings. It also provides additional support for students in rural and northern communities.

Student Transportation Fund (STF): The Student Transportation Fund supports the transportation of students between home and school.

School Board Administration Fund (SBAF): The School Board Administration Fund supports governance and administration costs for the operation of the school board, including its board offices and facilities, as well as for parent engagement activities.

DEVELOPMENTS

Detail between elementary and secondary funding within the Classroom Staffing Fund and the Learning Resources Fund are provided below:

| Classroom Staffing Fund (CSR) | Elementary | Secondary | TOTAL |
|--|---------------------|--------------------|---------------------|
| <i>Per Pupil Allocation</i> Classroom staffing costs (i.e. teachers, DECEs and some EAs) | 17,298,421 | 6,215,563 | 23,513,984 |
| <i>Language Classroom Staffing Alloc</i> For classroom-based-English- language and French-language instruction staff | 648,933 | 98,241 | 747,174 |
| <i>Local Circumstances Staffing Alloc</i> Additional funding for classroom staffing (i.e., teachers, ECEs, EAs) to recognize variation in costs across school boards. Also includes benefits funding (largely Employee Life and Health Trust (ELHT) benefits) | 4,666,523 | 1,720,740 | 6,387,263 |
| <i>Indigenous Education Classroom</i> For educators to deliver Indigenous Education | 0 | 14,381 | 14,381 |
| <i>Supplementary Staffing Allocation</i> For classroom-based staff to help students facing barriers to success | 366,429 | 160,326 | 526,755 |
| TOTAL | \$22,980,306 | \$8,209,251 | \$31,189,557 |

| Learning Resources Fund (LSR) | Elementary | Secondary | TOTAL |
|--|-------------------|------------------|--------------|
| <i>Per Pupil Allocation</i> For classroom materials and resources as well as various staff supporting students outside of the classroom | 2,016,925 | 1,132,003 | 3,148,928 |
| <i>Language Supports & Local Circumstances</i> Additional funding for classroom materials and resources supporting the implementation of English-language and | 1,300,834 | 446,249 | 1,747,083 |

| | | | |
|--|--------------------|--------------------|---------------------|
| French-language instruction, as well as for other staff and learning resources. | | | |
| <i>Indigenous Education Supports</i> For programming and initiatives that address the academic success and well-being of Indigenous students and build the knowledge of all students and educators. This includes funding for an Indigenous Education Lead. | 309,956 | 113,638 | 423,594 |
| <i>Mental Health & Wellness</i> Initiatives and staffing related to student mental health and wellness, professional development, and work with community partners | 398,361 | 353,083 | 751,444 |
| <i>Student Safety & Well-Being</i> For activities, staff, and programming focused on promoting well-being and inclusive education. | 91,732 | 33,632 | 125,364 |
| <i>Continuing Education & Other Prgs.</i> For programs primarily outside the regular day-school program (e.g., tutoring, adult education, summer school). | 43,886 | 182,686 | 226,572 |
| <i>School Management</i> For administration and leadership and related costs in schools (PVPs/OAs/Office Supplies) | 3,493,198 | 980,664 | 4,473,862 |
| <i>Differentiated Supports</i> For program leadership and to support school boards in offering a wide range of programs tailored to the local needs of their students | 650,658 | 667,827 | 1,318,485 |
| TOTAL | \$8,305,550 | \$3,909,782 | \$12,215,332 |

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2024-2025 Core Ed Funding: Classroom Staffing Fund & Learning Resources Fund Report.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: August 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

AUDIT COMMITTEE JUNE 2024 MEETING REPORT

Public Session

BACKGROUND

Section 15 of Ontario Regulation 361/10, "Audit Committees", requires an Audit Committee to report to the Board of Trustees. There are three types of reports (annual, ministry, meeting), and two frequencies for Audit Committee reporting. The detailed annual report and Ministry report are completed annually. The meeting report is to be done after each meeting. The meeting report can be oral and/or written.

DEVELOPMENT

Items brought forward for information and discussion at the June 2024 meeting were:

1. November 30, 2023 Financial Statements
2. February 29, 2024 Financial Statements
3. Policy Cyber Security
4. June 2024 Audit Committee Report

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Audit Committee June 2024 Meeting Report for information.



HURON-PERTH CATHOLIC

District School Board

June 24, 2024

Dear Members of our Board's Indigenous Committee:

There has been discussion, and concern, around our Board table regarding the fact that a land acknowledgment is not a part of our meetings. There has also been discussion, and concern, that we follow the lead of our Indigenous Knowledge Keepers in this regard.

As a result, I am sending this correspondence on behalf of our Board to be clear on the direction from this committee in this regard. We greatly value your wisdom and wish to respect the relationships that have been created, your desires and your culture.

If a land acknowledgment at this time is still not recommended, could you please share the reasons why not. I think this would provide a valuable learning experience for all of us in order to create better understanding. Or, if it something you might consider, what you recommend a land acknowledgement could look like,

Thanks so much for sharing your time and your wisdom. As a Board we want to be mindful of honouring your wishes.

Sincerely,

Mary Helen Van Loon, Chair
Huron-Perth Catholic District School Board

