Huron-Perth Catholic
District School Board

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

Regular Board Meeting
October 19, 2026 - 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 HPCDSB for October were sent to the family of Kim Shurgold, wife of Craig Shurgold, teacher at St. Michael CSS, Stratford on her passing.

1.2. Attendance

1.3. Approval of the Regular Board Meeting Agenda of October 19, 2026. — Pages 1-2

1.4. Declaration of Interest

1.5. Approval of the Regular Board Meeting Minutes of September 28, 2026. — Pages 6-11

1.6. Business Arising from the Minutes of the Regular Board Meeting of September 28, 2026.

2. Presentations

2.1. Catholic Education Foundation of Ontario (CEFO) Outstanding Catholic Student Award - Secondary School Recipients announced and celebrated

3. Delegations

4. Consent Agenda

4.1. Board Highlights — Pages 12-22

4.2. Non-Resident and International Student Tuition Fees — Page 23

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) State of Emergency P 1.1.3. — Pages 24-26
- b) Selection of Textbooks and Educational Materials P 2.2.1. — Pages 27-33
- c) The Order of St. André Bessette P 1.1.6. — Pages 34-36
- d) Newly Elected Trustees P 1.2.2. — Pages 37-39
- e) Student Admissions P 2.1.1. — Pages 40-42
- f) Student Accidents P 2.1.14. — Pages 43-45
- g) Trustee Honouraria P 1.2.5. — Pages 46-50

5.2. Student Achievement and Catholicity

5.2.1. Math Achievement Action Plan (MAAP) Update — Pages 51-55

5.2.2. Rejoice Liturgy Project — Pages 56-58

5.2.3. EQAO Update & Report — Pages 59-67

5.2.4. Student Trustees' Report — Pages 68-70

5.3. Corporate Services and Operations

5.3.1. 2026-27 Enrolment Update - October 2026 Pages 71-73

6. Information and Correspondence

7. Notices of Motion

8. Notices of Motion Considered for Adoption

9. Trustee Inquiries

10. In-Camera Session of the Regular Board Meeting

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

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

12. Future Meetings and Events

- Tues. Oct. 20 - Equity, Diversity, Inclusion and Anti-racism Committee (EDIAR) meeting
- Mon. Oct. 26 - Municipal Election
- Wed. Nov. 4 - Catholic Parent Involvement Committee (CPIC) meeting
- Mon. Nov. 9 - Special Education Advisory Committee (SEAC) meeting
- Wed. Nov. 11 - Audit Committee
- Wed. Nov. 11 - Catholic Education Team meeting
- Mon. Nov. 16 - Inaugural Board Meeting

13. Closing Prayer - Deacon Dan McPhee, Board Chaplain

14. Adjournment

HURON-PERTH CATHOLIC
District School Board

Regular Board Meeting - Monday, October 26, 2026

INTENTIONS AND OPENING PRAYER - Board Chaplain, Deacon Dan McPhee

Deacon Dan
We are now in October. Following our intentions, I would like to do a short interactive review of the mysteries of the Rosary

"In the name of the Father and of the Son and of the Holy Spirit!" (Matt 28)
Intentions: Let us bring our prayers before our ever loving Father:

For precious little ones born into new life this past month; especially welcoming:
- Evelyn Stanbury
- Miller Hollestelle

We pray! Lord, hear our prayer…

For our friends and family members born into eternal life this past month, especially remembering:
- Kim Shurgold

We pray! Lord, hear our prayer…

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

For our meeting today…may we set aside our anxieties regarding coming changes that we can do nothing about and focus on just doing our best work.
We pray! Lord, hear our prayer…
Through Christ our Lord…
Amen.

The Joyful Mysteries
Focus on the incarnation and early childhood of Jesus.

The Annunciation: The Angel Gabriel announces to Mary that she will conceive and bear the Son of God.
The Visitation: Mary visits her pregnant cousin Elizabeth, who recognizes Mary as the mother of the Lord.
The Nativity: Jesus is born in a humble stable in Bethlehem.
The Presentation: Mary and Joseph present the infant Jesus in the Temple in accordance with Jewish law.
The Finding in the Temple: After searching for three days, Mary and Joseph find the 12-year-old Jesus teaching the elders in the Temple.

The Luminous Mysteries (Mysteries of Light)

Instituted by Pope John Paul II in 2002 to focus on Christ's public ministry.

The Baptism in the Jordan: Jesus is baptized by John, and the voice of God the Father declares Him His beloved Son.
The Wedding at Cana: Jesus performs His first public miracle by turning water into wine at Mary's request.
The Proclamation of the Kingdom: Jesus preaches the Gospel, calling everyone to repentance and conversion.
The Transfiguration: Jesus reveals His divine glory to Peter, James, and John on top of a mountain.
The Institution of the Eucharist: Jesus offers His Body and Blood at the Last Supper, establishing the Holy Mass.

✝️ **The Sorrowful Mysteries**
Centred on the Passion and suffering of Jesus' death.

The Agony in the Garden: Jesus experiences intense sorrow and sweats blood while praying in the Garden of Gethsemane.
The Scourging at the Pillar: Jesus is tied to a pillar and brutally whipped by Roman soldiers.
The Crowning with Thorns: Soldiers mock Jesus' kingship by pressing a crown of thorns onto His head.
The Carrying of the Cross: Jesus patiently carries His heavy wooden cross through Jerusalem to Calvary.
The Crucifixion: Jesus is nailed to the cross and dies for the sins of humanity.

The Glorious Mysteries
Celebration of Christ's victory over death and the glories of heaven.

The Resurrection: Jesus triumphs over sin and death by rising from the grave on Easter Sunday.
The Ascension: Jesus ascends bodily into heaven forty days after His resurrection.
The Descent of the Holy Spirit: The Holy Spirit descends as tongues of fire upon Mary and the Apostles on Pentecost.
The Assumption of Mary: At the end of her earthly life, Mary is taken body and soul into heavenly glory.
The Coronation of Mary: Mary is crowned by her Son as the Queen of Heaven and Earth.

All together:
Hail Mary, full of grace…

Dcn. Dan
Lord fill our hearts with your love, and as you revealed to us by an angel, the coming of your Son, fully human and at the same time fully God, teach us by His ministry, lead us through His suffering and His death and inspire us to live fully - that we may experience the Glory in heaven with Him - through His resurrection.
We ask all of this through Christ our Lord who lives and reigns with You and the Holy Spirit – God – For ever and ever.

St. André Bessette
R: Pray for Us
In the name of the Father, Son and Holy Spirit.

Huron-Perth Catholic
District School Board

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

Regular Board Meeting
September 28, 2026 at 3:00 pm

MINUTES

Present:
Trustees: Chair Mary Helen Van Loon; Vice-chair Amy Cronin; Trustees Sue Muller, and Jim McDade
Board Chaplain: Deacon Daniel McPhee
Student Trustee: Ronnel Charles, St. Michael CSS, Stratford, Quinn Palen, St. Anne's CSS, Clinton
Senior Administration: Chief Executive Officer, Karen Tigani; Superintendent of Education Sean McDade; and Superintendent of Business & Treasurer Sarah Devereaux
Absent: Trustee Tina Doherty, Superintendent of Education Tara Boreham

1. Opening Business

1.1. Opening Prayer & Condolences - Deacon Dan McPhee

1.2. Land Acknowledgement

1.3. Attendance - Noted above at start of meeting

1.4. Approval of Regular Board Meeting Agenda

Moved by: Jim McDade
Seconded by: Sue Muller
THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of September 28, 2026.
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 24, 2026.
Carried

1.7. Business Arising from the Minutes

2. Presentations

3. Delegations

4. Consent Agenda

4.1. September Board Highlights
4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of May 11, 2026 and June 8, 2026
4.3. Approved Audit Committee Meeting Minutes of June 10, 2026
4.4. Audit Committee meeting report
4.5. Nutritional Management Annual report

Trustees inquired about the lacrosse workshop. Superintendent McDade responded that the program is designed as an introduction to the sport. There are no plans at this time to introduce it as a varsity sport.

Trustees inquired about secondary final exams. Superintendent McDade explained that staff are still working with the Ministry on the logistics and working through the changes. There will be some form of final evaluation/assessment for every class.

Moved by: Amy Cronin
Seconded by: Sue Muller
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 approved Special Education Advisory Committee (SEAC) Meeting Minutes of May 11, 2026 and June 8, 2026
AND
THAT the Huron-Perth Catholic District School Board receives the approved Audit Committee Meeting Minutes of June 10, 2026
AND
THAT the Huron-Perth Catholic District School Board receives the Audit Committee September 2026 Meeting Report
AND
THAT the Huron-Perth Catholic District School Board receives the Nutritional Management Annual Report.
Carried

5. Committee and Staff Reports

5.1. Policy

5.1.1. Board Policies for Review:

a) State of Emergency P1.1.3
b) Selection of Textbooks and Educational Materials P2.2.1.
c) The Order of St. André Bessette P1.1.6.
d) Newly Elected Trustees P1.2.2.
e) Student Admissions P2.1.1.
f) Student Accidents P2.1.14.

Trustees inquired about including “civic life” in the belief statement for policy The Order of St. André Bessette.
In response to Trustee inquiries regarding resource approval and Catholic alignment, the CEO clarified that schools select materials primarily from Ministry- and Catholic-approved lists (e.g., CCC, OCSTA, and Trillium), with the school Principal holding final oversight to ensure appropriateness in the classroom.

Moved by: Sue Muller
Seconded by: Amy Cronin
THAT the Huron-Perth Catholic District School Board receives the following policies for information:
State of Emergency P1.1.3
Selection of Textbooks and Educational Materials P2.2.1.
The Order of St. André Bessette P1.1.6.
Newly Elected Trustees P1.2.2.
Student Admissions P2.1.1.
Student Accidents P2.1.14.
Carried

5.1.2. Board Policies Recommended for Approval/Rescinding:

a) Guest Speakers at Schools P2.2.12.
b) Emergency & Lockdown P2.1.6.
c) Deferred Salary Leave Plan P3.4.3.
d) Recognition of Continuous Service P3.4.5.
e) Cooperative Communications Committee P1.1.7.

Moved by: Amy Cronin
Seconded by: Sue Muller
THAT the Huron-Perth Catholic District School Board approves Policy Guest Speakers at Schools
AND
THAT the Huron-Perth Catholic District School Board approves Policy Emergency & Lockdown
AND
THAT the Huron-Perth Catholic District School Board approves Policy Deferred Salary Leave Plan
AND
THAT the Huron-Perth Catholic District School Board approves Policy Recognition of Continuous Service
AND
THAT the Huron-Perth Catholic District School Board rescinds Policy Cooperative Communications Committee.
Carried

5.2. Student Achievement and Catholicity

5.2.1. Transitional Supports for Students

Moved by: Sue Muller
Seconded by: Jim McDade
THAT the Huron-Perth Catholic District School Board receives the Transitional Supports for Students report for information.

Carried

5.2.2. Edwin Resource Report

The district integrated Edwin with MathUp into its math scope and sequence using allocated Ministry funds. Edwin serves as a supplementary resource accessed by educators for lesson planning. To ensure alignment with Catholic values and teachings, staff and partner organizations review and provide suggested modules. Catholic CEOs continue advocating with the Ministry for Catholic stakeholder input on mandated resources.

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

5.2.3. Student Family & Support Office September Report

In response to trustee inquiries that a Ministry-mandated communication service might minimize or overlap with their role, the CEO clarified that it is a complementary support tool, as a result, the service enhances communication.

Moved by: Jim McDade
Seconded by: Amy Cronin
THAT the Huron-Perth Catholic District School Board receives the Student and Family Support Office report for information.
Carried

5.2.4. Faith Formation - Walking in the Footsteps of a Saint

Superintendent McDade responded to inquiries; to evaluate the program's success, the board will measure engagement levels across classes, staff, and families based on initial sign-ups and sustained participation with the Religion Coordinator's resources. Ultimately, the primary goal is to foster spiritual growth and discernment among all participating groups and individuals.

Moved by: Amy Cronin
Seconded by: Jim McDade
THAT the Huron-Perth Catholic District School Board receives the Faith Formation report for information.
Carried

5.2.5. Spiritual Theme Discernment Report

Moved by: Amy Cronin
Seconded by: Sue Muller
THAT the Huron-Perth Catholic District School Board receives the Spiritual Theme Discernment Report for information.
Carried

5.2.6. Student Trustees' Report

Moved by: Jim McDade
Seconded by: Sue Muller
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. 2026-27 Enrolment Update - September 2026 (Walk-in)

Superintendent Devereaux provided an overview of the report.

Moved by: Sue Muller
Seconded by: Amy Cronin
THAT the Huron-Perth Catholic District School Board receives the 2026-27 Enrolment Update - September 2026 report.
Carried

5.3.2. Ontario School Boards' Insurance Exchange (OSBIE) Subscription Renewal

In response to trustee inquiries regarding costs, Superintendent Devereaux stated that last year's fee exceeded $100,000. The exact cost for this year, starting in January 2027 is pending, as coverage options still need to be confirmed.

Moved by: Jim McDade
Seconded by: Amy Cronin
THAT the Huron-Perth Catholic District School Board receives the Ontario School Boards' Insurance Exchange (OSBIE) Subscription Renewal Report.
Carried

5.3.3. Policies and Procedures Strategic Framework report

CEO Tigani provided a summary of the report.

Moved by: Amy Cronin
Seconded by: Jim McDade
THAT the Huron-Perth Catholic District School Board receives the Policy and Procedures Strategic Framework report for information.
Carried

6. Information and Correspondence

6.1. "Policy on Elementary Student Attendance Confirmation During the School Day" - memo from the Ministry: CEO Tigani shared that Superintendents have put together administrative procedures and will be sharing the expectation with Principals for implementation.

6.2. EQAO Results for Huron-Perth Catholic District School Board: CEO Tigani shared that an increase was shown in every area with the exception of one which was maintained. Chair Van Loon asked that congratulations on behalf of the board be passed on to the educators and curriculum support staff and thank you for all of their hard work.

6.3. CEO Tigani shared news of past student Sharon Foran receiving the Drayton Entertainment Teacher of Excellence Award. Her bio included mention of the positive influence of Huron-Perth Catholic DSB educators on her journey.

7. Notices of Motion

8. Notices of Motion Being Considered for Adoption

9. Trustee Inquiries

9.1. Trustees inquired about sending a message about ensuring Catholic ratepayers are registered to be able to vote for a Catholic trustee in the upcoming municipal election. CEO Tigani suggested that we would post a message on our social media.

10. In-Camera Session of the Regular Board Meeting

Moved by: Jim McDade
Seconded by: Amy Cronin
THAT the Huron-Perth Catholic District School Board moves to an In-Camera Session of the Regular Board Meeting
Carried

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

Moved by: Jim McDade
Seconded by: Amy Cronin
THAT the Huron-Perth Catholic District School Board approves all motions in the In-Camera Session of the Regular Board Meeting.
Carried

12. Future Meetings and Events

- Mon. Oct. 12 - Thanksgiving Monday
- Mon. Oct. 19 - Special Education Advisory Committee (SEAC) meeting
- Mon. Oct. 19 - Regular Board Meeting (moved by motion from October 26)
- Tues. Oct. 20 - Equity, Diversity, Inclusion and Anti-racism Committee (EDIAR) meeting
- Mon. Oct. 26 - Municipal Election
- Wed. Nov. 4 - Catholic Parent Involvement Committee (CPIC) meeting
- Wed. Nov. 11 - Audit Committee
- Wed. Nov. 11 - Catholic Education Team (CET) meeting

13. Closing Prayer - Deacon Dan McPhee

14. Adjournment 6:15 pm

Moved by: Amy Cronin
Seconded by: Jim McDade
THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of September 28, 2026.
Carried

CHAIRPERSON SECRETARY

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 19, 2026
Submitted by: Karen Tigani, Chief Executive Officer

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 Multi-Year 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, 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, “On Fire With The Spirit: Awaken! Illuminate! Rejoice!”, continues to guide our journey as a Catholic learning community. This year, we enter the final movement of our three-year theme with a particular focus on Rejoice. Inspired by the Holy Spirit and enlivened by the Pentecost story, we continue this school year filled with faith, hope, love , and joy, giving thanks for the many blessings and gifts present within our students, staff, families, parishes, and communities during this Thanksgiving season. October is always a time of gratitude, gathering and joyful possibility across Huron-Perth Catholic District School Board. Our schools have come alive as students and staff reconnect, relationships are renewed, classrooms return to vibrant learning, and communities gather in faith and Thanksgiving. As we continue to rejoice in the gift of Catholic education and journey together through the 2026–2027 school year, we are delighted to share some of the activities, learning and celebrations that marked this inspiring month of Thanksgiving across our district.

CATHOLIC EDUCATION

Faith in Action

Our schools participated in a variety of food drives connected with local Catholic service organizations, such as the Society of Saint 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 members in supporting the food drives.

Catholic Curriculum Corporation Council Meetings Commence

Members of the Learning Coordination Team, the Program Team, and Superintendent McDade recently attended the inaugural Catholic Curriculum Corporation (CCC) council 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)

The Huron-Perth Catholic District School Board continues its strong tradition of leadership and active participation in the Catholic Curriculum Corporation's (CCC) annual *When Faith Meets Pedagogy* conference in Toronto. Building on our Board's deeply respected presence within the CCC community, Huron-Perth Catholic District School Board is honoured to serve as the co-host board for both this year's and next year's conferences.

This year's event centred on the theme "Being the Beatitudes." Huron-Perth Catholic DSB was pleased to send a delegation of 20 educators, chaplains and leaders, providing professional growth opportunities to select New Teacher Induction Program (NTIP) teachers across elementary and secondary panels, principals, and faith committee members seeking to strengthen faith practices and faith incorporation into various subject areas within their school communities.

Our staff played a central role in shaping the gathering, including Religion and Family Life Coordinator Caroline Thuss, who led the planning of conference liturgies and collaborated on selecting keynote speakers, including Dr. Anne Jamieson and Julianne Stanz. Huron-Perth Catholic District School Board capacity was highlighted through interactive workshops facilitated by Principal Aideen Moss along with Learning Coordinators Paul D'Hondt and Jenna Meyers. Secondary music teacher Tom Garrick contributed his talents to the music ministry and will step into the music ministry lead position for next year's conference. Our CEO and all three Superintendents will attend the opening liturgy and keynote address.

As we continue to have pivotal leadership on the WFMP planning committee, our Board remains proud to help bring faith, joy, and pedagogy together. We look forward to seeing the fruits of this networking and shared learning nurture both staff and students across our schools.

LEADERSHIP

Leaders Learning Council (LLC)

At the September 29, 2026, Leaders Learning Council meeting, Huron-Perth Catholic District School Board administrators gathered for a day of professional learning grounded in Catholic faith, instructional leadership, and student well-being. Beginning in prayer with a Litany for Vision, school leaders explored their role as "Next-Step Coordinators" within a Multi-Tiered System of Supports (MTSS) framework, with a focus on using literacy and mathematics diagnostic data to inform precise, asset-based instructional responses and interventions. Administrators also strengthened their understanding of operational and safety procedures, including streamlined processes for requesting bus video footage through HPSTS, enhanced documentation and compliance tracking through the updated Principal Portal, and the

implementation of a new Student Attendance Confirmation procedure to support accurate student headcounts during daily transitions in alignment with Ministry directives. The day concluded with an introduction to “The Doorkeeper’s Journey,” a virtual pilgrimage honouring St. André Bessette and launching in October, which will engage schools in physical activity, prayer, and community faith formation

LLC - October 13 - virtual

During the October virtual LLC meeting, administrators focused on key operational and policy priorities under Shared Leadership. The session included a review of our Modified Day Policy and Administrative Procedure, alongside reiterating the necessity of safe schools incident reporting requirements. Administrators also received Superintendent updates and a targeted presentation on staff attendance support initiatives, led by our Executive Manager of Human Resources.

LLC - October 27 - in person meeting

Building on our foundational session where school leaders embraced their roles as “Next-Step Coordinators” within a Multi-Tiered System of Supports (MTSS) framework, our upcoming LLC meeting moves from concept into collaborative action. Principals will bring their school-level literacy and mathematics diagnostic data to work directly alongside System Learning Coordinators, evaluating current student results to accurately prioritize learning needs. Furthermore, leaders will dig deeper into five years of historical EQAO data to analyze longitudinal trends and identify broader system- and school-level learning goals. By synthesizing multi-year achievement patterns with real-time diagnostic evidence, leadership teams will design precise, asset-based instructional responses and targeted MTSS interventions, ensuring every learner is supported toward their full, God-given potential.

New Teacher Induction Program

The Huron-Perth Catholic District School Board welcomed new educators through its New Teacher Induction Program (NTIP), providing opportunities for teachers to build connections, strengthen their professional practice, and deepen their understanding of their vocation within Catholic education. Grounded in the Board’s mission to work with home, parish, and school communities to nurture a Christ-centred environment, provide student-focused learning opportunities, and support the growth of the whole person, NTIP reflects our commitment to supporting educators as they begin and grow in their careers. Two orientation sessions were held this month, with an elementary session on October 8 and a secondary session on October 14. Led by members of the Learning Coordination Team, the sessions explored topics essential to the work of a Catholic educator, including Religion and Faith Development, Special Education, Blended Learning, Building Classroom Culture, and Assessment, Evaluation, and Reporting. These sessions provided new teachers with practical resources, opportunities for professional dialogue, and connections to the broader supports available across the board. The board’s spiritual theme, “On Fire with the Spirit; Awaken, Illuminate, Rejoice,” provides a meaningful foundation as new educators begin their journey as Catholic teachers, emphasizing the importance of professional growth, community, and a shared commitment to nurturing the whole person.

Elementary Sports Council Events

The Elementary Sports Council successfully hosted the Annual District Cross Country Meet at St. Joseph’s and St. Anne’s schools in Clinton on October 14. With nearly 700 student athletes, the event was a tremendous success, showcasing our students’ enthusiasm for health and physical activity. A huge thank you to our dedicated coaches, convenors and volunteers whose exceptional planning and

leadership made this event possible. Opportunities like this highlight the strong sense of community that defines the Huron-Perth Catholic District School Board.

SPECIAL EDUCATION

Special Education Resource Teacher (SERT) Meeting
On October 21, Special Education Resource Teachers will gather for their first full-day meeting of the school year.

Highlights of the upcoming day will include:

- **Welcoming New Expertise**: SERTs will meet the Board's new Hearing Resource Consultant and learn about the specialized supports and services available to enhance learning environments for students with hearing needs.
- **Fostering Inclusive Employment & Post-Secondary Transitions:** Ingrid Muschta, Director of Special Projects & Innovation at the Ontario Disability Employment Network (ODEN), will deliver a guest presentation focusing on inclusive hiring, employment transition planning, and strategies for engaging businesses to hire youth with disabilities.
- **Community Collaboration:** In partnership with Facile Future, attendees will debrief how ODEN's insights align with the ongoing post-secondary transition work supported across our district and through our Youth Employment Network. This discussion will directly connect to the Municipal Breakfast on October 22, where community partners, employers, and local stakeholders will come together to collaborate on building a more inclusive future for youth.
- **Data-Driven Support (MTSS):** During the afternoon session, educators will explore the importance of data within a Multi-Tiered System of Supports (MTSS) framework, equipping SERTs with data-informed strategies to assist principals in guiding instruction and targeted student interventions.

Coaching to Inclusion Conference & Celebrating Excellence
On October 15, approximately 40 Huron-Perth Catholic DSB staff members spanning elementary, secondary, and system leadership roles, attended the Coaching to Inclusion Conference in London, focusing on building and sustaining inclusive educational systems with a special emphasis on secondary education.

Conference highlights included:

- **Pre-Conference Keynote:** Some attendees had the opportunity to kick off the learning experience with *"A Night with Shelley Moore"* at Western University's Faculty of Education, engaging in reflection and conversation ahead of the full conference day.
- **Professional Learning:** Participants learned from Shelley Moore, one of Canada's leading voices in inclusive education, while engaging with evidence-based strategies, practical tools, and meaningful discussions on inclusive practices across educational settings.
- **Celebrating Our Own:** We were very proud to celebrate Kathy Rutledge, Educational Assistant at St. Joseph's Catholic School in Stratford, who was recognized at the conference as a recipient of the Champion of Inclusion Award! We celebrated Kathy for her dedication, leadership, and impactful work in fostering an environment where every student belongs and succeeds.

DIGITAL TOOLS TO SUPPORT LEARNING

Artificial Intelligence: Empowering Secondary Students
The Huron-Perth Catholic District School Board continues to lead the responsible integration of Artificial Intelligence in secondary education. Following the October 1st release of the HPCDSB Student AI Module, which allowed teachers to review content and tailor delivery models for their individual secondary schools, students completed foundational lessons on digital citizenship, academic integrity, and ethical AI use.

Following Thanksgiving weekend, Google AI tools (including Gemini and Notebook) were officially enabled for Grade 9–12 students. Backed by teacher oversight tools like Revision History and the foundational training led by board leadership, our educators are actively guiding students to use AI to enhance critical thinking, research, and authentic learning.

STUDENT ACHIEVEMENT

Mathematics
Following the Math Team's initial focus on supporting new teachers at the beginning of the school year, support has now shifted toward intensive, targeted intervention at priority elementary schools. This year's priority schools were identified through an analysis of five years of historical EQAO data, allowing the Board to direct additional mathematics support to schools where sustained trends indicate a need for focused attention. As part of this six-week targeted support, Math Facilitators are working directly in Grade 3 and Grade 6 classrooms to strengthen students' conceptual understanding and mathematical reasoning skills. The approach is grounded in a Multi-Tiered System of Supports (MTSS), with Tier 1 instruction focused on ensuring all students have access to and engage with grade-level curriculum and high-quality mathematics instruction. When diagnostic and classroom data indicate unfinished learning, students receive responsive Tier 2 and Tier 3 intervention focused on developing the foundational additive and/or multiplicative reasoning needed to access grade-level mathematics. Facilitators are working alongside classroom teachers, Educational Assistants, and Special Education Resource Teachers to monitor student learning, identify next instructional steps, and build capacity to sustain targeted supports beyond the initial six-week period.

While the Math Facilitators are dedicated to priority schools during this intensive support period, the Math Learning Coordinator remains available to support the Board's other elementary and secondary schools as requested, ensuring that schools across the system continue to have access to mathematics leadership and responsive support. This strategic deployment of the Math Team reflects the Board's commitment to using data to respond to student learning needs, strengthen classroom instruction, and address multi-year trends in mathematics achievement. While continuing to fulfill broader system leadership responsibilities and advance board-wide mathematics priorities, the Math Coordinator also represents Huron-Perth Catholic through participation in Ontario Math Coordinators Association (OMCA) meetings and professional learning opportunities, including CCC, Coaching to Inclusion, and When Faith Meets Pedagogy, bringing current research, perspectives, and practices back to support mathematics teaching and learning across the Board.

Literacy
The Literacy Team continued to support new and new-to-division teachers through targeted coaching focused on using assessment data to inform instruction. Literacy Resource Teacher

Sandra Irwin, with the support of Literacy Coordinator Teresa Oud, worked alongside educators to administer and analyze diagnostic assessments, including the Quick Reveal Phonemic Awareness Assessment, UFLI Phonics Diagnostic, and Words Their Way Spelling Inventory. The team also guided Grade 3–8 teachers in interpreting optional reading screening data using Acadience (Grades 3–6) and DIBELS (Grades 7–8). Together, this work helps teachers identify where students are along the continuum of essential reading skills and plan responsive whole-class (Tier 1) and targeted small-group instruction.

Principals also engaged in data-informed instruction at the September 29th Learning Leadership Council. At the October 27th meeting, they will work directly with their own school's literacy data to identify trends, areas of need, and instructional next steps.

In alignment with Ministry policy (PPM 168), Beginning-of-Year (BOY) Early Reading Screening using Acadience Reading is underway for all students in Senior Kindergarten (Year 2), Grade 1, and Grade 2, with additional support from Mary Jo Drager and Karen Kramers. As schools complete screening, Teresa Oud and Sandra Irwin are facilitating data meetings with school teams to analyze results, plan instruction, and build capacity for ongoing progress monitoring through Acadience Learning Online.

To further support foundational literacy instruction, all Kindergarten teams received class sets of magnetic letters and trays in early October to support UFLI Foundations. This investment builds upon professional learning provided to Kindergarten teachers and Designated Early Childhood Educators in the spring and during the September Professional Development Day.

French as a Second Language (FSL)

Supporting new French educators remains a priority. FSL System Teacher Alexandra Hartsell is working alongside Core French and French Immersion teachers, providing coaching opportunities for collaborative planning and targeted instructional support.

Three French educators from our board—Nicole Glavin, Anne Stock-Bateman, and Nathaniel Dupuis—have been selected to participate in a year-long, Ministry-funded project focused on the Common European Framework of Reference for Languages (CEFR) 2020 Companion Volume and the Action-Oriented Approach. Through provincial research, collaboration, and professional learning, participants will explore innovative approaches to French language teaching and learning while building leadership capacity within our Board.

INDIGENOUS EDUCATION

This month, the Indigenous Education Team engaged in a variety of enriching initiatives focused on student engagement, professional growth, and community collaboration across the Huron-Perth Catholic District School Board.

Faith & Curriculum Connections: To support monthly spiritual and cultural reflection, the team shared resources pairing the Seven Grandfather Teaching of Honesty with the Ontarion Catholic Graduate Expectation of A Discerning Believer, complete with weekly announcements for all schools. Additionally, schools received sets of the Indigenous Influencer Series posters created by OCSTA, with French versions provided to our French Immersion schools to create vibrant visual displays.

Professional Learning & Faith Formation: The team participated in the Provincial Leads Gathering and the When Faith Meets Pedagogy Conference. These events provided valuable days of professional development, on-the-land learning, networking, and spiritual growth to guide our ongoing work.

Classroom & Student Engagement: Hands-on learning was highlighted through the rollout of our Grade 6 Beading on a Loom project. Grade 6 classes across Huron and Perth counties learned about the cultural significance of Indigenous art forms while creating their own loom bracelets.

Community Collaboration: Furthering our commitment to community integration, Indigenous Lead Heather George participated in the Belonging Here Community Workshop in Listowel. This collaboration strengthens key local partnerships that enhance support for both Huron-Perth Catholic District School Board's staff and students.

EXPERIENTIAL LEARNING PROGRAMS IN SECONDARY

Skilled Trades & OYAP

Level 1 OYAP Recruitment
Information sessions and student preparation continue at both secondary schools for students interested in OYAP Level 1 opportunities for the 2026–27 school year.

St. Anne's CSS: Seven students are currently being supported through the application process for Electrical, Plumbing, and HVAC opportunities, with interview preparation underway. At St. Michael CSS: Information sessions are continuing for students interested in Level 1 apprenticeship training.

Skilled Trades Math & OYAP Preparation
St. Anne's CSS: Grade 12 MCT4C students interested in pursuing a skilled trade are participating in Skilled Trades Math Lunch & Learn sessions using SkillPlan resources. The sessions focus on mathematics, problem-solving, and communication skills while providing interview preparation for upcoming OYAP Level 1 opportunities.

St. Michael CSS: Skilled trades math integration supports student preparation for trade pathways and apprenticeships.

Women in Skilled Trades
Dreamer Day (October 29): Grade 9 and 10 female students from both secondary schools will have the opportunity to participate in the Build a Dream event in Mississauga. The event allows students to:

- Participate in hands-on demonstrations with employers, industry leaders, and post-secondary institutions.
- Hear from industry professionals through inspirational talks, panels, and workshops.
- Explore career opportunities and pathways across a wide range of traditionally underrepresented skilled trades and career sectors.

Specialist High Skills Major (SHSM)
SHSM Recruitment & Sector Offerings: Classroom visits and student meetings continue

throughout October as Grade 11 and 12 students explore SHSM opportunities aligned with their career goals.

- St. Anne's CSS: Offers Arts & Culture, Agriculture, Business, Construction, Non-Profit, Education & Child Care, Health & Wellness, and Sports.
- St. Michael CSS: Offers Arts & Culture, Agriculture, Business, Construction, Environment, Health & Wellness, Non-Profit, Sports, and Transportation.

SHSM Certifications & Training: Students across both schools are participating in industry-recognized certifications to strengthen employability skills for co-op, apprenticeship, and post-secondary pathways.

- Both Schools: Elevated Work Platform, GPS, WHMIS, Health & Safety, Infection Control (online), Lockout/Tagout (online), and Confined Space (online).
- St. Anne'sCSS Additional Certification: Customer Service.

Duke of Edinburgh's International Award
Connecting SHSM with Duke of Edinburgh: Both secondary schools are exploring opportunities to integrate the Duke of Edinburgh's International Award with SHSM programming. The award provides an internationally recognized credential aligning with SHSM across four core areas:

- Skills: Connections to SHSM certifications and specialized training.
- Voluntary Service: Community involvement and SHSM reach-ahead opportunities.
- Physical Recreation: Encouraging healthy, balanced lifestyles.
- Adventurous Journey: Developing collaboration, problem-solving, resilience, and leadership skills complementing SHSM ICE (Innovation, Creativity and Entrepreneurship) training.

Dual Credit & College Pathways
Overview: Approximately 30 students from both secondary schools are participating in Dual Credit opportunities with Conestoga College, Fanshawe College, and Lambton College, earning both high school and college credits.

- Shared & Hosted Programs:
  - Electrical Dual Credit: Delivered through St. Michael, with participating students from both St. Michael CSS and St. Anne's CSS.
  - HVAC Dual Credit: Beginning in November through St. Michael CSS for hands-on trade exposure.
- School-Specific College Partnerships:
  - Lambton College: 8 St. Anne's CSS students travel to Sarnia on Thursdays (16 college credit opportunities across Applied Plumbing, Bakeshop, Policing/Diversity, Criminology, Residential Electrical, Makeup, Mental Health, Welding, and Styling).
  - Conestoga College: St. Anne's CSS students are enrolled in Residential Electrical (9 students), Heavy Equipment Mechanic (7 students - new facility access), and HVAC (starting November). St. Michael CSS participates in the Top Chef Competition and regional programming connections.
  - Fanshawe College: 2 St. Anne's CSS students are participating in Introduction to Paramedicine/Emergency Services taught by a paramedic.

Experiential Learning & Elementary Outreach

Grade 6 Tech & Grade 7 Arts Days: Both secondary schools will welcome local elementary students during October for annual hands-on experiential learning days.

- St. Michael CSS: Welcoming Perth County elementary students for Grade 6 Tech and Grade 7 Arts Days.
- St. Anne's CSS: Welcoming Huron County elementary students. Due to increased class sizes, an additional station was added to each day:
  - Grade 6 Tech (5 stations): Construction (mini dinosaurs), Manufacturing (welding tabletop pumpkins), Transportation (oil changes/tire rotations), Hairstyling (mannequin styling/nail care), and Electrical (wiring circuits).
  - Grade 7 Arts (4 stations): Music (guitar fundamentals), Drama (juggling), Visual Art (paper sculptures), and Dance (creative movement).

- **Top Chef Competition:** Two St. Michael CSS students and one St. Anne's CSS student will represent their schools at the Top Chef competition at Conestoga College, participating in cooking and baking challenges in a post-secondary facility.

MENTAL HEALTH AND WELL-BEING

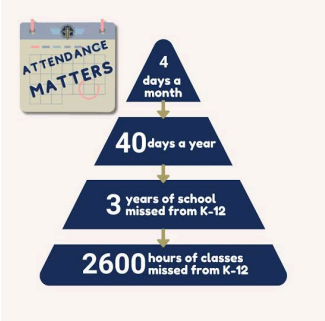
Attendance Awareness Month - Your Presence Matters!

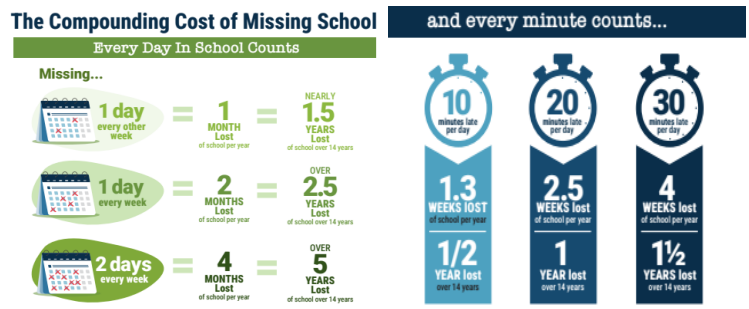
October marks Attendance Awareness Month, with this year's theme, "Your Presence Matters," highlighting the important link between consistent school attendance and student success.

Throughout the month, a coordinated awareness campaign is being shared through social media, providing caregivers with practical tips, strategies, and resources to help support positive attendance habits at home. Resource packages were also sent home with all Grade 1 students and their families to reinforce the importance of regular attendance, recognizing that school attendance becomes mandatory beginning in Grade 1.

To support attendance promotion within schools, educators received classroom activity ideas aimed at creating welcoming, engaging learning environments where students feel connected and motivated to attend regularly.

In addition, the Attendance Counsellor presented at both secondary school Parent Council meetings, sharing information about the Ministry's updated attendance requirements, school attendance expectations, and the significant role regular attendance plays in student achievement, well-being, engagement, and future success.





Mental Health Lead School Visits and School Service Agreements

As part of the annual mental health return-to-school process, the Mental Health Team meets with school leaders and SERTs to develop School Social Work Service Agreements that celebrate each school's strengths and identify priorities for supporting student well-being. These agreements outline a continuum of services across:

Tier 1: Mental Health Promotion
Tier 2: Prevention and Early Intervention
Tier 3: Intensive Intervention

Developed collaboratively by administrators, Special Education Resource Teachers, School Social Workers, and the Mental Health Lead, the agreements ensure mental health services are tailored to each school's unique context and needs. Established in the fall and reviewed throughout the year, they provide an ongoing opportunity to monitor implementation, measure engagement, identify emerging needs, and ensure equitable access to mental health and wellness supports across the district. This process strengthens school capacity while supporting continuous improvement in school-based social work services.

Secondary Faith and Wellness Retreats

Students across our secondary schools had opportunities to deepen their wellbeing, faith, and self-understanding through faith and wellness retreat experiences. The Secondary Social Workers partnered closely with the school Chaplains to support and facilitate retreat experiences that fostered reflection, connection, and personal growth. Together, they integrated mental health and wellness concepts with faith-based learning, helping students explore their strengths, values, relationships, and sense of purpose.

At the Grade 12 retreat at St. Michael CSS, students reflected on the legacy they hoped to leave, explored their personal values, and considered how faith could serve as a compass for the choices they make and the people they are becoming. The Secondary Social Worker and Chaplain worked collaboratively with staff to create a meaningful space where students could engage in self-reflection, deepen their understanding of wellbeing, and strengthen connections with others.

The Grade 10 retreat at St Anne's CSS, the Secondary Social Worker and Chaplain partnered to support students in developing practical coping strategies and building personal wellness toolkits to help navigate stress and life's challenges. Through this collaboration, students were encouraged to recognize the connections between faith, resilience, and mental wellness, while gaining skills to support their overall wellbeing.

World Mental Health Day & Month of the Rosary

On October 9, schools across the board recognized **World Mental Health Day**, joining communities around the world in promoting mental health awareness, fostering connection, and reducing stigma. To support classroom learning and school-wide conversations, the Mental Health and Wellbeing Team developed and shared an Educator Resource through School-Based Social Workers. The resource provided staff with practical activities and discussion opportunities to help build mentally healthy, caring, and supportive school communities.

October also marked the Month of the Holy Rosary. Following Pope Leo XIV's invitation for the faithful to pray the Rosary throughout October for peace, reconciliation, and an end to conflict, schools across the district were encouraged to join in prayer. In a special way, our school board held in prayer children, youth, and families experiencing mental health challenges, reflecting the connection between faith, hope, and wellbeing.

FACILITIES AND HEALTH AND SAFETY

The Joint Health and Safety Committee met on October 14. Topics discussed included the following:

- eBase Reporting
- Health & SafetySchool Rep Training
- JHSC Terms of Reference Update
- Messaging of SSIR: When to Report
- Monthly and Annual Inspections
- Incident Reporting
- Annual Workplace Risk Assessment
- Ministry of Labour, Immigration, Training, and Skills Development (MLITSD) Updates

RECOMMENDATION

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

Huron-Perth Catholic
District School Board

REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sarah Devereaux, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: October 19, 2026
Submitted by: Karen Tigani, Chief Executive Officer

NON-RESIDENT AND INTERNATIONAL STUDENT TUITION FEES

Public Session

BACKGROUND

School Boards are required to charge tuition fees for non-resident visa students and students from outside the province of Ontario. Pursuant to Ontario regulation, school boards are entitled or required to charge certain pupils tuition fees. School Boards determine whether a pupil is eligible for a tuition fee exemption by referring to statutory provisions set out in the Education Act.

DEVELOPMENT

Ontario Regulation 299/26 Calculation of Fees for Pupils for the 2026-2027 School Board Fiscal year, set minimum tuition fees that school boards must charge for eligible fee-paying students.

The Board sets the tuition fee for non-resident and international students annually in alignment with the regulation, and reports these amounts to the Board of Trustees.

The following are base tuition fees for the 2026-27 school year:

- Elementary - $14,900
- Secondary - $15,300

Any additional required fees such as Pupil Accommodation Charges (PAC) and application fees will be charged in accordance with Ministry guidelines and Board practice.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Non-Resident and International Student Tuition Fees Report.

Huron-Perth Catholic
District School Board

REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Karen Tigani, Chief Executive Officer
Presented to: The Huron-Perth Catholic District School Board
Date: October 19, 2026
Submitted by: Karen Tigani, Chief Executive Officer

STATE OF EMERGENCY

Public Session

BACKGROUND

The Huron-Perth Catholic District School (the Board) believes it is prudent to be prepared to respond in any situation and has taken steps to prepare by developing a comprehensive Business Continuity Plan and remaining committed to being responsive to emergency situations and emerging needs that may arise. This is supported by weekly executive meetings and regular engagement with all managers and school principals which includes policy and procedure review, training and case study discussions and analysis.

DEVELOPMENTS

The policy has been reviewed and is now presented for the consideration of the Board of Trustees. The changes being recommended is the inclusion of a Belief Statement, updating the name of the Director of Education to Chief Executive Officer and referencing the Business Continuity Plan.

The revised policy has been available on the website for vetting. No feedback was received and staff are recommending approval of the policy.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy 1.1.3 State of Emergency.

HURON-PERTH CATHOLIC
District School Board

State of Emergency

Adopted:	**June 29, 2020**	**Policy #:**	**P 1.1.3.**
Revised:		**Policy Category:**	**1.0. Board Governance**

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes that consistent, reliable operations at the Catholic Education Centre and schools are critical to the safety, learning and well-being of students and staff. Our Board vision is “faith and learning - celebrating the journey” and our mission states that we “serve our students, working with the home, parish and school community”. We commit to ensuring that during a State of Emergency, actions and communication reflect these important values and attributes.

POLICY STATEMENT:

It is the policy of the Huron-Perth Catholic District School Board to act in a manner consistent with the spirit of Board Policy during a declared State of Emergency.

Leadership under the direction of the Chief Executive Officer (CEO) will carefully and prayerfully consider our mission, vision, and core values when making decisions and communicating during a state of emergency. Students, parents/caregivers, and staff will receive direction and support in the event of an emergency.

Direction given an emergency, will be informed by the best available information and resources available at the time.

PROCEDURES:

1.0 Executive Orders

In the instance whereby a government declares a state of emergency or issues emergency orders that impact the operations of schools, the Chief Executive Officer (CEO) and the Chair of the Board (by mutual agreement) may suspend certain aspects of Board Policy in order to ensure the safe and orderly operation of the school system.

2.0 Reporting to the Board of Trustees

In the instance whereby the Chief Executive Officer (CEO) and the Chair of the Board decide to enact this policy they shall report to the Board of Trustees all decisions within the scope of this policy at the earliest convenience.

DEFINITIONS:

- N/A

REFERENCES:

- N/A

RESOURCES, APPENDICES AND FORMS:

- Huron-Perth Catholic District School Board Business Continuity Plan

Huron-Perth Catholic
District School Board

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 19, 2028
Submitted by: Karen Tigani, Chief Executive Officer

P2.2.1 GUIDELINES FOR THE SELECTION OF TEXTBOOKS

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board's existing *Guidelines for the Selection of Textbooks and Educational Materials* was originally adopted in 1998 and most recently revised in 2018. The policy was developed during a period of significant provincial curriculum reform and reflected the educational-resource environment of that time.

Beginning in the late 1990s, Ontario moved from the former Common Curriculum toward a comprehensive, province-wide curriculum framework with prescribed grade and course specific expectations. Elementary curriculum documents were introduced beginning in 1997 and 1998, followed by the implementation of the four-year secondary curriculum beginning with Grade 9 in 1999 and concluding with Grade 12 in 2002. This transition established the curriculum structure that continues to shape teaching and learning in Ontario schools today.

Over the years that followed, the Ministry of Education continued to strengthen the provincial framework surrounding curriculum and educational resources. The Ministry established the Trillium List as the provincial list of textbooks approved by the Minister of Education, while school boards retained responsibility for selecting and approving supplementary educational resources. At the same time, provincially developed digital resources, online learning environments, e-learning courses, and other Ministry-supported learning materials have become increasingly significant components of classroom instruction.

Within Ontario's Catholic education system, this provincial framework is further supported by Catholic educational partners. The Assembly of Catholic Bishops of Ontario (ACBO), Institute for Catholic Education (ICE), and Catholic Curriculum Corporation (CCC) provide Catholic curriculum guidance, resources, and frameworks that assist Catholic school boards in interpreting and implementing the Ontario curriculum through a distinctly Catholic lens. The Ontario Catholic School Graduate Expectations similarly articulate the distinctive purpose and desired outcomes of Catholic education in Ontario.

As a result, the environment in which textbooks and educational resources are selected today is substantially different from the environment in which the Board's original 1998 policy was developed.

DEVELOPMENTS

The proposed policy represents the natural evolution of the Board's approach to the selection and use of textbooks and educational materials. It maintains the fundamental principle that educational resources must be appropriate for students and support high-quality teaching and learning, while updating the policy to reflect the current provincial curriculum, Ministry requirements, Catholic educational structures, digital learning environment, and contemporary range of educational resources.

A significant change since the original policy was adopted is that resource selection now occurs within a much more developed provincial and Catholic educational framework. Ontario curriculum expectations prescribe the knowledge and skills students are expected to acquire. Textbooks are subject to Ministry approval through the Trillium List, while a growing range of Ministry-developed or Ministry-supported digital and e-learning resources are available to educators. Catholic school boards are additionally supported by ACBO, ICE and CCC in identifying appropriate Catholic resources and in applying a Catholic lens to provincially mandated curriculum.

The revised policy therefore shifts away from a model focused primarily on the local selection of traditional textbooks and print materials and establishes a broader framework governing textbooks, supplementary resources, literature, media, digital resources, online resources, e-learning course materials, and school library learning commons collections.

The policy also recognizes that responsibility for resource selection varies according to the type and source of the resource. Some resources are prescribed, approved, or supported provincially; others are developed or recommended through Catholic educational organizations; and supplementary resources continue to require appropriate Board and professional oversight. The accompanying Administrative Procedure will establish clear processes regarding how, when, and by whom these different categories of educational materials may be selected, approved, reviewed, and reconsidered.

PARENTAL ROLE AND PPM 162

The revised policy more clearly articulates the important role of parents and guardians in the education and faith formation of their children and establishes transparency, communication, and partnership between home and school as important principles in the use of educational materials.

The development of Policy/Program Memorandum 162 also provides important provincial direction regarding the relationship between curriculum requirements and parental exemptions. PPM 162 establishes a specific process through which parents and guardians may request that a child in Grades 1–8 be exempted from instruction related to the Human Development and Sexual Health expectations of the Ontario Health and Physical Education Curriculum.

The proposed policy recognizes this right while clarifying its scope. The exemption established by PPM 162 applies specifically to these identified curriculum expectations; it does not create a general exemption from other Ontario curriculum expectations or from educational resources used to deliver provincially mandated curriculum. This distinction provides greater clarity for families, educators, administrators, and the Board while preserving any accommodations otherwise required by law.

CATHOLIC IDENTITY AND CATHOLIC EDUCATIONAL SOVEREIGNTY

A central purpose of the revision is to strengthen the explicitly Catholic foundation of resource selection within the Board. The proposed policy establishes that educational materials must support teaching and learning within a distinctly Catholic educational environment and reflect the Board's Mission, Catholic faith and teachings, the Ontario curriculum, and the inherent dignity of each person created in the image and likeness of God.

The revised policy formally recognizes ACBO, ICE and CCC as important authoritative Catholic educational sources. This provides a clear framework through which the Board can both select explicitly Catholic resources and apply a Catholic worldview to the implementation of Ministry-mandated curriculum and educational materials.

In this way, the policy recognizes the complementary responsibilities that characterize Catholic education in Ontario: meeting provincial curriculum and legislative requirements while preserving and strengthening the distinctive Catholic character, worldview, and mission through which that curriculum is taught.

OTHER SIGNIFICANT CHANGES

The proposed policy also modernizes the Board's approach in several important areas:

- **Digital and online learning:** Explicit recognition is provided for resources and courses delivered through Ministry-supported platforms, TVO, the Ministry's Virtual Learning Environment, the Ontario eLearning Consortium, and other Board-approved platforms.
- **Supplementary educational resources:** A distinction is established between Ministry-approved textbooks and supplementary materials selected to complement curriculum instruction.
- **Professional expertise and evidence:** Resource decisions may be informed by recognized curriculum and subject associations, Catholic educational organizations, professional and regulatory bodies, human rights authorities, peer-reviewed research, and other credible professional sources.
- **Library Learning Commons resources:** Library collections are explicitly recognized as educational resources supporting literacy, inquiry, faith formation, and access to age- and developmentally appropriate perspectives and experiences. Selection, maintenance, review, and reconsideration processes will be further established through Administrative Procedure.
- **Clear governance and accountability:** The policy establishes the overarching principles and delegates operational requirements to the Chief Executive Officer through Administrative Procedure 2.2.18, *Selection and Reconsideration of Textbooks and Educational Materials*. This allows detailed procedures, criteria, forms, and reconsideration processes to be maintained and updated without unnecessarily embedding operational requirements within Board policy.
- **Resource reconsideration:** The revised framework will provide a consistent process through which concerns about supplementary educational or library resources can be considered, rather than relying upon informal or individual school-based processes.

SUMMARY

The proposed revision is not intended to represent a departure from the Board's longstanding approach to curriculum and educational resources. Rather, it updates a policy first developed in 1998 to reflect more than two decades of evolution in Ontario curriculum, Ministry-approved resources, digital and online learning, Catholic curriculum supports, parental rights and responsibilities, and the nature of educational materials themselves.

The revised policy establishes a clear distinction between the provincially mandated curriculum, Ministry-approved textbooks and resources, Catholic curriculum guidance and resources, and supplementary resources selected locally. It provides a stronger Catholic foundation, clearer governance, greater transparency for families, and a contemporary framework for the selection, use, review, and reconsideration of educational materials across the Huron-Perth Catholic District School Board.

The revised policy has been available on the website for vetting. No feedback was received and staff are recommending approval of the policy.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy P 2.2.1 Guidelines for the Selection of Textbooks.

HURON-PERTH CATHOLIC
District School Board

Selection of Textbooks and Educational Materials

Adopted:	**January 26, 1998**	**Policy #:**	**P 2.2.1.**
Revised:	**September 24, 2018**	**Policy Category:**	**2.2. School Program**

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes that all educational materials used in our schools should support the formation and learning of the whole person, mind, body, and spirit, and reflect our Catholic mission and identity. We believe that the careful selection of textbooks, digital resources, literature, media, and other educational materials is an important responsibility that supports high-quality teaching and learning while respecting the dignity of every person created in the image and likeness of God.

Educational materials should support the Ontario curriculum, contribute to the development of the Ontario Catholic School Graduate Expectations, and provide students with opportunities to think critically, deepen their understanding, encounter diverse perspectives, and grow in faith. Resources selected for use in our Catholic schools should be age-appropriate, educationally sound, and inclusive.

POLICY STATEMENT:

The Huron-Perth Catholic District School Board is committed to ensuring that textbooks, digital resources, literature, media, online and e-learning course materials, and other educational materials used in its schools support high-quality teaching and learning within a distinctly Catholic educational environment. The selection and use of educational materials shall reflect the Board's Mission.

Consistent with the Education Act and applicable Ministry of Education policies and requirements, the Board affirms that the selection and use of educational materials will be informed by authoritative and recognized sources. Textbooks shall be selected in accordance with Ministry requirements, including the Trillium List, while the selection and approval of supplementary educational resources shall be governed by Board policy and administrative procedures. Within the context of Catholic education, authoritative sources shall also include the Assembly of Catholic Bishops of Ontario (ACBO), the Institute for Catholic Education (ICE), and the Catholic Curriculum Corporation (CCC).

DEFINITIONS:

Educational Materials
Any print, digital, audiovisual, online, or other materials used to support teaching and learning, including textbooks, literature, media, digital resources, and online or e-learning course materials.

Textbook
A comprehensive learning resource intended to support a substantial portion of the expectations for a particular subject or course. Where required by the Ministry of Education, textbooks shall be selected from the Trillium List.

Supplementary Educational Resources
Educational materials used to complement or enhance the Ontario curriculum that are not designated as textbooks. These may include literature, media, digital and online resources, teacher-selected materials, and other instructional resources.

Trillium List
The Ministry of Education's list of textbooks approved for use in Ontario schools.

Catholic Curriculum
The Ontario curriculum is taught through the lens of Catholic faith, teachings, tradition, and worldview, informed by recognized Catholic educational authorities and resources, including the Assembly of Catholic Bishops of Ontario (ACBO), Institute for Catholic Education (ICE), and Catholic Curriculum Corporation (CCC).

REFERENCES:

Legislation and Regulation

- *Education Act*, R.S.O. 1990, c. E.2, particularly s. 8(1), paragraphs 4–7.1 — selection, approval, use, and Board procedures respecting educational materials.
- Ontario Regulation 298, *Operation of Schools – General* — requirements respecting the selection and Board approval of textbooks.

Ontario Ministry of Education

- *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements* — particularly section 2.2.2, Textbooks and Supplementary Resources.
- *The Trillium List* — Ministry-approved textbooks for Ontario schools.
- *The Ontario Curriculum*, Kindergarten to Grade 12, as applicable.
- Policy/Program Memorandum No. 162
- Policy/Program Memorandum No. 167

Catholic Education

- Assembly of Catholic Bishops of Ontario (ACBO) — relevant pastoral, curriculum, and educational guidance.
- Institute for Catholic Education (ICE) — *Ontario Catholic School Graduate Expectations (OCSGEs)*. The OCSGEs provide a framework expressing the distinctiveness and purpose of Catholic education in Ontario.
- Institute for Catholic Education (ICE) — Ontario Catholic curriculum policy documents and related curriculum resources, as applicable.
- Catholic Curriculum Corporation (CCC) — curriculum and educational resources supporting Catholic education in Ontario.

RESOURCES, APPENDICES AND FORMS:

The resources, appendices, guidelines, and forms supporting the implementation of this policy are maintained within the associated Administrative Procedure: 2.2.18, Selection and Reconsideration of Textbooks and Educational Materials.

Huron-Perth Catholic
District School Board

REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Karen Tigani, Chief Executive Officer
Presented to: The Huron-Perth Catholic District School Board
Date: October 19, 2026
Submitted by: Karen Tigani, Chief Executive Officer

THE ORDER OF ST. ANDRÉ BESSETTE

Public Session

BACKGROUND

The Huron-Perth Catholic District School (the Board) believes it is important to recognize and celebrate outstanding and significant contributions to Catholic education from current and former staff and students of the Board. The Order was established as the highest honour the Board can bestow on a person. The intention is to recognize people whose contributions distinguish them from others in profound ways. The recipient is known within the local Catholic education community as a role model for others who clearly demonstrates (or demonstrated) significant contributions to academia, spiritual life and/or philanthropic achievement. By acknowledging people who stand apart as truly exceptional in how they live, lead and share the love of Jesus with others and the world, this award inspires and encourages us all.

DEVELOPMENTS

Since its inception, the award has been presented to three people who are now members of the Order. In recent years, however, there have been few nominations. The Board desires to ensure wider awareness of the award's intention and to strengthen communication and promotion among current and former staff and students to ensure appropriate nominees are brought forward.

It has also become clear that due to potential conflict of interest and the need to maintain confidentiality during the nomination and selection process, a subcommittee of the Catholic Education Team is recommended to receive and vet nominations in future years. This will limit the number of people involved while ensuring enough breadth to maintain the intention and integrity of the award and process.

The revised policy has been available on the website for vetting. It was recommended by trustees that we include reference to "civic life" in the criteria and this has been added. No additional feedback was received and staff are recommending approval of the policy.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy 1.1.6. The Order of St. André Bessette.

HURON-PERTH CATHOLIC
District School Board

The Order of St. André Bessette

Adopted:	**October 25, 2021**	**Policy #:**	**P 1.1.6.**
Revised:		**Policy Category:**	**1.0. Board Governance**

BELIEF STATEMENT

The Huron-Perth Catholic District School Board believes that it is important to honour significant contributions to Catholic education in this district. The Order of St. André Bessette (the Order) is the highest honour that the Board bestows upon a member of its community. The award recognizes an exceptional contribution to academia, spiritual life, civic life and/or philanthropic achievement. Members of the Order serve as role models for the community.

POLICY STATEMENT

It is the policy of the Board that the Order of St. André Bessette (the Order) be established to recognize exceptional contributions to academia, spiritual life, civic life and/or philanthropic achievement. Nominations to be considered for the Order will be received by the Chief Executive Officer (CEO) and the Chair of the Board. Nominations will then be referred to a subcommittee of the Catholic Education Team for consideration. The subcommittee of the Catholic Education Team will recommend candidates to the Board for approval. The subcommittee will be composed of the CEO, a trustee, a Superintendent, and up to 2 members who are deemed most appropriate by the CEO. The CEO will endeavor to ensure that the subcommittee members are not related to or personally connected to the nominees.

In evaluating the exceptional nature of the achievements for nominees – the Catholic Education Team subcommittee and the Board shall consider:

- The Order of St. André Bessette (the Order) is the highest honour that the Board bestows upon a member of its community.
- Members of the community refers to alumni (students and staff) of the Board
- The award recognizes an exceptional contribution to:
    - academia
    - spiritual life
    - civic life and/or
    - philanthropic achievement
- Members of the Order serve as role models for the community.
- Achievement of provincial, national or international nature.
- Achievements and life work that is consistent with the spirit of our Ontario Catholic Graduate Expectations.

PROCEDURE:

1. Nominations for the Order will come from the HPCDSB community to the Chief Executive Officer and the Chair of the Board. Nominations for the Order close on December 31 for the current academic year and restart for consideration in the following academic year on January 1.

2. Nominations will be evaluated for completeness and eligibility requirements.

3. The Chief Executive Officer shall present nominations, on behalf of the Board, that are complete and fulfill eligibility requirements to the Catholic Education Team subcommittee for consideration on or before the end of February.

4. The Catholic Education Team subcommittee will endeavor to make a recommendation to the Board of at least one person to the Order on an annual basis.

5. Upon receipt of the recommendation from the Catholic Education Team subcommittee, the Board will deliberate and endeavor to approve the appointment(s) to the Order at the March regular meeting of the Board. Subsequent to Board approval, the appointment(s) will be shared with the Catholic Education Team in its entirety, followed by communication with the nominators and recipient(s)

6. The ceremony to induct the person(s) to the Order will take place during Catholic Education Week (first week of May).

DEFINITIONS:

- N/A

REFERENCES:

- N/A

RESOURCES, APPENDICES AND FORMS:

- N/A

Huron-Perth Catholic
District School Board

REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Karen Tigani, Chief Executive Officer
Presented to: The Huron-Perth Catholic District School Board
Date: October 19, 2026
Submitted by: Karen Tigani, Chief Executive Officer

NEWLY ELECTED TRUSTEES

Public Session

BACKGROUND

The Huron-Perth Catholic District School (the Board) believes it is important to support newly elected trustees. The Board intends to welcome newly elected trustees and prepare them for their role in effective governance.

DEVELOPMENTS

The policy has been reviewed and is now presented for the consideration of the Board of Trustees. The changes being recommended include the updated job title reference of the Chief Executive Officer and the inclusion of “relevant legislation” as a resource to be shared. This reflects the importance of newly elected trustees being aware of the Education Act and regulations that define their governance role, particularly recognizing that there have been recent legislative changes that warrant close review.

The revised policy has been available on the website for vetting. No feedback was received and staff are recommending approval of the policy.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy 1.2.2. Newly Elected Trustees.

HURON-PERTH CATHOLIC
District School Board

Newly Elected Trustees

Adopted:	**January 26, 1998**	**Policy #:**	**P 1.2.2.**
Revised:	**September 23, 2024**	**Policy Category:**	**1.2. Trustees**

BELIEF STATEMENT:

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

POLICY STATEMENT:

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

PROCEDURE:

Immediately following the election, the Chief Executive Officer and Secretary of the Board shall forward to all new trustees:

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

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

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

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

Web links to the following resources:

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

- Resources provided by the Ministry of Education including relevant legislation

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

DEFINITIONS:

- N/A

REFERENCES:

- N/A

RESOURCES, APPENDICES AND FORMS:

- N/A

REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Huron-Perth Catholic
District School Board

Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: October 19, 2026
Submitted by: Karen Tigani, Chief Executive Officer

2.1.1 STUDENT ADMISSIONS

Public Session

BACKGROUND

The Huron-Perth Catholic District School (the Board) believes in providing a high-quality Catholic education to the community of Huron-Perth, centered on the principles of faith, hope, and love. The Board's admissions policy operates under Ontario's legal framework, specifically the *Education Act* (subsections 33(3), 49(6), and 49(7)), Ontario Regulation 490/20, and Policy/Program Memorandum No. 136 (PPM 136) to ensure transparent adjudication, equitable capacity management, and program stability. The policy extends an invitation for admission to children of parents who have embraced and successfully completed a Catholic education, while providing clear criteria for all applicant categories.

DEVELOPMENTS

Board Policy P 2.1.1 (Admission of Students) and Administrative Procedure AP 2.1.15 set out standardized operational processes and criteria for registering and admitting elementary and secondary pupils across the Board. The Policy and Procedures have been separated into two separate documents.

The revised policy has been available on the website for vetting. No feedback was received and staff are recommending approval of the policy.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy 2.1.1 Student Admissions.

HURON-PERTH CATHOLIC
District School Board

Admission of Students

Adopted:	**November 1, 2021**	**Policy #:**	**P 2.1.1.**
Revised:		**Policy Category:**	**2.1. School Operations**

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board provides a high quality Catholic education to the community of Huron-Perth. The ethos of our Catholic schools are centred on principles of faith, hope and love. Our admissions policy adheres to all pertinent statutes and regulations and extends the invitation for admission to our schools to children of parents who have embraced, and successfully completed, a Catholic education (including the religious education and formation programs of our secondary schools).

POLICY STATEMENT:

It is the policy of the Board to admit a student to their home school where the student is a resident pupil of the Board and their parent/guardian is a Catholic Family as defined by this Policy. Other students may request admission to a school operated by the Board in accordance with this Policy.

The evaluation of eligibility for admissions of pupils, who are either out of boundary, non-residents, non-Catholic families or international students within the meaning of this Policy, is based upon parent/guardian and pupil support for the mission, vision and values of the Board, program availability, class size constraints and the desire for a faith-based and distinctly Catholic education. Requests for admission are reviewed and evaluated in accordance with this Policy and are not subject to appeal.

Eligibility for transportation is determined in accordance with the Board's Policies, as amended.

Administrative Procedure 2.1.15 outlines the detailed operational processes for admitting pupils to elementary and secondary schools.

DEFINITIONS:

Guardian: A person with legal custody of the pupil, or pupils aged 16–17 who have withdrawn from parental control, or pupils aged 18+.
Pupil (Elementary): A person four years old on or before December 31st in the year of admission.
Pupil (Secondary): A person who has successfully completed elementary school and is eligible for secondary school.

Catholic & Roman Catholic: A person baptized Roman Catholic or in a faith in union with the See of Rome.
Home School: The school (elementary or secondary) for which the pupil is qualified to be a resident pupil within the meaning of the *Education Act*, as amended. The home school is used to define the pupil's school zone.
Catholic Family: A family where a parent/guardian (or pupil) is baptized Catholic/Roman Catholic, or where the parent/guardian is a Catholic secondary school graduate with at least four secondary religious education courses.
Non-Catholic Family: A parent/guardian who is not baptized Roman Catholic and is not a graduate of a Catholic secondary school with four religious education courses.
Resident / Non-Resident Pupil: A person meeting (or failing to meet) resident pupil qualifications under the *Education Act*.
In-Boundary / Out-of-Boundary Pupil: A pupil whose parent/guardian resides inside (or outside) the defined school zone.
Permanent Resident: A person with permanent resident status conferred by Canada who is not a Canadian citizen.
Adult Student: A pupil aged 16–17 who has withdrawn from parental control, or a pupil aged 18+.

REFERENCES:

- Education Act, R.S.O. 1990, c. E.2, subsection 33(3) (Right of Resident Pupils to Attend Elementary School)
- Education Act, R.S.O. 1990, c. E.2, subsections 49(6) & 49(7) (Secondary School Attendance Rights & Non-Resident Fees)
- Ontario Regulation 490/20 (School Board Calculation of Pupils)
- Policy/Program Memorandum No. 136 (PPM 136)-Clarification of Provisions Respecting Non-Resident Fees and Student Enrolment Eligibility

RESOURCES, APPENDICES AND FORMS:

- Administrative Procedure 2.1.15 (Student Admissions) for the applicable appendices.

Huron-Perth Catholic
District School Board

REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sarah Devereaux, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: October 19, 2026
Submitted by: Karen Tigani, Chief Executive Officer

POLICY STUDENT ACCIDENTS

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board regularly reviews all policies to ensure compliance and relevance with legislation and corresponding alignment with the mission and vision of our Catholic school system. The Student Accidents policy was last reviewed by the Board of Trustees on February 28, 2022.

DEVELOPMENT

The Student Accidents policy was presented for information at the September 28, 2026 Board meeting. The revised policy was available on the Board's website for vetting. No changes have been made and the policy is being recommended for approval.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board Approves Policy Student Accidents.

HURON-PERTH CATHOLIC
District School Board

Student Accidents

Adopted:	**February 24, 2003**	**Policy #:**	**P 2.1.14.**
Revised:	**October 19, 2026**	**Policy Category: 2.1.**	**School Operations**

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes that every student is entitled to a safe, caring, inclusive and Christ-centred learning environment. The first concern following a student injury should be the provision of immediate first aid and/or medical attention to restore the comfort and well-being of the injured student.

POLICY STATEMENT:

It is the policy of the Huron-Perth Catholic District School Board that students have the right to be cared for when injury occurs. It is imperative for the safety of the student and for the protection of the Board, that the Board's processes and procedures are followed when responding to student accidents.

PROCEDURE:

In the event of a student accident, an initial assessment, including any necessary first aid or medical attention, will begin immediately and in accordance with the Board's applicable Administrative Procedures pertaining to student accidents. An attempt should be made to contact the parent or guardian to report any injury and/or suspicion of injury at the time of the accident or as soon as possible after.

All communication, documentation and reporting requirements as outlined in the Board's Administrative Procedures shall be followed.

The Board will encourage parents/ guardians to consider purchasing student accident insurance to protect against unforeseen expenses arising from accidents at school or during school related activities in accordance with Administrative Procedure 2.1.7 Student Accident Insurance.

DEFINITIONS:

- N/A

REFERENCES:

- N/A

RESOURCES, APPENDICES AND FORMS:

- Administrative Procedure 2.1.7 Student Accident Insurance
- Administrative Procedure 2.1.8 Student Incident Reporting
- Administrative Procedure 2.1.14 Concussion Management
- Administrative Procedure 2.1.15 Student Accidents
- Administrative Procedure 2.2.16 Educational Field Trips/ Excursions

Huron-Perth Catholic
District School Board

REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sarah Devereaux, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: October 19, 2026
Submitted by: Karen Tigani, Chief Executive Officer

POLICY TRUSTEE HONORARIA

Public Session

BACKGROUND

Ontario Regulation 320/26, Honoraria for Board Members became law on September 28, 2026 and replaced O. Reg. 357/06. This regulation reflects updated rules and calculation methods for Ontario school board trustee honoraria that affect existing board policy.

DEVELOPMENT

O. Reg 320/26 establishes updated requirements related to Trustee honoraria calculations as well as policy development and disclosure as follows:

Beginning November 15, 2026, the honorarium shall be for each member of the board including the chair and vice-chair:

1. The lesser of $9,000 and the base plus enrolment amounts for the 2025-26 term under O.Reg. 357/06 as calculated.
2. For the chair of the board, an additional amount of $1,000.
3. For the vice-chair of the board, an additional amount of $500.

The calculated honorarium amounts are as follows:

- Trustee $7,500 (2025 = $7,500)
- Board Vice-Chair $9,500 (2025 = $10,250)
- Board Chair $10,000 (2025 = $13,000)

The attendance amount for meetings is no longer applicable as per regulation 320/26 and has been removed.

A district school board must now establish a policy on or before October 15 in the year in which a term of office begins, that sets out the amount of the honorarium as determined above. The board shall publish the honorarium policy on its website.

The board shall publish honorarium amounts paid to each board member annually on the board's website.

Board policy 1.2.5 Trustee Honoraria has been updated to reflect the new requirements under O. Reg. 320/26. Due to the timing required in the regulation for the policy updates to be implemented, the policy is being brought to the Board of Trustees for approval.

RECOMMENDATION

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

HURON-PERTH CATHOLIC
District School Board

Trustee Honoraria

Adopted:	**December 12, 2022**	**Policy #:**	**P 1.2.5.**
Revised:		**Policy Category:**	**1.2. Trustees**

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes that, in keeping with Catholic Social Teaching, the work of a Catholic school trustee is a form of continuing participation in God's creation and an act of solidarity with and service to the Catholic community of Huron-Perth. ~~As stewards of Catholic education, Catholic trustees should set an honorarium that is mindful of the dignity of all work, solidarity with the community it serves and respect for the common good~~.

POLICY STATEMENT:

It is the policy of the Huron-Perth Catholic District School Board that Trustee Honoraria be established in accordance with the Education Act and applicable regulations. ~~In considering the honoraria the Board shall consider the base amount for the year, an enrollment amount for the year, an attendance amount payable to the member for the year and a distance amount (when applicable) payable to the member for the year.¶~~

PROCEDURES:

Term

For the purpose of this policy, a year of a Trustee's term of office begins on November 15 and ends on the following November 14.

Honoraria

Honoraria for Trustees including the chair and vice-chair are calculated as follows:

1. The lesser of $9,000 and the base plus enrolment amounts for the 2025-26 term under O.Reg. 357/06 as calculated.
2. For the chair of the board, an additional amount of $1,000.
3. For the vice-chair of the board, an additional amount of $500.

Annual honorarium amounts effective November 15, 2026 are as follows:

Trustee:	$7,500
Vice-Chair:	$9,500
Chair:	$10,000

Disclosure

The Board shall publish on its website, by November 16 in each year, the amount of the honorarium that was paid to each Trustee in the previous year of their term. These amounts shall remain on the board website for the member's entire term of office.

Service for Partial Year

The honorarium for a Trustee who serves for a partial year, shall be determined by pro-rating the annual honorarium amount according to the time served by the member during the year of the term of office.

1. ~~**General**~~¶

¶

~~The trustee honoraria for each year will be set each year at the Inaugural Meeting or Annual Meeting of the Board in the appropriate circumstance and in accordance with the Board By-Law. The Board shall consider a base amount, an enrolment and an attendance amount, subject to these procedures, in determining the annual trustee honoraria.~~¶

¶

2. ~~**Base Amounts**~~¶

¶

~~The base amount for a member other than the Chair or the Vice-Chair of the Board is, in accordance with the Education and its regulation, $5,900. For the Chair, the base amount is $5,000 plus the base amount for a member of the Board. For the Vice-Chair, the base amount is $2,500 plus the base amount for a member of the Board.~~¶

¶

3. ~~**Enrolment Amount**~~ ¶

¶

~~**3.1. Member of the Board**~~¶

¶

~~The Board may determine an enrolment amount to be added to the base amount insofar as it does not exceed the enrolment limit. The enrolment limit for members is calculated by: The enrolment calculation for a member of the Board is:~~¶

¶

- ~~Multiply the enrolment of the board (estimated ADE for the year) by $1.75 divided by the number of members of the Board.~~¶

¶

~~**3.2. Chair of the Board**~~¶

¶

~~The enrolment limit for the Chair is determined by multiplying the enrolment of the Board by $0.05 and determining the greater of this number and $500 and determining the lesser of $5000. In other words, the enrolment limit for the Chair is between $500 and $5000.~~¶

¶

~~**3.3. Vice-Chair of the Board**~~¶

¶

~~The enrolment limit for the Vice-Chair is determined by multiplying the enrolment of the Board by $0.025 and determining the greater of this number and $250 and determining the lesser of $2500. In other words, the enrolment limit for the Vice-Chair is between $250 and $2500.~~

4. ~~**Attendance Amount**~~¶

¶

Trustees of the Board are eligible to be paid $50 for attending any meeting of a committee of the Board that is required under the Education or its regulations.

¶

5. Distance Amount¶

¶

Trustees of the Board are ineligible for this amount because of the size of the jurisdiction.

DEFINITIONS:

- N/A

REFERENCES:

- Education Act 58.1¶
- Ontario Regulation O. Reg 320/26357/06

RESOURCES, APPENDICES AND FORMS:

- N/A

Huron-Perth Catholic
District School Board

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 19, 2026
Submitted by: Karen Tigani, Chief Executive Officer

MATH ACHIEVEMENT ACTION PLAN UPDATE

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board developed a Math Achievement Action Plan (MAAP) in response to the Ministry of Education's Taking Action in Mathematics initiative, which requires school boards across Ontario to develop and implement strategies to improve student achievement in mathematics. Now in its fourth year, this province-wide initiative supports a sustained, multi-year focus on strengthening mathematics instruction and achievement.

The Ministry identified priority schools based on recent EQAO achievement results in Grades 3 and 6. Within Huron-Perth Catholic, Sacred Heart Catholic School in Wingham continues to be identified as a Ministry priority school based on achievement trends over the past four years. In addition, the Board has identified three schools, Precious Blood, St. Columban, and St. Joseph, Clinton, for targeted extended support based on local achievement data and identified areas of need.

The Board's Math Team continues to work closely with the Ministry's mathematics leadership team through regular check-ins, professional coaching, access to quality resources, and ongoing professional learning with mathematics leads from across the province. This provincial partnership complements the Board's ongoing efforts to strengthen mathematics instruction, build educator capacity, and improve outcomes for all students.

DEVELOPMENTS

Our Math Team consists of Superintendent of Education Sean McDade, Math Learning Coordinators Christine Dale (elementary) and Paul D'Hondt (secondary), and Math Facilitators Hailey Cook and Brittany Wilson. The Math Learning Coordinator and Math Facilitators provide ongoing support to teachers and school leaders in alignment with the Board's Strategic Plan and Math Achievement Action Plan.

Targeted support continues at our priority schools in keeping with the Ministry of Education's direction for priority schools. This includes ongoing data collection and analysis, professional learning and coaching, and targeted student intervention. Across all schools, the Math Team provides a range of support, including co-planning, classroom-based mathematics coaching, small-group professional conversations and reflection, participation in Ministry mathematics webinars and professional learning, and support with the implementation of the Board's Scope &

Sequence lessons and core resources. In select schools, the Math Team is also supporting Do the Math as an additional mathematics intervention resource within our Multi-Tiered System of Support (MTSS).

To ensure alignment and a shared vision for mathematics instruction across the system, the Math Team works closely with school leaders to bring the Math Achievement Action Plan to life within each school. This collaborative approach includes co-developing school-based strategies, fostering a culture of coaching and professional learning, and examining evidence of student learning to inform ongoing instructional improvement.

Math Achievement Action Plan (MAAP)

The Math Achievement Action Plan (MAAP) is a targeted yet flexible plan for all schools across the district. It is a living document that continues to be developed and refined in response to student learning needs and educator professional learning needs. The plan is informed by student achievement data and ongoing reflection by teachers, principals, and members of the Math Team, with progress monitored through identified key performance indicators.

The Ministry of Education identified three priority action areas for school boards. In response, Huron-Perth Catholic selected a strategy for each priority area and identified actions at the board, school, and classroom levels to support the goal of improving student achievement in mathematics.

In addition to the district-wide plan, the Board provides more intensive support at our Ministry-identified priority school and board-identified priority schools. This includes dedicated Math Facilitator support, ongoing professional learning, and collaborative opportunities for principals and teachers with members of the Math Team. Learning from this focused support is shared across the district, allowing effective strategies and practices to inform mathematics instruction in all schools and contribute to improved outcomes for all learners. Central to this work is the ongoing examination of evidence of student learning and the use of that evidence to inform instructional decisions within our Multi-Tiered System of Supports (MTSS) framework.

The Math Achievement Action Plan is organized around three areas of focus:

Know the Curriculum: Ensuring consistent and intentional implementation of the Ontario Mathematics Curriculum, including the use of high-impact instructional strategies that support student achievement.
Know the Math: Engaging educators in ongoing learning to strengthen mathematics content knowledge for teaching.
Know the Learner: Ensuring that mathematical tasks, interventions, and supports are relevant, responsive, and accessible to every student.

The Math Team continually reflects on the effectiveness of the strategies within the MAAP and makes adjustments as new evidence and needs emerge. In some areas, alternate strategies have been introduced or existing plans have been modified in response to the needs identified by students and educators across classrooms, schools, and the district. Progress and significant reflections are noted within each priority area below, providing a clear record of how the plan continues to evolve throughout the school 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: The Board's Scope & Sequence Mathematics Lessons and supporting routines are now well established across schools and continue to be refined based on teacher feedback and evidence of student learning. The Math Team continues to work with teachers and school leaders to support consistent implementation of the effective mathematics block, while ensuring that classroom instruction remains responsive to student learning needs. This year, we have placed a more intentional and sustained focus on the development of mathematical reasoning skills as a throughline across the elementary grades. Our Number Talks work has been further developed to support students' progression from counting to additive reasoning to multiplicative and, ultimately, proportional reasoning. This progression provides a common lens through which teachers can examine how students are reasoning mathematically and identify appropriate next steps in instruction. The daily Number Talks routine continues to provide regular opportunities for students to communicate, represent, compare, and refine their mathematical thinking. The daily cumulative review routine has also been embedded within the Scope & Sequence and continues to support retrieval and spaced, mixed practice of key mathematical concepts. This year, the Math Team has continued to refine how these routines and resources work together, with greater emphasis on connecting procedural fluency to conceptual understanding and reasoning. Overall, the focus has shifted from the initial development and implementation of common resources toward deepening their impact. The Math Team continues to use professional learning, classroom coaching, teacher reflection, and evidence of student learning to refine these practices and strengthen consistency in mathematics instruction across the district.

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: The Math Team continues to embed opportunities for educators to strengthen their mathematics content knowledge for teaching within the Board's Scope & Sequence Mathematics Lessons. These supports are now well established, with each unit including a dedicated mathematics background section that brings together relevant curriculum teacher supports, MathUP key concepts, and Knowledgehook resources to inform teacher professional judgement. This provides teachers with opportunities to deepen their own conceptual understanding of mathematics while planning for instruction. This year, our professional learning has increasingly focused on connecting teachers' mathematical knowledge to the reasoning students are developing. In particular, the Math Team has continued to build a common understanding of the progression from counting to additive, multiplicative, and proportional reasoning, helping teachers recognize the mathematical thinking students are demonstrating and identify appropriate next steps. Visual representations, including the area model, are being used more intentionally to support teachers in seeing and explaining the relationships within mathematical concepts and across strategies. The Math Team also continues to work with principals and teachers to identify areas of mathematics content knowledge that require greater attention based on evidence of student learning. When formative assessment identifies unfinished learning or a specific reasoning need, Math Facilitators collaborate with classroom teachers to determine the mathematical focus, select appropriate resources and instructional

strategies, and consider small-group composition. This allows professional learning to be closely connected to the mathematics students are actually learning and provides teachers with opportunities to strengthen their knowledge while responding to immediate classroom needs. Overall, the focus has continued to shift from providing mathematics background resources toward building teachers' capacity to use their mathematical knowledge to interpret student thinking and make responsive instructional decisions. This ongoing connection between teacher learning, student reasoning, and classroom practice remains central to the Math Team's professional learning approach.

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: The Math Team continues to work with principals and teachers to strengthen the use of student learning data to inform instructional decisions within the Board's Multi-Tiered System of Supports (MTSS) framework. This year, there has been an increased focus on establishing clear connections between assessment, instructional response, intervention, and progress monitoring across the tiers of support. School teams are being supported to collect and examine evidence of student learning regularly, use that evidence to determine appropriate next steps, and monitor the impact of those responses over time. Our common assessment framework has also been refined, with a more focused emphasis on measuring the development of mathematical reasoning in Grades 3–8, while maintaining a focus on foundational early numeracy skills in Kindergarten to Grade 2. These assessments provide a common source of information about student thinking and help teachers identify areas of strength, unfinished learning, and possible next steps. The Math Team continues to work with school teams to use this information alongside classroom-based evidence and other assessment practices to inform responsive instruction. The Scope & Sequence math lessons include links to targeted Knowledgehook missions aligned with lesson learning goals. Teachers can use these missions as an additional source of evidence following initial instruction and use the resulting information to prepare for targeted small-group instruction. This supports the two-day mathematics block by creating a deliberate connection between whole-class instruction, assessment, and responsive instruction in small groups. At Tiers 2 and 3, the Math Team continues to support identified schools in implementing Do the Math, a manipulative- and game-based intervention designed to support students who require additional instruction in areas such as addition, subtraction, multiplication, division, and fractions. Intervention placement is informed by assessment evidence, and student progress is monitored to determine whether the intervention is supporting growth and whether instructional adjustments are required. Overall, the focus has continued to shift from simply collecting assessment data toward establishing a responsive cycle within MTSS: identifying student needs, providing an appropriate instructional or intervention response, monitoring progress, and adjusting support based on evidence of learning. This approach helps ensure that students receive timely and increasingly targeted support while maintaining access to grade-level mathematics learning.

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 23. 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 of professional learning. These meetings provide our system math leaders with valuable insight and direction to support effective math instruction across our schools.

We continue to work collaboratively with principals and teachers in classrooms to monitor the impact of our selected strategies and the effectiveness of the Board's Scope & Sequence lessons. Additional time and resources are being dedicated to supporting mathematics instruction in the Primary, Junior, and Intermediate Divisions, with a focus on addressing unfinished learning identified through student achievement data and other evidence of learning, including the Grade 6 Mathematics Assessment. This work is also intended to strengthen students' mathematical knowledge and reasoning skills as they transition to the secondary panel and the destreamed Grade 9 Mathematics Program and Assessment.

The Math Team will continue to monitor the impact of these targeted strategies, reflect on evidence of student learning, and adjust our approach as needed. We will also leverage ongoing provincial collaboration and professional learning to strengthen our practices and support improved mathematics outcomes for all students.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Math Achievement Action Plan Update Report for information.

Huron-Perth Catholic
District School Board

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 19, 2026
Submitted by: Karen Tigani, Chief Executive Officer

REJOICE LITURGY PROJECT REPORT

Public Session

BACKGROUND

As part of the Huron-Perth Catholic District School Board's commitment to Catholic Faith Formation and the strategic theme *On Fire with the Spirit – Awaken, Illuminate, Rejoice*, the Board has continued to invest intentionally in opportunities that deepen Catholic identity, strengthen theological understanding, and build the capacity of Catholic leaders across the system.

During the past year, principals, vice-principals, system leaders, and participants in the FIAT Fellowship engaged in formal theological formation through the University of Notre Dame's McGrath Institute for Church Life. Through the *Foundations of Catholic Belief* course, participants explored foundational elements of Catholic faith and teaching while considering their implications for leadership within Catholic education. This experience demonstrated the value of sustained, high-quality theological formation that brings educators together to learn, reflect, discuss, and pray. The FIAT Fellowship further extended this approach by combining theological formation with mentorship, leadership experience, reflection, and discernment.

At the same time, the Board's *Blaze the Trail* initiative encouraged schools to develop locally responsive faith-formation opportunities. These experiences strengthened student engagement, parish and community connections, and the visible expression of Catholic identity within schools. Importantly, the learning emerging from *Blaze the Trail* also reinforced the value of moving beyond isolated or one-time faith experiences toward opportunities that are intentional, sustainable, and embedded within the life of the school.

Together, these experiences have highlighted an important opportunity for the next phase of our faith-formation work: to complement locally developed experiences with formal, research-informed formation and common resources that can be developed at the system level and scaled to support individual schools.

Through prayer and discernment, and grounded in this year's strategic focus of Rejoice, a particular area of focus has emerged around the culture of prayer, Eucharist, and sacramental life within our schools. If our Catholic communities are truly called to rejoice in the Lord, our experiences of prayer, Mass, and the sacraments should increasingly invite students and staff into meaningful encounters with Christ characterized by reverence, understanding, participation, and joy.

In response, the Board is establishing *Called to Rejoice: Prayer, Eucharist & Sacramental Life*, a system-wide formation, consultation, and discernment initiative.

DEVELOPMENTS

Called to Rejoice will bring together a representative group of Catholic educators and system leaders to review, study, listen, and pray about how Huron-Perth Catholic can intentionally foster a vibrant culture of prayer, Eucharist, and sacramental life.

The work will be organized around six interconnected movements:

Encounter → Formation → Study → Listen → Discern → Share

Members will begin their journey by participating in the When Faith Meets Pedagogy Conference, providing exposure to contemporary thinking, resources, and promising practices within Catholic education.

The group will then participate in Leading Prayer in Catholic Schools, a three-hour train-the-trainer formation developed through the Diocese of London. This component is intentionally designed to build internal capacity so that learning can subsequently be shared with school leaders and staff across the system.

A significant scholarly component will be provided through the University of Notre Dame McGrath Institute for Church Life's Liturgy in Catholic Schools course. This shared course of study will provide theological and liturgical grounding while allowing participants to consider how liturgy forms Catholic identity and how students and staff can be better prepared to participate meaningfully in the prayer and sacramental life of their school communities.

Recognizing that meaningful system direction must also reflect the lived experience of our own Catholic communities, each member will facilitate a synodal-style listening process within a school community. Students, staff, parents/caregivers, and members of the broader Catholic community will be invited to reflect upon current experiences of prayer, Mass, and sacramental life; identify practices that are meaningful and effective; consider barriers to participation and understanding; and share their hopes for the future.

The return on this investment will extend beyond the formation of the participating group. The principal deliverable will be a ***Called to Rejoice Community Report and Best Practice Guide***. The guide will bring together three important sources of knowledge:

1. ***the pastoral wisdom and direction of the Diocese of London;***
2. ***scholarly and research-informed formation through the University of Notre Dame;***
3. ***the lived experiences and voices of the Huron-Perth Catholic community.***

This combination will allow the Board to move from individual experiences and isolated practices toward a shared philosophy and sustainable system approach to prayer, Eucharist, and sacramental life. The resulting guide will provide practical, developmentally appropriate resources and best practices that can be scaled across the system while continuing to respect the unique character and pastoral relationships of individual school communities.

The final report and guide will be submitted to the Superintendent in April 2027, presented to the CEO, Karen Tigani, and ultimately shared with the broader Catholic community as part of the Catholic Education Mass.

Through *Called to Rejoice*, the Board continues its commitment to building the knowledge, confidence, and capacity of Catholic educators while ensuring that faith formation moves beyond individual initiatives to become an increasingly intentional, sustainable, and joyful part of the culture of every Huron-Perth Catholic school.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Rejoice Liturgy Project report for information.

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: October 19, 2026
Submitted by: Karen Tigani, Chief Executive Officer

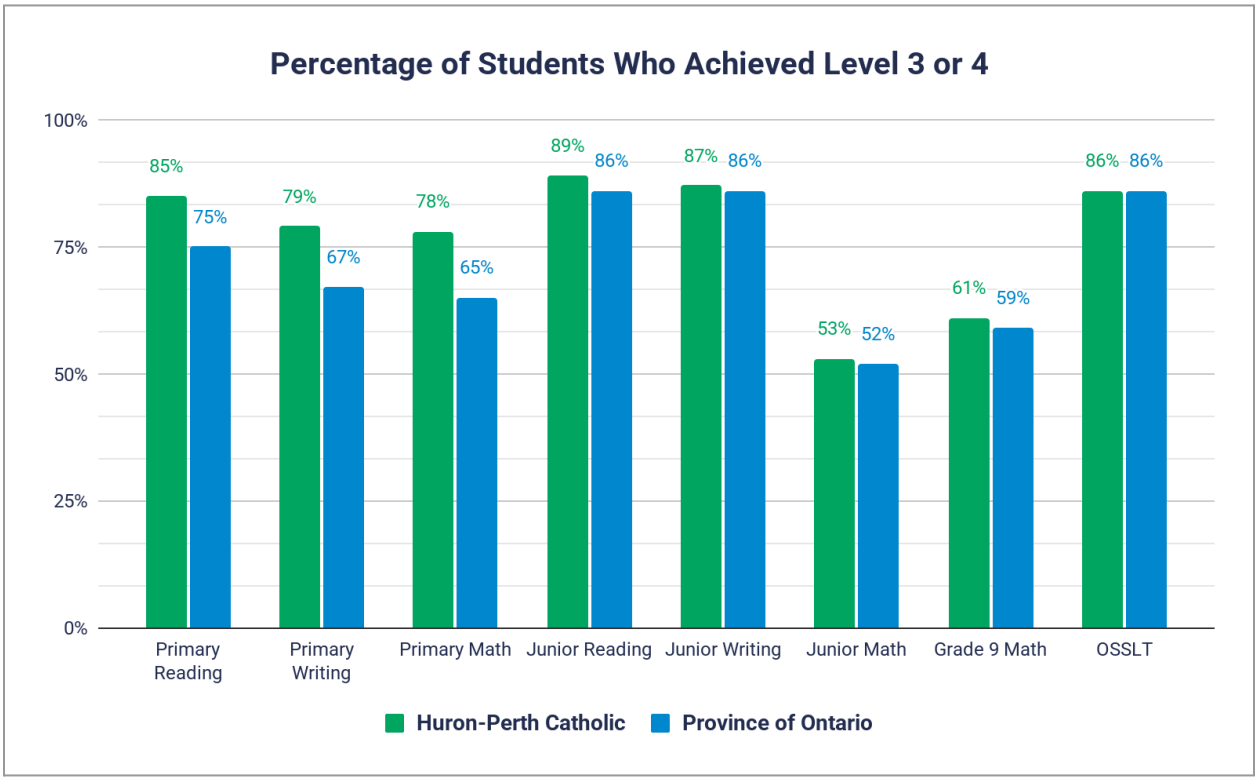
EQAO UPDATE AND REPORT

Public Session

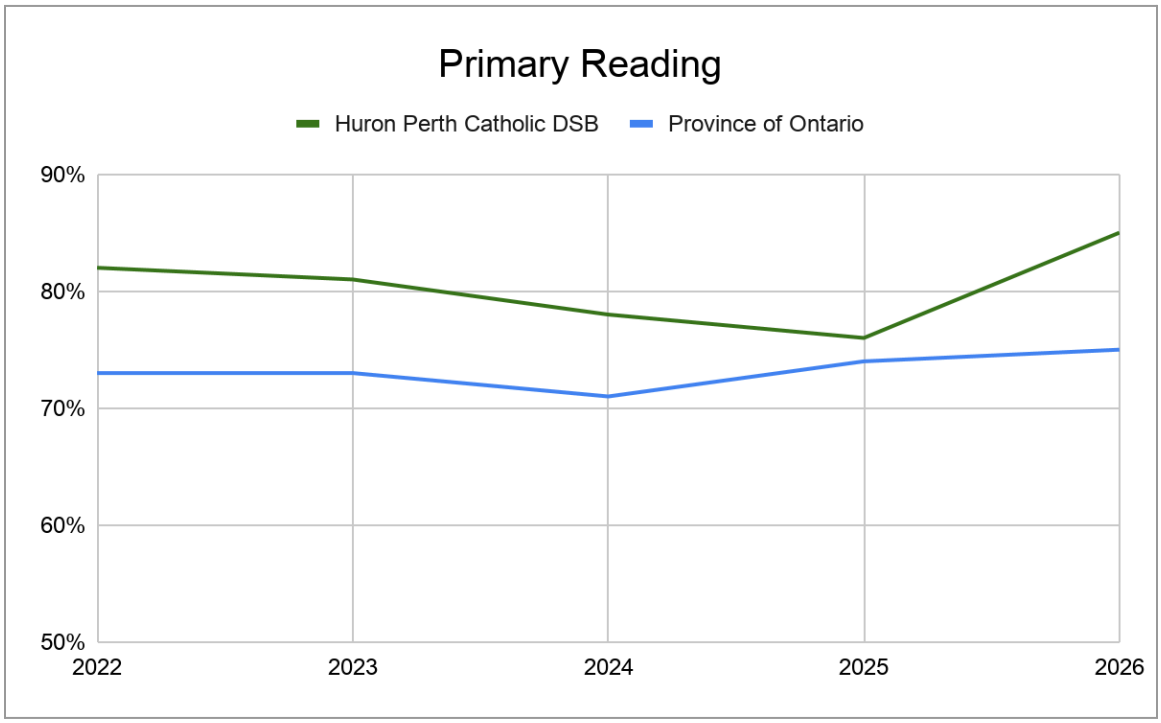
BACKGROUND

The Huron-Perth Catholic District School Board celebrates the achievement and success of our students on the EQAO Provincial Assessments of Reading, Writing, and Mathematics. The annual assessments were conducted in the spring of 2026. Our students participated in the Primary and Junior Divisions (Grade 3 and 6 assessments) in our elementary schools. In secondary, Grade 9 students participated in the Mathematics assessment and Grade 10 students (and a small group of second-time writers in older grades) wrote the Ontario Secondary School Literacy Test.

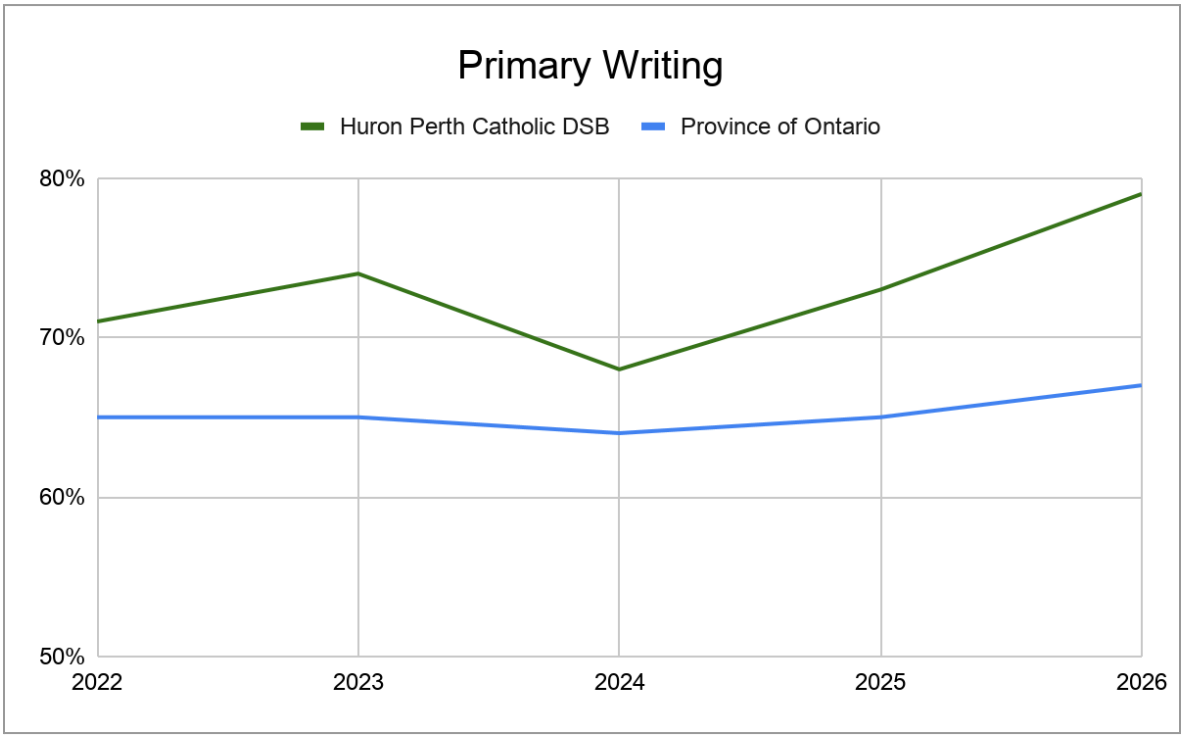
DEVELOPMENTS



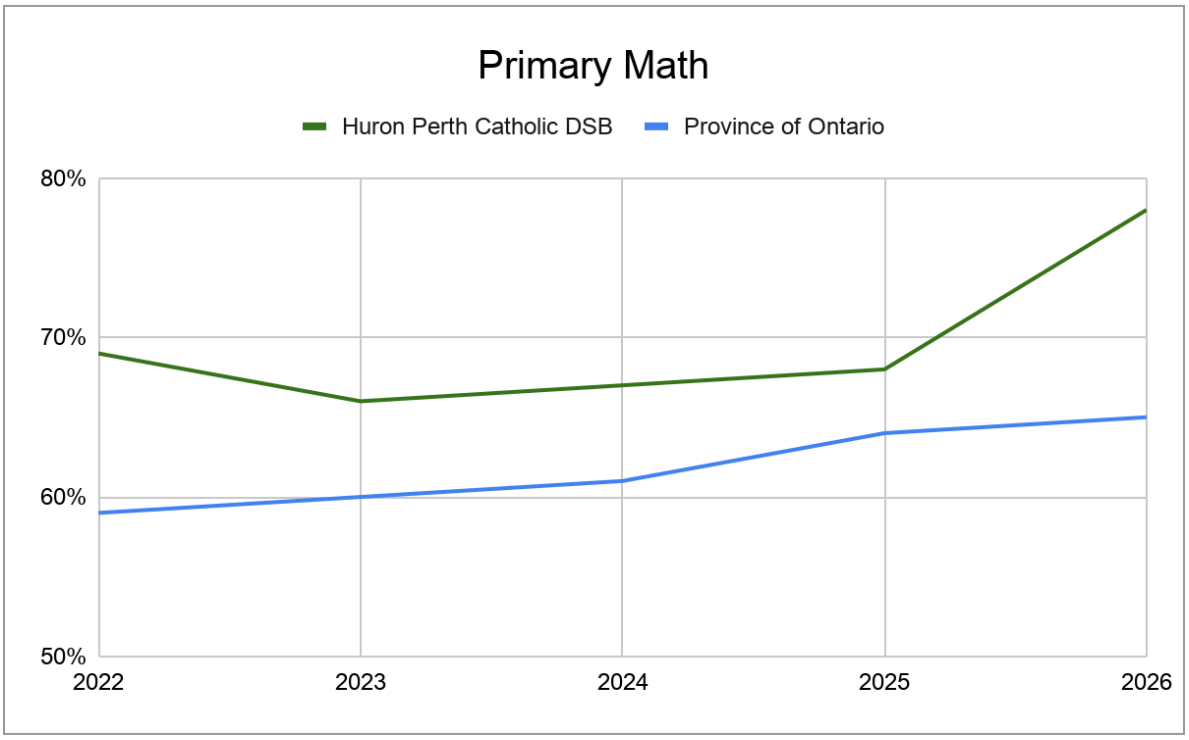
The students in the Primary Division of Huron-Perth Catholic exceeded the provincial achievement in Reading, Writing, and Mathematics. In 2026, 85% of the students in the Primary Division achieved Level 3 or 4 in Reading compared to the provincial achievement of 75%.



In 2026, 79% of the students in the Primary Division achieved Level 3 or 4 in Writing compared to the provincial achievement of 67%.



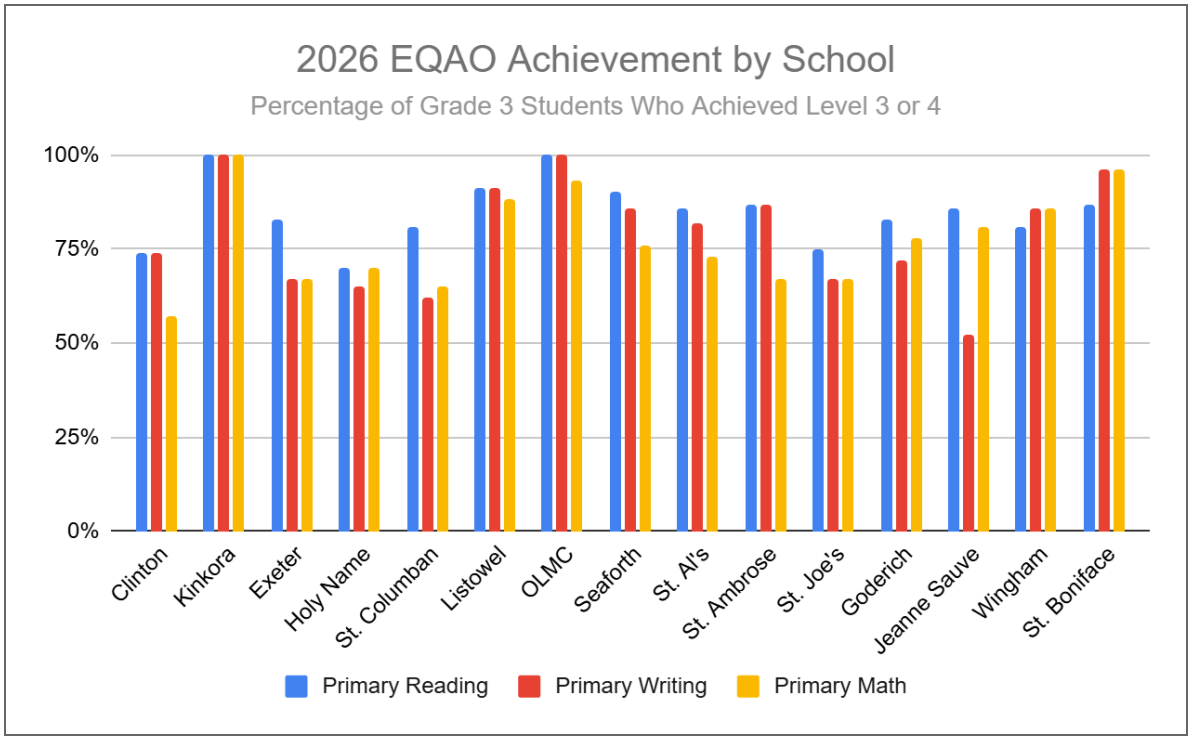
In 2026, 78% of the students in the Primary Division achieved Level 3 or 4 in Mathematics compared to the provincial achievement of 65%.



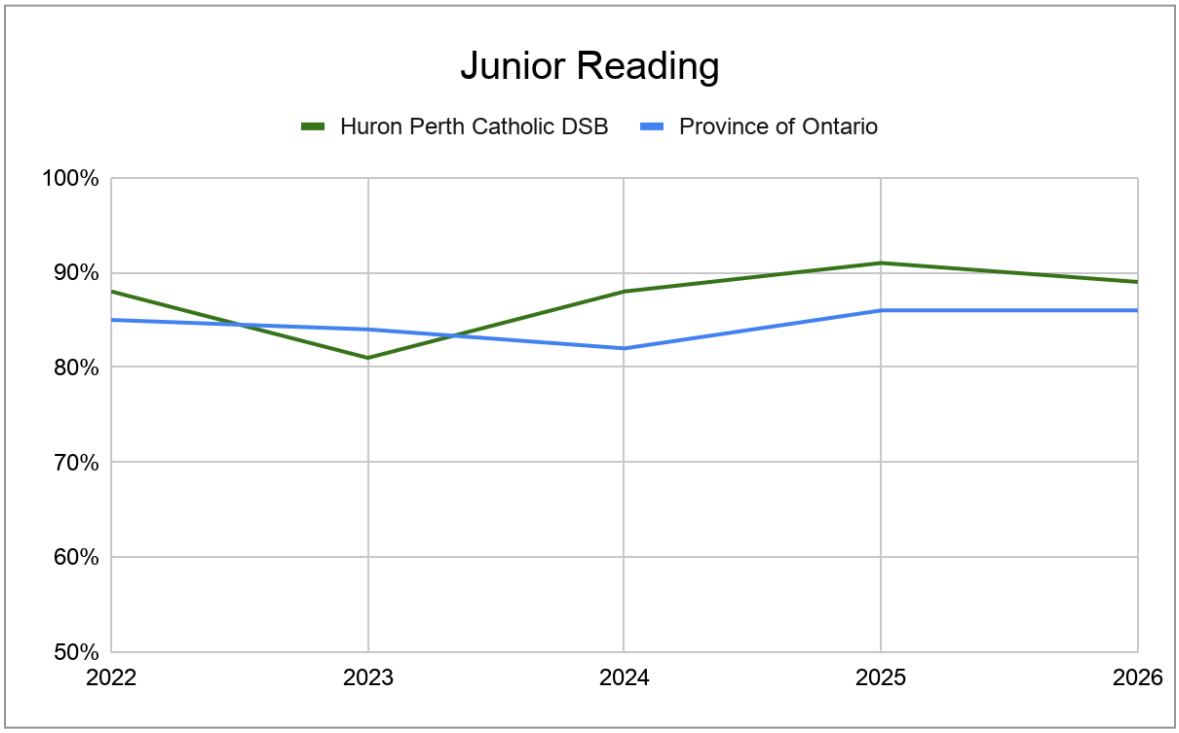
In Literacy, our Primary students have consistently achieved above the province in percentage of students at Level 3 and 4. We will continue with early reading screening with all SK-2 students this fall and are using the data to identify those students who are at risk of future reading difficulties. We are also strengthening our Tier 1 practices with the use of resources such as UFLI Foundations to address needs in phonemic awareness and phonics. Support from our Literacy Team is one of the primary ways we provide this.

In Mathematics, our Primary students have consistently achieved above the province in percentage of students at Level 3 and 4. We will continue to provide students writing provincial assessments with targeted, intentional practice opportunities by ensuring teachers have access to high-quality resources and support using EQAO practice questions with feedback and follow-up. Support from our Mathematics Team is one of the primary ways we provide this.

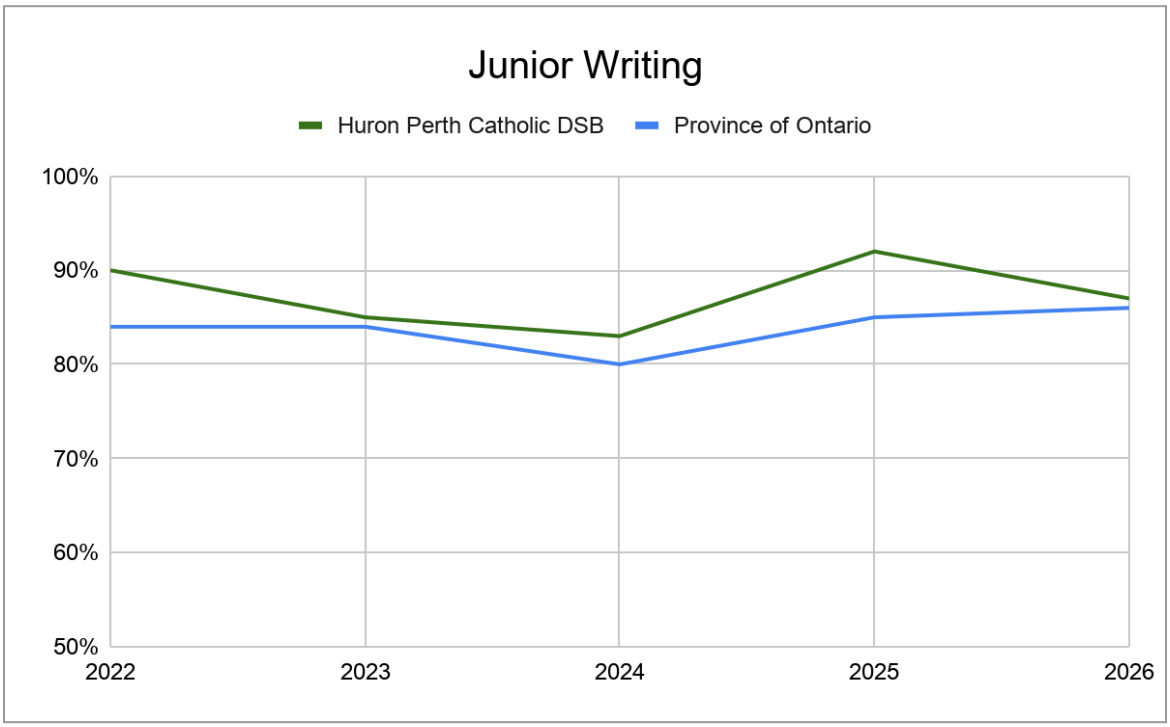
Ongoing investment of time and training in the Multi-tiered System of Support (MTSS) model working in partnership with Special Education Resource Teachers is another key strategy we are using in our district to improve outcomes for all students.



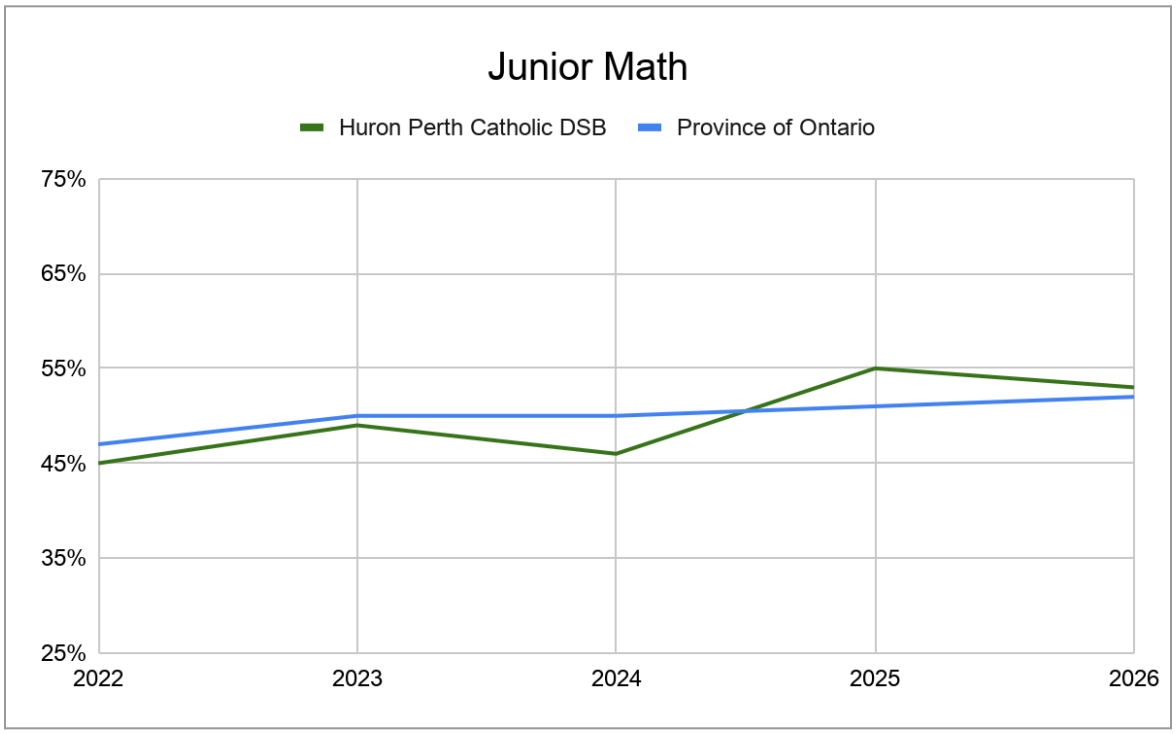
The students in the Junior Division of Huron-Perth Catholic exceeded the provincial achievements in Reading, Writing, and Mathematics. In 2026, 89% of the students in the Junior Division achieved Level 3 or 4 in Reading compared to the provincial achievement of 86%.



In 2026, 87% of the students in the Junior Division achieved Level 3 or 4 in Writing compared to the provincial achievement of 86%.



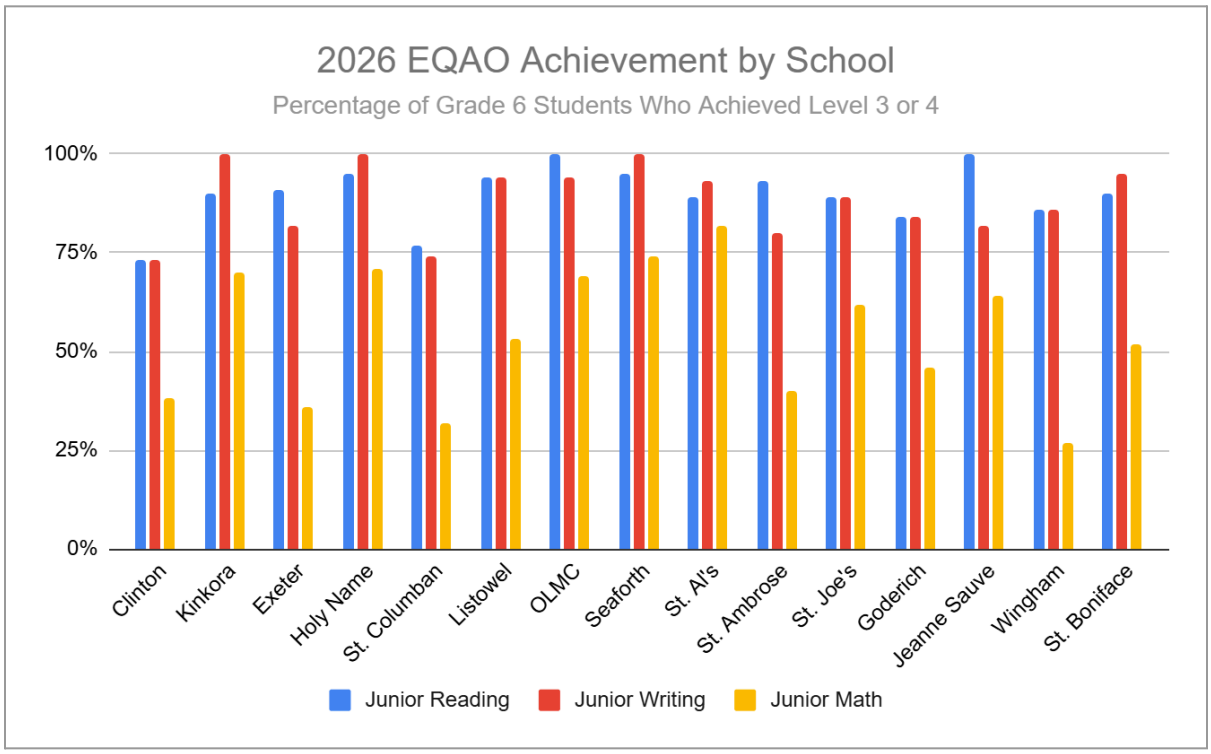
In 2026, 53% of the students in the Junior Division achieved Level 3 or 4 in Mathematics compared to the provincial achievement of 52%.



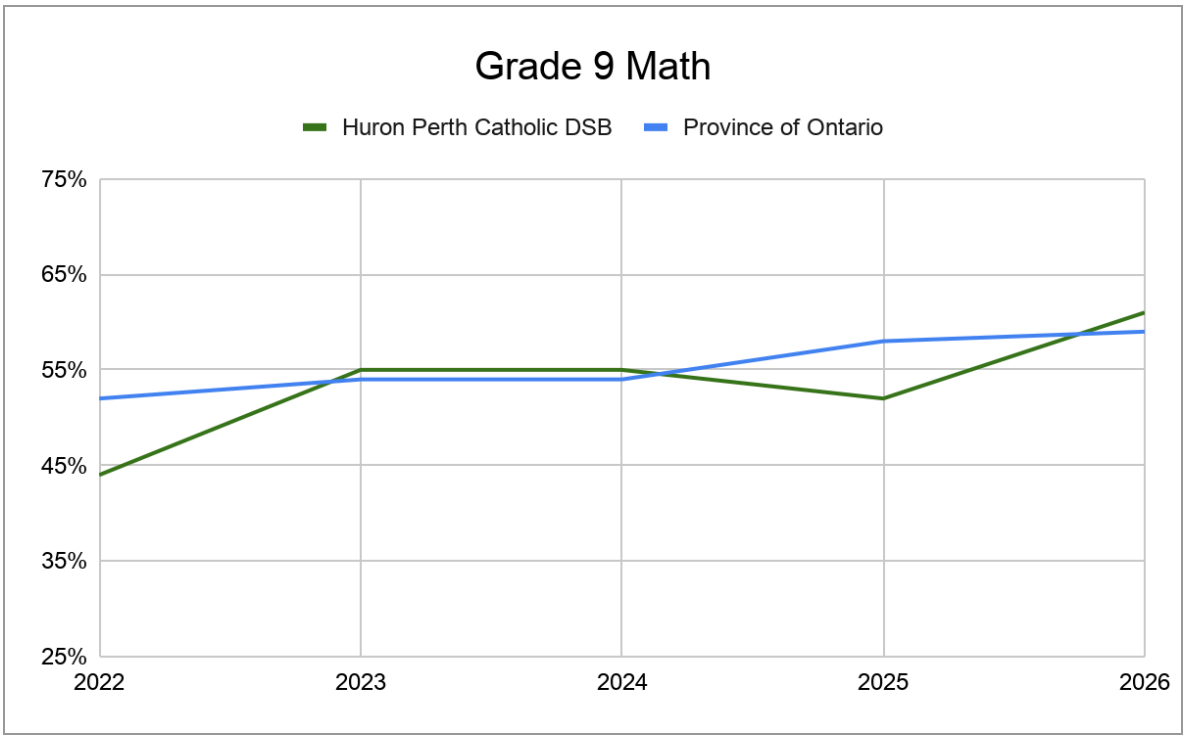
In Literacy, our Junior students continue to achieve above the province in Reading and Writing. In order to continue to meet the needs of our students, our educators have been explicitly teaching morphology using Morpheme Magic and consolidating writing practices using a resource called The Writing Revolution. In addition to this, our educators work elbow to elbow with our Literacy Resource teachers to refine their literacy block and assessment practices. We are engaging all classroom teachers in a process of professional learning aimed at continuous improvement.

In Mathematics, our Junior students exceeded the province's achievement of students at Level 3 and 4 for the second year in a row. We will continue to provide students writing provincial assessments with targeted, intentional practice opportunities based on data from numeracy common assessments. The Math Team will also ensure teachers have access to high-quality resources and support using EQAO practice questions with feedback and follow-up. In addition, the Board's ongoing progress toward implementing the Math Achievement Action Plan and in particular, using the Board's Mathematics Scope and Sequence as a guide will ensure increased consistency across classrooms and the district.

This year is the second year we have cohort data, which tracks student achievement from Grade 3 to Grade 6. In Reading, 89% of our Grade 6 students maintained or rose to provincial standard from Grade 3. In Writing, 87% of our Grade 6 students maintained or rose to provincial standard from Grade 3. In Mathematics, 53% of our Grade 6 students maintained or rose to provincial standard from Grade 3.



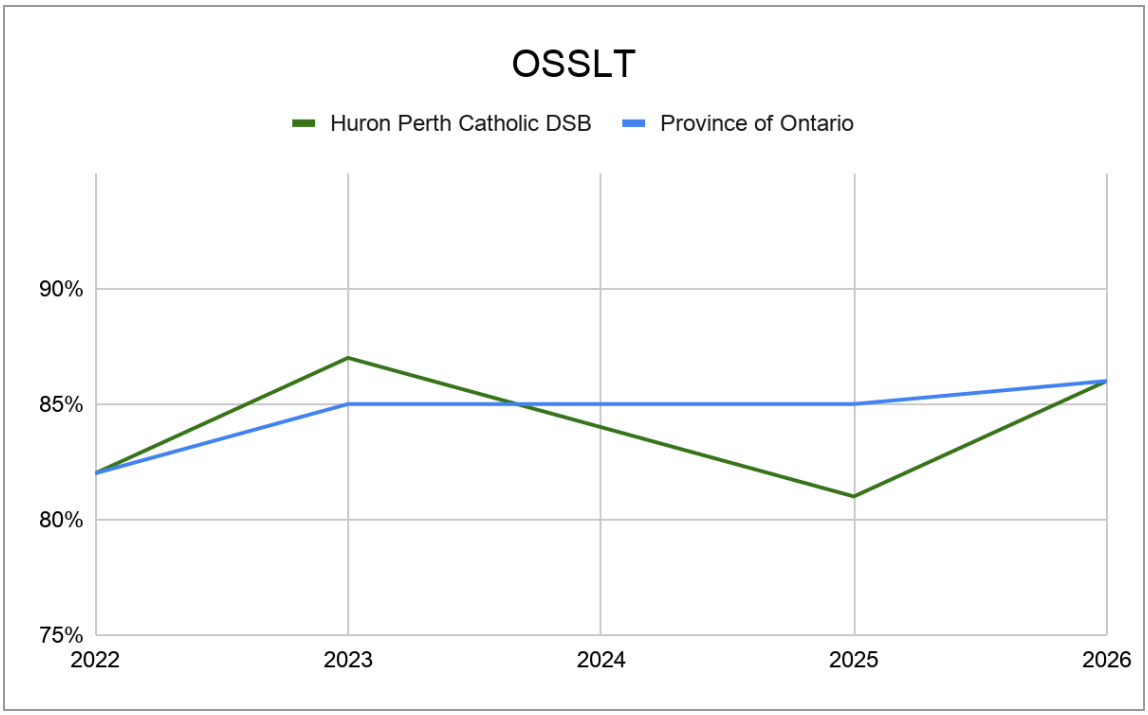
Grade 9 students participated in the provincial assessment of the destreamed Grade 9 Mathematics curriculum. Our students performed slightly above the provincial average in Grade 9 Mathematics of Level 3 and 4 achievement. In 2026, 61% of the students in Grade 9 Mathematics achieved Level 3 or 4 compared to the provincial achievement of 59%.



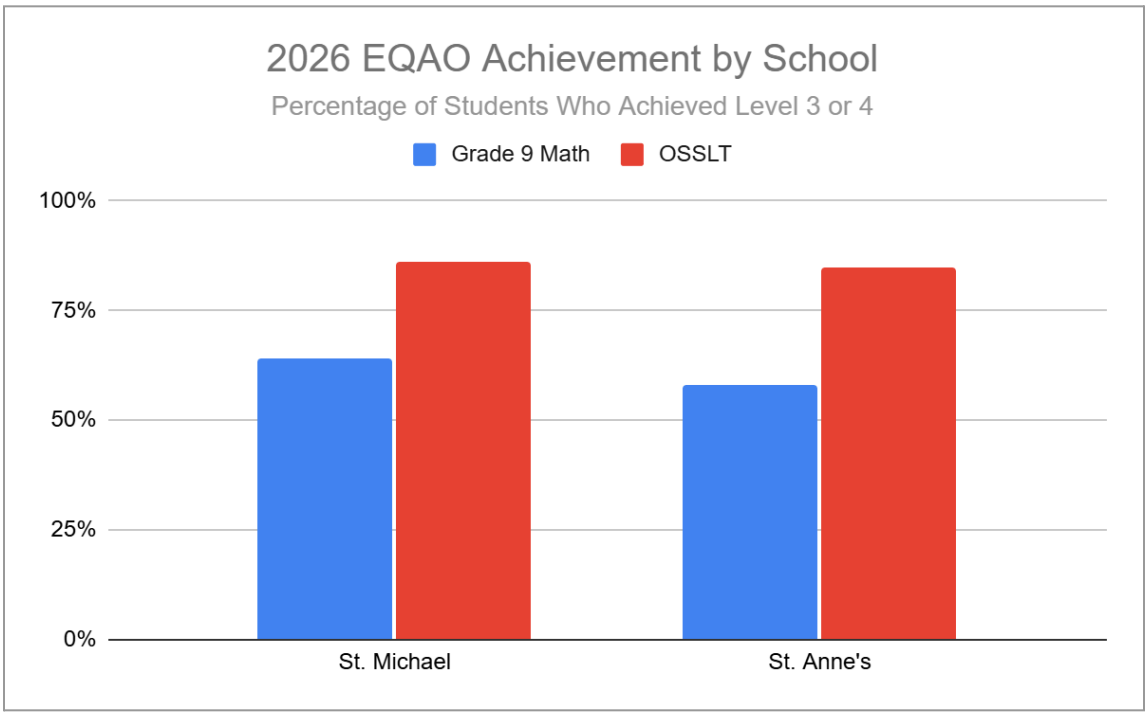
This year is the second year we have cohort data, which tracks student achievement from Grade 6 to Grade 9. In Mathematics, 60% of our Grade 9 students maintained or rose to provincial standard from Grade 6. We are committed to an inclusive model of support where our students receive the support they need to participate; 99% of our eligible students participated in the assessment, compared to a provincial rate of 96%.

To further enhance student math skills, we will prioritize consistent best assessment practices in Grades 7-10 classrooms and analyze achievement data to ensure a smooth transition to grade 9. This learning and collaboration is ongoing and is rooted in the Ministry of Education's High Impact Instructional Practices in Mathematics.

The Huron-Perth Catholic District School Board works with all students to ensure they get the support they need to be successful. We are committed to a model of support for the achievement and wellness of our students that meets each student's needs as a learner. As such, we ensure that first-time eligible students participating in the OSSLT receive the support they need and we note that our overall participation rate of eligible students exceeds that of most school boards. In 2026, 97% of our first-time eligible students wrote the Ontario Secondary School Literacy Test, compared to 94% provincially. The achievement of Grade 10 students who participated in the Ontario Secondary School Literacy Test aligned with the provincial achievement. In 2026, 86% of students in Grade 10 were successful on the Ontario Secondary School Literacy Test, consistent with the provincial achievement of 85.6%.



This year is the second year we have cohort data, which tracks student achievement from Grade 6 to Grade 10. In Reading and Writing, 87% of our Grade 10 students maintained or rose to provincial standard from Grade 6. In order to support our students' achievement, staff will be developing targeted lessons for students writing the OSSLT, as well as implementing a system of monitoring to ensure all students who write the assessment have the support they need.



We are pleased to recognize the achievement of all our students in all EQAO testing categories. We are committed to providing high quality instruction and learning opportunities, with an emphasis on literacy and mathematics, to all of our students. We continue building on our successes and implementing targeted resources and supports to improve the achievement of our students.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the EQAO Results and Update report for information.

REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Ronnel Charles – St. Michael CSS, Stratford
Quinn Palen – St. Anne's CSS, Clinton
Presented to: The Huron-Perth Catholic District School Board
Date: October 19, 2026
Submitted by: Karen Tigani, Chief Executive Officer

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

- The Grade 12 Retreat was held on October 2.
- The Thanksgiving Liturgy was held on October 8.
- Grade 9 retreats will be held on October 22 and 29 at St. Joseph parish.
- Halloween for Hunger (Society of Saint Vincent de Paul) will occur throughout the last week of October.
    - Spirit Days
- CWL Loving Hands prayer and care event will take place on October 21.
    - The Aesthetics Department will pamper CWL members. CEO Tigani is attending.
- Bible study continues every Tuesday and Thursday for students and staff.

St. Anne's CSS

- Our first Mass was held on October 1 with Father Sebastian.
- The Grade 10 Retreat was held on October 7.
- The Grade 11 Retreat was held on October 8.
- St. Anne's Strides was hosted on October 16. Our theme this year was board games.
- God Squad has continued meeting and planning for the 2026–2027 school year.

Academic Events/Accomplishments

St. Michael CSS

- Grade 10 students attended Your City, Your Future on October 1 hosted by the City of Stratford and many community partners.

- History students attended a field trip to Pioneer Village on October 6.
- The Electrical Dual Credit occurs every Tuesday.
- The senior art class went to Gallery Stratford on October 7.
- Environmental SHSM students will have GPS training on October 21.
- Interim reports will go home on October 23.
- Parent-teacher interviews will occur on October 29.
- Tech Days for Grade 6 students and Arts Days for Grade 8 students will take place on October 28 and 29.
- Students will attend the SHSM Build a Dream event for Women in Trades on October 29 in Mississauga.
- Public speaker Leroy Hibbert will visit religion classes on October 30.

St. Anne's CSS

- The Conestoga Electrical Dual Credit occurs every Tuesday.
- A representative from McCall MacBain visited on October 1 to discuss available scholarship opportunities.
- On October 2 and 7, all Grade 9 science students attended the Stream Study at the Clinton Conservation Area.
- King's University visited on October 2.
- The Student Cabinet attended a leadership retreat on October 5.
- Fanshawe College visited on October 6.
- History classes went to Fanshawe Pioneer Village for a World War I reenactment on October 6.
- The Civics class attended a field trip to Clinton Town Hall to speak with the Mayor.
- Lakehead University visited on October 14.
- Brock University will visit on October 20.
- Lakehead University will visit again on October 26.
- York University will visit on October 26.
- Ontario Universities' Information Night will be held at CHSS on October 26.
- Interim reports will go home on October 26.
- The University of Windsor will visit on October 27.
- Carleton University will visit on October 28.
- Nipissing University will visit on October 28.
- Parent-teacher interviews will be held on October 29 from 5:00–7:00 p.m. in the gym.
- All senior students met with Guidance for their post-secondary planning meeting.

<u>Athletics/Arts Events/Accomplishments</u>

St. Michael CSS

- March for Mikes was held on October 9 with a "Gone Western" theme.
- Drama classes attended a workshop and *Something Rotten!* at the Stratford Festival on October 14.
- WOSSAA Golf occurred on October 5.
- Pep Band started for the first time on October 5.
- Art Club meets every Tuesday and Wednesday.
- Boys' volleyball and girls' basketball seasons started in the first week of the month.
- Girls' Rugby 7s participated in a tournament on October 7, with the boys' team participating on October 8.
- The Huron-Perth tennis team competed on October 8.
- Cross-country continues, with Huron-Perth occurring on October 14.
- MUN held its first conference at St. Jerome's in Waterloo on October 14.
- Track WOSSAA occurs today, October 19.
- Two students will be participating in an international MUN in China in the next few weeks.

St. Anne's CSS

- Rock Band tryouts and Concert Band tryouts were finalized.
- The Drama Club held its first meeting at the start of October.
- The Art Club is working on Remembrance Day posters and artwork.
- Our fall sports are in full swing with baseball, field hockey, golf, cross-country, 7s rugby, basketball, tennis, and boys' volleyball.
- Our boys' golf team represented St. Anne's at WOSSAA Golf on October 5.
- Senior parking lot painting was hosted on October 2.
- The tennis team competed in Huron-Perth on October 8.
- The cross-country team competed in Huron-Perth on October 14.
- The tennis team competed in WOSSAA on October 15.
- The cross-country team will compete in WOSSAA on October 29.
- The field hockey team will compete in Huron-Perth at the end of October.

RECOMMENDATION

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

Huron-Perth Catholic
District School Board

REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sarah Devereaux, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: October 19, 2026
Submitted by: Karen Tigani, Chief Executive Officer

2026-27 ENROLMENT UPDATE - OCTOBER 2026

Public Session

BACKGROUND

Enrolment reports are run and monitored weekly into October. The average Full Time Equivalent (FTE) enrollment of the two count dates (October 31 and March 31) is utilized for the calculation of the 2026-27 Core Education Grants.

DEVELOPMENT

The Elementary enrollment used for grant calculation purposes in the 2026-27 budget was 3,392.0 Full Time Equivalent (FTE). Elementary enrollment on October 6, 2026 was 3404.5 FTE, which is an increase of 12.5 FTE. Enrolment fluctuations past September are typically minimal for Elementary.

The total number of Secondary students with course selections used for the October 31 count in the budget was 1,424.0. Secondary enrollment on October 6, 2026 was 1,411.0, which is a decrease of 13 students. We expect to see secondary enrollment continue to change up to the October 31 count date, especially with respect to full-time vs. part-time. The number of courses a student takes each semester determines their FTE, which will be verified at the October count date and used for Revised Estimates.

The following reports are attached:

1. 2025-26 Preliminary Enrolment Data at October 6, 2026
2. 2025-26 Huron-Perth Student Retention Data

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2026-27 Enrolment Update - October 2026 Report for information.

Huron-Perth Catholic District School Board
2026-27 Preliminary Enrolment Data - at October 6, 2026

Elementary - FTE	J	K	1	2	3	4	5	6	7	8	A Oct.6.26 Total	B 2026-27 Estimates	C (A-B) Diff.	Historical Data 25/26 F/S	24/25 F/S	23/24 F/S Total	22/23 F/S Total	21/22 F/S Total
Holy Name of Mary	21.5	28.0	24.0	23.0	22.0	24.0	29.0	17.0	21.0	12.0	**221.5**	220.0	**1.5**	214.5	203.0	209.5	206.0	212.0
Jeanne Sauvé	29.0	31.0	40.0	26.0	23.0	20.0	27.0	20.0	18.0	30.0	**264.0**	263.0	**1.0**	262.5	257.0	253.5	260.0	279.0
Our Lady of Mount Carmel	11.0	12.0	17.0	9.0	15.0	17.0	8.0	19.0	17.0	9.0	**134.0**	131.0	**3.0**	135.0	130.5	129.5	131.0	121.0
Precious Blood	27.0	28.0	25.0	31.0	28.0	21.0	23.0	27.0	23.0	22.0	**255.0**	248.0	**7.0**	239.0	236.0	227.5	219.5	215.5
Sacred Heart	10.0	17.0	14.0	16.0	19.0	22.0	16.0	25.0	23.0	13.0	**175.0**	184.0	**-9.0**	190.8	191.3	191.0	184.5	188.0
St. Aloysius	27.0	31.0	28.0	22.0	21.0	24.0	24.0	24.0	31.0	21.0	**253.0**	237.0	**16.0**	249.0	241.0	232.0	225.0	224.5
St. Ambrose	9.5	11.0	13.0	16.0	16.0	14.0	9.0	17.0	16.0	21.0	**142.5**	160.0	**-17.5**	155.3	162.0	161.5	167.5	188.0
St. Boniface	22.5	26.0	27.0	25.0	16.0	25.0	24.0	24.0	22.0	22.0	**233.5**	230.0	**3.5**	233.0	230.8	222.5	218.5	221.0
St. Columban	0.0	0.0	0.0	0.0	27.0	24.0	33.0	27.0	33.0	28.0	**172.0**	172.0	**0.0**	180.0	178.0	171.5	166.5	157.0
St James	23.0	25.0	23.0	26.0	23.0	23.0	20.0	25.0	20.0	22.0	**230.0**	224.0	**6.0**	221.5	193.5	185.5	187.0	174.5
St Joseph's - Stratford	15.0	13.0	20.0	17.0	14.0	13.0	9.0	18.0	7.0	12.0	**138.0**	143.0	**-5.0**	137.3	135.0	126.0	149.0	145.5
St Joseph's - Clinton	21.0	25.0	24.0	19.0	30.0	27.0	18.0	31.0	26.0	25.0	**246.0**	229.0	**17.0**	241.0	233.5	223.3	216.5	217.5
St. Mary's - Goderich	29.0	27.0	20.0	28.0	34.0	38.0	30.0	35.0	35.0	29.0	**305.0**	314.0	**-9.0**	313.0	326.0	333.5	328.5	327.5
St. Mary's - Listowel	50.0	40.0	44.0	35.0	35.0	35.0	33.0	48.0	33.0	45.0	**398.0**	396.0	**2.0**	393.0	393.0	365.5	336.5	315.0
St. Patrick's - Kinkora	10.5	17.0	13.0	10.0	15.0	14.0	9.0	16.0	10.0	10.0	**124.5**	128.0	**-3.5**	130.0	120.5	123.8	121.0	123.5
St. Patricks - Dublin	32.5	23.0	33.0	24.0	0.0	0.0	0.0	0.0	0.0	0.0	**112.5**	113.0	**-0.5**	105.5	107.5	106.3	106.0	100.5
TOTAL FTE	**338.5**	**354.0**	**365.0**	**327.0**	**338.0**	**341.0**	**312.0**	**373.0**	**335.0**	**321.0**	**3,404.5**	**3,392.0**	**12.5**	**3,400.3**	**3,338.5**	**3,262.3**	**3,223.0**	**3,210.0**
2026-27 Estimates	344.0	345.0	361.0	326.0	329.0	338.0	309.0	369.0	346.0	325.0	**3,392.0**							
Difference	-5.5	9.0	4.0	1.0	9.0	3.0	3.0	4.0	-11.0	-4.0	**12.5**							

Secondary - No. of Students (not FTE)	9	10	11	12	Oct.6.26 No. of Students Total	2026-27 EST October	Diff.	Oct. 31 2025	Oct. 31 2024	Oct. 31 2023	Oct. 31 2022	Oct. 31 2021
St. Anne's	191.0	138.0	134.0	146.0	**609.0**	624.0	**-15.0**	540.0	528.0	550.0	585.0	608.0
St. Michael	256.0	158.0	186.0	202.0	**802.0**	800.0	**2.0**	715.0	752.0	793.0	819.0	829.0
TOTAL No.Students	**447.0**	**296.0**	**320.0**	**348.0**	**1,411.0**	**1,424.0**	**-13.0**	**1,255.0**	**1,280.0**	**1,343.0**	**1,404.0**	**1,437.0**

Huron-Perth Catholic District School Board
2026-27 Preliminary Retention Data - at October 6, 2026

School	# of Grade 8 students in June 2026	September 2026 Retention (Gr 8 to Gr 9)	Retention % September 2026	Retention % September 2025	Retention % September 2024	Retention % September 2023	Retention % September 2022
Holy Name	25	22	88.0%	61.5%	80.8%	100.0%	82.1%
Jeanne Sauve	33	31	93.9%	100.0%	87.0%	88.0%	96.0%
Our Lady of Mount Carmel	16	8	50.0%	33.3%	46.7%	58.0%	50.0%
Precious Blood	20	9	45.0%	54.2%	50.0%	29.6%	37.5%
Sacred Heart, Wingham	20	15	75.0%	60.0%	62.5%	56.0%	68.0%
St. Aloysius	39	39	100.0%	96.6%	92.0%	100.0%	100.0%
St. Ambrose	15	14	93.3%	100.0%	100.0%	98.0%	78.3%
St. Boniface	26	21	80.8%	61.1%	90.0%	89.0%	90.0%
St. Columban	32	26	81.3%	70.8%	75.9%	81.0%	80.0%
St. James	27	26	96.3%	77.8%	100.0%	76.0%	100.0%
St. Joseph's, Stratford	15	15	100.0%	90.5%	72.7%	89.0%	76.5%
St. Joseph's, Clinton	32	29	90.6%	92.3%	90.9%	79.0%	92.6%
St. Mary's, Listowel	41	9	22.0%	22.6%	28.2%	45.0%	29.0%
St. Mary's, Goderich	32	31	96.9%	89.5%	85.3%	87.5%	90.9%
St. Patrick, Kinkora	14	14	100.0%	81.8%	85.7%	86.0%	78.6%
St. Patrick, Dublin	NA	NA	NA	NA	NA	NA	NA
TOTAL RETENTION	**387**	**309**	**79.8%**	**74.0%**	**75.0%**	**76.9%**	**77.8%**

Grade 9 Student Origin	Number of Students
HPCDSB Retained Grade 8 Students	309
Public Board	89
Private School	31
Home School	9
Outside Huron-Perth/ New to Area	9
Total Grade 9 Students (Oct. 2026)	**447**

HURON-PERTH CATHOLIC
District School Board

Regular Board Meeting - Monday, October 19, 2026

CLOSING PRAYER - **Board Chaplain, Deacon Dan McPhee**

Deacon Dan

Lord, we thank you for this time together today. Guide us as we walk our path forward. Lead us not into temptation, help us to help each other find our way to you.
Let us pray all together:

All join in:

Hail Holy Queen (Salve Regina)
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, most gracious advocate, thine 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.

May the Divine assistance remain always with us, and may the souls of the faithful departed, through the mercy of God, rest in peace. Amen.

Dcn. Dan:

St. André Bessette
R: Pray for Us
The Lord be With You!
And with your Spirit.
In the name of the Father, Son and Holy Spirit.
Amen