
Regular Board Meeting
April 22, 2024 - 3:00 p.m.

AGENDA

- 1. Opening Business**
 - 1.1. Opening Prayer & Condolences - Board Chaplain, Fr. David Butler Pages 3-4
 - 1.1.1. Mass cards and condolences on behalf of the HPCDSB for April were sent to the family of Joseph Scime, husband of Sandra Scime, Assistant Superintendent - Curriculum Services at the Hamilton-Wentworth CDSB.
 - 1.2. Attendance
 - 1.3. Approval of the Regular Board Meeting Agenda of April 22, 2024 Pages 1-2
 - 1.4. Declaration of Interest
 - 1.5. Approval of the Regular Board Meeting Minutes of March 25, 2024 Pages 5-10
 - 1.6. Business Arising from the Minutes of the Regular Board Meeting of March 25, 2024
- 2. Presentations**
- 3. Delegations**
- 4. Consent Agenda**
 - 4.1. April Board Highlights Pages 11-20
 - 4.2. Approved Catholic Parent Involvement Committee (CPIC) Meeting Minutes of February 20, 2024 Pages 21-23
 - 4.3. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of February 12, 2024 and the approved Special Education Advisory Committee (SEAC) Meeting Minutes of March 18, 2024 Pages 24-29
 - 4.4. Facility Project Approvals Pages 30-37
- 5. Committee and Staff Reports**
 - 5.1. Policy**
 - 5.1.1. Board Policies for review:
 - Student Transportation Pages 38-40
 - 5.1.2. Board Policies recommended for approval/rescinding:
 - Supervised Alternative Learning (SAL) Pages 41-5
 - Health and Safety Pages 56-58
 - Harassment Pages 59-63
 - Violence in the Workplace Pages 64-68
 - 5.2. Student Achievement and Catholicity**
 - 5.2.1. Catholic Education Week Report Pages 69-71
 - 5.2.2. Strategic Plan 2024-2027 Consultation - Branding - Targets Pages 72-79
 - 5.2.3. Student Trustees' Report Pages 80-81

5.3. Corporate Services and Operations

5.3.1.	February 29, 2004 Financial Report	Pages 82-83
5.3.2.	2024-2025 Budget Report Preliminary Enrolment Projections	Pages 84-88
5.3.3.	Director of Education Performance Appraisal Committee	Pages 89-90

6. Information and Correspondence

6.1. Core Ed (formerly GSN) Funding Announcement

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

- Special Board Meeting - Monday, April 29, 2024, Time TBD
- Catholic Education Week (CEW) Mass & Award Celebration - Monday, May 6, 2024, 5:00 p.m.
- Special Education Advisory Committee (SEAC) Meeting - Monday, May 13, 2024, 4:00 p.m.
- Regular Board Meeting - Monday, May 27, 2024, 3:00 p.m.
- Sowing the Seed - DOL Trustees Retreat - Friday, June 7, 2024, St. Peter's Seminary

13. Closing Prayer - Board Chaplain, Fr. David Butler

14. Adjournment



HURON-PERTH CATHOLIC

District School Board

**Regular Board Meeting
Monday, April 22, 2024**

**Catholic Education Week Theme
“As People of Joy”**

Opening Prayer & Intentions - Board Chaplain, Father David

God our constant Companion,
Your unfailing presence in our lives is the source of our deepest, lasting joy.
Far beyond moments of fleeting enthusiasm or exuberance, to know that you are with us brings us a spiritual joy that struggles cannot rob us of – the joy that comes from knowing how much you love us at every moment.
Make that joy radiant in our lives, and may it overflow into love for every person we encounter, and especially for those who may need our love in a special way this day.
Praise to you, Lord, Giver of Joy, through Jesus Christ our Lord.
Amen.

Reading - Trustee Muller

A reading from the book of the prophet Isaiah.

Sing to the Lord, for he has done glorious things; let this be known to all the world. Shout aloud and sing for joy, people of Zion, for great is the Holy One of Israel among you.”
The Word of the Lord.

R. Thanks be to God.

Contemporary Reading - Trustee Doherty

From Pope Francis’ 2013 exhortation “On the Joy of the Gospel” (Evangeli Gaudium)

There are Christians whose lives seem like Lent without Easter. I realize, of course, that joy is not expressed the same way at all times in life, especially at moments of great difficulty. Joy adapts and changes, but it always endures, even as a flicker of light born of our personal certainty that, when everything is said and done, we are infinitely loved. The most beautiful and natural expressions of joy which I have seen in my life were in poor people who had little to hold on to. I also think of the real joy shown by others who, even amid pressing professional obligations, were able to preserve, in detachment and simplicity, a heart full of faith. In their own way, all these instances of joy flow from the infinite love of God, who has revealed himself to us in Jesus Christ.

Intentions - Trustees Cronin/McDade/Van Loon

Let us pray for those who journey with depression and mental illnesses that can make it hard for them to experience joy: that they will receive the best of support and care and be accompanied by loving family members and friends. May a restored sense of joy be God's gift to them.

For this, we pray to the Lord...

Let us pray for our loved ones, who bring us joy by their presence, their words, their kindness, and their actions. May we cherish all the special people in our lives, and respond with love, gratitude, and generosity.

For this, we pray to the Lord...

Let us pray for our own daily witness to the Good News. May God's unshakeable love for us inspire the kind of joy that others will recognize in us, and may it draw others to experience the same gifts we have received from our faith.

For this, we pray to the Lord...

Reflection & Closing Prayer - Board Chaplain, Father David

Lord, In a world often cloaked in sorrow and fear, you offer us the joyful news of your forgiveness, your care, and your love. Root us always in that joy, and help us to lift the burdens of others, and to build up a world in which more and more people have opportunities to flourish and reasons to rejoice. We ask this through Christ our Lord.

Amen.

Board Chaplain, Father David: St. André Bessette.

All: Pray for us.

Sign of the Cross: In the Name of the Father, and of the Son, and of the Holy Spirit, Amen.

Regular Board Meeting
March 25, 2024 – 3:00 p.m.

MINUTES

(In-Person)

Present:

Trustees: Chair Mary Helen Van Loon; Vice-Chair Jim McDade; Trustee Amy Cronin

Student Trustee: Kiersten Ryan, St. Anne's CSS, Clinton; Mya Moore, St. Michael CSS, Stratford

Senior Administration: Director of Education & Secretary Chris N. Roehrig; Superintendents of Education Tara Boreham, Karen Tigani; Superintendent of Business & Treasurer Mary-Ellen Ducharme

Absent:

Board Chaplain: Fr. David Butler

Trustees: Tina Doherty and Sue Muller

1. Opening Business

1.1. Opening Prayer & Condolences - All

1.2. Attendance - Noted above

1.3. Approval of Regular Board Meeting Agenda

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of March 25, 2024.

Carried

1.4. Declaration of Interest

If a conflict of interest is declared by a trustee under the Board's By-laws/Policies and the Municipal Conflict of Interest Act, the trustee will not participate in discussions or vote on the matter, except that if a conflict of interest is declared by a trustee under the Board's By-laws/Policies and the Municipal Conflict of Interest Act, and the remaining number of members who are not disabled from participating in the meeting is less than two, the Board is relying on the Order dated April 24, 2008, of the Ontario Superior Court of Justice in court file no. 204-2007, which authorizes all trustees to give consideration to, discuss, and vote on the matter out of which the interest arises.

- The Board's By-laws/Policies require a quorum of three (3).
- The Municipal Conflict of Interest Act requires a quorum of two (2).

A conflict of interest was declared by two trustees under the In-Camera Session of the

Regular Board Meeting, Agenda Item 4. Committee and Staff Reports, 4.1. OECTA Renewal Collective Agreement Ratification.

- Chair M.H. Van Loon declared a conflict of interest (daughter employed as a teacher within the Huron-Perth Catholic District School Board)
- Vice-Chair J. McDade declared a conflict of interest (son employed as a principal within the Huron-Perth Catholic District School Board)

1.5. Approval of Regular Board Meeting Minutes

Moved by: Jim McDade

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board approves the minutes of the Regular Board Meeting of February 26, 2024.

Carried

1.6. Business Arising from the Minutes

2. Presentations

3. Delegations

4. Consent Agenda

4.1. March Board Highlights

4.2. Approved Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Committee Meeting Minutes of December 6, 2023

4.3. Approved Flag Policy Committee Meeting Minutes of January 15, 2024

4.4. Approved Catholic Parent Involvement Committee (CPIC) Meeting Minutes of November 14, 2023

4.5. Approved Catholic Education Team (CET) Meeting Minutes of October 25, 2023

4.6. March 2024 Health and Safety Report

4.7. Portable Purchase >\$100K

4.8. Nutritional Management Services Report

4.9. 2023 Public Sector Salary Disclosure

Trustees inquired about the Human Trafficking presentation Tigani shared the OPP was interested in holding the public presentation and St. Mary's School, Listowel was pleased to be the host. There were many community members in attendance.

Trustees inquired about the St. Jerome University event. Director Roehrig shared the local Catholic universities are eager to continue to build relationships and connections with local school boards, networking with students regarding Catholic education.

Trustees inquired about the number of Multi-Lingual Learners (MLL) that the system has whether there is a specific demographic area, and how this affects the EQAO process. Director Roehrig shared there is service demand across the district with some areas requiring more support than in other areas. Superintendent Ducharme shared that the Board has approximately 55 MLL students with an increase in funding based on benchmarks entering Canada. Director Roehrig shared the students are very efficient with learning the English language and are usually able to participate in EQAO.

Moved by: Jim McDade

Seconded by: Amy Cronin

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

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

AND

THAT the Huron-Perth Catholic District School Board receives the approved Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Committee Meeting Minutes of December 6, 2023, the approved Flag Policy Committee Meeting Minutes of January 15, 2024, the approved Catholic Parent Involvement Committee (CPIC) Meeting Minutes of November 14, 2023, and the approved Catholic Education Team (CET) Meeting Minutes of October 25, 2023.

AND

THAT the Huron-Perth Catholic District School Board receives the March 2024 Health and Safety Report for information.

AND

THAT the Huron-Perth Catholic District School Board approves the purchase of a portable classroom to NRB Modular Solutions at a cost of \$187,523.50 (HST included).

AND

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

AND

THAT the Huron-Perth Catholic District School Board receives the 2023 Public Sector Salary Disclosure Report.

Carried

5. Committee and Staff Reports

5.1. Policy

5.1.1. Board Policies for Review:

- Supervised Alternative Learning (SAL)
- Health and Safety
- Harassment
- Violence in the Workplace

Trustees inquired about whether there was an interface between the Harassment and Violence in the Workplace policy. Director Roehrig shared that the nature of each case is very diverse and that currently there are no links between the two policies. Director Roehrig shared that the three policies (Health and Safety, Harassment, and Violence in the Workplace) come to review annually. Director Roehrig suggested the harassment policy could be reviewed in more detail. Trustees inquired whether the Supervised Alternative

Learning (SAL) program has been used in the past, Director Roehrig shared it's a good tool that helps to keep students connected to the school. A committee would be developed to be used by the Board.

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board receives the following policies for review: Supervised Alternative Learning (SAL), Health and Safety, Harassment, and Violence in the Workplace.

Carried

5.1.2. Board Policies Recommended for Approval/Rescinding:

- Director of Education Performance Appraisal (to rescind)

Chair Van Loon shared that this policy is being rescinded as per the new policy that has been directed by the Ministry.

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board rescinds the Director of Education Performance Appraisal policy.

Carried

5.2. Student Achievement and Catholicity

5.2.1. Math Action Plan Update

Superintendent Tigani provided a summary of the Math Action Plan Update. Superintendent Tigani shared that the central Math Team will begin to work in Grade 3 and 6 classrooms with the expectation to provide support for preparation for EQAO. Trustees inquired about whether the Board Math Action Plan is followed by each school, or if each school has their own Math Action Plan. Superintendent Tigani shared that all schools are following a Math Action Plan across the Board, except for the priority school, which has its own Math Action Plan.

Moved by: Jim McDade

Seconded by: Amy Cronin

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

Carried

5.2.2. Student Trustees' Report

A summary was provided of the activities taking place within the secondary schools.

Moved by: Jim McDade

Seconded by: Amy Cronin

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

Carried

5.3. Corporate Services and Operations

5.3.1. 2024-2025 Budget Goals

Trustees inquired about if the survey has gone out to the public. Director Roehrig shared the survey went out through social media and to all school communities.

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves the 2024-2025 budget goals:

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

Carried

5.3.2. Bill 124 Remedy

Trustees inquired about liability for Huron-Perth. Superintendent Ducharme shared the ministry is changing salary benchmarks based on the funding. Superintendent Ducharme shared there has been notice that the GSN funding should arrive to the Board in April.

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board receives the Bill 124 Remedy Report for information.

Carried

6. Information and Correspondence

7. Notices of Motion

8. Notices of Motion Being Considered for Adoption

9. Trustee Inquiries

9.1. Health and Safety Report

Trustees inquired about agenda item 4.6 March 2024 Health and Safety Report, specifically the Struct by Against and Aggression vs the average. Director Roehrig shared its expressed by the number of incidents not by number. Superintendent Ducharme shared that the number includes ball strikes i.e. in the playground. Director Roehrig shared the prevalence of incidents is down but the percentage of the incidents is higher.

9.2. C.O.R. - Dublin, ON

To promote within the school board that CORE is taking place on the April 29 weekend.

9.3. Family of Foundations Institute (FFI) Fundraising Gala, Stratford ON

Looking for Board presence or donations for this event on April 5 at 5:30 p.m.

Moved by: Jim McDade

Seconded: Amy Cronin

THAT the Huron-Perth Catholic District School Board adjusts the Regular Board Meeting Minutes to reflect the Board of Trustees does not have sufficient members for the In-Camera Session regarding Agenda Item 4. Committee and Staff Reports, 4.1. OECTA Renewal Collective Agreement Ratification and that the judicial order from Honourable Justice John C. Kennedy on April 24, 2008 that allows the Board of Trustees to proceed with governance in the case that conflicts of interest remove the quorum for voting. be applied and be permitted.

Carried

10. In-Camera Session of the Regular Board Meeting

Moved by: Amy Cronin

Seconded by: Jim McDade

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

Carried

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

Moved by: Jim McDade

Seconded by: 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:

- Susan Curnutte-Ball, Teacher, St. Mary's School, Listowel and St. Ambrose School, Stratford, effective June 11, 2024
- Laura Marsh, Teacher, Our Lady of Mount Carmel, Mt. Carmel, effective June 30, 2024
- Belinda Mills, Educational Assistant, St. Anne's Catholic Secondary School, Clinton, effective March 8, 2024

12. Future Meetings and Events

- Regular Board Meeting - Monday, April 22, 2024, 3:00 p.m.
- Catholic Parent Involvement Committee (CPIC) Meeting - Wednesday, April 10, 2024, 6:00 p.m.
- Special Education Advisory Committee (SEAC) Meeting - Monday, April 15, 2024, 4:00 p.m.
- Catholic Education Week (CEW) Mass & Award Celebration - Monday, May 6, 2024, 5:00 p.m.
- Sowing the Seed - DOL Trustees Retreat - Friday, June 7, 2024, St. Peter's Seminary

13. Closing Prayer - Vice-Chair McDade

14. Adjournment

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of March 25, 2024.

Carried



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Karen Tigani and Tara Boreham, Superintendents of Education
Presented to: The Huron-Perth Catholic District School Board
Date: April 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

BOARD HIGHLIGHTS FOR APRIL

Public Session

BACKGROUND

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

DEVELOPMENTS

The spiritual theme we anchor the 2023-24 school year in is “Go Forth!” and it builds upon the Gospel story of the Road to Emmaus which has been guiding our district over the past three years. The Holy Spirit continues to guide our district and lovingly supports us as we cycle through states of encounter, accompaniment and transformation. As we move through the Easter season, we go forward with incredible joy and hope in light of the Lord’s resurrection. Together, we are on a journey of discipleship. We are people of hope and we delight in the many signs of God’s love and joy in our schools and facilities.

CATHOLIC EDUCATION

Easter Season - ALIVE in our Schools

Through the Lenten season many schools participated in a variety of activities to help prepare for Holy Week and the Easter Triduum, culminating in the celebration of Christ’s resurrection. These activities included fundraising for the Share Lent Campaign, support for Project Precious and Chalice, food drives for St. Vincent de Paul and other local food banks, and prayers for peace in our world. Across the district, prayer services and Masses took place to celebrate the resurrection of the Lord. Priests from our Deanery offered opportunities for students and staff to receive the Sacrament of Reconciliation in our schools.

Development and Peace Schools (D & P Schools)

Schools throughout the system participated in the Major Mustard challenge as part of the D & P Schools program this Lent. Many schools collected funds for the Share Lent project. The theme for this year’s Share Lent Campaign – “Reaping Our Rights” – focuses on the efforts of Development and Peace to support impoverished rural communities across the Global South. It works to defend their rights to life, land, water, biodiversity, justice, health, participation, decent livelihoods, a healthy environment and more.

Family Life Education

During the April 8 PD Day, elementary teachers and DECEs received an overview of the new Family Life Education curriculum that will be taught in our schools starting in September 2024. The curriculum document and the supplementary resources developed by the Institute for Catholic Education (ICE) were shared with all teachers and DECEs. There was a series of discussion starters, an overview of the structure and emphasis areas in the curriculum, and prompts to dive into key components of the curriculum. This was done with a balance of whole group, small groups, and invitations for one on one and personal reflection. The goal was to ensure that all classroom educators are well versed in the new curriculum so that there is a smooth implementation next year. We will receive the new Family Life Education program (titled “Blessed and Beloved”) in the fall. It is currently being developed for use in Ontario’s Catholic schools for Grade 1, with subsequent years to follow.

LEADERSHIP

Leaders’ Learning Council (LLC)

School and system leaders gathered at the Catholic Education Centre on April 23 for a full day of learning and collaboration. The morning featured a couple of guest speakers focused on nurturing inclusive schools from the perspective of special education. The speakers were previously featured at the April 8 PD day and were very well received by system special education team members, school Special Education Resource Teachers, Educational Assistants and others in attendance. The afternoon included an opportunity for Principals and Vice-Principals to plan and prepare for celebrating Catholic Education Week in their school communities and to share ideas with one another about how this was connected to their school improvement goals and pastoral plan for their school. Related to this was a discussion about adult faith formation and preparation for the May Symposium for Leaders in Catholic Education (SLICE). A final session was designed to work through an exercise of critical reflection on the use of instructional time in schools. Each person was challenged to consider how their school is aligning the use of time and resources with the Board’s strategic priorities (i.e. faith, literacy, math) and their school’s identified needs. Furthermore, leaders reflected on strategies they use and/or can develop to focus everyone on key priorities.

Leadership Series Night

On April 9th, the senior team hosted the third in a series of four Leadership Nights for system teachers who are considering leadership roles in their future. Superintendent Boreham led a presentation regarding Special Education, Mental Health, Equity and Indigenous Education. Participants had dinner together and engaged in prayer and rich discussion. Resources including a monograph entitled ‘Shepherding and Serving’ from the Institute for Catholic Education, the Board’s Special Education Plan, the Board’s Equity, Diversity, Inclusion and Anti-Racism Action Plan, and the Ontario Catholic Leadership Framework were reviewed and highlighted. Many policies, procedures and important leadership documents were shared with the participants.

Ontario Catholic Supervisory Officers Association (OCSOA) Conference and AGM

The Director of Education and Superintendents attended the OCSOA Annual Conference on April 24-26 at the Sheraton Fallsview Hotel and Conference Centre in Niagara Falls. The Conference was entitled “Walking Together: Lead. Learn. Grow” and featured presentations designed to support leadership in Catholic school boards including:

- Adam Hincks, S.J, assistant professor and Sutton Family Chair in Science, Christianity and Cultures in the David A. Dunlap Department of Astronomy & Astrophysics and in the Christianity & Culture Programme at St. Michael's College. He is also an adjunct scholar of the Vatican Observatory.
- Tina Lopes, an independent organizational development consultant, facilitator and mediator, skilled in promoting organizational change processes. Since 1990, she has focused on furthering equity and inclusion work with federal, provincial and municipal government departments as well as with child welfare agencies, school boards, health and social service organizations.
- Samra Zafar, Samra Zafar is an award-winning internationally renowned speaker, bestselling author, and educator for equity, mental health, and human rights.
- Theresa Kennedy, a servant leader called to her vocation as a Catholic educator 32 years ago. She is currently serving in the role of Co-Director at School Mental Ontario on secondment from her role as Supervisory Officer with the Algonquin and Lakeshore Catholic District School Board.

Multi-Language Learners (MLL) Professional Learning

This month, MLL leaders in our district continued to meet with school Principals to review the students in their school and ensure that we have accurate information about who the MLL students are and continue to understand the professional learning needs in each school to support the educators who are working closely with these students. These conversations are very well received and provide valuable insight into our next steps as a team. A highlight of the month was when we met as a team with school staff members as part of our capacity building efforts. There were two full day learning opportunities offered at St. Mary's School in Listowel on Wednesday, April 10 and at St. Michael CSS in Stratford on Thursday April 11. These days included our system MLL team (2 Learning Coordinators and 2 MLL Support Teachers), along with expert Janet Giberson who is supporting our collective learning and helping us further implement the Ministry of Education's vision for Multi-Language Learners in Ontario.

On Wednesday in Listowel, all classroom teachers were offered the opportunity to learn more high impact strategies to support their students as they learn English alongside the curriculum. Topics included language acquisition, STEP assessments, and appropriate accommodations to use in the classroom.

On Thursday the team met with 10 classroom teachers from St. Michael CSS who work closely with students learning English to develop capacity, support any difficulties, and ensure our students can access every opportunity available to them. These sessions continue our multi-year project ensuring our MLLs are supported from a district, school, and classroom level.

DELFL Refresher Training

On Wednesday, April 11, 2024 several of our French educators from both elementary and secondary panels participated in DELF (Diplôme d'études en langue française) refresher training in order to be fully prepared to be correcteurs for the DELF exams that are happening in May. This session was led by principal Shona Gracey. An exciting aspect of this training was that it was entirely conducted in French. This was a wonderful opportunity for our FSL educators to be immersed in the French language while they were learning and collaborating with one another. Providing opportunities for FSL educators to speak, listen, write and plan in French, with one another in a supportive environment, is a strategy that is recommended to nurture high quality FSL programs and support the development and retention of French language educators.

SPECIAL EDUCATION

April 8 PD Day and Follow-up Opportunities

As part of our Moving Inclusion Forward Project, HPCDSB partnered with Facile Perth to offer a one day Inclusion Conference with the purpose of spreading awareness and igniting some passion and creative thinking around moving our inclusive practices forward. This event aligned with our philosophy of inclusion, the Ontario Catholic Graduate Expectations and our call as Catholic educators to live as disciples of Jesus. All elementary and secondary Educational Assistants, elementary Special Education Resource Teachers, Library Technicians, and Hall Monitors were invited to participate in the day which took place at the Mitchell Golf & Country Club. Employees were left feeling motivated to advocate and spread awareness around the importance and moral imperative of inclusive education. Guest speakers included Joe Lambert, Michael & Marcel Jacques, and Abby & Karen Congram. Michael & Marcel also presented at both of our secondary schools for their Professional Development day which centred around the topic of Inclusion as well.

All three of our guest speakers were also booked to provide further opportunities for employees and students. Joe, as well as Michael & Marcel, along with our partners at Facile Perth also presented at our April 23 Leaders' Learning Council. Abby and her team have been presenting and will continue to present their "Out of My Mind" workshop to multiple classes throughout the system. In this workshop, students will develop empathy and understanding about physical and communication accessibility by studying the book, "Out of My Mind" by Sharon Draper, getting to know Abby and comparing and contrasting the character's experiences with Abby's and their own experiences. Abby talks about her experiences and answers questions about life with a disability. Students get to explore four stations which include trying Abby's eye-tracking communication system, developing core word sheets to communicate, learning about barriers and solutions to barriers, and meeting and talking with Abby.

Non-Violent Crisis Intervention Training for SERTS and Administrators

April 30 was our first of three Non-Violent Crisis Intervention Training (NCVI) sessions that we are offering to all SERTS, Vice Principals and Principals. The purpose of this training is to offer professional development to the individuals who often support our Educational Assistants when they are utilizing NVCI strategies. School teams are being trained by their behaviour consultant so that the training can be specific to the needs within their schools.

Infinite Horizons

During April all four of our Infinite Horizons gifted programming sessions took place. The sessions were facilitated by the University of Waterloo Engineering Outreach program. The first session focused on coding for creating music, as well as designing and building a mini hydraulic system. Session two focused on micro-bits to create morse code, strawberry DNA extraction, and an introduction to Titration. The third session was held at the University of Waterloo and involved a tour of campus that included a visit to view labs in session with hands-on activities focusing on structural focused engineering and coding. The final session was a special interest session about topics generated by students at previous sessions.

Special Equipment Amount (SEA) Coordinators Conference

On April 26, the Learning Coordinator of Special Education and the System Special Education Resource Teacher attended the spring SEA Coordinators Conference at London District Catholic School Board. The day consisted of ministry updates, networking opportunities, and sharing of best practices as it relates to SEA (Special Equipment Amount).

DIGITAL TOOLS TO SUPPORT LEARNING

Skills Ontario Preparation

As the Skills Ontario Trade and Technology Competition approaches, twenty-four elementary students from five different schools across HPCDSB are eagerly gearing up to exhibit their skills and talents. They are dedicating time and effort to refine their abilities, delving into the intricacies of their chosen disciplines, and diligently practicing their technique. Aware of the high level of competition anticipated, these students grasp the significance of thorough preparation and confidence in their capabilities. Whether it is construction (St. Mary's, Listowel), technology (St. Boniface, Zurich), robotics (St. Joseph's, Stratford), green energy (Precious Blood, Exeter), or mechanical engineering (St. James, Seaforth and St. Mary's, Listowel), our HPCDSB students are propelled by a desire to showcase their expertise. We extend gratitude to the dedicated system team members and school staff who are collaborating with students, imparting new skills and readying them for the challenges of the competition. Skills Ontario will take place at the Toronto Convention Centre on May 6.

STUDENT ACHIEVEMENT

Professional Development Day: April 8

We are very proud of the wide array of professional learning opportunities that were provided for educators and staff across the district on April 8th. Support staff and teachers engaged in learning that included the new Family Life Education curriculum, Mental Health (connections to the Health and Physical Education curriculum along with Social Emotional Learning and the pastoral approach to instructing this important curriculum), Math (with a focus on nurturing multiple ways to solve problems and the development of conceptual understanding with guest presenter Howie Hua) and Special Education (featuring several outstanding guest speakers who shared their personal experiences and offered wisdom for our schools).

Mathematics

The Math Team began the next phase of support in our elementary schools: using formative assessment to inform small group planning and instruction. With the goal of reviewing the Math curriculum prior to EQAO testing, we are spending one math block per week for each Grade 3 and 6 class, collaborating with classroom teachers, to ensure students develop a conceptual understanding of grade-level curriculum. For each curriculum sub-strand, we have created a pre-assessment Knowledgehook Mission to be completed prior to our weekly visit. Using the data from this formative assessment, we have planned lessons for small groups of students that will target specific focus areas to review as well help students build conceptual understanding of these topics with the strategic use of models and visuals. Finally, we have created exit tickets to measure growth and provide further next steps for student learning. In April, we welcomed a third Math Facilitator to our team who is focusing on supporting students and teachers with conceptual understanding of operations through Number Talks.

Secondary math teachers met in Dublin on April 25 to continue the implementation of the destreamed Grade 9 math program. Teachers, along with Learning Coordinators Christine Dale and Paul D'Hondt, worked through some "big ideas" for Grade 9 math, and explored ways to support all students in the destreamed class. With support from our partners at Making Math Moments, math teachers investigated some methods to make the concepts more "concrete", and ensure conceptual understanding before moving to the algorithm.

Junior and Intermediate Literacy Training

During the month of April, Junior and Intermediate teachers engaged in important literacy professional development sessions. These sessions encompassed comprehensive training on administering a universal screener to evaluate oral reading fluency and comprehension. Additionally, educators delved into the resource *'The Writing Revolution'* and its alignment with the new Language curriculum. Discussions also centered around innovative approaches to integrate reading and writing instruction within content areas such as Science and Social Studies. This learning marks the start of our journey toward ensuring that all students in these divisions have access to all aspects of the new language curriculum and we are proactively responding to the anticipated needs of students as they learn and develop their skills in literacy.

Ontario Secondary School Literacy Test (OSSLT) Preparation Support

On April 3 and 4, teachers at both secondary schools participated in support sessions to ensure they are familiar with the online testing platform for the upcoming OSSLT administration. School-based literacy support teachers continue to interact with students who may need extra support for OSSLT. The Secondary Learning Coordinator continues to assist administrators to ensure the platform is set up and ready to go for the testing dates.

On April 16 and 17, students at St. Anne's CSS, and St. Michael CSS, respectively, participated in the OSSLT assessment. Students had opportunities to "practice" the previous week, and have had many months of support, both in their classrooms and out to ensure they were prepared for this assessment.

French as a Second Language

On April 5, Superintendent Karen Tigani and Learning Coordinator MJ Drager met with the Ministry of Education to discuss our FSL plan. Successes and challenges were shared as well as possibilities for continued growth. The feedback provided by our regional student achievement officer was very positive in terms of our continued efforts to nurture the growth of French as a Second Language across the district. There is recognition that our teachers and students are experiencing a high degree of joy and excitement as they continue to seek ways to build in cultural experiences, develop phonological awareness and literacy skills in a second language, build partnerships with parents and community partners, and further embed a focus on oral language rooted in the CEFR to promote language acquisition across the grades and programs in both French Immersion and English programs. Implementing DELF is celebrated as a significant enhancement for our students and programming as well. A challenge that we continue to work toward is recruitment of qualified FSL teachers and there is a strong partnership between our Human Resources Department, IT Department and curriculum team to ensure that we continue to attract and support FSL teachers. We also seek to creatively provide professional development and networking opportunities for FSL teachers in spite of the limited availability of supply staff.

Indigenous Education

Throughout April we have been pleased to offer many learning opportunities for students and staff in our system. On April 4th, The Indigenous Education Lead and Special Assignment Teacher led the elementary NTIP group through a morning exploring our board's steps towards reconciliation, resources that are available to schools to support Indigenous students, their families and the Indigenous Ways of Knowing that are embedded in the Ontario curriculum. In the afternoon, we welcomed Patsy Day, Oneida Nation and Christin Dennis, Aamjiwnaang Nation, Knowledge Carriers who work with the Huron-Perth Catholic DSB to present teachings and help build capacity with our staff.

We are fortunate to have the opportunity to welcome Aspens Ojibwe spirit horses to all our elementary schools this Spring. All classes will participate in a virtual learning session with Knowledge Carrier, Christin Dennis, who will explain the significance of the Horses to the Ojibwe peoples, teach the students a song that they will sing to the horses and how people communicated important teaching through art with the example of the Petroglyphs that are found in Ontario. Students will then create their own artwork inspired by the message that Mr. Dennis shared that will then be displayed to the horses when they come to visit each elementary school this Spring. Some of our elementary schools had this opportunity throughout the month of April and the rest of the schools will be visited before the end of the school year.

Both of the secondary schools welcomed Knowledge Carrier Patsy Day to the World Religions Class to provide the students with teachings from Oneida Spirituality. Patsy answered questions from the students and enjoyed the opportunity to make connections between our Catholic faith with her Indigenous spirituality.

The Medicine Wheel Mosaic art project has been completed. All of our schools have worked with Métis artist, Brenda Collins in learning about the medicine wheel teachings and co-created the mosaics which are hung in a prominent place in our schools. This is an excellent demonstration of steps towards reconciliation. We thank Brenda for coming out of retirement to help us complete this very important project.

EXPERIENTIAL LEARNING PROGRAMS IN SECONDARY

Specialized High Skills Major (SHSM) Related Training and Certifications:

- **Hockey Coach Training - Respect in Sport for Activity Leaders**
On April 2, SHSM Sports students participated in this online training together. These are mandatory for hockey coaches and are the prerequisite to Coaching Level 1 and 2. The content is designed to ensure that all players are respected and that they respect one another too.
- **Fire Extinguisher Training**
On April 10, SHSM students received fire extinguisher training.
- **First Aid CPR**
On April 10 and 16, Ben Lindner from Red 5 Safety provided training to our after hours (evening) co-op and summer co-op students.
- **Entrepreneurship Event: Sports Management and Hospitality**
On April 12, 40 SHSM students primarily from the Business program, and a few from other sectors, participated in this event which gave them the inside view on how Budweiser Gardens promotes and markets sports and entertainment shows. Students engaged in a behind-the-scenes tour of the media rooms and the “green room”. They participated in “Career Talk” to learn about the career paths and hear personal stories from people in a range of careers including sports entertainment and event marketing. Students had the opportunity to work in groups to see who could provide the best solution to the Innovation, Career and Entrepreneurship (ICE) challenge.
- **Environment SHSM - Reach Ahead**

On April 16, Jack Robertson (Faculty of Environment) from University of Waterloo presented on different careers connected to the Environment (ex. Geo technology). The program is called "The Outreach Roadshow".

- **Browology- Advanced Training in a Technique**

On April 16, an esthetician provided training to Arts and Culture students on proper eyebrow waxing techniques.

- **Customer Service and Project Management Training**

On April 19, Flashpoint joined with Tesla to provide this training for highschool students.

- **Customer Service April 23**

On April 23, SHSM students will participate in a workshop designed to learn about all aspects of customer service. This is applicable for all SHSM sectors.

- **GPS Device Training**

Students in the Environmental SHSM will receive training on how to use GPS devices. Students will begin their training at St Michael CSS and when ready, they will proceed to the Old Grove in Stratford to practice some skills that they learn.

- **Conflict Resolution**

On April 30, students in Non-Profit SHSM, Health and Wellness SHSM, and Sports SHSM will engage in this training.

Women In Skilled Trades: Manufacturing

In partnership with the Technical Training Group, 3 female welding mentors provided Hands-On welding experience to students in the morning of April 11. In the afternoon, students visited Cleaver Brooks and Nuhn Industries to experience welding in a manufacturing facility. This is an important part of exposing students to this pathway as it relates to work in the industry as well as providing opportunities to ask questions of the mentors and those who are doing this work professionally each day.

HVAC @ Fanshawe April 29

We are very proud to have a Level One Grade 12 student participating in Co-op who will be attending Fanshawe for eight weeks while working toward earning his Level 1 in HVAC. This is a strong partnership that serves our students well as they pursue their education and entry into the world of work in their chosen skilled trade.

Stratford Area Home and Leisure Show

The St. Michael CSS technology department once again hosted a booth at the home show. This event provides high visibility for our tech programs and engages many young people, families and community members with our school community, staff and students. Elementary aged students who come to the booth will have the opportunity to build a wooden gumball dispenser project to take home; to receive face painting by an aesthetics student; and can try their hand at a welding simulator. St Michael CSS will also have a free draw for participants entering the booth for a fire pit that was built at the school in the tech department.

St. Anne's CSS OYAP Level 1 Update

2 more St. Anne's CSS students began their OYAP Level 1 Programs this month.

- 1 student in the OYAP Level 1 Welding Program at Lambton campus
- 1 student in the OYAP Level 1 Truck and Coach Program at Fanshawe campus

They join 4 other St. Anne's CSS students enrolled in 3 different OYAP Level 1 Programs at Conestoga College: Electrical, Plumbing and Truck and Coach.

Huron Manufacturing Association (HMA) Field Trip

In partnership with the HMA and Wayne Smith, manufacturing students visited Boilersmith in Seaforth on April 11. They gained valuable firsthand experience with the technology that is offered in the County.

Physics Trip to the University of Waterloo

Physics Lab Days provide six curriculum-relevant, experiential learning stations for high school students to explore different phenomena in an undergraduate university laboratory setting. On April 22, our students had the chance to see the Astro Bubble - a portable, inflatable planetarium operated by the Waterloo Centre for Astrophysics. This provided a unique opportunity to explore the stars, planets and galaxies in our sky, as well as "beautiful and strange objects in our universe like nebulae and black holes."

MENTAL HEALTH AND WELL-BEING

Professional Development:

In partnership with ADFO, CPCO, and OPC, School Mental Health Ontario and London District Catholic School Board hosted school boards in the West Region to learn about and discuss the new Leading Mentally Healthy Schools (LMHS) Resource. The Superintendent Responsible for Mental Health, Mental Health Lead and three Elementary Principals attended this event on April 4. This session was timed with the release of SMH-ON's revised Leading Mentally Healthy Schools (LMHS) resource. These sessions aimed to support board teams in implementing this resource for the 2024-25 school year. The day facilitated HPCDSB in planning, collaboration, and networking opportunities.

Social Emotional Learning Implementation:

On the Professional Development Day April 8, the Mental Health and Wellness Team facilitated a day of Social Emotional Learning (SEL) for elementary educators. In the morning, educators learned about the new Policy and Program Memorandum 169 and why SEL is important and supports academic achievement. Kristi Michel of Rural Response from Healthy Children provided an informative presentation about the six core competencies of Social Emotional Learning that included guided demonstrations of resources that can be used with students. Following this, our Information Technology Learning Coordinator provided Grade 7 and 8 educators with Huron-Perth Catholic DSB's adapted Mental Health Literacy Modules from School Mental Health Ontario. The Coordinator of IT also created a 4th Module to educate students about the connections between our faith and mental wellness that supports holistic health. Kindergarten to Grade 6 educators learned about the new School Mental Health Ontario (SMH-ON) Wayfinder Tool. The Wayfinder is a step-by-step guide that has curated, evidence-based resources to support educators in the implementation of Social Emotional Learning (SEL) in their classroom. Educators then had time to review the tool and consider how they might implement the resource within their classroom and they discussed areas that coincide with our Catholic Graduate Expectations. In the afternoon, Kristi from Rural Response returned to facilitate more interactive learning for our Kindergarten educators to support their understanding and implementation of the four lessons for Supporting Student Self-Regulation in Kindergarten. Following the lesson, breakout rooms were facilitated where Kindergarten educators and DECEs worked collaboratively on lesson plans to implement the self-regulation learning into their classrooms.

HPCDSB Mental Health and Wellness Team: Caregiver Lunch and Learn:

During the 2023-2024 school year, the Huron-Perth Catholic District School Board and Avon Maitland District School Board hosted monthly lunch & learn sessions for caregivers and staff. Each session, facilitated by community partners, offers a concise 30-minute virtual discussion on children's mental health and well-being topics. In April, The Huron Perth Centre presented about Dr. Michael Ungar's 9 Things Kids Need to Be Resilient.

Cognitive Behavioural Therapy (CBT) Group at St. Anne's Catholic Secondary School:

On April 5, 2024, MHWC, Sally, launched an anxiety skills group grounded in Cognitive Behavioural Therapy (CBT) at St. Anne's CSS. Over the course of 7 group sessions, students will explore evidence based materials and resources designed to help students struggling with common symptoms of anxiety, and will learn and practice coping strategies to help build resilience.

MAINTENANCE AND HEALTH AND SAFETY

Joint Health and Safety Committee Meeting

The Joint Health and Safety Committee met at the CEC on April 3, 2023. Items discussed including the following:

- Annual Health and Safety Week - April 22-26, 2024
- Monthly and Annual Inspections
- Incident Reporting
- First Aid Kits
- Solar Eclipse

The meeting minutes are posted on the Google Administrative site.

Annual Health and Safety Week

Annual Health and Safety Week is April 22-26, 2024. The week coincides with the National Day of Mourning on April 28, 2024.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Board Highlights for April for information.
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Catholic Parent Involvement Committee Meeting #2
February 20, 2024 at 6:00 pm
MINUTES

Location: Catholic Education Centre, Dublin

Present:

Senior Administration: Tara Boreham, Superintendent of Education, Trustee Mary Helen Van Loon
CPIC Members: Shawn Terpstra, Chair, Jim Walsh, Brenda Roth, Teresa Oud, Evan Brotherston, Elly Regier, Mary Adele O'Connell Davies, Michelle Van Loon, Janet Roelands, Michelle McRobert, Christa Heibein, Sheri deBoer, Tammy Smith, Tania DeWeerd
Regrets: Brianna Schlegel (Flynn), Jan Vanden Hengel, Kascha McLeod, Sandra Murphy
Quorum: (7 members) Yes
Recording Secretary: Beth Schoonderwoerd, Executive Assistant

1. Opening Business

- 1.1. Opening Prayer – Shawn Terpstra, Chair
- 1.2. Introductions – Superintendent Boreham
- 1.3. Attendance and Welcome – Shawn Terpstra, Chair
Conflict of Interest
No one declared a conflict of interest
- 1.4. Approval of the Agenda – Shawn Terpstra, Chair
Moved by: Teresa Oud
Seconded by: Brenda Roth
That the agenda be accepted as is.
Carried
- 1.5. Approval of the CPIC Meeting Minutes – November 14, 2023 - Shawn Terpstra, Chair
Moved by: Jim Walsh
Seconded by: Mary Adele O'Connell Davies
THAT the Huron-Perth Catholic District School Board approves the meeting minutes of the November 14, 2023 Catholic Parent Involvement Committee meeting.
Carried

2. Reports and Discussion Items

- 2.1. **Board Report - Trustee Mary Helen Van Loon**
The Board congratulated Trustee Jim McDade who was named as a recipient of the 2024 Ontario Catholic School Trustee Association award of merit. The Board of Trustees appointed Erma Weernink the Order of St. André Bessette as the second recipient of the award. Both recipients will be honoured at Catholic Education Week (CEW) mass. The Board is embarking on a new Strategic Plan for 2024-2027. "On Fire with the Spirit" is the Spiritual theme; "Awaken ~ Illuminate ~ Rejoice". Work will continue to develop the strategic plan for 2024-2027.

2.2. Director's Report – Superintendent Boreham

This year Ash Wednesday coincided with Valentine's day; Valentine's day was celebrated on February 13 in schools. Students participated in Ash Wednesday masses and liturgies and celebrated Shrove Tuesday to start Lent. Students from St. Anne's and St. Michael CSS participated in a Catholic student leadership session at Camp Kintail, 24 students participated with guest speakers invited. 125 students in Grade 7 and 8 across the district participated in a STEM competition. District winners will move on to represent Huron-Perth Catholic DSB in the provincial competition in May. February 28 will be recognized as pink shirt day across the district to show awareness and learning for anti-bullying and the message to be kind. The Mental Health and Wellness Team is distributing materials to be used.

2.3. EQAO presentation - Christine Dale, Learning Coordinator

A presentation was provided to inform the committee of changes to the EQAO assessment. The test has been modernized with accommodations for all students, completely digitized with selected-response questions and online tools. Committee members appreciated the information, the sample questions and the tour of the demo site.

2.4. Bullying Prevention and Intervention Plan - Superintendent Boreham

Please take some time to review the draft plan. A hard copy and electronic copies have been provided. Feedback is requested by Friday, March 8th, 2024

2.5. School Year Calendar 2024-2025 - Superintendent Boreham

The draft 2024-25 school year calendar was presented to the committee. Discussion around the September 3 Professional Development day, in past a PD day has fallen the Friday before the students start school. This year that Friday does not fall within the required school year calendar dates of September 1 - June 30.

2.6. Parent's Update – All

2.6.1. CSAC Initiatives / Parent engagement

- The Christmas marketplace at Our Lady of Mount Carmel was successful, it is a large amount of work but it does bring the community together. CSAC has purchased basketballs and footballs for recess with the proceeds
- St. Anne's CSAC always supports the Grad breakfast. CSAC has invited guest speakers to meetings & student leaders to engage more parent participation.
- Jeanne Sauvé CSAC is preparing for Spring Fling taking place at St. Michael CSS. CSAC is working on school culture and parent engagement, working through opportunities to bring French to families, emphasizing what French can do for you
- St. Joseph's, Stratford made changes to the hot lunch program, moved to just pizza, with the odd taco fundraiser for Gr 8s. Since eliminating many of the more expensive options, sales have been better, low cost option for more participation, looking at making some improvements to the school play yard with funds
- Holy Name added a donate a slice option to their pizza lunch on school cash. Ensures that every child that wants to receive a slice of pizza, will receive one.
- St. Joseph's, Stratford offered a donation option on school cash towards their nutrition/snack program
- Some schools are not doing a lot of fundraising, do not want families to feel added pressure to contribute
- Holy Name puts fundraising towards experiential learning for the students that would not otherwise have the opportunity to participate in.

- Pancake Tuesday was well received by students, and in many schools the CSAC supports this special event.
- Concerns over bullying escalating at our schools has been brought to some committee members
- Board policy on Behaviour, discipline & safety is available for reference on the Board website
- Specifics are addressed at the school level following progressive discipline steps

2.6.2. Defining Roles of CPIC/CSAC

- CPIC is an opportunity to report on school councils as a whole; how councils are running and sharing information with each other around parent engagement, student achievement and faith formation
- CSACs are about parent engagement, we want parents to be a part of the school community and get involved, it is not about fundraising initiatives
- CPIC is to share how can we work together to make things better and build our school communities up, engage parents and student achievement
- It is an opportunity to share ideas about programs and speakers that build school community and problem solve to make a positive climate change
- School specific concerns are to be addressed with school administration

3. Future Meetings and Events

3.1 Events and Resources

- Catholic Education Week - May 6-10, 2024
- CEW Mass - Monday, May 6, 5pm, Dublin

3.2 CPIC Upcoming School Year Meeting Schedule

- April 10, 2024 at 6pm (in-person)
- June 11, 2024 at 6 pm (in-person, dinner meeting)

4. Closing Business

4.1 Closing Prayer – Tara Boreham

4.2 Adjournment - 7:45 pm

**Special Education Advisory Committee
February 12, 2024 – 4:00 p.m.**

MINUTES

Present:

SEAC Members Present: Val Milson (Huron Perth Centre), Julie Welch (Community Services Coordination Network), Avery Jantzi (Family Services Perth Huron) Sandra McLaren(Community Living Stratford & Area), Amanda Brown (Community Living St. Marys), Jennifer Doak (Community Living Central Huron) Doris Barkley (Autism Ontario),

Board Trustee: Absent

Guest:

Board Office Staff Present: Deb McCarthy, Tara Boreham, Jessica Langan, Vanessa Yeats, Reanna Desroches, Kristina Howatt Gerber, Elyn Suski, Charmaine Chadwick, Mary-Kathryn Simmons,

Absent:, Sue Muller, Shona Gracey, , Kaitie Westbrook, Sean McDade, Veronica Kolkman (VOICE, Huron Perth Public Health) Brenda Mason (Stratford Children Services)

Quorum (Minimum 6/10 voting members required): ACHEIVED

1. Opening Prayer, Welcome & Introductions

Meeting Started: 4:00 pm

2. Approval of Agenda & Minutes

2.1 Approval of Jan 2024 Minutes

Approved: Amanda Brown

Seconded: Val Millson

THAT the Huron-Perth Catholic District School Board approves the meeting minutes of the January 2024 Special Education Advisory Committee meeting.

Carried.

2.2 Approval of February 2024 Agenda

Approved: Sandra McLaren

Seconded: Val Millson

THAT the agenda be accepted as is.

Carried.

3. Business Arising from Minutes

Nothing to report.

4. Correspondence

None at this time.

5. Agency Reports

5.1 *Autism Ontario*

World Autism Day is on April 2nd. Autism Ontario has multiple helpful resources online available. Doris is happy to visit schools to help raise awareness and connect with students.

5.1 *Huron-Perth Center*

Currently accepting applications for the Director position which will be closing in March.

5.3 *CSCN*

Nothing to report at this time.

5.4 *Community Living Central Huron*

Nothing to report at this time.

5.5 *Family Services Perth Huron*

Nothing to report at this time.

5.5 *Stratford Children Services*

Welcoming the new hire of a child psychiatrist to the team.

5.7 *Community Living St. Marys*

Nothing to report at this time.

5.8 *Community Living Stratford & Area*

Celebrating Shrove Tuesday from 5-7 by donation to help raise awareness and make connections.

5.9 *VOICE – Huron Perth Public Health*

Nothing to report at this time.

5.10 *Trustee Report*

Nothing to report at this time.

6. Information Reports

6.1 *Speech & Language Updates*

The Ministry of Children, Community, and Social Services released the Preschool Speech Language and Children's Rehabilitation guidelines in August 2023. The purpose of these guidelines is to support agencies while achieving the program goals including timely access to pre/post-surgical rehabilitation services, reduce wait times for these services and expand the provision of children's rehabilitation services. Potential changes to HPCDSB SLP services as a result of the new guidelines are that there is no change to the funding model within our board and caseloads are expected to increase significantly. The next steps are to advocate for additional or alternative funding to support school-based speech and language services.

6.2 Moving Inclusion Forward Initiative Updates (IEPs & Inclusion Reps)

The goal of the Moving Inclusion Forward project is to remove barriers for individuals with disabilities and promote and support accessible, inclusive, and equitable education practices both inside and outside of the classroom. There are over 30 inclusion reps including EAs, principals, teachers, ECEs, and the System Spec Ed Team.

6.3 SEAC Letters

Letter to the Minister in regard to special education funding is being drafted and will go through for approval.

7. New Business

No new business at this time.

8. Future Meetings

Next SEAC Meeting – Hybrid – Monday, March 18, 2024

9. Adjournment

Motion to end meeting was made by: Julie Welch

Meeting adjourned: Doris Barkley

Ended: 4:40 pm

**Special Education Advisory Committee
March 18, 2024 – 4:00 p.m.**

MINUTES

Present:

SEAC Members Present: Julie Welch (Community Services Coordination Network), Avery Jantzi (Family Services Perth Huron) Jennifer Doak (Community Living Central Huron) Doris Barkley (Autism Ontario), Brenda Mason (Stratford Children Services)

Board Trustee: Absent

Guest:

Board Office Staff Present: Jessica Langan, Tara Boreham, Vanessa Yeats, Reanna Desroches, Charmaine Chadwick

Absent:, Sue Muller, Shona Gracey, Kaitie Westbrook, Sean McDade, Kristina Howatt Gerber, Ellyn Suski, Mary-Kathryn Simmons, ,Veronica Kolkman (VOICE, Huron Perth Public Health) Sandra McLaren (Community Living Stratford & Area), Jenn Costello (Community Living St. Marys), Val Milson (Huron Perth Centre),

Quorum (Minimum 6/10 voting members required): NOT ACHEIVED

1. Opening Prayer, Welcome & Introductions

Meeting Started: 4:00 pm

2. Approval of Agenda & Minutes

2.1 Approval of Feb 2024 Minutes

Approved:

Seconded:

THAT the Huron-Perth Catholic District School Board approves the meeting minutes of the March 2024 Special Education Advisory Committee meeting.

Not carried.

2.2 Approval of March 2024 Agenda

Approved:

Seconded:

THAT the agenda be accepted as is.

Not Carried.

3. Business Arising from Minutes

Letter to the Minister in regard to special education funding has been drafted. Minor revisions to be made before sending off.

4. Correspondence

None at this time.

5. Agency Reports

5.1 *Autism Ontario*

World Autism Day is on April 2nd. Autism Ontario has multiple helpful resources online available. Doris is happy to visit schools to help raise awareness and connect with students.

5.1 *Huron-Perth Center*

Nothing to report at this time.

5.3 *CSCN*

Nothing to report at this time.

5.4 *Community Living Central Huron*

Nothing to report at this time.

5.5 *Family Services Perth Huron*

Changes to respite and mental health departments, more information to come.

5.5 *Stratford Children Services*

Nothing to report at this time.

5.7 *Community Living St. Marys*

Nothing to report at this time.

5.8 *Community Living Stratford & Area*

Nothing to report at this time.

5.9 *VOICE – Huron Perth Public Health*

Nothing to report at this time.

5.10 *Trustee Report*

Nothing to report at this time.

6. Information Reports

6.1 *Transitions (Members of the System Special Education Team)*

A general overview of the early years transition process was given. A couple of goals is to streamline the process and ensure all educators have a thorough understanding of pathways in secondary. On April 8th, all EA's and SERTs will participate in professional development training focused on the Moving Inclusions Forward Project.

7. New Business

No new business at this time.

8. Future Meetings

Next SEAC Meeting – Hybrid – Monday, April 15, 2024

9. Adjournment

Motion to end meeting was made by:

Meeting adjourned:

Ended: 4:45 pm



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: April 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

FACILITY PROJECT APPROVALS

Public Session

BACKGROUND

School Condition Improvement (SCI) funding is intended to help school boards address the identified renewal needs from the Ministry's School Condition Assessment Program. SCI funding is allocated in proportion to a school board's total assessed renewal needs. Projects funded under this program must support the overall objective of addressing facility renewal needs (either assessed needs or on a proactive basis). Due to the scope and size of SCI projects, they are usually completed during the summer months. The Board's 2023/24 allocation is \$2,640,463.00.

DEVELOPMENT

The following asphalt replacement projects are planned for July and August 2024. These projects will be funded through the SCI allocation.

1. St. Ambrose School 2024 Asphalt Improvements

Ministry conducted facility assessments in 2017 identified the need to replace the aged and worn parking lot and playground area as it is well beyond its life expectancy and was described as being in poor condition. GRIT Engineering Inc. was authorized to prepare a tender package for this project. The tender package was advertised on the Bids & Tenders bid opportunities website.

The tender closed on March 28, 2024 at 2:00 p.m. A tender report from GRIT Engineering Inc. is attached. Ten (10) contractors submitted a bid. It is recommended that Steve Smith Construction Corp. be awarded this contract in the amount of \$436,781.16. The asphalt replacement project will be completed during the summer months.

2. St. Columban School 2024 Asphalt Improvements

Ministry conducted facility assessments in 2017 identified the need to replace the aged and worn circular roadway and drop off area, entrance walkway as well as the playground area as it is well beyond its life expectancy and was described as being in critical condition. GRIT Engineering Inc. was authorized to prepare a tender package for this project. The tender package was advertised on the Bids & Tenders bid opportunities website.

The tender closed on March 28, 2024 at 2:00 p.m. A tender report from GRIT Engineering Inc. is attached. Six (6) contractors submitted a bid. It is recommended that Armstrong Paving and Materials Group Ltd. be awarded this contract in the amount of \$192,201.08. The asphalt replacement project will be completed during the summer months.

Project	Bidder	Total Amount (including HST)
St. Ambrose School - Asphalt Replacement	Steve Smith Construction Corp.	\$436,781.16
St. Columban School - Asphalt Replacement	Armstrong Paving and Materials Group Ltd.	\$192,201.08

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board awards the capital projects to the Bidders listed in the summary for the total amount listed per project.



To: Anne Marie Nicholson
cc: Nick Preikschas, Drew Gross

From: Meighan Farrish

Contract/Tender No: GE23-0683-1

Contract Name: St. Ambrose Catholic School 2024 Improvements

Date: April 1, 2024

Re: Letter of Recommendation

Hello Anne Marie,

On the closing date of March 28th, 2024, at 2:00 PM, a total of ten (10) contractors submitted a final bid for the St. Ambrose Catholic School 2024 Site Improvements project. The successful bidder is:

Company: Steve Smith Construction Corp.

Total Tender: \$ 436,781.16 (including HST)

After further review of the tender documents and itemized list of costs, the Consultant, GRIT Engineering Inc., recommends the Owner, Huron Perth Catholic District School Board, award the Contract to **Steve Smith Construction Corporation**. GRIT Engineering has worked with Steve Smith Construction previously and is of the opinion that Steve Smith Construction is capable of completing the proposed works in conformance with the Contract documents.

Please do not hesitate to contact me if you have any questions or require any additional information.

Regards,

A handwritten signature in black ink that reads "Meighan Farrish". The signature is written in a cursive, flowing style.

Meighan Farrish, P.Eng.

Civil Project Manager

meighan@gritengineering.ca

GRIT Engineering Inc. • 133 Regent Street, Stratford, ON N5A 3W2 • 519.305.5727

PASSION, DETERMINATION, RESOLVE



March 28th, 2024

Summary Bids Published

St. Ambrose Catholic School 2024 Improvements

We would like to thank you for submitting the above-noted tender. Upon the closing date of March 28th, 2024 at 2:00 PM, a total of ten (10) contractors submitted a final bid. The three (10) bidders, in no particular order, include:

Company: KW Cornerstone Paving Ltd.

Total Tender: \$ 449,435.86(including HST)

Company: Dufferin Construction
Company

Total Tender: \$ 500,741.53 (including HST)

Company: CH Excavating

Total Tender: \$ 470,663.89 (including HST)

Company: Steve Smith Construction
Corporation

Total Tender: \$ 436,781.16 (including HST)

Company: Armstrong Paving and
Materials Group Ltd.

Total Tender: \$ 588,759.40 (including HST)



Company: Melrose Paving Company Ltd.

Total Tender: \$ 581,344.70 (including HST)

Company: Kurtis Smith Excavating

Total Tender: \$ 588,052.00 (including HST)

Company: Brantco Construction

Total Tender: \$ 499,308.98 (including HST)

Company: MTEarthworx

Total Tender: \$ 450,436.37 (including HST)

Company: ghn Infrastructure Inc.

Total Tender: \$ 465,559.10 (including HST)

Again, we would like to thank you for your participation, and we look forward to our continued collaboration in the future.

Regards,

A handwritten signature in black ink that reads "Meighan Farrish". The signature is written in a cursive, flowing style.

Meighan Farrish, P.Eng.
Project Manager
meighan@gritengineering.ca



To: Anne Marie Nicholson
cc: Nick Preikschas, Drew Gross

From: Meighan Farrish

Contract/Tender No: GE23-0684-1

Contract Name: St. Columban Catholic School 2024 Site Improvements

Date: April 1, 2024

Re: Letter of Recommendation

Hello Anne Marie,

On the closing date of March 28th, 2024, at 2:00 PM, a total of six (6) contractors submitted a final bid for the St. Columban Catholic School 2024 Site Improvements project. The lowest bidder is:

Company: Armstrong Paving and Materials Group Ltd.

Total Tender: \$ 192,201.08 (including HST)

After further review of the documents submitted by Armstrong Paving and Materials Group Ltd, it appears that the tender documents provided are in general conformance with the Contract documents. Based on a low-bid approach, the engineering consultant, GRIT Engineering Inc. recommends that the Owner, Huron Perth Catholic District School Board, award the Contract to **Armstrong Paving Materials Group Ltd.**

Please do not hesitate to contact me if you have any questions or require any additional information.

Regards,

A handwritten signature in black ink that reads "Meighan Farrish".

Meighan Farrish, P.Eng.

Civil Project Manager

meighan@gritengineering.ca

GRIT Engineering Inc. • 133 Regent Street, Stratford, ON N5A 3W2 • 519.305.5727

PASSION, DETERMINATION, RESOLVE



March 28th, 2024

Summary Bids Published

St. Columban Catholic School 2024 Improvements

We would like to thank you for submitting the above-noted tender. Upon the closing date of March 28th, 2024 at 2:00 PM, a total of six (6) contractors submitted a final bid. The six (6) bidders, in no particular order, include:

Company: Armstrong Paving and
Materials Group Ltd.

Total Tender: \$ 192,201.08 (including HST)

Company: Melrose Paving Company Ltd.

Total Tender: \$ 288,123.49 (including HST)

Company: Kurtis Smith Excavating

Total Tender: \$ 296,060.00 (including HST)

Company: Brantco Construction

Total Tender: \$ 194,269.26 (including HST)

Company: MTEarthworx

Total Tender: \$ 198,427.15 (including HST)



Company: ghn Infrastructure Inc.

Total Tender: \$ 211,483.40 (including HST)

Again, we would like to thank you for your participation, and we look forward to our continued collaboration in the future.

Regards,

A handwritten signature in black ink that reads "Meighan Farrish". The signature is written in a cursive, flowing style.

Meighan Farrish, P.Eng.
Project Manager
meighan@gritengineering.ca



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: April 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

STUDENT TRANSPORTATION

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 Board currently has five student transportation policies.

- P.3.5.1 Transportation Special Education Facilities in Huron and Perth Counties
- P.3.5.2 School Bus - Student Responsibility
- P.3.5.3 Transportation of Urban Pupils - Elementary
- P.3.5.4 Transportation of Secondary Students
- P.3.5.5 Request for Transportation to/from an Alternate Residence

Staff undertook to develop one policy recognizing that student transportation operational policies and procedures are administered by the transportation consortium.

DEVELOPMENT

Student transportation services for both Huron-Perth Catholic District School Board and the Avon Maitland District School Board in 2007 are managed and administered by Huron Perth Student Transportation Services (HPSTS). HPSTS operational policies and procedures are available on its website. The revised Student Transportation policy statement reflects the Board's position on transportation for its students, and also refers to operational transportation procedures in place by HPSTS.

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 May.

RECOMMENDATION

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

 <h1 style="margin: 0;">HURON-PERTH CATHOLIC</h1> <h2 style="margin: 0;">District School Board</h2> <h3 style="margin: 0;">Student Transportation</h3>	
Adopted:	Policy #: P 3.5.1
Revised: (replaces P3.5.1, 3.5.2, 3.5.3, 3.5.4 & 3.5.5)	Policy Category: Transportation

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes in the dignity, sacredness, and inherent value of the human person, created in the image and likeness of God. The Board believes that we are called to live out Catholic Social Teaching with respect to a commitment to the common good and exercising a preferential option for the poor and marginalized. The Board endeavours to support the marginalized by providing transportation to eligible students, thus enhancing the life and dignity of all students.

POLICY STATEMENT:

It is the policy of the Huron-Perth Catholic District School Board that it provides safe, effective, and efficient transportation for qualifying students within the jurisdiction of the Board. The Education Act (Section 190) states that Boards may provide transportation to and from the school a pupil attends. The Board and HPSTS are committed to the safe transportation of eligible students. The Board will be vigilant in ensuring every effort will be made so that students' length of time on the bus will not exceed the time set out in the Huron-Perth Student Transportation Services (HPSTS) service parameters, and will aspire to achieve equitable ride times for students of the Board.

PROCEDURES:

The Huron-Perth Catholic District School Board and the Avon Maitland District School Board in 2007 entered into an agreement whereby they would collectively provide a common administration for transportation service for students registered with their respective jurisdictions. The operation of the transportation service to be carried out under the name of the collective, which is Huron Perth Student Transportation Services (HPSTS). The HPSTS manages and administers all home-to-school transportation (including late buses) and special needs transportation.

HPSTS has established operational procedures for the effective and efficient delivery for all eligible students to the assigned school of attendance and return, once daily.

DEFINITIONS:

- N/A

REFERENCES:

- The Education Act (Section190)
- HPSTS Policies and Procedures

RESOURCES, APPENDICES AND FORMS:

- N/A

draft



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: April 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

SUPERVISED ALTERNATIVE LEARNING (SAL)

Public Session

BACKGROUND

Students who are at least 14 years of age are eligible for Supervised Alternative Learning (SAL). SAL is useful for encouraging school-aged people who are at risk of not graduating to continue their learning if they are not attending school regularly and if other retention strategies have not been successful. SAL programming allows for students to enroll in at least one credit and take advantage of flexible programs for the remainder of the day.

DEVELOPMENTS

The SAL policy has been revised to include a belief statement, correct/clarify confusing elements of the previous version, and include a standard SAL Plan template and a parent-friendly summary.

The full policy is attached to this report. The policy has been posted to the Board website for vetting in advance of consideration for approval.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy Supervised Alternative Learning (SAL).



HURON-PERTH CATHOLIC

District School Board

Supervised Alternative Learning (SAL)

Adopted:	November 25, 2019	Policy #:	P 2.2.5.
Revised:		Policy Category:	2.2. School Program

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes that we serve students the home to nurture a Christ-centred environment, provide student-focused learning opportunities and support the growth of the whole person. The Board believes in approaches informed by Catholic Social Teaching that support achievement where we exercise a preferential option for the poor and marginalized.

POLICY STATEMENT:

It is a policy of the Board to establish a Supervised Alternative Learning Committee (the Committee) to decide if students are suitable for Supervised Alternative Learning (SAL). The Committee shall follow the guidelines outlined in the Education Act (O. Reg. 374/10). The Committee will maintain clear and timely communication with parents and students involved in SAL, including notifications of referrals, Committee decisions, student plans, potential plan renewals, and plan terminations. All decisions made by the Committee will prioritize the best interests of the student. Students approved by the Committee for SAL are excused from regular school attendance as long as their plan is valid. Procedures will be developed to ensure that the work of the SAL Committee and the development of SAL Plans align with the Education Act and its Regulations.

PROCEDURES:

1. Eligibility for Supervised Alternative Learning (SAL)

Students who are at least 14 years of age are eligible for SAL. Supervised Alternative Learning (SAL) is useful for encouraging school-aged people who are at risk of not graduating to continue their learning if they are not attending school regularly and if other retention strategies have not been successful.

2. Supervised Alternative Learning Committee

2.1. Role of the Committee

The role of the Committee is to make decisions at meetings regarding Supervised Alternative Learning by students of the Board.

2.2. Establishment of the Committee

The Board shall establish a Supervised Alternative Learning Committee composed of at least one member of the Board, at least one Supervisory Officer (Committee Chair) qualified as such as a teacher and employed by the Board, and at least one individual who is not a member or employee of the Board. The parent/caregiver of the pupil being considered for SAL should be invited as well as the student in the appropriate circumstance. The Committee Chair may invite anyone they deem appropriate in the circumstance (e.g. the Primary Contact₁).

A Supervisory Officer appointed to the SAL Committee may designate an individual that the Supervisory Officer considers appropriate to act in his or her place as a member of the Committee without the approval of the Board.

3. Referral to the Supervised Alternative Learning Committee

3.1. Before Referral

Before referring a student to the Committee, a principal shall provide the parent/guardian₁ of the student with the following written information: notice of his or her intention to refer the student to the Committee, the basis for his or her opinion that it would be in the student's best interests to participate in Supervised Alternative Learning and a request that the parent/guardian provide the principal, by a date specified by the principal, with his or her opinion regarding whether it would be in the student's best interests to participate in Supervised Alternative Learning and the basis for that opinion, and any other information that in his or her opinion would assist the Committee in its consideration of the referral.

A principal shall not make a referral until the parent/guardian provides a response to a request by the date specified by the principal.

3.2. Referral to the SAL Committee

The principal of a school at which a student is enrolled shall refer the student to the Committee if, in the principal's opinion, it would be in the student's best interests to participate in Supervised Alternative Learning.

A parent/guardian of a student₁ may submit, in writing, to the principal of the school at which the student is enrolled, a request that the student participate in Supervised Alternative Learning; and the basis for the parent/guardian's opinion that it would be in the student's best interests to participate in Supervised Alternative Learning.

If a parent/guardian submits a request, the principal shall refer the student to the Committee within 15 school days after the day the principal receives the request.

A parent/guardian of a student is entitled to make a request in accordance with the following: no more than two requests shall be made in respect of a student in a school year and a second request in respect of a student in a school year shall not be made until at least 60 school days have passed since the day the previous request was made.

3.3. Contents of Referral

A referral shall include the following written material: the basis for the principal's opinion that it would or would not be in the student's best interests to participate in Supervised Alternative Learning; the basis for the parent/guardian's opinion that it would or would not be in the student's best interests to participate in Supervised Alternative Learning (if those reasons are provided to the principal); the plan developed (if any); a list of one or more members of the staff of the school or the Board who know the student and can speak knowledgeably about the student's academic performance and progress and the appropriateness of the plan; a list of any other individuals who have information that is relevant to the referral; and any other information that in the principal's or the parent/guardian's opinion would assist the Committee in its consideration of the referral.

When a principal refers a student to the Committee, the principal shall provide the student and the parent/guardian of the student with a copy of the referral together with a written statement explaining that they will receive notice from the Committee of the time and place of the meeting to consider the referral; and setting out their rights under O. Reg. 374/10.

While not required, it is recommended that the principal, in consultation with appropriate parties (as required by O. Reg. 374/10 and this policy), submit a plan as prescribed in Section 5 (Appendix A) along with the referral to the SAL Committee so that the Committee can decide on whether to approve the referral to SAL and the plan at the same time.

4. SAL Committee Meetings

Within 20 school days of receiving a referral, the Committee shall hold a meeting to consider the referral. The Committee may hold a meeting on a date that is later than 20 school days after receipt of a referral if the parent/guardian of the student makes a written request for a later date or the parent/guardian of the student consents.

The Committee shall give notice of the meeting to the following: the student, the parent/guardian of the student,² the principal of the student's school, any member of the staff of the school or the Board who was listed by the principal in the referral and in the opinion of the Committee may have information that is relevant to the referral, any other individual who in the opinion of the Committee has information that is relevant to the referral, and an individual who receives notice has a right to attend and be heard at the meeting.

4.1. Decisions of the SAL Committee

After the Committee considers a referral, the Committee shall make a decision as follows:

- If a plan was submitted to the Committee, the Committee shall approve participation by the student in Supervised Alternative Learning as described in the plan; modify the plan and approve participation by the student in Supervised Alternative Learning as described in the plan as

modified; or not approve participation by the student in Supervised Alternative Learning.

- If a plan was not submitted to the Committee, the Committee shall require the principal of the student's school to cause a plan to be developed for the student in accordance with the directions of the Committee, if any; or not approve participation by the student in Supervised Alternative Learning.

4.2. Communication of the Decision

Within five school days after a meeting, the Committee shall provide the student, the parent/guardian of the student and the principal of the student's school with its written decision together with the following:

- If the Committee approved participation by the student in Supervised Alternative Learning, a copy of the plan including any modifications made by the Committee, contact information for the student's primary contact person, and if the plan includes employment, contact information for the employer if available.
- If the Committee required the principal to cause a plan to be developed, the date by which the plan is required to be submitted to the Committee.

The Committee shall also provide the parent/guardian of the student with the following:

- If the Committee approved participation by the student in Supervised Alternative Learning, information about the right to reconsideration and the reconsideration process as outlined in O. Reg. 374/10.
- If the Committee did not approve participation by the student in Supervised Alternative Learning, information about the right to reconsideration and the reconsideration process, and information about the right to make a request. If the Committee required the principal to cause a plan to be developed, information about the parent/guardian's right to provide input in the course of developing the plan, a statement that the parent/guardian will receive a copy of the plan when it is submitted to the committee, a statement that the parent/guardian may provide materials to the committee for the committee's use in considering the plan and how those materials should be provided, a statement that the parent/guardian will receive notice from the committee of the time and place of the meeting to consider the plan, and information setting out the parent/guardian's rights.

4.3. Plan Ordered by the Committee

If a principal is required to cause a plan to be developed, the principal shall cause the plan to be developed in accordance with the directions of the Committee and submitted to the Committee by the date specified by the Committee.

The principal shall use Appendix A for the development of the SALP.

The expiry date of a plan shall not be later than June 30 in the school year to which the plan applies.

When the principal submits a plan to the Committee, the principal shall also submit any other information that in the principal's opinion would assist the Committee in its consideration of the plan and provide the student and the parent/guardian of the student with a copy of the plan.

Within 20 school days of receiving a plan, the Committee shall hold a meeting to consider the plan.

After the Committee considers a plan, the Committee shall make a decision to approve participation by the student in Supervised Alternative Learning as set out in the plan; modify the plan and approve participation by the student in Supervised Alternative Learning as described in the plan as modified; or not approve participation by the student in Supervised Alternative Learning.

4.4. Excusal from Attendance at School

A student who is approved by the Committee to participate in Supervised Alternative Learning is excused from attendance at school as long as the student's plan has not expired or been terminated.

4.5. Reconsideration of SAL Decision

If a decision made by the SAL Committee is contested, the Education Act of Ontario provides avenues for reconsideration. The parent/guardian or the student, if they have reached the age of majority, may request reconsideration within a specified timeframe. The reconsideration process involves a review of the decision by the Committee or an impartial body designated by the Board.

5. The Student Alternative Learning Plan (SALP)

5.1. Considerations for the SALP

Considerations and components of a Supervised Alternative Learning Plan:

- Incorporates student's educational and personal goals;
- Includes credit-bearing activities, wherever possible;
- Outlines methods of assessing the student's progress towards his or her educational and personal goals;
- Identifies a Primary Contact at the school or board and makes provision for monitoring, which must occur at a minimum once per month;
- Includes a transition plan for returning to school or for proceeding to a post-secondary option when the student reaches the age of eighteen;
- The Board has the responsibility to ensure appropriateness of placements off school/board property; for activities taking place off-site (working, volunteering, etc.), a site visit is to take place before the student begins the activity to ensure the site complies with health, safety, and accessibility requirements;

- All SALPs expire no later than June 30;
- A SALP may be renewed for a maximum of one school year on the recommendation of the principal to the SAL Committee without requiring the student to appear before the committee.

5.2. Activities of the SALP

Activities that may constitute all or part of a Supervised Alternative Learning Plan are:

- Shall include at enrolment in one (minimum 350 minutes per week) or more courses in which the student may earn a credit (e.g. Co-op, e-learning, teacher directed courses or alternative learning courses - does not include ILC or correspondence courses or continuing education courses);
- Enrolment in a life skills or other non-credit course;
- Job-related training (i.e., learning workplace certifications, developing general employment skills);
- Full- or part-time employment at a work placement that has been visited and found appropriate;
- Volunteering (meets the community service requirement);
- Counseling (to address barriers to learning); and/or
- Any other activity that will help the student reach their education and/or personal goals.

6. Administration and Monitoring of the SALP

6.1. Administration of the SALP

The principal shall oversee the implementation of SALPs, ensuring compliance with applicable regulations and guidelines set forth by the Education Act of Ontario.

Regular documentation and record-keeping of SALP-related activities, including assessments, progress reports, and any modifications made to the plan, should be maintained by the principal or designated administrative staff.

6.2. Monitoring Requirements

Monthly monitoring of student progress and participation in SAL activities should be conducted by the Primary Contact person identified in the SALP. The Primary Contact shall document contact with the student, document progress towards the goals of the SALP, track achievement and make modifications to the SALP insofar as they do not substantially change the plan approved by the Committee.

The principal or designated staff member shall periodically review SALPs to assess their effectiveness in meeting the student's educational and personal goals at least once per semester.

6.3. Renewal of the SALP

Before the expiry of the plan, if in the opinion of the principal of the student's school it would be in the student's best interests to continue to participate in Supervised Alternative Learning, the principal shall submit a recommendation to the Committee to renew the plan (with the written consent of the parent/guardian of the student), or refer the student to the Committee.

Within 20 school days after the day the Committee receives a recommendation, the Committee shall renew the student's plan or renew the student's plan with specified modifications or require the principal to refer the student to the Committee.

The Committee may only renew the student's plan under this section in accordance with the following: for non-semestered schools, the plan may be renewed for a maximum of one school year in total; for semestered schools, the plan may be renewed for a maximum of one school year or two consecutive semesters in total.

6.4. The Enrolment Register

The principal shall ensure that all students participating in SAL are accurately reflected in the school's enrolment register.

- Enroll student in SAL in the Student Information System - SIS (e.g. Edsembli).
- Ensure that the student is enrolled in at least one credit.
- Terminate SAL when receiving Notice of Termination.

Documenting Attendance - The Primary Contact Person shall document a 'C-code' in the SIS at least once per month. The C-code signifies contact by the Primary Contact. For each credit enrolled - a G-Code must be assigned to the student each day the student is in SAL (reason = Supervised Alternative Learning).

Information pertaining to SAL participation, including start date, duration, and any modifications to the student's enrolment status, should be filed in the Ontario Student Record.

6.5. Termination of the SALP

A plan is terminated if any of the following circumstances exist:

The student provides the principal with a written statement that he or she wants to return to school and the student's primary contact person provides the principal with a written statement that the student is not complying with the plan and the principal determines, with the agreement of a Supervisory Officer qualified as such as a teacher, that termination is in the student's best interests.

The principal shall send written notice of the termination of a plan to the following: the student, the parent/guardian of the student, the Committee that approved the student's participation in Supervised Alternative Learning and any individual who is involved in the implementation of the student's plan.

6.6. Transition Plan

The principal shall ensure that a transition plan has been developed for helping a student whose Supervised Alternative Learning plan has expired or been terminated with the student's transition from Supervised Alternative Learning.

OpenAI's ChatGPT, response to 'various prompts to simplify cumbersome legal jargon from draft plans'. ChatGPT, OpenAI, February 20, 2024, <https://chat.openai.com>

DEFINITIONS:

Primary Contact - A person who works with the student to assist the Principal in monitoring the SALP. The Primary Contact may be a classroom teacher, Special Education Resource Teacher, Student Success Teacher, Guidance Counsellor, Vice-Principal or Principal.

REFERENCES:

- N/A

RESOURCES, APPENDICES AND FORMS:

- Appendix A - Supervised Alternative Learning Plan
- Appendix B - Supervised Alternative Learning Guide for Parents



HURON-PERTH CATHOLIC

District School Board

Supervised Alternative Learning Plan

School:		
Student Name:		
Address:		
Telephone:		
Date of Birth:		
Parent/Guardian Name:		
Address/phone number if different than Student's:		
Date of SAL Committee Meeting:		
SAL Renewal	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Outcome of SAL Committee Meeting:		
Names/ Titles/ Telephone Numbers of Those Consulted in Development of the SALP:		

Student Goals of the SALP	
Student's educational goal(s)	Methods to achieve educational goal(s) Ways in which student's progress will be monitored
<input type="checkbox"/> Earn credit(s) <input type="checkbox"/> Earn OSSC <input type="checkbox"/> Earn OSSD <input type="checkbox"/> Enter college/university <input type="checkbox"/> Enter apprenticeship/trades <input type="checkbox"/> Enter the workforce <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> Other (specify) _____ <input type="checkbox"/> Other (specify) _____	Specifics:
Student's personal goal(s)	Methods to achieve personal goal(s) Ways in which student's progress will be monitored
	Specifics:

Student Program	
<p>Courses</p> <ul style="list-style-type: none"> <input type="checkbox"/> credit <input type="checkbox"/> non-credit (e.g., life skills courses) 	<p>Details: <i>course codes; delivery format (e.g., part-time attendance at a regular school or in an alternative education program, cooperative education, e-learning, independent study); location</i></p>
<p>Skill acquisition</p> <ul style="list-style-type: none"> <input type="checkbox"/> volunteering <input type="checkbox"/> earning a certification or taking training for a specific job <input type="checkbox"/> developing job-search skills <input type="checkbox"/> developing Essential Skills and work habits and using the Ontario Skills Passport to track achievement <input type="checkbox"/> working part-time <input type="checkbox"/> working full-time 	<p>Details: <i>description of activities, student's schedule, location</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> counselling 	<p><i>Contact information:</i></p>
<ul style="list-style-type: none"> <input type="checkbox"/> other activities to enable the student to achieve his or her goals 	<p>Details: <i>description of activities, student's schedule, location</i></p>

Monitoring of the SALP Completion Date	
Primary Contact Person (Board Employee assigned to monitor progress of the SALP):	
Name:	
Telephone Number:	
Description of how the SALP will be monitored.	
Anticipated completion date of the SALP (Can be no later than June 30th of the year it was approved by the SAL Committee).	

Transition from the SALP	
Primary Contact Person (Board Employee assigned to monitor progress of the SALP):	
Name:	
Telephone Number:	
Description of how the measures to be put in place to transition the student from SAL to their next step.	

Signatures:

Principal / Date
I have been consulted in the creation of the Supervised Alternative Learning Plan.

Student / Date
I have been consulted in the creation of the Supervised Alternative Learning Plan.

Parent/Guardian / Date

File in Ontario Student Record, copy to the Parent/Guardian and student.



HURON-PERTH CATHOLIC

District School Board

Supervised Alternative Learning Guide for Parents*

What is Supervised Alternative Learning?

Supervised Alternative Learning is a personalized education program designed for students facing challenges attending regular school. It offers individualized plans to help students progress toward obtaining their Ontario secondary school diploma or achieving other educational and life goals.

Who Does it Apply to?

This program is for students who are at least 14 years old and of compulsory school age. Students who turn 18 while in the program can choose to continue until their plan ends or is terminated.

How Decisions Are Made

Decisions regarding the program are made based on the best interests of the student and their educational goals.

Referral Process

The principal may refer a student to a committee if they believe the program would benefit the student. Parents can also request their child's participation in the program. Referrals must be made within specific timelines.

Developing a Plan

Before referring a student, the principal will develop a plan with input from the student, parents, and relevant staff. The plan outlines the student's goals, activities, and how progress will be monitored.

Committee Meetings

The committee reviews referrals and makes decisions about participation in the program. Parents and students have the right to attend and be heard at these meetings.

Decision Communication

The committee communicates its decisions in writing to the student, parents, and principal. Information about reconsideration rights and next steps is provided.

Monitoring Progress

The primary contact person monitors the student's progress and communicates with them at least monthly. The principal also receives regular reports on the student's progress.

Modifying the Plan

Modifications to the plan can be made if necessary, with input from the student and parents. Significant changes require approval from the principal.

Plan Review and Renewal

The primary contact person provides reports on the student's progress before the plan expires. The principal may recommend plan renewal if beneficial for the student.

Termination and Transition

The plan may be terminated if the student wishes to return to regular school or if they are not complying with the plan. A transition plan is developed to support the student's return to regular schooling if needed.

Compassionate Grounds

In exceptional circumstances, students over 16 may be excused from full-time attendance for compassionate reasons, under specific conditions.

*Synopsis compiled with the assistance of Chat GPT 3.5

OpenAI's ChatGPT, Response to "Convert the following legislation (Education Act) into a format that would be easy for a parent to understand and for a school administrator to execute." ChatGPT, OpenAI, February 20, 2024, <https://chat.openai.com>



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: April 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

HEALTH AND SAFETY

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. Additionally, under the Occupational Health & Safety Act, it is a requirement for the Joint Health and Safety Committee (JHSC) to review Policy Health & Safety on an annual basis. Policy Health and Safety was reviewed by the Board of Trustees on March 27, 2023.

DEVELOPMENT

Policy Health and Safety was presented for information at the March 25, 2024 Board meeting. The revised policy was available on the Board's website for vetting. No changes have been recommended therefore the policy is being recommended for approval.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy Health and Safety.



HURON-PERTH CATHOLIC

District School Board

Health and Safety

Adopted:	February 23, 1998	Policy #:	P 3.1.1.
Revised:	April 22, 2024	Policy Category:	3.1. Plant/Facilities

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes in ensuring both the physical and psychological health and safety of its employees through the promotion of safe work practices and procedures and maintaining a healthy and safe workplace.

The Huron-Perth Catholic District School Board shall foster a culture of health and safety as part of its commitment to its employees. This culture shall be included in decision-making processes, and highlighted in the organization's Vision, Mission and Values.

POLICY STATEMENT:

It is the policy of the Huron-Perth Catholic District School Board that it supports the operation of the Joint Health and Safety Committee in accordance with the JHSC Terms of Reference. The Internal Responsibility System within the HPCDSB acknowledges that everyone has "direct" responsibility for health and safety as an essential part of his or her job. The purpose of this policy and procedures is to promote a healthy and safe working environment for all employees that is consistent with the requirements of the Occupational Health and Safety Act and Regulations.

PROCEDURES:

Responsibility of Management:

HPCDSB Management are accountable for the health and safety of employees and are responsible to:

- Ensure that employees work in a manner and with protective devices, measures and procedures required by the Occupational Health and Safety Act and Regulations,
- Ensure that employees use or wear the equipment, protective devices or clothing that his/her employer requires to be used or worn,
- Advise the employee of the existence of any potential or actual hazards to the health or safety of the employee of which the supervisor is aware,
- Provide where prescribed (i.e., in a regulation under the OH&S Act), an employee with written instructions about measures and procedures to protect the employee,
- Take every precaution reasonable given the circumstances to protect the employee.

Responsibility of Employees:

Every employee must protect their own health and safety by:

- Working in compliance with the Occupational Health and Safety Act and its regulations,
- Working with safe work practices and procedures established by the HPCDSB,
- Reporting unsafe conditions and practices immediately,
- Utilizing appropriate personal protective equipment.

DEFINITIONS

- N/A

REFERENCES:

- Occupational Health and Safety Act and Regulations

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: April 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

HARASSMENT

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. Additionally, under the Occupational Health & Safety Act, it is a requirement for the Joint Health and Safety Committee (JHSC) to review Policy Harassment on an annual basis. Policy Harassment was reviewed by the Board of Trustees on March 27, 2023.

DEVELOPMENT

Policy Harassment was presented for information at the March 25, 2024 Board meeting. The revised policy was available on the Board's website for vetting. The following additional revision has been made so that policy references reflect new Board policy names:

Page 2: Reference to Policy 3D:7 Safe Schools and reference to Policy 3D:10 Progressive Discipline and Student Conduct replaced with Board Policy Student Behaviour Discipline and Safety.

With this additional revision, the policy is being recommended for approval.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy Harassment.



HURON-PERTH CATHOLIC

District School Board

Harassment

Adopted:	August 24, 1998	Policy #:	P 3.4.12.
Revised:	April 22, 2024	Policy Category:	3.4. Human Resources

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes that all of its employees should work and learn in a respectful, non-threatening environment that is free of harassment in all of its forms and from all sources. The Board recognizes that the inherent right of all individuals to be treated with dignity and respect is central to Catholic values and beliefs and supports a safe and nurturing environment for all staff and students.

POLICY STATEMENT:

It is the policy of the Huron-Perth Catholic District School Board that it provide and maintain a working and learning environment free from harassment, in accordance with the Ontario Human Rights Code and the Occupational Health and Safety Act. In order to protect its employees, the Board has established the following procedures.

PROCEDURE:

All employees, students, their parents/guardians, volunteers, trustees, visitors, teacher candidates, permit holders, contractors as well as any other third party shall have the right to work, visit and/or study in an environment free from harassment. The working and learning environment is any place where the above-named persons are engaged in any school-related activities or in the performance of any work or work-related duties or functions. Schools and school-related activities, such as extracurricular activities and excursions comprise this environment, as do Board offices and facilities. Conferences and training sessions fall within the scope of this policy directive as well. The Board shall make every reasonable effort to provide a workplace free from harassment when persons other than students and employees are found to have violated this policy.

Whatever form it takes, harassment, workplace harassment, and workplace sexual harassment is a disruptive element that undermines the integrity of the work/study relationship and threatens the well-being, dignity, self-esteem and performance of the individual. Harassment includes, but is not limited to sexual, racial and personal attacks.

Harassment does not include reasonable action or conduct by an employer, manager or supervisor that is part of his or her normal work function. Harassment does not include reasonable action or conduct by a union representative that comprises part of his or her functions on behalf of the union.

In addition, because the Board is entrusted with the nurturing and education of students, it is important that all employees and volunteers provide positive role models for all students in their care. Harassment will not be tolerated and employees who have been found to have violated

this policy will be disciplined, up to and including termination of employment. The Board's progressive discipline procedure for employees will be applied in cases of harassment. For all persons, workplace harassment may also lead to the individual being removed from the Board's premises and/or civil or criminal liability.

Where a student is allegedly harassed by an adult, the Principal should alert the police and the appropriate Children's Aid Society if the student is under sixteen years of age, and the parents if the student is under eighteen years of age. Where a victim is allegedly harassed by a student, Board Policy Student Behaviour Discipline and Safety will be followed. Students who have been found to have violated this policy will be disciplined up to and including expulsion in accordance with Board Policy Student Behaviour Discipline and Safety.

Harassment must not be confused with assault. Allegations of assault should be dealt with under Board Policy Assault Against Or By Staff member and Board Policy Violence in the Workplace.

In all cases, supervisory and managerial personnel have a duty to respond to and take action to resolve any alleged or suspected situations involving harassment.

Training: The Board shall provide its workers with information and instruction that is appropriate for the worker on the contents of the workplace harassment policy and program.

No Reprisals: Reprisals and any negative consequences will not be condoned because a person has acted in good faith in accordance with this policy.

Posting of Policy: The Board's Harassment Policy shall be posted in a conspicuous place in all schools and in the Board Office.

Review of Policy: The Board's Harassment Policy shall be reviewed as necessary, but at least annually.

The complaint procedure, as follows, will be the acceptable procedure. The purpose of this procedure is to secure a resolution as expeditiously as possible. This policy does not preclude the complainant's right under the Ontario Human Rights Code or his/her applicable Collective Agreement to decide how to deal with a harassment incident or to report the incident(s) to the police.

STEP I - INFORMAL COMPLAINT

- a) Directly, firmly and specifically explain to the other party why you believe you are being harassed.
- b) Request the behaviour cease in a written document to the other party.
- c) If the behaviour does not stop, continue to Step II (Consult an Advisor) or Step III (Formal Complaint) of this procedure.

STEP II - CONSULT AN ADVISOR (optional)

Should the unwelcome behaviour continue and you wish to proceed informally, without a formal written complaint as in Step III, contact one of the following people for advice.

*Your Supervisor; or
Your Association or Union Representative*

The advisor may suggest alternate informal approaches in dealing with the specific situation.

STEP III - FORMAL COMPLAINT

- a) File a written complaint with the Executive Manager of Employee Relations, an advisor as listed in Step II, the Director of Education, or the Chair of the Board of Trustees, identifying the nature of the complaint. Send a copy of this complaint to the other party at the same time. Where applicable, the Executive Manager of Employee Relations (or designate) shall forward a copy to the appropriate Bargaining Unit President.
- b) A meeting must be initiated with the complainant and the accused individually within 5 working days of the filing of the written complaint. Each person shall have the right to request that a friend, association or union representative, or other spokesperson be present during the meeting.
- c) The Executive Manager of Employee Relations (or designate) shall investigate the allegations, and conduct interviews with all relevant witnesses. Everyone is expected to participate fully, and in good faith, in the investigation process. The individual named as the respondent in the complaint has the right to know who the complainant is and what the allegations are. Should the investigation substantiate the complaint, then appropriate corrective action will be taken.
- d) If appropriate, a joint meeting will be arranged with a view to a mutually acceptable solution being found. Each person shall have the right to request that a friend, association or union representative, or other spokesperson be present during this joint meeting.
- e) The Executive Manager of Employee Relations (or designate) shall relay the resolution to both parties in writing.
- f) If either party disagrees with the resolution of the Executive Manager of Employee Relations (or designate), further investigation may be necessary and that party may proceed to Step IV of these procedures.
- g) If there is a resolution to the satisfaction of both parties at this stage, the decision shall be filed in a separate confidential file in the Human Resources department. The record may be destroyed, on request, after it has been on file for two years without another incident. Subject to applicable Collective Agreements, only the Executive Manager of Employee Relations and the party or parties to the complaint shall have access to the file, unless otherwise required by law.

STEP IV - FORMAL COMPLAINT

- a) If a mutually acceptable solution has not been found, either the complainant or respondent may request in writing a meeting with the Director of Education after 10 working days from the receipt of the written resolution of the Executive Manager of Employee Relations (or designate).
- b) If appropriate, a joint meeting will be arranged with a view to a mutually acceptable solution being found. Each person shall have the right to request that a friend, association or union representative, or other spokesperson be present during the joint meeting.

- c) Further investigation may be necessary. Interviews with relevant witnesses, if appropriate, will be conducted by the Executive Manager of Employee Relations (or designate). Everyone is expected to participate fully, and in good faith, in the investigation process. The individual named as the respondent in the complaint has the right to know who the complainant is and what the allegations are. Should the investigation substantiate the complaint, then appropriate corrective action will be taken.
- d) The Director of Education shall relay the resolution to both parties in writing.
- e) If there is a resolution to the satisfaction of both parties at this stage, the decision shall be filed in a separate confidential file in the Human Resources department. The record may be destroyed, on request, after it has been on file for two years without another incident. Subject to the applicable Collective Agreements, only the Director of Education, Executive Manager of Employee Relations and the party or parties to the complaint shall have access to the file, unless otherwise required by law.
- f) If either party disagrees with the resolution of the Director of Education, that party has the option of seeking redress through the Ontario Human Rights Tribunal or any other process that they deem advisable.

DEFINITIONS:

Harassment - any comment, suggestion, gesture or physical contact that creates an uncomfortable environment for the recipient and is known or ought reasonably to be known to be unwelcome.

Workplace harassment - (a) engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome, or (b) workplace sexual harassment.”

Workplace sexual harassment - (a) engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or (b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

Assault - an act of intentional force applied to an individual; where one attempts or threatens by an act or gesture to apply force to another person; or causes the other person to believe upon reasonable grounds that the person issuing the threat has the ability to affect his/her purpose.

REFERENCES:

1. Board Policy Assault Against Or By Staff Member
2. Board Policy Violence in the Workplace
3. Board Policy Student Behaviour, Discipline and Safety
4. The Ontario Human Rights Code
5. The Occupational Health & Safety Act - Bill 168



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: April 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

VIOLENCE IN THE WORKPLACE

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. Additionally, under the Occupational Health & Safety Act, it is a requirement for the Joint Health and Safety Committee (JHSC) to review Policy Violence in the Workplace on an annual basis. Policy Violence in the Workplace was reviewed by the Board of Trustees on March 27, 2023.

DEVELOPMENT

Policy Violence in the Workplace was presented for information at the March 25, 2024 Board meeting. The revised policy was available on the Board's website for vetting. No changes have been recommended therefore the policy is being recommended for approval.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy Violence in the Workplace.



HURON-PERTH CATHOLIC

District School Board

Violence in the Workplace

Adopted:	June 21, 2010	Policy #:	P 3.4.16.
Revised:	April 22, 2024	Policy Category:	3.4. Human Resources

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes in the prevention of workplace violence and promotes a violence-free workplace in which all people respect one another and work together to achieve common goals. The Board recognizes that the inherent right of all individuals to be treated with dignity and respect is central to Catholic values and beliefs, and supports a safe and nurturing environment for staff and students.

POLICY STATEMENT:

It is the policy of the Huron-Perth Catholic District School Board that it be committed to protecting employees from workplace violence from all sources. Any act of workplace violence is unacceptable. Workplace violence in any form erodes the mutual trust and confidence that is essential to the well-being of our staff. The Board is committed to addressing any form of workplace violence or threat of violence reported. The following procedures are in place to ensure this policy can be implemented.

PROCEDURES:

1. **Application:** This procedure applies to all members of the Board community, including but not limited to trustees, students, employees, visitors such as parents and community members, volunteers, permit holders, contractors and employees of other organizations who work on or are invited onto Board property.
2. **Risk Assessment:** To enhance employee safety, the Board will perform a Risk Assessment respecting the potential for violent incidents in all of the Board's schools and facilities and during employment-related events and activities. The results of the Risk Assessment will be shared with the Joint Health and Safety Committee.
3. Based upon the Risk Assessment, the Board will develop any additional preventive measures as identified or as needed to decrease the risk of workplace violence in keeping with its duties and responsibilities under the Occupational Health and Safety Act, Education Act and Regulations. The risks of workplace violence will be re-assessed as often as necessary, but at least annually, to ensure that the policy and program continue to protect workers from workplace violence.

Domestic violence occurring in the workplace is recognized by the Occupational Health and Safety Act as workplace violence. Unlike many risks which may lead themselves to regular and ongoing assessment, the risk of domestic violence taking place in the workplace is much more variable and less easily anticipated although nonetheless real. The Occupational Health and Safety Act does not require an assessment of the risks of

domestic violence becoming workplace violence. However, the Huron-Perth Catholic District School Board is committed to educating workers regarding domestic violence and to take every reasonable precaution to protect workers from domestic violence that is likely to expose workers to physical injury in the workplace.

4. Responsibilities: As an employer, the Board is responsible for the health and safety of its employees. Under the Occupational Health and Safety Act, the Board is required to take every precaution reasonable in the circumstances for the protection of workers (section 25 (2) (h) of OHSA).

Managers and supervisors, as defined by the OHSA, are also required to take every precaution reasonable in the circumstances for the protection of workers (section 27 (2) (c) of OHSA). Associated with this duty, supervisors are also required to advise workers of the existence of work-related hazards which include potentially violent workplace circumstances (section 27 (2) (a) of OHSA).

In association with the duties of the employer and of supervisors, employees also have duties prescribed by OHSA.

Workers must act in compliance with the Act and regulations and importantly are required to report to his or her employer or supervisor of the existence of any hazard/potentially violent circumstances of which he or she knows (section 28 (1) (d) of OHSA). This includes circumstances in a worker's personal life, such as domestic violence, that would likely expose a worker or his or her co-workers to physical injury in the workplace.

The legislation requires everyone in the workplace to act cooperatively together in dealing with any circumstances which pose unacceptable risks in the context of the duties and responsibilities of the Board, Teachers, Vice-Principals, Principals and Supervisory Officers under the Occupational Health and Safety Act, Education Act and Regulations.

5. Reporting Incidents: As a part of the IRS (Internal Responsibility System), the Occupational Health and Safety Branch of the Ministry of Labour (MOL) requires that individuals engaging in unsafe activity be held accountable for their actions. This, together with safe schools legislation, means that violent and potentially violent activity will be investigated by the Board and will be acted upon in a manner that protects members of the school community in the workplace.

Violent behaviour and behaviour which increases the risk of violence in the workplace will not be tolerated. The Board's progressive discipline procedure for employees may be applied in cases of unsafe behaviour and where the behaviour is as described in the definition of "workplace violence" above. Workplace violence may also lead to the individual being removed from the Board's premises.

The Board's violence prevention program includes the following:

- i. To the extent legally possible, reports of workplace violence or of potentially violent behaviour will be held in confidence.
- ii. Under this policy, persons are required and encouraged to report an act of violence. Reprisals and any negative consequences will not be condoned because a person has acted in accordance with this policy.
- iii. Reports shall be made to a person's immediate supervisor. In schools, this means to the Principal or Vice-Principal.

- iv. Management is obliged to investigate the report. In most cases the investigation will be done by the immediate supervisor.
- v. The results of the investigation will be communicated to the person who reported the circumstances and to others who reasonably ought to be informed of the result, or as otherwise required by law.
- vi. The Board will provide such medical and counselling support as necessary in the circumstances, consistent with programs described in collective agreements or by Board policy applicable to non-unionized staff.
- vii. In conjunction with any discipline that may be imposed, the Board may reassign staff or students during or after the Board's investigation as reasonable in the circumstances.
- viii. Staff will receive training appropriate to the tasks they perform to deal with violent acts and the potential for violent acts, including the measures and procedures for summoning immediate assistance when workplace violence occurs or is likely to occur.
- ix. The Board will report any incident of workplace violence to the Joint Health and Safety Committee where a worker is disabled from their regular duties and/or requires medical attention as a result of workplace violence within four days of its occurrence.
- x. The Board will report any incident of workplace violence to the Ministry of Labour where a person is killed or critically injured. The report will be made immediately by telephone and will be followed in writing within 48 hours of the workplace incident.

This Policy is to be interpreted and applied in conjunction with other Board policies having to do with employee behaviour, progressive discipline, conflict prevention and resolution and school safety.

Threatening, violent or harassing student misconduct is dealt with by the Safe Schools provision of the Education Act. Bill 168 covers harassment and risks of workplace violence that may arise because of student behaviours. This Policy, therefore, applies in appropriate circumstances.

- 6. Training: The Board and the site supervisor shall ensure that all employees in the workplace have received the Board Policy and procedures on Workplace Violence.

The Board and site supervisor shall ensure that, based on the level of risk to which individual employees are exposed, the employees have qualifications, experience and training to minimize the risk of workplace violence. Intensity and type of training will vary according to the risk level for workers as identified in the assessment(s).

- 7. Posting of Policy: The Board's Violence in the Workplace Policy shall be posted in a conspicuous place in all schools and the Board Office.
- 8. Review of Policy: The Board's Violence in the Workplace Policy shall be reviewed as necessary, but at least annually.

DEFINITIONS:

Workplace - The workplace is any place where work activities occur while on Board business, or workplace social event.

Workplace Violence - The Occupational Health and Safety Act workplace violence definition is:

- a) The exercise of physical force by a person against a worker in a workplace that causes or could cause physical injury to the worker.
- b) An attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker.
- c) A statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that would cause physical injury to the worker.

REFERENCES:

- The Occupational Health & Safety Act - Bill 168

RESOURCES, APPENDICES AND FORMS:

- N/A



Prepared by: Karen Tigani, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: April 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

CATHOLIC EDUCATION WEEK UPDATE

Public Session

BACKGROUND

Catholic Education Week takes place at the beginning of May each year. We are blessed and very proud to be leaders in providing high-quality Catholic Education in Ontario. Our schools are places of great joy, peace, hope and love, rooted in the Gospel message of Jesus Christ. Catholic Education Week provides a special time each year for Catholic school boards to shine a light on the many gifts of our school communities. It is a time when we intentionally take additional actions to welcome people into our buildings, to promote our vibrant, faith-filled schools through a variety of means, and to purposely shine Christ's light outward into the homes, parishes and communities we partner with.

This is a week where we demonstrate our full embrace of the Board's mission to spread and share the good news of our encounter with Christ in and through our learning, growing, creating, and sharing. We are a Catholic School Board. We serve our students, working with the home, parish and school community to:

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

"Our Catholic schools offer an extraordinary contribution to the social and environmental fabric of our society and world. In partnership with parents, who bear primary responsibility for the education of their children, all those who work in Catholic education are called upon to reflect, in a faithful and discerning fashion, God's presence in this world" (A Pastoral Letter for Catholic Education, Assembly of Catholic Bishops of Ontario, 2018)

DEVELOPMENTS

Called to Love

The 2024 Catholic Education Week theme is "We are called to love". In our board, we are intentional about aligning this theme with the existing spiritual theme of "Together on the Journey" and encouraging staff and students to consider ways in which they can explicitly celebrate and honour our individual and collective call to love within the existing spiritual theme.

Catholic Education Week (CEW) Website

A HPCDSB Google site has been created as a landing page for all materials that will support Catholic Education Week in our district. Resources from the Ontario Catholic School Trustees Association, along with Board-created resources that support faith-based activities, prayer services, and CEW-themed

lessons for K-12 classrooms can be found there. Our goal is to ensure educators have timely access to CEW resources and can embed them throughout their lessons all week.

Catholic Education Week System Mass

All staff, students, families and parishioners of the Huron-Perth Catholic District School Board are welcomed to celebrate Mass as a community on Monday, May 6th at St Patrick's Catholic Church in Dublin. Mass will be celebrated by Rev. Bishop Ronald Fabbro, Bishop of the Diocese of London. Music and other liturgical ministries will be organized and led by staff and students from across the district. Following Mass there is a reception in the church hall where all are welcome to gather for some light refreshments, food and fellowship.

St. Teresa of Calcutta Faith in Action Awards

The St. Teresa of Calcutta Faith in Action Award was established in 2005 and recognizes exemplary service to Catholic education. The nominees for this award represent all stakeholder groups in the Huron-Perth Catholic District School Board community - employees, parents, caregivers, volunteers, clergy, and parishioners. This year's recipients will be honoured at the award ceremony following CEW mass on Monday, May 6.

The Order of St. André Bessette

This award was established in 2021. The order of St. Andre Bessette (the order) is the highest honour that the Board bestows upon a member of the 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. The induction ceremony for this year's inductee will be held following CEW Mass on Monday, May 6.

Faith and Art

All schools have been asked to submit student-created artwork that either captures our Board theme "Together on the Journey" or the Catholic Education Week theme "We are Called to Love". Selected pieces will be framed and on display in the church hall for the reception after the Catholic Education Week Mass and then will be moved over to the Catholic Education Centre where they will be displayed for one year.

World Children's Day & Holy Childhood Association

The Diocese of London invites all Catholic school boards in the diocese to engage with active celebration of the first global World Children's Day. This will be marked by activities rooted in prayer, art and charity. During Catholic Education Week in our district, schools will participate in a Diocese-wide art project in preparation for the World Children's Day on the weekend of May 25-26, 2024. The idea of a day for children was proposed to Pope Francis in July 2023 by a 9-year-old child named Alessandro. In his announcement the Pope shared, "The initiative answers the question: what kind of world do we wish to leave to the children who are growing up? Like Jesus, we want to put children at the centre and take care of them." In holy scripture we read that Jesus invites the children to come to him (Mt. 19:13-14). In many ways this reminds us that the Church is not a building but it is us, the People of God, and it also reinforces that children are not only the future of the Church but her present. This World Day of Children is an invitation to come to Jesus and for their voices to be heard and amplified.

Prayer focused on peace and the wellbeing of children and youth will take place in classrooms and schools. A variety of prayers will be shared with school staff to support them. This will include a Children's Prayer for Peace, a Prayer from Pope Francis' message for World Day of Children, prayers from the Holy Childhood Association and Lectio Devina.

The art work is focused around the following prompts for students:

- What might we do to promote a world of peace and love?
- What might adults do better to take care of the earth and take care of people?

Bishop Fabbro is looking forward to seeing the children's responses and would love to share them with the people of our Diocese.

Schools are being encouraged to host a "bring what you can loonie or toonie" style fundraiser to support the Catholic charity Holy Childhood Association; this is one of the Pontifical Mission Societies dedicated to fostering children's awareness of the missionary nature of the Church. This enables a worldwide network of children helping children and is an expression of loving thy neighbour. In some cases, schools may elect to host a food drive or other charitable activity designed to meet the needs of children locally and globally.

Social Media Campaign #MyHPCatholic School

The Huron-Perth Catholic District School Board will launch a social media campaign to commemorate Catholic Education Week 2024. This will take place during the week of May 5 to 11. We are asking students, staff, parents/caregivers, trustees, and alumni to reflect on "What do you love about your Catholic school?" and to share their thoughts through pictures, videos, quotes and artwork. We are asking people to post these messages on X/Twitter and Facebook using the hashtags #MyHPCatholicSchool, #HPCDSB_CEW2024 and #CEW2024.

Families of Parishes Messages

As in the past, parish bulletins will include a message provided by the Ontario Catholic School Trustees Association (OCSTA) to be included in the various print and e-bulletins used by parishes in our deanery. The message highlights the partnership between the home, school and parish families and invites ongoing engagement with and support for our Catholic schools.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2023-2024 Catholic Education Week Update for information.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: April 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

STRATEGIC PLAN 2024-2027 CONSULTATION ~ BRANDING ~ TARGETS

Public Session

BACKGROUND

At the January Regular Board Meeting - the Board approved the spiritual theme that will be the foundation for the next strategic plan:

On Fire with the Spirit
Awaken - Illuminate - Rejoice
I am the light of the world. Whoever follows me will not walk in darkness, but will have the light of life. John 8:12

The Board approved the following two goals for the next multi-year strategic plan at the February 2024 Board Meeting:

CATHOLIC FAITH FORMATION

Develop and implement comprehensive programs and experiences to strengthen Catholic faith formation among students and staff; ensuring a deep understanding of Catholic teachings and values.

WORLD-CLASS LEVELS OF STUDENT ACHIEVEMENT

Implement rigorous academic standards through teaching and learning best practices to elevate student achievement to world-class levels.

Future milestones for the development of the plan:

- Presentation of Draft Foci/Expectations, Sample Actions and Sample Indicators of Success - May 2024
- Draft Strategic Plan Presented to Board - June/August 2024
- Board Approves 2024-2027 Strategic Plan - August/September 2024
- System Kick Off of Multi-Year Spiritual Theme - Fall 2024

DEVELOPMENTS

Staff have been in search of appropriate artwork to support the branding of the strategic plan that is consistent with the spiritual theme for 2024-27. Jen Norton is a Catholic religious artist from the United States who had a presence at the Religious Education Congress in California this year. The following is a piece of art staff are recommending.



ENVIRONMENTAL SCAN - PRINCIPALS AND CONSULTANTS

The Director of Education led a workshop with superintendents, principals and consultants to scan for feedback relative to the Board's approved goals for the next strategic plan. The following is a summary of their feedback.

FAITH FORMATION

Staff Faith Development

The most frequently mentioned category was the need for ongoing faith development for staff, particularly teachers. Participants highlighted the importance of providing opportunities for personal faith development, ensuring staff are comfortable teaching from a faith perspective, and offering faith-based professional development. The need for staff to be exemplary role models and to fully understand the religion curriculum was also emphasized. There was a suggestion for a staff faith formation program to ensure all teachers have the core beliefs/understandings of the faith. The importance of adult faith formation in a meaningful way was also mentioned.

Sacramental Preparation

The second most common category was sacramental preparation. Participants expressed a desire for sacramental preparation to be returned to schools, with a focus on consistency across the district. The need for a stronger connection between parish and school regarding sacramental preparation was highlighted. Participants also mentioned the importance of exposure to the sacraments and the involvement of families in faith. The idea of working with all Family of Parishes to implement sacramental preparation within the elementary schools was suggested.

School-Church Connection

The third category focused on strengthening the connection between schools and churches. Participants suggested regular visits from priests/pastoral teams to schools, not just for sacramental preparation. The presence and contribution of the clergy and parish ministers in schools were seen as important. Participants also mentioned the need for richer planning sessions with the Church around visits, planning, and programming. The idea of attending mass, in a church, together as a faith community as often as possible was also suggested.

Faith Experiences

The fourth category emphasized the importance of faith experiences. Participants mentioned the need for retreats, service opportunities, and opportunities to participate in masses and liturgies. The idea of students engaging within the school and the community to share and express their faith through service to others was suggested. Participants also mentioned the importance of providing current and relevant experiences and examples that link to scripture.

Parent Engagement

The fifth category focused on the need to engage parents more in the faith formation process. Participants mentioned the importance of aligning teachers and parents in the development of the sacraments. The idea of engaging families in faith through sacramental preparation was also suggested. Participants also highlighted the role of faith formation at home in supporting the faith formation process in the classroom.

STUDENT ACHIEVEMENT (LITERACY, MATHEMATICS AND PATHWAYS)

Student-Centered Learning

- Differentiated Learning Opportunities: Tailoring educational experiences to accommodate diverse student capacities and foster advancement.
- Special Education and Mental Health Support: Prioritizing resources and interventions to support students with special needs and mental health issues.
- Human Connection and Individualized Attention: Emphasizing the significance of fostering personal connections and providing tailored support to ensure student success.
- Inspiring Skilled Trades and Diverse Pathways: Encouraging exploration of various career pathways, including skilled trades, to meet diverse student interests and needs.

Planning and Professional Development

- Planning for Educational Goals: Establishing clear action plans to align educational efforts with overarching organizational objectives.
- Educator Training and Support: Providing ongoing professional development and support to educators to enhance teaching effectiveness and growth mindset development.
- Effective Curriculum Implementation: Ensuring the implementation of clear, focused, and accountable curriculum practices, fostering collaboration among educators.

Adapting to Societal Changes and Technological Advancements

- Addressing the Impact of Social Media and Changing Norms: Recognizing and adapting to the influence of social media on decision-making, and evolving societal expectations.
- Focus on Technological Advancement and Trade Education: Highlighting advancements in technology for student learning and increasing awareness of trade options.

- Community Collaboration and Support: Promoting collaboration among educators, families, and specialists to support student learning and well-being, while also integrating Ontario Catholic Graduate Expectations (OCGE) to foster critical thinking and faith formation.

ENVIRONMENTAL SCAN - COMMUNITY

The community (staff and parents) participated in an environmental scan using ThoughtExchange's survey module. Feedback was sought on the following areas: faith formation, mathematics, literacy and STEM/Pathways. The following are recommendations* for the Board to consider from the community.

FAITH FORMATION

Integrated Faith Education and Community Engagement Initiative:

- Develop and implement a comprehensive program that integrates faith education with community engagement and service learning. This initiative should encompass:
- Enhancing students' understanding of Catholic teachings through dedicated curriculum time, utilizing resources like the Growing in Faith Growing in Christ resource.
- Encouraging students' active involvement in acts of service, community events, and service hours to promote Catholic values and foster a sense of empathy and community.
- Partnering with local organizations and community groups to provide opportunities for students to apply Catholic teachings in real-world settings, thereby deepening their faith and sense of social responsibility.

Faith Formation Training for Staff:

- Implement a staff faith formation program focused on inclusivity and diversity, ensuring that educators are equipped to address the needs of diverse student populations and family structures. This program should include:
- Workshops and training sessions on inclusive teaching practices that acknowledge and respect diverse family structures, including same-sex relationships.
- Education on other faith traditions to promote understanding, respect, and dialogue among students and staff.
- Collaboration with local religious leaders and experts to provide insights into inclusive faith formation strategies.

Enhanced Collaboration with Church

- Strengthen collaboration with the Church to deepen the spiritual connection and support for students and staff. This can be achieved through:
- Inviting priests and other religious leaders to actively participate in school activities, including classroom visits and mass celebrations, fostering a stronger connection between the school and the parish community.
- Organizing regular Mass attendance and facilitating opportunities for students and staff to engage in spiritual practices and rituals within the school setting.

It is important to note that divisions were present between traditional Catholic views and those with less traditional views.

MATHEMATICS

Holistic Approach to Math Education:

- Implement a comprehensive math education strategy that integrates collaborative learning among teachers, emphasizes basic skills mastery through traditional methods, and incorporates real-world applications. This approach should include:
- Regular 'teacher share days' to facilitate collaborative learning and the exchange of best practices among educators.
- A focus on fundamental arithmetic, mental math, and numeracy skills alongside conceptual understanding and problem-solving.
- Utilization of diverse teaching methodologies, including hands-on activities, games, and real-world examples, to engage students and deepen their understanding of mathematical concepts.

Individualized Support and Resources:

- Establish support systems to provide individualized instruction and assistance to students at varying proficiency levels. This initiative should involve:
- Small group interventions and one-on-one tutoring sessions for struggling students, supported by Educational Assistants (EAs) and qualified mathematics teachers.
- Expansion of resources, including inquiry-based learning materials and additional practice questions aligned with the curriculum, to cater to diverse learning needs and styles.

Balanced Assessment and Standards Implementation:

- Develop a balanced approach to assessment that combines high standards with scaffolding strategies to support student learning and growth. This can be achieved through:
- Providing ongoing assessment and feedback to track student progress and identify areas for improvement.
- Offering professional development opportunities for teachers to effectively implement standards-aligned instruction and assessment practices.
- Ensuring that assessment methods promote critical thinking, problem-solving, and application of mathematical concepts beyond rote memorization.

LITERACY

Foundational Literacy Skills Development:

- Prioritize the development of foundational literacy skills, including reading, writing, spelling, grammar, and comprehension, through a balanced approach that combines traditional methods with technology integration. This initiative should involve:
- Increased focus on basic literacy skills through paper-based activities and interactive exercises, supported by technology where appropriate.
- Early intervention programs and tiered support systems to address the needs of struggling readers and provide consistent support throughout their academic journey.

Enhanced Professional Development and Parental Engagement:

- Provide comprehensive professional development opportunities for teachers to enhance their literacy instruction skills, including leveraging AI and evidence-based teaching methods. Additionally, increase parental involvement in children's literacy development through:

- Workshops and resources for parents to support literacy learning at home and set higher expectations for reading proficiency.
- Collaboration with community stakeholders to create a resource hub and promote literacy initiatives beyond the classroom.

Integration of Literacy Across Curriculum:

- Integrate literacy skills development across all subject areas to reinforce learning and application. This can be achieved through:
 - Incorporating literacy-rich activities and texts into STEM and other content areas to strengthen comprehension and communication skills.
 - Providing cross-curricular professional development opportunities for teachers to collaborate on literacy integration strategies and share best practices.

STEM/PATHWAYS

Early Exposure and Hands-On Learning:

- Introduce STEM education and skilled trades concepts early in the curriculum to ignite interest and provide hands-on learning experiences. This initiative should include:
 - Incorporating STEM activities and projects into primary grades to foster curiosity and exploration.
 - Increasing access to hands-on workshops, field trips, and in-school programs that promote practical application of STEM concepts.

Resource Allocation and Professional Development:

- Allocate resources to enhance STEM education, including materials for science experiments, building projects, and teacher professional development. This can be achieved by:
 - Providing teachers with training and support to effectively implement STEM curriculum and pedagogy in their classrooms.
 - Investing in additional materials and equipment to facilitate hands-on learning experiences and promote student engagement.

Promotion, Inclusivity, and Infrastructure Investment:

- Promote STEM and skilled trades opportunities to students, parents, and the community while ensuring inclusivity and accessibility for all students. Additionally, invest in infrastructure to support STEM education by:
 - Increasing awareness of available STEM programs and leveraging community experts to showcase career pathways.
 - Ensuring equitable access to STEM education for students of all backgrounds and abilities, including underrepresented groups.
 - Investing in facilities and technology to create conducive learning environments for hands-on STEM learning experiences.

*Recommendations were developed by Chat GPT 3.5 and reviewed by staff for accuracy based on TE summaries.

Staff will consider these recommendations as the plan is developed. A report back to the community on these findings has been published and promoted through social media.

TARGETS FOR THE 2024 STRATEGIC PLAN

GOALS					
CATHOLIC FAITH FORMATION Develop and implement comprehensive programs and experiences to strengthen Catholic faith formation among students and staff; ensuring a deep understanding of Catholic teachings and values.			WORLD-CLASS LEVELS OF STUDENT ACHIEVEMENT Implement rigorous academic standards through teaching and learning best practices to elevate student achievement to world-class levels.		
TARGETS					
Formation	Catechesis	Catholic Social Teaching	Mathematics*	Literacy*	Pathways*
By 2027, The Board will reach the following targets: 100% of schools will participate in regular formation and catechesis informed by the Religion and Family Life Program and Catholic Social Teaching; 100% of schools will explicitly embed Ontario Catholic School Graduate Expectations through signs and experiences in all programs; 100% of schools will actively engage with their Family of Parishes			By 2027, The Board will reach the following targets: Top 15% in the Province on EQAO measure among English Boards 95% of students who begin and end in our secondary schools graduate in 5 years 20% Improvement in student attendance		

*Mandatory as per the Education Act (updated in Bill 98 - 2023)

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the following targets of the 2024-2027 Strategic Plan:

By 2027, The Board will reach the following targets:
 Top 15% in the Province on EQAO measure among English Boards
 95% of students who begin and end in our secondary schools graduate in 5 years
 20% Improvement in student attendance

AND

By 2027, the Board will reach the following targets:
 100% of schools will participate in regular formation and catechesis informed by the Religion and Family Life Program and Catholic Social Teaching;
 100% of schools will explicitly embed Ontario Catholic Graduate Expectations through signs and experiences in all programs;
 100% of schools will actively engage with their Family of Parishes.

THAT the Huron-Perth Catholic District School Board approves Jen Norton's artwork 'Pentecost' to support branding and promotional materials for the 2024-27 Strategic Plan.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mya Moore – St. Michael CSS, Stratford
Keirsten Ryan – St. Anne's CSS, Clinton
Presented to: The Huron-Perth Catholic District School Board
Date: April 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

STUDENT TRUSTEES' REPORT Public Session

BACKGROUND

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

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

DEVELOPMENTS

Religious/Charitable Events/Accomplishments

St. Michael CSS

- Natalie, our chaplain and Mr. Garrick have started an after-school bible study on Wednesdays from 3:00 pm - 4:00 pm. All students and staff are welcome!
- Students and staff volunteered at the Community Kitchen on April 18th at St. Joseph Parish. Mr. Damen led staff and community members in attendance in prayer before students served dinner to the community members.
- We celebrated Holy Thursday as a school community in prayer with three liturgies led by our Chaplain Natalie MacKay.

St. Anne's CSS

- Holy Thursday liturgy was held on March 28, 2024
- Grade 11 retreat was held at camp Kintail on April 18, 2024 with our Community of Living partners

Academic Events/Accomplishments

St. Michael CSS

- St. Michael hosted a coffee house on April 18th
- SHSM students had many opportunities for certifications, such as; Tesla and Crash Point, brow certification, GPS training, and customer service training
- After-school first aid training was held on April 10th and 16th for any SHSM students.
- Parent-teacher conferences were held on March 27th
- Annika Brickman placed 12th out of 158 in the Pascal Math competition
- Grade 10 students wrote the OSSLT on April 17th

St. Anne's CSS

- Parent-teacher conferences were held March 27, 2024
- SHSM trip to Seaforth with Mr Smith, on April 4, 2024

- SHSM business trip went to London on April 12, 2024
- Women in skilled trades event was held on April 11, 2024
- Physics trip to the University of Waterloo April 22, 2024
- A healthcare presentation was held in the cafeteria April 17, 2024
- Grade 10's wrote the OSSLT on April 16, 2024

Athletics/Arts Events/Accomplishments

St. Michael CSS

- St. Michael hosted the Kiwanis Music Festival on April 10th & 11th. The concert band won a Silver Plus award.
- St. Michael Senior Drama Club attended the NTS festival in Gravenhurst from April 9th to April 13th.
- Visual Art Students fundraised for the New York City Arts trip on April 5th. They sold bags of fresh popped popcorn for \$2 a bag.
- Artists were asked to create a piece for Catholic Education Week.
- Jr. and Sr. Badminton teams have competed in many tournaments.

St. Anne's CSS

- Carly Byers and Jaiden Raimer are athletes of the week for winning in the girls doubles pool at their first badminton tournament at GDCI
- Kate Reid and Aydan Laing are athletes of the week for their tie for 3rd in their junior girls doubles tournament at GDCI
- Logan Klomps is athlete of the week for being a dedicated member of our swim team
- Our spring semi-formal theme was butterfly garden and was held on April 19th, 2024
- Concert band achieved a silver plus at regionals in Orillia on March 26, 2024
- Concert band attend Kiwanis in Stratford
- Ringette team participated in a tournament in Goderich on March 26, 2024
- Honour band preparation began April, 12, 2024

RECOMMENDATION

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



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: April 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

FEBRUARY 29, 2024 FINANCIAL REPORT

Public Session

BACKGROUND

Ontario Regulation 361/10 Audit Committees, Section 9(6) details duties related to the Board's risk Management. To assist the Committee in its role to assess financial risks facing the Board, quarterly financial reports are received by the Board's Audit Committee.

DEVELOPMENT

The quarterly financial report for the period ending February 29, 2023 is attached. At this time year-to-date expenditures are on track with 47.1% of total budget spent. An analysis of year-to date expenditures is completed monthly to track over and under spending to budget. This statement will be shared with the Audit Committee at a later date.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the February 29, 2024 Financial Report.

**Huron-Perth Catholic District School Board
2023-24 Financial Report**

September 1, 2023 to February 29, 2024

Summary of Financial Results

	Estimates	Revised Estimates	YTD Actuals	YTD % of Rev Est
Revenue				
Operating Grants	\$ 70,065,061	\$ 72,110,450	\$ 38,217,893	53.0%
Capital Grants	5,635,968	7,803,089	2,478,792	31.8%
Less: Revenue Flowed to DCC	(2,640,463)	(4,824,955)	(865,112)	17.9%
Other	2,516,128	2,530,987	1,300,895	51.4%
School Generated Funds	1,750,000	1,700,000	1,091,623	64.2%
Total Revenue	\$ 77,326,694	\$ 79,319,571	\$ 42,224,091	53.2%
Expenditures				
Classroom	\$ 53,066,432	\$ 54,754,534	\$ 26,498,177	48.4%
Other Operating	2,976,967	2,964,652	1,603,950	54.1%
Transportation	7,260,119	7,377,584	2,783,722	37.7%
Pupil Accommodation	11,215,542	11,264,619	5,434,589	48.2%
Other	1,057,634	1,258,182	91,403	7.3%
School Generated Funds	1,750,000	1,700,000	947,965	55.8%
Total Expenditures	\$ 77,326,694	\$ 79,319,571	\$ 37,359,806	47.1%
In-Year Surplus (Deficit)	0	0	4,864,285	
Prior Year Accumulated Surplus (Deficit)	6,770,281	6,770,281	6,770,281	
Accumulated Surplus (Deficit)	\$ 6,770,281	\$ 6,770,281	\$ 11,634,566	

Notes:

Revised Estimates

Revenue

- Operating grant increase due to increased enrolment as well as prior year carryforwards
- Capital grants include prior year carryforwards
- Other includes PPFs & 3rd party grants

Expenditures

- Classroom reflects additional revenue due to increased enrolment and carryforwards
- Other includes wage provision for contingency and in kind Ministry

Actuals

Revenue

- Ministry flows higher percentage of operating grant in September, and lower percentages in July & August. Revenue as expected for Q2
- Most capital grants flow as expenses are incurred. Majority of capital projects occur in spring/summer. Revenue as expected for Q2
- Other includes PPFs & other grants, as expected for Q2
- International secondary trips & student fees in Q1 & Q2 SGF

Expenditures

- Portion of annual other operating expenses paid at start of fiscal year
- Outstanding Q2 transportation invoices not received until Q3
- Other - wage contingency will be captured after arbitration/ ratification
- International secondary trip paid in Q1 through SGF
- Total expenditures as expected for Q2



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: April 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

2024-2025 BUDGET REPORT PRELIMINARY ENROLMENT PROJECTIONS

Public Session

BACKGROUND

The Board of Trustees approved the Huron-Perth Catholic District School Board 2022-2023 Budget Procedures Manual at the January 23, 2023 Board meeting. This manual outlined an action plan, and was prepared to guide staff and provide suggested timelines for the development of the 2024-2025 budget

DEVELOPMENT

Attached reports provide some detail on 2024-25 enrolment projections throughout the district, including grade 8 retention statistics. Elementary enrolment is preliminary information, and will continue to be updated based on student registrations until the end of April. Secondary enrolment is finalized.

Elementary enrolment projections are 3,270 average daily enrolment (ADE), which is an increase of 14 ADE from current year revised estimates projections. There will be additional elementary student registrations completed before projections are finalized. Consistent with prior years, final projections will be based on completed registrations.

Secondary enrolment projections are 1,230 ADE, which is a decrease of 54 ADE from current year revised estimates. Secondary student enrolment will be reported in the two categories of pupils of the Board and high credit students. Ministry funding is different for these two categories. Secondary projections are based on the number of completed student choice registrations in the spring, and are confirmed with school administration. Calculations to take into account how many of these completed registrations would translate to students taking courses in the fall were adjusted based on a five year average.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2024-2025 Enrolment Projection Report.

Elementary	OTG	J	K	1	2	3	4	5	6	7	8	Total	23/24 REVEST	Difference (23/24 REVEST vs. 24/25 Enrol Proj)
Jeanne Sauvé Catholic School	366	36.0	23.0	22.0	25.0	23.0	22.0	25.0	29.0	38.0	24.0	267.0	252.5	14.5
Our Lady of Mount Carmel	176	15.0	11.0	14.0	16.0	9.0	19.0	13.0	10.0	16.0	7.0	130.0	130.0	0.0
Precious Blood	248	25.0	29.0	25.0	21.0	21.0	27.0	26.0	23.0	22.0	22.0	241.0	226.5	14.5
Sacred Heart	249	11.0	16.0	18.0	22.0	17.0	25.0	26.0	14.0	22.0	21.0	192.0	189.5	2.5
St. Aloysius	225	23.0	18.0	17.0	17.0	20.0	21.0	28.0	21.0	40.0	29.0	234.0	229.0	5.0
St. Ambrose	307	14.0	18.0	16.0	13.0	13.0	16.0	16.0	24.0	14.0	17.0	161.0	162.0	-1.0
St. Boniface	202	22.0	21.0	17.0	25.0	26.0	24.0	22.0	22.0	27.0	18.0	224.0	223.5	0.5
St. Columban	184	0.0	0.0	0.0	0.0	31.0	27.0	32.0	26.0	34.0	25.0	175.0	172.0	3.0
St James	225	15.0	21.0	22.0	18.0	18.0	21.0	17.0	20.0	23.0	10.0	185.0	185.0	0.0
St Joseph's - Stratford	176	6.0	17.0	8.0	9.0	10.0	14.0	7.0	11.0	17.0	20.0	119.0	127.0	-8.0
St Joseph's - Clinton	225	17.0	17.0	24.0	23.0	17.0	24.0	23.0	20.0	31.0	24.0	220.0	223.5	-3.5
St. Mary's - Goderich	343	14.0	27.0	35.0	38.0	32.0	37.0	35.0	30.0	34.0	39.0	321.0	332.0	-11.0
St. Mary's - Listowel	274	34.0	40.0	34.0	37.0	35.0	43.0	32.0	40.0	42.0	31.0	368.0	363.0	5.0
St. Patrick's - Kinkora	153	10.0	11.0	14.0	14.0	9.0	15.0	11.0	10.0	16.0	11.0	121.0	124.5	-3.5
St. Patricks - Dublin	130	29.0	25.0	25.0	26.0	0.0	0.0	0.0	0.0	0.0	0.0	105.0	106.0	-1.0
TOTAL Elementary FTE		294.0	315.0	312.0	328.0	308.0	348.0	334.0	316.0	403.0	312.0	3,270.0	3,256.0	14.0

Historical Data						
22/23 FIS	21/22 FIS	20/21 FIS	19/20 FIS	18/19 FIS	17/18 FIS	FIS
206.0	212.0	199.5	200.0	206.0	214.5	214.5
260.0	279.0	316.0	344.8	357.5	354.0	354.0
131.0	121.0	118.0	125.0	124.5	122.0	122.0
219.5	215.5	223.0	243.0	231.5	233.0	233.0
184.5	188.0	182.5	185.5	180.0	171.0	171.0
225.0	224.5	224.5	222.5	218.5	226.5	226.5
167.5	188.0	186.0	182.8	212.5	192.5	192.5
218.5	221.0	201.0	208.0	202.5	191.0	191.0
166.5	157.0	157.0	147.0	141.0	132.0	132.0
187.0	174.5	179.5	174.5	166.0	167.0	167.0
149.0	145.5	145.5	151.5	141.5	152.5	152.5
216.5	217.5	220.0	245.5	239.0	247.5	247.5
328.5	327.5	317.0	326.5	318.5	303.0	303.0
336.5	315.0	309.5	305.8	270.5	256.0	256.0
121.0	123.5	121.5	127.0	116.5	114.5	114.5
106.0	100.5	102.5	117.0	119.0	115.5	115.5
3,223.0	3,210.0	3,203.0	3,306.25	3,245.00	3,192.50	3,192.50

Additional Information:

Watson & Associates Projections	319.0	307.0	312.0	325.0	308.0	349.0	335.0	314.0	401.0	317.0	3287.0
Difference Board/Watson	-25.0	8.0	0.0	3.0	0.0	-1.0	-1.0	2.0	2.0	-5.0	-17.0
2023/24 Enrolment Projections	293.0	305.5	320.0	303.5	344.0	337.0	313.0	403.0	314.0	323.0	3,256.0

Huron-Perth Catholic District School Board
2023-24 Secondary Enrolment Projections

Page 3

School	OTG	October 2024	March 2025	2024-25 Est. ADE	2023-24 Rev Est ADE	Difference
St. Anne's Catholic Secondary School	588	514	503	509	538	-29
St. Michael Catholic Secondary School	999	732	709	721	746	-25
TOTALS		1246	1212	1230	1284	-54

Enrolment Regular	1215	1276	-61
Enrolment High Credit	15	8	7
	<u>1230</u>	<u>1284</u>	<u>-54</u>

HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

PRELIMINARY 2024/25 Enrolment Projections

Secondary September 2024 HPCDSB Retention Report

Page 3

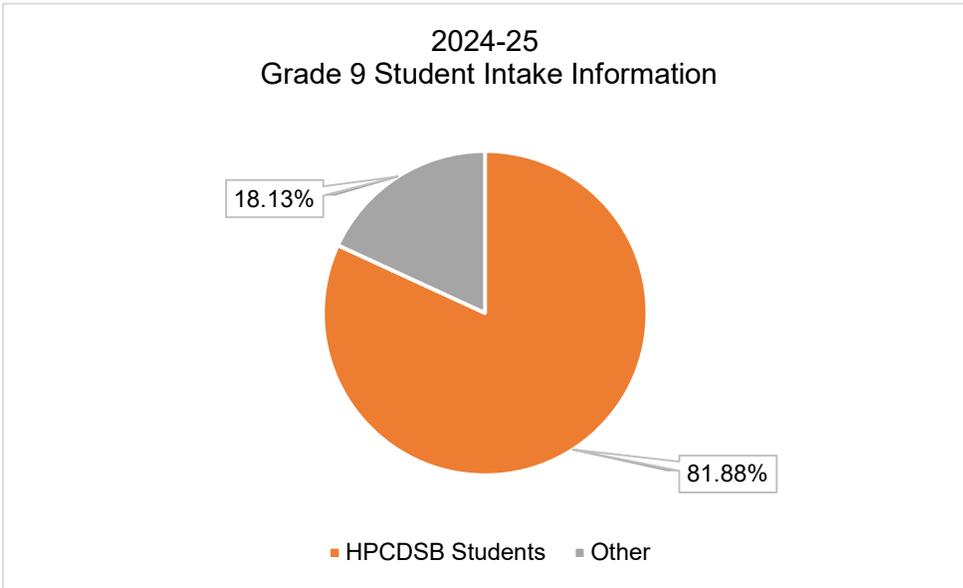
School	Next Year: 2024/2025		
	Grade 8 Students	Retention (current grade 9's who have registered with HPCDSB)	Projected Retention % Sept. 2024
Holy Name	26	23	88.5%
Jeanne Sauvé	23	22	95.7%
Our Lady of Mount Carmel	15	10	66.7%
Precious Blood	14	7	50.0%
Sacred Heart, Wingham	15	10	66.7%
St. Aloysius	25	24	96.0%
St. Ambrose	16	16	100.0%
St. Boniface	19	19	100.0%
St. Columban	29	25	86.2%
St. James	16	16	100.0%
St. Joseph's, Stratford	12	11	91.7%
St. Joseph's, Clinton	22	21	95.5%
St. Mary's, Listowel	40	13	32.5%
St. Mary's, Goderich	34	32	94.1%
St. Patrick, Kinkora	14	13	92.9%
TOTALS	320	262	81.9%

History					
Retention % 2023/24	Retention % 2022/23	Retention % 2021/22	Retention % 2020/21	Retention % 2019/20	Retention % 2018/19
100.0%	82.1%	69.2%	84.2%	56.5%	65.5%
92.0%	96.0%	85.3%	100.0%	100.0%	83.3%
58.3%	50.0%	15.4%	37.5%	72.7%	50.0%
29.6%	37.5%	45.5%	37.0%	46.6%	52.4%
56.3%	68.0%	64.7%	75.0%	86.6%	33.3%
100.0%	100.0%	93.1%	100.0%	95.5%	86.4%
96.0%	78.3%	73.9%	91.6%	96.0%	90.0%
89.5%	90.0%	100.0%	100.0%	100.0%	100.0%
100.0%	80.0%	87.0%	95.2%	95.8%	84.2%
76.5%	100.0%	100.0%	90.9%	100.0%	100.0%
100.0%	76.5%	88.2%	96.0%	100.0%	87.5%
78.9%	92.6%	78.3%	100.0%	95.7%	96.2%
46.7%	29.0%	24.0%	34.6%	25.0%	7.1%
87.5%	90.9%	100.0%	94.3%	96.4%	90.0%
85.7%	78.6%	100.0%	100.0%	100.0%	85.7%
TOTALS	79.8%	76.6%	75.0%	82.4%	74.1%

HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD
 PRELIMINARY 2024/2025 Enrolment Projections
 Page 4

Grade 9 Student Intake Information at April 11, 2023

Category	Number
HPCDSB Elementary Schools	262
Avon Maitland DSB	52
Bruce-Grey Catholic DSB	1
Lambton Kent DSB	1
Thames Valley DSB	2
Upper Grand	1
Other	1
<hr/>	
Subtotal - Other Boards	58
<hr/>	
TOTAL Grade 9s	320





REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
 Presented to: The Huron-Perth Catholic District School Board
 Date: April 22, 2024
 Submitted by: Chris N. Roehrig, Director of Education and Secretary

DIRECTOR OF EDUCATION PERFORMANCE APPRAISAL COMMITTEE

Public Session

BACKGROUND

In the Fall of 2023, the Government introduced an omnibus bill (Bill 98) that included directions to school boards with respect to the Director of Education performance appraisal. O. Reg 83/24 came into force on March 4, 2024.

DEVELOPMENTS

The Board is required to appoint trustees to sit on the Director of Education Performance Appraisal Committee (the Committee) before May 15, 2024. The Chair of the Committee will be selected from among the members of the Committee. Below is a table of deadlines for the Board of Trustees.

Action	Date
Committee to develop a performance plan (Committee Chair, Director, at least one other member of the committee).	July 31, 2024
Performance appraisal cycle commences.	July 1, 2024
Committee receives a performance plan from the committee Chair.	August 15, 2024
Chair of the Board sends an attestation letter and ensures website compliance.	August 15, 2024
Feedback solicited from all trustees with respect to the Director's progress.	January 11, 2025
Feedback due date.	January 21, 2025
Committee Chair and at least one other committee member meet with the Director to review the feedback.	January 31, 2025
Community 360 degree feedback commences (conducted by 3rd party).	April 30, 2025
Committee report from community feedback to the Director.	May 15, 2025

Director to provide feedback to the performance plan.	June 10, 2025
The Committee Chair presents a final report to the Director and the Board.	June 20, 2025
Final feedback from Board to committee on performance plan.	June 30, 2025

The following trustees have been recommended by the Chair of the Board to serve on the Director of Education Performance Appraisal Committee: Amy Cronin, Tina Doherty, Jim McDade, Sue Muller and Mary Helen Van Loon.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board appoints Amy Cronin, Tina Doherty, Jim McDade, Sue Muller and Mary Helen Van Loon to serve on the Director of Education Performance Appraisal Committee.