

Regular Board Meeting
June 15, 2026 - 3:00 p.m.

AGENDA

- 1. Opening Business**
 - 1.1. Opening Prayer & Condolences - Deacon McPhee and Trustees Pages 3-4
 - 1.1.1. Mass cards and condolences on behalf of the HPCDSB for June to the family of William Hess, father of Cheryl Weishar, Educational Assistant at St. Mary's School, Listowel on his passing.
 - 1.2. Land Acknowledgement Pages 5
 - 1.3. Attendance
 - 1.4. Approval of the Regular Board Meeting Agenda of June 15, 2026. Pages 1-2
 - 1.5. Declaration of Interest
 - 1.6. Approval of the Regular Board Meeting Minutes of May 25, 2026. Pages 6-11
 - 1.7. Business Arising from the Minutes of the Regular Board Meeting of May 25, 2026
- 2. Presentations**
 - 2.1. Introduction and welcome to Incoming Student Trustees for 2026-2027
 - 2.2. Skills Ontario Construction Gold Medalists - Sacred Heart School, Wingham
 - 2.3. Skills Ontario Aesthetics Gold Medalist - St. Michael Catholic SS, Stratford
 - 2.4. MusicFEST Canada - Band Gold Medalists - St. Anne's Catholic SS, Clinton
- 3. Delegations**
- 4. Consent Agenda**
 - 4.1. Board Highlights for June Pages 12-20
 - 4.2. Approved Catholic Parent Involvement Committee (CPIC) Meeting Minutes of March 25, 2026 Pages 21-23
 - 4.3. Broadband Internet Services (WALK-IN)
- 5. Committee and Staff Reports**
 - 5.1. Policy**
 - 5.1.1. Board Policies for review:
 - a) Video Surveillance Policy (P3.1.5.) Pages 24-31
 - 5.1.2. Board Policies recommended for approval/rescinding:
 - a) Artificial Intelligence (P3.2.2.) Pages 32-35
 - b) Trustee Expenses (P1.2.3) Pages 36-39
 - 5.2. Student Achievement and Catholicity**
 - 5.2.1. Strategic Priorities Annual Review Report Pages 40-58
 - 5.2.2. Equity, Diversity, Inclusion and Anti-racism (EDIAR) Report Pages 59-61
 - 5.2.3. EDIAR Workplan 2026-2027 Pages 62-63
 - 5.2.4. Revised Special Education Plan Pages 64-105
 - 5.2.5. Summer Student Program Report Pages 106-108
 - 5.2.6. Concussion Policy - Data Baseline Report Pages 109-110

5.2.7. Student Trustees' Report

Pages 111-113

5.3. Corporate Services and Operations

5.3.1. 2026-2027 Draft Budget

Pages 114-148

6. Information and Correspondence

6.1. Letter from The Order of St André Bessette Recipient

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

- Tuesday, June 16, 2026 - EDIAR Meeting
- Thursday, June 25 - Secondary School Graduations
- Monday, August 24, 2026 - Regular Meeting of the Board

13. Closing Prayer - Deacon Dan McPhee, Board Chaplain

14. Adjournment



HURON-PERTH CATHOLIC

District School Board

Regular Board Meeting - Monday, June 15, 2026

INTENTIONS AND OPENING PRAYER - Board Chaplain, Deacon Dan McPhee

May the Grace of our Lord Jesus Christ, The Love of God and the Communion of the Holy Spirit be with you!

Intentions: Let us bring our prayers before our ever loving Father:

For our precious little ones born into new life this past month; especially welcoming:

Beckett Cook

We pray! **Lord, hear our prayer...**

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

William Hess

We pray! **Lord, hear our prayer...**

For the many intentions we hold in our hearts, for our own needs, and for the needs of our own family and friends at this time.

We pray! **Lord, hear our prayer...**

All together please:

Come Holy Spirit, fill our hearts with your gifts...

Let our love be true and our charity be generous...

Help us in all our needs and grant us the knowledge to do what is right...

Advise us in our doubts, strengthen us in our weakness...

Protect us when we are tempted, and console us when we are afraid...

Graciously hear us, O Holy Spirit...and pour your light into our Hearts, minds and souls...

Help us to live holy lives, and to grow in goodness and grace...

Amen.

Dcn. Dan:

As we listen to each other today, as we consider the information shared with us, and as we make decisions that will affect our staff, students and their families...may we continue to do this with attention and devotion. We ask you to give us the Wisdom and Love necessary to do your will - through Christ our Lord...

Amen.

St. Andre Bessette

R: Pray for Us

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

Closing Prayer From Psalm 84

All join in:

Even the sparrow finds a home, and the swallow a nest...in which she puts her young.

Happy are they, who dwell in your house! Continually, they praise you.

Happy are they whose strength is in you. They set their hearts on the journey.

How lovely is your dwelling place – Lord, God almighty.

Dcn. Dan:

We give you thanks for the inspiration, direction, leadership and administration which keep our board on track and helps us to keep our schools and programs running smoothly. We thank you for our families, the youth they bring to us to learn and grow. For our Staff who keep us safe, inspire us to learn, protect and guide us ... and rejoice in our success.

As we soon take leave of this academic year... Lord we ask your blessing on the work we have done together ... our journey has been a privileged period of grace given to us by You. We believe in Catholic Education. We have come to trust in this Holy System - yet we know that we will evermore face new challenges - we ask your strength Lord, to continue to be moved with new resolve, and to always be renewed in heart.

The Lord be with You!

And with your Spirit!

May almighty God bless you,

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

St Andre Bessette!

pray for us!

Go in Peace!



HURON-PERTH CATHOLIC

District School Board

Regular Board Meeting - Monday, June 15, 2026

Land Acknowledgement

We would like to acknowledge that the land that we are gathered on today is the traditional lands of the Haudenosaunee, Anishinaabe, and Attawandaron. We honour and respect these groups for their continued stewardship of land and water, as well as, the contributions that they have made to our communities past, present, and will into the future. Together, as treaty people, we have a shared responsibility to act with respect for the environment, protecting the future for those generations to come.

We would also like to acknowledge and recognize the Upper Canada Treaties signed regarding this and, including Treaty #29 and Treaty #45 1/2, and our roles as treaty people, committed to moving forward in the spirit of reconciliation, gratitude, and respect with all First Nation, Métis, and Inuit people.

Regular Board Meeting
May 25, 2026

MINUTES

Present:

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

Board Chaplain: Deacon Daniel McPhee

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

Senior Administration: Chief Executive Officer (CEO) Karen Tigani; Superintendents of Education Tara Boreham, Sean McDade; and Superintendent of Business & Treasurer Sarah Devereaux

Absent: Trustee Tina Doherty

1. Opening Business

1.1. Opening Prayer & Condolences - Trustees

1.2. Attendance - Noted above at start of meeting

1.3. Approval of Regular Board Meeting Agenda

1.4.

Moved by: Sue Muller

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of May 25, 2026.

Carried

1.5. Declaration of Interest

1.6. Approval of Regular Board Meeting Minutes

Moved by: Amy Cronin

Seconded by: Sue Muller

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

Carried

1.7. Business Arising from the Minutes

Following up from the April meeting a master school Mass schedule has been compiled for the district. Staff are finalizing the document this week and it will be available to trustees going forward.

Superintendent McDade shared detailed information on the April 24, 2026 secondary faith formation day as per the request at the April Board meeting.

2. Presentations

3. Delegations

4. Consent Agenda

- 4.1. May Board Highlights
- 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of April 20, 2026
- 4.3. Approved Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Committee Meeting Minutes of January 13, 2026.
- 4.4. Approved Catholic Education Team (CET) Committee Meeting Minutes of November 11, 2025
- 4.5. Approved Catholic Education Team (CET) Committee Meeting Minutes of March 10, 2026
- 4.6. Approved Huron Perth Student Transportation Services Steering Committee Meeting Minutes of February 3, 2026
- 4.7. Facility Projects (Various) WALK-IN

Trustees inquired about the St. Aloysius School tender and the separation of costs. Superintendent Devereaux shared that there were 3 components to the tender. This allowed for flexibility in the scope of work if some components needed to be removed. The Board will be moving ahead with all 3 components of the work.

Moved by: Sue Muller

Seconded by: Jim McDade

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

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

AND

THAT the Huron-Perth Catholic District School Board receives the approved Special Education Advisory Committee (SEAC) Meeting Minutes of April 20, 2026

AND

THAT the Huron-Perth Catholic District School Board receives the approved Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Committee Meeting Minutes of January 13, 2026.

AND

THAT the Huron-Perth Catholic District School Board receives the approved Catholic Education Team (CET) Committee Meeting Minutes of November 11, 2025

AND

THAT the Huron-Perth Catholic District School Board receives the approved Catholic Education Team (CET) Committee Meeting Minutes of March 10, 2026

AND

THAT the Huron-Perth Catholic District School Board receives the approved Huron Perth Student Transportation Services Steering Committee Meeting Minutes of February 3, 2026

AND

THAT the Huron-Perth Catholic District School Board awards the St. Anne's School accessibility upgrades project to Wayne & Harold Smith Construction Ltd. for a total amount of \$261,800.00 including HST.

AND

THAT the Huron-Perth Catholic District School Board awards the St. Aloysius School roof, gymnasium floor and corridor flooring project to Feltz Design Build Ltd. for a total amount of \$512,432.06 including HST.

AND

THAT the Huron-Perth Catholic District School Board awards the Holy Name of Mary School, boilers and RTU project to Turner Plumbing & Heating for a total amount of \$503,641.00 including HST.

Carried

5. Committee and Staff Reports

5.1. Policy

5.1.1. Board Policies for Review:

- a) Artificial Intelligence (P3.2.2.)
- b) Trustee Expenses (P1.2.3)

Trustees inquired if the approval for meeting absences will still be requested through the Chair or will it be changed to the CEO to be consistent with expense approvals. CEO Tiganis will look into attendance permission specifically. The current language provided by the Ministry does not indicate a change.

Moved by: Sue Muller

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives the following policies for information: Artificial Intelligence (P3.2.2.) and Trustee Expenses (P1.2.3).

5.1.2. Board Policies Recommended for Approval/Rescinding:

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

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves Policy Assessment, Evaluation and Reporting (P2.2.8.).

Carried

5.2. Student Achievement and Catholicity

5.2.1. Cyber Safety Learning Plan

In response to trustee inquiries regarding the coterminous board's spending, Superintendent Devereaux noted that funding is based on board size and that the Ministry of Education (MOE) has published the specific allocations for all boards.

Moved by: Sue Muller

Seconded by: Jim McDade

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

Carried

5.2.2. Mental Health Report

Trustees noted increased support in junior grades, which SO Boreham shared would help identify future needs and resource allocations.

Moved by: Amy Cronin

Seconded by: Jim McDade

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

Carried

5.2.3. Multi Language Learners (MLL) Report

Trustees inquired about the expense as it relates to international students. CEO Tigani responded that the MLL supports described are provided to Huron-Perth Catholic DSB students including international students.

Moved by: Amy Cronin

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the Multi Language Learners report for information.

Carried

5.2.4. Student Trustees' Report

Moved by: Jim McDade

Seconded by: Amy Cronin

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

Carried

5.3. Corporate Services and Operations

5.3.1. Buy Ontario Procurement Directive

Moved by: Amy Cronin

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the Buy Ontario Procurement Directive report.

Carried

5.3.2. 2025-26 Budget Update Report Core Education Funding Announcement

Superintendent Devereaux highlighted key developments, including a 1% increase and a \$750-per-educator funding allocation (\$450 Ministry / \$300 Board). Regarding a requested August update on the School and Family Support Office, CEO Tigani reported that the plan submitted to the MOE in March received a perfect 10/10 score.

Moved by: Sue Muller

Seconded by: Amy Cronin

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

Carried

6. Information and Correspondence

- 6.1.** MOE Memo "Putting Student Achievement First Act" 2026 receives Royal Assent
It was acknowledged by trustees and staff that in light of the memo that the title of Director of Education will be updated to Chief Executive Officer (CEO) going forward.
- 6.2.** A retirement congratulations card will be circulated for Bishop Fabbro for trustees to sign.

7. Notices of Motion

8. Notices of Motion Being Considered for Adoption

9. Trustee Inquiries

- 9.1.** Trustees inquired about invitations to the Catholic Education Week Mass for the recipients and their families of the Huron-Perth Catholic Trustees' Student Leadership awards. CEO Tigani responded that the office became aware that not all students received the invitation in a timely manner and the process will be taken into consideration for next year.
- 9.2.** Trustees shared that the Federation of Agriculture will be hosting speaker Chris Cook from Alberta, in February 2027 and inquired about having presentations at the schools. CEO Tigani responded that an invitation can be sent to the Superintendent who supports St. Anne's Catholic SS to share with the principal.

10. In-Camera Session of the Regular Board Meeting

Moved by: Sue Muller

Seconded by: Amy Cronin

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

Carried

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

Moved by: Jim McDade

Seconded by: Sue Muller

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

Carried

The following retirements were announced:

- Carolyn Bell, Principal, St. Michael CSS, Stratford, effective August 31, 2026
- Mary-Jo Drager, Learning Coordinator at Catholic Education Centre, Dublin effective June 30, 2026
- Karen Kramers, Literacy Resource Teacher, Catholic Education Centre, Dublin, effective June 30, 2026
- Kathleen MacDonald, Educational Assistant, Sacred Heart, Wingham, effective June 30, 2026
- Carolyn Mathonia, Designated Early Childhood Educator, St. Boniface School, Zurich, effective June 30, 2026
- Jennifer McGrath, Teacher, St. Mary's School, Listowel, effective June 30, 2026
- Jennifer Prendergast, Teacher, St. Boniface School, Zurich, effective June 30, 2026

12. Future Meetings and Events

- June 3, 2026 - CPIC Meeting

- June 8, 2026 - SEAC Meeting
- June 12, 2026 - SLICE
- June 15, 2026 - Regular Board Meeting
- June 16, 2026 - EDIAR Meeting
- Thursday, June 25, 2026 - Secondary Catholic School Graduations

13. Closing Prayer - Board Chaplain, Deacon Dan McPhee

14. Adjournment

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of May 25, 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, June 15, 2026
Submitted by: Karen Tigani, Chief Executive Officer

BOARD HIGHLIGHTS FOR JUNE

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 this month, 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 experience this final month of the school year for students and many staff members full of faith, hope, love and joy. We are excited about the incredible learning and growth that propels us forward as we journey together. June is marked by enthusiasm and is a time of transition for many students, families and employees. We are delighted to highlight some of the activities and opportunities that took or will take place this month across our district.

CATHOLIC EDUCATION

Graduation and End of Year Celebrations

Our elementary schools are planning their Grade 8 Graduation liturgies and celebrations, which will occur over the last two weeks of June. Our secondary schools hosted Proms once again this year and the students were thrilled to participate in this highly anticipated evening with family, friends and staff. The St. Michael CSS and St. Anne’s CSS Proms were both held at their respective schools on Friday, June 5.

Our secondary school commencement ceremonies are fast approaching as well. The St. Anne’s CSS and St. Michael CSS Graduations will be held at the schools on Thursday, June 25.

Schools will be hosting a closing Mass and/or liturgies over the next two weeks as they celebrate a faith-filled year of learning across our system.

Events with the Diocese of London

A team of Huron-Perth Catholic District School Board staff members will be attending a farewell celebration for Most Reverend Bishop Ronald Fabbro on June 18 in London. Videos were created by students and staff wishing Bishop Fabbro a happy and healthy retirement and thanking him for his years of service and pastoral guidance for our Catholic faith formation and education system.

We also look forward to the installation Mass of Bishop Miehm on June 29 at St Peter's Cathedral in London which will be attended by CEO Tigani at the invitation of the Bishop.

Novena to the Sacred Heart of Jesus for Schools

Our schools recently participated in the Novena to the Sacred Heart of Jesus for Schools. The Novena began with a day of preparation on Wednesday, June 3rd, followed by 9 days of prayer and ending on the Solemnity of the Sacred Heart of Jesus on Friday, June 12th. Resources prepared by the Institute for Catholic Education were shared with staff, offering a clear overview of the Novena, including daily themes, prayers, and reflections to guide classroom participation. This spiritual practice helps to deepen our collective devotion and connection to the Sacred Heart of Jesus.

LEADERSHIP

Ontario Catholic School Trustees Association (OCSTA) Indigenous Leads Conference

This month, the Indigenous Education Team engaged in rich learning, collaboration, and professional development at the OCSTA Indigenous Leads Seminar in Brantford. The comprehensive itinerary featured immersive, land-based learning sessions led by Dallas Squire and Amy Bomberr; a profound tour of the Mohawk Institute (former residential school site) and the Woodland Cultural Centre; and a longhouse tour and presentation at the Kayanase Greenhouse in Six Nations. This was all rounded out by hands-on experiential learning workshops and moments of prayerful reflection led by the Indigenous Education Team leads at the Brant Haldimand Norfolk Catholic District School Board. CEO Tigani and Superintendent McDade attended this learning experience as well. Anne O'Brien, Director of Education at OCSTA shared information about curriculum resources and announced that the update to the Grade 11 World Religions CVO course is now approved by the Institute for Catholic Education (ICE) and will be available for use this summer and beyond.

Also this month, the team furthered their impactful work by participating in the Catholic leads meeting, collaborating closely with Southern Ontario Catholic Indigenous leads and the Ministry of Education regarding our Indigenous Board Action Plan.

Symposium for Leaders Igniting Catholic Education (SLICE)

School and system leaders came together for the annual Symposium for Leaders Igniting Catholic Education on June 11 and 12. This is an important retreat opportunity rooted in our commitment to leading as disciples of Jesus, guided by the Holy Spirit. These days allow us to reflect on our progress toward the board's strategic priorities and plan for next year. It is a time to engage in important learning about leadership, strategic change management, and school improvement. It is a time of prayer and this year the focus was built upon nurturing synodal listening and Conversations in the Spirit. Day 2 concluded with Mass celebrated by Father Jude Ogbenna. It was the Feast of the Sacred Heart of Jesus - a beautifully fitting alignment with the theme of "On Fire With the Spirit: Rejoice, Illuminate, Rejoice".

When Faith Meets Pedagogy Conference: Co-Host Board

Religion and Family Life Learning Coordinator Caroline Thuss has been meeting regularly with staff from our co-host school board, Durham Catholic DSB, to plan the upcoming When Faith Meets Pedagogy Conference. This conference, which occurs from October 22 through to the 24 this upcoming fall is held at the Delta Toronto Airport and Convention Centre. It welcomes over 600 educators from across the province. Our theme for the upcoming year is "Being the Beatitudes: Forming Hearts, Shaping Minds, and Inspiring Faith". This encourages us to embody

the Beatitudes, which is exactly the vocation of Catholic Educators. Our keynote speakers will be Dr. Anne Jamieson, Director of the Institute for Catholic Education, and Julianne Stanz, who formerly served in the Diocese of Green Bay for 16 years as Director of Evangelization and Discipleship. We are looking forward to this conference and our provincial level leadership opportunity for our Board.

Elementary Sports Council **Two-Pitch Tournaments**

The Elementary Sports Council successfully hosted this year's two-pitch tournaments for both junior and senior students. Held in Exeter (Huron) and Stratford (Perth), athletes from across the district represented their schools with outstanding skill, athleticism, and sportsmanship.

Return of District Track & Field

June also marked a major milestone with the highly anticipated return of the district-wide Track and Field Meet on June 10. The event was proudly hosted at St. Anne's Catholic Secondary School, utilizing their beautifully rebuilt, state-of-the-art track facility. The success of these massive events is a direct result of the incredible dedication across our board. Coaches from every school did an exceptional job preparing their athletes, while our Sports Council teachers and principals worked tirelessly behind the scenes to organize safe, competitive, and memorable experiences for all participating students.

STUDENT ACHIEVEMENT

Celebrating Ontario Day

On June 1, schools across Huron-Perth Catholic DSB proudly celebrated Ontario Day. To support our educators in bringing this celebration to life, the board provided staff with a comprehensive suite of school-wide and classroom-ready resources. These curated materials allowed students to explore the rich history, diverse culture, and unique geography of our province. This initiative successfully fostered a sense of civic pride and community connection across all grade levels to kick off the month of June.

Mathematics

In June, the Math Team provided critical year-end support while strategically positioning the system for the final year of the current Multi-Year Strategic Plan. Focus remained squarely on the classroom, with the team continuing to advance mathematics teaching and learning directly alongside students and educators. To strengthen instructional precision, facilitators worked with schools to implement short learning cycles, using evidence of student learning to identify immediate needs and address key unfinished learning. The Math Coordinator also provided targeted preparation and confidence-building strategies for students participating in the Grade 9 EQAO mathematics assessment. End-of-year reporting was supported through the development and distribution of updated, asset-based report card comments aligned with curriculum expectations. Looking ahead, the team delivered foundational professional learning for Kindergarten educators in preparation for upcoming mathematics curriculum changes and refined the system Scope and Sequence lessons to ensure teachers have access to high-impact instructional resources for September. In addition, the Math Coordinator participated in provincial collaboration and professional learning through Ontario Math Coordinators Association (OMCA) meetings and Ministry of Education Math Lead webinars, helping to ensure that board priorities remain aligned with provincial direction, emerging research, and high-impact instructional practices.

Literacy

June has capped off an incredibly productive month for the Literacy Team. With support from the System Literacy Team, all elementary schools completed the End-of-Year Early Reading Screening for students in Senior Kindergarten through Grade 2. This important screening serves a vital dual purpose: it identifies potential reading challenges early to allow for timely, targeted intervention, while also highlighting student achievements and growth. Furthermore, the resulting data directly informs instructional next steps and strategic class placements for the upcoming school year. To wrap up the month and the school year, our Literacy Team engaged in deep planning, reflection, and legacy mapping. As the team prepares for an upcoming transition (due to retirement of team members), members are dedicating their final weeks to consolidating, packaging, and sharing the comprehensive work accomplished over the last several years. This ensures that the robust foundation built, the resources developed, and the instructional momentum gained will seamlessly carry forward to support student literacy in the future.

Early Years

Kindergarten orientation and bus safety sessions have now successfully wrapped up across all elementary schools. These events provided a wonderful opportunity to celebrate our Catholic school communities while offering families essential information and peace of mind as their children prepare to begin school this September.

Alongside welcoming new families, Kindergarten educators have been actively preparing for the future. Over three days, all Kindergarten teams came together to deeply engage with the new Kindergarten Curriculum set for implementation this fall. The professional development sessions specifically focused on the language and mathematics strand, where the most significant curriculum changes have occurred. To ground this learning in practical application, teams participated in a collaborative "Keep, Tweak, and Transform" activity. This allowed educators to critically examine their current practices, celebrate what is already working well, and purposefully update their instructional approaches to seamlessly align with the upcoming curriculum changes.

Summer School

Preparations are underway throughout June to prepare for the provision of Summer School 2026. This provides our students opportunities to continue learning and they have access to various secondary summer school courses this July. Over 200 students are registered for Senior English (3U and 4U), Cooperative Education or Grade 10 Civics and Careers. These options are helpful for students looking to "reach ahead" and obtain a mandatory credit so they can achieve flexibility in their timetable during the regular school year. For some students this is an important additional option to support the pursuit of a specialized program that involves additional courses or cooperative education that they are unable to fit into their schedule during the regular school year. For others, it is part of their pathway to graduation with their peers. Staff are hired and in position to begin.

Secondary Professional Development Day

On June 5, secondary educators gathered for a Professional Development Day focused on strengthening both their professional practice and faith formation. Teachers participated in learning sessions on assessment and evaluation, as well as learning more about Erin's Law (Child Sexual Abuse Prevention and Reporting Act, 2024), deepening their understanding of effective instructional practices, and student well-being. The day also provided valuable time for subject-area teams to collaborate, co-plan, and share effective teaching strategies in preparation for the coming school year. The day included the celebration of Mass (Perth) /

Liturgy (Huron), offering staff an opportunity to gather in prayer and reflect on their shared vocation as Catholic educators.

SPECIAL EDUCATION

Educational Assistant Professional Development Day

On June 5, our Educational Assistants (EAs) gathered for a day of professional development, reflection, and renewal rooted in our Catholic faith. The day opened with a communal prayer and a welcome session, setting a spiritual and collaborative tone for the work ahead. Throughout the morning, EAs engaged in deep-dive reflection sessions, analyzing the past school year's learnings, celebrating major student successes, navigating complex challenges, and sharing the most effective practices for student support. This collaborative time allowed staff to learn from one another's diverse experiences across our schools. Following a networking lunch, the afternoon featured an inspiring keynote address from Katie Jameson. Her presentation beautifully affirmed the shared values, deep purpose, and daily commitment that guide our staff's ministry in education. The day concluded with a celebration dedicated to recognizing the massive impact our EAs have on fostering student success, true inclusion, and a deep sense of belonging for all learners.

Special Education Resource Teacher Meeting

On June 8, our Special Education Resource Teachers (SERTs) met for a highly productive day focused on system updates and expanding pathways for student success. A major focus of the meeting was an update on our Facile Futures partnership, highlighting our innovative cross-sector approach to supporting students as they transition to post-secondary life. This collaborative framework ensures that students with diverse learning needs have seamless, wrap-around support as they exit the secondary system. In addition, SERTs engaged with an essential presentation on PPM 140, reinforcing our system's commitment to evidence-based behavioral strategies and compliance standards for students with Autism Spectrum Disorder. Finally, the group reviewed the rollout of the Grade to Grade Transition Package, an incredibly valuable new resource designed to ensure smooth, supportive, and well-documented transitions for students with exceptionalities as they progress into each new grade level.

DIGITAL TOOLS TO SUPPORT LEARNING

1:1 Chromebook Initiative

To ensure the continuity and success of the 1:1 Chromebook initiative for all students across the Huron-Perth Catholic District School Board, school library staff have dedicated significant time this month preparing for Stronghold Services' upcoming summer refresh. Over the summer, all student Chromebooks will undergo essential maintenance, cleaning, and software updates. Devices will then be redistributed to schools based on projected enrollment, ensuring they are fully ready for students at the start of the 2026–2027 academic year. This proactive preparation is a direct result of the hard work and coordination of our school and IT staff.

In addition to maintaining our technology infrastructure, the board will continue its work to establish clear blended learning best practices. Our focus will be on ensuring that student screen time is always purposeful, strategically aligned with sound pedagogy, and supports assessment and evaluation practices. Through this work, we will seek to maximize student engagement and learning while reducing unnecessary screen time and minimizing digital

distractions, ensuring technology remains a tool that enhances, rather than drives, the learning experience.

EXPERIENTIAL LEARNING PROGRAMS IN SECONDARY

Both St. Anne's CSS and St. Michael Catholic Secondary Schools maintained strong student engagement in SHSM programming throughout the 2025–2026 school year. For example, at St. Anne's they experienced a highly stable enrollment of 155 Grade 11 and 12 students across seven sectors, experiencing notable growth in the newer Non-Profit, Education, and Child Care sectors.

Agricultural Learning: Students from both schools attended Sheep Day on May 27 at the REACH Centre in Clinton. In collaboration with Ontario Sheep Farmers, local veterinarians, and farmers, students participated in hands-on animal handling, culinary experiences, and sheep shearing demonstrations.

Arts and Culture: St. Michael CSS students engaged in Stratford Festival experiences and various arts events, while six St. Anne's CSS students joined forces with industry professionals at St. Michael to earn a Special Effects Make-up certification delivered by Centauri Arts.

Broad Industry Exposure: St. Michael CSS students participated in a wide array of external events, including the Ontario Skills Competition, Women in Skilled Trades events, the Canadian Outdoor Farm Show, business trips to Toronto, and Huron Manufacturers Association tours.

As June progresses, Guidance staff and SHSM leads at St. Michael are focused on finalizing certifications to ensure graduating students secure their official SHSM Red Seal designations.

Dual Credit Success

Dual Credit participation remained robust through partnerships with local colleges, allowing students to earn high school and post-secondary credits simultaneously.

- Excluding OYAP credits, St. Anne's CSS students successfully earned a total of 49 dual credits over the school year. Programs spanned multiple sectors, including Criminology, Digital Photography, Hairstyling, Early Childhood Education, and Make-up Artistry.
- Both schools saw enrollment in emergency and justice services. St. Michael CSS enrolled 16 students in a Crime Scene Investigation course through Conestoga College (led by former Stratford Police Detective Scott Campbell), while both schools sent students to the REACH Centre for Fanshawe College's Introduction to Paramedicine/Emergency Services course.

OYAP and Skilled Trades Apprenticeships

The Ontario Youth Apprenticeship Program (OYAP) remains a vital, highly competitive pathway at both institutions, blending college placements with hands-on trade experience.

Through partnerships with Conestoga and Fanshawe Colleges, students at both schools successfully engaged in Level 1 Apprenticeships across several fields:

- **Electrical & HVAC:** Active pathways for students at both schools. Two St. Anne's CSS students are continuing their HVAC training at Fanshawe's Woodstock campus until June 19th.

- Plumbing: Successfully completed by a St. Anne's CSS student this spring.
- Automotive Service Technician: Utilized by St. Michael CSS students, with ongoing interest from St. Anne's.

Looking ahead to the 2026–2027 school year, recruitment and preparation are already well underway. Ten St. Anne's students have already expressed interest in future OYAP Level 1 trades (including Millwright and Truck and Coach), with staff actively providing interview prep.

To further fortify this pathway, the Ministry has approved funding for a new section of MCT4C (Mathematics for College Technology) at St. Anne's CSS next year. This course will connect mathematical concepts directly to real-world applications in the construction and electrical industries, enhanced by project-based learning with local Co-op employers.

Certifications and Workplace Readiness

Throughout May and June, students aggressively pursued industry-recognized certifications to bolster their resumes for future employment and Co-op placements.

Combined, students across both secondary schools achieved certifications in:

- Health and Safety: CPR and Standard First Aid, WHMIS, Working at Heights, Safe Food Handling, Infection Control, Lockout/Tagout, Confined Space, and Elevated Work Platform Training.
- Professional & Sector-Specific Skills: Customer Service and Business Etiquette, Leadership Skills, Project Management, Lab Practices, Grower Pesticide Safety, Allyship Awareness, Mental Health Awareness, and Music Technique.

Girls in Aviation Day – London International Airport

On Tuesday June 2, approximately 64 female students in Grades 6 to 8 from Our Lady of Mount Carmel Catholic School and St. Boniface Catholic School attended this exciting hands-on learning opportunity. The event will introduce students to a wide range of careers within the aviation industry and provide valuable exposure to opportunities for young women in aviation. Through interactive experiences and conversations with industry professionals, students will gain a better understanding of the many educational and career pathways available within this growing sector.

St. Michael Catholic Secondary School Co-op Breakfast

St. Michael Catholic Secondary School hosted its annual Co-op Breakfast on Wednesday, June 3 in the school cafeteria. The event welcomed approximately 75 community partners, employers, educators, and students to celebrate the success of the Cooperative Education program. This gathering recognizes the valuable partnerships that provide students with meaningful, real-world, hands-on learning experiences aligned with their career goals and post-secondary pathways. The breakfast serves as an opportunity to thank our employers for their ongoing support while highlighting the positive impact Cooperative Education has on student success and career readiness.

Guidance and Cooperative Education Teachers Symposium

On Friday, June 5, our Guidance and Cooperative Education teachers participated in a one-day professional learning symposium at St. Michael Catholic Secondary School. The event featured presentations from economic development representatives from Huron County, Perth County, and the City of Stratford. Participants will also engage in a session with Four County Labour Market Planning, focusing on employment trends, areas of job growth within our communities,

and sectors experiencing workforce shortages. This information will help educators better support students as they explore career pathways and post-secondary opportunities. In addition, the Director of Workforce Development from Merit Ontario presented on skilled trades career opportunities and apprenticeship pathways available to graduating students, helping to connect young people with in-demand careers across Ontario.

St. Anne's Construction Students Support Kettle Point Community

Construction students from St. Anne's Catholic Secondary School have been building 50 planter boxes for the Kettle Point First Nation community. Over the past three weeks, students have designed, measured, cut, and assembled the components in the construction shop, applying valuable skilled trades knowledge while contributing to a meaningful community project. The planter box components were transported to Kettle Point, where students traveled on Wednesday, June 3, to assist with the final assembly of all 50 units. Planter boxes will be distributed throughout the community, allowing families to grow fresh vegetables and herbs at home. This project extends beyond construction skills development. The planter boxes help promote food security, encourage healthy eating, and provide families with opportunities to grow their own produce. The initiative also supports community self-sufficiency, environmental stewardship, and the sharing of gardening knowledge between generations. Through this partnership, students are gaining a deeper understanding of community engagement while making a positive and lasting impact on the lives of others.

MENTAL HEALTH AND WELL-BEING

Erin's Law (Bill 123) Professional Learning for Secondary Staff

Our Mental Health Lead and School Based Social Workers collaboratively facilitated training for our secondary panel staff to support the implementation of Erin's Law (Bill 123). The session built foundational understanding of sexual violence, consent, and trauma- and violence-informed responses, with a focus on strengthening staff capacity to recognize and respond to disclosures.

The training also highlighted key secondary curriculum connections, supporting educators in embedding age-appropriate learning related to consent, healthy relationships, and personal safety across subject areas. In addition, participants were introduced to the newly released Huron Perth Child & Youth Sexual Violence Support Guide, which outlines a coordinated, trauma-informed approach and clearly defined referral pathways. The guide provides staff with practical direction for accessing community support, consulting with partners (e.g., Children's Aid Society, police), and ensuring appropriate, timely responses to student needs. Overall, the training promoted awareness, consistent practices, and reinforced multi-sector collaboration to enhance student safety, well-being, and access to support. We look forward to our continued learning and implementation of Erin's Law in the fall.

Professional Development: Supporting Students with Autism and Mental Health Challenges

In response to a noticeable increase in students presenting with intersecting mental health and special education needs, including sensory profiles and ASD diagnoses or queries; our School-Based Social Workers participated in a School Mental Health Ontario virtual professional learning session focused on supporting students with Autism and co-occurring mental health needs. This targeted learning opportunity supported ongoing professional growth by strengthening the team's ability to differentiate between Autism-related characteristics and mental health concerns, allowing for more accurate understanding and responsive intervention. Social Workers enhanced their knowledge of evidence-informed strategies to address anxiety, mood difficulties, and emotional or behavioural dysregulation, while also clarifying their role in

collaborating with families, educators, and community partners. This proactive capacity-building fosters the delivery of competent, responsive, and developmentally appropriate mental health services for an increasingly complex student population.

FACILITIES AND HEALTH AND SAFETY

The Joint Health and Safety Committee met on June 3, 2026. Items discussed included the following:

- eBase Reporting
- On-line Reporting Tool Training and H&S Representative Training and Principal follow up
- Health & Safety School Rep Training
- JHSC Terms of Reference Update
- Monthly and Annual Inspections
- Incident Reporting
- Annual Drinking Water Reports
- Ministry of Labour, Immigration, Training, and Skills Development (MLITSD) Updates
- Joint Health & Safety Committee Meeting Dates

Annual Water Sampling - Ontario Regulation 243/07

As per Ontario Regulation 243/07, annual water sampling for lead occurred in all schools the week of June 8. Sampling was conducted by custodial staff.

Annual Waste Audits

Per Regulations 102/94 and 103/94, Waste Audits and Waste Reduction Work Plans must be prepared by the Board annually at a school where student enrolment is greater than 350 students. Waste Audits were conducted at St. Michael, St. Anne's and St. Mary's, Listowel in conjunction with our waste contractor, Waste Management. Final reports will be prepared and submitted to the Ministry of the Environment, Conversation and Parks and posted on the Board's website and at each school.

RECOMMENDATION

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

**Catholic Parent Involvement Committee Meeting #3
Wednesday March 25 at 6:00 pm
MINUTES**

Location: Catholic Education Centre, Dublin

Present:

Senior Administration: Tara Boreham, Superintendent of Education,
Trustee: Sue Muller

CPIC Members: Jim Walsh, Emily Hendrik, Amanda Linton, Sandra Murphy, Sherri Downey, Breanna Schlegel, Jenny Masselis and Erin Marshall

Guests: Jenna Meyers & Paul D'Hondt, Learning Co-ordinators

Regrets: Kascha McLeod, Deanna Lowry, Jayme Lamoureux and Janelle Muir-Phillips

Quorum: Yes

Recording Secretary: Kerri Catalan, Executive Assistant

1. Opening Business

1.1 Introductions-Superintendent Boreham

1.3. Attendance and Welcome –Jim Walsh, Chair

- Conflict of Interest
No one declared a conflict of interest

1.4. Approval of the Agenda – Jim Walsh, Chair

Moved by: Brianna Schlegel

Seconded by: Amanda Linton

That the agenda be accepted as is.

Carried

1.5. Approval of the CPIC Meeting Minutes – January 21, 2026

Moved by: Melanie Levinson

Seconded by: Amanda Linton

That the Catholic Parent Involvement Committee approves the meeting minutes of the Wednesday January 21,2026.

Carried

2. Reports and Discussion Items

2.1. Board Report - Trustee Sue Muller

- Presentation: The Distinctive Role of Catholic School Board Trustee

2.2. Director's Report – Superintendent Boreham

- 2026-2027 Budget Consultation -
- 2026-2027 School Year Calendar was shared with the committee

2.3 Artificial Intelligence Presentation - Jenna Meyers and Paul D'Hondt, Learning Coordinators

2.4. Parent's Update – All

Across the district's schools, parent councils and administrators are managing a mix of capital improvements, upcoming spring fundraisers, and student wellness initiatives.

Upcoming Events & Fundraising

- Spring & End-of-Year Events: Schools are gearing up for the spring season with plans for "Spring Fling" events, a Family Fun Night, and end-of-year celebrations, including a June Mass and a Peace Garden blessing.
- Community Fundraisers: Upcoming initiatives include a community Spaghetti Supper and a bake sale held during a school play to help fund student field trips and transportation.

Grants, Academics & Digital Wellness

- Pro Grant Initiatives: Parent Reaching Out (PRO) Grants are actively being utilized for community education. Plans include a Literacy Night featuring critical safety presentations for Grade 7 and 8 students.
- French Programming: Focused discussions are underway to increase parent involvement within French language curriculum.
- Technology Use: Concerns have been raised regarding students using Chromebooks for gaming during free time, prompting a request to review and standardize classroom technology practices at the next meeting.

Infrastructure

- School Expansion: Major construction is officially underway at one site to add six new classrooms and six daycare rooms.

School Climate & Community Concerns

- Parent Engagement: Low parent engagement remains a persistent, district-wide challenge across multiple schools.

- Sacramental Preparation: Parents are expressing frustration over the scheduling of First Communion preparation sessions, which are currently held at a time and location that prevents many families and Godparents from attending.

3. Future Meetings, Events and Resources

3.1 Events and Resources

- Catholic Education Week - May 3-8, 2026
- CEW Mass - Monday, May 4, 5pm, Dublin

3.2 CPIC Upcoming School Year Meeting Schedule

- Wednesday, June 3, 2026

4. Closing Business

- Adjournment at 8:45 pm Breanna Schlegel and Emily Hendrik
- Closing Prayer – Tara Boreham



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sarah Devereaux, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: June 15, 2026
Submitted by: Karen Tigani, Chief Executive Officer

POLICY VIDEO SURVEILLANCE

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board regularly reviews all policies to ensure compliance and relevance with legislation and corresponding alignment with the mission and vision of our Catholic school system. The Video Surveillance policy was last reviewed by the Board of Trustees on May 5, 2025.

DEVELOPMENT

Input was obtained from the Information Communications Technology Manager, Superintendent of Education, and school Principals as part of the policy review. Operational procedures were moved from the policy into a new Administrative Procedure which is also being presented for information. The policy is now being presented for the consideration of the Board of Trustees.

The revised policy will be available for vetting and comment by the community in advance of the policy coming to the Board for approval in August 2026.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives Policy Video Surveillance.



HURON-PERTH CATHOLIC District School Board

Video Surveillance **Systems**

Adopted:	August 27, 2007	Policy #:	P 3.1.5.
Revised:	May 29, 2026	Policy Category:	3.1. Plant/Facilities

BELIEF STATEMENT;

The Huron-Perth Catholic District School Board believes in maintaining safe and orderly Christ-centered learning environments. This is accomplished primarily through teaching, modeling, and encouraging mutually-respectful relationships.

POLICY STATEMENT:

~~The Huron-Perth Catholic District School Board (“HPCDSB” or the “Board”) is committed to maintaining safe and orderly Christ-centered learning environments. This is accomplished primarily through teaching, modeling, and encouraging mutually-respectful relationships.~~ It is the policy of the Huron-Perth Catholic District School Board (the Board) that video surveillance systems be used as an additional resource at schools within the Board’s jurisdiction to further promote the safety and security of students, staff and community members and prevent destruction of school property.

Video surveillance involves the collection, retention, use and disclosure of personal information. Under the authority of the Director of Education, and in accordance with this policy and associated administrative procedures, the principal or designated vice-principal will maintain control of and responsibility for the video surveillance system at all times. This Policy regulates the use of video surveillance systems by HPCDSB the Board in accordance with the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and its associated regulations and Information and Privacy Commissioner of Ontario (IPC) guidance.

This Policy is not intended to address or apply to:

- Instances where schools videotape a specific event (such as a school fun fair or graduation ceremony); or
- Instances where a classroom is videotaped for educational or research purposes.

PROCEDURES:

1. Installation and Placement of Video Surveillance Equipment

~~1.1 Proper Purposes for Collection~~

~~1.1.1~~ 1.1 Video surveillance systems should only be installed where video surveillance has been determined to be necessary for one of the following purposes:

- Enhancing the safety of students, staff and community members;

- Protecting school assets and property; and
- Deterring and detecting criminal activity and vandalism.

~~1.2 Consultations before the Installation of Video Surveillance Systems at a New Location:~~

1.2 Before video surveillance takes effect in any location under the Board's jurisdiction, the following communication and authorization procedures ~~will be carried out~~ must be executed:

- Superintendent Approval: Final written approval for the system design, location and implementation must be granted by the school's superintendent before activation.
- Parent/Guardian Notification: The principal shall issue an explanatory communication or newsletter to parents and guardians outlining the purpose of the surveillance.
- Staff & Student Orientation: The principal or vice-principal shall explain the utilization and parameters of the system to all staff members and to students during class or grade-level assemblies.
 - ~~2.1.1 Consultation with School Council will occur;~~
 - ~~2.1.2 The principal will issue an explanatory newsletter to parents and guardians;~~
 - ~~2.1.3 The principal or vice principal will explain their use to all staff members and to students in class or grade level meetings~~
- ~~2.2 Approval for video surveillance shall be granted by the school's superintendent.~~

~~1.3 Design, Installation and Operation of Video Surveillance Equipment~~

~~1.3.1 In designing, installing and operating a video surveillance system, consideration shall be given to the following:~~

- ~~1.3.1.1 Reception equipment will only be installed in and monitor specified public areas, approved by the school's superintendent, where video surveillance is necessary to increase the safety of staff, students and/or school property. The equipment will operate up to twenty-four hours/seven days a week, within the limitations of system capabilities, power disruptions and serviceability/maintenance.~~
- ~~1.3.1.2 Equipment will not be installed in areas where the students, staff and the public have a higher expectation of privacy (e.g. change rooms and washrooms).~~
- ~~1.3.1.3 Reception equipment will be accessible only by authorized personnel (the principal or designate).~~

~~1.3.2 At all times, the Board maintains control of, and responsibility for, the video surveillance system and data produced.~~

2. Signage and Notification

2.1 Signs/notices will be posted at main entrances to the areas under surveillance to indicate the presence of video surveillance systems. Such signs will be in accordance with the requirements of MFIPPA.

~~2.2 Explanatory notification will be included in the student handbook.~~

3. Disclosure, Retention, Security and Disposal of Video Surveillance Records

3.1 Lawful use of Personal Information

Personal information collected via video surveillance shall only be used for the authorized security and safety purposes set out in Section 1.1. Video surveillance systems shall never be utilized for the purpose of routine monitoring of employee performance, staff productivity, or daily student attendance tracking.

~~3.1.1 As a general rule, the Board shall only use personal information collected by means of a video surveillance system for the purpose of the video surveillance program or for a consistent purpose, as set out at 1.1.~~

~~3.1.2 Video surveillance systems will not be used for the purpose of routine monitoring of employee performance and productivity, or to monitor student attendance.~~

3.2 Disclosure of Personal Information

~~3.2.1~~ The Board shall only disclose images or video records captured by the video surveillance system in the circumstances as permitted or required by MFIPPA.

~~3.2.2~~ The Board may disclose personal information to a law enforcement agency as required, and in accordance with Administrative Procedure 3.1.6 Video Surveillance. ~~in the following circumstances:~~

~~3.2.2.1~~ Where the law enforcement agency approaches the Board, without a warrant, and requests that the Board disclose the records to aid an investigation from which a proceeding is likely to result. In such circumstances, the law enforcement agency must make a request for specific information in the context of a specific law enforcement investigation;

~~3.2.2.2~~ Where the law enforcement agency approaches the Board with a warrant or court order requiring the disclosure of the records; or

~~3.2.2.3~~ On the Board's initiative, where the Board has a reasonable basis to believe an offence has occurred. In this circumstance, the Board will only disclose the information that appears to be relevant and necessary for a potential investigation.

~~3.2.3~~ Before disclosing a storage device to a law enforcement agency, the Storage Device Release Log (Appendix A) will be completed. This form will indicate who took the device, under what authority, when this occurred, and if it will be returned or destroyed after use. The form to be completed by the Principal/VP who discloses the storage device to a law enforcement agency. The

~~completed form is filed with Central IT.~~

~~3.3 Retention, Storage and Destruction of Personal Information.~~

~~3.3.1 Records that have not been requested by law enforcement agencies or as part of an access request, or otherwise used or disclosed shall be retained for thirty (30) calendar days.~~

~~3.3.2 The retention period for recorded information which has been requested by law enforcement agencies or as part of an access request, or otherwise used or disclosed shall be a minimum of one (1) year. Records subject to this retention period will be transferred to removable media, appropriately labeled and stored in a secure location with controlled access.~~

~~3.3.3 The school will store and retain video files required for evidentiary purposes until the law enforcement authorities request them.~~

3.3 Protection and Destruction of Records

~~3.4.1 The Board will employ physical, administrative and technological measures to safeguard recorded data, including but not limited to:~~

- ~~● Storing physical records of footage, such as discs, memory cards or servers in a locked facility;~~
- ~~● Storing monitors in a secure location where they are not visible to the public.~~

~~3.4.2 The Board will employ administrative measures to safeguard recorded data, including but not limited to:~~

- ~~● Limiting access to recorded data to authorized personnel on a need-to-know basis;~~
- ~~● Granting accounts, systems, applications and devices only the degree and kind of access necessary to fulfill defined duties and functions;~~
- ~~● Keeping auditable logs of all accesses, uses and disclosures of footage that are generated automatically where records are maintained electronically;~~
- ~~● Whitelisting applications to help prevent malware and other non-approved programs from running;~~
- ~~● Using standard, secure system configurations and not using default or factory settings;~~
- ~~● Periodic maintenance of video surveillance systems will be performed by staff based on a schedule that will ensure efficient operation to the system.~~

~~3.4.3 The Board will employ technological measures to safeguard recorded data, including but not limited to:~~

- ~~● Strongly encrypting video surveillance footage at rest and when transmitted across open, public networks;~~
- ~~● Regularly patching systems and applications to protect against vulnerabilities.~~

~~3.4.4 Vendors and/or service providers of the Board's video surveillance systems shall not have access to recorded information without special permission. Any agreements between the Board and service providers shall state that the~~

~~records dealt with or created while delivering a video surveillance program are under the Board's control.~~

~~3.5 Disposal of Personal Information:~~

~~3.5.1—Once the retention period has expired for records, those media files- data must be securely disposed of in such a way that the personal information cannot be reconstructed or retrieved. Disposal methods could include shredding, burning or magnetically erasing the personal information.~~

~~4. Access and Correction of Personal Information~~

~~4.1—An individual whose personal information has been collected by a video surveillance system has the right of access to his or her personal information under section 36 of the MFIPA unless an exemption applies under Section 38 of said Act.~~

~~4.2—The procedure for requesting one's own personal information is the same as the general access procedure found under the 3A:17 Freedom of Information and Protection of Privacy policy. This procedure is engaged by making a written request to the Director of Education~~

4. Training

4.1 The school superintendent will ensure that the procedures of this policy and applicable administrative procedure will be addressed through a training session to principals whose schools will implement video surveillance systems. Principals will ensure that training which addresses staff obligations shall be conducted as necessary, both initially and on an ongoing basis.

~~6. Covert Surveillance~~

~~6.1—Prior to the use of covert surveillance, the individual(s) intending to use the covert surveillance must present an application to the school's superintendent for approval.~~

~~6.2—Upon approval from the school's superintendent, covert surveillance applications must be directed to the Director of Education for approval.~~

~~6.3—In coming to a determination as to whether to approve the application for covert surveillance, the decision-maker at 6.1 and 6.2 must consider whether:~~

~~6.3.1—There is a substantial problem that the covert surveillance is seeking to address;~~

~~6.3.2—There is a "strong probability" that surveillance will assist in solving that problem;~~

~~6.3.3—There are any other alternatives that could similarly address the substantial problem;~~

~~6.3.4—The benefits derived from the personal information acquired through the covert surveillance far outweighs the infringement on the privacy of the individual(s) being surveilled.~~

~~6.4—The covert surveillance must be time limited and case specific.~~

~~6.5—The reception equipment will be removed as soon as the case has been resolved or converted into overt surveillance in accordance with this Policy.~~

~~7.—Evaluating the Use of a Video Surveillance System~~

~~7.1—The school's superintendent will conduct periodic and/or regularly review and evaluate the roles, responsibilities and practices of the Board's video surveillance programs to ensure they comply with this Policy, and applicable laws, regulations and policies.~~

~~7.2—If the school's superintendent identifies any deficiencies or concerns while conducting a review under 6.1, they will be addressed in a timely fashion.~~

~~7.3—Staff with access to the video surveillance system will be informed that their job activities may be subject to auditing, and that they may be called upon to justify particular instances where they accessed footage.~~

~~7.4—In addition, the school's superintendent will regularly review and evaluate the video surveillance procedure to ascertain whether it is still justified.~~

5.6: Respond Responsibility

6.1 Upon discovering a privacy incident, where personal information may have been collected, retained, used, disclosed or disposed of in ways that do not comply with personal information protection requirements in statute, regulation and/or the Board's policies and procedures, staff will, as soon as reasonably possible, report the circumstances to the schools superintendent.

~~8.2—Where a user has violated the Policy, they may be subject to discipline, up to and including termination.~~

DEFINITIONS:

Personal information: Defined by MFIPPA as recorded information about an identifiable individual, which includes, but is not limited to, information relating to an individual's race, colour, nationality or ethnic origin, sex, and age. If a video surveillance system displays these characteristics of an identifiable individual or the activities in which he or she is engaged, its contents will be considered "personal information".

Record: Defined by MFIPPA as any record of information, however recorded, whether in printed form, on film, by electronic means or otherwise, and includes but is not limited to a photograph, film, microfilm, videotape, digital recording, machine-readable record, and any record that is capable of being produced from a machine-readable record.

Video Surveillance System: Defined as a video, physical or other mechanical, electronic or digital surveillance system or device that enables continuous or periodic video recording, observing or monitoring of personal information about individuals in open, public spaces on Board property. The IPC includes in the term video surveillance system an audio device, thermal imaging technology, or any other component associated with capturing the image of an individual. This includes Reception Equipment.

~~**Reception Equipment:** Defined as equipment or device(s) used to receive or record the personal information collected through a video surveillance system, including a camera or video monitor or any other video, audio, physical or other mechanical, electronic or digital device.~~

~~**Storage Device:** Defined as a videotape, digital video recorder, computer disk or drive, CD ROM, DVD, computer chip or other device used to store the recorded data or visual, audio or other images captured by a video surveillance system.~~

~~**Privacy Incident:** Defined as an incident where personal information may have been collected, retained, used, disclosed or disposed of in ways that do not comply with personal information protection requirements in statute, regulation and/or the Board's policies and procedures.~~

~~**Covert Surveillance:** Means systems are unnoticeable or hidden.~~

REFERENCES:

- Municipal Freedom of Information and Protection of Privacy Act (MFIPPA), R.S.O. 1990, c. M.56
- Information and Privacy Commissioner of Ontario (IPC) Guidelines and Best Practices
- HPCDSB Administrative Procedure AP 3.1.5: Video Surveillance Systems

RESOURCES, APPENDICES AND FORMS:

- AP 3.1.6 Video Surveillance



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: June 15, 2026
Submitted by: Karen Tigani, Chief Executive Officer

ARTIFICIAL INTELLIGENCE - POLICY 3.2.2

Public Session

BACKGROUND

In December 2023, the Huron-Perth Catholic District School Board approved Policy P 3.2.2 Artificial Intelligence. Since that time, the Board has engaged in a year of learning, consultation, and implementation related to artificial intelligence (AI) in Catholic education.

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

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

DEVELOPMENTS

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

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

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

- approved AI tools and approval processes;
- professional productivity and instructional AI testing;
- classroom expectations for teaching, learning, assessment, and reporting;
- student use expectations and academic integrity requirements;
- instructional AI tiers;
- privacy, cybersecurity, and citation expectations; and

- operational guidance for corporate and administrative use.

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

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

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy 3.2.2 Artificial Intelligence - Policy/Guidelines.



HURON-PERTH CATHOLIC District School Board

Artificial Intelligence (AI)

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

BELIEF STATEMENT

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

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

POLICY STATEMENT

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

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

RESPONSIBILITIES

- The Chief Executive Officer (CEO) shall ensure that administrative procedures are in place to support the implementation of this policy, including requirements related to tool approval, professional practice, and student supervision.
- Superintendents are responsible for leading the system AI strategy and ensuring all innovation aligns with Board priorities and Catholic values.

- Principals are responsible for ensuring that AI procedures are implemented consistently within their schools and that staff adhere to the established guidelines.

DELEGATION TO ADMINISTRATIVE PROCEDURES

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

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

DEFINITIONS:

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

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

REFERENCES

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- HPCDSB Strategic Plan.
- Dicastery for the Doctrine of the Faith & Dicastery for Culture and Education. (2025, January 28). Antiqua et nova: Note on the relationship between artificial intelligence and human intelligence. The Holy See. https://www.vatican.va/roman_curia/congregations/cfaith/documents/rc_dcf_doc_20250128_antiqua-et-nova_en.html
- Pope Leo XIV. (2025, June 17). Message of the Holy Father to participants in the Second Annual Conference on Artificial Intelligence, Ethics, and Corporate Governance. The Holy See. <https://www.vatican.va/content/leo-xiv/en/messages/pont-messages/2025/documents/20250617-messaggio-ia.html>
- Pontifical Commission for Vatican City State. (2024, December 16). Decreto N. DCCII: Linee guida in materia di intelligenza artificiale [Decree No. 702: Guidelines on artificial intelligence]. Vatican City State. <https://www.vaticanstate.va/images/N.%20DCCII.pdf>
- Ministry of Education: Growing Success (2010).
- MFIPPA & FIPPA.

RESOURCES, APPENDICES AND FORMS:

- Artificial Intelligence Use of Implementation Administrative Policy 3.2.7



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sarah Devereaux, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: June 15, 2026
Submitted by: Karen Tigani, Chief Executive Officer

POLICY TRUSTEE EXPENSES

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board makes changes to policies and procedures when necessary to ensure compliance and relevance with legislation, while maintaining alignment with the mission and vision of our Catholic school system. The *Putting Student Achievement First Act* was passed on May 7, 2026. Subsequent communication from the Ministry of Education on May 14, 2026, required changes to school board trustee expense policies, effective on that date.

DEVELOPMENT

The Trustee Expenses Policy was presented for information at the May 25, 2026 Board meeting. The revised policy was available on the Board's website for vetting. Minor formatting changes have been made to remove duplicate verbiage. No other changes have been made and therefore the policy is being recommended for approval.

RECOMMENDATION

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



HURON-PERTH CATHOLIC

District School Board

Trustee Expenses

Adopted:	January 26, 1998	Policy #:	P 1.2.3.
Revised:	June 15, 2026	Policy Category:	2.1. Trustees

BELIEF STATEMENT:

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

POLICY STATEMENT:

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

PROCEDURE:

Eligible Expenses

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

Reimbursement of Travel Expenses

Automobile

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

Train/Bus/Airfare

- Train/Bus coach class economy fare is the standard. Claim supported by train or bus ticket receipt; credit card receipt is not acceptable.
- Air travel is permitted if it is the most practical and economical way to travel. Economy (coach) class is the standard option for ticket purchase.

Reimbursement of Other Expenses

The Board will reimburse trustees for expenditures subject to the following guidelines:

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

- a) Necessary conference or workshop charges;
- b) Hotel room charges supported by a detailed original hotel invoice;
 - A standard room is the set option for accommodation, consistent with the principle of value for money.
 - A maximum of \$30 per night for gratuitous lodging expenses when staying with family or friends. Instead of a receipt, you must submit a written explanation describing the purpose of the trip and identifying the host and the number of days you stayed.
- c) Meals (if not included in registration), see next section for daily maximum;
- d) Tips and gratuities;
- e) Business telephone calls;
- f) Taxi receipts;
- g) Vehicle rental, when a rental vehicle is more economical than the use of a personal vehicle;
- h) Public transportation at the lowest fare practicable;
- i) Necessary parking fees;
- j) Other business expenses (e.g. technology, internet).

The following expenses will not be reimbursed:

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

Meals

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

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

These rates include taxes and gratuities.

- Reimbursement for meals is subject to the following limits:

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

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

Equipment

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

Reporting

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

The Chief Executive Officer (Director of Education) will approve the claim as the person knowledgeable about the activity and the one who acknowledges that the expenditure complies with this policy and established practice.

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

DEFINITIONS:

- N/A

REFERENCES:

- Education Act
- Putting Student Achievement First Act
- Broader Public Sector Expenses Directive
- Policy 3.3.4 Purchasing

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sean McDade and Tara Boreham, Superintendents of Education
Presented to: The Huron-Perth Catholic District School Board
Date: June 15, 2026
Submitted by: Karen Tigani, Chief Executive Officer

STRATEGIC PLAN 2026 UPDATE

Public Session

BACKGROUND

This report provides a concise summary of our second-year progress under the 2024–2027 Strategic Plan, inspired by our spiritual theme: ***On Fire with the Spirit—Awaken, Illuminate, Rejoice***. Moving firmly into the final phase of our three-year cycle, this progress highlights our collective dedication to nurturing faith, advancing academic excellence, and strengthening our Catholic community. It celebrates the massive milestones our system has achieved while laying a solid bridge toward our ultimate long-term strategic targets.

At the heart of our strategic direction remains a deep commitment to cultivating faith leadership and enhancing student achievement in Mathematics and Literacy. Anchored in the guidance of the Holy Spirit, we continue to invest in staff capacity and student learning through highly successful collaborative partnerships among educators, teacher leaders, and school administrators.

A core focus of the plan continues to elevate student success and well-being by improving attendance, credit accumulation, and graduation rates. With our strategic targets clearly in sight, we are actively implementing tiered systems of support, data-informed interventions, and robust home-school-community partnerships. These coordinated actions foster inclusive, supportive environments where students can flourish academically, socially, and spiritually. Through this collective mission, we continue to bring the Ontario Catholic Graduate Expectations to life in our schools and communities.

DEVELOPMENTS

This report provides a high-level update of various expectations outlined in the Strategic Plan. To illustrate our mature system standing, key accomplishments, milestones, and future horizons have been summarized in a hybrid format that pairs concise narrative reviews with a systematic, scannable visual chart. This dual format highlights our major advancements in areas such as faith development, academic achievement (literacy and numeracy), and student well-being (attendance and pathways).

This updated tracking system allows us to transparently identify areas of embedded operational strength and those requiring precise resource targeting. As we move forward into our final year, we will strategically prioritize resources to address areas requiring continued momentum and ensure all remaining goals are fully met by the conclusion of the strategic plan in 2027. Together, we remain committed to awakening faith, illuminating learning, and rejoicing in the Spirit.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Strategic Plan 2026 Update report for information.

CATHOLIC FAITH FORMATION

Our faith initiatives continue to bridge the gap between classroom curriculum, global citizenship, and authentic service learning. Rather than treating Catholic Social Teachings (CST) and the Ontario Catholic School Graduate Expectations (OCSGEs) as standalone initiatives, they are now permanently woven through professional development, local classroom environments, and virtual learning spaces. Staff have successfully transitioned from exploring resources to actively facilitating deep, localized faith formation.

Secondary staff and students now have unrestricted access to over 130 fully developed online courses via Catholic Virtual Ontario, ensuring that 21st-century learning environments remain deeply anchored in OCSGEs and Catholic Social Teachings.

EXPECTATION #1 - The District will expand service learning opportunities for students and ensure that Catholic Social Teachings are widely understood and integrated across all programs.

Details of Progress / Actions to Date	Progress	Targets and Next Steps
Our initiatives continue to promote Christian Service opportunities in our schools. To better understand student engagement, we have begun gathering data to establish a baseline regarding how often students choose our Catholic partners. This data will allow us to measure growth over time, identify agencies with unmet opportunities, and track student exposure to these Catholic agencies. Our current data shows an impressive growth of students completing their community service hours with a Catholic organization—which rose from 30.5% to 46% over the past year.	Sustaining -	Our next step is to drive this momentum even further in the upcoming school year. We will focus on strategically promoting targeted community service opportunities in direct partnership with local Catholic organizations, parish ministries, and charitable groups. By increasing the visibility of these specific faith-based volunteer roles through school chaplains, guidance departments, and digital platforms, we aim to make it easier than ever for students to connect their service requirements with active witness to their Catholic faith.

EXPECTATION #2 - The District will embed the Ontario Catholic School Graduate Expectations across all programs and ensure Catholic Social Teachings are widely understood and integrated.

Details of Progress / Actions to Date	Progress	Targets and Next Steps
We have successfully implemented a comprehensive approach that	Achieved / E... -	Building on this momentum, our next steps will

<p>deeply integrates the Ontario Catholic School Graduate Expectations (OCSGEs) into the daily lives of our elementary students. Each month, schools engaged with a specific OCSGE focus, supported by tailored resources and visually reinforced by OCSGE posters. This board-wide initiative was brought to life at the local level through daily school announcements emphasizing the monthly theme, while educators actively made direct connections between the expectations and their classroom lessons, creating a cohesive and faith-filled learning environment.</p>		<p>focus on deepening and sustaining these connections throughout the upcoming school year. We will enrich the monthly themes by introducing curated book selections for each elementary grade, paired with updated, relevant resources for educators. Furthermore, we will strengthen the spiritual foundation of this initiative by explicitly connecting each monthly OCSGE focus to the life of St. André Bessette, alongside other saints and holy people, providing students with concrete, inspiring models of the expectations in action.</p>
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EXPECTATION #3 - The District will provide ongoing Catechesis and Faith Formation for both staff and students through a variety of modes.

Details of Progress / Actions to Date	Progress	Targets and Next Steps
<p>The board has successfully implemented a diverse range of impactful opportunities for both staff and students. Educators and system leaders deepened their theological understanding by attending the high-profile When Faith Meets Pedagogy (WFMP) conference, the CARFLEO conference, and the prestigious King’s Veritas lecture series. In addition, the board introduced Foundations of Catholic Belief, a faith formation course developed by the University of Notre Dame. The course explores the fundamental beliefs of the Catholic Church as professed in the Creed and presented in the Catechism of the Catholic Church, including the nature of faith, creation, the person of Jesus Christ, the Trinity, salvation, the Holy Spirit, the Church and sacraments, and the Catholic understanding of heaven, hell, and purgatory. All principals, vice-principals, coordinators, and members of the Fiat Fellowship successfully completed the course, strengthening both their theological knowledge and their capacity to lead as faith-filled Catholic educators. For students, faith formation was brought to life through the dynamic WFMP Youth Day event and the inspiring Catholic Student Leadership retreat. At the local level, spiritual growth was nurtured through school-led faith</p>	<p>Sustaining</p>	<p>Our next steps will focus on sustaining this momentum and expanding the reach of these formation opportunities across the district. We will look to establish a formalized tracking and feedback system to measure the impact of these conferences, courses, retreats, and faith formation experiences, ensuring the insights gained are effectively shared within school communities. In addition, we are exploring current research and emerging best practices related to liturgy in Catholic schools, with the goal of developing a more formalized approach to liturgical formation for educators and school leaders. This work will recognize the unique role Catholic schools play in shaping a culture of worship and discipleship, helping students encounter Christ through meaningful liturgical experiences. Particular attention will be given to</p>

<p>formation events and collaborative retreat opportunities hosted in partnership with our local Family of Parishes, all further enriched by targeted activities funded through the <i>Blaze the Trail</i> initiative.</p>		<p>strengthening our understanding of how school liturgies and the celebration of the Eucharist can serve as high points of school life, reinforcing our Catholic identity, building community, and bringing our shared values into sharper focus. This exploration will also provide practical guidance to support the planning and celebration of engaging, authentic, and developmentally appropriate liturgies across the board.</p>
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EXPECTATION #4 - The District will ensure each school is guided by a Pastoral Plan to ensure school-wide focus on faith formation.

Details of Progress / Actions to Date	Progress	Targets and Next Steps
<p>To achieve our goal of ensuring each school is guided by a Pastoral Plan, the district has successfully established a deeply collaborative process that roots our school-wide faith formation in the local community. Through regular, structured meetings between individual school leaders and the pastoral teams at their local Family of Parishes, the co-creation of school pastoral plans has become firmly embedded across the district. This strong partnership has allowed parish pastoral teams to become actively involved and highly visible within our school communities, ensuring that our spiritual goals are mutually supported and deeply integrated into the daily life of our students and staff.</p>	<p>Achieved / E... ▾</p>	<p>Moving forward, our next steps will focus on continuing to strengthen and evolve this vital relationship between our schools and the Family of Parishes. We will work to deepen this collaboration by establishing a formalized framework for reviewing and updating the co-created pastoral plans annually, ensuring they remain responsive to the unique spiritual needs of each school community. Additionally, the district will aim to expand opportunities for joint parish-school initiatives, creating even more avenues for parish teams to lead sacramental preparation, youth ministry, and community outreach directly within our schools.</p>

Sustained Practices: Continuous Board Operations

The Huron-Perth Catholic District School Board permanently operationalizes its commitment to spiritual growth by ensuring that every school community is continuously guided by a localized, actively monitored Pastoral Plan. School leadership teams maintain self-sustaining, collaborative loops between home, school, and Families of Parishes to orchestrate regular sacramental retreats, liturgical celebrations, and Family Life programming. To continuously ground leadership in the Word, Principals utilize standardized monthly faith formation resources and discussion

prompts as a permanent fixture of all regular staff meetings. Furthermore, resources for the revitalization of the Ontario Catholic School Graduate Expectations (OCSGEs) remain permanently integrated within standard reporting cycles and learning skills report card evaluations. This is supported by an established doctrinal framework that continuously unifies Catholic Social Teachings with the Board's EDIAR ActionPlan to uphold student dignity, equity, and belonging across all panels.

LITERACY

Following a strategic, multi-year rollout, our comprehensive Multi-Tiered System of Support (MTSS) for Literacy is actively taking root across the Kindergarten to Grade 12 continuum, establishing a sustainable and equitable framework for student success as we enter the final year of our strategic plan. At the foundation of this systemic framework is a solid Universal Tier 1 instructional model, where core reading instruction across all classrooms is aligned with scientifically grounded, evidence-based practices. Rather than relying on isolated professional development, our educators are supported by direct, side-by-side instructional coaching. This continuous, job-embedded support ensures high-fidelity implementation of the curriculum, translating theory directly into measurable classroom efficacy.

Universal screening is executed seamlessly three times annually for SK to Grade 2 students. This systematic diagnostic data is utilized in collaborative team meetings to build highly individualized intervention plans before lagging skills become systemic barriers. We have also begun screening Grade 8 students to help ensure the support they need in high school is focused and personalized.

A large indicator of success is that over 85% of first-time-eligible students were successful on OSSLT written this Spring 2026.

EXPECTATION #1 - The District will provide resources and support to ensure that students writing provincial assessments have targeted, planful practice opportunities built into their learning to improve students' literacy learning and achievement.

Details of Progress / Actions to Date	Progress	Targets and Next Steps
We have provided resources and support to help educators identify and support students with various skills leading up to their provincial assessments and beyond. This includes EQAO practice materials.	Achieved / E... ▾	Moving forward, we will continue to update and add further instructional resources to support staff. We will also closely examine upcoming screening data to determine future areas of focus for intervention and professional development, with a specific emphasis on exploring targeted needs in writing.

EXPECTATION #2 The District will implement a Multi-Tiered System of Support for Literacy (K-8) and assessment framework.

Details of Progress / Actions to Date	Progress	Targets and Next Steps
<p>To support student achievement, we have implemented universal screening three times per year using Acadience Online (ALO) for immediate results, enabling targeted interventions and consistent progress monitoring. We have engaged with administrators to reinforce the critical importance of Tier 1 instruction, providing them with a specific tool for monitoring UFLI implementation. Simultaneously, we are offering one-to-one coaching to further support staff development. Additionally, we have ensured the continued purchase and support of vetted instructional materials and programs, such as UFLI and Morpheme Magic, to maintain high-quality learning across the district.</p> <p>We have shifted from a reactive support model to an intentional, proactive intervention system, systematically expanding targeted Tier 2 and Tier 3 supports across all grade levels to ensure early and ongoing success. As part of this system-wide effort at the intermediate level, we established a robust foundation by deploying four dedicated Educational Assistants across elementary sites to provide direct Tier 2 and Tier 3 interventions for Grades 7 and 8.</p> <p>To ensure we are meeting the needs of all learners, we screened all Grade 8 students across the district and will be offering targeted credit-bearing intervention early in Grade 9. By delivering this support before students advance too far into their secondary schedules, we empower them with the foundational skills needed to achieve success more easily across all subject areas.</p> <p>We dedicated a full day of professional learning through our new teacher induction programming to introduce the core principles of MTSS and unpack how literacy supports are structured across all three tiers.</p>	<p>Sustaining</p>	<p>Our next steps include continuing data meetings with school and district teams following each screening window to track progress. We will also provide targeted professional development for classroom teachers on progress monitoring and data interpretation. This will empower educators to effectively bridge learning gaps and plan precise, small-group instruction and intervention.</p> <p>We will formalize a standardized K–12 literacy intervention matrix to ensure consistent Tier 2 and Tier 3 protocols across all school sites.</p> <p>We will monitor the academic performance of Grade 9 intervention participants across all subject areas to measure the cross-curricular impact of early literacy support.</p>
<p>EXPECTATION #3 Schools will implement the Effective Literacy Block (K-8)</p>		
Details of Progress / Actions to Date	Progress	Targets and Next Steps

<p>To support our educators, we offered one-to-one coaching and provided comprehensive professional development to all Kindergarten teams on the new Kindergarten curriculum, focusing specifically on foundational literacy skills. We also continue to update the Literacy Warehouse with evidence-based literacy practices. Furthermore, we are actively promoting the use of ONLIT to provide staff with high-quality professional development and research-based classroom resources.</p>	<p>Sustaining -</p>	<p>We will prioritize principal monitoring of the literacy block alongside additional leadership learning focused on Tier 1 foundational skills. Simultaneously, we are committed to sustaining targeted professional development for primary educators to ensure evidence-based practices remain deeply embedded and effective in our classrooms.</p>
<p>EXPECTATION #4 The District will monitor student achievement in Literacy at system level, by gathering and analyzing student achievement data</p>		
<p>Details of Progress / Actions to Date</p>	<p>Progress</p>	<p>Targets and Next Steps</p>
<p>Through the implementation of Acadience Online (ALO), principals and classroom teachers now have access to immediate screening data. School teams subsequently collaborated with Learning Resource Teachers (LRTs) during data meetings to analyze these results. Simultaneously, the district team reviewed comprehensive data across all schools to identify the areas of greatest need for intervention, evaluating both individual student performance and specific foundational literacy measures.</p> <p>Working with our secondary schools, we have gathered and analyzed literacy achievement data to better inform next steps. This includes not only report card marks and previous EQAO results, but also results of a screener and various diagnostics to help ascertain the specific skills needing attention. This information then allows educators to select the appropriate support strategy for each specific student.</p> <p>Data is driving system-wide decisions. We successfully implemented a universal screener tool for all Grade 8 students across the district. By synthesizing this system-level screener with other student achievement data sources, we have accurately identified specific intervention candidates and matched them to the precise supports they need before they transition into the secondary panel.</p>	<p>Sustaining -</p>	<p>Based on the latest screening results and data meetings, school teams will proactively identify specific student needs and plan next steps for immediate classroom action. Furthermore, we will officially introduce Kindergarten to Grade 2 progress monitoring using the ALO platform to ensure continuous, precise tracking of early literacy growth.</p> <p>For our grade 8-9 literacy intervention and transition work, we will begin to explore opportunities to analyze how our targeted intervention supports overall student success and achievement across various subject areas in Grade 9. We will also utilize broad cohort data trends to inform the ongoing development and review of secondary academic supports.</p>

EXPECTATION #5 The District will develop, implement, and monitor the success of a system of professional development to improve literacy results across all grades (K-12).

Details of Progress / Actions to Date	Progress	Targets and Next Steps
<p>To align with the new curriculum, all Kindergarten teams participated in professional development focused on foundational literacy skills, which was further supported by the creation of "PD in a Minute" modules for the Literacy Warehouse. Additionally, Grade 7 to 10 transitional meetings were conducted to support students moving between panels. These sessions incorporated moderated marking and introduced a new assessment tool to ensure consistent, data-driven instructional practices across those grade levels.</p> <p>Our system of professional learning at the secondary level has shown incredible success. Through PD Days, subject and grade-specific sessions, department meetings, in-class literacy coaching, and the provision of various print and digital resources, our educators have indicated a clear, explicit approach for supporting students.</p>	<p>Sustaining</p>	<p>Looking ahead, we will deliver additional professional development for Kindergarten to Grade 2 educators to build teacher efficacy and refine practices in explicit, direct instruction. To complement this, we will continue developing principal knowledge, ensuring school leaders are fully equipped to effectively monitor instruction and support educators in the classroom.</p>

EXPECTATION #6 The District will implement practices to ensure collaboration and consistency across the Intermediate and Senior Divisions.

Details of Progress / Actions to Date	Progress	Targets and Next Steps
<p>The District has significantly advanced collaboration and consistency across divisions by prioritizing unified instructional practices and the implementation of a Multi-Tiered System of Support (MTSS). By integrating high-leverage literacy strategies and common assessment kits for Grades 7–10, including a practice test program, schools have established a more cohesive approach to student success and OSSLT preparation. These efforts are further strengthened by intervention sections at each secondary school, the ongoing screening of students for dedicated support, and the acquisition of new online resources to improve language conventions. Together, these initiatives ensure a responsive and consistent learning environment throughout the District.</p>	<p>Sustaining</p>	<p>Next steps include building cohesion between Grade 7 and 8 programming and that in the secondary schools.</p> <p>We will continue to collaborate across panels to refine how system-level data informs ongoing student transition planning into secondary schools, and explore opportunities for cross-panel professional dialogue to share successful instructional and intervention strategies between divisions.</p>

<p>We have actively worked to align our elementary and secondary panels to create a continuous 7–12+ learning pathway. By opening dedicated literacy intervention sections in both secondary schools, intermediate and senior educators are working under a shared instructional philosophy to support students during transition years.</p> <p>Our New Teacher Induction Program (NTIP) has embedded MTSS framework training into the onboarding process, ensuring our newest teachers across both panels start with a shared, consistent understanding of student support.</p>		
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Sustained Practices: Continuous Board Operations

Systemic literacy operations are continuously anchored by a data-informed, multi-panel diagnostic framework utilizing the Acadience Learning Online (ALO) platform. This structural practice provides principals and classroom teachers with immediate access to screening data three times per year, which is routinely analyzed during collaborative data meetings to design individualized student growth plans. At the school level, educators systematically execute a structured K–8 Effective Literacy Block that unifies evidence-based phonic routines in primary divisions with advanced vocabulary and morphology in junior and intermediate spaces. To minimize administrative strain, the centralized "Literacy Warehouse" serves as a permanent, continuously updated hub providing universal access to research-aligned lesson templates, explicit teaching tools, and cross-curricular digital resources via the Edwin platform.

MATHEMATICS

Grounded in our commitment to fostering academic excellence and equity for every learner, the Board's math goals for our strategic plan have successfully shifted from foundational implementation to deep system sustainability. Reflecting this success, Expectations #1, #2, and #6 are now considered fully achieved and permanently embedded within the Huron-Perth math framework. Central to this progress is our unwavering alignment with our core Math Achievement Action Plan goals: ensuring strict fidelity to the curriculum, intentionally improving teacher mathematical content knowledge, and systematically using day-to-day data to learn about individual student needs. By prioritizing these pillars alongside high-impact instructional practices and robust cross-panel collaboration, we continue to see an upward trajectory in student readiness and achievement. The following data outlines our historical successes, current system standing, and the deliberate next steps designed to keep the Board firmly on track to meet our long-term multi-grade achievement targets.

EXPECTATION #1: The District will provide resources and support to ensure that students writing provincial assessments have targeted,

planful practice opportunities built into their learning to improve students' mathematics learning and achievement.

Details of Progress / Actions to Date	Progress	Targets and Next Steps
<p>We have successfully embedded our strategic mathematics goal of establishing a deeply rooted culture of EQAO readiness and support across all panels. In the Primary and Junior divisions, Math Facilitators delivered targeted classroom support in Grades 3 and 6 utilizing released assessment questions, using our updated "Teaching About Problem-Solving" resource. In the Secondary panel, Grade 9 teachers and students were equipped with preparatory tools from EQAO and KnowledgeHook, successfully institutionalizing these high-impact practices to ensure ongoing student success and readiness.</p>	<p>Achieved / E... ▾</p>	<p>To build on this momentum and ensure long-term sustainability, our next step is to embed released EQAO questions directly into our existing mathematics scope and sequence lesson plans. Concurrently, we are supporting the expanded use of KnowledgeHook as a formative assessment tool, leveraging its short learning cycles to precisely target and address unfinished learning for students in Grades 3, 6, and 9.</p>

EXPECTATION #2: The District will improve students' results in Mathematics by implementing a systematic approach to teaching Mathematics including a scope and sequence.

Details of Progress / Actions to Date	Progress	Targets and Next Steps
<p>We have successfully achieved and embedded our strategic goals regarding instructional consistency, establishing daily mathematical reasoning routines, such as Number Talks and Retrieval Practice, directly within our updated Scope and Sequence lesson documents. To sustain these practices across all classrooms, the Math Team worked collaboratively alongside educators in classrooms with students while equipping principals with targeted "look-fors," effectively shifting school leadership toward a high-impact instructional coaching model.</p> <p>As a result of these systemic efforts, we are experiencing a clear upward trajectory in student achievement: the weighted average of students scoring at or above Level 3 in Grades 3, 6, and 9 rose to 58% in 2025, up from a three-year baseline of 55%. This measurable progress ensures the Board remains firmly on track to meet our ultimate strategic target of 61% by 2027, successfully fulfilling our commitment to a 10% relative increase over our historical baseline.</p>	<p>Achieved / E... ▾</p>	<p>Our next steps will focus on ensuring strict fidelity to the curriculum and deepening educators' mathematical content knowledge. Furthermore, we will strengthen the use of day-to-day formative assessment data to better understand and respond to individual learner needs, keeping us firmly on track to hit our 2027 system target.</p>

EXPECTATION #3: Schools will implement a Multi-Tiered System of Support for Mathematics (K-8).

Details of Progress / Actions to Date	Progress	Targets and Next Steps
<p>We have successfully sustained and will continue to monitor a comprehensive Multi-Tiered System of Supports (MTSS) framework in mathematics. Tier 1 instruction remains anchored by High-Impact Instructional Practices, including Universal Design for Learning (UDL) and the Concrete-Representational-Abstract (CRA) model, while Tier 2 targeted interventions deliver explicit, targeted, assessment-driven instruction across elementary schools.</p> <p>At the intermediate level, we increased our Tier 2 and Tier 3 supports by deploying four dedicated Educational Assistants across elementary sites to deliver direct, targeted Tier 2 and Tier 3 numeracy interventions for Grades 7 and 8.</p> <p>Tier 3 supports were expanded through strategic collaboration between our Special Education and Math Teams, which included a focused review of evidence-based practices and specialized numeracy instruction designed to support diverse learners.</p> <p>We have translated this groundwork into action by launching an evidence-based trial of <i>Symphony Math</i>, providing targeted numeracy interventions for students requiring Tier 2 and Tier 3 support.</p> <p>We provided a full-day introduction to the MTSS framework for new educators, focusing specifically on unpacking how the different tiers of support operate to serve all learners in mathematics.</p>	<p>Sustaining</p>	<p>To deepen the impact of our MTSS framework and ensure seamless transitions for vulnerable student pathways, our next steps include implementing a universal mathematics screener and deploying targeted adaptive software to precisely address the needs of students with unfinished learning in key transition grades.</p> <p>To optimize the impact of targeted intermediate staffing resources by reviewing student progress data to ensure Tier 2 and Tier 3 numeracy interventions remain responsive to shifting student needs.</p> <p>Continue to deliver responsive professional learning opportunities that support new and continuing educators in confidently executing the core tiers of the math MTSS framework.</p>

EXPECTATION #4: Schools will implement the Effective Mathematics Block (K-9).

Details of Progress / Actions to Date	Progress	Targets and Next Steps
<p>The foundational expectations of the Effective Mathematics Block are now firmly established across Kindergarten to Grade 9, securing a</p>	<p>Sustaining</p>	<p>To maximize the impact of the effective math blocks, our next steps include developing</p>

<p>consistent instructional framework in all schools. This model permanently prioritizes conceptual understanding in math by deeply integrating the High-Impact Instructional Practices with daily routines for fluency and retrieval.</p>		<p>cross-panel professional learning networks where Grade 7 to 9 educators can co-plan lessons in response to formative assessment data, ensuring a seamless instructional transition for students as they move from the elementary math block into the secondary 75-minute block. The Math Team will also provide targeted capacity-building and continue to support our newest teachers in implementing the effective math block in both panels.</p>
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EXPECTATION #5: The District will implement an assessment framework to support the Multi-Tiered System of Support for Mathematics and Effective Math Block, and to monitor progress of student learning in Mathematics.

Details of Progress / Actions to Date	Progress	Targets and Next Steps
<p>A robust, system-wide culture of data-informed instruction is fully sustained across the District, with the Math Team actively partnering with schools to analyze student evidence to precisely guide classroom teaching. Central to this work was the implementation of board-wide common assessments focused on foundational mathematical reasoning progressions. These assessments tracked student growth through critical developmental stages: from counting to additive reasoning in the Primary panel, additive to multiplicative reasoning in the Junior panel, and multiplicative to proportional reasoning in the Intermediate panel. Capturing this data has been essential for equipping students with the mathematical efficiency and flexibility required for complex problem-solving.</p>	<p>Sustaining ▾</p>	<p>Our next steps focus on building educator capacity to utilize this assessment data to design responsive, small-group interventions that move students intentionally along these reasoning pathways. Furthermore, the Math Team will continue to support schools with responsive assessment cycles that analyze data trends to identify unfinished learning and ensure instructional resources are deployed where they are needed most.</p>

EXPECTATION #6: The District will implement a system of professional development to respond to instructional needs in Mathematics.

Details of Progress / Actions to Date	Progress	Targets and Next Steps
<p>Our comprehensive system of professional development has been fully institutionalized to dynamically meet the evolving instructional needs of math educators. The Math Team consistently delivered targeted</p>	<p>Achieved / E... ▾</p>	<p>Our next steps include supporting principals as instructional leaders to facilitate ongoing, job-embedded professional learning cycles and</p>

<p>professional development informed by student learning needs alongside dedicated release time, allowing educators to engage in collaborative, data-driven planning. These high-impact sessions focused heavily on mathematical reasoning routines, successfully strengthening educator content knowledge and embedding high-impact instructional practices across both panels.</p>		<p>collaborative inquiry. Additionally, the Math Team will continue to design and deliver responsive learning sessions that directly address emerging student data trends and ensure new educators are fully supported within the Board's established math culture.</p>
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EXPECTATION #7: The District will implement practices to ensure collaboration and consistency across the Intermediate and Senior Divisions.

Details of Progress / Actions to Date	Progress	Targets and Next Steps
<p>Initial structures ensuring instructional consistency and collaboration across the Intermediate and Senior divisions are actively rolling out. Secondary mathematics educators have successfully developed and implemented cohesive lesson plans that directly align with the foundational Kindergarten to Grade 9 curriculum vision, breaking down traditional panel silos and ensuring a smoother academic transition for our students.</p> <p>Our New Teacher Induction Program (NTIP) has embedded MTSS framework training into the onboarding process, ensuring our newest teachers across both panels start with a shared, consistent understanding of student support.</p>	<p>Sustaining -</p>	<p>Building on this foundational alignment, the next phase of our Cross-Panel Math initiative will focus on deeply refining the execution of the Effective Math Block and fidelity to the curriculum in the intermediate grades. Specifically, our next steps include integrating daily mathematical reasoning routines into Grade 9 classrooms and strengthening collaborative assessment strategies across both panels to ensure consistent evaluation practices and long-term student success.</p>

Sustained Practices: Continuous Board Operations

The progress detailed across these seven operational expectations demonstrates a deeply embedded, system-wide culture of instructional precision and accountability in mathematics. The formal achievement and embedding of Expectations #1, #2, and #6 within the Huron-Perth math landscape stands as a testament to the dedication of our educators and administrators in securing sustainable pedagogical change. Moving forward, the District's strategic plan will focus on sustaining the high-impact instructional practices through continuous, data-driven monitoring and capacity-building while remaining anchored to our Math Achievement Action Plan commitments. We will continue to measure our systemic health by how effectively we maintain fidelity to the curriculum, enhance the instructional capacity and content knowledge of our staff, and leverage formative assessment data to deeply understand and respond to student learning needs. By formalizing regular professional learning cycles for educators, adopting a universal screener, targeting the use of adaptive digital tools, and expanding cross-panel collaborative networks, we ensure that our instructional frameworks remain both resilient and responsive. Through the strategic stewardship of resources and a steadfast dedication

to student-centred learning, our system remains uniquely positioned to build upon our current success, close remaining learning gaps, and achieve our ultimate provincial standard target by 2027.

Pathways and Attendance

HPCDSB continues to hold a province-leading footprint in experiential learning and Specialist High Skills Major (SHSM) programming, providing 16 robust pathways that dramatically outpace provincial enrollment averages. Concurrently, the Board has adopted an aggressive, highly compassionate Multi-Tiered System of Support for student attendance. Utilizing insights gathered via our community ThoughtExchange surveys, the system is actively breaking down specific barriers to regular school attendance.

By intentionally leveraging "Co-op Supports for Students with Disabilities" and partnering with Facile Futures, our secondary schools have successfully eliminated systemic transportation and staffing barriers, ensuring all cooperative placements are fully accessible.

EXPECTATION #1 - The District will implement and enrich experiential learning programs to increase the number of students pursuing the skills trades and apprenticeships. The District will implement programs to prepare students for their post-secondary pathway.

Details of Progress / Actions to Date	Progress	Targets and Next Steps
<p>The District has successfully embedded a high-retention enrollment framework across multiple core Specialist High Skills Major (SHSM) sectors, including Transportation, Construction, Manufacturing, and Healthcare, which is deeply reinforced by active Dual Credit integrations with local colleges. Student access to authentic, real-world experience has expanded significantly through specialized summer Co-op terms, flexible after-hours Co-op modules, and intentional Level 1 OYAP apprenticeship placements. To ensure seamless student transitions across all post-secondary destinations including Apprenticeship, College, Workplace, and University active, continuous collaboration loops have been institutionalized between Guidance, Student Success, Technology, and Co-op instructional staff. Furthermore, by broadening local economic development and employer networks, the Board has successfully delivered targeted, equity-focused initiatives such as specialized Women in Skilled Trades expositions and hands-on career-readiness workshops designed for Grade 7 through 12 pathways.</p>	<p>Sustaining</p>	<p>Moving into the final phase of the strategic cycle, the team will focus on expanding cross-panel exposure by formalizing early-intervention trades awareness and technology initiatives specifically targeting Grade 7 and 8 elementary classrooms. In collaboration with local colleges, unions, and employer groups, the Board will seek to diversify high-demand pathways by launching new Level 1 and pre-apprenticeship sectors that emphasize emerging technologies and underrepresented demographics. To solidify systemic sustainability, targeted regional labour market professional development will be delivered to Guidance, SHSM, and Co-op educators to continually refine individualized student pathway mapping. Finally, the department will execute data-driven</p>

<p>We have strategically utilized specialized co-op funding for students with disabilities to eliminate barriers to experiential learning. This includes providing dedicated transportation and individualized on-site coaching support to ensure successful, meaningful co-op placements.</p> <p>We successfully implemented the ODEN (Ontario Disability Employment Network) curriculum across both secondary schools. This evidence-based program explicitly targets job-readiness skills, significantly increasing student independence and success rates within their community co-op placements.</p> <p>We continue to grow our deeply impactful partnership with <i>Facile Futures</i>, working closely alongside our schools, educators, and families to dream for the future and cultivate meaningful possibilities for students. This collaboration ensures students' Individual Education Plan (IEP) goals are directly aligned with practical, real-world transition plans, and also actively wraps around families to ensure they are supported, deeply informed, and holistically set up for long-term success as students transition into adults.</p> <p>The Board has actively engaged as a key member of the regional Youth Employment Network. By collaborating closely with local employers, community partners, and advocacy representatives, we have expanded regional networks to open sustainable doors to employment. Crucially, this collaborative network seeks to support ongoing community capacity-building, including exploring opportunities to promote disability-inclusion awareness among local employers.</p> <p>In collaboration with our coterminous board, we hosted a comprehensive Community Connections Event for families of students with disabilities spanning Grades JK to 12+. This centralized event brought together a wide network of local community organizations, providing families with direct access to navigation support and resources to guide their child's pathway at every stage of their educational journey.</p>		<p>certification audits, monitoring student participation metrics to optimize localized certification acquisition rates and increase the volume of high-quality, workplace-connected placements across the region.</p> <p>Next school year, we plan to deliver targeted professional learning regarding the ODEN framework, while continuing to collaborate with broader internal and external partners to champion meaningful employment for students with disabilities. We will also explore opportunities to increase the use of the ODEN curriculum framework to enhance foundational workplace readiness across additional specialized student pathways.</p> <p>We will continue to deepen our collaboration with <i>Facile Futures</i> to expand future-focused, person-centered planning opportunities for families across transition cohorts.</p> <p>We will leverage feedback and partnerships from community engagement initiatives to refine ongoing pathway and transition communication for families.</p> <p>We will continue to leverage regional network partnerships to diversify inclusive experiential learning and skilled-trades exposure for all student cohorts.</p>
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EXPECTATION #2 - The District will implement systems to enable early identification and support for students who are at risk of not graduating.

Details of Progress / Actions to Date	Progress	Targets and Next Steps
<p>HPCDSB continues to strengthen a system-wide approach focused on early identification, intervention, and support for students who may be at risk of not graduating. Through collaboration between Student Success, Guidance, Experiential Learning, Special Education, Administration, and classroom teachers, schools are using attendance monitoring, credit accumulation tracking, pathway planning, and student voice data to proactively identify and support students requiring additional interventions.</p> <p>A significant focus has been placed on connecting these goals with our experiential learning opportunities described in other goals.</p>	<p>Achieved / E...</p>	<p>Moving into the 2026–2027 school year, HPCDSB will continue to enhance early intervention systems by strengthening the use of attendance and credit accumulation data to identify students requiring additional support earlier in their secondary pathway. Schools will continue to prioritize collaborative case management approaches involving Student Success teams, Guidance, Experiential Learning staff, Special Education, and community partners.</p> <p>HPCDSB will also continue developing community partnerships that support accessibility, transportation, workplace readiness, and mental health and well-being initiatives connected to student success. Ongoing monitoring of attendance, credit completion, pathway participation, and graduation readiness will remain central to ensuring students are supported toward successful secondary school completion and meaningful post-secondary transitions.</p>

EXPECTATION #3 - The District will implement/monitor a Multi-Tiered System of Support for attendance.

Details of Progress / Actions to Date	Progress	Targets and Next Steps
<p>Progress on the implementation of a multi-tiered system of support (MTSS) for attendance reflects coordinated action across all tiers with clear evidence of impact to date. At Tier 1, universal prevention efforts</p>	<p>Sustaining</p>	<p>As the District continues to deepen its implementation and monitoring of a Multi-Tiered System of Support for attendance, we will</p>

<p>included distributing caregiver attendance support packages to all Grade 1 families and delivering a joint webinar with Huron-Perth Children's Aid Society and Avon Maitland District School Board, strengthening caregiver awareness and equipping families with practical strategies.</p> <p>At Tier 2, Special Education Resource Teachers and Principals have received training to complete referrals and have been working collaboratively with the Attendance Counsellor. Principals have consistently led school-family meetings and follow-up processes, with students experiencing persistent absenteeism referred to the Attendance Counsellor, the introduction and ongoing use of the School Refusal Assessment Scale has strengthened practice by identifying underlying causes of school avoidance and informing targeted, evidence-based interventions, while also building staff capacity through coaching and guidance.</p> <p>At Tier 3, intensive supports have been implemented for 56 students (30 persistent, 26 prolonged absenteeism), including individualized intervention plans, home visits, direct student support, caregiver coaching, and community referrals, resulting in more responsive and personalized support. System data shows 92.15% of students in Grades 1–8 attended at least 90% of the time, while ongoing monitoring has identified a subset of schools with higher absence rates, largely influenced by rural transportation and weather-related disruptions, reinforcing the need for continued targeted and intensive support.</p>		<p>broaden the use of Tier 1 preventative strategies across all schools to reinforce The Strategic Plan's commitment to proactive student engagement. Annual attendance learning will remain a core expectation for School Leaders and SERTs, ensuring consistent understanding and application of effective attendance practices. The Attendance Counsellor will continue to provide three days per week of dedicated support to the Multi-Tiered System of Support for attendance. The Attendance Counsellor will continue to be available to Principals and education staff for consultation on emerging or ongoing attendance concerns, helping schools respond with timely, informed interventions. Early warning signs of attendance issues will be addressed promptly to support student success and prevent escalation. In addition, the board will explore whether alternative learning program options could better support students who face persistent barriers to regular attendance, with the goal of strengthening academic engagement and achievement.</p>
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EXPECTATION #4 - The District will implement STEM programs K-12.

Details of Progress / Actions to Date	Progress	Targets and Next Steps
<p>The District has successfully achieved structural sustainability through the standardized procurement and system-wide allocation of grade-specific technology and coding tools, including Ozobots, Micro:bits, LEGO Spike Prime, and Climate Action Kits. These technical assets are deeply enhanced by fully integrated, cross-curricular STEM, literacy, and Ontario Catholic School Graduate Expectations (OCSGEs) lesson</p>	<p>Sustaining ▾</p>	<p>As the Board transitions into the final phase of this Strategic Plan timeline, the primary objective is to solidify the delivery of targeted Grade 7 through 10 professional development for educators, focusing explicitly on the integration of the Engineering Design Process (EDP). To</p>

<p>posters deployed panel-wide via the Edwin digital platform. Foundational community partnerships have been solidly established with organizations such as Scientists in Schools, the STEAM Education Centre, and Let's Talk Science to consistently enrich elementary classroom inquiry. Furthermore, experiential programming has reached a mature milestone with the annual District Skills Fair scaling to engage over 200 student competitors across five distinct skilled-trade disciplines, a robust framework that successfully produced multiple provincial medal-winning teams at the Skills Ontario Competition.</p>		<p>ensure these pedagogical shifts remain a permanent fixture of classroom instruction, the team will formally launch and sustain a cross-panel Community of Practice. This collaborative professional network will focus on institutionalizing EDP-based formative assessment strategies across all intermediate and senior classrooms, bridging the gap between student inquiry and measurable academic outcomes.</p>
<p>Sustained Practices: Continuous Board Operations</p>		
<p>The Board preserves a highly competitive secondary pathways footprint by continuously delivering 16 active Specialist High Skills Major (SHSM) sectors and comprehensive Dual Credit modules in partnership with regional post-secondary institutions. Early identification and intervention protocols for students at risk of not graduating are permanently managed by Student Success Teams using regular six-week mid-term reporting diagnostics and the <i>Compass for Success</i> analytics platform. To ensure equitable placement access, the system continuously administers "Co-op Supports for Students with Disabilities" funding to secure specialized staffing and dedicated transportation networks. Finally, K–12 STEM learning environments remain systematically structured around age-appropriate coding, technology, and engineering resources, which are continuously supported through established operational workflows with Scientists in Schools, the STEAM Education Centre, and Let's Talk Science.</p>		



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: June 15, 2026
Submitted by: Karen Tigani, Chief Executive Officer

EQUITY, DIVERSITY, INCLUSION AND ANTI-RACISM REPORT

Public Session

BACKGROUND

The Board's Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Committee ensures that all policies and practices reflect our Catholic values and board mission, align with legislation, and uphold the dignity of every person. Grounded in Catholic Teachings, the committee sets measurable equity goals through the EDIAR Action Plan, monitors progress, and provides regular updates to ensure accountability. This work supports our shared commitment to fostering safe, inclusive, and faith-filled communities where all feel a sense of belonging.

DEVELOPMENTS

Our collective commitment to EDIAR is fundamentally anchored in the belief that every person is created in the image and likeness of God, possessing an inherent dignity that we are called to protect and uphold. We continue to prioritize the sacred worth of every individual, fostering a holistic and faith-filled environment where justice, compassion, and unity guide our ongoing pursuit of substantive equality for all students and staff.

Throughout the 2025-2026 school year, the Board advanced its commitment to fostering inclusive, equitable, and culturally responsive learning environments. As the second annual update provided to the Board of Trustees, this report outlines some key achievements: neurodiversity education, anti-racism and cultural awareness presentations and Indigenous learning. Together, these initiatives successfully empower our students to become leaders and allies while strengthening peer relationships across all school communities.

System-Wide Neurodiversity Education

A primary focus this academic year has been the Board's dedicated commitment to neurodiversity education. The 2025-2026 school year marked an unprecedented milestone, with nearly 50 training sessions delivered across the system to date, reflecting both high demand and deep institutional impact.

These sessions take place directly within classrooms, utilizing a tiered approach to build empathy, awareness, and genuine belonging:

- Whole-Class Activities: Designed to help students understand the diverse ways people experience and interact with the world. Activities include practical exercises, such as utilizing alternative communication tools during shared tasks.
- Targeted Peer Support: Tailored sessions designed to help classmates connect with a specific student by focusing on that student's strengths, shared interests, and actionable ways to offer meaningful peer support.
- Student-Led Presentations: A particularly impactful model where students are supported in leading their own presentations, sharing their experiences in their own voices, and helping peers understand who they are.

Anti-Racism, Cultural Awareness

Our positive relationship with Leroy Hibbert, the Multicultural Outreach program coordinator at LUSO Community Services, led to targeted sessions on Cultural Awareness & Racial Understanding across several schools. While the overarching themes remained consistent, each presentation was tailored to meet the specific demographic and developmental needs of the student body. To optimize engagement, session lengths were mindfully adapted by age group: primary classes participated in abbreviated 15-to-20-minute sessions, while Grade 5+ classes engaged in deeper, more comprehensive presentations. Planning is already underway with our elementary schools to launch the next phase of these sessions in September 2026.

Celebrating Black History Month System-Wide

Black History Month provided further opportunities for interactive learning through deep community collaboration. Notably, St. Michael CSS partnered with the 519 School of Hip Hop, introducing students to the 5 Pillars of Hip Hop to foster a meaningful appreciation for the history and global impact of the art form.

Recognizing Student Voice: "The Human Cost of Racism"

Our students also demonstrated their commitment to anti-racism through media and arts. Several schools entered the LUSO Community Services video contest, with St. Mary's (Listowel) earning top honours for an exceptional student submission that powerfully explored the systemic impacts of racism.

Indigenous Learning and Truth and Reconciliation

The Board continues to deepen its commitment to the Truth and Reconciliation Commission's Calls to Action through experiential, system-wide learning opportunities. This year, the board had a full-time Indigenous Education Support Teacher. During Truth and Reconciliation Week, centrally coordinated virtual events were widely attended by classrooms across all grade levels, ensuring equitable access to Indigenous-led education.

This foundational learning extended into secondary classrooms through the NBE (English: Understanding Contemporary First Nations, Métis, and Inuit Voices) course. Throughout the year, Indigenous Student Support Advisor Josh Pagan visited these classes multiple times, providing critical mentorship and vital cultural context directly to students.

Conclusion & Strategic Outlook

The initiatives executed during the 2025–2026 school year demonstrate a commitment to proactive, student-centred equity work. By integrating neurodiversity training into daily classroom life, celebrating

cultural histories, and centring Indigenous voices, the Board is successfully building spaces where students respect and genuinely embrace one another.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Equity, Diversity, Inclusion and Anti-racism report for information.



Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: June 15, 2026
Submitted by: Karen Tigani, Chief Executive Officer

2026-2027 EQUITY, DIVERSITY, INCLUSION AND ANTI-RACISM WORK PLAN

Public Session

BACKGROUND

Over the past several years, the Board has maintained an Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Committee. Three years ago the terms of reference were revised, and a more formal approach to the Committee was established. The Board approved the EDIAR Work Plan for 2025-2026 in June of 2025.

DEVELOPMENTS

Following the successful implementation of the 2025-2026 Work Plan. The Committee has identified successes and ongoing gaps and areas requiring deeper engagement. The insights gathered have directly informed the EDIAR Work Plan for the upcoming academic year, ensuring a continuous, accountable, and measurable approach to equity.

Below is the Work Plan for the EDIAR Committee for the 2026–2027 School Year:

EQUITY, DIVERSITY, INCLUSION AND ANTI-RACISM COMMITTEE 2026-2027 WORK PLAN

OCTOBER

- Introduction of New Members and Terms of Reference Review
- Review 2024-2027 EDIAR Action Plan
- Presentation of the DRAFT EDIAR 2027-2030 Action Plan
- Student update from each secondary school

DECEMBER

- Accessibility and Inclusion Report
- Indigenous Education Report
- Presentation of the Final EDIAR 2027-2030 Action Plan
- Student update from each secondary school

MARCH

- Multi-Linguistic Language Learners Report
- Code of Conduct Report/Review
- Equity Action Plan Progress (Report Card on Initiatives and Activities) (1 of 2)
- Student update from each secondary school

MAY

- Annual Report on Mental Health
- LUSO Update
- Equity Action Plan Progress (2 of 2) (Report to Board August)
- Student update from each secondary school

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2025-2026 Equity, Diversity, Inclusive and Anti- Racism Work Plan for information.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: June 15, 2026
Submitted by: Karen Tigani, Chief Executive Officer.

REVISED SPECIAL EDUCATION PLAN

Public Session

BACKGROUND

Every year the Special Education Advisory Committee (SEAC) reviews the Special Education Plan to ensure that it is up to date and provides the most current information regarding the Huron-Perth Catholic District School Board's Special Education Supports and Services. The Special Education Plan is submitted to the Ministry of Education on a yearly basis.

DEVELOPMENTS

The proposed 2025-2026 Special Education Plan introduces a newly designed format and streamlined visual layout. While the document features a modernized look, it maintains our foundational commitments to students while ensuring the plan accurately reflects current Ministry standards, updated Board policy, and our day-to-day school practices. The plan has been thoroughly reviewed to ensure full regulatory compliance with all mandatory standards mandated by the Ministry of Education..

The proposed 2025-26 Special Education Plan is as follows:
2025-2026 Special Education Plan

The plan will be linked to the board website once it has been approved.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Revised Special Education Plan report for information.

HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

SPECIAL EDUCATION PLAN 2025–2026

"Faith and Learning... Celebrating the Journey"



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Section A: The Board's Consultation Process

THE BOARD'S CONSULTATION PROCESS

Purpose of the Standard

To provide details of the Board's Consultation Process to the ministry and to the public.

Requirements of the Standard

In developing and modifying their special education plans, boards must take into consideration issues and feedback from members of the community such as parents, members of school councils, community organizations, and students. This public consultation, which takes place with the assistance of the Board's Special Education Advisory Committee (SEAC), must be maintained on a continuous basis throughout the year.

Description of Board's Consultation Process

The Board's philosophy of Special Education is based upon ongoing collaboration with all stakeholders including parents, students, staff, and community partners. The commitment to collaboration and continuous gathering of feedback is reflected by the Board's Special Education Inclusive Service Delivery Model and the IEP and IPRC processes. This informal and continuous consultation with parents, students, staff, and community partners represents an important first step in the Board's Consultation Process.

The second major component of the Board's Consultation Process is provided by the Special Education Advisory Committee. Opportunities for informal and continuous consultation with SEAC are afforded at each SEAC meeting during which presentations are made about special education programs and services, feedback is requested, and issues are discussed and addressed. Formal consultation with SEAC will occur through early and ongoing communication regarding the Ministry of Education's 'Standards for School Board's Special Education Plans', explicit requests for feedback from Association representatives, and SEAC involvement in summarizing the feedback received from various consultation processes.

The third component will formally seek input from community organizations. This currently occurs on an ongoing basis through SEAC and the Board's extensive involvement and partnership with community organizations.

All feedback received as a result of the many and varied consultations are reflected in the amendments made to the Special Education Plan and are presented to the SEAC and Board. No majority or minority reports concerning the Board's approved Special Education Plan have been received.

Timelines and Communication Strategies

Every effort will be made to communicate with stakeholders in a timely fashion regarding the consultation process and opportunities to provide input about the Special Education Plan. This will be accomplished through a combination of public presentations, SEAC and Board agendas

and website, and staff meetings. Timelines are as follows:

- The Special Education Plan Amendments were presented to SEAC on June 8, 2026, and to the Board by July 2026.
- The amended Special Education Plan checklist was submitted to the Ministry of Education by July 31, 2026.

SEAC Involvement in the Annual Review of the Special Education Plan

In addition to involvement in the Consultation Process as outlined above, SEAC members are also involved in the Annual Review through:

- ongoing reviews of special education programs and services through presentations and updates at SEAC meetings;
- participating in Ministry of Education training opportunities;
- ongoing discussions about the Standards for School Boards' Special Education Plans;
- reporting on the results of the Consultation Process and making related recommendations for the Special Education Plan;
- ongoing discussion at SEAC meetings re: all areas of Special Education;
- consideration of minority or majority reports concerning the approved plan that have been received from SEAC members; and
- recommending to the Board that the Special Education Plan be approved.

Section B: Special Education Programs and Services

SECTION B1: THE BOARD'S GENERAL MODEL FOR SPECIAL EDUCATION

Purpose of the Standard

To provide the ministry and the public with information on the Board's philosophy and service-delivery model for the provision of special education programs and services.

Board Mission Statement

We are a Catholic School Board. We serve our students, working with the home, parish and school community to:

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

Our Core Values

- **Growth of the Whole Person:** We embrace our covenant with God, the holistic development of all persons and excellence in student achievement.
- **Relationships:** We nurture positive places of learning with stewardship that honours the sacred dignity and inclusive success of all persons.

HPCDSB Operational Pillars

Huron-Perth Catholic Schools are:

1. **Places of Equity, Inclusion and Diversity:** where effective leadership encourages and promotes a collaborative, multi-dimensional approach to equity and inclusive education. As a Catholic community, we must ensure that students, parents, unions, service organizations and other community partners feel welcome, valued and appreciated.
2. **Places of Respect and Justice:** where all are encouraged to speak and act with fairness and respect towards people of all faiths and dispositions.
3. **Places of Hope:** for every one of our students. Catholic teachings and beliefs call our young people to move towards a hope-filled future. We invite them to be people of hope and to reach out to members of their local community and beyond.
4. **Places of Celebration:** We celebrate our rich history, the beauty and sacredness of those within our school community and the love of God. The human heart loves to celebrate. We have much to celebrate in our schools.
5. **Places of Quality Learning and Teaching:** Our goal is that each child will grow to be a well-rounded individual who achieves the Catholic Graduate Expectations through their K-12 journey. We honour the wisdom of teachers and create authentic opportunities to be lifelong learners in the Huron-Perth Community.

Philosophy of Special Education Services

The Huron-Perth Catholic District School Board's philosophy of inclusion is intrinsically linked to our Catholic faith and the core beliefs outlined in the Ministry document *Learning for All (2013)*.

In the Huron-Perth Catholic District School Board, every effort is made to ensure that students have the opportunity to attend their home school with their age-appropriate peers. Hence, it is critical that students be included in the school community to the highest degree of independence possible. Meaningful inclusion means that students are an intrinsic part of the school community and are provided with opportunities for personal growth through a carefully planned and judiciously executed program. Such experiences will provide for active participation in the school community. The educators must make every effort to develop the full potential of every child.

We believe that:

- All students can learn and that they have an inherent right to a caring, effective and inclusive education with their same-age peers;
- All students educated in our schools have the right to learn, to live and to contribute as responsible Catholics in society;
- Universal Design for Learning (UDL) and differentiated instruction are effective and interconnected means of ensuring high expectations are held for all and full participation in opportunities for learning and growth appropriate to individual needs, abilities and gifts are provided;
- Shared responsibility and collaboration among parents, students, teachers, school and system staff will enhance the learning and growth of all students;
- In the school community, each individual member is valued, diversity is celebrated as the norm, people are of equal worth, relationships are of mutual benefit, and belonging is nurtured;
- The Ontario Curriculum is designed for all students and instructional/assessment practices must reflect the abilities, needs, interests and learning styles of all students.

Legislative and Statutory Governance

The Huron-Perth Catholic District School Board is dedicated to providing a Christ-centered learning environment where every child's unique potential is celebrated and nurtured. Our model operates under an "Inclusion-First" framework, ensuring that students with diverse learning needs are educated alongside their peers in regular classroom settings to the maximum extent possible. Inclusive environments foster empathy, academic growth, and community solidarity, reflecting our Catholic values of compassion and social equity.

To support this inclusive vision, the Board has transitioned from legacy, response-based referral tracks to a modern Multi-Tiered System of Supports (MTSS) architecture. MTSS is an evidence-based, data-driven prevention framework that screens all learners early and provides increasingly focused layers of intervention to match student needs. The implementation of these core philosophical beliefs is operationally governed by the statutory mandates of *Ontario Regulation 181/98, Policy/Program Memorandum No. 8 (PPM 8)* regarding Learning Disabilities, and the procedural frameworks established within the Ministry documents *Learning for All (2013)* and *Individual Education Plans: Standards for Development, Program Planning, and Implementation (2000)*.

Multi-Tiered System of Supports (MTSS) Service-Delivery Model

- **Tier 1 – Universal Supports**

All students receive high-quality classroom instruction, differentiated learning opportunities, and universal supports within the regular classroom environment. Classroom educators use assessment and observational data to monitor student progress and adjust instruction as needed. Examples include: differentiated instruction, Universal Design for Learning (UDL), classroom accommodations, targeted instructional strategies, assistive technology, and social-emotional learning strategies.

- **Tier 2 – Targeted Supports and Interventions**

When students require additional support beyond universal classroom programming, targeted interventions may be implemented for a defined period of time. Targeted supports may involve short-term intervention programs, small-group instruction, increased consultation with special education staff, targeted literacy/numeracy interventions, and behavioural or social-emotional supports.

- **Tier 3 – Intensive and Individualized Supports**

For students requiring more intensive or individualized programming, school and system staff work collaboratively to develop and implement personalized supports. This includes consultation with board professional staff and the development or revision of formal plans such as an Individual Education Plan (IEP), alternative/modified programming, or consideration of Identification, Placement and Review Committee (IPRC) processes.

Collaborative Case Management & Problem-Solving Pathways

1. In-School Team Meetings

The In-School Team is a school-based, collaborative problem-solving group designed to assist classroom teachers in planning for students whose diverse learning needs have not been fully met through standard classroom tier-one interventions. The Principal schedules regular meetings to review student files. The Special Education Resource Teacher (SERT) coordinates the schedule and maintains the official minutes, tracking action items.

Member Type	Roles / Positions
Mandatory Members	Principal or Vice-Principal (or qualified designate), Classroom Teacher(s), Special Education Resource Teacher (SERT)
Optional / Case-Specific	Parent / Guardian & Student, Guidance, Student Success, Educational Assistant (EA), School-Based Mental Health Worker, System Support Staff, Community Agency Representatives

2. System Team Meetings

The System Team is mobilized when the In-School Team determines that a student's complex academic, physical, or socio-emotional needs require specialized system-level personnel, funding, or specialized expertise exceeding local school boundaries. The Coordinator of Special Education or a System Special Education Resource Teacher is formally invited to join the consultation.

Member Type	Central System Support Staff	School-Based Teams
Mandatory	Coordinator of Special Education and/or System SERT	Principal or Vice-Principal (or designate), SERT, Classroom Teacher(s)
Optional	Superintendent of Education, Speech-Language Pathologist (SLP), Communicative Disorders Assistant (CDA), Behaviour Consultant, Mental Health Lead	Classroom Teachers, Designated Early Childhood Educators (DECEs), Educational Assistants (EAs), Parent / Guardian & Student, Guidance, Student Success

B2. ROLES AND RESPONSIBILITIES

Purpose of the Standard

To provide the public with information on roles and responsibilities in the area of special education.

The Ministry of Education defines roles and responsibilities in elementary and secondary education in several key areas including the legislative and policy framework, funding, school system management, and programs and curriculum.

Who	Key Responsibilities
Ministry of Education	<ul style="list-style-type: none"> • Defines through legislation, regulations, and memoranda the legal obligations regarding special education programs and services. • Prescribes categories/definitions of

	<p>exceptionality and ensures compliance.</p> <ul style="list-style-type: none"> ● Establishes funding through grants.
District School Board	<ul style="list-style-type: none"> ● Establishes policies and practices that comply with legislation. ● Monitors compliance across schools. ● Provides qualified staff and reports on expenditures. ● Establishes IPRCs.
SEAC	<ul style="list-style-type: none"> ● Makes recommendations to the Board regarding special education programming and budget allocations. ● Participates in the annual Special Education Plan review.
School Principal	<ul style="list-style-type: none"> ● Communicates board expectations to staff and ensures qualified staffing. ● Ensures standard IPRC and IEP development and review protocols are met. ● Guarantees parental consultation in IEP processes.
Teachers & SERTs	<ul style="list-style-type: none"> ● Collaborate to develop, monitor, and execute student IEPs. ● Regularly communicate progress data with families and adjust instructional practices.
Parents / Guardians	<ul style="list-style-type: none"> ● Participate in IEP and IPRC processes, communicate student strengths and needs, support learning at home, and collaborate with school staff regarding programming and transitions.
Students	<ul style="list-style-type: none"> ● Participate in setting learning goals, self-advocate for accommodations and supports as appropriate, and contribute to transition and pathway

	planning in accordance with age and ability.
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B3. EARLY IDENTIFICATION PROCEDURES AND INTERVENTION STRATEGIES

Purpose of the Standard

To provide details of the Board's early identification procedures and intervention strategies to the ministry and to the public.

Early Identification Philosophy

The Huron-Perth Catholic District School Board believes that early identification and early intervention are critical components of a tiered support model that minimizes long-term learning gaps and establishes solid foundational skills. Our practices emphasize proactive, data-informed intervention strategies centered on regular classroom instruction before considering formal identification or specialized assessments.

Early Identification Process & Screening

The early identification process operates continuously, beginning prior to school entry and extending through the primary grades. Key assessment benchmarks include:

- **Kindergarten Transition & Registration:** Gathering developmental profiles from parents, childcare providers, and community agencies during the registration process to identify potential speech, language, physical, or sensory needs.
- **Primary Screening Benchmarks:** Systematic administration of universal screeners in Kindergarten and early primary grades targeting foundational phonological awareness, early literacy indicators, and early numeracy concepts.
- **Continuous Progress Monitoring:** Regular analysis of classroom diagnostic data and observational records by the educator team to instantly track students performing below established developmental milestones.

Intervention Strategies

When a student demonstrates gaps in learning or self-regulation, progressive, evidence-informed interventions are deployed immediately through the Multi-Tiered System of Supports (MTSS):

- **Classroom-Level Tier 1 Accommodations:** Strategic instructional delivery, physical layout, or sensory tools designed by the classroom teacher to maximize access without altering curriculum expectations.
- **Collaborative School-Based Team Interventions:** Mobilization of the In-School Team to structure short-term, targeted Tier 2 or Tier 3 small-group resource interventions focusing on isolated foundational literacy or math skills.
- **Clinical and Interdisciplinary Referrals:** Expedited direct referrals to speech-language

pathology, behavior consultants, or mental health workers to eliminate socio-emotional and physical barriers to learning.

- **Tiered Assistive Technology:** Provision of universal design and targeted assistive devices, including speech-to-text software and tablet-based learning tools.

Early Identification Partnership Roles

- **Classroom Teacher Responsibilities:** Contributes to information-gathering through observations and work samples, implements required classroom accommodations, and maintains ongoing communication with parents and professionals.
- **Parent/Guardian Responsibilities:** Provides medical history and relevant external assessments, shares insights into the child's learning style and interests, and reinforces educational goals within the home environment.

Formal Parental Notification and Consent Procedures

When a student demonstrates persistent learning difficulties, the Board adheres to a mandatory notification and consent protocol. Parents are immediately consulted regarding school-based concerns and must provide signed written consent prior to any formal individual assessments or access to the Ontario Student Record (OSR) by specialized personnel. Should the In-School Team determine that a formal Identification, Placement, and Review Committee (IPRC) referral is necessary, parents must receive written notice and the TEAMWORK procedural guide at least 15 days in advance. In instances where an Individual Education Plan (IEP) is developed without an IPRC referral, parents must be notified and provided with a copy of the plan within 30 days of implementation.

B4. THE IDENTIFICATION, PLACEMENT, AND REVIEW COMMITTEE (IPRC) PROCESS

Purpose of the Standard

To provide details of the Board's IPRC process to the ministry and to the public. This section outlines the process, statistical reviews, and parent tracking protocols.

The Identification, Placement, and Review Committee (IPRC) process operates in strict compliance with Ontario Regulation 181/98. During the 2025–2026 school year, the Board recorded 105 initial student IPRC formal reviews. Reflecting strong collaboration with families, the number of contested appeals was maintained at 0.

HPCDSB School-Level IPRC Membership Structure

Core Committee (Voting Members)	Resource & Support Persons (Non-Voting Attendees)
Principal (or designated Supervisory Officer)	Parent(s) / Guardian(s) (Essential partners)
Classroom Teacher	Student (Strongly encouraged for Gr 7+; mandatory at age 16+)

<p>Special Education Resource Teacher (SERT)</p>	<p>Coordinator of Special Education/ System SERT</p> <p>Board Clinicians/Support Staff (Psychologist, SLP, Behaviour Consultant)</p> <p>Educational Assistants & School Support Staff</p>
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Standard Statutory Procedures for School-Level IPRCs

- **Parent Notification and Timelines:** The Principal must provide parents/guardians with written notification of the scheduled IPRC meeting a minimum of 10 days in advance. Parents must receive a copy of *TEAMWORK: Special Education Procedures – A Guide for Parents, Guardians and Students*.
- **Parental Attendance Rights and Student Participation:** Parents hold a statutory right to participate. They may waive this right via a signed waiver. Students in Grade 7 and beyond are encouraged to attend; invitation is a statutory right at age 16 or older.
- **Committee Composition:** In compliance with O. Reg. 181/98, the committee must be composed of at least three qualified board employees, including a principal or supervisory officer.
- **Framing the Decision and Placement Order:** The committee formulates a formal motion regarding the student's status as an "exceptional pupil," explicitly identifying categories and definitions of exceptionality as mandated by the Ministry of Education.
- **Voting and Governance Mechanics:** Determinations are reached through professional consensus. If complete consensus cannot be established, a formal majority vote among the three core voting members determines the outcome.
- **Documentation and Confirmation:** Following the meeting, parents receive the formal IPRC Statement of Decision. Parents sign and return one copy for secure filing within the Ontario Student Record (OSR). If parents disagree, they must submit a written request within 15 days asking the IPRC to reconvene.

Formal Special Education Appeal Board (SEAB) Statutory Procedures

Where a parent/guardian remains in disagreement with the identification and/or placement decision of the IPRC following a reconvened meeting (or if they choose to file an appeal immediately following the initial decision), they hold an absolute statutory right to engage the formal appeal process under Ontario Regulation 181/98:

- **Notice of Intent to Appeal:** The parent/guardian must deliver a formal written notice of appeal to the Secretary of the Board (Director of Education) within 30 days of receiving the initial IPRC Statement of Decision, or within 15 days of receiving the decision from a reconvened IPRC meeting. The notice must explicitly state the reasons they disagree with the committee's identification, placement, or both.

*Detailed information on how the appeal process is carried out is outlined in *TEAMWORK: Special Education Procedures – A Guide for Parents, Guardians and Students*.

B5. EDUCATIONAL AND OTHER ASSESSMENTS

Purpose of the Standard

To provide details of the Board's assessment policies and procedures to the ministry and to make parents aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by IPRC's and the ways in which assessments are used.

Assessment Protocols and Types

Assessments are used to identify student strengths and needs, inform programming, and guide decisions regarding identification and placement. The Board utilizes a tiered approach to assessments, ensuring that less intrusive measures are exhausted prior to conducting intensive diagnostic testing.

- **Educational Assessments:** Conducted by classroom teachers and Special Education Resource Teachers (SERTs) to evaluate academic achievement, learning styles, and foundational skills. These include informal checklists, diagnostic tests, and standardized educational assessments.
- **Speech-Language Pathology Assessments:** Conducted by board Speech-Language Pathologists (SLPs) to evaluate communication disorders, including language, speech sound production, voice, fluency, and augmentative communication needs.
- **Psycho-educational Assessments:** Involve intellectual or cognitive ability assessment, memory, executive functioning, and emotional/behavioural measures. In the context of HPCDSB, Psychology staff supervise all assessments that involve cognitive functioning.

Governance and Legal Framework for Psychological Services

The application of psychological principles and techniques to an educational assessment is what makes it psycho-educational. The law clearly states that the provision of Psychological Services can only be undertaken by appropriately qualified and certified professionals or non-registered personnel supervised by a registered Psychologist. The *Registered Health Professions Act (RHPA)* formally recognizes Psychologists as health care professionals who may lawfully diagnose in the Province of Ontario. It is illegal for anyone to diagnose or deliver Psychological Services who are not certified by The College of Psychologists of Ontario.

To ensure compliance with this legal framework, a formal referral including documented parent/guardian consent must be approved by the Special Education Coordinator before any aspect of a Psycho-educational Assessment is initiated. Board-contracted psychological personnel are consulted and engaged only after this internal approval process is complete.

Assessment Communication, Timelines, and Privacy

The Board is committed to timely service delivery. Wait times for assessments vary based on the type of assessment, staffing availability, and urgency as determined by the System Team.

- **Educational Assessments (Classroom Teacher and/or SERT-led):** Typically completed within 30 days of parental consent, as they are managed at the school level.
- **Speech-Language Pathology Assessments:** The average wait time is 60–90 days.

Prioritization is based on the student's age (early intervention is prioritized) and severity of communication need.

- **Psycho-educational Assessments:** The average wait time is 180-360 days. As these assessments are contracted out, waiting lists are managed by the Coordinator of Special Education, in partnership with our external provider, with prioritization criteria focusing on students for whom diagnostic clarity is essential for imminent IPRC identification decisions, or those at key transition points (e.g., elementary to secondary).

Communication of Results to Parents

Assessment results are formally communicated to parents and guardians through a structured process designed for transparency and collaboration. For all formal clinical assessments (Speech-Language and Psycho-educational), the assessor schedules a case conference meeting to review the findings, explain their implications for the student's learning, and discuss next steps. A comprehensive written report is provided to the parent/guardian prior to, or during, this meeting. Results are also reviewed at the Identification, Placement, and Review Committee (IPRC) meeting, if applicable, where they are integrated into the formal IPRC Statement of Decision.

Information Sharing and Protection of Privacy

The protection of student privacy is governed by Board policy and the rules surrounding the management of the **Ontario Student Record (OSR)**.

- **Internal Sharing:** Assessment results are secured within the student's OSR. Information is shared internally on a strictly 'need-to-know' basis among school and system staff directly involved in the student's program (e.g., SERT, Principal, Classroom Teacher), as permitted by Board policy governing the Ontario Student Record (OSR) and the Education Act.
- **External Sharing:** Information is only shared with external agencies (e.g., TVCC, mental health providers) with the explicit, written, and informed consent of the parent/guardian. All external sharing complies with the *Freedom of Information and Protection of Privacy Act (FIPPA)* and the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)*.

B6. SPECIALIZED HEALTH SUPPORT SERVICES IN SCHOOL SETTINGS

Purpose of the Standard

To provide details of the Board's specialized health support services to the ministry and to the public.

Policy/Program Memorandum 81, issued July 1984, outlines the responsibilities of the Ministries of Education, Health, Children & Youth Services, and Community & Social Services with respect to the provision of health support services in school settings. In the HPCDSB, school health support services are provided through the **Home and Community Care Support Services South West** and **TVCC**.

Service Category	Provider / Responsibility	Description of Supports
Nursing Services	Home & Community Care Support Services	Complex medical procedures, specialized medication administration, and health monitoring for medically fragile students.
Occupational Therapy (OT)	TVCC / Home & Community Care	Assessments and interventions for fine motor skills, sensory processing, spatial organization, and specialized school equipment seating.
Physical Therapy (PT)	TVCC / Home & Community Care	Gross motor skills, mobility support, and accessibility planning to ensure full participation in the school environment.
Speech-Language Therapy	Board SLP / TVCC	Speech sound production, articulation, fluency, voice, and augmentative communication systems support.
Administering Medication	School Personnel (under Board policy)	Oral or topical medication administration following strict board documentation, training, and physician protocols.

Where concerns arise regarding eligibility, level of service, or implementation of specialized health supports, school staff, families, and community agencies collaborate through case conferences and problem-solving processes to determine appropriate next steps and service coordination pathways.

B7. CATEGORIES AND DEFINITIONS OF EXCEPTIONALITIES

Purpose of the Standard

To provide information on the categories and definitions of exceptionalities as prescribed by the Ministry of Education and utilized by the Board's IPRCs.

To maintain full compliance with Ministry audit mandates, the Board utilizes the exact legal definitions of exceptionalities set out by the Ministry of Education. Any student considered for formal exceptionality designation must meet these criteria during an IPRC evaluation:

The IPRC applies these definitions by rigorously reviewing all available assessment data (including educational, speech-language, and psycho-educational reports from Section B5) against the criteria for the exceptionality under consideration. The committee must reach a professional consensus, formalized by a majority vote, that the student's profile definitively aligns with the Ministry's explicit criteria before formal identification or placement in a specialized program is made.

1. BEHAVIOUR

- **Behaviour:** A learning disorder characterized by specific behaviour problems over such a period of time, and to such a degree, and of such a nature as to adversely affect educational performance, and that may be accompanied by one or more of the following:
 - a) an inability to build or to maintain satisfactory interpersonal relationships;
 - b) excessive fears or anxieties;
 - c) a tendency to compulsive behaviour; or
 - d) an inability to learn that cannot be traced to intellectual, sensory, or other health factors, or any combination thereof.

2. COMMUNICATION

- **Autism:** A severe learning disorder that is characterized by:
 - a) disturbances in the rate of educational, psychomotor, and social development;
 - b) lack of the communication skills necessary for social interaction;
 - c) development of stereotyped behavioural patterns; and
 - d) atypical responses to sensory stimuli.
- **Deaf and Hard-of-Hearing:** An impairment characterized by deficits in language and speech development because of a diminished or non-functional auditory response.
- **Language Impairment:** A learning disorder characterized by an impairment in comprehension and/or use of verbal, written, and/or other symbol systems which may involve or combine a deficit in one or more of the following:
 - a) form (phonology, morphology, syntax);
 - b) content (semantics); and/or
 - c) function (pragmatics).
- **Speech Impairment:** A disorder in language formulation that may be characterized by resistance to development, or by faults in articulation, voice, or fluency.
- **Learning Disability:** One of a number of neurodevelopmental disorders that affects one or more ways in which a person takes in, stores, remembers, understands, or expresses information. The disorder:
 - a) occurs in the presence of at least average cognitive ability;
 - b) results in academic achievement that is significantly below the student's expected potential, and/or additional effort required to sustain average achievement; and
 - c) is associated with difficulties in one or more psychological processes (e.g., phonological processing; memory and attention; processing speed; language processing; visual-spatial processing; executive functions). (PPM 8)

3. INTELLECTUAL

- **Giftedness:** An unusually advanced degree of general intellectual ability that requires differentiated learning experiences of a degree and nature beyond those quite commonly provided in the regular school program to satisfy the level of educational potential indicated.
- **Mild Intellectual Disability:** A learning disorder characterized by:
 - a) an ability to profit educationally within a regular school program with the aid of considerable curriculum modification and supportive service;
 - b) an inability to profit educationally within a regular school program because of slow intellectual development; and
 - c) a potential for academic achievement that is limited to lower primary or junior grade levels.
- **Developmental Disability:** A severe learning disorder characterized by:
 - a) an inability to profit from a special education program for students with mild intellectual disabilities because of slow intellectual development;
 - b) an ability to profit from a special education program that is designed to aid social, emotional, and vocational capability;
 - c) significant limitations in adaptive functioning; and
 - d) a development of potential that is limited to a level that is less than or equal to lower primary grade levels.

4. PHYSICAL

- **Physical Disability:** A condition of such severe physical limitation or deficiency as to require special assistance in learning situations to provide the opportunity for educational achievement equivalent to that of pupils without such limitations or deficiencies.
- **Blind and Low Vision:** A condition of partial or total impairment of sight or vision that even with correction affects educational performance adversely.

5. MULTIPLE

- **Multiple Exceptionalities:** A combination of two or more allocations of exceptionalities, determined by an Identification, Placement, and Review Committee, that require a special education program and/or services to meet the needs of the student.

B8. SPECIAL EDUCATION PLACEMENTS PROVIDED BY THE BOARD

Purpose of the Standard

To outline the range of placements available to students receiving special education supports and to confirm that placement in a regular class is always the first option considered by an IPRC.

Placement Philosophy

In strict accordance with Ministry direction and the Board's inclusive Catholic values, the first placement considered by an IPRC is a regular classroom setting, fully supported through an Individual Education Plan (IEP). Our commitment to meaningful inclusion means that students are educated with their same-age peers in their neighborhood home school to the maximum extent possible.

Range of Placement Options

The Huron-Perth Catholic District School Board offers a comprehensive range of placement models designed to meet varying degrees of student need:

1. **Regular Class with Indirect Support**
The student is placed in a regular class for the full day. The classroom teacher receives regular consultative support from special education system staff and resource teachers to implement necessary accommodations and program tracking.
2. **Regular Class with Resource Assistance**
The student is placed in a regular class for the full day and receives direct, specialized instruction or support from a Special Education Resource Teacher (SERT), individually or within a small group, directly inside the classroom environment.
3. **Regular Class with Withdrawal Assistance**
The student is placed in a regular class and receives direct, targeted instruction from a Special Education Resource Teacher outside the regular classroom environment for less than 50% of the instructional school day.

Placement Compliance: Exceptionality, Criteria, and Integration

The Board's Special Education Advisory Committee (SEAC) is integral in reviewing and providing formal recommendations to the Board of Trustees regarding the effectiveness and suitability of the Regular Class placement options outlined below. Integration is maximized through collaborative co-planning between the classroom teacher and the SERT, the implementation of Universal Design for Learning (UDL) in all instructional planning, and the use of flexible grouping and scheduling to ensure the student is primarily engaged with age-appropriate peers. Differentiation between the elementary and secondary panels for these three models primarily relates to curriculum complexity. At the elementary level, Resource Assistance focuses heavily on foundational literacy and numeracy skills, whereas at the secondary level, Resource and Withdrawal Assistance are focused on providing subject-specific modified expectations and learning strategy instruction for credit accumulation.

Range of Placement Options, Criteria, and Support Levels by Exceptionality

Since the Board operates only Regular Class placements, the criteria for 'admission' refer to the process for increasing the level of support (moving from Indirect to Withdrawal). Criteria for Intensive Support are those that necessitate the maximum available resource (Withdrawal Assistance) within the regular class structure.

Exceptionality Category	Placement Range (All Regular Class)	Criteria for Admission/Change to Higher Support	Criteria for Intensive Support (Withdrawal)
Behaviour	Indirect Support,	Documented evidence that Tier 2 supports have	Ongoing, high-risk safety concerns requiring

	Resource Assistance, Withdrawal Assistance	failed to stabilize the student's behaviour, requiring dedicated resource time for social-emotional learning and positive behavioural programming.	constant adult supervision or a high ratio of Educational Assistant time, and failure to integrate during structured periods.
Communication (Autism, Deaf/HH, Language, Speech, LD)	Indirect Support, Resource Assistance, Withdrawal Assistance	Assessment data indicating foundational skills gaps (e.g., phonological awareness, articulation, language comprehension) that require specialized, explicit intervention outside the regular classroom environment.	Severe language or learning barriers, requiring intensive one-on-one explicit remediation for a large portion of the day (less than 50%) to access basic curriculum.
Intellectual (Giftedness, Mild, Developmental)	Indirect Support, Resource Assistance, Withdrawal Assistance	Gifted: Need for extensive curriculum enrichment and acceleration that requires dedicated direct support from a SERT (Resource or Withdrawal Assistance) to implement the differentiated program (IEP). Mild/Developmental: IEP data showing minimal progress requiring programming focused on functional independence or modified academic expectations.	Developmental Disability profile requiring significant curriculum modification, extensive training in functional independence and community participation, and constant support for adaptive functioning and personal care.
Physical (Physical Disability, Blind/Low Vision)	Indirect Support, Resource Assistance, Withdrawal Assistance	Need for specialized equipment (SEA), significant physical accommodations, or specialized training (e.g., Orientation and Mobility) that necessitates	Medically fragile status or high-intensity physical needs requiring frequent personal care, lift assistance, and daily specialized health protocols.

		dedicated one-on-one resource time.	
Multiple Exceptionalities	Indirect Support, Resource Assistance, Withdrawal Assistance	A combination of any two exceptionalities that collectively results in a complex learning profile requiring dedicated resource time to coordinate multiple services (e.g., SLP, PT, SERT).	The co-occurrence of intensive academic and high-risk safety needs that cannot be safely or effectively managed within the whole-class setting.

Criteria for Changing Student Placement (Level of Support)

A student's level of support within their regular class placement is reviewed at least annually through the Individual Education Plan (IEP) process. Any adjustments to the intensity or frequency of specialized support (e.g., transitioning between indirect, resource, or withdrawal assistance) are determined by a comprehensive review of the student's evolving learning profile, current achievement data, and changing developmental needs. Such decisions must be supported by documented evidence of student progress and pedagogical necessity, ensuring that the level of support remains appropriately matched to the student's requirements for success in an inclusive environment.

Alternative Placements and Partnership Programs

Where highly intensive or specialized needs cannot be met within standard board placements, students may access specialized provincial or demonstration schools, or Education and Community Partnership Programs (ECPP, CTEP) in care, treatment, and correctional facilities (e.g., residential placements such as CPRI). Applications for these specialized placements are coordinated through the school board in close partnership with parents/guardians and relevant medical or community agencies. Communication of these alternatives to parents occurs through a formal case conference organized by the Coordinator of Special Education, where application packages and external admission criteria are reviewed in detail.

B9. INDIVIDUAL EDUCATION PLANS (IEPs)

Purpose of the Standard

To inform the ministry and the public about the ways in which the board is complying with ministry requirements for implementing IEPs across all school sites.

The IEP Definition and Framework

An Individual Education Plan (IEP) is a written, working document detailing any special education program and/or services required by a particular student. It builds on a student's strengths,

interests, and learning needs, identifies specific goals and expectations, and must be supported by relevant assessment information. Regulation 181/98 requires that an IEP be developed for every student identified as exceptional by an Identification, Placement and Review Committee (IPRC) within 30 days of placement.

Curriculum Accommodations, Modifications, and Alternative Programs

According to the Ministry document *Special Education in Ontario: Kindergarten to Grade 12: Policy and Resource Guide – 2017*, programming is categorized as follows:

- **Accommodations:** Refer to special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and demonstrate learning. Accommodations in no way alter the curriculum expectations for the grade level or course.
- **Modifications:** Changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills from a different grade level and/or altering the number and complexity of regular expectations.
- **Alternative Expectations:** Developed to help students acquire knowledge and skills that are not represented in the Ontario curriculum policy documents (e.g., social skills, self-regulation, orientation and mobility).

Transition Planning

In accordance with PPM 156, transition planning is incorporated into the IEP for all students with an IEP. In accordance with Ontario Regulation 181/98, transition plans for exceptional pupils aged 14 and older (excluding students identified solely as gifted) include planning for postsecondary pathways and transitions to adult life. Transition plans address major changes (e.g., school entry, grade to grade, elementary to secondary, and secondary to post-secondary pathways) and include specific goals, actions, and designated timelines.

IEP Quality Assurance and Accountability Cycle

To maintain high educational standards, Principals conduct systematic, term-based content audits of school IEP portfolios. These audits verify that student learning goals are specific, measurable, and directly linked to ongoing diagnostic assessment metrics, ensuring accountability across all school sites.

Dispute Resolution Protocol

The Board's service delivery model for Special Education relies on early and ongoing communication between home and school using a tiered, consensus-building approach. In situations where a common understanding cannot be reached, disagreement resolution is escalated from the school-based team (classroom teacher, resource teacher, and Principal) to involve system Special Education team members, such as the Coordinator of Special Education, and finally the Superintendent of Education.



Board Review and Response

An internal IEP review completed in Spring 2021 identified annual goals, performance tasks, transition planning, and identifying strengths and needs as key areas requiring further

improvement. The Board's response includes providing professional development and coaching opportunities to ensure IEPs meet or exceed all Ministry standards and align with the principles of the Learning for All and Education for All guides, while focusing on staff capacity building regarding various exceptionalities.

Official Individual Education Plan (IEP) Form

In compliance with the Ministry of Education requirement to include a copy of the board's IEP form, the official template utilized by the Huron-Perth Catholic District School Board is presented below. This document is the statutory working document used by school teams to plan, monitor, and report on the special education programs and services provided to students.

<div style="text-align: center;">  <p>Individual Education Plan for</p> </div> <p>OEN _____ School _____ Date of Birth _____ Principal _____ Grade _____ Term/Semester _____ School Year _____ Parent/Guardian _____</p> <p>Student ID: _____ Student Identified as exceptional by IPRC: _____</p> <p>Reason for IEP _____ Most IPRC Date _____ Latest IPRC Date _____ Exceptionality _____</p> <p>Placement _____ Placement Date _____ IEP considered _____ Developed by _____</p> <hr/> <p>Strengths and Needs</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">Areas of Strength</td> <td style="width: 50%;">Areas of Need</td> </tr> <tr> <td style="height: 40px;"></td> <td></td> </tr> </table> <p>Summary of School Program</p> <p>_____</p> <p>Accommodations <small>Accommodations are assumed to be in place for all subjects, unless otherwise indicated.</small></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 33%;">Instructional</th> <th style="width: 33%;">Evaluation/Assessment</th> <th style="width: 33%;">Assessment</th> </tr> <tr> <td style="height: 40px;"></td> <td></td> <td></td> </tr> </table> <p>Human Resources (teaching/non-teaching)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="width: 25%;">Service/Position</th> <th style="width: 25%;">Initiation Date</th> <th style="width: 25%;">Frequency/Internality</th> <th style="width: 25%;">Location</th> </tr> <tr> <td style="height: 20px;"></td> <td></td> <td></td> <td></td> </tr> </table> <p style="text-align: right; font-size: small;">Printed on Page 1</p>	Areas of Strength	Areas of Need			Instructional	Evaluation/Assessment	Assessment				Service/Position	Initiation Date	Frequency/Internality	Location					<p>Individualized Equipment</p> <p>_____</p> <p>Assessment Data</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">Type</th> <th style="width: 35%;">Information Source</th> <th style="width: 15%;">Date</th> <th style="width: 35%;">Summary of Result</th> </tr> </thead> <tbody> <tr> <td style="height: 40px;"></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Provincial Assessments</p> <p><input type="checkbox"/> Provincial Data <input type="checkbox"/> Provincial Assessments <input type="checkbox"/> Provincial Assessments <input type="checkbox"/> Provincial Assessments <input type="checkbox"/> Provincial Assessments <input type="checkbox"/> Provincial Assessments <input type="checkbox"/> Provincial Assessments <input type="checkbox"/> Provincial Assessments</p> <p>Subjects, Courses or Alternative Programs to which the IEP applies</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 70%;">Program Type</th> <th style="width: 10%;">AC</th> <th style="width: 10%;">MOD</th> <th style="width: 10%;">ALT</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="height: 20px;"></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="height: 20px;"></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> <tr> <td style="height: 20px;"></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> <td style="text-align: center;"><input type="checkbox"/></td> </tr> </tbody> </table> <p>Subject Areas</p> <p>Subject</p> <p>_____</p> <p style="text-align: right; font-size: small;">Printed on Page 2</p>	Type	Information Source	Date	Summary of Result					Program Type	AC	MOD	ALT		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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B10. PROVINCIAL AND DEMONSTRATION SCHOOLS IN ONTARIO

Purpose of the Standard

To provide information on the Provincial and Demonstration Schools operated by the Ministry of Education that serve students from the Huron-Perth Catholic District School Board.

Provincial and Demonstration Schools provide highly specialized residential and day programs for students who are deaf, hard of hearing, blind, visually impaired, deaf-blind, or who have severe learning disabilities. The Board collaborates closely with these institutions to facilitate applications, coordinate transitions, and support students in these specialized environments.

Available Provincial and Demonstration Schools

The Board supports students and families through consultation, application, and transition planning processes related to Provincial and Demonstration School placements. Transportation and transition coordination are collaboratively planned with families, Ministry-operated schools, and regional transportation providers as required.

- **W. Ross Macdonald School (Brantford):** Serves students who are blind, visually impaired, or deaf-blind. Programs emphasize academic achievement, independent living skills, orientation and mobility training, and specialized technology access.
- **Robarts School for the Deaf (London):** Provides English-language ASL/English bilingual programming for students who are deaf or hard of hearing, focusing on language development, academic success, and Deaf culture.
- **E.C. Drury School for the Deaf (Milton):** Offers bilingual elementary and secondary programming for deaf and hard-of-hearing students.
- **Amethyst Demonstration School (London):** Serves elementary and secondary students with severe learning disabilities, incorporating intensive, specialized instructional strategies and a residential component to support academic remediation and self-advocacy.

Student Enrollment Statistics

The Board recognizes that these placements are low-incidence alternatives. For the 2025–2026 school year, the current enrollment of resident students qualified to attend Provincial and Demonstration Schools is as follows:

School Type	Students Attending
Provincial Schools	0
Demonstration Schools	0

Specialized System Transportation Framework

To ensure access to these specialized provincial environments is equitable and barrier-free, transportation parameters are coordinated tightly through public funding:

- **Provincial Schools:** Daily or weekend residential transportation arrangements for students attending the standard Provincial Schools are funded and coordinated jointly by the local School Board and the Provincial Schools Branch.
- **Demonstration Schools:** Weekend transportation for residential students attending the high-intensity Demonstration Schools is funded and arranged directly by the Ministry of Education's Provincial and Demonstration Schools Branch.
- **Safety Protocols:** All travel arrangements are executed in strict accordance with provincial safety guidelines, incorporating specialized travel attendants and multi-modal escorts where required by a student's individual safety plan.

B11. SPECIAL EDUCATION STAFF

Purpose of the Standard

To provide information on the types of special education staff and professional support personnel employed by the Board to deliver specialized programs and services.

The delivery of special education services relies on a highly qualified, multi-disciplinary team of professionals working across system and school levels. The following roles are operationalized to support inclusive education:

System-Level Support Leadership

- **Superintendent of Education:** Provides executive leadership and statutory oversight of the special education portfolio, managing resource allocations, legislative compliance, and board-wide strategic priorities.
- **Coordinator of Special Education:** Coordinates system-wide special education programs and specialized services, chairs system resource consultations, manages SEA equipment portfolios, and acts as a liaison with the Ministry of Education and community agencies.

Professional Support Services & Allied Professionals

- **System Special Education Resource Teacher (System SERT):** Provide localized consultation, mentoring, and professional capacity building for school-based special education teachers, supporting complex student profiling and specialized resource deployment.
- **Speech-Language Pathologists (SLPs):** Assess and diagnose communication disorders, design therapeutic interventions, support augmentative communication, and provide consultation to school-based teams.
- **Communicative Disorders Assistants (CDAs):** Implement speech and language intervention programs under the direct clinical supervision and guidance of board Speech-Language Pathologists.
- **Psychology Staff (Psychologists / Psychometrists):** Conduct and supervise psycho-educational assessments, provide clinical consultations for complex learning or behavioral profiles, and deliver diagnostic clarity in compliance with the RHPA.
- **Behaviour Consultants / Applied Behaviour Analysis (ABA) Staff:** Provide targeted behavioral tracking, design positive behavior support plans, and build staff capacity in ABA principles to support students with neurodevelopmental and behavioral needs.
- **Mental Health Workers / Wellness Coaches:** Provide short-term evidence-based

therapeutic interventions, support crisis response, and implement socio-emotional learning frameworks.

School-Based Special Education Personnel

- **Special Education Resource Teachers (SERTs):** Hold specialized Regulation 298 qualifications to coordinate the IEP and IPRC processes, conduct educational assessments, and provide direct resource assistance or withdrawal support to exceptional learners.
- **Educational Assistants (EAs):** Provide essential non-teaching support for students with intensive physical, medical, safety, or safety-regulation needs under the direction of the principal and classroom teacher.

Elementary Panel

Special Education Staff	FTE's	Staff Qualifications
1. Teachers of Students with Exceptionalities		
Teachers - SERTs	14.3	Special Education Additional Qualification Pt. 1
2. Other Special Education Teachers		
2.1 Consultants: System Special Education Resource Teacher (<i>shared with secondary</i>)	1.0	Special Education Additional Qualifications
2.2 Coordinators	0.8	Special Education Specialist
2.3 Hearing Itinerant Teacher (<i>0.5 - unable to fill this year - shared with secondary</i>)	-	Deaf & Hard of Hearing Teacher Qualifications
3. Educational Assistants in Special Education		
3.1 Educational Assistants, Temporary Educational Assistants	65, 5.2	DSW, ECE, CYW, BA, EA
4. Other Professional Resource Staff		

4.1 Psychologists (Contracted)	-	PhD, Member of College of Psychologists Under RHPA
4.2 Speech-Language Pathologists (2.0 - unable to fill this year - shared with secondary)	0.5	Members of College of Audiologists & Speech-Language Pathologists of Ont., Master of Clinical Science
4.3 Audiologists (contracted when needed)	-	-
4.4 Occupational Therapists (TVCC)	-	-
4.5 Physiotherapists (TVCC)	-	-
4.6 Social Workers	2.5	Masters of Social Work, Bachelor of Social Work, RSW
4.7 Communication Disorder Assistant (1.0 - unable to fill this year - shared with elementary)	0.5	-
4.9 Behaviour Consultants / Applied Behavioural Analysts	3.0	-
4.9 Skills Development Facilitator	0.4	-
5. Paraprofessional Resource Staff		
5.1 Orientation and Mobility Personnel (community partners)	-	-

Secondary Panel

Special Education Staff	FTE's	Staff Qualifications
1. Teachers of Students with Exceptionalities		
Teachers - SERTs	5.0	Special Education Additional Qualification Pt. 1
2. Other Special Education Teachers		
2.1 Consultants: System Special Education Resource Teacher (<i>shared with secondary</i>)	-	Special Education Additional Qualifications
2.2 Coordinators	0.2	Special Education Specialist
2.3 Hearing Itinerant Teacher (<i>0.5 - unable to fill this year - shared with secondary</i>)	-	Deaf & Hard of Hearing Teacher Qualifications
3. Educational Assistants in Special Education		
3.1 Educational Assistants, Temporary Educational Assistants	28, 2.8	DSW, CYW, BA, EA, ECE
4. Other Professional Resource Staff		
4.1 Psychologists (<i>Contracted</i>)	-	PhD, Member of College of Psychologists Under RHPA
4.2 Speech-Language Pathologists (<i>2.0 - unable to fill this year - shared with secondary</i>)	-	-
4.3 Audiologists (<i>contracted when needed</i>)	-	-

4.4 Occupational Therapists (TVCC)	-	-
4.5 Physiotherapists (TVCC)	-	-
4.6 Social Workers	2.5	Masters of Social Work, Bachelor of Social Work, RSW
4.7 Communication Disorder Assistant (1.0 - unable to fill this year - shared with elementary)	-	-
4.9 Behaviour Consultants / Applied Behavioural Analysts	1.0	-
4.9 Skills Development Facilitator	0.4	-
5. Paraprofessional Resource Staff		
5.1 Orientation and Mobility Personnel (community partners)	-	-

B12. STAFF DEVELOPMENT

Purpose of the Standard

To inform the Ministry of Education, Board staff, and parents/guardians about the Board's commitment to ongoing professional learning and capacity building to support special education.

Guiding Principles

Staff development in special education is grounded in supporting student achievement and well-being within an inclusive, tiered model of supports (MTSS). It aims to build staff capacity in evidence-informed instructional and assessment practices, strengthen collaborative school-based and system-level problem solving, and respond directly to student learning profiles and system priorities.

Delivery of Professional Learning

Types of Professional Learning	Examples of Delivery Formats & Modalities	Examples of Core Focus Areas
School & System-Based Learning	System-level workshops, meetings, PD opportunities.	Assessment and data-informed instruction, literacy/numeracy intervention strategies, and inclusive practices using UDL.
Collaborative & Specialized Teams	IEP student planning teams, release-supported mentoring, coaching, and the New Teacher Induction Program (NTIP).	Individual Education Plan (IEP) development, transition planning, and student pathway navigation.
External & Provincial Partnerships	Training with community agencies (e.g., TVCC), professional associations, and consultation with Provincial/Demonstration Schools.	Specialized assistive technology, behavior and mental health interventions, and augmentative communication systems support.

Planning Mechanism and Strategic Priorities

The Board determines its professional development priorities annually through a multi-dimensional, collaborative system review. Training trajectories are shaped by: systematic consultation with school administrators, special education leadership, and the Special Education Advisory Committee (SEAC); formal feedback from staff, including Special Education Resource Teachers (SERTs) and professional support personnel, collected during System Team and specialized departmental meetings; strategic data collected from ongoing student achievement evaluations and individual school needs assessments; and directives, policy updates, and funding parameters issued by the Ministry of Education, including mandatory annual training on key legislation such as Ontario Regulation 181/98 and current Policy/Program Memoranda (PPMs). This training is prioritized for all new teaching staff via the New Teacher Induction Program (NTIP) and yearly mandatory sessions for all Special Education personnel.

Budget Allocation for Professional Development

The Board demonstrates its commitment to capacity building through a dedicated annual

allocation. This funding is secured through a dedicated portion of the annual Special Education Grant (SEG) funding, ensuring a sustained financial priority for the professional learning activities, system coaching, and resource acquisition outlined in this plan.

Collaboration and Cross-Sector Partnerships

The Board actively leverages reciprocal partnerships with local children's mental health centers, public health units, and community service providers to deliver specialized, cross-sector professional training. For example, the Board has received co-funding from regional health teams to provide specialized assessments and associated staff training. These collaborative efforts ensure that both Board personnel and community partners operate under a shared, unified understanding of specialized student interventions.

Communication of PD Opportunities

All Board staff are made aware of professional development opportunities through multiple integrated channels, including the internal digital portal for educators, direct communications from the Superintendent and Coordinator of Special Education, and dedicated discussions during leadership and Special Education Resource Teacher meetings. This ensures that information on the Special Education Plan and associated PD is accessible and disseminated efficiently.

B13. EQUIPMENT

Purpose of the Standard

To inform the Ministry of Education, Board staff, and parents/guardians about the provision of individualized equipment to support students with special education needs in accessing the curriculum.

Requirements and Guidelines

The Board provides individualized equipment to support student access to learning based on identified needs, in strict accordance with Ministry of Education **Special Equipment Amount (SEA)** guidelines. Equipment needs are identified collaboratively through school-based teams, families, and relevant professionals.

- **Identification and Recommendation:** Equipment needs are flagged during In-School or System Team meetings. Recommendations are supported by appropriate diagnostic documentation, which may include formal assessments from qualified external or board professionals (e.g., Audiologists, SLPs, OTs, Psychologists) where required by SEA guidelines.
- **IEP Documentation:** Each student's Individual Education Plan (IEP) explicitly outlines the use of specialized equipment, specifying required accommodations and supports for access to instruction and assessment.
- **Review and Submission:** SEA applications are systematically reviewed and submitted by the Coordinator of Special Education in compliance with Ministry specifications. Supporting

documentation, including professional recommendations, parental consent, and detailed purchase records, is securely maintained as part of the claim process.

- **Procurement and Training:** Approved equipment is purchased centrally and deployed directly to schools. The Board ensures that school staff, educational assistants, and students receive comprehensive training and ongoing technical support in the use of SEA-funded devices.

Budget Allocation and Purchasing Criteria

The Board adheres to the Ministry of Education's Special Equipment Amount (SEA) guidelines for all budget allocation and purchasing criteria. The management of the SEA grant is centralized, ensuring that funding is distributed equitably and oversight is maintained through rigorous regulatory documentation. To ensure compliance with provincial standards, every equipment claim must meet three mandatory purchasing criteria:

- **Clinical Necessity:** A qualified professional must provide a written assessment identifying the equipment as a medical or developmental necessity for school function.
- **IEP Integration:** The student's Individual Education Plan (IEP) must provide direct evidence that the equipment is integrated into their daily instructional programming and accommodations.
- **Curriculum Accessibility:** The equipment must be essential for the student to bypass barriers to learning and allow for independent expression of their achievements within the curriculum.

B14. ACCESSIBILITY OF SCHOOL BUILDINGS

Purpose of the Standard

To outline the Board's commitment to providing accessible learning and working environments that support the full participation of all students, staff, and members of the school community.

Commitment to Accessibility and Legislation

The Board maintains a multi-year accessibility plan outlining strategies to identify, remove, and prevent barriers for persons with disabilities. The plan is reviewed regularly and is publicly available through the Board website in accessible formats upon request.

The Huron-Perth Catholic District School Board is fully committed to identifying, removing, and preventing barriers to accessibility in accordance with the *Accessibility for Ontarians with Disabilities Act (AODA)* and the *Integrated Accessibility Standards Regulation (IASR)*. Accessibility is embedded across all facets of school and system practice, including instructional design, digital platforms, physical infrastructure, and student support services.

Educational Accessibility and Student Learning

In all board school buildings, physical and architectural accessibility is prioritized to support inclusive learning. This is operationalized through:

- Universal Design for Learning (UDL) environmental layouts;
- Individualized physical accommodations and specialized equipment installations outlined in Individual Education Plans (IEPs);
- Accessible instructional materials, adaptive technology, and automated architectural entrances;
- Barrier-free participation in academic, social, sports, and co-curricular activities, ensuring student safety and equity;
- Ongoing consideration of student voice, community feedback, and lived experiences to identify subtle environmental barriers.

Multi-Year Accessibility Plan Summary and Progress

The Board's full Multi-Year Accessibility Plan (2025–2030), which details capital expenditures and resource dedication for barrier removal, is published and reviewed annually on the Board website. The plan prioritizes three main areas: information and communications, employment, and transportation, in addition to ongoing work on the physical environment.

The Board maintains an annual status report detailing recent achievements in barrier removal. In the previous reporting year, progress included physical accessibility enhancements such as:

- Upgrading playground surfaces to ensure accessibility and safety.
- Installing structural supports for specialized sensory equipment.
- Making alterations to existing washrooms/change rooms to accommodate necessary personal care supports.
- Converting non-instructional spaces into dedicated student sensory or break rooms.

B15. TRANSPORTATION

Purpose of the Standard

To provide details of the Board's transportation policies and delivery configurations to the ministry and to the public.

Consortium Delivery Configuration

Special transportation services are shared between the Huron-Perth Catholic District School Board and the Avon Maitland District School Board via a regional Transportation Consortium. The Board works closely with the consortium and regional providers to make any specialized arrangements necessary for equitable access to any board program due to special needs, regardless of location or timing. The Huron-Perth Catholic District School Board pays the pro-rated share of its students directly to the Contractor. Special transportation is provided to a student who requires specialized arrangements other than the regular school bus layout, either on a short-term or permanent basis, in accordance with established Board Policies.

The Board's approach to special transportation is guided by a "least restrictive and inclusion-first model".

Qualifying Category	Transportation Structure & Protocols
Specialized Inclusive Placements	Students requiring transportation for accessing their regular class placement or resource services (Resource, Withdrawal, or Out-of-Boundary placements) outside their home school attendance area.
Education and Community Partnership Programs (ECP/CTEP)	Students in educational programs in care, treatment, and correctional facilities.
Provincial and Demonstration Schools	Students attending Ministry-operated Provincial and Demonstration Schools.
Medical and Physical Requirements	Students who are physically or medically unable to ride the regular school bus layout. Provided other options.
Summer School Programs	Students requiring transportation to attend special education summer school programs.
Equitable Program Access	Students requiring specialized transportation (e.g., taxi, specialized van) to access any Board-sanctioned special program due to special education needs.

Determining the Type of Transportation

The process for deciding whether a student is transported with other children (integrated) or separately is determined on a case-by-case basis through the In-School Team, based on the student’s safety and self-regulation profile. The school team initiates a special transportation request, and the Coordinator of Special Education verifies the student’s needs. The final decision is made by the Transportation Consortium to arrange the service that best meets the student’s needs and safety requirements, always prioritizing the least restrictive option appropriate for the student.

Safety Criteria

The Board maintains rigorous safety criteria in its contractual agreements with the transportation consortium for all specialized student transport:

- **Driver Licensing and Vetting:** All drivers are contractually required to hold a valid Ontario "B" or "E" class license and must pass a comprehensive criminal background check (Vulnerable Sector Screening).
- **Targeted Training:** Operators must provide mandatory training that meets or exceeds commercial license standards, including specialized training in student behavioral management, medical emergency protocols, and the secure operation of specialized equipment (e.g., wheelchair tie-downs).
- **Equipment and Plan Security:** All specialized equipment, mobility aids, harnesses, medical instructions, and personnel allocations (such as Educational Assistants in the vehicle) must be secured and implemented during transit as mandated by the student's approved individualized Transportation Plan

Specialized transportation providers are expected to follow established safety procedures, including appropriate training related to student needs, securement protocols for specialized equipment where required, and compliance with applicable student safety and confidentiality expectations established through consortium and board policies.

Section C: The Board's Special Education Advisory Committee (SEAC)

SPECIAL EDUCATION ADVISORY COMMITTEE MANDATE

The Special Education Advisory Committee (SEAC) is established in strict compliance with Ontario Regulation 464/97 under the Education Act. SEAC acts as an essential advisory body to the Board of Trustees, ensuring that community voices and parent associations directly influence special education programming and resource deployment.

Purpose of the Standard

To provide details of the operation of the Board's SEAC to the ministry and to give members of the public information to which they are entitled.

The following provides information about SEAC membership, meeting times and locations, and procedures. Section A, titled "The Board's Consultation Process" outlined the integral involvement of SEAC in the public consultation process, developing a consultation report, and providing input toward the development of the Special Education Plan.

SEAC meetings are held the third Monday of every month, with exceptions of when holidays or school breaks fall on these dates. Meetings are held virtually from 4-5:30 p.m. Each SEAC meeting through the course of the school year involves presentations and discussions about various board and community programs and services. This format allows SEAC to have ongoing opportunities to influence the establishment, development, and delivery of special education programs and services.

SEAC also participates in the development of the Board's annual budget for special education through ongoing discussion about current and proposed programs and services at each SEAC meeting and through more formal presentations on special education funding and the Board's budget.

Amendments to the Special Education plan were forwarded to SEAC in June 2026 for final recommendations and review. SEAC recommended that the plan be approved by the Board at the June 2026 meeting. All SEAC recommendations are recorded in the meeting minutes and can be accessed on the Special Education Advisory Committee section of our website.

Roles and Responsibilities

The Huron-Perth Catholic District School Board Special Education Advisory Committee continues to be an integral part in the establishment and development of special education programs and services for all students with exceptionalities in the system. The committee is mandated to make recommendations to the Board on any issues affecting the programs and

services for all pupils with exceptionalities.

By active involvement on the Special Education Advisory Committee, members educate their specific local associations pertaining to the proceedings of SEAC and the ongoing developments and procedures with respect to special education programs and services.

The Special Education Advisory Committee operates as an active statutory oversight body advising the Board on policy development and funding allocations under O. Reg 464/97.

The roles and responsibilities of SEAC are as follows:

- **a)** make recommendations to the Board concerning any matter affecting the establishment, development and delivery of Special Education programs and services for students with exceptionalities of the Board;
- **b)** participate in the Board's annual review of its Special Education Plan; and
- **c)** participate in the Board's annual budget process and have the opportunity to review financial statements of the board as related to special education.

Active Organizational Representation

Organization / Association	Role Type
Family Services Perth Huron	Associate Member
Community Living Central Huron	Association Member
Facile Futures	Association Member
Autism Ontario	Association Member
Community Living Stratford & Area	Association Member
Community Living St. Marys	Association Member
Community Services Coordination Network (CSCN)	Association Member
Voices	Association Member
Stratford Children's Services	Association Member
Huron Perth Centre	Association Member

Board Representative	Trustee Appointee
Principal / Vice-Principal Panel Representative	Administrative Representative
System Special Education Staff	Board Representatives

Local associations have parental representatives who promote the interests and well-being of pupils with exceptional needs and abilities. These associations nominate members and the nominations are then presented to the HPCDSB for approval.

SEAC members are provided with extensive documentation on the budgetary process, the Special Equipment Amount (SEA) funding claim process, new initiatives, and the preparation of the Special Education Plan. When necessary, SEAC also passes motions that are then presented to the Board for approval.

Meeting Times, Places, Format

The Special Education Advisory Committee typically meets on the third Monday of each month commencing at 4:00 p.m. During the 2025-26 school year, there was a mix of in-person and virtual meetings. At each meeting, the Chairperson calls the meeting to order. The meetings are attended by the Coordinator of Special Education and the Superintendent of Education. Guest speakers are also invited to address issues pertaining to special education.

Parents and members of the public are welcome to observe SEAC meetings and may make their views known to the committee through the Board's governance process, including meeting agendas and the public minutes repository. In accordance with provincial regulations, the Board also invites representation from persons to represent the interests of First Nations, Métis, and Inuit students to ensure diverse community perspectives are integrated into special education advisory functions.

Nomination Process

SEAC members have a three-year term. In the third year of the term, a letter and appropriate nomination form will be forwarded to local associations to inquire about each association's intention regarding SEAC representation for the next three years. Criteria for a candidate's nomination includes: individual must be a Canadian Citizen; of full age of eighteen years; a resident within the area of jurisdiction of the Board, and a Roman Catholic School elector. Each association is encouraged to nominate a qualified representative, as well as an alternate representative. Provided the nominee meets all of the qualification criteria, a recommendation is made to the Board of Trustees to approve each nominee's appointment to the committee. The same process will be followed in the event a vacancy occurs during the three-year term.

Members' Contact Information

At the beginning of each calendar year, a Special Education Advisory Committee membership list is published and distributed to each member. The list contains the addresses, contact person and phone numbers of the local associations, as well as the members. This list is revised and redistributed accordingly.

Huron-Perth Catholic District School Board

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

Membership Nomination Form

In accordance with Section 182 of the Education Act, the Huron-Perth Catholic District School Board invites nominations for membership on its Special Education Advisory Committee.

Name of Association/Organization of Parents:

Nominee & Alternate Information

Please provide contact details for the person qualified to act on this SEAC and so nominated by the local association:

Nominee	Alternate (if possible)
Name: _____	Name: _____
Address: _____	Address: _____
Town/City: _____	Town/City: _____
Postal Code: _____	Postal Code: _____
Telephone Number: _____	Telephone Number: _____
E-mail Address: _____	E-mail Address: _____

Executive Members of Local Association _____

Please complete this form and return it to: Tara Boreham, Superintendent of Education

Section D: Coordination of Services with Other Ministries/Agencies

INTERAGENCY AND COMMUNITY COLLABORATION

The Huron-Perth Catholic District School Board values ongoing collaboration with other ministries, regional treatment centers, and community agencies to support students with special education needs. Recognizing that children thrive when support is integrated, the Board coordinates services to ensure seamless transitions, shared problem solving, and a continuous circle of care.

External Assessment Policy and Transfer Oversight

The Board's policy is to highly value and integrate external clinical assessments authored by qualified, regulated health professionals. Following a review by school administration and appropriate board clinicians to ensure compliance with professional standards, these recommendations are integrated directly into student IEP planning. The Coordinator of Special Education, in consultation with the Superintendent of Education, is the designated position responsible for overseeing all student admission processes and transfer coordination to ensure a seamless circle of care for students entering or moving within the district.

Integrated Service Frameworks

- **Transition Planning for School Entry:** Joint case conferences with preschool speech and language services, infant development programs, and childcare providers to structure entry plans for incoming students.
- **Specialized Health and Clinical Services:** Close coordination with TVCC and Home and Community Care Support Services to deliver occupational therapy, physical therapy, and nursing services directly within school settings.
- **Mental Health and Intensive Interventions:** Collaboration with the Huron-Perth Centre for Children and Youth and child/youth mental health agencies to provide aligned therapeutic counseling and safety plan support.
- **Post-Secondary Pathway Navigation:** Joint planning with developmental services agencies, community living networks, and employment support groups to facilitate successful transitions from secondary school to adult life.

Key Community Partners

The Board maintains professional, collaborative relationships with an extensive network of regional partners, including, but not limited to: Thames Valley Children's Centre (TVCC), Child and Parent Resource Institute (CPRI), Huron-Perth Centre for Children and Youth, Home and Community Care Support Services, Facile Futures, child protection agencies, local hospitals, regional interagency collaborative networks, and other community partners.

Section E: Submission and Availability of School Board Plans

SUBMISSION AND AVAILABILITY OF SCHOOL BOARD PLAN

Purpose of the Standard

To inform the Ministry of Education and the public regarding the availability, annual review, and statutory approval of the Board's Special Education Plan.

Compliance and Submission Standards

The Huron-Perth Catholic District School Board's Special Education Plan is reviewed annually in full consultation with the Special Education Advisory Committee (SEAC) and is formally approved by the Board of Trustees in strict accordance with Ministry of Education regulations. The finalized plan, alongside the signed Ministry Checklist, is submitted electronically to the Ministry of Education by July 31st of each calendar year.

This submission package includes the Director of Education's letter confirming compliance with Regulation 306, a copy of the Board's formal motion of approval, and all relevant motions and recommendations from the Special Education Advisory Committee (SEAC).

Public Availability and Accessibility

The Special Education Plan outlines the complete range of programs, services, and structural supports available within the Board, reflecting our deep commitment to inclusive, student-centered, and equitable learning environments. To ensure public transparency and community access:

- The current Special Education Plan is hosted permanently and publicly on the Board's official website;
- Printed or digital copies are available to parents, guardians, students, staff, and community organizations upon request;
- Accessible formats of the document are readily available or structured upon request to ensure full compliance with AODA communication standards.



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: June 15, 2026
Submitted by: Karen Tigani, Chief Executive Officer

SUMMER PROGRAM REPORT

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board continues to invest in responsive summer initiatives that directly support student well-being and equitable access to learning. These initiatives reflect a deep, targeted commitment to supporting our most vulnerable learners, easing critical transitions, and fostering mental wellness across our system.

This summer's envelope is intentionally focused on special education frameworks and student mental health. These projects are strategically designed to provide continuity of care, build professional capacity among educators, and prepare students for a smooth, confident return to school in September.

With a steadfast focus on equity and inclusion, these initiatives span key areas of our Board's strategic plan, prioritizing student mental health and special education needs. The following developments reinforce our mission to nurture the whole child - spiritually, intellectually, physically, and emotionally.

DEVELOPMENTS

Special Education Summer Programming and Transition Support:

Following the recent confirmation of targeted summer funding, the Special Education System Team is establishing a responsive operational framework to deliver student programming and transition support over the summer months.

Funding was just newly secured and the team is currently in the planning stages. This report outlines the high-level strategic pillars that will guide our resource allocation, ensuring that upcoming summer initiatives directly improve student well-being, and ease transitions into the upcoming school year.

Rather than a one-size-fits-all model, the funding will be deployed across four core areas based on emerging district data and staffing capacity:

1) Targeted Skill Continuity & Enrichment

Programs under this pillar will focus on maintaining momentum in critical development areas, preventing the "summer slide" often experienced by students with exceptionalities.

- **Focus Areas:** May include early literacy, functional communication, or specialized learning streams.
- **Delivery:** Flexible models (which may include virtual, hybrid, or localized in-person cohorts) depending on student density, geographic need, and staff availability.

2) Social-Emotional & Play-Based Connection

Recognizing the importance of structure and peer connection during the summer, resources will be directed toward fostering positive social interactions.

- **Focus Areas:** Structured social skill development, cooperative play, and sensory-friendly recreational opportunities.
- **Delivery:** Designed to provide students with safe, predictable environments to practice peer collaboration, emotional regulation, and community belonging.

3) Pathway Transitions

A significant portion of the programming will target students experiencing difficulty managing transitions, specifically those entering early years programming or moving from elementary to secondary environments.

- **Focus Areas:** Familiarization with new physical spaces, building routines (navigating schedules, organization), and reducing school-related anxiety.
- **Delivery:** Targeted orientation initiatives or staggered entry supports designed to build student confidence prior to the first week of school.

4) System-Wide Re-Entry & Transition Supports

To complement active summer programming, a portion of the funding will be reserved for systemic, infrastructure-level supports to ensure a successful start to the school year. These responsive resources will be deployed from late August until late October:

- **Responsive Staffing:** Allocating specialized personnel and additional staff to support complex classrooms during high-volume transition periods.
- **Customized Resources:** Procurement of individualized learning materials, and sensory equipment required to meet specific student profiles.
- **Inter-Disciplinary Collaboration:** Facilitating dedicated planning time between school-based staff, system teams, and families to align transition plans.

Summer Mental Health Funding and Re-engagement Support:

Huron-Perth Catholic District School Board will use Summer 2026 Mental Health Funding to strengthen system readiness and support student well-being for the 2026–2027 school year. Funding will prioritize psychological assessments for students with acute or complex mental health needs, ensuring early identification and intervention planning before September.

The Mental Health Team will also focus on re-engagement and staff capacity building by onboarding two new mental health staff and providing targeted professional development, including Dialectical Behaviour Therapy (DBT), trauma-informed practice, emotion-validation coaching, suicide risk and crisis response learning, Mental Health Literacy training, and SNAPP Social Emotional Learning (SEL) training to enhance evidence-informed classroom-based SEL.

Curriculum and resource development will continue through the integration of Religion and Family Life content into Wayfinder, mapping of Erin's Law and PPM 128-related curriculum, and the creation of materials for fall group programming such as Cognitive Behaviour Therapy, DBT, and perfectionism supports.

The team will also update key monitoring tools, including SEL, attendance, supervision, and Mental Health Literacy tracking, to ensure strong data systems and improved service delivery across the Board.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Summer Program Report for information.



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: June 15, 2026
Submitted by: Karen Tigani, Chief Executive Officer

CONCUSSION POLICY: BASELINE DATA

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board (HPCDSB) is committed to protecting student safety and promoting long-term neurological health. In accordance with Ontario's legislative frameworks under Rowan's Law (2018) and Policy/Program Memorandum (PPM) 158, the Board recently finalized comprehensive updates to Policy P 2.1.19 Concussion Management. These revisions align our local operations with the 2024 Canadian Guideline on Concussion in Sport and the OPHEA Guidelines.

Historically, the administration, tracking, and recovery oversight of student concussions were managed directly at the local school level. Documentation, including identification tools, medical exam confirmations, and staged return plans, was filed independently within individual physical Ontario Student Records (OSRs). To enhance accountability and streamline reporting, the newly approved policy introduces centralized oversight and standardizes tracking mechanisms across all board facilities. This report establishes a foundational baseline derived from local school records as the district transitions to a mandatory centralized model for the upcoming school year.

DEVELOPMENTS

To compile this initial baseline review, a year-end data audit was conducted across all elementary and secondary school sites. School administrators reviewed physical incident logs, OSR files, and athletic team tracking forms. Because systematic digital logging was not integrated into the board's Student Information System (SIS) during the current academic cycle, the metrics below rely significantly on retrospective data retrieval and anecdotal principal tracking logs. Moving forward, the implementation of a centralized digital tracker will eliminate data fragmentation and ensure uniform, real-time tracking across the district.

System-Wide Statistical Baseline

The aggregated metrics provided by school administrators highlight the current scope of concussion identification and recovery management across the board. Note that this data was collected through a Spring principal survey; it reflects their experiences looking back over the 2025-2026 year. In future years, we will track this throughout the year with dynamic data collection available to the Superintendents:

- Across the schools, the total suspected incidents ranged significantly, from a low of 0 to a high of 86. The school that reported 86 incidents as of June 2, 2026 noted that they "complete a form even when a child just bumps their head."

- The overwhelming majority of suspected concussions occurred during the regular school day (recess and physical education class), rather than during after-school sports. Administrators consistently cited recess as the most common environment for head injuries, followed closely by gym class.
- The number of official concussion diagnoses varied significantly across the schools, ranging from 0 to 7 cases. Nine of the principals reported zero or only one official diagnosis by a medical doctor or nurse practitioner, indicating that verified cases are actually very low.
- The vast majority of schools indicated that zero students are currently navigating active, school-supported recovery protocols. Impressively, system-wide the data indicated only two students are currently being supported for diagnosed concussions.

Protocol Adherence and Operational Findings

- School principals reported absolute adherence to the newly mandated "No Same-Day Return" protocol. In 100% of the logged incidents, students suspected of sustaining a head impact were immediately sidelined for a minimum 24-hour observation window, regardless of rapid symptom resolution.
- 72% of schools verified full compliance with mandatory annual concussion training. All instructional staff, athletic coaches, and team trainers at these sites reviewed the approved awareness materials and signed their role-specific Concussion Codes of Conduct. Superintendent-led remediation plans are underway for the remaining sites to ensure universal compliance prior to the next school year. Of those who responded that they are not in full compliance, the reason was because of new hires to their building and therefore, the new staff member was not present during the whole staff training session.
- Qualitative feedback from school leadership indicates that the primary operational bottleneck centers on medical signature timelines. Families frequently experience delays securing appointments with authorized medical professionals (restricted exclusively to Medical Doctors or Nurse Practitioners) to execute Appendix D (Initial Diagnosis) and Appendix E (Stage 4/5 Clearance). These delays occasionally prolong a student's absence from regular physical activity while they await official medical sign-off.

Next Steps & Implementation Plan

To support school leaders and fulfill the policy's structural mandates, the board is executing the following operational tasks ahead of the new school year:

1. Launch of Central Tracker: Deploying a secure digital spreadsheet or a centralized SIS tracking flag to monitor student movement through the formalized 6-stage recovery protocol in real time.
2. Standardized Informational Packages: Providing schools with pre-assembled "Concussion Resource Packages" (combining Appendices B, D, and E) to ensure immediate, identical, and legally compliant delivery to parents on the exact day of an incident.
3. Reporting Standardization: Institutionalizing this data framework to meet the policy's annual reporting deadline to the Safe Schools Superintendent.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Concussion Policy: Baseline Data 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: June 15, 2026
Submitted by: Karen Tigani, Chief Executive Officer

STUDENT TRUSTEES’ REPORT Public Session

BACKGROUND

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

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

DEVELOPMENTS

Religious/Charitable Events/Accomplishments

St. Michael CSS

- Our final school Mass was held on June 2 at St. Joseph’s Parish and was celebrated by Fr. Don. The Mass was led by members of the Chaplaincy Team. Following the celebration, students and staff enjoyed a pancake breakfast and fellowship back at the school.
- On June 4, the Multicultural Club hosted a Multicultural Festival, celebrating the diverse cultures represented within our school community.
- St. Michael celebrated its annual Big Day Out on June 4. The day was filled with games, prizes, volleyball and basketball competitions, and a Coffee House performance.
- Prom was held on June 5 with the theme, “A Night in Greece.”
- Examinations will be held from June 17 to June 22.
- Graduates will be celebrated in prayer at a special Mass on June 21 at 12:00 p.m. at St. Joseph’s Parish.
- Graduation Day will take place on June 25. The celebration will begin with a graduation liturgy in the St. Michael gymnasium, followed by a graduation breakfast.

St. Anne’s CSS

- On June 4, we celebrated our year-end Mass, presided over by Fr. Tony.
- Chris Bray provided music ministry for the Mass, helping to create a prayerful and uplifting celebration for our school community.
- On June 9, our Chaplaincy Team participated in a Prayer Crawl throughout Goderich. The team stopped to pray at several locations, including Goderich Place Retirement Home, Rotary Cove Beach, St. Mary’s Catholic School, Goderich City Hall, the Goderich Courthouse, Lakeshore United Church, St. George’s Anglican Church, and St. Peter’s Church, where they concluded their day.
- Our Book Study, Scripture Study, and Chaplaincy Team activities also concluded on June 9, marking the end of another year of faith formation and spiritual growth.

Academic Events/Accomplishments

St. Michael CSS

- On June 12 and 15, Grade 9 students will participate in the EQAO Mathematics Assessment.
- Our co-op employers were recognized and thanked for their ongoing support of student learning and experiential education during a special appreciation breakfast held on June 3.
- Grade 12 students completed the Specialist High Skills Major (SHSM) certifications required for graduation on June 1.
- On June 9, students participated in the Blaze the Trail initiative, *Hearts That Serve*, at Spruce Lodge, providing an opportunity to live out our Catholic values through service to others.
- French students participated in a French-language film screening at Stratford Cinemas on June 9, enhancing their language skills and appreciation for Francophone culture.

St. Anne's CSS

- On June 1, Grade 9 and 10 students participated in the Ontario Career Lab, exploring future career pathways and post-secondary opportunities.
- On June 2, the remaining Grade 9 Science classes participated in a stream study with the Ausable Bayfield Conservation Authority, engaging in hands-on environmental learning.
- Grade 9 students travelled to the Stratford Festival on June 3 to attend a performance of *The Hobbit*.
- On June 3, St. Anne graduate Simon Harburn visited Mr. Dietrech's classes to speak about financial literacy and share insights from his experiences.
- Co-op students participated in a Career Fair held in the cafeteria on June 4, providing valuable opportunities to connect with employers and learn about potential career paths.
- On June 10, representatives from Victim Services delivered a presentation to a Grade 11 Physical Education class.
- Quiet Week began on June 10, offering students opportunities for reflection and spiritual growth as the school year draws to a close.
- On June 15 and 16, Grade 9 students enrolled in Period 2 Mathematics will participate in the EQAO Mathematics Assessment.
- Examinations will begin on June 17 and will conclude on June 22. Any examination conflicts will be resolved on June 23 and 24.

Athletics/Arts Events/Accomplishments

St. Michael CSS

- The Varsity Girls' Slo-Pitch team captured the Huron-Perth Championship, capping off an outstanding season.
- Five students represented St. Michael at the OFSAA Track and Field Championships on June 4 and 5, competing against the province's top athletes.
- The annual Athletic Banquet was held on June 10, recognizing the achievements, dedication, and sportsmanship of our student-athletes throughout the year.
- The Senior Girls' Soccer team earned a silver medal at WOSSAA, while the Senior Boys' Soccer team captured the bronze medal, showcasing strong performances by both teams.
- Arts students were celebrated at the annual Arts Gala on May 21, highlighting their creativity, talent, and accomplishments across a variety of artistic disciplines.
- "Jammin' in June" took place on June 9, celebrating the many talents of students involved in our music program through an evening of performances.
- Quiet Week began on June 11, providing opportunities for prayer, reflection, and spiritual growth as students prepare for the conclusion of the school year.

St. Anne's CSS

- From June 1 to 3, the Senior Boys' Rugby team competed at the OFSAA Championships in Stratford, representing our school with pride and determination.
- From June 4 to 6, Renee A. competed at the OFSAA Track and Field Championships in Niagara, showcasing exceptional athletic achievement at the provincial level.
- On June 4, following our year-end Mass, the school community gathered for our annual Outside-a-Palooza celebration. The event provided an opportunity for students and staff to celebrate a successful school year together.
- On June 5, students enjoyed Prom, a memorable evening celebrating friendship, achievement, and the culmination of their secondary school experience.
- On June 25, graduates will participate in a graduation breakfast and dress rehearsal before celebrating their commencement ceremony with family, friends, and staff.

RECOMMENDATION

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



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sarah Devereaux, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: June 15, 2026
Submitted by: Karen Tigani, Chief Executive Officer

2026-27 DRAFT BUDGET

Public Session

BACKGROUND

Every school board shall prepare and adopt estimates of its revenues and expenditures for the fiscal year. School boards are required to submit their 2026-27 estimates by June 30, 2026. School boards are required to have balanced budgets, which requires total spending to be equal to, or less than, total revenue. However, there are circumstances where an in-year deficit is permissible if there were prior surpluses (called accumulated surplus). The draw on accumulated surplus is limited to the lesser of the school board's accumulated surplus from the preceding year or one per cent of the school board's operating revenue.

DEVELOPMENT

We are pleased to present the details of the Board's balanced and compliant budget for the 2026-2027 fiscal year. The budget is committed to aligning with the Board's Strategic Plan, and meeting budget goals. These goals are:

- 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

The attached reports include details of grants, expenditures, enrolment and staffing. The budget is balanced for compliance, is compliant with enveloping provisions and is compliant with Ministry class-size requirements.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves Revenue in the amount of \$87,861,791, and Expenditures in the amount of \$87,861,791 for the period of September 1, 2026 to August 31, 2027.



TRUSTEE BUDGET PRESENTATION

2026-27 DRAFT BUDGET

JUNE 15, 2026

On Fire with the Spirit
Awaken ~ Illuminate ~ Rejoice

Budget Goals

Budget goals are driven by strategic plan goals:

- 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

Whether directly or indirectly, the budget supports and embodies these important goals.

Budget Overview

The 2026-27 operating budget projects total revenue of \$87.86M, an increase of \$2M or 2.3% from 2025-26 estimates and an increase of \$1.7M or 1.9% from 2025-26 revised estimates. This reflects the Ministry of Education's announcement of targeted investments and transfers of Responsive Education Program (REP) amounts into Core Education funding (\$912K).

Total expenditures are projected at \$87.8M, which is also an increase of \$2M or 2.3% from 2025-26 estimates and an increase of \$1.7M or 1.9% from 2025-26 revised estimates.

This includes an increase of \$2.9M in salaries and benefits, \$380K in student transportation and school operations from revised estimates and \$244K in projected School Generated Funds. There is a decrease from 2025-26 revised estimates of \$85K in capital related expenditures and \$1.8M in supplies and services due to a carry-forward of funding from 2024-25 included in 2025-26 Revised Estimates.

Total salaries and benefits account for 73.7% of total operating expenditures.

Staff are presenting a draft balanced budget for the 2026-27 school year.

Enrolment

Enrolment is the main driver for the Board's funding. The funding is based on the Average Daily Enrolment (ADE) using the full-time equivalent of students enrolled at each school as of October 31st and March 31st. With an estimate international student enrolment of 15.0, total ADE for 2026-27 is projected to be 4,722, representing a 2.8% increase from prior year.

	2021-22 Actual	2022-23 Actual	2023-24 Actuals	2024-25 Actuals	2025-26 Rev.Est	2026-27 Estimates	Variance Inc/Dec
Elementary							
JK/SK	577.3	607.0	605.5	652.3	682.5	689.0	6.5
Grades 1 - 3	951.0	966.5	973.8	963.5	987.0	1,016.0	29.0
Grades 4 - 8	1,681.8	1,649.5	1,683.0	1,722.8	1,722.0	1,687.0	-35.0
International/Other Pupils							0.0
Total Elementary	3,210.0	3,223.0	3,262.3	3,338.5	3,391.5	3,392.0	0.5
Secondary							
Pupils of the Board/ADE	1,365.6	1,340.8	1,272.1	1,219.1	1,196.5	1,315.0	118.6
International/Other Pupils	0.0	0.5	0.0	4.0	7.0	15.0	8.0
Total Secondary	1,365.6	1,341.3	1,272.1	1,223.1	1,203.5	1,330.0	126.6
Total Day School	4,575.6	4,564.3	4,534.4	4,561.6	4,595.0	4,722.0	127.1
High Credit	7.0	5.0	10.5	10.5	13.4	15.0	1.6

2026-27 DRAFT REVENUE

Operating Budget Limitations

Education funding is intended to mirror cost structures; however, school boards have flexibility in their actual expenditures. It is up to school boards to determine their detailed budget commitments within the terms of the *Education Act* and other relevant legislation.

Education funding recognizes that school boards need flexibility to decide how best to allocate resources within their budgets. At the same time, there are restrictions on how school boards may use certain components of their allocation.

Enveloping and Other Reporting Requirements

Classroom Staffing Fund:

New Teacher Induction Program (NTIP)

School boards are expected to use NTIP funding for eligible NTIP expenses and are required to meet NTIP program requirements.

Learning Resources Fund:

Consistent Curriculum Resources Amount

To support a consistent set of curriculum aligned learning resources across subjects and grades.

Supplementary Classroom Supplies Amount

School boards must make \$750 available for each eligible elementary school teacher to purchase supplies for the classroom.

Targeted Learning Allocation

To support school boards in implementing focused initiatives aimed at improving student achievement in math and reading.

Student Safety and Well-Being

Limited to expenses related to student safety and well-being.

Mental Health and Wellness Allocation

Is limited to expenses related to student mental health, including spending restrictions on the Mental Health Staff component and the Mental Health Leaders component within the fund.

Indigenous Education Grant

The Indigenous Education Grant is limited to expenses that support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives, and contributions.

Language Supports

The areas of intervention amount is limited to expenses for initiatives and eligible activities.

Program Leadership Grant (PLG)

PLG funding is to be used for eligible expenses, including salary and benefits and travel and professional development for the program leaders.

Specialist High Skills Major (SHSM) and Dual Credit

To be used for eligible expenses based on parameters.

Special Education Fund:

The Special Education Grant is limited to special education expenditures. Any unspent funding must be treated as deferred revenue for special education. Boards may choose to spend more on special education programs beyond the Special Education Grant.

School Facilities and Transportation Funds:

Spending shall not exceed the total funding generated by a school board through the Student Transportation and School Facilities Fund plus up to a maximum of 5 percent of the total amount generated through remaining allocations.

School Renewal Allocation

Primarily limited to capital renewal expenditures.

Rural and Northern Education

Limited to expenses that further improve education for students in rural communities.

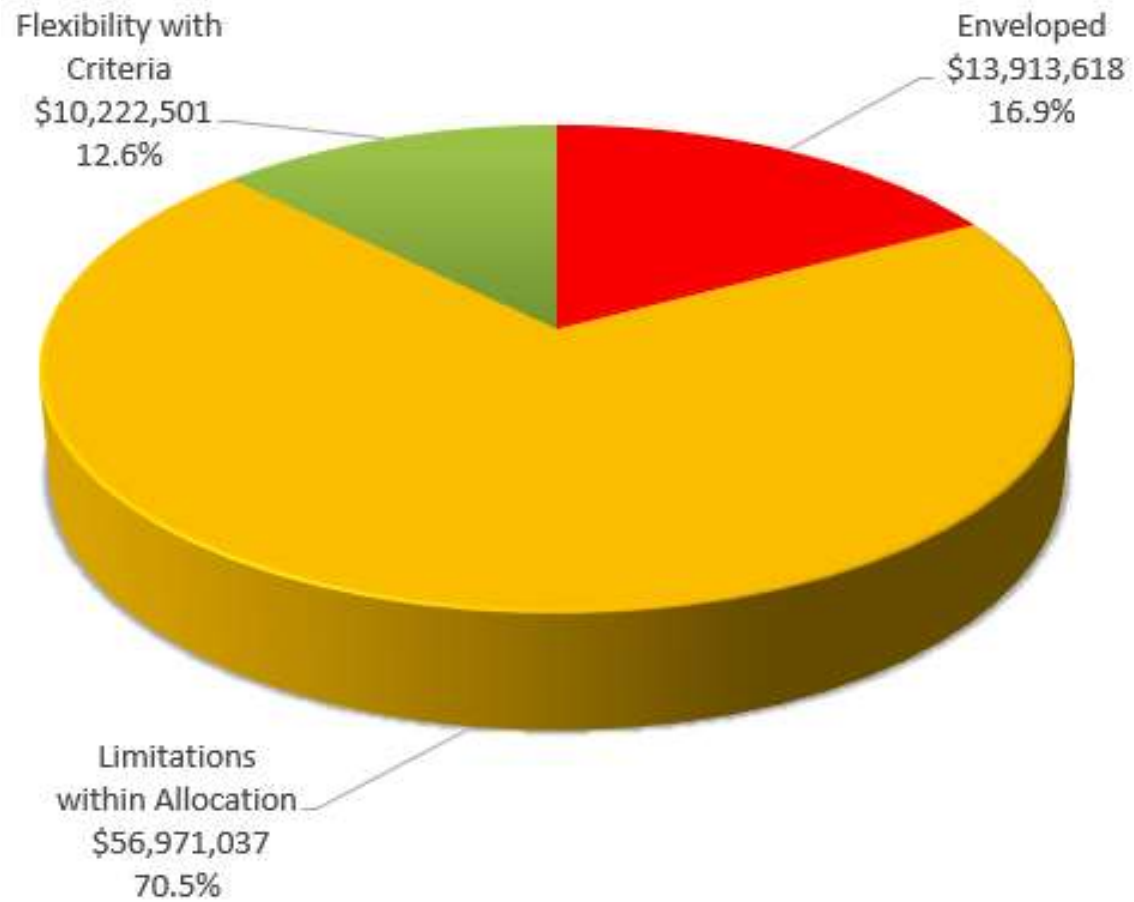
School Board Administration Fund:

Expenses shall not exceed the expense limit as prescribed by the Ministry of Education. The school board administration expense limit is \$2.2 million per school board plus 3.44 per cent of each school board's total operating expenses.

2026-2027 Revenue – Core Education Allocations

Allocation	Amount	Level of Restriction		
		Enveloped	Limitations within Allocation	Flexibility with Criteria
Classroom Staffing Fund (CSF)				
Per Pupil Allocation	27,548,952		27,548,952	
Language Classroom Staffing Alloc	1,068,370		1,068,370	
Local Circumstances Staffing Alloc	7,468,985		7,468,985	
Indigenous Educaiton Classroom Staffing Alloc	16,139	16,139		
Supplementary Staffing Allocation	817,454			817,454
CSF TOTAL	36,919,901			
Learning Resources Fund (LRF)				
Per Pupil Allocation	3,679,404		3,679,404	
Language Supports & Local Circumstances	1,899,223		1,899,223	
Indigenous Education Supports	454,786	454,786		
Mental Health & Wellness	795,811	795,811		
Student Safety and Well-Being	174,824	174,824		
Continuing Education & Other Programs	231,255			231,255
School Management	5,294,699		5,294,699	
Differentiated Supports	1,510,215		1,510,215	
Targeted Learning Supports	462,969	462,969		
LRF TOTAL	14,503,187			
Special Education Fund (SEF)				
Per Pupil Allocation	4,464,248			
Differentiated Needs Allocation	5,289,490			
Complex Supports Allocation	831,425			
Specialized Equipment Allocation	450,528			
SEF TOTAL	11,035,690	11,035,690		
School Facilities Fund (SFF)				
School Operations Allocation	6,307,337			6,307,337
School Renewal	914,973	914,973		
Rural and Northern Education	410,026		410,026	
SFF TOTAL	7,632,336			
Student Transportation Fund (STF)				
Transportation Services	6,389,234		6,389,234	
Taxis and Transit Allocation	-		0	
Local Priorities and Operations	1,519,242		1,519,242	
STF TOTAL	7,908,476			
School Board Administration Fund (SBAF)				
Trustees and Parent Engagement	106,146			106,146
Board-Based Staffing	2,760,309			2,760,309
Central Employer Bargaining Agency Fees	58,426	58,426		
Data Management & Audit	182,685		182,685	
Declining Enrolment	-			0
SBAF TOTAL	3,107,566			
CORE EDUCATION FUNDING	81,107,156	13,913,618	56,971,037	10,222,501

2026-2027 Revenue – Core Education Allocations



Revenue Variance Report (>\$100,000)

(2026-27 Draft Budget vs. 2025-26 Revised Estimates)

Classroom Staffing Fund: Per Pupil Allocation	Increase: \$736,807 Enrolment increase
Classroom Staffing Fund: Local Circumstances Staffing Alloc.	Increase: \$727,852 Largely due to teacher qualification increase (based on projected teacher placement on Qualification & Experience grid)
Classroom Staffing Fund: Supplementary Staffing Allocation	Increase: \$234,744 Reading Intervention Responsive Education Program to Core Ed
Learning Resources Fund: Per Pupil Allocation	Increase: \$306,741 Enrolment increase
Learning Resources Fund: School Management	Increase: \$197,964 Largely due to Principal/Vice-Principal grid increases
Learning Resources Fund: Differentiated Supports	Increase: \$234,133 Dual Credit program funding moved to Core Ed
Learning Resources Fund: Targeted Learning Allocation	Increase: \$462,969 Multiple Responsive Education Programs moved to Core Ed
Special Education Fund: Differentiated Needs Allocation	Increase: \$128,661 Responsive Education Programs moved to Core Ed
School Facilities Fund: School Operations Allocation	Increase: \$232,027 Benchmark increase and enrolment increase
Student Transportation Fund: Local Priorities and Operations	Increase: \$222,130 Benchmark increase and top-up

2026-2027 Draft Revenue Summary

Core Education Grants	2025-26 Estimates	2025-26 Revised Estimates	2026-27 Draft Budget	Variance Inc/Dec
<i>Classroom Staffing Fund (CSF)</i>				
Per Pupil Allocation	\$ 26,479,207	\$ 26,812,144	\$ 27,548,952	\$ 736,808
Language Classroom Staffing Alloc	983,878	1,040,640	1,068,368	\$ 27,728
Local Circumstances Staffing Alloc	7,293,793	6,741,132	7,468,987	\$ 727,855
Indigenous Educaiton Classroom Staffing	26,960	26,960	16,139	\$ (10,821)
Supplementary Staffing Allocation	583,607	582,710	817,455	\$ 234,745
<i>Learning Resources Fund (LRF)</i>				
Per Pupil Allocation	3,339,383	3,372,663	3,679,405	\$ 306,742
Language Supports & Local Circumstances	1,842,765	1,834,764	1,899,223	\$ 64,459
Indigenous Education Supports	445,611	447,955	454,787	\$ 6,832
Meantal Health	789,431	790,059	795,811	\$ 5,752
Student Safety and Well-Being	133,299	134,510	174,824	\$ 40,314
Continuing Education & Other Programs	225,376	234,384	231,255	\$ (3,129)
School Management	5,075,807	5,096,734	5,294,699	\$ 197,965
Differentiated Supports	1,345,718	1,276,083	1,510,216	\$ 234,133
Targeted Learning Allocation	-	-	462,969	\$ 462,969
<i>Special Education Fund (SEF)</i>				
Per Pupil Allocation	4,327,116	4,380,334	4,464,248	\$ 83,914
Differentiated Needs Allocation	5,160,468	5,160,830	5,289,491	\$ 128,661
Complex Supports Allocation	828,329	829,209	831,425	\$ 2,216
Specialized Equipment Allocation	441,892	444,444	450,528	\$ 6,084
<i>School Facilities Fund (SFF)</i>				\$ -
School Operations Allocation	6,054,295	6,075,312	6,307,337	\$ 232,025
School Renewal Operating	894,838	897,528	914,973	\$ 17,445
Rural and Northern Education	406,134	406,134	410,026	\$ 3,892
<i>Student Transportation Fund (STF)</i>				\$ -
Transportation Services	7,715,255	7,700,037	7,908,474	\$ 208,437
<i>School Board Administration Fund (SBAF)</i>				
Trustees and Parent Engagement	106,109	106,118	106,146	\$ 28
Board-Based Staffing	2,814,704	2,735,919	2,760,308	\$ 24,389
Central Employer Bargaining Agency Fees	58,426	58,426	58,426	\$ -
Data Management & Audit	182,373	182,466	182,684	\$ 218
Declining Enrolment	-	-	-	\$ -
General Operating Allocation	\$ 77,554,774	\$ 77,367,495	\$ 81,107,156	\$ 3,739,661

2026-2027 Draft Revenue Summary (continued)

	2024-25 Financial Statements	2025-26 Estimates	2025-26 Revised Estimates	2026-27 Draft Budget	Variance Inc/Dec
General Operating Allocation (Prior to Capital Adjustments)	\$74,574,869	\$77,554,778	\$77,367,495	\$81,107,156	\$3,739,661
Capital Grants	3,023,695	8,037,449	13,026,326	2,655,393	(10,370,933) (1)
Temporary Accommodation	47,040	91,500	91,500	86,200	(5,300)
Capital Debt Support Payments - Interest Portion	441,242	401,126	401,126	358,819	(42,307)
Total Capital Allocation	\$3,511,977	\$8,530,075	\$13,518,952	\$3,100,412	-\$10,418,540
TOTAL REVENUE	\$78,086,846	\$86,084,853	\$90,886,447	\$84,207,568	-\$6,678,879
Less: Capital Adjustments (see Capital Slide)	(3,956,527)	(8,677,449)	(14,055,863)	(3,315,366)	10,740,497 (1)
Add: Other Revenue (see Other Revenue Slide)	7,731,594	8,482,496	\$9,375,926	6,969,589	(2,406,337)
TOTAL REVENUE	\$81,861,913	\$85,889,900	\$86,206,510	\$87,861,791	\$1,655,281

(1) 2025-26 Revised Estimates includes carry forward capital grants from prior year

2026-2027 Draft Revenue – Capital

	2024-25 Financial Statements	2025-26 Estimates	2025-26 Revised Estimates	2026-27 Draft Budget
Capital Priorities - St. Mary's Listowel	\$ 452,538	\$ 3,466,813	\$ 4,468,050	\$ -
Child Care Capital - St. Mary's Listowel	-	1,915,650	3,721,265	-
School Condition Improvement	2,571,157	2,654,986	4,837,011	2,655,393
School Renewal	562,983	640,000	1,029,537	659,973
Minor TCA	369,849	-	-	-
Sub-Total	\$ 3,956,527	\$ 8,677,449	\$ 14,055,863	\$ 3,315,366
Other -Federal & 3rd Party	80,670.00	-	10,100.00	-
Grand Total	\$ 4,037,197	\$ 8,677,449	\$ 14,065,963	\$ 3,315,366

Other – Federal & 3rd Party

2024-25: CTMA in-kind donation of tech equipment

2025-26: CEC HVAC through accumulated surplus

2026-2027 Draft – Capital Projects

Project	Site	Amount
School Condition Improvement		
Lighting upgrade	St. Michael	\$100,000
Science lab upgrades	St. Michael	300,000
Main air handler replacement	St. Michael	750,000
Lighting upgrade	Jeanne Sauve	250,000
Roof replacement Phase 2	St. Anne	650,000
Roof replacement	St Marys, Goderich	500,000
Unallocated	TBD	105,393
Total SCI Funding		\$2,655,393
School Renewal (Capital)		
Replace portable classroom	St Marys, Goderich	\$130,000
Electrical service upgrade	St. Columban	200,000
Exterior Door Replacement	St Boniface	20,000
Unallocated	TBD	309,973
Total School Renewal, Capital		\$659,973
Grand Total - Capital		\$3,315,366
School Renewal (Operating)		
PA system	Jeanne Sauve	80,000
Rekey school	St. Boniface	30,000
Municipal street assessment	St. Joseph, Stratford	65,000
Gym floor replacement	Precious Blood	60,000
Unallocated	TBD	20,000
Grand Total - School Renewal, Operating		\$255,000
Grand Total - Capital and Renewal Operating		\$3,570,366

2026-2027 Draft Revenue – Other

	2024-25 Financial Statements	2025-26 Estimates	2025-26 Revised Estimates	2026-27 Draft Budget	Variance Increase (Decrease)
Amounts (to)/from Deferred - Special Education	\$160,673	\$300,000	208,167	\$290,253	\$82,086
Amounts (to)/from Deferred - Renewal	(118,080)	-	565,562	-	(565,562)
Amounts (to)/from Deferred - RNEF	(66,240)	-	525,000	-	(525,000)
Amounts (to)/from Deferred - Experiential Learning	200,000	-	-	-	-
Amounts (to)/from Deferred - Student Safety & Well-Being	(50,000)	-	50,000	-	(50,000)
Amounts (to)/from Deferred - Indigenous	(170,612)	-	256,112	-	
Amounts (to)/from Deferred - FSL	(106,685)	-	106,685	-	
Amounts (to)/from Deferred - Mental Health	(168,480)	-	258,900	-	(258,900)
Amounts (to)/from Deferred - Targetted Student Supports	125,000	-	-	-	-
Amounts (to)/from Deferred - Third Party	38,957	-	67,459	-	(67,459)
Amounts (to)/from Deferred - REP	27,428	-	61,462	-	(61,462)
Responsive Educaton Programs	1,873,401	966,276	1,255,933	-	(1,255,933)
Amounts (to)/from Deferred - Other	-	-	-	244,034	
Provincial Grants - Other	29,166	-	-	-	-
Grants From Other Ministries & GRE	268,578	258,162	262,372	224,119	(38,253)
Interest Income	274,909	240,000	225,000	185,000	(40,000)
Tuition Fees	48,998	101,320	79,035	236,625	157,590
Rental Revenue	201,812	193,600	188,600	209,800	21,200
Board Level Donations - St. Andre Bessette Trust Fund	-	45,000	45,000	50,000	5,000
School Generated Funds	1,707,481	2,155,000	1,800,000	2,044,000	244,000
Other Misc Revenue	250,405	18,725	70,755	15,000	(55,755)
Amortization of DCC & ARO	3,204,883	4,204,413	3,349,884	3,470,758	120,874
Grand Total	\$7,731,594	\$8,482,496	\$9,375,926	\$6,969,589	(\$2,406,337)

RNEF – Rural & Northern Education Fund

GRE – Government Reporting Entity

FSL – French as a Second Language

DCC – Deferred Capital Contributions

ARO – Asset Retirement Obligation

REP – Responsive Education Programs

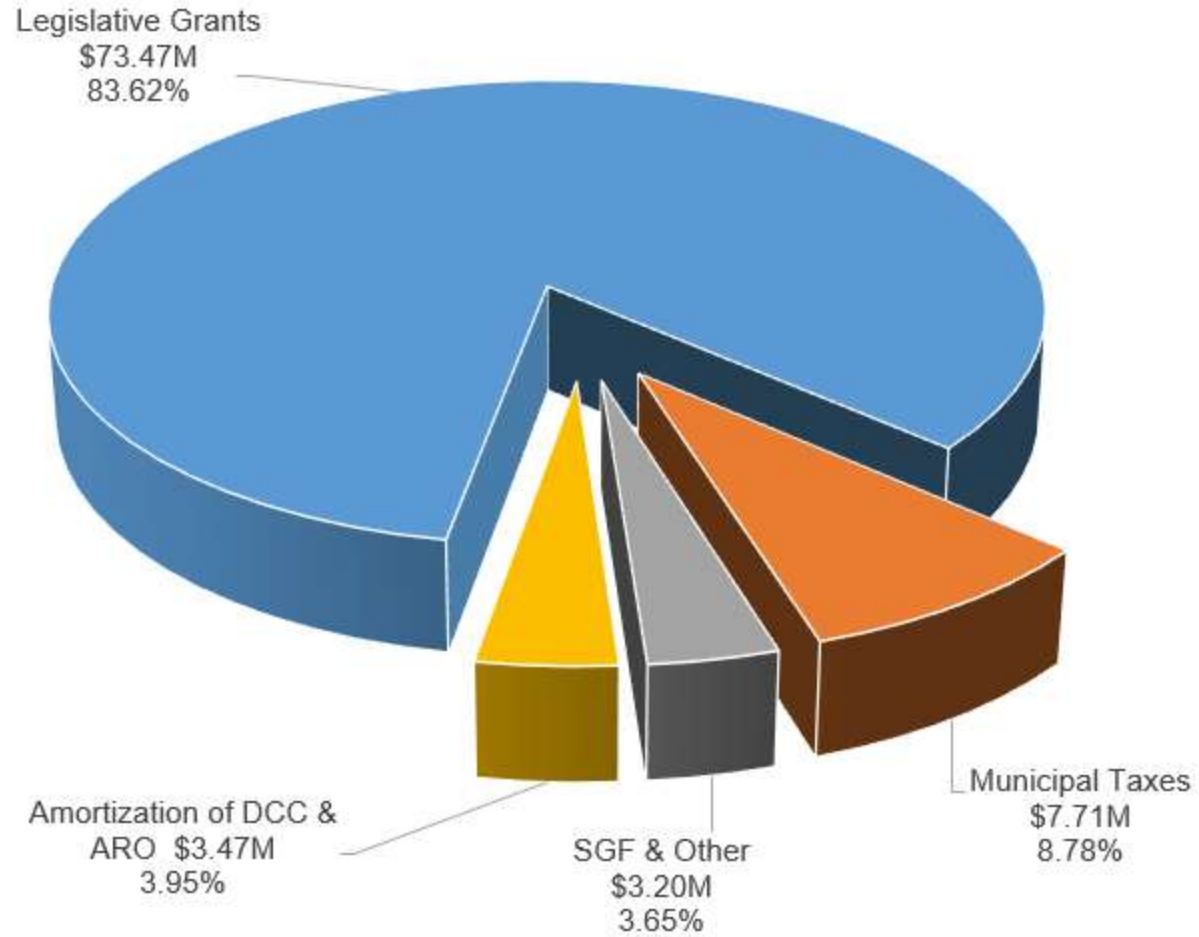
2026-2027 Draft – Responsive Education Program (REP) Revenue

Multiple REPs were moved into Core Education funding for 2026-27. These amounts have been included below.

The Ministry has not yet announced any remaining REPs for 2026-27, therefore no REP revenue has been included in 2026-27 Estimates.

Responsive Education Programs moved to CoreEd	2026-27 Draft Budget
Early Reading Enhancements: Reading Screening Tools	25,758
Education Staff to Support Reading Interventions	276,783
Math Achievement Action Plan: Board Math Leads	184,033
Math Achievement Action Plan: School Math Facilitators	135,795
Math Achievement Action Plan: Digital Math Tools	27,200
Licences and Supports for Reading Programs and Interventions	90,183
Transportation and Supports for CYIC	24,046
Cyber Safety Learning Resources	12,202
Grand Total	\$ 776,000

2026-2027 Draft Revenue - \$87.86M



2026-27 DRAFT EXPENDITURES

2026-2027 Draft Salaries & Benefits

	2024-25 Financial Statements	2025-26 Estimates	2025-26 Revised Estimates	2026-27 Draft Budget	Variance Increase (Decrease)	% Increase (Decrease)
Instructional	\$54,933,012	\$56,962,813	\$56,101,362	\$58,824,134	\$ 2,722,772	4.85%
Non-Instructional	5,712,698	5,859,454	5,781,436	5,971,356	189,920	3.28%
Grand Total	\$60,645,710	\$ 62,822,267	\$ 61,882,798	\$ 64,795,490	\$ 2,912,692	4.71%

2026-2027 Draft Budget

	2024-25 Financial Statements	2025-26 Estimates	2025-26 Revised Estimates	2026-27 Draft Budget
Total Revenue	\$ 81,861,913	\$ 85,889,900	\$ 86,206,510	\$ 87,861,791
Less Expenditures:				
Salaries and Benefits	\$ (60,645,710)	\$ (62,822,267)	\$ (61,882,798)	\$ (64,795,490)
Balance Available for Other Operating & Capital Expenditures	\$ 21,216,203	\$ 23,067,633	\$ 24,323,712	\$ 23,066,301

\$23,066,301 Remaining after Salaries & Benefits

2026-2027 Draft Capital Expenditures

	2024-25 Financial Statements	2025-26 Estimates	2025-26 Revised Estimates	2026-27 Draft Budget	Variance Increase (Decrease)	% Increase (Decrease)
Total Revenue Available				\$ 23,066,301		
School Renewal - Operating	\$ 199,581	\$ 254,838	\$ 433,553	\$ 255,000	\$ (178,553)	-41.18%
Interest Charges on Capital Debt	457,166	393,129	393,129	363,530	(29,599)	-7.53%
Amortization & Accretion	3,354,980	4,351,315	3,503,183	3,626,104	122,921	3.51%
Total Capital Expenses	\$ 4,011,727	\$ 4,999,282	\$ 4,329,865	\$ 4,244,634	\$ (85,231)	-1.97%
Balance Available for Other Operating Expenditures				\$ 18,821,667		

\$18,821,667 Remaining after Salaries & Benefits and Capital Expenditures

2026-2027 Draft Other Operating Expenditures

	2024-25 Financial Statements	2025-26 Estimates	2025-26 Revised Estimates	2026-27 Draft Budget	Variance Increase (Decrease)	% Increase (Decrease)
Learning Materials/ Computers/ Para Professional	\$ 2,285,141	\$ 2,583,156	\$ 3,051,934	\$ 2,791,817	\$ (260,117)	-8.52% (1)
Staff Development/ Coordinator & Consultant	911,699	769,349	2,215,355	819,392	(1,395,963)	-63.01% (2)
Principals and School Office	266,438	323,722	341,412	344,629	3,217	0.94% (3)
Board Admin	1,316,562	1,136,712	1,372,738	1,224,309	(148,429)	-10.81% (4)
School Operations/ Maintenance & Transportation	10,324,099	11,055,408	11,167,408	11,547,520	380,112	3.40% (5)
Grand Total	\$ 15,103,939	\$ 15,868,347	\$ 18,148,847	\$ 16,727,667	\$ (1,421,180)	-7.83%

Expense Variance Notes (2026-27 Draft Budget vs. 2025-26 Revised Estimates)

- (1) Revised Estimates includes carry forwards from prior year
- (2) Revised Estimates includes enveloped Special Education, Rural and Northern Education and REP Fund carry forward amounts
- (3) Increase in operating costs i.e. copiers, printers & supplies
- (4) Additional legal expense and software upgrade costs included at revised estimates
- (5) Reflects rising utility and other maintenance & transportation costs. Increased benchmark funding received in both areas.

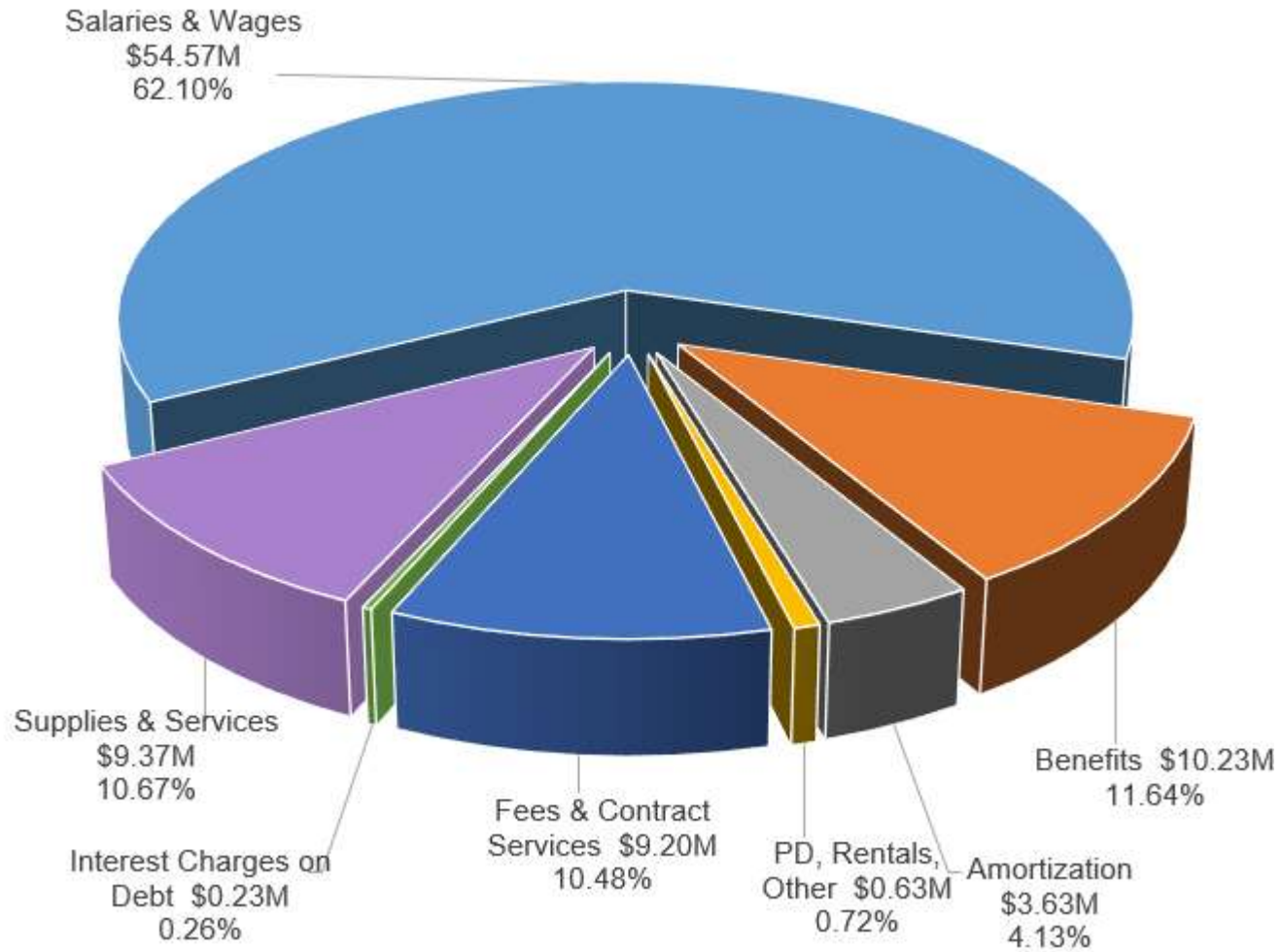
2026-2027 Draft Expense Summary

	2024-25 Financial Statements	2025-26 Estimates	2025-26 Revised Estimates	2026-27 Draft Budget
Salaries & Benefits	\$60,645,710	\$62,822,267	\$61,882,798	\$ 64,795,490
Other Operating	15,103,939	15,868,347	18,148,847	16,727,667
Capital Related Expenditures	4,011,727	4,999,282	4,329,865	4,244,634
Other Expenditures	1,747,438	2,200,000	1,845,000	2,094,000
Total Expenditures	\$ 81,508,814	\$ 85,889,896	\$ 86,206,510	\$ 87,861,791

2026-27 Draft Other Expenditures:

School Generated Funds	\$ 2,044,000
St. Andre Bessette Trust Fund	\$ 50,000
	<u>2,094,000</u>

2026-2027 Draft Expenditures - \$87.86M



2026-2027 Draft Budget Summary

	2024-25 Actuals	2025-26 Estimates	2025-26 Revised Estimates	2026-27 Draft Budget	Increase (Decrease)
Revenues					
Grants for Student Needs	\$ 69,414,822	\$ 74,137,725	\$ 74,496,866	\$ 76,940,892	\$ 2,444,026
Prov grants other	2,202,314	1,224,438	1,579,767	224,119	(1,355,648)
Local taxation	7,725,956	7,774,088	7,654,028	7,712,321	58,293
School Generated funds	1,707,481	2,155,000	1,800,000	2,044,000	244,000
Investment	274,909	240,000	225,000	185,000	(40,000)
Other	536,431	358,645	450,849	755,459	304,610
	\$ 81,861,913	\$ 85,889,896	\$ 86,206,510	\$ 87,861,791	\$ 1,655,281
Expenditures					
Instruction	\$ 58,884,931	\$ 61,016,452	\$ 62,174,906	\$ 63,085,320	\$ 910,414
Administration	3,628,341	3,322,192	3,547,914	3,446,601	(101,313)
Transportation	7,069,679	7,715,255	7,715,255	7,908,473	193,218
Pupil Accommodation	10,021,026	11,500,129	10,787,567	11,191,529	403,962
School Generated funds	1,707,481	2,155,000	1,800,000	2,044,000	244,000
Other	197,356	180,868	180,868	185,868	5,000
	\$ 81,508,814	\$ 85,889,896	\$ 86,206,510	\$ 87,861,791	\$ 1,655,281
Annual Surplus (Deficit)	\$ 353,099	\$ -	\$ -	\$ -	\$ -
Surplus (Deficit) at Beginning of Year	7,511,363	7,511,364	7,864,462	7,864,462	-
Surplus (Deficit) at End of Year	\$ 7,864,462	\$ 7,511,364	\$ 7,864,462	\$ 7,864,462	\$ -
Detail of Accumulated Surplus					
Accumulated Surplus (Deficit) at end of Year	\$ 7,864,462	\$ 7,511,364	\$ 7,864,462	\$ 7,864,462	\$ -
Less: Available for Compliance - Internally Appropriated	(4,657,462)	(4,170,810)	(4,653,158)	(4,584,951)	68,207
Less: Unavailable for Compliance	(455,027)	(259,597)	(389,508)	(324,785)	64,723
Accumulated Surplus Available for Compliance - Unappropriated	\$ 2,751,973	\$ 3,080,957	\$ 2,821,796	\$ 2,954,726	\$ 132,930

Budget Pressures

Staff Replacement Costs

Supply teacher costs are funded through the Classroom Staffing Fund and supply Educational Assistant costs are funded through the Special Education Fund. Like most school boards, Ministry funding doesn't cover estimated expenses. These expenses also include WSIB costs which have also increased.

Statutory Benefits

Beginning January 2024, employers must deduct and match additional CPP contributions (CPP2) on additional earnings thresholds. The Ministry of Education is currently not funding increases to statutory benefits as part of the benefits benchmark allocations.

School Operations and Maintenance Expenses

Utility and other maintenance expenses have been steadily rising, with inflation (CPI) averaging 3.7% annually over the past five years. Non-staffing benchmarks have remained at 2% annually over this time. School facilities and maintenance costs are budgeted to rise by 4.7% from 2025-26 Revised Estimates.

HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

2026-27
Budget Package



*On Fire with the Spirit
Awaken ~ Illuminate ~ Rejoice*

June 15, 2026

Karen Tigani
Chief Executive Officer

Mary Helen Van Loon
Chair of the Board



ON FIRE WITH THE SPIRIT

Awaken ~ Illuminate ~ Rejoice

Our Vision and Mission

The Huron-Perth Catholic District School Board has nurtured the development of students and families since 1847. We honour the covenant between the school, home and parish to embrace shared leadership and wellness of the students entrusted to our care.

Vision Faith and Learning...Celebrating the Journey

Mission We are a Catholic School Board. We serve our students, working with the home, parish and school community to:

- Nurture a Christ-centered environment
- Provide student-focused learning opportunities
- Support the growth of the whole person

2026-27 Budget Goals

The 2026-2027 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.

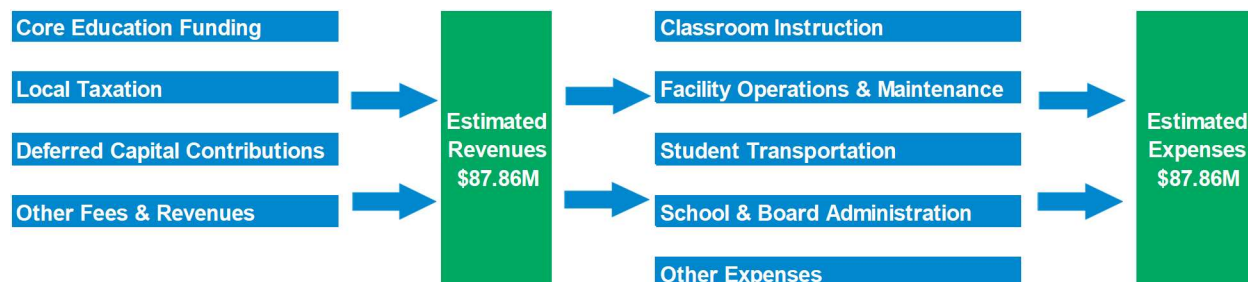
- Catholic faith development of staff and students;
 - Promote experiential learning opportunities for students; maximize faith formation opportunities for staff;
 - Engagement with Family of Parishes and adherence to school Pastoral Plans.
- Continue student-centered learning focusing on mathematics and literacy;
 - Monitoring of student achievement.
- Continued focus on preparing students for post-secondary pathway
- Focus on systems of support to improve student attendance.

Whether directly or indirectly, the budget supports and embodies these important goals.

2026-27 Operating Budget

2026-27 Core Education Funding (Core Ed) is projected to be \$30.58 billion, an increase of \$317.6 million or 1.0 per cent compared to 2025–26. This year’s Core Ed is supported by targeted investments for special education, student transportation and transfers of previous Responsive Education Programs (REP). This includes a 2 per cent cost update to the non-staff portion of the School Operations Allocation benchmark to assist school boards in managing the increase in commodity prices.

The Ministry of Education has not announced funding through the REPs at the time of this budget.



The Board’s 2026-27 operating budget projects total revenue of \$87,861,791. an increase of \$1,655,281 or 1.92 per cent from 2025-26 revised estimates.

Total expenditures are projected at \$87,861,791. which is also an increase of 1.92 per cent from 2025-26 revised estimates.

The Huron-Perth Catholic District School Board is presenting a balanced budget for the 2026-27 school year.

Huron-Perth Catholic District School Board 2026-27 Draft Budget

Statement of Operations

	2025-26 Revised Estimates	2026-27 Draft Budget	Increase (Decrease)
Revenues			
Provincial Legislative Grants	\$ 74,388,923	\$ 76,824,431	\$ 2,435,508
Local Taxation	7,654,028	7,712,321	58,293
Provincial Grants Other	1,579,767	224,119	(1,355,648)
School Generated funds	1,800,000	2,044,000	244,000
Investment	225,000	185,000	(40,000)
Other	558,792	871,920	313,128
	\$ 86,206,510	\$ 87,861,791	\$ 1,655,281
Expenditures			
Instruction	\$ 62,174,906	\$ 63,085,320	\$ 910,414
Administration	3,547,914	3,446,601	(101,313)
Transportation	7,715,255	7,908,473	193,218
Pupil Accommodation	10,787,567	11,191,529	403,962
School Generated funds	1,800,000	2,044,000	244,000
Other	180,868	185,868	5,000
	\$ 86,206,510	\$ 87,861,791	\$ 1,655,281
Annual Surplus (Deficit)			
	\$ -	\$ -	\$ -
Surplus (Deficit) at Beginning of Year	7,864,462	7,864,462	-
Surplus (Deficit) at End of Year	\$ 7,864,462	\$ 7,864,462	\$ -
Detail of Accumulated Surplus			
Accumulated Surplus (Deficit) at end of Year	\$ 7,864,462	\$ 7,864,462	\$ -
Less: Available for Compliance - Internally Appropriated	(4,653,158)	(4,584,951)	68,207
Less: Unavailable for Compliance	(389,508)	(324,785)	64,723
Accumulated Surplus			
Available for Compliance - Unappropriated	\$ 2,821,796	\$ 2,954,726	\$ 132,930

Huron-Perth Catholic District School Board 2026-27 Draft Budget

Detail of Revenue

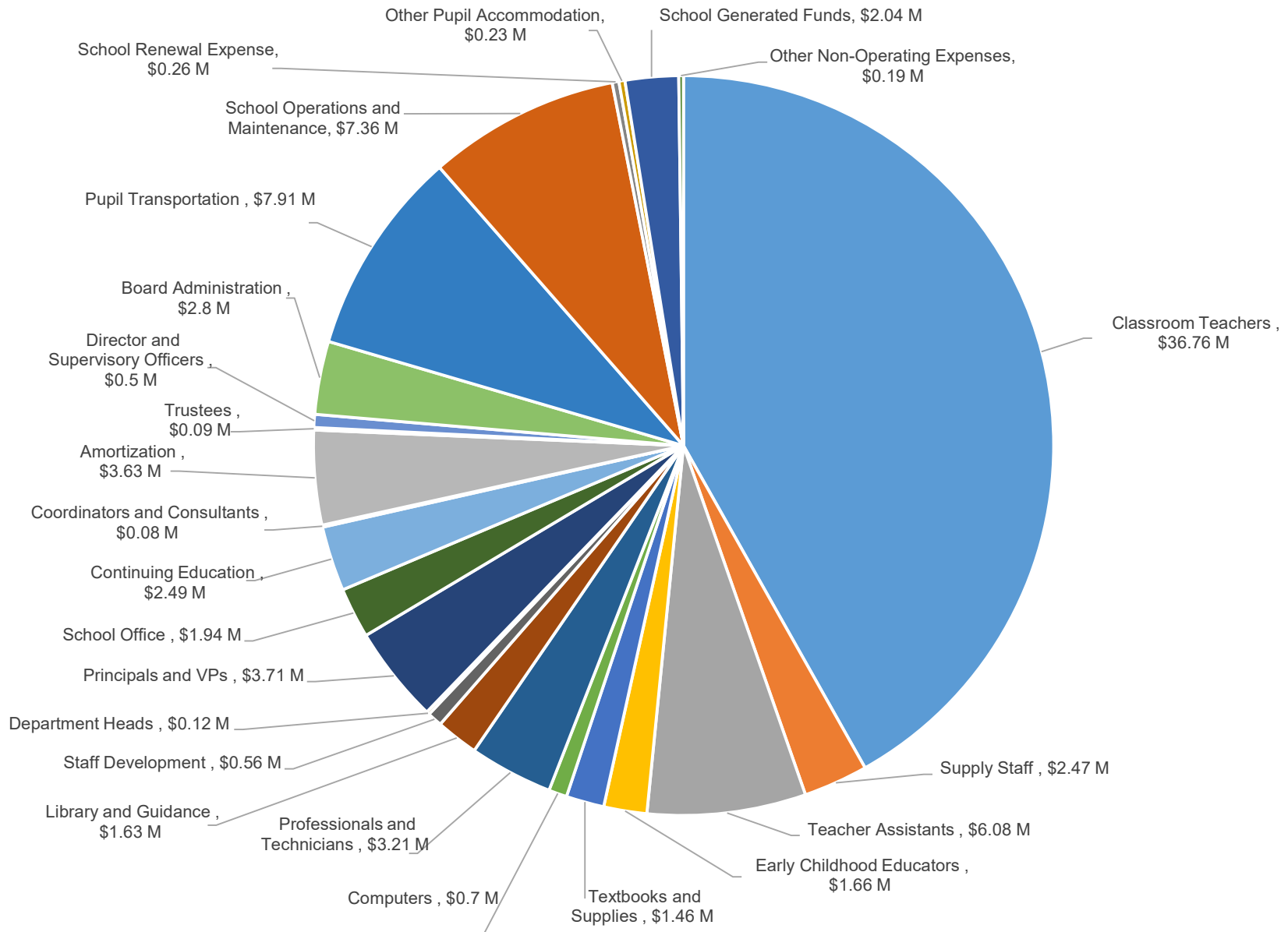
	2025-26 Revised Estimates	2026-27 Draft Budget	Increase (Decrease)
Core Education Grants			
Classroom Staffing Fund (CSF)			
Per Pupil Allocation	\$ 26,812,144	\$ 27,548,952	\$ 736,808
Language Classroom Staffing Alloc	1,040,640	1,068,368	27,728
Local Circumstances Staffing Alloc	6,741,132	7,468,987	727,855
Indigenous Educaiton Classroom Staffing	26,960	16,139	(10,821)
Supplementary Staffing Allocation	582,710	817,455	234,745
Learning Resources Fund (LRF)			
Per Pupil Allocation	3,372,663	3,679,405	306,742
Language Supports & Local Circumstances	1,834,764	1,899,223	64,459
Indigenous Education Supports	447,955	454,787	6,832
Meantal Health	790,059	795,811	5,752
Student Safety and Well-Being	134,510	174,824	40,314
Continuing Education & Other Programs	234,384	231,255	(3,129)
School Management	5,096,734	5,294,699	197,965
Differentiated Supports	1,276,083	1,510,216	234,133
Targeted Learning Allocation	-	462,969	462,969
Special Education Fund (SEF)			
Per Pupil Allocation	4,380,334	4,464,248	83,914
Differentiated Needs Allocation	5,160,830	5,289,491	128,661
Complex Supports Allocation	829,209	831,425	2,216
Specialized Equipment Allocation	444,444	450,528	6,084
School Facilities Fund (SFF)			
School Operations Allocation	6,075,312	6,307,337	232,025
School Renewal Operating	897,528	914,973	17,445
Rural and Northern Education	406,134	410,026	3,892
Student Transportation Fund (STF)			
Transportation Services	7,700,037	7,908,474	208,437
School Board Administration Fund (SBAF)			
Trustees and Parent Engagement	106,118	106,146	28
Board-Based Staffing	2,735,919	2,760,308	24,389
Central Employer Bargaining Agency Fees	58,426	58,426	-
Data Management & Audit	182,466	182,684	218
Declining Enrolment	-	-	-
Total Operating Allocation	\$ 77,367,495	\$ 81,107,156	\$ 3,739,661
Capital Allocations			
Capital Grants	\$ 4,423,813	\$ 2,655,393	\$ (1,768,420)
Capital Grants from Deferred	\$ 8,602,513	\$ -	\$ (8,602,513)
Temporary Accomodation	91,500	86,200	(5,300)
Capital Debt Support Payments - Interest Portion	401,126	358,819	(42,307)
Total Capital Allocation	\$ 13,518,952	\$ 3,100,412	\$ (10,418,540)
Less: Transferred to Deferred Capital Contributions	(14,055,863)	(3,315,366)	10,740,497
Total Core Education Funding - Operating	\$ 76,830,584	\$ 80,892,202	\$ 4,061,618
Other Grants & Revenue			
Provincial Grants Other	\$ 1,579,767	\$ 224,119	\$ (1,355,648)
Legislative Grants from Deferred	1,970,426	290,253	(1,680,173)
School Generated Funds	1,800,000	2,044,000	244,000
Amortization of DCC	3,349,884	3,470,758	120,874
Other	675,849	940,459	264,610
Total Other Grants & Revenue	\$ 9,375,926	\$ 6,969,589	\$ (2,406,337)
Total Operating Revenue	\$ 86,206,510	\$ 87,861,791	\$ 1,655,281

Huron-Perth Catholic District School Board 2026-27 Draft Budget

Detail of Expenditures

	2025-26 Revised Estimates	2026-27 Draft Budget	Increase (Decrease)
Instruction			
Classroom Teachers	\$ 34,158,993	\$ 36,762,541	\$ 2,603,548
Supply Staff	1,857,197	2,474,972	617,775
Teacher Assistants	6,113,455	6,081,132	(32,323)
Early Childhood Educator	1,612,951	1,655,227	42,276
Textbooks and Supplies	1,752,067	1,462,042	(290,025)
Computers	802,911	696,021	(106,890)
Student Support: Professionals & Technicians	3,016,353	3,207,764	191,411
Library and Guidance	1,621,699	1,626,947	5,248
Staff Develop.	470,419	561,705	91,286
Department Heads	115,122	120,081	4,959
Principals and VPs	3,575,864	3,706,614	130,750
School Office	1,885,311	1,938,968	53,657
Coordinators and Consultants	4,725,221	2,485,958	(2,239,263)
Continuing Education	82,714	80,200	(2,514)
Instruction - Amortization	384,629	225,148	(159,481)
Total Instruction Expenses	\$ 62,174,906	\$ 63,085,320	\$ 910,414
Administration			
Trustees	\$ 126,124	\$ 93,114	\$ (33,010)
Directors and Supervisory Officers	495,951	504,150	8,199
Board Administration	2,874,006	2,799,989	(74,017)
Admin - Amortization	51,833	49,348	(2,485)
Total Administration Expenses	\$ 3,547,914	\$ 3,446,601	\$ (101,313)
Pupil Transportation	\$ 7,715,255	\$ 7,908,473	\$ 193,218
Pupil Accommodation			
School Operations and Maintenance	\$ 7,030,032	\$ 7,357,259	\$ 327,227
School Renewal Expense	433,553	255,000	(178,553)
Other Pupil Accommodation	257,261	227,662	(29,599)
Pupil Accommodation - Amortization	3,066,721	3,351,608	284,887
Total Pupil Accommodation Expenses	\$ 10,787,567	\$ 11,191,529	\$ 403,962
Other			
School Generated Funds	\$ 1,800,000	\$ 2,044,000	\$ 244,000
Other Non-Operating Expenses	180,868	185,868	5,000
Total Other Expenses	\$ 1,980,868	\$ 2,229,868	\$ 249,000
Total Expenditures	\$ 86,206,510	\$ 87,861,791	\$ 1,655,281

Huron-Perth Catholic District School Board 2026-27 Draft Budget Expenditures - \$87.86M



**HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD
2026-27 Draft Budget**

Anticipated Capital Work

Project	Site	Amount
School Condition Improvement		
Lighting upgrade	St. Michael	\$100,000
Science lab upgrades	St. Michael	300,000
Main air handler replacement	St. Michael	750,000
Lighting upgrade	Jeanne Sauve	250,000
Roof replacement Phase 2	St. Anne	650,000
Roof replacement	St Marys, Goderich	500,000
Unallocated	TBD	105,393
Total SCI Funding		\$2,655,393
School Renewal (Capital)		
Replace portable classroom	St Marys, Goderich	\$130,000
Electrical service upgrade	St. Columban	200,000
Exterior Door Replacement	St Boniface	20,000
Unallocated	TBD	309,973
Total School Renewal, Capital		\$659,973
Grand Total - Capital		\$3,315,366

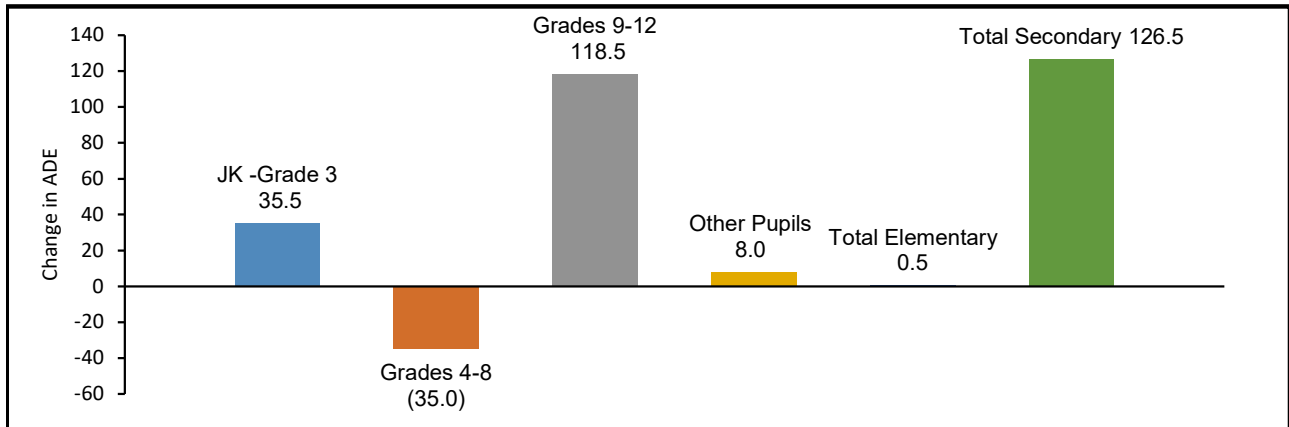
School Renewal (Operating)		
PA system	Jeanne Sauve	\$80,000
Rekey school	St. Boniface	30,000
Municipal street assessment	St. Joseph, Stratford	65,000
Gym floor replacement	Precious Blood	60,000
Unallocated	TBD	20,000
Grand Total - School Renewal, Operating		\$255,000

Grand Total - Capital and Renewal Operating		\$3,570,366
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HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD
2026-27 Draft Budget
Enrolment Projections

SUMMARY OF ENROLMENT ADE	2025-26 Revised	2026-27 Budget	Change (25-26 RevEst to 26-27 Budget)	
	Estimates	DRAFT	#	%
Elementary				
JK -3	1,669.5	1,705.0	35.5	2.1%
4-8	1,722.0	1,687.00	(35.0)	-2.0%
Other Pupils	0.0	0.0	0.0	0.0%
Total Elementary	3,391.5	3,392.0	0.5	0.0%
Secondary <21				
Pupils of the Board	1,196.5	1,315.00	118.5	9.9%
Other Pupils	7.0	15.0	8.0	114.3%
Total Secondary	1,203.5	1,330.0	126.5	10.5%
Total	4,595.0	4,722.0	127.0	2.8%
Secondary High Credit	13.4	15.0	1.6	11.9%



ENROLMENT BY SITE Location	2026-27	2025-26 Revised	2026-27 Budget	In-Year Change	
	OTG	Estimates ADE	DRAFT	#	%
Holy Name of Mary	260	213	220	7.0	3.3%
Jeanne Sauve	366	262	263	1.0	0.4%
Our Lady of Mt. Carmel	176	135	131	(4.0)	-3.0%
Precious Blood	248	238	248	10.0	4.2%
Sacred Heart	249	191	184	(6.5)	-3.4%
St. Aloysius	225	251	237	(14.0)	-5.6%
St. Ambrose	292	154	160	6.0	3.9%
St. Boniface	202	234	230	(4.0)	-1.7%
St. Columban	161	181	172	(9.0)	-5.0%
St. James	222	215	224	9.0	4.2%
St. Joseph, Clinton	225	239	229	(10.0)	-4.2%
St. Joseph, Stratford	176	136	143	7.0	5.1%
St. Mary, Goderich	343	311	314	3.0	1.0%
St. Mary, Listowel	274	394	396	2.0	0.5%
St. Patrick, Dublin	127	107	113	6.0	5.6%
St. Patrick, Kinkora	153	131	128	(3.0)	-2.3%
TOTAL ELEMENTARY	3,699	3,391.5	3,392.0	0.5	0.0%
St. Anne	653.0	524.7	583.0	58.4	11.1%
St. Michael	1,085.0	671.8	732.0	60.2	9.0%
High Credit	-	13.4	15.0	1.6	11.9%
Other	-	7.0	15.0	8.0	114.3%
TOTAL SECONDARY	1,738.0	1,216.9	1,345.0	128.2	10.5%
TOTAL ENROLMENT		4,608.4	4,737.0	128.7	2.8%

OTG = On the Ground Capacity

ADE = Average Daily Enrolment

HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD
2026-27 Draft Budget
Staffing Summary by Full-Time Equivalent

	2025/2026 REVISED ESTIMATES	2026/2027 ESTIMATES	Increase/ (Decrease)	
	AVG FTE	AVG FTE	FTE	%
<u>TEACHERS</u>				
Elementary Teachers	201.4	199.2	(2.1)	-1.1%
Secondary Teachers	88.0	95.8	7.8	8.8%
Sub-Total	289.4	295.0		
<u>NON-TEACHING</u>				
Principals/Vice-Principals	20.5	21.0	0.5	2.4%
Classroom Paraprofessional	15.3	14.3	(1.0)	-6.5%
Co-ordinators & Leads - Teachers	7.0	7.0	0.0	0.0%
Superintendents of Education	2.0	2.0	0.0	0.0%
Mental Health Lead	1.0	1.0	0.0	0.0%
Admin Support for Co-ordinators	2.8	2.8	0.0	0.0%
Chaplains	2.0	2.0	0.0	0.0%
School Monitors	7.9	7.9	0.0	0.0%
School Office Assistants	23.2	23.2	0.0	0.0%
Educational Assistants	101.0	98.0	(3.0)	-2.9%
Library Technicians	7.9	7.9	0.0	0.0%
Designated Early Childhood Educators	25.0	25.0	0.0	0.0%
Sub-Total	215.6	212.1		
<u>NON-CLASSROOM</u>				
Board Administration	19.0	19.5	0.5	2.6%
Transportation	1.0	1.0	0.0	0.0%
Trustees	7.0	7.0	0.0	0.0%
School Operations/ Maintenance	37.3	37.3	0.0	0.0%
Sub-Total	64.3	64.8		
TOTAL STAFFING	569.2	571.9	2.7	0.5%