

Regular Board Meeting
February 23, 2026 - 3:00 p.m.

AGENDA

- 1. Opening Business**
 - 1.1. Opening Prayer & Condolences - Deacon McPhee and Trustees Pages 3-4
 - 1.2. Attendance
 - 1.3. Approval of the Regular Board Meeting Agenda of February 23, 2026. Pages 1-2
 - 1.4. Declaration of Interest
 - 1.5. Approval of the Regular Board Meeting Minutes of January 26, 2026, Pages 5-10
 - 1.6. Business Arising from the Minutes of the Regular Board Meeting of January 26, 2026.

- 2. Presentations**

- 3. Delegations**

- 4. Consent Agenda**
 - 4.1. Board Highlights for February Pages 11-19
 - 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of December 1, 2025. Pages 20-24
 - 4.3. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of January 19, 2026. Pages 25-28
 - 4.4. Approved Huron Perth School Transportation Services (HPSTS) Steering Committee Meeting Minutes of October 7, 2025. Pages 29-30
 - 4.5. Travel Reimbursement Rate Effective January 1, 2026 Pages 31

- 5. Committee and Staff Reports**
 - 5.1. Policy**
 - 5.1.1. Board Policies for review:
 - a) Concussion Management (P2.1.19) Pages 32-37
 - b) Educational Field Trips (P2.2.3.) Pages 38-52
 - c) Development and Review of Board Policies (P1.1.4.) Pages 53-57
 - 5.1.2. Board Policies recommended for approval/rescinding:
 - a) Student and Family Support Office and Parent Communication Protocol (P2.1.16.) Pages 58-61

 - 5.2. Student Achievement and Catholicity**
 - 5.2.1. School Year Calendar 2026-2027 Pages 62-63
 - 5.2.2. Blaze the Trail Launch Pages 64-66
 - 5.2.3. Catholic Identity Report Pages 67-70
 - 5.2.4. Math Common Assessment Data Pages 71-75
 - 5.2.5. Student Trustees' Report Pages 76-78

5.3. Corporate Services and Operations

5.3.1. International Student Program

Pages 79-80

5.3.2. 2026-2027 Budget Goals

Pages 81-82

5.3.3. New Website Communication Update

Pages 83-84

6. Information and Correspondence

6.1. OCSTA Memo re: Advocacy

6.2. Meeting with MPPs

6.3. Update on Before and After School Childcare Townhall

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

- March 9, 2026 - SEAC Meeting
- March 23, 2026 - Regular Meeting of the Board
- March 25, 2026 - Catholic Parent Involvement Committee meeting
- April 14, 2026 - Equity, Diversity, Inclusion and Anti-racism Committee meeting
- April 30 - May 2, 2026 - OCSTA AGM & Conference

13. Closing Prayer - Deacon Dan McPhee, Board Chaplain

14. Adjournment



HURON-PERTH CATHOLIC

District School Board

Regular Board Meeting - Monday, February 23, 2026

INTENTIONS AND OPENING PRAYER - Board Chaplain, Deacon Dan McPhee

Deacon Dan

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

All

And with your spirit...

Deacon Dan

We pray for those who have been newly born into our Catholic Community:

We pray for those in our Catholic Community who have recently been born into eternal life:

Volunteer to Read:

Romans 12:18-21

"As much as is possible...and to the utmost of your ability...be at peace with everyone! Never try to get revenge, do not be mastered by evil, but master evil with good..."

Dcn. Dan

We live in a state of constant tension in our world. Sometimes we can experience the feeling of having one foot in the streets and one foot in the "church"...and - this is difficult ...

We learned last summer - celebrating Mass for saints Peter and Paul - that without worldly tension, we wouldn't have need for a church...from the beginning there has been tension...

(From first person who read go around table:)

Of the four "Guardian Angels" one fell...and peace was forever disrupted...Cain was jealous of his brother Able...David found himself defending his people against Goliath...

Christ was constantly challenged by the Pharisees...Romans constantly challenged the Christians...The Crusades...The Reformation...World wars 1 and 2 and the many "conflicts" since...

Legislation recently tabled - including rights to equity and equality, education and healthcare, religious freedoms in "free" countries...The battle against MAID, especially for reasons of poor mental health...

What are we to do?

(From Carl Koch-Opening and Closing Prayers...)

"When we are hurt, insulted, embarrassed or outwitted - we are sorely tempted to seek vengeance on those whom we target as our enemies.

One evil often calls forth another evil from us. BUT, ...Christians are called to something else..."

Paul - Himself told the Romans - "as much as is possible ... master evil with good"

"As much as is possible"

...let us take a minute and ponder this...

(Take about 30 full seconds of silence here...)

We need to - ... do as much as we can ... with what we have available to us at the time ... to do good, to bring about peace.

We won't always be successful - and when we are not - we must remember - "Thy Will be done"...

We do have hard teachings...that go against our "natural" tendencies to want revenge...

Dcn. Dan

Let us pray -

Almighty, Loving and Merciful God, make us instruments of peace and justice ... not revenge and retaliation.

Left to ourselves we will pay back with evil...but with Your help...we can be reconcilers!

We ask your blessing as we meet today, that we do so in a Spirit of love, mercy and forgiveness. Help us to help each other, Lord. Let us look at the challenges before us and find loving ways to reconcile them. Let us be grateful for the challenges we have already overcome.

We ask this through Christ our Lord, Amen.

St. Andre Bessette

R: Pray for Us

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

Regular Board Meeting
January 26, 2026 - 3:00 p.m.

MINUTES

Present:

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

Board Chaplain: Deacon Daniel McPhee

Student Trustee: Dean DeLuca, St. Michael CSS, Stratford, Addison Thuss, St. Anne's CSS, Clinton

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

Absent: Vice-chair Amy Cronin

1. Opening Business

1.1. Opening Prayer & Condolences - Deacon Dan McPhee

1.2. Attendance - Noted above at start of meeting

1.3. Approval of Regular Board Meeting Agenda

1.4.

Moved by: Tina Doherty

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of January 26, 2026.

Carried

1.5. Declaration of Interest

1.6. Approval of Regular Board Meeting Minutes

Moved by: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves the minutes of the Regular Board Meeting of December 8, 2025.

Carried

1.7. Business Arising from the Minutes

- 1.7.1.** The Board discussed the separation of policy and administrative procedures. A question was raised regarding Trustee accountability and oversight of policies and administrative procedures. The Director of Education clarified that the Board's role is to establish the policies, it is the role of the Director and staff to operationalize those

policies through administrative procedures. It was noted that this distinction is based on the governance training modules for school boards provided by Ontario Education Services Corporation (OESC). Director Tigani will seek further clarification regarding provincial mandates for this structure and continue to inquire with other school boards to identify common practices. Director Tigani will report back to the Board once more information is gathered.

2. Presentations

3. Delegations

4. Consent Agenda

- 4.1.** January Board Highlights
- 4.2.** Approved Special Education Advisory Committee (SEAC) Meeting Minutes of November 10, 2025
- 4.3.** Approved Catholic Education Team (CET) meeting minutes of April 9, 2025
- 4.4.** Approved Equity, Diversity, Inclusion and Anti-racism (EDIAR) meeting minutes of November 11, 2025

Trustees inquired about specific strategies available for staff to handle incidents of racism, following the report on the recent Professional Development (PD) day. Superintendent Boreham responded that the day focused on building a foundational understanding of Human Rights (presented by legal counsel) and the “Dreams Delayed” report. Strategies in the EDIAR Action Plan to support staff include classroom practices, classroom audits, and equity goals. Staff collaborate to establish and implement school-specific equity goals.

Moved by: Jim McDade

Seconded by: Sue Muller

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

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

AND

THAT the Huron-Perth Catholic District School Board receives the approved Special Education Advisory Committee (SEAC) Meeting Minutes of November 10, 2025

AND

THAT the Huron-Perth Catholic District School Board receives the approved Catholic Education Team (CET) Meeting Minutes of April 9, 2025

AND

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

Carried

5. Committee and Staff Reports

5.1. Policy

5.1.1. Board Policies for Review:

- a) Parent Communication Protocol (P2.1.6.)

Trustees raised questions regarding the draft policy depiction of the Trustee role in parent communications. There was a concern that the policy might signal to parents that they should not contact Trustees. Specifically the “Board level matters” section was too limited and did not reflect the full scope of Trustee responsibilities. There was an inquiry into why specific response timelines were not stated in the policy.

Director Tigani clarified that current communication practices will continue; parent inquiries will still be referred to the appropriate school level for resolution. Superintendent McDade noted that the section aligns with the Education Act and Ministry of Education direction, which outlines the legislated roles of Trustees. It was noted that specific timelines are referenced in the corresponding administrative procedures rather than the board policy.

Staff will take Trustee’s feedback into consideration and a revised draft of the policy will be presented for approval at the February meeting. Director Tigani encouraged Trustees to reach out with any additional feedback prior to the February meeting.

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the following policy for review:
2.1.16. Parent Communication Protocol

Carried

5.1.2. Board Policies Recommended for Approval/Rescinding:

- a) Health and Safety
- b) Workplace Harassment
- c) Violence in the Workplace
- d) Advertising
- e) Expressions of Sympathy/Get Well

Moved by: Tina Doherty

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the following policies: Health and Safety, Workplace Harassment, Violence in the Workplace, Advertising and Expressions of Sympathy/Get Well.

Carried

5.2. Student Achievement and Catholicity

5.2.1. Strategic Plan Update Report

Director Tigani reported that the district is largely on track with its strategic goals. However, a slight decrease in Specialist High Skills Major (SHSM) enrollment was noted. Director Tigani informed the Board that Superintendents and secondary staff will continue to investigate contributing factors to the decrease.

Trustees inquired if "inclusion" refers to all students (including racialized students and those with mental health needs) rather than the historical focus on Special Education. Director Tigani agreed, noting the importance of broadening this terminology moving forward to reflect the district's changing demographics.

Trustees asked if the "Removing Barriers" funding (Grades 7–12) is also supporting Kindergarten. Superintendent Boreham confirmed that while funding arrived in November,

supports are being directed into Kindergarten classrooms to focus on self-regulation and foundational literacy.

Trustees raised concerns regarding the impact of AI on STEM (Expectation #4). Director Tigani responded that the district will continue to follow Ministry curriculum guidelines and that AI's impact will be a consideration in the development of the next strategic plan.

Moved by: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board receives the Strategic Plan Update report for information.

Carried

5.2.2. Fiat Fellowship Program Report

Director Tigani shared that 20 applications have been received for the program from both corporate and academic divisions. A huge congratulations to the Superintendents for their work and discernment on this leadership program.

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the FIAT Fellowship Program report for information.

Carried

5.2.3. Student Trustees' Report

Student trustees shared about their experience at the Ontario Catholic School Trustees Association (OCSTA) seminar in January.

Moved by: Tina Doherty

Seconded by: Sue Muller

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

Carried

5.3. Corporate Services and Operations

5.3.1. 2025-2026 Revised Estimates

Superintendent Ducharme provided an overview of the revised estimates.

Moved by: Tina Doherty

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves the 2025-26 Revised Estimates budget in the amounts of \$86,206,510 operating revenue, and expenditures of \$86,206,510.

Carried

5.3.2. November 30, 2025 Financial Report

Superintendent Ducharme noted that there are no concerns for the first quarter. Finance staff are monitoring expenses to budget on a regular basis.

Moved by: Sue Muller

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board receives the November 30, 2025 Financial Report.

Carried

5.3.3. 2026-2027 Budget Procedures Manual

Trustees expressed concerns regarding Kindergarten class size. The inquiry focused on whether planning could account for student needs and "room for growth" when setting budgets and class sizes. Director Tigani responded that while the district must operate within its budget, enrollment data and professional demographic projections are critical to the planning process. The goal remains finding a balance between fiscal responsibility and student well-being.

Moved by: Tina Doherty

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the 2026-2027 Budget Procedures Manual.

Carried

6. Information and Correspondence

6.1. Order of St. Andre Bessette update - verbal

No nominations were received for the current cycle. The Board discussed potential barriers to engagement, including updates to the nomination form and the effectiveness of current communication efforts. Explore alternative methods to reach the right audience, specifically system graduates and alumni.

6.2. Correspondence received from Algonquin & Lakeshore Catholic District School Board, dated January 14, 2026 re: Strengthening Our Commitment to Food Security for All

7. Notices of Motion

8. Notices of Motion Being Considered for Adoption

9. Trustee Inquiries

There were no Trustee inquiries

10. In-Camera Session of the Regular Board Meeting

Moved by: Tina Doherty

Seconded by: Sue Muller

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

Carried

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

Moved by: Tina Doherty

Seconded by: Sue Muller

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

Carried

12. Future Meetings and Events

- February 9, 2026 - SEAC Meeting
- February 23, 2026 - Regular Board meeting
- March 9, 2026 - SEAC Meeting
- March 23, 2026 - Regular Board meeting
- March 25, 2026 - Catholic Parent Involvement Committee meeting
- April 14, 2026 - Equity, Diversity, Inclusion and Anti-racism Committee meeting
- April 30 - May 2, 2026 - OCSTA AGM & Conference

13. Closing Prayer - Deacon Dan McPhee

14. Adjournment

Moved by: Tina Doherty

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of January 26, 2026.

Carried

CHAIRPERSON

SECRETARY



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham and Sean McDade, Superintendents of Education
Presented to: The Huron-Perth Catholic District School Board
Date: Monday, February 23, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

BOARD HIGHLIGHTS FEBRUARY

Public Session

BACKGROUND

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

DEVELOPMENTS

The spiritual theme anchoring our Strategic Plan is “On Fire With The Spirit: Awaken! Illuminate! Rejoice!” Inspired by the Holy Spirit and enlivened by the Pentecost story, we continue moving forward full of faith, hope, love and joy. We are excited about the incredible learning and growth that propels us forward as we journey together throughout the school year. February marks the beginning of a new semester in our secondary schools and a new term in elementary. It is also the beginning of Lent. Our schools and offices are marked by a deep commitment on the part of our students, staff, educators and families. We are delighted to highlight some of the activities and opportunities that took place this month across our district.

CATHOLIC EDUCATION

Lent

Many of our schools celebrated Shrove Tuesday on February 17, enjoying pancakes for lunch in preparation for the start of Lent. Schools celebrated Ash Wednesday with Masses, many of which took place in Catholic churches within our partner Families of Parishes and some of which took place in the schools. Where Mass was not possible, schools celebrated prayer liturgies led by students and staff. Throughout the season of Lent, our schools will be engaging in many examples of prayer, almsgiving and acts of charity. This is a beautiful season for us to reflect on our Catholic mission and vision. It’s an invitation to consider how we can strengthen our faith, both individually and as a community, as we walk the path of daily living and learning together

Development and Peace Schools (D & P Schools)

Across our board, schools are putting faith into action through the Development & Peace Schools Program. This Lent, our students are taking on the Major Mustard Challenge to support the 'On Track for Justice' campaign. These efforts are more than just a fundraiser; they are a powerful act of unity, connecting our district with the global push for a more just world.

Black History Month

Educators across the district have engaged students in various learning activities throughout the month related to the history, accomplishments and leadership of Black Canadians and others from around the world. A collection of resources was provided by the Equity Learning Coordinator, which included morning prayers and announcements highlighting Black Catholics and Canadians, over 60 book titles in French and English with links to lesson plans and activities, slide decks with lessons, links to online resources such as Edwin, My Place in This World, and ON-Core, and more! Our staff have been using the digital subscription to My Place in this World: A Black Heritage Curriculum, which has been promoted not just this month, but throughout the school year. This innovative curriculum provides a wealth of information, activities, assignments, and assessments that recognize and celebrate the vast contributions of Black people. There are also many great videos that teachers can use for engaging conversations and deeper learning available on the On-Core platform that focus on Canadian Black History. Schools included special announcements, bulletin boards, and social media posts about Black Saints, authors, actors and humanitarians.

OCSTA Catholic Identity Posters

Each school received a set of the OCSTA Catholic Identity posters. Schools that offer French Immersion programming also received a set in French. These posters will be displayed in the hallways as a visual reminder of some of the core foundations of our Catholic Faith. Lessons and activities to support these posters are being developed by the Religion and Family Life Learning Coordinator and will be shared once completed. We are grateful for OCSTA's continued support of resource development for our schools.

LEADERSHIP

Indigenous Education at King's

Superintendent Sean McDade, Indigenous Lead Heather George, and Indigenous Graduation Coach Joshua Pagan attended a special event hosted at King's University College in London: *Vatican Indigenous Repatriations: A Dialogue*, held on Monday, February 9, 2026.

This important dialogue explored the recent repatriation of Indigenous cultural belongings from Vatican collections, and situated this moment within broader histories of colonialism, Church involvement, and the ongoing work of truth, reconciliation, and healing. Moderated by Dr. Robert Ventresca, the event featured insightful contributions from Dr. Cody Groat (Western University) and Noah MacDonald, JCL (Regis College, University of Toronto). The evening offered a thoughtful and respectful conversation grounded in scholarship, lived experience, and shared responsibility. Huron-Perth Catholic DSB is grateful for opportunities like this that deepen understanding, strengthen relationships, and support our ongoing commitment to Indigenous education, reconciliation, and Catholic teaching.

Assessment Working Group

The assessment working group brought together a diverse cross-section of educational leaders, including teachers and principals from both elementary and secondary panels, learning coordinators, and superintendents, to ensure a unified approach to assessment practices in our system. Grounded in prayer, the session centered on a review of Policy 2.2.8 and the digital procedure resource, emphasizing that assessment should be a transparent, asset-based

process that prioritizes student learning. By leveraging the perspectives of both classroom practitioners and board-level administrators, the group provided feedback on operational procedures to ensure fairness across all grade levels and reviewed the current diagnostic list to support differentiated instruction. The meeting concluded with a commitment to integrate this collaborative feedback into a refined policy draft and a communication plan, ensuring that our assessment and evaluation practices remain rooted in the Ontario Catholic School Graduate Expectations.

Grade 3 and 6 EQAO Professional Learning Sessions

Starting in February, the Literacy and Math Coordinators began hosting small-group sessions for teachers who are new to Grades 3 and 6. As part of our commitment to strengthening student assessment practices, this professional development initiative was designed to equip educators with the knowledge and strategies needed to prepare students effectively for the EQAO assessments. These sessions provided teachers with a deeper understanding of the EQAO assessment framework, best practices for student preparation, and techniques to create a supportive testing environment. Educators also explored test administration protocols, instructional strategies aligned with the Ontario Curriculum and EQAO expectations, and methods for analyzing assessment data to guide future instruction.

Leaders Learning Council (LLC)

A virtual LLC was hosted on February 10, with a major focus on Professional Learning regarding PPM 140, which mandates the use of Applied Behaviour Analysis (ABA) for students with Autism Spectrum Disorders (ASD). The session reinforced that ABA is an essential, evidence-based instructional approach designed to support skill acquisition, positive behavior development, and academic performance. Administrators reviewed critical expectations, including the requirement for formal transition plans, the need to tailor instruction to individual profiles within IEPs, and the mandatory collection of data to track progress. Significant emphasis was placed on implementing "Universal Supports" such as visual schedules and positive reinforcement. It was noted that while these strategies are vital for students with ASD, they create healthy classroom practices that benefit all students.

The Learning Coordination Team also reviewed our Roadmap to EQAO, outlining a strategic timeline to support student success in the 2025-2026 assessments. Key next steps included a SERT meeting on February 13 to focus on data-driven interventions and a subsequent review at the February 24th LLC meeting. The roadmap establishes a clear schedule for the spring, featuring professional learning for Grade 3 and 6 teachers on the specifics of the reading, writing, and math tests, alongside system-wide support for Tier 1 students.

An in-person LLC will be hosted on Tuesday, February 24. The morning session will be dedicated to faith formation through the University of Notre Dame course, Foundations of Catholic Belief. In this unit, participants will explore the scriptural foundations of Catholic leadership under the guidance of Professor Leonard DeLorenzo. The session will invite leaders to engage in a close reading of Scripture to deepen their understanding of salvation and reflect on how Jesus Christ restores Creation. This formation aims to help leaders view Scripture as a living source of wisdom that sustains their work in Catholic education.

Following the faith formation sessions, the afternoon will focus on academic achievement with a deep dive into our Roadmap to EQAO. This session will provide an opportunity for leaders to examine data trends and insights to support student learning. This comprehensive plan aims to foster a collective belief in student success while ensuring that principals, teachers, and support staff are fully trained and prepared for the assessment administration period in April and May.

Superintendents of Education will also provide operational updates.

SPECIAL EDUCATION

February SEAC Meeting

In February, the Special Education Advisory Committee (SEAC) met for a collaborative and informative session focused on student well-being and system capacity. Members received an update from the Board's Mental Health Lead, highlighting current initiatives, emerging needs, and ongoing work to support student mental health across our schools. SEAC also heard from the Board's Behaviour Consultant, who shared an overview of the Non-Violent Crisis Intervention (NVCI) rollout, including training priorities and implementation planning. These presentations supported meaningful dialogue and reinforced the Board's commitment to safe, supportive, and responsive learning environments for all students.

Full-Day SERT Meeting

February also included a full-day professional learning session for Special Education Resource Teachers (SERTs), focused on strengthening instructional practice, mental health literacy, and data-informed planning. The day included continued learning from the Mental Health and Special Education Literacy Course (Module B), an introduction to EQAO to support assessment practices, and dedicated time for data dives, trend analysis, and planning targeted supports. The session balanced learning, reflection, and collaboration, with time built in for planning next steps to support students with diverse learning needs. The day concluded with a shared commitment to applying these insights to enhance student outcomes and well-being across the system.

As part of the day, we were also proud to support Community Living Central Huron's 36th Annual Heartwarming Luncheon. This meaningful initiative raises awareness and funds for the many valuable programs Community Living provides within our communities, reflecting our shared commitment to inclusion, dignity, and belonging for all.

DIGITAL TOOLS TO SUPPORT LEARNING

Connecting French Language Learning to real-world STEM Opportunities

At Jeanne Sauvé, students in Grades 5–8 are engaging in authentic, real-world STEM opportunities through the FSL Experiential Learning “Growing Our Own” strategy. This program utilizes Ontario Public School Boards' Association (OPSBA) resources to use STEM as a springboard for French communication. By integrating coding in Scratch and LEGO SPIKE robotics with FSL curriculum expectations, students are building both their technical literacy and their confidence in oral French. This initiative not only enhances student engagement but also aligns with provincial goals to increase proficiency and interest in French-language pathways through high-yield, hands-on learning.

Huron-Perth Catholic DSB District Skills Preparation

Preparation is well underway for our annual HPCDSB District Skills Competition, with dedicated teams from every elementary school in the district working to refine their skills. Students are collaborating to solve complex challenges in four key categories: Robotics, Mechanical Engineering, Green Energy, and Construction. This period of preparation provides a unique form of experiential learning, allowing students to apply classroom concepts to practical, competitive scenarios. By engaging in these skilled trades and technology pathways now, our students are

developing the critical thinking and problem-solving abilities essential for success in the modern workforce.

STUDENT ACHIEVEMENT

Mathematics

During February, the Math Team, consisting of three Math Facilitators and one Math Learning Coordinator, continued to support the teaching and learning of mathematics by working alongside teachers and students in classrooms and providing targeted interventions to meet diverse learning needs. In the coming months, additional targeted support will focus on Grade 3 and Grade 6 students to strengthen understanding and readiness for the provincial EQAO assessments. Facilitators will work alongside classroom teachers to engage students with recently released EQAO mathematics questions using the high-impact practice of Teaching About Problem Solving. Problem solving is central to mathematical learning and to the development of critical thinking, perseverance, and responsible decision making. By exploring authentic assessment questions, students review key curriculum expectations while learning strategies for approaching unfamiliar tasks with confidence. Instruction emphasizes the problem-solving process, encouraging students to reflect on their thinking, learn from mistakes, and develop independence as learners. Math Facilitators model these practices with both students and educators, making mathematical thinking visible and fostering rich discussion in classrooms. This work is being strengthened through the team's participation in Ministry webinars on Deliberate Practice, which support educators in refining instructional moves, using evidence to guide next steps, and deepening professional learning focused on student impact. The Math Team also met with teachers and principals during release time to examine student achievement data, identify strengths and unfinished learning, and plan precise next steps, reinforcing the essential role of data in shaping responsive instruction. This collaborative approach supports equitable outcomes by ensuring students across the system have access to effective instruction that builds strong reasoning skills, resilience, and a positive identity as capable mathematics learners.

Literacy

Throughout the month of February, the system Literacy Team successfully wrapped up the Middle of the Year Early Reading Screening at all schools and transitioned into a comprehensive data analysis phase. Teachers were and continue to be provided with the opportunity to meet one-to-one with a literacy resource teacher to examine their specific results and discuss instructional next steps. This individual coaching has proved to be incredibly valuable, as it offers dedicated time to discuss the unique learning pathways of individual students. Simultaneously, the team collaborated with the Superintendent to determine where potential interventions will be necessary across the system. Furthermore, the team completed their Acadience Mentor training, a step that increased the efficacy of our leaders to continue supporting the system with the most recent literacy research.

Multilingual Learners

February was a busy month for our Multilingual Learner (MLL) support services as Mary Katherine Simmons visited every school with MLL students to update their Observable Learning Behaviours within the Clevr system. These updates are essential, as they define the specific next steps for each student's language acquisition and ensure our data remains current and actionable. During these visits, Mrs. Simmons met with teachers to discuss the individual learning needs of each student, providing tailored suggestions for classroom programming and instructional strategies. We are so pleased to have her expertise working within the elementary

panel, as this collaborative approach ensures our educators feel supported while our Multilingual Learners receive the precise programming necessary to thrive.

Secondary eLearning

Semester 1 wrapped up 7 online eLearning courses being offered through our two secondary schools. This was extremely successful with 96% of these students earning their credits. In semester 2, we are offering 5 more eLearning courses, in which 112 Huron-Perth students and 34 external students are currently enrolled. In addition to this, we have 50 Huron-Perth students taking courses through another Catholic school board, as part of our Catholic Virtual Ontario consortium.

EXPERIENTIAL LEARNING PROGRAMS IN SECONDARY

Certifications & Safety Training

First Aid/CPR Training

On February 23 and 24 over 45 SHSM students from both schools had the opportunity to receive their First Aid/CPR certification. This certification is a requirement to earn an SHSM designation on the OSSD.

Working at Heights Training

During the month of February, St. Michael Catholic Secondary School (SMCSS) hosted specialized Working at Heights training for students in the Construction, Agriculture, and Arts and Culture SHSM programs.

- Feb. 11–12: The first sessions saw 24 participants complete their training.
- Feb. 24: Additional students finalized their certification later in the month.

This training is highly valued by industry employers and serves as a significant resume booster, ensuring students are safety-compliant and prepared for the workforce.

Health and Safety Training

All cooperative education students attended a Health and Safety Training presentation in early February. This is a requirement for both the Co-op and SHSM programs.

Dual Credit Opportunities

Our partnership with Conestoga College continues to thrive, with St. Michael hosting a specialized dual credit course in Criminology and CSI. Led by veteran Stratford Police Detective Scott Campbell, the program provides students with an expert look into the industry. Additionally, registration is now open for Semester 2 programs at Conestoga, Lambton, and Fanshawe, giving our students a head start on their post-secondary journeys.

OYAP Apprenticeship Placements

Students have commenced preparing for their apprenticeships. Semester 2 placements include electrical, HVAC, plumbing, and transportation programs.

Grade-Level Presentations

Course selection presentations took place in the second week of February, with a focus on SHSM and Dual Credit pathways for Grade 10 and 11 students.

Annual Development and Peace–Caritas Canada Workshop

On February 17, SHSM students from SACSS traveled to King’s University College in London to participate in the Development and Peace-Caritas Canada High School workshop. The event promotes social justice locally and globally and encourages student action through campaigns, solidarity tours, and social media.

OYAP Level 1 Program

St. Anne’s CSS has three students enrolled in OYAP Level 1 Programs:

- Conestoga Plumbing – 1 student
- Conestoga Electrical – 1 student (previously waitlisted)
- Fanshawe HVAC – 1 student

On February 5, we hosted an OYAP Level 1 information session. Students gathered to explore apprenticeship opportunities and Level 1 programs available through our partnerships with Lambton, Conestoga, and Fanshawe Colleges.

Grade 10 Visits

During February course selection, SHSM teachers at SACSS visited Grade 10 classes to discuss program benefits and enroll interested students for September 2026.

Dual Credit – Semester 1 Results

Students earned both high school and college credits.

- Electrical Fundamentals – Conestoga (6 students)
- Applied Plumbing Techniques – Conestoga (10 students)
- Methods & Media in Drawing – Fanshawe (2 students)
- Introduction to Paramedicine/Emergency Services – Fanshawe (12 students)
- Digital Photography – Lambton (2 students)
- Criminology – Lambton (2 students)
- Canadian Diversity & Strategies in Community Safety – Lambton (3 students)
- The Great Outdoors – Lambton (1 student)
- Personal Wellness – Lambton (1 student)
- Introduction to Residential Electrical – Lambton (1 student)
- Bakeshop Applications – Lambton (1 student)
- Hairstyling & Cutting Techniques – Lambton (1 student)

Total Credits Attempted: 42 | Completion Rate: 97.6%

Grade 10 SHSM Course Selection Meetings and Presentations

Course selection presentations and SHSM enrollment sessions were completed for Grade 10 students to prepare for the 2026–27 academic year.

MENTAL HEALTH AND WELL-BEING

Community Partner Survey on Attendance and Student Engagement

Guided by our spiritual theme, *On Fire with the Spirit* to live with purpose, compassion, and hope, the Huron-Perth Catholic District School Board recently engaged community partners in a survey focused on school attendance and student engagement. As valued members of our broader school community, these partners will offer important insights and experiences to

support our understanding of attendance-related challenges, effective supports, and opportunities for growth.

Supporting student attendance has always been recognized as a shared responsibility across families, schools, and community organizations. By gathering input from our partners, the Board will deepen its connections within the community and strengthen its capacity to provide meaningful support to students and families.

Grounded in our spiritual commitment to listening, reflecting, and acting with intention, the feedback collected through the Community Partner Survey will help inform ongoing strategies, outreach efforts, collaborations, and resource development aimed at nurturing environments where students feel supported, valued, and inspired to succeed.

Grade 7 Girls Social Dynamics & Healthy Relationships Group (Feb 12–Mar 5)

St. Mary's School in Listowel will run a series of female empowerment workshops for all Grade 7 girls, focused on strengthening peer relationships, communication skills, and reducing exclusionary behaviours. Weekly sessions, facilitated by the School Based Social Worker, classroom teachers, and featuring a presentation from Marg Geurtz (OPP), will explore identity and belonging, emotional regulation, assertive communication, and strategies for fostering a more inclusive peer culture. Through scenario-based practice and reflection, students will build resilience, apply healthy relationship skills, and contribute to positive social change within their grade.

Pink Shirt Day: Anti-Bullying in Huron-Perth Catholic District School Board

The Mental Health and Wellness Team (MHWT) developed a “grab-and-go” Pink Shirt Day Resource to support classroom discussions and anti-bullying activities promoting kindness across our schools on Pink Shirt Day, Wednesday, February 25, 2026.

In addition, school staff received *Bullying: Information for Educators*, created by the MHWT to enhance understanding of bullying and to support educators in responding effectively to students who may be experiencing bullying.

Caregiver Engagement: Introducing the By Your Side Caregiver Resource

The Mental Health and Wellness Team (MHWT) is pleased to share the launch of *By Your Side*—a collection of short, practical webinars and companion guides that support families in understanding and promoting student mental health. To make these resources even more accessible, the MHWT has curated and combined materials from *By Your Side* into one easy-to-navigate guide for caregivers and school communities.

What's Inside *By Your Side*?

- Understanding school mental health supports
- Caring for yourself while caring for others
- Supporting children with stress and anxiety
- Building positive relationships and managing conflict
- Talking with your child about mental health
- Understanding stigma and promoting resilience

Schools across the board have received the materials and are actively sharing them with families to strengthen home-school partnerships. This initiative reflects HPCDSB's ongoing commitment to fostering caring, faith-filled environments where every student feels supported and understood.

MAINTENANCE AND HEALTH AND SAFETY

The Joint Health and Safety Committee met on February 18.

Topics discussed:

- eBase Reporting
- Online Reporting Tool training, Occasional Teacher login, Principal follow up
- Health & Safety School Rep Training
- Walkie Talkies
- JHSC Terms of Reference Update
- Messaging of Safe School Incident Report and when to report

RECOMMENDATION

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

Special Education Advisory Committee (SEAC)
December 1, 2025 – 4:00 p.m.

MINUTES

SEAC Members Present:

Emily Branje (Facile Futures), Dana Bozzato (Huron Perth Centre), Doris Barkley (Autism Ontario), Jill Plookhaar, (Family Services Perth Huron), Brenda Mason (Stratford Children's Services), Kelly Boudreau (Community Living St. Marys)

Board Trustee: Mary Helen Van Loon

Guest:

Board Office Staff Present:

Tara Boreham, Jessica Langan, Vanessa Yeats, Reanna Desroches, Megan Delcourt, Emma DeWeaver, Tara Dykstra

Regrets:

Julie Welch (Community Services Coordination Network), Veronica Kolkman (Huron Perth Public Health), Matt McPhee (Community Living Central Huron), Sandra McLaren (Community Living Stratford & Area)

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

1. Opening Prayer, Welcome & Introductions

Meeting Started: 4:00 pm

2. Approval of Agenda & Minutes

2.1 Approval of November 2025 Minutes

Approved: Doris Barkley

Seconded: Kelly Boudreau

THAT the SEAC approves the meeting minutes of the November 2025 meeting.

Carried.

2.2 Approval of December 2025 Agenda

Approved: Emily Branje

Seconded: Doris Barkley

THAT the SEAC approves the agenda of the December 2025 meeting.

Carried.

3. Business Arising from Minutes

Nothing to report.

4. Correspondence

Nothing to report.

5. Agency Reports

5.1 *Community Living St. Marys*

Nothing to report at this time.

5.2 *Family Services Perth Huron*

5.3 *Facile Futures*

Youth Employment Network - Employer Survey Launch

In partnership with both local school boards, two provincial organizations, and approximately 15 community partners, the Huron-Perth Youth Employment Network has launched an employer survey. Its purpose is to gather feedback from local businesses about their experiences and willingness to offer employment, Co-op placements, or mentorship opportunities to youth, both with and without disabilities. The goal is to strengthen community mechanisms that support inclusive youth employment and help identify businesses that are youth-friendly. This information will assist school boards when seeking Co-op placement opportunities for students. Members are encouraged to share the survey through their networks and with local business owners.

Core Gifts Fundraiser

Beginning this week, the agency is running a fundraising initiative focused on recognizing individual strengths and contributions within the community. The fundraiser item is a wooden, heat-shaped engraved ornament inspired by Bruce Anderson's Core Gift Theory (used with his permission). Each ornament comes with a card acknowledging the recipient's "core gifts" and community contributions. As for the pricing, they are \$25 each or 3 for \$60. The proceeds will support families who are unable to afford fee-based services.

The agency emphasized the broader goal of fostering inclusive employment practices so that youth with disabilities have equal access to opportunities. Co-op programming in secondary schools was highlighted as particularly impactful in helping students build confidence and envision themselves as future contributions in the workforce.

5.4 *Autism Ontario*

Autism Ontario shared a reminder that April is World Autism Month, with ongoing celebrations and awareness activities throughout the month. Information has already been sent to schools regarding ways they can participate.

Members were encouraged to continue promoting the Autism Ontario website, which remains an excellent, free resource for families, educators, and community members. The site offers a wide range of materials, including webinars that support parents and caregivers with practical guidance on forms, processes, and strategies for both children and adults on the spectrum.

Autism Ontario also noted that community activities and events are continuing across the region, including upcoming sessions in Stratford, which continue to see strong participation.

5.5 *Trustee Report*

Trustee Van Loon shared that following the Board's annual meeting in November, she will be continuing in her current role for the upcoming year, with Amy Cronin taking on the Vice-Chair position.

She noted that the Board is now in the second year of its strategic plan, and staff have been working diligently toward goals. The Board looks forward to reviewing progress and outcomes as the year continues.

Trustee Van Loon also reflected on attending a liturgy service at St. James, where students led readings, songs, and Advent activities. She expressed appreciation for the opportunity to see students engaging in faith-based learning and emphasized the importance of maintaining these traditions and values during the busy Christmas season.

5.6 *Huron Perth Centre*

Dana noted recent provincial changes underway within the child and youth mental health sector, particularly concerning live-in treatment pathways. Further information on these changes will be shared at future meetings.

Dana also recently attended a two-day symposium in Ottawa where Dr. Michael Ungar - known locally for his work on resilience - spoke about key factors children and youth need to thrive. His remarks highlighted the importance of belonging, connection to culture, and opportunities for spirituality or faith-based community. Dana reflected that these themes align closely with the sense of community fostered in local schools.

The Huron Perth Centre is six months into a new intake and screening process. A new screening tool is now used at first contact to help determine the most appropriate service pathway. This may include internal services or referrals to external partners such as schools, CMHA, Family Services Perth-Huron, or crisis supports, depending on assessed need. Early results show that the new process is helping the Centre make decisions more efficiently and connect families to services more quickly. As a result, the current waitlist is very small. Though wait times continue to exist for intensive and live-in treatment services.

The Centre will continue refining this intake process as needed to ensure timely access and effective coordination with community partners.

5.7 *Community Living Stratford & Area*

Nothing to report at this time.

5.8 *Community Living Central Huron*

Nothing to report at this time.

5.9 *Stratford Children Services*

Nothing to report at this time.

5.10 CSCN

Nothing to report at this time.

6. Information Reports

6.1 Removing Barriers For Students With Disabilities - Jessica Langan

Special Education Learning Coordinator, Jessica provided an update on the Ministry grant Removing Barriers for Students with Disabilities, which the Board successfully received for this school year. The grant amount is \$160,000. Although notification from the Ministry arrived later than usual, the Board is pleased to move forward with the proposed work.

This year's approved project focuses on strengthening the multi-tiered system of support for students in Grades 7-12+, an area where intervention structures are currently less established than in the primary and junior divisions.

The initiative includes the following key components:

1. Expanded and Consistent Intervention Practices

-Increasing access to evidence-based literacy and numeracy interventions for Grade 7-12+ students.

-Ensuring interventions are implemented consistently across schools to improve academic outcomes, graduation rates, and future employment opportunities.

2. Strengthening IEP Practices

-Enhancing how IEPs are developed and integrated with literacy and numeracy instruction.

-Ensuring goals are meaningful, aligned with student strengths and aspirations, and support effective planning for pathways beyond secondary school.

3. Enhanced Inclusive Practices Across All Tiers

-Promoting stronger use of universal design for learning, differentiated instruction, and Tier 1 classroom practices.

-Increasing academic and social inclusion for students with disabilities by improving the classroom environment for all learners-not only those requiring interventions.

The grant funding will be used for instructional materials, resources, professional development, and potentially some increased staffing to help support capacity building.

Jessica emphasized that the project aligns intentionally with the Board's Strategic Plan, which strengthened the application. Partnerships with community organizations such as Facile Futures also contributed to the proposal's success.

The funding period is expected to extend for approximately one year (likely until fall 2026).

7. New Business

No new business at this time.

8. Future Meetings

Next SEAC Meeting - Monday January 19, 2025 at 4:00pm

9. Adjournment

Motion to end meeting was made by: Dana Bozzato

Meeting adjourned: Mary Helen Van Loon

Ended: 4:45 pm

Special Education Advisory Committee (SEAC)
January 19, 2025 – 4:00 p.m.

MINUTES

SEAC Members Present:

Dana Bozzato (Huron Perth Centre), Doris Barkley (Autism Ontario), Jill Plookhaar, (Family Services Perth Huron), Kelly Boudreau (Community Living St. Marys), Matt McPhee (Community Living Central Huron), Sandra McLaren (Community Living Stratford & Area), Veronica Kolkman (Huron Perth Public Health)

Board Trustee: Mary Helen Van Loon

Guest: Christine Dale

Board Office Staff Present:

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

Regrets:

Julie Welch (Community Services Coordination Network), Emily Branje (Facile Futures), Brenda Mason (Stratford Children's Services), (Community Living St. Marys)

Megan Delcourt, Emma DeWeaver, Tara Dykstra

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

1. Opening Prayer, Welcome & Introductions

Meeting Started: 4:00 pm

2. Approval of Agenda & Minutes

2.1 Approval of December 2025 Minutes

Approved: Mary Helen Van Loon

Seconded: Doris Barkley

THAT the SEAC approves the meeting minutes of the December 2025 meeting.

Carried.

2.2 Approval of January 2026 Agenda

Approved: Sandra McLaren

Seconded: Doris Barkley

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

Carried.

3. Business Arising from Minutes

Nothing to report.

4. Correspondence

Nothing to report.

5. Agency Reports

5.1 *Trustee Report*

Mary Helen attended the Ontario Catholic Schools Trustees' Association Conference in Toronto. She highlighted listening to a Bishop speak on being "inspired by faith, united in mission," attending the celebration Mass, and hearing the new Catholic Education Week song. She participated in workshops focused on listening and the Synod process, strategies for addressing controversial issues, and the role of trustees in providing reassurance during uncertain times. She also attended a session on AI in education, discussing its opportunities, challenges, and ethical use, as well as preparing students for future workplaces. Overall, she found the conference informative and a valuable opportunity for learning and collaboration.

5.2 *Huron Perth Centre*

Dana shared that the Children's Mental Health Ontario Conference is scheduled for April, with a pre-conference session focused on governance and the role of AI in children's mental health, including its potential for case documentation and other applications. At the Huron Perth Centre, staff are finalizing the year-end budget and planning for the new fiscal year starting in April. Some funds are being reallocated to the Centre due to changes in the Community Services Coordination Network, allowing for new planning and service development. Dana has invited community partners from education, child welfare, and primary health to help develop a new service pathway for live-in treatment, with a planning meeting scheduled for next Wednesday.

5.3 *Family Services Perth Huron*

Jill shared an update on Family Services Perth Huron's integrated process for developmental services, which has recently been fully established after a trial period. A resource support worker now connects with families when they first engage with the agency, assisting with internal referrals, funding applications, and respite support, ensuring families receive timely support while waiting for more intensive services. Jill noted that families are often referred by pediatricians, family doctors, or schools, and she encouraged community members to reach out with questions or referrals so families can be connected to services promptly.

5.4 *Community Living Stratford & Area*

Sandra shared that the organization successfully remained fully staffed through the holiday season, which was a positive milestone. They continue to meet with families experiencing crisis who are seeking residential or additional support for their children. However, there seem to be ongoing challenges due to limited funding, which continues to restrict the ability to accept new individuals needing support.

5.5 *Community Living Central Huron*

Matt shared that in partnership with the Ontario Autism Program, they will be hosting a virtual information session on Wednesday, February 11th from 6:30pm to 7:30pm, and he will

circulate the PDF poster following the meeting. He also noted that Community Living Central Huron is preparing for its 36th annual Heartwarming Luncheon on Friday, February 13th, with dine-in, takeout, and delivery options available. Last year's event served over 600 meals, and it continues to be an important fundraiser for the agency.

5.6 Huron Perth Public Health

Nothing to report at this time.

5.7 Autism Ontario

Doris shared that Autism Ontario continues to offer its annual March Break Reimbursement Fund, supporting over 1000 families across Ontario. Families can be reimbursed up to \$50 for March Break activities for children and youth up to their 18th birthday, helping offset the cost of programs and activities. She also noted that April is Autism Awareness Month, during which schools may participate in fundraising initiatives to support Autism Ontario programming, with incentives such as a pizza party for participating classes. Doris added that Autism Ontario continues to provide a wide range of educational resources for families and caregivers through its website.

5.8 Facile Futures

Nothing to report at this time.

5.9 Stratford Children Services

Nothing to report at this time.

5.10 CSCN

Nothing to report at this time.

5.11 Community Living St. Marys

Nothing to report at this time.

6. Information Reports

6.1 EQAO results for students with Special Education needs - Christine Dale

Christine presented EQAO results, noting that this was a strong year overall. For the first time, all elementary results for participating students were above provincial achievement, while secondary results were within a few percentage points of the province. The presentation focused on students with special education needs (excluding gifted), highlighting that Grade 3 students performed close to provincial averages in reading, writing, and math, with trends generally mirroring those of all students.

In Grade 6, students with special education needs exceeded provincial results in reading and writing, while math remains an area of concern. Although math achievement is lower than desired, many students scored very close to the provincial standard, particularly those clustered just below Level 3, indicating potential for improvement with targeted support.

Reading results over time show steady improvement, writing shows some fluctuation but recent gains, and math shows gradual progress that needs to be made more consistent.

At the secondary level, Grade 9 math results for students with special education needs were below provincial averages; however, Christine emphasized that the board has among the highest participation rates in Ontario, which provides important context for interpreting results. Dot score data again showed many students narrowly missing Level 3, suggesting opportunity for growth. For the Ontario Secondary School Literacy Test, first-time success rates were slightly below the province but consistent over time, and many students benefit from the literacy course when needed.

Christine shared that the data is actively used at both system and school levels to identify trends, guide interventions, and inform professional learning. Ongoing areas of focus include improving math outcomes, particularly in junior and secondary grades, addressing barriers for students with learning disabilities, and examining factors such as gender differences and student confidence in math. Overall, trustees and committee members expressed appreciation for the strong results, inclusive participation practices, and continued system-wide commitment to improving student learning.

7. New Business

No new business at this time.

8. Future Meetings

Next SEAC Meeting - Monday February 9 2026 at 4:00pm

9. Adjournment

Motion to end meeting was made by: Veronica Kolkman

Meeting adjourned: Doris Barkley

Ended: 4:45 pm



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

**October 7, 2025, 2025
4:00 to 5:00 PM
Teams Video Call**

MINUTES

1.0 Routine Matters

1.1 Welcome and Opening Prayer

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

1.2 Land Acknowledgement

1.3 Approval of Agenda

**Moved by Nancy, Seconded by Cheri
CARRIED**

1.4 Approval of Meeting Minutes – June 3, 2025

Moved by Mary Ellen, Seconded by Nancy
That the Meeting Minutes be approved as presented.
CARRIED

2.0 Business Arising from June 3, 2025 meeting

None

3.0 General Managers Report

3.1 Start Up

The General Manager provided an update and review.

3.2 Driver Shortage

The General Manager gave an overview of where the bus companies were in the driver shortage and how they are managing these.

3.3 R & R Driver Recruitment and Retention

A summary of the R & R Program was provided.

3.4 School Bus Safety Week

Cheri explained the plan of sharing on Social Media for School bus safety week. Hopefully the strategies of including the police will help.

3.5 Stop Safety Reviews

Janice explained about the many complaints we have had regarding stops in the Stratford area of O'Loane Avenue and Brown Street subdivision.

4.0 Discussion Items

Update Onboard Camera System

Nancy asked about stop-arm cameras and potential municipal support. HPSTS's current bus camera system is outdated, poses cybersecurity risks, and is difficult to use. A replacement system could remove GPS fees and provide secure, efficient video access.

5.0 Move to Closed Session

Moved by Nancy, Seconded by Cheri

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

CARRIED

6.0 Adjournment

Moved by Cheri , Seconded by Mary Ellen

That the Consortium Steering Committee meeting be adjourned.

CARRIED

Cheri Carter
Avon Maitland DSB

Mary-Ellen Ducharme
Huron Perth Catholic DSB

Committee Members:

HPSTS: Mary Lou Bilcke (recorder), Janice White

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

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



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: February 23, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

TRAVEL REIMBURSEMENT RATE EFFECTIVE JANUARY 1, 2026

Public Session

BACKGROUND

The Board reimburses employees for travel per Board Policy Expense Reimbursement. At the January 27, 2020 Board meeting the following recommendation was approved:

“THAT the Huron-Perth Catholic District School Board will adjust the per kilometre reimbursement rate for mileage annually in accordance with CRA guidelines.”

DEVELOPMENT

Automobile and motor vehicle allowances are any payment that employees receive from an employer for using their own vehicle in connection with or in the course of their office or employment. This payment is in addition to their salary or wages. An allowance is taxable unless it is based on a reasonable per-kilometre rate. The Canada Revenue Agency (CRA) sets a reasonable per-kilometre allowance annually.

When an employer pays its employees an allowance based on a per-kilometre rate that is considered reasonable:

- The employer is not required to deduct CPP contributions, EI premiums, or income tax.
- Employees are not required to include this allowance as income when filling out income tax and benefit returns.

The CRA has announced the reasonable allowance rates for 2026. They are:

- \$0.73 per kilometre for the first 5,000 kilometres driven (2025 rate = \$0.72)
- \$0.67 per kilometre driven after that (2024 rate = \$0.66)

For travel occurring effective January 1, 2026 employees will be reimbursed at the 2026 rates.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Travel Reimbursement Rate Effective January 1, 2026 Report.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sean McDade, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: February 23, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

2.1.19 CONCUSSION MANAGEMENT

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board's Concussion Management Policy (P 2.1.19) was first adopted on April 27, 2015, and was last revised on February 24, 2020. The policy falls within the Board's School Operations policy category and reflects the Board's commitment to student health, safety, and well-being.

The policy provides Board-level direction related to concussion awareness, prevention, identification, and management, and supports the safe participation of students in school programs and Board-sponsored activities.

DEVELOPMENTS

In September 2025, the Ontario Physical and Health Education Association (OPHEA) released an updated version of the Ontario Physical Activity Safety Standards in Education. This update includes revised concussion-related information that aligns with the latest research and provides school boards with the most current guidance, tools, and resources to support compliance with the requirements outlined in Policy/Program Memorandum 158 (PPM 158): School Board Policies on Concussion.

As a result of these updates, the Huron-Perth Catholic District School Board undertook a review of its existing Concussion Management Policy (P 2.1.19) to ensure alignment with current provincial expectations and best practices for student safety and well-being.

As part of this review, the Board examined the existing policy structure and identified that the current policy document contained both:

- governance-level policy direction, and
- detailed operational procedures (roles, steps, reporting requirements, and forms).

In alignment with the Board's continued commitment to strengthening policy governance, the concussion policy has been revised so that it now reflects appropriate Board-level direction, while all operational procedures have been placed into a corresponding Administrative Procedure. This approach supports



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

clarity, improves implementation, and ensures that the policy remains focused on Board intent, accountability, and legislative compliance.

The revised policy now:

- clearly articulates the Board's commitment to student safety and well-being in relation to concussion prevention, identification, and management;
- confirms alignment with applicable legislation and Ministry direction, including Rowan's Law (2018) and PPM 158;
- assigns high-level accountability to the Director of Education and principals for ensuring implementation through administrative procedures; and
- removes all operational step-by-step protocols, forms, and role checklists that are more appropriately housed in an administrative procedure.

A new Administrative Procedure has been created to support implementation of the policy. The Administrative Procedure:

- contains the detailed roles and responsibilities for principals, staff/coaches, and parents/guardians;
- outlines clear expectations for immediate response to suspected concussions, including emergency response protocols;
- includes requirements related to documentation, reporting, training, and communication with families;
- reflects updated terminology and expectations consistent with OPHEA's 2025 update and Ministry requirements; and
- centralizes the operational concussion management process, including references to required forms and appendices, ensuring clarity and consistency across all schools.

The policy has been reviewed and is now presented for the consideration of the Board of Trustees. The revised policy will be available for vetting and comment by the community in advance of the policy coming to the Board for approval in June, which will lead to full implementation for the September 2026-2027 school year.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives policy 2.1.19 Concussion Management



HURON-PERTH CATHOLIC

District School Board

Concussion Management

Adopted:	April 27, 2015	Policy #:	P 2.1.19.
Revised:	February 24, 2020	Policy Category:	2.1. School Operations

BELIEF STATEMENT: (NEW)

The Huron-Perth Catholic District School Board (the Board) believes that all persons are created in the image and likeness of God and are entitled to dignity, respect, and compassionate care.

The Board believes that student well-being is foundational to learning, and that safe, healthy, and supportive school environments are essential for students to flourish academically, socially, emotionally, spiritually, and physically.

The Board believes that concussions are a significant health concern and must be addressed through awareness, prevention, timely identification, and responsible management. The Board is committed to ensuring that students who sustain a suspected or diagnosed concussion are supported through a safe and gradual return to learning and physical activity, guided by current research and provincial expectations.

The Board believes that the health care needs of students are primarily the responsibility of parents and guardians, and that effective concussion management depends on strong collaboration between families, schools, and medical professionals. Through shared responsibility and clear communication, the Board seeks to protect student safety and promote recovery in a manner that reflects our Catholic commitment to care, stewardship, and the common good.

FORMER POLICY STATEMENT:

~~The Huron-Perth Catholic District School Board is committed to helping all students succeed and lead safe, healthy and active lives. To this end, the HPCDSB supports concussion awareness, prevention identification, management tracking and training in our schools.~~

~~The Board is also committed to protecting and promoting student health and safety while in its care. To this end, in matters pertaining to significant public health issues, the board will seek direction from Huron-Perth Public Health.~~

~~The Board believes that the ongoing provision of relevant health information and health care needs of students is primarily the responsibility of the parents and guardians.~~

PROPOSED POLICY STATEMENT:

The Huron-Perth Catholic District School Board is committed to promoting student well-being and ensuring safe, healthy, and supportive learning environments. The Board recognizes that concussions are a significant health concern and is committed to concussion awareness, prevention, identification, and appropriate management in all schools and Board-sponsored activities.

The Board is committed to protecting and promoting student health and safety while in its care. In matters pertaining to significant public health issues, the Board will seek direction from Huron Perth Public Health and other relevant authorities as appropriate.

The Board believes that the ongoing provision of relevant health information and health care needs of students is primarily the responsibility of parents and guardians.

RESPONSIBILITIES: (NEW)

The Director of Education shall ensure that administrative procedures are in place to support the implementation of this policy, including requirements related to training, reporting, documentation, and safe return-to-learn and return-to-physical-activity protocols. Administrative procedures shall include requirements for a safe and graduated Return to Learn and Return to Physical This policy and the corresponding administrative procedures shall align with applicable legislation and Ministry of Education direction, including Rowan's Law (2018) and Policy/Program Memorandum 158, and the Ontario Physical Safety Standards in Education (OPHEA).

Principals are responsible for ensuring that concussion management procedures are implemented consistently within their schools and that staff are aware of their roles and responsibilities.

PROCEDURE: Moved and revised in an Administrative Procedure

~~The Concussion Policy Guidelines outline corresponding practices and strategies to implement these practices.~~

~~School principals shall administer and implement the Concussion Policy Guidelines within their Catholic schools and inform all parents/guardians of the corresponding strategies.~~

Roles and Responsibilities

Principal

~~The principal of each school shall be responsible for the adherence to the concussion protocol. In case of the principal's absence, the vice-principal or the teacher designated to be in charge shall assume this responsibility.~~

~~The Principal shall ensure that:~~

- ~~● Individuals participating in board sponsored interschool sports, including students, parents, coaches, team trainers and officials, have reviewed the approved Concussion Awareness Resources annually and track the confirmation of the review~~
- ~~● School staff participate in annual concussion training~~
- ~~● An OSBIE report be completed immediately when a student sustains a head injury~~

- ~~All staff are aware that The Tool to Identify a Suspected Concussion (Appendix B) is in the First Aid Kit if a student hits their head~~
- ~~Parents are given all forms as necessary~~
- ~~Appendix D, Documentation of Medical Examination, has been completed and received for all suspected concussions~~
- ~~If a concussion is diagnosed by a medical practitioner, parents/guardians are provided with the Concussion Management Procedures: Return to Learn and Return to Physical Activity (Appendix C) and Documentation for a Diagnosed Concussion—Return to Learn/Return to Physical Activity Plan (Appendix E)~~

Staff

The Staff/Coach shall:

- ~~Participate in annual concussion training~~
- ~~Review the Code of Conduct for individuals participating in board-sponsored interschool sports~~
- ~~Ensure an athlete suspected of incurring a concussion or injury has been removed from field of play/learning environment~~
- ~~Use Appendix B, Tool to Identify a Suspected Concussion, as a tool to help identify a suspected concussion~~
- ~~Ensure that the student does not participate~~
- ~~Be sure the student is not left alone~~
- ~~Monitor the student/athlete closely for any signs and symptoms of possible physical, mental or emotional changes (Appendix B)~~
- ~~Inform the Parent/Guardian of the suspicion of a concussion and the important need to have the head injury evaluated by a medical doctor as soon as possible~~
- ~~Inform the school office as soon as possible~~
- ~~Complete an OSBIE form—These forms are available in your school office (Appendix G).~~

If Loss of Consciousness

The staff/coach is to:

- ~~Initiate Emergency Action Plan—call 911.~~
- ~~Assume there is a possible neck injury and try to limit the movement of the student.~~
- ~~Stay with the student and monitor for signs of deterioration (signs of physical, mental or emotional changes) until Emergency Medical Services arrive.~~

Parent(s)/Guardian(s)

The Parent(s)/Guardian(s) shall:

- ~~Review the approved Concussion Awareness Resources and Code of Conduct prior to their child participating in board-sponsored interschool sports.~~
- ~~Inform the school when a student receives a head injury or concussion outside of the school day.~~
- ~~Be familiar with and follow the mandatory protocol.~~
- ~~Communicate regularly with the school to support the return of the child to school.~~

DEFINITIONS: (NEW)

Concussion is the term for a clinical diagnosis that is communicated by a physician or a nurse practitioner. School staff, board staff, or volunteers cannot make a concussion diagnosis, but must advise students who are suspected of having sustained a concussion and their parents to seek a medical assessment by a physician or a nurse practitioner. The definition of concussion

given below is adapted from the definition provided in the concussion protocol in the Ontario Physical Activity Safety Standards in Education.

A concussion:

- is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep)
- may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull
- can occur even if there has been no loss of consciousness (in fact, most concussions occur without a loss of consciousness)
- cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans

Research demonstrates that a concussion can have a significant impact on an individual – cognitively, physically, emotionally, and/or socially. Most individuals with a concussion get better in one to four weeks, but, for some, the healing process may take longer. It is possible for a concussion to have long-term effects. Individuals may experience symptoms that last for months or even years – symptoms such as headaches, neck pain, or vision problems. Some individuals may even experience lasting changes in their brain that lead to issues such as memory loss, difficulty concentrating, or depression. It should also be noted that if an individual suffers a second concussion before they are free from symptoms sustained from the first concussion, this may lead to “second impact syndrome”, a rare condition that causes rapid and severe brain swelling and often has catastrophic results.

REFERENCES:

- www.ophea.net
- Policy/Program Memorandum 158
- Rowan’s Law, 2018

RESOURCES, APPENDICES AND FORMS:

- Administrative Procedure 2.1.14: Concussion Management (in development).



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sean McDade, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: February 23, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

2.2.3 EDUCATIONAL FIELD TRIPS

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board's Educational Field Trips/Excursions Policy (P 2.2.3) was first adopted on September 28, 1998, and was most recently revised on May 23, 2023. The policy falls within the School Program category and reflects the Board's belief that well-organized excursions add significant value to the academic, cultural, and spiritual growth of students.

DEVELOPMENTS

As part of the Board's ongoing commitment to policy governance and student safety, a comprehensive review of the Educational Field Trips/Excursions Policy was conducted to ensure alignment with current provincial standards and operational best practices.

Consistent with the Board's governance model, the policy has been restructured to separate high-level governance direction from detailed operational procedures. Governance-level intent remains in the Policy (P 2.2.3), while all operational protocols have been moved to a new Administrative Procedure (AP 2.2.16).

While the proposed revisions require essentially no changes to the policy itself from a governance perspective, work with one of our secondary schools has identified an operational gap within the supporting procedures related to international travel. Specifically, Appendix B (Student Educational Field Trips/Excursions Approval Matrix), which is otherwise fully operational, limits final approval for international trips to within one year of departure. In addition, the policy currently prohibits schools from advertising or recruiting for a trip unless final approval is already in place.

In practice, these two procedural requirements are too restrictive to support safe and successful international trip planning, given the significant timelines required for fundraising, family financial planning, and early participation commitments. As the Board retains the authority to cancel any trip at any time should safety conditions change or concerns arise, there is minimal risk in adjusting these operational procedures. In the interim, and while these procedural refinements are being addressed, the school has been permitted to proceed with preliminary planning and recruitment, with the clear understanding that final approval remains pending and that the trip may be cancelled should safety conditions, trustee concerns, or other policy expectations warrant.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

The revised Policy now:

- Articulates a strengthened commitment to Catholic Teaching, specifically prioritizing the preferential option for the poor to ensure equitable access to all trips.
- Mandates that all excursions serve as a valid extension of the Ontario Curriculum and the Ontario Catholic School Graduate Expectations.
- Assigns accountability for implementation and risk management to the Director of Education and school principals.
- Clearly separates Board-level intent from the step-by-step operational requirements.

The new Administrative Procedure (AP) supports implementation by:

- Providing a modernized definition of Instructional Time that includes purposeful, educator-led experiential learning and digital engagement.
- Establishing clear protocols for Surveys of Interest, allowing staff to determine trip viability before seeking formal approval and collecting funds.
- Recognizing the extended planning timelines required for international trips by removing the expectation that approval will occur within one year of departure, and instead requiring periodic principal and Superintendent review within the year of departure to confirm continued compliance with policy expectations, particularly student safety.
- Updating emergency and medical documentation requirements to include both physical and secure digital formats for redundant access during excursions.
- Reaffirming safety and risk management compliance with OSBIE and OPHEA standards, including an updated list of prohibited high-risk activities.
- A rider has been added to the Approval Matrix to allow the Superintendent and/or Director of Education to approve excursions outside of the recommended timelines in exceptional circumstances (e.g., where a student qualifies for an athletic or academic competition with limited notice).

The policy has been reviewed and is now presented to the Board of Trustees for consideration. Following trustee direction, the revised policy will be posted for community vetting and feedback in advance of final approval in June. The policy has been reviewed and is now presented for the consideration of the Board of Trustees.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives policy 2.2.3 Educational Field Trips.



HURON-PERTH CATHOLIC

District School Board

Educational Field Trips/Excursions

Adopted:	September 28, 1998	Policy #:	P 2.2.3.
Revised:	May 23, 2023	Policy Category:	2.2. School Program

~~FORMER BELIEF STATEMENT:~~

~~The Huron-Perth Catholic District School Board (the Board) believes that well-organized educational field trips and excursions add significant value to the educational program for students. All activities associated with these events shall be consistent with Catholic teaching and support the academic, cultural, and spiritual growth of students. The Board believes that all educational field trips and excursions shall reflect pertinent aspects of Catholic Social Teaching; in particular, attention to the preferential option for the poor in terms of access and participation.~~

REVISED BELIEF STATEMENT

The Huron-Perth Catholic District School Board (the Board) believes that well-organized educational field trips and excursions are essential components of an educational program that provides significant value to student learning. All activities associated with these events shall be consistent with Catholic teachings and purposefully support the academic, cultural, and spiritual growth of our students. Furthermore, the Board is committed to ensuring that all educational field trips and excursions reflect the principles of Catholic Social Teaching, specifically by prioritizing the preferential option for the poor to ensure equitable access and participation for all students.

~~FORMER POLICY STATEMENT:~~

~~It is the policy of the Board that all educational field trips and excursions contribute to a high quality Catholic education, adhere to safety precautions and provide significant value to students. Educational field trips are to be consistent with the Board's mission and vision. Educational field trips shall be extensions of the Ontario Curriculum, Ontario Catholic Graduate Expectations and Catholic teaching.~~

~~It is the policy of the Board that educational field trips shall:~~

- ~~● Provide a proportional educational value in relation to the time spent traveling, the time spent on the activity, and the cost to each student;~~

- ~~Address the programs of those students who are not involved in the proposed activity to ensure that they will not be adversely affected;~~
- ~~Include adequate supervision under the direction of a teacher or employee of the Board and comply with educational health and safety standards;~~
- ~~Provide evidence of adequate preparation, monitoring and pre/post trip activities;~~
- ~~Be inclusive for all students as well as support principles of diversity and equity; and~~
- ~~Comply with other relevant policies of the Board.~~

REVISED POLICY STATEMENT

It is the policy of the Board that all educational field trips and excursions shall contribute to a high-quality Catholic education, adhere to rigorous safety and risk management standards, and provide clear educational value. Every excursion must align with the Board's mission and vision and serve as a valid extension of the Ontario Curriculum, Ontario Catholic School Graduate Expectations, and Catholic teachings.

To fulfill this policy, educational field trips and excursions shall:

- Provide proportional educational value in relation to travel time, activity duration, and cost;
- Maintain instructional continuity for students not participating in the activity to ensure they are not adversely affected;
- Provide adequate supervision by a teacher or Board-designated employee and comply with all provincial health and safety standards;
- Demonstrate thorough preparation, including documented pre-trip and post-trip learning activities;
- Be inclusive of all students, actively supporting the principles of diversity, equity, and accessibility;
- Adhere to all other relevant Board policies and provincial regulations.

RESPONSIBILITIES

The Director of Education shall ensure that administrative procedures are in place to support the implementation of this policy, including requirements related to risk management, staff training, emergency protocols, and student supervision. Administrative procedures shall include requirements for a comprehensive approval process that ensures all trips align with the Ontario Curriculum and Ontario Catholic School Graduate Expectations. This policy and the corresponding administrative procedures shall align with applicable legislation, Ministry of Education direction, and the safety standards established by the Ontario School Board Insurance Exchange (OSBIE) and the Ontario Physical Activity Safety Standards in Education (OPHEA).

Principals are responsible for ensuring that educational field trip and excursion procedures are implemented consistently within their schools. This includes verifying that all necessary

approvals are secured, safety protocols are established, and that all staff and volunteers are aware of their specific roles and responsibilities before, during, and after an excursion.

PROCEDURES: Moved and revised in an Administrative Procedure

1.—General

~~All educational field trips/excursions shall be organized by a teacher or a principal-designated employee. All educational field trips/excursions shall be a valid extension of the existing school program (e.g. the Ontario Curriculum and the Ontario Catholic School Graduate Expectations). All field trips/excursions shall follow risk management standards set out by OSBIE, OPHEA and other subject associations (where applicable).~~

2.—Field Trips and Excursions

Educational Field Trips	Educational Excursions
<p>Educational field trips shall be directly connected to the curriculum expectations of the subject or course. The maximum amount of instructional time permitted to be used per field trip is two days. Educational field trips shall include pre-trip and post-trip activities. A copy of these activities (including assessment/evaluation) shall be submitted to the principal with the application. For an educational field trip to be of substantial value all students in the related class or course should attend the event. The Board encourages travel within Canada for all educational field trips.</p>	<p>(e.g. Athletics, Campus Ministry, and Clubs) Educational excursions shall be a valid extension of the existing school co-curricular program. The maximum amount of instructional time permitted to be used per excursion is two days unless otherwise approved by the school's supervisory officer. The Board encourages travel within Canada for all educational excursions.</p>

Tourism-Based Excursions	Catholic Social Teaching Trips
<p>Tourism-Based Excursions shall be a valid extension of existing secondary school programs. No instructional time is permitted to be lost as result of an approved tourism-based excursion. Board staff shall not act as agents or advertise for trips at school or during the school day for trips that are not approved. The</p>	<p>Trips or excursions that exemplify the tenets of Catholic Social Teaching should be conducted in Canada (eg. mission trips, service learning etc). Whenever possible, the organization of the mission work should be coordinated with Catholic agencies. The maximum number of instructional days to be lost for a mission trip is two. Application may</p>

<p>Board encourages travel within Canada for all educational excursions:</p>	<p>be made to the Director of Education or designate to increase the maximum number of instructional days lost due to exceptional circumstances:</p>
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3.—Applications

The trip organizer shall submit the Application for Approval to Take Students on an Educational Field Trip/Excursion to the school principal for consideration of approval in advance of the trip (Appendix A). Each application shall be completed in full (including all necessary attachments), shall be subject to terms listed in the Educational Field Trip and Educational Excursion Approval Matrix (Appendix B) and all conditions of this policy/procedure. Schools or organizers are prohibited from raising funds, promoting trips or informing stakeholders about the trip before necessary approvals are in place. Any revisions subsequent to an approved field trip or excursion requires a re-application subject to the terms herein.

4.—Supervision

4.1.—General

The safety of students and staff on an educational field trip/excursion/excursion is of the utmost importance. A sufficient number of adult supervisors must be provided. Supervision guidelines for principals and teachers are available at the Ontario Physical and Health Education Association (OPHEA) website and subject association websites as they relate to various activities:

Uniforms/Dress Code – The wearing of school uniforms and the strict enforcement of school-based codes of conduct (including dress codes) help to ensure that our schools are viewed in a favourable fashion by the broader community.

Code of Conduct – The same expectations for student behaviour apply to educational field trips/excursions as do a regular school day. The trip organizer and the principal shall ensure that a procedure is in place in the case a student needs to be sent home during an educational field trip/excursion. Supervisors are required to enforce safety procedures for activities as well as the Board's student code of conduct at all times.

4.2.—Supervision Compliment

The following supervision ratios are the minimum for educational field trip/excursions:

Kindergarten	1:5
Primary	1:8
Junior	1:10
Intermediate	1:15
Senior	1:20

~~**Principals shall give careful consideration to students with special needs when trips are planned. Additional supervisors may be warranted depending on the nature of the trip, the composition of the class and the distance/duration of the trip. Trip organizers shall consider the following factors when determining the number of supervisors for a trip/excursion:~~

~~*Ability of the Participants*—Degree of difficulty, physical strength, endurance, coordination, mobility, physical/mental limitations.~~

~~*Experience of the Participants*—First time experience versus various degrees of experience/skill in participating in the activity.~~

~~*Age of the Participants*—Factors such as physical size (height/weight), maturity level, risk perception, comprehension of rules/instructions, etc. are dependent on age.~~

~~*Environmental Factors*—Site lay-out (clear sight lines versus obstructions); dispersed groups (e.g. ski hills, amusement parks); tour groups versus self-guided, presence of dangerous features (e.g. cliffs, allurements, unusual weather or environmental phenomenon, etc.).~~

4.3. Overnight Trips/Excursions

~~For all overnight trips in which more than one gender are represented, corresponding representation of adult supervisors shall be present. At least one of those supervisors shall be a teacher or employee designated by the principal. Trip chaperones are responsible for the supervision of students for the entire duration of the educational field trip/excursion (including overnight). Consistent with supervision requirements for employees—all supervisors are not permitted to consume alcohol or recreational drugs on trips/excursions.~~

4.4. Emergency Contact Information

~~Two lists of all students and supervisors participating in an educational field trip/excursion shall be compiled prior to the event. One list shall be available in the school office and the other shall be in the possession of the trip organizer (supervisor). The list shall include appropriate student identification such as: the student name, address, phone number, emergency contact person (phone number) and their Health Card number. The trip organizer shall follow the Board's policies related to the administration of medication to students and the protection of anaphylactic pupils. When more than one bus is used, each person in charge~~

~~of a bus shall have an attendance list as well as a copy of the appropriate medical/ health and emergency information for all students.~~

4.5. — Emergencies

~~*Preparedness*—Plans should also be in place to provide supervision for students who may be injured or become ill (i.e. provide for someone to accompany to hospital, or return home), experience travel changes/delays (e.g. airline over-booking of flights, reassign flights, weather delays or connecting flights, etc.) or be detained by authorities (passport, immigration or other legal issues) Students should never be left unaccompanied in any of these situations. For all locations that are visited by students and staff—the trip supervisor shall review evacuation and emergency procedures.~~

~~*Reporting*—All injuries and/or accidents that occur on an educational field trip/excursion shall be reported to the school principal. In the event of a serious injury (an injury requiring medical treatment) or fatality, the incident shall be reported to the school superintendent by the school principal. The trip organizer shall follow the reporting requirements of OSBIE, the Ministry of Labour and the Workplace Safety Insurance Board (WSIB) in the case of an accident or injury.~~

4.6. — Activities Incidental to Primary Trip

~~Organizers often focus primarily on the destination risks and overlook the risks of other activities that may take place incidental to the primary purpose of the school excursion. Caution should be exercised when unscheduled or “ad hoc” activities are permitted. Typical examples of collateral hazards can occur when stops are made along the route of travel to visit venues including, but not limited to, amusement parks, restaurants, paintball parks, go kart tracks, wave pools, hotel swimming pools, etc. The same consideration must be given to whether such incidental activities are appropriate for the group, and as a school activity.~~

5. — Risk Management (other)

~~Whenever possible, supervisors should conduct a pre-trip visit to the site; learn about local conditions, and assess qualified leaders. Supervisors are encouraged to request proof of insurance from event/venue operators. Supervisors should never sign waivers for students. Supervisors should never agree to name commercial operators under the Board’s insurance.~~

6. — Informed Parent/Guardian Consent

~~No student shall participate in an educational field trip/excursion unless their parent/guardian has signed a permission/consent form (Appendix C). If the student is 18~~

~~years of age or older, the student shall be required to complete a release and indemnification form (Appendix D).~~

~~7.—Transportation~~

~~7.1.—Walking/Cycling—Field trip destinations that are within walking distance of the school will have various risk profiles to consider, depending on factors such as traffic density, crosswalks, sidewalks, rugged terrain, weather conditions, hilly terrain, student age, ability, special needs and distance being travelled. **Cycling**—Factors to be considered include age/experience of students, traffic conditions, helmet use, nature of terrain, weather conditions, etc. Since this mode of transportation is also a formalized physical education activity, it is recommended that the OPHEA Physical Education Ontario Safety Guidelines be referenced when planning this mode of transportation.~~

~~7.2.—School Bus~~

~~The safest means of transporting students is by school bus. School buses are engineered to provide the highest level of passenger protection. The design of a school bus includes more than 30 safety features that are not present in other passenger vehicles, including a safety compartment that surrounds a student with energy absorbing material to reduce injuries in collisions. Trip organizers are encouraged to use school buses to transport students. Trip organizers and students shall follow the Board policy on student transportation when using buses. Trip organizers shall consult with the approved vendor list when procuring bus services. The vendor list is maintained by the transportation consortium.~~

~~7.3.—Volunteer Drivers~~

~~Board-sanctioned volunteer drivers require approval by the school principal and may make application using Appendix E. Students are prohibited from being approved as Board-sanctioned volunteer drivers.~~

~~Students should be advised against travelling to and from educational field trips/excursions on their own or with other student passengers as this is the highest risk form of student transportation. According to the Insurance Bureau of Canada statistics, inexperienced drivers under age 25 may be involved in as many as 4 times more crashes than drivers over 25 years of age.~~

~~7.4.—Vehicle Rentals~~

~~Should a trip organizer choose to rent a vehicle to transport students and staff they shall rent the vehicle in the name of the school board and the optional~~

insurance coverage shall be purchased. Depending on the vehicle capacity, special driver licenses and specific aspects of the Highway Traffic Act will apply.

7.5. — Passenger Vans (9+ Passengers)

These types of vehicles, which come in various seating configurations (9, 12 and 15 passengers) have been associated with safety concerns in both the United States and in Canada. Under full-load conditions, the handling characteristics of these types of vehicles make them very unstable in emergency situations (skids, crash avoidance, braking, etc.) and they have a high roll-over crash history as the result of a high centre of gravity. Whenever possible, these vehicles should be avoided in favour of school buses or other more safe forms of transport.

7.6. — Rail

Commercial rail lines that are regulated by a federal authority are recommended for school excursions. Shuttle trains, monorails, etc., operated by a private operator associated with amusement parks, etc., may not be licensed or regulated and should be approached with caution — ask for documentation on licensing, maintenance, inspection and insurance.

7.7. — Aircraft

The use of non-commercial aircraft is prohibited. Commercial airlines are regulated by a federal authority and are the only form of aircraft transportation acceptable for school excursions.

7.8. — Watercraft

Commercial watercraft operated in Canada are subject to Transport Canada regulations, however, craft below 100 feet may not be required to meet certain safety standards for larger vessels, such as crew evacuation training, lifeboat capacity/drills, etc. and are not permitted for transportation of students.

8. — Students that Remain at School

The trip organizer and the school principal shall make adequate provision for appropriate school work and supervision for those students that remain at school while their classmates attend an educational field trip/excursion. No student shall be left behind unless expressly supported by the parent/guardian, a result of a disciplinary decision of the principal, because of suspension/expulsion from school or a failure to submit required documentation.

9. — Funding

Every reasonable attempt shall be made to ensure that no student is prevented from participating in any educational field trip/excursion through an inability to pay. Any fund-raising for educational field trips/excursions shall be consistent with Board policy.

10. Sunday Eucharist

Where an educational field trip/excursion includes a Sunday, the Application for Approval to Take Students on an educational field shall include provisions for all participants to attend Mass.

11. Cancellations

Any educational field trip/excursion may be cancelled at any time at the discretion of the Principal, Superintendent or the Director of Education. The Board and the school are not responsible for any financial losses assumed by students, parents/guardians or staff in the event of a cancellation.

12. Insurance Requirements

Category	Time Restrictions	Cancellation	Out of Province Medical	Student Accident	Auto (Appendix D Completed)
Day Educational Field Trip	During the instructional day.	Recommended where appropriate	N/A	Recommended	✓
Extended Day Educational Field Trip	Beyond the instructional day but not overnight.	Recommended where appropriate	N/A	Recommended	✓
Overnight Educational Field Trip	Up to three nights using up to two instructional days. Limited to one per class per school/year/semester.	Recommended where appropriate	✓	Recommended	✓
Overnight Educational Excursions	Up to three nights using up to two	Recommended where appropriate	✓	Recommended	✓

	instructional days:				
Extended Overnight Educational Field Trip	Four or more nights—using up to two instructional days:	Recommended where appropriate	✓	Recommended	✓
Educational Excursions		Recommended where appropriate	✓	Recommended	✓
Extended International Excursions	Extended International Excursions	✓	✓	Recommended	✓

13. — Travel Industry Act Compliance

The Travel Industry Act provides limits on who may act as a travel agent. Trip organizers shall use Travel Industry Council of Ontario (TICO) certified travel agencies for all trips that are multi-day, require coach/rail/air/watercraft transportation and involve overnight accommodations:

14. — Prohibited/Restricted Trips

Educational field trip/excursions that are considered to be a high risk will not be approved. A comprehensive list of high risk activities are listed on the Ontario School Board Insurance Exchange (OSBIE) website and several examples are listed below.

14.1. — General

Educational field trips/excursions are prohibited in the following areas:

- Natural disaster areas—e.g. earthquake, floods, hurricane, tornado;
- War zones—imminent or existing;
- Regions with political or civil instability—e.g. civil war, terrorism; and
- Regions that pose a high risk for disease transmission

14.2. — Restricted Activities

Activities noted below are prohibited with the following exceptions:

Activity	Qualifications/ Restriction	Approval Process
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Alpine Skiing	Approved for secondary athletics	No application required for secondary athletics— all excursions shall follow all aspects of OSBIE ski package and OPHEA safety guidelines.
	Not approved for Primary/Junior Divisions	Not approved for Primary/Junior Divisions
	Intermediate/Senior Class Field Trips Require Approval	Requires principal and superintendent approval. All trips shall follow all aspects of the OSBIE ski package and OPHEA safety guidelines.
Ice Skating/ Ice Hockey	Hockey approved for secondary athletics— system-approved elementary hockey tournaments	No application required for secondary athletics— all excursions shall follow all aspects of OSBIE and OPHEA safety guidelines. Elementary tournament— Requires principal approval. All excursions shall follow all aspects of the OSBIE and OPHEA safety guidelines.
	Elementary and secondary skating	Requires principal approval and requirement to follow all OPHEA and OSBIE guidelines for the activity.
Swimming (Waterparks prohibited)	Approved for secondary athletics	No application required for secondary athletics— all excursions shall follow all aspects of OSBIE and OPHEA safety guidelines.
	May be approved for secondary phys-ed courses.	Requires principal approval. All trips shall follow all aspects of the OSBIE and OPHEA safety guidelines.
	May be approved for Grade 7 classes if part of swim to survive programs offered by certified lifeguards (Royal Life Saving Society of Canada)	Requires principal and superintendent approval. All trips shall follow all aspects of the OSBIE and OPHEA safety guidelines. Requires compliance with standards of safety set out by the Royal Life Saving Society of Canada.
Obstacle courses	May be approved for secondary phys-ed courses only.	Requires principal and superintendent approval. All trips shall follow all aspects of the OSBIE and OPHEA safety guidelines. Requires proof of insurance certificate by venue/provider and proof of qualifications for instructors. Requires emergency and safety plan.
Rock Climbing	May be approved for secondary phys-ed courses only.	Requires principal approval. All trips shall follow all aspects of the OSBIE and OPHEA safety guidelines. Requires proof of insurance certificate by venue/provider and proof of

		<p>qualifications for instructors. Requires emergency and safety plan.</p>
<p>Wilderness and/or Winter Camping</p>	<p>May be approved for secondary phys-ed courses/programs only.</p>	<p>Requires principal and superintendent approval. All trips shall follow all aspects of the OSBIE and OPHEA safety guidelines. Requires proof of insurance certificate by venue/provider and proof of qualifications for instructors. Requires emergency and safety plan including search and rescue plan and emergency evacuation plan.</p>
<p>Canoeing— kayaking and small watercraft</p>	<p>May be approved for secondary phys-ed courses only.</p>	<p>Requires principal and superintendent approval. All trips shall follow all aspects of the OSBIE and OPHEA safety guidelines. Requires proof of insurance certificate by venue/provider and proof of qualifications for instructors. Requires emergency and safety plan.</p>

14.3. Prohibited Activities

The following activities either exceed the threshold of risk the Board is prepared to accept and/or have little or no educational value (as they relate to the Ontario Curriculum) and are prohibited:

- Snow tubing
- Motorized small watercraft
- Waterparks
- Dunk tanks
- Inflatable fun structures
- Zip lining
- Firing ranges
- Axe throwing
- Paint ball
- White water rafting
- Cliff Rappelling
- Skydiving
- Other extreme sports

DEFINITIONS:

Educational Field Trip - Any event or programme which, for educational purposes (e.g class trips to the science centre), has students leaving school property.

Educational Excursions - An Educational Excursion is any event or programme which, for co-curricular purposes (e.g. athletics or clubs), has students leaving school property. Use of this

term will not include student exchanges, co-op education, credit/non-credit courses outside of school and outside the regular school day.

REFERENCES:

- Education Act c. E.2, s. 171 (1)
- Ontario School Board Insurance Exchange (OSBIE)
- Ontario Physical and Health Educators Association (OPHEA)
- Science Teachers' Association of Ontario (STAO)
- Ontario Council for Technology Education (OC

RESOURCES, APPENDICES AND FORMS:

- Administrative Procedure 2.2.16: Educational Field Trips/Excursions (in development)
- Appendix A - Student Educational Field Trips/Excursions Application
- Appendix B - Student Educational Field Trips/Excursions Approval Matrix
- Appendix C - Permission/Acknowledgement for Educational Field Trips and Athletic/Co-Curricular Participation
- Appendix D - Release and Indemnification Form for Educational Field Trips and Athletic/Co-Curricular Participation
- Appendix E - Application to Principal to be a Volunteer Driver



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Karen Tigani, Director of Education
Presented to: The Huron-Perth Catholic District School Board
Date: February 23, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

P 1.1.4. Development and Review of Board Policies

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board is responsible to its students, parents, staff, and community for the achievement of its mission. The Board shall establish specific policies to guide the actions of the Director and his/her staff in the achievement of this mission, and to inform parents, students, and staff of our operating policies and procedures. This Policy is intended to provide a framework for the effective development, review, and approval of Board Policies.

DEVELOPMENTS

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

There are a couple minor editing suggestions.

There are two changes being recommended to the Policy: first is the inclusion of a Belief Statement and second is the recommendation to include a statement wherein the Director or his/her designate will inform the Board of Trustees when there is an update to Policy-related Administrative Procedures.

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

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives policy P 1.1.4. Development and Review of Board Policies.



HURON-PERTH CATHOLIC

District School Board

Development and Review of Board Policies

Adopted:	March 28, 2011	Policy #:	P 1.1.4.
Revised:	February 22, 2021	Policy Category:	1.0. Board Governance

BELIEF STATEMENT:

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

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

In light of this mission, and in keeping with the Board's obligations under the Education Act, policies are developed and reviewed on an on-going basis.

POLICY STATEMENT:

The Huron-Perth Catholic District School Board is responsible to its students, parents, staff, and community for the achievement of its mission. The Board shall establish specific policies to guide the actions of the Director and his/her staff in the achievement of this mission, and to inform parents, students, and staff of our operating policies and procedures. This Policy is intended to provide a framework for the effective development, review, and approval of Board Policies.

PROCEDURE:

1. The development and review of all policies shall be initiated by the Board or the Director Education.
2. The Director of Education may delegate the development or revision of Policy and Procedures to appropriate members of the Executive Council and staff.
3. The establishment of new Policies and Procedures as well as the cyclical review of existing Policies and Procedures will adhere to the following process:
 - The Draft Policy will be reviewed by the Executive Council for input.
 - Once approved by the Director of Education, the Draft Policy will be presented to the Board of Trustees for input and information.
 - Following presentation to the Board of Trustees, the Draft Policy will be posted on the Board's web-site for public review, and may be distributed to various stakeholder groups for vetting.
 - Once the vetting and consultation process has been completed, the final Draft Policy will then be presented to the Executive Council for review.

- Once approved by the Director of Education, the final Draft Policy will be presented to the Board of Trustees for consideration of approval.
- Upon approval, the Director of Education, or his/her designate will distribute and communicate the Policy to the system.
- The Director or his/her designate will ensure that appropriate Administrative Procedures are reviewed regularly and updated as needed. The Director will inform the Board of Trustees when there is an update to Policy-related Administrative Procedures.

4. A Draft Policy may be vetted with any or all of the following groups:
 - Trustees
 - Superintendents
 - Coordinators
 - Employee groups
 - Special Education Advisory Committee
 - Board Chaplain
 - Board Solicitor
 - Director of Education
 - Principals and Vice-Principals
 - Managers
 - Catholic School Advisory Councils
 - Bishop
 - Huron-Perth Deanery
 - Other

5. The policies of the Board are to be reviewed on a five-year cycle unless otherwise directed by the Director of Education or the Board of Trustees.

6. The review or development of Policy is to be guided by the following criteria:
 - The Policy facilitates the achievement of the Board's mission as a Catholic School Board.
 - The Policy contributes to the Board's strong and positive Catholic educational presence in the counties of Huron and Perth and in the province of Ontario.
 - The Policy is within the scope of the Board's authority as granted by provincial and federal statute.
 - The Policy is consistent with and complementary to Catholic teachings.
 - The Policy is direct and specific and is free from arbitrariness and vagueness.
 - The Policy is directly related to a clear and legitimate purpose.
 - The Policy is consistent with the Board's Equity and Inclusive Education Policy.
 - The Policy is consistent with the Board's Multi-Year Accessibility Plan.

DEFINITIONS:

- N/A

REFERENCES:

- OESC Good Governance for School Boards Trustee Professional Development Program

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sean McDade, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: February 23, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

Student and Family Support Office & Parent Communication Protocol

Public Session

BACKGROUND

This policy was first adopted by the Huron-Perth Catholic District School Board on January 26, 1998, and was most recently revised on September 23, 2024. The policy was structured to support respectful, transparent, and consistent communication with parents and community stakeholders. It included a Belief Statement and Policy Statement, followed by procedural direction outlining pathways for addressing and escalating concerns related to student, school, and system matters. The policy also articulated a specific pathway for Board-level decisions involving concerns or complaints within the governance authority of the Board of Trustees, as well as a section identifying other statutory and external venues through which concerns could be raised. Collectively, these elements were designed to promote fairness, clarity, and accountability in the resolution of concerns, while supporting positive relationships between families, schools, and the Board.

DEVELOPMENTS

During the review process, Trustees provided feedback regarding the importance of clearly articulating the role Trustees may play in supporting parents and guardians who seek assistance navigating the school system. In response, the revised policy includes strengthened language within the "Board-Level Matters and Trustee Role" section to affirm Trustees as a trusted point of contact for families, while also clarifying the limitations of the Trustee role in relation to operational matters. This revision supports transparency, procedural fairness, and alignment with Ministry expectations.

The revised policy has been posted on the Board website for public vetting. No feedback was received during the consultation period, and staff are recommending approval of the policy as presented.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy 2.1.16 Student and Family Support Office & Parent Communication Protocol.



HURON-PERTH CATHOLIC

District School Board

Student and Family Support Office & Parent Communication Protocol

Adopted:	January 26, 1998	Policy #:	P 2.1.16.
Revised:	September 23, 2024	Policy Category:	2.1. School Operations

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes that all persons are created in the image and likeness of God and are entitled to dignity, respect, and compassionate treatment.

The Board believes that when parents feel connected, informed, and welcomed, they are more likely to be actively involved in their child’s learning. Increased parent engagement strengthens the parent-school partnership, fosters a sense of community, and supports shared responsibility for student success. By responding promptly and effectively to parent inquiries, school boards and educators can build trust and confidence in the school system’s ability to meet the educational needs of each child.

The Board believes that conflict resolution is most effective when it is proactive, ethically grounded, and rooted in the teachings and practices of the Catholic Church. Through open communication and collaborative problem-solving, the Board seeks to promote understanding, cooperation, and mutually acceptable solutions that reflect the best interests of students, schools, the Church, and the broader school community.

POLICY STATEMENT:

This policy was formerly titled “Parent Communication Protocol” and has been updated to reflect provincial requirements related to the establishment of Student and Family Support Offices.

It is the policy of the Board that communication with parents and guardians is conducted in a manner that is respectful, transparent, and consistent with the dignity of all persons, recognizing parents as valued partners in their child’s education.

The Board affirms that questions, concerns, and complaints raised by parents and community stakeholders shall be addressed fairly, in good faith, and at the lowest appropriate level whenever possible, while ensuring that clear pathways exist for escalation when matters are unresolved. The Board is committed to confidentiality and procedural fairness, in accordance with applicable legislation, Board policy, and Catholic teaching.

In alignment with the authority of the Minister of Education under the *Education Act* and the requirements of Policy/Program Memorandum No. 170, School Board Communication with Parents, the Board is committed to:

- providing parents with clear, consistent, and reliable information to support their active engagement in their child's education;
- establishing and maintaining standards for acknowledging and responding to parent inquiries that promote transparency, accountability, and trust; and
- ensuring that parents are informed of available information, supports, and communication protocols upon registration and at the start of each school year.

The Board affirms its responsibility to establish and maintain a Student and Family Support Office as a Board-level structure, in alignment with provincial direction. The purpose of the Office is to strengthen existing communication pathways by supporting the consistent, fair, and timely resolution of parent and guardian inquiries that have not been resolved through school-level processes. The Student and Family Support Office provides an additional avenue of support while respecting the distinct roles of Board governance and administration and does not replace the responsibility of schools to address concerns at the local level.

The Board expects that standards for acknowledging and responding to parent inquiries are clearly established, publicly communicated, and aligned with the requirements of Policy/Program Memorandum No. 170. The Director of Education is responsible for ensuring that administrative procedures are in place to support implementation, monitoring, and continuous improvement. The Board shall receive assurance, as appropriate, that communication standards are being met and that system trends are reviewed to strengthen transparency, responsiveness, and public confidence.

Board-Level Matters and Trustee Role

~~Concerns or complaints that relate to matters within the governance authority of the Board of Trustees, including Board policy, budget decisions, or accommodation reviews, may be brought to the attention of the Director of Education, the Chair of the Board, or a Trustee of the Board.~~

~~The Board affirms that Trustees act collectively and within their governance role. Trustees do not investigate or attempt to resolve individual operational complaints. Matters shared with an individual Trustee that fall within the purview of the Board of Trustees may be brought forward for information or consideration by the full Board, as appropriate, and in accordance with Board bylaws and governance practices.~~

~~Operational matters concerning individual students, staff, or schools are the responsibility of the Director of Education and Board administration and are addressed through established administrative processes.~~

Concerns or complaints that relate to matters within the governance authority of the Board of Trustees, including Board policy, budget decisions, governance direction, or accommodation reviews, may be brought to the attention of the Director of Education, the Chair of the Board, or a Trustee of the Board.

The Board recognizes that Trustees are often a trusted and accessible point of contact for parents and community members who are seeking support, clarity, or assistance navigating the school system. Trustees may assist by listening respectfully, helping families understand Board policies and governance decisions, and directing parents to the appropriate staff member or process for timely follow-up in accordance with Board communication standards.

The Board affirms that Trustees act collectively and within their governance role. Trustees do not investigate, mediate, or attempt to resolve individual operational complaints, nor do they direct staff in the management of school-based matters. This distinction supports procedural fairness, confidentiality, and consistent service standards for all families, including the timely response expectations established under Ministry direction.

Where matters shared with a Trustee identify potential system-level concerns, patterns, or policy implications, Trustees may bring these forward for information and governance consideration by the full Board, as appropriate and in accordance with Board bylaws and governance practices.

Operational matters concerning individual students, staff, programs, or schools are the responsibility of the Director of Education and Board administration and are addressed through established administrative processes.

Other Statutory and External Avenues

Nothing in this policy is intended to limit or restrict the right of parents, guardians, or community stakeholders to raise concerns with independent or statutory oversight bodies, where appropriate.

Depending on the nature of the concern, stakeholders may contact:

- the Ombudsman of Ontario, regarding concerns about the manner in which a school board has handled a complaint or concern;
- the appropriate professional regulatory body, such as the Ontario College of Teachers or the College of Early Childhood Educators, regarding concerns about professional conduct;
- the Ministry of Education or a local Member of Provincial Parliament, regarding matters within provincial jurisdiction; or
- the Ontario Human Rights Commission, regarding alleged violations of the *Ontario Human Rights Code*.

Navigating the School System

The Board is committed to ensuring that parents and guardians are informed about how to navigate the school system and access information, supports, and communication protocols related to their child's education. In alignment with Ministry of Education requirements, the Board expects that information about this policy and the Ministry's *Parent Guide to Our School System* is made available to parents upon student registration and at the start of each school year.

The Director of Education is responsible for ensuring that administrative procedures are in place to support consistent implementation across all schools.

DEFINITIONS:

- N/A

REFERENCES:

- Policy and Program Memorandum 170 (Government of Ontario)

RESOURCES, APPENDICES AND FORMS:

- Child Youth and Family Services Act, The College of Teachers Act and the College of Early Childhood Educators Act; [OESC Good Governance Guide](#) – Page 66
- The Board shall consider the protection of the identity of staff and students when receiving information considering statutes and regulations intended to protect privacy.
- Complaints Procedures - www.ombudsman.on.ca
- Board Administrative Procedure AP 2.1.13 Parent Communication Protocol



Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: February 23, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

SCHOOL YEAR CALENDAR 2026-2027

Public Session

BACKGROUND

Historically, the Huron-Perth Catholic District School Board (HPCDSB) follows a Regular School Year Calendar, beginning after September 1 and concluding by June 30. For the 2026-2027 academic year, the proposed calendar consists of 194 school days, structured as follows:

- Instructional Days: A minimum of 187 days.
- Professional Activity (PA) Days: Seven days total (three mandated by provincial priorities per PPM 151; four designated by the Board).
- Examination Days: Up to 10 instructional days may be designated for secondary assessments.

DEVELOPMENTS

The Huron-Perth Catholic District School Board is proposing a Regular School Year Calendar for 2026-2027. Key dates include:

- Professional Development: Wednesday, September 2 and Thursday, September 3, 2026.
- First Day of Classes: Tuesday, September 8, 2026 (following the Labour Day weekend).

This proposal was developed through a comprehensive consultative process involving the School Year Calendar Committee, Senior Administration, union partners, and the Catholic Parent Involvement Committee. To ensure regional consistency, we have aligned our dates with our coterminous partner, the Avon Maitland District School Board, while remaining mindful of provincial trends.

The proposed 2026-2027 Regular School Year Calendar is attached for review. Upon Board approval, the final calendar will be submitted to the Ministry of Education by the March 1, 2026 deadline.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the School Year Calendar 2026-2027 report for information.

DRAFT

Legend ► **H** - Statutory Holiday **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday  Half Day

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2026	0			3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
September 2026	17	2			1	2 P	3 P	4 B	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
October 2026	21						1	2	5	6	7	8	9	12 H	13	14	15	16	19	20	21	22	23	26	27	28	29	30
November 2026	20	1		2	3	4	5	6 P	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
December 2026	14				1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 B	22 B	23 B	24 B	25 B	28 B	29 B	30 B	31 B	
January 2027	20							1 B	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
February 2027	18	1		1	2	3 P	4	5	8	9	10	11	12	15 H	16	17	18	19	22	23	24	25	26					
March 2027	16			1	2	3	4	5	8	9	10	11	12	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26	29 H	30 H	31		
April 2027	21	1					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23 P	26	27	28	29	30
May 2027	20			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25	26	27	28	31				
June 2027	20	2			1	2	3	4 P	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30 P		
July 2027							1 H	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
TOTAL	187	7		<p>Note: The 2026-2027 calendar provides for 196 possible school days between September 1, 2026 and June 30, 2027. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																								



Prepared by: Sean McDade, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: February 23, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

FAITH FORMATION: BLAZE THE TRAIL 2026

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board's *Blaze the Trail: Catholic Faith Formation Innovation Grant* was launched to support Spirit-led, locally-developed initiatives that strengthen Catholic identity and deepen faith formation across our schools. Rooted in the Board's Strategic Plan, *On Fire with the Spirit: Awaken, Illuminate, Rejoice*, Blaze the Trail provides targeted funding to empower schools to bring their pastoral plans to life through prayerful action, student leadership, and innovative community engagement.

In its first year, Blaze the Trail generated strong participation across schools and demonstrated meaningful impact through a wide range of faith-based initiatives. Schools reported that the grant created space for new ideas, strengthened collaboration with parishes and community partners, increased student engagement in faith life, and helped make Catholic identity more visible and intentional within daily school culture.

DEVELOPMENTS

Following the success of the inaugural year of Blaze the Trail, and based on feedback received from schools, the program has been refined and expanded for 2026 to encourage even broader participation and more diverse project development within each school community.

A key enhancement for this year is the introduction of three distinct and interconnected grant pathways, designed to allow faith formation initiatives to emerge at multiple levels within a school. This revised structure is intended to increase access, spark creativity, and generate a greater number of meaningful projects across all schools—rather than limiting participation to one initiative per site. By diversifying these pathways, the program shifts towards building sustainable, long-term frameworks for spiritual growth, rather than funding isolated, one-off events that lack lasting impact.

For 2026, Blaze the Trail includes the following pathways:

- **Student-Led Pathway** – supporting student voice, leadership, service, and evangelization through faith clubs, chaplaincy teams, student councils, and justice initiatives.

- **Teacher / Department Pathway** – supporting classroom and departmental faith formation through curriculum integration, collaborative planning, and educator-led innovation.
- **Whole School Pathway** – supporting school-wide pastoral initiatives that strengthen Catholic culture, family engagement, and school–parish partnerships.

The 2026 program continues to emphasize strategic alignment with the Board’s pillars of Awaken, Illuminate, and Rejoice, and requires that all funded projects demonstrate an explicit Catholic faith lens, measurable outcomes, and a clear connection to student learning. Schools will complete projects and submit final reflections and artifacts to support learning, sharing of best practices, and continuous improvement.

NEXT STEPS

Blaze the Trail 2026 will be implemented through a phased timeline that supports discernment, review, and completion of projects across the spring term.

The next steps include:

- **February 9 – March 6 (Awaken the Flame):** Schools will discern and submit project applications under one or more of the three grant pathways.
- **March 9 – March 13 (Ember to Action):** Applications will be reviewed by Catholic Education Centre staff, and schools will be notified of approved projects.
- **May – June (Illuminate & Innovate):** Schools will implement their projects and submit final reflections and evidence of impact.

All schools are expected to submit at least one application for funding. Support is available to school teams through the Catholic Education Centre, including assistance in identifying project ideas, completing applications, and ensuring alignment with faith formation outcomes and Board expectations.

CONCLUSION

Blaze the Trail 2026 directly advances the Huron-Perth Catholic District School Board’s Strategic Plan, *On Fire with the Spirit: Awaken, Illuminate, Rejoice*, by supporting local innovation in Catholic faith formation and strengthening the lived experience of Catholic identity across schools.

The program aligns with the Strategic Plan pillars as follows:

Awaken

- Strengthens personal and communal prayer life within schools
- Supports student leadership in faith and service
- Encourages discernment and a deeper response to God’s call

Illuminate

- Deepens faith formation through curriculum connections and the Ontario Catholic School Graduate Expectations (OCSGE)
- Supports intentional professional learning and staff formation
- Builds understanding of Catholic Social Teaching through lived experiences

Rejoice

- Builds joyful, visible Catholic culture through celebrations, liturgy, retreats, and community witness
- Strengthens school–parish partnerships and family engagement
- Promotes a sense of belonging and shared mission across the system

Through these pathways, Blaze the Trail supports schools in designing faith-based initiatives that are not only meaningful in the moment, but also measurable, shareable, and sustainable over time.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Blaze the Trail report for information.



Prepared by: Sean McDade, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: February 23, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

STRENGTHENING OUR CATHOLIC IDENTITY: OCSTA REPORT

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board remains committed to ongoing reflection and continuous improvement in the area of Catholic identity. As a faith-based learning community, we recognize that Catholic identity is not static, but requires intentional renewal through prayer, formation, collaboration with parish partners, and the lived witness of students, staff, and families.

As part of this ongoing commitment, the Board received a request from the Ontario Catholic School Trustees' Association (OCSTA) to provide a report outlining how Catholic identity is lived and supported across the system through ten key elements of faith: The Beatitudes, Catholic Social Teaching, The Books of the Bible, The Sacraments, The Commandments, The Gifts and Fruits of the Holy Spirit, The Corporal and Spiritual Works of Mercy, Forms of Prayer, Catholic Saints, and the Cardinal and Theological Virtues.

In response, the Board initiated a review and consultation process. This included collaboration between the Religion and Family Life Coordinator, Caroline Thuss, and the Board's two secondary school chaplains. In addition, senior administration contributed to the development of the report and ensured clear alignment with the Board's multi-year strategic plan, *On Fire with the Spirit: Awaken, Illuminate, Rejoice*.

Through this process, a comprehensive report was completed describing how each element of faith is supported within the home, school, parish, and broader Catholic community. An abbreviated version of the report is provided in the Development section below. The full report is available upon request. We anticipate that OCSTA will include some of our submission in a future publication that they provide for Catholic school boards, celebrating Catholic faith in action all across the province.

DEVELOPMENTS

As part of the OCSTA request, the Board developed a Catholic Identity report entitled *Together in Faith*, aligned with the Board's multi-year strategic plan, *On Fire with the Spirit: Awaken, Illuminate, Rejoice*. The report presents a clear vision of Catholic formation across the system, grounded in the belief that Catholic schools are communities where faith is encountered, nurtured, and lived each day.

The report reflects the following formation framework:

- **Scripture** → God speaks
- **Prayer** → We respond
- **Sacraments** → We encounter Christ
- **Commandments** → We choose what is right
- **Beatitudes** → We live the Gospel
- **Holy Spirit** → We are strengthened
- **Catholic Social Teaching** → We serve
- **Works of Mercy** → We act
- **Saints** → We are inspired
- **Virtues** → We are formed

Summary of the Ten Elements of Faith (Abbreviated)

The full report outlines how each element is lived and supported through the home, school, parish, and broader Catholic community. A brief summary of each element is provided below:

1. The Beatitudes (Awaken · Illuminate · Rejoice)

The Beatitudes guide student formation by calling our communities to humility, mercy, justice, and peace. They are reinforced through school culture, restorative practices, retreats, and leadership opportunities, and are closely connected to the Ontario Catholic School Graduate Expectations.

2. Catholic Social Teaching (Illuminate · Rejoice)

Catholic Social Teaching principles strengthen our system-wide commitment to dignity, equity, inclusion, and the common good. It is integrated through curriculum, outreach campaigns, and partnerships such as Development and Peace, Community Living, and the St. André Bessette Trust Fund.

3. The Books of the Bible (Awaken)

Sacred Scripture is emphasized as God's living Word. It is supported through daily Scripture prayer, classroom learning, staff formation, and student Bible study opportunities, alongside parish and community resources such as Alpha, Formed, and WildGoose TV.

4. The Sacraments (Awaken · Rejoice)

The Eucharist remains at the heart of Catholic identity across the system. School and system Masses strengthen belonging and community, while Reconciliation is offered in schools during

Advent and Lent. Sacramental life is further supported through strong parish partnerships and Catholic hiring practices that ensure staff are prepared to witness to the faith.

5. The Commandments (Awaken)

The Ten Commandments provide a shared moral foundation across the system and are reflected in the Board Code of Conduct and school-based codes. They are reinforced through curriculum connections such as ethical decision-making, character formation, and digital citizenship.

6. The Gifts and Fruits of the Holy Spirit (Awaken)

The Gifts and Fruits of the Holy Spirit are embedded in Grade 7 and 8 religion programming and the Confirmation formation process. This formation continues in secondary schools through leadership retreats and student faith development opportunities.

7. The Corporal and Spiritual Works of Mercy (Illuminate · Rejoice)

The Works of Mercy are emphasized through service-learning, outreach, and Gospel reflection. Partnerships with community organizations such as United Way, Facile, and other agencies support compassionate responses to local needs.

8. Forms of Prayer (Awaken)

A culture of prayer is supported through traditional, contemplative, and student-led forms. Schools integrate prayer throughout the day and liturgical year, while parishes provide prayer opportunities beyond Mass, such as adoration, the rosary, and communal devotions.

9. Catholic Saints (Illuminate)

The saints are highlighted as models of courageous discipleship and service. Most schools are named after saints and regularly pray through their intercession. This work is further strengthened by the Board's Patron Saint, St. André Bessette, and the upcoming system-wide positive reinforcement initiative, Following in the Footprints of a Saint.

10. The Cardinal and Theological Virtues (Illuminate)

The virtues provide a shared moral language that supports character formation and leadership development across the system. They are embedded in school culture, staff formation, chaplaincy work, and decision-making, and are reinforced through parish catechesis and community partnerships.

CONCLUSION

The OCSTA request provided the Board with a valuable opportunity to reflect on how Catholic identity is lived across the Huron-Perth Catholic District School Board. Through the development of the Together in Faith report, the Board was able to articulate a clear and consistent framework for Catholic formation, aligned with the strategic plan, On Fire with the Spirit: Awaken, Illuminate, Rejoice.

The report highlights that Catholic identity is supported through intentional practices at the level of the home, school, parish, and broader Catholic community, and reflects the shared responsibility of families, staff, parish partners, and community organizations in forming students as discerning believers, responsible citizens, and compassionate leaders.

The Board will continue to strengthen this work through ongoing collaboration with schools and parishes, system faith formation practices, and initiatives that reinforce belonging, well-being, and service across all learning communities.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Catholic Identity report for information.
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Prepared by: Sean McDade, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: February 23, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

MATH COMMON ASSESSMENT REPORT

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board is in its second year of implementing its 2024-2027 Strategic Plan. One of the expectations of this Strategic Plan is the development of an assessment framework to support the Multi-Tiered System of Support for Mathematics and Effective Math Block, and to use this data to monitor progress of student learning in Mathematics. The assessment framework will include elements to support student learning as they demonstrate conceptual understanding of number sense and operations, developing from counting strategies to additive reasoning (Primary/Junior), and from additive to multiplicative reasoning (Junior/Intermediate) in order to solve problems with efficiency, accuracy, and flexibility. In alignment with this framework, the Fall 2025 assessments focused specifically on the transition points of additive and multiplicative reasoning. The data in this report represents the baseline of student proficiency within these targets.

DEVELOPMENTS

Under the leadership of the Superintendent of Education (Sean McDade), the Math Learning Coordinator (Christine Dale), and Math Facilitators (Hailey Cook and Brittany Wilson), the Math Team has been providing ongoing support to teachers and principals in keeping with the Board's strategic plan and the Math Achievement Action Plan. This team actively supports the use of assessment data to determine precise next steps in both student and teacher learning. The support provided in schools continues to include co-planning opportunities, classroom-level math coaching, small group instruction, and professional engagement with our Scope and Sequence lessons that make effective use of the Ontario Math Curriculum and our core resources, including MathUp and Knowledgehook. Additionally, the Math Team supports the implementation of the intervention tool Do the Math to provide targeted support for students where the data identifies specific gaps in foundational understanding.

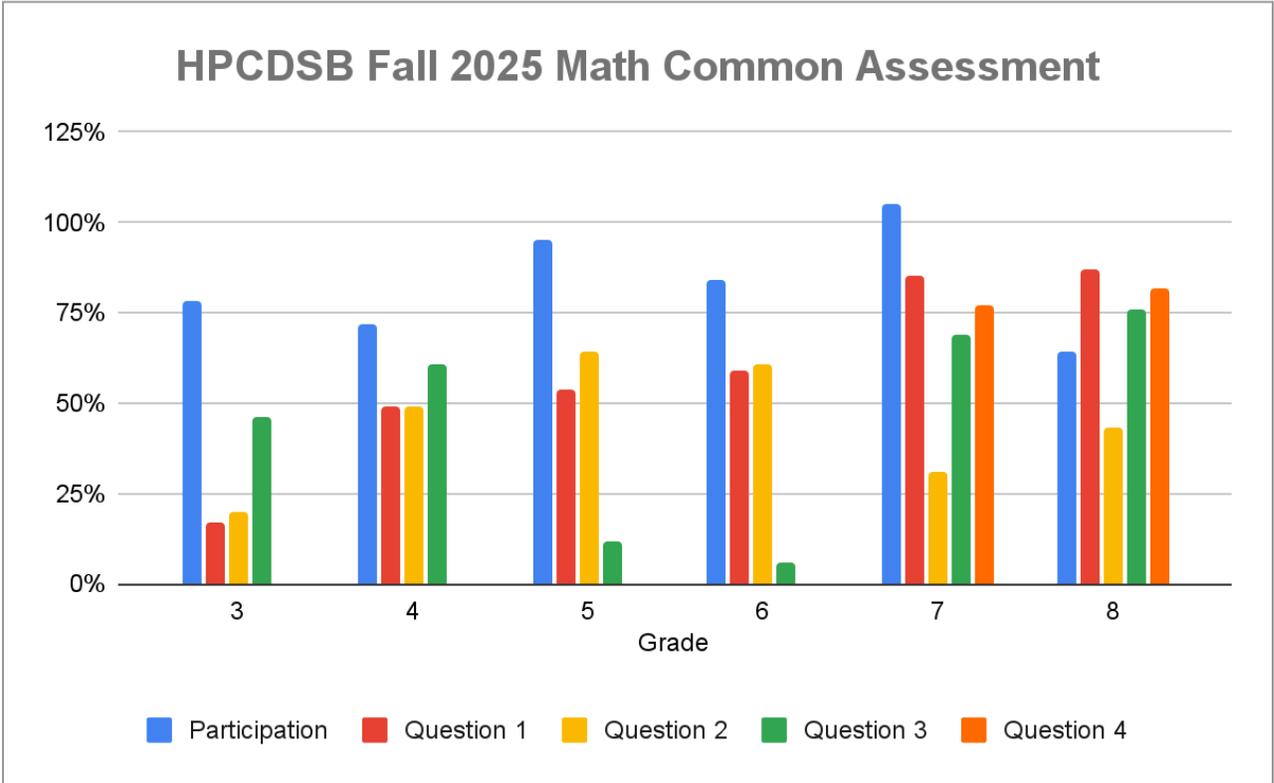
COMMON ASSESSMENT DATA

To measure the effectiveness of our Scope and Sequence lessons and their direct impact on student achievement, the Math Team developed a targeted assessment framework focused on the Number strand, the foundation of all mathematical proficiency. For this inaugural common assessment, the questions were intentionally designed based on the previous grade's curriculum. This approach serves two critical purposes: first, it establishes a clear baseline of student retention; and second, it ensures that students possess the foundational mental math strategies required to access new, more complex grade-level content. Furthermore, this assessment specifically monitors the implementation of the first ten weeks of Number Talks' strategies, a new key component of our Scope and Sequence. By evaluating these specific strategies, the Math Team can objectively measure how effectively these daily mental math routines are being integrated into classroom

practice and identify exactly where further professional support is needed to move students from simple counting to sophisticated additive and multiplicative reasoning.

Grade	Number Talk Strategies (First 10 Weeks)	Previous Grade Curricular Focus
3	<ul style="list-style-type: none"> ● Addition: Doubles/Near-Doubles ● Addition: Making Tens ● Addition: Making Landmark or Friendly Numbers (2-digits) ● Addition: Breaking Each Number into Its Place Value (2-digits) 	Use mental math strategies for addition and subtraction facts (to 18)
4	<ul style="list-style-type: none"> ● Addition: Making Landmark or Friendly Numbers (2-digits) 	Add two-digit numbers using a variety of mental strategies.
	<ul style="list-style-type: none"> ● Addition: Making tens (2-3 addends) ● Addition: Doubles/Near-Doubles (2-digits) ● Addition: Breaking Each Number into Its Place Value (2-digits) ● Subtraction: Adding Up (2-digits) 	Subtract two-digit numbers using a variety of mental strategies
5	<ul style="list-style-type: none"> ● Addition: Making tens (4 addends) ● Addition: Making Landmark or Friendly Numbers (up over 100, 2-3 addends) 	Add two-digit numbers using a variety of mental strategies
	<ul style="list-style-type: none"> ● Addition: Doubles/Near-Doubles (2-digits) ● Addition: Breaking Each Number into Its Place Value (2-3 digits) ● Subtraction: Adding Up (2-3 digits) 	Subtract two-digit numbers using a variety of mental strategies
6	<ul style="list-style-type: none"> ● Addition: Making tens (2-3 digits, 2-3 addends) ● Addition: Making Landmark or Friendly Numbers (2-3 digits) 	Add whole numbers using a variety of mental strategies
	<ul style="list-style-type: none"> ● Addition: Doubles/Near-Doubles (3-digits) ● Addition: Breaking Each Number into its Place Value (3 digits) 	Subtract whole numbers using a variety of mental strategies
7	<ul style="list-style-type: none"> ● Addition: Adding Up in Chunks (2 digits) ● Subtraction: Place Value and Negative Numbers ● Multiplication: Making Landmark or Friendly Numbers 	Add, subtract, and multiply whole numbers using a variety of mental strategies
	<ul style="list-style-type: none"> ● Multiplication: Partial Products ● Multiplication: Doubling and Halving 	Multiply whole numbers using a variety of mental strategies
8	<ul style="list-style-type: none"> ● Addition: Adding Up in Chunks (3 digits) ● Subtraction: Place Value and Negative Numbers 	Multiply whole numbers using a variety of mental strategies
	<ul style="list-style-type: none"> ● Multiplication: Making Landmark or Friendly Numbers (2-3 Digits) ● Multiplication: Partial Products ● Multiplication: Doubling and Halving 	Add, subtract, and multiply whole numbers using a variety of mental strategies

The following chart displays the results of our first common assessment for this school year.



Participation Rates

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Fall 2024	47%	60%	47%	40%	13%	13%
Fall 2025	78%	72%	95%	84%	105%	64%

COMMON ASSESSMENT DATA ANALYSIS

An analysis of the assessment data across Grades 3 through 8 highlights both areas of significant growth and specific conceptual gaps that will guide our upcoming instructional interventions.

- **Participation Rates:** We are proud to report a significant increase in student participation across the board, averaging 83%. This high level of engagement ensures that the insights gathered are representative of our student population, allowing the Math Team to make better-informed decisions regarding professional development and the deployment of resources and support.
 - *Note: The reported 105% participation in Grade 7 is due to some Grade 8 students being labeled as Grade 7 within their Knowledgehook classes. When viewed as an Intermediate block, the data remains a strong indicator of regional trends.*
 - *Note: Only students in Grades 7 and 8 were assigned a fourth question. Students in Grades 3 to 6 were assigned three questions.*

- **Key Trends: From Counting to Mathematical Reasoning** Initial analysis of the results confirms the importance of our "First 10 Weeks" focus on Number Talks. While participation is high, the achievement data underscores the cognitive shift students experience when moving from simple counting to additive to multiplicative strategies:
- **Primary/Junior (Grades 3-6):**
 - Students are showing a strong "participation" in mental math, but some students are still navigating the complexities of multi-select questions. Multi-select questions were intentionally embedded into the Grade 3 and Grade 6 assessments to serve as a diagnostic tool for EQAO readiness. By identifying students who struggle with these formats now, the Math Team can provide targeted support in test-taking strategies, ensuring that students can accurately demonstrate their mathematical thinking during provincial assessments later this year.
 - For Grade 3, questions 1 and 2 were multi-select. It is worth noting that 89% of students selected at least one of the three correct responses. The conceptual knowledge is there, but the testing strategy needs refinement.
 - For Grade 6, question 3 was multi-select. It is worth noting that 44% of students selected at least one of the two correct responses.
 - Grades 3 to 6 students were asked addition and subtraction questions. A key area for growth is moving students away from a "counting all" mindset toward "Making Tens" and "Landmark Numbers."
 - Current data reveals that students are proficient at 'building' numbers through addition, but they have not yet conceptualized subtraction as the inverse operation. This suggests a need to strengthen their understanding of part-whole relationships rather than just rote calculation.
- **Intermediate (Grades 7-8):**
 - Despite the labeling overlap mentioned above, these students showed the highest achievement averages (66% and 72% respectively). However, specific errors in the distributive property and partial products indicate that while they are comfortable with basic operations, they require more support in the *efficiency* and *flexibility* of multiplicative reasoning.
 - Much like our Primary and Junior learners, many Intermediate students have not yet internalized sophisticated mental math subtraction strategies, such as common difference or compensation. This indicates that the gap in understanding inverse relationships is a systemic hurdle rather than a temporary grade-level plateau.
 - *Compensation*: Instead of $43 - 29$, a student thinks $(43 + 1) - (29 + 1) = 44 - 30$. It's much easier to solve.
 - *Common Difference*: Understanding that the "gap" between two numbers stays the same if you shift both numbers by the same amount.

COMMON ASSESSMENT DATA NEXT STEPS

To address the system-wide unfinished learning identified in this year's first common assessment, the Math Team will focus on bridging the gap between rote fact recall and flexible manipulation, specifically by helping students use known facts to derive new ones through strategic reasoning. A critical component of building true additive reasoning is establishing the connection between addition and subtraction as inverse operations; without this connection, students often rely on inefficient counting methods that lead to misconceptions and slower calculation when facing multi-step problems. By explicitly connecting these

operations, we are laying the essential foundation for algebra, as understanding inverse relationships is a prerequisite for solving for x in the intermediate grades. To support this shift, we will continue to prioritize daily Number Talks, intentionally making these sessions more visual to help students internalize part-whole relationships and move toward the sophisticated mental math strategies required for long-term mathematical fluency.

Actionable Next Steps for the Math Team

- *Continue to support targeted "Number Talks" (Grades 3-6):* Teachers will facilitate daily, sequenced mental math strings designed to nudge students away from "counting all" toward Landmark Numbers. By using visuals, like bar models and number bonds, teachers will demonstrate that subtraction is not a separate skill, but simply the process of finding a missing part of a known addition fact.
- *Direct Instruction on Multi-Select Questions:* To improve test literacy for EQAO readiness, the team will work with Grade 3 and 6 students using released questions to practice. Students will be asked to "select all that apply" for a single problem, shifting their focus from finding one "right" answer to evaluating multiple options against a mathematical criteria.
- *Ensure students experience "Constant Difference" in Intermediate (Grades 7-8):* To address the persistence of mental math struggles in higher grades, we will highlight the Constant Difference strategy on a number line. This allows students to shift complex subtraction problems into friendlier ones, reducing the cognitive load and procedural errors.

CONCLUSION

The Huron-Perth Catholic District School Board remains committed to enhancing mathematics achievement through high-impact instructional practices, strategic professional learning, and data-driven decision-making. As we continue to implement our Strategic Plan, we will:

- Strengthen teacher curriculum and content knowledge through ongoing professional learning.
- Support consistent student application of mathematical reasoning strategies for improved fluency skills (i.e., accuracy, flexibility, and efficiency).
- Support students as they transition from counting to additive reasoning and from additive to multiplicative reasoning.
- Expand intervention programs for students requiring additional support.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Math Common Assessment report for information.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Dean DeLuca – St. Michael CSS, Stratford
Addison Thuss – St. Anne's CSS, Clinton
Presented to: The Huron-Perth Catholic District School Board
Date: February 23, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

STUDENT TRUSTEES' REPORT Public Session

BACKGROUND

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

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

DEVELOPMENTS

Religious/Charitable Events/Accomplishments

St. Michael CSS

- During the week of February 9 - 13, the guidance department highlighted student pathways during the morning announcements to prepare students for the upcoming course selection period. This included interviews with Grade 12 and fifth-year students, who shared how their past course choices helped shape their post-secondary pathways.
- St. Michael students marked the beginning of Lent with Ash Wednesday liturgies on Feb. 18th.
- Our Lenten Campaign for Stratford Connection Care will run from Wednesday, February 18 to Friday, March 6. Each homeroom received a collection box and a list of high-priority items to assist local vulnerable populations.
- Senior students engaged in a virtual seminar with Leroy Hibbert on February 20, focusing on Black History Month to foster deeper cultural awareness and historical understanding within the school community.
- 519 School Hip Hop hosted a workshop for students on Feb. 24. This was a hands-on workshop on music production, RAP, and street dance fundamentals that discussed the origins of Black cultural roots to empower others.
- Throughout all of February, Natalie (the Chaplain) and Black student volunteers will be helping to deepen the school community's understanding of Black History by introducing Black Saints through morning prayers.

St. Anne's CSS

- On February 5, we enthusiastically kicked off the second semester with Mass celebrated by Father Tony.
- We have resumed weekly Friday Scripture Studies focused on the Gospel of the day to enhance student and staff spiritual growth.
- We have recommenced weekly Thursday book studies focused on *The Diary of Jesus Christ* to encourage spiritual development during the lunch hour.

- We celebrated Ash Wednesday liturgy on February 18.
- There was a Development in Peace workshop at King's College in London on February 17.
- Share Lent in support of Development and Peace will start on Ash Wednesday and run until Holy Thursday (April 2nd).
- On February 25, St. Anne's participated in Pink Shirt Day to stand up against bullying.

Academic Events/Accomplishments

St. Michael CSS

- 60 students received their CPR training on February 3rd and 5th.
- All Co-op students attended Health and Safety Training.
- The DECA Club had 5 students represent St. Michael CSS at the Provincial Level in Toronto from February 6-8.
- SHSM Business students participated in Ethical Considerations and Leadership training on February 9.
- Semester 1-Final Report Cards were made available digitally to students on February 9th.
- SHSM students will participate in Working at Heights training on February 24 in the library seminar room.
- Mr. Kocher is preparing Grade 9, 10, and 11 students for an annual math contest on February 25th.
- Students at St. Michael CSS have registered for apprenticeships in various skilled trades for Semester 2, including electrical, HVAC, and transportation.

St. Anne's CSS

- We finished our exams on Monday, February 2nd.
- Semester 2 began February 3rd.
- February is Black History month. Throughout February, students have experienced a deliberate focus on Black History across all subject areas.
- Semester 1 Report Cards were sent home on February 9 and posted to the student portal.
- The Drama department and Drama Club are excited to welcome guest artist Lisa Hood.
- On February 10, our school was honored to host Jeff Kinney, the renowned author of the *Diary of a Wimpy Kid* series. Students had the unique opportunity to engage in a dynamic Q&A session.
- Working at Heights and Elevated Platform Training (SHSM) occurred on February 12th and 13th.
- On February 19 and 20, we welcomed Grade 6 students from our Huron elementary schools for a specialized Technology Day, while their Grade 7 peers engaged in an Arts-focused immersion. These sessions gave our current students a chance to showcase our school's tech and arts programs.
- Under the leadership of our music teacher, Mr. Geddis, the school welcomed celebrated artist **Crystal Shawanda** to the gymnasium. Students had the opportunity to engage with her music and story, gaining a deeper appreciation for Indigenous culture.
- Mrs. George and Mrs. Vandewalle will host an information session on February 25th to share information on the NBE3U/3C course (open to all grade 10 students).
- On February 25, guest speaker Leroy Hibbert will address the entire student body, leading a session on the importance of Black history, leadership, and fostering a culture of inclusion within our school.
- From February 26 to March 1, 40 French language students will travel to Quebec City and Montreal.

Athletics/Arts Events/Accomplishments

St. Michael CSS

- The Junior Girls Volleyball Team represented St. Michael at Huron-Perth finals on February 17.
- The Senior Girls Volleyball Team will represent our school at WOSSA on February 25.
- Students were able to participate in the 'Team Caffeine Coffee House' during lunch on Feb. 27 in the Drama room.
- The Art Club continues to meet every Monday and Wednesday.
- Rehearsals for our spring musical *Grease* continue every week on Sunday, Monday and Wednesday.

St. Anne's CSS

- Winter sports are finishing up.
- Swimming athletes will head to WOSSAA on February 11th.
- On February 10, the St. Anne's Boys' Hockey Team displayed great sportsmanship during their away game in Exeter, finishing with a hard-fought 3–3 tie.
- Badminton tryouts will begin at the end of February.
- All of our clubs resumed following the exam period.

RECOMMENDATION

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



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: February 23, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

INTERNATIONAL STUDENT PROGRAM

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board (the Board) renewed its effort to grow the Board's international student program in 2023-24. A five-year international education growth plan was developed. This plan identified that financial investments by the Board would be required to develop agent relationships and set the groundwork for a successful international student program in future years.

DEVELOPMENT

Into the third year of the renewed effort to grow the international student program, the Board has seen growth. Enrolment has increased from 1 FTE in the first year (2023-24) to 6 FTE in the current year (2025-26). The Board continues to work on creating agent relationships and a regular student flow into our program. A report detailing expenses and revenue is attached. This report includes 2023-24 and 2024-25 actuals, and 2025-26 revised estimates amounts. For the current 2025-26 year there is a projected surplus of \$33,733.00. The Board has begun projecting for the 2026-27 year, and at this time is estimating an enrolment of 10 FTE. With nearly 3 complete years into the growth initiative of this program, the Board has used this information to update projections for the 2026-27 and 2027-28 years.

The presence of international students helps students develop global competencies, cultural awareness, and also brings a diverse perspective that fosters a more inclusive, globally-minded environment.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the International Student Program Report.

International Student Program - HPCDSB									
Projected Statement of Surplus/(Deficit)									
For the 5 years Ended, August 31, 2028									
		2023-24 Projected	2023-24 Actuals	2024-25 Projected	2024-25 Actuals	2025-26 Projected	2025-26 Updated Projection	2026-27 Projected	2027-28 Projected
Enrolment	(FTE)	5	1	7	4	10	6	10	18
Revenue									
Tuition Fees		\$ 71,500	\$ 11,060	\$ 100,100	\$ 55,580	\$ 143,000	\$ 89,092	\$ 143,000	\$ 257,400
Application Fees		2,000	830	2,800	2,800	4,000	2,700	4,000	7,200
Total Revenue		\$ 73,500	\$ 11,890	\$ 102,900	\$ 58,380	\$ 147,000	\$ 91,792	\$ 147,000	\$ 264,600
Expenses									
Advertising and Promotion		\$ 3,000	\$ 2,212	\$ 3,000	\$ 1,762	\$ 3,060	\$ 2,000	\$ 3,121	\$ 3,184
Agent Commissions		10,725		15,015	2,975	21,450	10,058	21,450	38,610
Membership Fees		14,550	13,978	14,550	14,835	14,550	14,950	14,550	14,550
Legal, Accounting & Professional Fees		5,000	14,068	2,500		2,500	2,500	2,500	2,500
Miscellaneous		250		255		260	255	265	271
Office Expense		500		510		520	510	265	271
Postage Expense		250		350		500	350	500	900
Provincial Clawback		6,500	1,300	9,100	5,200	13,000	7,800	13,000	23,400
Prearrival Learning									
Scholarship Subsidy					11,700				
Student Orientation Expenses		1,200		1,500	1,580	1,875	2,000	2,063	2,269
Telephone Expense		900	742	918	1,420	936	920	955	974
Travel (Mileage)		600	640	600	1,438	600	600	600	600
Travel (International)		33,000	9,329	41,000	29,617	27,000	16,117	10,000	10,200
Total Expenses		\$ 76,475	\$ 42,269	\$ 89,298	\$ 70,528	\$ 86,252	\$ 58,059	\$ 69,269	\$ 97,728
Net Surplus/(Deficit)		\$ (2,975)	\$ (30,379)	\$ 13,602	\$ (12,148)	\$ 60,748	\$ 33,733	\$ 77,731	\$ 166,872



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: February 23, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

2026-2027 BUDGET GOALS

Public Session

BACKGROUND

The Board's three-year spiritual theme is:

On Fire with the Spirit (Awaken - Illuminate - Rejoice)

The Board is in the third year of the multi-year Strategic Plan 2024-2027. The Strategic Plan is built upon the following three pillars:

- Catholic Faith Formation
- Student-centered learning in mathematics and literacy
- Student success (pathways - attendance)

DEVELOPMENT

The continued focus for the 2026-2027 school year at Huron-Perth Catholic District School Board is faith formation and meeting students' needs. We will continue to dedicate our efforts to raising expectations for all students.

I am the light of the world. Whoever follows me will not walk in darkness, but will have the light of life.

The 2026-27 budget goals are driven by the strategic plan and will create an environment where we are able to raise expectations for all students, and provide inspired and faith-filled communities.

- *Catholic faith development of staff and students;*
 - *Maximize faith formation opportunities*
- *Invest in student-centered learning focusing on mathematics and literacy;*
 - *Continued implementation of multi-tiered systems of support*
- *Focus on student success*
 - *Prepare students for post-secondary pathways*
 - *Invest in systems of support to improve student attendance and well-being*

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the 2026-2027 budget goals:

1. Catholic faith development of staff and students
2. Student-centred learning focusing on mathematics and literacy
3. Student Success



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Karen Tigani, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: February 23, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

NEW WEBSITE COMMUNICATION UPDATE

Public Session

BACKGROUND

Board and school websites and social media platforms serve as valuable communication tools, providing families and external stakeholders with essential information regarding the board's/school's identity, location, and programs. To ensure consistency and institutional alignment, all digital content must reflect the Vision, Mission, and Strategic Plan of the Board. It is important for the Board's communication tools to reflect our visual identity guidelines and reinforce our culture and community.

Beyond these content and visual considerations, the Board is prioritizing a sustainable technical infrastructure. The transition from our current website to a refreshed one aims to provide a consistent, user-friendly experience across all school sites while implementing a streamlined workflow that allows school-level staff to manage localized content efficiently. As always, posted content remains subject to the review and approval of the Principal in the case of school websites, and the Director or Director Designate in the case of the Board's website.

DEVELOPMENTS

The Board is currently transitioning its digital presence to a K-12 specialized Content Management System (CMS) provided by Imagine Everything. This platform is fully integrated with our internal Microsoft Single Sign-On (SSO) protocols to fortify cybersecurity and ensure secure, seamless access for staff.

Key features of this new digital infrastructure include:

- **AODA Compliance:** The platform includes built-in accessibility auditing tools to facilitate proactive and ongoing compliance with the Accessibility for Ontarians with Disabilities Act (AODA).
- **Direct Vendor Support:** The partnership provides staff with year-round technical and "how-to" support directly from the vendor, ensuring iterative updates and platform reliability.
- **Operational Readiness:** In preparation for the launch, ICT and Communication staff have completed a comprehensive content audit. On January 30, 2026, virtual training was delivered to school Office Assistants (OAs) to familiarize them with a focused scope of work for maintaining high-impact school pages.

The official launch of the new website is scheduled for the first week of March 2026. To complement this refreshed infrastructure, the Board will concurrently launch an official Instagram account. This will mean that the Board will post content on Facebook and Instagram. The intention is to reach more parents and caregivers in our communities. Note that there are many who exclusively use Instagram and have asked us to consider adding this. To ensure centralized messaging and brand consistency, this platform will be managed exclusively by staff at the Catholic Education Centre (CEC). This strategic expansion is intended to enhance the Board's visibility and foster deeper community engagement across the district.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the New Website Communication Update.
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HURON-PERTH CATHOLIC

District School Board

Regular Board Meeting - Monday, February 23, 2026 Closing Prayer

Dcn. Dan:

As we go back out into the world, Lord!

All together:

Lord, make me an instrument of your peace:
where there is hatred, let me sow love;
where there is injury, pardon;
where there is doubt, faith;
where there is despair, hope;
where there is darkness, light;
where there is sadness, joy.

O divine Master, grant that I may not so much seek
to be consoled as to console,
to be understood as to understand,
to be loved as to love.
For it is in giving that we receive,
it is in pardoning that we are pardoned,
and it is in dying that we are born to eternal life.

Dcn.Dan

Lord...we offer to you all that we have accomplished here today...and these prayers...with the knowledge that you are the Spirit of Understanding and Wisdom, Amen!

The Lord be With you!
And with your spirit!

May almighty God continue to richly bless us all...
In the name of the Father, the son and the Holy Spirit!!

St Andre Bessette
R: Pray for us!

Amen