

**Regular Board Meeting**  
**May 26, 2025 - 3:00 p.m.**

## **AGENDA**

- 1. Opening Business**
  - 1.1. Opening Prayer & Condolences - Trustees Pages 3-4
    - 1.1.1. Mass cards and condolences on behalf of the Board for May were sent to the family of Rev. Richard Tremblay, retired associate Pastor of the Huron-Perth Catholic family of parishes on his passing.
  - 1.2. Attendance
  - 1.3. Approval of the Regular Board Meeting Agenda of May 26, 2025. Page 1-2
  - 1.4. Declaration of Interest
  - 1.5. Approval of the Regular Board Meeting Minutes of May 5, 2025. Pages 5-10
  - 1.6. Business Arising from the Minutes of the Regular Board Meeting of May 5, 2025.
- 2. Presentations**
  - 2.1. International Education Program - Chris Grace
- 3. Delegations**
- 4. Consent Agenda**
  - 4.1. Board Highlights Pages 11-22
  - 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of April 14, 2025 Pages 23-26
  - 4.3. Annual Drinking Water Report For The Period April 1, 2024 to March 31, 2025 Pages 26-42
- 5. Committee and Staff Reports**
  - 5.1. Policy**
    - 5.1.1. Board Policies for review:
      - a) Sun Safety Pages 43-58
      - b) First Nations/Metis/Inuit Self-Identification Pages 59-61
    - 5.1.2. Board Policies recommended for approval/rescinding:
      - NA
  - 5.2. Student Achievement and Catholicity**
    - 5.2.1. Literacy Report Pages 62-66
    - 5.2.2. Math Achievement Action Plan Progress Report Pages 67-73
    - 5.2.3. Communications - Social Media Strategy Update Pages 74-75
    - 5.2.4. Mental Health Update Pages 76-85
    - 5.2.5. Student Trustees' Report Pages 86-89
  - 5.3. Corporate Services and Operations**
    - 5.3.1. 2025-2026 Budget Update Report - Core Education Funding Announcement & Enrolment Projection Update (WALK-IN)
- 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**
  - St. Aloysius Jays Care Field Of Dreams opening celebration - June 5, 2025
  - CCSTA 2025 AGM and Conference - June 5-7, 2025
  - CPIC - June 10, 2025
  - SLICE - Ivey Spencer Leadership Centre - June 12-13, 2025
  - Regular Meeting of the Board - June 16, 2025
  - EDIAR Meeting - June 17, 2025
  - Special Meeting of the Board - June 23, 2025
  - Graduation Ceremony - St. Anne's CSS - June 26, 2025
  - Graduation Ceremony - St. Michael CSS - June 26, 2025
- 13. Closing Prayer** - Mary Helen Van Loon, Chair
- 14. Adjournment**



# HURON-PERTH CATHOLIC

## District School Board

### Regular Board Meeting - Monday, May 26, 2025

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

**Intentions and Opening Prayer** - Chair, Mary Helen Van Loon

### *The Apostles' Creed*

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

Our Father/3 Hail Marys/Glory Be

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

**Amy** - The First Joyful Mystery is the Annunciation. The Fruit of this Mystery is Humility.

**Levi** - The Second Joyful Mystery is the Visitation. The Fruit of this Mystery is Love of Neighbour.

**Sue** - The Third Joyful Mystery is the Birth of Our Lord. The Fruit of this Mystery is the Poverty of Spirit.

**Sam** - The Fourth Joyful Mystery is the Presentation. The Fruit of this Mystery is Obedience.

**Jim** - The Fifth Joyful Mystery is Finding the Child Jesus in the Temple. The Fruit of this Mystery is Joy in finding Jesus.

### *The Our Father*

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

### *The Hail Mary*

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

### *The Glory be*

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

### *The Fatima prayer*

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

### *The Hail Holy Queen*

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

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

St. Andre Bessette

### **R: Pray for Us**

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

Amen

**Regular Board Meeting**  
**May 5, 2025 - 12:30 p.m.**

## **MINUTES**

**Present:**

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

**Student Trustee:** Levi Nyenhuis, St. Michael CSS, Stratford

**Senior Administration:** Director of Education & Secretary Karen Tigani; Superintendents of Education Tara Boreham, Sean McDade; Superintendent of Business & Treasurer Mary-Ellen Ducharme

**Absent:** Fr. David Butler, Board Chaplain, Trustee Amy Cronin (personal), Sam Cronin, Student Trustee, St. Anne's CSS, Clinton

### **1. Opening Business**

**1.1. Opening Prayer & Condolences - Trustees**

**1.2. Attendance - Noted above at start of meeting**

**1.3. Approval of Regular Board Meeting Agenda**

**1.4.**

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of May 5, 2025.

**Carried**

**1.5. Declaration of Interest**

**1.6. Approval of Regular Board Meeting Minutes**

Moved by: Tina Doherty

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves the minutes of the Regular Board Meeting of March 24, 2025.

**Carried**

**1.7. Business Arising from the Minutes**

- 1.7.1.** Trustees inquired about the availability of updated literacy screening data, broken down by grade and school, which had been requested for the April or May Board meeting. Director Tigani responded that a comprehensive report, similar to the first

screening report, would be distributed to trustees shortly by email.

**2. Presentations**

**3. Delegations**

**4. Consent Agenda**

- 4.1. March Board Highlights
- 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of March 17, 2025
- 4.3. Approved Equity, Diversity, Inclusion and Anti-racism (EDIAR) Meeting Minutes of October 30, 2025
- 4.4. Approved Equity, Diversity, Inclusion and Anti-racism (EDIAR) Meeting Minutes of March 19, 2025.
- 4.5. Approved Catholic Parent Involvement Committee (CPIC) Meeting Minutes of January 21, 2025.
- 4.6. Facility Project Approvals (Various)

Trustees sought clarification regarding the Multilingual Learner (MLL) section in the Board highlights report, specifically inquiring about the personnel resources dedicated to elementary support. Director Tigani reported that the MLL system support teacher conducts visits to all schools. Superintendent McDade further explained that upon identifying a student as an MLL, the MLL support teacher performs an initial assessment and collaborates with the school-based team to provide tailored support. It was emphasized that support strategies vary significantly for each student and school, reflecting a commitment to individualized needs. The system support teacher adjusts services based on need, and the classroom teacher delivers programming with that support.

Subsequently, trustees inquired about the funding allocation received from the Ministry for MLL students. Superintendent Ducharme clarified that funding is determined by enrollment and fluctuates annually based on the Ministry's rubric. Trustees requested specific details regarding the funding amount received by the Board and its distribution for MLL support. Additionally, inquiries were made about the availability of online programming to aid MLL learning. Superintendent Boreham responded that the Board provides the Lexia program, specifically designed for MLLs in Kindergarten to Grade 6. This blended learning platform facilitates speaking and listening skills development.

Moved by: Sue Muller

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board receives all reports, committee minutes, and approves all motions under the consent agenda, which are:

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

AND

THAT the Huron-Perth Catholic District School Board receives the approved Special Education Advisory Committee (SEAC) Meeting Minutes of March 17, 2025

AND

THAT the Huron-Perth Catholic District School Board receives the approved Equity, Diversity, Inclusion and Anti-racism (EDIAR) Meeting minutes of October 30, 2025

AND

THAT the Huron-Perth Catholic District School Board receives the approved Equity, Diversity, Inclusion and Anti-racism (EDIAR) Meeting Minutes of March 19, 2025

AND

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

AND

THAT the Huron-Perth Catholic District School Board awards the St. Aloysius School roof deck replacement project to Accuratus Design & Build for a total amount of \$330,525.00 (including HST).

AND

THAT the Huron-Perth Catholic District School Board awards the St. Mary's School, Goderich - South Wing HVAC Replacement project to Stratford Metal Product for a total amount of \$292,274.50 (including HST).

**Carried**

## **5. Committee and Staff Reports**

### **5.1. Policy**

#### **5.1.1. Board Policies for Review:**

##### **a) Sun Safety**

Trustees discussed the overall balance between sun safety and health considerations, expressing concerns about whether the current guidelines might be overly restrictive. They emphasized the need for clearer direction and noted some missing elements in the document. There was also a discussion about the appropriate content for guidelines versus policies. In response, the Director indicated that the guidelines would be reviewed in consultation with Huron Perth Public Health recommendations and Ministry of Education regulations.

Moved by: Sue Muller

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board refers the policy Sun Safety back to staff for review.

**CARRIED**

#### **5.1.2. Board Policies Recommended for Approval/Rescinding:**

##### **b) Workplace Harassment**

Moved by: Sue Muller

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board approves the following policy:  
Workplace Harassment

**Carried**

### **5.2. Student Achievement and Catholicity**

#### **5.2.1. Catholic Education Week Report**

Moved by: Tina Doherty

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the Catholic Education

Report for information.

**Carried**

### **5.2.2. Strategic Focus: Improving Student Attendance Report**

Correction noted on page 69 "Documentation and Compliance: summer 2025, should be summer 2024 and September 2025, should be September 2024.

Trustees inquired about the increase in persistent absence referrals, and the reason for the increase. Superintendent Boreham explained that the increase was due to earlier intervention resulting from the implementation of a multi-tiered intervention strategy, and that the rise was in referrals, not necessarily in the number of students absent. Trustees also expressed concern about students who might miss multiple non-consecutive days per week, or consistently miss a specific day, potentially "slipping through the cracks." Superintendent Boreham responded that the school board now uses "Compass for Success" software, which is a data warehouse that provides student profile pictures and attendance trend data, enabling tracking of patterns such as consistently missing one day per week.

Moved by: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board receives the Strategic Focus: Improving Student Attendance Report report for information.

**Carried**

### **5.2.3. Student Trustees' Report**

Moved by: Jim McDade

Seconded by: Tina Doherty

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

**Carried**

## **5.3. Corporate Services and Operations**

### **5.3.1. February 28, 2025 Financial Report**

Moved by: Sue Muller

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board receives the February 28, 2025 Financial Report.

**Carried**

### **5.3.2. 2025-2026 Budget Report Preliminary Enrolment Projections**

Trustees questioned why the comparison was with revised estimate numbers rather than current enrollment. Superintendent Ducharme clarified that actual enrollment figures are based on averages of counts taken on October 31 and March 30, and the March 30 numbers were not yet finalized, necessitating the use of revised estimates. The next report will utilize actual figures. Trustees also raised concerns about declining enrollment at St. Michael, Director Tigani responded that secondary staff are actively engaged in recruitment and retention efforts, and staff is keen to understand the reasons for the enrollment trends. It

was noted that there is a dip from grades 11 to 12, likely related to fewer students opting for a fifth year, with many students now prepared for post-secondary education after four years. The presented projections were close to demographic predictions made several years prior by the demographers.

Moved by: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board receives the 2025-2026 Preliminary Enrolment Projection Report.

**Carried**

## **6. Information and Correspondence**

### **6.1. Core Ed Funding Announcement**

- 6.1.1.** Superintendent Ducharme shared that we have not yet received the Core Ed Funding announcement.

## **7. Notices of Motion**

## **8. Notices of Motion Being Considered for Adoption**

## **9. Trustee Inquiries**

- 9.1.** Trustees inquired about student recognition at Board meetings. Director Tigani explained that the practice has been to extend invitations to students receiving first-place awards at the provincial, national, or international level. The Board then discussed the invitation process and the potential for adopting alternative recognition methods to ensure fairness for all students.

- 9.2.** Trustees inquired about the Board's current initiatives regarding human trafficking awareness. Director Tigani responded that the Board collaborates with community partners and utilizes curriculum resources to raise awareness. This includes community-wide events, such as a partnership with the Ontario Provincial Police (OPP) at St. Anne's, Clinton and St. Mary's in Listowel, which extends beyond school-based activities. Professional development on this topic has also been provided to staff.

## **10. In-Camera Session of the Regular Board Meeting**

Moved by: Jim McDade

Seconded by: Sue Muller

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

**Carried**

## **11. Future Meetings and Events**

- Catholic Education Week Mass - Monday, May 5, 2025
- SEAC - May 12, 2025
- Board Meeting - May 26, 2025
- CPIC - June 10, 2025
- Board Meeting - June 16, 2025
- Special Meeting of the Board - June 23, 2025
- CCSTA 2025 AGM and Conference - June 5-7, 2025
- SLICE - Ivey Spencer Leadership Centre - June 12-13, 2025
- Graduation Ceremony - St. Anne's CSS - June 26, 2025
- Graduation Ceremony - St. Michael CSS - June 26, 2025

**12. Closing Prayer - Chair Van Loon**

**13. Adjournment**

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of  
May 5, 2025

**Carried**



## REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham and Sean McDade, Superintendents of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: Monday, May 26, 2025  
Submitted by: Karen Tigani Director of Education and Secretary

# BOARD HIGHLIGHTS FOR MAY

Public Session

## BACKGROUND

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

## DEVELOPMENTS

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

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## CATHOLIC EDUCATION

### Catholic Education Week 2025

Catholic Education Week was a significant success throughout our system. The event began with a system-wide Mass celebrated by Rev. Bishop Fabbro, where we were blessed to have students from St. Columban, St. Patrick, St. James Catholic Schools and several music teachers from across the district lead our music ministry. There were several priests and deacons from our Deanery in attendance as well. We enjoyed the presence of so many staff, students and community members as we celebrated Catholic education within our system. Students from across the district created beautiful artwork inspired by the theme "we must fan the flame of hope" and our spiritual theme "on fire with the Spirit".

Throughout the week, individual schools held their own liturgies and Masses, celebrating our schools and honouring Mother Mary. Students participated in lessons and activities developed by the Ontario Catholic Schools Trustees Association, as well as additional activities co-created with the Mental Health Team to mark Children's Mental Health Week, including the launch of the "Stop, Pause, Pray" initiative in our elementary schools that highlights Christian meditation practices in a way that promotes self-regulation with our students. This collaborative effort highlighted the importance of both faith and mental well-being in our educational community.

### **Staff Pilgrimage to Midland Martyrs' Shrine**

The current Jubilee Year is a sacred time to consider making a prayerful pilgrimage. As a Board, we wanted to offer something very special for staff. On May 15, twenty-eight staff from across the Board embarked on a faith formation pilgrimage to the Martyrs' Shrine in Midland, a sacred space rooted in the legacy of Canadian Martyr St. Jean de Brébeuf and his companions. The day offered time for personal prayer and quiet reflection on the Shrine's peaceful grounds, fostering a deep spiritual connection with God and creation. Attendees gathered to celebrate Mass, entering the mystery of the Eucharist together in unity and reverence. The heart of the day was a three-hour retreat led by Jesuit facilitators from the Shrine, centered on the theme *A Journey of Discovery with Christ*. Through guided reflections, shared stories, and spiritual exercises, staff were invited to consider how God has uniquely gifted each person with a relationship with Christ, a personal vocation, and the call to live lives of love, generosity, and service.

As the martyrs once did, participants were encouraged to recognize that embracing Jesus Christ more fully allows for a deeper understanding of one's own calling in life. In the diversity of our world and the complexity of human experience, this pilgrimage became a moment to pause and listen for God's voice, to be renewed in mission, and to commit once again to walking with Christ. Through the example of St. Jean de Brébeuf and his companions, the retreat invited all present to reflect on the courage, faith, and love that defines the Christian journey and inspires a renewed dedication to Catholic education.

### **International Education**

April provided our international students from Brazil their first time receiving an Ontario Provincial Report Card. Noting that report cards in Brazil are very different, Principal Grace met with all Brazilian students to review their academic progress in each of their secondary courses. Principal Grace explained the details about what is included in a report card, including what the Learning Skills evaluate. All five students are progressing very well and at this point in the semester are on track to earn all their credits. The work that Katherine Miller, the Board's Multi-Language Learner teacher is doing with the students and their teachers at both schools is making a difference. Additionally, all students are making great strides with their ability to speak English.

Principal Grace attended the Canadian Association of Public Schools International (CAPS-I) Annual General Meeting on Sunday, May 4 and then attended Professional Development sessions on May 5 and 6 at the CAPS-I conference in Calgary. Learning sessions were led by other Canadian School Districts which focused on international recruiting trends, homestay challenges and other operational topics in international education. This is the biggest annual international education conference in Canada and all member school boards are required to send at least one Board representative for the Annual General Meeting and Conference. It provides excellent learning opportunities and extensive networking opportunities.

Our student enrolment continues to grow, with noticeable impact from the work being done directly with agents and families to build relationships and trust through our recruitment efforts. Another student from Spain has committed to attending our Board for September 2025 along with a student from Japan. The Grade 11 student from Japan will be the Board's first student visiting from this country and he will be attending St. Michael CSS in Grade 11. Additionally, the Grade 11 student from Spain will be attending St. Anne's in the fall.

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## **LEADERSHIP**

### **Leader's Learning Council (LLC)**

On May 13, principals, vice-principals, and learning coordinators came together for a powerful training session led by experienced educator Darryl from Greenfield Education, the provider of Lexia and other impactful learning platforms used in our schools. The training focused on the enhanced student achievement and data portal, equipping leaders with tools to monitor progress, identify strategic leadership moves, and act early to support student needs. Deeply aligned with our Board's strategic plan, the training emphasized the moral imperative of timely intervention, supporting students early and often, to ensure every learner has the opportunity to succeed. Central to the session was our ambitious goal of graduating at least 95 percent of our students. We recognize that this goal belongs to us all. It is a collective effort, where leadership at every level - from kindergarten through Grade 12 - shapes the conditions for student success. As a Catholic school system, we are called to guide each student with care and purpose along the path God has set before them—toward graduation and most importantly, a hopeful future.

### **School Mental Health Ontario Provincial Leadership Meeting**

On May 28 and 29, the Board's Mental Health Lead and Superintendent of Education proudly represented our board at the 2025 Spring Provincial Leadership Meeting, hosted by School Mental Health Ontario. This annual event is a cornerstone gathering for mental health leaders, superintendents, and clinical managers across the province. The conference offered valuable insights into emerging school mental health initiatives and evidence-informed practices, while also fostering meaningful collaboration among Ontario school boards. Through engaging sessions and strategic networking, we explored innovative approaches to student well-being and contributed to shaping the future direction of school mental health in Ontario. This opportunity reinforces our Board's commitment to leading and learning in the evolving landscape of student mental health and wellness.

### **Department Head Learning Session**

On May 20 all Department Heads from both secondary schools met at the Brodhagen Community Centre to engage in a day of learning and leadership. Hosted by Superintendent Sean McDade and Secondary Coordinator Paul D'Hondt, former Superintendent Lorrie Temple animated the day on the topic of Catholic leadership. Participants reflected on the role of department leader and servant leadership, while identifying and discussing challenges in their work.

### **Catholic Curriculum Corporation AGM**

Members of the Learning Coordination and System Program Team, along with Superintendent McDade and Director Tigani, attended the Catholic Curriculum Corporation Annual General Meeting in Toronto on May 8 and 9. During the May 8 council meetings—the final gathering of the school year—discussions focused on how best to support students in Catholic education across various subject areas. That evening, Director Tigani was honoured at the AGM dinner as the outgoing Chair of the Executive Council and Board of Representatives, in recognition of her

leadership and longstanding dedication to Catholic education through her years of service with the Catholic Curriculum Corporation.

On May 9, the *When Faith Meets Pedagogy Conference* workshop selection committee met to finalize the workshops that will be selected to present at the annual conference in October. This committee is chaired by Huron-Perth CDSB's Religion and Family Life Learning Coordinator, Caroline Thuss. This conference is the largest Catholic education conference in Canada and we look forward to many of our staff attending this fall.

### **Ontario Catholic Supervisory Officers Association (OCSOA) Conference and AGM**

On May 14-16, Director Tigani and Superintendents of Education Boreham and McDade attended the OCSOA annual professional conference entitled "Leading With Purpose". Huron-Perth CDSB was one of the host boards for this professional learning and faith formation event. There was significant leadership from our team. Our senior leaders led liturgy and prayer, engaged in the mentor-coaching event and helped facilitate learning sessions. Our newest Supervisory Officer, Superintendent McDade was blessed and commissioned by Bishop Fabbro to go forth and lead as Jesus modeled in a special ceremony fashioned around the leadership stance of Jesus who "washed the feet of others". At the awards dinner, retired Director of Education Chris Roehrig was honoured and received a certificate to acknowledge his leadership and dedication to Catholic education.

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## ***SPECIAL EDUCATION***

### **Professional Development, May 2**

**Elementary** - During the morning, all Elementary Dance, Drama, Health, and Physical Education Teachers (DDHP) and Music Teachers participated in a virtual session with Behaviour Consultant Megan Delcourt. The session focused on classroom management strategies grounded in evidence-based practices, with an emphasis on the effective use of reinforcement.

In the afternoon, all elementary staff engaged in professional learning on executive functioning and universal supports. Staff were given time to reflect on practical strategies they could implement in their classrooms to enhance student achievement and support diverse learner needs.

**Secondary** - Secondary teachers and educational assistants gathered at St. Anne's Catholic Secondary School for our Professional Development Day. The morning saw a presentation by Kristi Johnson, a Special Education lead and OECTA course instructor, who led the educators through practical ways of implementing Universal Design for Learning and Differentiated Instruction in secondary classrooms. Participants discussed the issues in groups and planned with their colleagues.

Karen Congram, who delivered an engaging presentation on the importance of inclusive education facilitated the afternoon session. Drawing from her extensive experience as a secondary teacher, Learning for All coach, and as a mother and advocate for a child with complex special education needs, Karen shared both professional insights and personal reflections. Building on the morning's focus on Universal Design for Learning (UDL) and Differentiated Instruction (DI), she provided practical examples demonstrating how all students can meaningfully access the curriculum and contribute to inclusive secondary classrooms through creative planning, intentional pre-planning, and a collaborative team-based approach.

### **Regional Special Education and Supervisory Officer Councils (RSEC/RSOCC) - May 22-23**

This two-day conference focused on empowering students and addressing current regional trends in education. Day one featured an in-depth session with Douglas Fisher on fostering student engagement and self-directed learning. His presentation emphasized the importance of designing learning experiences that build knowledge, self-efficacy, and cognitive regulation. The day concluded with business updates and networking opportunities. On day two, attendees split into RSEC and RSOCC breakout sessions to explore region-specific issues in special education and curriculum. Presenters Charmaine Perera and Mishaal Surti provided insights into provincial trends and policy directions. Participants engaged in collaborative discussions to identify shared challenges, successes, and solutions across school boards.

### **Special Education Regional Coordinator/Consultant Conference - May 29-30**

Members of the System Special Education Team attended the Special Education Regional Coordinator/Consultant Conference (SERCC) on May 29-30. The two-day conference offered a powerful and thought-provoking exploration of inclusion, neurodiversity, and best practices in special education. It opened with Joe Lambert's compelling personal story of resilience and survival from institutionalization, reinforcing the critical importance of valuing every human life. This was followed by a session with Adam Davies, who introduced the neurodiversity paradigm and emphasized the shift from advocacy to collective empowerment. Afternoon breakout sessions encouraged rich dialogue among participants, while updates from Ministry field officers and SERCC business rounded out the day. The second day focused on practical strategies for supporting students with intellectual disabilities, presented by the Waterloo Catholic District School Board team and KidsAbility, and concluded with a session that reflected on the past to inspire future inclusive practices, highlighting community collaboration and co-creation through a partnership between the Huron-Perth Catholic District School Board and Facile Perth.

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## ***DIGITAL TOOLS TO SUPPORT LEARNING***

### **Artificial Intelligence Network**

We are continuing our collaborative efforts to explore and support the responsible use of artificial intelligence (AI) in education within the Huron-Perth Catholic District School Board. Recently, members of our senior team, corporate managers, and ICT department participated in the CODE Generative AI Learning Network, joining eight other Ontario school boards. This network provided a valuable opportunity to share best practices, discuss common challenges, and learn from each other's experiences as we navigate the evolving role of AI in classrooms. Our involvement in this province-wide dialogue ensures we remain informed, proactive, and aligned with emerging standards and strategies to enhance teaching, learning, and operational efficiency through AI.

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## ***STUDENT ACHIEVEMENT***

### **Mathematics**

The Huron-Perth CDSB Math Team began the month of May with a system-wide professional learning session focused on developing mathematical reasoning skills. Principals facilitated discussions with their K–8 teachers, educational assistants, and designated early childhood educators, while the Math Learning Coordinator and three Math Facilitators broadcasted a presentation. Educators explored the developmental continuum of mathematical

reasoning—from counting, to additive, to multiplicative, to proportional reasoning. They observed videos of students solving computational problems, identifying and analyzing their reasoning strategies. We were delighted to be joined by members of the provincial Math team who were deeply impressed and inspired by the leadership and work of our team and educators.

The Math Team then led educators through a Number Talk or Problem String—Tier 1, high-impact instructional practices designed to advance student thinking toward more sophisticated reasoning. Educators also learned about the importance of making student thinking visible using tools such as number lines and area models during these routines. These strategies connect to Universal Design for Learning by ensuring all students can access and engage with mathematical reasoning.

Also, the Math Team attended the Ontario Association for Mathematics Education (OAME) conference in Oshawa. This annual event is a key gathering for math leaders across the continent. Huron-Perth Catholic District School Board sent 13 educators, including three secondary teachers and six newly appointed permanent elementary teachers. Participants engaged in a variety of sessions to deepen their pedagogical skills and content knowledge. A post-conference survey was distributed to gather feedback and inform future professional learning.

The rest of May remained busy for the Math Team. They delivered key manipulatives to Junior and Intermediate classrooms, supported problem-solving with Grades 3 and 6 students, and assisted with the invigilation of EQAO assessments. May also marked the release of the final set of the team's nearly 600 Scope and Sequence lessons.

### **Literacy**

Throughout the month of May, the system literacy team's commitment to early intervention in literacy remained a key focus. Two dedicated Learning Resource Teachers (LRTs) provided targeted support across four schools, working intensively in Grade 1 classrooms four days a week. This initiative is designed to build and reinforce foundational reading skills at a critical stage in students' development. By addressing potential challenges early, we aim to equip each student with the tools and confidence they need to achieve their personalized reading goals and thrive as lifelong learners.

Besides ongoing intervention work, the literacy team also launched the final round of screening for the school year. This End of Year (EOY) screening provides an important opportunity to measure student growth over the past year and inform next steps for instruction and support. The data gathered also plays a key role in helping the district make informed decisions about class placements and potential early interventions for September.

Throughout May, the literacy team also worked closely with Grade 3 and 6 students and their teachers in preparation for the literacy portion of EQAO. Support included modelling lessons and helping students become familiar with the digital testing platform—ensuring they approach the assessment with confidence and readiness.

### **French as a Second Language: DELF**

On May 5,6,& 7 almost 30 Grade 12 Core and French Immersion students from St Anne's CSS and St Michael CSS challenged the DELF (Diplôme d'études en langue française) exam. DELF is an internationally recognized proficiency exam from France. It is based on the Common European Framework of Reference (CEFR), which defines language proficiency along six global

levels: A1, A2, B1, B2, C1, and C2. At each level, proficiency is measured across four competencies: listening, speaking, reading, and writing. The French Ministry of National Education awards a diploma to successful candidates. HPCDSB offered the A2 and B1 and B2 tests this year.

This is an extremely valuable initiative that promotes linguistic diversity and cultural understanding. By offering the DELF, students can assess and certify their French language proficiency, opening doors to broader educational and career opportunities in a globalized world while fostering a deep appreciation for the French language and culture.

Challenging the DELF is not a required component of the regular FSL program, nor is it a replacement for the French program. Students who are in French Immersion and Core French continue to work toward earning their French Immersion Certificate and FSL credits, with the DELF being an additional option. DELF test results are not included in any course evaluation or final report card grades. We are grateful for the leadership of Principal Shona Gracey who animates the DELF and supports all staff and students who are involved in DELF in our Board.

### **Core French Professional Development**

Our Core French teachers engaged in an exciting day of professional learning on May 2 PD Day. Teachers Sandra O'Neil and Kaitlyn Michie led an informative morning session focused on the Common European Framework of Reference (CEFR), providing valuable strategies on how to integrate its principles into everyday classroom practice to support all learners. In the afternoon, we were fortunate to welcome guest speaker and educational leader Kim Lochart, an expert in Structured Literacy for FSL classrooms. Kim delivered an inspiring session on the power of Read Alouds for French as a Second Language learners, offering practical tools and insights to enrich literacy instruction in the Core French classroom. The day was a meaningful opportunity for collaboration and growth among our FSL educators.

### **Kindergarten Orientation**

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

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## ***EXPERIENTIAL LEARNING PROGRAMS IN SECONDARY***

### **Women in Skilled Trades (WIST) Exploration , May 5 - 6**

Female students from both SMCSS and SACSS schools traveled to Toronto to take part in a multi-day WIST experience. The trip included hands-on training in plumbing at Conestoga College, a visit to the Ontario Masonry Training Centre, and participation in the Skills Ontario Young Women's Conference. Students explored exhibitor booths and connected with trades professionals to gain deeper insights into career opportunities in the skilled trades.

### **Ontario Skills Competition – May 6**

Held at the Toronto Congress Centre in Etobicoke, this competition is one of the largest skilled trades events in Canada.

- **Secondary Level:** St. Anne's CSS competed in Team Carpentry, while St. Michael CSS had students participate in Automotive Service Technician (AST), Aesthetics, and

Hairstyling. Our students demonstrated their skills at a high level, competing among the best in the province.

- **Elementary Level Engagement:** This month, 20 elementary students proudly represented our school board at the provincial Skills Ontario competition. These students had been preparing diligently over the past several months in areas such as robotics, green energy, construction, and mechanical engineering through hands-on projects like building wind turbines, model houses, cranes, and LEGO-based machines. Their participation reflected our ongoing commitment to experiential learning and STEM education, while providing an opportunity to showcase their problem-solving, collaboration, and innovation skills on a provincial stage. We are incredibly proud of their efforts and how they represented our board among the best young talent in Ontario. Together, these experiences reflect the strength of our OYAP portfolio, fostering awareness and excellence in the trades across all grade levels.

### **Business & Entrepreneurship Career Experience**

On May 22 students from both schools attended a Sector Partner Career Talk with Toronto Blue Jays staff, learning about diverse roles in sports and business. The event also featured workshops on entrepreneurship, finance, digital literacy, and career planning. Students earned sector-recognized certifications and finished the day attending a Blue Jays game to see and appreciate some of the learning in action.

### **Dual Credit – Aesthetics (Fanshawe College)**

A total of 19 students (8 from SACSS 11 from SMCSS) are enrolled in a Dual Credit course in Facials and Makeup at the REACH Centre. The course runs April 30 to June 11, providing college-level training and valuable industry certification.

### **Co-op Supervisors' Appreciation Breakfasts**

To recognize the vital role of community employers, both secondary schools hosted appreciation breakfasts: St. Anne's CSS – May 15; St. Michael CSS – May 29

### **Ontario Youth Apprenticeship Program (OYAP)**

Several students are participating in Level 1 apprenticeship training at Ontario colleges:

- Electrical (Conestoga College): 1 student completing training by May 23
- Welding (Lambton College): 2 students (April 28–June)
- Automotive Service Technician (AST, Fanshawe College): 1 student (April 28–June)
- Electrical (Fanshawe College): 6 students (April 28–June)
- **OCTE Conference – May 7–10 (Ottawa)**  
OYAP leads and Tech educators from across the province will gather at the Ontario Council of Technological Educators (OCTE) conference to discuss new pathways, strategies, and innovations supporting student success in skilled trades.
- **SCWI Forum – May 13 (Humber College)**  
Four HPCDSB representatives will attend the School College Work Initiative forum. With evolving dual credit offerings and pathways, this event offers timely insight into collaborative programming.
- **RPT10 Year-End Meeting – May 27 (Chatham)**  
This final meeting of the year will highlight successes in Dual Credit and OYAP Level 1 programming and initiate planning for the 2025–26 school year.
- **OYAP Information Sessions-May 21**  
St. Michael hosted both a parent luncheon and evening session to share Dual Credit, SHSM, and OYAP opportunities.

- **Ongoing OYAP Placements**  
Numerous students continue to gain hands-on experience in various industries as they complete their OYAP placements.

### **Specialized Learning & Field Trips**

- **Fanshawe Animation Workshop – May 1**  
Six Arts & Culture SHSM students from SACSS participated in a hands-on 2D animation session with David Latour from Fanshawe College using the Mobile Cintiq Lab.
- **BattleSTEM – May 8 (University of Guelph)**  
St. Anne's CSS students in Health & Wellness and Agriculture SHSM programs competed in STEM challenges and earned certifications in Project Management and Lab Practices.
- **Discovery Day at Lavis/Miller Group – May 9**  
Fifteen Grade 10 St Anne's CSS students toured this local business to explore apprenticeships and summer job opportunities.
- **OYAP Hairstyling Exploration – May 9**  
St Anne's CSS students visited Elegance in London and the Festival School of Hairstyling in Stratford, connecting with instructors and learning about hairstyling as an OYAP pathway.
- **Sports Injury Workshop – May 15**  
Health & Wellness and Sports SHSM students took part in a taping and wrapping workshop led by a local physiotherapist.
- **Industry Tours – May 15**  
Students visited Cleaver Brooks and Steele Craft, learning about career paths in construction and manufacturing.
- **Habitat for Humanity Build – May 21**  
Ten Construction SHSM students participated in a community build in Kitchener, gaining hands-on experience while giving back.
- **Jill of All Trades – May 28**  
Female students took part in mentor-led, hands-on workshops at Conestoga College to explore skilled trades and build confidence in non-traditional career pathways.
- **In-House SHSM Certifications at SACSS**  
Certifications include: Customer Service, Leadership Skills and Ethical Considerations

### **Certification & Safety Training**

#### **CPR & First Aid Certification – May 1, 13, 16**

SHSM students completed mandatory certifications to fulfill program requirements.

### **Dual Credit Program**

**Lambton College:** 5 students from SACSS are enrolled in programs, HVAC, Plumbing, Electrical, Arboriculture, Outdoor Education, and Bakeshop

**Conestoga College:** 1 student from SACSS is enrolled in Cabinet Making and Security Guard Licensing

### **Grade 10 Class Presentations**

Staff continue to attend classes, supporting students with SHSM program awareness and course planning. St. Anne's offers SHSM in:

- Agriculture
- Arts & Culture
- Business

- Construction
- Health & Wellness
- Non-Profit
- Education & Childcare
- Sports

## ***MENTAL HEALTH AND WELL-BEING***

### **Elementary:**

In our elementary panel, the Mental Health and Wellness Team provided 17 Social Emotional Learning (SEL) sessions to approximately 260 students. With the integration of our OCSGEs, the topics ranged from recognizing and understanding emotions, managing stress, building resilience, coping with big feelings, relationship skills, anxiety, social awareness, setting boundaries, and resolving conflict.

The MHWT continues to facilitate a book study on *Relationship, Responsibility and Regulation: Trauma-Informed Practices for Fostering Resilient Learners* by Kristin Van Marter Souers and Pete Hall. School staff are diving into trauma-informed practices, focusing on how we can better understand and support students who have experienced trauma. The goal is to explore how we can create a safe and resilient learning environment by addressing the underlying needs that drive student behavior. It's a valuable opportunity to reflect on our practices and deepen our impact on students' lives.

### **Secondary:**

SMCSS and SACSS hosted a lunchtime event featuring music, snacks, wellness activities, and fellowship. This initiative aimed to foster a sense of community and celebrate Catholic Education and Children's Mental Health Week. Students and staff participated in engaging activities that promote well-being and reflection, creating a supportive environment for open conversations about mental health. The event highlighted the importance of education and mental health advocacy within the school community.

## **Catholic Education Week and Children's Mental Health Week**

### **Stop Pause Pray**

For CEW and CMHW, the Mental Health Team in collaboration with the Religion and Family Life Coordinator developed the Stop, Pause, Pray initiative. This practice aims to enhance self-regulation skills while deepening students' connection to their faith.

The steps include:

**Stop:** Cease your current activity to create a moment of stillness.

**Pause:** Take a moment to ground and center yourself.



**Pray:** Engage in our On Fire with the Spirit prayer, the short prayer provided on the prayer cards or of another prayer that resonates with oneself, the class, or their students.

Educators were provided with grade-specific presentations, scripts, and prayer cards to support the implementation in their classrooms. By sharing faith-filled mental health activities with our students, fostered both spiritual growth and mental wellness.

### **Parent & Caregiver Night with Dr. Zayed**

The MHWT, in partnership with AMDSB, held their fourth presentation as part of the ongoing Caregiver Series. Dr. Zayed presented on “What Do Children Need From Parents?” There were 40 caregivers/community members present and we received extensive positive feedback on the session. This aligns with our fourth priority of the Mental Health and Addictions Action Plan which is “Increase Student Attendance, Safety, and Family Engagement.”

### **School Based Social Worker Professional Development:**

- Recent Advances in Assessment and Intervention for Autism and ADHD
  - Understood recent advances in assessment of autism and ADHD
  - Learned about recent developments in working with students with autism and ADHD
- Working with Neurodiverse Children and Youth: An Anti-Oppressive Approach (Wilfrid Laurier University)
  - Learned about the implementation of therapeutic approaches for children, and youth using diverse approaches.
- Trauma and Addictions (Wilfrid Laurier University)
  - Explored the connection between trauma and addiction with a focus on providing knowledge, tools and resources to effectively serve clients who are dealing with both trauma and addiction issues.
  - Supports the implementation of PPM 128
- ACT and Self Compassion (Wilfrid Laurier University)
  - This course emphasized direct experience, skill-building and practice of ACT strategies for fostering self-compassion.

### **School Services Advisory Council Final Meeting of the Year:**

The HPCDSB and AMDSB Mental Health Leads co-hosted the final School Service Advisory Council Meeting at the AMDSB Board office located in Seaforth. The School Service Advisory Committee is composed of organizations that are actively providing services to HPCDSB and AMDSB students. We work collaboratively to address the needs amongst children and youth and at the system level to support clear pathways to service with an understanding of our agency protocols and scopes of practice.

This final meeting of the school year involved collaborating with our school service professionals to reflect on the services provided to students throughout the 2024-2025 school year and consider how we may enhance the mental health and social service delivery in the upcoming year. For example, each service reported on their strengths and areas for improvement of their organization’s service delivery as well as the gaps and needs of services they’ve observed through their roles.

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## **MAINTENANCE AND HEALTH AND SAFETY**

### **Health and Safety Week**

The winner of the fourth annual Safety Cup Challenge is St. Mary's (Goderich). Thanks to all staff for your participation in our Annual Health & Safety Week. As part of the prize package, the school's name will be *engraved* on the **SAFETY CUP** and enjoy displaying this prize for one year! In addition, staff will receive a pizza party to celebrate their win!! The Health and Safety Department will be reaching out when the safety cup has been engraved to arrange its delivery. Pizza lunch will be provided to staff and the opportunity to have their day with the Safety Cup.

### **Annual Waste Audits**

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

### **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board receives the Board Highlights for May for information.
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**Special Education Advisory Committee**  
**April 14, 2025 – 4:00 p.m.**

**MINUTES**

**Present:**

**SEAC Members Present:** Jill Plokhaar (Family Services Perth Huron), Sandra McLaren (Community Living Stratford & Area), Brenda Mason (Stratford Children Services), Matt McPhee (Community Living Central Huron) Doris Barkley (Autism Ontario), Kelly Boudreau (Community Living St. Marys), Emily Branje (Facile Perth),

**Board Trustee:** Mary Helen Van Loon

**Guest:**

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

**Absent:** Julie Welch (Community Services Coordination Network), Val Millson (Huron Perth Centre)

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

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**1. Opening Prayer, Welcome & Introductions**

Meeting Started: 4:00 pm

**2. Approval of Agenda & Minutes**

**2.1** Approval of April 2025 Minutes

Approved: Sandra McLaren

Seconded: Matt McPhee

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

**Carried.**

**2.2** Approval of May 2025 Agenda

Approved: Doris Barkley

Seconded: Emily Branje

THAT the agenda be accepted as is.

**Carried.**

**3. Business Arising from Minutes**

Nothing to report.

**4. Correspondence**

Nothing to report.

## 5. Agency Reports

### 5.1 **Stratford Children Services**

Nothing to report at this time.

### 5.2 **Community Living Stratford & Area**

Nothing to report at this time.

### 5.3 **Community Living Central Huron**

There will be a Registered Disability Savings Plan (RDSP) information session on April 23, a transition fair at CHSS on May 3, and an Internet & Phone Scam Prevention Workshop on May 6. More information about the June 20 Annual Golf Tournament will be shared soon.

### 5.4 **Family Services Perth Huron**

Nothing to report at this time.

### 5.5 **CSCN**

Nothing to report at this time.

### 5.6 **Trustee Report**

The Board is preparing for the celebration of Catholic Education Week beginning with a System Wide Mass on Monday May 5 celebrated by Bishop Ronald Fabbro. Our schools will be welcoming parents and community members to events during this week to celebrate our Catholic faith in education.

Our system has completed a Ministry mandated School Climate survey involving students in grades 4 to grade 12+, the community, and employees. This survey is an important tool in assessing perceptions and experiences and helping us identify areas for growth and improvement within our school community. The data gathered will help to foster a more inclusive, supportive, and engaging educational experience for our students and staff.

### 5.7 **Facile Perth**

Nothing to report at this time.

### 5.8 **Huron Perth Centre**

Huron Perth Centre is pleased to share that they have been fully accredited through the Canadian Centre for Accreditation, an independent review based on leading practices that promote ongoing quality improvement and responsive, effective community services.

Children's Mental Health week/Mental Health week is May 5-11. The 2025 themes include the following:

-CMHO - "Voices Unheard, Stories Told: Centering the Diversity of Ontario's Infants, Children, and Youth."

-CMHA - "There is more to me - Unmasking Mental Health".

There are several activities being planned.

**5.9 Community Living St. Marys**

Nothing to report at this time.

**5.10 Autism Ontario**

Many schools participated in World Autism Awareness Day which took place on April 2.

**6. Information Reports**

**6.1 Coaching to Inclusion Conference**

Jessica provided a comprehensive overview of the *Coaching to Inclusion Conference*, held on June 10 in London, Ontario. She highlighted the planning process and introduced the committee members who brought the event to life. Jessica also recognized the award winners and shared insights about the group of participants who attended.

This year's theme, "All Means All: Reigniting the Commitment to Inclusive Education," set a powerful tone for the day. Keynote speakers included Joe Lambert, Karen Congram, and two passionate parent advocates from Thames Valley Children's Centre. A special highlight was the presentation by our very own St. Boniface Bulldogs, who shared how their peer-mediated support programs are making a real impact on fostering inclusion in their school community.

**7. New Business**

**8. Future Meetings**

Next SEAC Meeting – Monday, May 12, 2025

**9. Adjournment**

Motion to end meeting was made by:

Meeting adjourned:

Ended: 4:30pm



## REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer  
Presented to: The Huron-Perth Catholic District School Board  
Date: May 26, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary

# ANNUAL DRINKING WATER REPORT FOR THE PERIOD APRIL 1, 2024 TO MARCH 31, 2025

Public Session

## BACKGROUND

The Safe Drinking Water Act, Ontario Regulation 170/03 (Drinking Water Systems) outlines the responsibilities for operators and owners of drinking water systems serving designated facilities, which include schools. The Huron-Perth Catholic District School Board has three (3) schools which do not have a municipal residential drinking water system.

## DEVELOPMENT

Per Ontario Regulation 170/03, annual drinking water reports are provided for the following three (3) Schools:

- St. Patrick's School, Dublin
- St. Columban School, St. Columban
- St. Patrick's School, Kinkora

Nitrates and Nitrites are tested quarterly, and lead is tested annually. The requirement for all other parameters is five (5) years. The testing for these parameters was last completed in 2021/22. Testing results are reflected in the attached reports. Items to note:

- The quarterly testing for nitrates and nitrites, and the annual testing for lead completed this year returned no adverse results.
- There is information posted about drinking water and sodium levels at these school sites.
- There is nothing unusual in these reports and are presented for information purposes.

The drinking water reports are sent annually to the Ministry of Education and the Ministry of the Environment Conservation and Parks. They are also posted on the Board's website, made available at each school location and brought to the Joint Health and Safety Committee as an information item.

## **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board receives the Annual Drinking Water Report for the Period April 1, 2014 to March 31, 2025.



OPTIONAL ANNUAL REPORT TEMPLATE

<b>Drinking-Water System Number:</b>	260014196
<b>Drinking-Water System Name:</b>	St. Patrick's, Dublin
<b>Drinking-Water System Owner:</b>	Huron-Perth Catholic District School Board
<b>Drinking-Water System Category:</b>	Small Non-Municipal Non-Residential
<b>Period being reported:</b>	April 1, 2024 – March 31, 2025

<p><b><u>Complete if your Category is Large Municipal Residential or Small Municipal Residential</u></b></p> <p>Does your Drinking-Water System serve more than 10,000 people? Yes [ ] No [ ]</p> <p>Is your annual report available to the public at no charge on a web site on the Internet? Yes [ ] No [ ]</p> <p>Location where Summary Report required under O. Reg. 170/03 Schedule 22 will be available for inspection.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p><b><u>Complete for all other Categories.</u></b></p> <p>Number of Designated Facilities served: <input style="width: 50px; text-align: center;" type="text" value="1"/></p> <p>Did you provide a copy of your annual report to all Designated Facilities you serve? Yes [ X ] No [ ]</p> <p>Number of Interested Authorities you report to: <input style="width: 50px; text-align: center;" type="text" value="1"/></p> <p>Did you provide a copy of your annual report to all Interested Authorities you report to for each Designated Facility? Yes [ X ] No [ ]</p>
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**Note: For the following tables below, additional rows or columns may be added or an appendix may be attached to the report**

List all Drinking-Water Systems (if any), which receive all of their drinking water from your system:

Drinking Water System Name	Drinking Water System Number
None	

Did you provide a copy of your annual report to all Drinking-Water System owners that are connected to you and to whom you provide all of its drinking water?  
 Yes [ ] No [ ] N/A [ X ]



Indicate how you notified system users that your annual report is available and is free of charge.

- Public access/notice via the web
- Public access/notice via Government Office
- Public access/notice via a newspaper
- Public access/notice via Public Request
- Public access/notice via a Public Library
- Public access/notice via other method \_\_\_\_\_

**Describe your Drinking-Water System**

The St. Patrick's School, Dublin well was drilled in the summer of 1968 and converted to a pitless unit in the fall of 2000. The well casing is approximately 10 cm in diameter and approximately 66 cm above grade. An ultraviolet disinfection system was installed in August 2002 and was operational by September 2, 2002. As an extra safety measure, chlorine disinfection equipment was also installed. This will allow a small residual disinfectant level throughout the school's plumbing distribution system.

**List all water treatment chemicals used over this reporting period**

Salt for water softener  
Chlorine

**Were any significant expenses incurred to?**

- Install required equipment
- Repair required equipment
- Replace required equipment

**Please provide a brief description and a breakdown of monetary expenses incurred**

The annual maintenance contract which includes monthly inspection, chlorine, UV light and sleeve replacement at a cost of \$2524. Other supply costs included DPD test packets, softener salt at a cost of \$110.18

**Provide details on the notices submitted in accordance with subsection 18(1) of the Safe Drinking-Water Act or section 16-4 of Schedule 16 of O.Reg.170/03 and reported to Spills Action Centre**

Incident Date	Parameter	Result	Unit of Measure	Corrective Action	Corrective Action Date
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**Microbiological testing done under the Schedule 10, 11 or 12 of Regulation 170/03, during this reporting period.**

	Number of Samples	Range of E.Coli Or Fecal Results (min #)-(max #)	Range of Total Coliform Results (min #)-(max #)	Number of HPC Samples	Range of HPC Results (min #)-(max #)
Raw	14	0	0	14	<10 - 550
Treated	14	0	0	14	<10 - >2000
Distribution	14	0	0	14	<10 - >2000

**Operational testing done under Schedule 7, 8 or 9 of Regulation 170/03 during the period covered by this Annual Report.**

	Number of Grab Samples	Range of Results (min #)-(max #)	Unit of Measure	<b>NOTE:</b> For continuous monitors use 8760 as the number of samples.
Turbidity	N/A			
Chlorine	201	0.05-2.10	mg/L	
Fluoride (If the DWS provides fluoridation)	N/A			

**Summary of additional testing and sampling carried out in accordance with the requirement of an approval, order or other legal instrument.**

Date of legal instrument issued	Parameter	Date Sampled	Result	Unit of Measure
N/A				

**Summary of Inorganic parameters tested during this reporting period or the most recent sample results**

Parameter	Sample Date	Result Value	Unit of Measure	Exceedance
Antimony	Nov 25/21	ND	ug/L	N
Arsenic	Nov 25/21	ND	ug/L	N
Barium	Nov 25/21	49	ug/L	N
Boron	Nov 25/21	140	ug/L	N
Cadmium	Nov 25/21	ND	ug/L	N
Chromium	Nov 25/21	ND	ug/L	N
*Lead	June 11/24	ND	ug/L	N
Mercury	Nov 25/21	ND	mg/L	N
Selenium	Nov 25/21	ND	ug/L	N
Sodium	Jan 27/22	300000	ug/L	Y

Uranium	Nov 25/21	0.41	ug/L	N
Fluoride	Nov 25/21	1.0	mg/L	N
Nitrite	Mar 12/25	ND	mg/L	N
Nitrate	Mar 12/25	ND	mg/L	N

\*only for drinking water systems testing under Schedule 15.2; this includes large municipal non-residential systems, small municipal non-residential systems, non-municipal seasonal residential systems, large non-municipal non-residential systems, and small non-municipal non-residential systems

### Summary of lead testing under Schedule 15.1 during this reporting period

(applicable to the following drinking water systems; large municipal residential systems, small municipal residential systems, and non-municipal year-round residential systems)

Location Type	Number of Samples	Range of Lead Results (min#) – (max #)	Unit of Measure	Number of Exceedances
Plumbing				
Distribution				

### Summary of Organic parameters sampled during this reporting period or the most recent sample results

Parameter	Sample Date	Result Value	Unit of Measure	Exceedance
Alachlor	Nov 25/21	ND	ug/L	N
Atrazine	Nov 25/21	ND	ug/L	N
Des-ethyl atrazine	Nov 25/21	ND	ug/L	N
Atrazine + Desethyl-atrazine	Nov 25/21	ND	ug/L	N
Benzene	Nov 25/21	ND	ug/L	N
Benzo(a)pyrene	Nov 25/21	ND	ug/L	N
Bromoxynil	Nov 25/21	ND	ug/L	N
Carbaryl	Nov 25/21	ND	ug/L	N
Carbofuran	Nov 25/21	ND	ug/L	N
Carbon Tetrachloride	Nov 25/21	ND	ug/L	N
Chlorobenzene	Nov 25/21	ND	ug/L	N
Chlorpyrifos (Dursban)	Nov 25/21	ND	ug/L	N
Diazinon	Nov 25/21	ND	ug/L	N
Dicamba	Nov 25/21	ND	ug/L	N
1,2-Dichlorobenzene	Nov 25/21	ND	ug/L	N
1,4-Dichlorobenzene	Nov 25/21	ND	ug/L	N
1,2-Dichloroethane	Nov 25/21	ND	ug/L	N
1,1-Dichloroethylene	Nov 25/21	ND	ug/L	N
Dichloromethane	Nov 25/21	ND	ug/L	N
2-4 Dichlorophenol	Nov 25/21	ND	ug/L	N
2,4-Dichlorophenoxy acetic acid (2,4-D)	Nov 25/21	ND	ug/L	N
Diclofop-methyl	Nov 25/21	ND	ug/L	N
Dimethoate	Nov 25/21	ND	ug/L	N



<b>Diquat</b>	Nov 25/21	ND	ug/L	N
<b>Diuron</b>	Nov 25/21	ND	ug/L	N
<b>Glyphosate</b>	Nov 25/21	ND	ug/L	N
<b>Guthion (Azinphos-methyl)</b>	Nov 25/21	ND	ug/L	N
<b>Malathion</b>	Nov 25/21	ND	ug/L	N
<b>MCPA</b>	Nov 25/21	ND	ug/L	N
<b>Methylene Chloride (Dichloromethane)</b>	Nov 25/21	ND	ug/L	N
<b>Metolachlor</b>	Nov 25/21	ND	ug/L	N
<b>Metribuzin (Sencor)</b>	Nov 25/21	ND	ug/L	N
<b>Paraquat</b>	Nov 25/21	ND	ug/L	N
<b>Pentachlorophenol</b>	Nov 25/21	ND	ug/L	N
<b>Phorate</b>	Nov 25/21	ND	ug/L	N
<b>Picloram</b>	Nov 25/21	ND	ug/L	N
<b>Polychlorinated Biphenyls(PCB)</b>	Nov 25/21	ND	ug/L	N
<b>Prometryne</b>	Nov 25/21	ND	ug/L	N
<b>Simazine</b>	Nov 25/21	ND	ug/L	N
<b>Temephos</b>	Nov 25/21	ND	ug/L	N
<b>Tetrachloroethylene</b>	Nov 25/21	ND	ug/L	N
<b>2,3,4,6-Tetrachlorophenol</b>	Nov 25/21	ND	ug/L	N
<b>Toluene</b>	Nov 25/21	ND	ug/L	N
<b>Triallate</b>	Nov 25/21	ND	ug/L	N
<b>Trichloroethylene</b>	Nov 25/21	ND	ug/L	N
<b>2,4,6-Trichlorophenol</b>	Nov 25/21	ND	ug/L	N
<b>Trifluralin</b>	Nov 25/21	ND	ug/L	N
<b>Vinyl Chloride</b>	Nov 25/21	ND	ug/L	N

**List any Inorganic or Organic parameter(s) that exceeded half the standard prescribed in Schedule 2 of Ontario Drinking Water Quality Standards.**

<b>Parameter</b>	<b>Result Value</b>	<b>Unit of Measure</b>	<b>Date of Sample</b>



OPTIONAL ANNUAL REPORT TEMPLATE

<b>Drinking-Water System Number:</b>	260014144
<b>Drinking-Water System Name:</b>	St. Columban School
<b>Drinking-Water System Owner:</b>	Huron-Perth Catholic District School Board
<b>Drinking-Water System Category:</b>	Small Non-Municipal Non-Residential
<b>Period being reported:</b>	April 1, 2024 – March 31, 2025

<p><b><u>Complete if your Category is Large Municipal Residential or Small Municipal Residential</u></b></p> <p>Does your Drinking-Water System serve more than 10,000 people? Yes [ ] No [ ]</p> <p>Is your annual report available to the public at no charge on a web site on the Internet? Yes [ ] No [ ]</p> <p>Location where Summary Report required under O. Reg. 170/03 Schedule 22 will be available for inspection.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p><b><u>Complete for all other Categories.</u></b></p> <p>Number of Designated Facilities served:  <div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">1</div></p> <p>Did you provide a copy of your annual report to all Designated Facilities you serve?  Yes [ X ] No [ ]</p> <p>Number of Interested Authorities you report to:  <div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">1</div></p> <p>Did you provide a copy of your annual report to all Interested Authorities you report to for each Designated Facility?  Yes [ X ] No [ ]</p>
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**Note: For the following tables below, additional rows or columns may be added or an appendix may be attached to the report**

List all Drinking-Water Systems (if any), which receive all of their drinking water from your system:

Drinking Water System Name	Drinking Water System Number
None	

Did you provide a copy of your annual report to all Drinking-Water System owners that are connected to you and to whom you provide all of its drinking water?  
Yes [ ] No [ ] N/A [ X ]



Indicate how you notified system users that your annual report is available, and is free of charge.

- Public access/notice via the web
- Public access/notice via Government Office
- Public access/notice via a newspaper
- Public access/notice via Public Request
- Public access/notice via a Public Library
- Public access/notice via other method \_\_\_\_\_

**Describe your Drinking-Water System**

The St. Columban well was drilled in June of 1966 and has been converted to a pitless unit. It is located approximately 3 meters from the school. The casing is 13 cm in diameter and extends approximately 76 cm above grade. An ultraviolet disinfection system was installed in August 2002 and operational by September 1, 2002. As an extra safety measure, chlorine disinfection equipment was also installed. This will allow a small residual disinfectant level through the school's plumbing system.

**List all water treatment chemicals used over this reporting period**

Salt for water softener  
Chlorine

**Were any significant expenses incurred to?**

- Install required equipment
- Repair required equipment
- Replace required equipment

**Please provide a brief description and a breakdown of monetary expenses incurred**

The annual maintenance contract which includes monthly inspection, chlorine, UV light and sleeve replacement at a cost of \$2821.04. Repairs to the system and preventative maintenance on the water treatment system at a cost of \$7872.20. Other supply costs included DPD test packets, softener salt at a cost of \$537.46.

**Provide details on the notices submitted in accordance with subsection 18(1) of the Safe Drinking-Water Act or section 16-4 of Schedule 16 of O.Reg.170/03 and reported to Spills Action Centre**

Incident Date	Parameter	Result	Unit of Measure	Corrective Action	Corrective Action Date

**Microbiological testing done under the Schedule 10, 11 or 12 of Regulation 170/03, during this reporting period.**

	Number of Samples	Range of E.Coli Or Fecal Results (min #)-(max #)	Range of Total Coliform Results (min #)-(max #)	Number of HPC Samples	Range of HPC Results (min #)-(max #)
Raw	11	0	0	0	
Treated	11	0	0	0	
Distribution	11	0	0	0	

**Operational testing done under Schedule 7, 8 or 9 of Regulation 170/03 during the period covered by this Annual Report.**

	Number of Grab Samples	Range of Results (min #)-(max #)	Unit of Measure
Turbidity	N/A		
Chlorine	156	0.05 – 0.57	mg/L
Fluoride (If the DWS provides fluoridation)	N/A		

**NOTE:** For continuous monitors use 8760 as the number of samples.

**Summary of additional testing and sampling carried out in accordance with the requirement of an approval, order or other legal instrument.**

Date of legal instrument issued	Parameter	Date Sampled	Result	Unit of Measure
N/A				

**Summary of Inorganic parameters tested during this reporting period or the most recent sample results**

Parameter	Sample Date	Result Value	Unit of Measure	Exceedance
Antimony	Nov 25/21	ND	ug/L	N
Arsenic	Nov 25/21	6.2	ug/L	N
Barium	Nov 25/21	ND	ug/L	N
Boron	Nov 25/21	180	ug/L	N
Cadmium	Nov 25/21	ND	ug/L	N
Chromium	Nov 25/21	ND	ug/L	N
*Lead	June 11/24	ND	ug/L	N
Mercury	Nov 25/21	ND	mg/L	N
Selenium	Nov 25/21	ND	ug/L	N
Sodium	Jan 27/22	110000	ug/L	Y



Uranium	Nov 25/21	0.21	ug/L	N
Fluoride	Jan 27/22	1.8	mg/L	Y
Nitrite	Mar 12/25	ND	mg/L	N
Nitrate	Mar 12/25	ND	mg/L	N

\*only for drinking water systems testing under Schedule 15.2; this includes large municipal non-residential systems, small municipal non-residential systems, non-municipal seasonal residential systems, large non-municipal non-residential systems, and small non-municipal non-residential systems

**Summary of lead testing under Schedule 15.1 during this reporting period**

(applicable to the following drinking water systems; large municipal residential systems, small municipal residential systems, and non-municipal year-round residential systems)

Location Type	Number of Samples	Range of Lead Results (min#) – (max #)	Unit of Measure	Number of Exceedances
Plumbing				
Distribution				

**Summary of Organic parameters sampled during this reporting period or the most recent sample results**

Parameter	Sample Date	Result Value	Unit of Measure	Exceedance
Alachlor	Nov 25/21	ND	ug/L	N
Atrazine	Nov 25/21	ND	ug/L	N
Des-ethyl atrazine	Nov 25/21	ND	ug/L	N
Atrazine + Desethyl-atrazine	Nov 25/21	ND	ug/L	N
Benzene	Nov 25/21	ND	ug/L	N
Benzo(a)pyrene	Nov 25/21	ND	ug/L	N
Bromoxynil	Nov 25/21	ND	ug/L	N
Carbaryl	Nov 25/21	ND	ug/L	N
Carbofuran	Nov 25/21	ND	ug/L	N
Carbon Tetrachloride	Nov 25/21	ND	ug/L	N
Chlorobenzene	Nov 25/21	ND	ug/L	N
Chlorpyrifos (Dursban)	Nov 25/21	ND	ug/L	N
Diazinon	Nov 25/21	ND	ug/L	N
Dicamba	Nov 25/21	ND	ug/L	N
1,2-Dichlorobenzene	Nov 25/21	ND	ug/L	N
1,4-Dichlorobenzene	Nov 25/21	ND	ug/L	N
1,2-Dichloroethane	Nov 25/21	ND	ug/L	N
1,1-Dichloroethylene (vinylidene chloride)	Nov 25/21	ND	ug/L	N
2-4 Dichlorophenol	Nov 25/21	ND	ug/L	N
2,4-Dichlorophenoxy acetic acid (2,4-D)	Nov 25/21	ND	ug/L	N
Diclofop-methyl	Nov 25/21	ND	ug/L	N
Dimethoate	Nov 25/21	ND	ug/L	N
Diquat	Nov 25/21	ND	ug/L	N



Diuron	Nov 25/21	ND	ug/L	N
Glyphosate	Nov 25/21	ND	ug/L	N
Guthian (Azinphos-methyl)	Nov 25/21	ND	ug/L	N
Malathion	Nov 25/21	ND	ug/L	N
MCPA	Nov 25/21	ND	ug/L	N
Methylene Chloride (Dichloromethane)	Nov 25/21	ND	ug/L	N
Metolachlor	Nov 25/21	ND	ug/L	N
Metribuzin (Sencor)	Nov 25/21	ND	ug/L	N
Paraquat	Nov 25/21	ND	ug/L	N
Pentachlorophenol	Nov 25/21	ND	ug/L	N
Phorate	Nov 25/21	ND	ug/L	N
Picloram	Nov 25/21	ND	ug/L	N
Polychlorinated Biphenyls(PCB)	Nov 25/21	ND	ug/L	N
Prometryne	Nov 25/21	ND	ug/L	N
Simazine	Nov 25/21	ND	ug/L	N
Temephos	Nov 25/21	ND	ug/L	N
Tetrachloroethylene	Nov 25/21	ND	ug/L	N
2,3,4,6-Tetrachlorophenol	Nov 25/21	ND	ug/L	N
Toluene	Nov 25/21	ND	ug/L	N
Triallate	Nov 25/21	ND	ug/L	N
Trichloroethylene	Nov 25/21	ND	ug/L	N
2,4,6-Trichlorophenol	Nov 25/21	ND	ug/L	N
Trifluralin	Nov 25/21	ND	ug/L	N
Vinyl Chloride	Nov 25/21	ND	ug/L	N

**List any Inorganic or Organic parameter(s) that exceeded half the standard prescribed in Schedule 2 of Ontario Drinking Water Quality Standards.**

Parameter	Result Value	Unit of Measure	Date of Sample



OPTIONAL ANNUAL REPORT TEMPLATE

<b>Drinking-Water System Number:</b>	260014183
<b>Drinking-Water System Name:</b>	St. Patrick's, Kinkora
<b>Drinking-Water System Owner:</b>	Huron-Perth Catholic District School Board
<b>Drinking-Water System Category:</b>	Small Non-Municipal Non-Residential
<b>Period being reported:</b>	April 1, 2024 – March 31, 2025

<p><b><u>Complete if your Category is Large Municipal Residential or Small Municipal Residential</u></b></p> <p>Does your Drinking-Water System serve more than 10,000 people? Yes [ ] No [ ]</p> <p>Is your annual report available to the public at no charge on a web site on the Internet? Yes [ ] No [ ]</p> <p>Location where Summary Report required under O. Reg. 170/03 Schedule 22 will be available for inspection.</p> <div style="border: 1px solid black; height: 100px; width: 100%;"></div>	<p><b><u>Complete for all other Categories.</u></b></p> <p>Number of Designated Facilities served:  <div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">1</div></p> <p>Did you provide a copy of your annual report to all Designated Facilities you serve?  Yes [ X ] No [ ]</p> <p>Number of Interested Authorities you report to:  <div style="border: 1px solid black; display: inline-block; padding: 2px 10px;">1</div></p> <p>Did you provide a copy of your annual report to all Interested Authorities you report to for each Designated Facility?  Yes [ X ] No [ ]</p>
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**Note: For the following tables below, additional rows or columns may be added or an appendix may be attached to the report**

List all Drinking-Water Systems (if any), which receive all of their drinking water from your system:

Drinking Water System Name	Drinking Water System Number
None	

Did you provide a copy of your annual report to all Drinking-Water System owners that are connected to you and to whom you provide all of its drinking water?  
Yes [ ] No [ ] N/A [ X ]



Indicate how you notified system users that your annual report is available, and is free of charge.

- Public access/notice via the web**
- Public access/notice via Government Office**
- Public access/notice via a newspaper**
- Public access/notice via Public Request**
- Public access/notice via a Public Library**
- Public access/notice via other method** \_\_\_\_\_

**Describe your Drinking-Water System**

The St. Patrick's School well was drilled in the summer of 1965 and was originally contained in a concrete pit. The well casing has been extended and the former pit has been filled with sand. It is approximately 10 cm in diameter and extends approximately 27 cm above the sand and approximately 66 cm above ground. An ultraviolet disinfection system was installed in August 2002 and operational by September 1, 2002. As an extra safety measure, chlorine disinfection equipment was also installed. This will allow a small residual disinfectant level through the school's plumbing distribution system. In December 2002, the chemical feeder and retention tank were relocated. The water lines were rerouted so that the chlorine is injected after the water softener and UV lamps. These changes have allowed the system to operate much smoother without alarming. In early December 2009, the cement well pit was removed to below grade. The existing well casing area was re-graded with clean fill and grouting occurred around the exposed well casing to ground level with bentonite. This work was done based on direction from the Ministry of the Environment.

**List all water treatment chemicals used over this reporting period**

Salt for water softener  
Chlorine

**Were any significant expenses incurred to?**

- Install required equipment
- Repair required equipment
- Replace required equipment

**Please provide a brief description and a breakdown of monetary expenses incurred**

The annual maintenance contract which includes monthly inspection, chlorine, UV light and sleeve replacement at a cost of \$2542.50. Other supply costs included DPD test packets, softener salt at a cost of \$110.18.

**Provide details on the notices submitted in accordance with subsection 18(1) of the Safe Drinking-Water Act or section 16-4 of Schedule 16 of O.Reg.170/03 and reported to Spills Action Centre**



Incident Date	Parameter	Result	Unit of Measure	Corrective Action	Corrective Action Date

**Microbiological testing done under the Schedule 10, 11 or 12 of Regulation 170/03, during this reporting period.**

	Number of Samples	Range of E.Coli Or Fecal Results (min #)-(max #)	Range of Total Coliform Results (min #)-(max #)	Number of HPC Samples	Range of HPC Results (min #)-(max #)
Raw	11	0	0	11	<10 – 2000
Treated	11	0	0	11	<10 – 10
Distribution	11	0	0	11	<10 – 10

**Operational testing done under Schedule 7, 8 or 9 of Regulation 170/03 during the period covered by this Annual Report.**

	Number of Grab Samples	Range of Results (min #)-(max #)	Unit of Measure	<b>NOTE:</b> For continuous monitors use 8760 as the number of samples.
Turbidity	N/A			
Chlorine	195	0.05 – 2.20	mg/L	
Fluoride (If the DWS provides fluoridation)	N/A			

**Summary of additional testing and sampling carried out in accordance with the requirement of an approval, order or other legal instrument.**

Date of legal instrument issued	Parameter	Date Sampled	Result	Unit of Measure
N/A				

**Summary of Inorganic parameters tested during this reporting period or the most recent sample results**

Parameter	Sample Date	Result Value	Unit of Measure	Exceedance
Antimony	Nov 25/21	ND	ug/L	N
Arsenic	Nov 25/21	4.4	ug/L	N
Barium	Nov 25/21	ND	ug/L	N
Boron	Nov 25/21	110	ug/L	N
Cadmium	Nov 25/21	ND	ug/L	N
Chromium	Nov 25/21	ND	ug/L	N
*Lead	June 13/24	ND	ug/L	N

Mercury	Nov 25/21	ND	mg/L	N
Selenium	Nov 25/21	ND	ug/L	N
Sodium	Jan 27/22	95000	ug/L	Y
Uranium	Nov 25/21	.14	ug/L	N
Fluoride	Jan 27/22	2.3	mg/L	Y
Nitrite	Mar 12/25	ND	mg/L	N
Nitrate	Mar 12/25	ND	mg/L	N

\*only for drinking water systems testing under Schedule 15.2; this includes large municipal non-residential systems, small municipal non-residential systems, non-municipal seasonal residential systems, large non-municipal non-residential systems, and small non-municipal non-residential systems

### Summary of lead testing under Schedule 15.1 during this reporting period

(applicable to the following drinking water systems; large municipal residential systems, small municipal residential systems, and non-municipal year-round residential systems)

Location Type	Number of Samples	Range of Lead Results (min#) – (max #)	Unit of Measure	Number of Exceedances
Plumbing				
Distribution				

### Summary of Organic parameters sampled during this reporting period or the most recent sample results

Parameter	Sample Date	Result Value	Unit of Measure	Exceedance
Alachlor	Nov 25/21	ND	ug/L	N
Atrazine	Nov 25/21	ND	ug/L	N
Des-ethyl atrazine	Nov 25/21	ND	ug/L	N
Atrazine + Desethyl-atrazine	Nov 25/21	ND	ug/L	N
Benzene	Nov 25/21	ND	ug/L	N
Benzo(a)pyrene	Nov 25/21	ND	ug/L	N
Bromoxynil	Nov 25/21	ND	ug/L	N
Carbaryl	Nov 25/21	ND	ug/L	N
Carbofuran	Nov 25/21	ND	ug/L	N
Carbon Tetrachloride	Nov 25/21	ND	ug/L	N
Chlorobenzene	Nov 25/21	ND	ug/L	N
Chlorpyrifos (Dursban)	Nov 25/21	ND	ug/L	N
Diazinon	Nov 25/21	ND	ug/L	N
Dicamba	Nov 25/21	ND	ug/L	N
1,2-Dichlorobenzene	Nov 25/21	ND	ug/L	N
1,4-Dichlorobenzene	Nov 25/21	ND	ug/L	N
1,2-Dichloroethane	Nov 25/21	ND	ug/L	N
1,1-Dichloroethylene (vinylidene chloride)	Nov 25/21	ND	ug/L	N
2-4 Dichlorophenol	Nov 25/21	ND	ug/L	N
2,4-Dichlorophenoxy acetic acid (2,4-D)	Nov 25/21	ND	ug/L	N
Diclofop-methyl	Nov 25/21	ND	ug/L	N



Dimethoate	Nov 25/21	ND	ug/L	N
Diquat	Nov 25/21	ND	ug/L	N
Diuron	Nov 25/21	ND	ug/L	N
Glyphosate	Nov 25/21	ND	ug/L	N
Guthion (Azinphos-methyl)	Nov 25/21	ND	ug/L	N
Malathion	Nov 25/21	ND	ug/L	N
MCPA	Nov 25/21	ND	ug/L	N
Methylene Chloride (Dichloromethane)	Nov 25/21	ND	ug/L	N
Metolachlor	Nov 25/21	ND	ug/L	N
Metribuzin (Sencor)	Nov 25/21	ND	ug/L	N
Paraquat	Nov 25/21	ND	ug/L	N
Pentachlorophenol	Nov 25/21	ND	ug/L	N
Phorate	Nov 25/21	ND	ug/L	N
Picloram	Nov 25/21	ND	ug/L	N
Polychlorinated Biphenyls(PCB)	Nov 25/21	ND	ug/L	N
Prometryne	Nov 25/21	ND	ug/L	N
Simazine	Nov 25/21	ND	ug/L	N
Temephos	Nov 25/21	ND	ug/L	N
Tetrachloroethylene	Nov 25/21	ND	ug/L	N
2,3,4,6-Tetrachlorophenol	Nov 25/21	ND	ug/L	N
Toluene	Nov 25/21	ND	ug/L	N
Triallate	Nov 25/21	ND	ug/L	N
Trichloroethylene	Nov 25/21	ND	ug/L	N
2,4,6-Trichlorophenol	Nov 25/21	ND	ug/L	N
Trifluralin	Nov 25/21	ND	ug/L	N
Vinyl Chloride	Nov 25/21	ND	ug/L	N

**List any Inorganic or Organic parameter(s) that exceeded half the standard prescribed in Schedule 2 of Ontario Drinking Water Quality Standards.**

Parameter	Result Value	Unit of Measure	Date of Sample



## REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendent of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: May 26, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary

# SUN SAFETY

Public Session

## BACKGROUND

The Huron-Perth Catholic District School Board is committed to fostering a sun-safe environment that prioritizes the health and well-being of students and staff. Recognizing that the responsibility for protecting individuals from harmful ultraviolet (UV) radiation is shared among staff, parents/guardians, and the broader Catholic school community. The Board is dedicated to implementing UV protection strategies and promoting sun safety awareness throughout the school system.

## DEVELOPMENTS

The development of the Sun Safety Policy was a collaborative effort between the Huron-Perth Catholic District School Board and the Huron Perth Public Health Unit, ensuring alignment with current research and recognized best practices. This partnership resulted in the creation of comprehensive Sun Safety Guidelines designed to provide schools with clear, evidence-based strategies for reducing UV exposure during the school day and related outdoor activities. The guidelines not only establish practical measures for sun protection but also emphasize the importance of integrating sun safety and skin cancer awareness into the Catholic school curriculum. Implementation of the guidelines is overseen by school principals, who are responsible for ensuring that staff, students, and parents/guardians are informed and supported in adopting sun-safe practices. This collaborative and educational approach reflects the Board's commitment to creating a safe and healthy environment for all members of the school community. The full policy is attached to this report. The policy will be posted to the Board website for vetting in advance of consideration for approval.

## RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Sun Safety policy for review.



# HURON-PERTH CATHOLIC

## District School Board

### Sun Safety

Adopted:	March 29, 2005	Policy #:	P 2.1.22.
Revised:	October 22, 2018	Policy Category:	School Operations

#### **BELIEF STATEMENT:**

The Huron-Perth Catholic District School Board is committed to fostering a sun-safe environment that prioritizes the health and well-being of students and staff. Recognizing the shared responsibility of the Catholic school community, the Board will implement UV protection strategies and promote sun safety awareness.

At the same time, the Board acknowledges the positive health benefits of appropriate sun , including the natural production of Vitamin D, which supports bone health, immune function, and overall well-being. Our approach encourages balanced, informed decisions that promote both protection from overexposure and appreciation for the sun's role in a healthy lifestyle.

#### **POLICY STATEMENT:**

The Huron-Perth Catholic District School Board recognizes that staff, parents/guardians and other members of the Catholic school community share the responsibility for establishing an environment that minimizes the danger of Ultraviolet (UV) radiation exposure.

In recognition of its own responsibility for creating a sun safe environment in the interest of student and staff health and welfare, the Board shall strive to implement UV protection strategies that will assist in reducing exposure to the harmful UV radiation from the sun during the regular school day and related outdoor school activities.

The Board shall also strive to incorporate sun protection and skin cancer awareness programs into the appropriate areas of the Catholic school curriculum.

The Huron-Perth Catholic District School Board is committed to promoting the health, safety, and well-being of all students and staff. Recognizing the shared responsibility among staff, parents/guardians, and the broader Catholic school community, the Board acknowledges the importance of minimizing exposure to harmful Ultraviolet (UV) radiation.

In fulfillment of its duty to provide a safe and supportive learning environment, the Board will implement and promote sun safety measures aimed at reducing UV exposure during regular school hours and during outdoor school-related activities. These strategies will reflect a proactive approach to health protection and will be communicated and modeled throughout the school community.

#### **PROCEDURE:**

The Board has created Sun Safety Guidelines based on current evidence and best practices, which outlines corresponding sun protection practices and strategies for implementing these

~~practices. The Board has collaborated with the Huron-Perth Public Health Unit to ensure guidelines align with current research on Sun Safety.~~

~~The Board, in collaboration with the Huron-Perth Public Health Unit, has developed Sun Safety Guidelines informed by current research and best practices. These guidelines outline effective sun protection strategies and provide practical measures to reduce UV exposure, ensuring a safe and healthy environment for students and staff.~~

~~School principals shall administer and implement the Sun Safety Guidelines within their Catholic schools and inform all parents/guardians of the strategies outlined in the Guidelines.~~

The Board, in collaboration with the Huron-Perth Public Health Unit, has developed Sun Safety Guidelines informed by current research and best practices. These guidelines outline effective sun protection strategies and provide practical measures to reduce UV exposure, ensuring a safe and healthy environment for students and staff.

School principals shall administer and implement the Sun Safety Guidelines within their Catholic schools and inform all parents/guardians of the strategies outlined in the Guidelines. While schools will promote sun safety awareness and practices, it is the responsibility of parents and guardians to provide their children with appropriate sun protection items, such as sunscreen, hats, and sunglasses, to support their child's safety and well-being during outdoor activities.



HURON-PERTH CATHOLIC  
District School Board

**P 2.1.22. SUN SAFETY**

**A PLANNING GUIDE FOR**

**IMPLEMENTING SUN**

**PROTECTION STRATEGIES**

*Reviewed August 2018 Reviewed April 2025*

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## DUTY OF CARE FOR STUDENTS

In general, duty of care refers to the need to protect students against foreseeable harm. Sunburn is a foreseeable outcome of exposure to the sun and there is now considerable evidence linking exposure to UV radiation, particularly during childhood and adolescence, to the development of skin cancer.

Any activity that involves students being outdoors for any period of time should be seen as potentially placing them at risk of sunburn, skin cancer and other skin damage. It should also be remembered that skin damage may occur without any sign of sunburn.

### Goals

- To increase student, teacher and community awareness of skin cancer and other skin damage caused by UV radiation.
- To assist students to develop strategies that protect their skin from UV radiation.
- To encourage all members of the school community to protect their skin from UV radiation at all times, particularly at high-risk times such as lunchtimes, sporting events, and outdoor excursions.
- To ensure that parents/guardians are informed of the School Board's Sun Safety Policy and Procedural Document.
- To work towards a school environment that supports sun protective practices for students and staff.
- To assist teachers and staff to recognize the symptoms of heat-related illness and how to treat it.
- To increase preventative measures taken to reduce the risk of developing a heat-related illness.

### Background

Skin cancer is the most common type of cancer in Canada. –In 2015, more than 80,000 Canadians were diagnosed with skin cancer, a preventable disease<sup>1</sup>. This epidemic shows no signs of slowing down and the number of people affected continues to climb every year. While the cause of many cancers remains unknown, the reason for this most common cancer is too many sunburns and too much sun exposure over many years.

One in six children born today will develop a form of skin cancer during his or her lifetime<sup>2</sup>. A significant part of a person's lifetime exposure to UV comes before the age of 18, therefore, protecting our children from the sun will go a long way in helping to prevent skin cancer later on in their lives. Youth that experience five or more severe sunburns have twice the risk of developing melanoma compared to those that experience fewer sunburns.<sup>3</sup> Studies indicate that protection from ultraviolet (UV) radiation during childhood and adolescence reduces the risk for skin cancer, supporting the need to protect young people from the sun beginning at an early age. **In Canada, 1/3 of all new cases of cancer are skin cancers. This rate continues to rise.**



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<sup>1</sup> <https://www.uvontario.ca/skin-cancer-in-canada>  
<https://www.canada.ca/en/public-health/services/sun-safety/skin-cancer.html>

<sup>2</sup>

Schools have the potential to reduce students' exposure to UV radiation and future risk of developing skin cancer because:

- Students are at school and often outside during the high-risk period, between 11:00 a.m. and 3:00 p.m., five days a week.
- The crucial period for sustaining damaging levels of UV radiation occurs during the child's school years.
- Schools, in partnership with families and their communities, can play a significant role in reducing exposure to UV radiation and changing behaviour through policy, education and role modeling.

School staff can play a major role in protecting children and adolescents from UV radiation and the future development of skin cancer by instituting policies, changes to the school environment, and educational programs that can reduce skin cancer risks among young people. Schools and the community can work together to develop plans that are relevant and achievable.

### **CANADIAN SUN SAFETY GUIDELINES<sup>3</sup>**

- **Check UV Index** daily. When the UV Index reaches 3 or more, you need to be extra careful to protect your skin. In general, the UV Index in Canada can be 3 or more from 11:00 a.m. to 3:00 p.m. between April and September, even when it's cloudy.
- **Ideally sunscreen should be applied at least 15 minutes prior to going outside.**
- **Seek shade** or bring your own.
- **Cover up** as much of your skin as you can with tightly woven or UV-protective labelled clothing. Clothes provide better protection than sunscreen.
- Wear a **wide brimmed hat** that covers your head, face, ears, and neck.
- Wear **close fitting sunglasses** with UVA and UVB protection in a wraparound style. The label might have UV 400 or 100% UV protection on it.
- Apply broad spectrum sunscreen with **at least SPF 30** properly. Use a lip balm with SPF and reapply when needed.
- **Don't use indoor tanning.** Tanning beds and sun lamps release UV rays that can damage skin, cause sunburn and increase the risk of skin cancer.

Check the following site for your local UV index  
[Canadian Daily UV Index Forecast - Environment Canada](#)

### **HEAT ILLNESS PREVENTION**

High temperatures and vigorous physical activity on a hot day can make you sick. There are measures that can be taken to prevent heat-related illnesses and keep students safe.

#### **Hydrate**

- Have cool liquids, especially water, available whenever needed.
- Encourage water breaks even if the students are not thirsty, dehydration can start before thirst symptoms start.

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<sup>3</sup>[Sunscreens - Canada.ca](#)

## **Clothing**

- Wear light colours.
- Make sure clothing is loose-fitting, breathable fabric.

## **Environment**

- Schedule outdoor activities in the morning or late afternoon when it is cooler.
- Be mindful of temperature and humidex.
- Take regular breaks if you are being active outside.
- Plan outdoor activities to be in a shady area.

## **RESPONSIBILITIES OF BOARD, PRINCIPALS, TEACHERS, AND PARENTS/ GUARDIANS**

### **Responsibilities of the School Board**

- Review policy in the policy review cycle.
- Encourage staff to be role models for sun safety. Wear a broad brimmed hat, other sun protective clothing and sunscreen whenever outdoors.
- ~~Encourage schools to take advantage of educational materials on sun safety and to participate in the Sun Safety educational information sessions, held by the Health Units.~~
- Ensure sun safety precaution language is included in applicable forms (e.g., Permission/ Acknowledgement for Educational Excursions and Athletic/Co-curricular Participation)
- Use Sun Safe Resources and materials to educate students about sun safety:  
<https://cancer.ca/en/cancer-information/reduce-your-risk/be-sun-safe>

### **Responsibilities of the School Principal**

- Review the Sun Safety Procedural Document with school staff at the beginning of each school year and in the early spring.
- Inform the School Advisory Council of the Sun Safety Procedural Document.
- Actively promote sun protection in the school newsletters, at assemblies, school council meetings and staff meetings.
- On outdoor excursion permission forms that are sent home to parents/guardians, ask that parents/guardians supply their children with suitable clothing, hats and sunscreen, as per policy 3E:4, Educational Field Trips.
- Ensure sun protection strategies are incorporated into outdoor events. Consider avoiding peak UV radiation periods, wear a hat and sunscreen, and seek or provide shade when possible.
- When the UV index is 8 or higher, take full precautions and seek shade when outside, limiting direct sun exposure between 11:00 a.m. and 3:00 p.m.
- Encourage staff members to act as role models by wearing appropriate hats and clothing outdoors, using sunscreen with SPF 30 or higher, and seeking shade whenever possible.
- Encourage the school to work towards increasing and/or maintaining shade on its grounds.

### **Responsibilities of Teachers**

- Incorporate sun protection and skin cancer prevention material into appropriate areas of the school curriculum.
- Actively promote sun protection prior to and during outdoor activities, sports and excursions.

- Encourage students to wear a hat that protects their face, neck, and ears whenever they are outside.
- Encourage students to reapply sunscreen 15 minutes prior to outdoor activities.
- Encourage hydration before and during physical activity.
- Monitor outdoor temperatures and humidity. Reduce intensity of physical activity when temperatures are high.
- Become familiar with the signs and symptoms of heat-related illness.

### **Responsibilities of Parents/Guardians**

- Ensure your child comes to school wearing sunscreen SPF 30 or higher when the UV Index is 3 or higher.
- Provide your child with sunscreen of SPF 30 or higher for re-application while at school or during school related activities. Ensure that your child comes to school with sun protective clothing.
- Provide children with reusable water bottles to encourage hydration.

### **ALL-DAY EVENTS**

Severe sunburn is likely when students are outside for long periods of time. The risk of skin damage on sports days and all-day excursions is high. Planning for outdoor events should incorporate a range of sun protection strategies that operate throughout the day. Consider the following strategies:

#### **Prior to the event:**

- Visit the venue to work out how much shade will be required.
- ~~Organize portable shade structures – some cancer organizations and local agencies hire or lend tents. (A canopy is available through the Perth District health Unit, call 271-7600.)~~
- Consider sharing the purchase of portable shade structures with neighbouring schools.
- Work out the best way to structure the day to maximize shade.
- Inform students, parents, and staff that sun protection will be a priority and outline strategies to be undertaken.
- Encourage spectators to bring umbrellas to supplement planned shade.
- Recommend that broad-brimmed hats and long-sleeved clothing be worn by all spectators and participants when not competing.
- Promote a hat competition as part of the sports day.
- Promote the sun protection message in all printed information about the day.

#### **On the day:**

- Provide enough shade for spectators.
- Ensure shade is available where food and drinks are provided.
- Provide shade for the competitors at the marshalling areas.
- Provide shade for all officials where possible.
- Encourage students, staff, and parents to wear clothing that covers most of their skin **and wear a hat and sunglasses.**
- Consider including creative events to reinforce the sun protection message.
- Give regular reminders about sun protection and reapplication of sunscreen.

## **ORGANIZATION OF OUTDOOR LESSONS AND BREAKS**

UV radiation peaks during the two hours either side of when the sun is directly overhead. About sixty per cent of the day's UV occurs during this time. To reduce student and staff exposure to UV, review timetables to minimize time spent outdoors during peak UV periods.

## **SUN PROTECTIVE MEASURES**

### **Shade**

Shade is the key element of a school's UV risk reduction strategy. The school development plan should aim to increase the amount of shade available in the school. Consult with Senior Administrators and School Council to develop long-term shade strategies for the school grounds, such as the School Ground Greening Project which includes planting trees which provide shade. Consider temporary shade structures as a short-term measure.

It is recommended that existing shade is assessed before planning additional shade and that a list of priorities be developed. Shade should be established in high-risk areas first. Shade should also be considered in the planning of outdoor events, whether held on the school grounds or at external venues.

### **Shade priority**

Shade is required for outdoor areas where members of your school community congregate, but some areas will have a higher priority than others. You should focus on:

- Areas where outdoor activities are likely to occur or that students use during breaks between 11:00 a.m. and 3:00 p.m.
- Where outdoor activities occur and/or where people are likely to be watching outdoor activities for more than 10 minutes.

### **Assessing your shade**

Using a site plan, mark where shade is available at peak UV times and mark areas where students congregate. Then compare the two. On the basis of this comparison, develop a list of priorities for change.

### **Some strategies for increasing shade at your school should include:**

- Maximize existing shade.
- Plant trees in clusters to increase the shade area.
- Move seats and tables to areas of shade.
- Erect portable shelters in exposed areas.
- Rent shade structures for large outdoor events.

Check out the following website for more information on adding shade to your schools

<https://www.ontarioecoschools.org/document/school-ground-greening-designing-shade-energy-conservation/>

<https://ecoschools.ca/2015/01/01/create-shade>

### **Clothing**

Ideally, sun protective clothing should cover as much skin as possible. The amount of protection provided by clothing is influenced by fabric characteristics and garment design and fit. A closely

woven fabric provides the best protection. Dark colours block more UV and hence give more protection than light colours, however they may be hotter to wear.

Loose clothing is cooler and if a fabric is stretched it may provide less protection. Collars help to protect the neck. Shirts with longer sleeves and longer shorts provide better protection for the limbs.

### **Hats**

A broad-brimmed hat offers the best that covers the head, ears, face, and neck. Baseball caps are not recommended as they do not offer adequate protection to the back of the neck and ears.

### **Sunglasses**

Like skin, eyes can be damaged by UV. When worn with a broad-brimmed hat, sunglasses can reduce the amount of UV reaching the eyes by up to 98 per cent (compared with a reduction of about 50 per cent for sunglasses alone).

### **Sunscreen**

A sunscreen works by reducing the amount of UV reaching exposed skin. This means that sunscreen does not totally block UV from reaching the skin. No sunscreen gives complete protection, so it must be used in combination with other sun protection strategies. Sunscreen should never be used to deliberately increase the time spent in the sun. The sun does not need to feel hot to damage skin and eyes. The damage is caused by UV, which is not seen or felt.

### **Labelling of sunscreen**

Sun Protection Factor (SPF) is a measure of the level of protection a sunscreen provides against sunburn. The higher the SPF, the more protection a sunscreen provides. A sunscreen product can only be labeled with an SPF number when it complies with the Canadian standard. The use of sunscreen with SPF 30 or higher is recommended.

Broad spectrum means the sunscreen provides protection against the two types of UV that reach the earth's surface (UVA and UVB).

### **Applying sunscreen correctly**

Where possible, allow students to apply sunscreen at least 15 minutes before going outside. Sunscreen must be applied correctly to be effective.

- Apply to clean, dry skin. Leave a film of sunscreen on the skins – it should not be rubbed in completely.
- Apply evenly and generously.
- Reapply every two hours – more often if the skin is wiped, washed, or sweaty.
- *Always* use sunscreen in combination with other sun protective strategies.

### **Additional considerations**

- Always test for an allergic reaction when first using sunscreen. Apply a small amount on your inner forearm for 2-3 days consecutively. Check for adverse reactions.
- If applying more than one substance (e.g., insect repellent) on your skin, always put the sunscreen products on first and wait 30 minutes after applying. Then apply the second substance. Combination sunscreen/insect repellent products are not recommended.

## CURRICULUM ACTIVITIES

It is important that environmental and behavioural elements of the UV risk reduction policy are supported through curriculum programs. Students should not only understand how and why they need to protect their skin, but also have the opportunity to explore related issues, such as self-image and peer pressure, which influence decision-making in relation to exposure to UV radiation.

The activities listed below are starting points – ideas that can be developed further and adapted according to objectives, time available, student interests and abilities – rather than comprehensive lesson plans. They are arranged under headings according to specific objectives (some may achieve more than one objective, depending on how they are developed by the teacher).

Contact [Huron Perth Public Health \(1-888-221-2133\)](tel:1-888-221-2133)~~your local health unit~~ for more information and resources related to sun safety.

### **Raise student awareness about UV risk at school and elsewhere**

- Conduct an individual UV risk assessment – students records their own activities over a typical week; assesses when and where they are at risk; the kinds of activities they are involved in at the time; current risk reduction strategies (if any); and possible risk-reduction strategies, either that they could implement personally or that could be implemented by the school, or both. Note that risk levels would change according to time of year/day. Begin by brainstorming a list of factors that might contribute to UV risk level, for example, presence of shade and reflective surfaces, time of day, clothing worn during activity, etc., and discuss how these factors are likely to affect risk. This activity could be repeated for weekend activities, for example, students monitor their UV risk over a typical weekend or weekend day.
- On the basis of the risk assessment, discuss issues relating to UV risk reduction in different situations, for example, whose responsibility is to implement the various strategies. Which factors influence their decisions to protect/not protect themselves from the sun? Do these factors vary according to different circumstances? What information/factors would influence them to behave differently if they are currently not protecting themselves adequately?
- Develop a sun protection plan for particular outdoor events. This may include making suggestions about timing of activities, appropriate dress, temporary shade and strategies to encourage spectators to be protected from the sun.
- Develop a UV risk reduction plan for a favourite recreational activity. This could be an activity that students participate in, for example, if they are members of clubs involved in outdoor activities, or for activities in which they would like to participate. The plan might also be for a specific event that students might be involved in outside school. Again, the proposed strategies should be realistic and practical, but also encourage students to be as creative as possible.
- Develop a quiz for other members of the school community, for example, parents and younger students, to assess their knowledge about an aspect(s) of UV risk reduction. It should include correct answers and an appropriate scoring system.
- Design a game to teach younger students about sun safety. The activities should be appropriate to the age of students for whom the game is designed, but encourage students to make it as interesting and challenging as possible.
- ~~Have students use UV beads to test the UV in different environments. Inside the classroom, inside through the window, outside in the sun, outside in the shade, under~~

~~clothing, and over clothing. UV beads may be available through your local health unit or ordered at:  
<http://www.cancer.ca/en/prevention-and-screening/reduce-cancer-risk/get-involved-on/su/nsense/?region=on>~~

### **Raise the awareness of the wider school community about UV risk reduction**

- Develop an education campaign about one or more relevant issues. This might be a general education campaign, or focus on a specific aspect of UV risk or skin protection, for example:
  - The nature of UV, peak times, the fact that it can't be seen or felt, it is not related to temperature, effect of UV on the skin, etc. and the implications of this for risk reduction strategies.
  - Appropriate use of sunscreen. This should include correct application and reapplication, meaning of terms such as SPF, broad spectrum and water-resistant and the appropriate role of sunscreen in reducing risk of overexposure to UV.
  - Skin cancer and other damage resulting from exposure to UV, for example: why and how UV causes this damage, statistics, types of skin cancer and other damage.
  - The importance of early detection – how to check the skin and what to look for, what to do if concerned about a spot, etc.

Education campaigns may incorporate one or more posters, releases for the school newsletter, a presentation for other students or staff, etc. The campaign may be developed as part of health, art, science, etc.

### **Assess and improve the availability of attractive shaded areas within the school grounds**

- Conduct observational studies of the areas in which students congregate at peak UV periods, particularly lunchtime. Students would need to draw a map of the school grounds, and consider questions such as how many students use shade, which shaded areas are more/least used, what students who are out in the sun are doing, etc. These studies would need to be repeated at different times during the lunch break and on different days.
- Survey the student population in relation to current shade availability and possible improvements, for example: Do they use current shaded areas? Why/not? Where do they believe new shaded areas should be created? What kinds of areas should they be?
- Develop proposals for shaded areas according to usage patterns identified by the observational study. Students may also be able to design shade appropriate for the area.

### **Encourage responsible decision making by students about personal strategies to reduce their risk of excessive UV risk**

- Students role play, in pairs, one of the following roles (then swap and play the other).  
*Person A:* Invite your friend to the beach, or pool to see who is there and work on his/her tan.  
*Person B:* You are new to the area and want to meet more people your age. You have skin that burns easily and have doubts about accepting your friend's invitation.

As a class, discuss how students felt in each of the two roles. Questions for discussion might include:

- Were you able to resist your friend's invitation, and if so, how did you feel?

- What tactics did your friend use to attempt to persuade you, and how did those tactics make you feel?
- What are the reasons for and against accepting the invitation? Which reasons are most important? Why? Would those reasons always be the most important?
- How did you feel while you were trying to persuade your friend to accept the invitation? What could you do to help your friend meet people without placing them in this position?
- What strategies could be used by Person B to make friends without compromising his/her health?
- Create and conduct role plays like the one above, but using different scenarios related to UV risk reduction, for example, in relation to hat wearing and sunscreen use and avoiding being in the sun during the peak UV periods.
- Ask students to brainstorm as many behaviours as they can that reduce the risk of skin damage due to sun exposure.
  - Allocate each behaviour to small groups (about two to three students), and ask each group to discuss and list factors that make the behaviour easier and more difficult.
  - Ask the groups to develop at least one strategy to address each of the factors that make that behaviour more difficult.
  - As a class, discuss these strategies – which are most likely to be effective? Which strategies would students use? What are the main reasons that they would continue to behave in a way that increased their risk of sunburn despite knowing the risk?
- Develop a series of Dear Doctor (or similar) letters describing scenarios relating to sun protection, and ask students to develop responses. Scenarios could include my friend thinks I look better with a tan; I know I should wear a hat but my friends give me a hard time when I do; Our sports events are always scheduled for the middle of the day and I burn easily; Our playground has no shade. Alternatively, students can develop their own scenario and swap them with a partner – then respond to the scenario developed by their partner.

**Encourage students to be ~~proactive~~pre-active in identifying sources of UV risk and in developing strategies, both personal and more broadly, to reduce risk:**

Students choose a local facility at which outdoor activities are conducted, and:

- Make an assessment of when and under what circumstances users of that facility are at risk of excessive exposure to UV radiation.
- Develop some strategies to reduce UV risk for users that could be implemented by the management of the facility.
- Develop some recommendations for strategies that could be employed by users of the facility.

This might involve finding out who uses the facility and when, and visits to the facility at different times to assess shade availability. It could be done in small groups, with different groups allocated a different user group to consider.

**ADDITIONAL RESOURCES AND INFORMATION**

**SunSense: Canadian Cancer Society:**

- Videos
- Certification Guide
- Teaching Guide Grades 1-2

- Teaching Guide Grades 4-6
- Letter to Parents
- On-demand Webinar for Educators
- Fact Sheet
- Parent Information Card
- Policy Guide
- Activity Sheets
- Poster
- UV Bracelets
- Fortune Teller

#### Information sheets:

- ~~Sunscreen [Perth District Health Unit]~~
- <https://www.canada.ca/en/health-canada/services/sun-safety/sunscreens.html>
- Sun safety [Health Canada]
- Sun safety tips for parents [Health Canada]

#### DEFINITIONS:

##### High-Risk Period

The sun's UV rays are strongest between 11 a.m. and 3 p.m. Whenever possible, limit exposure to the sun during these hours.

##### Shade

- Natural: Trees and hedges, shade from buildings.
- Stand-alone structures: Such as tarpaulins and canopies can be used. Gazebos are a permanent structure that can also provide shade.

##### Skin Cancer

A tumour arising in the skin that is caused by uncontrolled cell division, classified as either melanoma and non-melanoma skin cancers (basal and squamous cell carcinoma).

- Malignant melanoma (melanoma)
  - Malignant cancer of melanocytes (cells in the upper skin layer that produces the pigment melanin). It usually has an irregular outline and patchy colouring. This is the rarest, but most dangerous type of skin cancer that often spreads to other organs.
- Squamous cell carcinoma (SCC)
  - A scaly or plate-like malignant tumour of the skin that sometimes spreads to other organs. It is the second most common form of skin cancer.
  - **Actinic Keratosis is thought to be a precursor to SCC.**
- Basal cell carcinoma (BCC)
  - The most common type of skin cancer, which originates from basal cells in the skin. It usually appears as a red lump or scaly area and rarely spreads to other organs.

##### Sun Protective Clothing

A hat with a wide enough brim to offer good sun protection for eyes, ears, face and the back of your neck. Sunglasses that provide 99% to 100% UVA and UVB protection will greatly reduce eye damage from sun exposure. Tightly woven, loose-fitting clothes will provide additional protection from the sun.

### **Sun Protection Factor (SPF)**

A laboratory measure that grades how much UV a sunscreen can block. Liberally apply a broad spectrum (UVA and UVB protection) sunscreen of at least SPF 30 or higher, 15 to 30 minutes before going outside. Reapply every two hours, especially after vigorous activity or sweating. Don't forget to use an SPF 30 or higher lip balm.

### **Ultraviolet (UV) Radiation**

Part of the solar emissions that include light, heat, and UV radiation. The UV region covers the wavelength range 100-400 nm and is divided into three bands: UVA, UVB, and UVC. All three bands are classified as a probable human carcinogen.

### **UV Index**

The UV index is a measure of the strength of the sun's ultraviolet (UV) rays. UV rays can cause sunburns, eye cataracts, skin aging and skin cancer. The higher the UV Index number, the stronger the sun's rays, and the greater the need to take precautions to protect your skin.

#### **What does UV Index mean?**

<b>UV Index</b>	<b>Category</b>	<b>Sun Protection Actions</b>
0 - 2	Low	Minimal protection for normal activity
3 - 5	Moderate	Cover up. Wear a hat, sunglasses, sunscreen if outside for 30 min.
6 - 7	High	Protection required. Reduce time in sun between 11a.m. and 3 p.m.
8 - 10	Very High	Take full precautions and avoid sun between 11a.m. and 3 p.m.
11+	Extreme	Take full precautions and avoid sun between 11a.m. and 3 p.m.

Proper sun protection includes wearing a broad-brimmed hat, a shirt with long sleeves and wrap-around sunglasses or ones with side shields. Choose sunscreen with 30+ SPF (sun protection factor) that offers protection against both UVA and UVB rays. Apply generously before going outside and reapply often, especially after swimming or exercise.

Check the following site for your local UV index  
[Canadian Daily UV Index Forecast - Environment Canada](#)



## REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendent of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: May 26, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary

# FIRST NATIONS METIS INUIT SELF-IDENTIFICATION POLICY

Public Session

## BACKGROUND

The Huron-Perth Catholic District School Board is dedicated to fostering a learning environment where every student can thrive and achieve their God-given potential. In alignment with its mission to support the success and well-being of all learners, the Board is especially committed to supporting First Nations, Métis, and Inuit students through the provision of equitable, inclusive, and culturally responsive education. Recognizing the importance of relationship-building, cultural affirmation, and reconciliation, The Board encourages voluntary self-identification as a means of strengthening support, enhancing student outcomes, and deepening partnerships with Indigenous communities.

## DEVELOPMENTS

The Huron-Perth Catholic District School Board is committed to equity, inclusion, and reconciliation and has developed a comprehensive approach to support First Nations, Métis, and Inuit students through voluntary self-identification. This initiative is rooted in a respectful and strengths-based framework, ensuring that students and families who choose to self-identify are honoured and supported. The full policy is attached to this report. The policy will be posted to the Board website for vetting in advance of consideration for approval.

## RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the First Nations Metis Inuit Self-Identification policy for information.



# HURON-PERTH CATHOLIC

District School Board

## First Nations/Métis/Inuit Self-Identification

Adopted:	October 27, 2008	Policy #:	P 2.1.2.
Revised:	February 24, 2020	Policy Category:	2.1. School Operations

### BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes in fostering a learning environment where all students can achieve their full potential. We are committed to supporting the success and well-being of First Nations, Métis, and Inuit students by providing culturally responsive programming and opportunities. We honour the dignity of students and families who choose to voluntarily self-identify, recognizing that this information enables us to offer meaningful support, improve educational outcomes, and strengthen partnerships with Indigenous communities.

### POLICY STATEMENT:

~~The Huron-Perth Catholic District School Board is committed to improved educational achievement for all students. It is the policy of the Board to provide the opportunity for all First Nations/Métis/Inuit students and their parents to voluntarily self-identify so that supportive programming may be identified, developed, and implemented.~~ The Huron-Perth Catholic District School Board is committed to improving educational achievement and well-being for all students. In alignment with Call to Action 63 of the Truth and Reconciliation Commission of Canada, which calls for the advancement of intercultural understanding and mutual respect in education, the Board affirms its commitment to providing equitable, culturally responsive learning environments.

It is the policy of the Board to provide the opportunity for all First Nations, Métis, and Inuit students and their parents/guardians to voluntarily self-identify, so that meaningful and supportive programming can be identified, developed, and implemented. The Board will ensure that all students who self-identify are respected in a safe, inclusive environment, and that their personal information is protected in accordance with privacy legislation and Board protocols.

### POLICY STATEMENT:

The Huron-Perth Catholic District School Board is committed to improved educational achievement for all students. It is the policy of the Board to provide the opportunity for all First Nations/Métis/Inuit students and their parents to voluntarily self-identify so that supportive programming may be identified, developed, and implemented.

### PROCEDURE:

1. Self-identification information will be collected through a voluntary process which enables parents to self-identify their children as First Nations/Métis/Inuit if they choose to do so.
2. Personal self-identification data will be treated confidentially, in the same manner as all information that is part of a student's Ontario Student Record (OSR).
3. Aggregated self-identification data may be communicated, but personal individual data will not be communicated to any persons beyond those permitted by the OSR Guideline. The information gathered will be used only for the purpose of developing and implementing supportive programs, which may include:
  - Improving EQAO assessment results for First Nations/Métis/Inuit students;
  - Increasing the retention rate/graduation rate of First Nations/Métis/Inuit students;
  - Ensuring that First Nations/Métis/Inuit students are well prepared for post-secondary education;
  - Promoting respectful working relationships and partnerships with First Nations/Métis/Inuit within the broader community.

#### **DEFINITIONS:**

- N/A

#### **REFERENCES:**

- Building Bridges to Success for First Nation, Metis and Inuit Students, 2007
- Ontario First Nation, Métis, and Inuit Education Policy Framework - <http://www.edu.gov.on.ca/eng/aboriginal/policy.html>
- Indigenous Education Strategy, Ontario Ministry of Education - <http://www.edu.gov.on.ca/eng/indigenous/>
- Strengthening Our Learning Journey: Third Progress Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework - <http://www.edu.gov.on.ca/eng/indigenous/third-report.html>
- The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples - [https://www.ontario.ca/page/journey-together-ontarios-commitment-reconciliation-indigenous-peoples?\\_ga=2.267630220.381941040.1578503807-2058963926.1552834747](https://www.ontario.ca/page/journey-together-ontarios-commitment-reconciliation-indigenous-peoples?_ga=2.267630220.381941040.1578503807-2058963926.1552834747)

#### **RESOURCES, APPENDICES AND FORMS:**

- N/A



## REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sean McDade and Tara Boreham, Superintendents of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: May 26, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary

# LITERACY REPORT

Public Session

## BACKGROUND

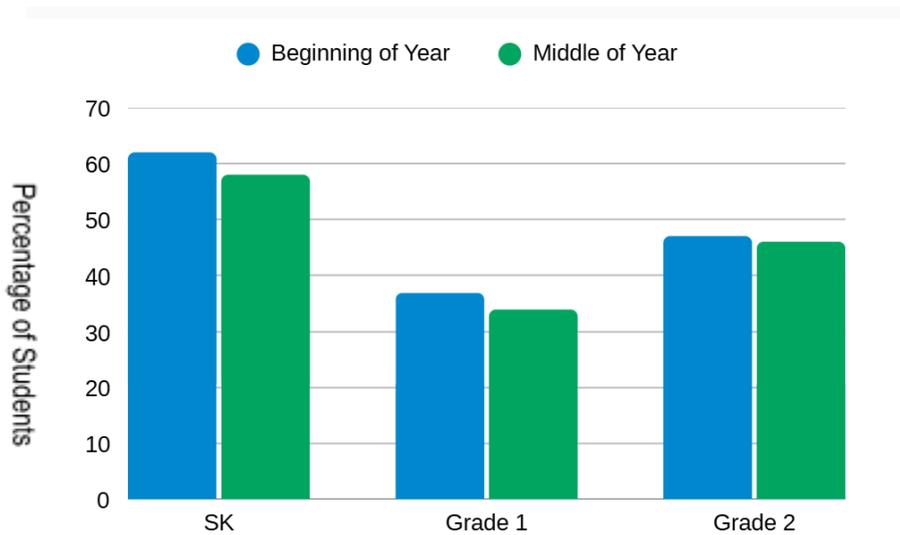
As part of our Board's strategic commitment to improving student achievement in literacy, we continue to implement a system-level approach to monitoring progress across all elementary schools. By gathering and analyzing data through universal screening, diagnostic assessments, progress monitoring, and outcome evaluations, we ensure that instruction and interventions are both targeted and responsive to student needs. This data-driven work supports the Effective Literacy Block and the Multi-Tiered System of Support (MTSS), helping us respond to each learner with care and precision. Rooted in our Catholic school board mission, this approach honours the dignity of every child, recognizing that supporting students in their literacy journey is a vital part of nurturing their God-given potential.

## DEVELOPMENTS

### Middle of the Year Screening Data - SK-2

The following chart is a summary of District results for the second screening session. This data predicts later reading proficiency in our SK-2 students.

MOY	Total Students per Grade	Number of Students Meeting Benchmark	Percentage Meeting Benchmark	Number of Students Below benchmark	Percentage Below Benchmark
SK	313	183	58%	130	42%
Grade 1	313	102	34%	208	66%
Grade 2	325	149	46%	176	54%



The data shows that overall student performance has remained relatively stable since the beginning of the year. However, it's important to recognize that this is not a direct comparison, as the benchmark assessments differ between the fall and mid-year periods, and not all subtests are repeated each time. Despite these limitations, the results indicate that Kindergarten students continue to build strong foundational literacy skills. In contrast, Grade 1 stands out as an area of concern, with the highest proportion of students performing below the expected benchmark. This suggests a need for targeted intervention and support at this grade level to help improve student outcomes. In response, four schools have been identified to receive additional support from our Literacy Resource Teachers, ensuring resources are directed where they are most needed.

### **Data Action Meetings**

Following the collection of screening data, Literacy Learning Coordinator MJ Drager and Special Education Learning Coordinator Jessica Langan met with individual school teams to review and discuss the results. Each school team included the school administrator, special education resource teacher, and classroom teacher. These meetings provided an important opportunity to reflect on student progress, celebrate areas of growth, and identify next steps for both whole-group instruction and individual student support. Action plans were developed collaboratively to address identified needs and are being shared with all members of the team. These plans will be revisited and refined during future meetings to ensure ongoing support and student success.

### **Primary Intervention**

As part of our Multi-Tiered System of Support (MTSS) framework, we analyzed data from the Middle of the Year Reading Screening to identify which grades and schools were most in need of additional literacy support. Based on this analysis, Literacy Resource Teachers (LRTs) Karen Kramers and Teresa Oud were assigned to provide targeted assistance at four elementary schools.

Data indicated that Grade 1 students required the most support at our schools. As a result, whole-classroom intervention was selected as the most effective method to address the needs of the largest number of students. At St. Aloysius, Sacred Heart, and St. Patrick's (Dublin), the LRTs deliver

whole-group phonics instruction while also facilitating small-group targeted instruction in collaboration with classroom teachers and, in two schools, the special education resource teacher. This Tier 1 intervention is delivered four days per week over a six-week period and focuses on consolidating foundational early literacy skills essential for student development.

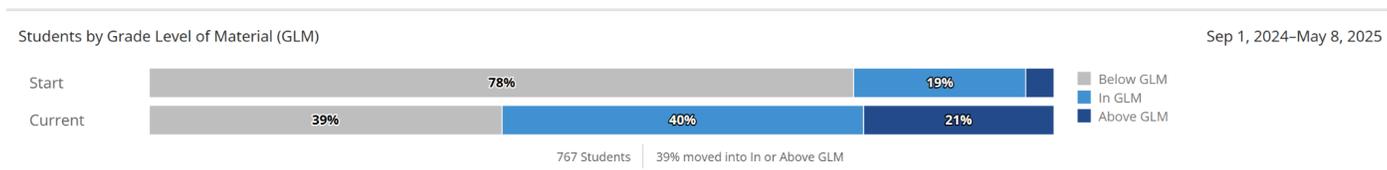
At the fourth school, St. Mary's Goderich, where the identified students are spread across multiple classrooms, a pull-out model is being used. In this case, the LRT works with small groups of students with similar needs, providing intensive and specific support outside the regular classroom setting.

### **Lexia as Tier 1 Intervention/Prevention**

Lexia Core5 Reading is a research-based, online literacy program that supports the development of foundational reading skills for students in Kindergarten through Grade 5. It offers personalized learning paths in six key areas of reading—phonological awareness, phonics, fluency, vocabulary, and comprehension—while providing teachers with real-time data and targeted instructional resources.

We have invested in Lexia as an additional literacy support for Grade 1 or Grade 2 students in every school. This tool reinforces essential classroom instruction and offers educators valuable insights into student progress, along with lesson materials to address specific areas of need.

The chart below illustrates the progress of 767 students using Lexia from September to May. During this time, we observed a 39% reduction in the number of students reading below grade level and a 21% increase in students reading at grade level. These gains highlight the effectiveness of Lexia in supporting early literacy development in our primary classrooms.



### **Corrective Reading as Tier 2 Intervention**

The Corrective Reading program is a targeted, research-based intervention designed to support students in Grades 3–12+ who are reading below grade level. The program addresses core reading deficiencies through structured, direct instruction focused on decoding (phonics and fluency) and comprehension (vocabulary and understanding of text).

Students are placed at appropriate instructional levels based on assessment data, and instruction is delivered in small, focused groups using a scripted curriculum to ensure fidelity. Lessons are typically conducted 45–50 minutes per day, multiple times per week, by trained educators.

The program is part of a broader strategy to improve literacy outcomes and is part of our multi-tiered system of support (MTSS). Research has demonstrated that consistent implementation of Corrective Reading can lead to measurable gains in reading fluency, comprehension, and academic confidence.

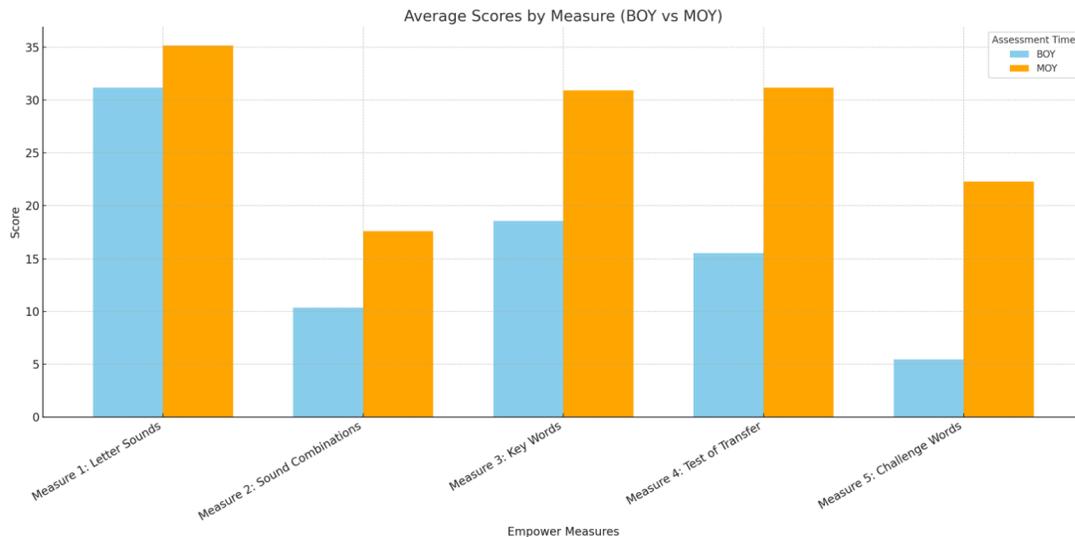
Currently, we are implementing 17 Corrective Reading intervention groups with a total of 73 students at various instructional levels as a Tier 2 support across eight elementary schools in the district. Looking ahead, we plan to expand the program to additional elementary and secondary schools beginning in the fall of 2025, further strengthening our MTSS and district-wide efforts to support struggling readers.

### **Empower as Tier 3 Intervention**

The Empower Reading Program is a research-based intervention developed by the Hospital for Sick Children (SickKids) to help students in Grades 2–10 who struggle with reading. It provides explicit, systematic instruction in decoding, fluency, and comprehension, and is delivered in small groups by trained educators.

The program supports students who have not responded to regular classroom instruction and is used as a Tier 3 (or Tier 2) intervention within a Multi-Tiered System of Supports (MTSS).

Key benefits include improved reading accuracy, fluency, and confidence. The program is currently implemented in 13 of our elementary schools, where there is one or more students who require this type of intervention. The chart below shows an example of the progress and improved reading skills



This bar graph shows the average Beginning of Year (BOY) and Middle of Year (MOY) scores for 11 students within each Empower measure in three schools. This data indicates growth in all measures for students who are participating in this Tier 3 intervention.

### **Secondary Literacy**

Throughout the school year, secondary school teams have engaged in a range of initiatives aimed at strengthening literacy development for all students. A key area of focus has been supporting literacy across the curriculum. On the October Professional Development Day, secondary teachers participated in sessions led by our board's literacy team, led by Literacy Learning Coordinator Mary-Jo Drager, where they explored evidence-based strategies for integrating literacy into daily instruction in all subject areas. Educators were introduced to classroom-ready resources and encouraged to adopt practices that reinforce reading and writing skills in diverse contexts. In collaboration with the Secondary Learning Coordinator Paul D'Hondt, schools have also begun to explore diagnostic tools to help identify students who may benefit from targeted literacy support.

In addition to this board-wide approach, schools have undertaken focused efforts to prepare students for the Ontario Secondary School Literacy Test (OSSLT). Training sessions were conducted at St. Anne's CSS and St. Michael CSS to familiarize staff with the online assessment platform, and students completed practice tests to build familiarity and confidence. Leading up to the April 9th assessment, students participated in a variety of preparatory activities, both within their regular classes and through targeted interventions. School-based teacher librarians continue to work closely with students requiring additional assistance, and the Secondary Learning Coordinator has provided direct support to school leaders to ensure the smooth administration of the OSSLT.

## **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board receives the Literacy/Empower Data report for information.



## REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sean McDade and Tara Boreham, Superintendents of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: May 26, 2025  
Submitted by: Karen Tigani Director of Education and Secretary

# MATH ACHIEVEMENT ACTION PLAN PROGRESS REPORT

Public Session

## BACKGROUND

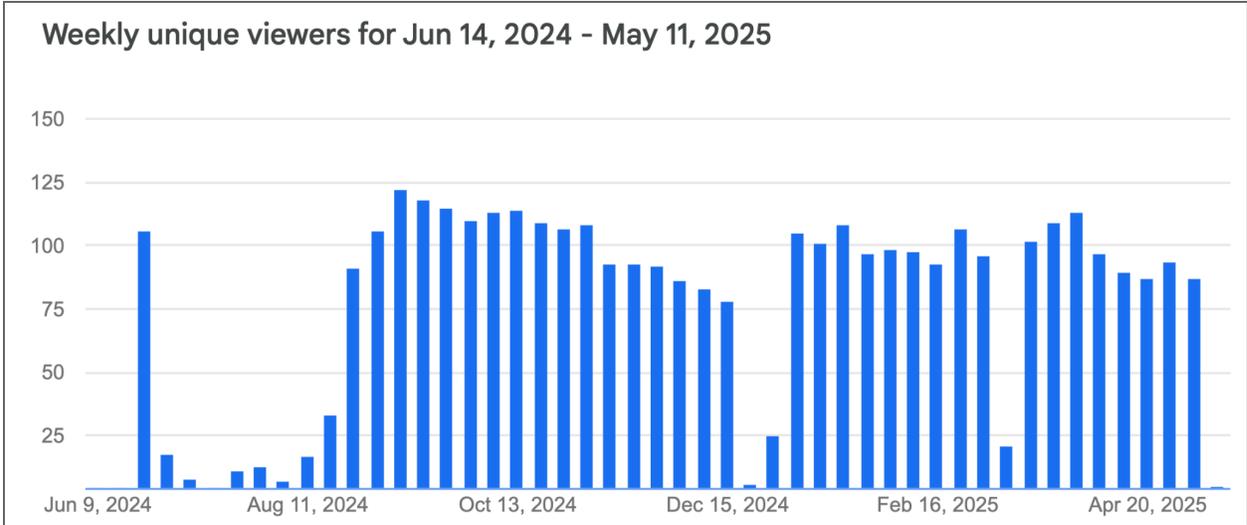
To meet Ministry of Education requirements, the Huron-Perth Catholic District School Board created a Math Achievement Action Plan (MAAP). This plan supports the province-wide "Taking Action in Mathematics" initiative, which calls on all school boards to implement strategies aimed at boosting student performance in Math. Now in its second year, this initiative is active across Ontario. In support of this work, the Ministry's math leadership team offers our Math Team ongoing coaching, access to high-quality resources, and opportunities to collaborate with other math leaders throughout the province through various professional learning events. The Math Team submitted a MAAP progress report to the Ministry at the end of March.

## DEVELOPMENTS

The Math Team at our board is made up of Superintendent of Education Sean McDade, elementary Math Learning Coordinator Christine Dale, secondary Math Learning Coordinator Paul D'Hondt, and Math Facilitators Hailey Cook, Megan Lunn, and Curtis Meyers. Together, the coordinators and facilitators are actively supporting educators and school leaders in alignment with both the Board's strategic goals and the Math Achievement Action Plan. As our system's priority school, Sacred Heart School continues to receive focused attention, following the Ministry of Education's outlined priorities. Across schools, this team continues to offer co-planning sessions, in-class math coaching, small group instruction, and collaborative professional learning centered on Scope and Sequence lessons that align with the Ontario Math Curriculum. These lessons are enhanced by core resources such as MathUp and Knowledgehook. Additionally, the team continues assisting with the rollout of the "Do the Math" intervention program in selected schools.

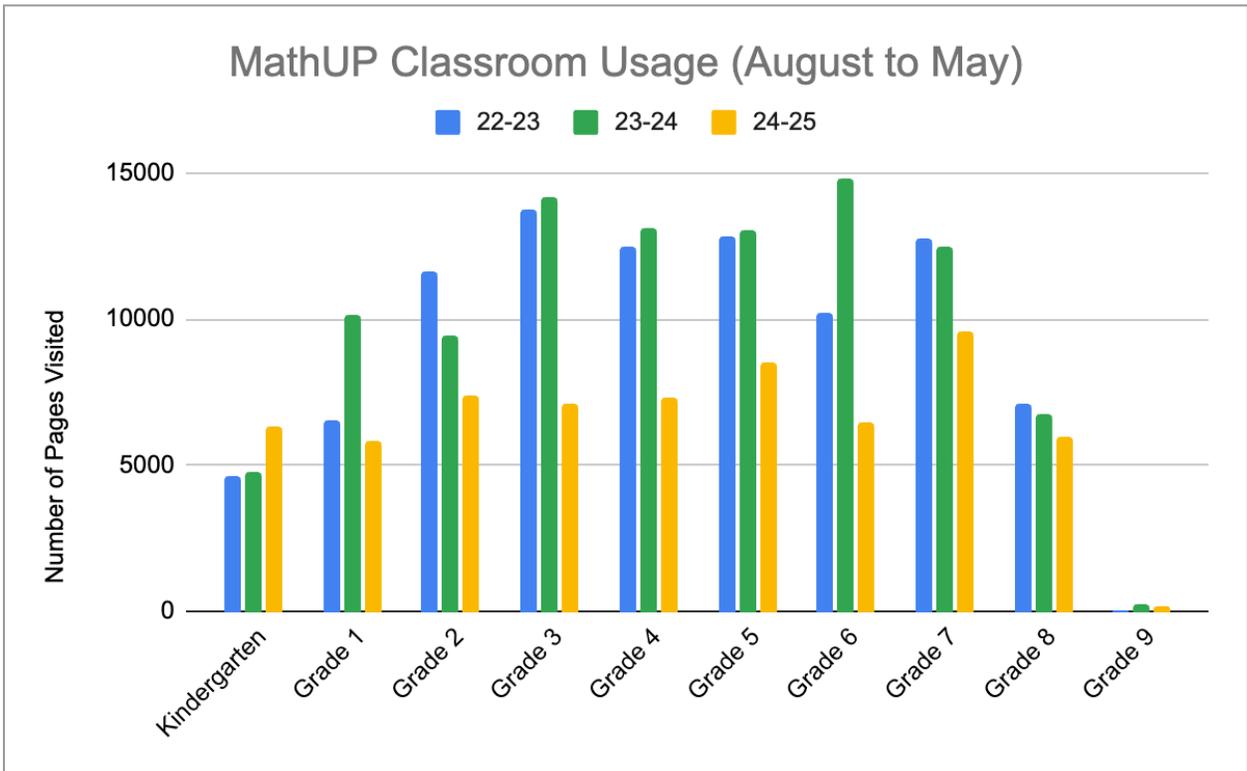
## Scope and Sequence Lessons

During this school year, the Math Team created and released almost 600 lessons. Math Facilitators have provided individualized professional learning and in-class support, guiding teachers in how to effectively use the Scope and Sequence lessons. These lessons are grounded in High Impact Instructional Practices, Universal Design for Learning, and Differentiated Instruction. The chart below shows how many unique times the Scope and Sequence landing page has been accessed. Each unique view represents the first time one of our 123 grade 1–8 math teachers visited the main lesson page.

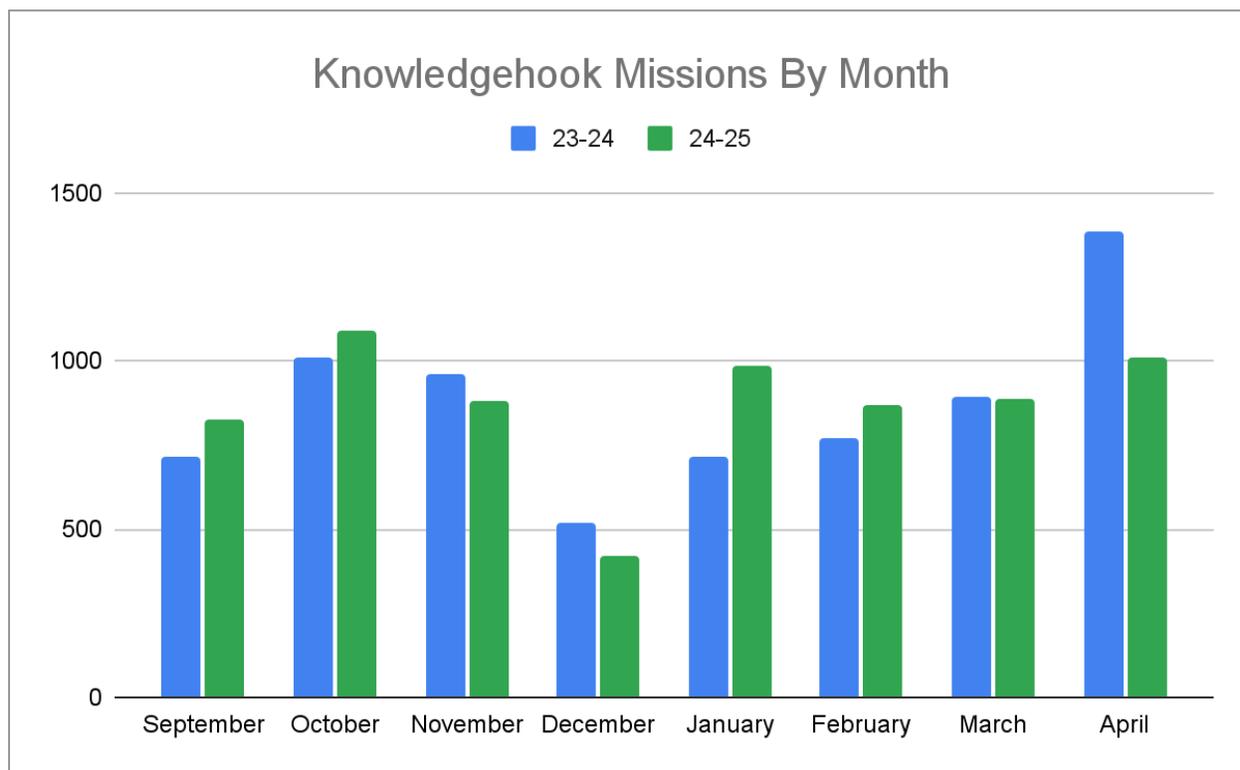


**Board Resource Usage**

One of the key goals of our Math Achievement Action Plan is to support consistent implementation of the Ontario Mathematics Curriculum. To do this, we provide educators with high-quality, curriculum-aligned resources that are integrated into our Scope and Sequence lessons. Two essential tools—MathUP Classroom and Knowledgehook—offer teachers access to professional learning, instructional materials, and assessment tools for grades K to 9. The charts below illustrate how these core resources are being used across our system.



The Scope and Sequence lessons are designed to fully support the implementation of the Effective Math Block and include all necessary components, including materials intended for students. As a result, many teachers are opting to use these built-in resources directly, which likely accounts for the observed decrease in MathUP Classroom usage. By comparing these two data points (the scope and sequence and Mathup Classroom), we can confidently say that our core resources are being effectively accessed, indicating a robust curriculum implementation through the district, school to school.



Additionally, each Scope and Sequence lesson includes a direct link to a related Knowledgehook mission, providing teachers with easy access to aligned formative assessments.

### Student Assessment Data

The Math Team continues to promote the use of Knowledgehook as a formative assessment tool to help teachers identify students' small group learning needs. This focused support has led to a marked increase in both teacher and student engagement with the platform, contributing to improved student learning outcomes. The visual data below highlights growth in student understanding, comparing results from last year to this year, as well as progress made since the beginning of the current school year. Teachers use Knowledgehook Missions—short sets of 3 to 5 targeted questions—to assess specific learning goals in a focused and efficient way.

Content Grade Level	Number	Algebra	Measurement	Spatial Sense	Data
Kindergarten	-	-	-	-	-
Grade 1	87.2%	87.8%	93.8%	77.4%	82.7%
Grade 2	84.6%	83.6%	85.2%	87.5%	79.3%
Grade 3	77.9%	80.1%	82.9%	90.2%	74.5%
Grade 4	81%	81.7%	82.1%	83.6%	75.2%
Grade 5	80.2%	80.1%	76.6%	86.5%	78.4%
Grade 6	76.9%	79.5%	74.1%	76.5%	73.7%
Grade 7	82.9%	82.6%	73.2%	77%	59.3%
Grade 8	79.7%	81%	70.2%	74.1%	65.8%
Grade 9	80.8%	80.9%	77.2%	88.1%	79.3%
Grade 10	-	71.2%	-	92.1%	-

0% to 59%

60% to 79%

80% to 100%

This chart is intended to support school and district leaders in making informed decisions around school improvement planning. By highlighting areas of student need, it helps guide timely interventions and opportunities for enrichment. The Math Team continues to assist educators and administrators in leveraging this tool and its data effectively, providing easy-to-use teacher resources to support targeted reteaching during small group instruction based on assessment results.

To evaluate the impact of the Scope and Sequence lessons on student learning, the Math Team has also developed an assessment framework focused on measuring student understanding within the Number strand. The chart below presents data from our second round of common assessments.



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Achievement	55%	59%	42%	61%	66%	64%
Participation rate	47%	53%	67%	40%	13%	7%

Number Strand Topics Assessed:

- Grade 3: Adding and Subtracting Numbers Less than 100, Adding and Subtracting Greater Numbers.
- Grade 4: Adding and Subtracting Whole Numbers, Simple Multiplication and Division.
- Grade 5: Multiplying Whole Numbers, Dividing Whole Numbers, Rate, Ratio, & Percent.
- Grade 6: Whole Number Operations, Divisibility Tests, Rates and Ratios.
- Grade 7: Rational Numbers, Representing Large Numbers, Rates and Ratios.
- Grade 8: Rational and Irrational Numbers, Large and Small Numbers.

## Math Achievement Action Plan (MAAP) Progress Update

The Math Achievement Action Plan (MAAP) remains a dynamic and adaptable framework designed to support all schools in the district. We continue to refine and develop the plan based on ongoing assessments of student learning needs and professional development opportunities for educators. As a living document, the MAAP evolves through regular feedback from student achievement data and the insights shared by teachers, principals, and members of the Math Team, who consistently reflect on key performance indicators.

In response to the Ministry of Education's three priority actions, we have tailored specific strategies and actions for each priority. These actions span board, school, and classroom levels, all aimed at enhancing student achievement. The Math Team submitted a MAAP progress report to the Ministry at the end of March.

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

- **Progress:** The Math Team has developed and supported the rollout of resources through the Scope and Sequence lessons. These curriculum-aligned lessons ensure that instruction and assessment are deeply connected to essential mathematical concepts that build long-term understanding. By aligning teaching practices with the curriculum's core objectives, we ensure that students receive high-quality, coherent instruction.
  - **Update:** The Math Team provided focus lessons to all grade 3 and 6 students and teachers emphasizing the HIIP "Teaching About Problem Solving" using released EQAO questions; all elementary teachers participated in a professional learning day that focused on developing mathematical reasoning through Number Talks and Strings; secondary math teachers participated in a professional learning session focused on building consistency in assessment in mathematics.

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

- **Progress:** To enhance teachers' math content knowledge, we have intentionally embedded professional learning resources within each unit of the Scope and Sequence lessons. These resources include teacher guides for the Ontario Math Curriculum, MathUP Classroom's Sum it UP, and Knowledgehook's math background information. These documents are placed at the start of each unit, allowing teachers to deepen their understanding of the content before they begin teaching the lessons, ensuring better preparedness and more effective instruction.
  - **Update:** Recent sessions with principals emphasized the importance of discretionary spaces and content knowledge; the Math Team continued to focus on supporting teacher understanding of the Number strand, specifically how reasoning skills are developed, from counting to additive to multiplicative to proportional.

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

- **Progress:** To truly know the mathematics learner, it's essential to understand each student's specific learning needs. Our Scope and Sequence lessons incorporate opportunities for small group work based on formative assessment data. Links to the Knowledgehook formative assessment tool are embedded in each lesson, enabling teachers to use real-time data to adjust instruction and offer tailored support. For students requiring more intensive assistance, we offer the Do the Math intervention program, which is currently being implemented in 8 elementary schools. This Tier 2 intervention, available to classroom teachers and Special Education

Resource Teachers (SERTs), ensures that students receive the targeted help they need beyond general classroom instruction.

- **Update:** The continued use of data to determine which students need additional support at Tier 2 and 3; the Math Team provided intervention at priority schools; "Rethinking Disability and Math" book study with SERTs to strengthen tier one with universal support for learning;

## **Conclusion**

The Huron-Perth Catholic District School Board remains committed to enhancing mathematics achievement through evidence-based instruction, strategic professional learning, and data-driven decision-making. As we continue to refine our Math Achievement Action Plan, we will:

- Strengthen teacher support through ongoing professional learning.
- Improve student assessment strategies and participation rates.
- Expand intervention programs for students requiring additional support.

Next Steps: We will monitor student progress, refine instructional strategies, and adjust the MAAP as needed to ensure sustained growth in mathematics achievement. Math will continue to be a top priority for principal and vice-principal learning and will be a regular theme at Leaders' Learning Council (LLC) and school improvement planning meetings.

## **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board receives the Math Data/MAAP Progress report for information.
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## REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sean McDade and Mary- Ellen Ducharme, Superintendents of Education and Business  
Presented to: The Huron-Perth Catholic District School Board  
Date: May 26, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary

# COMMUNICATIONS-SOCIAL MEDIA STRATEGY UPDATE

Public Session

## BACKGROUND

In alignment with our 2024-2027 Strategic Plan, we are reflecting on our social media presence and communication efforts. We determined that it is important and timely to transition our social media presence on X/Twitter to Instagram. This move supports key goals: to enhance engagement with students, families and parishes; foster and celebrate faith-filled school community life; and promote student achievement and Catholic identity more effectively through visual media. We will maintain existing Facebook accounts and expand our presence by creating Instagram accounts for the Board and for each of our eighteen schools, increasing consistency, visibility, and community connection.

## DEVELOPMENTS

The decision to migrate from X/Twitter to Instagram is driven by several factors. Instagram's highly visual format is more engaging for students and parents, and its widespread popularity among our student demographic makes it a more effective communication tool. Discontinuing X/Twitter allows us to focus our efforts on platforms that offer greater impact, capitalizing on Instagram's integration with Facebook, which enables consistent, cross-platform content sharing.

To facilitate this transition, a five-week implementation plan has been developed. The plan includes key components, outlining the team and their responsibilities (including the IT Curriculum Coordinator, IT Manager, Executive Assistant and IT Technician), the timeline and action items to be completed, the communication plan to principals/managers, and training and support for principals and school staff (general use, style guide, privacy and cross-channel posting).

A formal Request to Create and Maintain Social Media Account procedure has been developed for clubs, teams and departments wishing to operate separate Instagram accounts. This ensures consistency with board branding and privacy policies, proper oversight and credential management as well as maintaining the integrity of our online presence.

The migration to Instagram represents a significant step forward in our communication strategy. Rooted in our subthemes *Awaken*, *Illuminate*, *Rejoice*, this initiative empowers schools to celebrate learning, faith and community in ways that are vibrant and accessible. By choosing platforms that resonate with our community, we are answering the call to be On Fire with the Spirit, sharing the light of Catholic education far and wide.

## **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board receives the Communications - Social Media Strategy Update report for information.



## REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendent of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: Monday, May 26, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary

# MENTAL HEALTH UPDATE

Public Session

## BACKGROUND

The [2024-2025 Huron-Perth Catholic District School Board Mental Health and Addiction Action Plan](#) prioritizes the delivery of timely, evidence-informed, and effective mental health supports for all students. This work is deeply rooted in our Catholic identity and aligned with our new Strategic Plan, “On Fire With The Spirit: Awaken! Illuminate! Rejoice!” As a Catholic learning community, we are called to walk together in service, compassion, and accompaniment, supporting the mental, emotional, and spiritual well-being of every student entrusted to our care. It is with gratitude and hope that we share the progress made this year which reflects the dedication of our students, staff, families, and community partners, all working together in the spirit of accompaniment and service.

## DEVELOPMENTS

Throughout the 2024–2025 school year, our Board has continued to expand and deepen the range of social work and mental health services available to students. These services are not only evidence-informed but also aligned with our Gospel values of dignity, compassion, and service. The following report highlights key developments and initiatives that have supported student well-being across our district. We are delighted to highlight the meaningful work and opportunities that have unfolded this year, reflecting our shared mission to nurture the whole person in mind, body, and spirit.

### Priority 1: Establish Organizational Conditions for Effective School Mental Health

#### Caseload and Referrals

Our Social Workers have provided individualized support to over 285 students during the 2024–2025 school year. These services include brief counselling, student observations, consultations, assessments, and collaborative planning with school teams and families. A key component of this work involves connecting students to appropriate community-based services, with approximately 25% of caseloads referred externally for additional support. Our team continues to strengthen mental health literacy and early intervention strategies, enabling a shift toward increased support for Tier 1 and Tier 2 student needs, while maintaining robust services for Tier 3. This proactive, tiered approach promotes early identification of needs, enhances student well-being, and reduces reliance on intensive interventions.

### **Clevr Platform and Data-Driven Practice**

The Clevr platform remains a secure and essential tool for Registered Social Workers to document case notes and manage student service records. In alignment with our strategic priority to “Establish Organizational Conditions for Effective School Mental Health,” we have expanded our collaboration with Clevr and the System Special Education Team to enhance data collection and analytics.

This partnership enables more accurate tracking of mental health trends and attendance-related referrals, supporting data-informed decision-making. By leveraging insights from Clevr, we continue to evaluate intervention effectiveness and refine our service delivery to better meet student needs.

### **Family of Schools Service Model:**

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

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

### **School Service Agreements (SSAs)**

This year, 17 schools completed a School Service Agreement (SSA)—a collaborative planning tool co-developed by the Social Worker, school administrator, and Special Education Resource Teacher (SERT). Each SSA outlines the school’s unique priorities and goals for social work services, ensuring a tailored and responsive approach.

Our process includes a mid-year check-in and end-of-year review to assess progress and make necessary adjustments. This cycle of planning and reflection supports our strategic priority to “Establish Organizational Conditions for Effective School Mental Health”, fostering accountability, adaptability, and alignment with school-specific needs.

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

### **School Staff Book Study: Strengthening Relationships and Building Capacity**

In the spirit of “*Awaken! Illuminate! Rejoice!*”, our Mental Health and Wellness Team has continued to build capacity across our school communities by deepening understanding of trauma-informed practices through a faith-filled lens of compassion and accompaniment.

Over the past year, the team facilitated a trauma-informed book study on three occasions, engaging 31 staff members from a wide range of roles, including teachers, principals, educational assistants, behaviour consultants and social workers. This initiative is rooted in our shared mission to foster environments where every student is seen, known, and loved, and where healing and resilience are nurtured through Christ-centered relationships.

The study was based on *Relationship, Responsibility, and Regulation: Trauma-Informed Practices for Fostering Resilient Learners* by Kristin Van Marter Souers and Pete Hall. Participants explored how educators’ own experiences and perspectives shape their interactions with students, especially those impacted by trauma. Through this lens, staff reflected on the sacred responsibility of creating safe, supportive, and inclusive learning spaces where students can flourish academically, emotionally, and spiritually.

Over the course of six weeks, participants demonstrated deep engagement and a strong desire to grow in their understanding of trauma-informed care. Discussions centered on:

- Recognizing the often-hidden impact of trauma on student behaviour and learning
- Applying practical strategies to foster safety, trust, and connection
- Strengthening collective capacity to support students beyond academics
- Embracing the call to serve with empathy, patience, and grace

This professional learning opportunity not only built trauma-informed knowledge but also reflected our Catholic call to be stewards of healing and hope. By prioritizing relationships and resilience-building, we continue to cultivate school environments where students feel safe, supported, and empowered to become who God created them to be. As we journey forward, we remain on Fire with the Spirit, committed to awakening the potential of every learner with love, understanding, and unwavering faith.

### **SWELL: Strengthening Wellbeing and Emotional Learning through Leadership**

The Strengthening Wellbeing and Emotional Learning through Leadership (SWELL) initiative, is a collaborative program facilitated by Rural Response for Healthy Children (RRHC). The Board has been working with RRHC for a number of years and in 2023, entered into a 3-year partnership in which we endeavoured to provide the SWELL school-wide program in our District. SWELL represents a holistic Tier 1 approach to fostering student mental health and wellbeing while simultaneously building educator capacity. By integrating classroom-based social-emotional learning (SEL) programs with professional development rooted in the Circle of Security, and Stuart Shanker's Self-Reg framework, SWELL creates a cohesive and sustainable model for school-wide mental health promotion.

This year, educators participated in foundational training and ongoing sessions, with 16 receiving Circle of Security certification and many engaging in reflective post-training evaluations. Simultaneously, students across multiple grade levels engaged in structured SEL programs focused on self-regulation and resilience, with post-program evaluations helping to measure impact. This dual approach empowers educators with relational and regulatory tools while embedding SEL directly into classrooms. This also promotes overall classroom well-being as students are supported by emotionally attuned adults and consistent, developmentally appropriate strategies. The initiative also extended to caregivers through webinars and in-person events, reinforcing a community-wide commitment to well-being. Educators have shared that they appreciated the practical value of the strategies learned, emphasizing the ease of implementation and positive influence on student agency and emotional growth. Together, these efforts underscore the value of aligning educator development with student programming to create emotionally safe, responsive, and resilient school environments.

### **Social-Emotional Learning Implementation**

In alignment with the Huron-Perth Catholic District School Board's 2024–2027 Strategic Plan and the Mental Health and Well-Being Team's 2024–2025 Action Plan, our commitment to implementing accessible, faith-based Social-Emotional Learning (SEL) continues to grow in both depth and reach. The SEL initiatives are designed to awaken the hearts and minds of students to their God-given dignity, fostering resilience, empathy, and a deepened sense of belonging.

This year, more than 72 Tier one or SEL classroom sessions have been facilitated across the district, directly engaging more than 570 students. These sessions are intentionally designed to integrate the Ontario Catholic School Graduate Expectations (OCSGEs) and Catholic Social

Teachings with the SEL Competencies outlined by School Mental Health Ontario. This integration ensures that our approach to mental health and wellbeing is not only evidence-informed but also spiritually grounded, supporting the holistic development of each student.

Each SEL session is tailored to reflect the values of our Catholic faith, emphasizing themes such as the dignity of the human person, community and participation, and care for God's creation. Students are guided to develop emotional literacy, stress management skills, perseverance, healthy relationships, and a strong sense of identity and agency. These competencies are not taught in isolation but are woven into the fabric of Catholic education, helping students become discerning believers, responsible citizens, and collaborative contributors.

This year marks a significant step forward in our ability to track and analyze SEL implementation. Historically, SEL session data was not systematically collected. Now, with improved data collection processes, we are better equipped to identify trends, assess effectiveness, and make informed decisions that enhance student support. This data-driven approach allows us to allocate resources strategically, tailor interventions to specific needs, and ensure equity and inclusivity during our implementation.

By fostering a culture of continuous improvement and accountability, our SEL programming not only meets the requirements of [Policy and Program Memorandum 169](#) but also embodies our mission to nurture the whole child. We remain steadfast in our commitment to creating a compassionate, inclusive, and faith-filled learning environment where every student can thrive.

### **Catholic Education Week and Children's Mental Health Week**

Our "Stop, Pause, Pray" initiative was designed to integrate mindfulness and prayer into students' daily routines. The initiative was developed through collaboration of the Mental Health Team, the Religion and Family Life Coordinator and Religion, Family Life, and Faith Formation Support Teacher with the goal of increasing accessibility of mindful prayer practice to our elementary students. Resources and materials including 'ready to go' slide decks were prepared and provided to all elementary schools across the district in advance of Catholic Education Week and Children's Mental Health Week. Teachers were asked to find time during Catholic Education Week and Children's Mental Health Week to introduce the exercise to their students and then find opportunities throughout the school day to **Stop**, **Pause** and **Pray**. This practice aims to support students in finding calm presence and using prayer to deepen their connection to their faith and foster their regulation skills.



The steps include:

1. **Stop:** Cease your current activity to create a moment of stillness.
2. **Pause:** Take a moment to ground and center yourself.
3. **Pray:** Engage in our [On Fire with the Spirit](#) prayer, a short prayer provided on the prayer cards or another prayer that resonates with oneself.

"Stop, Pause, Pray" improves self-regulation through several mechanisms. Mindful awareness encourages students to be present in the moment and helps them identify and manage

emotions and thoughts. Stress reduction is achieved by providing a structured break from stressors, with deep breathing in the Pause step activates the relaxation response. Routine building establishes a consistent, calming practice that helps students develop healthy coping mechanisms. Self-reflection encourages introspection and personal growth, building self-awareness, which is a key component of self-regulation.

The initiative was implemented in various ways including practicing as a class at set times, such as the start of the day or before exams, as well as providing prayer cards for individual use to allow students to engage with the practice personally. Teachers also encourage students to use the technique during stressful moments to help them manage their emotions effectively.

### Priority 3: Provide Equitable Access to Evidence-Informed Mental Health Support and Resources That Are Culturally Relevant and Identity Affirming

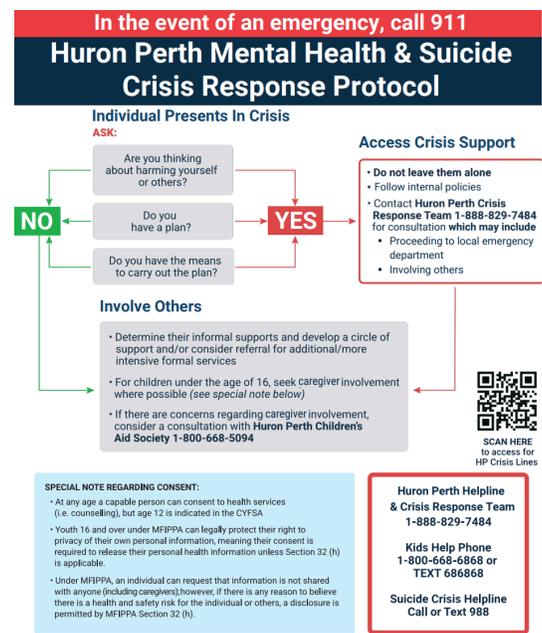
#### Service Pathways: Huron-Perth Mental Health & Suicide Crisis Response Protocol

In response to the growing concerns surrounding mental health and suicide, mental health and social service organizations across Huron and Perth County have united to develop comprehensive service pathways to support children, youth, and adults during mental health crises. This initiative underscores the importance of collaboration and coordinated protocols to effectively address these critical issues.

Over the past two years, a dedicated project has culminated in the creation of essential resources, including an easy-to-follow poster, instructional video, and webinar. These tools are designed to guide frontline workers through a consistent workflow that represents the services, supports, and rights of clients. This effort reflects our community's commitment to mandates such as "Right Time, Right Care" and Ontario's Roadmap to Wellness.

Between January and May 2025, these resources were disseminated to community agencies and service providers across Huron and Perth Counties for implementation within their organizations. The development of this protocol was made possible through the dedication and collaboration of various community partners, including:

- Huron-Perth Catholic District School Board
- Avon Maitland District School Board
- Canadian Mental Health Association Huron Perth
- Huron-Perth Centre for Children & Youth
- Huron-Perth Children's Aid Society
- Huron Perth Healthcare Alliance
- Listowel-Wingham and Area Family Health Team



According to Statistics Canada (2023), approximately 12 individuals die by suicide each day, translating to around 4,500 lives lost annually. There is a significant gender disparity, with men being affected at rates nearly three times higher than women. Suicide is now the second leading cause of death among youth and young adults aged 15 to 34. These statistics highlight the critical need for awareness, prevention, intervention, and robust pathways to care. The collaborative efforts of our community partners have resulted in the development of a coordinated protocol and plan to address mental health crises. This initiative is a testament to our commitment to providing the right care at the right time and ensuring that support is available to those in need.

### **Mental Health Service Data - A Snapshot:**

<b>Year</b>	<b>19-20</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>2024-2025</b>
<b>Staff Complement</b>	1 SBSW (School Based Social Worker)	2 SBSW/ AC (Attendance Counsellor) 2 SEL Coaches	3 SBSW 1 SEL Coach 1 SBO-HPC (School Based Outreach Worker-Huron Perth Centre)	2 SBSW/AC 2 SBSWs 1 SBO (HPC)	2 SBSWs/ AC 1 SBSW 1 SBO (HPC)	4 SBSWs 1 SBSW/AC
<b>Tier 1 (School/Class)</b>	N/A	N/A	N/A	10	3	<b>76</b> SEL Classroom Activities: <b>600</b> students 3 Book Studies 12 Parent Sessions
<b>Tier 2 (Groups)</b>	N/A	0	0	0	0	2
<b>Tier 3 (1:1)</b>	48	140	192	313	207	285
<b>Prolonged Absence Referrals</b>	N/A	18	26	55	49	30
<b>Persistent Absence Referrals</b>	0	0	0	0	2	26

### **ACT in Schools: Contribution to Provincial Practice**

This year, members of our Mental Health Team were honoured to be invited by School Mental Health Ontario (SMH-ON) to participate in a provincial review team. This group was tasked with developing a training protocol for School-Based Social Workers on the use of Acceptance and Commitment Therapy (ACT) in school settings.

ACT is a values-based psychotherapy that encourages individuals to accept their thoughts and emotions rather than resist them. It promotes mindfulness, psychological flexibility, and purposeful action, helping students manage stress, improve focus, and build resilience. These principles align beautifully with our Catholic call to live with intentionality, compassion, and grace, embracing our challenges as opportunities for growth.

Through this collaboration, our team gained valuable insights into the application of ACT in educational settings, enhancing our professional capacity to support students in ways that are both evidence-informed and spiritually aligned. This work reflects our commitment to walking with students in their struggles and joys, helping them discover their God-given strength and purpose.

### **Perfectionism Group: Cultivating Compassion and Resilience**

In response to growing concerns around perfectionism among secondary students, our Mental Health Team developed and implemented a six-week, evidence-informed group program for students in Grades 9–12. Rooted in research and guided by Catholic values of self-worth, humility, and mercy, the program aimed to foster self-compassion and healthier expectations in both academic and personal life.

The curriculum included:

- Guided discussions
- Interactive activities
- Reflective homework
- A focus on identity, grace, and growth

The team collaborated with Dr. Jennifer McTaggart, a clinical psychologist and expert in Dialectical Behaviour Therapy, to ensure the integration of appropriate psychotherapeutic strategies. Additionally, researchers from SMH-ON supported the development of a robust evaluation framework, including Pre and Post Tests and Focus Groups to assess impact.

The first group, facilitated by two School-Based Social Workers from February to April, saw eight students complete the program. Early feedback has been encouraging, and data analysis is underway in partnership with SMH-ON to refine and expand the initiative.

Looking ahead, we are committed to offering this program annually and extending it to more schools. SMH-ON has expressed interest in further collaboration, recognizing the potential of this initiative to support a broader range of students.

## **Priority 4: Increase Student Attendance, Safety and Family Engagement**

### **Attendance Overview:**

Improving student attendance and academic engagement requires a collaborative effort among caregivers, school staff, principals, attendance counsellors, and Board office personnel. Our Multi-Tiered System of Support (MTSS) brings these partners together to identify and address attendance barriers, raise awareness, and foster a positive school climate that supports student belonging. This year, several Tier One initiatives were launched, including the Attendance Counsellor's presence at the Calling All Three Year Olds (CATYO) event, the webinar "*My Child*

*Does Not Want to Attend School.*” This is a collaboration between the Board, Huron Perth Children’s Aid Society and AMDSB aimed at caregivers. Various resources were also shared with schools and caregivers during Attendance Awareness Month in October. These resources emphasized the importance of routine, schedules, and sleep hygiene.

The Attendance Counsellor has received 27 prolonged absence referrals and 31 persistent absence referrals so far this school year. The increase in persistent absence referrals for the 2024/2025 school year is attributed to heightened awareness of the Board’s Strategic Plan goals, enhanced training and presentations for our SERTs, who are now equipped and trained to make referrals, and a fall presentation to principals encouraging persistent absence referrals and establishing a baseline for concern. Principals have also been set up with COMPASS trackers (data collection platform) to alert them when a student reaches a certain absenteeism threshold, further contributing to the rise in referrals.

Both prolonged and persistent absence cases require caregiver and student engagement through school meetings, home visits, one-on-one check-ins with students, referrals to community resources, guidance for caregivers on providing structure, routine, and promoting positive sleep hygiene, and collaboration with school staff to develop creative, tailored interventions to improve attendance.

### **Caregiver Engagement: Empathy in Action Series**

In alignment with our mission to foster safe, inclusive, and faith-filled school communities, the Mental Health and Wellness Team hosted six in-person caregiver engagement sessions across Huron and Perth counties. These sessions were designed to support the meaningful implementation of Policy/Program Memorandum (PPM) 128, which outlines the Provincial and School Board Codes of Conduct and addresses issues such as cell phone use, social media, and vaping.

With funding from the Ministry of Education and through consultation with our Catholic Parent Involvement Committee (CPIC), we launched two, three-part series titled “Empathy in Action” facilitated by grief and trauma specialist, Rami Shami. These sessions explored the impact of trauma and stress on youth, and how caregivers can respond with compassion, understanding, and faith.

Each session was grounded in our Catholic values of dignity, relationship, and accompaniment, and reflected our commitment to walking with families in their journey of raising resilient, faith-filled children:

- **Session 1:** Explored the nervous system, trauma, and why youth may turn to social media or substances to cope.
- **Session 2:** Focused on building safety, trust, and collaboration to prevent misuse of technology and substances.
- **Session 3:** Reflected on today’s digital culture and how to nurture the whole child in mind, body, and spirit.

Over 155 caregivers registered for the events and participants indicated that they left with practical tools and strategies to engage in meaningful conversations with their children about stress, coping, and digital wellness.

### **RESET Curriculum: Recognizing Exploitation, Promoting Safety**

In response to the Ministry of Education's directive on Anti-Sex Trafficking Protocol Development and Implementation, the Huron-Perth Catholic District School Board began implementing the RESET (Recognizing Exploitation: A Syllabus to End Trafficking) curriculum in the 2023–2024 school year.

This initiative reflects our unwavering commitment to the dignity and safety of every child, and is deeply aligned with our Catholic call to protect the vulnerable and educate with compassion. The curriculum, delivered by trained Social Work staff, addresses:

- Vulnerability and healthy relationships
- Online safety and digital boundaries
- Human trafficking awareness and prevention

Last year, all Grade 7 and 8 classrooms in Huron County received the curriculum. This year, implementation expanded to Perth schools. Post-survey data revealed a notable increase in students' confidence in navigating online safety, with strong awareness of available support. However, feedback also highlighted the need for deeper conversations around the intersections of trafficking, online risks, and relationship dynamics.

Social Workers, equipped with trauma-informed training and a pastoral approach, are uniquely positioned to deliver this sensitive content in a way that ensures students feel safe, supported, and empowered. Moving forward, the RESET curriculum will be offered bi-annually, alternating between counties, to ensure all Grade 7 and 8 students receive this vital education.

### **Caregiver Webinar Series: Partnership with Avon Maitland District School Board**

Huron-Perth Catholic District School Board and Avon Maitland District School Board Mental Health and Wellness Teams hosted a Caregiver Series to provide education on relevant topics on child and youth mental health throughout the school year.

This year we offered four sessions.

1. *Parenting With Confidence: Part 1*, September 10, 2024. Presented by Dr. Jennifer McTaggart (Psychologist) and Zeb Demaiter (MSW clinical specialist)
2. *Parenting With Confidence: Part 2*, September 24, 2024. Presented by Dr. Jennifer McTaggart (Psychologist) and Zeb Demaiter (MSW clinical specialist).

Aimed at caregivers of youth in grades 7-12, the program was structured into two sessions: The first session focused on helping caregivers understand their youth's emotions and behaviours and teaches caregivers how to attend to those emotions in an effort to reduce challenging behaviours. The second session further equipped caregivers by teaching them how to set effective boundaries with less frustration and worry. We welcomed 55 caregivers for the live presentation, and 169 registered to receive the recording.

3. *What Do Children Need From Parents?* October 9, 2024 Presented by Dr. Richard Zayed
4. *What Do Children Need From Parents?* May 7, 2025 Presented by Dr. Richard Zayed

This webinar discussed the critical role caregivers play in children's development, focusing on the key ingredients needed for healthy caregiving, and provided tips that caregivers can use. We welcomed over 70 caregivers for these sessions.

## **RECOMMENDATION**

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



## REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Levi Nyenhuis – St. Michael CSS, Stratford  
Sam Cronin – St. Anne's CSS, Clinton  
Presented to: The Huron-Perth Catholic District School Board  
Date: May 26, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary

### **STUDENT TRUSTEES' REPORT** Public Session

#### **BACKGROUND**

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

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

#### **DEVELOPMENTS**

##### **Religious/Charitable Events/Accomplishments**

###### **St. Michael CSS**

- The Grade 10 retreat was held over two days, on April 30 and May 1, at the Stratford Rotary Complex. It was led by the NET team.
- Our Catholic Education Mass was held on May 6 at St. Joseph's Parish, officiated by Father Don. It was a beautiful way to celebrate our faith community. After mass, there were treats for all students and staff upon returning to school.
- The Grade 11 Retreat was held on Thursday, May 8, with many opportunities for self-reflection and team building.
- Natalie, our chaplain, and Mr. Garrick continue to lead an after-school bible study on Tuesdays from 3:00 pm - 4:00 pm. All students and staff are welcome!
- Each morning, there is a diverse group of students leading our daily prayers on announcements; some of the prayers are original prayers by the students.

###### **St. Anne's CSS**

- On May 7, Fr. Rob Renaud, Director of Vocations and Seminarians, presided over the Catholic Education Week Mass held in the gym. Following Mass, two students were recognized for their outstanding contributions to the school community with the Student Catholic Trustee Awards. In addition, two other students were honoured with the Applause Awards, celebrating their positive impact and leadership within the school.
- During CEW, our Chaplain, Zack and Mental Health Coach, Laura, prepared various activities for students. On a beautiful Wednesday, May 7 there were treats and information available in our courtyard for all students.
- On May 12, Chaplain Zack and 12 Grade 10-12 student leaders travelled to St. Mary's (Goderich) to lead the intermediate students in a faith retreat opportunity.
- On May 29, our Grade 12 students attended their retreat, with guest speaker Andy Thibodeau.

## **Academic Events/Accomplishments**

### **St. Michael CSS**

- Many SHSM students completed the mandatory First Aid/CPR training on various days in May. This training helped many students to fulfill their SHSM requirements for graduation.
- Female students participated in hands-on activities and tours in plumbing at Conestoga College and the Ontario Masonry Training Centre for the Women in Skilled Trades day on May 5 and 6. They attended a Women in Skilled Trades Conference, explored the exhibitor tables, and attended part of the Ontario Skilled Trades Competition.
- Sports and Health and Wellness students participated in a half-day sports injury workshop led by a local physiotherapist on May 15. Students got hands-on experience practicing wrapping and taping on each other.
- On May 15, construction and manufacturing students toured Cleaver Brooks and Steele Craft, while the manufacturers inspired our next generation to pursue a career in trades and potentially attract applicants to fill vacant positions within their businesses.
- Ten construction students participated in a full-day build in Kitchener for Habitat for Humanity on May 21.
- Students and parents were invited to a lunch presentation and an evening presentation to learn about OYAP, Dual Credit, and SHSM on May 21.
- Business students attended a sector partner career talk where Toronto Blue Jays staff shared their passion for their work, personal stories of their career journeys, and the diversity of careers and paths in their respective fields on May 22. Students participated in an entrepreneurship and business discussion—topics included finance, digital literacy, and career planning. They completed two SHSM elective certifications and attended a baseball game
- Jill of All Trades at Conestoga College will be held on May 28. This event included an array of hands-on workshops led by female mentors designed to help young women develop a better understanding of the potential of skilled trade careers.
- Co-op Appreciation Breakfast is on May 29 to show our gratitude to all of our employers that support our Warriors.
- A Grade 12 student competed in the Skills Ontario Provincial Competition. They won gold in the aesthetics category for the 3rd time in their high school career. This accomplishment has never been done before by anyone competing in Skills Ontario.
- The Model UN club has begun under the leadership of Mr. Boersen and Mr. Postma. There will be a full-day conference on May 30 in collaboration with SDSS as well as Nancy Campbell Academy. Model United Nations is a club promoting critical and real-world thinking among high school students, as activities involve respectful debate from students representing different countries posed with international dilemmas and problems.
- The St. Michael Mock Trial team competed in 2 Ontario Justice Education Network Mock Trials in London and Waterloo. The OJEN is a very prestigious association in the law world. 8 students from St. Michael have been trained by a professional Criminal Defence Attorney for these competitions.
- A group of St. Michael students competed at the Envirothon on May 7. These 5 students won gold and will compete at the national competition from May 25 to the 28.

### **St. Anne's CSS**

- On May 6, 4 Grade 12 French students participated in the DELF (running from May 5 - 7) assessment held at St. Michael this year.
- On May 14, SACSS math students and teachers hosted Grade 7 and 8 students from Huron county in the Math Olympics event. Students completed the Gauss math contest from University of Waterloo and then took part in a variety of math challenges as a team.
- From May 4 - 7, Daniel W and Brendan H competed in the Ontario Skills Competition, achieving a Silver Medal in Team Carpentry.

- 10 students took part in various workshops for Women in Skilled Trades at the Ontario Skills competition site, also having the opportunity to observe the high quality of student workmanship.
- On May 8, 26 students travelled to the University of Guelph to take part in Battle STEM.
- A group of 25 Grade 10 students attended the Discovery Day on May 9 for a day of exploration into the various job opportunities in the construction industry. This event was hosted by the Miller and Colas group and held at the Lavis Construction facility.
- Also on May 9, a group of 15 students attended a SHSM excursion to the Stratford School of Hairstyling and then to Elegance (London).
- On May 15, the co-op students hosted various co-op education employers for a thank you breakfast and acknowledged the important role co-operative education and employers have in our program opportunities.
- A group of 20 Business SHSM students took part in a trip to Toronto on May 22, exploring entrepreneurial opportunities (topics included digital literacy, finance & career planning) and culminating in a marketing experience, including the enjoyment of a Blue Jays game.
- On May 29, 35 students took part in the first trip from SACSS to Pleasant Valley Trout Farm for a day of outdoor education experiences and learning.
- Also on May 29, a small group of 20 NBE English students took part in an Indigenous learning trip to Six Nations exploring archery, lacrosse and nature through the lens of Indigenous teaching.

### **Athletics/Arts Events/Accomplishments**

#### **St. Michael CSS**

- St. Michael Rugby has had a very busy month, competing in many regulation games and tournaments. All rugby teams participated in HP on May 20.
- St. Michael Tennis is up and running for a very short season; they competed at HP on May 15.
- Warrior Track is preparing for HP on May 14. The track team has had many successful meets leading up to HP.
- All soccer teams have participated in regular games and tournaments. They compete in HP on May 22.
- Warrior Slow Pitch is up and running.
- The St. Michael production of Mamma Mia is being shown throughout May. The drama club has been working on this show since September and is very proud to show the community.
- The St. Michael Band won Silver+ at the Ontario Music Fest and competed at Nationals on May 14.

#### **St. Anne's CSS**

- On May 1 we hosted our annual May Melodies event to a large, enthusiastic audience in the gymnasium. Students from the St. Anne's Concert band, the Rock Band, individual soloists and Grade 7 and 8 Honour Band students all performed.
- Our Track & Field team is off to a great start this season with 10 individuals placing in the top 10 at the Western Invitational event and numerous placing in the top 10 at the Central Avenue SS invitational on May 6 & 7. They compete at the HP Track & Field finals on May 14 (hosted this year in Kincardine).
- On May 13 the St Anne's Concert Band travelled to York University to compete at the Nationals at the 300 level. After a highly successful season they achieved Silver Standing at the National competition
- Both senior and junior girls and boys soccer continue to have a fun and successful season.
- St. Anne's Tennis team is back on the courts preparing for the HP final event on May 15.
- The St. Anne's varsity girls slo-pitch team takes to the diamond on May 16 in what will be a short, but intense season with the final tournament taking place on June 3.

## **RECOMMENDATION**

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