
Regular Board Meeting
October 27, 2025 - 3:00 p.m.

AGENDA

- 1. Opening Business**
 - 1.1. Opening Prayer & Condolences - Deacon McPhee and Trustees Pages 3-5
 - 1.1.1. Mass cards and condolences on behalf of the Board for September were sent to the family of John Lima, retired custodian from St. Mary's School, Listowel on his passing; and to the family of Dan Meidinger, brother of Mary-Jo Drager, Coordinator at the Catholic Education Centre, on his passing; and to the family of Janet Low, mother of Matt Low, custodian at St. Aloysius School and the mother-in-law of Ashley Low, teacher at Holy Name of Mary School on her passing; and to the family of Matthew Muller, husband of Sue Muller, trustee of the Board on his passing.
 - 1.2. Attendance
 - 1.3. Approval of the Regular Board Meeting Agenda of October 27, 2025. Page 1-2
 - 1.4. Declaration of Interest
 - 1.5. Approval of the Regular Board Meeting Minutes of September 22, 2025. Pages 6-10
 - 1.6. Business Arising from the Minutes of the Regular Board Meeting of September 22, 2025.
- 2. Presentations**
 - 2.1. Catholic Education Foundation of Ontario (CEFO) Outstanding Catholic Student Award - Secondary School Recipients announced and celebrated
- 3. Delegations**
 - 3.1. Melissa McLissac - Before and After school child care petition
- 4. Consent Agenda**
 - 4.1. Board Highlights Pages 11-20
 - 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of June 9, 2025 Pages 21-24
 - 4.3. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of September 15, 2025 Pages 25-28
 - 4.4. Approved Huron-Perth Student Transportation Services (HPSTS) Meeting Minutes of June 3, 2025 Pages 29-30
 - 4.5. Approved Audit Committee Meeting Minutes of June 11, 2025 Pages 31-34
- 5. Committee and Staff Reports**
 - 5.1. **Policy**
 - 5.1.1. Board Policies for review:
 - a) Children in Need of Protection Pages 35-36
 - b) Uncertified Instructor Policy Pages 37-39
 - 5.1.2. Board Policies recommended for approval/rescinding:
 - a) Student Use of Guide Dogs and Service Animals Pages 40-53

• b) Advocacy	Pages 54-56
5.2. Student Achievement and Catholicity	
5.2.1. Math Achievement Action Plan Update	Pages 57-60
5.2.2. Equity, Diversity, Inclusion and Anti-racism Update	Pages 61-63
5.2.3. Jubilee Lantern of Hope Project Report	Pages 64-65
5.2.4. Student Trustees' Report	Pages 66-68
5.3. Corporate Services and Operations	
5.3.1. Honoraria for Board Members November 15, 2025 to November 14, 2026	Pages 69-70
5.3.2. 2025-26 Enrolment Update - October 2025	Pages 71-74
5.3.3. Audit Committee September 2025 Meeting Report	Pages 75-114
6. Information and Correspondence	
6.1. Notre Dame faith formation course - Trustee access update	
6.2. St. Vincent de Paul Food Drives	
6.3. Letter to Minister Calandra from Limestone DSB	Pages 115-116
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	
<p>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.</p>	
12. Future Meetings and Events	
• October 30, 2025 - Bishop Fabbro's 75th Celebration - Windsor	
• November 10, 2025 - SEAC Meeting	
• November 11, 2025 - EDIAR Meeting	
• November 12, 2025 - Audit Committee	
• November 17, 2025 - Annual Board Meeting	
• November 20, 2025 - Catholic Education Team meeting	
• December 8, 2025 - Regular Board Meeting	
• December 15 - Christmas dinner	
• January 16-17, 2026 - OCSTA Catholic Trustee Seminar - Toronto	
13. Closing Prayer - Deacon Dan McPhee, Board Chaplain	
14. Adjournment	



HURON-PERTH CATHOLIC

District School Board

Regular Board Meeting
Monday, October 27, 2025

Opening Prayer and Intentions - Board Chaplain, Deacon Dan

The month of October is dedicated to the Holy Rosary. Deacon Dan will lead us in praying the Sorrowful Mysteries...the greatest love story ever known.

Deacon Dan - Intentions & The Apostles' Creed

I believe in God the Father Almighty, Creator of heaven and earth; and in Jesus Christ, His only Son, our Lord; Who was conceived by the Holy Spirit, born of the Virgin Mary, suffered under Pontius Pilate, was crucified, died and was buried. He descended into hell. On the third day He arose again from the dead. He ascended into heaven, and sits at the right hand of God, the Father Almighty; from there He shall come to judge the living and the dead. I believe in the Holy Spirit, the Holy Catholic Church, the communion of saints, the forgiveness of sins, the resurrection of the body, and life everlasting. Amen

Our Father/3 Hail Marys/Glory Be

Decades - Our Father/10 Hail Marys/Glory Be/Fatima Prayer

Chair - MH Van Loon - The First Sorrowful Mystery - The Agony in the Garden - Spiritual Fruit: God's will be done / Intention: For the Pope and the Universal Church.

"In His anguish He prayed with all the greater intensity and His sweat became like drops of blood falling to the ground. Then He rose from prayer and came to His disciples, only to find them asleep, exhausted with grief." Our Father....

Vice Chair - T. Doherty - The Second Sorrowful Mystery - The Scourging at the Pillar - Spiritual Fruit: Purity / Intention: For all who preach the Gospel.

"Pilate's next move was to take Jesus and have Him scourged." Our Father...

Trustee S. Muller - The Third Sorrowful Mystery - The Crowning of Thorns - Spiritual Fruit: Reign of Christ in our hearts / Intention: For the Diocese and all its people.

"They stripped off His clothes and wrapped Him in a scarlet military cloak. Weaving a crown out of thorns they fixed it on His head, and stuck a reed in His right hand...." Our Father...

Trustee J McDade - The Fourth Sorrowful Mystery - The Carrying of the Cross - Spiritual Fruit: Patient bearing of trials / Intention: For Priests and for priestly and religious vocations.

“...carrying the cross by Himself, He went out to what is called the Place of the Skull (in Hebrew, Golgotha).” Our Father...

Trustee A Cronin - The Fifth Sorrowful Mystery - The Crucifixion - Spiritual Fruit: Forgiveness / Intention: For families and for world peace.

Jesus uttered a loud cry and said “Father, into Your hands I commend My spirit” After He said this, He expired.” Our Father...

The Our Father

Our Father, who art in heaven, hallowed be Thy name. Thy kingdom come, Thy will be done, on earth as it is in heaven. Give us this day our daily bread: and forgive us our trespasses as we forgive those who trespass against us. And lead us not into temptation, but deliver us from evil. Amen.

The Hail Mary

Hail Mary, full of grace, the Lord is with thee: blessed art thou among women, and blessed is the fruit of thy womb, Jesus. Holy Mary, Mother of God, pray for us sinners, now and at the hour of our death. Amen

The Glory be

Glory be to the Father, and to the Son and to the Holy Spirit. As it was in the beginning, is now and ever shall be, world without end. Amen.

The Fatima prayer

O my Jesus, forgive us our sins, save us from the fires of hell, lead all souls to Heaven, especially those most in need of Your Mercy.

The Hail Holy Queen

Hail, holy Queen, Mother of Mercy! our life, our sweetness, and our hope! To thee do we cry, poor banished children of Eve; to thee do we send up our sighs, mourning and weeping in this valley of tears. Turn, then, O most gracious Advocate, your eyes of mercy toward us; and after this our exile, show unto us the blessed fruit of thy womb, Jesus; O clement, O loving, O sweet Virgin Mary. Pray for us O Holy Mother of God, that we may be made worthy of the promises of Christ. Let us pray:

O God whose only begotten Son by His Life, Death and Resurrection, has purchased for us the rewards of eternal life. Grant we beseech Thee that by meditating upon these mysteries of the Most Holy Rosary of the Blessed Virgin Mary, we may imitate what they contain and obtain what they promise, through that same Christ our Lord Amen.

Deacon Dan - St. Andre Bessette

All - pray for us.

Amen.

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

Regular Board Meeting
September 22, 2025 - 3:00 pm

MINUTES

Present:

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

Board Chaplain: Deacon Daniel McPhee

Student Trustee: Dean DeLuca, St. Michael CSS, Stratford, 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 Mary-Ellen Ducharme

Absent: N/A

1. Opening Business

1.1. Opening Prayer & Condolences - Board Chaplain, Dcn. Dan McPhee and Trustees

1.2. Land Acknowledgement - Director Tigani

1.3. Attendance - Noted above at start of meeting

1.4. Approval of Regular Board Meeting Agenda

Moved by: Amy Cronin

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of date, September 22, 2025.

Carried

1.5. Declaration of Interest

1.6. Approval of Regular Board Meeting Minutes

Moved by: Sue Muller

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board approves the minutes of the Regular Board Meeting of August 25, 2025.

Carried

1.7. Business Arising from the Minutes

2. Presentations

3. Delegations

4. Consent Agenda

4.1. September Board Highlights

4.2. Nutritional Management Services

Moved by: Amy Cronin

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 September for information.

AND

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

Carried

5. Committee and Staff Reports

5.1. Policy

5.1.1. Board Policies for Review: N/A

5.1.2. Board Policies Recommended for Approval/Rescinding:

a) School Generated Funds

b) Fraud Prevention and Management

c) Advocacy

d) Smoking and Vaping on Property Under the Board's Jurisdiction

Trustees requested clarification on eligible expenditures within the Advocacy policy, specifically the scope of "other" educational organizations that qualify for membership fees and business expenses. The Superintendent of Business advised that the verbiage originated from the Ministry of Education and is intended to cover expenses to organizations such as the Council of Senior Business Officials (COSBO).

Trustees requested that the policy be amended to require that such expenditures be made "at the discretion of the Director of Education" or "as approved by the Director of Education."

Moved by: Jim McDade

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board amends the Advocacy policy under procedure item 1.1 to include in brackets at the end, ("at the discretion of the Director of Education.")

Defeated

Staff will review the Advocacy policy and bring forward an amendment reflecting the Board's direction.

Amy Cronin

Tina Doherty

THAT the Huron-Perth Catholic District School Board refer the Advocacy policy back to the Senior Administration to take into consideration trustee comments at the meeting.

Carried

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves Policy School Generated Funds

AND

THAT the Huron-Perth Catholic District School Board approves Policy Fraud Prevention and Management

AND

THAT the Huron-Perth Catholic District School Board approves Policy Smoking and Vaping on Property Under the Board's Jurisdiction.

Carried

5.2. Student Achievement and Catholicity

5.2.1. Faith Formation - Notre Dame Course

Superintendent McDade shared a summary of the Faith Formation Notre Dame course. Trustees inquired about inclusion in the course. Director Tigani responded that Superintendent McDade is exploring the opportunity to provide the course materials to trustees. Superintendent McDade will reach out to Notre Dame and share with trustees course options available.

Moved by: Amy Cronin

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board receives the Faith Formation - Notre Dame Course for information.

Carried

5.2.2. Special Education Summer Programming and Transition Support

Superintendent Boreham shared a summary of the programming that was offered. Trustees inquired about student participation in the Welcome to the Nest program. Superintendent Boreham responded that 17 students participated.

Moved by: Sue Muller

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives the Special Education Summer Programming and Transition Support for information.

Carried

5.2.3. Student Trustees' Report

Student trustees shared highlights from the report. Trustees inquired about the Grade 12 retreat, the eSports club and co-curricular sports.

Moved by: Sue Muller

Seconded by: Amy Cronin

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. 2025-26 Enrolment Update - September 2025 (walk-in)

Superintendent Ducharme shared that enrolment has gone up by 19 students from original estimates, these are preliminary counts and the final count will be done on October 31, 2025. Superintendent Ducharme will bring a report broken down by grade to the October meeting.

Moved by: Amy Cronin

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the 2025-26 Enrolment Update - September 2025 Report for information.

Carried

6. Information and Correspondence

6.1. School Energy Coalition June 2025 Summary Status Report

6.1.1. Trustees inquired how many schools are included in this report. Superintendent Ducharme will confirm.

6.2. Information to Transformation Commissioning

6.2.1. The Information to Transformation program concluded with 26 participants. A commissioning ceremony for six Board employees took place at the Cathedral Basilica of Christ the King, Hamilton. Director Tigani and Superintendent McDade attended the Mass in support of these staff members. The Trustees formally requested that congratulation cards and a Mass intention be offered for the six commissioned participants.

6.3. "Extend the School Day" organization is circulating a petition to the Huron-Perth Catholic DSB and the Avon Maitland DSB. Director Tigani will advise trustees if this petition is received.

6.4. Director Tigani informed trustees that a request has been received to fly an additional flag at a secondary school. Direction was provided to review the flag policy, the request does not fall within the scope of the policy to fly the flag on the exterior flag pole.

7. Notices of Motion

8. Notices of Motion Being Considered for Adoption

9. Trustee Inquiries

9.1. Trustees mentioned the Toronto Star news article "Are Ontario's middle schools hurting student achievement?" - September 22, 2025 for contemplation.

9.2. Trustees inquired about screen time for students JK to Grade 3, specifically asking how the Board is encouraging personal interactions between teachers and students. Director Tigani responded that staff are actively mindful of screen time and several changes have been implemented, including: enforcing the existing cell phone policy, making efforts to reduce access to Chromebooks in primary grades and moving away from the 1:1 device model in primary divisions. Director Tigani further noted the Board's focus on the "Year of Learning"

for Artificial intelligence, and efforts to leverage these new tools to increase human interactions. All digital tools used are thoroughly vetted by Board staff.

9.2.1. Trustees inquired about the average daily screen time for a Grade 1 student and formally requested this information. Director Tigani responded that staff would inquire about the information, but cautioned that specific data may be difficult to provide due to variability across individual classrooms and daily schedules.

9.3. Trustees inquired if all trustees have completed the mandatory OESC governance modules. Chair Van Loon responded that she received confirmation that all trustees have completed the required training.

10. In-Camera Session of the Regular Board Meeting

Moved by: Amy Cronin

Seconded by: Sue Muller

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: Jim McDade

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 retirement was announced:

Lisa Reis, Educational Assistant, St. Michael Catholic SS, Stratford, effective August 31, 2025.

12. Future Meetings and Events

- September 30 - OCSTA Regional meeting - Guelph
- October 14 - Trustee, Executive Leaders Retreat
- October 20 - Special Education Advisory Committee (SEAC) meeting
- October 27 - Regular Board meeting
- October 30 - Bishop Fabbro's 75th Celebration - Windsor

13. Closing Prayer - Board Chaplain, Dcn. McPhee

14. Adjournment

Moved by: Jim McDade

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of September 22, 2025

Carried



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, October 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

BOARD HIGHLIGHTS FOR OCTOBER

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 spiritual theme anchoring our Strategic Plan is “On Fire With The Spirit: Awaken! Illuminate! Rejoice!” Inspired by the Holy Spirit and enlivened by the Pentecost story, we go forward full of faith, hope, love and joy. We are excited about the incredible learning and growth that propels us forward as we journey together throughout the fall and observe the glorious changes in the seasons. October showcases the glory of God as the environment around us reveals colour, change and transformation. We are delighted to highlight some of the activities and opportunities that took place this month across our district.

CATHOLIC EDUCATION

Faith in Action

Our schools participated in a variety of food drives connected with local Catholic service organizations, including significant support for the Society of St Vincent de Paul, throughout the month. We give thanks for our collective ability to serve and support our brothers and sisters in this manner. We appreciate the generosity of students, families and staff contributing to the food drives. We are also grateful to the leaders and volunteers of the Society of St. Vincent de Paul who regularly provide information and learning experiences for our youth, to help them understand more about the contributions they are making.

Student Leadership: Laudato Si and Catholic Social Teachings in Action

We are pleased to share that a class from Holy Name of Mary Catholic School is continuing their participation in the Green Leaders Program through the Upper Thames River Conservation Authority. This is a year-long environmental education and civic engagement program, for Grade 6/7 and 7/8 classes. The program is centered around the “Community Action and Problem Solving Process”. This is a six-step process where each class identifies an environmental issue in their local community and then implements a sustainable solution to the issue. During the program, students take on the roles of investigators, researchers, analysts, decision makers and planners. They learn and work with stakeholders and local community experts. The students are challenged to think critically and solve problems creatively, focused on using Catholic Social

Teachings and the Ontario Catholic School Graduate Expectations. This allows students to take real action toward being stewards of creation. They also work as a team, collaborate on solutions, and learn how to engage in democratic decision-making.

Catholic Curriculum Corporation Council Meetings

Members of the Learning Coordination Team, the Program Team, Superintendent Sean McDade and Director Karen Tigani recently attended the inaugural Catholic Curriculum Corporation Council and Board of Representative meetings for the school year. These councils, which include Elementary, Secondary, Information and Communication Technology (ICT), and Faith in Education, provide a vital platform for collaboration and exchange among different boards. Our participation in these councils is instrumental in supporting the Strategic Plan of the Huron-Perth Catholic District School Board. By engaging with colleagues from various Catholic education partners, we are able to discuss shared objectives, identify common challenges, and collaborate on initiatives that enhance our curriculum and align with our faith-based values. Through these meetings, we aim to foster innovative curriculum-writing projects that benefit not only our students and educators but also the broader community. By sharing best practices and resources, we strengthen our commitment to providing a faith-integrated education. This collaborative effort ultimately enriches the learning experience for all involved, ensuring that we remain focused on our mission to nurture both academic excellence and spiritual growth within our schools.

When Faith Meets Pedagogy Conference (WFMP)

We were pleased to have 13 staff members attending the Catholic Curriculum Corporation's (CCC) When Faith Meets Pedagogy Conference in Toronto from Thursday, October 23 to Saturday October 25, 2024. The keynote speaker was Danielle Campo McLeod, and Mass was led by celebrant Rev. Ronald Bishop Fabbro from the Diocese of London. Of note is the leadership that Huron-Perth Catholic DSB teachers and system team leaders provide within the CCC and at this conference each year. Religion and Family Life Learning Coordinator Caroline Thuss and Secondary Teacher Marianne Braca presented workshops. Secondary Learning Coordinator Paul D'Hondt co-presented the work of Catholic Virtual Ontario and the resources it has developed to support our secondary educators online. Paul also co-presented with the Institute for Catholic Education (ICE) on some online Grade 12 resources that were created. We look forward to seeing the new knowledge and the many fruits of the networking and faith formation with other Catholic educators brought back and used to nurture students and staff in our schools. Religion and Family Life Coordinator Caroline Thuss is a leader on the WFMP planning committee. Our Board is well represented and deeply respected within the CCC community, and we are proud to be part of this annual conference that brings incredible joy, faith and pedagogy together for Catholic educators and partners.

When Faith Meets Pedagogy Youth Forum

18 students and the two chaplains from our Secondary Schools travelled to Toronto to attend the bi-annual Youth Forum as part of the When Faith Meets Pedagogy conference. The keynote speaker was Danielle Campo McLeod, who spoke of her mission to empower individuals to discover their "gold medal moments," uncover their strengths and achieve personal success. Featured speakers included Fr. Paul Magyar, OCY, who spoke about being led by the Gospel. Leaders from Development and Peace spoke about promoting justice, peace, and solidarity with the global community. Representatives from L'Arche led a session about building communities of belonging with people with intellectual disabilities. This faith opportunity is a highlight for many secondary students and helps them make connections with students from other Catholic schools across the province.

Sports Council Events

The Elementary Sports Council successfully organized the district-wide Cross Country Meet this year. The Annual District Cross Country Meet took place at St. Joseph's and St. Anne's Catholic schools in Clinton on October 15, with nearly 700 student participants. This highly anticipated event was a tremendous success and clearly demonstrated the enthusiasm for physical activity among our students. The success of this event is a testament to the exceptional planning and organization provided by the Elementary Sports Council members. Their dedicated efforts foster community spirit and encourage a commitment to physical activity within our schools. The experience provided by the Cross Country Meet is invaluable and exemplifies the unity and sense of community that characterize the Huron-Perth Catholic District School Board. We are grateful to the coaches, convenors, and various volunteers who made this event such a success.

LEADERSHIP

System Leaders Deepen Faith and Instructional Leadership

On October 28th, system leaders from across the Huron-Perth Catholic District School Board will gather for the next in-person Leadership Learning Community (LLC) session.

The morning will focus on Faith Formation, continuing our journey through *Catholic Foundations*: a formation series from the McGrath Institute for Church Life at the University of Notre Dame. In Module Two: The Mystery of Creation, leaders will explore how Catholic teaching reveals creation as both an act of divine power and divine love. The session will examine how God's ongoing creative work upholds human dignity, invites us to be co-participants in creation, and reflects the Church's teaching that God creates *ex nihilo* ("out of nothing"), *cum tempore* ("with time"), *cum libertate* ("with freedom"), and *ex trinitate* ("out of love").

In the afternoon, we will be joined by representatives from EQAO, as an Education Officer presents research-based best practices and the effective use of data reporting tools to drive school improvement. The day will conclude with a principal panel, where leaders will engage in discussion around real, relatable "problems of practice" and receive feedback on how to ask curious, coaching-focused questions that help teachers make strong instructional decisions grounded in "knowing the math, the curriculum, and the learner." This will support our Math Achievement Action Plan and our strategic priority in Mathematics.

Elementary Faith Day and Progress Reports: October PD Day

Elementary teachers gathered together on Thursday, October 10th to celebrate their Faith Day, reflecting on this year's theme: *On Fire with the Spirit: Illuminating Our Mission*.

The morning, led by each school principal, offered time for prayer, reflection, and shared learning. The day began with a liturgy and blessing of hands, a powerful reminder of the sacred work carried out each day in classrooms, hallways, and offices. Staff also reflected on how their individual roles connect to their school Pastoral Plans, sharing insights and celebrating the many ways Catholic education comes to life in our communities.

The session concluded with a personal commitment to live out the Works of Mercy—a simple yet meaningful way to keep the flame of Faith Day burning in the months ahead.

In the afternoon, teachers had the opportunity to work on progress reports, an important part of the ongoing partnership between teachers and parents. These reports help ensure that families and educators remain united in supporting each child's growth and success. Progress Reports will be sent home October 30th.

New Teacher Induction Program (NTIP)

The NTIP Learning Coordinator (Christine Dale) along with other Learning Coordinators, met with new teachers on October 20 and 22. This comprehensive NTIP Orientation brought together 19 recent teacher hires (both permanent and LTOs) for a full day focused on foundational expectations and professional learning, all grounded in Catholic faith. The program is designed to build confidence and efficacy, improve instructional practice, and instill a commitment to continuous learning. Session topics included Religion and Faith Development, exploring the Ontario Catholic School Graduate Expectations (OCSGEs) and the Board's spiritual theme, "On Fire with the Spirit: Awaken, Illuminate, Rejoice." Other key topics included a philosophy of inclusion in Special Education (promoting Universal Design for Learning (UDI) and Differentiated Instruction (DI), effective Classroom Management broken down into the "3 C's" (Connection, Consistency, and Compassion), and Assessment, Evaluation, & Reporting, framed as a redemptive process. The day also provided an introduction to Blended Learning, Culturally Responsive Teaching, and Indigenous Education. Crucially, new teachers were assured of continued support throughout the year, including time for mentorship and available subsidies for additional qualification courses.

SPECIAL EDUCATION

RSEC (Regional Special Education Council)

Special Education leaders from across the region participated in a conference focused on innovation, reconciliation, and research-informed leadership in curriculum and special education. The day began with a session on AI That Matters (Future Design School), where participants explored practical ways to integrate artificial intelligence responsibly to strengthen workflows, and apply tools across both curriculum and special education. This was followed by a thought-provoking session with Dr. Niigaan James Sinclair (Professor, Indigenous Studies, University of Manitoba and Columnist with The Winnipeg Free Press), who emphasized that reconciliation is not just a moral imperative but an essential skill for students, reflecting on the ten years since the Truth and Reconciliation Commission of Canada's Calls to Action. Participants then had the opportunity to network and share successful practices, resources, and strategies with colleagues from across the region. During day two, Nidhi Sachdeva (Ontario Institute for Studies in Education) led a session on the science of learning, highlighting evidence-based strategies to support effective teaching and leadership. The day concluded with a collaborative discussion on current regional issues in special education, where boards shared challenges, successes, and potential solutions. Overall, the conference provided participants with actionable strategies, meaningful collaboration, and strengthened leadership skills to support students and staff across the system.

Educational Assistants Professional Development Day

On October 10, Educational Assistants across the Board engaged in a day of professional learning focused on innovation, faith, and student well-being. Elementary Educational Assistants participated in their school-based Faith Day activities in the morning, while Secondary Educational Assistants gathered at St. Michael Catholic Secondary School and joined secondary teaching staff in exploring the role of Artificial Intelligence (AI) in education. In the afternoon, all Educational Assistants came together virtually for a workshop with Dr. Jennifer

McTaggart titled *“Emotion Coaching: Practical Tools for Supporting Student Well-Being.”* The session provided practical strategies to help staff recognize emotional cues, validate student experiences, and use emotion coaching techniques to promote regulation, resilience, and a positive school climate. The day offered meaningful professional learning aligned with the Board’s commitment to faith, inclusion, and the well-being of all students.

Training Opportunities

During October, staff participated in targeted training to strengthen student support and assessment practices. Empower Reading Intervention Teachers completed refresher training with Empower trainers on October 24, reinforcing strategies to support literacy development. On October 27, Elementary Special Education Resource Teachers received training on a new online platform for administering the Canadian Cognitive Abilities Test (CCAT) to students in Grades 4 and 7, enhancing assessment efficiency and data collection.

STUDENT ACHIEVEMENT

Mathematics

The Math Team, led by Math Learning Coordinator Christine Dale and supported by Math Facilitators Hailey Cook and Brittany Wilson, continued to advance the implementation of both the Huron-Perth Catholic District School Board Strategic Plan and the Math Achievement Action Plan (MAAP) throughout October. The Board’s Math Lead (Sean McDade) and Math Learning Coordinator participated in provincial meetings with all math leads and the Ministry of Education Math Team on September 11 and October 16. In addition, the Math Facilitators and Math Learning Coordinator joined other provincial teams in the Ministry’s content series on High-Impact Instructional Practices. These sessions provide valuable insight and direction to strengthen math teaching and learning across our system.

As outlined in both our strategic plan and MAAP, school-based support continues to include co-planning opportunities, classroom-level math coaching, small group assessment and instruction, assistance with Scope & Sequence lessons and core resources, and the implementation of the Do the Math intervention tool in select schools. The Math Team also supports teachers in adapting lesson planning in response to data gathered from multiple, frequent assessment opportunities (e.g., Early Numeracy Screen, common assessments, Knowledgehook, reasoning continua, and teacher observations). Working alongside educators, we strive to ensure that every student has equitable access to the curriculum and opportunities to build conceptual understanding through Universal Design for Learning and the Concrete–Representational–Abstract (CRA) approach.

Literacy

The month of October centered on strategically building educator capacity and launching our early reading literacy assessment cycle. We started the month by delivering strategic one-to-one coaching sessions with classroom teachers. This targeted approach is designed to ensure fidelity in implementing high-impact reading and writing practices. These critical conversations covered the effective implementation of a Structured Literacy Block, methods for collecting and analyzing data, and collaborative planning for responsive whole-group instruction and focused small-group interventions based on current student needs.

Following this coaching phase, the system team launched its annual Beginning-of-Year (BOY) Early Reading Screening cycle, targeting all students in Senior Kindergarten (SK), Grade 1, and Grade 2 to establish baseline performance data in foundational skills. We utilize Acadience, our established universal screener, which assesses multiple critical reading subskills, including

Letter Naming Fluency (LNF), First Sound Fluency (FSF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), and Oral Reading Fluency (ORF). The classroom teacher conducts the assessment one-to-one, with our System Literacy Team providing essential on-site support throughout the process. This year also marks a significant operational improvement as we transition to the digital platform, Acadience Learning Online (ALO), for data management. This move ensures that all screening data is automatically collated, analyzed, and synthesized for immediate access, which streamlines the process, eliminates manual data entry, and guarantees that educators receive real-time, actionable insights to inform their instructional planning and intervention design immediately following the assessment window.

French as a Second Language

Our system French support teacher Lauren Quinlan has been out in schools supporting our second language teachers. She has touched base with our Core French teachers and is placing particular emphasis on our new FSL educators. On top of the coaching, Lauren has facilitated the implementation of our digital tool SMASH. This is a digital platform designed to support K-12 students and educators by offering a large library of educational resources, interactive lessons, and assessment tools. It acts as a virtual learning environment used to deliver and manage curriculum content, facilitate student-teacher interactions, and track academic progress digitally. This tool helps ensure consistency and accessibility of high-quality French educational materials across the district.

Indigenous Education

It has been an exciting month as we welcomed our fulltime Indigenous Education Lead Teacher to the team: Heather George. Working alongside others on the leadership and curriculum team of the Board, and in particular, working in partnership with the Indigenous Graduation Coach, we have and will continue to benefit from this investment in collaboration, idea-generation and enthusiasm, as our students and staff engage in ongoing learning. The Indigenous Education team undertook significant professional development and networking activities this month. Indigenous Education Teacher Lead Heather George and Indigenous Graduation Coach Joshua Pagan attended the Indigenous Leads Gathering, where they participated in a full day of valuable on-the-land learning and facilitated networking with other Indigenous education leads from across the province. Additionally, Indigenous Lead Heather George also participated in the "When Faith Meets Pedagogy" conference. Her focus there was on key workshops and sessions related to the intersection of Catholic faith and Indigenous education, including "Indigenous Influencers," "Empowering Faith in Grade 9: Introducing the New Growing in Faith, Growing in Christ Program," and "Faith, Equity, & Indigenous Education: Pathways for Accompaniment."

DIGITAL TOOLS TO SUPPORT LEARNING

Secondary PD Day: Artificial Intelligence, Privacy & Cybersecurity

On Friday October 10, secondary teachers, educational assistants, chaplains, and administrators gathered at St. Michael Catholic Secondary School to continue our discussions about Artificial Intelligence and its impacts in education. They discussed the opportunities that AI can bring, and its implications on online privacy, cybersecurity, and more. They explored board-approved tools, and identified where the curriculum requires/supports knowledge of AI.

Chrome Tablets for Early Literacy Screening

Each school in the Huron-Perth Catholic District School Board is now equipped with two Lenovo Chrome Tablets. These Chrome Tablets, which offer a similar form factor to an iPad and are

well-suited for our Google environment, have a specific and critical function: to facilitate early literacy screening using the Acadience digital platform. The primary goal is to provide a dedicated, reliable tool that streamlines the administration of these essential assessments, ensuring efficient data capture and accurate monitoring of our youngest students' foundational literacy skills. This investment directly supports targeted instruction and early intervention strategies.

EXPERIENTIAL LEARNING PROGRAMS

Women in Skilled Trades (WIST) – Welding & Manufacturing Experience

On October 22 and 23 students from both secondary schools participated in the WIST Welding and Manufacturing Experience, hosted by the Technical Training Group (TTG). The morning consisted of hands-on welding training with industry mentors. The afternoon included tours of local Huron and Perth County manufacturing facilities. This experience supports women in skilled trades, provides mentorship, and connects students to potential apprenticeship and employment pathways.

Dual Credit Electrical Program – Conestoga College

During September and October 2025, students from both secondary schools enrolled in this program to earn high school and college credits simultaneously. The focus was theoretical and practical electrical training aligned with OYAP Level 1 Apprenticeship preparation. Six students from SACSS and 13 students from SMCSS attended.

Other upcoming dual credit programs:

- Conestoga College – Plumbing: Nov. 4–Dec. 16, hosted at St. Michael (Tuesdays)
- Conestoga College – Gaming: Nov. 3–Dec. 15, hosted at St. Michael (Tuesdays)
- Additional Fanshawe dual credit courses pending (Arts, Health, and Trades pathways)

Dual Credit Programming with College Partners

Fanshawe College – Methods & Media in Drawing (Oct.–Nov.)

Two students are attending the REACH Centre in Clinton to enhance visual arts and design skills.

(Upcoming) Fanshawe College – Introduction to Paramedicine (Nov. 17–Jan.12)

This new course combines theory with hands-on emergency simulation. There is collaboration with local paramedics, police, and firefighters. Nine students are exploring careers in emergency services.

(Upcoming) Conestoga College – Applied Plumbing Techniques (Nov. 4–Dec.) This is a hands-on introduction to residential and commercial plumbing systems involving eight students from Construction and Agriculture SHSMs. Two students are returning to upgrade skills and one student is pursuing OYAP Level 1 Plumbing.

Lambton College – Online Dual Credit Courses,

On October 9, six students enrolled in courses to earn high school and college credits:

- Bakeshop
- Criminology

- Digital Photography
- Canadian Diversity & Strategies in Community Safety
- Hairstyling
- Introduction to Residential Electrical
- The Great Outdoors

Stratford Festival Trip

On October 1, 2025, forty-four students from St. Anne's Catholic Secondary School (SHSM participants and two junior drama classes) attended a full-day arts experience. Activities included: SHSM Dance Workshop Certification, Q&A session with professional actors and a Performance of Annie. Stratford Festival subsidized bus costs, supporting student access to arts and culture.

SHSM First Aid/CPR Training

On October 6 - 9, forty-five students across all SHSM sectors from SACSS attended two certifications. This training is mandatory for SHSM completion and highly valued by co-op employers.

SHSM Information Sessions Grade 11 Students at SACSS

Throughout the month of October the following information sessions were promoted. The purpose is to build awareness of experiential learning opportunities, certifications, and post-secondary and career pathways.

- Agriculture
- Arts & Culture
- Business
- Construction
- Health & Wellness
- Non-Profit / Education / Childcare
- Sports

GPS Training – Environment & Agriculture SHSM

On October 23, 13 SMCSS students completed GPS and orienteering certification at St. Michael and TJ Dolan Park. They focused on real-world mapping and navigation skills essential for modern agricultural and environmental work.

SHSM Sector Partner Experience (SPE) – Teacher Training

October 18, the SHSM Counsellor from St. Michael Catholic school attended a Ministry-led SPE training session in London. Training included: updated SPE expectations, best practices for planning and delivering high-impact experiences and access to new resources for programming. This ensures SPE events meet Ministry standards and provide meaningful engagement for students.

Grade 8 Arts & Culture SHSM Day

October 27 & 29, elementary students from Perth County will experience Arts & Culture SHSM programs at St. Michael Catholic Secondary School.

St Michael CSS Aesthetics Program Outreach:

- **Wee Warriors Program** - Open to students aged 8–13 interested in Hairstyling and Aesthetics. This is a four-week October program hosted at St Michael CSS that includes nail art, facials, hairstyling and special fx makeup. There are up to 20 participants each fall.
- **Pirates & Royalty Day** - Grade 1 students engaged with senior hairstyling students from SMCSS, transforming into pirates, princesses, and superheroes. There were 17 participants who attended this annual event.
- **CWL – Loving Hands Event** - October 29, members from Perth County Catholic Women’s League councils will attend a morning of faith, service, and self-care at SMCSS. Hairstyling students will provide manicures, facilitated prayer and fellowship, and hosted a shared meal.

MENTAL HEALTH AND WELL-BEING

Igniting Well-Being Through Professional Learning

On October 10, the Mental Health and Wellness Team hosted a dynamic professional development session focused on student well-being and inclusive education. Led by Dr. Jennifer McTaggart, Clinical Psychologist and Director at McMaster Children’s Hospital, the seminar focused on Emotion Coaching—a practical, compassionate approach to supporting students through emotional challenges.

Staff learned to:

- Recognize emotional cues
- Respond with empathy and validation
- Apply strategies that build regulation and resilience

This session reflects the board’s deep commitment to mental health and inclusive practices.

Attendance and Student Engagement:

In October we proudly recognized Attendance Awareness Month under the theme *“Here Today, Ready for Tomorrow,”* reflecting our shared commitment to student success and well-being. This work was deeply aligned with our board’s overarching vision, *“On Fire with the Spirit,”* as we continue to foster environments where every student feels supported and engaged.

Throughout the month, we advanced our Attendance Action Plan through a communication campaign, sharing resources and strategies for promoting regular attendance via our Monday Memos and social media initiative. In collaboration with Thought Exchange, we deployed surveys to caregivers, students, staff, and community partners, gathering meaningful insights to inform future planning.

Additionally, we addressed a key goal of the Attendance Action Plan: enhancing role clarity across schools. Targeted training was delivered to Special Education Resource Teachers, equipping them with clear guidelines on the referral processes, when and how to initiate them, ensuring consistent and effective support for students.

These efforts reflect our strategic commitment to continue to develop our Multi-Tiered System of Support, strengthening universal, targeted, and intensive interventions through improved communication, collaboration, and capacity-building across our school communities.

World Mental Health Day:

On October 10, the Mental Health and Wellness Team recognized World Mental Health Day, sparking a flame of awareness and empowerment. To fuel participation, the team developed a World Mental Health Day Toolkit, packed with resources to illuminate the path toward emotional resilience. A contribution from the Huron-Perth Public Health Unit added even more light, offering grade-specific lesson plans, videos, social media content, newsletters, and more; all designed to explore the impact of technology on mental health.

The Mental Health and Wellness team helped distribute these resources, ensuring every classroom had the tools to kindle thoughtful dialogue and reflection. Through these efforts, students were empowered to be safe, smart, and mentally strong, both online and offline, as they journey towards digital and emotional wellbeing. Together, we are igniting and illuminating a culture of care, compassion, and courage. The spirit is alive. The light is spreading. And our school communities are glowing with purpose.

MAINTENANCE AND HEALTH AND SAFETY

The Joint Health and Safety Committee met on October 15. Topics discussed included the following:

- Monthly inspections
- Annual review of Board Policies
 - Health and Safety P 3.1.1.
 - Workplace Harassment P 3.4.12.
 - Violence in the Workplace P 3.4.16.
- Annual workplace risk assessments
- Annual Drinking Water Reports

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Board Highlights for October for information.
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Special Education Advisory Committee
June 9, 2025 – 4:00 p.m.

MINUTES

Present:

SEAC Members Present: Doris Barkley (Autism Ontario), Jill Plokhaar (Family Services Perth Huron), Julie Welch (Community Services Coordination Network), Sandra McLaren (Community Living Stratford & Area), Val Millson (Huron Perth Centre), Brenda Mason (Stratford Children Services)

Board Trustee: Mary Helen Van Loon

Guest: Mary-Ellen Ducharme

Board Office Staff Present: Kristina Howatt-Gerber, Tara Boreham, Rhonda Regier, Jessica Langan, Emma DeWever, Vanessa Yeats

Absent: Matt McPhee (Community Living Central Huron), Kelly Boudreau (Community Living St. Marys), Emily Branje (Facile Perth)

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

1. Opening Prayer, Welcome & Introductions

Meeting Started: 4:00 pm

2. Approval of Agenda & Minutes

2.1 Approval of May 2025 Minutes

Approved: Sandra McLaren

Seconded: Doris Barkley

THAT the Huron-Perth Catholic District School Board approves the meeting minutes of the May 2025 Special Education Advisory Committee meeting.

Carried.

2.2 Approval of June 2025 Agenda

Approved: Val Millson

Seconded: Sandra McLaren

THAT the agenda be accepted as is.

Carried.

3. Business Arising from Minutes

Nothing to report.

4. Correspondence

Nothing to report.

5. Agency Reports

5.1 *Autism Ontario*

Nothing new to report at this time. For support about inclusion and housing, please visit the Autism Ontario website for more information.

5.2 *Family Services Perth Huron*

Nothing to report at this time.

5.3 *Community Living Central Huron*

Nothing to report at this time.

5.4 *Community Living Stratford & Area*

Jen Campbell has been hired as the replacement for the Summer Youth Connector position, working for a program that enables students to maintain connections over the summer (high school aged and up, with a preference for 18+).

5.5 *Huron-Perth Centre*

Looking forward to the AGM next week where community partners plan to gather. HPC sees the importance of being connected to the school board and SEAC.

Restorative Justice Luncheon Save the date – November 18th . Event to be held at the Brodhagen Community Centre. Enjoy a hot lunch, keynote speaker with Lived Restorative Justice experience and panel presentation, including AMDSB principal, Katie Wilson. More details to come.

HPC's youth summer group programming has been confirmed for Vanastra and St Pauls. Unfortunately, there were not enough referrals to proceed with the Listowel program. Each operates for a week at each location with mornings for youth aged 7-11 and the afternoon for youth ages 12-17. Programming celebrates diversity and resilience with a focus on relationship development with peers and caregivers.

One Stop Talk – quick access to one-hour, single session, high quality mental health counselling for youth with a registered mental health practitioner. OST is a project of CYMH Lead Agencies and funded by MOH. While HPC does not currently have staff who are providing the service, we do receive referrals from OST. <https://onestoptalk.ca/>, we thank the AMDSB for promoting on their website and invite other organizations to do the same. HPC has some promotional material which we will be sharing with organizations over the next few weeks.

Access and Intake Pilot project – over the months of July/August and September, those calling the Centre looking for Child and Youth Mental Health service can expect to have an access and intake appointment scheduled at this first point of contact. The initial access and intake call will confirm service details including applicable consents and goals for service. Calls will

be completed on a rotating basis by Intersection staff- Julie Webster Waldie and Joan Tabbert and Timely Access Program Coordinator – Deb DeJong.

Right Time/Right Care - [Linked here](#) Work continues between both school boards and the Centre. The next meeting is scheduled for June 24th with a focus conversation on the development of a vision for the shared work.

There will be a change to HPC's representation on the SEAC in the fall of 2025 as Val is retiring from the Centre at the end of September.

5.6 CSCN

Nothing to report.

5.7 Trustee Report

June has proven to be quite the busy month as well as bittersweet with lots of transitions. Mary Helen would like to give a thank you to everyone for the way in which they support students to excel and be the best they can be. She is deeply grateful for the compassion and commitment shown in supporting our students and striving to do what is best for them.

5.8 Facile Perth

Nothing to report.

5.9 Community Living St. Marys

Nothing to report at this time.

5.10 Stratford Children Services

Nothing to report at this time.

6. Information Reports

6.1 Special Education Budget Overview – Mary-Ellen Ducharme

- Driven by strategic plan, approved by Board of Trustees at the March 2025 Board Meeting
- Special education will receive funding from the province in Core Education grant (recent name change)
- Funding announcement came on May 23rd which was late this year
- Six allocations with Core Education, one of them is the Special Education funding
- Special Education funding is enveloped, with carry over to next year for unspent dollars

4 categories

- 1) Per Pupil Allocation
- 2) Differentiated Needs Allocation- involves staffing components as well
- 3) Complex Supports Allocation
- 4) Specialized Equipment Allocation

Responsive Education Programs

- 1 year contracts
- Special education AQ subsidy
- Reading programs and intervention supports
- Summer learning for students with special education needs

Board Enrolment

- Large portion of the budget is driven by enrollment
- Projected: elementary trending with increase of 18%, secondary trending with a decrease

Budget History

- Trending to overspend this year but there is a sizable amount left over from other years, partially due to extra Specialized Equipment Allocation (SEA) funding based on funding changes last year.

6.2 Special Education Plan - Jessica Langan

Every year by the end of July the board submits an updated special education plan to the ministry. Jessica presents amendments to SEAC each year, then this is shared with the trustees. The plan then gets posted on the board's website, and is submitted to the ministry.

6.3 Summer Programming & Transition Plans – Jessica Langan

The plan for summer programming is as follows:

- 1) Early Literacy Enrichment - this will be virtual and already has 10 learners registered. It will be run by Julie Masse, our Communicative Disorders Assistant
- 2) Welcome to the Nest - this will take place at St. Anne's Catholic Secondary School and focus on grade 8 to 9 transition
- 3) Summer Fun Exploration Camp - this will take place at St. Patrick's School in Dublin and focus on elementary students and building social skills
- 4) Additional Student Transition Supports will be put in place in late August through to mid October

7. New Business

None

8. Future Meetings

Next SEAC Meeting - Monday September 15th, 2025 at 4:00pm

9. Adjournment

Motion to end meeting was made by: Brenda Mason

Meeting adjourned: Doris Barkley

Ended: 5:00pm

**Special Education Advisory Committee
September 15, 2025 – 4:00 p.m.**

MINUTES

Present:

SEAC Members Present: Brenda Mason (Stratford Children Services), Emily Branje (Facile Perth), Dana Bozzato (Huron Perth Centre)

Board Trustee: Mary Helen Van Loon

Guest: Julie Masse

Board Office Staff Present: Tara Boreham, Rhonda Regier, Jessica Langan, Emma DeWever, Vanessa Yeats, Rhonda Regier, Megan Delcourt, Reanna Desroches

Absent: Matt McPhee (Community Living Central Huron), Kelly Boudreau (Community Living St. Marys), Doris Barkley (Autism Ontario), Jill Plokhaar (Family Services Perth Huron), Julie Welch (Community Services Coordination Network), Sandra McLaren (Community Living Stratford & Area)

Quorum (Minimum 6/10 voting members required): NOT ACHIEVED

1. Opening Prayer, Welcome & Introductions

Meeting Started: 4:00 pm

2. Approval of Agenda & Minutes

2.1 Approval of June 2025 Minutes

Approved:

Seconded:

THAT the Huron-Perth Catholic District School Board approves the meeting minutes of the June 2025 Special Education Advisory Committee meeting.

NOT Carried.

2.2 Approval of September 2025 Agenda

Approved:

Seconded:

THAT the agenda be accepted as is.

NOT Carried.

3. Business Arising from Minutes

Nothing to report.

4. Correspondence

Nothing to report.

5. Agency Reports

5.1 ***Autism Ontario***

Nothing to report at this time.

5.2 ***Family Services Perth Huron***

Nothing to report at this time.

5.3 ***Community Living Central Huron***

Nothing to report at this time.

5.4 ***Huron-Perth Centre***

Community Living Stratford & Area is hiring a new Clinical Director and are hoping to finalize this process soon. The Child and Mental Health Service planning meeting is coming up on September 30th. The community has been pulled together to review and create a child and youth mental service plan, which is done quarterly. The community partners are welcomed to come and look at needs and gap some priorities in child and youth mental health services and help with some planning. On October 1st with DMH, Coanis Club of Stratford, Avondale, and the United Church will be hosting an evening with Dr. Micheal Unger who is an expert on child and youth, mental health and resiliency, he will be joining virtually as can others register to as well.

5.5 ***Trustee Report***

The Trustees are really concentrating on the boards strategic plan, being on fire with the spirit, and looking for opportunities for both the staff and students to awaken, illuminate and be a light in this time. A board meeting is taking place next week, followed by regional meetings which are with four different school boards from the west region.

5.6 ***CSCN***

Nothing to report at this time.

5.7 ***Community Living Stratford & Area***

Nothing to report at this time.

5.8 ***Stratford Children Services***

Nothing to report at this time.

5.9 ***Community Living St. Marys***

Nothing to report at this time.

5.10 ***Facile Perth***

Facile shared a press release last week that they are changing their name. At the end of this month, they will be known officially as Facile Futures and will have a whole new website. Emails will change but emails sent to their old addresses will still be forwarded to their new inboxes.

6. Information Reports

6.1 System Support Team Update – Jessica Langan

6.2 Summer Programming & Transitions – System Special Education Team Members

There were three separate summer programs offered (1 Secondary, 1 Elementary, 1 Virtual). The Implementation team consisted of 3 Behaviour Consultants, 1 Skill Development Facilitator, 1 Communicative Disorder Assistant, Educational Assistants and our Special Education Coordinator. They all focused on programming to support transitions, social connection and literacy. The Summer Fun Exploration Camp offered two full days of student connection and engagement, which served 26 students ranging from Grades 3-6 from local schools. This was an opportunity to socialize with peers of the same age while participating in summer fun activities. The team received lots of positive feedback of students wanting the camp to be longer than just two days, parents saying that it was a great way to start the transition process, and many learners that participated in the camp have been having a great first couple of weeks at school.

St. Anne's Welcome to the Nest's mission was to provide an opportunity for a group of selected girls who were entering Gr. 9 with an opportunity to come together with the goal of easing anxiety and building new connections. Participants were selected, with help from school teams, based on those that might have increased anxiety about the transition or benefit from some priming and making connections before school began in September. A total of 18 girls signed up, from different feeder Huron schools. Included were some individuals with some specific special education needs, as well as mental health needs, as well as some individuals identified to be great peer supports for others. This program ran for 2 days in August where students gathered from 10:30-2:30 at St. Annes, and participated in a wide variety of activities that were designed to meet one of two identified needs; engage in activities that will help them feel prepared for secondary school and to engage in activities where connections with same age peers could naturally form prior to school. The students did a wide range of activities, some of which were school tours, uniform discussions, submitting questions, meet and greet with their guidance teacher, promotion of healthy eating and school supply/hygiene kits were provided as well. They participated in bracelet making, discussing mental health, yoga and mindfulness, as well as a guided painting session. The vast majority of participants indicated that they would recommend this program to students entering grade 9 next year. This program also received positive feedback from parents and caregivers, and reports that participants were enjoying their first week of grade 9!

Transition Support began the week of August 26th in school buildings. Special Education Team members were in schools supporting transitions and EA's were hired to support transitions. CDA offered augmentative communication training sessions to educators and parents of students who are AAC users.

An update on our literacy department was also shared. *If You Give a Kid a Book Club's* mission is to provide an opportunity to share strategies for caregivers to promote oral language and early literacy skills for jk-gr.1 students, as well as offering a shared reading experience to to continue building students' skills and acquire new strategies to support story retell, vocabulary development and early phonological awareness skills over the summer. All JK-Gr. 1 students in the board were invited to join. A total of 21 students participated in the virtual book club throughout the summer. This book club took place 3 days a week and families signed up for 45 minute time slots who had 2-5 learners in Google Meet groups. This was focused on introducing and defining tier II vocabulary with students and introduced the different story grammar elements, with accompanying visuals to support all learners. Learners were provided with a book club package that provided them with; a copy of the selected books and interactive extension activities and games to support carryover, utilized UFLI classroom materials to work on early phonological awareness skills; syllable segmentation initial and final sound identification, sound blending and segmenting. They were also provided visual supports and language strategies to support comprehension and oral language development/expansion. Feedback from parents included sharing how much their learners enjoyed the book club and wondering if it would be available in the future, as well as programming aligning with student goals.

6.3 **SEAC Dates for 2025-2026**

The SEAC dates for the 2025/26 school year are as follows:

Sept 15

Oct 20

Nov 10

Dec 1 - in person in Dublin

Jan 19

Feb 9

Mar 9

Apr 20

May 11 - in person in Dublin

June 8

7. **New Business**

No new business at this time.

8. **Future Meetings**

Next SEAC Meeting - Monday October 20th, 2025 at 4:00pm

9. **Adjournment**

Motion to end meeting was made by:

Meeting adjourned:

Ended: 4:45 pm



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

**June 3, 2025
4:00 to 5:00 PM
Teams Video Call**

MINUTES

1.0 Routine Matters

1.1 Welcome and Opening Prayer

In Attendance: Janice White, Tina Doherty, Karen Tigani, Cheri Carter, Mary-
Ellen Ducharme, Nancy Rothwell, Jim McDade, Graham Shantz, Joseph Cohen

1.2 Land Acknowledgement

1.3 Approval of Agenda

Addition to the agenda regarding start time of meetings.
That the agenda be approved as amended.

**Moved by Nancy, Seconded by Tina
CARRIED**

1.4 Approval of Meeting Minutes – February 4, 2025

Moved by Cheri, Seconded by Tina

That the Meeting Minutes be approved as presented.
CARRIED

2.0 Business Arising from February 4, 2025

None

3.0 General Managers Report

3.1 Updating Procedures

HPSTS continues to update Procedures as necessary

3.2 Multi Factor Authentication (MFA)

Only HPSTS staff, School staff and bus operators are doing this at this time. It may include families for the next step. It was a very smooth process and are not foreseeing any problems moving to this.

3.3 Cyber Work Group

The goal is to put in place a plan to work towards overall cyber security for risk management in regards to transportation

3.4 Opt-Out Procedure

The Ministry has mandated that all Consortia within the Province have an Opt-In, Opt-Out Procedure. HPSTS has decided an Opt-Out form would serve their families best.

4.0 Discussion Items

None

5.0 Move to Closed Session

Moved by Nancy, Seconded by Tina

That the Committee moves to the closed session of the meeting.

CARRIED

6.0 Adjournment

Moved by Nancy , Seconded by Jim

That the Consortium Steering Committee meeting be adjourned.

CARRIED

Cheri Carter
Avon Maitland DSB

Mary-Ellen Ducharme
Huron Perth Catholic DSB

Committee Members:

HPSTS: Mary Lou Bilcke (recorder), Janice White

AMDSB: Cheri Carter, Joseph Cohen, Nancy Rathwell, Graham Shantz

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

Audit Committee Meeting
June 11, 2025 - 1:30 p.m.

MINUTES

Hybrid

Present: Chair Amy Cronin (Trustee), Tina Doherty (Trustee), Tyler Canal, (Audit Committee Member), Denise Feeney (Audit Committee Member), Karen Tigani (Director of Education), Mary-Ellen Ducharme (Superintendent of Business), Sarah Devereaux (Manager of Finance), Katie Becker (Finance Services Officer), Lexi Templeman (Finance Services Officer), Brad Sisson (KPMG LLP), Brian Bost (KPMG LLP), Valerie Basler (Executive Assistant)

Absent: Suk Bedi (KPMG LLP)

1. Opening Business

1.1 Opening Prayer

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

1.3 Approval of the Agenda

Moved by: T.Doherty

Seconded by: D.Feeney

THAT the Audit Committee approves the agenda of the June 11, 2025 Audit Committee Meeting.

Carried

1.4 Declaration of Conflict of Interest

No declarations were made.

1.5 Approval of Audit Committee Meeting Minutes – November 14, 2024

Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee approves the minutes of the Huron-Perth Catholic District School Board Audit Committee November 14, 2024 meeting.

Carried

-
- 1.6 Business Arising from the Minutes
Discussion on asbestos in schools. Noted that capital working papers clearly identify sites with asbestos. Sites are inspected annually.

2. Presentations

3. Reports and Discussion Items

- 3.1 November 30, 2024 and February 28, 2025 Financial Statements - *Superintendent of Business & Treasurer*
No issues or items to note on the quarterly statements. Expenses are monitored to budget regularly. Discussion on items that are included in the other revenue category. Cash flow position of the Board is good; there are currently no investments. A portion of the Board's accumulated surplus is held by the Ministry (MOE cash management strategy).

Moved by: D.Feeney

Seconded by: T.Canal

THAT the Audit Committee receives the November 30, 2024 and February 28, 2025 Financial Statement Report.

Carried

- 3.2 Policy P 3.3.7 School Generated Funds - *Superintendent of Business & Treasurer*
The current policy includes appendices. The revised policy moves the operational appendices to an administrative procedure. This will allow for updating of the administrative procedure as needed. Governance items remain in the policy document. A belief statement was added and revisions made to the policy statement. Risk management and accountability, roles and responsibilities of groups are included in the policy. Discussion around the roles and responsibilities of the Catholic School Advisory Chair, noted that training isn't included. Discussion that training to this group would be beneficial and promote additional transparency in areas of school generated funds. There have been two school generated funds internal audits. There were questions and discussion on the recommendations of these audits.

Moved by: T.Canal

Seconded by: D.Feeney

THAT the Audit Committee receives draft Board Policy P 3.3.7 School Generated Funds.

Carried

-
- 3.3 Policy P 3.3.5 Fraud Prevention and Management - *Superintendent of Business & Treasurer*
Noted that this policy was first adopted in 2019. Updated as per Board's regular review of policies.

Moved by: D.Feeney

Seconded by: T.Doherty

THAT the Audit Committee receives draft Board Policy P 3.3.5 Fraud Prevention and Management.

- 3.4 June 2025 Audit Committee Report – *Superintendent of Business & Treasurer*
A review of highlighted items was completed. Discussion on possible September and November 2025 meeting dates. Year end audit ministry reporting deadlines are not known yet. Doodle polls to be conducted.

Moved by: T.Canal

Seconded by: D.Feeney

THAT the Audit Committee receives the Audit Committee Report dated June 2025.

Carried

4. Information and Correspondence

5. In-Camera Session of the Audit Committee Meeting

Moved by: D.Feeney

Seconded by: T.Doherty

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

Carried

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

Reg. Ref. 10 (c) - Where the committee determines it is appropriate, meet with the board's external or internal auditor.

Session not requested.

7. Future Meetings and Events

A Doodle poll will be sent to determine next meeting dates.

8. Closing Prayer



Catholic Education Centre
3927 Perth Road 180, PO Box 70
Dublin, ON N0K 1E0

9. Adjournment

Moved by: D.Feeney

Seconded by: T.Canal

THAT the Audit Committee adjourns the June 11, 2025 meeting at 3:05 p.m.

Carried



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: October 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

CHILDREN IN NEED OF PROTECTION

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board is fundamentally grounded in the belief in the dignity, sacredness, and inherent value of every human person. In affirmation of this conviction, and in recognition of our legal responsibilities under the Child, Youth, and Family Services Act, 2017, the Board is committed to ensuring a safe environment for all children and youth in our care.

DEVELOPMENTS

The former "Children in Need of Protection" policy has been separated into two distinct documents: a Policy and an Administrative Procedure. This ensures the Board's core commitment is clearly defined in Policy, while the practical, day-to-day steps for staff (Administrative Procedure) are detailed and actionable, explicitly outlining the specific roles and responsibilities required in situations where there is suspicion or evidence that a child is in need of protection.

This restructuring ensures all staff have clear guidance for immediate and appropriate intervention.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Children In Need of Protection policy for review.



HURON-PERTH CATHOLIC

District School Board

Children in Need of Protection

Adopted:	February 2, 2004	Policy #:	P 2.1.12.
Revised:	May 25, 2020	Policy Category:	2.1. School Operations

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes that every child is a precious gift from God, deserving of love, care, and protection. Guided by our Catholic faith and commitment to the dignity of every person, the Board recognizes its sacred responsibility to ensure the safety and well-being of all children entrusted to our care. In partnership with families, community agencies, and child protection services, we are dedicated to creating safe, nurturing environments where every child can grow, learn, and thrive. With compassion and vigilance, we will respond to all concerns of child protection, upholding our moral and legal duty to protect the most vulnerable among us.

POLICY STATEMENT:

The Huron-Perth Catholic District School Board believes in the dignity, sacredness, and inherent value of the human person. In affirmation of this belief and in recognition of its mandated legal responsibilities under the *Child, Youth, and Family Services Act, 2017* (CYFSA), the Board establishes the following policy:

- All staff employed by Huron-Perth Catholic District School Board must immediately comply with the CYFSA. This includes the legal duty to make a mandatory and direct report to the Huron-Perth Children's Aid Society when they have reasonable grounds to suspect that a child is, or may be, in need of protection.
- This Policy is supported by a comprehensive Administrative Procedure which outlines the required roles, responsibilities, and protocols to be followed in situations where there is a suspicion or evidence that a child is in need of protection.
- School Principals will conduct a mandatory, documented review of the Policy and Administrative Procedure with all staff, volunteers, and relevant partners on an annual basis.

DEFINITIONS:

- N/A

REFERENCES:

- N/A

RESOURCES, APPENDICES AND FORMS:

- Board Administrative Procedure AP 2.2.16 Children in Need of Protection



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Angela Hodgson, Executive Manager of Employee Relations
Presented to: The Huron-Perth Catholic District School Board
Date: October 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

P 3.3.4. UNCERTIFIED INSTRUCTORS

Public Session

BACKGROUND

Board Policy P 3.4.4. Uncertified Instructors, addresses the Board's right under Regulation 298, subsection 21 of the Education Act, to secure individuals who are not teachers (uncertified instructors) to act as emergency teaching staff, when certified teachers are not available.

DEVELOPMENTS

With the increased challenges in securing certified Occasional Teachers, and to remain competitive within the Board's jurisdiction, amendments to the policy have been made. These amendments include moving the daily and long-term rates of pay for uncertified instructors from the policy to an administrative procedure to allow for review as needed.

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 December.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the P 3.3.4. Uncertified Instructors policy for information.



HURON-PERTH CATHOLIC

District School Board

Uncertified Instructors

Adopted:	February 23, 1998	Policy #:	P 3.4.3.
Revised:	November 23, 2020	Policy Category:	3.4. Human Resources

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board provides a high quality Catholic education to the community of Huron-Perth. The Board believes that all students deserve the best learning opportunities each and every day, so our students can reach their full potential and be healthy, successful learners. This requires faith-filled learning environments with effective educators in the classroom.

POLICY STATEMENT:

The Education Act, R.R.O. 1990, [Regulation 298](#), subsection 21, under the Education Act (“Appointment to Teach in the Case of an Emergency”) permits the Board to appoint an **employee person** who is not a teacher to perform the duties of a teacher or an occasional teacher when the Board is unable to obtain the services of a certified teacher. The Board endeavours to place the children under its care in the hands of certified teachers, however, in certain circumstances when a teacher or an occasional teacher is unavailable, it is necessary to appoint a person who is not certified as a teacher.

PROCEDURES:

~~Effective September 1, 2020:~~

The Board will ensure all efforts are made to fill a job vacancy and/or absence with a certified teacher. Human Resources will initially review all applications for Uncertified Instructors with the Board ensuring that the applicant has the required qualifications and experience. An Administrator will interview qualified Uncertified Instructor applicants and provide Human Resources with written confirmation to provide an offer of employment as an Uncertified Instructor with the Board.

- ~~1. Persons wishing to be placed on the Uncertified Instructors list will forward an application outlining qualifications and experience to the Human Resources department.~~
- ~~2. The Principal may make a recommendation to the Human Resources department to place the individual on the Uncertified Instructors list for his/her school.~~
- ~~3. In the case that a casual Uncertified Instructor is employed, a per diem of two hundred dollars (\$200.00), including vacation pay and statutory holiday pay will be paid.~~
- ~~4. In the case that a Long-Term Uncertified Instructor is employed, a per diem of two hundred and fifty dollars (\$250.00), including vacation pay and statutory holiday pay, will be paid.~~

- ~~5. Where a teacher awaiting certification by the Ontario College of Teachers is employed as a casual uncertified instructor, a daily per diem equivalent to the Occasional Teacher daily rate in effect at the time, will be paid.~~
- ~~6. Where a teacher awaiting certification by the Ontario College of Teachers is employed in a long-term assignment, a per diem equivalent to placement at A3-0 on the teaching salary grid in effect at the time, will be paid.~~

DEFINITIONS:

- N/A

REFERENCES:

- N/A

RESOURCES, APPENDICES AND FORMS:

- N/A



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: October 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board is committed to the fundamental principle of providing and maintaining a positive and inclusive Christ-centred learning environment where every student may reach their full potential. All school boards in Ontario are required to develop, implement, and maintain a policy on student use of service animals in schools. In keeping with the Board's commitment to equity and inclusion, and its obligations under the Ontario Human Rights Code, the Education Act, and the Accessibility for Ontarians with Disabilities Act, the Board recognizes its legal and moral duty to accommodate the needs of all students. Rooted in Catholic Social Teachings and the inherent dignity of every person, this duty ensures that students with disabilities have equitable access to education and full participation in school life.

At times, the duty to accommodate may involve recognizing and balancing competing rights or interests within the school community. The Board is committed to respectful dialogue, thoughtful discernment, and collaborative problem-solving to find reasonable, inclusive, and faith-aligned solutions that uphold the rights, safety, and well-being of all students and staff.

DEVELOPMENTS

In accordance with the Ontario Human Rights Code, the Ontario Blind Persons' Rights Act and the Accessibility of Ontarians Act, we are committed to an environment free from discrimination and reducing barriers by providing reasonable accommodation for students with disabilities; including the use of Certified Service Dogs or other Animals, up to undue hardship. The former "Student Use of Guide Dogs and Service Animals" policy has been separated into two distinct documents in keeping with other policies and procedures of the Board: a Policy and an Administrative Procedure. This ensures the Board's core commitment is clearly defined in Policy, while the practical, day-to-day steps for staff (Administrative Procedure) are detailed and actionable, explicitly outlining the specific roles and responsibilities required for implementation of this policy.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy Student Use of Guide Dogs and Service Animals.



HURON-PERTH CATHOLIC

District School Board

Student Use of Guide Dogs and Service Animals

Adopted:	January 27, 2020	Policy #:	P 2.2.11.
Revised:		Policy Category:	2.2. School Program

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes that every student is created in the image and likeness of God, deserving of respect, compassion, and the opportunity to flourish in a Christ-centred community. We are committed to fostering inclusive environments that honour the dignity and unique needs of all learners.

We believe that students with disabilities must be supported through thoughtful, individualized accommodations that promote their independence, inclusion, and full participation in educational experiences. In responding to requests for Guide Dogs, Service Dogs, or Service Animals, we are dedicated to a fair and compassionate process that reflects our commitment to equity, human dignity, and the well-being of all students and staff.

POLICY STATEMENT:

The Huron-Perth Catholic District School is committed to the fundamental principle of providing and maintaining a positive and inclusive Christ-centred learning environment where every student may reach their full potential.

- 1.1 It is the policy of the Huron-Perth Catholic District School Board, in accordance with its obligations pursuant to the Ontario *Human Rights Code*, to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services.
- 1.2 In circumstances where a parent or adult student requests to have the student's Guide Dog, Service Dog or Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the Huron-Perth Catholic District School Board considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.
- 1.3 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted.
- 1.4 The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog, Service Dog or Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.

- 1.5 A copy of this policy shall be available in accessible formats on the Huron-Perth Catholic District School Board website and may be requested by a parent or adult student in a different language through the school attended by the student.
- 1.6 The Board shall retain data regarding the requests for Guide Dogs, Service Dogs and Service Animals as outlined in its Administrative Procedure.

REFERENCES:

- *Human Rights Code, RSO 1990, c.H.19*
- *Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11*
- *PPM 163 School Board Policies on Service Animals*
- *J.F. v. Waterloo Catholic District School Board, 2017 HRTO 1121 (CanLII)*
- *Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c.11*
- *Blind Persons' Rights Act, RSO 1990, c.B7,*
- *Dog Owners' Liability Act, RSO 1990, c.D16*
- *Health Protection and Promotion Act, RSO 1990, c.H7*
- *Food Safety and Quality Act 2001, SO 2001, c.20*

RESOURCES, APPENDICES AND FORMS

- Board Administrative Procedure AP 2.2.15 - Student Use of Guide Dogs and Service Animals



HURON-PERTH CATHOLIC

District School Board

Student Use of Guide Dogs and Service Animals

Adopted: October 10, 2025	AP #: 2.2.15
Revised:	Category: School Program
Audience: Principals, Vice-Principals	From: Superintendent of Education

PURPOSE:

The purpose of this Administrative Procedure is to ensure compliance with the Huron-Perth Catholic District School Board's obligations under the Ontario Human Rights Code to provide individualized accommodation to students with disabilities, thereby enabling their meaningful access to education in a manner that respects their dignity, maximizes integration, and facilitates the development of independence.

The Board has established a clear, individualized process to be followed when a parent or adult student applies to have a Guide Dog, Service Dog, or Service Animal accompany the student while attending school or a school-related event. The Administrative Procedure defines the roles, responsibilities, and criteria for the assessment, approval, implementation, and continuous review of a Guide Dog, Service Dog, or Service Animal as an appropriate accommodation in the school setting, while upholding the safety of all students and staff and minimizing disruption to the learning environment.

PROCEDURES:

- 1.1 It is the policy of the Huron-Perth Catholic District School Board in accordance with its obligations pursuant to the Ontario *Human Rights Code* to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence.
 - a) The School Board utilizes-differentiated programming; and evidence-based interventions and strategies to provide meaningful access to education for students who have disability-related needs that impact their learning.
 - b) The School Board does not provide Guide Dogs, Service Dogs or Service Animals to students.

- c) The School Board encourages any family considering the purchase of a Guide Dog, Service Dog or Service Animal to meet with the school principal or superintendent before making a commitment.
- 1.2 This Administrative Procedure identifies the individualized process to be followed when a parent or adult student applies to the School Board to have a Guide Dog, Service Dog or Service Animal accompany the student while the student is attending school or a school-related event.
- 1.3 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted. Pursuant to the *Education Act* and Ontario Regulation 474/00 *Access to School Premises*, the Huron-Perth Catholic District School Board requires each school to have a process for visitors.
- 1.4 Any determination of whether a Guide Dog, Service Dog or Service Animal is an appropriate accommodation for a student while receiving education services is a decision of the School Board. A regulated health professional cannot unilaterally prescribe that a Guide Dog, Service Dog or Service Animal be a specific accommodation while the student is receiving education services at school.
- 1.5 When an adult student or parent seeks to have their child attend school or school related events with a Guide Dog/Service Dog, both the Guide Dog/Service Dog **and** the Student Handler must be certified as having been successfully trained by an accredited training facility.
 - a) Only in exceptional circumstances subject to the standards of undue hardship pursuant the *Human Rights Code*, will the School Board consider an application for a student who will not be acting as the primary trained Handler of the Guide Dog/Service Dog.
- 1.6 Only in exceptional circumstances subject to the standards of undue hardship pursuant the *Human Rights Code*, will the School Board consider Service Animals, other than dogs, as an accommodation for a student and only if other reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student.

2. Background

- 2.1 Service animals have traditionally been highly trained dogs that assist individuals with various tasks of daily living (Guide Dog, Hearing and Signal Dogs, Mobility Assistance Dogs, Seizure Response Dogs).
- 2.2 In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a student Handler who has a diagnosis of blindness/low vision, and the Guide Dog will provide the student Handler with greater independence, dignity and opportunity for integration.

- 2.3 The term Service Animal is used in the *Accessibility Standards for Customer Service* made under the *Accessibility for Ontarians with Disabilities Act (AODA)*, to describe an animal that assists an individual with a disability to be able to access goods and services available to the public. **A school is not a public space and is not generally accessible to the public. The AODA does not apply to a student's use of a Service Dog/Service Animal when accessing education services in school buildings.**
- a) Pursuant to the *Code* it is possible that a Service Animal might include different species that provide a therapeutic function, emotional support, sensory function, companionship and/or comfort.
 - b) The determination of whether the animal is an appropriate accommodation in the school setting to accommodate a demonstrated disability-related learning need is a decision of the School Board.
 - i. Such a decision will consider that animals, other than dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of students and staff and/or may be disruptive to the learning environment and/or may act as a distraction in the learning environment.
- 2.4 Due to risks to safety, and risks of disruption and distraction in the learning environment, the School Board does **not** permit training of potential guide dogs and service dogs in the school setting or during school activities.

3. Definitions

3.1 For the purpose of this Procedure the following definitions apply:

Accredited training organization is a guide dog or service dog trainer that is accredited by:

- International Guide Dog Federation (“IGDF”): which develops and ensures compliance with the standards by which Guide Dogs for the blind/low vision are trained by its member organizations; or
 - Assistance Dogs International (“ADI”): which develops and ensures compliance with the standards by which Guide, Hearing and Service Dogs are trained by its member organizations;
- or
- A Guide Dog or Service Dog trainer that attests to compliance with the Meghan Search and Rescue Standard in Support of Accessibility: Persons with a Disability Teamed with Service Dogs standard for training (MSAR).

Adult student shall be defined to mean a student who is 18 years of age or older or 16 or 17 years of age and has removed him/her/themselves from the care and control of their custodial parent.

Disability means,

- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of

paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impairment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,

- b) a condition of mental impairment or a developmental disability,
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- d) a mental disorder, or
- e) an injury or disability for which benefits were claimed or received under the insurance plan established under the [Workplace Safety and Insurance Act, 1997](#);

Guide Dog means a dog trained as a guide for a blind person and having the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act*;

Handler refers to the individual trained by an Accredited Training Organization who is managing the Guide Dog/Service Dog and in most cases will be the student for whom the Guide Dog/Service Dog is provided;

Parent shall be defined to mean a custodial parent of the student or a guardian pursuant to the *Education Act*;

Service Dog means a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

4. Roles and Responsibilities

Principals

- 4.1 School principals are responsible for the management of the school premises, the staff providing educational programs and the safety of all students.
 - a) A school principal has authority to exclude any animal, including Guide Dogs/Service Dogs and Service Animals, from entry onto school premises and school building(s), as an accommodation for a student, provided that the student is offered appropriate alternative accommodation to meet the student's demonstrated disability-related learning needs.
 - b) School principals, before admitting a Guide Dog/Service Dog into the school or on school related activities with the student Handler, shall require a parent/adult student to submit a completed application, included in **Appendix A** of the Administrative Procedure. 2.2.15.
 - c) Before admitting a Service Animal, the school principal shall require the parent/adult student to submit a completed application, included in **Appendix B** of the Administrative Procedure.2.2.15.
- 4.2 On receipt of an application for a Guide Dog/Service Dog or Service Animal, the school principal shall review the application for completeness and may request any additional information or clarification necessary to assess the request for accommodation.

- 4.3 The school principal shall be responsible for communication with the parent/adult student with respect to the accommodation process, and where approved the implementation and management of the accommodation.
- 4.4 Where a student supported by a Guide Dog/Service Dog/Service Animal, whose parent is the Handler, seeks only to attend a school excursion with the Guide Dog/Service Dog/Service Animal, which is at a location where the public is customarily admitted, efforts will be made to facilitate the student's participation with the Guide Dog/Service Dog/Service Animal and parent as the Handler.
- a) Inquiries may need to be made regarding competing rights and transportation arrangements.

Parents/Adult Students

- 4.5 Parents or Adult Students are required to provide all necessary documentation and engage in the consultation process for the purpose of considering and implementing, if appropriate, the request that a Guide Dog/Service Dog accompany the student at school and/or on school-related activities. The parent or adult student shall be responsible for:
- a) submission of **Appendix A**;
 - b) all costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care;
 - c) obtaining training and maintaining the Guide Dog/Service Dog training to provide the accommodation in a safe manner that does not disrupt student learning;
 - d) providing confirmation of municipal license for the dog (to be updated annually),
 - e) providing confirmation of certificates of training not older than 6 months from an Accredited Training Organization attesting that the dog and student Handler have successfully completed training and may safely engage in a public setting without creating a risk of safety or a risk of disruption within a school setting;
 - f) diagnosis from a registered pediatrician, psychologist, psychiatrist (or other regulated health professional as determined by the School Board) with a recommendation for the use of a Guide Dog/Service Dog;
 - g) a description of the services provided by the Guide Dog/Service Dog to the student, and how those services will accommodate the student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;
 - h) a certificate not greater than three (3) months old from a veterinarian qualified to practice veterinary medicine in the Province of Ontario attesting that, the dog is an adult; identifying the age and breed; does not have a disease or illness that might pose a risk to humans; has received all required vaccinations; and is in good health to assist the student (to be updated annually);

- i) general liability insurance providing coverage in an amount specified by the Board¹ in the event of an injury or death as a result of the Guide Dog/Service Dog's attendance on school property or on a school-related activity (to be updated annually)².

Students

- 4.6 Students will be expected to act as the Guide Dog/Service Dog's primary Handler. The student Handler must:
 - a) demonstrate the ability to control the Guide Dog/Service Dog in accordance with the training received;
 - b) ensure that the Guide Dog/Service Dog is always wearing a vest and leash or harness when the dog is not in its crate.
 - c) ensure the Guide Dog/Service Dog does not disrupt the learning of others with unnecessary movement, vocalization or other behaviour, including aggressive or threatening behaviour;
 - d) ensure that the Guide Dog/Service Dog's biological needs are addressed;
 - e) transition and maintain at all times the Guide Dog/Service Dog on a leash, harness, mat and/or crate;
 - f) comply with an accommodation plan that addresses the competing rights of others;

Guide Dog/Service Dog

- 4.7 The Guide Dog/Service Dog:
 - a) shall be a highly trained and certified by Accredited Training Organization;
 - i. will have evidence of training or re-certification confirming compliance with training requirements within the last 6 months be required;
 - b) must be groomed and clean;
 - c) must at all times while on school property be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;
 - d) must **not** engage in behaviour that puts at risk the safety of others, including other animals, or that creates disruption or distraction in the learning environment;
 - i. such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;
 - ii. any such behaviour is grounds to prohibit the Guide Dog/Service Dog's attendance on school property and in the school building,
 - e) must have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school day;

¹ Note usually 2 million in general liability insurance coverage is requested. This requirement might need to be waived on the basis of equity in the event that it causes financial hardship for a family.

² Note insurance should not pose a barrier to the provision of accommodation as a result of socio-economic factors

- f) must demonstrate continuous appropriate behaviour with its Handler and others in the school environment to remain eligible for entry in school buildings or school-related events.

5. Assessment Of The Accommodation Request

- 5.1 Once the application and all necessary documentation is received by the school principal, a review will take place by the Board team supporting the student and a meeting shall be scheduled to review the accommodation request. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe.
- 5.2 A meeting with the Board team supporting the student, the parent/adult student and student (as appropriate), the health practitioner recommending the Guide Dog/Service Dog or Service Animal for the student, the trainer of the Guide Dog/Service Dog and of the Handler, and any other individuals who may contribute to the accommodation process may be scheduled to review the request for accommodation.
- 5.3 Each request for a Guide Dog/Service Dog or Service Animal will be addressed on an individual basis giving consideration to:
 - a) the individual learning strengths and needs of the student, the student's IEP goals, positive behaviour support plan, safety plan and/or student's medical plan of care (if any);
 - i. supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments etc.
 - b) evidence of how the Guide Dog/Service Dog or Service Animal's attendance at school might provide accommodation for a demonstrated disability-related learning need and/or act of daily living necessary while at school;
 - c) assessment information provided by a regulated health professional with expertise regarding the student's disability-related needs supporting the request for a Guide Dog/Service Dog or Service Animal;
 - d) the training and certification of the Guide Dog/Service Dog and student as Handler;
 - e) the impact of the accommodation on the student's dignity, integration and independence;
 - f) whether one or more alternative accommodations can meet the needs of the student;
 - g) whether the student's attendance with a Guide Dog/Service Dog or Service Animal might require an increase in the level of staff support provided to the student;
 - h) whether training will be required for staff and/or the student;
 - i) the impact of the accommodation on the learning environment for the student, other students, including, health, safety, disruption and distraction;

- j) any competing human rights of students, staff, and community members using the school pursuant to a permit;
 - i. recommendations for accommodation plans to reconcile competing rights.
- 5.4 The process of accommodation, including inquiries regarding competing rights and notice to the school community, shall respect the student's right to privacy regarding their disability and specific learning needs and/or needs of daily living.
- 5.5 Where the student is not the primary Handler, Board staff must be trained as the Handler(s) and accompany the student and dog at all times. As a result, such requests will be individually considered, in accordance with the duty to accommodate to the point of undue hardship, including consideration of the resources required, alternative accommodations that might meet the student's demonstrated disability-related learning needs and the impact on the staff and other students.
- 5.6 Service Animals shall only be considered when reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student. Parents must complete an application for a Service Animal included in **Appendix B** of the Procedure.
 - a) The accommodation process following a request by a parent/adult student for a Service Animal shall be consistent with the process noted above, but shall also include any special considerations that may arise if an animal is a species other than a dog, including the ability to be trained, necessary biological functions, the capacity for the animal to respond to commands, whether the animal may be kept on a leash/harness/crate/mat and how such restrictions might impact accommodation.
- 5.7 The determination with respect to the application for a Guide Dog/Service Dog/Service Animal shall be communicated to the parent/adult student in writing in accordance with **Appendix D**.

6. Implementing the Accommodation

- 6.1 Where approval is granted, the school principal in consultation with the student's educational team, will do the following:
 - a) make changes to the student's IEP goals and/or student's medical plan of care;
 - i. may provide for the accommodation on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.
 - b) organize an orientation session for school staff, students and the student Handler;
 - c) develop a timetable identifying a bio-break, water break, location/process to be followed during instructional and non-instructional times;

- i. access may be limited to certain activities, areas of the school, or certain times of the day, including but not limited to, where exclusion is required pursuant to the *Health Protection and Promotion Act* or the *Food Safety and Quality Act 2001*, which prohibit Service Animals from being in places where food is prepared, processed or handled.
 - ii. assessment may be required by the School Board's health and safety officer health and safety issues applicable to different areas/activities in the school;
- d) develop emergency procedures, to include a fire exit plan, lockdown plan, evacuation plan;
- e) notice to the community via a letter to parents; posting on the school's website/social media; presentation by the trainer of the Guide Dog/Service Dog during a school council meeting or association supporting the use of the Service Animal; signage on the school's front door, gymnasium and library doors; communication to potential occasional staff accepting a position where the Guide Dog/Service Dog or Service Animal may be providing service to the student;
- f) student assembly for introduction and orientation regarding the Guide Dog/Service Dog or Service Animal;
- g) arrangements for transportation of the Guide Dog/Service Dog or Service Animal to and from school, if necessary;
 - i. If the Guide Dog/Service Dog or Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding competing rights, the transportation plan must specify where the Guide Dog/Service Dog or Service Animal and student will be located; the vehicle shall have a sticker / sign identifying the presence of a Guide Dog/Service Dog or Service Animal is on board;
 - ii. Documentation about the Guide Dog/Service Dog or Service Animal will be included with the route information so that new or substitute bus drivers are aware of the Guide Dog/Service Dog's or Service Animal's presence.
 - iii. Specialized transportation shall **not** be provided solely for the purpose of enabling the Guide Dog/Service Dog or Service Animal to travel to and from school with the student.

7. Continuous Assessment

7.1 A review of the effectiveness of the Guide Dog, Service Dog or Service Animal in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP, in the event of a Violent Incident Report, and as otherwise deemed necessary by the Principal.

7.2 Approval may be revoked at any time by the principal if:

- a) there are any concerns for the health and safety of students, staff or the Guide Dog/Service Dog/Service Animal;
- b) there is behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping. In the event that this behaviour occurs, the Handler will be required to remove the Guide Dog/Service Dog/Service Animal from the classroom immediately and the student's parent/guardian will be called to pick up the Guide Dog/Service Dog/Service Animal from the school. Alternative options for accommodation will be discussed.
- c) there has been a change to the student's circumstances or disability-related needs, which had supported the original approval or a change to the needs of students/staff such that there is a new competing right;
- d) the Board in its discretion determines that the accommodation is not effective for the student's demonstrated disability-related learning needs or acts of daily living.

8. Records

- 8.1 A copy of the application and confirmation of approval, as well as any other relevant documents supporting the accommodation shall be retained in the student's Ontario Student Record.
- 8.2 The School Board shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use and disclosure must be provided to the parent/adult student. Efforts should be made to limit the personal information to only that which is necessary.
- 8.3 The Board is required pursuant to PPM 163 School Board Policies on Service Animals to collect information regarding the implementation of the policy and procedure regarding Guide Dogs and Service Animals, including;
 - a) Total number of requests for students to be accompanied by Guide Dog/Service Dogs/Service Animals;
 - i. Whether requests are for elementary or secondary school students;
 - ii. The student's grade;
 - iii. Whether the student is the Handler.
 - b) The number of requests approved and denied;
 - i. If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum;
 - ii. Species of Service Animals requested and approved; and
 - iii. Types of needs being supported: emotional, social, psychological, physical.

9. Food Areas

Regulation 493/17, of Ontario's Health Protection and Promotion Act, allows Guide Dogs and Service Animals in areas where food is served, sold, and offered for sale. Steps should be taken to ensure that Guide Dogs and Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food.

No animals are allowed in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom.

REFERENCES:

- *Human Rights Code, RSO 1990, c.H.19*
- *Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11*
- *PPM 163 School Board Policies on Service Animals*
- *J.F. v. Waterloo Catholic District School Board, 2017 HRTO 1121 (CanLII)*
- *Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c.11*
- *Blind Persons' Rights Act, RSO 1990, c.B7,*
- *Dog Owners' Liability Act, RSO 1990, c.D16*
- *Health Protection and Promotion Act, RSO 1990, c.H7*
- *Food Safety and Quality Act 2001, SO 2001, c.20*

RESOURCES, APPENDICES AND FORMS:

- Appendix A Application Request for Guide Dog/Service Dog
- Appendix B Application Request for Service Animal
- Appendix C Checklist for Principals
- Appendix D:
 - Sample Letter to Employees & School Permit Holders
 - Sample Letter to the School Community
 - Sample Letter to the Parents of Students on the School Bus
 - Sample Letter to the Parents of Students in the Class(es)
 - Sample Letter Approving the Guide Dog/Service Dog/Service Animal
 - Sample Letter Denying the Guide Dog/Service Dog/Service Animal



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: October 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

POLICY ADVOCACY

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board regularly reviews all policies to ensure compliance and relevance with legislation and corresponding alignment with the mission and vision of our Catholic school system. Policy Advocacy was approved by the Board of Trustees on March 25, 2019.

DEVELOPMENT

Policy Advocacy was presented at the August 25, 2025 and September 22, 2025 Board meetings. Staff have reviewed the policy. To reflect the Board's direction an amendment has been made to Section 1.1 (Eligible Advocacy Expenditures). Examples of organizations the Board supports have been added. The policy is now being recommended for approval.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves Policy Advocacy.



HURON-PERTH CATHOLIC

District School Board

Advocacy

Adopted:	May 28, 2007	Policy #:	P 3.3.9.
Revised:	October 27, 2025	Policy Category:	3.3. Business

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes that all of our students deserve the best learning opportunities ensuring they can reach their full potential and be healthy, successful learners in faith-filled spaces.

POLICY STATEMENT:

It is the policy of the Board to support maintaining a positive relationship with the Ministry of Education and other school boards in the province of Ontario. Working in partnership to identify, discuss and find efficiencies pertaining to policy and financial issues with the objective of maximizing resources for students.

The Board supports reasonable expenditures incurred in advocacy initiatives directed to Governments, Ministries and appropriate provincial organizations that sustain the Board's mission statement.

Advocacy is considered an ongoing business function of the Board and shall comply with the Purchasing policy and procedures.

PROCEDURES:

Advocacy activities can take many forms, including newsletters, media releases, school council or board community events. The Board communicates indirectly with the government through established professional and interest advocacy organizations.

1. Eligible Advocacy Expenditures

- 1.1 Membership dues and fees to organizations that support the values of Roman Catholicism and other educational organizations. Including but not limited to organizations like the Ontario Catholic School Trustees Association (OCSTA), the Ontario Catholic Supervisory Officers Association (OCSOA), Ontario Catholic School Business Officials Association (OCSBOA), and the Catholic Curriculum Corp. (CCC).
- 1.2 Expenses incurred to present the position of the Board on governance issues clearly and effectively.

2. Ineligible Advocacy Expenditures

- 2.1 Costs incurred while attending events specific to fundraising by political parties or local politicians.
- 2.2 Placing contents intended to advocate for a particular position or point of view with report cards and annual reports.
- 2.3 Students shall not be used as vehicles for Board or school advocacy initiatives to the public, education partners or any levels of government.

DEFINITIONS:

- N/A

REFERENCES:

- Policy 3.3.4 Purchasing

RESOURCES, APPENDICES AND FORMS:

- N/A



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: October 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

MATH ACHIEVEMENT ACTION PLAN UPDATE

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board developed a Math Achievement Action Plan (MAAP) as required by the Ministry of Education. The MAAP aligns with the Ministry of Education's "Taking Action in Mathematics" initiative which requires boards to develop and support a plan to improve student achievement in mathematics. This is taking place across all schools and districts in Ontario and is in its second year. The Ministry of Education designated some schools "priority schools" based on recent EQAO achievement results in Grades 3 and 6. Based on consistent trends in EQAO over the past four years, our board's priority school continues to be Sacred Heart, Wingham. The Ministry of Education's math leadership team provides our board Math Team with regular check-ins, professional coaching support, quality resources, and connects math leads from across the province through a variety of ongoing professional learning sessions.

DEVELOPMENTS

Our Math Team consists of the Superintendent of Education (Sean McDade), Math Learning Coordinators in elementary (Christine Dale) and secondary (Paul D'Hondt), as well as our Math Facilitators (Hailey Cook and Brittany Wilson). The Math Facilitators and Math Learning Coordinators have been providing ongoing support to teachers and principals in keeping with the Board's strategic plan and the Math Achievement Action Plan. There is targeted support for Sacred Heart school in keeping with the direction of the Ministry of Education, including data collection, professional learning coaching, and student intervention. The support provided in all schools continues to include co-planning opportunities, classroom level math coaching, small group conversations and reflections, participation in the Ministry of Education's math team webinars, support with our Scope & Sequence lessons and core resources, including MathUp and Knowledgehook, as well as implementation of an intervention tool (Do the Math) in select schools. To ensure alignment and shared vision across the system, the Math Team works closely with school leaders to bring the Math Achievement Action Plan to life in each school. This includes co-developing strategies, promoting a culture of coaching, and examining evidence of student learning to guide ongoing improvement.

Math Achievement Action Plan (MAAP)

The MAAP is a targeted yet flexible plan for all schools in the district that we continue to develop and refine, based on student learning needs and teaching professional learning needs. It is considered a

living document and one that is informed by student achievement data and ongoing reflection by teachers, principals and members of the Math Team on identified key performance indicators.

The Ministry of Education provided school boards with 3 priority actions; in light of these, we selected a strategy for each priority action area, with identified actions that we take at the board, school and classroom levels to achieve our goal of improved student achievement.

In addition to the plan for the entire district, we are providing more intensive support for improvement at our priority school through dedicated math facilitator support and ongoing professional learning and collaboration for the school principal and teachers facilitated by members of the Math Team. Lessons learned and effective strategies utilized at this school will be shared and implemented across the district in all schools, to enhance district-wide practices as well as success rates for all learners.

The Math Achievement Action Plan includes the following areas of focus:

- Know the curriculum: Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support academic math achievement
- Know the math: Engaging in ongoing learning on mathematics content knowledge for teaching
- Know the learner: Ensuring math tasks, interventions, and supports are relevant and responsive to every student

We have continually reflected on these actions and strategies and in a couple of cases, an alternate strategy was chosen and/or modifications to our plans have been added, in response to what the needs of students and staff are in classrooms, schools, and across the district. We have noted progress below each priority to indicate where changes or significant reflection have occurred so far this year.

Currently, the Math Priority Actions in our priority school and across the district are as follows:

PRIORITY 1: Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement.

- Board: Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans.

Progress: For this board-level goal, the Math Team has provided teachers with Scope and Sequence Math Lessons that support the effective math block and are based on the Ontario math curriculum and our resources. We have also developed a resource that will support student development of mathematical reasoning through Number Talks. This resource will provide an operational prompt (i.e. addition, subtraction, multiplication, division) and facilitate student thinking as they share their solutions and strategies orally. The teacher annotates student thinking using visuals to make thinking explicit and visible to all, supporting both students' and teachers' understanding of numerical skills as students develop from counting to additive to multiplicative to proportional reasoning skills. Another resource recently added to our Scope and Sequence is the daily cumulative review, designed to support students' retrieval practice of key concepts from the Ontario math curriculum. Developed by Dr. David Costello from University of PEI, this resource uses spaced, mixed review to further support student learning. These resources collectively ensure teachers have the curriculum-aligned, high-impact instructional materials needed to meet the board goal of fidelity of implementation.

PRIORITY 2: Engaging in ongoing learning to strengthen mathematics content knowledge for teaching.

- **School:** Collaborate with Board Math Leads to identify school/division/grade mathematics content knowledge focus areas, including planning and monitoring associated professional learning.

Progress: For this school-level goal, the Math Team has provided opportunities for educators to further develop their mathematical knowledge for teaching embedded in the Scope and Sequence Math Lessons. At the beginning of each unit, there is a slide dedicated to building teachers' conceptual understanding of the topic with a summary of the Curriculum's teacher supports, MathUP's summary of key concepts, and Knowledgehook's math background resource. The Math Team continues to work with principals and teachers to identify the necessary math content knowledge based on student learning needs. When a specific student learning need is identified by formative assessment, our Math Facilitators work with the classroom teachers to assist them with matching resources, strategies, and small group composition to maximize effectiveness.

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

- **Classroom:** Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., interviews, conversations, student agendas, exit tickets, portfolios, surveys).

Progress: For this classroom-level goal, we continue to work with our principals to support their understanding of how to use student data from Knowledgehook to inform their school improvement plans. We have updated our common assessment framework to narrow the focus on measuring student mathematical reasoning in grades 3-8 while maintaining the focus on early numeracy skills in K-2. The Math Team continues to work with both students and teachers in response to data collected. The Scope and Sequence lessons all include links to targeted Knowledgehook missions that align with each lesson's learning goals. Teachers assign these missions on Day 1 so they are prepared for small group instruction on Day 2. We also continue to support Tier two interventions in our identified schools using Do the Math, a manipulative and game-based program for students struggling with addition, subtraction, multiplication, division, and fractions.

The Board's Math Lead (Sean McDade) and Math Learning Coordinator (Christine Dale) met with all provincial leads and the Ministry of Education Math Team on September 11 and October 16. The Math Facilitators (Hailey Cook and Brittany Wilson) and Math Learning Coordinator (Christine Dale) joined other math teams from across the province in the ministry's content series on the High-Impact Instructional strategies. On September 11, Director of Education Karen Tigani joined the call along with all Directors across the province. These meetings provide our system math leaders with valuable insight and direction to support effective math instruction across our schools.

We continue to work with principals and teachers in our classrooms to monitor the impact of our chosen strategies and the effectiveness of the Scope and Sequence lessons. We are dedicating additional time and resources to supporting in the Primary, Junior, and Intermediate Divisions in an effort to address unfinished learning based on student performance on the Grade 6 Math Assessment and to ensure strong preparation for the secondary school destreamed Grade 9 Math Program and Grade 9 Assessment. Our Math Team will continue to monitor the impact of these targeted strategies and leverage ongoing provincial collaboration to ensure all students achieve success in mathematics.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Math Achievement Action Plan Update 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: October 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

EQUITY, DIVERSITY, INCLUSION and ANTI-RACISM UPDATE

Public Session

BACKGROUND

The Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Committee ensures that all Board policies and practices reflect our Catholic mission, align with legal obligations, and uphold the inherent dignity of every person. Grounded in Catholic Social Teachings, the committee drives accountability by setting measurable equity goals through the EDIAR Action Plan, monitoring progress, and providing regular public updates. This ongoing work is central to fostering safe, inclusive, and faith-filled communities where every student and staff member feels a genuine sense of belonging.

DEVELOPMENTS

This report outlines the key initiatives and professional learning deployed or planned across the district for the Fall and Winter of the 2025-2026 school year. The most critical development is the mandatory Professional Development Day on November 21, 2025, which is focused on confronting and dismantling systemic anti-Black racism. This session is driven by the legal and moral imperative to comply with professional obligations (including OCT Advisories) and align with our Catholic mission of social justice and equity.

Equity, Diversity, Inclusion, and Anti-Racism Initiatives: Fall/Winter 2025-2026

- Indigenous Truth and Reconciliation (September 2025): Staff and students engaged in learning activities utilizing new library resources, virtual sessions from the National Centre for Truth and Reconciliation (NCTR), and a collaborative art project with Moses Lunham.
- Anti-Semitism and Holocaust Awareness (Fall 2025): Students participated in sessions provided by Jewish educational organizations. St. Michael Catholic Secondary School notably hosted a significant in-person presentation by Holocaust survivor Elly Gotz on October 16.
- Community Anti-Racism Partnerships (Ongoing): Continuing relationships with LUSO Community Services and Leroy Hibbert provide targeted anti-racism and inclusion sessions for students across all grades and the parent community.

- Student Leadership (Winter 2026): Secondary school inclusion-focused student groups will participate in the "Racism Ends Here" video contest this winter.
- Black Curriculum Integration (Ongoing): The Board continues to integrate the "My Place in this World" Black curriculum throughout the year, with a dedicated focus on celebrating Black excellence during Black History Month (February 2026).
- Transition Support Partnership (Continuation): The Facile Partnership continues to specifically support students with disabilities as they transition beyond secondary school into post-secondary education, employment, or inclusive community participation.
- Equity Hub (Ongoing): The centralized online resource remains active, providing all staff with continuously updated resources (articles, podcasts) for ongoing EDI and Anti-Racism professional learning.

The Indigenous Student Support Advisor is providing robust, culture-based support and education across our secondary schools through:

- Cultural Integration in Curriculum: Delivering focused sessions that embed Indigenous perspectives directly into academic subjects, including discussing Ojibwe governance in Civics classes and exploring Indigenous spirituality in Religion classes (St. Michael and St. Anne's).
- Sport and History Connection: Running Lacrosse sessions in Physical Education classes at St. Anne's, emphasizing the historical and cultural roots of the sport alongside physical activity.
- Relationship Building: Building a meaningful relationship with the Native Studies (NBE) class at St. Anne's through visits, sitting in Circle, engaging in conversations, and traditional storytelling.
- Direct Student Check-ins: Providing ongoing, direct one-on-one support to address the needs and well-being of students who identify as Indigenous, Metis, and Inuit at both secondary schools.

Mandatory Professional Development Day: Anti-Black Racism

Staff will participate in a mandatory Professional Development Day dedicated to confronting and dismantling systemic anti-Black racism on November 21, 2025. This is a critical response driven by the urgency of the Dreams Delayed report and our professional obligation to adhere to OCT Advisories.

Four Core Commitments:

1. Deepening Knowledge: Staff will gain a comprehensive understanding of systemic anti-Black racism and learn to integrate the Human Rights-Based Approach (HRBA) and professional legal obligations into their daily work.
2. Fostering Self-Reflection: Staff will use the Cultural Humility Self-Reflection Tool to critically examine their own biases, power, and privilege—the unexamined factors that shape our interactions.
3. Developing Actionable Practice: Staff will be equipped with specific strategies for intervention, with teaching staff dedicating time to creating concrete implementation plans for the "My Place in This World" Black curriculum resource.
4. Creating Identity-Affirming Spaces: The ultimate goal is a system-wide commitment to fostering learning environments that are safe, equitable, and affirming for all students, especially Black students.

The morning session grounds the work in its necessary context. It begins with foundational learning, reviewing key vocabulary and the core principles of the work. The central activity involves a deep dive into the "Dreams Delayed" Report and the HRBA Principles, ensuring everyone shares a common understanding of the urgent need for change.

The morning culminates in a pivotal Keynote Address (10:30 AM - 12:00 PM) by a Lawyer from Emond Harnden. This session will provide expert legal and ethical context, reinforcing the gravity of the "Dreams Delayed" Inquiry and underscoring the responsibility of every individual in the system.

The afternoon is dedicated to translating knowledge into tangible practice. The session begins with a critical review of OCT Advisories, clarifying the professional mandates for all staff regarding anti-Black racism and discrimination.

Next, there will be a focused 45-minute session on curriculum implementation (primarily for teaching staff), where educators will actively plan how to use the "My Place in This World" Black curriculum resource in their classrooms. This is followed by a Guided Self-Reflection period, using the self-reflective framework and the first module on anti-racism and anti-discrimination. The session concludes with Case Studies and scenario-based discussions designed to build practical skills for intervention and systemic barrier removal, regardless of a staff member's role.

Accountability is structurally embedded into the PD Day. All staff must complete two mandatory tools to ensure learning translates into documented action:

1. Cultural Humility Self-Reflection Tool: Used at the beginning and end of the day to gauge awareness and formally define their Cultural Humility Goals for the coming year.
2. Exit Ticket (Google Form): Requires every staff member to commit to immediate next steps by documenting:
 - (a) One key insight they will carry forward.
 - (b) One outstanding question that requires further system support.
 - (c) One tentative action they will implement immediately in their specific role.

The data collected will be actively analyzed to inform future professional learning and drive system-wide action. This data will be presented to the EDIAR Committee for review, directly informing and helping to enhance the Board's Equity Action Plan and track measurable progress toward equity goals.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Equity, Diversity, Inclusion and Anti-Racism Update report for information.
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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: October 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

JUBILEE LANTERN OF HOPE PROJECT

Public Session

BACKGROUND

This report provides an update on the successful completion and launch of the Jubilee Lantern project, a unique collaborative initiative intended to mark the ongoing Jubilee Year and foster spiritual unity across all Catholic school boards within the Diocese of London. The project has moved from concept to execution, culminating in the start of its diocesan-wide pilgrimage.

Rooted in our Board's Strategic Plan, *On Fire with the Spirit – Awaken, Illuminate, Rejoice*, we feel called to fan the flames of faith and leadership not only within our own district but also at the diocesan and provincial levels. This project is a living example of that call — an act of servant leadership that seeks to be the light for others, illuminating how Catholic education can inspire unity, creativity, and shared faith across our communities.

DEVELOPMENTS

The Jubilee Lantern stands as a testament to the powerful collaboration between students, staff, and leadership within our Catholic school system. The concept and execution were spearheaded by our Board, led by our Religion and Family Life Coordinator, Caroline Thuss, who defined the spiritual and logistical goals of the initiative, ensuring that the project could be completed with representation from all Catholic boards in the diocese. The physical lantern structure was expertly designed and constructed by the Construction Technology students and staff at St. Anne's C.S.S. This project provided students with valuable, real-world experience in project management, fabrication, and precision craftsmanship. The crucial focal point—the painted panel on the lantern—was completed by a talented student from St. Michael C.S.S., integrating deep spiritual symbolism and student creativity into the final artifact.

The lantern has been officially launched on its journey across the Diocese of London. The pilgrimage commenced after the lantern was formally blessed by Rev. Bishop Ronald Fabbro. The Bishop's blessing highlights the spiritual significance of the project and officially marks its role as a beacon of faith for the Catholic education community. The Jubilee Lantern is now set on its pilgrimage through all Catholic school boards within the Diocese of London, providing a tangible and shared symbol of our collective faith and commitment to Catholic education throughout the year.

Upon the conclusion of the Jubilee Year, the lantern will transition from its travelling role to a permanent symbol of the Year's celebrations. The lantern will be permanently housed and displayed at the Diocesan

Centre in London. It is intended that the lantern will be regularly brought out for special events and celebrations involving the Catholic schools within the Diocese, serving as a lasting connection to this momentous year of faith and partnership.

The Jubilee Lantern project is a highly successful model of cross-curricular and cross-board collaboration. It not only showcases the technical and artistic skills of our students but also strengthens the spiritual connection between our schools, the Diocese, and our leadership. In living out our call to be “On Fire with the Spirit,” this initiative exemplifies how our Board continues to fan the flames of faith, shine Christ’s light within Catholic education, and lead with joy, creativity, and service across our province and beyond.

This is a beautiful example of “Illuminate” and the leadership of Catholic educators in our Board, nurturing the faith of Catholic educators and students, far and near. This is a tangible sign of our mission and our strong partnership across and throughout the Diocese of London.



RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Jubilee Lantern of Hope Project report for information.



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: October 27, 2025
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

- On October 2, Grade 10 students attended a Youth Engagement Event at the Rotary Complex, organized by the City of Stratford. Local businesses and community organizations participated, with a focus on empowering youth.
- Grade 10 students visited Fanshawe Pioneer Village on a history trip, with a focus on World War I.
- On Wednesday, October 8, Thanksgiving liturgies were led by Chaplain Natalie.
- March for Mikes took place on October 9- a whole-school walk-a-thon and fundraiser, with the route running from the school to Packham Road.
- On October 16, Holocaust survivor Elly Gotz spoke to all Grade 9 and 10 students, sharing his inspiring story of hope, tolerance, and inclusion.
- On October 17, Leroy Hibbert visited four religion classes to speak about racism and his personal experiences. He plans to visit every religion class by the end of the year.
- On October 23, ten students from St. Michael CSS attended the When Faith Meets Pedagogy Youth Forum, gaining valuable opportunities for learning, growth, and leadership.
- The Grade 9 retreat will take place on October 28, with students walking to St. Joseph's Parish to participate in activities at both the parish hall and church.
- On October 29, the Hairstyling and Aesthetics classes will host a CWL event featuring prayer and a spa experience led by her hairstyling classes.
- On October 31, students will take part in Halloween for Hunger, going door-to-door to collect non-perishable food donations for the local St Vincent de Paul food bank.

St. Anne's CSS

- On October 2, three classes attended Mass in the chapel with Father Tony.
- Students in Grades 9–12 received the Sacrament of Reconciliation on October 2.

- Father Tony also blessed our new statue of St. Anne, which has been placed in the front garden outside the chapel.
- Our Chaplaincy Team met during lunch, with a total of 29 students participating.
- Each Thursday, we now host a weekly Scripture Study during both junior and senior lunches.
- On October 7, a group of student leaders attended the United Way Belonging Matters community information gathering held in Clinton.
- On October 8, we celebrated a Thanksgiving Liturgy of the Word.
- On October 23, 15 students attended the When Faith Meets Pedagogy Youth Forum.
- Christin Dennis presented to all Grade 11 World Religions classes, sharing his story and explaining the meaning and history of the Sun Dance.
- The Students for Life Club began meeting on October 1.

Academic Events/Accomplishments

St. Michael CSS

- A Grade 11 Biology field trip took place on October 15 to the Toronto Zoo.
- The Model United Nations Club visited St. Jerome's University on October 16. Students showcased knowledge that they learned about different countries and the effects of global warming on them.
- On October 17 interim report cards went home with students.
- The Women in Skill Trades event happened on October 22.
- October 23 GPS training for SHSM students took place.
- Parent-Teacher interviews occurred on October 23 after school.
- October 28 is the final day for the Electrical dual credit.
- A department head meeting will be after school on October 30. It is focused on school improvement planning.

St. Anne's CSS

- On October 1 we had our annual academic awards assembly celebrating the accomplishments of students in Grades 9-11 courses from the 2024-25 school year.
- On October 1 we had a Drama SHSM and class trip to the Stratford Festival where students participated in stage dance and then watched the production of Annie.
- On October 3 we held the McCall McBain Scholarship information meeting for all interested Grade 12 students.
- October 7 was the Grade 10 History field trip to the Fanshawe Pioneer Park to participate in WW1 experiential learning.
- SHSM first aid and CPR training occurred on October 6-9.
- October 9 the Grade 9 science classes participated in a Clinton Conservation Area field trip.
- October the 14 there was an experiential learning field trip to Ridgetown.
- Interim reports will go home October 27 followed by parent-teacher interviews on October 29.
- On October 27 there is an Ontario university information night being held at CHSS that we encourage our students to attend.

Athletics/Arts Events/Accomplishments

St. Michael CSS

- Rehearsals for the junior play, The Christmas Paper Bag Princess, began on October 15. Rehearsals take place during lunch every Monday and Wednesday.
- The girls' golf team competed in OFSAA on October 15 and 16.
- On October 15, the varsity boys' baseball team played in the semifinals in Mitchell.
- Cross Country athletes competed in the Huron-Perth Championships at Wildwood on October 16.
- Grade 8 Art Days will be held on October 27 and 29, featuring art rotations throughout the day, followed by a pizza lunch.

- On October 31, Team Caffeine (Coffee House) will be showcased for the first time this year during lunch. This is a fantastic opportunity for students to share their talents, including singing, acting, magic, and playing instruments.

St. Anne's CSS

- Three students competed in WOSSA tennis, with one advancing to OFSAA.
- All members of our cross-country team qualified for WOSSA, which took place on October 23.
- On October 16, we held a highly successful St. Anne's Strides event, surpassing our \$20,000 fundraising goal to support student activities.
- Girls' and boys' hockey tryouts are underway, with girls starting on October 21 and boys on October 15.
- A new Friday lunch club, Eagles Style Fashion, meets every Friday during both lunch periods.
- All sports teams and clubs continue to be active.
- Universities and colleges continue to visit the school during senior lunch periods.

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: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: October 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

HONORARIA FOR BOARD MEMBERS NOVEMBER 15, 2025 TO NOVEMBER 14, 2026

Public Session

BACKGROUND

Ontario Regulation 357/06, Honoraria for Board Members sets out the method for calculating the limits on honoraria paid. Components of honorarium as set out in the regulation are:

- The base amount for the year.
- The enrollment amount for the year.
- The attendance amounts payable to the member for the year.
- The distance amounts payable to the member for the year.

The enrolment amount is to be calculated anew in each year of a member's term of office.

DEVELOPMENT

The Trustee Honoraria has been set for the period of November 15, 2025 to November 14, 2026. There is no change to the base amount, and a small decrease of \$6.00 in the enrollment amount.

The attendance amount of \$50 is unchanged, and may be paid to a member for attending any meeting of a committee of the Board that is required to be established by an Act or Regulation.

These committees are 1) Special Education Advisory, 2) Supervised Alternative Learning for Exceptional Pupils, 3) Audit Committee, and 4) Parent Involvement.

The distance amount is not applicable at Huron-Perth. The honorariums are as follows:

- Trustee \$7,500.00 (2024 = \$7,506.00)
- Board Vice Chair \$10,250.00 (2024 = \$10,256.00)
- Board Chair \$13,000.00 (2024 = \$13,006)

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board sets the Trustee Honorariums for the period November 15, 2025 to November 14, 2026 at the maximum rates as allowed per Regulation 357/06.

THAT the Huron-Perth Catholic District School Board sets the meeting allowance for the period November 15, 2025 to November 14, 2026 at the maximum rates as allowed per Regulation 357/06.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: October 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

2025-26 ENROLMENT UPDATE - OCTOBER 2025

Public Session

BACKGROUND

The purpose of this report is to provide an update on 2025-26 opening enrolment.

2025-26 enrolment projections were:

Elementary:	3,357.0 Average Daily Enrolment (ADE)
Secondary:	
Pupils of the Board	1,181.0 ADE
High Credit	15.0 ADE
Other Pupils	8.0 ADE

DEVELOPMENT

Enrolment reports are run and monitored weekly at the beginning of each school year. Checks for reasonability are done. We can expect to see enrollment continue to see changes up to the October 31 count date. It is important to note that secondary full-time/part-time changes continue to occur right up to the October 31 count date. Secondary FTE (full time equivalent) at October 31 is verified and used for the board's 2025-26 revised estimates.

Enrolment on each count date accounts for 50% of the overall enrolment utilized for the 2025-26 Core Education Grants (Core Ed). The elementary enrollment used for grant calculation purposes in the 2025-26 budget was 3,357.0 FTE.

Elementary enrollment at October 10, 2024 is 3,387.0 FTE, which is an increase of +30.0 FTE. The total secondary October 31 number of students with choices used for grant calculation purposes in the budget was 1,260.0. Secondary enrollment at October 10, 2025 report 1,262.0 students enrolled, which is an increase of 2 students.

The following reports are attached:

1. 2025-26 Preliminary Enrolment Data at October 10, 2025
2. 2025-26 Huron-Perth Student Retention Data
3. 2025-26 Secondary Student Retention - Grade 9 Student Origin

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2025-26 Enrolment Update - October 2025 Report for information.

Huron-Perth Catholic District School Board
2025-26 Preliminary Enrolment Data - at October 10, 2025

Elementary - **FTE											A	B	C
											Oct.10.25	2025-26 ESTIMATES	Difference (Oct.10 vs. Est)
	J	K	1	2	3	4	5	6	7	8	Total		
Holy Name of Mary	23.0	25.0	19.0	22.0	24.0	25.0	17.0	22.0	11.0	25.0	213.0	219.0	-6.0
Jeanne Sauvé Catholic School	29.0	34.0	25.0	22.0	20.0	25.0	21.0	23.0	30.0	33.0	262.0	261.0	1.0
Our Lady of Mount Carmel	11.0	16.0	9.0	14.0	16.0	8.0	19.0	15.0	10.0	16.0	134.0	133.0	1.0
Precious Blood	29.0	25.0	29.0	27.0	20.0	22.0	23.0	22.0	23.0	21.0	241.0	238.0	3.0
Sacred Heart	14.5	14.0	17.0	20.0	22.0	17.0	26.0	24.0	17.0	20.0	191.5	187.0	4.5
St. Aloysius	28.0	27.0	17.0	21.0	22.0	21.0	22.0	31.0	22.0	39.0	250.0	245.0	5.0
St. Ambrose	9.0	13.0	15.0	18.0	13.0	13.0	18.0	16.0	24.0	15.0	154.0	156.0	-2.0
St. Boniface	24.0	26.0	25.0	15.0	24.0	24.0	25.0	22.0	22.0	27.0	234.0	237.0	-3.0
St. Columban	0.0	0.0	0.0	0.0	26.0	33.0	27.0	34.0	28.0	33.0	181.0	183.0	-2.0
St James	21.0	20.0	24.0	22.0	20.0	18.0	23.0	20.0	21.0	26.0	215.0	206.0	9.0
St Joseph's - Stratford	14.0	20.0	18.0	9.0	13.0	10.0	16.0	8.0	12.0	16.0	136.0	126.0	10.0
St Joseph's - Clinton	26.5	22.0	17.0	27.0	25.0	16.0	27.0	24.0	24.0	31.0	239.5	236.0	3.5
St. Mary's - Goderich	23.0	21.0	31.0	32.0	38.0	30.0	35.0	37.0	28.0	32.0	307.0	308.0	-1.0
St. Mary's - Listowel	37.0	45.0	39.0	35.0	37.0	35.0	47.0	33.0	42.0	41.0	391.0	393.0	-2.0
St. Patrick's - Kinkora	16.0	13.0	12.0	15.0	16.0	9.0	16.0	10.0	10.0	14.0	131.0	124.0	7.0
St. Patricks - Dublin	21.0	34.0	26.0	26.0	0.0	0.0	0.0	0.0	0.0	0.0	107.0	105.0	2.0
TOTAL Elementary FTE	326.0	355.0	323.0	325.0	336.0	306.0	362.0	341.0	324.0	389.0	3,387.0	3,357.0	30.0

Part Time Students
2.0
1.0
2.0
1.0
6.0

Historical Data						
24/25 F/S	23/24 F/S	22/23 F/S	21/22 F/S	20/21 F/S	19/20 F/S	
Total	Total	Total	Total	Total	Total	Total
203.0	209.5	206.0	212.0	199.5	200.0	2.0
257.0	253.5	260.0	279.0	316.0	344.8	
130.5	129.5	131.0	121.0	118.0	125.0	
236.0	227.5	219.5	215.5	223.0	243.0	
191.3	191.0	184.5	188.0	182.5	185.5	1.0
241.0	232.0	225.0	224.5	224.5	222.5	
162.0	161.5	167.5	188.0	186.0	182.8	2.0
230.8	222.5	218.5	221.0	201.0	208.0	
178.0	171.5	166.5	157.0	157.0	147.0	
193.5	185.5	187.0	174.5	179.5	174.5	
135.0	126.0	149.0	145.5	145.5	151.5	
233.5	223.3	216.5	217.5	220.0	245.5	1.0
326.0	333.5	328.5	327.5	317.0	326.5	
393.0	365.5	336.5	315.0	309.5	305.8	
120.5	123.8	121.0	123.5	121.5	127.0	
107.5	106.3	106.0	100.5	102.5	117.0	
3,338.50	3,262.25	3,223.0	3,210.0	3,203.0	3,306.25	

2025-26 Estimates	311.0	345.0	317.0	320.0	336.0	309.0	363.0	334.0	327.0	395.0	3,357.0
Difference	15.0	10.0	6.0	5.0	0.0	-3.0	-1.0	7.0	-3.0	-6.0	30.0

Secondary **No of Students as of October 10, 2025 (NOT FTE)	9	10	11	12	Oct.10.25 No. of Students	2025-26 EST. No.Students at Oct.	Difference
St. Anne's Catholic Sec.School	138.0	129.0	127.0	153.0	547.0	552.0	-5.0
St. Michael Catholic Sec.School	158.0	183.0	165.0	209.0	715.0	708.0	7.0
TOTAL Secondary No.Students	296.0	312.0	292.0	362.0	1,262.0	1,260.0	2.0

Huron-Perth Student Retention Data

Date: 2025/26 School year

Report Date: October 1, 2025

School	# of Grade 8 students in June 2025	September 2025 Retention (current grade 9's who cont'd with HPCDSB)	Retention % September 2025	Retention % September 2024	Retention % September 2023	Retention % September 2022	Retention % September 2021
Holy Name	13	8	61.5%	80.8%	100.0%	82.1%	69.2%
Jeanne Sauve	22	22	100.0%	87.0%	88.0%	96.0%	85.3%
Our Lady of Mount Carmel	6	2	33.3%	46.7%	58.0%	50.0%	15.4%
Precious Blood	24	13	54.2%	50.0%	29.6%	37.5%	45.5%
Sacred Heart, Wingham	20	12	60.0%	62.5%	56.0%	68.0%	64.7%
St. Aloysius	29	28	96.6%	92.0%	100.0%	100.0%	93.1%
St. Ambrose	12	12	100.0%	100.0%	98.0%	78.3%	73.9%
St. Boniface	18	11	61.1%	90.0%	89.0%	90.0%	100.0%
St. Columban	24	17	70.8%	75.9%	81.0%	80.0%	87.0%
St. James	9	7	77.8%	100.0%	76.0%	100.0%	100.0%
St. Joseph's, Stratford	21	19	90.5%	72.7%	89.0%	76.5%	88.2%
St. Joseph's, Clinton	26	24	92.3%	90.9%	79.0%	92.6%	78.3%
St. Mary's, Listowel	31	7	22.6%	28.2%	45.0%	29.0%	24.0%
St. Mary's, Goderich	38	34	89.5%	85.3%	87.5%	90.9%	100.0%
St. Patrick, Kinkora	11	9	81.8%	85.7%	86.0%	78.6%	100.0%
St. Patrick, Dublin	NA	NA			NA	NA	NA
TOTAL / OVERALL RETENTION	304	225	74.0%	75.0%	76.9%	77.8%	75.7%

Secondary Student Retention Report

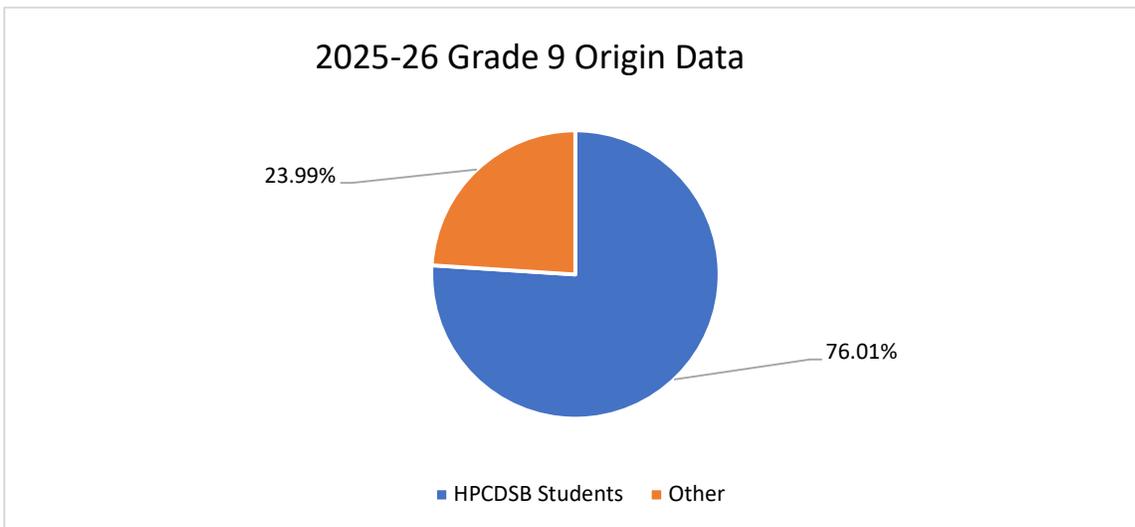
Date: 2025/26 School year
Report Date; October 1, 2025

Grade 9 Student Origin (Category)

Retained Students	225	(74% retention)
Home Schooling	3	
Private School	12	
Other Public Brd	52	
Other Catholic Brd	2	
New to area	<u>2</u>	
	71	
TOTAL Grade 9s	296	

2025-26 Grade 9 Student Intake Information

HPCDSB Students	76.01%	225
Other	<u>23.99%</u>	71
	100.00%	296





REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: October 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

AUDIT COMMITTEE SEPTEMBER 2025 MEETING REPORT

Public Session

BACKGROUND

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

DEVELOPMENT

Items brought forward for information and discussion at the September 23, 2025 meeting:

1. Huron-Perth Catholic District School Board 2024-25 Audit Planning Report (attached)
2. External Auditor (BDO Canada) 2024-25 Year End Audit Planning Report (attached)
3. May 31, 2025 Financial Statement
4. September 2025 Audit Committee Report
5. Annual Written Declaration of Conflict of Interest
6. Ministry of Education Memorandum 2025:SB06 - 2024-25 Financial Statements (District School Boards)
7. Asbestos Information

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Audit Committee September 2025 Meeting Report for information.



Huron-Perth Catholic District School Board BUSINESS DEPARTMENT 2024-25 YEAR END EXTERNAL AUDIT PLAN

ITEM		DATE	RESPONSIBILITY
1	Interim/Systems Work	August	BDO
2	A/P Close	September 12, 2025	Accounts Payable
3	Presentation of Audit Plan to Audit Committee	September 23, 2025	Sarah, Mary-Ellen, BDO
4	Ministry Training	TBD - anticipate mid September	Sarah, Lexi, Katie
5	Year End Recs and Working Paper File (in conjunction with EFIS forms)	September 15 to October 3, 2025	Sarah, Lexi, Katie
6	Review of Yr End Files	October 6-7, 2025	Sarah
7	Completion of EFIS Schedules (N1)	During Reconciliation Process to October 8, 2025	Sarah, Lexi, Katie
8	EFIS Review	October 9-10, 2025	Exec Council, Mary-Ellen, Sarah
9	Year End Audit field work & BDO Manager	October 16-31, 2025	BDO
10	F/S Notes to BDO	October 27, 2025	Sarah
11	BDO Partner Review & F/S Preparation	October 30-31, 2025	BDO
12	Draft F/S to HPCDSB	November 3, 2025	BDO
13	F/S Review	November 4, 2025	Mary-Ellen, Sarah
14	Presentation of Draft Statements to Audit Committee	November 12, 2025	Mary-Ellen, BDO
15	EFIS Ministry Submission	TBD - anticipate mid November	Mary-Ellen, Sarah
16	Board Approval	December 8, 2025 Board Meeting	Mary-Ellen, Trustees

N1 Dependent on Ministry timing of memo & EFIS

Prepared By: S.Devereaux, Manager of Finance

Huron-Perth Catholic District School Board

Audit planning communication to the Audit
Committee for the year ended August 31,
2025

START



To the Audit Committee of Huron-Perth Catholic District School Board

We are pleased to provide you with this planning communication to highlight and explain key issues which we believe to be relevant to the audit of Huron-Perth Catholic District School Board (the “Organization”) consolidated financial statements for the year ended August 31, 2025.

The enclosed planning communication includes our approach to your audit, the significant risks we have identified and the terms of our engagement. At the year-end meeting, we will provide you with a copy of our draft audit opinion and discuss the nature, extent and results of our audit work. We will also communicate any significant internal control deficiencies identified during our audit and reconfirm our independence.

Our audit and therefore this communication will not necessarily identify all matters that may be of interest to the Audit Committee in fulfilling its responsibilities. This communication has been prepared solely for the use of the Audit Committee and should not be distributed without our prior consent. Consequently, we accept no responsibility to a third party that uses this communication.

We look forward to completing our draft audit report opinion and discussing our conclusions with you. In the meantime, please feel free to contact us if you have any questions or concerns.

Yours truly,

BDO Canada LLP
September 23, 2025



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Audit at a glance

- 4  Silvana Slavik
CPA, CA
- 5
- 6 E: sslavik@bdo.ca
- 9 T: 226-826-1097
- 10
- 13
- 16  August, 2025
- 17
- 19  December, 2025
- 22

Your dedicated BDO audit team



Silvana Slavik, CPA, CA

T: 226 826 1097
E: sslavik@bdo.ca

Silvana Slavik has over 22 years of audit experience, working with various organizations. Silvana has over 12 years of extensive experience working with school boards.

Silvana Slavik will be the Engagement Partner for your assurance services. She will assume ultimate responsibility for the provision of all services, monitoring and controlling costs to ensure you receive quality, effective and value-added service.



Shawn Phaneuf, CPA

T: 519 961 0025
E: SPhaneuf@bdo.ca

Shawn Phaneuf has over 8 years of audit experience, working with various organizations. This experience allows him/her to address the unique audit and operating needs her clients have.

Shawn Phaneuf will be the Engagement Manager for your assurance services. He will be the detailed reviewer for this year's engagement.



Madison Mastronardi, CPA

T: 226 826 0151
E: mmastronardi@bdo.ca

Madison Mastronardi has over 8 years of audit experience, working with various organizations.

Madison will be the Senior Accountant for your assurance services. She will be overseeing the audit planning, execution and completion.

This will be Madison's third year been working with HPCDSB.

Our independence



We have complied with relevant ethical requirements and are not aware of any relationships between Huron-Perth Catholic District School Board and our Firm that may reasonably be thought to bear on our independence.



Audit timeline



For the year ended August 31, 2025



BDO'S DIGITAL AUDIT SUITE APT Next Gen

We use our APT Next Gen software and documentation tool to save time, streamline processes, and go paperless with your audit.

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DISCOVER THE
DIGITAL DIFFERENCE





Auditor's responsibilities: financial statements

We are responsible for forming and expressing an opinion on the consolidated financial statements that have been prepared by management, with oversight by those charged with governance. The audit of the consolidated financial statements does not relieve management or those charged with governance of their responsibilities. The scope of our work, as confirmed in our engagement letter attached as Appendix A to this letter, is set out below:

Year-End Audit Work

- ▶ Work with management towards the timely issuance of the consolidated financial statements, tax returns and consents for offering documents.
- ▶ Provide timely and constructive management letters. This will include deficiencies in internal control identified during our audit.
- ▶ Present significant findings to the Audit Committee including key audit and accounting issues, any significant deficiencies in internal control and any other significant matters arising from our work.



We are required to obtain an understanding of the system of internal control in place in order to consider the adequacy of these controls as a basis for the preparation of the consolidated financial statements, to determine whether adequate accounting records have been maintained and to assess the adequacy of these controls and records as a basis upon which to design and undertake our audit testing.

We are required to report to you in writing about any significant deficiencies in internal control that we have identified during the audit.



Auditor's responsibilities: fraud

We are responsible for planning and performing the audit to obtain reasonable assurance that the consolidated financial statements are free of material misstatements, whether caused by error or fraud, by:

- ▶ Identifying and assessing the risks of material misstatement due to fraud;
- ▶ Obtaining sufficient and appropriate audit evidence regarding the assessed risks of material misstatement due to fraud, through designing and implementing appropriate responses; and
- ▶ Responding appropriately to fraud or suspected fraud identified during the audit.

The likelihood of not detecting a material misstatement resulting from fraud is higher than the likelihood of not detecting a material misstatement resulting from error because fraud may involve collusion as well as sophisticated and carefully organized schemes designed to conceal it.

Behind the audit report



Learn how we audit your financial statements

[SEE OUR PROCESS](#)



Auditor's responsibilities: fraud

Throughout our planning process, we performed risk assessment procedures and related activities to obtain an understanding of the entity and its environment, including the Organization's internal control, to obtain information for use in identifying the risks of material misstatement due to fraud and made inquiries of management regarding:

- ▶ Management's assessment of the risk that the consolidated financial statements may be materially misstated due to fraud, including the nature, extent and frequency of such assessments;
- ▶ Management's process for identifying and responding to the risks of fraud in the Organization, including any specific risks of fraud that management has identified or that have been brought to its attention, or classes of transactions, account balances, or disclosures for which a risk of fraud is likely to exist;
- ▶ Management's communication, if any, to those charged with governance regarding its processes for identifying and responding to the risks of fraud in Huron-Perth Catholic District School Board; and
- ▶ Management's communication, if any, to employees regarding its view on business practices and ethical behavior.

We are not currently aware of any fraud affecting the Organization. If you are aware of any instances of actual, suspected, or alleged fraud, please let us know.



Significant risks and planned responses

We have identified the following significant risks that require special audit consideration. These risks were identified based on our knowledge of the Organization, our past experience, and input from management and the Audit Committee. Please review these significant risks and let us know your thoughts on these or any other areas of concern.

Financial statement areas	Risks noted	Audit approach
Revenue Recognition	Significant judgement is used in the timing and accuracy of revenue recognition. Proper cut off of revenue can be complicated given the different grant requirements.	Review revenue recognition policy for consistency with the professional standards. Risk exists in setting up the receivable on the grants as this is an estimate. The reconciliation, calculations and inputs will be tested and verified, and testing on deferred revenue will be completed.
Complex IT environment	Given the reliance on IT systems in place, risks around the controls in place (i.e. authorization)	We will perform specified audit procedures, which will involve obtaining the Actuarial Report, reviewing the report and assessing the assumptions and calculations.
Asset Retirement obligation	As this is a complex calculation, a risk is noted as the liability uses assumptions and estimates to calculate the liability.	BDO will perform a recalculation of the ARO liability using the updated remediation information and assess whether the revised assumptions and estimates are reasonable and appropriately reflected in the financial statements.

Materiality

We determined preliminary group materiality to be \$2,800,000, based on 3.4% of Expenses.

Misstatements are considered to be material if they could reasonably be expected to influence the decisions of users based on the consolidated financial statements.

Our materiality calculation is based on the Organization's preliminary results. If actual results change significantly, we will communicate those changes to the Audit Committee as part of our year-end communication.

We will communicate all corrected and uncorrected misstatements identified during our audit to the Audit Committee, other than those which we determine to be "clearly trivial."

We encourage management to correct any misstatements identified throughout the audit process.

Using the work of others

Experts

To complete the audit of your consolidated financial statements, we will rely in part on the work of School Boards' Co-operative Inc. Canadian generally accepted auditing standards require us to communicate with the expert. We propose to discuss the following with :

- ▶ The objective and nature of our audit engagement and how we intend to use the expert's findings and report.
- ▶ Our assessment of the significant and risk aspects of the engagement that will affect the expert's work.
- ▶ The requirement to advise us if they have any relationship with the Company which could impair their judgment or objectivity in the conduct of their engagement.
- ▶ The nature, timing and extent of the expert's work and our planned review of it, possibly including review of their working papers.
- ▶ Confirmation that the assumptions used in their calculations are consistent with those used in the prior periods and with industry standards.
- ▶ Their obligation to advise BDO Canada LLP of any matters up to the estimated audit report date that may affect their calculations and their report.

We ask that the appropriate level of management review the data provided to and that they also review the assumptions used and results reported by the expert.





How we audit financial statements: Our audit process

IDENTIFY AND ASSESS RISK

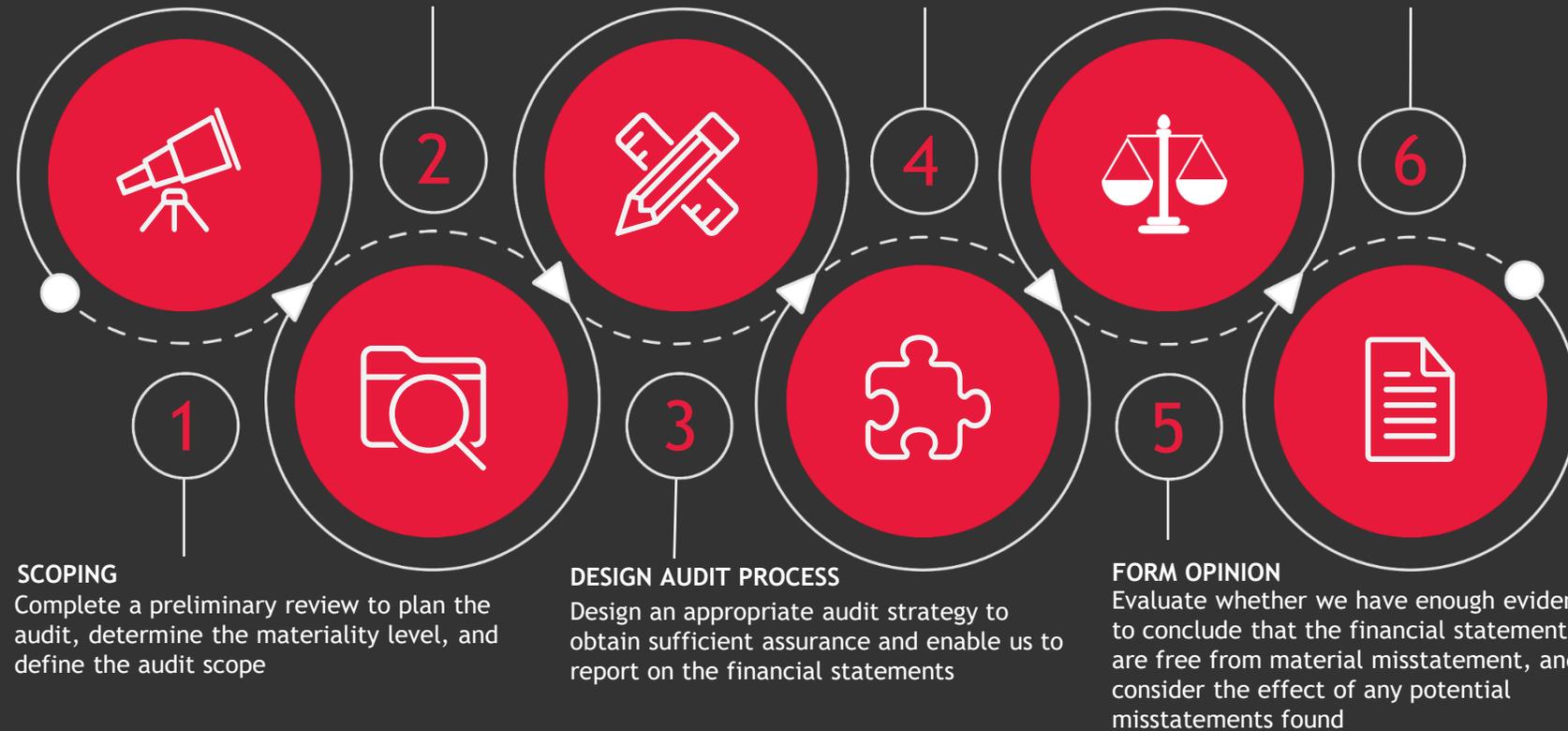
Focus on those areas of financial statements that contain potential material misstatements as a consequence of the risks you face

OBTAIN AUDIT EVIDENCE

Perform audit procedures while maintaining appropriate degree of professional skepticism, to conclude whether or not the financial statements are presented fairly

COMMUNICATION

Communicate our opinion and details of matters on which we are required to communicate





How the firm's system of quality management (SoQM) supports the consistent performance of quality audit engagements

The firm is committed to maintaining high standards of audit quality that meet stakeholders' expectations and serve the public interest. We foster a culture where audit quality is at the center of our strategy and priorities. All partners and staff are accountable for performing quality engagements and upholding professional ethics, values, and attitudes.

The firm invested significant time and resources to establish and operate a SoQM that complies with the requirements set out in Canadian Standard on Quality Management 1 - Quality Management for Firms that Perform Audits or Reviews of Financial Statements, or Other Assurance or Related Services Engagements (CSQM 1) as issued by the Auditing and Assurance Standards Board (AASB). The SoQM ensures the firm and its personnel meet professional standards, legal and regulatory requirements, and conduct engagements accordingly, with reports issued appropriately for the circumstances.

Taken together our system of quality management supports consistent performance of audit engagements by focusing on eight components that operate in an iterative and integrated manner. These include:



Standard for Audit Quality



CSQM 1

The quality of an audit depends not only on the people conducting it—but also on the systems underpinning it. These new rules up the ante for your audit quality.



Establishing and improving the firm's SoQM

In establishing and continuously improving our firm's SoQM, we carried out the following for each of the SoQM components:



MONITORING

We monitor the design, implementation and operating effectiveness of the firm's SoQM to identify areas for improvement. Root cause analysis is performed on deficiencies identified and remedial actions are implemented on a timely basis. This robust monitoring and remediation process is important for continuous improvement in quality processes.

On at least an annual basis the firm evaluates whether these deficiencies have a severe and/or pervasive impact on the achievement of the quality objectives in the SoQM.

We identify emerging developments and changes in the circumstances of the firm or its engagements and adapt the SoQM to respond to such changes.

Evaluating SoQM:

Our annual SoQM evaluation involves reviewing information about the system's design, implementation, and operation through monitoring activities. It includes testing response effectiveness, reviewing findings from inspections, and other relevant SoQM information. Using professional judgment, we assess whether identified findings represent deficiencies in the SoQM, investigating their root causes and evaluating their severity and pervasiveness.



Our audit approach: Responsiveness in action

Our firm is deliberately structured to allow one partner to every six staff members. This means easy access to senior staff and the lead partner throughout your audit. It also helps our team gain a better understanding of your organization. Our audit process differs from the typical audit in our use of in-field reviews. The benefit of these in-field reviews is that final decision-makers are on site ensuring issues are resolved and files closed quickly. We offer clients the full-service expertise of a national firm. Yet we maintain a local community focus. The comprehensive range of services we deliver is complemented by a deep industry knowledge gained from over 100 years of working within local communities.



Discover how we're accelerating audit quality



Audit Quality Report

We collected our core beliefs around audit quality, the very practical steps we take to sustain it, and the progress we have made to accelerate its quest.

[Follow our progress](#)



BDO's digital audit suite

Our digital audit suite of technologies enables our engagement teams to conduct consistent risk-based audits, both domestically and internationally, with maximum efficiency and minimal disruption to our clients' operations and people.

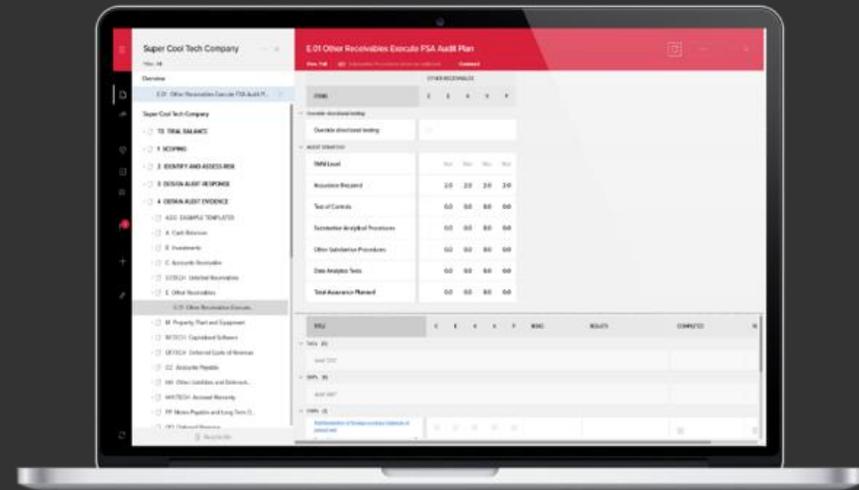
APT Next Gen

Our audit software and documentation tool, APT, is an integral part of our audit methodology. Our professionals engage APT to devise and perform appropriate, risk-based audit procedures and testing based on applicable Canadian Auditing Standards (CASs), as well as to factor in engagement and industry-specific objectives and circumstances.

APT enables us to deliver an audit that fits your organization—whether large or small; complex or basic.

This sophisticated tool also amplifies two key attributes of our audits: consistency and quality. The quality framework that we developed measures our audit performance with hard quality indicators and reflects our indispensable culture for quality. To see our audit quality and consistency in action, look no further than how our teams share best audit practices for continuous improvement.

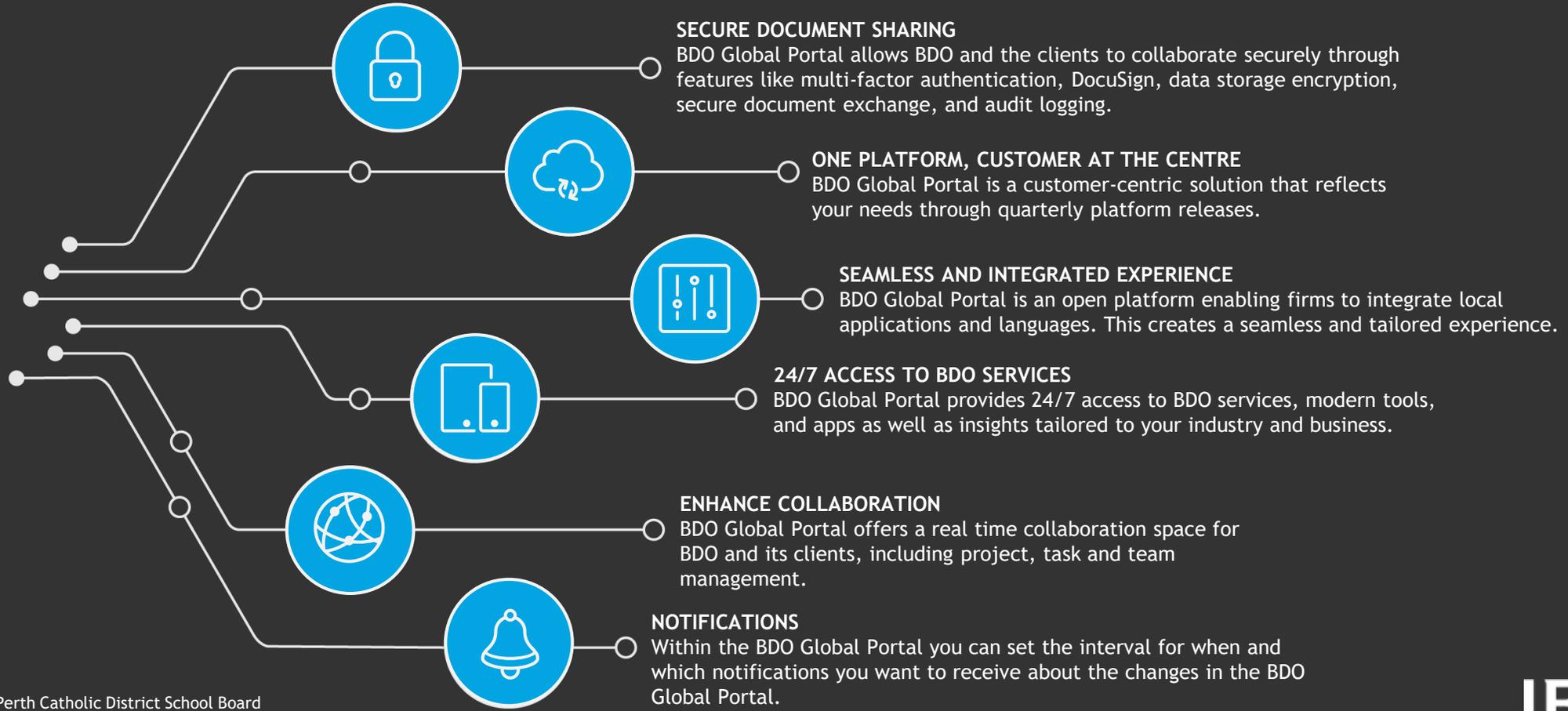
Through a strategic alliance with Microsoft and the introduction of new technology, this global, cloud-based application can now streamline and focus the audit process in even more ways for BDO professionals and their clients.





BDO Global Portal

BDO Global Portal transforms and enhances your digital experience with your BDO advisors. Available at any time, Portal enables you to access all services, tools, apps, and information and to collaborate with your advisors in a seamless way through a flexible, appealing, and secure environment.



Recommended Resource

Staying in the know with knowledge and perspective

Key changes to financial reporting



When the rules of reporting change, you may need to fine-tune how to present financial statements and govern the organization.

[ACCESS OUR KNOWLEDGE CENTRE](#)

The latest tax pointers



Corporate. Commodity. Transfer pricing. International tax. Government programs. Together they add up to immense differences on the organization's bottom line. Our tax collection keeps you current.

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Trending topics



As a community of advisors with the best interests of our clients in mind, we keep our ear to the ground to bring insights and perspectives related to key business trends to you.

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Recommended Resource

Staying in the know with knowledge and perspective

Key changes to financial reporting



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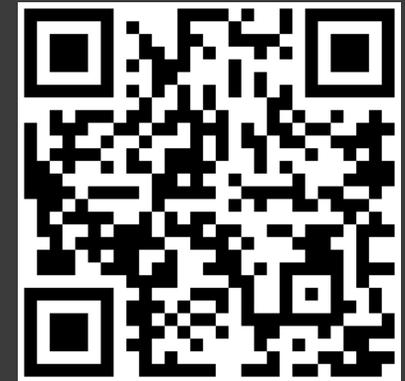
Spotlight on ESG



Transformative world events—an international health crisis, social movements, shareholder and investor values, global supply chains, energy transition, smart cities, and sustainable finance—are transforming Canadian business.

Standards and regulations are rapidly changing to reflect the goals of all of your stakeholders. Organizations, investors, and customers are embracing environmental, social, and governance (ESG) considerations as important measures of success. Non-financial and financial information is becoming more interconnected.

ESG Insights



Sector insights at your convenience

[EXPLORE NOW](#)



Spotlight on public sector



Industry insights to shape your business

At BDO, we help governments create efficient ways of working to achieve better outcomes for their citizens and public servants. From technology-based solutions to program development, advisory and audit, our team can guide you through critical strategic decisions to ensure you deliver on your vision, goals, and accountability expectations.

Public sector Insights



Resources to support your business

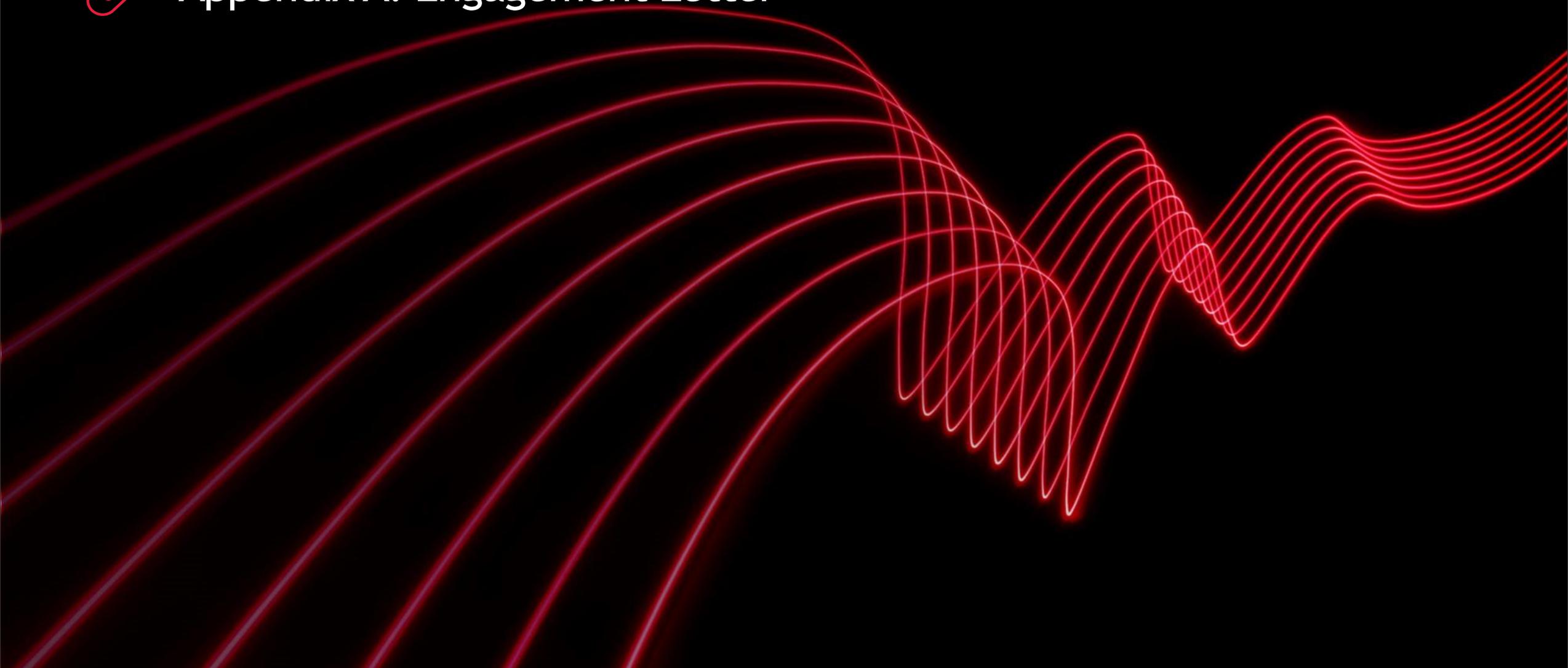
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Appendices

- ▶ Appendix A: Engagement Letter



Appendix A: Engagement Letter





Tel: (519) 944-6993
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BDO Canada LLP
3630 Rhodes Drive,
Suite 100
Windsor, Ontario
N8W 5A4

August 20, 2025

Huron-Perth Catholic District School Board
P.O. Box 70
Dublin, ON N0K 1E0

Dear Mary-Ellen Ducharme,

We understand that you wish to engage us as the auditors of Huron-Perth Catholic District School Board for its fiscal year ended August 31, 2025 and subsequent years.

We are pleased to perform the engagement subject to the terms and conditions of this Agreement, to which the attached Standard Terms and Conditions form an integral part. The definitions set out in the Standard Terms and Conditions are applicable throughout this Agreement. This Agreement will remain in place and fully effective for future years until varied or replaced by another relevant written agreement.

Silvana Slavik will be the Engagement Partner for the audit work we perform for you. The Engagement Partner will call upon other individuals with specialized knowledge to assist in the performance of services.

Our Role as Auditors

We will conduct our audit(s) in accordance with Canadian generally accepted auditing standards. Those standards require that we comply with ethical requirements and plan and perform the audit to obtain reasonable assurance about whether the financial statements prepared in accordance with Canadian Public Sector Accounting Standards are free from material misstatement. An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. Our audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by you, as well as evaluating the overall financial statement presentation.

Because of the inherent limitations of an audit, together with the inherent limitations of internal control, there is an unavoidable risk that some material misstatements, whether by fraud or error, may not be detected, even though the audit is properly planned and performed in accordance with Canadian generally accepted auditing standards.

In making our risk assessments, we consider internal control relevant to your preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of your internal controls. However, we will communicate to you concerning any significant deficiencies in internal controls relevant to the audit of the financial statements that we have identified during the audit.

We will also communicate matters required by professional standards, to the extent that such matters come to our attention, to you, those charged with governance and/or the board of directors.

Reporting

Our audit will be conducted on the basis that the financial statements have been prepared in accordance with Canadian Public Sector Accounting Standards.



Our independent auditor's report will be substantially in the form set out in Canadian Auditing Standard (CAS) 700. The form and content of our report may need to be amended in the light of our audit findings. If we are unable to issue or decline to issue an audit report, we will discuss the reasons with you and seek to resolve any differences of view that may exist.

Role of Management and Those Charged with Governance

You acknowledge and understand that you have responsibility for:

- (a) the preparation and fair presentation of the financial statements in accordance with Canadian Public Sector Accounting Standards. The audit of the financial statements does not relieve you of your responsibilities;
- (b) such internal controls as you determine are necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error; and
- (c) providing us with:
 - access, in a timely manner, to all information of which you are aware that is relevant to the preparation of the financial statements such as records, documentation and other matters;
 - additional information that we may request for the purpose of the audit;
 - unrestricted access to persons within the entity from whom we determine it is necessary to obtain audit evidence;
 - financial and non-financial information (other information) that will be included in document(s) containing financial statements and our audit report thereon prior to the date of our auditor's report. If it is not possible to provide all the other information prior to the date of our auditor's report, you are responsible for provision of such other information as soon as practicable; and
 - written confirmation concerning representations made to us in connection with the audit. If appropriate and adequate written representations are not provided to us, professional standards require that we disclaim an audit opinion.

Financial Statement Services

We will obtain your approval, if during the course of our engagement we:

- (a) prepare or change a journal entry; or
- (b) prepare or change an account code or a classification for a transaction.

As agreed, we will provide assistance in the preparation of the financial statements.

These services create a threat to our independence. We, therefore, require that the following be put into place:

- (a) that you create the source data for all accounting entries;
- (b) that you develop any underlying assumptions for the accounting treatment and measurement entries; and



- (c) that you review and approve the draft financial statements, including the notes to the financial statements.

Tax Services

Our audit is conducted primarily to enable us to express an opinion on the financial statements. The audit process is not designed to provide us with a full understanding of your tax situation and in particular, to allow us to determine whether the entity has specific tax compliance issues. We understand that you are not looking to BDO to provide you with any guidance or advice in regard to tax planning or compliance.

Additional Services

We are available to provide a wide range of services beyond those outlined in this Agreement. To the extent that any additional services that we provide to you that are not provided under a separate written engagement agreement, the provisions of this Agreement will apply to the services.

Fee Estimation

The estimated fee for this engagement is as follows:

- Audit services: \$41,000
- Additional services: To be determined

For each future year we will issue a Summary of Services providing details of our Services and fees.

Our estimated fee is based on an assumed level of quality of your accounting records, the agreed upon level of preparation and assistance from your personnel and adherence to the agreed-upon timetable. Our estimated fee also assumes that your financial statements are in accordance with Canadian Public Sector Accounting Standards and that there are no significant new or changed accounting policies or issues or internal control or other reporting issues. We will inform you on a timely basis if these factors are not in place. Should our assumptions with respect to the quality of your accounting records be incorrect or should the conditions of the records, degree of cooperation, results of audit procedures, or other matters beyond our reasonable control require additional commitments by us beyond those upon which our estimated fees are based, we may adjust our fees and planned completion dates.

Our professional fees will be based on our billing rates which depend on the means by which and by whom our Services are provided. Our billing rates may be subject to change from time to time at our discretion with or without notice to you.

We will also bill you for our out-of-pocket expenses, our administrative and technology charge, and applicable Goods and Services Sales Tax, Harmonized Sales Tax, Quebec Sales Tax and Provincial Sales Tax. Our administrative and technology charge is calculated as 7% of our professional fee and represents an allocation of estimated costs associated with our technology infrastructure and support staff time costs.

Our fees will be invoiced and payable as follows:

- 30% interim payment;
- 30% prior to issuance of assurance report; and
- 40% within 10 days after issuance of our final invoice along with any additional required final payments.



Our accounts are due when rendered and invoiced amounts are deemed to be earned when paid. BDO may suspend the performance of Services in the event that you fail to pay an invoice when it is due. Fees that are not paid within 30 days of an invoice or by a specified payment deadline will be considered delinquent. Interest may be charged at the rate of 12% per annum on all accounts outstanding for more than 30 days.

Standard Terms and Conditions

A copy of our Standard Terms and Conditions is attached as Appendix 1. You should ensure that you read and understand them. **The Standard Terms and Conditions include clauses that limit our professional liability.**

In the event BDO utilizes Data Processing and Extraction, as defined in Appendix 2, you hereby agree to be bound to the BDO Harmony and Data and Extraction Terms and Conditions attached as Appendix 2 in addition to Appendix 1 Standard Terms and Conditions. You should ensure that you read and understand them.

Please sign and return the attached copy of this Agreement to indicate your agreement with it. If you have any questions concerning this Agreement, please contact us before signing it.

It is a pleasure for us to be of service and we look forward to many future years of association with you.

Yours truly,

Chartered Professional Accountants, Licensed Public Accountants

Agreement of all the terms and conditions in this Agreement is hereby acknowledged by:

Signature Date

Name (please print) Position

Please carefully review this Agreement, which includes the attached Standard Terms and Conditions, prior to signing it. A complete copy of the signed engagement letter should be returned to us.



Appendix 1 - Standard Terms and Conditions

1 Overview and Interpretation

1.1 This Agreement sets forth the entire agreement between the parties in relation to Services and it supersedes all prior agreements, negotiations or understandings, whether oral or written, with respect to Services, including without limitation any non-disclosure agreements entered into in advance of this Agreement. This Agreement applies to Services whenever performed (including before the date of this Agreement). To the extent that any of the provisions of the accompanying letter conflict with these Standard Terms and Conditions, these Standard Terms and Conditions shall prevail. This Agreement may not be changed, modified or waived in whole or part except by an instrument in writing signed by both parties.

1.2 In this Agreement, the following words and expressions have the meanings set out below:

This Agreement - these Standard Terms and Conditions, the letter to which they are attached, supporting schedules or other appendices to the letter, and any Summary of Services letters issued in future years

Services - the services provided or to be provided under this Agreement, and any other services which we agree to provide to you subsequent to the date of this Agreement that are not covered by a separate engagement letter

We, us, our, BDO - refer to BDO Canada LLP, a Canadian limited liability partnership organized under the laws of the Province of Ontario

You, your - the party or parties contracting with BDO under this Agreement. You and your does not include BDO, its affiliates or BDO Member Firms

BDO Member Firm or Firms - any firm or firms that form part of the international network of independent firms that are members of BDO International Limited

Confidential Information - all non-public proprietary or confidential information and Personal Information, including Client Documents

Personal Information - personal information that is or could be attributed to identifiable individuals

Client Documents - information (including internal financial information and internal records and reports) provided to us by you or on your behalf in connection with the performance of the Services

2 BDO Network and Sole Recourse

2.1 BDO is a member of BDO International Limited, a UK company limited by guarantee, and forms part of the international network of independent member firms (i.e. BDO Member Firms), each of which is a separate legal entity.

2.2 We may use other BDO Member Firms or subcontractors to provide Services; however, we remain solely responsible for Services. You agree not to bring any claim or action against another BDO Member Firm (or their partners, members, directors, employees or subcontractors) or our subcontractors in respect of any liability relating to the provision of Services.



- 2.3 You agree that any of our affiliates, subcontractors, and other BDO Member Firms and any subcontractors thereof whom we directly or indirectly involve in providing Services have the right to rely on and enforce Section 2.2 above, as well as all liability protections contained herein, as if they were a party to this Agreement. For greater certainty, you agree that other BDO Member Firms that are subcontractors may enforce any limitations or exclusions of liability available to us under this Agreement.

3 Respective Responsibilities

- 3.1 We will use reasonable efforts to complete, within any agreed-upon time frame, the performance of Services.
- 3.2 You shall be responsible for your personnel's compliance with your obligations under this Agreement. We will not be responsible for any delays or other consequences arising from you not fulfilling your obligations.

4 Working Papers and Deliverables

- 4.1 **Ownership** - All reports (including assurance reports where applicable), written advice, working papers, and internal materials created or developed by us pursuant to this Agreement are owned by us, and we retain all property rights therein. All Client Documents continue to be your property, provided that we retain copies of such documents as necessary for our internal record keeping (including as required to comply with our professional obligations).
- 4.2 **Oral advice and draft deliverables** - You should not rely upon any draft deliverables or oral advice provided by us. Should you wish to rely upon something we have said to you, please let us know and, if possible, we will provide the information that you require in writing.
- 4.3 **Translated documents** - If you engage us to translate any documents, advice, opinions, reports or other work product of BDO from one language to another, you are responsible for the accuracy of the translation work.
- 4.4 **Reliance by Third Parties** - Our Services will not be planned or conducted in contemplation of or for the purpose of reliance by any party other than you, and are intended for the benefit of only you. Items of possible interest to a third party will not be addressed and matters may exist that would be assessed differently by a third party, possibly in connection with a specific transaction. The receipt by any third parties of any advice, opinions, reports or other work product is not intended to create any duty of care, professional relationship or any present or future liability between such third parties and us. For greater certainty, we expressly disclaim any liability of any nature or kind resulting from the disclosure to or unauthorized reliance by any third party on our advice, opinions, reports or other work product.
- 4.5 **Consent to use the Report** - Nothing in this Agreement shall be construed as consent to the use of our report in connection with a continuous disclosure document, a public or private offering document, an annual report or any other document and we expressly do not provide such consent. If you request consent for the use of our report, we will consider, at the relevant time, providing consent and any conditions that we may attach to such consent. Our consent must be in writing.
- 4.6 **Consent requests** - In order to provide consent, professional standards require that we read the other information in the related document and consider whether such information



is materially inconsistent with the related financial statements. Any consent request must be made on a sufficiently timely basis to allow us to consider your identification and resolution of events occurring in the period since the date of our report, and to obtain updated written representation letters. Such procedures will be performed at your cost and will be documented in a separate engagement letter.

5 Confidentiality

- 5.1 We will use Confidential Information provided by you only in relation to the Services or for internal and administrative purposes. You agree, however, that we may use such Confidential Information for predictive analytics to provide you with key performance indicators and other analysis and insights. We will not disclose any Confidential Information, except where required by law, regulation or professional obligation. You agree, however, that we may disclose Confidential Information to other BDO Member Firms or other subcontractors assisting us in providing Services, provided that such parties are bound by reasonable confidentiality obligations no less stringent than in this Agreement.

6 Analytics

- 6.1 You agree that we may use anonymized and aggregated usage metrics, metadata or other tag identifiers, and Confidential Information that will not include any personally identifiable information, related to your use of BDO products and/or services to develop, modify and improve tools, services and offerings and for data analytics and other insight generation. Information developed in connection with these purposes may be used or disclosed to current or prospective clients as part of service offerings, however we will not use or disclose your name or any Confidential Information in a way that would permit you to be identified.

7 Privacy and Consent for Use of Personal Information

- 7.1 In order to provide our Services, we may be required to access and collect Personal Information of individuals that is in your custody. You agree that we may collect, use, store, transfer, disclose and otherwise process Personal Information as required for the purpose of providing the Services. Personal Information may be processed in various jurisdictions in which we or applicable BDO Member Firms and subcontractors providing Services operate and as such Personal Information may be subject to the laws of such jurisdictions. Personal Information will at all times be collected, used, stored, transferred, disclosed or processed in accordance with applicable laws and professional regulations and we will require any service providers and BDO Members that process Personal Information on our behalf to adhere to such requirements. Any collection, use, storage, transfer or disclosure of Personal Information is subject to BDO's Privacy Statement available at <https://www.bdo.ca/en-ca/legal-privacy/legal/privacy-policy/>.
- 7.2 You represent and warrant that:
- (a) you have the authority to provide the Personal Information to us in connection with the performance of our Services, and
 - (b) the Personal Information provided to us has been provided in accordance with applicable law, and you have obtained all required consents of the individuals to whom such Personal Information relates in order to permit BDO to collect, use and disclose the Personal Information in the course of providing the Services.



8 Independence

- 8.1 Professional and certain regulatory standards require us to be independent, in both fact and appearance, with respect to our clients in the performance of our Services. We will communicate to you any relationships between BDO (including its related entities) and you that, in our professional judgment, may reasonably be thought to bear on our independence.

9 Offers of Employment

- 9.1 Any discussions that you, or any party acting on your behalf, have with professional personnel of our Firm regarding employment could pose a threat to our independence. Your recruitment of an engagement team member from the current or prior year's engagement may compromise our independence and our ability to render agreed Services to you. Engagement team members may include current and former partners and staff of BDO, other BDO Member Firms and other firms who work under our direction. Therefore, you agree to inform us prior to any such discussions so that you and we can implement appropriate safeguards to maintain our independence.

10 Professional and Regulatory Oversight and Legal Processes

- 10.1 As required by legal, regulatory, or professional authorities (both in Canada and abroad) and by BDO policy, our client files must periodically be reviewed by practice inspectors to ensure that we are adhering to professional and BDO standards. It is understood that by entering into this Agreement, you provide your consent to us providing our files relating to your engagement to the practice inspectors for the sole purpose of their inspection.
- 10.2 Certain law enforcement, regulatory and other governmental bodies may also have the right under law or regulation to conduct investigations of you, including the Services provided by us. To the extent practicable and permitted by law or regulation, we will advise you of any such document request or production order we receive in connection with any such investigation prior to providing any documents in response to such request or order.
- 10.3 We are sometimes required by law, regulation, subpoena or other legal process, or upon your request, to produce documents or personnel as witnesses in connection with legal or regulatory proceedings. Where BDO is not a party to such proceedings, you shall reimburse us at our current standard billing rates for professional time and expenses, including without limitation, reasonable legal fees, expenses and taxes incurred in responding to such compelled assistance or request by you.

11 Electronic Communications

- 11.1 Both parties recognize and accept the security risks associated with email communications, including but not limited to the lack of security, unreliability of delivery and possible loss of confidentiality and privilege. Unless you request in writing that we do not communicate by internet email, you assume all responsibility and liability in respect of risk associated with its use.

12 Limitation of Liability

- 12.1 In any dispute, action, claim, demand for losses or damages arising out of the Services performed by BDO pursuant to this Agreement, BDO's liability will be several, and not joint and several, and BDO shall only be liable for its proportionate share of the total liability



based on degree of fault as determined by a court of competent jurisdiction or by an independent arbitrator, notwithstanding the provisions of any statute or rule of common law which create, or purport to create, joint and several liability.

- 12.2 In no event shall BDO be liable for indirect, consequential, special, incidental, aggravated, punitive or exemplary damages, losses or expenses, or for any loss of revenues or profits, loss of opportunity, loss of data, or other commercial or economic loss or failure to realize expected savings, including without limitation expected tax savings, whether or not the likelihood of such loss or damage was contemplated.
- 12.3 BDO shall in no event be liable under this Agreement or otherwise in connection with the Services for any actions, damages, claims, fines, penalties, complaints, demands, suits, proceedings, liabilities, costs, expenses, or losses (collectively, "Liabilities") in any way arising out of or relating to the Services performed hereunder for an aggregate amount of more than the higher of:
 - (a) three times the fees paid to BDO by you, in a twelve consecutive month period, for the Services provided pursuant to this Agreement giving rise to the claim; and
 - (b) \$25,000.
- 12.4 The limitations of liability in this section apply whether or not the Liabilities asserted by you against BDO are incurred by you directly or as a result of a claim or demand against you by a third party.
- 12.5 No exclusion or limitation on the liability of other responsible persons imposed or agreed at any time shall affect any assessment of our proportionate liability hereunder, nor shall settlement of or difficulty enforcing any claim, or the death, dissolution or insolvency of any such other responsible persons or their ceasing to be liable for the loss or damage or any portion thereof, affect any such assessment.
- 12.6 You agree claims or actions relating to the delivery of Services shall be brought against us alone, and not against any individual. Where our individuals are described as partners, they are acting as one of our members.
- 12.7 For purposes of this Section, the term "BDO" shall include BDO Canada LLP and its subsidiaries, associated and affiliated entities and their respective current and former partners, directors, officers, employees, agents and representatives. The provisions of this Section shall apply to the fullest extent of the law, regardless of the form of the claim, whether in contract, statute, tort (including without limitation, negligence) or otherwise.
- 12.8 **Tolling** - If you issue a claim against BDO pertaining to the Services, and a third-party claim issued by BDO in that action is dismissed as a result of a contractual limitations period between you and the third-party defendant, then you agree to a reduction of that portion of your claim against BDO that can be ascribed or attributed to the third-party defendant.

13 Indemnity

- 13.1 To the fullest extent permitted by applicable laws, in the event of a claim or demand by a third party against BDO that arises out of or relates to the Services, you agree to indemnify and hold harmless BDO from and against all losses, costs (including solicitors' fees), damages, or expenses resulting from such third party claim or demand, except to the extent that the same is finally determined to have resulted from BDO's negligence or intentional misconduct.



14 Alternative Dispute Resolution

- 14.1 Both parties agree that they will first attempt to settle any dispute arising out of or relating to this Agreement, including any question regarding its existence, interpretation, validity, breach or termination, or the Services provided hereunder, through good faith negotiations.
- 14.2 In the event that the parties are unable to settle or resolve their dispute through negotiation, such dispute shall be subject to mediation using a mediator chosen by mutual agreement of the parties.
- 14.3 All disputes remaining unsettled for more than 60 days following the parties first mediation session with a mediator, or such longer period as the parties mutually agree upon, shall be referred to and finally resolved by arbitration. The parties agree that one arbitrator shall be appointed within twenty (20) days of receipt of the request for arbitration. If the parties cannot agree on the appointment of an arbitrator in such period then either party may immediately apply for the appointment of an arbitrator to a court of competent jurisdiction in the Province of the governing law as contained herein pursuant to such Province's applicable *Arbitration Act*. The place of arbitration shall be in the capital of the Province of the governing law as contained herein. Unless the arbitrator otherwise determines, the fees of the arbitrator and the costs and expenses of the arbitration will be borne and paid equally by the parties. Such arbitration shall be final, conclusive and binding upon the parties, and the parties shall have no right of appeal or judicial review of the decision whatsoever. The parties hereby waive any such right of appeal or judicial review which may otherwise be provided for in any provincial arbitration statute. Judgement upon the award, including any interim award, rendered by the arbitrator may be entered in any court having jurisdiction. The arbitration shall be kept confidential and the existence of the arbitration proceeding and any element thereof (including but not limited to any pleadings, briefs or other documents submitted and exchanged and testimony and other oral submissions and any awards made) shall not be disclosed beyond the arbitrator(s), the parties, their counsel and any person to whom disclosure is necessary to the conduct of the proceeding except as may be lawfully required in judicial proceedings relating to the arbitration or otherwise.

15 Limitation Period

- 15.1 You shall make any claim relating to Services or otherwise under this Agreement no later than one year after you became aware or ought reasonably to have become aware of the facts giving rise to any such claim.
- 15.2 You shall in no event make any claim relating to the Services or otherwise under this Agreement later than four years after the completion of the Services under this Agreement.
- 15.3 To the extent permitted by law, the parties to this Agreement agree that the limitation periods established in this Agreement replace any limitation periods under any limitations act and/or any other applicable legislation and any limitation periods under any limitations act and/or any other applicable legislation shall not alter the limitation periods specified in this Agreement.



16 Québec Personnel

- 16.1 We may sometimes have individual partners and employees performing Services within the Province of Québec who are members of the Ordre des comptables professionnels agréés du Québec. Any such members performing professional services hereunder assumes full personal civil liability arising from the practice of their profession, regardless of their status within our partnership. They may not invoke the liability of our partnership as grounds for excluding or limiting their own liability. Any limitation of liability clauses in this Agreement shall therefore not apply to limit the personal civil liability of partners and employees who are members of the Ordre des comptables professionnels agréés du Québec.

17 Termination

- 17.1 This Agreement applies to Services whenever performed (including before the date of this Agreement).
- 17.2 You or we may terminate this Agreement at any time upon written notice of such termination to the other party. We will not be liable for any loss, cost or expense arising from such termination. You agree to pay us for all Services performed up to the date of termination, including Services performed, work-in-progress and expenses incurred by us up to and including the effective date of the termination of this Agreement.

18 Governing Laws

- 18.1 The terms of our engagement shall remain operative until amended, terminated, or superseded in writing. They shall be interpreted according to the laws of Ontario in which BDO's principal Canadian office performing the engagement is located, without regard to such province/territory's rules on conflicts of law.

19 Survival

- 19.1 The provisions of this Agreement that give either of us rights or obligations beyond its termination shall continue indefinitely following the termination of this Agreement. Any clause that is meant to continue to apply after termination of this Agreement will do so.

20 Force Majeure

- 20.1 We will not be liable for any delays or failures in performance or breach of contract due to events or circumstances beyond our reasonable control, including acts of God, war, acts by governments and regulators, acts of terrorism, accident, fire, flood or storm or civil disturbance.

21 Assignment

- 21.1 No party may assign, transfer or delegate any of the rights or obligations hereunder without the written consent of the other party or parties. BDO may engage independent contractors and BDO Member Firms to assist us in performing the Services in this Agreement without your consent.

22 Severability

- 22.1 The provisions of this Agreement shall only apply to the extent that they are not prohibited by a mandatory provision of applicable law, regulation or professional standards. If any of these provisions shall be held to be invalid, void or unenforceable, then the remainder of



this Agreement shall not be affected, impaired or invalidated, and each such remaining provision shall be valid and enforceable to the fullest extent permitted by law.



Appendix 2 - BDO HARMONY AND DATA EXTRACTION TERMS AND CONDITIONS

By agreeing to data processing and extraction by BDO or a subcontractor (the “Data Extraction”), you accept and agree to be bound by the following terms and conditions (the “Data Extraction Terms and Conditions”). If you disagree with any part of these Data Extraction Terms and Conditions, you shall not be permitted to use the Data Extraction.

BDO may use software it has developed (the “BDO Software”) or third party software (the “Third Party Software”) to extract certain general ledger and subledger information from your financial accounting system, to facilitate performance of the Data Extraction.

Liability and Warranty Disclaimer

THE LAWS OF CERTAIN JURISDICTIONS, INCLUDING QUEBEC, DO NOT ALLOW THE EXCLUSION OR LIMITATION OF LEGAL WARRANTIES OR STATUTORY IMPLIED REPRESENTATIONS. IF THESE LAWS APPLY TO YOU, SOME OR ALL OF THE BELOW EXCLUSIONS OR LIMITATIONS MAY NOT APPLY TO YOU AND YOU MAY HAVE ADDITIONAL RIGHTS.

YOUR USE OF THE DATA EXTRACTION IS AT YOUR OWN RISK. THE BDO SOFTWARE AND THIRD PARTY SOFTWARE IS PROVIDED TO YOU ON AN “AS IS” AND “AS AVAILABLE” BASIS, WITHOUT ANY REPRESENTATIONS OR WARRANTIES OF ANY KIND, WHETHER EXPRESS OR IMPLIED. BDO DOES NOT REPRESENT OR WARRANT THAT: THE CONTENT IS ACCURATE, RELIABLE OR CORRECT; THAT THE DATA EXTRACTION WILL BE AVAILABLE AT ANY PARTICULAR TIME OR LOCATION; THAT YOUR ACCESS TO THE DATA EXTRACTION WILL BE UNINTERRUPTED; THAT ANY DEFECTS OR ERRORS WILL BE CORRECTED; THAT THE BDO SOFTWARE OR THIRD PARTY SOFTWARE IS FREE OF VIRUSES OR OTHER HARMFUL COMPONENTS; OR THAT THE DATA EXTRACTION OR THE CONTENT IS TIMELY, SECURE OR ERROR-FREE.

BDO SHALL NOT SHARE OR SELL ANY OF THE EXTRACTED INFORMATION TO THIRD PARTIES (OTHER THAN THOSE THIRD PARTIES SUBCONTRACTED TO PROVIDE THE DATA EXTRACTION), AND BDO SHALL USE SUCH INFORMATION SOLELY TO FACILITATE PERFORMANCE OF THE DATA EXTRACTION. BDO DOES NOT WARRANT THE ACCURACY OR COMPLETENESS OF ANY UNDERLYING INFORMATION AND/OR DATA PROVIDED BY YOU THE “UNDERLYING DATA”). THE INFORMATION DERIVED FROM THE SOFTWARE OR THIRD PARTY SOFTWARE ARE ENTIRELY DEPENDENT UPON THE UNDERLYING DATA AND AS A CONSEQUENCE MAY INCLUDE INACCURACIES OR TYPOGRAPHICAL ERRORS.

TO THE MAXIMUM EXTENT PERMITTED BY LAW, BDO DISCLAIMS ALL REPRESENTATIONS, WARRANTIES AND CONDITIONS, INCLUDING ANY WARRANTIES OF MERCHANTABILITY, NON-INFRINGEMENT AND FITNESS FOR A PARTICULAR PURPOSE.

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Letter Version: 20250207

T&C Version: 20250507

October 2, 2025

Dear Minister Calandra,

With the support of my fellow Trustees and a formally approved motion, as the Chair of the Limestone District School Board, I am writing to you regarding your comments suggesting that Ontario's elected school Trustees be removed from the governance model of public education. In addition, you have suggested potentially different outcomes for the boards of Catholic and French first language school boards which may be politically expedient for the provincial government but is nonsensical and inequitable from a practical perspective given the important local voice that Trustees provide, regardless of their board affiliation. Given the importance of this issue, I would like to request that you engage with the Ontario Public School Board Association (OPSBA) at your earliest convenience to ensure you are hearing the perspective of all English public school boards in the province of Ontario.

The Board of Trustees of the Limestone DSB affirms the critical role of Trustees as democratically elected and accountable public officials, and calls on you as the Minister of Education, and the provincial government, to abandon any potential proposal to systematically remove Trustees or abolish elected district school boards, regardless of their affiliation and the communities they serve.

We firmly believe that local voices are essential in shaping and serving the communities we serve as Trustees. Just as MPPs represent communities at the provincial level, school Trustees represent families and students in education. Trustees play a critical role in ensuring effective governance by requiring transparency, accountability, and community engagement in local schools.

While principals, superintendents, and directors of education are employees of the school board who operate based on the directives of the Ministry of Education, Trustees provide an independent voice that ensures local concerns are heard at the decision-making table. Families may reach out to a Trustee when they feel their issue is not being addressed fairly or adequately within the school system, or when the concern involves board-wide policies, funding, or access to programs, all areas that administrators cannot change on their own. Consequently, Trustees play a critical role as a bridge between the communities we serve and the board, ensuring that families have a direct channel to raise local concerns, seek guidance, and influence decisions that affect their children's education.

**Limestone District School Board is situated on the traditional
territories of the Anishinaabek and Haudenosaunee.**

Karen McGregor, Chair | Krishna Burra, Director of Education and Secretary | Craig Young, Treasurer

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Eliminating Trustees would silence local input and further concentrate decision-making at Queen's Park. Locally elected Trustees provide a critical check and balance between provincial initiatives and local priorities. For example, while the province allocates funds for school boards to use, Trustees influence how that funding is allocated to best meet local needs. There is already a perception that too many decisions are made based on the needs of large urban centres, instead of being sensitive to local and rural needs.

Additionally, school boards have long been recognized nationally and internationally as a strength by balancing consistency across the province with responsiveness to local circumstances. At a time when your government continues to emphasize the importance of parent/guardian/family voice, engagement with local communities, and greater transparency, your suggested plan of removing Trustees would run counter to government messages focused on school boards in recent years.

The current structure of publicly elected school board Trustees creates accountability because Trustees must face their communities every four years. The removal of Trustees would shift accountability solely to provincially elected MPPs. This impact would be real, and school district communities would lose their local voice.

We are asking you to further engage with school boards and OPSBA to better understand all our roles in supporting publicly funded education, representing families, and representing local concerns. Local communities need more, not less, voice in education. Your potential plan for removing Trustees would do irreparable harm to local voice in shaping education in the province of Ontario. We hope you will reconsider your proposed plan and value the critical role of Trustees and school boards in Ontario.

Yours in Education,



Karen McGregor
Chair of the Limestone DSB

cc. Deputy Minister, Ministry of Education; all publicly funded school board chairs in Ontario, all Trustee associations, Student Trustee associations, and local MPPs

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territories of the Anishinaabek and Haudenosaunee.

Karen McGregor, Chair | Krishna Burra, Director of Education and Secretary | Craig Young, Treasurer

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