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**Regular Board Meeting**  
**September 28, 2026 - 3:00 p.m.**

## **AGENDA**

### **1. Opening Business**

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|---------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| <b>1.1.</b>   | Opening Prayer & Condolences - Deacon McPhee and Trustees                                                                                                                                                                                                                                                                           | Pages 3-4  |
| <b>1.1.1.</b> | Mass cards and condolences on behalf of the HPCDSB for September were sent to the family of Devin Maize, brother of Nicole Steenstra, Educational Assistant at St. Mary's School, Goderich on his passing; and to the family of Floyd Upshall, father of Julie Miller, Educational Assistant at St. Columban School on his passing. |            |
| <b>1.2.</b>   | Land Acknowledgement                                                                                                                                                                                                                                                                                                                | Page 4     |
| <b>1.3.</b>   | Attendance                                                                                                                                                                                                                                                                                                                          |            |
| <b>1.4.</b>   | Approval of the Regular Board Meeting Agenda of September 28, 2026.                                                                                                                                                                                                                                                                 | Pages 1-2  |
| <b>1.5.</b>   | Declaration of Interest                                                                                                                                                                                                                                                                                                             |            |
| <b>1.6.</b>   | Approval of the Regular Board Meeting Minutes of August 24, 2026.                                                                                                                                                                                                                                                                   | Pages 5-10 |
| <b>1.7.</b>   | Business Arising from the Minutes of the Regular Board Meeting of August 28, 2026.                                                                                                                                                                                                                                                  |            |

### **2. Presentations**

### **3. Delegations**

### **4. Consent Agenda**

- |             |                                                                                               |             |
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| <b>4.1.</b> | Board Highlights                                                                              | Pages 11-22 |
| <b>4.2.</b> | Approved Special Education Advisory Committee (SEAC) minutes of May 11, 2026 and June 8, 2026 | Pages 23-30 |
| <b>4.3.</b> | Approved Audit Committee Meeting Minutes of June 10, 2026                                     | Pages 31-34 |
| <b>4.4.</b> | Audit Committee September 2026 Meeting Report                                                 | Pages 35-36 |
| <b>4.5.</b> | Nutritional Management Annual Report                                                          | Page 37     |

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

#### **5.1. Policy**

- |               |                                                               |             |
|---------------|---------------------------------------------------------------|-------------|
| <b>5.1.1.</b> | Board Policies for review:                                    |             |
|               | • a) State of Emergency P1.1.3.                               | Pages 38-40 |
|               | • b) Selection of Textbooks and Educational Materials P2.2.1. | Pages 41-48 |
|               | • c) The Order of St. André Bessette P1.1.6.                  | Pages 49-51 |
|               | • d) Newly Elected Trustees P1.2.2.                           | Pages 52-54 |
|               | • e) Student Admissions P2.1.1.                               | Pages 55-57 |
|               | • f) Student Accidents P2.1.14.                               | Pages 58-60 |
| <b>5.1.2.</b> | Board Policies recommended for approval/rescinding:           |             |
|               | • a) Guest Speakers at Schools P2.2.12.                       | Pages 61-63 |
|               | • b) Emergency & Lockdown P2.1.6.                             | Pages 64-70 |
|               | • c) Deferred Salary Leave Plan P3.4.3.                       | Pages 71-74 |
|               | • d) Recognition of Continuous Service P3.4.5.                | Pages 75-77 |

- e) Cooperative Communications Committee P1.1.7. Pages 78-79

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

- |               |                                                       |             |
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| <b>5.2.1.</b> | Transitional Supports for Students                    | Pages 80-81 |
| <b>5.2.2.</b> | Edwin Resource Report                                 | Pages 82-83 |
| <b>5.2.3.</b> | Student Family & Support Office September Report      | Pages 84-85 |
| <b>5.2.4.</b> | Faith Formation - Walking in the Footsteps of a Saint | Pages 86-89 |
| <b>5.2.5.</b> | Spiritual Theme Discernment Report                    | Pages 90-91 |
| <b>5.2.6.</b> | Student Trustees' Report                              | Pages 92-93 |

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

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| <b>5.3.1.</b> | 2026-27 Enrolment Update - September 2026 (Walk-in)                           | Page 94      |
| <b>5.3.2.</b> | Ontario School Boards' Insurance Exchange (OSBIE) 5-Year Subscription Renewal | Page 95      |
| <b>5.3.3.</b> | Policies and Procedures Strategic Framework Report                            | Pages 96-105 |

## **6. Information and Correspondence**

## **7. Notices of Motion**

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

## **9. Trustee Inquiries**

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

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

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

## **12. Future Meetings and Events**

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

## **13. Closing Prayer - Deacon Dan McPhee, Board Chaplain**

## **14. Adjournment**



# HURON-PERTH CATHOLIC

## District School Board

**Regular Board Meeting - Monday, September 28, 2026**

**INTENTIONS AND OPENING PRAYER - Board Chaplain, Deacon Dan McPhee**

**Deacon Dan - Today we celebrate the feast of Michael, Gabriel and Raphael (Archangels).**

"In the name of the Father and of the Son and of the Holy Spirit!" (Matt 28)

**Deacon Dan**

Intentions: Let us bring our prayers before our Father, who we know, loves us!

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

- Theodore Derrough

We pray! Lord, hear our prayer...

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

- Devin Maize
- Floyd Upshall

We pray! Lord, hear our prayer...

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

**Taking turns, please:**

St. Michael the Archangel...

Defend us in battle...

Be our protection against the wickedness and snares of the devil...

May God rebuke him...

We humbly pray...

And do thou, O prince of the heavenly host...

By the power of God...

Thrust into hell – Satan - and all evil spirits...

Who prowl throughout the earth...

Seeking the ruin of souls!!

Amen.

**Dcn. Dan**

Lord Jesus Christ, son of the Father...we ask you to send your Holy Spirit upon us as we meet here again this afternoon.

May we remain "on fire with the spirit" as we become "Artisans of Peace"...

Pope Leo in his September 1 st message...invites us to "imagine a world in which energy currently invested in war, can be directed toward human development, overcoming poverty, protecting dignity, and reconciling peoples"...

Pour out your grace upon us oh Lord, and let us help you to renew the face of the Earth! As we do so let us be open to looking for opportunities to share your love and good work. Let us be your hands and feet in the world as we find ways to personally "beat our swords into plowshares and our spears into pruning hooks"... Is. 2:4

As we do this in our homes, schools and workplaces...may we appreciate the coming of God's Kingdom!

Through Christ our Lord...

Amen.

St. André Bessette

**R: Pray for Us**

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



HURON-PERTH CATHOLIC  
District School Board

**Regular Board Meeting - Monday, September 28, 2026**

### **Land Acknowledgement**

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

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

**Regular Board Meeting**  
**August 24, 2026 at 3:00 pm**

## **MINUTES**

**Present:**

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

**Board Chaplain:** Deacon Daniel McPhee

**Student Trustee:** Ronnel Charles, St. Michael CSS, Stratford, Quinn Palen, St. Anne's CSS, Clinton

**Senior Administration:** Chief Executive Officer, Karen Tigani; Superintendent of Education Tara Boreham; and Superintendent of Business & Treasurer Sarah Devereaux

**Absent:** Sean McDade, Superintendent of Education

### **1. Opening Business**

**1.1. Opening Prayer & Condolences** - Deacon Dan McPhee, Board Chaplain

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

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

Moved by: Tina Doherty

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of August 24, 2026.

**Carried**

**1.4. Declaration of Interest**

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

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the minutes of the Regular Board Meeting of June 15, 2026.

**Carried**

**1.6. Business Arising from the Minutes**

## **2. Presentations**

## **3. Delegations**

## **4. Consent Agenda**

- 4.1.** Director of Education Performance Appraisal (DOEPA) Committee Meeting Minutes of August 13, 2026
- 4.2.** Audit Committee Meeting Minutes of November 12, 2025
- 4.3.** Audit Committee June 2026 IC Meeting Report and Auditor Approval
- 4.4.** Health and Safety Annual Report
- 4.5.** Consistent Curriculum Resources Report

Moved by: Sue Muller

Seconded by: Jim McDade

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

THAT the Huron-Perth Catholic District School Board receives the minutes from the Director of Education Performance Appraisal (DOEPA) Committee Meeting of August 13, 2026

AND

THAT the Huron-Perth Catholic District School Board receives the approved Audit Committee Meeting Minutes of November 12, 2025

AND

THAT the Huron-Perth Catholic District School Board receives the Audit Committee June 2026 Meeting Report for information

AND

THAT the Huron-Perth Catholic District School Board approves the appointment of BDO Canada LLP as the Board's external auditor for the fiscal year 2026-2027 to 2030-2031 subject to annual review and approval

AND

THAT the Huron-Perth Catholic District School Board receives the August 2026 Health and Safety Report for Information

AND

THAT the Huron-Perth Catholic District School Board approves the purchase of Edwin licenses from Nelson Education Ltd. in the amount of \$33.32 per ADE at an estimated cost of \$133,880 before HST.

**Carried**

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

### **5.1. Policy**

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

- a) Guest Speakers at Schools P2.2.12.
- b) Emergency and Lockdown P2.1.6.
- c) Deferred Salary Leave Plan P3.4.3.
- d) Recognition of Continuous Service P3.4.5.

Moved by: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board receives the following policies for information: Guest Speakers at Schools, Emergency and Lockdown, Deferred Salary Leave Plan and Recognition of Continuous Service.

**Carried**

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

e) Video Surveillance P3.1.5.

In response to trustee inquiries about safety concerns regarding thermal imaging, CEO Tigani confirmed that the board does not use or plan to adopt the technology. Superintendent Devereaux highlighted strict compliance with MFIPPA and the Education Act. Superintendent Devereaux affirmed that the board's retention procedure aligns with IPC recommendations. Trustees inquired about a policy update stating that Huron-Perth Catholic DSB uses video surveillance only, the policy was approved as presented.

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the policy Video Surveillance P3.1.5.

**Carried**

**5.2. Student Achievement and Catholicity**

**5.2.1. Student and Family Support Office Update**

Trustees inquired if the Ministry of Education provided any pre-determined categories for the anticipated calls for reporting purposes. Staff will follow up and provide this information to trustees.

Moved by: Jim McDade

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board receives the Student and Family Support Office Update report for information.

**Carried**

**5.2.2. Secondary Summer School Report**

Moved by: Tina Doherty

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the Secondary Summer School report for information.

**Carried**

**5.3. Corporate Services and Operations**

**5.3.1. Business Continuity Plan**

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the Business Continuity Plan report.

**Carried**

**5.3.2. May 31, 2026 Financial Report**

Superintendent Devereaux shared that classroom expenditures are showing 77% as the majority of classroom expenses are salary and although they are 10 month employees their wage is paid over 12 months.

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the May 31, 2026 Financial Report.

**Carried**

**6. Information and Correspondence**

**6.1. Verbal update - Ministry of Education regulation, Bill 101**

CEO Tigani provided an update on key changes being contemplated by the Ministry and what it would mean for the Huron-Perth Catholic District School Board.

**7. Notices of Motion**

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

**9. Trustee Inquiries**

**9.1.** Trustees inquired about the Administrative Procedure for the Attendance Support Program and an explanation of non-culpable absences, number of days and times.

**9.2.** Trustees shared information about a Gallup, Inc., telephone survey facilitated by Log-it that presents as a survey about the safety of children but focuses on Catholic schools and institutions.

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

Moved by: Tina Doherty

Seconded by: Sue Muller

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

**Carried**

Superintendent of Education, Sean McDade was present for the In-Camera Session.

**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: Sue Muller

Seconded by: Amy Cronin

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

**Carried**

The following retirements were announced:

- Sandra Bender, Teacher, St. Patrick's School and Catholic Education Centre, Dublin, effective June 30, 2026
- Paula Valcke, Principal, St. Mary's School, Listowel, effective August 31, 2026

**12. Future Meetings and Events**

- Wed. Sept. 9 - Audit Committee Meeting
- Mon. Sept. 21- Special Education Advisory Committee (SEAC) meeting
- Mon. Sept. 28 - Regular Board Meeting
- Mon. Oct. 26 - Municipal Election
- Mon. Oct. 26 - Regular Board Meeting
- Wed. Oct. 28 - Catholic Parent Involvement Committee (CPIC)
- Mon. Sept. 21 - OCSTA virtual regional meeting

**13. Closing Prayer - Deacon Dan McPhee, Board Chaplain**

**14. Adjournment at 5:00 pm**

Moved by: Jim McDade

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of August 24, 2026.

**Carried**

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CHAIRPERSON

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SECRETARY

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Prepared by: Tara Boreham and Sean McDade, Superintendents of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: Monday, September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

## **BOARD HIGHLIGHTS FOR SEPTEMBER**

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 the Superintendents, Learning Coordinators, the Mental Health Lead, the OYAP Project Lead, and Corporate Managers of activities that take place under their leadership.

### **DEVELOPMENTS**

The spiritual theme anchoring our Strategic Plan, “On Fire With The Spirit: Awaken! Illuminate! Rejoice!”, continues to guide our journey as a Catholic learning community. This year, we enter the final movement of our three-year theme with a particular focus on the call to Rejoice. Inspired by the Holy Spirit and enlivened by the Pentecost story, we begin this new school year filled with faith, hope, love and joy, giving thanks for the many gifts present within our students, staff, families, parishes and communities. September is a time of new beginnings, renewed energy, and joyful possibility across all Huron-Perth Catholic District School Board schools and at the Catholic Education Centre. Our schools have once again come alive as students and staff reconnect, relationships are renewed, classrooms return to learning, and communities gather in faith. There is a wonderful sense of enthusiasm and commitment as we look ahead to the learning, growth, faith formation, and joy-filled opportunities that await us. As we rejoice in the gift of Catholic education and journey together through the 2026–2027 school year, we are delighted to share some of the activities, learning, and celebrations that marked an exciting first month across our district.

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### **CATHOLIC EDUCATION**

#### **Back-to-School Celebrations**

Our schools have held liturgies, school Masses, and open houses to welcome students, staff, and families back for the new school year. These events are a great opportunity to build community and include various activities such as meeting staff, liturgical celebrations, and book fairs. Every school hosts an opening Mass or liturgy in September. Our staff continues to find meaningful ways to incorporate faith throughout the school day and to foster faith-filled leadership among students and staff. As our vision states, we model “faith and learning...celebrating the journey”

### **Catholic Education Kit for the First Week of School**

The Ontario Catholic School Trustees Association (OCSTA) Catholic Education Kit for the First Week of School was shared with school principals. This kit includes morning announcements, daily prayers, and links to activities that support the theme of being “Artisans of Peace” throughout this school year. Religion and Family Life Learning Coordinator, Caroline Thuss, is a member of the OCSTA Catholic Education Week committee and serves as a local resource to teachers, educators and principals as they weave this theme into their lessons, prayers and activities throughout the year, mindfully aligning it with our board theme “On Fire with the Spirit: Rejoice”.

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## ***LEADERSHIP***

### **Principal and Vice-Principal Kick-Off Retreat Days**

On August 20 and 21, Huron-Perth Catholic DSB principals and vice-principals gathered for 2 back to back days at the Catholic Education Centre led by the Superintendents. These days were designed to prepare school leaders spiritually, instructionally, and operationally for the 2026–2027 school year. Grounded in the Board’s spiritual theme, On Fire with the Spirit – Rejoice, the retreat days invited school administrators to consider how Catholic leaders create the conditions for their schools to truly come alive through faith, learning, relationships, hope, and joy. The gathering began and ended in prayer, with CEO Karen Tigani welcoming administrators under the message “Rejoice & Be Glad!”

The first day emphasized shared leadership, Catholic identity, and operational readiness. School leaders participated in a School Boards’ Co-operative Inc. (SBCI) session focused on roles, responsibilities, risk mitigation, and health and safety for supervisors, followed by important start-up updates from Transportation, Information Technology, Facilities, Health and Safety, Finance and Procurement, and Business Services. These sessions helped ensure administrators entered the school year with clear expectations around areas such as technology and privacy, school budgets and generated funds, facilities and safety requirements, transportation, and other operational responsibilities. The afternoon shifted from operations to vocation through the “Rejoice Walk – What Makes a School Come Alive?”, a spiritual reflection walk and whole-group dialogue centred on what joy-filled Catholic schools should *look like, sound like, and feel like*.

Day Two moved intentionally into instructional leadership and implementation. Principals and vice-principals examined leadership in both numeracy and literacy, with a particular focus on starting strong and maximizing the impact of the opening weeks of the school year. Leaders considered how classroom presence, learning cycles, data, collaborative professional learning, student thinking, and purposeful feedback can strengthen teaching and learning. Time was also dedicated to preparing administrators to animate the opening Professional Development Days, challenging them not simply to deliver materials, but to welcome staff back with energy, faith, purpose, and the spirit of Rejoicing.

The retreat days concluded by moving from reflection to action. Administrators considered key policy and communication priorities, including the new Student and Family Support Office, emergency and lockdown procedures, system communication, attendance, and other elementary and secondary priorities. Each leader was challenged to identify a concrete leadership move for the year ahead and consider how it would be visible in practice from the very beginning of the school year. Together, the two days reflected a simple yet important leadership progression: **Rejoice** → **Lead** → **Animate** → **Act**—equipping our principals and vice-principals to return to their communities ready to lead Catholic schools where students and staff can learn, belong, flourish, and rejoice.

### **Safe Schools Leadership and Readiness: Virtual Leaders Learning Council (LLC)**

On September 15, principals and vice-principals gathered virtually for a focused Safe Schools Leadership Meeting, continuing the system leadership work launched at the August Kick-Off Retreat. The session reinforced that creating safe, welcoming and inclusive Catholic schools is both a shared responsibility and an essential condition for student learning and well-being. Administrators reviewed key requirements and September priorities related to emergency preparedness, the Police-School Board Protocol, lockdown and hold-and-secure procedures, bullying prevention and intervention, progressive discipline, violent incident reporting, and staff responsibilities. The work was grounded in the Board's Student Behaviour, Discipline and Safety Policy and corresponding procedures, alongside Ministry direction, including PPM 144: Bullying Prevention and Intervention and PPM 145: Progressive Discipline and Promoting Positive Student Behaviour. The emphasis was on ensuring that provincial direction and Board policy translate into clear, consistent practices in every school.

Administrators also reviewed their immediate responsibilities for the opening of the school year, including updating school emergency response structures, reviewing procedures with staff, completing required drills, ensuring school Bullying Prevention and Intervention Plans are current and accessible, and reinforcing reporting and progressive discipline responsibilities. The discussion emphasized that safe-schools leadership is not simply about responding to incidents; it requires prevention, preparedness, consistent application of policy, and a supportive approach to student behaviour that promotes positive school climates. The Board's policy specifically frames discipline as both corrective and supportive, incorporating learning opportunities that reinforce positive behaviour. Principals and vice-principals will come back together in person on September 29 to continue the work that began at the Kick-Off Retreat, with a summary of that professional learning to be provided in the October Board Highlights.

### **Catholic Curriculum Corporation (CCC)**

Our board is an active participant in the CCC, with many members of our Learning Coordination Team and Superintendent McDade serving on the Board of Representatives. They also contribute to the When Faith Meets Pedagogy (WFMP) Conference Planning Committee and the four individual Catholic Curriculum Councils (Elementary, Secondary, Faith, and Information Communication Technology - ICT).

In September, our team members attended the first of several WFMP conference planning meetings. As the co-host board for this conference over the next two years, we will be taking on an even greater leadership role in planning this conference, including planning and leading the liturgies and Mass, music ministry and workshop selection committee. We will be sending a delegation to this conference and presenting several workshops.

The Individual Councils are set to hold their first meetings in early October. The CCC's primary goals are to create, develop, and share resources that support and advance Catholic Education in Ontario. It serves as a vital network of Catholic leaders and educators, ensuring access to high-quality Catholic resources and support.

### **Indigenous Education**

Across the district, schools marked Powley Day on September 19th with a range of engaging activities. Observed annually, Powley Day commemorates the landmark Supreme Court of Canada decision that affirmed Métis rights.

Learning continued through Truth and Reconciliation Week (Sept. 22–30), where students and staff participated in a variety of meaningful events. Highlights included an inspiring art session with Moses Lunham of Kettle and Stony Point First Nation, an elementary literacy activity, and virtual workshops hosted by the National Centre for Truth and Reconciliation and the K - 12 Ministry of Education guidance and resource document, Observing the National Day for Truth and Reconciliation.

Off to a great start, students in two of our Perth elementary schools are thoroughly enjoying an enriching new lacrosse workshop. This is led by Indigenous Advisor and Grad Coach Josh Pagan. Junior and Intermediate classes are exploring the rich history and cultural significance of the game while learning hands-on skills to play the sport. Josh will continue to visit the remaining Perth Elementary Schools in the coming months.

A small group of educators and staff recently participated in an enriching professional learning series event hosted by King's College, further deepening our partnership with this post-secondary Catholic education institution. The session featured acclaimed author Tanya Talaga, who guided participants through Canadian history through an Indigenous lens—drawing from her work to examine how we arrived at this moment and what is needed to move toward a more equitable future. The evening began with a shared meal and networking, followed by the presentation and a collaborative debrief.

### **Elementary Sports Council**

The Elementary Sports Council has successfully resumed its events for the new school year, kicking off with the first tournaments of the year: junior and senior soccer across both Huron and Perth counties.

### **Elementary Professional Development Day**

On September 3, elementary staff participated in a full-day Professional Development event beginning with a whole-staff prayer service. Following the opening, office administrators, educational assistants, library technicians, and custodians spent the morning on various school-start preparations, while elementary educators engaged in targeted breakout sessions covering new curricula, curriculum continua, family life resources, intermediate subject areas, and meeting diverse learning needs. Before lunch, teachers transitioned to curriculum software training, focusing on EDWIN (Grades 1–8) and MathUP (Kindergarten). The afternoon concluded with mandatory, board-wide Health & Safety and Keeping Students Safe training for all staff.

### **Secondary Professional Development Day - Assessment and Evaluation Changes**

On September 3, secondary teachers from both secondary schools participated in a learning session with Learning Coordinator D'Hondt about the new changes to Growing Success (Assessment, Evaluation, Reporting policy of the Ministry of Education) which were instituted by

the Ministry of Education and take effect this September. This included changes to course weightings, attendance & participation marks, mandatory final examinations, and the new financial literacy graduation requirement.

Teachers collaborated with their departmental colleagues to implement these changes to their course plans for the upcoming school year.

### **New Teacher Induction Program**

Guided by the Learning Coordination Team, September marked a purposeful launch for our New Teacher Induction Program (NTIP) designed to uplift and support new teachers joining our Catholic learning community. To ensure a grounded and faith-filled start, the team initiated the year with a welcoming communication and hosted an engaging orientation session introducing new staff to board culture, spiritual priorities, and essential classroom practices in instruction and assessment. Furthering our commitment to job-embedded professional learning, new elementary teachers were provided with dedicated release time to meet directly with literacy and math coaches, establishing foundational instructional routines, navigating curriculum expectations, and building early classroom momentum to support student achievement from day one.

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## **STUDENT ACHIEVEMENT**

### **Mathematics**

Guided by Learning Coordinator Christine Dale and Math Facilitators Hailey Cook and Brittany Wilson, September initiatives were anchored in our Strategic Plan, “On Fire with the Spirit” (centred on this year’s theme, Rejoice), and the core Mathematics Achievement Action Plan priorities (Knowing the Math, Knowing the Curriculum, and Knowing the Learner). The Math Team focused September on delivering foundational resources to support student achievement and classroom routines across the board. Key updates to the [Huron-Perth Catholic Math Scope & Sequence](#) included launching new Kindergarten curriculum lessons, Grades 1–8 programming integrated with Social-Emotional Learning (SEL) for the first two weeks, and practical guidance for combined-grade classrooms. To foster students’ mathematical reasoning and recall skills, the team continued to support daily K–9 Number Talks and Cumulative Review retrieval routines, while equipping educators for a successful start to the school year through updated September Checklists and expanded resources in the Math Depot. Additionally, dedicated support was provided for new educators and those transitioning to new divisions, offering funded release time for 1-on-1 coaching with a math facilitator to build robust classroom routines, navigate curriculum expectations, and ensure a strong start to the school year. At the system leadership level, the Board Math Lead Superintendent McDade and Learning Coordinator Christine Dale represented Huron-Perth Catholic at provincial-wide, Ministry-led strategic planning sessions to align local initiatives with broader provincial achievement targets.

### **Literacy**

The Literacy team welcomed Teresa Oud as Learning Coordinator and Sandra Irwin as Literacy Resource Teacher this month as both stepped into their new roles this year. The team aligned their goals with the Board’s strategic plan, establishing shared priorities and consistent messaging to guide their support across the system. On September 3rd, the team led a professional development session focused on the new 2026 Ontario Kindergarten Curriculum. Participants deepened their understanding of the four strands, with particular attention to key literacy expectations and effective instructional practices, while building on learning introduced in prior sessions.

The team has been actively supporting new and new-to-division teachers as they establish their literacy blocks, providing guidance on using assessment data to inform instruction and connecting educators with evidence-based resources. To support teachers at the start of the year, the team created and shared September Checklists for each division, highlighting key assessment tools, resources available in the [Primary](#) and [Junior/Intermediate](#) Literacy Warehouses, and considerations for using student data to guide instruction. Additionally, the team is preparing to support all Kindergarten to Grade 2 teachers with Beginning-of-Year literacy screening using Acadience Learning Online, marking the second year of using this digital platform to provide accessible data to inform instruction and intervention.

In addition, Learning Coordinators Paul D'Hondt, Jessica Langan, and Teresa Oud collaborated to offer professional learning focused on secondary literacy intervention within the Learning Strategies (GLE) courses. The September 18 session brought together teachers from St. Michael and St. Anne's Catholic Secondary Schools, with school Special Education Resource Teachers (SERTs) and administrators also invited to participate. The session highlighted *Corrective Reading* along with additional resources, including Edwin and ONlit's *Learning Through Literacy*, to support responsive instruction, monitor student progress, and determine appropriate next steps.

### **French as a Second Language**

We are pleased to welcome Alexandra Hartsell as our new System Support Teacher for French. This month, Alexandra has been connecting and working alongside new and new-to-division Core French teachers across the Board, supporting them as they begin the year. She has been sharing resources, providing guidance on assessment and evaluation, and offering responsive support to help educators navigate the unique aspects of the itinerant teaching role.

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## **SPECIAL EDUCATION**

### **Empower Training**

On September 18 and 21, teachers who are new to teaching the Empower Reading Program attended a two-day training session. The Empower Reading program is a tier 3 reading intervention program offered in all of our elementary schools.

### **Lexia**

1000 Lexia Core5 Reading licenses were purchased for students across the system for the 2026-27 school year. Lexia Core5 Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K–5. The board purchased Lexia licenses for current Empower students, Empower graduates, as well as all Grade 1 students. Licenses were also purchased for other students who schools identified as benefiting from this intervention. Lexia and PowerUp licenses were purchased for students in secondary school where requested as well.

### **Special Education System-Wide PD Day**

On September 2, 2026, K-12 educators, administrators, and system staff across the district gathered for a dedicated Professional Development Day titled “Belonging by Design: The Student-Centred IEP”. The day focused on transforming Individual Education Plans (IEPs) into empowering, living pedagogical tools that foster true student belonging.

### **Key Takeaways & Session Overview**

- **Keynote & Workshop:** Dr. Jacqueline Specht from Western University delivered an inspiring keynote, "The Heart & Head of Inclusion," focusing on grounding classroom practices in strength-based, rights-based approaches. She followed with a workshop "The Hands of the IEP" designed to strip away educational jargon and build actionable strategies for everyday teaching.
- **Collaborative Afternoon Working Session:** Facilitated by school principals with Catholic Education Centre (CEC) support, school teams spent the afternoon reviewing foundational board and provincial IEP guidelines.
- **Putting Practice into Action:** Educators collaborated on class profiles, applied the morning's learning using the Clevr platform, and began drafting student-centered IEPs aligned with district standards.
- **Reflective Practice:** The day concluded with school-based reflections centered on eliminating deficit-focused language, ensuring IEPs remain active instructional guides, and building collective support among school staff.

#### **Non-Violent Crisis Intervention (NVCi) Training - September 4**

On September 4, Educational Assistants (EAs) and Designated Early Childhood Educators (DECEs) from across the district gathered for a full-day Non-Violent Crisis Intervention (NVCi) training session. Hosted across three sites including St. Joseph's in Clinton, St. Michael CSS, and the Catholic Education Centre, staff engaged in both initial certification and refresher courses tailored to their prior training. This comprehensive professional learning reinforced proactive strategies, de-escalation techniques, and safety protocols, equipping our frontline support teams with the skills and confidence to foster safe, nurturing, and inclusive environments for all students as the new school year begins.

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

#### **Edwin**

Following the Ministry of Education's recent investment to modernize classroom resources across Ontario, expanded access to Edwin was provided to all Grades 1–12 teachers starting in September 2026. While the Huron-Perth Catholic District School Board previously funded access specifically for Grades 6–8, this provincial initiative broadens interactive, curriculum-aligned tools board-wide. Edwin serves as the core resource for Science, Social Studies, History, and Geography. For other subject areas, board-supported foundational programs remain primary: *Growing in Faith*, *Growing in Christ* and *Blessed & Beloved* remain the Board's foundational core resources for Religion and Family Life. Kindergarten to Grade 2 classrooms continue implementing *UFLI Foundations* for Language, while *MathUP*, *Knowledgehook*, and the Board's *Scope and Sequence* lessons remain the primary instructional resources for Mathematics. To ensure smooth implementation, members of the Learning Coordination team finalized system workflows in late August, and all teachers engaged in dedicated training during the September 3 Professional Development Day.

#### **Artificial Intelligence**

As we enter the 2026–2027 school year, the Huron-Perth Catholic District School Board (HPCDSB) is proactively shaping the future of digital learning by integrating Artificial Intelligence (AI) into secondary education while prioritizing academic integrity and digital citizenship. This year, Google AI tools, including Gemini and Notebook, are being made available to students in Grades 9–12 to foster modern research, critical thinking, and learning skills. To ensure balanced

oversight, teachers will have access to the *Revision History* tool, allowing educators to analyze document edit trails, time spent drafting, and copy-paste activity to verify authentic student work. Complementing these tools, HPCDSB is developing dedicated student instructional modules to explicitly teach the ethical, effective, and responsible use of AI. Laying the groundwork for this launch, Superintendent Sean McDade, Learning Coordinators Paul D'Hondt and Jenna Meyers, and secondary administrative teams completed three days of intensive professional learning prior to the school year, focusing on pedagogical AI integration, academic integrity standards, and leadership strategies to support students and staff in this evolving digital landscape.

### **Chromebook Program**

The Huron-Perth Catholic District School Board's 1:1 Chromebook Initiative continues to support learning across all elementary and secondary schools, ensuring every student has reliable access to digital learning tools. At the start of the 2026–2027 academic year, all Grade 9 students and newly registered secondary students were deployed a Chromebook following the completion of the Assumption of Responsibility Agreement, adhering to Information and Communications Technology Policy 3.2.1.

### **Learning Management Systems**

HPCDSB remains committed to blended learning by equipping all classrooms with robust Learning Management Systems (LMS), such as Google Classroom and D2L (Brightspace). These platforms complement traditional classroom instruction, offering an integrated, flexible environment that enriches student engagement and supports differentiated learning across all grade levels.

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

### **Experiential Learning: Skilled Trades, Specialist High Skills Major (SHSM), Ontario Youth Apprenticeship Program (OYAP)& Dual Credit**

September marks the beginning of another active year of Skilled Trades, Specialist High Skills Major (SHSM), Ontario Youth Apprenticeship Program (OYAP), Cooperative Education and Dual Credit opportunities at St. Anne's Catholic Secondary School and St. Michael Catholic Secondary School. Throughout September, students at both secondary schools are being introduced to pathway opportunities, industry certifications, apprenticeship programs, college experiences, and experiential learning opportunities that connect classroom learning with post-secondary education and careers.

### **SHSM Program Recruitment**

Classroom visits, information sessions, and registration opportunities are taking place throughout September for Grade 11 and 12 students interested in joining SHSM programs at both secondary schools. Shared SHSM sectors between both schools include Agriculture, Arts & Culture, Business, Construction, Health & Wellness, Non-Profit, and Sport. Additionally, St. Anne's CSS (SACSS) offers Education & Child Care, while St. Michael CSS (SMCSS) offers Environment and Transportation. These programs provide students with opportunities to earn industry-recognized certifications, gain sector-specific experience, and explore pathways to apprenticeship, college, university, and employment.

### **SHSM Certifications and Safety Training**

Students across both secondary schools are participating in a variety of certifications and safety training opportunities during September. Shared training offered across both schools includes First Aid/CPR, Working at Heights, Elevated Work Platform, WHMIS, Basic Health and Safety,

Infection Control, Lockout/Tagout, and Confined Space. Additional specialized training offered exclusively at St. Michael CSS includes Allergy Awareness, Diabetes Training, and Concussion Management. Specific September training dates include:

- **SACSS** : First Aid/CPR (15–16), Working at Heights (21–22), Elevated Work Platform (23).
- **SMCSS**: First Aid/CPR (11 & 14), Working at Heights (16), Elevated Work Platform ( 21, pending final cost confirmation).

### **Agriculture Experiential Learning**

September 15 -17, students in SHSM Agriculture and Health & Wellness programs at both secondary schools are being provided with opportunities to experience large-scale agricultural events and connect classroom learning with industry. SACSS and SMCSS students are both being considered for participation in Canada's Outdoor Farm Show in Woodstock and the International Plowing Match & Rural Expo in Walkerton September 22–26, 2026.

### **OYAP and Level 1 Apprenticeship Opportunities**

Information sessions and student recruitment for OYAP Level 1 opportunities continue throughout September at both secondary schools to provide a direct pathway toward apprenticeship and skilled trades careers. At SACSS, 10 candidates are currently exploring Level 1 opportunities in Millwright, Automotive Service Technician, Electrical, Plumbing, and Truck and Coach, with interview preparation beginning in September for Conestoga College programs. At SMCSS, three students are participating in Level 1 Welding through Technical Training Group (TTG), scheduled to begin September 18.

### **MCT4C Trades Mathematics**

Both secondary schools are offering opportunities connected to MCT4C Trades Mathematics through Ministry-supported programming. Ministry funding supports a dedicated section of MCT4C at St. Anne's CSS for the 2026–27 school year, connecting concepts like trigonometry, geometric measurement, and unit conversions to practical applications, alongside planned partnerships with local Huron County electrical and construction employers. Trades Mathematics is also being offered at St. Michael CSS through Ministry funding to help students apply mathematics to technology and skilled trades.

### **Duke of Edinburgh's International Award**

Exclusively at St. Anne's CSS, students will be introduced during September SHSM sector meetings to the Duke of Edinburgh's International Award. This initiative provides an internationally recognized credential that aligns with the SHSM model through skills development, physical recreation, voluntary service, goal setting, personal development, and an adventurous journey.

### **SkillPlan Skilled Trades Resources**

St. Anne's CSS plans to incorporate SkillPlan's free skilled trades resources to help students develop mathematics, problem-solving, and communication skills required for trade pathways. SACSS is also collaborating with Mathematics teachers to connect these resources directly with the MCT4C curriculum.

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

### **Rejoicing Together: A Positive Start to Student Attendance**

Throughout September, we rejoiced in the fresh start of a new school year as students across the board returned with energy, hope, and a renewed commitment to positive attendance. The month began with strong collaboration among caregivers, administrators, and school teams, who worked together to create welcoming, supportive environments that encouraged every student to re-engage confidently from day one.

Over the past few weeks, the attendance counsellor actively supported schools by monitoring overall attendance patterns, connecting with families, and offering early, proactive outreach when emerging concerns appeared. This consistent presence helped strengthen positive attendance habits, reinforce routines, and celebrate the many students who demonstrated steady engagement and a joyful return to learning.

### **World Suicide Prevention Day – September 10**

The Mental Health and Wellness Team (MHWT) shared a World Suicide Prevention Day Resource to support awareness, connection, and care in our schools. This resource is designed to equip staff with practical strategies for preventing and responding to suicidality, information about risk and protective factors, and Huron-Perth Mental Health & Community Resources. A companion caregiver resource was also shared to help caregivers increase their understanding of risk factors, warning signs, and how they can support their child.

### **School Service Advisory Council (SSAC) Symposium: Supporting Student Mental Health**

HPCDSB was pleased to participate in the annual School Service Advisory Committee (SSAC) Symposium alongside the Avon Maitland District School Board and community partners from across Huron-Perth. The symposium brought together professionals providing services within school settings to strengthen relationships, share best practices, and enhance coordinated supports for children, youth, and families.

Participants engaged in collaborative learning focused on tiered approaches to student mental health and well-being, while deepening their understanding of key community frameworks, including the Huron Perth Mental Health & Suicide Crisis Response Protocol and the Huron Perth Child & Youth Sexual Violence Support Guide (Erin's Law). The event reinforced the importance of strong partnerships and an integrated approach to supporting students with increasingly complex needs.

### **Caregiver Workshop: Parenting with Confidence**

As part of our ongoing commitment to student mental health and well-being, Huron-Perth Catholic District School Board was pleased to partner with Avon Maitland District School Board once again offer Parenting With Confidence for caregivers across Huron-Perth. Facilitated by child psychologist Dr. Jennifer McTaggart, the session provided practical, evidence-informed strategies to help caregivers better understand and respond to their child's emotional needs.

Caregivers explored ways to strengthen connection, support emotional regulation, and navigate parenting challenges with confidence. The workshop reflected HPCDSB's belief that supporting the adults in children's lives is an important part of promoting positive mental health and well-being. By creating opportunities for families to learn from leading experts, the Board continues to strengthen partnerships with caregivers and support student success both at home and at school.

### **OASBSWL Symposium Promotes Provincial Collaboration**

Our Mental Health Lead is participating in the OASBSWL Symposium occurring September 21-23. She will be joining school board social work leaders from across Ontario for professional learning, networking, and collaboration. The symposium provided an opportunity to share leading practices, engage in ministry planning discussions, and strengthen collective efforts to support student mental health and well-being across the province. Participation in provincial learning opportunities such as this reflects our commitment to continuous improvement and evidence-informed practices that support positive outcomes for students and families

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## ***FACILITIES AND HEALTH AND SAFETY***

### **Joint Health and Safety Committee**

The Joint Health and Safety Committee met on September 16th. Topics discussed included the following:

- Election of new Worker/Co-Chair Election
- eBase Reporting
- Health and Safety School Rep Training
- JHSC Terms of Reference Update
- Monthly and Annual Inspections
- Geographical Breakdown Review
- Incident Reporting
- Annual Review of Policies

Health & Safety Representatives from each site attended an annual H&S Representative Training session on September 16th. This training took place at the Catholic Education Centre (CEC) immediately following the main Joint Health & Safety Committee meeting.

This session is designed to introduce key compliance processes, provide hands-on system training, hold an open Q&A, and give representatives the opportunity to meet our Health & Safety Officer alongside members of the Joint Health & Safety Committee.

### **Topics Covered:**

- Role Expectations: Guidance for H&S Representatives
- Inspection Best Practices: Standardized H&S checklists and inspection protocols
- Bulletin Board Compliance: Mandatory posting requirements for site H&S boards
- eBase System Training: How to submit site inspection reports
- Open Discussion: Q&A session

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## ***FINANCE & PROCUREMENT***

### **2025/26 Fiscal Year-End**

The finance department is focused on the 2025/26 fiscal year-end currently underway. Financial data is being finalized for the year in order to complete year-end reconciliations and reviews. The interim audit work has been completed with BDO, our external auditors, and the year-end audit field work will commence in October.

### **Classroom Supplies Fund**

The procurement department has supported the implementation of the newly established Classroom Supplies Fund by setting up and administering dedicated accounts for Elementary Classroom Teachers

on the new Staples portal. This new initiative from the Ministry provides each classroom with a \$750 allocation for teachers to directly acquire resources for their classroom.

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## **INFORMATION & COMMUNICATIONS TECHNOLOGY (ICT)**

### **Supporting Safe Use of Digital Applications**

Throughout September, ICT continues to review learning and administrative applications with curriculum leaders, the Privacy Office and Procurement. Reviews assess how vendors handle student and staff information, clarify appropriate uses and confirm data protection terms. This work supports the Board's obligations under the Municipal Freedom of Information and Protection of Privacy Act (MFIPPA) and implementation of new requirements under the Enhancing Digital Security and Trust Act, 2024 (EDSTA).

### **Strengthening Staff Account Security**

ICT will continue building on existing account protections while preparing for the introduction of passkeys. September work is focused on technical readiness and staff support across Board devices, strengthening protection against unauthorized access while keeping everyday sign-in practical.

### **Continuing Provincial Cybersecurity Collaboration**

The Board is continuing its participation in Phase 2 of Ontario's K–12 Cyber Security Operating Model (CSOM), building on existing cybersecurity assessment and improvement work. ICT attended the September 24th provincial kickoff to review priorities and supports for 2026–27, informing further work to protect information and maintain dependable technology services.

### **Advancing Student Information Reporting Readiness**

ICT and System Special Education are already preparing for October's new Ministry reporting requirement identifying students with complex special education needs. ICT is confirming the release timing of Edsempi's required system update. September coordination will focus on system readiness and targeted support for affected schools to record the information accurately.

### **Secure Management of School Bus Video**

ICT continues to work with Huron Perth Student Transportation Services and Avon Maitland District School Board on secure management of requested bus footage. September priorities include operator access and consistent instructions for requesting, uploading, viewing and retaining recordings. The Board's SharePoint repository limits school administrator access to their assigned schools, supporting student safety investigations while protecting privacy.

## **RECOMMENDATION**

|                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------|
| THAT the Huron-Perth Catholic District School Board receives the Board Highlights for September for information. |
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Special Education Advisory Committee (SEAC)  
May 12, 2026 – 4:00 p.m.

## MINUTES

**SEAC Members Present:**

Emily Branje (Facile Futures), Doris Barkley (Autism Ontario), Jill Plokhaar (Family Services Perth Huron), Veronica Kolkman (Huron Perth Public Health), Brenda Mason (Stratford Children's Services), Dana Bozzato (Huron Perth Centre)

**Board Trustee:** Mary Helen Van Loon

**Guests:** Hayley Plante and Jacqueline Knap

**Board Office Staff Present:**

Tara Boreham, Jessica Langan, Vanessa Yeats, Rhonda Regier, Emma DeWever, Tara Dykstra

**Regrets:**

Kelly Boudreau (Community Living St. Marys), Julie Welch (Community Services Coordination Network), Sandra McLaren (Community Living Stratford & Area)

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

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

Meeting Started: 4:00 pm

**2. Approval of Agenda & Minutes**

**2.1** Approval of April 2026 Minutes

Approved: Doris Barkley

Seconded: Mary Helen Van Loon

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

**Carried.**

**2.2** Approval of May 2026 Agenda

Approved: Emily Branje

Seconded: Doris Barkley

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

**Carried.**

**3. Business Arising from Minutes**

Nothing to report.

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**4. Correspondence**

Nothing to report.

**5. Agency Reports**

**5.1 Community Living Stratford & Area**

Nothing to report.

**5.2 Community Living St. Marys**

Nothing to report.

**5.3 Facile Futures**

Emily shared two updates from Facile. The first is the continuation of the webinar series for youth aged 14 to 17, being delivered in partnership with Voices in Perth. Two additional sessions are still to come, and registration remains available online. She noted that each presentation will also be developed into a short online resource, consisting of a 10–15 minute video along with a follow-up conversation guide to support family discussions across the four topic areas.

The second update focused on an upcoming initiative supporting families in developing a vision for home. This offering is intended for families thinking about future living arrangements and exploring alternatives to traditional group home settings. Through a 6–8 week facilitated networking experience, participants will work toward creating a clear vision statement, along with receiving guidance on next steps and recommendations.

**5.4 Trustee Report**

Mary Helen Van Loon provided a brief update, highlighting the recent Catholic Education Week celebrations as a key focus. The week began with a community Mass, during which Dr. Vince McDonald, a former Director, was inducted into the Order of St. Andre, marking a significant recognition.

Throughout the week, schools hosted a variety of activities including liturgies, Masses, and student recognition events. Students were honoured with the Ontario Catholic School Trustees' Association Awards, based on Catholic Graduate Expectations, as well as Applause Awards recognizing students who contribute positively to their school communities through everyday actions and leadership.

Mary Helen also shared her experience attending school events, including a performance of *Grease* at St. Michael's and *May Melodies* at St. Anne's, both of which she described as excellent. She noted that St. Anne's concert band will be competing at Nationals. An upcoming highlight includes the installation of a new Archbishop on June 18. At the Board level, there are no major updates at this time, with budget discussions anticipated once funding details are received.

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**5.5 Family Services Perth Huron**

Nothing to report at this time.

**5.6 Autism Ontario**

Doris shared that she was invited to attend and observe classroom presentations on neurodiversity taking place in local schools. She visited St. Aloysius and had the opportunity to sit in on several sessions, where she noted the strong engagement from students and the thoughtful questions they asked. The presentations focused on understanding and celebrating neurodiversity, and Doris highlighted how positively students responded to the topic. She expressed her appreciation for the invitation and for the opportunity to be involved in this initiative.

**5.7 Huron Perth Centre**

Dana shared several updates, noting a particularly busy period that included both Catholic Education Week and Child and Youth Mental Health Week. As part of these initiatives, the Centre launched a new communications effort, including a video series showcasing their sites. Developed with the support of a communications consultant, the videos provide a “doors open” style introduction to the Centre’s spaces and services, helping families and community members better understand what to expect when accessing support. Dana noted this was a new approach for the organization and a step toward improving community awareness and engagement.

Dana also highlighted recent staffing additions. An Intensive Mental Health Outreach staff member has been hired as part of a coordinated access initiative. This role is intended to strengthen connections between crisis services, the Centre, and intensive treatment programs, helping to ensure smoother transitions and better support for youth with more complex needs.

In addition, the Centre has hired a staff member focused on infant and early years mental health. This reflects a renewed emphasis across the sector on enhancing services for children from birth to age six, including the development of a more specialized service model and stronger community referral pathways.

**5.8 Stratford Children Services**

Brenda shared an update on new additions to their animal-assisted therapy programming. The organization has recently welcomed three pygmy goats—Ella, Peanut, and Mabel—who have joined the existing therapy animals in supporting children, youth, and families. These goats are now part of a broader team that includes Cooper the therapy dog, Scarlet the bearded dragon, and five horses based at the equine centre. Brenda noted that the introduction of the goats has been very well received, with positive engagement from those participating in the programs. In addition, Stratford Children Services has brought on two new students completing placements, including one at the MSW level. Brenda described this as an exciting time for the

organization, with both staff and participants benefiting from the expanded programming and supports.

**5.9 CSCN**

Nothing to report at this time.

**5.10 Huron Perth Public Health**

Nothing to report at this time.

**6. Information Reports**

**6.1 Infinite Horizons Gifted Programming**

Hayley and Jacqueline presented on the Infinite Horizons program which they planned and organized as part of their leadership mentorship placement. The program supports students in Grades 4–8 who have been identified as gifted, with a focus on providing enriched and challenging learning experiences outside of the regular classroom.

The current year's program includes a series of four experiential learning days designed to expose students to a variety of disciplines and encourage them to step outside their comfort zones. Activities have included theatre workshops, visual arts (pottery), environmental education at Morrison Dam, and upcoming experiences focused on local history and culinary skills.

The program emphasizes collaboration, creativity, and community-building, bringing together approximately 20–26 students from across schools and both counties. Feedback from participants has been very positive, with strong engagement and enthusiasm across activities. It was noted that the program runs annually, with a consistent cohort of students as they progress through grades, and aims to provide diverse opportunities that extend beyond typical academic strengths.

**6.2 Neurodiversity Education**

Tara Dykstra provided an overview of the significant growth in neurodiversity education across the board this year, noting that approximately 50 classroom sessions have been delivered to date. These sessions are typically initiated through requests from teachers or principals and are aimed at increasing understanding, inclusion, and a sense of belonging for neurodiverse students.

The presentations range from broad, classroom-wide learning to student-specific sessions, often involving student voice and self-advocacy. Tara highlighted that older students, particularly in Grades 6–8, are increasingly engaging in sharing their own experiences, which has proven to be especially impactful in building peer understanding and acceptance. Sessions focus on promoting inclusive practices, normalizing neurodiversity, and helping students understand how to interact with and support peers with diverse learning needs. Activities often include interactive components that simulate learning challenges, helping

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students build empathy and awareness.

Examples shared during the discussion demonstrated meaningful outcomes, including improved peer relationships, increased inclusion, and stronger student advocacy. In several cases, classrooms saw noticeable positive shifts in social dynamics following presentations, with students becoming more supportive and understanding of their peers.

Overall, the initiative was highlighted as a highly impactful and growing area of work, contributing to more inclusive school environments and a stronger sense of belonging for students.

## **7. New Business**

Tara Boreham shared that she, Jessica Langan and Emily Branje from Facile Futures will be attending the Ontario Association for Special Education Administration conference, where Emily and Jessica will be presenting on behalf of the group. The presentation, *“Partners in Transition: Exploring Cross-Sector Approaches to Supporting Student Transitions in Rural Communities,”* highlighted the collaborative work between Facile Futures and the Board through the *Building Bright Futures* initiative. This partnership supports youth with intellectual and developmental disabilities, ages 14–25, as they transition from school into meaningful community-based futures.

Tara noted that preparation for the presentation has highlighted the strength and evolution of the partnership, as well as the broader ripple effects of their work with community partners, including connections to youth employment initiatives. She emphasized that this collaboration continues to expand and foster increased cross-sector engagement.

The group acknowledged the significance of the opportunity to share this work provincially and expressed enthusiasm about the presentation and partnership.

## **8. Future Meetings**

Next SEAC Meeting - Monday June 8th 2026 at 4:00pm

## **9. Adjournment**

Motion to end meeting was made by: Mary Helen Van Loon

Meeting adjourned: Veronica Kolkman

Ended: 5:00 pm

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Special Education Advisory Committee (SEAC)  
June 8, 2026 – 4:00 p.m.

## MINUTES

**SEAC Members Present:**

Doris Barkley (Autism Ontario), Kelly Boudreau (Community Living St. Marys), Emily Branje (Facile Futures), Brenda Mason (Stratford Children's Services)

**Board Trustee:** Mary Helen Van Loon

**Guests:** Sarah Deveraux

**Board Office Staff Present:**

Jessica Langan, Tara Boreham, Vanessa Yeats, Reanna Desroches

**Regrets:**

Sandra McLaren (Community Living Stratford & Area), Julie Welch (Community Services Coordination Network), Rhonda Regier (Principal Rep), Dana Bozatto (Huron Perth Centre), Avery Jantzi (Family Services Perth-Huron), Veronica Kolkman (Huron Perth Public Health)

**Quorum:** *Not Achieved* (Minimum 6 of 10 voting members required)

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

Meeting Started: 4:00 pm

**2. Approval of Agenda & Minutes**

**2.1** Approval of May 2026 Minutes - ***Did not achieve quorum***

Approved:

Seconded:

THAT the SEAC did not approve the meeting minutes of the May 2026 meeting.

**Carried.**

**2.2** Approval of June 2026 Agenda - ***Did not achieve quorum***

Approved:

Seconded:

THAT the SEAC did not approve the agenda of the June 2026 meeting.

**Carried.**

**3. Business Arising from Minutes**

Nothing to report.

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**4. Correspondence**

Nothing to report.

**5. Agency Reports**

**5.1 Community Living Stratford & Area**

**5.2 Community Living St. Marys**

Although Community Living St Marys & Area did not get the Canada Summer Jobs grant, the agency is moving forward in running this program for youth in the community. Two Summer Support Workers have been hired and the agency will use the funds from their successful Create a Smile fundraiser, which raised \$33,420 this year, to support the program this summer.

**5.3 Facile Futures**

*Nothing to report at this time*

**5.4 Trustee Report**

Trustee Mary Helen Van Loon reported a busy and successful period for students, highlighted by participation in sacraments, kindergarten orientation, and graduation festivities. Schools across the board achieved success in the Skills Ontario Competition, and the St. Anne's concert band earned gold at the national level. Furthermore, the St. Anne's construction class demonstrated community leadership by building and donating 50 planter boxes to First Nations communities. The Trustee extended her appreciation to all staff, coaches, and students for their ongoing dedication and achievements. Regarding board business, the government core funding has been secured, and the 2026-2027 budget proposal will be presented for approval at the next board meeting.

**5.5 Family Services Perth Huron**

**5.6 Autism Ontario**

Doris shared a reminder that the Autism Ontario website holds valuable information, including webinars, workshops, activities for children, and adults on the spectrum to participate in. Parents and school staff are encouraged to use this site.

**5.7 Huron Perth Centre**

**5.8 Stratford Children Services**

*Nothing to report at this time*

**5.9 CSCN**

**5.10 Huron Perth Public Health**

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**6. Information Reports**

**6.1 Special Education Budget**

**6.2 Accessibility Report**

**6.3 Special Education Plan**

**7. New Business**

**8. Future Meetings**

Next SEAC Meeting - Monday September 21st 2026 at 4:00pm

**9. Adjournment**

Ended: 5:00 pm

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**Audit Committee Meeting**  
**June 10, 2026 - 1:00 p.m.**

**MINUTES**

Hybrid

**Present:** Chair, Amy Cronin (Trustee), Tina Doherty (Trustee), Tyler Canal, (Audit Committee Member), Karen Tigani (Chief Executive Officer), Sarah Devereaux (Superintendent of Business and Treasurer), Patrick Kemp (Manager of Finance), Katie Becker (Finance Services Officer), Lexi Templeman (Finance Services Officer), Suk Bedi (KPMG LLP), Valerie Basler (Executive Assistant)

**Absent:** Denise Feeney (Audit Committee Member)

**1. Opening Business**

1.1 Opening Prayer

1.2 Attendance and Welcome – *Superintendent of Business and Treasurer*  
D.Feeney not in attendance. Introductions made around the room.

1.3 Approval of the Agenda

Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee approves the agenda of the June 10, 2026 Audit Committee Meeting.

**Carried**

1.4 Declaration of Conflict of Interest  
No declarations were made.

1.5 Approval of Audit Committee Meeting Minutes – November 12, 2025

Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee approves the minutes of the Huron-Perth Catholic District School Board Audit Committee November 12, 2025 meeting.

**Carried**

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1.6 Business Arising from the Minutes

**2. Presentations**

2.1 Audit Committee Training: Good Board Governance Practices and the Role of the Audit Committee - *KPMG LLP*

KPMG noted this is a refresher to build on training that Audit Committee members may attend or have access to and create dialogue to share ideas and principles of good governance. Focus is on processes and best practices and is unique as two-way dialogue. Explained background and items to be presented noting oversight can be a challenge as doesn't mean more involvement. Questions to use for meetings were provided and the opportunity to meet with the internal auditor separately was noted. Independent oversight is the goal to support the Board. The Chair thanked KPMG noting it was a good presentation and helpful for when membership changes.

**3. Reports and Discussion Items**

3.1 November 30, 2025 Financial Statement and February 28, 2026 Financial Statement - *Superintendent of Business & Treasurer*

The reports show that the Board is on target to what is expected and variance notes are included.

Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee receives the November 30, 2025 and February 28, 2026 Financial Statement Report.

**Carried**

3.2 OECM External Auditor Request for Proposal - *Superintendent of Business & Treasurer*

The Superintendent of Business and Treasurer noted that under the OECM agreement there are three eligible vendors for our region. The last agreement was through OECM and the new agreement would start with 2026 as year 1 of a 5 year agreement. The proposal included terms and conditions and pricing. OECM agreements are non-exclusive so the Board can exit out at any point and bring forward on an annual basis for discussion and performance review prior to approving the auditor for the next year. The Superintendent of Business and Treasurer noted the maximum fees provided for each vendor in the OECM agreement are based on revenue range and BDO had the lowest rates.

---

Moved by: T.Doherty

Seconded by: T.Canal

THAT the Audit Committee recommends the Board of Trustees approve the appointment of BDO Canada LLP as the Board's external auditor for the fiscal years 2026-2027 to 2030-2031 subject to annual review.

**Carried**

**3.3 June 2026 Audit Committee Report - *Superintendent of Business & Treasurer***

Reviewed highlighted items. Two term maximum per member and will be required to post when T.Canal's second term is up. If no applicants, T.Canal could sit on the committee for another term if willing.

Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee receives the Audit Committee Report dated June 2026.

**Carried**

**4. Information and Correspondence**

**5. In-Camera Session of the Audit Committee Meeting**

Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee moves to the In-Camera session of the meeting.

**Carried**

**6. In-Camera Private Session with Internal Auditors (if requested)**

Reg. Ref. 10 (c ) - Where the committee determines it is appropriate, meet with the board's external or internal auditor.

Session not requested.

**7. Future Meetings and Events**

Next meeting dates, September 9, 2026, November 11, 2026 and June 9, 2027, are noted in the June Audit Committee Report.

**8. Closing Prayer**

**9. Adjournment**



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

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Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee adjourns the June 10, 2026 meeting at 2:39 p.m.

**Carried**



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

Prepared by: Sarah Devereaux, Superintendent of Business and Treasurer  
Presented to: The Huron-Perth Catholic District School Board  
Date: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

# AUDIT COMMITTEE SEPTEMBER 2026 MEETING REPORT

Public Session

## BACKGROUND

Section 15 of Ontario Regulation 361/10, "Audit Committees", requires an Audit Committee to report to the Board of Trustees. There are three types of reports (annual, ministry, meeting), and two frequencies for Audit Committee reporting. The detailed annual report and Ministry report are completed annually. The meeting report is to be done after each meeting. The meeting report can be oral and/or written.

## DEVELOPMENT

Items brought forward for information and discussion at the September 9, 2026 meeting:

1. May 31, 2026 Financial Statement
2. September 2026 Audit Committee Report
3. Business Continuity Plan Report
4. Board and External Auditor (BDO LLP) Year End Audit Plans
5. 2024-25 Enrolment Compliance Audit Report

The Ministry of Education (Ministry) conducts enrolment compliance audits through its Financial Analysis and Accountability Branch. In May 2026, the Board was notified by the Ministry that St. Anne's Catholic Secondary School was selected for an audit to review the 2024-25 day school enrolment and English as a Second Language (ESL) data reported to the Ministry. The audit took place in June 2026 and included meetings, fieldwork and sharing of documentation and reports. On September 2, 2026 the final audit results report was issued by the Ministry. The audit resulted in a reduction of 0.25 FTE for one student and an adjustment to the entry date to Canada for another student. This resulted in a net adjustment of approximately \$7,000. The Ministry also provided additional recommendations for process improvements which had no grant impact and the Board is currently working at implementing these recommendations.

Item brought forward for action at the September 9, 2026 meeting:

1. Election of Audit Committee Chair

Ontario Regulation 361/10 (Audit Committees), section 6 (1) requires that at the first meeting of the audit committee each fiscal year a chair will be elected. A call for volunteers and/or nominations was conducted and Trustee Amy Cronin was elected to the position of Audit Committee Chair.

## **RECOMMENDATIONS**

|                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------|
| THAT the Huron-Perth Catholic District School Board receives the Audit Committee September 2026 Meeting Report for information. |
|---------------------------------------------------------------------------------------------------------------------------------|



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

Prepared by: Sarah Devereaux, Superintendent of Business and Treasurer  
Presented to: The Huron-Perth Catholic District School Board  
Date: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

# NUTRITIONAL MANAGEMENT SERVICES

Public Session

## BACKGROUND

Nutritional Management Services Limited (NMS) provides food services to St. Anne's Catholic Secondary School and St. Michael Catholic Secondary School. NMS provides reports each term to the Superintendent of Business.

## DEVELOPMENT

NMS was pleased to announce its cafeteria enhancement fund contribution of \$4,613.40 for the period of January 1, 2026 to March 31, 2026 and \$5,140.96 for the period of April 1, 2026 to June 30, 2026.

Sales between both schools were a total of \$340,882.03 for the year, a slight decrease from the prior year (\$346,554.08). Total annual contributions received by the board for the 2025/26 fiscal year were \$17,044.11. Equipment and repair expenses totalled \$3,194.63. This resulted in a net rebate to the board of \$13,849.48.

Items to note:

- Inservices were provided throughout the year to NMS staff
- NMS catered various school events in addition to daily lunch food service
- Specialty meals continue to be introduced which have been well received. A survey was also conducted for students to provide feedback
- The cooler at St. Anne's CSS was in need of replacement. Quotes were obtained by NMS during the summer and the new cooler was installed in August.

## RECOMMENDATION

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



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

Prepared by: Karen Tigani, Chief Executive Officer  
Presented to: The Huron-Perth Catholic District School Board  
Date: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

# STATE OF EMERGENCY

Public Session

## BACKGROUND

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

## DEVELOPMENTS

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

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

## RECOMMENDATION

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



# HURON-PERTH CATHOLIC

## District School Board

### State of Emergency

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

#### BELIEF STATEMENT:

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

#### POLICY STATEMENT:

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

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

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

#### PROCEDURES:

##### 1.0 Executive Orders

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

##### 2.0 Reporting to the Board of Trustees

In the instance whereby the ~~Director of Education~~ Chief Executive Officer (CEO) and the Chair of the Board decide to enact this policy they shall

report to the Board of Trustees all decisions within the scope of this policy at the earliest convenience.

**DEFINITIONS:**

- N/A

**REFERENCES:**

- N/A

**RESOURCES, APPENDICES AND FORMS:**

- ~~Huron-Perth Catholic District School Board Business Continuity Plan~~Huron-Perth Catholic District School Board Business Continuity Plan



## 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: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

# SELECTION OF TEXTBOOKS AND EDUCATIONAL MATERIALS

Public Session

## BACKGROUND

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

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

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

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

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

## **DEVELOPMENTS**

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

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

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

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

## **PARENTAL ROLE AND POLICY/PROGRAM MEMORANDUM (PPM) 162**

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

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

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

## CATHOLIC IDENTITY

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

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

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

## OTHER SIGNIFICANT CHANGES

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

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

## **SUMMARY**

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

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

Given the number of required and recommended updates, rather than showing track changes, the current policy and the proposed updated policy are presented to the Board in this package.

## **RECOMMENDATION**

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



# HURON-PERTH CATHOLIC

## District School Board

### Selection of Textbooks and Educational Materials

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

#### **BELIEF STATEMENT:**

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

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

#### **POLICY STATEMENT:**

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

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

#### **DEFINITIONS:**

##### **Educational Materials**

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

## **Textbook**

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

## **Supplementary Educational Resources**

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

## **Trillium List**

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

## **Catholic Curriculum**

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

## **REFERENCES:**

### **Legislation and Regulation**

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

### **Ontario Ministry of Education**

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

### **Catholic Education**

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

**RESOURCES, APPENDICES AND FORMS:**

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



# HURON-PERTH CATHOLIC

## District School Board

### **Guidelines for the Selection of Textbooks and Educational Materials for School Libraries and Classroom Programs**

|                 |                           |                         |                            |
|-----------------|---------------------------|-------------------------|----------------------------|
| <b>Adopted:</b> | <b>January 26, 1998</b>   | <b>Policy #:</b>        | <b>P 2.2.1.</b>            |
| <b>Revised:</b> | <b>September 24, 2018</b> | <b>Policy Category:</b> | <b>2.2. School Program</b> |

#### **POLICY STATEMENT:**

The Huron-Perth Catholic District School Board recognizes the need for its schools to acquire quality textbooks, digital resources and other educational materials for use in the school library and classrooms that satisfy the purposes of our Mission.

#### **PROCEDURES:**

1. Responsibility for Material Selection
  - a. The responsibility for implementing the guidelines for the selection of all educational materials for use within the Catholic school is vested in the Principal of each school who will work in collaboration with the Superintendent of Education and Learning Coordination team.
  - b. The opportunity to recommend educational materials for consideration belongs to every member of the Huron-Perth Catholic District School Board community.
2. The guidelines for the selection of materials and textbooks for our school libraries and classrooms will assist the Principal and staff of each Catholic school to select all materials according to the Act, Regulations, and procedures determined by Board Policy. (See Appendix A.)
3. Guidelines for the challenge to Textbooks and Educational Materials are provided in Appendices B and C.

#### **DEFINITIONS:**

- N/A

#### **REFERENCES:**

- N/A

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

- Appendix A - Principles/Criteria of Material Selection
- Appendix B - Guidelines for the Selection of Textbooks and Educational Materials
- Appendix C - Request for Reconsideration of Textbooks or Other Educational Materials



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

Prepared by: Karen Tigani, Chief Executive Officer  
Presented to: The Huron-Perth Catholic District School Board  
Date: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

# THE ORDER OF ST. ANDRÉ BESSETTE

Public Session

## BACKGROUND

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

## DEVELOPMENTS

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

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

The 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 October.

## RECOMMENDATION

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



# HURON-PERTH CATHOLIC

## District School Board

### The Order of St. André Bessette

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

#### BELIEF STATEMENT

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

#### POLICY STATEMENT

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

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

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

#### PROCEDURE:

1. Nominations for the Order will come from the HPCDSB community to the ~~Director of Education~~ **Chief Executive Officer** and/or the Chair of the Board. Nominations for the Order close on December 31<sup>st</sup> for the current academic year and restart for consideration in the following academic year on January 1<sup>st</sup>.
2. Nominations will be evaluated for completeness and eligibility requirements.
3. The ~~Director of Education~~ **Chief Executive Officer** shall present nominations, on behalf of the Board, that are complete and fulfill eligibility requirements to the Catholic Education Team **subcommittee** for consideration on or before the **end of** February. ~~meeting of the Catholic Education Team.~~
4. The Catholic Education Team **subcommittee** will endeavor to make a recommendation to the Board of at least one person to the Order on an annual basis.
5. Upon receipt of the recommendation from the Catholic Education Team **subcommittee**, the Board will deliberate and endeavor to approve the appointment(s) to the Order at the March regular meeting of the Board. **Subsequent to Board approval, the appointment(s) will be shared with the Catholic Education Team in its entirety, followed by communication with the nominators and recipient(s).**
6. The ceremony to induct the person(s) to the Order will take place during Catholic Education Week (first week of May).

#### **DEFINITIONS:**

- N/A

#### **REFERENCES:**

- N/A

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

- N/A



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

Prepared by: Karen Tigani, Chief Executive Officer  
Presented to: The Huron-Perth Catholic District School Board  
Date: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

### NEWLY ELECTED TRUSTEES

Public Session

#### BACKGROUND

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

#### DEVELOPMENTS

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

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

#### RECOMMENDATION

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



# HURON-PERTH CATHOLIC

## District School Board

### Newly Elected Trustees

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

#### BELIEF STATEMENT:

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

#### POLICY STATEMENT:

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

#### PROCEDURE:

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

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

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

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

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

Web links to the following resources:

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

- Resources provided by the Ministry of Education **including relevant legislation**

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

**DEFINITIONS:**

- N/A

**REFERENCES:**

- N/A

**RESOURCES, APPENDICES AND FORMS:**

- N/A



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

Prepared by: Tara Boreham, Superintendent of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

### STUDENT ADMISSIONS

Public Session

#### BACKGROUND

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

#### DEVELOPMENTS

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

The 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 October.

#### RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives policy 2.1.1 Student Admissions for information.



# HURON-PERTH CATHOLIC

## District School Board

### Admission of Students

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

#### BELIEF STATEMENT:

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

#### POLICY STATEMENT:

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

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

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

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

#### DEFINITIONS:

**Guardian:** A person with legal custody of the pupil, or pupils aged 16–17 who have withdrawn from parental control, or pupils aged 18+.

**Pupil (Elementary):** A person four years old on or before December 31st in the year of admission.

**Pupil (Secondary):** A person who has successfully completed elementary school and is eligible for secondary school.

**Catholic & Roman Catholic:** A person baptized Roman Catholic or in a faith in union with the See of Rome.

**Home School:** The school (elementary or secondary) for which the pupil is qualified to be a resident pupil within the meaning of the *Education Act*, as amended. The home school is used to define the pupil's school zone.

**Catholic Family:** A family where a parent/guardian (or pupil) is baptized Catholic/Roman Catholic, or where the parent/guardian is a Catholic secondary school graduate with at least four secondary religious education courses.

**Non-Catholic Family:** A parent/guardian who is not baptized Roman Catholic and is not a graduate of a Catholic secondary school with four religious education courses.

**Resident / Non-Resident Pupil:** A person meeting (or failing to meet) resident pupil qualifications under the *Education Act*.

**In-Boundary / Out-of-Boundary Pupil:** A pupil whose parent/guardian resides inside (or outside) the defined school zone.

**Permanent Resident:** A person with permanent resident status conferred by Canada who is not a Canadian citizen.

**Adult Student:** A pupil aged 16–17 who has withdrawn from parental control, or a pupil aged 18+.

#### REFERENCES:

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

#### RESOURCES, APPENDICES AND FORMS:

- ~~Appendix A – Request for Catholic Elementary School Admission (Non-Resident Pupil or Out-of-Boundary)~~
- ~~Appendix B – Request for Non-Catholic Elementary School Admission (Resident Pupil/ In-Boundary)~~
- ~~Appendix C – Request for Non-Catholic Elementary School Admission (Non-Resident Pupil or Out-of-Boundary)~~
- ~~Appendix D – Request for Secondary School Admission Non-Resident or Out-of-Boundary Pupil(s)~~

N/A

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



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

Prepared by: Sarah Devereaux, Superintendent of Business and Treasurer  
Presented to: The Huron-Perth Catholic District School Board  
Date: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

# POLICY STUDENT ACCIDENTS

Public Session

## BACKGROUND

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

## DEVELOPMENT

The Student Accidents policy has been reviewed and is now presented for the consideration of the Board of Trustees. Operational procedures were moved from the policy into a new Administrative Procedure which is also being presented for information. Minor changes were made to the procedures to reflect current practice and references to related Board policies were added.

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 October 2026.

## RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives Policy 2.1.14. Student Accidents.



# HURON-PERTH CATHOLIC District School Board

## Student Accidents

|          |                   |                  |                        |
|----------|-------------------|------------------|------------------------|
| Adopted: | February 24, 2003 | Policy #:        | P 2.1.14.              |
| Revised: | February 28, 2022 | Policy Category: | 2.1. School Operations |

### BELIEF STATEMENT:

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

### POLICY STATEMENT:

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

~~Procedures shall be developed to provide direction to staff when responding to accidents involving students. accidents.~~

### PROCEDURE:

~~In the event of a student accident, the following shall be prioritized:~~

- ~~1. The closest or most immediate staff member or authorized volunteer shall conduct an initial assessment. Should it be determined that immediate first aid or medical attention is called for, it shall be done immediately. then the following actions will be carried out. ¶~~
- ~~2. 1. Action on applying appropriate first aid and/or seeking qualified medical attention shall be immediate.~~
- ~~2. An attempt should be made to contact the parent or guardian to report any injury and/or suspicion of injury at the time of the accident or as soon as possible after. The staff member may seek immediate assistance from the principal or another staff member to do so. ¶~~
- ~~3. When transportation by private vehicle or ambulance to a medical facility is required, attempts to contact the parent or guardian should not delay action. Transportation should be by ambulance or by a parent. ¶~~
- ~~4. The principal or designate should stay with injured students at the medical facility until the parent or guardian arrives.~~
- ~~5. The Ontario School Boards' Insurance Exchange (OSBIE) "Incident Report Form" is to be completed.~~

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

Principals shall ensure that parents/guardians complete and sign designated consent forms for school-related activities, including, excursions and co-curricular activities in accordance with Administrative Procedure 2.2.16 Field Trips/ Excursions .

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

**DEFINITIONS:**

- N/A

**REFERENCES:**

- N/A

**RESOURCES, APPENDICES AND FORMS:**

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



## 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: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

### **2.2.12 GUEST SPEAKERS AT SCHOOLS**

Public Session

#### **BACKGROUND**

The Huron-Perth Catholic District School (the Board) believes that guest speakers are a valuable extension to academic programs and Catholic formation. All activities facilitated by external guests must remain consistent with the Board's mission and vision, respecting Catholic Church teaching and the Ontario Catholic School Graduate Expectations. Policy P 2.2.12 was adopted on September 23, 2024, to ensure the board met new provincial transparency mandates.

#### **DEVELOPMENTS**

At the time of drafting, the policy included Section 2.3, which allowed parents to exempt their children from guest speaker events. This clause was included based on the Ministry's Your Child's Education website guidelines active between February 2024 and August 2025, which suggested a broad right to student exemptions. While this initial policy met then-current provincial guidelines, a shift in the regulatory landscape necessitated this comprehensive re-evaluation.

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

#### **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board approves policy 2.2.12 Guest Speakers at Schools.



# HURON-PERTH CATHOLIC

## District School Board

### Guest Speakers at School

|          |                    |                  |                 |
|----------|--------------------|------------------|-----------------|
| Adopted: | September 23, 2024 | Policy #:        | P 2.2.12.       |
| Revised: |                    | Policy Category: | School Programs |

#### BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes that guest speakers in Catholic schools are used to enhance Catholic formation and academic programming. The Board believes that guest speakers can provide a valuable extension to our programs. The Board believes strongly in maintaining and reflecting its denominational rights.

#### POLICY STATEMENT:

It is a policy of the Board that guest speakers in Catholic schools follow the mission and vision of the Board and respect Catholic teaching. It is the policy of the Board that the use of guest speakers is connected to the Ontario Curriculum. It is the policy of the Board that parents/caregivers be informed about events and activities, with guest speakers that involve multiple classes or the whole school, in advance of the event.

#### PROCEDURE:

##### 1.0 GENERAL

- 1.1 All events or activities supported or facilitated by a guest speaker shall be directly connected to the Ontario Curriculum and/or the Ontario Catholic School Graduate Expectations.
- 1.2 All events or activities supported or facilitated by a guest speaker shall be consistent with Catholic Church teaching.

##### 2.0 MULTIPLE CLASSES OR WHOLE SCHOOL PRESENTATIONS

- 2.1 Parents and caregivers should receive 14 days notice regarding any event or activity with guest speakers that involve multiple classes (or the whole school). Parents and caregivers shall receive the following information:
  - Date, time and location
  - Title, topic or focus
  - Connections to the Ontario Curriculum and purpose
  - Names of presenters, performers or guest speakers and the organization(s) they represent; and
  - Details of any handout materials, giveaways or literature to be provided

- 2.2 If the school needs to arrange for an event in less than 14 days, the school shall provide the parent/caregiver with the details as soon as they are confirmed.

**DEFINITIONS:**

- **Guest Speaker:** A person(s) who has been invited, approved and speaks to or performs for students. For Catholic schools - Catholic clergy and lay parish/diocesan ministers are not considered guest speakers. Board staff who are authorized to work in Catholic schools and provide instruction or support for students are not considered guest speakers.
- **Events/Activities Excluded:** Assemblies (not facilitated by guest speakers) and liturgies/Eucharistic celebrations are not eligible for exemption except where permitted by law.

**REFERENCES:**

- Better Schools and Student Outcomes Act, 2023
- The Ontario Curriculum
- The Education Act
- The Ontario Catholic School Graduate Expectations

**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: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

# EMERGENCY & LOCKDOWN POLICY

Public Session

## BACKGROUND

Policy P 2.1.6, Emergency and Lockdown, was last revised in May 2019. The policy has undergone a comprehensive review to ensure alignment with current Ministry of Education requirements, the *Provincial Model for a Local Police/School Board Protocol*, and current emergency preparedness and school safety practices.

As part of this review, CEO Karen Tigani and Superintendent Sean McDade met over the summer with senior leaders from the Huron OPP, Perth OPP, and Avon Maitland District School Board to review best practices, discuss emergency and lockdown procedures, and debrief experiences and lessons learned from the previous school year. This collaborative review helped inform the revisions to the policy and accompanying Administrative Procedure.

## DEVELOPMENTS

### Summary of Changes

The revised policy represents a significant modernization of the Board's approach to emergency preparedness and lockdown procedures. Key changes include:

- Addition of a Catholic belief statement grounding emergency preparedness in the inherent dignity and worth of every person and emphasizing safe, caring, inclusive, and respectful Catholic learning environments. The statement also recognizes the importance of approaching emergency training in a developmentally appropriate manner that builds preparedness without unnecessarily creating fear or anxiety.
- Alignment with provincial requirements and police/school board protocols, including explicit reference to the *Provincial Model for a Local Police/School Board Protocol*, applicable legislation, Ministry requirements, and local police/school board protocols.
- Reinforcement of common emergency terminology, including *Lockdown*, *Hold and Secure*, and *Shelter in Place*, with an expectation that schools use plain and direct language, and that secret codes or passwords are never established.
- Strengthened school-specific emergency planning requirements, recognizing the unique physical layout, student population, staffing, child care arrangements, portables, shared facilities, and other circumstances of individual schools.
- Clearer requirements for lockdown drills, training, and staff awareness, including a minimum of two lockdown drills each school year, appropriate debriefing following drills,

- orientation for new staff, and consideration of occasional, itinerant, part-time, child care, and other personnel working in Board facilities.
- Greater emphasis on accessibility and individual student needs, requiring emergency plans, procedures, training, and drills to consider special education, medical, communication, mobility, sensory, behavioural, and other accommodation needs.
- Clarification of roles and responsibilities, including the responsibilities of the CEO/designate, principals, school staff, students, parents/guardians, police, emergency services, and other school occupants. The revised policy also clearly establishes that police assume responsibility for managing the threat during an actual violent incident requiring police response.
- Enhanced expectations for emergency communication and facility information, including reliable communication methods, accessibility considerations, current floor plans, room and exterior door identification, emergency access information, command locations, and off-site evacuation locations.
- New provisions addressing shared facilities and family communication, including licensed child care programs, community use groups, tenants, before- and after-school programs, and expectations for timely communication with parents/guardians following significant emergency events.
- Formalization of recovery, debriefing, annual review, and Board oversight, including access to mental health, trauma response, pastoral care, and employee supports where appropriate, as well as mechanisms for monitoring compliance with drills, annual plan reviews, and staff training requirements.
- Addition of formal definitions and references. The revised policy now defines key terms including *Lockdown*, *Hold and Secure*, *Shelter in Place*, *Emergency and Crisis Response Plan*, *Emergency Services*, and *Off-Site Evacuation Location*. The policy also identifies the relevant provincial legislation, Ministry direction, and Board/police protocol.
- Introduction of a standardized School Emergency and Crisis Response Plan/Template, to be completed and reviewed annually by each school, providing greater consistency across the system while still allowing plans to reflect individual school circumstances.

## Implementation and Training

To support implementation of the revised policy and ensure consistent understanding across the system, Superintendent McDade will provide a training refresher for all principals in August. Each principal will subsequently provide a refresher to their respective staff at the first staff meeting of the 2026–2027 school year.

This system-wide approach will reinforce common terminology, clarify roles and responsibilities, and ensure staff understand the expectations and procedures associated with lockdowns and other emergency responses.

The accompanying Administrative Procedure is considered confidential for security reasons, as it contains detailed operational information related to emergency response and school safety. The Administrative Procedure will therefore not be publicly distributed and is available to Trustees through the CEO.

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

**RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board approves policy P 2.1.6 Emergency & Lockdown.



# HURON-PERTH CATHOLIC

## District School Board

### Emergency and Lockdown

|          |                  |                  |                        |
|----------|------------------|------------------|------------------------|
| Adopted: | October 26, 1998 | Policy #:        | P 2.1.6.               |
| Revised: | May 27, 2019     | Policy Category: | 2.1. School Operations |

#### **BELIEF STATEMENT (New):**

The Huron-Perth Catholic District School Board believes that every person is created in the image and likeness of God and possesses inherent dignity and worth. As a Catholic learning community, we are called to create and maintain schools in which students, staff, families, volunteers, visitors, and community partners experience environments that are safe, caring, inclusive, and respectful.

The Board recognizes that the safety and well-being of students and staff are essential conditions for learning, faith formation, and human flourishing. While serious threats of violence are rare, effective preparation, clear procedures, appropriate training, and strong partnerships with police and emergency services are necessary to protect members of our Catholic school communities.

The Board further believes that emergency preparedness must be approached with care and sensitivity, recognizing the age, developmental needs, abilities, lived experiences, and individual needs of students. Emergency planning and training will seek to build preparedness and confidence without unnecessarily creating fear or anxiety.

#### **POLICY STATEMENT:**

The Huron-Perth Catholic District School Board shall establish and maintain consistent procedures for responding to major incidents or threats to school safety in accordance with the *Provincial Model for a Local Police/School Board Protocol* and applicable legislation, regulations, Ministry of Education requirements, and local police/school board protocols.

Each elementary and secondary school shall develop, implement, maintain, and annually review a school-specific Emergency and Crisis Response Plan that includes lockdown procedures consistent with Board requirements and provincial direction.

The Board shall ensure that:

- 1. Common Terminology**

All schools use the provincially established terminology of Lockdown, Hold and Secure, and Shelter in Place. Plain and direct language shall be used when initiating an emergency response. Secret codes or passwords shall not be used.

- 2. School-Specific Emergency Planning**

Each school maintains an Emergency and Crisis Response Plan appropriate to its physical layout, student population, staffing, community context, child care arrangements, portables, shared facilities, and other site-specific circumstances.

3. **Lockdown Drills**

Each school conducts a minimum of two lockdown drills during each school year. Drills shall be planned and conducted in a manner appropriate to the age and needs of students and shall be followed by a debrief to identify opportunities for improvement.

4. **Training and Awareness**

Staff and students shall receive appropriate training regarding lockdown and emergency security procedures. New staff shall receive appropriate orientation, and reasonable efforts shall be made to ensure occasional, itinerant, part-time, child care, and other personnel working in Board facilities understand applicable emergency procedures.

5. **Accessibility and Individual Needs**

Emergency plans, procedures, training, and drills shall consider accessibility requirements and the individual needs of students and staff, including students with special education needs and students requiring medical, communication, mobility, sensory, behavioural, or other accommodations.

6. **Police and Emergency Service Partnerships**

Schools shall work collaboratively with local police services and, where appropriate, fire and emergency medical services in emergency planning, training, drills, and responses.

7. **Roles and Responsibilities**

The Chief Executive Officer (CEO) or designate shall establish Administrative Procedures identifying the responsibilities of Board staff, principals, school staff, students, parents/guardians, police, emergency services, and other school occupants.

The principal is responsible for the implementation and maintenance of the school-specific Emergency and Crisis Response Plan, including staff and student training, scheduling required drills, reviewing procedures, and ensuring appropriate communication with community partners.

During an actual violent incident requiring police response, police assume responsibility for managing the threat and any resulting criminal investigation. School and Board personnel shall cooperate fully with police and emergency responders.

8. **Emergency Communication**

Schools shall have reliable methods for communicating emergency directions throughout the school and, where reasonably possible, on school grounds. Emergency communication systems and procedures shall take accessibility needs into consideration.

9. **School Facilities and Emergency Information**

Schools shall maintain accurate and current information required by emergency responders, including school floor plans, building and room identification, exterior door identification, emergency access information, command locations, and designated off-site evacuation locations.

10. **Shared School Facilities**

Emergency planning shall take into consideration licensed child care programs, community use groups, tenants, before- and after-school programs, and other organizations or individuals regularly occupying Board facilities.

11. **Parent/Guardian and Community Communication**

Parents/guardians shall be provided with appropriate information regarding school emergency procedures and expectations. Following an actual lockdown or significant emergency event, the Board and school shall communicate with families as soon as reasonably possible, taking into consideration the circumstances of the event and direction from police or emergency responders.

12. **Recovery and Debriefing**

Following an actual lockdown or significant emergency event, the Board shall support an appropriate debrief and recovery process. Where circumstances warrant, mental health, trauma response, pastoral care, employee supports, and other appropriate resources shall be made available.

### **13. Annual Review**

Each school's Emergency and Crisis Response Plan shall be reviewed at least annually and whenever circumstances, facilities, legislation, Ministry direction, or lessons learned from drills or actual incidents indicate that revisions are required.

### **14. Board Oversight**

The Chief Executive Officer or designate shall establish mechanisms to monitor compliance with required lockdown drills, annual plan reviews, staff training, and other requirements established through Board Administrative Procedures.

## **DEFINITIONS (New):**

### **Lockdown**

A Lockdown is an emergency response used when there is a major incident or threat of school violence within the school or directly related to the school that requires students, staff, and others to take immediate protective action.

A lockdown is reserved for situations involving a serious and potentially immediate threat. The term shall not be used for routine security concerns or situations more appropriately addressed through another emergency response.

### **Hold and Secure**

A Hold and Secure is used when it is necessary to secure the school because of an ongoing situation outside the school that is not directly related to the school.

During a Hold and Secure, exterior doors are secured and access to and from the building is restricted. Normal activities within the school may continue unless otherwise directed.

### **Shelter in Place**

A Shelter in Place is used when an environmental, weather-related, or other external hazard makes it safer for students, staff, and visitors to remain inside the school.

Examples may include a hazardous materials incident, chemical spill, explosion, severe weather, or other external environmental hazard.

### **Emergency and Crisis Response Plan**

The school-specific plan outlining the procedures, responsibilities, communication processes, emergency contacts, evacuation locations, facility information, and other measures necessary to respond effectively to emergencies affecting the school.

#### **Emergency Services**

Police, fire, emergency medical services, and other agencies that may respond to or assist with an emergency affecting a school or Board facility.

### **Off-Site Evacuation Location**

A predetermined location away from the school property where students, staff, and others may assemble, be accounted for, receive further direction, and, where appropriate, be reunited with parents/guardians following an emergency.

## **REFERENCES:**

- *Education Act*, R.S.O. 1990, c. E.2
- Ministry of Education and Ministry of the Solicitor General, *Provincial Model for a Local Police/School Board Protocol*

- Appendix B – *Provincial Policy for Developing and Maintaining Lockdown Procedures for Elementary and Secondary Schools in Ontario*
- Applicable Ontario Regulations and Ministry of Education Policy/Program Memoranda relating to safe and accepting schools
- Huron-Perth Catholic District School Board/Police Services Protocol

**RESOURCES, APPENDICES AND FORMS:**

- N/A



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

Prepared by: Angela Hodgson, Executive Manager of Employee Relations  
Presented to: The Huron-Perth Catholic District School Board  
Date: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

### **DEFERRED SALARY LEAVE PLAN**

Public Session

#### **BACKGROUND**

Board Policy 3.4.2. Deferred Salary Leave Plan provides employees the ability to request a leave in the future utilizing deferred salary in accordance with Canada Revenue Agency regulations.

#### **DEVELOPMENTS**

Policy 3.4.2 Deferred Salary Leave Plan amendments retains the intention of employees being able to continue to have Deferred Salary Leave in accordance with their respective collective agreement provisions; however the non-union process provisions will move to an Administrative Procedure. In addition, Policy 3.4.2. Deferred Salary Leave Plan has been updated to link to the respective Canada Revenue Agency Salary Deferral arrangement information.

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

#### **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board approves policy 3.4.2. Deferred Salary Leave Plan.



# HURON-PERTH CATHOLIC

## District School Board

### Deferred Salary Leave Plan

|          |                   |                  |                      |
|----------|-------------------|------------------|----------------------|
| Adopted: | February 23, 1998 | Policy #:        | P 3.4.2.             |
| Revised: | April 25, 2022    | Policy Category: | 3.4. Human Resources |

#### BELIEF STATEMENT:

The Huron-Perth Catholic District School Board provides a high quality Catholic education to the community of Huron-Perth. The Board believes that all students deserve the best learning opportunities each and every day, so our students can reach their full potential and be healthy, successful learners. The Board supports employee wellbeing and retention with the ability to be on leave from work through a self-funded plan.

~~The Huron-Perth Catholic District School Board believes that the opportunity for an employee to self-fund a year of leave is a worthwhile benefit to the employee.~~

#### POLICY STATEMENT:

**A deferred salary leave plan allows an employee to have their salary spread out over a given period of time in order to benefit from a leave of absence from the Board utilizing the deferred salary.** ~~It is the policy of the Huron-Perth Catholic District School Board to establish a "Deferred Salary Leave Plan" to afford~~ **The Board's deferred salary leave plan shall be administered in accordance with the *Canada Revenue Agency (CRA)* regulations and requirements for [Salary deferral arrangements](#).** ~~The deferred salary leave provision eligible employees the opportunity to take a one (1) year leave of absence through deferral of salary to finance the leave. All elements of the Plan shall be in accordance with the applicable regulations of the Canada Revenue Agency; relevant articles within collective agreements; and existing terms and conditions of employment for non-union employees.~~

#### PROCEDURES:

Employees who are represented by a union or association will have access to a deferred salary leave in accordance with the terms and conditions of the applicable collective agreement and/or employment terms and conditions.

Non-union employees will have access to a deferred salary leave in accordance with Administrative Procedure.

#### Eligibility

~~An employee with a deferred salary leave provision within a collective agreement or terms and conditions of employment with the Board is eligible to participate in the Plan.~~

#### Application Procedure

~~A. An eligible employee must make a written application to the Director of Education, or~~

his designate, on or before January 31 requesting permission to participate in the Plan.

B. Written acceptance, or denial, of the employee's request, with explanation, will be forwarded to the employee by March 1 in the year the original request is made. C. Approval of the individual requests to participate in the Plan rests solely with the Board.

### **Payment Formula and Fringe Benefits**

The payment of salary, fringe benefits, and the timing of the one year leave of absence shall be as follows:

In each year of the Plan preceding the year of leave, the employee will be paid the appropriate percentage of the proper grid salary and responsibility allowance if applicable. The remaining percentage will be deposited in trust for the employee in a separate Board bank account (at the Bank with which the Board deals). The savings shall be withdrawn with accumulated interest and paid to the employee to help finance the year of leave in a manner such that the number of payments will not exceed that contained in the appropriate Collective Agreement or terms and conditions of employment.

### **Seniority, Sick Leave, Pension and Withdrawal**

A. For purposes of seniority/service only, the leave year will count as a year of experience. The leave will not count as an incremental year for salary purposes. B. Sick Leave Credits shall not accumulate during the year spent on leave. C. Pension deductions are to be continued during the leave as provided by the applicable pension plan.

D. The employee may not withdraw from the Plan later than March 1 of the calendar year in which the leave is to commence, unless exceptional circumstances prevail.

### **Employee Status**

On return from leave, the Board will attempt to place the employee in a vacant position as close to his/her home address as possible and to maintain positions of responsibility (if applicable); unless waived in agreement by each party.

### **Exceptions**

A. The Board reserves the right to review on or before March 1, any and all applications granted, and to alter or cancel the leave by mutual consent. Should a leave be cancelled, all monies deferred plus interest shall be paid to the employee (less statutory deductions) in a manner satisfactory to the employee and subject to the applicable CRA regulations.

B. Should an employee withdraw from the Plan, all monies deferred plus interest shall be paid to the employee (less statutory deductions) and an administrative fee of two hundred and fifty dollars (\$250.00), in a manner satisfactory to the employee and subject to the applicable CRA regulations.

### **Memorandum of Agreement**

Eligible employees wishing to participate in the Plan are required to sign the Memorandum of Agreement supplied by the Board before final approval for participation will be granted.

### **DEFINITIONS:**

- N/A

**REFERENCES:**

- N/A

**RESOURCES, APPENDICES AND FORMS:**

- N/A



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

Prepared by: Angela Hodgson, Executive Manager of Employee Relations  
Presented to: The Huron-Perth Catholic District School Board  
Date: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

# RECOGNITION OF CONTINUOUS SERVICE

Public Session

## BACKGROUND

Policy 3.4.5 Recognition of Continuous Service policy is continuing to be provided to employees. This policy supports a strong appreciation and recognition culture and is deeply appreciated by employees.

## DEVELOPMENTS

Policy 3.4.5 amendments include adding the word "Continuous" along with a definition of Continuous. This is in keeping with the prior application of the policy and aligning with standards of organizations providing a monetary gift to employees reflecting the duration of their employment. There are additional statement amendments aligning with our Catholic faith and Board Patron Saint.

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

## RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy 3.4.5. Recognition of Continuous Service.



# HURON-PERTH CATHOLIC

## District School Board

### Recognition of Continuous Service

|          |                   |                  |                      |
|----------|-------------------|------------------|----------------------|
| Adopted: | February 23, 1998 | Policy #:        | P 3.4.5.             |
| Revised: | April 25, 2022    | Policy Category: | 3.4. Human Resources |

#### BELIEF STATEMENT:

~~The Huron-Perth Catholic District School Board believes that retiring employees should be celebrated and recognized for their service to the Board.~~

The Huron-Perth Catholic District School Board provides a high quality Catholic education to the community of Huron-Perth. The Board believes that all students deserve the best learning opportunities each and every day, so our students can reach their full potential and be healthy, successful learners. This requires faith-filled learning environments supporting the retention, recognition and celebration of our valuable employees.

#### POLICY STATEMENT:

Rooted in our Catholic faith, every season of life is a sacred gift from God, possessing its own unique grace and purpose. The Board celebrates our employees' retirement not as a withdrawal from vocational calling, but as a transition into a renewed phase of spiritual growth, reflection, and community presence. Recognizing our employees' service is guided by a profound respect for the dignity of the human person, inspired from the life and charism of our patron Saint André Bessette and a commitment to accompanying our employees through all of life's transitions.

~~It is the policy of the Huron-Perth Catholic District School Board to recognize employees of the Board, or its predecessor Boards, upon retirement.~~

#### PROCEDURES:

In recognition of the time, talents, and devotion shared with the Board, a gift is given upon an

employee's retirement. The Board recognizes that no material object can adequately measure the true value of a person's lifelong service or their inherent worth in the eyes of God. Rather, this gift to our retiring employees serves as a humble token of the Board's profound gratitude.

Guided by our commitment to both equitable fairness and responsible stewardship of the resources entrusted to us, the monetary value of the retirement gift is determined by a standardized schedule based on years of continuous service. This ensures that all retiring members are honoured consistently with the following criteria:

| Years of Continuous Service with the Board       | Value of Gift |
|--------------------------------------------------|---------------|
| One (1) to ten (10) years                        | \$50.00       |
| Greater than ten (10) years to twenty (20) years | \$100.00      |
| Greater than twenty (20) years                   | \$150.00      |

~~A gift shall be presented to the retiring employee, according to the following criteria: Years of Service Value of Gift~~

~~1 – 10 years \$50.00  
11 – 20 years \$100.00  
21 years and greater \$150.00~~

#### **DEFINITIONS:**

- Continuous Service is the period during which the employee remains employed with the Board without breaks or interruptions.

#### **REFERENCES:**

- N/A

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

- N/A



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

Prepared by: Karen Tigani, Chief Executive Officer  
Presented to: The Huron-Perth Catholic District School Board  
Date: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

# COOPERATIVE COMMUNICATION COMMITTEE

Public Session

## BACKGROUND

The Huron-Perth Catholic District School (the Board) believes it is important to maintain positive and mutually beneficial relationships with its employees. The current avenues available through labour relations, committees, and other meeting structures meet our needs. The Board acknowledges that available communication processes have served us well. Employee groups and the Board administration have appropriate avenues to meet and address emerging issues as appropriate.

There is no evidence of the Cooperative Communication Committee convening in recent history and it is therefore deemed no longer necessary.

Administration and employee groups will continue to make the necessary arrangements to meet using existing communication, collaboration and operational tools.

## DEVELOPMENTS

The policy has been reviewed and staff is recommending the policy be rescinded.

## RECOMMENDATION

THAT the Huron-Perth Catholic District School Board rescinds policy 1.1.7. Cooperative Communications Committee.



# HURON-PERTH CATHOLIC

District School Board

## Cooperative Communications Committee

|          |                  |                  |                       |
|----------|------------------|------------------|-----------------------|
| Adopted: | January 26, 1998 | Policy #:        | P 1.1.7.              |
| Revised: | March 26, 2018   | Policy Category: | 1.0. Board Governance |

### POLICY STATEMENT:

The Huron-Perth Catholic District School Board recognizes the importance of providing all its employee groups with a forum to share and discuss information, outside of negotiations, for the purpose of achieving a greater understanding among the Board and its employee groups. The Board shall establish an ad hoc Co-operative Communication Committee for the purpose of meeting with various employee groups on an individual or combined basis.

### PROCEDURE:

1. The Director of Education and the appropriate Administrative Staff will represent the Board on the Co-operative Communication Committee.
2. The Committee shall not negotiate any terms or conditions of employment.
3. Any topic of interest to the Board Committee or Employee Group may be placed on the agenda by providing notification two weeks prior to a meeting to the Director of Education or designate.
4. The Director of Education shall report to the Board of Trustees after each meeting of the Co-operative Communication Committee.

### DEFINITIONS:

- N/A

### REFERENCES:

- N/A

### RESOURCES, APPENDICES AND FORMS:

- N/A



## 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: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

# TRANSITIONAL SUPPORTS FOR STUDENTS REPORT

Public Session

## BACKGROUND

The Huron-Perth Catholic District School Board continues to prioritize responsive, evidence-based initiatives that directly enhance student well-being, foster independence, and ensure equitable access to learning. Funded through the Ministry's Summer Programming and Transition Funds, our recent initiatives reflect a targeted commitment to easing critical transitions and supporting students across all grade levels as they navigate the start of the school year.

Designed and implemented by the System Special Education Team during August and early September, these supports were strategically deployed to provide immediate, hands-on assistance in classrooms, build systemic capacity, and create predictable, inclusive learning environments. The following developments highlight the proactive measures established to nurture student growth spiritually, intellectually, physically, and emotionally.

## DEVELOPMENTS

### **Special Education Transition and Regulation Supports:**

Building upon our strategic goal to provide seamless continuity of care, the System Special Education Team established a comprehensive framework of personnel and tangible resources to support students and school staff during the high-volume back-to-school transition window.

Rather than utilizing a one-size-fits-all approach, funding was directed into targeted, functional pillars designed to enhance classroom regulation, communication, and independence:

#### **1. Direct Personnel & Transition Support**

To assist schools during the critical first weeks of the academic year, specialized staff were deployed to offer immediate, direct support.

- Transition Educational Assistants (EAs): Deployed across district schools to deliver direct, hands-on guidance during routine changes and key transition periods, ensuring students requiring additional assistance experience a confident, smooth return to school routines.

2. **"Chill Zone" Start-Up Kits**

Recognizing the importance of proactive emotional regulation within the classroom, resources were allocated to establish designated self-regulation environments.

- Purpose & Implementation: Distributed to every school in the district to trial within a selected classroom. These kits establish a calm space where students learn and practice self-regulation strategies in an inclusive setting.
- Staffing Guidance: Kits equip educators with setup models, usage rules, materials, and practical frameworks to foster classroom emotional well-being and embed inclusive regulation practices into daily routines.

3. **Universal Transition Kits for SERTs**

To empower schools with standardized, easily accessible tools, comprehensive resource kits were provided to support daily instruction and student autonomy.

- Purpose & Implementation: Provided to schools to equip them with structured visual strategies, self-advocacy resources, materials, and proactive learning supports. These tools promote student independence, reduce anxiety, and clarify expectations throughout the school day.

4. **Tiered Age-Appropriate Visual Supports**

To complement physical kit materials, a wide array of tiered digital and physical visual supports were curated to meet the diverse developmental needs of learners across all divisions.

- Primary/Junior Supports: Focused on foundational visual scheduling, choice making, visual prompts, and early emotional regulation tools tailored for younger profiles.
- Senior/Intermediate Supports: Tailored for older students, emphasizing intermediate schedule tracking, self-advocacy break cards, and structured emotional check-in and coping strategy guides.

This collaborative effort highlights our board's ongoing commitment to building inclusive, supportive learning environments where every student has the tools, resources, and guidance needed to navigate transitions and develop lifelong self-regulation skills.

**RECOMMENDATION**

|                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------|
| THAT the Huron-Perth Catholic District School Board receives the Transitional Supports For Students report for information. |
|-----------------------------------------------------------------------------------------------------------------------------|



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

Prepared by: Tara Boreham and Sean McDade, Superintendents of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

# EDWIN RESOURCE REPORT

Public Session

## BACKGROUND

In June 2026, the Ministry of Education announced a provincial investment of \$60 million to modernize classroom learning resources across Ontario through Supply Ontario's selection of Nelson Education as the Vendor of Record. Under this initiative, access to Nelson's Edwin digital learning platform has expanded province-wide, making comprehensive digital resources available to all Grades 1 - 12 teachers starting in September 2026. Edwin provides interactive, curriculum-aligned learning materials, ready-made lesson plans, and digital tools designed to enhance student engagement across English and French programs.

Prior to this provincial expansion, the Huron-Perth Catholic District School Board funded access to the Edwin platform specifically for Grades 6 through 8 classrooms. The recent Ministry decision extends this resource across all elementary and secondary grades system-wide.

To preserve educational excellence and ensure Catholic faith alignment, HPCDSB maintains its core board-supported instructional programs, utilizing Edwin as a supplementary tool to enhance classroom delivery. *Growing in Faith, Growing in Christ and Blessed & Beloved* remain the Boards' foundational core resources for Religion and Family Life. Kindergarten to Grade 2 classrooms will continue implementing *UFLI Foundations* for Language. *Mathup*, *Knowledgehook*, and the Board's *Scope and Sequence* lessons remain the primary instructional resources for Mathematics.

## DEVELOPMENTS

To support seamless board-wide implementation and ensure staff readiness for the 2026-2027 school year, the senior team along with the learning coordination team executed several operational and onboarding initiatives throughout late August and early September.

On August 31, 2026, members of the Learning Coordination team met with Nelson's Classroom Success team to establish the operational strategy for system-wide rollout of Edwin. Discussion focused on setting up secure, single sign-on access for all staff through their Board Google accounts (@huronperthcatholic.ca) and streamlining resource access within our Brightspace learning management system. HPCDSB Learning Coordinators also established key administrative supports to assist educators, including structuring principal oversight to monitor classroom engagement, confirming core

French materials, and outlining which secondary courses are fully available and which are still in development.

System-wide professional learning commenced on the September 3, 2026 Professional Development Day. Grades 1 through 12 teachers had the opportunity to participate in their choice of synchronous or asynchronous training modules focused on integrating Ontario curriculum-aligned Edwin resources into daily instructional practices. Teachers were also introduced to *Edwin Academy* for ongoing, self-paced professional growth. Internal implementation continues to be supported by IT Learning Coordinator Jenna Meyers along with Nelson's Classroom Success team. An initial engagement report is scheduled for review in November 2026 to evaluate platform utilization across schools.

## **RECOMMENDATION**

|                                                                                                         |
|---------------------------------------------------------------------------------------------------------|
| THAT the Huron-Perth Catholic District School Board receives the Edwin Resource report for information. |
|---------------------------------------------------------------------------------------------------------|



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

Prepared by: Sean McDade, Superintendent of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

# STUDENT AND FAMILY SUPPORT OFFICE

Public Session

## BACKGROUND

In response to the Ministry of Education direction and Policy/Program Memorandum No. 170 – *School Board Communication with Parents*, the Huron-Perth Catholic District School Board has established a Student and Family Support Office (SFSO). The Office provides families with a clear Board-level point of contact for school-related concerns that have not been resolved through established classroom and school-level communication processes.

The SFSO complements the important relationships between families, teachers, and school administrators while supporting consistent, timely, and transparent responses to parent and guardian inquiries. The Board's approach is rooted in the Catholic understanding of the dignity of every person and a commitment to respectful, responsive, and solution-focused communication.

## DEVELOPMENTS

The Student and Family Support Office became fully operational for the beginning of the 2026–2027 school year. In preparation for implementation, the Board completed a comprehensive review of its parent communication practices and developed the policies, administrative procedures, communication tools, and internal processes necessary to support the new Office.

Policy P 2.1.16 – *Student and Family Support Office & Parent Communication Protocol* and the accompanying Administrative Procedure establish clear expectations for how parent and guardian inquiries are acknowledged, responded to, escalated, documented, and resolved. The procedures maintain the expectation that concerns should ordinarily be addressed at the lowest appropriate level while providing families with a clear pathway to Board-level assistance when additional support is required.

A dedicated SFSO intake process has been established to receive, categorize, track, and follow up on inquiries. The process supports the Ministry's service standards, including acknowledgement of inquiries within two business days and timely communication regarding next steps and anticipated resolution.

As part of the Ministry's accountability requirements, the Board is required to report SFSO activity to the Ministry of Education each month through an online reporting dashboard. To support this reporting, all inquiries received by the SFSO are tracked according to categories established by the Ministry:

- Student Assessment
- Curriculum
- Special Education
- Safe Schools
- Bullying
- Human Rights
- School Facilities and Repairs
- Student Transportation
- Governance
- School Year Calendar
- School Personnel
- Other

In addition to tracking the nature and volume of inquiries and resolution timelines, the Board has established a feedback loop with families following their interaction with the SFSO. Families are invited to complete a brief feedback survey that allows the Board to gauge the effectiveness of the process and better understand the family experience. Feedback focuses on key measures such as the timeliness of the response, the effectiveness of the resolution, ease of accessing the SFSO, and overall satisfaction with the support provided.

This feedback provides an important continuous-improvement mechanism. Together with inquiry data and resolution timelines, family feedback will allow administration to identify strengths, recurring concerns, and opportunities to refine the SFSO process and strengthen communication practices across the system. Results will also support the Board's monthly reporting obligations to the Ministry of Education.

To support the launch, information regarding the SFSO and the Board's communication commitments has been shared with principals, school staff, students, and families. Schools have also been asked to reinforce expectations regarding regular classroom and whole-school communication and to ensure families understand how to navigate concerns from the classroom level, through the school, and, when necessary, to the Board level.

With the Office now operational, administration will continue to monitor implementation throughout the 2026–2027 school year. Monthly Ministry reporting, combined with ongoing analysis of inquiries, resolution timelines, emerging themes, and direct feedback from families, will provide an evidence base for evaluating the effectiveness of the SFSO and identifying opportunities to strengthen service to students and families.

## **RECOMMENDATION**

|                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------|
| <p>THAT the Huron-Perth Catholic District School Board receives the Student and Family Support Office report for information.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------|



## 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: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

# FAITH FORMATION REPORT: WALKING IN THE FOOTSTEPS OF A SAINT

Public Session

## BACKGROUND

As the Huron-Perth Catholic District School Board continues its three-year spiritual journey, *On Fire with the Spirit – Awaken, Illuminate, Rejoice*, the 2026–2027 school year invites our Catholic community to focus intentionally on Rejoice. To rejoice is more than simply to celebrate. Christian joy is rooted in the recognition that God is present and active in our lives, our schools, our families, and our communities. This year provides an opportunity to deepen that understanding by connecting our spiritual theme with the remarkable story of our Board's patron saint, St. André Bessette.

This report proposes a system-wide faith formation initiative entitled *Walking in the Footsteps of a Saint: The Doorkeeper's Journey*. Through a **symbolic pilgrimage** from St. Joseph's Oratory in Montréal, Québec, to St. Joseph, Ontario, participants will collectively walk the approximate distance connecting these two places that hold particular significance in the story of St. André.

The pilgrimage will invite students, staff, families, schools, departments, and parish partners to walk together—physically and spiritually—as one Catholic community. Participants may complete the journey individually, with a class, as a family, in small groups, or as an entire staff or school community.

At its heart, this is not simply a walking challenge. It is an invitation to pilgrimage: to move with purpose, to pray, to reflect, to encounter one another, and ultimately to rejoice in the presence of God among us.

## DEVELOPMENTS

### THE DOORKEEPER'S JOURNEY: WALKING IN THE FOOTSTEPS OF A SAINT

St. André Bessette's life provides a powerful model for Catholic education. Known affectionately as the "Miracle Man of Montréal," Brother André lived with extraordinary humility and placed his unwavering trust in God and in the intercession of St. Joseph.

Although his formal role was humble, he famously served for many years as a doorkeeper. St. André understood that even the simplest acts of welcome, compassion, prayer, and service could become encounters with Christ.

His story also holds special significance for our local Catholic community. St. André travelled to the St. Joseph area of Huron County, creating a unique spiritual connection between our region and the saint who would eventually inspire the establishment of St. Joseph's Oratory in Montréal.

The proposed pilgrimage symbolically reverses that journey.

Beginning at St. Joseph's Oratory, participants will collectively make their way toward St. Joseph, Ontario, bringing the story of our patron saint "home" to Huron-Perth. Every kilometre walked will represent another step along this shared spiritual journey.

## **A PILGRIMAGE OF REJOICING**

The pilgrimage will be explicitly connected to this year's spiritual focus: Rejoice.

Throughout the journey, participants will be invited to consider a simple question:

**Where do we encounter reasons to rejoice as we walk together in faith?**

The experience will encourage participants to recognize God's presence in ordinary moments: in creation, relationships, service, prayer, learning, challenge, healing, and community.

Rather than focusing solely on kilometres accumulated, the pilgrimage will invite participants to consider the deeper meaning of the journey. Like St. André, we are called to recognize that holiness is often found not in extraordinary accomplishments, but in faithfully walking with others and opening the door to Christ.

## **ONE JOURNEY – MANY WAYS TO PARTICIPATE**

A central strength of the initiative will be its accessibility. Participation will be voluntary and flexible, allowing members of the Huron-Perth Catholic community to experience the pilgrimage in ways appropriate to their circumstances.

Participants may walk:

- individually as a personal spiritual practice;
- with colleagues or departmental teams;
- as a whole staff;
- with a classroom or student group;
- as a school community;
- with family members;
- with parish or community partners; or
- through organized school or Board pilgrimage events.

Walking may take place during breaks, before or after school, through physical education activities, during family walks, on trails, through community events, or as part of intentional staff and student faith formation.

The emphasis will not be competition, speed, or individual athletic achievement. **Every step contributes to the pilgrimage.**

This ensures that the initiative remains inclusive and centred on community, participation, prayer, and spiritual renewal.

## **SPIRITUAL MILESTONES ALONG THE JOURNEY**

The symbolic route from Montréal to St. Joseph will be divided into a series of spiritual milestones. As the Board community collectively reaches each milestone, participants will receive a short faith formation experience that may include:

**Scripture:** connected to the theme of rejoicing, pilgrimage, hope, hospitality, or service.

**The Story of St. André:** highlighting moments from his life, spirituality, devotion to St. Joseph, ministry to those who were suffering, and extraordinary trust in God.

**Reflection:** inviting participants to connect St. André's witness with their own vocation as Catholic students, educators, leaders, parents, and community members.

**Prayer:** providing a common spiritual practice that can be used by an individual, classroom, staff, school, or family.

**Invitation to Action:** encouraging participants to translate reflection into a simple act of hospitality, gratitude, kindness, service, reconciliation, or joy.

In this way, the physical kilometres become markers of a much more important journey—the continued spiritual formation of our Catholic community.

## **WALKING AS ONE HURON-PERTH CATHOLIC COMMUNITY**

While individuals and groups will contribute kilometres, the Board will journey together.

Schools and departments will be encouraged to celebrate their progress locally while contributing to a shared system-wide pilgrimage. A visual representation of the route may allow the Catholic community to see its collective progress from Montréal toward St. Joseph.

This shared journey provides an opportunity to strengthen connections across the system. A kindergarten class taking a community walk, a secondary school staff walking together after school, Catholic Education Centre employees walking at lunch, and a family walking together on a Sunday afternoon all become part of the same pilgrimage.

**The message is simple: *Different footsteps. Different communities. One journey.***

## **ARRIVING AT ST. JOSEPH: A CELEBRATION OF REJOICING**

The pilgrimage will culminate not simply when the required kilometres have been accumulated, but with a shared celebration of faith.

The symbolic arrival in St. Joseph, Ontario, will provide an opportunity for the Board community to gather in thanksgiving and to celebrate the journey through prayer, Scripture, music, Eucharist, testimony, and community.

This culminating experience would intentionally connect the three dimensions of the initiative:

**St. André Bessette – our patron and companion on the journey.**  
**St. Joseph – the saint to whom André entrusted his ministry.**  
**Rejoice – our invitation to recognize and celebrate the presence of God among us.**

The conclusion of the pilgrimage can also invite participants to reflect on an important question:

**Having walked in the footsteps of St. André, how will we continue to open doors for Christ in our schools, homes, parishes, and communities?**

## **ALIGNMENT WITH BOARD PRIORITIES**

Walking in the Footsteps of a Saint directly supports the Board's commitment to Catholic Faith Formation and provides a visible, participatory expression of the spiritual theme On Fire with the Spirit: Rejoice.

The initiative will:

- deepen understanding of the life and spirituality of the Board's patron saint, St. André Bessette;
- strengthen Catholic identity across schools and Board departments;
- provide meaningful opportunities for prayer and Scripture reflection;
- foster connections among students, staff, families, schools, parishes, and the broader Catholic community;
- promote physical, spiritual, and relational well-being;
- encourage acts of hospitality, gratitude, service, and Christian joy; and
- create a common spiritual experience capable of uniting the entire Huron-Perth Catholic community.

## **CONCLUSION**

Pilgrimage has always held an important place in the Catholic tradition because pilgrimage reminds us that faith is a journey. We do not travel alone. We walk with Christ, with the saints, and with one another.

Through Walking in the Footsteps of a Saint, the Huron-Perth Catholic District School Board has an opportunity to transform the remarkable local connection to St. André Bessette into a living experience of faith formation.

Together, our students, staff, families, and Catholic community will symbolically walk from St. Joseph's Oratory in Montréal to St. Joseph, Ontario—following the footsteps of our patron saint and discovering along the way countless reasons to Rejoice.

**One step at a time. One community. On Fire with the Spirit.**

## **RECOMMENDATION**

|                                                                                                          |
|----------------------------------------------------------------------------------------------------------|
| THAT the Huron-Perth Catholic District School Board receives the Faith Formation report for information. |
|----------------------------------------------------------------------------------------------------------|

Prepared by: Karen Tigani, Chief Executive Officer  
Presented to: The Huron-Perth Catholic District School Board  
Date: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

## **SPIRITUAL THEME DISCERNMENT REPORT**

Public Session

### **BACKGROUND**

The Huron-Perth Catholic District School Board has a rich tradition of prayerfully discerning a spiritual theme to guide the Multi-Year Strategic Plan (MYSP). Given that this is the final year of the Board's current MYSP, it is time to begin the process to discern the next spiritual theme.

The spiritual theme is discerned with careful reflection and prayer on the leadership and guidance provided by the magisterium of the Catholic Church and through engaging the voices of the people who make up our Catholic school board community.

In our local context, we maintain a deep desire to be in alignment with the pastoral plan of the Diocese of London, which invites the faithful to "[Embracing a Future Full of Hope](#)".

Inspired by the Holy Spirit and the momentum of our current theme "On Fire with the Spirit: Awaken, Illuminate, Rejoice" and the most recent pastoral letter "[Renewing the Promise](#)" from the Catholic Bishops of Ontario, CEO Tigani has begun to thoughtfully map out a path forward for our discernment process this year.

Below is an excerpt from *Renewing the Promise*:

*Catholic schools are places where children and young people may find solid and enduring values to give hope, meaning and purpose to life through an authentic relationship with Jesus Christ. This relationship, and the certain knowledge of God's unwavering love for us, provides a firm place to stand in shifting times. The promise is that this true encounter with Jesus can and does take place, each and every day, within our Catholic schools. **Together, we renew that promise by continuing to strengthen our Catholic schools as communities that exemplify the Good News of Jesus in word and in deed.** (page 15)*

### **DEVELOPMENTS**

As indicated in her 2026-2027 leadership plan, CEO Tigani began the discernment process in September. To date this has included a meeting with Mr. Joe Bezzina who has agreed to support the CEO and the board of trustees in this discernment process. Mr Bezzina spent his professional career in Catholic Education and working at the Diocese of London office supporting the Bishop and liaising with

Catholic school boards and other Catholic partners. He has recently been engaged in our board supporting system leaders and FIAT fellows through the Catholic faith formation course offered in partnership with Notre Dame University. Mr Bezzina has a wealth of knowledge and experience and is very skilled in working with people to build a community rooted in our Catholic faith and the love of Jesus Christ.

As a next step, trustees are asked to provide initial input into the discernment process by responding to a brief survey that the CEO will share with them. The survey invites trustees to respond to 2 important questions:

- What gift can Catholic schools offer students, parents and the greater community?
- In light of these gifts, what do we need to do next?

It is important to solicit the input of our current board of trustees at this stage, to provide support and guidance and to ensure that the wealth of experience and deep understanding of our students, staff, families, and communities is included. Following the election of a new board, trustees will once again be engaged in a focus group and retreat experience.

In the coming weeks, Mr Bezzina and CEO Tigani will develop a schedule of focus group conversation opportunities designed to take place over the next few months. These will bring various members of our community together to share ideas, input and inspiration.

The culminating event in the process will be a retreat day that will bring together representatives from various stakeholder groups in our schools and board. Participation from a cross section of members of our community including students, staff, committee members, leaders, and board will assist in determining where the Holy Spirit is inviting us to be led. We will engage members from our Catholic Education Team and Deanery as well.

Building on the momentum of our current theme “On Fire with the Holy Spirit” and the board’s previous theme “Together on the Journey”, we will seek to follow God’s will as we steward our community forward. Through careful listening and prayerful reflection, our next spiritual theme will emerge. This theme will then be used to frame and inspire the goals of our next multi-year strategic plan.

This is an exciting yet humbling year for us as a community as we engage in this discernment process. May God bless our efforts and may we be open, listening and full of love as we move forward as joyful disciples of Jesus.

## **RECOMMENDATION**

|                                                                                                                      |
|----------------------------------------------------------------------------------------------------------------------|
| THAT the Huron-Perth Catholic District School Board receives the Spiritual Theme Discernment Report for information. |
|----------------------------------------------------------------------------------------------------------------------|



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

Prepared by: Ronnel Charles – St. Michael CSS, Stratford  
Quinn Palen – St. Anne's CSS, Clinton  
Presented to: The Huron-Perth Catholic District School Board  
Date: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

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

#### **BACKGROUND**

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

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

#### **DEVELOPMENTS**

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

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

- Grade 9 Orientation took place on September 1
- Grade 9 Chapel visits for Orientation/Preparation for Mass
- Bible Study Club has started on Tuesdays during both lunches for students/staff
- We held the first Mass of the year on September 23 at St. Joseph's in Stratford
- On Tuesday September 29 a staff Mass for the Feast day of the Archangels will be held
- We will observe the National Day for Truth and Reconciliation on September 30. We will acknowledge Orange Shirt Day by wearing uniform bottoms and orange shirts.

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

- On September 1 we held the Grade 9/New student BBQ
- Grade 9 retreat/orientation occurred on September 18
- We held our academic award's ceremony September 22
- We will observe the National Day for Truth and Reconciliation on September 30. We will acknowledge Orange Shirt Day by wearing uniform bottoms and orange shirts.

##### **Academic Events/Accomplishments**

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

- The Regional Ontario Universities' Fair was held on the 23 at St. Michael CSS
- On September 10 SHSM students began their training with First Aid
- The Grade 9's had several visits to guidance and the library throughout the month to get to know their councillors, resources and general orientation.
- The return to school assemblies were held on Wednesday the 16 for each individual grade
- Agricultural and Tech SHSM visited the Outdoor Farm Show in Woodstock on Sept 17
- Electrical and Plumbing Dual Credit programs began in the second week

- Wee Warriors is beginning again, encouraging elementary school students to pursue the hairstyling program at St. Michael CSS

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

- On September 9 we held our welcome back assemblies for all grades.
- Lampton College visited on September 14th
- September 15 and 16 we had SHSM and First Aid training
- Redeemer University visited September 15
- Students attended the Canadian Outdoor Farm Show September 15-17
- Students attended working at heights training in London September 18 and 21
- Ontario Tech University visited September 21
- Students attended elevated work platform in London September 21
- Georgian College visited September 23
- Conestoga dual credit electrical started September 22
- Students attended the Ontario University Fair at the Toronto Convention Center on September 26 and 27
- Tomorrow the University of Waterloo visits on September 29
- Guidance team will begin meeting with Grade 12 students for future planning at the end of September
- Timetable changes have been completed.

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

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

- Praise and Worship Choir started in the first week and performed at the Opening Mass
- Boys Volleyball, Tennis, Golf, Basketball, and Baseball started with tryouts in the first week
- Cross Country began practices on Monday the 14
- Rugby 7s started practices in the second week of school
- Picture Day occurred on the 21
- DECA Business club started with meetings on Tuesdays after school
- Concert Band, Drama, Team Caffeine, Writing Club and Multi-Cultural club all started with meetings in the second week of school
- We will host the 35th Annual Pat Cook Run tomorrow, September 29

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

- Fall sports/try outs began September 10, with baseball and field hockey being the first
- Clubs kicked off hosting first meetings September 10
- Concert band begun September 15
- The fall fundraiser, Saint Anne's Strides kicked off September 22
- We are hosting the Huron junior and senior soccer tournaments September 23 and 24.

#### **RECOMMENDATION**

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



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

Prepared by: Sarah Devereaux, Superintendent of Business and Treasurer  
Presented to: The Huron-Perth Catholic District School Board  
Date: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

# 2026-27 ENROLMENT UPDATE - SEPTEMBER 2026

Public Session

## BACKGROUND

2026-27 enrolment projections were:

- Elementary: 3,392.0 Average Daily Enrolment (ADE)
- Secondary:
  - Pupils of the Board 1,315.0 ADE
  - High Credit 15.0 ADE
  - Other Pupils 15.0 ADE

Day-school ADE is based on two count dates within the school year; the last school day of October and March. Enrolment on each count date accounts for 50% of the overall enrolment utilized for the 2026-27 Core Education Funding (Core Ed). Part-time students are reported as 0.5 ADE at each count date. The 2026-27 secondary ADE (Pupils of the Board + High Credit) represents the average of the October (1,331) and March (1,299) enrollment projections.

## DEVELOPMENT

Elementary attendance and enrollment reports are run and monitored weekly at the beginning of each school year. Checks for reasonability are done, as well a follow up with schools to confirm numbers reported provide an accurate reflection of students in the schools. While on the elementary panel we can expect to see enrolment settle by the end of September, secondary enrolment may continue to see some significant changes up to the October 31 count date. To be noted, for both panels, there will be changes between the September enrolment numbers presented to the Board, and enrolment numbers on the official count date of October 31, 2025. A report detailing enrollment on September 24, 2026 will be provided as a walk-in report at the Board Meeting.

## RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2025-26 Enrolment Update - September 2026 Report for information.



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

Prepared by: Sarah Devereaux, Superintendent of Business and Treasurer  
Presented to: The Huron-Perth Catholic District School Board  
Date: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

# ONTARIO SCHOOL BOARDS' INSURANCE EXCHANGE (OSBIE) 5-YEAR SUBSCRIPTION RENEWAL

Public Session

## BACKGROUND

Huron-Perth Catholic District School Board has been a member of the Ontario School Boards' Insurance Exchange (OSBIE) since 2003. At the May 25, 2021 Board meeting Trustees approved a renewal with OSBIE for the 5-year period of January 1, 2022 to December 31, 2026. In July 2026, OSBIE provided all member boards with a copy of the 5-year subscribers agreement for the period of January 1, 2027 to December 31, 2031 for review.

## DEVELOPMENT

December 31, 2026 marks the end of the current 5-year subscription period with OSBIE. OSBIE is a consortium, so as a subscriber of OSBIE, boards are exempt from going to Request to Proposal per the Broader Public Sector Procurement Directive. OSBIE's product, services and claims handling is customized to meet the needs of Ontario School Boards. Its financial goal is to fund and reduce member losses, not budget for profit.

As a current subscriber of OSBIE, Huron-Perth Catholic District School Board is both an insured and an owner.

Insured: The premiums collected each year reflect the current claim trends and expenses in each pool. The insurance premium is determined by an appointed actuary and includes OSBIE's expected future cost of claims, current administration, and reinsurance costs. There is no profit factored into the pool's premium funding.

Owner: One of the main benefits of being an owner, however, is knowing that, should the Capital Reserves allocated to each pool exceed certain targets, the Board of Directors may issue a premium refund along with associated taxes.

## RECOMMENDATION

|                                                                                                                                                            |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| THAT the Huron-Perth Catholic District School Board approves the OSBIE 5-year subscription renewal for the period of January 1, 2027 to December 31, 2031. |
|------------------------------------------------------------------------------------------------------------------------------------------------------------|



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

Prepared by: Karen Tigani, Chief Executive Officer  
Presented to: The Huron-Perth Catholic District School Board  
Date: September 28, 2026  
Submitted by: Karen Tigani, Chief Executive Officer

# POLICY AND PROCEDURES STRATEGIC FRAMEWORK

Public Session

## BACKGROUND

The Huron-Perth Catholic District School Board (HPCDSB) maintains an ongoing commitment to clear, transparent, and legally defensible policy governance. Over the past school year, significant work was undertaken to modernize our digital infrastructure across all levels. This included updating our public website to align with provincial privacy standards and AODA accessibility requirements, refining policy structures by clearly separating high-level governance policies from operational Administrative Procedures (APs), and centralizing the internal Principal Portal workspace in Google Drive. Together, these efforts established a structured digital tracking system that ensures operational compliance, legal protection, and improved usability for both families and staff across all school sites.

Building on this success, the board currently utilizes distinct digital environments to support different stakeholders across the system:

1. Public Board Website: Serves as the public repository for policies accessible to parents, guardians, trustees, and the wider community
2. Staff Intranet Administrative Site: Acts as the board-wide intranet platform accessible to all staff, housing official Board Governance Policies, Administrative Procedures (APs), and associated appendices.
3. Principal Portal: Functions strictly as a role-specific administrative workspace for Principals and Vice-Principals. It contains operational workflows, and time-stamped compliance checklists that arise from policies and APs.

In an effort for system modernization, a comprehensive review was conducted to evaluate how policies and APs are structured and communicated across these distinct environments. The objective is to optimize public transparency for families, ensure staff-wide access to official procedures on the intranet, and maintain secure, role-specific execution workflows for school leaders.

## DEVELOPMENTS

The OESC [Good Governance Guide for Trustees, School Board, Directors of Education and Communities 2022-2026](#) summarizes the interconnectedness of policy and administrative procedures this way:

*It is through policy that the board informs the public, the administration, and other staff of its intent. All policies should align with the board's vision and goals.*

*A policy is a principle or rule that guides decisions that will achieve the organization's goals. It articulates what must be done and the rationale for it, but does not deal with how it is to be done.*

*A procedure, or a protocol, is usually administrative, and provides the details of how policies are to be implemented. (page 46)*

In recent months, a great deal of work has been done to review our process for developing policies and procedures to ensure that we are meeting our goals and reinforcing the confidence of our community members who rely upon policies and/or procedures to guide them. Below are some examples of the work that has been taking place prior to September 2026:

- The 2025-2026 school year established the Principal Portal for monitoring and accountability.
- Our Board's Policy on Policy Development was updated in Spring 2026.
- Our Board website was updated in the Spring 2026 and continues to be updated over time.

Each year we follow a schedule of policies to be reviewed. This schedule is shared with trustees at the September Board meeting in 2026 and will be provided each September moving forward so that trustees can anticipate which policies will be coming forward. From time to time, new policies will be considered for adoption or to be rescinded, depending on legislative requirements or needs that may emerge. As new legislation and regulations are provided, we will continue to re-evaluate our policies and procedures to ensure we remain current.

To achieve an aligned and efficient policy structure without creating unnecessary administrative layers (such as separate handbooks), HPCDSB is establishing the Policy & Procedures Strategic Framework. This framework formalizes a clear three-tier architecture to organize our digital spaces and introduces streamlined tools for parent engagement. This Framework is intended to pull together and summarize the key pieces of this important work and reinforce a consistent, thoughtful approach.

## Digital Environment Architecture

The board will continue to utilize three distinct digital environments to support all stakeholders across the system:

| User Group                        | Platform                            | Content and Purpose                                                                                                                                                                                                                                                         |
|-----------------------------------|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Parents/Guardians and Public      | HPCDSB Main Website                 | Dedicated to Board Policies and parent summaries. To ensure full compliance with the <i>Accessibility for Ontarians with Disabilities Act (AODA)</i> , public documents undergo specialized digital formatting (screen-reader compatibility, contrast, and layout tagging). |
| HPCDSB Staff                      | Staff Intranet, Administrative Site | Centralized repository for all official Board Governance Policies, full Administrative Procedures (APs), and required forms/appendices.                                                                                                                                     |
| HPCDSB Principals and Senior Team | Principal Portal, Google Workspace  | Role-specific operational workflows, Leadership Dashboards, and time-stamped compliance tools.                                                                                                                                                                              |

The structured separation of these digital environments reflects careful stewardship of board resources while ensuring strict compliance with the *Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)* by safeguarding sensitive internal workflows, personal information, and operational data.

**Embedded Parent/Guardian Summaries**

To improve readability without maintaining multiple document versions, standardized "At-A-Glance" callout boxes will be embedded directly above policies on the public website. These callout boxes summarize complex legal wording into plain language, highlighting:

- **Policy Purpose:** High-level goals in clear, accessible language.
- **Key Parent/Guardian Responsibilities:** Straightforward expectations and protocols families need to know to collaborate effectively with the school.
- **What the School Will Do:** Core commitments and standards of care provided by board staff.

Example Mockup: Public Website "At-A-Glance" Callout Box

**AT-A-GLANCE: PARENT SUMMARY (Policy 2.1.19 – Concussion Management)**

**What this policy means for families:** HPCDSB is committed to protecting student safety by ensuring all head injuries are identified, reported, and managed consistently across all school sites.

**Key Parent Responsibilities:**

- **Report:** Inform the school office immediately if your child sustains a suspected concussion during outside activities or weekend sports.
- **Medical Clearance:** Provide written medical documentation from a physician before your child resumes physical activity or sports.

**What the School Will Do:**

- Remove students immediately from play or physical activity if a head injury is suspected.
- Contact parents immediately and provide a standardized *Return to Learn / Return to Play* plan.

*(Click to view full official Board Governance Policy document)*

**Implementation Roadmap**

| Phase                             | Deliverables and Work Required                                                                                                 | Target Timeline          |
|-----------------------------------|--------------------------------------------------------------------------------------------------------------------------------|--------------------------|
| Phase 1: Audit & System Alignment | • Categorize all board documents across the three digital tiers to align public accessibility with internal operational needs. | September – October 2026 |

|                              |                                                                                                                                                                                                                                                                                                          |                              |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------|
|                              | <ul style="list-style-type: none"> <li>• Maintain secure internal APs and principal execution workflows within restricted platforms, ensuring MFIPPA compliance, cybersecurity, and data protection.</li> <li>• Identify core public governance policies for plain-language summary creation.</li> </ul> |                              |
| Phase 2: Summary Creation    | <ul style="list-style-type: none"> <li>• Draft standardized "At-A-Glance" callout boxes for policies on the public website.</li> </ul>                                                                                                                                                                   | November 2026 – January 2027 |
| Phase 3: Digital Realignment | <ul style="list-style-type: none"> <li>• Embed callout boxes directly onto HPCDSB public website policy pages.</li> <li>• Cross-link Staff Intranet APs and Principal Portal workflows for seamless reference.</li> </ul>                                                                                | February 2027 – April 2027   |
| Phase 4: Full System Launch  | <ul style="list-style-type: none"> <li>• Promote the updated public policy section of the board website to families for the start of the 2027–2028 school year.</li> </ul>                                                                                                                               | May 2027 – September 2027    |

### Summary and Next Steps

The Policy and Procedures Strategic Framework reflects a deliberate effort to balance public transparency, staff usability, and administrative accountability. Moving forward, the public website will focus exclusively on Board Governance Policies and embedded plain-language summaries, while all associated Administrative Procedures (APs) remain housed internally on the staff intranet.

To further streamline navigation for employees on the Staff Intranet, APs will be renumbered to match their corresponding governing policy, with clear indicators provided when no AP exists for a given policy.

At the school level, the Principal Portal will continue to serve as the primary tool for operational monitoring, providing principals with monthly policy review lists and formal attestation tracking to ensure consistent staff orientation across all sites. As an immediate next step, a comprehensive list of policies scheduled for board review during the 2026–2027 school year is attached as an appendix to this report. Two additional appendices include the template board staff use for policies and administrative procedures. These are intended to ensure consistency.

### RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Policy and Procedures Strategic Framework report for information.

## Policies Scheduled for Review by June 2027

| <b>Policy Code</b> | <b>Policy Title</b>                                                                                             |
|--------------------|-----------------------------------------------------------------------------------------------------------------|
| P 1.1.3.           | District Emergency Response (State of Emergency)                                                                |
| P 1.1.6.           | The Order of St. Andre Bessette                                                                                 |
| P 1.1.7.           | Cooperative Communications Committee                                                                            |
| P 1.1.8.           | CSAC & CPIC                                                                                                     |
| P 2.1.1.           | Admission of Students                                                                                           |
| P 2.1.3.           | School Year / School Day                                                                                        |
| P. 2.1.4.          | Opening or Closing Exercises                                                                                    |
| P 2.1.6            | Emergency and Lockdown                                                                                          |
| P 2.1.8.           | Access to School Premises                                                                                       |
| P 2.1.9.           | Safe Arrival (Elementary)                                                                                       |
| P 2.1.10.          | Student Dress Code                                                                                              |
| P 2.1.14.          | Student Accidents                                                                                               |
| P 2.1.21.          | School Nutrition                                                                                                |
| P 2.2.1.           | Guidelines for the Selection of Textbooks and Educational Materials for School Libraries and Classroom Programs |
| P 2.2.2.           | Catholic School Crisis Response                                                                                 |
| P 2.2.6.           | Equity and Inclusive Education                                                                                  |
| P 2.2.7.           | Release of Student Test Data                                                                                    |
| P. 2.2.12.         | Guest Speakers at School (new)                                                                                  |
| P 3.1.1.           | Health and Safety                                                                                               |
| P 3.1.2.           | Pupil Accommodation Review Guidelines (HOLD)                                                                    |
| P 3.1.3.           | Environmental Stewardship                                                                                       |
| P 3.1.6.           | Facility Partnership                                                                                            |
| P 3.4.1.           | Salary Recommendations (Non-Union)                                                                              |
| P 3.4.2.           | Deferred Salary Leave Plan                                                                                      |
| P 3.4.5.           | Recognition of Service                                                                                          |
| P 3.4.6.           | Teacher Performance Appraisal                                                                                   |
| P 3.4.7.           | Teacher, Principal/VP Placement                                                                                 |
| P 3.4.8.           | The Hiring of Teachers, Dept. Heads                                                                             |
| P 3.4.9.           | Performance Evaluation Process (Non-Teaching Staff)                                                             |

|            |                                                                                        |
|------------|----------------------------------------------------------------------------------------|
| P 3.4.10.  | Modified Work                                                                          |
| P 3.4.11.  | Freedom of Information and Protection of Privacy                                       |
| P 3.4.12.  | Harassment                                                                             |
| P 3.4.13.  | Employment/Volunteer Suitability Evaluation Practice                                   |
| P 3.4.14.  | Assault Against or by a Staff Member; Criminal or Professional Misconduct by a Teacher |
| P 3.4.15   | Accessibility Standards for Customer Service                                           |
| P 3.4.16.  | Violence in the Workplace                                                              |
| P. 3.4.18. | Multi-Year Accessibility Plan                                                          |
| P 3.4.19.  | Hiring Practices                                                                       |
| P 3.4.20.  | Disconnecting from Work                                                                |
| P 3.4.21   | Electronic Monitoring in the Workplace                                                 |



# HURON-PERTH CATHOLIC

District School Board

## Policy Name

|          |                  |
|----------|------------------|
| Adopted: | Policy #: P      |
| Revised: | Policy Category: |

### BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes that...

This section articulates the connection of the policy to our Catholic faith and any other moral/ethical foundation deemed appropriate. These connections should be as specific as possible. This is the lens through which the policy is viewed. This section also makes concrete connections to aspects of the Board's mission and vision where appropriate. Our policies are rooted in the Catholic faith and anthropology.

### POLICY STATEMENT:

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

This is the Board's direction on the matter being addressed through policy. The terminology should be clear, concrete and concise. This is also the place where the Board gives specific direction to its executives (staff) to develop procedures, protocols or operational guidance to bring the policy statement to fruition.

Whenever possible - care should be taken to combine related policies and to distill them to increase the ability of field leaders to effectively implement.

### PROCEDURES:

Procedures also referred to as administrative procedures are the actions the district will embark upon to ensure the policy can be implemented. Good procedures contemplate overlap with other policies, feasibility (the realistic ability to effectively implement), risk management, logic, monitoring, review, case law, sector best practices, related statutes, regulations, PPMs, consistent language (terminology) and brevity.

### DEFINITIONS:

- All terms that are technical (specific to the sector), complex, prone to variations with respect to the interpretation or have specific legal connotations should be clearly defined. Definitions should be gathered from reliable sources such as the Oxford English

- Dictionary or related statutes, regulations and PPMs (to ensure consistency in the field).
- If there are no definitions, put N/A

**REFERENCES:**

- Include all related policies, statutes, regulations, PPMs, EDU memos, case law, legal opinions or program documents as necessary.
- If there are no references, put N/A

**RESOURCES, APPENDICES AND FORMS:**

- Include all related and useful resources including appendices or forms.
- If there are no resources, appendices and forms, put N/A



# HURON-PERTH CATHOLIC

District School Board

## Administrative Procedure Name

|                                                                  |                  |
|------------------------------------------------------------------|------------------|
| <b>Adopted:</b>                                                  | <b>AP #:</b>     |
| <b>Revised:</b>                                                  | <b>Category:</b> |
| <b>Audience:</b> (e.g. All Employees, Principals, Teachers etc.) | <b>From:</b>     |

### PURPOSE:

This section addresses the purpose, context and background of the AP. This section also makes concrete connections to aspects of the Board's mission and vision where appropriate. Our policies are rooted in the Catholic faith and anthropology.

### PROCEDURES:

Good procedures contemplate overlap with other policies, feasibility (the realistic ability to effectively implement), risk management, logic, monitoring, review, case law, sector best practices, related statutes, regulations, PPMs, consistent language (terminology) and brevity. Procedures may include commentary, guidelines and expectations for staff.

Care should be taken to combine related policies or APs and to distill them to increase the ability of field leaders to effectively implement. Before publishing an AP - a review of existing policy and APs is necessary to prevent overlap and redundancy.

### DEFINITIONS:

- All terms that are technical (specific to the sector), complex, prone to variations with respect to the interpretation or have specific legal connotations should be clearly defined. Definitions should be gathered from reliable sources such as the Oxford English Dictionary or related statutes, regulations and PPMs (to ensure consistency in the field).

### REFERENCES:

- Include all related policies, statutes, regulations, PPMs, EDU memos, case law, legal opinions or program documents as necessary. Include all references to previous documents related to updated APs.

**RESOURCES, APPENDICES AND FORMS:**

- Include all related and useful resources including appendices or forms.



# HURON-PERTH CATHOLIC

## District School Board

**Regular Board Meeting - Monday, August 24, 2026**

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

**Deacon Dan**

We thank you Lord God of Heaven and Earth, for having given us the opportunity to spend this time here this afternoon, to learn from each other and to grow together. It is our intention to do your will for the good of our neighbour, ourselves and your Holy church. In a wonderful way, you guide the work of angels and people! May those who serve you – constantly in heaven – Including our own personal guardian angels assigned to us at conception - keep us safe from all harm on Earth!

Let us pray now as your son Jesus taught us...

**All join in:**

Our Father, who art in heaven...

For the Kingdom, the power and the glory are yours...Forever. Amen

**Dcn. Dan:**

On this feast of Archangels – let us leave this place in peace knowing:

The angel Gabriel spoke to Mary – and she conceived of the Holy Spirit... Luke 1

"It is good to guard the secrets of a King, but gloriously right to reveal and bring to light, the works of God"...Raphael. Tobit 12

In his goodness, Michael refused to insult the devil during an argument over Moses' body – instead – deferring to God's authority and judgement – laying upon him the consequences of his statement – "May God rebuke you!" Jude 1

The Lord be with you!

Blessing.

St. André Bessette

**R: Pray for Us**

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