

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

AGENDA

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

- 2. Presentations**
 - 2.1. Math Program - Coordinator C. Dale and Superintendent McDade

- 3. Delegations**

- 4. Consent Agenda**
 - 4.1. Board Highlights for March Pages 11-20
 - 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of February 9, 2026. Pages 21-25
 - 4.3. 2025 Public Sector Salary Disclosure Pages 26-30
 - 4.4. Nutritional Management System Pages 31-32
 - 4.5. 2026 School Board Election Trustee Determination and Distribution Pages 33-41

- 5. Committee and Staff Reports**
 - 5.1. Policy**
 - 5.1.1. Board Policies for review: Pages 42-45
 - a) Modified Day (P2.2.4.)
 - 5.1.2. Board Policies recommended for approval/rescinding:
 - a) Concussion Management (P2.1.19) Pages 46-49
 - b) Educational Field Trips (P2.2.3.) Pages 50-52
 - c) Development and Review of Board Policies (P1.1.4.) Pages 53-56
 - 5.2. Student Achievement and Catholicity**
 - 5.2.1. Artificial Intelligence Update Pages 57-59
 - 5.2.2. Math Achievement Action Plan (MAAP) Update Pages 60-69
 - 5.2.3. Literacy Update Pages 70-73
 - 5.2.4. Student Trustees' Report Pages 74-75
 - 5.3. Corporate Services and Operations**
 - 5.3.1. 2026-2027 Budget Community Consultation Pages 76-77
 - 5.3.2. Chromebook Purchase Pages 78-79

6. **Information and Correspondence**
 - 6.1. New Student Trustee election results
7. **Notices of Motion**
8. **Notices of Motion Considered for Adoption**
9. **Trustee Inquiries**
10. **In-Camera Session of the Regular Board Meeting**
11. **Rise and Report on the In-Camera Session of the Regular Board Meeting and Approval of the Business of the In-Camera Session**

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

12. **Future Meetings and Events**
 - March 25, 2026 - Catholic Parent Involvement Committee meeting
 - April 22, 2026 - Equity, Diversity, Inclusion and Anti-racism Committee meeting
 - April 20, 2026 - Special Education Advisory Committee meeting
 - April 27, 2026 - Regular Board Meeting
 - April 30 - May 2, 2026 - OCSTA AGM & Conference
13. **Closing Prayer** - Deacon Dan McPhee, Board Chaplain
14. **Adjournment**



HURON-PERTH CATHOLIC

District School Board

Regular Board Meeting - Monday, March 23, 2026

INTENTIONS AND OPENING PRAYER - Board Chaplain, Deacon Dan McPhee

Deacon Dan

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

All

And with your spirit...

Deacon Dan

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

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

Dcn. Dan

Let us pray,

St John Paul II...

When the cross is carried...it becomes a sign of love and total self-giving!

To carry it behind Christ - means to be united with him - in offering the greatest proof of love...

The march to Calvary was horrendously painful...

Weary from the extreme torture He had already endured - Jesus fell multiple times and was crushed by the weight of the cross...

Knowing that Jesus didn't have the strength to carry the cross by Himself, Roman soldiers ordered Simon of Cyrene to carry it with Him!

Jesus doesn't order us to carry our crosses...

He never forces us...

Jesus invites us to follow him and to carry our crosses with Him!!...

In doing so we unite ourselves to Him through self-giving Love...

Lord, Help us to carry our crosses and to carry them with you, as a sign of our Love and total self giving.

Come Holy Spirit, fill our hearts with your gifts. Let our love be true and our charity be generous. Help us to always do what is right!

Lord we ask your blessing on our meeting today. Help us to discern the best paths forward for our home-school-and parish initiatives.

Give us strength to face our challenges, patience to find solutions, and love to care for each other.

We ask this through Christ our Lord, Amen.

St. Andre Bessette

R: Pray for Us

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

Closing Prayer

O Glorious St Joseph...you who were chosen to guard and provide for the Holy Family on Earth - with a faithful heart - Look upon our school family gathered here, now, with your fatherly care!

Intercede for us, that we may be protected from all spiritual and physical harm, anxiety and division as we leave this meeting tonight and travel home.

Help us to model our homes on your humble obedience, just as you trusted God's will, without hesitation!

(Ask if there is any special intention anyone from the floor would like to place before the group before closing)

...we pray to the Lord!

...Lord hear our prayer!

St Joseph...Pray for us!!

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!

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

MINUTES

Present:

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

Board Chaplain: Deacon Daniel McPhee

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

Senior Administration: Director of Education & Secretary Karen Tigani; Superintendent of Education Tara Boreham, Superintendent of Business & Treasurer Mary-Ellen Ducharme, Manager of Finance Sarah Devereaux, (newly appointed as Superintendent of Business & Treasurer)

Absent: Superintendent of Education Sean McDade

1. Opening Business

1.1. Opening Prayer & Condolences - Deacon Dan McPhee

1.2. Attendance - Noted above at start of meeting

1.3. Approval of Regular Board Meeting Agenda

Moved by: Amy Cronin

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of February 23, 2026

Carried

1.4. Declaration of Interest

1.5. Approval of Regular Board Meeting Minutes

Moved by: Sue Muller

Seconded by: Jim McDade

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

Carried

1.6. Business Arising from the Minutes

The Board engaged in a comprehensive discussion regarding the ongoing separation of Board Policies from Administrative Procedures (APs). The Board discussed the need for

enhanced oversight following the separation of policies from procedures, directing staff to implement structured reporting mechanisms, compliance attestations, and outcome-based monitoring within future policy frameworks.

2. Presentations

3. Delegations

4. Consent Agenda

- 4.1. February Board Highlights
- 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of December 1, 2025
- 4.3. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of January 19, 2026
- 4.4. Approved Huron Perth School Transportation Services (HPSTS) Steering Committee Meeting Minutes of October 7, 2025
- 4.5. Travel Reimbursement Rate Effective January 1, 2026 Report.

Moved by: Amy Cronin

Seconded by: Tina Doherty

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

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

AND

THAT the Huron-Perth Catholic District School Board receives the approved Special Education Advisory Committee (SEAC) Meeting Minutes of December 1, 2025

AND

THAT the Huron-Perth Catholic District School Board receives the approved Special Education Advisory Committee (SEAC) Meeting Minutes of January 19, 2026

AND

THAT the Huron-Perth Catholic District School Board receives the approved Huron Perth School Transportation Services (HPSTS) Steering Committee Meeting Minutes of October 7, 2025

AND

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

Carried

5. Committee and Staff Reports

5.1. Policy

5.1.1. Board Policies for Review:

- a) Concussion Management (P2.1.19)
- b) Educational Field Trips (P2.2.3.)
- c) Development and Review of Board Policies (P1.1.4.)

Trustees reviewed the policies and provided feedback.

Trustees inquired about the inclusion of the guiding role and responsibility of school staff in the Concussion Policy and about an annual report on concussions as a tool to mitigate the risk and identify specific areas or locations of risk.

Trustees inquired about the inclusion of the principals' role in the Excursions policy. Trustees inquired about the point "Be inclusive of all students, actively supporting the principles of diversity, equity, and accessibility" being removed; They noted that we have an Equity policy and the line below states that it must adhere to all policies, therefore it seems redundant to include the equity point. If this line must be included, should it be included in all policies?

Trustees discussed the Development of Board Policy, stating the need for accountability for growth, gap analysis and emphasizing the need for reporting measures. Trustees inquired about a guiding document for all policies.

Director Tigani responded that staff will consider all feedback as they prepare to bring the policies for approval. Director Tigani requested that trustees articulate the desired oversight mechanisms, reporting measures and specific recommendations for the policy guiding document. Director Tigani requested that trustees submit feedback on the proposed policy changes to the Director of Education before the next scheduled meeting.

Moved by: Sue Muller

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives the following policies for review: Concussion Management (P2.1.19), Educational Field Trips (P2.2.3.) and Development and Review of Board Policies (P1.1.4.)

Carried

5.1.2. Board Policies Recommended for Approval/Rescinding:

- a) Student and Family Support Office and Parent Communication Protocol (P2.1.16.)

Trustees requested a mechanism for accountability be included in the policy and would like staff to share ministry data submissions with the Trustees. An amendment to the policy was made.

Moved by: Amy Cronin

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board amends the Student and Family Support Office and Parent Communication Protocol (P2.1.16.) policy to include "There will be a report back mechanism from the Director of Education to the Board of Trustees".

Carried

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the policy Student and Family Support Office and Parent Communication Protocol (P2.1.16.) with the amendment.

Carried

5.2. Student Achievement and Catholicity

5.2.1. School Year Calendar 2026-2027

Moved by: Tina Doherty
Seconded by: Jim McDade
THAT the Huron-Perth Catholic District School Board receives the School Year Calendar 2026-2027 report for information.

Carried

5.2.2. Blaze the Trail Launch

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

Carried

5.2.3. Catholic Identity Report

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

Carried

5.2.4. Math Common Assessment Data

Trustees expressed a need for clarity regarding the continuity of the district's strategic path, specifically inquiring how the focus on the "number strand" integrates with broader student assessment metrics. To address these concerns and better illustrate the effectiveness of current reporting, the Director of Education proposed a fifteen-minute presentation for a future meeting to detail provincial math standards, current district initiatives, and specific performance goals. Additionally, the Board requested that future reports include grade-level sample math questions to provide practical context for student achievement data.

Moved by: Amy Cronin
Seconded by: Jim McDade
THAT the Huron-Perth Catholic District School Board receives the Math Common Assessment report for information.

Carried

5.2.5. Student Trustees' Report

Moved by: Tina Doherty
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. International Student Program

Trustees inquired about the staffing expense for the program. Superintendent Ducharme

will prepare an in-camera report with staffing actuals and projections to a future board meeting.

Moved by: Sue Muller

Seconded by: Amy Cronin

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

Carried

5.3.2. 2026-2027 Budget Goals

Trustees inquired about student wellbeing fitting into the goals. Director Tigani responded that wellbeing is encompassed in the third goal, which focuses on student success and well-being from K-12.

Moved by: Jim McDade

Seconded by: Amy Cronin

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

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

Carried

5.3.3. New Website Communication Update

Moved by: Jim McDade

Seconded by: Amy Cronin

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

Carried

6. Information and Correspondence

6.1. OCSTA Memo re: Advocacy

Trustees discussed the memo received by OCSTA and possible actions. It was determined that the Chair and Director will personalize some of the slides provided by OCSTA to be shared by trustees with the Catholic Parent Involvement Committee (CPIC) and any other committees in which it would be appropriate.

6.2. Meeting with Members of Provincial Parliament

Trustees discussed presenting themselves as a resource and support for parents and taxpayers and expect to be here to continue the work and support of Catholic education. Chair Van Loon will include in her opening remarks at the meeting.

6.3. Before and After School Childcare Townhall update

Chair Van Loon shared a verbal summary update.

7. Notices of Motion

8. Notices of Motion Being Considered for Adoption

9. Trustee Inquiries

- 9.1. Trustees inquired about the number of bus cancellations and alternate solutions to cancelling routes such as a central meeting point or modified routes. It was noted by trustees that this can be taken to the Transportation committee for consideration and investigation.

10. In-Camera Session of the Regular Board Meeting

Moved by: Tina Doherty

Seconded by: Amy Cronin

THAT the Manager of Finance be present in the In-Camera Session of the Board Meeting
AND

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: Amy Cronin

Seconded by: Tina Doherty

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

Carried

The following retirements were announced:

- Faye Hickey, Teacher, Jeanne Sauve School, effective June 30, 2026
- Patrick McCarroll, Teacher, St. Joseph's School, Stratford, effective June 30, 2026

12. Future Meetings and Events

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

13. Closing Prayer - Deacon Dan McPhee

14. Adjournment

Moved by: Amy Cronin

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of February 23, 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, March 23, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

BOARD HIGHLIGHTS FOR MARCH

Public Session

BACKGROUND

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

DEVELOPMENTS

The spiritual theme anchoring our Strategic Plan is “On Fire With The Spirit: Awaken! Illuminate! Rejoice!” Inspired by the Holy Spirit and enlivened by the Pentecost story, we continue to go forward full of faith, hope, love and joy. We are excited about the incredible learning and growth that propels us forward as we journey together throughout the school year. March marks the beginning of a new liturgical season. As we engage in Lent 2026, we are reminded of the opportunity to reflect and renew. At all times, learning is ideally marked by reflection, renewal, enthusiasm and commitment by our students, staff, educators and families to continue to improve. We are delighted to highlight some of the activities and opportunities that took place this month across our district.

CATHOLIC EDUCATION

Catholic Student Leadership Team Retreat

Over 40 students attended the Catholic Student Leadership Team retreat March 4 and 5 at Camp Kintail, in Huron County. The theme of the retreat was “Let your Light Shine” (Matthew 5:14). Students reflected on the understanding that God has given each student unique gifts (lights) and on addressing the fears (shadows) that prevent them from shining. Plenty of opportunities for team-building and fun also occurred. Fr. Don Pumputis and Fr. Joseph Onome Oghenejabor joined us to celebrate the Sacrament of Reconciliation and Adoration on Thursday night. Fr. Joseph stayed with us and celebrated Mass on Friday. We are so thankful they could be with our youth. This retreat was planned by our Religion and Family Life Coordinator in partnership with our secondary school Chaplains. Board Chaplain Deacon Dan was also present. Superintendent McDade visited the retreat on the first day and observed that this was a group of young leaders and adults who were “on fire with the Holy Spirit”.



Catholic Association of Religious and Family Life Educators of Ontario Conference

Seven staff members will participate in the Catholic Association of Religious and Family Life Educators of Ontario (CARFLEO) conference and retreat on March 24-25 at the Queen of the Apostles retreat centre in Mississauga.

The theme for the conference is “We Remember. We Celebrate. We Believe (Liturgical Focus). How good it is to sing praises to our God!” Psalm 147:1. His Excellency, Bishop Lobsinger, will celebrate Mass with the attendees. The opportunity for Christian mediation and various forms of prayer are also available to attendees. Huron-Perth Catholic DSB Religion and Family Life Coordinator, Caroline Thuss, helped plan this conference as part of her role on the executive committee of CARFLEO. We are delighted with the engagement our Board staff has with CARFLEO.

Development and Peace Schools (D & P Schools)

As part of our commitment to D & P Schools, every school in Huron-Perth Catholic DSB received a kit to take part in the “Major Mustard Seed Challenge” throughout Lent. The students are excited about this experience, and it is a wonderful way to engage students in a tangible sign of God’s love in their midst while also making important curriculum connections. Schools were also asked to participate in the Share Lent Campaign as part of this Lenten Challenge.

LEADERSHIP

Leaders Learning Council

During the March 24th LLC, in keeping with our ongoing commitment to faith formation, system leaders will continue their formation through the University of Notre Dame course *Foundations of Catholic Belief*.

In the afternoon, administrators and system leaders will engage in an in-person session with Dr. Craig Ross of Zayed Consulting. Dr. Ross will lead a rich and practical discussion addressing frequently asked questions related to assessments, diagnoses, and exceptionalities.

The session is similar to a session that Special Education Resource Teachers attended in November. It will enhance clarity, build shared understanding across the system, and support leaders in navigating complex special education processes with confidence and consistency. The last section of the day will be dedicated to Superintendent updates and a check-in on the progress school teams are making on their EQAO targeted support plans.

Primary and Junior EQAO

The Math and Literacy Teams collaborated to provide professional learning sessions for teachers new to Grade 3 and Grade 6. These sessions focused on building a deeper understanding of the connections between EQAO questions and the expectations outlined in the Ontario Mathematics and Language curricula. Educators explored the structure of the reading, writing, and mathematics assessments, including how student responses are evaluated and scored. The session emphasized effective classroom practices that support student

engagement, confidence, and achievement, while helping teachers understand how strong daily instruction aligned with the curriculum prepares students for success on provincial assessments.

Assessment, Evaluation, and Reporting

An Assessment and Evaluation working group was held bringing together superintendents, learning coordinators, and union representatives to review important updates to the Board's assessment practices. The meeting focused on proposed revisions to the current Assessment Policy, and a review of the Board's approved list of diagnostic assessment tools to ensure alignment with current best practices and the expectations outlined in Policy/Program Memorandum 155. This collaborative discussion provided an opportunity for system leaders and educator representatives to share perspectives and help ensure that assessment policies and resources continue to support effective instruction and improved outcomes for all students.

SPECIAL EDUCATION

Visit to Amethyst Demonstration School

On March 6, a team from the Huron-Perth Catholic District School Board, including Learning Coordinators, Superintendents, a secondary Mathematics Department Head, Math Facilitators, and an Elementary Principal visited Amethyst Demonstration School in London to learn more about effective approaches to supporting students in mathematics within a Multi-Tiered System of Supports (MTSS). Throughout the day, the team engaged in sessions focused on evidence-based math instruction, intervention and remediation strategies, and data-informed decision-making. Participants also observed classroom programming to see how these practices support students with diverse learning needs. The visit provided valuable insights that will help inform and strengthen ongoing work to support student success in mathematics across all tiers of instruction.

Additional Crisis Intervention Training

On March 25, the Huron-Perth Catholic District School Board will offer an additional day of Crisis Intervention training facilitated through the Safe Management Group (SMG). Members of the Board's Behaviour Team will again serve as certified trainers. This session is being offered to support Educational Assistants who were unable to attend the January 30 training, including permanent and temporary Educational Assistants, and casual Educational Assistants on the supply list. By offering this additional training opportunity, the Board continues to prioritize staff preparedness and confidence in responding to crisis situations using evidence-based, non-violent strategies that support student safety, dignity, and well-being.

DIGITAL TOOLS TO SUPPORT LEARNING

Coding, Robotics, and Experiential Learning: 3rd Annual District Skills Competition

On March 26, 2026, the Huron-Perth Catholic District School Board will host its third annual District Skills Competition at the Seaforth Agriplex. Building on the momentum of last year's event which saw over 200 students competing in Robotics, Mechanical Engineering, Green Energy, and Construction, this year's competition continues to grow with the exciting addition of a Landscaping and Horticulture category. This initiative directly supports our strategic mandate to increase student participation in STEM and inquiry-based activities while utilizing the Engineering Design Process to enhance learning. By engaging with coding software, 3D imaging, and digital tools, our Grade 7 and 8 students are developing the technical proficiency

required to not only reach the Skills Ontario provincial competition in May but to consistently place in the top half of the province.

Digital Innovation and Classroom Support: Introduction of Google Class Tools

The Huron-Perth Catholic District School Board is excited to introduce Google Class Tools, a powerful new digital management platform now available to educators throughout our district. In direct alignment with our Strategic Plan to increase access to high-quality technology and hands-on learning tools, this platform helps our teachers create a safe, focused, and inclusive digital learning environment for every student. Google Class Tools allows educators to guide students more directly in the digital space by limiting distractions and monitoring screen time, ensuring that students remain on track and deeply engaged in their learning. By bridging the gap between technology and personalized instruction, this tool empowers our teachers to tailor their support to meet the unique needs of every learner while fostering the productivity and success prioritized in our system goals.

STUDENT ACHIEVEMENT

Mathematics

Throughout March, The Math Team continued to support principals, teachers, and students through ongoing school visits focused on strengthening mathematics teaching and learning. This work included collaborative planning with educators, modelling effective instructional strategies, and supporting principals in monitoring mathematics instruction and student learning across classrooms. The Math Coordinator and Math Facilitators also engaged in professional learning through Ministry webinars focused on the High-Impact Instructional Practices (HIIPs) identified in the Ontario Math Curriculum. This learning supports our continued efforts to build teacher capacity in research-informed mathematics instruction that improves student understanding and achievement. At the provincial level, Math Team members contributed leadership and collaboration opportunities through the Ontario Mathematics Coordinators Association (OMCA). Participation included committee work focused on Special Education and Kindergarten mathematics, and involvement in Catholic Curriculum Corporation (CCC) meetings, where leaders across Ontario collaborate on emerging priorities in mathematics education. In preparation for EQAO assessments, Math Facilitators worked directly with Grade 3 and Grade 6 students using released EQAO questions. These sessions focused on helping students develop effective test-taking strategies while revisiting key curriculum expectations. Instruction emphasized the HIIP Teaching About Problem Solving, using teacher think-alouds and direct instruction to model mathematical reasoning and support students in understanding how to approach multi-step problems. Math Facilitators also continued to support schools in the implementation of the Do the Math intervention program, guiding educators in using the resource effectively to provide targeted, small-group support for students who require additional help developing foundational mathematical understanding. In addition, the Math Team completed its cycle of school-based data discussions, releasing teachers to collaboratively analyze results from common assessments, discuss student learning, and determine instructional next steps to support continued improvement in mathematics achievement.

Literacy

This March, the System Literacy Team has been deeply engaged in "elbow-to-elbow" collaboration across the district, ensuring that data-driven instruction translates into real-world student success. From foundational early years support to EQAO preparation, our focus remains on providing teachers with the precise tools and coaching they need to move the needle on student achievement. The team recently concluded a comprehensive series of

school-based data meetings. These sessions brought together classroom teachers, Special Education Resource Teachers (SERTs), and principals to analyze Middle of the Year screening results. By looking at individual student profiles, we were able to determine clear, actionable next steps for every learner. This collaborative approach ensures that no student slips through the cracks and that our instructional resources are deployed where they are needed most. In our Junior divisions, the literacy team has been providing on-demand coaching to teachers looking to refine their practice. This "elbow-to-elbow" model has proven highly effective, as it allows educators to: ask student-specific questions in real-time and dig deeper into high-yield instructional strategies.

We are also pleased to announce that Tier 2 Early Intervention is officially underway at four of our priority schools: Holy Name of Mary, Precious Blood, St. Boniface, St. Joseph's (Clinton). Under the expert guidance of our Learning Resource Teachers (LRTs), Karen Kramers and Teresa Oud, Kindergarten and Grade 1 students are receiving targeted support in either the whole class setting or small groups. This proactive, preventative measure is designed to solidify foundational decoding skills now, giving our youngest learners the best possible trajectory for future reading proficiency.

Early Years

Throughout the month of March our Kindergarten teachers were engaged in completing the Early Development Instrument (EDI) questionnaire on their students in Senior Kindergarten. EDI is a population-level measure of young children's readiness to learn when they enter school. It is a checklist completed by Senior Kindergarten (SK) teachers for all students in their class and is designed to measure five general domains of development:

- Physical Health and Well-being
- Social Competence
- Emotional Maturity
- Language and Cognitive Development
- Communication Skills and General Knowledge

This collection cycle occurs every three years. The data collected through the EDI anonymous questionnaire is to provide a valuable snapshot of how groups of children in our community are developing.

Ontario Secondary School Literacy Test Preparation

Staff at both St. Michael and St. Anne's continue to support students as they prepare for the OSSLT. Staff who are new to the administration of this assessment are also being trained later this month on the online platform, assessment procedures, and protocols.

Indigenous Education

Since the start of the new year, the Indigenous Education Support Teacher has achieved significant momentum, specifically through a strategic focus on authentic relationship building and regional collaboration. We have solidified vital local partnerships, most notably through deepened engagement with Chief Kim Bressette and the Kettle and Stony Point First Nations, and continued consultation with Doug George (SOAHAC). Our commitment to a "stronger together" approach is evidenced by our active participation in quarterly Indigenous Ed leads meetings with SCCDSB, WECDSB, LDCSB, and the Board, alongside intensive joint planning with AMDSB leads. These partnerships are yielding tangible results for our students, including the co-planning of the Huron Perth Indigenous Cultural Demonstration Day and the successful

integration of Knowledge Keepers into each of our secondary schools to share lived experience and traditional wisdom.

- **Instructional Innovation:** We are currently collaborating with neighboring boards to co-create resources for an Indigenous Spirituality unit in the Grade 11 World Religion curriculum, ensuring high-quality, vetted content.
- **System Integration:** The most recent Indigenous Education Advisory Council (IEAC) meeting proved highly productive, as we continue to align the committee's specific goals and initiatives with the Board's initiatives, ensuring our work remains deeply integrated with the Board's overarching strategic vision.
- **Community Presence:** Through a meaningful partnership with OYAP, we have begun a journey of tangible reciprocity for the Elders of Kettle and Stony Point First Nation. Following the successful completion of a prototype, full production is now beginning on planter boxes for community distribution. This initiative moves us beyond symbolic gestures toward active, reciprocal treaty partnerships.

EXPERIENTIAL LEARNING PROGRAMS IN SECONDARY

Skilled Trades & Apprenticeship Pathways (OYAP)

Our commitment to the Ontario Youth Apprenticeship Program (OYAP) is evidenced by high participation in Level 1 Apprenticeships and specialized technical training.

Level 1 Apprenticeship Enrollment

A total of 8 students across the board are currently completing Level 1 requirements:

- St. Anne's (3 students): Plumbing (Conestoga), Electrical (Conestoga), and HVAC (Fanshawe).
- St. Michael (5 students): Truck & Coach, Automotive Service Technician (AST), and HVAC (all via Conestoga).

Technical Training & Advanced Manufacturing

- Fusion 360 / CNC Training (March 3): Hosted at St. Anne's in collaboration with LeeVerage Integration. 19 students from SACSS and 1 from SMCSS received specialized instruction in 3D printing and CNC milling.
- TradeUcation Day (March 2): Guidance teachers attended Conestoga College for hands-on trades experience and updates on the new Automotive training facility (opening Sept 2026).
- ARISE Showcase: OYAP and SHSM leads attended a Ministry session in London focusing on AI-enhanced learning and literacy/math supports for apprentices.

Dual Credit Enrollment: Semester 2

Dual credit programs continue to provide students with simultaneous secondary and post-secondary credit attainment through our collegiate partners.

Partner Institution	Enrollment	Course Highlights
Lambton College	4 Students (SACSS)	Criminology, Bakeshop Applications, Digital Photography, ECE (Play 3 S.T.E.M)
Conestoga College	1 Student (SACSS)	Crime Scene Investigation (Hosted at SMCSS)
Conestoga College	3 Students (SMCSS)	Culinary/Indigenous Culinary Arts (at Stratford Int.); ECE (Doon Campus)
Conestoga College	1 Student (SMCSS)	Criminology / CSI (Taught by Ret. Detective Scott Campbell)

Specialist High Skills Major (SHSM) & Certifications

- Certifications: SACSS students in Agriculture, Health, and Construction earned Grower Pesticide Safety certification (Ridgetown Campus, U of Guelph). Ongoing training includes Infection Control, Safe Food Handling, Customer and Ethical Considerations.
- Sector Experiences:
 - Arts & Culture (SMCSS): Tour of Conestoga Doon Campus media facilities and a live taping at CTV Kitchener.
 - Health & Sports (SMCSS): Kinesiology training in athletic taping and injury management led by a registered physiotherapist.
- Recruitment: Grade 10 classroom visits were conducted at SMCSS to ensure robust enrollment for the 2026–27 academic year.

Elementary Outreach & Early Engagement

- Women in Skilled Trades (TNT Event): On March 4, 30 female Grade 8 students from the Stratford area visited Conestoga College for hands-on sessions in Robotics and Mechatronics.
- Grade 8 Tech Days: Throughout March, St. Anne’s hosted Huron County Grade 8 students for plumbing and electrical workshops delivered by Conestoga College instructors.

These efforts strengthen experiential learning and post-secondary readiness, ensuring our students are well-prepared for high-demand careers in the skilled trades and beyond.

MENTAL HEALTH AND WELL-BEING

Social Emotional Learning (SEL) Week across Huron-Perth Catholic DSB!

From March 2–6, 2026, The Huron-Perth Catholic District School Board promoted Social Emotional Learning (SEL) Week across our system by releasing our Grade 1–3 The Board adapted version of School Mental Health Ontario’s Wayfinder, a resource intentionally redesigned to reflect our Catholic worldview and spiritual theme, *On Fire with the Spirit*.

SEL strengthens essential life skills such as self-awareness, empathy, resilience, and responsible decision-making. These are skills that help students flourish in school and throughout life. In Catholic education, these competencies are deeply connected to faith formation. They guide students in growing as whole persons through mind, body, and spirit.

This year, the Mental Health and Wellness Team (MHWT) introduced the Wayfinder is a digital, grade-by-grade mental health literacy guide aligned with the Ontario curriculum. It offers engaging lessons, activities, virtual field trips, and caregiver tools. In its adapted form, Wayfinder supports students in learning through a Catholic lens and in living out the Ontario Catholic Graduate Expectations (OCSGE).

Through this integration, students will learn to:

- **Understand themselves as Discerning Believers**, using SEL skills such as self-awareness, emotional understanding, and values-based reflection to connect their inner experiences with Gospel teachings.
- **Communicate as Compassionate, Effective Communicators**, practicing SEL competencies like naming feelings, active listening, and expressing needs respectfully in ways that honour the dignity of others.
- **Act as Responsible Citizens**, applying SEL skills in responsible decision-making, understanding consequences, and choosing actions rooted in justice, care, and integrity.
- **Grow as Collaborative Contributors**, using SEL competencies such as relationship-building, cooperation, perspective-taking, and empathy to serve others with kindness, unity, and hope.

By intentionally connecting SEL with faith formation, the Board adaptation of SMH-ON’s Wayfinder helps our youngest learners build resilience, empathy, and emotional understanding while deepening their capacity to be faith-filled graduates who bring Christ’s love into the world.

Ontario Association of Social Workers’ (OASW) Social Work Week:

During the first week of March, we acknowledged Social Work Week and celebrated the compassion, skill, and steady presence our Social Workers bring to our schools each day. This year’s provincial theme “*Care. Insight. Together,*” reflected the unique blend of expertise and lived experience they offer in supporting students and families. Throughout National Social Work Month, we recognized the ways our Social Workers walk alongside those facing grief, trauma, mental health challenges, systemic barriers, or major life transitions, ensuring no one has to navigate these moments alone.

Their thoughtful connections with students, staff, and families strengthen learning, prevent crises, and uphold our mission to grow the whole student. They maintain strong partnerships with caregivers and community agencies, and their commitment to student well-being deeply aligns with our Catholic values. We are profoundly grateful for our Social Workers and feel truly fortunate to have each of them serving Huron-Perth CDSB.

Attendance: ThoughtExchange Engagement

Our Attendance Team has expanded our data-gathering efforts this year by engaging community partners in the ThoughtExchange survey process. Their participation adds an essential community lens to our understanding of attendance trends and needs. To date, 61 community partners have completed the survey, offering valuable insights into shared challenges and opportunities for collaboration to support student attendance.

We are also seeing strong participation from within our school communities. So far, we have received:

786 student responses from Grades 7–12

303 student responses from Grades 4–6

573 caregiver responses

179 staff responses

These impressive response rates reflect the commitment of our school administrators, who continue to promote the surveys and highlight their importance in shaping effective, board-wide attendance strategies.

There is still time to participate. Survey links for caregivers, staff, and students will continue to be shared, and we will keep collecting responses until the end of May. The data gathered will help us identify barriers and recognize strengths which support the board's attendance planning to design targeted, evidence-informed interventions that promote school engagement across our district.

FACILITIES SERVICES AND HEALTH AND SAFETY

FACILITIES SERVICES

Facilities Services has initiated the planning phase for seasonal preventative maintenance, specifically targeting board-wide HVAC and ventilation systems. Additionally, preparations are underway for spring site remediation, including general cleanup and the commencement of the grounds maintenance and mowing schedule. Capital project tender documents and architectural drawings for upcoming projects are currently being finalized. These will soon be released for public bid. Simultaneously, our Manager of Facilities will be coordinating with school principals to finalize summer construction schedules, ensuring project timelines are optimized to minimize operational disruptions.

HEALTH AND SAFETY

The next Joint Health and Safety Committee (JHSC) meeting is scheduled for April 8. We are pleased to welcome Tara Boreham, Superintendent of Education, who will join the committee to lead a strategic discussion on incident reporting.

Key Agenda Items:

- eBase Reporting
- ORT - Training, OT login, Principal Followup
- H&S School Representative Training
- Walkie Talkies
- JHSC Terms of Reference Update
- Messaging of SSIR- when to report

RECOMMENDATION

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

Special Education Advisory Committee (SEAC)
February 9, 2026 – 4:00 p.m.

MINUTES

SEAC Members Present:

Kelly Boudreau (Community Living St. Marys), Matt McPhee (Community Living Central Huron), Sandra McLaren (Community Living Stratford & Area), Veronica Kolkman (Huron Perth Public Health), Emily Branje (Facile Futures)

Board Trustee: Mary Helen Van Loon

Guest: Kaitie Westbrook

Board Office Staff Present:

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

Regrets:

Julie Welch (Community Services Coordination Network), Brenda Mason (Stratford Children's Services), Dana Bozzato (Huron Perth Centre), Doris Barkley (Autism Ontario), Jill Plookhaar, (Family Services Perth Huron)

Megan Delcourt, Emma DeWeaver, Tara Dykstra

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

1. Opening Prayer, Welcome & Introductions

Meeting Started: 4:00 pm

2. Approval of Agenda & Minutes

2.1 Approval of January 2026 Minutes

Approved: Veronica Kolkman

Seconded: Mary Helen VanLoon

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

Carried.

2.2 Approval of February 2026 Agenda

Approved: Emily Branje

Seconded: Mary Helen Van Loon

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

Carried.

3. Business Arising from Minutes

Nothing to report.

4. Correspondence

Nothing to report.

5. Agency Reports

5.1 *Trustee Report*

Mary Helen Van Loon reported that, despite some transportation disruptions, secondary school exams were completed and Term 2 has begun. Elementary schools are currently preparing report cards and will soon be well into the winter term. She noted the rapid pace of the school year.

She highlighted the upcoming liturgical season of Lent as an important time for integrating academic learning with faith formation, focusing on penance, service, and care for others in preparation for Easter. Appreciation was expressed to parent councils for their generosity in supporting Shrove Tuesday pancake events across schools.

She also shared an update from the recent board meeting regarding the Strategic Plan. Trustees received a summary of progress, key actions, achievements, and next steps. The plan continues to focus on faith formation, student achievement, and student well-being, with positive progress noted and further initiatives planned. She concluded by noting that the next board meeting is scheduled for February.

5.2 *Facile Futures*

Emily shared several upcoming initiatives from Facile Futures in partnership with the Huron-Perth Catholic District School Board. Two online webinars are planned for the coming months. Specific dates and details will be shared with the committee once confirmed. Additional webinars are also in development.

Emily also noted that Facile Futures is actively recruiting new board members. Individuals with business, entrepreneurial, or financial expertise are particularly sought, though those with lived experience or connections to the populations supported by Facile Futures are also encouraged to apply. In accordance with organizational bylaws, at least half of board members must be family members or individuals with lived experience; while this requirement is currently met, applications from individuals with lived experience remain welcome.

5.3 *Community Living St. Marys*

Nothing to report at this time.

5.4 *Community Living Central Huron*

Matt provided clarification regarding the virtual session on the Ontario Autism Program. He noted that the session is not being recorded due to privacy issues encountered during a

previous attempt. It was advised that an additional session will be offered later in the year, and he will share updates with the committee once details are confirmed.

5.5 Huron Perth Public Health

Nothing to report at this time.

5.6 Community Living Stratford & Area

Nothing to report at this time.

5.7 Autism Ontario

Nothing to report at this time.

5.8 Huron Perth Centre

Nothing to report at this time.

5.9 Stratford Children Services

Nothing to report at this time.

5.10 CSCN

Nothing to report at this time.

5.11 Family Services Perth Huron

Nothing to report at this time.

6. Information Reports

6.1 Update from Mental Health Lead - Kaitie Westbrook

Kaitie provided an overview of the School Mental Health Ontario (SMHO) AIM model and its alignment with the Board's multi-tiered system of support. Tier 1 focuses on universal mental health promotion, referred to locally as Faith and Wellness, integrating Catholic faith, mental health literacy, and social-emotional learning for all students. Tier 2 includes targeted prevention and brief supports such as small groups or short-term interventions, often accessed through school-based social workers. Tier 3 supports a smaller number of students requiring intensive, specialized services, typically in collaboration with community partners and caregivers.

Kaitie highlighted several Tier 1 initiatives across the school year. January is designated as Faith and Wellness Month, with weekly classroom-ready resources focused on spiritual, physical, and emotional wellness, including supports for exam-related stress at the secondary level. Other annual initiatives include Pink Shirt Day (February), SEL Day (March), Catholic Education Week aligned with Children's Mental Health Week (May), Suicide Awareness Day (September), World Mental Health Day (October), and Peace and Kindness initiatives during Anti-Bullying Week (November).

A key caregiver initiative, From Worry to Wellness, was delivered in partnership with Avon Maitland and Western University. The presentation focused on supporting childhood anxiety through evidence-based strategies using storybooks for children aged 3–12. The January 21 session saw the highest engagement to date, with 255 registrations and 87 participants. Feedback indicated strong increases in caregiver understanding and confidence. A recording, companion resources, and a curated caregiver “buyer’s guide” of SMHO webinars are available and have been shared system-wide.

Kaitie also provided an update on PPM 128 (vaping, substance use, and technology use). In partnership with CMHA and Addictions Services Huron Perth, presentations for Grades 7–12 have been co-developed and delivered, with 190 Grade 7–8 students reached to date and remaining sessions scheduled. Secondary delivery will occur through cohort-based presentations to minimize instructional disruption. Pre- and post-measures are used to meet Ministry reporting requirements.

Kaitie highlighted a collaboration between Mental Health, Special Education, and school teams to support Grade 7–8 transition workshops covering cyberbullying, online safety, substance use, healthy relationships, anti-racism, equity and inclusion, legal responsibilities, and secondary school codes of conduct. The initiative originated from a neurodiversity presentation co-led by a student with lived experience and has been well received, with interest from other schools.

An adapted Catholic version of the SMHO Wayfinder social-emotional learning resource has been developed for Kindergarten to Grade 3, integrating Catholic Graduate Expectations and aligned with the liturgical calendar. A soft launch is planned for SEL Week in early March, with full K–8 implementation anticipated once remaining grades are completed.

Finally, Kaitie shared an update on the SMHO Mental Health Literacy for Special Education Resource Teachers course. The Board is among the first in Ontario to implement this training, which began in November. The three-module course focuses on mental health foundations, identity-affirming and strength-based practices, early identification, and collaborative support within a multi-tiered system. Feedback from participants has been very positive.

6.2 Update on Non-Violent Crisis Intervention - Vanessa Yeats

Vanessa provided an update on the Board’s Non-Violent Crisis Intervention (NVC) training, which primarily serves Educational Assistants (EAs). The Board recently transitioned from the Crisis Prevention Institute (CPI) to Safety Management Group (SMG) as the training provider. This change allows for personalized student-specific consultation, refreshes content for staff, and is expected to generate cost savings over time. The January 30th training successfully certified over 120 staff across three sites, with further sessions planned for SERTs and administrative staff.

The training focuses on prevention and management of behavioural crises. Prevention includes risk management, relationship building, and behaviour management from an ABA lens, emphasizing positive reinforcement and promoting alternative behaviours. Management covers escalation recognition, aggression management, and physical intervention concepts, with practical, hands-on exercises in disengagement techniques, protective stances, and safe responses. The goal is to provide all frontline staff with a shared framework and common language to safely respond to behavioural crises.

Vanessa highlighted that while EAs receive full certification, teachers are informed about NVCI concepts and the theoretical framework to support students' safe intervention plans, even if they are not certified in physical techniques. Feedback from participants emphasized the value of practical, scenario-based learning, team collaboration, and the applicability of strategies in real school settings.

7. New Business

No new business at this time.

8. Future Meetings

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

9. Adjournment

Motion to end meeting was made by: Emily Branje

Meeting adjourned: Matt McPhee

Ended: 5:00 pm



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

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

2025 PUBLIC SECTOR SALARY DISCLOSURE

Public Session

BACKGROUND

The Public Sector Salary Disclosure (PSSD) Act was passed in 1996 to make Ontario's public sector more open and accountable to taxpayers. The Act requires annual publication of names, positions, and salaries where the individual's salary is \$100,000 or higher as recorded on the T4. The disclosures are reported and published for public viewing by March 31st each year. The Act covers School Boards.

DEVELOPMENT

An online reporting tool is used for organizations to submit information by the fifth working day of March; the 2025 PSSD submission was due Friday, March 6, 2026. The attached report details the Board's information that is made publicly available. This information was submitted to the Province of Ontario by the due date.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2025 Public Sector Salary Disclosure Report.

**Huron-Perth Catholic District School Board
2025 Public Salary Disclosure**

LAST NAME	FIRST NAME	POSITION	SALARY	BENEFIT
APPEL	BROCK	Elementary Teacher	\$ 117,437.70	\$ 102.17
ATCHISON	JENNIFER	Secondary Teacher	\$ 122,740.78	\$ 102.21
BANNON	KIMBERLEY	Elementary Teacher	\$ 119,341.29	\$ 102.18
BARTLETT	ALISSA	Elementary Teacher	\$ 104,709.16	\$ -
BASSO	MICHAEL	Secondary Teacher	\$ 120,738.40	\$ 102.20
BECKER	SARAH	Elementary Teacher	\$ 118,232.94	\$ 102.17
BECKER SOUDANT	CANDACE	Elementary Teacher	\$ 120,125.34	\$ 102.17
BELL	CAROLYN	Secondary Principal	\$ 175,480.98	\$ 102.22
BENNINGER	MARSHA	Elementary Teacher	\$ 110,718.35	\$ 102.17
BEURMAN	KATHERINE	Elementary Teacher	\$ 118,040.94	\$ 102.17
BLACKMORE	LAURA	Secondary Vice-Principal	\$ 156,125.60	\$ 102.19
BLAKE	SARAH	Elementary Principal	\$ 125,432.18	\$ 102.17
BODKIN	DAN	Elementary Principal	\$ 121,299.58	\$ 102.22
BOERSEN	MARK	Secondary Teacher	\$ 118,040.94	\$ 102.17
BOMASUIT	MELISSA	Elementary Teacher	\$ 118,272.94	\$ 102.17
BOREHAM	TARA	Superintendent Of Education	\$ 183,573.24	\$ 102.20
BOTTEMA	LETICIA	Elementary Teacher	\$ 106,059.39	\$ 64.73
BRACA	MARIANNE	Secondary Teacher	\$ 125,470.84	\$ 100.87
BRICKMAN	ANDRIA	Elementary Teacher	\$ 112,280.38	\$ 102.21
BROOKS	MELANIE	Elementary Teacher	\$ 118,040.94	\$ 102.17
BROWN	HEATHER	Elementary Teacher	\$ 115,024.74	\$ 102.16
BRUNEEL	MICHAEL	Elementary Principal	\$ 121,839.08	\$ 2,037.34
CAKEBREAD	TARA	Elementary Principal	\$ 167,950.47	\$ 102.21
CAMPBELL	MICHELLE	Elementary Teacher	\$ 118,040.94	\$ 102.18
CAREW	SOPHIA MARIE	Elementary Teacher	\$ 118,040.94	\$ 102.17
CARROLL	JOSEPHINE	Elementary Teacher	\$ 110,854.76	\$ 102.18
CARTER	ANGELA	Elementary Teacher	\$ 118,040.94	\$ 102.17
CHRISTIE	GEORGE	Secondary Teacher	\$ 109,789.32	\$ 100.22
CLANCY	RYAN	Secondary Teacher	\$ 118,040.94	\$ 102.17
CLARK	HEIDI	Secondary Teacher	\$ 129,002.56	\$ 102.19
CLARO	LISA	Secondary Teacher	\$ 118,040.94	\$ 102.18
COOK	HAILEY	Elementary Teacher	\$ 120,125.35	\$ 102.17
CORSAUT	JOHN B	Secondary Teacher	\$ 124,206.99	\$ 98.42
COUGHLIN	LAUREN	Secondary Teacher	\$ 117,482.23	\$ 97.82
COUGHLIN	RILEY	Elementary Teacher	\$ 118,040.94	\$ 102.17
COURTNEY	KERRI LYN	Elementary Principal	\$ 163,495.75	\$ 102.21
COUSINS	KATHLEEN	Elementary Teacher	\$ 112,204.09	\$ 102.16
CRESSWELL	KRISTINE	Elementary Teacher	\$ 118,040.94	\$ 102.17
DAFOE	TRACIE	Elementary Teacher	\$ 118,040.94	\$ 102.17
DALE	CHRISTINE	Learning Coordinator	\$ 143,733.39	\$ 502.26
DAMEN	ANDREW	Secondary Teacher	\$ 119,936.04	\$ 102.19
DAVIES	MARGARET	Elementary Teacher	\$ 117,835.01	\$ 102.19
DAVIS	SHERRI	Elementary Teacher	\$ 119,453.29	\$ 102.16
DECHERT	MELANIE	Elementary Teacher	\$ 100,839.11	\$ 102.15
DEJONG THOMAS	TONI	Elementary Principal	\$ 135,655.92	\$ 102.23
DELCOURT	MEGAN	Applied Behaviour Analysis Leader	\$ 125,792.18	\$ 102.27
DELION	JENNIFER	Elementary Teacher	\$ 119,221.29	\$ 102.17
DELUCA	CHRISTINA	Elementary Teacher	\$ 118,040.94	\$ 102.17
DELUCA	STEVE	Secondary Teacher	\$ 122,508.78	\$ 102.20
DENHAM	KRISTA	Elementary Teacher	\$ 109,669.23	\$ 102.16
DEVEREAUX	SARAH	Manager of Finance	\$ 143,269.95	\$ 102.21
DEVEREAUX	TYLER	Secondary Teacher	\$ 121,125.93	\$ 100.55
DHONDT	PAUL	Learning Coordinator	\$ 147,381.11	\$ 502.26
DICKINS	HEATHER	Elementary Teacher	\$ 116,290.80	\$ 102.17
DIEZ DE BONILLA	MARIANA	Elementary Teacher	\$ 117,829.82	\$ 102.18
DITNER	GLEN	Secondary Teacher	\$ 122,508.78	\$ 102.20
DOBSON	KATHLEEN	Elementary Teacher	\$ 118,040.94	\$ 102.17
DRAGER	MARY JO	Learning Coordinator	\$ 143,941.83	\$ 502.26
DRENNAN	BART	Secondary Teacher	\$ 122,508.78	\$ 102.20
DRENNAN	CHARLOTTE	Elementary Teacher	\$ 118,040.94	\$ 102.17

LAST NAME	FIRST NAME	POSITION	SALARY	BENEFIT
DRENNAN	KRISTINA	Elementary Teacher	\$ 111,828.12	\$ 102.16
DUCHARME	CHRISTA	Elementary Teacher	\$ 118,040.94	\$ 102.17
DUCHARME	MARY ELLEN	Superintendent Of Business	\$ 183,573.24	\$ 102.20
DUCHARME IVATTS	CARRIE	Elementary Teacher	\$ 115,627.98	\$ 102.16
DUNN VAN BAKEL	SUSAN	Secondary Teacher	\$ 118,040.94	\$ 102.17
DURAND	ANDREA	Secondary Teacher	\$ 118,576.97	\$ 102.17
DURST	LINDSAY	Mental Health Coach	\$ 103,420.53	\$ 97.03
DZIJACKY	MICHELLE	Elementary Teacher	\$ 118,040.94	\$ 102.17
ELIASZIW	STEVE	Secondary Teacher	\$ 118,040.94	\$ 102.18
ENNETT	LAURA	Elementary Teacher	\$ 129,851.89	\$ 102.15
ENRIGHT	MICHELLE	Elementary Teacher	\$ 118,040.94	\$ 102.17
EWANCHUK	CHRISTINE	Elementary Teacher	\$ 118,040.94	\$ 102.17
EWING	SARAH	Elementary Teacher	\$ 117,852.88	\$ 102.17
FAIR	AMANDA	Elementary Teacher	\$ 116,530.12	\$ 102.18
FAIRWEATHER	NICOLE	Secondary Teacher	\$ 117,980.62	\$ 102.17
FINCH	MELISSA	Secondary Teacher	\$ 122,738.51	\$ 102.20
FISHER	ERIN	Elementary Teacher	\$ 118,040.94	\$ 102.17
FISHER	GRANT	Elementary Teacher	\$ 111,828.12	\$ 102.16
FLANAGAN	HAYLEY	Elementary Teacher	\$ 118,040.94	\$ 102.17
FLANAGAN	MARK	Ontario Youth Apprenticeship Program Leader	\$ 131,025.39	\$ 102.15
GARDINER	JENNIFER	Elementary Teacher	\$ 118,040.94	\$ 102.17
GEDDIS	JOSH	Secondary Teacher	\$ 118,916.55	\$ 102.17
GEIGER	STEVE	Secondary Teacher	\$ 125,755.20	\$ 100.26
GEORGE	HEATHER	Elementary Teacher	\$ 119,640.23	\$ 102.17
GIBBINGS	ROCHELLE	Elementary Teacher	\$ 118,040.94	\$ 102.17
GIBSON	NIKKI	Elementary Teacher	\$ 118,040.94	\$ 102.17
GILBERT	CARY	Elementary Teacher	\$ 124,188.24	\$ 98.14
GLAVIN	NICOLE	Secondary Teacher	\$ 122,559.83	\$ 102.20
GOFORTH	STEVE	Secondary Teacher	\$ 118,040.94	\$ 102.17
GRACE	BONNIE	Secondary Teacher	\$ 117,473.67	\$ 102.17
GRACE	CHRISTOPHER	Secondary Principal	\$ 183,800.47	\$ 102.17
GRACEY	DAN	Elementary Principal	\$ 164,585.03	\$ 1,567.53
GRACEY	SHONA	Elementary Principal	\$ 164,585.03	\$ 102.21
GRAHAM	ANGELA	Elementary Teacher	\$ 100,184.80	\$ 102.17
GRAVEL	SHANNON	Elementary Teacher	\$ 118,040.94	\$ 102.17
GROENESTEGER	JEANNETTE	Elementary Teacher	\$ 107,789.16	\$ 102.19
HARTIN	JANE	Elementary Principal	\$ 166,357.33	\$ 102.22
HARTSELL	ALEXANDRA	Secondary Teacher	\$ 101,892.62	\$ 102.23
HASTINGS	KAREN	Secondary Vice-Principal	\$ 156,158.02	\$ 102.19
HENDERSON	LORI	Elementary Teacher	\$ 117,437.70	\$ 102.17
HESCH	CHRISTINE	Elementary Teacher	\$ 104,261.04	\$ 102.18
HICKEY	FAYE	Elementary Teacher	\$ 118,040.94	\$ 102.18
HODGE	BRENNY	Elementary Teacher	\$ 118,130.31	\$ 102.17
HODGSON ANSEMS	MARY ANGELA	Executive Manager of Employee Relations	\$ 149,104.04	\$ 102.25
HOLTON	BILL	Secondary Teacher	\$ 120,962.22	\$ 102.20
HUGHES	MELANIE	Elementary Teacher	\$ 118,280.94	\$ 102.18
HURLEY	PATRICK	Elementary Teacher	\$ 118,040.94	\$ 102.18
INGRAM	ROBERT	Secondary Teacher	\$ 110,255.31	\$ 102.19
IRWIN	SANDRA	Elementary Teacher	\$ 117,437.70	\$ 102.17
JASPER	NICHOLAS	Elementary Teacher	\$ 118,456.12	\$ 102.17
KAUFMAN	LAURA	Elementary Teacher	\$ 109,817.19	\$ 102.20
KEENE	JENNIFER	Elementary Principal	\$ 164,585.03	\$ 102.21
KELLY	LISA	Elementary Teacher	\$ 106,111.26	\$ 102.23
KNAP	JACQUELINE	Elementary Teacher	\$ 105,074.09	\$ 102.20
KOCHER	BRYAN	Secondary Teacher	\$ 126,069.17	\$ 100.18
KRAMERS	KAREN	Elementary Teacher	\$ 120,516.17	\$ 102.17
LAGACE	AMELIE	Elementary Teacher	\$ 110,057.43	\$ 102.18
LAMBERS	TRACIE	Elementary Teacher	\$ 118,204.80	
LANDERS	DAVID	Elementary Teacher	\$ 118,040.94	\$ 102.17
LANE	STEVE	Secondary Teacher	\$ 166,252.72	\$ 102.19
LANGAN	JESSICA	Learning Coordinator	\$ 144,462.91	\$ 502.26
LAURIN	JENNIFER	Secondary Teacher	\$ 118,040.94	\$ 102.17
LEROUX	ANDREA	Elementary Principal	\$ 164,585.03	\$ 102.21

LAST NAME	FIRST NAME	POSITION	SALARY	BENEFIT
LEYSER	ROBERT	Elementary Teacher	\$ 100,270.76	\$ 102.15
LIOTTA	REBECCA	Elementary Principal	\$ 164,585.03	\$ 102.21
LOBB	ALICIA	Elementary Teacher	\$ 109,669.23	\$ 102.16
LONGSTAFF	ANDREA	Secondary Teacher	\$ 118,040.94	\$ 102.17
LOPEZ	EDGARDO	Secondary Teacher	\$ 113,989.52	\$ 96.36
LOW	ASHLEY	Elementary Teacher	\$ 118,040.94	\$ 102.17
LUNN	MEGAN	Elementary Teacher	\$ 118,614.11	\$ 102.18
MACARTHUR	SARAH MARY	Elementary Teacher	\$ 118,822.59	\$ 102.17
MAHOOD	THERESA	Secondary Teacher	\$ 118,040.94	\$ 102.17
MANZO	STEPHEN	Secondary Teacher	\$ 118,040.94	\$ 102.17
MARI	JAMES	Elementary Teacher	\$ 115,069.24	\$ 102.17
MARSHALL	LINDSAY	Secondary Teacher	\$ 130,278.42	\$ 84.66
MASSE	KATIE	Elementary Teacher	\$ 103,492.87	\$ 102.22
MATEUS RUIZ	NATANAEL	Secondary Teacher	\$ 118,040.94	\$ 102.17
MCCARROLL	PATRICK	Elementary Teacher	\$ 119,221.29	\$ 102.17
MCCARTHY	DEBORAH	Elementary Principal	\$ 140,234.56	\$ 342.25
MCCONNELL	NATALIE	Elementary Teacher	\$ 118,040.94	\$ 102.17
MCDADE	SEAN	Superintendent of Education	\$ 165,601.56	\$ 102.23
MCDONALD	KRISTINA	Secondary Teacher	\$ 121,882.51	\$ 102.20
MCINTOSH	MICHELLE	Elementary Teacher	\$ 118,040.94	\$ 102.17
MCLLWAIN	JILL	Elementary Teacher	\$ 116,834.46	\$ 102.17
MEYERS	CURTIS	Elementary Teacher	\$ 118,040.94	\$ 102.17
MEYERS	JENNA	Learning Coordinator	\$ 145,062.20	\$ 502.26
MILLER	KATHERINE	Elementary Teacher	\$ 118,040.94	\$ 102.17
MOONEY	PATRICK	Elementary Teacher	\$ 110,198.77	\$ 102.19
MORRISON	DENISE	Elementary Teacher	\$ 110,043.30	\$ 102.18
MOSS	AIDEEN	Elementary Principal	\$ 164,585.03	\$ 102.21
MURRAY	JOEL	Secondary Teacher	\$ 102,724.15	\$ 102.19
NICKEL	JULIE	Elementary Teacher	\$ 118,040.94	\$ 102.17
NOLAN	DENISE	Elementary Teacher	\$ 117,437.70	\$ 102.17
NYENHUIS	YVONNE	Secondary Teacher	\$ 107,116.10	\$ 102.20
OGRADY	SHARON	Elementary Teacher	\$ 118,040.94	\$ 102.17
O'KEEFE	CHRSTINE	Elementary Teacher	\$ 107,364.44	\$ 102.17
O'REILLY	KATHLEEN	Elementary Teacher	\$ 111,828.12	\$ 102.16
OTTEN	LAURIE	Elementary Vice-Principal	\$ 118,090.43	\$ 102.18
ODD	SARAH	Elementary Teacher	\$ 116,586.73	\$ 101.94
ODD	TERESA	Elementary Teacher	\$ 120,385.89	\$ 102.18
PARKS	KARLI	Secondary Teacher	\$ 105,678.23	\$ 102.23
PETERS	DANIELLE	Elementary Teacher	\$ 120,125.34	\$ 102.18
PRICE	MARCUS	Secondary Teacher	\$ 117,488.75	\$ 102.17
RAWES	WENDY	Elementary Teacher	\$ 118,040.94	\$ 102.17
REDMAN	THERESA	Secondary Teacher	\$ 120,274.86	\$ 102.25
REGIER	LAUREN	Elementary Teacher	\$ 117,625.85	\$ 102.17
REGIER	RHONDA	Elementary Principal	\$ 167,804.93	\$ 102.21
REID	SHANNON	Secondary Teacher	\$ 122,508.78	\$ 102.20
REID	STEVEN	Secondary Teacher	\$ 118,010.78	\$ 102.18
RIEHL	JULIANNE	Elementary Teacher	\$ 118,040.94	\$ 102.17
RIETMEYER	STACEY	Elementary Teacher	\$ 119,489.40	\$ 102.17
RIVERA	MELISSA	Elementary Teacher	\$ 115,447.10	\$ 102.20
ROBINSON	TINA	Secondary Teacher	\$ 129,543.65	\$ 98.84
ROBSON	JORDAN	Elementary Teacher	\$ 105,678.23	\$ 102.23
ROXBURGH	RENITA	Secondary Principal	\$ 179,245.82	\$ 102.17
SALTER	SUE	Elementary Teacher	\$ 118,040.94	\$ 102.17
SAUNDERS	NICHOLE	Elementary Teacher	\$ 118,040.94	\$ 102.17
SCHOONDERWOERD	JEN	Elementary Teacher	\$ 118,806.11	\$ 102.17
SCHOONDERWOERD	KEN	Elementary Teacher	\$ 118,010.02	\$ 102.17
SCHUSTER	ANGELA	Elementary Teacher	\$ 118,040.94	\$ 102.17
SCOTT	COLLEEN	Elementary Teacher	\$ 118,575.28	\$ 102.17
SEBBEN	SCOTT	Elementary Teacher	\$ 110,552.10	\$ 102.18
SELBIE	JOHN	Secondary Teacher	\$ 120,962.22	\$ 102.20
SHANTZ	HOPE	Elementary Teacher	\$ 118,040.94	\$ 102.17
SHURGOLD	CRAIG	Secondary Teacher	\$ 118,040.94	\$ 102.17
SIMONS	KATIE-ANN	Elementary Teacher	\$ 118,040.94	\$ 102.17

LAST NAME	FIRST NAME	POSITION	SALARY	BENEFIT
SKILLEN	RACHEL	Secondary Teacher	\$ 118,221.74	\$ 102.17
SKINN	MARY	Elementary Teacher	\$ 113,412.35	\$ 102.20
SLOAN	PEGGY	Elementary Teacher	\$ 117,128.95	\$ 102.17
SMITH	JOANNE	Elementary Teacher	\$ 118,040.94	\$ 102.17
SMITH	M WAYNE	Secondary Teacher	\$ 118,040.94	\$ 102.17
SOARES	JOE	Elementary Teacher	\$ 117,557.70	\$ 102.17
SORGER NEEDHAM	LORETTA	Elementary Teacher	\$ 117,980.62	\$ 102.17
STAPLETON	LORI LYNN	Elementary Principal	\$ 123,568.71	\$ 252.21
STEEPER	NATALIE	Elementary Teacher	\$ 118,040.94	\$ 102.17
STEEPER	SARA	Elementary Teacher	\$ 105,678.23	\$ 102.23
STEINMANN	JASON	Secondary Teacher	\$ 115,090.86	\$ 102.22
STEPHENS	SHARON	Elementary Principal	\$ 164,585.03	\$ 102.21
STOCK-BATEMAN	ANNE	Secondary Teacher	\$ 119,813.77	\$ 102.19
SUSKI	ADAM	Secondary Teacher	\$ 118,040.94	\$ 102.17
TAIT	IRENE	Elementary Teacher	\$ 119,362.84	\$ 102.19
TAMAS	HEATHER	Elementary Teacher	\$ 118,040.94	\$ 102.17
TAYLOR	LAURA	Elementary Teacher	\$ 119,221.29	\$ 102.17
THUSS	CAROLINE	Learning Coordinator	\$ 144,254.50	\$ 502.26
THUSS	JEFFREY	Elementary Teacher	\$ 118,040.94	\$ 102.17
TIGANI	KAREN	Director Of Education	\$ 204,246.35	\$ 102.19
TRACHSEL	SPENCER	Elementary Teacher	\$ 102,284.87	\$ 102.19
VALCKE	PAULA	Elementary Principal	\$ 164,299.45	\$ 3,142.30
VAN DONGEN	KRISTI	Elementary Teacher	\$ 115,959.90	\$ 102.18
VAN GEEL	ANGELA	Elementary Teacher	\$ 118,040.94	\$ 102.17
VAN KERKOELE	TRACEY	Elementary Teacher	\$ 118,423.44	\$ 102.24
VANDER HYDEN	DEREK	Secondary Teacher	\$ 118,040.94	\$ 102.17
VANDERLOOP	KAELEIGH	Secondary Teacher	\$ 122,508.78	\$ 102.20
VARALLO	PAT	Manager of Plant and Operations	\$ 138,223.71	\$ 102.19
VERBERNE	CHAD	Secondary Teacher	\$ 133,972.99	\$ 94.64
VERBERNE	HILARY	Elementary Teacher	\$ 114,949.34	\$ 102.17
VIVIAN	JAMES	Secondary Teacher	\$ 102,284.87	\$ 102.19
VONEUW	KATHLEEN	Secondary Teacher	\$ 122,508.78	\$ 102.20
WARREN VRBANAC	TARA	Secondary Teacher	\$ 121,302.38	\$ 102.22
WEILER	LIZA	Elementary Teacher	\$ 118,040.94	\$ 102.17
WEILER	MIKE	Elementary Teacher	\$ 118,040.94	\$ 102.17
WELLS	JODIE	Secondary Teacher	\$ 118,040.94	\$ 102.17
WESTBROOK	KAITLIN	Mental Health Lead	\$ 138,223.71	\$ 102.19
WILKIE	KERI	Elementary Teacher	\$ 118,040.94	\$ 102.17
WILLEMSE	MARY JANE	Elementary Teacher	\$ 116,834.46	\$ 102.17
WILSON	ASHLEY	Elementary Teacher	\$ 118,040.94	\$ 102.17
WOJCIK	NANCY	Elementary Teacher	\$ 118,040.94	\$ 102.17
WYDEVEN	KATIE	Elementary Teacher	\$ 117,831.62	\$ 102.17
ZUTT	JENNIFER	Elementary Teacher	\$ 109,727.83	\$ 102.16



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

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

NUTRITIONAL MANAGEMENT SYSTEM

Public Session

BACKGROUND

Nutritional Management Services Limited (NMS) provides food services to St. Anne's Catholic Secondary School and St. Michael Catholic Secondary School. The Board receives a Cafeteria Enhancement Fund contribution equal to 5% of cafeteria sales. NMS provides reports each term to the Superintendent of Business.

DEVELOPMENT

NMS was pleased to announce its Cafeteria Enhancement Fund contribution of \$5,462.65 for the period of September 1, 2025 to December 31, 2025.

Highlights of the fall report;

- NMS has created an online survey for students to provide feedback on their cafeteria experience for their chance at winning a free lunch.
- NMS Corporate Dietitian joined a St. Anne's parents meeting to present on healthy eating for teenagers.
- NMS continues to introduce more specialty meals like Chipotle Chicken Wraps and Burger Wraps that have been well received by students.
- Special Functions during this period:
 - Christmas - both schools provided a turkey dinner before the holidays
 - St. Michael CSS provided lunches to volunteers at a volleyball tournament hosted at the school.

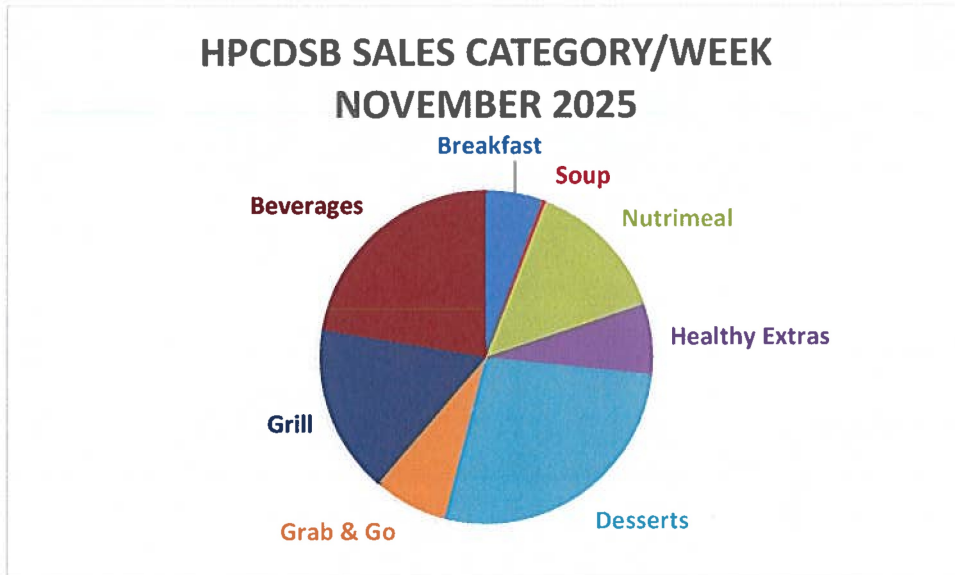
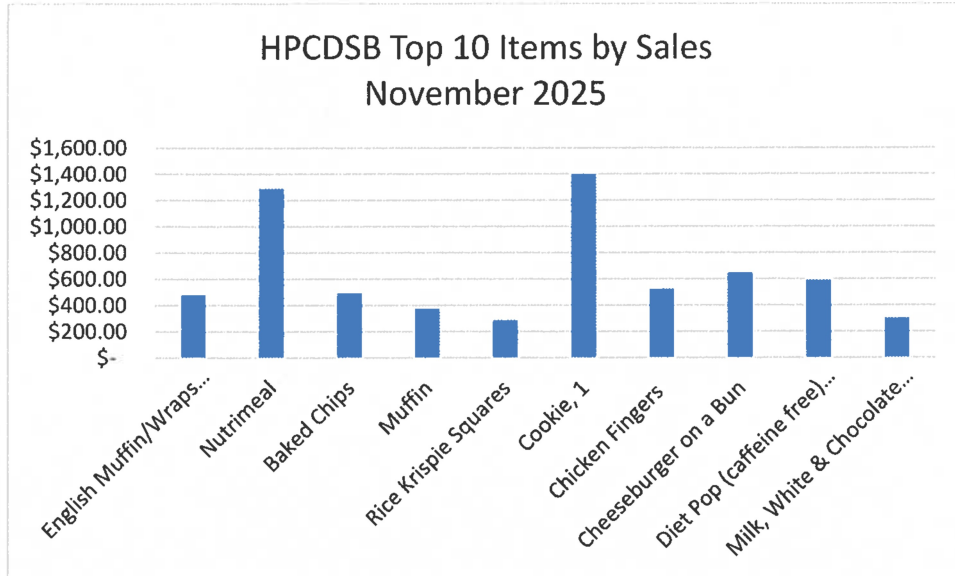
A report providing information on the top ten items by sales is attached.

RECOMMENDATION

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

GOALS:

- Continue to monitor sales trends, survey feedback and source new products within the PPM 150 Nutrition guidelines.





REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

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

2026 SCHOOL BOARD ELECTION TRUSTEE DETERMINATION AND DISTRIBUTION

Public Session

BACKGROUND

Before each general election, every Board of Trustees determines the number of trustee positions on their Board and distributes these positions across the Board's area of jurisdiction. This process is known as trustee determination and distribution (D&D). As outlined in O.Reg 412/00 *Elections to and Representation on District School Boards*, by March 31 of an election year, school boards are required to complete a D&D Report showing their D&D calculations, and, by April 3 in the election year, to submit it to:

- The Minister;
- The school board election clerks for all municipalities within the area of jurisdiction of the Board; and
- The secretary of every other Board, the area of jurisdiction of which is wholly or partially within the area of jurisdiction of the Board.

The D&D process plays an important role in ensuring that representation on school boards is democratic and fair. It also allows trustee candidates to identify and select an electoral ward in which to run.

DEVELOPMENT

The Population of Electoral Groups (PEG) Report is prepared by the Municipal Property Assessment Corporation and must be provided to the Ministry of Education and Ontario School Boards by February 15 of an election year. School Boards use an online calculator made available on the Ontario Education Services Corporation website to make their determination and distribution calculations. The Ministry of Education did not provide a Trustee Determination and Distribution Guide for Ontario School Boards this election cycle. The Board is currently updating documentation that will provide information on how families can check and ensure that they are identified as an English Separate School Supporter.

There was very little change in the 2026 electoral quotient when compared to the 2022 distribution. Therefore, there is not a recommendation to make any changes to the boundaries. Similar to the past several elections, no areas under the Board's jurisdiction required special treatment as a low population area. A motion to this effect is required by March 31, 2026. The number of eligible Catholic School electors is 14,274. This is a decrease of 1,045, or approximately 6.8% from 15,319 in 2022.

Attached to this report:

- March 2026 Trustee Determination and Distribution Report
- PEG Report

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the 2026 Trustee Determination.

THAT the Huron-Perth Catholic District School Board approves that there are no areas in the Huron-Perth Catholic District School Board's jurisdiction designated as low population areas.

Population of Electoral Groups Report

School Board ID: 36 - HURON PERTH CATHOLIC DISTRICT SCHOOL BOARD

County/Mun: 3110 - PERTH EAST TOWNSHIP

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	0	0	131	0	0	0
06	0	0	125	0	0	0
28	0	0	566	0	0	0
32	0	0	132	0	0	0
34	0	0	25	0	0	0
3110 - Total:	0	0	979	0	0	0

County/Mun: 3111 - STRATFORD CITY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	0	0	1,441	0	0	0
02	0	0	861	0	0	0
03	0	0	586	0	0	0
04	0	0	488	0	0	0
05	0	0	527	0	0	0
3111 - Total:	0	0	3,903	0	0	0

County/Mun: 3116 - ST MARYS TOWN

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
00	0	0	884	0	0	0
3116 - Total:	0	0	884	0	0	0

County/Mun: 3120 - PERTH SOUTH TOWNSHIP

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
55	0	0	539	0	0	0
3120 - Total:	0	0	539	0	0	0

Population of Electoral Groups Report

School Board ID: 36 - HURON PERTH CATHOLIC DISTRICT SCHOOL BOARD

County/Mun: 3130 - WEST PERTH MUNICIPALITY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
18	0	0	178	0	0	0
21	0	0	316	0	0	0
24	0	0	363	0	0	0
26	0	0	524	0	0	0
3130 - Total:	0	0	1,381	0	0	0

County/Mun: 3140 - NORTH PERTH MUNICIPALITY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
36	0	0	178	0	0	0
41	0	0	99	0	0	0
42	0	0	435	0	0	0
3140 - Total:	0	0	712	0	0	0

County/Mun: 4010 - SOUTH HURON MUNICIPALITY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	0	0	445	0	0	0
02	0	0	528	0	0	0
03	0	0	168	0	0	0
4010 - Total:	0	0	1,141	0	0	0

County/Mun: 4020 - BLUEWATER MUNICIPALITY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
09	0	0	134	0	0	0
10	0	0	316	0	0	0
11	0	0	78	0	0	0
12	0	0	250	0	0	0
19	0	0	73	0	0	0
20	0	0	151	0	0	0
23	0	0	84	0	0	0
4020 - Total:	0	0	1,086	0	0	0

Population of Electoral Groups Report

School Board ID: 36 - HURON PERTH CATHOLIC DISTRICT SCHOOL BOARD

County/Mun: 4028 - GODERICH TOWN

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
00	0	0	662	0	0	0
4028 - Total:	0	0	662	0	0	0

County/Mun: 4030 - CENTRAL HURON MUNICIPALITY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	0	0	242	0	0	0
02	0	0	356	0	0	0
4030 - Total:	0	0	598	0	0	0

County/Mun: 4040 - HURON EAST MUNICIPALITY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
16	0	0	411	0	0	0
38	0	0	361	0	0	0
39	0	0	342	0	0	0
42	0	0	165	0	0	0
44	0	0	24	0	0	0
4040 - Total:	0	0	1,303	0	0	0

County/Mun: 4046 - HOWICK TOWNSHIP

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
00	0	0	62	0	0	0
4046 - Total:	0	0	62	0	0	0

County/Mun: 4050 - NORTH HURON TOWNSHIP

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
01	0	0	54	0	0	0
02	0	0	56	0	0	0
03	0	0	192	0	0	0

Population of Electoral Groups Report

School Board ID: 36 - HURON PERTH CATHOLIC DISTRICT SCHOOL BOARD

4050 - Total:	0	0	302	0	0	0
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County/Mun: 4060 - MORRIS-TURNBERRY MUNICIPALITY

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
00	0	0	226	0	0	0
4060 - Total:	0	0	226	0	0	0

County/Mun: 4070 - ASHFIELD-COLBORNE-WAWANOSH TOWNSHIP

Ward	English Public	French Public	English Separate	French Separate	Prot-Sep	Other
00	0	0	496	0	0	0
4070 - Total:	0	0	496	0	0	0

Population of Electoral Groups Report

School Board ID: 36 - HURON PERTH CATHOLIC DISTRICT SCHOOL BOARD

Summary Total

County/Mun	English Public	French Public	English Separate	French Separate	Prot-Sep	Other	Total
3110	0	0	979	0	0	0	979
3111	0	0	3,903	0	0	0	3,903
3116	0	0	884	0	0	0	884
3120	0	0	539	0	0	0	539
3130	0	0	1,381	0	0	0	1,381
3140	0	0	712	0	0	0	712
4010	0	0	1,141	0	0	0	1,141
4020	0	0	1,086	0	0	0	1,086
4028	0	0	662	0	0	0	662
4030	0	0	598	0	0	0	598
4040	0	0	1,303	0	0	0	1,303
4046	0	0	62	0	0	0	62
4050	0	0	302	0	0	0	302
4060	0	0	226	0	0	0	226
4070	0	0	496	0	0	0	496
Total	0	0	14,274	0	0	0	14,274

Population of Electoral Groups Report

School Board ID: 36 - HURON PERTH CATHOLIC DISTRICT SCHOOL BOARD

Summary Total

School Board - Grand Totals

School Board ID	English Public	French Public	English Separate	French Separate	Prot-Sep	Other	Total
36	0	0	14,274	0	0	0	14,274
Total	0	0	14,274	0	0	0	14,274

Huron-Perth Catholic District School Board (English Catholic)
Trustee Determination and Distribution for the October 2026 Municipal Election

Prepared for: Municipal Clerks
Coterminous School Boards
Ontario Ministry of Education

Prepared by: Mary-Ellen Ducharme
Superintendent of Business - Huron-Perth Catholic District School

Number of Trustees for 2026 Municipal Election :														5
		DRAFT			2022			2018			2014			
		2026			2022			2018			2014			
	Name of Municipality	Electoral Group Population	Electoral Quotient	# of Trustees	Electoral Group Population	Electoral Quotient	# of Trustees	Electoral Group Population	Electoral Quotient	# of Trustees	Electoral Group Population	Electoral Quotient	# of Trustees	
Trustee - Jim McDade	Central Huron Municipality	598	0.209		645	0.211		669	0.207		644	0.196		
	Goderich Town	662	0.232		771	0.252		911	0.281		958	0.291		
	Ashfield-Colborne-Wawanosh Twp.	496	0.174		480	0.157		487	0.150		543	0.165		
	Morris-Turnberry Municipality	226	0.079		268	0.087		267	0.082		264	0.080		
	North Huron Township	302	0.106		356	0.116		411	0.127		444	0.135		
	Howick Township	62	0.022		75	0.024		73	0.023		87	0.026		
	Total		2,346	0.822	1	2,595	0.847	1	2,818	0.871	1	2,940	0.893	1
Trustee - Sue Muller	South Huron Municipality	1,141	0.400		1,196	0.390		1240	0.383		1,287	0.391		
	Bluewater Municipality	1,086	0.380		1,161	0.379		1192	0.368		1,270	0.386		
	Total	2,227	0.780	1	2,357	0.769	1	2,432	0.751	1	2,557	0.777	1	
Trustee - Mary Helen Van Loon	Perth South Township	539	0.189		605	0.197		607	0.188		631	0.192		
	St Marys Town	884	0.310		950	0.310		937	0.290		889	0.270		
	West Perth Municipality	1,381	0.484		1,468	0.479		1641	0.507		1,636	0.497		
	Total	2,804	0.982	1	3,023	0.987	1	3,185	0.984	1	3,156	0.959	1	
Trustee - Tina Doherty	Stratford City - Total	3,903	1.367	1	4,245	1.386	1	4,431	1.369	1	4,508	1.370	1	
Trustee - Amy Cronin	Huron East Municipality	1,303	0.456		1,345	0.439		1483	0.458		1,133	0.344		
	Perth East Township	979	0.343		1,027	0.335		1065	0.329		725	0.220		
	North Perth Municipality	712	0.249		727	0.237		769	0.238		1,435	0.436		
	Total	2,994	1.049	1	3,099	1.011	1	3,317	1.025	1	3,293	1.001	1	
Grand Total		14,274	5.000	5	15,319	5.000	5	16,183	5.000	5	16,454	5.000	5	



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

MODIFIED SCHOOL DAY

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board believes that all students have an inherent right to a caring, effective, and inclusive education in a Christ-centred environment. In circumstances where a principal, in consultation with the Superintendent of Education, determines that a modified school day is in the best interest of a student due to the reasons outlined below, a modified school day may be implemented on a temporary basis to allow for the development of appropriate programming and supports for the student.

DEVELOPMENTS

A modified day may be considered for a student who is unable to successfully manage the demands of a full instructional day despite the implementation of appropriate school and system-based interventions and supports, such as universal supports, differentiated instruction, individualized programming, Positive Behaviour Support Plans, or Safe Intervention Plans where appropriate. When a student has not responded to these interventions, the principal may consider implementing a modified day based on the following:

- A medical issue documented by a medical practitioner
- Behaviour that impacts the safety of the student or others in the school

A modified school day involves a reduction in the length of the school day, up to and including a full withdrawal from school. A modified day is intended to be a temporary measure and will be subject to regular review, with a plan developed to support the student's return to a full instructional day as soon as appropriate.

The Huron-Perth Catholic District School Board has developed an administrative procedure to provide a framework for planning and implementing a modified school day for students in both elementary and secondary schools.

The policy has been reviewed and is now presented for the consideration of the Board of Trustees. The revised policy will be available for vetting and comment by the community in advance of the policy coming to the Board for approval in April.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Modified School Day policy for information.



HURON-PERTH CATHOLIC

District School Board

Modified School Day

Adopted:	May 25, 2020	Policy #:	P 2.2.4.
Revised:	March 23, 2026	Policy Category:	2.2. School Program

POLICY-BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes that all students have an inherent right to a caring, effective and inclusive education in a Christ-centred environment. When the principal determines that the presence of the student in the school may be a safety concern for themselves or others in the school, the principal may implement a modified school day on a temporary basis to allow for the development of appropriate programming and support for the student. The modified school day is a reduction in the length of the school day up to and including a full withdrawal from school. The Huron-Perth Catholic District School Board has developed an administrative procedure to provide a framework to plan and deliver a modified school day for students in elementary and secondary school.

The Huron-Perth Catholic District School Board (the Board) affirms the inherent right of all students to a caring, effective, and inclusive education within a Christ-centred environment. Any modified school day plans and administrative procedures must be consistent with Catholic teachings and designed to develop appropriate, individualized support. The Board requires that all such plans prioritize a gradual transition to support full-time attendance, with the express goal of maximizing the student's time at school and achieving a return to a regular, full school day.

POLICY STATEMENT:

Guided by the governance principles of the Board of Trustees and their responsibility to oversee equitable and safe education in Ontario, it is the policy of the Huron-Perth Catholic District School Board to provide individualized accommodations and support to students. A modified day may be considered for a student who is unable to successfully manage the demands of a full instructional day despite the implementation of appropriate school and system-based interventions and supports, such as universal supports, differentiated instruction, individualized programming, Positive Behaviour Support Plans, or Safe Intervention Plans where appropriate.

In circumstances where a medical issue has been documented by a medical practitioner, or when the principal determines that a student's behaviour or presence in the school may be a safety concern for themselves or others, the principal may implement a modified school day on a temporary basis to allow for the development of appropriate programming. A modified school day is defined as a reduction in the length of the school day, up to and including a temporary withdrawal from school.

The process of accommodating a student with a modified day shall be reviewed individually by a School-Based Team (SBT), which will consider parent/guardian input, the student's academic achievement, and the disability-related and/or medical needs of the student. The accommodation process must balance the student's integration and independence with the health and safety of all individuals who are or might be in the school, ensuring a clear plan is developed to eventually return the student to full-time attendance.

Furthermore, to uphold the Board's mandate for provincial accountability and transparency, the Board shall retain data regarding Modified Day Plans, including specific attendance code records and schedules, which must be kept on file for audit purposes as outlined in the Modified School Day Administrative Procedure.

DEFINITIONS:

Modified Day - Is a reduction in the length of the school day up to and including a full exclusion from school.

Temporary Reduced Day - A reduction in the regular (300 minute) instructional day determined at a School-Based Team meeting.

Modified Day Plan - A plan for students who require a gradual transition to support full-time attendance. The goal is to return the student to a regular day as soon as possible.

Temporary Full Exclusion from School on an Emergency Basis - A full exclusion from school. A temporary full exclusion from school.

Exceptional Pupil - A pupil who is identified within the scope of the IPRC process.

School-Based Team (SBT) - the principal (Chair), parent/guardian, SERT, classroom teacher, Special Education Coordinator, school superintendent, appropriate representatives from community-based agencies/service and anyone the principal deems necessary.

OSR - Ontario Student Record

REFERENCES:

- Education Act s. 265 (1) (m) – student exclusions for safety
- Education Act Reg. 298 (3) (1) – reduced length of instructional program for exceptional pupils

RESOURCES, APPENDICES AND FORMS:

- [Board Administrative Procedure 2.2.17](#)



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

2.1.19 CONCUSSION MANAGEMENT

Public Session

BACKGROUND

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

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

DEVELOPMENTS

The revised policy has been available on the website for vetting. No feedback was received. Following the initial presentation of the policy, trustees inquired about the guiding role and responsibilities of school staff in supporting concussion awareness and response, as well as the potential for system-level monitoring of concussion-related incidents to support risk mitigation. In response to this feedback, additional language has been incorporated into the policy to clarify the role of school staff in recognizing and responding to suspected concussions in accordance with established procedures. The policy has also been strengthened to require schools to submit an annual summary of concussion-related incidents to the Safe Schools Superintendent, enabling the collection and review of aggregate data across the system. An annual aggregate report will be presented to the Board each June to support ongoing monitoring, identify potential trends or areas of risk, and inform preventative strategies that promote student safety and well-being. Staff are recommending approval of the policy.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy 2.1.19: Concussion Management.



HURON-PERTH CATHOLIC

District School Board

Concussion Management

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

BELIEF STATEMENT:

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

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

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

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

POLICY STATEMENT:

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

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

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

RESPONSIBILITIES:

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

The Director of Education shall also ensure that appropriate data related to suspected and confirmed concussions is collected and reviewed to support risk awareness, prevention strategies, and continuous improvement in student safety. Each school shall submit an annual summary report of concussion-related incidents to the Safe Schools Superintendent. This information will support the monitoring of aggregate data across the system. An aggregate report summarizing concussion-related data and trends shall be presented to the Board annually in order to assist in identifying patterns, areas of risk, and opportunities for preventative action.

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

School staff share responsibility for supporting concussion awareness, prevention, and identification. Staff are expected to follow established concussion management procedures, including recognizing potential signs and symptoms of a concussion, responding appropriately when a concussion is suspected, and supporting students through the return-to-learn and return-to-physical-activity process in collaboration with school administration, parents/guardians, and medical professionals.

DEFINITIONS:

Concussion is the term for a clinical diagnosis that is communicated by a physician or a nurse practitioner. School staff, board staff, or volunteers cannot make a concussion diagnosis, but must advise students who are suspected of having sustained a concussion and their parents to seek a medical assessment by a physician or a nurse practitioner. The definition of concussion given below is adapted from the definition provided in the concussion protocol in the Ontario Physical Activity Safety Standards in Education.

A concussion:

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

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

REFERENCES:

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

RESOURCES, APPENDICES AND FORMS:

- Administrative Procedure: Concussion Management 2.1.14



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

2.2.3 - EDUCATIONAL FIELD TRIPS/EXCURSIONS

Public Session

BACKGROUND

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

DEVELOPMENTS

The revised policy has been available on the website for vetting. No feedback was received. Following trustee discussion, two revisions have been made to the policy to ensure greater alignment with the Board's governance framework. First, the sentence referencing inclusion, diversity, equity, and accessibility has been removed. Trustees noted that the Board's development and review of policy requirements (found in P1.1.4) require all policies to be consistent with the Board's Equity and Inclusive Education Policy. These principles must be consistently included across all policies, and therefore it was not recommended to selectively reference them. Second, the paragraph outlining the responsibilities of principals has been removed from the policy. Trustees indicated that this level of operational detail is more appropriately addressed within the accompanying Administrative Procedures. The policy now maintains a governance-level focus, with implementation responsibilities assigned to the Director of Education through the development of Administrative Procedures. Staff are recommending approval of the policy.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy 2.2.3 - Educational Field Trips/Excursions.



HURON-PERTH CATHOLIC

District School Board

Educational Field Trips/Excursions

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

BELIEF STATEMENT

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

POLICY STATEMENT

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

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

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

RESPONSIBILITIES

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

~~Principals are responsible for ensuring that educational field trip and excursion procedures are implemented consistently within their schools. This includes verifying that all necessary approvals are secured, safety protocols are established, and that all staff and volunteers are aware of their specific roles and responsibilities before, during, and after an excursion.~~

DEFINITIONS:

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

Educational Excursions - An Educational Excursion is any event or programme which, for co-curricular purposes (e.g. athletics or clubs), has students leaving school property. Use of this term will not include student exchanges, co-op education, credit/non-credit courses outside of school and outside the regular school day.

REFERENCES:

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

RESOURCES, APPENDICES AND FORMS:

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



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

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

P 1.1.4. Development and Review of Board Policies

Public Session

BACKGROUND

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

DEVELOPMENTS

The revised policy has been available on the website for vetting.

Feedback from trustees at the February Board Meeting suggested the enhancement of monitoring and reporting expectations and the introduction of compliance attestations.

In light of this, the Director of Education recommends that she and her staff do the following in service and support of this policy:

- Develop an Administrative Procedures Manual to guide the development, monitoring and review of Administrative Procedures. This will include a review schedule inclusive of metrics to determine outcomes and effectiveness.
- Provide the Board of Trustees an annual schedule for policy review to support Board awareness and oversight of policy review.
- Share with the Board of Trustees the comprehensive monitoring tool that is in place for Principals and Vice-Principals. This was developed and is monitored by Superintendents to ensure compliance with monthly policy and procedures. This digital tool is an enhancement of the previous version of our policy and procedures compliance mechanism.
- Introduce an annual attestation practice for staff responsible to implement and monitor policies and administrative procedures (i.e. Director of Education, Superintendents, Principals and Vice-Principals, Managers) and as appropriate, all other staff named or assigned responsibilities.

Staff are recommending approval of the policy.

RECOMMENDATION

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



HURON-PERTH CATHOLIC

District School Board

Development and Review of Board Policies

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

BELIEF STATEMENT:

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

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

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

POLICY STATEMENT:

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

PROCEDURE:

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

- Once approved by the Director of Education, the final Draft Policy will be presented to the Board of Trustees for consideration of approval.
 - Upon approval, the Director of Education, or his/her designate will distribute and communicate the Policy to the system.
 - The Director or his/her designate will ensure that appropriate Administrative Procedures are reviewed regularly and updated as needed. The Director will inform the Board of Trustees when there is an update to Policy-related Administrative Procedures.
4. A Draft Policy may be vetted with any or all of the following groups:
- | | |
|--|-------------------------------------|
| ● Trustees | ● Director of Education |
| ● Superintendents | ● Principals and Vice-Principals |
| ● Coordinators | ● Managers |
| ● Employee groups | ● Catholic School Advisory Councils |
| ● Special Education Advisory Committee | ● Bishop |
| ● Board Chaplain | ● Huron-Perth Deanery |
| ● Board Solicitor | ● Other |
5. The policies of the Board are to be reviewed on a five-year cycle unless otherwise directed by the Director of Education or the Board of Trustees.
6. The review or development of Policy is to be guided by the following criteria:
- The Policy facilitates the achievement of the Board's mission as a Catholic School Board.
 - The Policy contributes to the Board's strong and positive Catholic educational presence in the counties of Huron and Perth and in the province of Ontario.
 - The Policy is within the scope of the Board's authority as granted by provincial and federal statute.
 - The Policy is consistent with and complementary to Catholic teachings.
 - The Policy is direct and specific and is free from arbitrariness and vagueness.
 - The Policy is directly related to a clear and legitimate purpose.
 - The Policy is consistent with the Board's Equity and Inclusive Education Policy.
 - The Policy is consistent with the Board's Multi-Year Accessibility Plan.

DEFINITIONS:

- N/A

REFERENCES:

- OESC Good Governance for School Boards Trustee Professional Development Program

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

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

ARTIFICIAL INTELLIGENCE (AI) UPDATE

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board (HPCDSB) remains committed to exploring the strategic integration of Artificial Intelligence (AI) tools in a responsible, informed, and ethical manner. Since the adoption of Policy #P 3.2.2, Artificial Intelligence on December 11, 2023, the Board has worked to ensure that AI use is intentional and rooted in human dignity. Our foundational work continues to be guided by Catholic values, ensuring that technology supports rather than replaces human decision-making. This report summarizes the significant progress achieved by the HPCDSB since the beginning of the current school year.

DEVELOPMENTS

Over the course of the 2025 - 2026 school year, the HPCDSB has made significant strides in establishing a robust framework for AI integration. A primary focus has been the completion of foundational research and policy alignment. This included the authoring and finalization of a comprehensive white paper titled "Assessment of Artificial Intelligence Tool Integration in K-12 Education: Opportunities and Challenges." This document serves as a critical analysis of the current landscape, outlining the potential benefits for learning environments while acknowledging the inherent risks. Furthermore, the board has finalized a set of core guiding principles (pictured below) that now serve as the ethical and pedagogical framework for all future implementation decisions, ensuring they remain in constant alignment with our Catholic values.

With regard to building internal capacity, the HPCDSB has successfully developed and launched a micro-credential course available to all employees. This course is designed to provide a foundational understanding of AI, focusing heavily on ethical considerations and practical applications across various roles. Beyond general training, the board delivered targeted professional development sessions specifically tailored for secondary teachers and Educational Assistants (EAs). These sessions focused on immediate, classroom-ready strategies to leverage AI tools effectively. Central to this work is the ongoing exploration of AI through the

lens of the Catholic faith, which has involved deep dives into Vatican documents and attendance at lectures at King’s College to ensure our technological advancements are spiritually grounded.

Looking ahead to the remainder of the school year, the HPCDSB is shifting its focus toward broader community engagement and student readiness. Planning is currently underway for a Secondary Student Summit scheduled for the spring, which aims to prepare our students for a post-secondary and career landscape increasingly shaped by these technologies. Additionally, the board is developing content for two Parent Information Nights. These sessions are designed to educate families on how AI tools are being utilized within our schools and to provide practical guidance on how parents can support their children in an AI-augmented world. Finally, upcoming professional development is being scheduled for elementary staff to ensure board-wide consistency in our approach to this evolving field.

HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

GUIDING PRINCIPLES FOR AI INTEGRATION

WE BELIEVE
our Catholic values and teachings, and the Ontario Catholic School Graduate Expectations guide our decision making...

SO WE WILL
...Integrate these HPCDSB foundational principles into every AI learning experience for staff and students.

WE BELIEVE
it is our duty as Catholic educators to guide our students in a complex digital world...

SO WE WILL
...actively model and promote good digital citizenship through the honest and ethical use of all digital tools, including AI.

WE BELIEVE
that AI will have a transformative impact and can be a tool that enhances, not replaces, our human connections...

SO WE WILL
...embrace innovation to lead, teach, and serve with compassion and purpose supporting the growth of the whole person as we move our staff and students toward a hope-filled future.

**Huron-Perth Catholic**
District School Board

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Artificial Intelligence (AI) Update 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: March 23, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

MATH ACHIEVEMENT ACTION PLAN UPDATE

Public Session

BACKGROUND

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

DEVELOPMENTS

Our Math Team consists of the Superintendent of Education (Sean McDade), Math Learning Coordinators in elementary (Christine Dale) and secondary (Paul D'Hondt) and our Math Facilitators (Hailey Cook and Brittany Wilson). The Math Facilitators and Math Learning Coordinator have been providing ongoing support to teachers and principals in keeping with the Board's strategic plan and the Math Achievement Action Plan. There is targeted support for Sacred Heart school in keeping with the direction of the Ministry of Education. The support provided in schools continues to include co-planning opportunities, classroom level math coaching, small group instruction, and professional engagement with our Scope and Sequence lessons that make effective use of the Ontario Math Curriculum, High-Impact Instructional Practices, and our core resources including MathUp and Knowledgehook. The Math Team also supports the implementation of an intervention tool (Do the Math) in select schools.

Math Achievement Action Plan (MAAP)

The Math Achievement Action Plan (MAAP) is a targeted, yet flexible plan that guides mathematics improvement across all schools in the district. The plan continues to evolve in response to student learning needs and the professional learning needs of educators. As a living document, it is informed by student achievement data and ongoing reflection by teachers, principals, and members of the Math Team, using identified key performance indicators to monitor progress and guide next steps.

The Ministry of Education identified three provincial priority areas for mathematics achievement. In response, the Board selected a strategy aligned to each priority area and identified corresponding actions at the board, school, and classroom levels. These coordinated actions are intended to strengthen instructional practice and support improved student achievement in mathematics. In addition to district-wide implementation, more intensive support is being provided to a designated priority school. This includes dedicated Math Facilitator support, as well as ongoing professional learning and collaborative planning with the school principal and teaching staff, facilitated by members of the Math Team. Effective strategies and lessons learned through this work will be shared across the district to strengthen system-wide practice and improve outcomes for all learners.

The Math Achievement Action Plan focuses on three priorities:

1. **Know the Curriculum:** High-fidelity implementation of proven strategies.
2. **Know the Math:** Strengthening educator content knowledge.
3. **Know the Learner:** Providing relevant, responsive, and inclusive tasks and interventions.

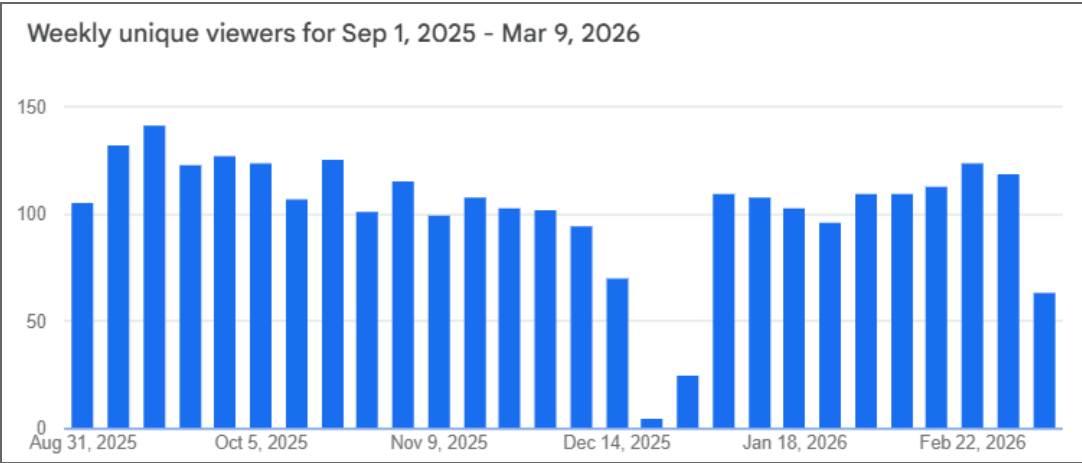
Throughout the year, our system has continued to reflect on the strategies and actions outlined in the plan. In some cases, adjustments or alternate strategies have been introduced in response to emerging student and educator needs. Progress updates are noted under each priority area to highlight where reflection, adaptation, or refinement of the plan has occurred to date.

Currently, the Math Priority actions in our priority school and across the district remain the same as last year and are as follows:

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

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

Progress: Between September 2025 and March 2026, our **Scope and Sequence** digital resource platform has proven to be a vital asset for classroom instruction, reaching a total of 335 unique educators across the district since its creation. By focusing on "unique viewers", a metric that counts individual people rather than just repetitive clicks, we can confidently report that this tool has become a consistent professional habit, with a stable baseline of over 100 staff members relying on it every single week. The data reveals a strategic engagement pattern: a peak of 142 users during the foundational back-to-school period followed by a strong resurgence after the Christmas break, demonstrating that our teachers view this platform as a trusted, year-round anchor for their vocation. This sustained adoption provides high confidence that the board’s investment is effectively supporting our staff in delivering a unified, high-quality, and mission-aligned experience for all students.



Number Talks (a string or sequence of computations designed to highlight a pattern or strategy) are designed to support student reasoning, number sense, and classroom discourse. Our Number Talks resources support students' development from counting strategies to additive to multiplicative reasoning and have achieved broad reach across all divisions. To date, we have engaged a significant portion of our educator population:

- **Primary Division:** 151 Educators
- **Junior Division:** 117 Educators
- **Intermediate Division:** 103 Educators

We introduced a new short daily math routine, **Retrieval Practice**, that supports students recall and retain key concepts by completing questions independently with solutions provided with corrective feedback by the teacher. By revisiting concepts regularly through spaced, mixed practice with feedback, Retrieval Practice strengthens long-term memory, builds metacognition, and helps students maintain and connect their learning throughout the year. These Retrieval Practice metrics show how many teachers are specifically targeting long-term memory and learning retention across all grades:

- **Primary Division:** 118 Educators
- **Junior Division:** 96 Educators
- **Intermediate Division:** 76 Educators

Recognizing the unique pedagogical challenges of multi-grade classrooms, we have developed a suite of specialized **Combined Grade Lessons** to ensure equitable support for all educators. The data below demonstrates that we are providing high-value solutions that are an essential anchor for teachers navigating the complexities of delivering two curricula simultaneously..

- **Primary Division:** 60 Educators
- **Junior Division:** 83 Educators
- **Intermediate Division:** 48 Educators

This data confirms that our **Scope and Sequence** digital infrastructure is serving as the central nervous system for math instruction. We have successfully moved from "launching a tool" to "establishing a standard", proving that this is a multi-year, sustainable resource for our schools.

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

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

Progress: In alignment with our commitment to professional learning, we have advanced our efforts to enhance educator mathematics content knowledge through a "just-in-time" professional learning model. By strategically embedding teacher supports directly within our Scope and Sequence lessons at the start of each unit, we are ensuring that educators have immediate access to high-quality mathematical background before beginning instruction. The new resources (Number Talks, Retrieval Practice, and Combined Grades) of the Scope and Sequence also include learning for teachers to ensure informed professional judgement.

Our collaborative efforts with Math Facilitators have centered on creating a seamless bridge between curriculum expectations and classroom practice. Key highlights of our progress include:

- **Integrated Learning Supports:** Teachers are actively utilizing a suite of embedded resources, including the Ontario Math Curriculum teacher supports, MathUP Classroom's "Sum it UP" summaries, and Knowledgehook's foundational math background documents. These documents have been strategically included at the beginning of each unit so that teachers will have the opportunity to develop the math content knowledge before teaching the lessons.

- **High Engagement with Digital Tools:** To date, educators have accessed 621 Knowledgehook teacher supports, demonstrating a strong appetite for "lightbulb" insights that identify student misconceptions and provide remedial strategies.
- **Targeted EQAO Alignment:** We have integrated the EQAO Resource, specifically the newly released 2025 released questions and descriptions, to ensure that content knowledge development is directly linked to Grades 3 and 6 curriculum and categories of knowledge and skills (knowledge and understanding, thinking, communication, and application).
- **Facilitator-Led Coaching:** Math facilitators are the frontline coaches of our classrooms, turning policy into practice. As large professional learning sessions become harder to run, their direct support, guidance, and daily collaboration with teachers are essential for building deep mathematical knowledge for teaching. They don't just share strategies; they shape how math is taught, ensuring every student benefits from strong, informed instruction.

These proactive strategies ensure our educators are not just delivering the curriculum but are fully supported in deepening their understanding of the mathematical progressions that drive student success. As new Ministry resources are released, the Math Team will provide rotating release time in schools, giving teachers opportunities to further develop their mathematical content knowledge and strengthen their classroom practice.

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

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

Progress: Understanding the math learner is achieved by focusing on individual student needs. Our Scope and Sequence lessons facilitate differentiated instruction by incorporating small-group work, with groups organized according to formative assessment data. The formative assessment tool, Knowledgehook, is directly linked within each lesson, providing the data necessary to inform and guide this differentiated approach.

The Math Team is continuing its focus on using Knowledgehook, our formative assessment tool, to identify specific small-group instructional needs. This precise support has significantly boosted both teacher and student engagement with the platform, leading to enhanced student learning. For example, following the initial common assessment, Math Facilitators conducted data discussion meetings with each Grade 3-8 teacher to analyze the results and collaboratively determine the subsequent learning steps for students. The platform provides visual representations demonstrating student progress, allowing us to compare understanding from the previous academic year to the present, and track growth from the start of this year onward. Teachers facilitate this process by assigning *Knowledgehook Missions*, which are targeted assessments of 3-5 questions. So far this year, over 4500 missions have been assigned.

Content Grade Level	Number	Algebra	Measurement	Spatial Sense	Data
Grade 1	84.5%	81.5%	97.1%	71.4%	77.1%
Grade 2	85.3%	85.9%	74.2%	77.8%	87%
Grade 3	76.6%	81.3%	80.4%	77.5%	73.6%
Grade 4	78.4%	78.2%	76.8%	60.3%	71.1%
Grade 5	75.9%	74.2%	72.7%	80.2%	80%
Grade 6	75%	74.7%	61.3%	76.4%	69.8%
Grade 7	81%	73.9%	65.7%	–	59.2%
Grade 8	81.7%	80.2%	65.8%	66.3%	28.3%
Grade 9	62.4%	75.2%	66.7%	67.3%	50%
Grade 10	–	76.7%	77.8%	80.7%	–

Not statistically significant	0% to 59%	60% to 79%	80% to 100%
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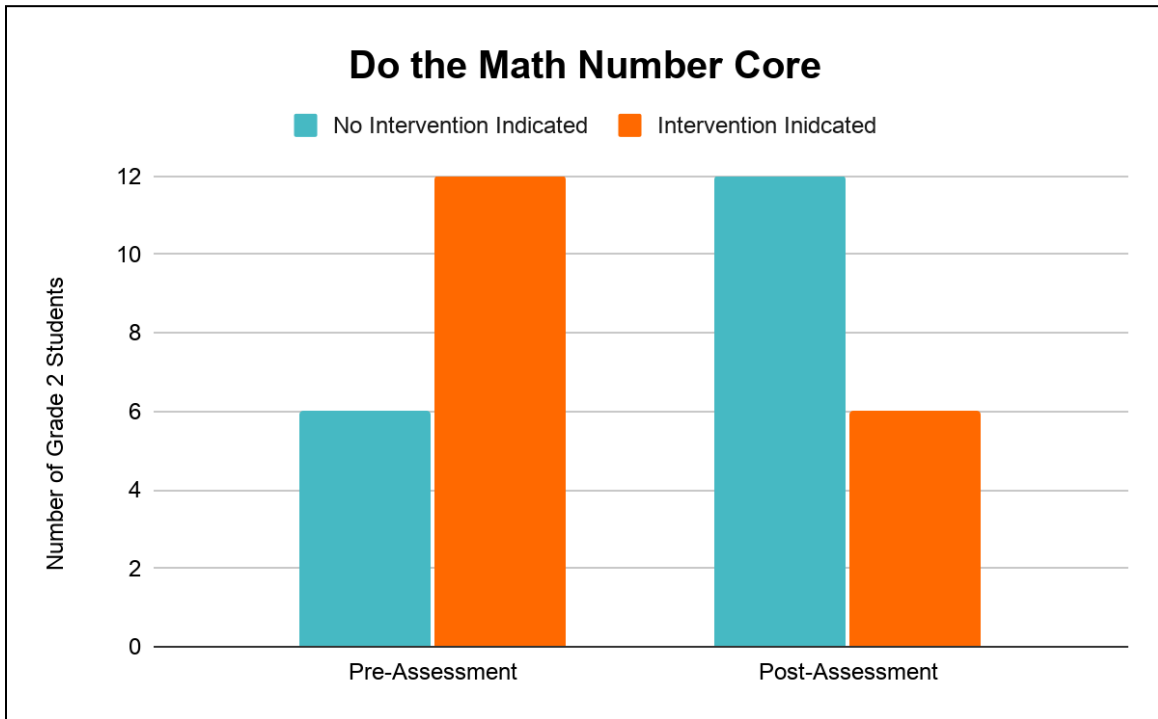
The Question Proficiency data, shown as the percentage of questions correctly answered out of all questions attempted in each category, is a vital tool for school and district leaders. It informs the planning of school improvement measures by highlighting specific student needs, thus enabling leaders to ensure appropriate interventions or extensions are provided. To support effective use of this data, the Math Team provides teachers and principals with readily accessible resource documents. These resources facilitate effective reteaching during small group instruction, which is tailored to student data.

When students need support beyond Tier 1, we have an intervention program, Do the Math, available for classroom teachers, Math Facilitators, and/or the SERT to implement. This Tier 2 intervention is currently running in 8 of our elementary schools with plans to purchase more kits for the remaining elementary schools.

To illustrate the effectiveness of this intervention program, please refer to the data visualization below, which tracks student progress from the initial diagnostic to the post-intervention assessment. This data comes from our priority school's Grade 2 class that was analyzed using the *Do the Math: Number Core* intervention program to proactively address unfinished learning of foundational skills. Early numeracy diagnostics initially revealed a critical need for intervention regarding counting, compensation, and part-whole number sense. Subsequent diagnostic data from the *Do the Math* Pre-Assessments confirmed this, indicating that 66% of students required targeted support to access grade-level curriculum. Over the course of 30 focused lessons within the *Do the Math Addition and Subtraction Number Core* module, students worked to develop a sense of quantity through benchmark numbers, flexible composition and decomposition, and increased skill in calculation.

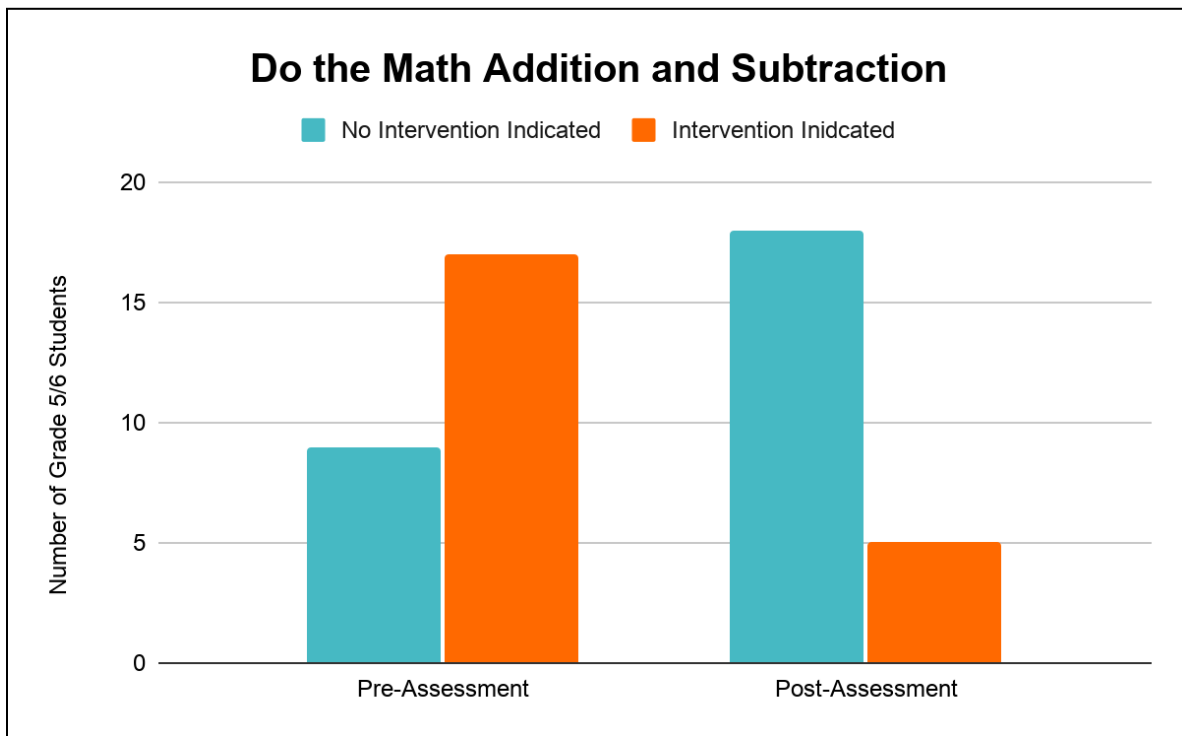
Post-Assessment data suggests a transformative shift in classroom readiness: the number of students for whom "Intervention was Indicated" was reduced by 50%. Specifically, while two-thirds of the cohort began the module requiring significant instructional scaffolding, 67% of the students have now demonstrated proficiency, meaning further specialized intervention is no longer indicated. For those few students still requiring support, we observed substantial growth in foundational skills,

with several students more than doubling their initial scores (e.g., moving from 6 to 15, or 8 to 16). This indicates that while they have not yet reached the threshold, the intervention has successfully moved them out of the "critical" zone and onto a clear trajectory toward proficiency. This data confirms that targeted, high-intensity foundational support effectively closes the achievement gap, ensuring our students are not just catching up, but are fundamentally prepared for the next stage of their mathematical journey.



To further illustrate the effectiveness of this intervention program, please refer to the data visualization below, which tracks the transition of student readiness within our priority school's Grade 5/6 cohort. At the outset of the Do the Math: Addition and Subtraction module, diagnostic data revealed that the vast majority of the class, 65% of students, presented with a significant need for intervention. This indicated that these students lacked the foundational fluency required to successfully engage with grade-level curriculum. Following the intervention cycle, the Post-Assessment data suggests a complete reversal of this trend.

The number of students for whom "No Intervention is Indicated" surged from just 9 students to 18, effectively doubling the number of students who are now demonstrating mathematical proficiency. This shift is a testament to the program's ability to "catch" students who were trailing and move them into a position of strength. Furthermore, for the small group of students who remain in the "Intervention Indicated" category, the data shows many are no longer stagnant; their scores have moved significantly closer to the benchmark, reducing the intensity of support they will require moving forward. By proactively addressing these gaps now, we have fundamentally cleared the path for these students to succeed in higher-level operations and problem-solving.



Please note four students were absent for the post assessment

The Board’s Math Lead (Sean McDade) and Math Learning Coordinator (Christine Dale) met with all provincial leads and the Ministry of Education Math Team on November 25, January 28, and February 27. The Math Facilitators (Hailey Cook and Brittany Wilson) and Math Learning Coordinator (Christine Dale) joined other math teams from across the province in the ministry’s content series on the High-Impact Instructional strategies on December 11, February 5, and March 3. These meetings provide our system math leaders with valuable insight and direction to support effective math instruction across our schools.

We continue to work with principals and teachers in our classrooms to monitor the impact of our chosen strategies and the effectiveness of the Scope and Sequence lessons. We are dedicating additional time and resources to supporting in Grades 3, 6, and 9 math classes in an effort to address unfinished learning based on student performance on the EQAO Math Assessments and to ensure strong preparation for the secondary school destreamed Grade 9 Math Program. Our Math Team will continue to monitor the impact of these targeted strategies and leverage ongoing provincial collaboration to ensure all students achieve success in mathematics.

Conclusion

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

- Gather and implement feedback to continuously improve the Scope and Sequence lessons and associated resources.
- Strengthen teacher content knowledge by providing ongoing professional learning and dedicated support from Math Facilitators.
- Expand and enhance intervention programs to ensure targeted support for students who require additional assistance.

Next Steps: We will monitor student progress, refine instructional strategies, and adjust the MAAP as needed to ensure sustained growth in mathematics achievement.

RECOMMENDATION

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

Priority Action 1: Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support math academic achievement.

Need	Strategy	KPI	Measure
<p>In conversation with the principal, it was determined that students in our priority school require consistent access to grade-level curriculum. Ensuring fidelity to the board’s Scope and Sequence and the intentional use of proven instructional strategies (i.e., the High Impact Instructional Practices) is essential to supporting improved student achievement in mathematics.</p>	<p><u>Board-level:</u> Provide guidelines, resources and supports for mathematics curriculum-aligned long-range plans, unit plans, and lesson plans</p>	<p>Shift in Practice</p>	<p>Number of educators using board-developed resources (e.g., Scope and Sequence lessons, Number Talks, Retrieval Practice).</p>

Priority Action 2: Engaging in ongoing learning on mathematics content knowledge for teaching.

Need	Level	KPI	Measure
<p>During school improvement planning meetings, teachers identified the need to develop their understanding of the Concrete–Representational–Abstract (CRA) model to deepen students’ conceptual understanding of operations. Strengthening teachers’ knowledge of the progression of mathematical concepts and strategies to support student learning enables students in priority schools to experience instruction that consistently builds conceptual understanding, procedural fluency, and problem-solving skills.</p>	<p><u>School-level:</u> Engage in regular collaborative meetings (e.g., team teaching, collaborative analysis of student work, school and/or board networks, classroom visits) to deepen knowledge of mathematics, curriculum, instructional starting points, and interventions</p>	<p>Shift in practice</p>	<p>Number of educators using achievement data to identify and prioritize professional learning needs based on student learning needs.</p>

Priority Action 3: Know the math learner, and ensuring math tasks, interventions, and supports are relevant and responsive

Need	Level	KPI	Measure
<p>School improvement planning identified that students in priority schools require mathematics instruction that reflects their current understanding and learning needs. Ongoing analysis of formative assessment data is required to ensure instructional decisions, including tasks, interventions, and supports, are responsive and appropriately targeted.</p>	<p><u>Classroom-level:</u> Adapt lesson planning in response to data collected from multiple, frequent assessment opportunities (e.g., conversations, student agendas, exit tickets, portfolios, surveys)</p>	<p>Shift in practice</p>	<p>Number of educators using student work from digital math tools to understand student learning levels and provide targeted support for students.</p>

KPI: Key Performance Indicator (Establishing meaningful and measurable KPIs is critical for ensuring that strategies implemented are having the desired effect on student learning and achievement. They provide a way to track progress, make data-driven decisions and adjust approaches as necessary.)

We submit our Math Achievement Action Plan online three times a year and respond to the following:

Section A For our Grade 3 and 6 students in our priority school: Complete the following questions to provide intentional monitoring of KPIs common to all priority schools across the province.

- Indicator 1: Number of students who progressed in their level of achievement on math report cards.
- Indicator 2: Monitoring the achievement levels of students for whom curriculum expectations have been modified as reflected on report cards
- Indicator 3: Number of students whose individual attendance rate in math class is equal to or greater than 90 percent.
- Indicator 4: Number of Grades 3 and 6 math students who report positive results regarding math attitudes and confidence.

Section B Complete the following questions to report on improvement efforts in math in priority schools.

- Priority Action 1: Ensuring fidelity of curriculum implementation including the intentional use of proven strategies that support math achievement
 - What are the targeted areas of student need for priority schools?
 - Which strategy will you prioritize to implement and monitor in your board to address these areas of need?
 - What is the status of implementation of this strategy?
 - How effective has this strategy been to date?
 - What meaningful and measurable key performance indicator will your school board use to monitor the impact of this strategy on teacher practices and/or student outcomes?
- Priority Action 2: Engaging in ongoing learning on mathematics content knowledge for teaching.
 - What are the targeted areas of student need for priority schools?
 - Which strategy will you prioritize to implement and monitor in your board to address these areas of need?
 - What is the status of implementation of this strategy?
 - How effective has this strategy been to date?
 - What meaningful and measurable key performance indicator will your school board use to monitor the impact of this strategy on teacher practices and/or student outcomes?
- Priority Action 3: Know the math learner, and ensuring math tasks, interventions, and supports are relevant and responsive
 - What are the targeted areas of student need for priority schools?
 - Which strategy will you prioritize to implement and monitor in your board to address these areas of need?
 - What is the status of implementation of this strategy?
 - How effective has this strategy been to date?
 - What meaningful and measurable key performance indicator will your school board use to monitor the impact of this strategy on teacher practices and/or student outcomes?

Section C: Complete the following questions to report on board-wide improvement (all schools) efforts in math.

- How has your board ensured consistent implementation of the curriculum and the use of high impact instructional and assessment practices, and what evidence demonstrates the impact on student outcomes in all schools?
- What specific areas of mathematical content knowledge for teaching have been prioritized across your board, and how have you used student data to inform these efforts?
- How has assessment data informed changes to make interventions and instructional planning more relevant and responsive? What student achievement evidence demonstrates the success of these changes?
- How have student digital tools been used to understand current student levels and provide responsive instructional support for students?
- How has the analysis of disproportionality indices in your board's Student Achievement Plan informed your Math Achievement Action Plan?
- What strategies are in use in all schools in your board for improving the math achievement of students with special education needs including those with curriculum modifications and what evidence demonstrates the success of these strategies and their impact on student outcomes?



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

LITERACY UPDATE

Public Session

BACKGROUND

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

DEVELOPMENTS

Middle of the Year Screening Data - SK-2

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

Grade	Beginning of Year (BOY) % at benchmark	Middle of Year (MOY) % at Benchmark
Senior Kindergarten	71%	48%
Grade 1	62%	33%
Grade 2	47%	40%

At first glance, the change in benchmark percentages (particularly in Senior Kindergarten and Grade 1) may seem concerning. However, these numbers are best understood as a reflection of our transition to Structured Literacy.

In previous years, our assessments provided a broad overview of reading comprehension and general fluency. Our current screening tools have a more specific focus: measuring the foundational decoding skills and phonemic awareness.

Rather than a decline in student ability, these results represent a move toward greater diagnostic precision. We are now able to identify with much more clarity which specific building blocks a child has mastered and where we can provide targeted support to ensure their future success.

System Intervention

With this precise data, we have a clear map of exactly where our students are struggling before they reach the higher grades. We are using these MOY results to launch early intervention at four priority schools. Holy Name of Mary, Precious Blood, St. Boniface and St. Joseph's in Clinton will all receive early intervention provided by our two Literacy Resource Teachers Teresa Oud and Karen Kramers. By focusing our resources on Kindergarten and Grade 1, we are continuing to intervene at the age where the gaps are easiest to close. At St. Boniface and Holy Name of Mary, the LRTs will deliver whole-group phonics instruction while also facilitating small-group targeted instruction in collaboration with classroom teachers. This Tier 1 intervention is delivered four days per week over an eight-week period and focuses on consolidating foundational early literacy skills essential for student development.

At the Precious Blood and St. Joseph's, an intervention model is being used as this support will take place in the afternoon. In this case, the LRT works with small groups of students with similar needs, providing intensive and specific support outside the regular classroom setting. This "double dose" will provide students with additional support to close gaps and to consolidate their learning.

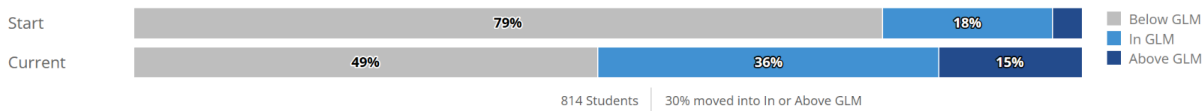
To ensure these interventions translate into classroom success, we are not simply asking teachers to do more but instead we are providing side-by-side instructional coaching and targeted support for classroom teachers at our priority sites. This includes help with explicit lesson delivery and real-time data analysis. By closely monitoring student progress in short intervals, we can pivot our strategies immediately rather than waiting for the end of the year. This shift from a reactive model to a proactive, evidence-based system ensures that every student in our district receives the foundational instruction they deserve.

Lexia as Tier 1 Intervention/Prevention

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

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

The chart below illustrates the progress of 814 students using Lexia from September 2025 to March 2026. During this time, we observed a 30% reduction in the number of students reading below grade level and a 18% increase in students reading at grade level. These gains highlight the effectiveness of Lexia in supporting early literacy development in our primary classrooms.



Corrective Reading as Tier 2 Intervention

Corrective Reading is a structured, evidence-based literacy intervention for students needing extra support with foundational reading skills. It emphasizes explicit instruction in decoding, fluency, vocabulary, and comprehension.

Participation is based on assessment data and instructional need, with small-group, sequential lessons delivered by trained educators to ensure program fidelity.

As part of the board’s Multi-Tiered System of Supports (MTSS), Corrective Reading provides targeted instruction and ongoing progress monitoring, helping students build essential reading skills, confidence, and independence. It is currently implemented as a Tier 2 literacy support in many schools, enhancing the board’s efforts to address diverse student needs.

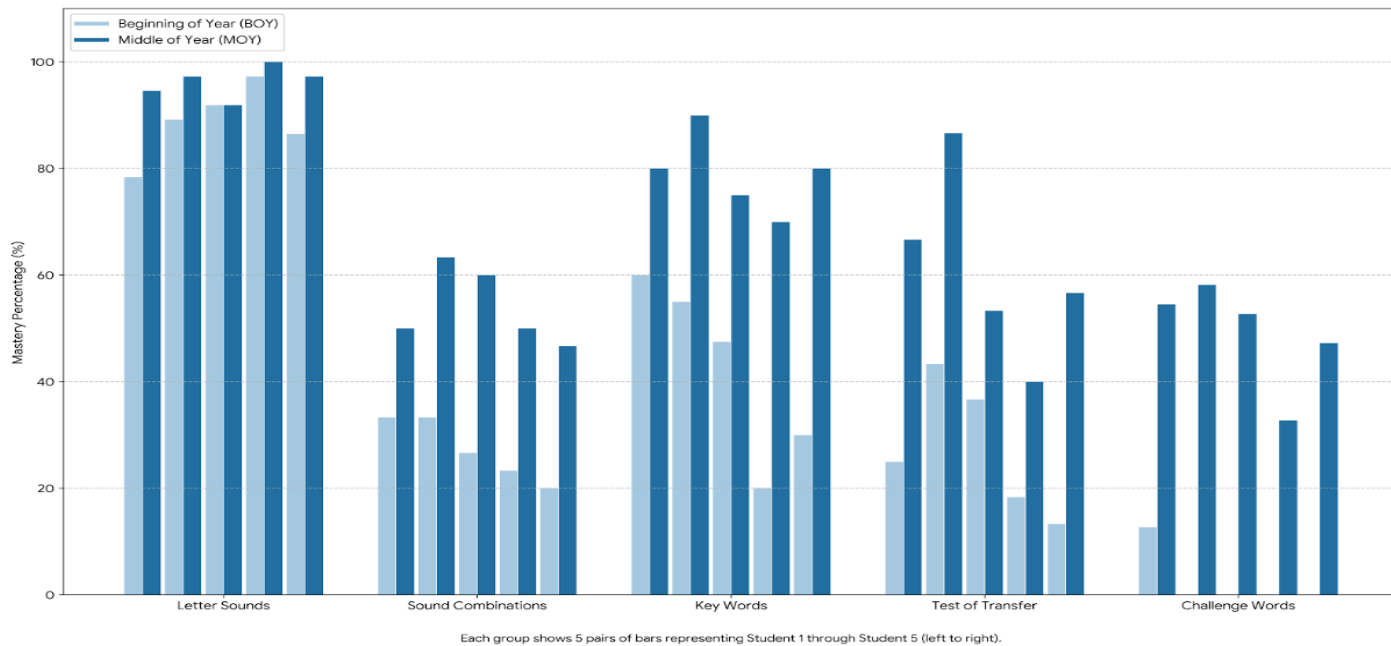
Empower Reading as Tier 3 Intervention

The Empower Reading Program provides intensive, small-group support for students who continue to struggle with reading. It targets decoding, fluency, and comprehension through personalized instruction delivered by trained educators, with ongoing progress monitoring.

As part of the board’s Multi-Tiered System of Supports (MTSS), Empower helps students build essential skills and confidence. It is offered in most elementary schools, supporting the board’s commitment to individualized, targeted literacy interventions.

This graph represents the individual progress of five students at one elementary school across five assessment measures, highlighting consistent growth in mastery from the beginning of the year to the middle of the year. This data is representative of trends seen across schools throughout the district.

Tier 3 Reading Intervention: Individual Student Mastery (BOY vs MOY)



Literacy Support & Intervention Coaching in Secondary Schools

The Board has introduced a Literacy Support & Intervention Coaching position in each secondary school for semester two to provide targeted support for students in developing essential literacy skills. These roles focus on supporting students both in preparation for the Ontario Secondary School Literacy Test (OSSLT) and in strengthening foundational literacy more broadly.

Teachers in these positions work closely with classroom colleagues and board literacy and special education staff to identify student needs, implement evidence-based interventions, and monitor progress over time. Using diagnostic assessments and existing student data, they determine specific literacy challenges and design small-group or individualized instruction tailored to those needs.

The intervention approach aligns with the Board's Strategic goals to elevate Multi-Tiered System of Supports (MTSS), emphasizing structured, data-informed strategies and collaboration with classroom teachers. Through ongoing monitoring and progress tracking, these coaches help ensure that interventions are responsive, targeted, and effective in improving reading outcomes.

By embedding literacy coaching directly within secondary schools, the board aims to provide focused, timely support that strengthens students' reading skills, promotes academic confidence, and supports success on both classroom literacy tasks and system assessments such as the OSSLT.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Literacy Update 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: March 23, 2026
Submitted by: Karen Tigani, Director of Education and Secretary

STUDENT TRUSTEES' REPORT Public Session

BACKGROUND

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

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

DEVELOPMENTS

Religious/Charitable Events/Accomplishments

St. Michael CSS

- The second annual Catholic Student Leadership Retreat was held at Camp Kintail on March 5 and 6.
- Our Lenten campaign wrapped up on March 9 (in support of the Stratford Connection Centre).
- Each Religion class visited the chapel in preparation for the Sacrament of Reconciliation.
- The Sacrament of Reconciliation was celebrated at the school on March 11.
- Weekly Bible study continues on Tuesdays during both lunches.

St. Anne's CSS

- Our Share Lent project is underway. As of March 5, we have raised close to \$1,000 through a bake sale and classroom challenges.
- On March 5 and 6, students participated in the third annual Catholic Student Leadership Retreat at Camp Kintail.
- On March 12, we had Mass in the chapel along with Reconciliation with Fr. Tony.
- We continue with our weekly Lectio Divina and book study on Thursdays and Fridays.
- On March 25, our school participated in Black and White Civvies Day in support of the International Day for the Elimination of Racial Discrimination.

Academic Events/Accomplishments

St. Michael CSS

- Interim reports went home on March 13.
- Grade 10 students have been preparing for the upcoming OSSLT, which will be written on April 15.
- Two sessions for Working at Heights were completed for SHSM students.
- Students have been selecting courses for next year. This process will be completed before March Break.

- SHSM students had the opportunity to participate in a pesticide management course.
- Course selections continue for students in preparation for the 2026–27 school year.
- Students continue to meet with their guidance counsellors to assist with course selection and career planning.
- Grade 12 graduating students were interviewed during morning announcements to share their four-year academic journey at St. Michael in preparation for their post-secondary education.

St. Anne's CSS

- On March 2, Grade 12 students participated in the CMHA vaping presentation.
- SHSM students participated in the ARISE workshop in London on March 2.
- On March 3, Grade 11 students participated in the CMHA vaping presentation.
- On March 3, we hosted the first of our Grade 8 Tech Days with St. Mary's (Goderich) and St. Joseph's (Clinton) in attendance.
- On March 3, students participated in a Fusion 360 design workshop using the 3D printers.
- On March 9 and 10, Grades 10 and 9 respectively also participated in the CMHA vaping presentations.
- On March 10, we hosted another Grade 8 Tech Day with St. Joseph's (Clinton) and St. Boniface.
- On March 11, SHSM students participated in the Grower Pesticide Safety Course.
- On March 23, interim reports were sent home.
- On March 24, Sacred Heart and Precious Blood attended St. Anne's for a Grade 8 Tech Day.
- On March 25, Grade 10 students are watching the Jackie Robinson story in the library.
- On March 26, Grade 9 students participated in Media Day in the gym.
- On March 31, St. James and Mount Carmel will attend St. Anne's for a Grade 8 Tech Day.

Athletics/Arts Events/Accomplishments

St. Michael CSS

- The junior and senior badminton teams played in their first tournaments this month.
- Both the girls' and boys' varsity hockey teams competed at WOSSAA on March 10. Both teams will compete at OFSAA later this month.
- St. Michael hosted the Perth Elementary Basketball Tournament on March 11.
- Rehearsals for Grease continue. Tickets are now available on SchoolCash Online.
- The Envirothon team continues to prepare for the upcoming competition in April; they recently met with experts in forestry and soils to support their preparation.

St. Anne's CSS

- On March 4, our band participated in a workshop with Hugh McGregor.
- The St. Anne's ringette team held its one-day tournament in Goderich.
- One student, Sofia Kluz, competed at OFSAA swimming and achieved a personal best.
- The Drama Club welcomed a guest presenter from the Blyth Festival.
- On March 11, the St. Anne's band attended MusicFest Regionals and won GOLD standing.
- On March 27, the junior boys' hockey team will host a one-day tournament in Clinton.

RECOMMENDATION

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



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

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

2026-2027 BUDGET COMMUNITY CONSULTATION

Public Session

BACKGROUND

As set out in the 2026-27 Budget Procedures Manual, the Board encourages public participation in all of its activities through a variety of strategies, e.g. open session meetings, accessibility of the public to trustees and administration, etc. These activities provide the general public a variety of opportunities throughout the year to provide feedback on the Board's activities, including fiscal actions. The budget process offers a specific opportunity for the public to become involved in the development of the budget.

DEVELOPMENT

The Board will be utilizing the ThoughtExchange platform to obtain community input for its 2026-27 budget. The focus will be on the current strategic plan initiatives:

- Catholic faith formation for staff and students
- Student-centered learning in mathematics and literacy
- Student pathways, attendance & well-being

Survey questions will help the Board identify what is working well, where investments can have the greatest impact, and opportunities to enhance support across our district.

The following questions will be included in the public consultation planned for release the last week of March.

1. Please indicate the primary role you want to be identified with as you complete the Budget Consultation survey:
2. How important is continued investment in Catholic faith formation opportunities for students and staff?
3. What aspects of Catholic faith formation are working well and should continue to be supported?

4. Which opportunities could strengthen Catholic faith formation across our schools?
5. Which supports are most helpful in improving student learning in mathematics and literacy?
6. Where could additional investment in math or literacy have the greatest impact on student learning?
7. Which areas best support student success, attendance, and well-being?
8. What initiatives help students feel connected, engaged, and motivated to attend school?
9. Looking ahead to the next year, what is one investment the Board could make that would have the greatest positive impact on students?

Community responses will be reviewed and discussed in budget deliberations. A summary of responses will be brought to the April board meeting for information.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2026-2027 Budget Community Consultation Report.
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REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

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

CHROMEBOOK PURCHASE - UPDATED

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board remains committed to its 1:1 Chromebook program, a cornerstone of our mission to provide equitable technology access to every student and educator. By maintaining this digital infrastructure, we foster a dynamic learning environment that empowers personalized instruction and accommodates diverse learning styles.

To ensure the continuity of this initiative without a lapse in service or reliability, the Board maintains a dedicated annual investment between \$250,000 and \$300,000 for the systematic refresh and replacement of aging hardware.

DEVELOPMENT

This year's procurement focuses on the secondary school level, specifically supporting students in grade 9, to be utilized throughout their secondary student career. The Board will acquire 350 new Chromebooks for our grade 9 students and an additional 125 Chromebooks to replace units reaching the end of their functional lifecycle. The selected device model offers superior performance metrics and a guaranteed support expiry date of June 2033, ensuring a six-year operational lifespan. This investment directly supports Board goals regarding innovation, equity, and 21st-century learning by ensuring no student is left without a high-functioning digital tool

The Board will utilize the Ontario Education Collaborative Marketplace (OECM) to facilitate this purchase through CDW Canada. Utilizing a vetted OECM vendor ensures that the Board remains in full compliance with the Ontario Broader Public Sector Procurement Directive. This process guarantees that the acquisition is handled through an open, fair, and transparent competitive framework. The quote is attached.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the purchase of 475 chromebooks from CDW Canada at a cost of between \$274,327.56 (including HST).



Thank you for choosing CDW. We have received your quote.

Hardware Software Services IT Solutions Brands Research Hub

QUOTE CONFIRMATION

Pricing and Availability Notice

Due to ongoing supply chain challenges, some hardware manufacturers cannot guarantee product availability or pricing until the product is shipped. While we make every effort to honor quoted pricing, if a hardware manufacturer increases its price to CDW after a quote is issued or order is accepted, we may need to update your quoted price to reflect that change irrespective of any timeframes or validity periods set forth in the quote, including up to the date of shipment. In the event of a price adjustment, we will notify you prior to shipment. Any price adjustment would only occur if the hardware manufacturer increases its pricing to CDW.

JENNA MEYERS,

Thank you for considering CDW Canada for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PVGJ668	3/17/2026	CHROME X 475 + GOOGLE MGMT	9501029	\$274,327.56

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
LVO CTO TP 100E G5 M89 MTK 4 64 CRM Mfg. Part#: 83T7S0F800 Contract: OEMC EUC 2024 Education Pricing	475	9108144	\$468.05	\$222,323.75
Google Chrome OS Management Console - license - 1 license Mfg. Part#: CROSSWDISEDUNEW Electronic distribution - NO MEDIA Contract: Education Discount Pricing	475	6467066	\$43.04	\$20,444.00

Any third-party cloud-based software and related services included in this quote are subject to CDW's Third Party Cloud Services Order Form set forth at <https://www.cdw.ca/content/cdwca/en/terms-conditions/third-party-cloud-services-order-form-terms-and-conditions.html>.

SUBTOTAL	\$242,767.75
SHIPPING	\$0.00
HST	\$31,559.81
GRAND TOTAL	\$274,327.56

PURCHASER BILLING INFO	DELIVER TO
Billing Address: HURON-PERTH CATHOLIC DISTRICT SB ACCTS PAYABLE 87 MILL STREET DUBLIN, ON N0K 1E0 Phone: (519) 345-2440 Payment Terms: NET 30-VERBAL	Shipping Address: HURON-PERTH CATHOLIC DISTRICT SB JENNA 3927 PERTH ROAD 180 BOX 70 DUBLIN, ON N0K 1E0 Shipping Method: CANADA GROUND HEAVYWEIGHT
	Please remit payments to: CDW Canada Corp. P.O. BOX 57720 Postal Station A Toronto, ON M5W 5M5



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REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

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

ST. MARY'S CATHOLIC SCHOOL LISTOWEL CLASSROOM AND CHILD CARE CENTRE ADDITION REPORT

Public Session

BACKGROUND

To address accommodation pressure in North Perth, the Board submitted a 2023-24 Capital Priorities Program submission in October 2023. The project submitted was for 150-pupil places (six (6) classrooms), and a six (6) room child care addition. The Ministry approved initial funding to support this project in March 2024. In June 2025, the Board received confirmation from the Minister of Education of additional funding to fully support this project. The Board acknowledges the support of the Government of Ontario for this important project.

DEVELOPMENT

Elgin Contracting and Restoration Ltd. was awarded the contract for the St. Mary's Catholic School, Listowel classroom and childcare addition at the August 25, 2025 Board meeting. The first bi-weekly site review meeting was held on September 9, 2025 in the library of St. Mary's Catholic School, Listowel. These on-going bi-weekly meetings continue to be held on site at the school. In addition to representatives from Elgin Contracting and Pow Architecture, regular attendees include the Huron-Perth Catholic District School Board Facility Manager and the school and daycare administrators. Fencing for the construction site started September 24, and excavations began the week of September 29 to October 2, 2025.

The construction schedule is:

- Construction completion: February 2027
- Ready for takeover: March 1, 2027
- Childcare licensing: Start anytime after occupancy
- Classroom move from portables: July 1, 2027
- Classrooms open first day of school September, 2027

Construction is progressing well, walls are up on the first floor. It was noted at the March 10, 2026 review meeting that there are no material delays or lead time issues at this time, and work to pour slab on the 2nd floor metal deck is planned to begin within two weeks.

Pictures of progress to date are attached to this report.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the St. Mary's Catholic School Listowel Classroom and Child Care Centre Addition Report.



