

Regular Board Meeting
May 25, 2026 - 3:00 p.m.

AGENDA

- 1. Opening Business**
 - 1.1. Opening Prayer & Condolences - Deacon McPhee and Trustees Pages 3-4
 - 1.1.1. Mass cards and condolences on behalf of the HPCDSB for May were sent to the family of Mike Varallo, father to Pat Varallo, Manager of Facilities at the Catholic Education Centre, on his passing; to the family of Sandy MacMillan, former Educational Assistant with the Huron-Perth Catholic DSB on her passing. Pages 1-2
 - 1.2. Attendance
 - 1.3. Approval of the Regular Board Meeting Agenda of May 25, 2026. Pages 5-11
 - 1.4. Declaration of Interest
 - 1.5. Approval of the Regular Board Meeting Minutes of April 27, 2026.
 - 1.6. Business Arising from the Minutes of the Regular Board Meeting of April 27, 2026
- 2. Presentations**
- 3. Delegations**
- 4. Consent Agenda**
 - 4.1. Board Highlights for May Pages 12-21
 - 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of April 20, 2026. Pages 22-27
 - 4.3. Approved Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Committee Meeting Minutes of January 13, 2026. Pages 28-30
 - 4.4. Approved Catholic Education Team (CET) Committee Meeting Minutes of November 11, 2026 Pages 31-33
 - 4.5. Approved Catholic Education Team (CET) Committee Meeting Minutes of March 10, 2026 Pages 34-35
 - 4.6. Approved Huron Perth Student Transportation Services Steering Committee Meeting Minutes of February 3, 2026 Pages 36-37
 - 4.7. Facility Projects (Various) WALK-IN
- 5. Committee and Staff Reports**
 - 5.1. Policy**
 - 5.1.1. Board Policies for review: N/A
 - a) Artificial Intelligence (P3.2.2.) Pages 38-46
 - b) Trustee Expenses (P1.2.3) Pages 47-52
 - 5.1.2. Board Policies recommended for approval/rescinding:
 - a) Assessment, Evaluation and Reporting (P2.2.8.) Pages 53-57

5.2. Student Achievement and Catholicity

5.2.1.	Cyber Safety Learning Plan	Pages 58-59
5.2.2.	Mental Health Report	Pages 60-70
5.2.3.	Multi Language Learning report	Pages 71-72
5.2.4.	Student Trustees' Report	Pages 73-75

5.3. Corporate Services and Operations

5.3.1.	Buy Ontario Procurement Directive	Pages 76-77
5.3.2.	2025-26 Budget Update Report Core Education Funding Announcement	Pages 78-83

6. Information and Correspondence

7. Notices of Motion

8. Notices of Motion Considered for Adoption

9. Trustee Inquiries

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

- June 3, 2026 - CPIC Meeting
- June 8, 2026 - SEAC Meeting
- June 12, 2026 - SLICE
- June 15, 2026 - Regular Board Meeting
- June 16, 2026 - EDIAR Meeting
- June 18, 2026 - Bishop's Dinner
- Thursday, June 25, 2026 - Secondary Catholic School Graduations

13. Closing Prayer - Deacon Dan McPhee, Board Chaplain

14. Adjournment



HURON-PERTH CATHOLIC

District School Board

Regular Board Meeting - Monday, May 25, 2026

INTENTIONS AND OPENING PRAYER - Board Chaplain, Deacon Dan McPhee

Deacon Dan

May the Grace of our Lord Jesus Christ - the love of God - and the Communion of the Holy Spirit be with you...

All

And with your spirit...

Deacon Dan

Intentions: Let us bring our prayers before our Father, who we know, loves us!

For precious little ones born into new life this past month; especially welcoming: Dawson MacDonald and Clara Robson

We pray! Lord, hear our prayer...

For our friends and family members born into eternal life this past month, especially remembering: Mike Varallo and Sandy MacMillan

We pray! Lord, hear our prayer...

For intentions we hold in our hearts. For our own needs, and for the needs of our own family and friends at this time. We pray! Lord, hear our prayer...

Luke 1:46-55...Mary's Magnificat – her grateful song of praise – upon sharing her good news with her cousin Elizabeth. She stayed there, three months...in service to her.

Dcn. Dan

Let us pray all together:

My Soul Proclaims the greatness of the Lord...

My Spirit rejoices in God my Saviour...

For He has looked with favour on His lowly servant...

From this day forth, all generations will call me blessed:

The almighty has done great things for me!

Holy is His name.

He has mercy on those who fear him, in every generation.

He has shown the strength of His arm,

He has scattered the proud in their conceit.

He has cast down the mighty from their thrones, and has lifted up the lowly.

He has filled the hungry with good things, and the rich He has sent away empty.

He has come to the help of his servant Israel...for he has remembered his promise of mercy,
The promise He made to our fathers, to Abraham and his children, for ever!
Glory to the Father and to the Son and to the Holy Spirit, as it was in the beginning – is now –
And will be, for ever! Amen.

Dcn. Dan

As we begin this meeting this evening...Lord – we ask you to open our lips to praise your holy name.
As we discuss the items brought forward for consideration...Lord, cleanse our hearts of worthless,
evil, or distracting thoughts.

As we make decisions that will affect our staff, students and their families...may we do this with
attention and devotion. Lord give us the wisdom and Love necessary to do your will.

Father – here in your presence, may our prayer be heard – as it is offered through Christ our Lord...
Amen.

St. André Bessette

R: Pray for Us

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

Closing prayer...adapted from Acts 2:12

Dcn. Dan

We want to be on Fire with Your Spirit Lord!

As we approach Pentecost...let your spirit inflame us as it did your disciples!

Scripture tells us that the crowds were amazed and perplexed – suggesting even - that the disciples
had been drinking too much wine!!

When we are on fire with your spirit Lord...we are intoxicated by the warmth of your love flowing in us.

This Love is like “new wine” because we cannot feel it from any other source.

We praise and thank you for your wondrous gifts – as we celebrate the fire of your love.

As we close our meeting and find our way safely home this evening - let us be thankful for all the good
things you have provided for us.

The Lord be with you!

Blessing.

St. Andre Bessette! Pray for us!

Regular Board Meeting
April 27, 2026 - 3:00 pm

MINUTES

Present:

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

Board Chaplain: Deacon Daniel McPhee

Student Trustee: Addison Thuss, St. Anne's CSS, Clinton

Senior Administration: Director of Education & Secretary Karen Tigani; Superintendents of Education Tara Boreham, Sean McDade; and Superintendent of Business & Treasurer Sarah Devereaux

Absent: Dean DeLuca, Student Trustee, St. Michael CSS, Stratford

1. Opening Business

1.1. Opening Prayer & Condolences - Trustees

1.2. Attendance - Noted above at start of meeting

1.3. Approval of Regular Board Meeting Agenda

1.4.

Moved by: Sue Muller

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of April 27, 2026.

Carried

1.5. Declaration of Interest

1.6. Approval of Regular Board Meeting Minutes

Moved by: Amy Cronin

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board amends the March 23, 2026 minutes for Item 5.2.3. Literacy Update to read "Trustees request that disaggregated data be provided for future reports prior to the board meetings".

Carried

Moved by: Jim McDade

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board approves the minutes of the Regular Board Meeting of March 23, 2026 as amended.

Carried

1.7. Business Arising from the Minutes

2. Presentations

3. Delegations

4. Consent Agenda

- 4.1. March Board Highlights
- 4.2. Approved Special Education Advisory Committee (SEAC) meeting minutes of March 9, 2026
- 4.3. Approved Equity, Diversity, Inclusion, Anti-racism (EDIAR) meeting minutes of November 11, 2025
- 4.4. Approved Catholic Parent Involvement Committee (CPIC) meeting minutes of October 21, 2025
- 4.5. Approved Catholic Parent Involvement Committee (CPIC) meeting minutes of January, 21, 2026
- 4.6. Facility Project Approvals
- 4.7. Annual Drinking Water Report

Trustees inquired about school mass schedules. Director Tigani responded that this is available and can be provided to trustees and will consider the best way to share this information.

Trustees inquired about the secondary professional development sessions that were offered on the April 24 PD day. Staff can provide a list to trustees.

Moved by: Tina Doherty

Seconded by: Jim McDade

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 April for information.

AND

THAT the Huron-Perth Catholic District School Board receives the approved Special Education Advisory Committee (SEAC) Meeting Minutes of March 9, 2026

AND

THAT the Huron-Perth Catholic District School Board receives the Approved Equity, Diversity, Inclusion and Anti-racism (EDIAR) Meeting Minutes of November 11, 2025

AND

THAT the Huron-Perth Catholic District School Board receives the Approved Catholic Parent Involvement Committee (CPIC) Meeting Minutes of October 21, 2025

AND

THAT the Huron-Perth Catholic District School Board receives the Approved Catholic Parent Involvement Committee (CPIC) Meeting Minutes of January 21, 2026

AND

THAT the Huron-Perth Catholic District School Board awards the Precious Blood School roof replacement project to Keller Roofing & Sheet Metal Inc. for a total amount of \$549,180.00 including HST.

AND

THAT the Huron-Perth Catholic District School Board awards the Our Lady of Mount Carmel School roof replacement project to Smith-Peat Roofing & Sheet Metal Ltd. for a total amount of \$203,225.98 including HST.

AND

THAT the Huron-Perth Catholic District School Board awards the St. Anne Secondary School roof replacement project to Smith-Peat Roofing & Sheet Metal Ltd. for a total amount of \$462,273.96 including HST.

AND

THAT the Huron-Perth Catholic District School Board awards the Jeanne Sauve School roof replacement project to Atlas-Apex Roofing (London) Inc. for a total amount of \$204,810.24 including HST.

AND

THAT the Huron-Perth Catholic District School Board awards the St. Joseph School, Stratford roof replacement project to Keller Roofing & Sheet Metal Inc. for a total amount of \$491,550.00 including HST.

AND

THAT the Huron-Perth Catholic District School Board awards the Jeanne Sauvé School lighting replacement project to Feltz Design Build Limited for a total amount of \$312,097.75 including HST.

AND

THAT the Huron-Perth Catholic District School Board receives the Annual Drinking Water Report for the Period April 1, 2025 to March 31, 2026.

Carried

5. Committee and Staff Reports

5.1. Policy

5.1.1. Board Policies for Review:

- a) Assessment, Evaluation and Reporting (P2.2.8.)

Trustees requested clarification on the terminology used in the report relating to the connection between assessment and evaluation and equity, expressing a preference for the terms "fair, transparent, and equitable" over "equity and inclusion." Director Tigani responded that much of the language is pulled from Ministry policy documents. Trustees requested that staff look at the language, ensuring it is reflective of the Ministry Growing Success document and the Board's equity policy. Director Tigani invited Trustees to submit any additional suggestions to the Director's Office prior to the next meeting, noting that staff will review all feedback for further consideration.

Moved by: Sue Muller

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board receives the following policy for review: Assessment, Evaluation and Reporting (P2.2.8.)

Carried

5.1.2. Board Policies Recommended for Approval/Rescinding:

- b) Modified Day (P2.2.4.)

Moved by: Tina Doherty
Seconded by: Jim McDade
THAT the Huron-Perth Catholic District School Board amend the first sentence of the policy statement to read: “Guided by our responsibility to oversee equitable and safe education in Ontario, it is the policy of the Huron-Perth Catholic District School Board to provide individualized accommodations and support to students”.

Carried

Moved by: Jim McDade
Seconded by: Sue Muller
THAT the Huron-Perth Catholic District School Board approves the following policy: Modified Day (P2.2.4.) as amended.

Carried

5.2. Student Achievement and Catholicity

5.2.1. Catholic Education Week Report

Moved by: Tina Doherty
Seconded by: Amy Cronin
THAT the Huron-Perth Catholic District School Board receives the Catholic Education Week report for information.

Carried

5.2.2. Student Attendance Report

Moved by: Sue Muller
Seconded by: Amy Cronin
THAT the Huron-Perth Catholic District School Board receives the Student Attendance report for information.

Carried

5.2.3. STEM Report and Skills Update

Moved by: Amy Cronin
Seconded by: Tina Doherty
THAT the Huron-Perth Catholic District School Board receives the STEM Report and Skills Update for information.

Carried

5.2.4. Artificial Intelligence Summit and Parent Information Night

Moved by: Sue Muller
Seconded by: Tina Doherty
THAT the Huron-Perth Catholic District School Board receives the Artificial Intelligence Summit and Parent Information Night report for information.

Carried

5.2.5. Student Trustees' Report

Moved by: Jim McDade

Seconded by: Tina Doherty

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

Carried

5.3. Corporate Services and Operations

5.3.1. February 28, 2026 Financial Report

Trustees inquired about the expenses at 40-50, is this in line for this time of year. Superintendent Devereaux responded there is a lag in some expenses due to timing of the report and this is on par for this time of year. Trustees inquired about the surplus amount.

Moved by: Tina Doherty

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the February 28, 2026 Financial report.

Carried

5.3.2. 2026-2027 Budget Community Consultation

Moved by: Amy Cronin

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the 2026-2027 Budget Community Consultation Report.

Carried

5.3.3. 2026-2027 Budget Report Preliminary Enrolment Projections

Trustees inquired about the decrease in elementary enrollment, seeking insight into the primary drivers of the decline. Superintendent Devereaux explained that the trend is largely due to a significant Grade 8 cohort transitioning to secondary school and smaller incoming Kindergarten classes. These are preliminary numbers and more registrations are expected, the official cutoff for enrollment data is in May. Additionally, Superintendent Devereaux noted that demographers are currently compiling a new ten-year enrollment report, which will be shared with the Board once it is finalized.

Moved by: Amy Cronin

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the 2026-2027 Budget Report Preliminary Enrolment Projections Report.

Carried

6. Information and Correspondence

6.1. Core Ed Funding update

Director Tigani shared that, in alignment with Ministry recommendations to build in fiscal contingencies, the Board is proceeding with standard budget planning and staffing reviews based on projected enrollment. While formal direction regarding anticipated budget restraints is still pending, all internal planning processes remain on track. The Board is also awaiting final Facility Condition Assessment reports; though the specific release date is unknown, it is noted that the prior year's reports were received on May 23, 2025. Staff continue to monitor these developments to ensure the Board remains prepared for the upcoming fiscal cycle.

6.2. Parents of Black Children

Director Tigani shared highlights of a recent meeting with representatives from Parents of Black Children regarding the Dreams Delayed OHRC recommendations. This involved discussing progress toward the implementation of the recommendations and their advocacy with the Ministry of Education for dedicated funding. The group has requested formal support from the HPCDSB for their campaign. While Trustees acknowledged the importance of consistent advocacy, treating this request similarly to those from other groups, such as special education advocates, concerns were raised regarding the possible risks of endorsing external messaging without oversight.

6.3. EQAO Update

Director Tigani shared that St. Mary's Catholic Elementary School in Listowel will host an upcoming school visit from the Education Quality and Accountability Office (EQAO). This visit serves as a standard monitoring measure, involving "spot checks" to ensure the school is consistently adhering to all provincial assessment protocols and administrative requirements.

6.4. COR Update

Trustees expressed their gratitude to the Senior Administrative Team for their vital support of the COR retreat, noting that the event's success was a collaborative achievement. The retreat continues to foster strong community ties, involving a significant number of students, adult volunteers, and community members from across Huron and Perth counties.

7. Notices of Motion

8. Notices of Motion Being Considered for Adoption

9. Trustee Inquiries

9.1. Trustees inquired about secondary graduation dates. It was shared that both schools will be holding their ceremonies on Thursday, June 25, 2026. Please let Director Tigani or Chair Van Loon know if you will be able to attend any of the graduation ceremonies.

10. In-Camera Session of the Regular Board Meeting

Moved by: Jim McDade

Seconded by: Amy Cronin

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:

- Sophia-Marie Carew, Teacher, Sacred Heart School, Wingham, effective June 30, 2026
- Angela Carter, teacher, St. Joseph's School, Clinton, effective June 30, 2026
- Mary-Ellen Ducharme, Superintendent of Business and Treasurer, Catholic Education Centre, effective May 15, 2026
- Dennis Fetter, Educational Assistant, Sacred Heart School, Wingham, effective June 30, 2026
- Steve Lane, Secondary Teacher, St. Michael CSS, Stratford, effective June 30, 2026

12. Future Meetings and Events

- April 28, 2026 - Catholic Education Team meeting 4pm
- April 30 - May 2, 2026 - OCSTA AGM & Conference
- May 4, 2026 - CEW Mass, St. Patrick's, Dublin 5pm
- May 11, 2026 - SEAC meeting
- May 25, 2026 - Regular Board Meeting
- June 11-12, 2026 - SLICE
- Monday, June 15, 2026 - Regular Board Meeting

13. Closing Prayer - Deacon Dan McPhee, Board Chaplain

14. Adjournment

Moved by: Sue Muller

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of April 27, 2026.

Carried

CHAIRPERSON

SECRETARY



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham and Sean McDade, Superintendents of Education
Presented to: The Huron-Perth Catholic District School Board
Date: Monday, May 25, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

BOARD HIGHLIGHTS FOR MAY

Public Session

BACKGROUND

Many activities take place every month throughout the district to ensure that our students have rich, faith-filled, inclusive learning opportunities that support their learning and fulfill the goals of the Strategic Plan. The Board Highlights list many of the activities that take place in the month prior to the board meeting, with contributions from Superintendents of Education, Learning Coordinators, the Mental Health Lead, the OYAP Project Lead, and Managers of activities that take place under their leadership.

DEVELOPMENTS

The month of May is a beautiful and meaningful time in the school calendar, as we celebrate Catholic Education Week and honour our Blessed Mother, Mary. It is a season filled with hope and devotion, marked by the renewed enthusiasm and deep commitment of our students, staff, educators, and families. We are inspired by the incredible learning and growth that continue to propel us forward as we journey together, living out our Board's theme: *On Fire with the Spirit*. We are pleased to highlight some of the many activities and opportunities that have taken place across our district this month.

CATHOLIC EDUCATION

Catholic Education Week 2026

Catholic Education Week was a significant success throughout our system. The week began with a system-wide Mass celebrated by Rev. Innocent Ibeh, where we were blessed to have students from St. Boniface, Zurich, and St. Joseph, Clinton led our music ministry. There were several priests, deacons from our Deanery in attendance as well. We enjoyed the presence of many staff members, students, lay ecclesial ministers, and community members as we celebrated Catholic education within our system.

Following Mass, the Board of Trustees presented awards to community members including students, staff and volunteers who met the criteria for the Catholic Student Leadership Award (grounded in the Ontario Catholic School Graduate Expectations), the Saint Teresa Faith in Action Awards, and a new member was inducted into the Order of Saint Andre Bessette.

Throughout the week, individual schools held liturgies and Masses, celebrating our schools and honouring Mother Mary. Students participated in lessons and activities developed by the Ontario Catholic Schools Trustees Association, and additional activities co-created by the board's Religion and Family Life Learning Coordinator and the Mental Health Team to mark Children's Mental Health Week within the context of our Catholic schools.

LEADERSHIP

Catholic Curriculum Corporation (CCC) AGM

Members of the Learning Coordination Team along with Superintendent McDade and Director Tigani, attended the Catholic Curriculum Corporation Annual General Meeting in Toronto on May 7 and 8. During the May 7 council meetings discussions focused on how best to support students in Catholic education across various subject areas. Also, a major focus of the work of the CCC is planning Canada's largest Catholic Curriculum Conference, *When Faith Meets Pedagogy*, which is held in Toronto every October.

We are proud to be a "co-host board" of this conference for the next two years, working with the Durham Catholic District School Board. The When Faith Meets Pedagogy Conference workshop selection committee met to finalize the workshops that will be selected. Our Religion and Family Life Learning Coordinator, Caroline Thuss, chairs this committee.

Leader's Learning Council

During the May 12, virtual LLC, vice-principals, principals and learning coordinators engaged in discussions surrounding shared leadership and reviewed recent updates about the 2026-2027 school planners. The meeting also included a review of the Board's Concussion Management Policy (P2.1.19). Time was also dedicated to a special education update that focused on the implementation of transition support packages for students transitioning from grade-to-grade and an update regarding the Removing Barriers for Students with Disabilities Project: Strategic Implementation for Intermediate and Senior Multi-Tiered System of Support (Gr. 7-12+). The session concluded with general updates from the Superintendents of Education.

At our in-person LLC on May 26, 2026, our school leaders will gather to deepen their commitment to academic excellence and equity in mathematics. We are privileged to be joined by special guest speaker Cathy Montreuil, whose extensive experience in system leadership provided invaluable support to our principals. The session will focus on the transformative power of formative assessment, specifically leveraging Knowledgehook to gain real-time insights into student understanding. By utilizing short learning cycles, our educators are empowered to make agile, data-driven adjustments to their teaching practice. This iterative approach ensures that we are meeting every student where they are, honouring their individual gifts, and fostering a community where all learners can thrive in their mathematical journey.

In the afternoon, following the math learning session, principals and system leaders will spend time reviewing and reflecting on their Pastoral Plans and engage in a discussion focused on how we can continue to support each other in forming disciples and strengthening the parish/school partnership.

Partnership Meeting with Huron-Perth Children's Aid Society (CAS)

Members of the senior team and leaders from the Huron-Perth CAS met to discuss joint priorities and affirm communication protocols. This partnership is important in supporting

students and families. In addition to discussion pathways and protocols for support when appropriate, this was a helpful opportunity to share information about community resources that are available and work together to ensure as many families as possible are aware of the parent and family support opportunities available across Huron and Perth counties.

STUDENT ACHIEVEMENT

Mathematics

Throughout May, the Huron-Perth Catholic Math Team accelerated system-wide momentum by connecting strategic leadership with focused, classroom-level support. To strengthen this work through a data-informed lens, Cathy Montreuil spent an afternoon mentoring our two Math Facilitators and Math Learning Coordinator on how to support school leaders in using Knowledgehook and short learning cycles to respond dynamically to teacher and student learning needs in mathematics. This commitment to using evidence to “know the learner” further informed classroom visits in Grades 3 and 6, where the team gathered concrete evidence of system priorities in action and engaged students in conversations about their mathematical thinking. In preparation for EQAO, Math Facilitators continued supporting Grade 3 and 6 classrooms through the use of released assessment items designed to reinforce curriculum expectations and strengthen confidence with problem solving. Instructional support emphasized direct modelling and teacher think-alouds to help students approach multi-step tasks with increasing independence and precision. The Math Learning Coordinator represented Huron-Perth Catholic at the elementary council and AGM of the Catholic Curriculum Corporation, at Ministry mathematics meetings, and at secondary school mathematics department professional learning sessions. The Math Team also contributed to Kindergarten professional learning sessions by introducing Kindergarten teachers and DECEs to the new mathematics expectations within the Kindergarten curriculum, highlighting the strong alignment between early years mathematics learning and the Grades 1–9 mathematics curriculum.

On May 14th, 2026, Superintendent McDade and Learning Coordinator D’Hondt participated in the EQAO Data in Action Symposium. This virtual event allowed EQAO to share data intended to assist school boards in refining their educational strategies. The session concentrated on two primary areas: student performance within priority schools and an analysis of the time allocated by students to individual questions during the Grade 9 Math assessment. Key findings revealed that 20% of student responses across the province were submitted without sufficient time spent understanding the prompts. Furthermore, data indicates that students who performed well overall varied their time spent on each question, depending on its difficulty, where students who were not successful on the assessment lacked such variability. Both of these provincial insights point to the importance of calm focus, and strategies to ensure students are better able to demonstrate their understanding overall.

Literacy

Throughout the month of May, the system literacy team’s commitment to early intervention in literacy remained a key focus. The system literacy team concluded a successful 10-week intervention cycle in May, during which Literacy Resource Teachers (LRTs) Karen Kramers and Teresa Oud provided intensive whole-class and small-group support to students in Kindergarten and Grade 1 at Holy Name of Mary, St. Boniface, Precious Blood, and St. Joseph’s in Clinton. This targeted work demonstrated the importance of strong Tier 1 instruction as a proactive measure to address reading gaps before they become larger challenges. Following this, the system team moved their efforts toward the third and final End of Year Screening (EOY) for all students in Senior Kindergarten through Grade 2. This process acts as a key part of the

Multi-Tiered System of Supports (MTSS) in the strategic plan, as it provides the accurate data needed to identify students at risk of future reading difficulties and helps inform how to best support their continued progress. The data gathered also plays a key role in helping the district make informed decisions about class placements and potential early interventions for September. This EOY screening will continue into June.

French as a Second Language: DELF

On May 11, 12, and 13th almost 30 Grade 12 Core and French Immersion students from St Anne's CSS and St Michael CSS challenged the DELF (Diplôme d'études en langue française) exam. DELF is an internationally recognized proficiency exam from France. It is based on the Common European Framework of Reference (CEFR), which defines language proficiency along six global levels: A1, A2, B1, B2, C1, and C2. At each level, proficiency is measured across four competencies: listening, speaking, reading, and writing. The French Ministry of National Education awards a diploma to successful candidates. HPCDSB offered the A2 and B1 and B2 tests this year.

This is an extremely valuable initiative that promotes linguistic diversity and cultural understanding. By offering the DELF, students can assess and certify their French language proficiency, opening doors to broader educational and career opportunities in a globalized world while fostering a deep appreciation for the French language and culture. Challenging the DELF is not a required component of the regular FSL program, nor is it a replacement for the French program. Students who are in French Immersion and Core French continue to work toward earning their French Immersion Certificate and FSL credits, with the DELF being an additional option. DELF test results are not included in any course evaluation or final report card grades.

Early Years

On May 27 and 28, the system literacy and mathematics team, led by MJ Drager and Christine Dale, facilitated a professional development session for all Kindergarten teachers and their DECE partners. This training focused on the upcoming implementation of the new Kindergarten curriculum in September 2026. Educators engaged in a thorough exploration of the curriculum changes, including a deep dive into the updated literacy and mathematics expectations. This professional learning was highly relevant, providing teams with a valuable opportunity to reflect on their current classroom practices and identify new, effective ways of supporting our youngest learners as they prepare for the transition.

Kindergarten Orientation days have also begun in our elementary schools this month. In collaboration with our bus companies, new junior kindergarten students and their families have been welcomed into our schools. These events are geared toward creating an opportunity for families to meet school staff and have some bus safety training. It is very exciting to welcome our newest learners and families into our schools!

eLearning

Coordinator D'Hondt represented the board in Kanata, Ontario, from May 5–7th, attending both the Catholic Virtual Ontario (CVO) meeting and the Ontario eLearning Consortium (OELC) EmpowerED Ottawa Summit. Throughout the week, he participated in provincial discussions regarding the scaling of Catholic online course offerings and shared insights on technical best practices for the Brightspace platform. He also joined the AI Working Group huddle to help shape the board's strategic framework for the ethical use of generative AI in education.

Indigenous Education

The Indigenous Education Teacher Lead was invited to engage in a review of library resources at St. Boniface School, focusing on the representation and accuracy of Indigenous resources. The Indigenous Education Advisory Committee (IEAC) has been invited to offer insight and input into this process. The committee is liaising with other Indigenous Education leads from other school boards to inform this process, learning from their experiences, suggestions and processes. When ready, recommendations based on these findings, will be presented by the Indigenous Education Teacher Lead and Superintendent of Education to the Director of Education for consideration.

The Indigenous Education Teacher Lead attended the Southwest Regional Leads meeting in London recently. This session facilitated vital networking and support among regional peers, with a specific focus on collaborating on Self-Identification strategies, financial reporting, and Action Plan frameworks. Furthermore, we continue a partnership with Indigenous Leads from various Catholic school boards focused on the ongoing development of a dedicated Indigenous unit for the Grade 11 World Religions course, ensuring the curriculum reflects authentic voices and Catholic teachings.

SPECIAL EDUCATION

Ontario Council for Administrators in Special Education Presentation

The Huron-Perth Catholic District School Board is proud to share that the Coordinator of Special Education, alongside the Managing Director of Facile Perth, presented at the Ontario Council for Administrators in Special Education (OCASE) conference on May 14. The presentation, *“Partners in Transition: Exploring Cross-Sector Approaches to Supporting Student Transitions in Rural Communities,”* highlighted the collaborative work between Facile Futures and the Board through the *Building Bright Futures* initiative. This partnership supports youth with intellectual and developmental disabilities, ages 14–25, as they transition from school into meaningful community-based futures. The presentation focused on person-directed planning, valued roles, and the intentional use of school, family, and community relationships to expand opportunities for youth in rural communities. Participants also learned about innovative approaches that support students in accessing natural community spaces in socially meaningful ways, while helping to shift perspectives and possibilities for youth, families, and the broader community.

New Teacher Learning Day Focused on Multi-Tiered Systems of Support (MTSS)

On May 15, the Learning Coordination Team welcomed new teachers from across the board for a professional learning day titled “Every Student, Every Tier: Bridging the Gap in Your First Year.” The day focused on strengthening understanding and implementation of a Multi-Tiered System of Supports (MTSS) through collaborative learning and practical classroom strategies. Sessions explored MTSS foundations, the three-tiered framework, collaboration and school-based supports, and effective instructional practices in literacy and mathematics. Teachers also engaged in learning around high-leverage instructional moves and reflected on next steps for supporting diverse student needs in their classrooms. This learning opportunity reinforced the Board’s commitment to supporting new educators and ensuring every student has access to responsive, evidence-informed instruction and intervention.

Educational Assistant Onboarding Day

On May 22, the Huron-Perth Catholic District School Board (HPCDSB) welcomed newly hired Educational Assistants for a comprehensive onboarding session focused on supporting student success, inclusion, and well-being across our schools. The day provided participants with an

introduction to HPCDSB's faith-based mission and values, while also exploring the essential role Educational Assistants play in creating safe, caring, and inclusive learning environments. Sessions focused on differentiating roles within the classroom, supporting diverse learners, confidentiality, inclusive instructional strategies, and an introduction to exceptionalities. Educational Assistants also engaged in learning related to Applied Behavioural Analysis (ABA), data collection, personal care supports, technology in education, workplace safety, and maintaining professional boundaries.

MENTAL HEALTH AND WELL-BEING

Children's Mental Health Week: Better Together - Cultivating Connections

During Children's Mental Health Week, many of our Elementary schools celebrated Children's Mental Health week by wearing green and participating in our Mental Health and Wellness curated activities throughout the week. St Anne's CSS (SACSS) and St Michael CSS (SMCSS) celebrated the theme of connection, highlighting how meaningful relationships and shared experiences strengthen student well-being. SACSS, led by Student Council and Chaplaincy, offered a full week of connection-focused activities that included: comfy clothing and PJ day and positive-note kindness initiatives, to therapy dog visits, outdoor gatherings, and a vibrant Colour Run, which are all designed to bring students together in joy, in-person connection, and belonging. At SMCSS, the outdoor Coffee House created a warm, welcoming space for conversation, music, snacks, and board games, giving students a relaxed opportunity to connect with peers and staff.

Across our district, the week emphasized that connection to self, to others, and to community which is a foundational protective factor for child and youth mental health, and each activity offered students meaningful ways to strengthen those connections in supportive and memorable ways.

Spring School Services Advisory Committee (SSAC) Meeting:

Each May, the Mental Health Lead co-facilitates the in-person Student Support Advisory Committee (SSAC) meeting alongside the Avon Maitland District School Board's Mental Health Lead. This year's session was hosted at the Catholic Education Centre, welcoming approximately 25 valued community partners who deliver essential social services and classroom programming that support our shared mission of nurturing the whole student.

The half-day session focused on meaningful collaboration, with activities designed to deepen our understanding of emerging student needs and strengthen coordinated service pathways between home, school, and community. These conversations continue to reinforce our collective commitment to responsive, integrated support for students and families.

The SSAC will reconvene in September for a full day of professional learning and collaboration at our annual symposium.

Mental Health Week Caregiver Events: Supporting Healthy Technology Use—Better Together

As part of Catholic Education Week and Mental Health Week 2026, the Huron-Perth Catholic District School Board (HPCDSB), in partnership with the Avon Maitland District School Board, hosted two engaging parent/caregiver and student learning events focused on supporting youth well-being in a digital world.

Held on May 5, 2026, at St. Anne's Catholic Secondary School and May 25, 2026, at St. Michael Catholic Secondary School, these sessions feature author and speaker Katherine Martinko (Childhood Unplugged; The Analog Family Substack). Each event included same-day presentations for our Catholic secondary students alongside evening sessions for parents and caregivers, creating a shared learning experience that strengthened home-school connections.

Martinko explored the impact of excessive screen use on children's mental health and overall well-being, offering clear, evidence-informed strategies to help families establish healthy boundaries around technology and social media. Caregivers were equipped with practical tools and approachable conversation scripts to support balanced technology use, encourage face-to-face relationships, and foster age-appropriate independence.

These sessions directly reflect this year's CAMH Mental Health Week theme - *Come Together, Canada: Stronger Connections, Better Mental Health* which emphasizes the importance of connection, open dialogue, and collective responsibility in supporting mental health. This focus on connection also reflects the spirit of Catholic Education Week, which calls us to build caring, faith-filled communities where students, families, and educators come together to support the dignity and well-being of every person. By engaging both students and caregivers in a shared learning environment, these events highlighted the vital role of collaborative education in navigating today's digital landscape.

Supporting youth mental health requires a united approach, where schools and families work together to build awareness, strengthen relationships, and promote healthy habits around screens and technology. Notably, 106 caregivers registered for the sessions to date with additional participants joining the event without pre-registration. This indicates that our caregivers and community partners have a strong interest in this important topic.

Ontario Association of Attendance and Counselling Services Annual Conference

Our Mental Health Lead and Attendance Counsellor are attending the Ontario Association of Counselling and Attendance Services (OACAS) 2026 Annual Attendance Conference. The theme of the conference is *"Take What You Need: Empower Your Mind, Strengthen Your Practice"* which represents a strategic opportunity to strengthen our board's attendance programming through access to provincial expertise, evidence-based practices, and cross-board collaboration. The conference will support staff capacity building in attendance compliance, data accuracy, and intervention strategies, while providing practical tools to address complex and chronic absenteeism. This learning directly aligns with our strategic priorities related to student engagement, well-being, equity, and system effectiveness, ensuring that our attendance processes remain responsive and aligned with evolving ministry expectations. We particularly look forward to the Supervised Alternative Learning (SAL) session, which will deepen our understanding of flexible, student-centered pathways for learners at risk of disengagement while reinforcing accountability requirements. Insights gained from this session will support the enhancement of our SAL programming, enabling more effective re-engagement of vulnerable students, improved credit accumulation, and stronger overall attendance outcomes.

DIGITAL TOOLS TO SUPPORT LEARNING

Over the last month, we have achieved significant milestones in both digital safety and innovative pedagogy through strategic collaboration and targeted professional development. By partnering with the Halton Catholic, Bruce-Grey Catholic, and St. Clair Catholic District School

Boards, we have finalized an implementation plan for student cyber safety learning resources, utilizing Ministry funding to deploy Cyber Legends and KnowledgeFlow resources. This regional synergy ensures our board meets the legislative mandates for cybersecurity while providing students with faith-based digital citizenship training.

Simultaneously, we successfully transitioned from our recent Artificial Intelligence Professional Development Day for elementary staff and our Highschool AI Summit into high-impact coaching sessions for secondary teachers on the use of NotebookLM. These sessions empowered educators to integrate AI as a "source-grounded" research co-pilot, directly supporting our use of the tool and ensuring that our staff interact with AI in a safe, ethical, and academically rigorous environment.

EXPERIENTIAL LEARNING PROGRAMS

The Huron-Perth Catholic District School Board was well-represented at the Skills Ontario Provincial Competition held from May 4–6, 2026, at the Toronto Congress Centre. Our elementary and secondary teams joined thousands of students from across the province to showcase their technical expertise, creativity, and dedication. These competitions provided our students with invaluable experiential learning opportunities, allowing them to apply classroom knowledge to real-world challenges in the skilled trades and STEM fields.

We are incredibly proud to report that HPCDSB continues to be a provincial leader in these sectors, with four of our entries reaching the podium. Congratulations are extended to the Sacred Heart, Wingham Construction team for winning Gold, and to the student from St. Michael, Stratford, who secured Gold in the Aesthetics category. Furthermore, our teams from St. Joseph's, Clinton, earned Bronze medals in both Mechanical Engineering and the newly introduced Landscaping division.

In addition to our medalists, we want to recognize the outstanding efforts of our teams from St. James, Seaforth (Robotics), St. Mary's, Goderich (Green Energy), St. Anne's CSS, Clinton (Carpentry, Plumbing, and Electrical), and St. Michael CSS, Stratford (Hairstyling). While they did not reach the podium this year, these students represented our Board with extreme professionalism and put forth an incredible effort against the best in the province. Their hard work and sportsmanship served as a testament to the high caliber of our students and mentors.

Jill of All Trades Event

On May 28, twenty-five female elementary students attended the *Jill of All Trades* event at Conestoga College's Reuter Campus. This event encouraged young women to explore skilled trades pathways through hands-on experiences in twelve different sectors. Students worked directly with industry mentors, building confidence and awareness of future career opportunities. The keynote was delivered by Mandy Rennehan, the "Blue Collar CEO" and North American Brand Ambassador for the program.

OCTE Conference and Professional Learning

Representatives from OYAP, alongside staff from St. Michael CSS and St. Anne's CSS, attended the Ontario Council for Technology Education (OCTE) Conference in Windsor from May 7–9. The conference provided professional learning focused on emerging workforce trends, OYAP, SHSM, and experiential learning, allowing staff to network with industry partners from across Ontario.

Guidance Counsellor Apprenticeship Pathway Session

On May 29, guidance staff participated in a professional learning session focused on apprenticeship pathways and labour market trends. Presenters included representatives from regional Economic Development Panels and workforce development organizations. This session supported ongoing collaboration between Guidance and OYAP programming to strengthen pathway planning for students.

St. Michael Catholic Secondary School

- **Aesthetics Certification:** Students in Hairstyling and Aesthetics classes earned industry certifications through the Festival School of Hair on May 26, providing them with recognized training connected to the cosmetology sector.
- **Pathway Information Sessions:** In late May, students and parents participated in presentations focused on OYAP, Dual Credit, and SHSM opportunities to support postsecondary transition planning.
- **Sports Injury Workshop:** Students in the Health & Wellness program participated in a hands-on workshop led by a local physiotherapist, exploring techniques in kinesiology and rehabilitation services.

St. Anne's Catholic Secondary School

- **Discovery Day in Health Sciences:** On May 8, ten students attended Western University for engaging workshops ranging from the study of the human brain to the use of AI in healthcare.
- **BattleSTEM:** Approximately 35 SHSM students participated in the annual BattleSTEM event at the University of Guelph on May 21, joining 700 students from across Ontario to strengthen their problem-solving and teamwork skills.
- **Dual Credit & OYAP Success:** Students continue to excel in apprenticeship opportunities, with four students currently enrolled in Level 1 Plumbing, Electrical, and HVAC programs through Conestoga and Fanshawe Colleges. Additionally, eight students are successfully earning simultaneous secondary and college credits through Lambton College in courses such as Criminology, Digital Photography, and ECE within our district.

FACILITIES AND HEALTH AND SAFETY

Annual Waste Audits

In accordance with Ontario Regulations 102/94 and 103/94, the Board is required to conduct annual Waste Audits and develop Waste Reduction Work Plans for all schools with an enrolment exceeding 350 students. During May, audits were completed at St. Michael Catholic Secondary School, St. Anne's Catholic Secondary School, and St. Mary's Catholic School in Listowel. These audits were conducted in partnership with our waste contractor, Waste Management. The final reports will be submitted to the Ministry of the Environment, Conservation and Parks, and will be made publicly available on the Board's website and posted at each participating school.

FINANCE & PROCUREMENT

Consolidation Financial Report and Audit

The March 31 consolidation financial report is an annual requirement to support the province's public accounts process and is required by the Ministry of Education. Specified audit procedures are required to be completed by the Board's external auditor. The Board's external

auditor, BDO, completed their audit work the week of May 5th and the final report and Ministry submission were completed by the due date of Friday, May 15, 2026.

INFORMATION & COMMUNICATIONS TECHNOLOGY

Administrative Workstation Modernization (OA Equipment Refresh)

The Information & Communications Technology department has initiated a comprehensive hardware refresh for school office teams to replace aging equipment with reliable and modern technology. A key feature of this refresh is the transition to a "Hub Monitor" system. By adopting this setup, the department eliminated the need for standalone docking stations, capturing significant savings. Phase 1 of this rollout was successfully managed throughout the spring, ensuring that school staff have appropriate technology to support school operations.

Strategic Transition to Insignia Asset Management

To ensure accurate tracking of the Board's 1:1 student device fleet, the department is migrating all IT assets into the Insignia Asset Manager module. By selecting Insignia, the department is leveraging existing staff expertise, as board staff are already familiar with the platform. The team is currently utilizing a sandbox environment to test Chromebook inventory management before a full district-wide implementation.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Board Highlights for May for information.
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Special Education Advisory Committee (SEAC)
April 20, 2026 – 4:00 p.m.

MINUTES

SEAC Members Present:

Matt McPhee (Community Living Central Huron), Emily Branje (Facile Futures), Doris Barkley (Autism Ontario), Avery Jantzi (Family Services Perth Huron), Sandra McLaren (Community Living Stratford & Area)

Board Trustee: Mary Helen Van Loon

Guest: Kaitie Westbrook, Lindsay Durst

Board Office Staff Present:

Tara Boreham, Jessica Langan, Vanessa Yeats, Reanna Desroches, Rhonda Regier

Regrets:

Kelly Boudreau (Community Living St. Marys), Julie Welch (Community Services Coordination Network), Veronica Kolkman (Huron Perth Public Health), Brenda Mason (Stratford Children's Services), Dana Bozzato (Huron Perth Centre)

Quorum: *Achieved* (Minimum 6 of 10 voting members required)

1. Opening Prayer, Welcome & Introductions

Meeting Started: 4:00 pm

2. Approval of Agenda & Minutes

2.1 Approval of March 2026 Minutes

Approved: Mary Helen Van Loon

Seconded: Matt McPhee

THAT the SEAC approves the meeting minutes of the March 2026 meeting.

Carried.

2.2 Approval of April 2026 Agenda

Approved: Emily Branje

Seconded: Mary Helen Van Loon

THAT the SEAC approves the agenda of the April 2026 meeting.

Carried.

3. Business Arising from Minutes

Nothing to report.

4. Correspondence

The committee received two pieces of correspondence for review from Toronto District School Board SEAC and Durham Catholic District School Board SEAC. Summaries were shared, and full documents have been forwarded to the SEAC Co-Chairs for consideration and potential follow-up.

5. Agency Reports

5.1 *Community Living Central Huron*

The agency has completed year-end processes and is currently finalizing budgeting for the Passport Program, with operations noted to be on track.

Staff are preparing to attend an upcoming transitional event at Seaforth Elementary School (a joint initiative serving the broader Perth County area, with Seaforth selected as the centralized location this year). The event is intended to support transition planning and engagement with families. It was noted that holding the event on a weekday may support increased family participation compared to previous weekend sessions.

5.2 *Community Living Stratford & Area*

Year-end processes have been completed and budgets for the upcoming fiscal year have been prepared. The agency has finalized the Passport Program for 2025-2026 and is currently working on planning for 2026-2027.

In addition, preliminary planning is underway for Community Living Month in May, with internal discussions focused on how related activities and communications will be rolled out. Further updates are expected at the next meeting.

5.3 *Community Living St. Marys*

Nothing to report at this time.

5.4 *Facile Futures*

Emily shared several updates on current initiatives and upcoming opportunities. Facile Futures, in partnership with Voices in Perth, is offering a virtual Relationships Workshop series. The series consists of four one-hour sessions focused on different topics: general relationships, dating relationships, consent, and online safety. Sessions are open to families and community members, with individual registration available for each workshop. The first session is scheduled for next week, with focus on supporting youth aged 14-17 in developing social connections and relationship skills. Promotional materials for the workshop series will be shared with community networks and social media.

Planning is also underway for a Family Leadership Day, originally scheduled for May but now rescheduled to September 19th. This event will be a joint initiative between Voices in Perth and Facile Futures.

Facile Futures also announced receipt of two years of funding from Libro Credit Union to support the development of a youth employment network in collaboration with community partners, including the Huron-Perth Catholic District School Board. The initiative aims to support youth employment opportunities for young people with disabilities while also engaging employers.

Additional programming includes “Coffee with a Facilitator” sessions over the coming months, offering informal opportunities for families to connect with staff, ask questions, and learn more about planning supports. These sessions are free and will be offered both during daytime and evening hours.

The organization is also planning a Mother’s Day fundraiser recognizing the role of parents and caregivers in advocacy and inclusive education.

Finally, Facile Futures noted participation on the planning committee for the upcoming “Coaching To Inclusion” conference in the fall, which will feature keynote speaker Shelley Moore.

5.5 *Trustee Report*

Trustee Van Loon reported that the Board will be celebrating Catholic Education Week from May 4-8. This year’s theme is “Pilgrims of Hope on the Path to Holiness”, with daily sub-themes including “Peace be with you,” “God loves you,” “Christ saves you,” “The Holy Spirit lives in you,” and “Together on the journey.”

The week will begin with a special Mass at St. Patrick’s Church in Dublin, bringing together clergy, staff, students, families, and community members in celebration and gratitude for Catholic education. Following the Mass, several awards will be presented, including a new recipient of the Order of St. Andre Bessette, which recognizes exceptional contributions to academia, spiritual life, and service to others. This will be the third presentation of this award.

Additional recognitions will include recipients of the St. Mother Teresa Faith and Action Award, honouring exemplary service to Catholic education, as well as the Huron Perth Trustee Catholic Leadership Award, presented to one student from each school who best exemplifies the Catholic graduate expectations.

The week will also include school-based celebrations and events open to families and the broader community, showcasing Catholic education in action. Student artwork will be displayed during the celebrations, and opportunities for social gathering will follow the main ceremony.

A focus on mental health and well-being will also be highlighted throughout the week, emphasizing inclusion and the importance of supporting the well-being of students and staff.

In addition, Trustees will be attending the annual Ontario Catholic School Trustees' Association AGM in Windsor the following weekend.

The Trustee noted it will be a busy and meaningful period of celebration and system-wide engagement.

5.6 Family Services Perth Huron

Nothing to report at this time.

5.7 Autism Ontario

Doris reported on activities during Autism Awareness Month, including participation in a community bowling event with families.

An outreach presentation was delivered at Bedford School in collaboration with a Grade 10 student from Stratford District High School who is on the autism spectrum. Together, they spoke to a Grade % class about personal experiences with autism, followed by interactive activities designed to help students understand sensory overload, stress accumulation, and individual differences in behaviour and regulation.

The session was well received, and the school has expressed interest in expanding the presentations. Plans are in place to deliver similar sessions at a local high school, reaching multiple classes over one day.

The representative noted strong student engagement and a positive response to ongoing efforts to promote autism awareness and understanding in schools.

5.8 Huron Perth Centre

Nothing to report at this time.

5.9 Stratford Children Services

Nothing to report at this time.

5.10 CSCN

Nothing to report at this time.

5.11 Huron Perth Public Health

Nothing to report at this time.

6. Information Reports

6.1 Attendance Update - Lindsay Durst & Kaitie Westbrook

The Board's Attendance Counsellor, Lindsay (Social Worker), provided an update on attendance initiatives and data.

Key Tier 1 initiatives included Attendance Awareness Month in October, with resources shared through the Monday Memo, a social media awareness campaign, and caregiver resource packages for Grade 1 families focused on routines, sleep, and attendance readiness. Additional outreach included “Calling All 3-Year Olds” events, where attendance supports and kindergarten readiness resources were shared.

Collaboration initiatives included a caregiver webinar in partnership with Children’s Aid Society and a neighboring board titled “My Child Does Not Want to Attend School,” focusing on strategies to support school attendance.

A system-wide Thought Exchange survey was also conducted with input from students (Grades 4-12), staff, caregivers, and community partners.

Early findings indicate:

- Students (Gr. 7-12): Attendance is strongly influenced by friendships and school community; barriers include illness and low motivation.
- Students (Gr.4-6): Similar motivators, with additional concerns about low motivation and morning routines.
- Staff: Identify absenteeism as harmful to learning and classroom dynamics, and highlight the need for stronger family communication and collaboration.
- Caregivers: Emphasize illness a key barrier; mixed views on mental health days.
- Community partners: Highlight need for coordinated, wrap-around supports.

Tier 3 interventions were also outlined, including supports for students with prolonged (15+ consecutive days absent) and persistent absenteeism. Interventions include home visits, school-based check-ins, caregiver coaching, community referrals, and use of school refusal assessment tools to identify underlying causes such as anxiety, sensory needs, or other barriers. Individualized plans are developed in collaboration with school staff and families.

Preliminary data indicates 92.15% of Grade 1-8 students attended school at least 90% of the time in 2024-25. Higher absence rates were largely attributed to transportation disruptions and water-related conditions.

Future priorities include strengthening family communication, expanding mental health supports, early intervention strategies, and continued collaborative approaches to reducing attendance barriers.

Discussion

Members commended the Attendance Counsellor for her work and noted improvements in student attendance and engagement. A question was raised regarding potential Ministry direction linking attendance and academic achievement. Board staff noted alignment with emerging provincial direction through existing attendance strategy development.

It was also noted that the Attendance Counsellor role is part-time (3 days/week for attendance and 2 days/week in mental health counselling), with positive outcomes observed in the expanded intervention work.

7. New Business

Jessica Langan shared information regarding the upcoming Community Connections for Parents and Caregivers of Diverse Learners event. The event will take place on Wednesday April 22 from 5:00-7:30 p.m. at Seaforth Public School and is a joint initiative between AMDSB and HPCDSB.

The event will include participation from over 25 organizations and is open to students and families from Kindergarten through Grade 12 + with diverse learning needs. Supports will include informational community booths, a light supper, and a supervised sensory space to support accessibility and participation.

The event has been widely promoted through school board communications, including email, social media, and printed materials.

Members were informed that Board staff will be presenting at the Ontario Council of Administrators of Special Education (OCASE) Conference in Toronto on May 14th. The presentation, "Partners in Transition: Exploring Cross-Sector Approaches to Supporting Student Transitions in Rural Communities," highlights collaborative work between the Board, community partners, and special education supports. Members congratulated the presenters and requested a future summary of the presentation be shared with SEAC.

8. Future Meetings

Next SEAC Meeting - Monday May 11th 2026 at 4:00pm

9. Adjournment

Motion to end meeting was made by: Emily Branje

Meeting adjourned: Doris Barkley

Ended: 4:45 pm

Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Committee Meeting
Tuesday January 13, 2026 - 4:30 -6:00 p.m.

MINUTES

Present: Chair Superintendent Tara Boreham, Trustee Jim McDade, Natanael Mateus-Ruiz, Caroline Thuss, Leroy Hibbert, Joshua Pagan, Ralindee M., Mackena V. and Wendy Tapsoba
Director of Education, Karen Tigani.

Regrets: Jayden L and Faye Hickey

Recording Secretary: Kerri Catalan

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: Nathanael Mateus-Ruiz

Seconded by: Caroline Thuss

THAT the EDIAR Committee approves the agenda of the EDIAR Meeting of January 13, 2026.

Carried

1.4. Declaration of Interest

No declaration of interest was declared.

1.5. Approval of EDIAR Meeting Minutes

Moved by: Wendy Tapsoba

Seconded by: Natanael Mateus-Ruiz

THAT the EDIAR Committee approves the minutes of the EDIAR Meeting of November 11, 2025.

Carried

1.6. Business Arising from the Minutes

No business arising from the minutes.

2. Committee and Staff Reports

2.1. Catholic Social Teaching, Connection to the EDIAR Action Plan

Presentation by Natanel - Peacemaking: Peacebuilding, Peacekeeping.

Qualities of a peacemaker:

1. Loving
2. Wisdom
3. Justice
4. Resilience: bravery, courage, fortitude
5. Hope: "things will turn out somehow, for those that love God."
6. Commitment: loyalty: faithfulness
7. Joy: content: grateful, thankful - blessed

2.2. Presentation - Indigenous Student Support Advisor/Graduation Coach (ISSAGC)- Josh Pagan

It is the overall goal of the ISSAGC to support students of First Nation, Metis and Inuit heritage through:

1. Strengthening the knowledge and skills of educators.
2. Establishing trusting relationships with students, their families and the community.
3. Identifying and removing barriers to student success.
4. Identification of beneficial strategies, milestones and indicators to support graduation and a successful transition into post secondary pathways.

2.3. Indigenous Support Advisor Report - Tara Boreham

2.3.1. Indigenous Support Advisor Report attached

2.4 Oral Report on EDIAR Initiatives from Student Representatives at SACSS

- Hockey Buyout Event: We prioritized student choice by offering alternative activities for those who preferred not to attend the game, ensuring everyone felt included regardless of their interest in sports.
- Transportation Accessibility: Arrangements were made to provide taxis for students who faced transportation barriers, ensuring equitable access to school events.
- Semi-Formal Environment: To support neurodiversity and student wellbeing, we provided a low-sensory room. This offered a calm, quiet setting for students who needed a break from the high-energy environment of the dance.
- School Climate & Hospitality - Feedback indicates a strong sense of hospitality and belonging at SACSS. Faculty check-ins have been frequent and the overall atmosphere is described as welcoming.

Written Reports Submitted by Student Representative at St. Michael CSS.

- Multicultural Club Update- we met up during senior lunch in the Library to start discussing our plans for the rest of the 2025-2026 school year, we discussed plans for our club i.e Black History Month, workshops, and a fair.
- LUSO "The Human Cost of Racism" Competition: Our club is looking at participating in this year's competition, we will start proposing ideas and filming during the turnover between Semester 1 and 2.

- 519 School of Hip Hop Pending administrative approval, the club aims to host a workshop for 50 students (club members and dance students) and a school-wide assembly in late February to explore cultural expression through hip hop.
- Black History Month
Students in our club do research on major African-Canadian figures in history to display in the school through poster formatting throughout black history month (i.e Viola Desmond, Oscar Peterson, Lincoln Alexander, Harriet Tubman, Etc)
Playing Canadian Heritage moments every other mornings on broadcast before announcements
- Asian Heritage Month - The club will follow a similar educational format to Black History Month, with the added goal of showcasing traditional clothing to promote awareness and appreciation.
- Multicultural Club Fair - Planning for around June 4, will discuss more during upcoming meetings.

2.5 LUSO Update-Leroy Hibbert

- "The Human Cost of Racism" Competition

3. Information and Correspondence

Natanael will be attending the Harmony Conference in Toronto on Equity and Diversity:
Theme: Anti-Racism - February 6, 2026.

4. Meetings and Events

4.1. Next Meeting April 14, 2026 at 4:30 pm at the Catholic Education Centre

5. Closing Prayer

6. Adjournment

Moved by: Natanel Mateus-Ruiz

Seconded by: Caroline Thuss

THAT the EDIAR Committee adjourns the EDIAR Meeting of January 13, 2026.

Carried

Catholic Education Team Meeting
November 25, 2025, from 4:00 - 5:30 p.m.
Light dinner provided

Minutes

Present:

Trustee: Sue Muller

Senior Administration: Karen Tigani, Director of Education, Sean McDade, Superintendent of Education

CET Members: Natalie MacKay, Sharon Stephens, Zack Fitzmaurice, Neves Pereira, Marianne Braca, Aideen Moss, Kate Dobson, Christa Ducharme, Heidi Clark, Erma Weernink, Tara Warren-Vrbanac, Lori Stewart

Note taker: Caroline Thuss

1. Opening Business

- 1.1. Opening Prayer - On Fire With The Spirit prayer and reflection - Director Tigani led the prayer and provided a brief history of our Patron Saint, St. Andre Bessette.
- 1.2. Introductions & Attendance
- 1.3. Approval of the Agenda Aideen, Lori Carried
- 1.4. Approval of Meeting Minutes from April 9, 2025 Zack, Kate D.

2. Reports and Discussion Items

- 2.1. Director's Update - Director Tigani
Reviewed the primary purpose of this committee, which includes praying together and continuing to pray for our students, staff and district, to build a sense of community within this group by being present, and to support and share our story, faith in action and strengthen our Catholic identity.
Welcomed our new Episcopal Vicar, Fr. Jude Ogbenna, to our committee.
We are in year 2 of our Spiritual Theme/Strategic Plan, and the focus is on illuminating. Faith Formation is a primary goal of the Strategic Plan, and faith formation for staff is also important. We have a role to play in this, and those around this table are partners in this important work. The CET is also a place that nurtures Faith Formation. Some examples of this include:
October Trustees and Senior Team participated in a retreat day led by Fr. John Comisky. In the Spring and the summer, Dr. Josephine Lambari led sessions for school leaders and the senior team that focused on the Our Father and how we can bring this to our schools. Members went to the Bishop's birthday dinner. Highlighted: When Faith Meets Pedagogy, Bishop Fabbro was the celebrant. Every week, the staff at the CEC come together in prayer, including learning about Saints, reasons why we do what we do in our Faith and praying for members of the Diocese team. Course at Notre Dame for school leaders, facilitated by Joe Bazzina. Kings Veritas lecture series.

- 2.2. Deanery and Diocese Updates - Father Jude Ogbenna, Episcopal Vicar
Very happy to be a part of this committee, happy to hear about all the activities that we are doing in our schools and board.
- 2.3. Religion and Family Life Update - Caroline Thuss, Learning Coordinator
See report [HERE](#)
- 2.4. Secondary School Campus Ministry Events and Activities
 - 2.4.1. St. Anne's CSS Campus Ministry Report - Zack Fitzmaurice
See report [HERE](#)
 - 2.4.2. St. Michael CSS Campus Ministry Report - Natalie MacKay
Great turnout for the Open House. Students and staff welcomed potential new students. Great feedback from this event.
In September, had an opening Mass with Fr. Don as the celebrant. Also had a feastday Mass in the Chapel with Fr. Don. Grade 12
The retreat happened in October and was well received. In the Gr 11 & 12 retreat, Josh Pagan, the Indigenous Student Support Advisor, was part of the sessions. In October, we had a Thanksgiving liturgy. 15 students attended the Youth Forum as part of the When Faith TheMeets Pedagogy conference, which ignited the fire of faith in so many students. The annual tradition of Halloween for Hunger was well-received. Book of remembrance in the chapel for the month of November. Participated in the Development and Peace Turn Debt into Hope campaign and collected close to 200 signatures. Getting ready for reconciliation in early December. There is a live nativity in early December where students are involved in narrating the story. Advent giving campaign in support of Optimism Place and Advent Mass will happen the last week of school. Food drives happen in December as well. Bible study on Tuesday for students and staff. Daily prayer is offered as well, where students and staff can have the opportunity to lead this.
Director Tigani thanked both Chaplains for the work that they are doing to prepare students

3. Catholic Service Organization Reports

- 3.1. Society of Saint Vincent de Paul, Stratford/Goderich - Lori Stewart
Thankful for the support that the SSVDP receives from all the schools. Building partnerships with the schools has been enhanced over the last few years. Ask each school to participate in food drives a few times a year. Halloween for Hunger is a great event with St. Michael and has become an educational opportunity as well. Giving tree with the Avon-Thames Family of Parishes is happening again this year. 80 families have signed up for this so far. The SSVDP is a silent partner to support families who may need a hand up to support Christmas. Our Food Bank continues to serve more and more, and the need is higher than ever. We have had to adjust the quantities that we are providing. Last week, we had 64 families come in for support, and as a result are empty of stock. 16 new families were part of this. The magnitude of need is large, and we are trying to serve as best we can.
Director Tigani thanks Lori and the rest of the members of the SSVDP for all their hard work.
- 3.2. Catholic Women's League - Neves Pereira (Denise Morris)
Shared a report from Denise Morris. Shared a project that the CWL is focusing on for the unhoused/homeless. Worked with Ryan Erb from the United Way on this important issue. A resolution was drafted from the three Avon-Thames FOP (MaryKay Lobsinger, Gisella Bennett, Patricia Healy), focusing on supportive housing. It has been passed with the Diocese of London and is looking for support province-wide, and then take it to the Legislature/Queens Park in the

hopes that a Bill will come from this. Petitions have also been signed in support of this. That will be presented to MPP to bring to Queen's Park.
Thanks from Director Tigani for all the hard work CWL is doing.

- 3.3.** Development and Peace ~ Caritas Canada - Erma Weernink
Shared about the campaign "Turn Debt into Hope" with the group. Offered the opportunity to sign the petition for those who have not signed yet. This is a global campaign. Opportunity to sign up for the monthly newsletter. The Board can share out the monthly newsletter once it is received. Had a presence at the G7 meeting in the Spring and then a presence at the COP30 conference as well. Within Huron-Perth, there is a rep in all four families of parishes, but not in all parishes, so looking for more people interested in signing up. Very pleased with the school's participation in the D&P Schools program. Please share any good news and badges with Erma. She is happy to go into the schools to support work with that, just reach out. Educational resources on their websites. The annual workshop will still happen at Kings during reading week in February. We are hopeful that St. Anne's and St. Michael will have students attend. Shared some examples that other schools are doing in other boards in the hope that our schools will be inspired.
Director Tigani thanks Erma for her hard work with this group.

4. Information and Correspondence

Director Tigani shared that we are looking for nominations for the Order of St. Andre Bessette for this school year. She highlighted the criteria of the award and will share more information about this award with this group to spread awareness and remind us of this opportunity to nominate someone deserving of this honour.

5. Future Meetings and Events

- Next meeting will be in late February, hybrid (February 24th a possibility)
- April 28th in person at the CEC.

6. Closing Prayer

Hail Mary led by Director Tigani.

7. Adjournment

Catholic Education Team (CET) Meeting
March 10, 2026 from 3:30 - 4:00 p.m.
[Click here to join the meeting](#)

MINUTES

Present:

Trustee: Sue Muller

Senior Administration: Karen Tigani, Director of Education, Sean McDade, Superintendent of Education

CET Members: Aideen Moss, Kate Dobson, Kate O'Reilly, Tara Warren-Vrbanac, Natalie MacKay, Zack Fitzmurice, Lori Stewart, Denise Morris, Fr. Jude Ogbenna, Caroline Thuss

Recording Secretary: Beth Schoonderwoerd

1. Opening Business

- 1.1. Opening Prayer - On Fire With the Spirit
- 1.2. Attendance - as noted above
- 1.3. Approval of the Agenda

Moved by: Kate O'Reilly

Seconded by: Sue Muller

THAT the Catholic Education Team approves the agenda of the CET meeting of March 10, 2026.

Carried

2. Reports and Discussion Items

- 2.1. Order of St. André Bessette Nomination Update - Karen Tigani

Moved by: Aideen Moss

Seconded by: Kate Dobson

THAT the Catholic Education Team recommends to the Board of Trustees that Dr. Vince McDonald be inducted into the Order of St. Andre Bessette for 2025.

Carried

3. Information and Correspondence

- 3.1. Religion Coordinator, Caroline Thuss shared a summary of the student faith retreat that took place last week. Over 40 secondary students participated in the theme "let your light shine" at Camp Kintail.
- 3.2. The theme for Catholic Education Week (CEW) was shared: "Pilgrims of Hope - on the path to holiness". A brief summary of events taking place during the week was shared, kicking off the week with Mass on Monday, May 4 at St. Patrick's Church, Dublin. Two elementary choirs will be leading the music ministry. Many other events are happening during the week at our schools and across the province.

4. Future Meetings and Events

- Tuesday, April 28, 2026, 4:00 pm at the CEC
- Monday, May 4, 2026 at 5:00 pm - CEW Mass, St. Patrick's, Dublin, light supper

5. Closing Prayer - Catholic Education Week prayer

6. Adjournment - Moved by: Sean McDade



**HURON PERTH
STUDENT TRANSPORTATION SERVICES
Steering Committee Meeting Minutes**

**February 3, 2026
4:00 to 5:00 PM
Teams Video Call**

MINUTES

1.0 Routine Matters

1.1 Welcome and Opening Prayer

In Attendance: Janice White, Karen Tigani, Cheri Carter, Mary- Ellen Ducharme, Sarah Devereaux, Jim McDade, Graham Shantz, Patricia Smith Joseph Cohen
Regrets: Tina Doherty

1.2 Land Acknowledgement

1.3 Approval of Agenda

Added to Agenda: Safety Item

**Moved by Joseph, Seconded by Patricia
CARRIED**

1.4 Approval of Meeting Minutes – October 7, 2025

Correct the spelling of Nancy Rothwell's name on the minutes

Moved by Jim, Seconded by Joseph

That the Meeting Minutes be approved as amended.

CARRIED

2.0 Business Arising from October 7, 2025 meeting

None

3.0 General Managers Report

3.1 Inclement Weather

Janice reported it has been a challenging winter with many inclement weather days, and weather-related issues. Specialized routes have been slow getting going but have been on the roads when possible on inclement weather days. Karen Tigani thanked everyone for their effort on having the specialized vehicles run especially on the challenging days in January.

3.2 O'Loane, Stratford – Thomas & Brown Subdivision

Janice shared some challenges with bus stops in this area, with over 200 students living in that subdivision and has been difficult to place bus stops in that subdivision, but we believe this is now resolved.

3.3 Routing Simulation

Janice reported the Simulation was submitted on time.

3.4 Contract Extension

It was confirmed that all contracts have been signed and on solid ground for the foreseeable future. Graham and Karen reiterate their thanks on all the work to get to this point.

4.0 Discussion Items

4.1 Safety Item

In the Goderich, Ashfield Wawanosh area there is a safety concern with snow removal along the highways. This creates visibility issues for buses. Buses traveling from the west turning onto Hwy 21, the high snowbanks are impairing the driver's vision to pull out onto the Highway.

Cheri suggested 3 action items: Connect with bus operator, connect with the Township Roads Departments and contact OPP if necessary. Staff shared they would follow up communication (email) to share their findings.

4.2 Mary-Ellen introduced Sarah Devereaux as her replacement as Mary-Ellen moves into her retirement.

5.0 Adjournment

Moved by Joseph, Seconded by Jim

That the Consortium Steering Committee meeting be adjourned.

CARRIED

Committee Members:

HPSTS: Mary Lou Bilcke (recorder), Janice White

AMDSB: Cheri Carter, Joseph Cohen, Patricia Smith, Graham Shantz

HPCDSB: Tina Doherty, Mary-Ellen Ducharme, Jim McDade, Karen Tigani, Sarah Devereaux



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sean McDade, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: May 25, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

3.2.2 - ARTIFICIAL INTELLIGENCE - POLICY/GUIDELINES

Public Session

BACKGROUND

In December 2023, the Huron-Perth Catholic District School Board approved Policy P 3.2.2 Artificial Intelligence. Since that time, the Board has engaged in ongoing professional learning and exploration of this emerging technology. Throughout the 2025-2026 school year, the board's senior leaders and staff engaged in a year of focused learning, consultation, collaboration and implementation related to artificial intelligence in Catholic education.

This work included participation in a regional school board partnership, the development of an internal AI white paper, an AI micro-credential course for HPCDSB employees, professional learning sessions for elementary and secondary staff, and student and parent faith and learning summits focused on ethical and responsible AI use.

Through this process, it became apparent that the original policy contained a significant amount of operational direction that would be better addressed through a companion Administrative Procedure. Given the rapidly evolving nature of AI, separating governance expectations from operational implementation allows the Board to remain responsive while maintaining clear oversight and accountability.

DEVELOPMENTS

The revised policy refocuses on governance-level expectations, Catholic values, ethical principles, privacy, accountability, and system leadership responsibilities. The revised Belief Statement reinforces that AI must enhance, not replace, human relationships, authentic learning, and professional judgment.

Operational procedures previously embedded in the policy have been transferred into a new Administrative Procedure. The revised policy also formally delegates authority to administration to maintain agile procedures and implementation guidelines as AI technologies continue to evolve.

The new Administrative Procedure: Artificial Intelligence Use and Implementation outlines:

- approved AI tools and approval processes;
- professional productivity and instructional AI testing;
- classroom expectations for teaching, learning, assessment, and reporting;

- student use expectations and academic integrity requirements;
- instructional AI tiers;
- privacy, cybersecurity, and citation expectations; and
- operational guidance for corporate and administrative use.

The revised policy and new Administrative Procedures continue to align AI implementation with Catholic teaching, human dignity, student well-being, privacy legislation, and responsible innovation.

The policy has been reviewed and is now presented for the consideration of the Board of Trustees. 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 June.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives policy 3.2.2 Artificial Intelligence for information.



HURON-PERTH CATHOLIC
District School Board

Artificial Intelligence

Adopted:	December 11, 2023	Policy #:	P 3.2.2.
Revised:		Policy Category:	3.2. Information and Communications Technology

BELIEF STATEMENT:

~~The Huron-Perth Catholic District School Board (the Board) believes that, wherever appropriate, artificial intelligence should be used responsibly with careful consideration for the best interests of students and alignment with the Board’s Mission and Vision. The use of artificial intelligence in schools shall be aligned with Church teaching. The Board believes that all persons are created in the image and likeness of God and in our obligation to promote human well-being. The Board believes that we are called to live out Catholic Social Teaching with respect to a commitment to the common good and exercising a preferential option for the poor and marginalized. The Board endeavours to support the marginalized by supporting communities protected by the Ontario Human Rights Code.~~

Revised BELIEF STATEMENT

The Huron-Perth Catholic District School Board believes that, wherever appropriate, artificial intelligence should be used responsibly with careful consideration for the best interests of students and alignment with the Board’s Mission and Vision. The use of artificial intelligence in schools shall be aligned with Church teaching.

The Board believes that all persons are created in the image and likeness of God and in our obligation to promote human well-being. We are called to live out Catholic Social Teaching with respect to a commitment to the common good and exercising a preferential option for the poor and marginalized. All technological integration must enhance, not replace, human relationships, pastoral care, and authentic learning.

POLICY STATEMENT:

~~It is the policy of the Board that all use of artificial intelligence shall consider accountability by users to the Catholic community and be founded on principles of transparency and explainability. It is the policy of the Board that all computer applications used in schools or to support operations shall be approved by the Board. It is the policy of the Board that any use of generative AI for student learning be in the best interest of the student to meet their learning goals and approved by the school principal. It is the policy of the Board that all use of AI in the district must be aligned with the belief statement and procedures set out in this policy.~~

Revised POLICY STATEMENT

It is the policy of the Huron-Perth Catholic District School Board that:

- All use of AI shall consider accountability to the Catholic community and be founded on principles of transparency and explainability.
- AI shall be used to support, not replace relationships, human judgment and thought, and professional responsibilities.
- All AI-enabled applications used in schools or to support operations must be approved by senior administration, with careful consideration for privacy, security, and ethical implications.
- All AI use must comply with applicable legislation (e.g., MFIPPA/FIPPA) and Board policies related to privacy and cybersecurity.
- AI use for student learning must be in the best interest of the student, aligned with curriculum expectations, and must not compromise the student learning process, or the authenticity of student work.
- Recognizing the rapid evolution of AI, the Board will maintain agile supporting guidelines and administrative procedures outside of this policy.

RESPONSIBILITIES

- The Director of Education shall ensure that administrative procedures are in place to support the implementation of this policy, including requirements related to tool approval, professional practice, and student supervision.
- Superintendents are responsible for leading the system AI strategy and ensuring all innovation aligns with Board priorities and Catholic values.
- Principals are responsible for ensuring that AI procedures are implemented consistently within their schools and that staff adhere to the established guidelines.

DELEGATION TO ADMINISTRATIVE PROCEDURES

The Director of Education or designate is authorized to establish and maintain Administrative Procedure: Artificial Intelligence Use and Implementation to manage operational requirements, including:

- Evaluation and approval of specific AI tools (e.g., Google Gemini, NotebookLM).
- Prohibited and permitted classroom use cases.
- Citation thresholds and academic integrity protocols.
- Innovation through "Tools Testing" initiatives.

PROCEDURE:

1. General

1.1. Ethical and Responsible Use The board supports the responsible and ethical use of AI and maintains that addressing issues related to bias, discrimination, and misinformation is required at the same time. Before generative AI is used, users must understand that algorithms form the foundation of generative AI and are shaped by cultural, political and social structures.

1.2. Approvals of Applications

1.2.1. General All computer applications must be approved by the Board for use in a classroom setting. In order for any computer application to be approved for use in the district, all built-in artificial intelligence must be evaluated in relation to (but not limited to) privacy, security, safety, transparency and ethical use. Where an application has generative AI built in vendors are required to inform the Board of its purpose upon request.

1.2.2. Privacy, Cyber-Security and Data Handling the collection, storage, and use of student and teacher data by AI systems must adhere to strict privacy and security standards in compliance with Board policy, applicable statutes and regulations (e.g. FIPPA/MFIPPA).

1.3. Accountability and Transparency – Plagiarism – Citations No staff member or student is permitted to use artificial intelligence as a means to produce content and claim it as their own. All use of artificial intelligence that leads to any content, material, document, product, assignment, communication etc shall include a citation of the source of the AI used.

Required Citation⁴

Author's (Parent Company) Medium, Response to "Query in quotes." Name of Website; Parent Company, Date accessed, URL.
OpenAI's ChatGPT, Response to "Explain to general audiences the possible causes and effects of climate change." ChatGPT, OpenAI, February 15, 2023, <https://chatgpt.pro/>

- 1.4. Content Ownership**—It is important to check the terms of use for each generative AI application. Content generated by generative AI applications are owned by the person who prompted the output (content). However, a person is not permitted to represent content generated by AI as their own.
- 1.5. Reliability and Validity**—For all uses of generative AI, especially for practical problem-solving, it is necessary to check/test outputs for accuracy and bias. Outputs from generative AI should always be verified using primary and reliable sources.
- 1.6. Risk management**—When using generative AI for problem-solving advice, output should be evaluated to mitigate risks which may be related to finance, health and safety, privacy/confidentiality, academics or reputation.
- 1.7. Misuse**—Any concerns related to the ethical use of AI in classrooms should be reported to the school principal or management in the appropriate circumstance. Violations of this policy may result in disciplinary action.

2. Teaching and Learning

2.1. Educators - Program Planning and Assessment

- 2.1.1. AI Literacy**—Prior to use in classroom settings, teachers are required to review the benefits and risks of using generative AI. Teachers are required to inform students of any risks regarding privacy, cyber-security and data handling that are associated with using generative AI.
- 2.1.2. Supervision and Monitoring**—Prior to use in classroom settings, teachers are required to inform students of the appropriate use cases for their class as well as citation requirements in the appropriate circumstance. Teachers are required to inform students of the need to test/check outputs for reliability, validity and bias. When generative AI is approved for use in a classroom setting, teachers are required to carefully supervise and monitor student use to ensure that it is used in accordance with this policy and requirements set out by the College of Teachers and the Ministry of Education.
- 2.1.3. Lesson/Unit Planning**—The use of generative AI applications to support lesson planning is permissible subject to the following conditions: the lesson planning is consistent with the Ministry and Board guidelines on program planning and assessment (e.g. Growing Success), any reference material used in the lesson planning has been verified as accurate and cited appropriately (see section 1.4), lesson planning is connected to the Ontario Curriculum, the Ontario Catholic Graduate Expectations and IGE supported curriculum (in the appropriate circumstance), and lesson planning has met all of the conditions of the belief and policy statements of this policy as well as complies with all of section 1.0 in the procedures of this policy.

- ~~2.1.4.— **Student Assessment**—The use of generative AI applications to support diagnostic or formative assessment is permitted subject to the following conditions: the assessment is consistent with the Ministry and Board guidelines on program planning and assessment (e.g. Growing Success); the assessment is connected to the Ontario Curriculum, the Ontario Catholic Graduate Expectations and ICE supported curriculum (in the appropriate circumstance) as covered in the course by the instructor, the assessment has met all of the conditions of the belief and policy statements of this policy as well as complies with all of section 1.0 in the procedures of this policy. **Generative AI is prohibited for use in summative assessments.**~~
- ~~2.1.5.— **Evaluation/ Grading**—The use of generative AI applications may be used to assist in evaluating and grading formative and diagnostic assessments. The use of generative AI for evaluation and grading purposes is subject to the conditions of the belief and policy statements of this policy as well as section 1.0 in the procedures of this policy. **The use of generative AI applications for evaluating/grading summative assessments is prohibited.**~~
- ~~2.1.6.— **Reporting**—The use of generative AI applications to support information for reporting student achievement to caregivers/students is prohibited.~~
- ~~2.1.7.— **Special Education - Differentiation**—The use of generative AI to support differentiated instruction for students on modified programs is permitted subject to the following conditions: program modifications are consistent with special education best practices (e.g. Education for All); modifications are consistent with the Ministry and Board guidelines on program planning and assessment (e.g. Growing Success), any reference material used has been verified as accurate and cited appropriately (see section 1.4), connected to the Ontario Curriculum, the Ontario Catholic Graduate Expectations and ICE supported curriculum (in the appropriate circumstance), and modifications have met all of the conditions of the belief and policy statements of this policy as well as complies with all of section 1.0 in the procedures of this policy. All use of generative AI to support program modifications requires consultation with the Principal before use.~~

~~2.2.— **Students**~~

- ~~2.2.1.— **General**—Generative AI for student use is prohibited in the Primary Division. The use of generative AI by students requires the approval of the classroom teacher and is subject to the conditions set out in this policy.~~
- ~~2.2.2.— **Generative/Creative Content**—The use of generative AI for creative endeavours is subject to the approval and supervision of the teacher. Generative AI may be used to support understanding of principles of creative expression and to explore the potential of AI—it is not intended to be a substitute for human expression.~~

~~2.2.3. — **Research** — The use of generative AI for research is permissible in certain circumstances but shall not replace research that requires primary or secondary sources. When generative AI is used to support research endeavours it shall be under the supervision of a teacher. Requirements for citation are noted earlier in this policy.~~

~~2.2.4. — **Problem-Solving - Advising** — Generative AI can be a useful advisor when determining a strategy to solve a problem. The use of generative AI for problem solving in the classroom setting requires the approval of the classroom teacher. Requirements for citations are noted earlier in this policy.~~

~~2.2.5. — **Efficiency and Productivity** — Generative AI can be useful for providing advice to improve processes and procedures as well as to expedite tasks. Applications with machine learning embedded to improve efficiency are permitted insofar as the application has been approved for use by the Board. The use of generative AI for efficiency and productivity in the classroom setting requires the approval of the classroom teacher.~~

DEFINITIONS:

Artificial Intelligence - The theory and development of computer systems able to perform tasks that normally require human intelligence, such as visual perception, speech recognition, decision-making, and translation between languages. (Oxford)

Generative AI - refers to deep-learning models that can generate high-quality text, images, and other content based on the data they were trained on.

REFERENCES:

- ~~● Chicago Style — University of Waterloo 2023~~
- ~~● Ethics in the Age of Disruptive Technologies (An Operational Roadmap) — The ITEG Handbook; Flahaux, Green, and Skeet, Markkula Center for Applied Ethics at Santa Clara University. (2023)~~
- ~~● Artificial intelligence in education: Addressing ethical challenges in K-12 settings National Library of Medicine — Selin Akgun and Christine Greenhow~~
- ~~● MFIPPA & FIPPA~~
- ~~● Google AI Responsible AI Practices~~
- ~~● University of Western Ontario (Ivey) reference documents on generative AI~~
- ~~● University of Waterloo reference documents on generative AI~~

Revised REFERENCES

- *Education Act.*
- HPCDSB Strategic Plan.
- Dicastery for the Doctrine of the Faith & Dicastery for Culture and Education. (2025, January 28). *Antiqua et nova: Note on the relationship between artificial intelligence and human intelligence.* The Holy See.
https://www.vatican.va/roman_curia/congregations/cfaith/documents/rc_dcf_doc_20250128_antiqua-et-nova_en.html
- Pope Leo XIV. (2025, June 17). *Message of the Holy Father to participants in the Second Annual Conference on Artificial Intelligence, Ethics, and Corporate Governance.*

The Holy See.

<https://www.vatican.va/content/leo-xiv/en/messages/pont-messages/2025/documents/20250617-messaggio-ia.html>

- Pontifical Commission for Vatican City State. (2024, December 16). *Decreto N. DCCII: Linee guida in materia di intelligenza artificiale* [Decree No. 702: Guidelines on artificial intelligence]. Vatican City State. <https://www.vaticanstate.va/images/N.%20DCCII.pdf>
- Ministry of Education: *Growing Success* (2010).
- *MFIPPA & FIPPA*.

RESOURCES, APPENDICES AND FORMS:

- Artificial Intelligence Use of Implementation Administrative Policy 3.2.7



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sarah Devereaux, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: May 25, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

POLICY TRUSTEE EXPENSES

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board makes changes to policies and procedures when necessary to ensure compliance and relevance with legislation, while maintaining alignment with the mission and vision of our Catholic school system.

DEVELOPMENT

The *Putting Student Achievement First Act* was passed on May 7, 2026. On May 14, 2026, the Minister of Education issued a memorandum to school boards and trustees which provided policies and guidelines under paragraph 3.7 of subsection 8(1) of the *Education Act* governing school board trustee expense policies. These changes are to be effective immediately and have been reflected in the recommended updates to the Trustee Expense Policy. Changes are being presented for the consideration of the Board of Trustees.

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 June 2026.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives policy Trustee Expenses..



HURON-PERTH CATHOLIC District School Board

Trustee Expenses Reimbursement

Adopted:	January 26, 1998	Policy #:	P 1.2.3.
Revised:	May 23, 2023	Policy Category:	2.1. Trustees

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes that trustees, in their roles of stewards and guardians of Catholic Education, should be provided with resources, supports and reimbursements to fulfill their obligations.

POLICY STATEMENT:

It is the policy of the Huron-Perth Catholic District Board that it will reimburse trustees for expenses ~~reasonably incurred~~ necessary in carrying out their responsibilities while representing the interests of students, the community and/or the Board. ~~The Board also strives to ensure fair and consistent treatment of all employees including Trustees. Therefore,~~ The following procedures outline the parameters and process with regard to Trustee expenses. All expense claims are governed by the Board's Purchasing Policy and are subject to audit.

PROCEDURE:

Eligible Expenses

The board will reimburse trustees for necessary costs associated with attending board meetings, committee meetings and other events or activities in cases where a trustee's attendance or participation is essential to the Board's core business operations. Additional items required in order to carry out their duties as trustees will be reimbursed at the discretion of the Director of Education.

Reimbursement of Travel Expenses

Auto

- Trustees are encouraged to minimize the distance travelled and kilometres claimed.
- Expense claims for mileage are to include travel particulars, i.e. the starting point and ending destination and must include the number of kilometers driven for each instance.

Employees are encouraged to minimize the distance travelled and kilometers claimed.

- A schedule of predetermined distances between school sites is provided under separate cover (Form 3E:23-2 Kilometric Distances) and must be used in the calculation of travel claims between Board sites.
- Original expense claims for mileage are to include travel particulars, i.e. the starting point and ending destination and must include the number of kilometers driven for each instance.

The Board will reimburse trustees for expenditures paid personally and submitted electronically through the Employee Web App Portal., subject to the following guidelines:

Travel will be reimbursed

- a) While conducting business on behalf of the Board.
- b) While attending meetings on behalf of the Board.
- c) While attending committee meetings of the Board.
- d) While conducting Board business outside the Board's jurisdiction.
- e) While attending conferences, training and professional development.
- f) While visiting a school within the jurisdiction of Huron-Perth.

— A schedule of predetermined distances between school sites is provided under separate cover (Form – Kilometric Distances) and must be used in the calculation of travel claims between Board sites.

Travel Costs – Train/Bus/Airfare

- Train/Bus coach class economy fare is the standard. Claim supported by train or bus ticket receipt; credit card receipt is not acceptable.
- ~~Business class may be acceptable with prior approval in limited circumstances such as:~~
 - ~~The need to work with a team;~~
 - ~~Choosing a travel time that allows you to reduce expenditures on meals or accommodation (e.g. compare an economy (coach) class ticket plus meal, with the cost of a ticket for VIA1, where the meal is included);~~
 - ~~Accommodation requirements; and~~
 - ~~Health and safety considerations.~~
- Air travel is permitted if it is the most practical and economical way to travel. ~~Claim supported by trip itinerary and detailed airfare charges; credit card slip is not acceptable.~~ Economy (coach) class is the standard option for ticket purchase. ~~Travel in business class must have prior approval by the Director of Education, and may be considered in the following circumstances:~~
 - ~~On international flights; or on flights within Canada and the continental United States of America if related to the provision of reasonable accommodation~~
 - ~~(e.g. health reasons).~~

Reimbursement of Other Expenses

The Board will reimburse trustees for expenditures submitted electronically through the Employee Web App Portal., subject to the following guidelines:

Reasonable and appropriate claims will include, but are not limited to, actual out-of-pocket expenses incurred for:

- a) ~~Courses, full~~ Necessary conference ~~packages~~ or workshop charges;
- b) Hotel room charges ~~must be~~ supported by a detailed original hotel invoice;
 - A standard room is the set option for accommodation, consistent with the principle of value for money.
 - A maximum of \$30 per night for gratuitous lodging expenses when staying with family or friends. Instead of a receipt, you must submit a written explanation describing the purpose of the trip and identifying the host and the number of days you stayed.
- c) Meals (if not included in registration), see next section for daily maximum;
- d) Tips and gratuities;

- e) Business telephone calls;
- f) Taxi receipts;
- g) Vehicle rental, when a rental vehicle is more economical than the use of a personal vehicle;
- h) Public transportation at the lowest fare practicable;
- i) Necessary parking fees;
- j) Other business expenses (e.g. ~~fax~~, technology, internet).

The following expenses will not be reimbursed:

- a) Any expenses related to a discretionary event or activity for which expenses are incurred by choice rather than operational necessity including:
 - professional development activities
 - professional associations or sector organizations' events or activities
 - education-related symposiums, conferences and conventions
- b) Entertainment charges (e.g. ~~video rentals~~ movies, mini-bar charges, etc.);
- c) Alcoholic drinks;
- d) Charges incurred by a spouse;
- e) Parking fines or traffic tickets;
- f) Automobile repair expenses.

Meals

Reasonable and appropriate actual meal expenses will be reimbursed if the expenditure is incurred when the individual attends a necessary event or activity. ~~is on Board business~~.

Meals appearing on a hotel receipt must also be accompanied by an itemized receipt.

These rates include taxes and gratuities.

- Reimbursement for meals is subject to the following limits:

Breakfast	\$20.00
Lunch	\$25.00
Dinner	\$50.00

- Reimbursement of meal costs must not include any alcoholic beverages.
- Credit card vouchers not accompanied by receipts will not be accepted.

Equipment

The Board feels it's important to provide a trustee with the appropriate computer technology to facilitate their role as a trustee. At the beginning of a term the Board will provide, through the Information and Technology Department, the appropriate computer equipment. The equipment remains the property of the Board and is to be returned at the earlier of the end of term of office or when the individual is no longer a trustee. An outgoing trustee has the option to purchase the equipment at fair market value.

Reporting

Expense Claims should be generated and submitted electronically through the Employee Expense ~~Web App~~ portal for approval and payment on a timely basis within the current fiscal year. By submitting an expense claim, the trustee is acknowledging their compliance with this policy.

The Director of Education will approve the claim as the person knowledgeable about the activity and the one who acknowledges that the expenditure complies with this policy ~~administrative procedure~~ and established practice.

The trustee must attach electronic copies of all receipts showing the detail of the expense to the expense claim and submit all original receipts with a printed copy of their completed claim to the Board Office. Photocopies of receipts, or credit/debit card slips are not acceptable.

Trustee Expenditure Guidelines:

Examples of Events that may be related to Board Business:

- ~~Trustee Association meetings or events.~~
- ~~Board or committee meeting (e.g. Budget committee).~~
- ~~Events or professional development related to the board's mission or objectives.~~

Examples of Events that may not be related to Board Business:

- ~~Community fundraising gala or charity function.~~
- ~~Political activities or events.~~

Examples of Potentially Eligible Expenses:

- ~~Lunch purchased while attending a seminar or conference where meals are not included as part of the registration fee.~~
- ~~Transportation costs and accommodation expenses incurred for attending out-of-town professional development seminar held by trustee association.~~

Examples of Potentially Ineligible Expenses:

- ~~Donations to community groups or charities.~~
- ~~Donations to schools.~~

Examples of Potentially Reasonable Expenses:

- ~~Registration fee for attending professional development course that is directly related to board business and for which prior approval of the board has been obtained.~~
- ~~A meal expense claim that exceeds the board's limit due to a lack of alternative, suitable options. For example, dining at a hotel restaurant when there are no other options reasonably close by.~~

Examples of Potentially Unreasonable Expenses:

- ~~A meal expense claim that exceeds the board's limit despite the existence of alternative, more suitable options. For example, dining at an expensive restaurant when there are other options close by. In such a case, an amount up to the board's dinner limit should be claimed.~~

DEFINITIONS:

- N/A

REFERENCES:

- Education Act
- [Putting Student Achievement First Act](#)
- Broader Public Sector Expenses Directive
- [Policy 3.3.4 Purchasing](#) ~~Board Policy Purchasing~~

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham and Sean McDade, Superintendents of Education
Presented to: The Huron-Perth Catholic District School Board
Date: May 27, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

2.2.8 ASSESSMENT, EVALUATION AND REPORTING OF STUDENT ACHIEVEMENT

Public Session

BACKGROUND

The Huron-Perth Catholic District School (the Board) believes in and is committed to improved student learning through consistent, transparent, equitable, and faith-filled assessment, evaluation, and reporting practices. This framework is deeply rooted in Catholic Social Teaching principles and aligns with the Ontario Ministry of Education's policies, notably *Growing Success* (2010). As part of the policy's evolution, the former procedure has been expanded and moved to the Board's online website to ensure up-to-date accessibility for the entire Catholic school community.

DEVELOPMENTS

The assessment and evaluation framework was developed to integrate the primary purpose of assessment: improving student learning with Catholic values, viewing assessment as a sacred trust and a redemptive process that leads to growth, restoration, and hope. The development of this policy establishes the following key areas:

Catholic Foundations: Assessment practices are designed to be redemptive and use an asset-based lens, focusing on what students know and can do while nurturing the Ontario Catholic School Graduate Expectations.

Guiding Principles & Equity: The policy embeds the Seven Fundamental Principles of *Growing Success* (2010) and emphasizes equity, inclusion, and student voice, ensuring all students have opportunities to demonstrate learning regardless of socio-economic status, culture, identity, or learning profile.

Professional Judgment: The framework supports ongoing professional learning to strengthen educators' professional judgment, emphasizing evidence gathered over time and across multiple contexts.

Roles and Responsibilities: Clear expectations have been developed, tasking the Superintendent of Education with keeping online procedures up-to-date, while Principals and teachers are responsible for adhering to and communicating these procedures to parents and students.

The revised policy has been available on the website for vetting. Feedback was received, and has been incorporated into the policy.

Staff are recommending approval of the policy.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy 2.2.8 Assessment, Evaluation and Reporting of Student Achievement.



HURON-PERTH CATHOLIC

District School Board

Assessment, Reporting and Evaluation of Student Achievement

Adopted:	August 25, 2003	Policy #:	P 2.2.8.
Revised:	June 17, 2019	Policy Category:	2.2. School Program

BELIEF STATEMENT

The Huron-Perth Catholic District School Board believes that every learner is created in the image and likeness of God, possessing unique gifts and infinite potential. Our approach to assessment, evaluation, and reporting is a sacred trust, deeply rooted in Catholic faith and Catholic Social Teaching principles. Through this lens, we fulfill our mission to nurture the Ontario Catholic School Graduate Expectations, guiding our students to reach their God-given potential within a Christ-centered environment.

POLICY STATEMENT

The Huron-Perth Catholic District School Board is committed to improving student learning through consistent, transparent, equitable, and faith-filled assessment, evaluation, and reporting practices. These practices are grounded in Catholic Teachings and aligned with the philosophy, policies, and direction of the Ontario Ministry of Education, including *Growing Success (2010)*.

Assessment, evaluation, and reporting are integral to effective instruction and are conducted within a Christ-centred learning environment that honours the dignity, uniqueness, and God-given potential of every learner.

ROLES AND RESPONSIBILITIES

The Superintendent of Education will ensure that up-to-date Board Assessment, Evaluation, and Reporting Procedures are posted on the Board Website.

Principals will communicate that the Board Procedures are available to all members of the Catholic school community through the School Website.

EXPECTATIONS

Principals and teachers will adhere to the Board Assessment, Evaluation, and Reporting Procedures.

Parents and students will be informed of the Board Assessment, Evaluation, and Reporting Procedures through appropriate communication tools.

PURPOSE AND CATHOLIC FOUNDATIONS

The primary purpose of assessment and evaluation is to improve student learning. In our Catholic context, assessment is not merely a measure of knowledge, but a process that leads to growth, restoration, and hope.

In fulfilling our professional responsibilities, principals and teachers are called to uphold Catholic values in all assessment practices by:

- **Respecting Dignity:** Respecting the inherent dignity of every student and recognizing the holistic nature of learning, integrating intellectual, spiritual, social, emotional, and moral development.
- **Engaging in Redemptive Practice:** Using assessment practices that are redemptive in nature, allowing for mistakes, growth, and the opportunity to demonstrate improvement.
- **Using an Asset-Based Lens:** Our evaluation process focuses on identifying and communicating what students know and can do with respect to the overall curriculum expectations, rather than focusing on deficits in their understanding.
- **Embedding the Ontario Catholic School Graduate Expectations:** Ensuring practices reflect the Graduate Expectations and affirm the shared responsibility to nurture learners who are called to transform God's world with wisdom, compassion, and hope.
- **Providing Timely Feedback:** Communicating student achievement and progress clearly, specifically, and in a timely manner to students and parents/guardians in order to improve student understanding and learning.

THE SEVEN FUNDAMENTAL PRINCIPLES

To ensure that assessment, evaluation, and reporting are valid, reliable, and lead to improved learning for all students, educators shall apply the Seven Fundamental Principles outlined in *Growing Success (2010)*. Assessment practices must:

- be fair, transparent, and equitable for all students;
- support students with special education needs, students learning the language of instruction, and students who identify as First Nation, Métis, or Inuit;
- be carefully planned and aligned with curriculum expectations, learning goals, and the strengths, needs, interests, and experiences of students;
- be clearly communicated to students and parents/guardians;
- be ongoing, varied, and administered over time to provide multiple opportunities to demonstrate learning;
- include descriptive feedback that is clear, specific, meaningful, timely and connected to learning goals and success criteria; and
- develop students' capacity for self-assessment, goal setting, and reflection.

PROFESSIONAL JUDGMENT AND CONTINUOUS IMPROVEMENT

Effective assessment and evaluation relies on the professional judgment of educators, informed by evidence of student learning gathered over time and across multiple contexts, with particular emphasis on most recent, most consistent.

The Board supports ongoing professional learning to strengthen assessment practices and ensure alignment with best practices, Catholic values, and Ministry of Education policy.

REFERENCES

- *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*
- *Growing Success: The Kindergarten Addendum (2016)*

- *Institute for Catholic Education (2019)*
- *Learning for All (2013)*
- *Renewing the Promise (2018)*
- Equity and Inclusive Education Policy 2.2.6

RESOURCES, APPENDICES AND FORMS:

- [Huron Perth Catholic DSB Assessment, Evaluation, Reporting internal website \(procedures\)](#)
- [Huron Perth Catholic DSB Approved Assessment Tools](#)



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sean McDade, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: May 27, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

CYBER SAFETY LEARNING RESOURCES

Public Session

BACKGROUND

In today's increasingly connected world, students and educators rely on technology more than ever. This makes it essential to equip our school communities with the knowledge and tools to protect themselves online. The Ministry of Education has provided the Board with project funds through the Project Plan for Cyber Safety Learning Resources.

This funding is specifically designated to support the implementation of classroom-ready, grade-appropriate cyber safety resources that are aligned with the Ontario curriculum. The objective is to promote responsible and secure digital habits among students and help them navigate digital risks, including those related to social media, artificial intelligence, privacy, and screen time. This mandate aligns deeply with our Catholic values, ensuring that our students are guided to use digital tools ethically, respectfully, and in a manner that upholds human dignity.

DEVELOPMENTS

To maximize the impact of the \$11,859.21 in project funds, the Huron-Perth Catholic District School Board is actively establishing a purchasing consortium with other Ontario Catholic District School Boards. By pooling our financial resources and sharing access across boards, we can stretch our funding significantly further, allowing us to acquire premium, multi-year resources that might otherwise exceed an individual board's budget.

In accordance with Ministry guidelines, all project funds will be used exclusively to purchase materials from the approved Cyber Safety Learning Resources Vendor of Record (VOR) established by Supply Ontario. Through our collaborative evaluation, the consortium has identified KnowledgeFlow as a key vendor to support our students, educators, and parents.

Crucially, KnowledgeFlow is committed to working directly with our Catholic boards to ensure that our Catholic faith and the principles of digital citizenship are at the forefront of their programming. This ensures that the integration of cyber safety education reflects our Gospel values and supports the Ontario Catholic School Graduate Expectations.

The acquired resources will comprehensively support our community, including:

- Teacher and parent guides to support both classroom and home-based learning environments.
- Student-focused resources, including interactive games and digital learning modules, to foster safe online habits related to security, privacy, and digital safety.
- Professional development opportunities to support educator training and capacity building.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Cyber Safety Learning Plan report for information.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: May 27, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

MENTAL HEALTH REPORT

Public Session

BACKGROUND

The [2025-2026 Huron-Perth Catholic District School Board Mental Health and Addiction Action Plan](#) prioritizes the delivery of timely, evidence-informed, and effective mental health supports for all students. This work is guided by the Ministry of Education's [Policy and Program Memorandum 169: Student Mental Health](#), which requires school boards to establish and implement comprehensive, tiered mental health strategies that promote well-being, build educator capacity, and ensure access to appropriate prevention and intervention services. In alignment with PPM 169, the Board continues to strengthen system coordination, data-informed decision-making, and equitable access to mental health supports across the continuum of care.

This work is rooted in our Catholic identity and aligned with our Board's Spiritual Theme, "On Fire With The Spirit: Awaken! Illuminate! Rejoice!" As a Catholic learning community, we are called to walk together in service, compassion, and accompaniment. We support the mental, emotional, and spiritual well-being of every student entrusted to our care. Our approach reflects a commitment to building safe, inclusive, and faith-filled environments where each student is recognized as a child of God, worthy of dignity, care, and belonging.

May, a month traditionally associated with renewal and devotion, offers a meaningful opportunity for reflection and recommitment to this important work. It is with gratitude and hope that we share the progress made over the past year. This progress reflects the collective efforts of students, staff, families, and community partners, working together in a spirit of accompaniment, compassion, and care to support student well-being across our system.

DEVELOPMENTS

Throughout the 2025–2026 school year, our Board has continued to expand and deepen the range of social work and mental health services available to students. These services are not only evidence-informed but also aligned with our Gospel values of dignity, compassion, and service. The following report highlights key developments and initiatives that have supported student well-being across our district. We are proud to highlight the meaningful work and opportunities that have unfolded this year, reflecting our shared mission to nurture the whole child in mind, body, and spirit.

Priority 1: Establish Organizational Conditions for Effective School Mental Health

Caseload and Referrals

As of May 12, 2026, our School-Based Social Workers have provided individualized support to over 237 students during the 2025–2026 school year. Services delivered include evidence-informed brief counselling, student observations, consultations, assessments, and collaborative planning with school teams and families. The team also maintains strong partnerships with community agencies to ensure students receive the right care at the right time. This year, approximately 5% of students were identified as requiring services beyond the school setting and were successfully referred to community partners for appropriate care and support.

Our team continues to enhance mental health literacy and strengthen early intervention practices, supporting a shift toward increased identification and support of Tier 1 and Tier 2 needs while maintaining comprehensive Tier 3 services. This approach is reflected in our data: of the students referred for school-based mental health support, 189 were assessed as requiring Tier 2 (early intervention, prevention or maintenance), while 22 students were identified as requiring Tier 3 intervention. The remainder of students were assessed as having Tier 1 resource needs. Interestingly, this year most students referred for services were in grade 5 and 6. Following this the next highest grade level of need was identified as grade 4 and then grade 11 and 12. This is particularly interesting in terms of where mental health was focused since its inception within the school environments and the way in which the funding is allocated to secondary schools. Our response to this observed trend is explored further in Priority 3.

This proactive, tiered model reflects strengthened organizational conditions, including clearly defined referral criteria and increased staff capacity to recognize and respond to early signs of student need. As a result, we are better positioned to support student well-being earlier, while reducing reliance on more intensive interventions.

Data-Driven Practice

The Clevr platform continues to serve as a secure and integral tool for Registered Social Workers in documenting case notes and managing student service records. Its functionality has been expanded to include the tracking of attendance and the management of referrals, further strengthening its role within our service delivery model. This expansion has enhanced our ability to streamline processes and establish clear, consistent referral pathways across the District. Student Services and school leadership teams including Special Education Resource Teachers (SERTs), Guidance staff, Chaplains, and school administrators, have been trained and are well-equipped to initiate referrals. As a result, the intake process for both mental health and attendance-related services has been efficient and consistent across schools.

In parallel with the expanded use of Clevr, we have implemented both a clinical supervision tracking tool and a mental health referral tracking system. These tools support the accurate collection and analysis of service delivery data, enabling us to better understand student demographics, identify emerging trends, and assess service gaps, needs, and strengths. They also ensure that we maintain reliable and comprehensive data for required reporting to the Ministry of Education and School Mental Health Ontario.

Collectively, these systems have strengthened our ability to monitor mental health trends and attendance-related referrals, supporting evidence-informed decision-making. The data gathered through supervision and referral tracking further allows us to evaluate the effectiveness of

interventions, monitor equity of access, and continuously refine our service delivery to better meet the diverse needs of students.

Family of Schools Service Model:

Social Workers were assigned to a family of schools, ensuring consistent and equitable access to services. 89% of schools received at least one full day of social work support per week, while secondary schools benefited from three days weekly.

This model supports the Board's strategic goals around attendance, engagement, academic achievement, and faith formation. By embedding social workers within school communities, we enabled a Multi-Tiered System of Supports (MTSS) approach, fostering strong relationships, continuity of care, and school-specific service delivery.

Priority 2: Building Capacity: Mental Health Literacy and Social Emotional Learning

School Staff Book Study: Strengthening Relationships and Building Capacity

In alignment with our Board's pastoral theme, "Awaken! Illuminate! Rejoice!", the Mental Health and Wellness Team has continued to build staff capacity across school communities by deepening understanding of trauma-informed and student-centred practices through a faith-filled lens of compassion, dignity, and accompaniment.

Over the past year, the team facilitated multiple professional learning opportunities through two book studies offered at four points throughout the school year. These sessions engaged a broad range of school-based staff, including teachers, principals, SERTs, and educational assistants. Sessions were grounded in our shared mission to foster learning environments where every student is seen, known, and loved. This work reflects our commitment to nurturing healing, resilience, and well-being through Christ-centered relationships.

The first book study, *Relationship, Responsibility, and Regulation: Trauma-Informed Practices for Fostering Resilient Learners* by Kristin Van Marter Souers and Pete Hall, invited participants to explore how personal experiences and perspectives influence interactions with students, particularly those impacted by trauma. Through this lens, staff deepened their understanding of their role in creating safe, predictable, and inclusive environments that support students' academic, emotional, and spiritual growth. This work reinforced the sacred responsibility of educators to accompany students with empathy, patience, and respect for their inherent dignity as children of God.

The second book study, *The Anxious Generation* by Dr. Jonathan Haidt, provided staff with an opportunity to examine emerging research on the rise in youth anxiety, particularly in relation to increased screen use, social media engagement, and reduced opportunities for independent play and face-to-face connection. Participants engaged in meaningful dialogue about the implications for school environments, including the importance of fostering healthy boundaries with technology, promoting real-world relationships, and creating spaces for authentic connection and belonging within the school community. Staff reflected on how these insights can inform classroom practices, student support strategies, and school-wide approaches to well-being.

Within a Catholic context, these discussions were further enriched by our call to uphold the dignity of the human person and to cultivate an authentic community rooted in connection. The emphasis on relationships, presence, and intentional accompaniment aligns with Gospel values and our mission to walk alongside students as they grow into who God created them to be.

Encouraging balance, mindfulness, and meaningful human connection reflects our responsibility to nurture not only the minds, but also the hearts and spirits of our students.

Collectively, these professional learning opportunities have strengthened staff capacity to respond to student needs with greater awareness, intentionality, and kindness. By integrating trauma-informed practices with current research on youth mental health, and grounding this work in our Catholic identity, we continue to cultivate school environments where students feel safe, supported, and empowered. As we move forward, we remain committed to being On Fire with the Spirit, illuminating the forward for every learner through faith, hope, and compassion.

Mental Health Literacy Learning for Special Education and Guidance Staff

To strengthen system capacity in supporting student mental health and well-being, the Mental Health Lead, in partnership with the Learning Coordinator of Special Education, facilitated an in-person pilot learning series for Special Education Resource Teachers (SERTs). This series adapted School Mental Health Ontario's newly released *MH LIT: Mental Health in Action for Special Education Resource Teachers* course into a collaborative, discussion-based format. HPCDSB is proud to be among the first boards to participate in the provincial facilitated implementation pilot during its inaugural year.

The learning focused on three core areas: foundational mental health concepts, the role of SERTs in promoting inclusive and mentally healthy learning environments, and strategies for early identification and support of students. The facilitated model supported rich dialogue, reflection on practice, and the development of a shared language across schools, strengthening alignment between Special Education and Mental Health Services.

Participants reported increased confidence in applying mental health literacy to their daily practice, supporting colleagues, and accessing tools to better assist students and families. Insights from this pilot will inform future professional learning and continued integration of mental health literacy within special education supports.

A similar full-day session was provided for Guidance Educators and Secondary Chaplains at the Catholic Education Centre, facilitated by the Mental Health Lead. To further enhance their capacity in supporting students experiencing intense emotions and mental health challenges, participants also received Emotion Validation Coaching training from Dr. Jennifer McTaggart. This targeted professional learning supports staff in their unique roles, equipping them with the confidence to respond to student needs with empathy alongside evidence-informed practical skills.

SWELL: Strengthening Well-Being and Emotional Learning Through Leadership

Program Evaluation Summary – St. Mary's Catholic School (Final Year)

St. Mary's Catholic School (approximately 315 students) participated in the final year of the SWELL initiative. Implementation across 14 classrooms (Kindergarten to Grade 8) provided a comprehensive opportunity to assess school-wide impact. Overall findings demonstrate strong educator engagement, positive uptake, and clear direction for sustainable next steps in SEL and mental health capacity building.

A key component of SWELL was the implementation of *Circle of Security in the Classroom* (COS-C) training. Educator feedback reflected consistently high levels of satisfaction (4.5–4.82/5), with all participants indicating they would recommend the training. Staff reported

increased understanding of student mental health and attachment needs, greater confidence in supporting well-being, and strengthened ability to foster safe, inclusive classroom environments. The SWELL model effectively builds adult capacity, reinforcing the critical role of educator well-being and relational practice as foundations for student success.

Pre-program data highlighted strong staff commitment to student well-being, including high levels of being proud of the school community and feeling a pride, belonging, and positive relationships with students. At the same time, moderate confidence levels identified the need for continued support in delivering explicit SEL instruction and responding to diverse mental health needs. Key barriers included limited instructional time, challenges with curriculum integration, and access to practical resources. Educators identified a need for dedicated collaboration time, applied tools, and ongoing professional learning. This indicates that developing system-level support that includes time, resources, and embedded learning opportunities would be important to ensure consistent and effective SEL implementation.

Student data (Grades 4–8) demonstrated strong relational foundations, including positive connections with educators and a sense of belonging within the school community. Students also showed emerging awareness of emotions. Areas for growth included the application of emotional regulation strategies and the ability to support peers during times of distress. Feedback also indicated a need to strengthen peer relationships and foster greater psychological safety. This indicates that while relational conditions are strong, students benefit from explicit, skill-based SEL instruction to build resilience, coping strategies, and interpersonal skills.

As SWELL concludes, the Board has prioritized targeted support to sustain and extend this work. A Child and Youth Worker (CYW) role has been introduced to support ongoing SEL implementation through classroom-based programming, collaboration with educators, and alignment with School Mental Health Ontario competencies. This approach strengthens the integration of social-emotional learning with the Ontario Catholic Graduate Expectations and Catholic Social Teachings, reinforcing a holistic vision of student development that attends to mind, body, and spirit.

Looking ahead, there is an opportunity to further build on this foundation through consideration of expanded internal CYW capacity to support consistent, system-wide implementation of mental health literacy and SEL. Such an approach would enhance continuity of support, strengthen early intervention efforts, and deepen the integration of faith and well-being within everyday classroom practice.

Social-Emotional Learning (SEL) Implementation

Aligned with the Huron-Perth Catholic District School Board's 2024–2027 Strategic Plan and the Mental Health and Well-Being Team Action Plan, the Board continues to strengthen the implementation of accessible, faith-informed Social-Emotional Learning (SEL) across schools. This work reflects our commitment to fostering student resilience, empathy, and a strong sense of belonging, grounded in the recognition of each student's God-given dignity.

During the 2025–2026 school year, approximately 40 Tier 1 classroom SEL sessions were delivered, engaging more than 360 students across the district. These sessions intentionally integrate the Ontario Catholic School Graduate Expectations (OCSGEs) and Catholic Social Teachings with the SEL competencies outlined by School Mental Health Ontario. This ensures

that student learning is both evidence-informed and spiritually grounded, supporting holistic development across spiritual, emotional, social, and academic domains.

SEL programming emphasizes key themes such as human dignity, community and participation, and stewardship of creation. Through these sessions, students build emotional literacy, stress management skills, perseverance, and the ability to form healthy relationships, while developing a strong sense of identity and agency. These competencies are embedded within the broader context of Catholic education, supporting students as discerning believers and responsible, compassionate contributors to society.

In addition, the Board has adapted School Mental Health Ontario’s *Wayfinder* resource to reflect a Catholic context. For Kindergarten to Grade 3, this includes alignment with Religion and Family Life programming and organization of themes across the liturgical year. The adapted resource also provides educators with practical support, including sample report card comments. Ongoing work will continue to expand this resource into a comprehensive, “ready-to-use” tool to support educators in embedding SEL within daily instruction, recognizing that social-emotional learning is most effective when integrated across the curriculum rather than delivered as stand-alone lessons.

Priority 3: Provide Equitable Access to Evidence-Informed Mental Health Support and Resources

Service Pathways: Huron-Perth Sexual Violence Guide for Children and Youth

In response to increasing disclosures of sexual violence among children and youth in Huron and Perth, the Mental Health Leads from both school boards partnered with community agencies including law enforcement, child protection, public health, victim services, and gender-based violence organizations to strengthen local service pathways and coordinated responses.

This cross-sector working group was established to ensure that children and youth receive timely, consistent, and trauma- and violence-informed care following a disclosure. A key outcome of this collaboration is the development of the *Huron-Perth Sexual Violence Guide for Children and Youth*, which provides clear, standardized referral pathways and response protocols for professionals supporting students across both counties.

The guide is supported by practical resources, including an instructional video, webinar, and visual tools, which outline roles, responsibilities, reporting requirements, and available services. These materials were developed over a three-year period and disseminated between January and May 2026 to community partners, supporting a shared understanding and coordinated approach to care.

To promote system-wide implementation, the resources have been presented to 14 community committees and networks, with participating organizations further sharing the materials within their teams. This approach strengthens alignment

across sectors and enhances the ability of professionals to respond effectively and confidently to disclosures.

This work is grounded in demonstrated need and reflects a commitment to early, coordinated, and trauma-informed intervention. It represents a significant advancement in clarifying referral pathways and ensuring that children and youth are connected to the right supports at the right time.

At Huron-Perth Catholic District School Board, next steps include introducing the guide to secondary educators during the June 5 professional development day, followed by a formal district-wide launch in Fall 2026. Implementation will be aligned with the expectations of Erin’s Law (Bill 123), reinforcing best practices in prevention, response, and student support. In parallel, ongoing collaboration with community partners continues to strengthen coordinated pathways for responding to mental health crises, ensuring timely access to care and reinforcing a system-wide commitment to student safety and well-being.

Mental Health Service Data - A Snapshot:

Year	19-20	20-21	21-22	22-23	23-24	24-25	2025-2026
Staff	1 SBSW	2 SBSW/ AC 2 SEL Coaches	3 SBSW 1 SEL Coach 1 SBO (HPC)	2 SBSW/AC 2 SBSWs 1 SBO (HPC)	2 SBSWs/ AC 1 SBSW 1 SBO (HPC)	5 SBSWs .6 Attendance Counsellor	4 SBSWs .6 Attendance Counsellor (AC)
Tier 1 (All)	N/A	N/A	N/A	10	3	76 SEL Classroom Activities: 600 students 3 Book Studies 12 Parent Sessions	40 SEL Classroom Activities: 600 students 3 Book Studies 6 Parent Sessions
Groups	N/A	0	0	0	0	2	1
Direct Service	48	140	192	313	207	285	237
Prolonged Absence Referrals	N/A	18	26	55	49	31	26
Persistent Absence Referrals	0	0	0	0	2	27	30

Mental Health Team Professional Learning: EARL-V3 Training

In response to emerging trends noted in Priority 1 that have indicated increased mental health needs among students in the junior grades, the Mental Health Team recently completed training in the EARL-V3 (Early Assessment Risk List), a Ministry-supported, structured clinical risk assessment framework designed for children and youth aged 3 to 11 years.

This evidence-informed tool strengthens school support staff and clinicians' ability to identify risk factors early and respond with targeted, developmentally appropriate interventions. EARL-V3 emphasizes that recognizing risk carries an ethical responsibility to act, supporting practitioners in moving from assessment to coordinated, student-centred intervention planning. The framework links identified risk factors with tailored management strategies, enabling clear and actionable plans in collaboration with students, families, and school teams.

This professional learning directly supports the observed increase in service needs among junior-aged students by enhancing the team's capacity to provide early, preventative, and responsive care. It also reinforces culturally responsive and identity-affirming practice, as the structured assessment process encourages consideration of each student's lived experience, strengths, and context in the development of intervention plans.

In addition, this training aligns with and strengthens the Board's ongoing [Right Time, Right Care](#) work in partnership with our Lead Children's Mental Health organization, Huron Perth Centre (HPC). The EARL-V3 serves as the foundational assessment that informs SNAP (Stop Now and Plan) interventions, and as HPC advances SNAP training and implementation, the shared use of EARL-V3 will support coordinated, evidence-informed pathways for younger children.

Importantly, both school-based and clinical applications of the EARL-V3 provide a common lens, assessment framework, and language for understanding student and family needs to inform SNAP interventions. This shared approach enhances collaboration across sectors, strengthens communication, and improves our collective ability to engage in coordinated service planning. As a result, students benefit from more seamless, integrated support across school and community settings. Collectively, this investment in professional learning enhances our capacity to respond proactively to student needs, strengthens system alignment, and ensures that younger learners experiencing mental health challenges receive timely, appropriate, and effective care.

Priority 4: Increase Student Attendance, Safety and Family Engagement

Given that the attendance report was presented in the previous month, the current report will focus specifically on student safety and family engagement initiatives and outcomes.

Substance Use and Digital Wellness Education: Partnership With CMHA-HP AMHS

In alignment with [Policy/Program Memorandum \(PPM\) 128](#), the Huron-Perth Catholic District School Board (HPCDSB) partnered with the Canadian Mental Health Association Huron Perth Addiction and Mental Health Services (CMHA-HP AMHS) to deliver classroom workshops focused on substance use prevention and digital wellness for students in Grades 7–12. These presentations were intentionally developed and implemented to support safe, inclusive, and respectful learning environments across the district.

The workshops addressed prevention and early awareness related to vaping, cannabis use, and technology dependency. Students engaged in learning that explored:

- How stress presents in daily life
- Why young people may turn to vaping, cannabis, or excessive cellphone use as coping strategies
- The negative impacts of these behaviours on health and well-being
- Healthy, practical, and accessible strategies for coping with stress

Sessions were facilitated by Katrina Krieck, Youth Community Treatment Coordinator with CMHA-HP AMHS, and were delivered during regular school hours. This partnership strengthens the board's ongoing efforts to prevent substance and technology misuse while supporting student mental health and well-being.

Over 600 Grade 7–8 students, approximately 500 students at St. Anne's Catholic Secondary School and approximately 800 students at St. Michael's Catholic Secondary School participated in these presentations. Pre- and post-survey data indicate clear learning gains, demonstrating increased student knowledge, strengthened awareness, and a deeper understanding of healthy coping strategies. This work aligns closely with the board's spiritual theme, *Illuminate* as the messaging shone a light on the connections between stress, coping, and the pressures students face in a digital world, the workshops support students in making informed, healthy choices and developing resilience.

Family Engagement: Emotion Validation Coaching for Caregivers



In partnership with the Avon Maitland District School Board, HPCDSB hosted *Parenting With Confidence*, an in-person caregiver session facilitated by Dr. Jennifer McTaggart on September 15, 2026, at Stratford Intermediate School. The session focused on supporting caregivers in understanding and responding to their children’s emotional needs through validation, with the goal of promoting positive behavioural outcomes. A total of 156 caregivers registered, with 78 attending (including 7 walk-ins), reflecting strong community interest in this topic.

Participant feedback was highly positive. Of the 37 respondents to the exit survey, 84% reported an increased understanding of how emotional validation supports children experiencing intense emotions, mental health concerns, or behavioural challenges. Additionally, 97% of participants indicated confidence in applying the strategies learned (54% very confident; 43% somewhat confident). Attendees also highlighted the value of the in-person format, noting increased engagement and connection.

This learning opportunity aligns with the mental health literacy training provided this year to Educational Assistants, Guidance Educators, and Chaplaincy staff, including Emotion Validation Coaching. Together, these efforts establish a shared language and consistent, evidence-informed approach to supporting students across home and school environments. By strengthening caregiver and staff capacity in emotional validation, this work supports student safety and well-being while promoting a cohesive, relationship-based approach to care. It reflects our commitment to developing the whole child—academically, emotionally, spiritually, and socially—through strong partnerships and consistent, compassionate practices.

Family Engagement: Supporting Childhood Anxiety through Storybooks



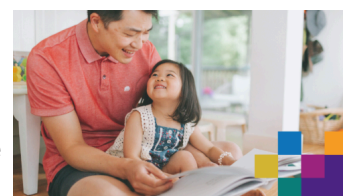
Parent and Caregiver Resource Guide:
Supporting Knowledge & Skills in
Managing Anxiety Using Storybooks



In partnership with the Avon Maitland District School Board, HPCDSB welcomed Western University to present a virtual caregiver session on January 21, 2026, focused on their resource *Supporting Knowledge & Skills in Managing Anxiety Using Storybooks*. This evidence-informed guide integrates Cognitive Behavioural Therapy (CBT) strategies with children’s literature to support caregivers in recognizing and responding to anxiety in children aged 3–12.

The session generated strong interest, with 255 registrants and 87 participants. Feedback from 39 exit survey responses was highly positive: 90% of participants reported an increased understanding of childhood anxiety, and 93% indicated confidence in applying the strategies presented. Caregivers particularly valued the practical, accessible nature of the resource, including the use of low- and no-cost materials and adaptable strategies for home use.

This learning opportunity strengthens caregiver capacity to support children’s emotional well-being through consistent, evidence-informed practices. It complements ongoing mental health literacy efforts across the Board, contributing to a shared understanding and approach between home and school. By equipping caregivers with practical tools and strategies, this initiative supports early intervention, promotes emotional regulation, and reinforces our commitment to developing the whole child within a collaborative, community-based model of care.



Storybook Finder: A Companion to
the Parent and Caregiver Resource
Guide on Supporting Knowledge &
Skills in Managing Anxiety Using
Storybooks



Family Engagement: Stronger Connections, Healthier Tech Habits

Katherine Martinko's Stronger Connections,
Healthier Tech Habits
Caregiver Resource Guide



How to Identify Excessive Screen Time:	Examples of Screen Time Allowances:
<ul style="list-style-type: none"> Your child may be showing signs of ongoing stress or not getting enough sleep. This can look like irritability or sadness, big mood swings, tantrums, and trouble calming down. You may also notice disorganized behaviour, emotional instability, poor sportsmanship, limited eye contact, memory problems, learning difficulties, or trouble with focus and self-control. Parents or teachers may describe the child as "stressed out," "wired," "revved up," or "out of it." Family members may feel they need to "walk on eggshells" around them. The child may be very attached to screens and have a hard time stopping or pulling away from digital devices. Symptoms often improve or disappear during a strict break from electronics (at least 3 weeks), but return when screen use starts again. 	<p>Weeknights: No interactive screen time, 30 mins of TV per day after homework</p> <p>Weekends: 30 minutes per day of passive or interactive screen time after homework and chores completed</p> <ul style="list-style-type: none"> No screen time on weeknights; 1 hour of passive or interactive screen time per weekend day <p>Considerations:</p> <ul style="list-style-type: none"> If homework and chores are done, 5 hours per week of passive screen time. No interactive screen time except on special occasions If all homework and chores are done, extra chores earn 30-minute "tickets" for screen time on weekends, but only 2 hours total allowed per week <p>Source: <i>Reset Your Child's Brain</i>, Dr. Victoria Dunckley</p>
<p>Sample Scripts for Talking About Screen Time With Kids:</p> <ul style="list-style-type: none"> "I'm saying no. I know that's not what you want to hear. It's frustrating, and I get it." "I hear you. You really want to download [app name]. It feels like everyone has it, and you're the only one who doesn't. My answer is no. I know you're mad, and I know we'll get through it." "My number one job is to keep you safe, and that's a job I take very seriously. Right now, my answer is no. I know it feels like I'm doing this to you, but I promise I am doing this for you. We are on the same team, always." <p>Source: Dr. Becky Kennedy. "3 ways to say 'no' when your kid is asking for a new app." Instagram, 13 Oct. 2024. https://www.instagram.com/p/D8FC76dvY14/.</p>	

To set up parental controls, [read this piece](#) from Wait Until 8th or review Rule #6: Use Parental Controls in Jean Twenge's book, *10 Rules for Raising Kids in a High-Tech World*.

As part of Catholic Education Week and Children's Mental Health Week 2026, HPCDSB, hosted author Katherine Martinko to provide student and caregiver learning sessions about healthy screen and device use. The student learning focused on developing awareness, critical thinking, and autonomy in making informed decisions about technology and social media use. This work aligns with PPM 128 by promoting responsible digital citizenship and reinforces the Board's "AI Year of Learning" message of using technology as a tool rather than a passive form of consumption. The caregiver session was offered in collaboration with Avon Maitland District School Board and offered parents practical tools and strategies to delay smartphone use and establish rules and boundaries.

Consistent with the Mental Health Week theme, "Come Together: Stronger Connections, Better Mental Health," the sessions emphasized the importance of balancing technology use with authentic, face-to-face relationships. This focus aligns with Catholic Education Week supporting

students in building meaningful connections, honouring human dignity, and fostering holistic well-being.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Mental Health report for information.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: May 27, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

MULTI LANGUAGE LEARNERS REPORT

Public Session

BACKGROUND

As our board continues to grow and diversify, our approach to supporting Multilingual Learners (MLL) has undergone a significant shift. Grounded in Administrative Procedure 2.2.14, we embrace and promote an asset-based model that views a student's home language and culture as a foundation for their success, rather than a barrier. Currently, we are proud to support 159 MLL students representing 18 languages and 30 countries.

DEVELOPMENTS

Secondary MLL

To meet the unique demands of high school, we established specialized MLL section teachers at our two secondary schools. These educators act as a vital bridge; they ensure that while students are learning the English language, they are not falling behind in their academic credits. Their mandate is twofold: to provide direct, intensive support to students (particularly our international and exchange students) while coaching classroom teachers on how to make complex subjects accessible to everyone.

Strengthening Classroom Instruction

One of the most impactful developments this year has been the shift from "ad-hoc" support to intentional, collaborative leadership. Our MLL section teachers have spent the last several months working side-by-side with over a dozen classroom teachers at each site. Together, they have co-created tailored unit packages and modified study guides that simplify language while maintaining the integrity and rigor of the curriculum. We've also seen the launch of centralized digital resource hubs and Google Classrooms. These platforms provide teachers with instant access to visual scaffolds and vocabulary tools, ensuring that an MLL student can engage with a history or science lesson with greater confidence and accessibility.

Data-Driven Student Growth

We are also becoming much more precise in how we track student progress. By utilizing the Clevr system to maintain Observable Learning Behaviour (OLB) profiles and conducting regular Steps to English Proficiency (STEP) assessments, we no longer have to guess where a student stands. This data allows

us to flag students who need daily intervention. For example, we've implemented the Picture Word Inductive Model (PWIM) to help improve oral fluency and have integrated digital tools to ensure literacy benchmarks are being met. These targeted supports have contributed to strong student outcomes: despite the linguistic hurdles these students face, MLL students achieved a very high credit accumulation rate this semester, with only one credit not earned across the cohort.

Building a Culture of Belonging

Beyond the grade book, these teachers are ensuring that our MLL and International students feel like true members of our school communities. They have facilitated parent-teacher interviews with host families, coordinated post-secondary tours with Guidance teams, and encouraged students to find their voices in school newspapers and "coffee house" performances. These efforts ensure that our MLL students aren't just succeeding academically, but are becoming active participants in school life.

Looking Ahead

As we look to the future, we are identifying ways to make this support even more sustainable. A key observation from our staff is that the "withdrawal" model, where students are pulled out of their regular classes, can be disruptive. To address this, we are exploring the possibility of formal sections/courses in schools. These could provide a dedicated, daily high-impact learning period that doesn't compete with their core academic subjects.

Additionally, our teams are working on a more seamless transition for Grade 8 students entering high school and are developing a self-guided D2L portal to help students continue their language progress outside of school hours. Our goal remains clear: to ensure that every student, regardless of their first language, has a clear and supported pathway to graduation.

Elementary MLL

Our elementary schools currently support 145 students, with a significant concentration of these learners attending St. Mary's in Listowel. To address these needs, our 0.4 MLL support teacher focuses primarily on students in Grades 4 through 8 who are at STEP 1 and 2 levels. At this foundational stage, the instructional priority is the acquisition of Basic Interpersonal Communication Skills (BICS), or social language. Where appropriate, these learners utilize digital resources such as SMASH English and Lexia English to accelerate their progress. As students advance to STEP 3 through 6, the pedagogical focus shifts toward the acquisition of formal academic language. To support this transition, classroom teachers are also being supported to differentiate the curriculum by integrating translation tools, peer support systems, visual aids, and modified assessments to ensure the academic program remains accessible and inclusive.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Multi Language Learners report for information.
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REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Dean DeLuca – St. Michael CSS, Stratford
Addison Thuss – St. Anne’s CSS, Clinton
Presented to: The Huron-Perth Catholic District School Board
Date: May 25, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

STUDENT TRUSTEES’ REPORT Public Session

BACKGROUND

The Huron-Perth Catholic District School Board recognizes that student trustees are an important and valuable voice in representing the interests of the student body at Board Meetings. The Board is committed to providing an opportunity for student voice at the Board table.

Below is a summary highlighting Catholic faith initiatives, academic updates and information about activities and events taking place at each of our secondary schools.

DEVELOPMENTS

Religious/Charitable Events/Accomplishments

St. Michael CSS

- Our Catholic Education Mass was held on May 5 at St. Joseph’s Parish and was officiated by Father Joseph. It was a beautiful way to celebrate our faith community.
- The Grade 11 Retreat was held on Thursday, May 7, at Hidden Acres. The day provided many opportunities for self-reflection and team building.
- During Catholic Education Week, we held a school food drive in support of St. Vincent de Paul.
- Each morning, a diverse group of students leads our daily prayers during the announcements, and some of these prayers are original compositions written by the students themselves.

St. Anne’s CSS

- During Catholic Education Week, we hosted daily events, including bracelet making during both lunch periods, visits from Bailey, and opportunities for prayer and reflection in the chapel during both lunches. We also hosted a “Faith Over Fear” colour run.
- On May 7, during our Catholic Education Week Mass, we celebrated our Trustee Award winners as well as our Applause Award recipients.
- We continue to host scripture study and book study sessions every Thursday and Friday during both lunch periods.
- Our Grade 12 Retreat will take place on May 28 and will feature guest speaker Andi Thibodeau. We will celebrate Mass at St. Peter’s Catholic Church, followed by activities and games at the Goderich Beach.

Academic Events/Accomplishments

St. Michael CSS

- Students and parents were invited to attend both a lunchtime and an evening presentation on May 25 to learn about the Ontario Youth Apprenticeship Program (OYAP), Dual Credit opportunities, and the Specialist High Skills Major (SHSM) program.
- Business students attended a sector-partner career talk on April 29, where staff from the Toronto Blue Jays shared their passion for their work, personal stories about their career journeys, and the diversity of careers and pathways within their fields. Students also participated in discussions on entrepreneurship and business, including topics such as finance, digital literacy, and career planning. In addition, students completed two SHSM elective certifications and attended a baseball game.
- Two students competed in the Skills Ontario Provincial Competition. Elly, a first-time competitor, earned a gold medal in the aesthetics category.
- The Model UN Club was launched under the leadership of Mr. Boersen and Mr. Postma. Model United Nations promotes critical thinking and real-world problem-solving among high school students through respectful debate, with students representing different countries while addressing international issues and global challenges.
- The Ontario Justice Education Network (OJEN) Mock Trial Team from St. Michael Catholic Secondary School competed in two mock trials in London and Waterloo. OJEN is a highly respected organization within the legal community. Eight students from St. Michael were trained by a professional criminal defence lawyer in preparation for these competitions.

St. Anne's CSS

- Students from the law and careers classes visited the Goderich Courthouse on May 4.
- Five students attended the Skills Ontario Competition from May 4 to May 6.
- A group of students attended Discovery Day for Science and Technology at Western University on May 8.
- Students are participating in the DELF (French certification) testing from May 11 to May 13.
- On May 27, students will participate in a SHSM Agriculture Sheep Day at the REACH Centre.
- On May 28, students will participate in an Ausable Bayfield Conservation Authority stream study.

Athletics/Arts Events/Accomplishments

St. Michael CSS

- St. Michael Catholic Secondary School Rugby has had a very busy month, competing in numerous regular-season games and tournaments. All rugby teams participated in the Huron-Perth championships on May 20.
- Warrior Track and Field prepared for the Huron-Perth championships held on May 12 and 13. The track team had many successful meets leading up to the championships.
- All soccer teams participated in regular-season games and tournaments and competed in the Huron-Perth championships on May 22.
- Warrior Slow Pitch is now underway for the season.
- The Grease production at St. Michael Catholic Secondary School has been running throughout May. The drama club has been working on the production since September and is proud to share it with the community.
- The St. Michael Catholic Secondary School Band earned a Silver+ standing at the Ontario Music Fest and competed at Nationals on May 11 and 12.

St. Anne's CSS

- All of our spring sports teams and clubs are up and running.
- On May 7, our school hosted our annual May Melodies concert.
- On May 8, our new Co-Prime Ministers for the upcoming school year were elected.

- The band attended the MusicFest Nationals from May 11 to 12.
- Our school hosted the Huron-Perth Track and Field Championships on May 12 and 13.
- A Co-op breakfast was held on May 14 as a thank you to all of our co-op employers for their ongoing support of student learning and experiential education opportunities.
- Students attended the Western Ontario Secondary Schools Athletic Association Track and Field Championships (WOSSAA) for Track and Field on May 21 and 22.
- More than 40 students attended the BattleSTEM Competition on May 21.
- The Girls' Slow Pitch team will compete at WOSSAA on May 28.
- Students will also compete at the OFFSAA West Track and Field Championship on May 29 and 30.

RECOMMENDATION

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



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sarah Devereaux, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: May 25, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

BUY ONTARIO PROCUREMENT DIRECTIVE

Public Session

BACKGROUND

The *Buy Ontario Act, 2025* (Bill 72) received Royal Assent on December 11, 2025, officially becoming law in Ontario. The Act establishes a framework for the provincial government to issue directives requiring public sector (BPS) entities to prioritize Ontario-made goods and services.

DEVELOPMENT

As of April 13, 2026, a new Buy Ontario Procurement Directive came into effect under the authority of the Buy Ontario Act. The new Buy Ontario Procurement Directive brings together existing, updated and new policies designed to protect Ontario and leverage public sector spending to support Ontario's economy, workers and key sectors. This includes:

- Existing Building Ontario Businesses Initiative (BOBI) requirements
- Existing Procurement Restriction Policy (U.S. businesses)
- New capital infrastructure requirements
- New fleet vehicles requirements

Existing Requirements

The Building Ontario Businesses Initiative (BOBI) Act, 2022 and Procurement Restriction Policy, 2025 are existing measures put in place by the Ontario government. BOBI sets out requirements for BPS entities to give preference to Ontario businesses and the Procurement Restriction Policy restricts Ontario public sector buyers from procuring from U.S. businesses. These requirements remain in effect, with minor changes, with the implementation of the Buy Ontario Procurement Directive.

New Requirements

The two new requirements set out Ontario's approach to procurements in key strategic categories that support the goals of the Buy Ontario Act.

1. Capital Infrastructure Requirements

The objective of these requirements is to maximize the use of Ontario-made and Canadian-made goods and Ontario and Canadian services while maintaining value for money and the timely delivery of infrastructure projects. For the purpose of these requirements, capital infrastructure means construction, reconstruction, demolition, repair or renovation of a building as well as furniture and equipment required as part of the construction. Building maintenance, standalone furniture/ equipment purchases as well as information technology equipment are outside of the scope of these requirements.

Procurement requirements include:

1. A Domestic Supply Chain Plan to be submitted by vendors as part of the competitive procurement process that identifies, at a minimum, the source of each of the listed major goods/ services; and
2. The use of Weighted Domestic Criteria in procurement evaluations.

In limited circumstances, a Public Sector Entity may exclude a procurement from the requirements where applying those requirements would significantly increase costs.

2. Fleet Vehicle Requirements

The objective of these requirements is to support the domestic automotive industry and jobs in the province by leveraging the significant purchasing power of the public sector. Government and BPS entities are required to purchase or lease light duty passenger fleet vehicles that are manufactured in Ontario or from original equipment manufacturers operating in Ontario. This requirement has minimal impact on the Board due to its limited use of fleet vehicles.

Implementation

The Board has already adopted the two existing requirements under the Buy Ontario Procurement Directive. Work is currently being done to establish an internal process for implementing the two new requirements into our competitive procurement processes. This will ensure compliance along with appropriate documentation and approvals of eligible procurements moving forward.

RECOMMENDATIONS

THAT the Huron-Perth Catholic District School Board receives the Buy Ontario Procurement Directive report.
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REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sarah Devereaux, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: May 25, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

2025-26 BUDGET UPDATE REPORT CORE EDUCATION FUNDING ANNOUNCEMENT

Public Session

BACKGROUND

On May 13, 2026 the Ministry of Education issued Ministry Memorandum 2026:B02 2026-27 Education Funding (attached). Total Core Education Funding (Core Ed) funding is projected to be \$30.58 billion, an increase of 1.0 percent compared to 2025-26. This supports targeted investments, transfers of Responsive Education Programs (REP), and technical adjustments.

DEVELOPMENT

The province is expected to experience an enrolment decline in the next school year, however the Board's enrolment is projected to remain stable.

Highlights from the Core Ed announcements and impacts to the Board's budget are outlined below.

New Investments

- Investment for Classroom Supplies for Elementary Teachers
School boards must make \$750 available for each eligible elementary school teacher which includes \$450 in new funding, complemented by \$300 from within the existing learning resources fund.
- Investment for Consistent Curriculum Resources
This funding is to support a consistent set of curriculum aligned learning resources across subjects and grades.
- Non-Staff Benchmark
The Ministry is providing a two percent increase to the school operations allocation (non-salaries portion) to assist with increases in commodity prices.

Re-Directing Funding from Responsive Education Programs (REP) to Core Ed

A number of REP allocations that were previously provided in addition to Core Ed funding, have now been rolled into the Core Ed and will be funded by a combination of base amounts and per pupil allocations. These include:

- Data and Information Collection for Kindergarten
- Teachers to Support Reading Interventions
- Cyber Safety Learning Resources
- Supports for Children and Youth in Care
- Math Achievement Action Plan (Math Facilitators, Math Lead and Digital Math Tools)
- Reading Screening Tools
- Reading Intervention Licenses and Supports
- Special Education and Disabilities Transitions

Based on the Board's 2025-26 REP allocations, this represents \$827,742 of current year funding transferred into the Core Ed. Additionally, funding for the Dual Credit program previously flowed directly from colleges has now been moved into the Core Ed. Any new or renewed REP funding will be announced at a later date.

Ongoing Labour, Implementation and Technical Adjustments

- Labour Adjustments
Updates to benchmarks to support benefit trust increases, occasional teacher top-up and increase in Principal/Vice-Principal allocations to reflect the final year of their current collective agreement. No additional funding has been provided at this time for OECTA, CUPE and non-union staffing as current collective agreements are set to expire August 31, 2026.
- Student Transportation
Updates to benchmarks to support the increasing cost of transportation services and to reflect routing simulations submitted by transportation consortia for 2026-27.
- Within the Special Education Fund, funding for the Special Incidence Portion (SIP) component continues to be based on an interim approach as the ministry continues to work towards a new approach for future years. The 2026-27 allocation continues to be similar to the allocation the Board has seen. Special Education funding also includes an allocation for Care and Treatment Education Programs which was recently added to Core Ed funding.
- Student and Family Support Offices
Must be operational as of September, 2026. School boards are expected to identify leadership and staffing to support this program using existing resources as no additional funding has been provided.

Capital Grants

For the 2026-27 school year, the Ministry will continue to invest to renew and improve schools through the School Condition Improvement (SCI) and School Renewal (Renewal) allocations. Additional funding for temporary accommodations is also provided.

The Board's SCI allocation for 2026-27 is \$2,655,363 and the Renewal allocation for 2026-27 is projected to be \$912,887, both of which are similar to the 2025-26 allocations.

Temporary Accommodation Allocation (TA) funding may be used for portable moves, leases, and purchases. The Board's 2025-26 TA allocation is \$86,200 which is a slight decrease from 2025-26.

In addition to the SCI and Renewal allocations, an additional \$300 million will be allocated to school boards across the province for school renewal to support replacement of Reinforced Autoclaved Aerated Concrete (RAAC); however, no detailed allocation information is available at this time.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2026-27 Budget Update Report.

Ministry of Education

Ministère de l'Éducation



315 Front Street West
Toronto ON M7A 0B8

315, rue Front Ouest
Toronto (Ontario) M7A 0B8

2026: B02

Date: May 13, 2026

Memorandum To: Chief Executive Officers, English-Language District School Boards
Directors of Education, French-Language District School Boards
Supervisory Officers/Director of Education, Isolate Board School
Authorities
Principals, Section 68 School Authorities

From: Denise A. Cole
Deputy Minister
Ministry of Education

Subject: **2026-27 Education Funding**

A. CORE EDUCATION FUNDING

The Ontario government is providing \$30.6 billion in Core Education Funding (Core Ed) for the 2026-27 school year. The province is at an inflection point in terms of enrolment and is expected to experience an enrolment decline of approximately 13,000 students province-wide in the next school year, with ongoing enrolment declines over the short term. In recognition of this enrolment decline, school boards will be provided with an additional provincial investment through the Declining Enrolment Adjustment Allocation.

For more detailed information about this year's Core Ed, please refer to the front section of the 2026-27 Core Education Funding Technical Guide and supporting material, such as the 2026-27 Core Education Funding Projections on a board-by-board basis, which can be found on the [Education Funding webpage](#). Further details on funding for Responsive Education Programs will be shared at a later date.

B. BUILDING, EXPANDING AND RENEWING SCHOOLS FUNDING

The Ontario government is also investing a record-breaking \$1.6 billion for 79 new schools and additions to support growing communities, French-language access and high-tech learning environments. These projects will create more than 29,000 new student spaces and more than 1,900 new licensed child care spaces.

The ministry continues to support school boards in building, expanding and renewing schools as part of the government's \$30 billion 10-year education capital plan, which includes more than \$22 billion in capital grants. For the 2026-27 school year, the ministry will continue to invest:

- \$1.4 billion to renew and improve schools through the School Condition Improvement and School Renewal Allocations, the latter funded through Core Ed;
- An additional \$300 million for removal and replacement of Reinforced Autoclaved Aerated Concrete; and
- \$70 million for temporary accommodations.

Details related to capital funding can be found in the [2026-27 Education Capital Policies and Programs Manual](#), including board by board allocations for school renewal and temporary accommodations.

C. SCHOOL AUTHORITIES

Isolate Board School Authorities

As in previous years, Core Ed allocations for isolate board school authorities will be adjusted, as appropriate, to reflect changes in funding to district school boards. As such, funding for isolate board school authorities may include adjustments to some of the items presented in this memorandum and communicated in the documents listed above. The ministry will provide Core Ed information directly to isolate board school authorities in the coming weeks.

Section 68 School Authorities

The 2026-27 Estimates forms, instructions and the budget request form were made available to Section 68 school authorities on March 13, 2026. To support the long-standing request for earlier budget approvals, the ministry requested that budgets be submitted to the ministry by May 15, 2026.

D. REPORTING

The 2026-27 Estimates forms and instructions are now available in the [Education Finance Information System](#) (EFIS). The ministry has established the following dates for submission of financial reports:

- June 30, 2026 – School Board Estimates for 2026-27
- November 13, 2026 – School Board Financial Statements for 2025–26
- December 15, 2026 – School Board Revised Estimates for 2026–27 (district school boards only)
- May 14, 2027 – School Board Financial Report for September 1, 2026, to March 31, 2027

E. CONCLUDING REMARKS

Some of the elements and proposals set out herein, and the documents contained in the links in this memorandum, can only take effect if certain regulations are made by the Minister of Education or Lieutenant Governor in Council under the *Education Act* or other legislation as required. Such regulations have not yet been made. Therefore, the content of this memorandum and the linked documents should be considered subject to such regulations, if and when made.

The Ontario government remains firmly committed to ensuring the sustainability of its education system and its focus is clear: ensuring our youngest learners and students have the knowledge, skills and supports they need to succeed – now and in the future. Your leadership is essential to this work. As system leaders, you play a critical role in strengthening public education and supporting continuous improvement across Ontario. Let us continue to collaborate, innovate, and inspire as we move the system forward. We must never lose sight of the two million students and half million early learners who enter the doors of our public schools and child care centres every day. They are at the heart of what we do. Every decision we make and every dollar we invest must directly support their learning, well-being and future success.

Sincerely,

Denise A. Cole
Deputy Minister

cc: Senior Business Officials, District School Boards
Business Administrators, School Authorities