
Regular Board Meeting
August 25, 2025 - 3:00 p.m.

AGENDA

- 1. Opening Business**
 - 1.1. Opening Prayer & Condolences - Chair Van Loon Pages 3-5
 - 1.1.1. Mass cards and condolences on behalf of the Board for July and August were sent to the family of Ron Ryan, father of Kathleen von Euw, teacher at St. Michael CSS and Julianne Riehl, teacher at St. Aloysius School on his passing; and to the family of Catherine Hess, mother of Cheryl Weishar, Educational Assistant at St. Mary's School, Listowel on her passing; to the family of Shaun Doyle, father to a student at St. Boniface School, Zurich on his passing; to the family of Marilyn Durand, mother to Jason Durand, custodian at St. Anne's Catholic SS, Clinton on her passing; to the family of Andrea Suski, mother to Adam Suski, teacher at St. Anne's CSS, Clinton and mother-in-law to Ellyn Suski, speech and language pathologist at the CEC, Dublin.
 - 1.2. Attendance
 - 1.3. Welcome and Introductions to new Trustees and Chaplain
 - 1.4. Approval of the Regular Board Meeting Agenda of August 28, 2025. Page 1-2
 - 1.5. Declaration of Interest
 - 1.6. Approval of the Regular Board Meeting Minutes of June 16 and the Special Meeting Minutes of June 23, 2025. Pages 6-14
 - 1.7. Business Arising from the Minutes of the Regular Board Meeting of June 16 and the Special Meeting Minutes of June 23, 2025.
- 2. Presentations**
- 3. Delegations**
- 4. Consent Agenda**
 - 4.1. Approved Catholic Parent Involvement Committee (CPIC) meeting minutes of March 25, 2025 Pages 15-17
 - 4.2. Approved Equity, Diversity, Inclusion and Anti-racism committee (EDIAR) meeting minutes of April 23, 2025 Pages 18-19
 - 4.3. Approved Audit Committee Meeting Minutes of November 14, 2024 Pages 20-24
 - 4.4. Audit Committee June 2025 Meeting Report Pages 25
 - 4.5. August 2025 Health and Safety Report Pages 26-28
- 5. Committee and Staff Reports**
 - 5.1. **Policy**
 - 5.1.1. Board Policies for review:
 - a) School Generated Funds Pages 29-33
 - b) Fraud Prevention and Management Pages 34-38
 - c) Advocacy Pages 39-41
 - d) Smoking and Vaping on Property Under the Board's Jurisdiction Pages 42-50

5.1.2.	Board Policies recommended for approval/rescinding:	
•	a) Student Use of Guide Dogs and Service Animals	Pages 51-62
5.2.	Student Achievement and Catholicity	
5.2.1.	Summer Faith Retreat for Staff report	Pages 63-64
5.2.2.	Literacy Summer Writing Project report	Pages 65-67
5.2.3.	Math Summer Writing Project report	Pages 68-69
5.2.4.	Graduation Coach: Indigenous Student Support Advisor report	Pages 70-71
5.2.5.	Secondary Summer School report	Pages 72-73
5.3.	Corporate Services and Operations	
5.3.1.	St. Mary's Listowel/Daycare Addition approval	Pages 74-75
5.3.2.	May 31, 2025 Financial Report	Pages 76-77
6.	Information and Correspondence	
6.1.	Faith Formation Investments	
6.2.	Order of St. Andre Bessette Award	
6.3.	Youth Engagement Event - October 2, Stratford	
6.4.	OHRC - Anti-black Racism Resource	
6.5.	Social Media update	
6.6.	St. Patrick's Church, Dublin, 150 Celebration	
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	
•	September 15 - Special Education Advisory Committee (SEAC) meeting	
•	September 22 - Regular Board meeting	
•	September 30 - OCSTA Regional meeting - Guelph	
•	October 14 - Trustee, Executive Leaders Retreat	
•	October 20 - Special Education Advisory Committee (SEAC) meeting	
•	October 27 - Regular Board meeting	
13.	Closing Prayer - Chair Van Loon	
14.	Adjournment	



HURON-PERTH CATHOLIC

District School Board

Regular Board Meeting - Monday, August 28, 2025

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

INTENTIONS AND OPENING PRAYER - Board Chaplain, Deacon Dan

God of grace and love, Strengthen and sustain us as we continue to journey as pilgrims of hope. Guide us on the path to holiness with the light of your love. Inspire us to serve joyfully in the love of Christ through the beautiful examples of the saints. As we journey together in faith, may we experience the peace of Christ through the presence of one another. We pray that all young people in our Catholic schools may believe, and become empowered by, these three important Gospel messages: “God loves you!” “Christ saves you!” and “The Holy Spirit lives in you!” We ask this through Christ our Lord Amen.

Catholic Education Week Theme Prayers:

PEACE BE WITH YOU – Vice Chair, T Doherty

O Lord of peace and promise,
You who walked among us and whispered, “Peace be with you,” guide our hearts as we journey in faith, as Pilgrims of Hope on the path to holiness.
In a world faced with challenges and fear, let Your peace settle deep within us.
May it shine through our words, our deeds, and light the way for others to follow.
Grant us courage to walk humbly, strength to love boldly, and grace to seek You in all things.
With Mary, and all the saints who have gone before us, may we journey on with joyful hearts, and may we find Christ’s peace in the good deeds of others.
Amen.

GOD LOVES YOU – Trustee S Muller

God of all that is good,
As we begin this new school year, we look ahead in confident expectation, strengthened by the knowledge that Your love is always there to accompany, inspire, and empower us.
Open our hearts to the warmth of Your radiant light, guiding us on our path to holiness as we strive to become more fully the people You have called us to be.
Inspire us to see with Your accepting eyes and to listen with Your open ears.
Grace us with Your wisdom and vision so that we may welcome and celebrate all members of this community as Your beloved children.
Teach us to be a visible sign of love in our world, promoting peace and justice as we work together to build Your kingdom here on earth.

May Your love continue to light our journey as Pilgrims of Hope.
We ask this through Christ our Lord.
Amen.

CHRIST SAVES YOU – Trustee A Cronin

God of all Creation,
In love, You sent Your only Son so that we may be drawn closer to You and out of love for all humanity, Christ offered his life for everyone.
We thank You for the people in our lives who show us how to love as You loved us.
We thank You for the people of strong faith who expand our capacity to explore and understand Your ways.
We thank You for our Catholic schools where students and staff encounter Christ everyday.
Give us the strength daily to be instruments of Your love and enable us to see everyone who crosses our path as our brother or sister.
Keep alive within us the flame of hope, so that we will come to trust in Your promise of salvation.
We praise Your holy name through Jesus Christ our Lord.
Amen.

THE HOLY SPIRIT LIVES IN YOU – Trustee J McDade

God of grace and light,
We began this new day with hearts open to Your presence.
You remind us in Scripture that “God sent the Spirit of His Son into our hearts” (Galatians 4:6).
Your Spirit fills us with hope, strength, and purpose.
As stewards of Catholic education, we walk together as Pilgrims of Hope – on the path to holiness.
Help us to live with compassion, integrity, and faith.
Guide our choices today so that we may reflect Your love in our words and actions.
Renew in us the desire to serve, to grow, and to walk boldly in the light of Your truth.
Holy Spirit, keep the flame of hope burning in us as we journey toward becoming who we are truly called to be.
We pray this in Jesus’ name.
Amen.

TOGETHER ON THE JOURNEY – Chair, MH Van Loon

Lord Jesus,
You call us to walk with You, as pilgrims on the path to holiness.
With hearts full of hope, we journey together as trustees, administration, students, educators, families, and friends united in faith, trusting in Your loving guidance.
When the road is steep or the way unclear, be our light and our strength.
Help us to support one another with kindness, to share our gifts generously, and to see Your presence in the faces of those we meet.

May the Spirit lead our steps with courage and compassion, reminding us that we are never alone.

Through prayer, service, and love, may we grow ever closer to You, becoming saints in the making, walking joyfully toward Your Kingdom.

Amen.

CLOSING PRAYER - Board Chaplain, Deacon Dan

As we begin this new school year, let us remember that we are not just individuals on separate paths, but a community on a shared journey.

Saint John Paul II reminds us that "The Church is a community of people on a journey, a pilgrim people, moving towards the fullness of the Kingdom".

With this in mind, and Jesus as our guide, let us lean on and learn from one another, as we let His love shine through everything we do.

St. Andre Bessette

R: Pray for Us

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

Amen

Regular Board Meeting
June 16, 2025 - 3:00 pm

MINUTES

Present:

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

Student Trustee: Levi Nyenhuis, St. Michael CSS, Stratford, Sam Cronin, Student Trustee, St. Anne's CSS, Clinton

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

Absent: Fr. David Butler, Board Chaplain

1. Opening Business

1.1. Opening Prayer & Condolences - Trustees

1.2. Land Acknowledgement - Superintendent Ducharme

1.3. Attendance - Noted above at start of meeting

1.4. Approval of Regular Board Meeting Agenda

1.5.

Moved by: Amy Cronin

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of June 16, 2025.

Carried

1.6. Declaration of Interest

1.7. Approval of Regular Board Meeting Minutes

Moved by: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves the minutes of the Regular Board Meeting of May 26, 2025.

Carried

1.8. Business Arising from the Minutes

2. Presentations

- 2.1. St. Michael CSS, Girls Hockey Team, OFSAA Gold, players and Coaches: Sue Dunn, Mark Flanagan & Mikayla Flanagan
- 2.2. Anne Doig - 3rd time Gold medalist at Ontario Skills competition for Aesthetics, teacher: Kathleen VonEuw
- 2.3. Introduction and welcome of the new student trustees - Addison Thuss, St. Anne's Catholic SS, Clinton, and Dean DeLuca, St. Michael CSS, Stratford

3. Delegations

4. Consent Agenda

- 4.1. June Board Highlights
- 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of May 12, 2025
- 4.3. Approved Huron Perth Student Transportation Services meeting minutes of February 4, 2025
- 4.4. Chromebook Purchases

Director Tigani and Superintendent Ducharme answered trustee questions about the Chromebook purchase, service contract and repurposing of returned Chromebooks.

Moved by: Tina Doherty

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 June for information.

AND

THAT the Huron-Perth Catholic District School Board receives the approved Special Education Advisory Committee (SEAC) Meeting Minutes of May 12, 2025

AND

THAT the Huron-Perth Catholic District School Board receives the approved Huron Perth Student Transportation Services meeting minutes of February 4, 2025

AND

THAT the Huron-Perth Catholic District School Board approves the purchase of 320 chromebooks from CDW Canada at a cost of \$153,538.98 (including HST)

Carried

5. Committee and Staff Reports

5.1. Policy

5.1.1. Board Policies for Review:

- a) Student Use of Guide Dogs and Service Animals

Trustee inquired about the horse example in the policy. Superintendent Boreham shared that it was a part of the ministry policy template provided. Trustees requested this example be removed in the final policy version.

Moved by: Sue Muller

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board receives the following policy for review: Student Use of Guide Dogs and Service Animals

Carried

5.1.2. Board Policies Recommended for Approval/Rescinding:

- b) Sun Safety
- c) First Nations/Metis/Inuit Self-Identification
- d) Pediculosis

Director Tigani shared that a Pediculosis (Head Lice) guideline would be available for school administration and housed in the internal Administrative Site

Moved by: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves the following policies: Sun Safety and First Nations/Metis/Inuit Self-Identification

AND

THAT the Huron-Perth Catholic District School Board rescinds the Pediculosis - (Head Lice) policy.

Carried

5.2. Student Achievement and Catholicity

5.2.1. Summer Programs

Superintendent Boreham explained that summer program offerings are based on building availability in the summer and staff resources. Efforts are made to move the location within the district year to year to make it as equitable as possible. Messaging for the early literacy program included that the schedule can be flexible to make it equitable to more families.

Moved by: Jim McDade

Seconded by: Tina Doherty

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

Carried

5.2.2. School Climate

Superintendent Boreham shared that the survey response rate was high and provided a summary of how the data will be used to inform school strategic plans.

Moved by: Amy Cronin

Seconded by: Sue Muller

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

Carried

5.2.3. EDIAR Update report

Superintendent Boreham shared that the EDIAR sub committee reviewed the EDIAR action plan with a Catholic lens and relating it to the Ontario Catholic Graduate Expectations. Superintendent Boreham offered that a report card can be prepared to share the progress of

the EDIAR Action Plan with trustees next year.

Moved by: Amy Cronin

Seconded by: Sue Muller

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

Carried

5.2.4. 2025-2026 EDIAR Work Plan

Moved by: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board receives the 2025-2026 EDIAR Work Plan report for information.

Carried

5.2.5. MLL report

Moved by: Tina Doherty

Seconded by: Amy Cronin

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

Carried

5.2.6. Strategic Plan 2024-2027 Update

Trustees commented that they appreciated the layout and the detailed information provided in the report.

Moved by: Tina Doherty

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board receives the Strategic Plan 2024-2027 update report for information.

Carried

5.2.7. 2024-25 Special Education Plan

Moved by: Sue Muller

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives the 2024-2025 Special Education Plan Update and the amendments as proposed.

Carried

5.2.8. Student Trustees' Report

Student trustees shared that the St. Michael CSS' spring edition of The Guardian was published and they will share the link with trustees. Trustees inquired about avoiding scheduling proms on the same day for our two secondary schools. Director Tigani offered that Superintendents can make the recommendation to the schools.

Moved by: Tina Doherty

Seconded by: Amy Cronin

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

Carried

5.3. Corporate Services and Operations

5.3.1. Borrowing By-Law 1-2025

Moved: Amy Cornin

Seconded: Tina Doherty

THAT the Huron-Perth Catholic District School Board tables motion 5.3.1 Borrowing By-Law 1-2025 following the committee of the whole meeting.

Carried

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves Borrowing By-Law 1-2025 to short term finance additions and renovations to St. Mary's School, Listowel.

Carried

5.3.2. 2025-2026 Draft Budget Report

Superintendent Ducharme provided an overview of the draft budget and answered trustee questions. Trustees requested more information on the Indigenous Grad Coach position in Responsive Education Programs (REP). Director Tigani indicated that a report will be presented to the Board in the fall outlining this position and portfolio.

Moved by: Jim McDade

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives the 2025-2026 Draft Budget Report.

Carried

6. Information and Correspondence

6.1. Thank you message from Joe Bezzina shared by Director Tigani for SLICE participation

7. Notices of Motion

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board renames Blessed Carlo Auctis Continuing Education School to Saint Blessed Carlo Acutis Continuing Education School following his canonization.

Carried

8. Notices of Motion Being Considered for Adoption

9. Trustee Inquiries

9.1. Trustee shared highlights and key takeaways from the CCSTA AGM annual conference

- 9.2. July 20, 2025 the Cronin family is hosting a camp approved by the London diocese, all are welcome.

10. In-Camera Session of the Regular Board Meeting

Moved by: Sue Muller

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: Amy Cronin

Seconded by: Jim McDade

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:

- Todd Psutka, teacher, St. Mary's Catholic School, Goderich effective June 30, 2025
- Dale Regier, custodian, Our Lady of Mount Carmel School effective September 30, 2025
- Pauline Skinner, teacher, St. Columban School, St. Columban effective June 30, 2025
- Lori Lynn Stapleton, principal, St. Boniface School, Zurich, effective August 31, 2025

12. Future Meetings and Events

- EDIAR Meeting - June 17, 2025
- Huron Retirement and 25 Years of Service lunch - June 18, 2025
- Perth Retirement and 25 Years of Service lunch - June 19, 2025
- Special Meeting of the Board - Budget - June 23, 2025
- Graduation Ceremony - St. Anne's CSS - June 26, 2025
- Graduation Ceremony - St. Michael CSS - June 26, 2025

13. Closing Prayer - Chair Van Loon

14. Adjournment

Moved by: Amy Cronin

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of June 16, 2025

Carried

Special Board Meeting
June 23, 2025 at 2:00 pm

MINUTES

Present:

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

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

Absent: Fr. David Butler, Board Chaplain

1. Opening Business

1.1. Opening Prayer & Condolences - Trustees

1.2. Attendance - Noted above at start of meeting

1.3. Approval of Special Board Meeting Agenda

Moved by: Sue Muller

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board approves the agenda of the Special Board Meeting of June 23, 2025 with the amendment moving the double in-camera to item two (2).

Carried

1.4. Declaration of Interest

2. Double In-Camera Session of the Special Board Meeting

Moved by: Amy Cronin

Seconded by: Sue Muller

THAT the Executive Manager of Employee Relations and Mary-Ellen Ducharme, Superintendent of Business be present in the Double In-Camera Session of the Special Board Meeting.

AND

THAT the Huron-Perth Catholic District School Board moves to a Double In-Camera Session of the Special Board Meeting

Carried

3. Committee and Staff Reports

3.1. Corporate Services and Operations

3.1.1. 2025-26 Budget Estimates

Trustees discussed declining secondary student enrolment. Director Tigani shared that enrolment is aligned with Watson's projections for 2025-2026. Contributing factors include fewer students taking fifth year and increased enrolment in online summer courses due, in part, to the mandatory eLearning credits. Superintendent Ducharme shared that there are steps in place to investigate reasons for secondary students leaving prior to graduation. Summer plans include further investigation to develop enrolment recruitment and retention strategies.

Trustees requested an enrolment breakdown over the past several years to potentially identify trends and areas of concerns.

Trustees requested a detailed summary of faith formation funding and a bi-annual breakdown of the school board administration fund.

Moved by: Amy Cronin

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board approves Revenue in the amount of \$85,889,896., and Expenditures in the amount of \$85,889,896 for the period of September 1, 2025 to August 31, 2026.

Carried

4. In-Camera Session of the Special Board Meeting

Moved by: Sue Muller

Seconded by: Tina Doherty

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

Carried

5. Rise and Report on the In-Camera Session of the Special Board Meeting and Approval of the Business of the In-Camera Session

Moved by: Sue Muller

Seconded by: Amy Cronin

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

Carried

Trustee McDade abstained from the vote.

The following motion was approved:

That the Huron-Perth Catholic District School Board approves the adjustment to the current executive compensation structure.

6. Information

6.1. Director Tigani shared the agenda items for the Senior Team strategic planning retreat in July

6.2. Director Tigani shared positive feedback of the retirement and 25 years of service luncheons

7. Future Meetings and Events

- Graduation Ceremony - St. Anne's CSS - June 26, 2025
- Graduation Ceremony - St. Michael CSS - June 26, 2025
- Regular Board Meeting - Monday, August 25, 2025
- OCSTA West Region Meeting - September 30, 2025, Guelph

8. Closing Prayer - Chair Van Loon

9. Adjournment

Moved by: Tina Doherty

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board adjourns the Special Board Meeting of June 23, 2025

Carried

Catholic Parent Involvement Committee Meeting #3
Tuesday March 25, 2025 at 6:00 pm

[Google Meet Link](#)

Minutes

Present:

Senior Administration: Tara Boreham, Superintendent of Education,
CPIC Members: Shawn Terpstra, Jim Walsh, Amanda Linton, April Eilers, Lori Miller, Evan Brotherson,
Jim Walsh, Michelle McRobert, Brenda Roth, Sandra Murphy, Sherri Downey, Emily Hendriks
Guests:
Regrets; Trustee Sue Muller
Quorum: Yes
Recording Secretary: Kerri Catalan, Executive Assistant

1. Opening Business

1.1. Opening Prayer – Tara Boreham

1.2. Introductions – Tara Boreham

1.3. Attendance and Welcome – James Walsh, Co- Chair

- Conflict of Interest
No one declared a conflict of interest

1.4. Approval of the Agenda – James Walsh, Co- Chair

Moved by: Amanda Linton
Seconded by:Melanie Levinson
That the agenda be accepted as is.
Carried

1.5. Approval of the CPIC Meeting Minutes –January 21, 2025

Moved by: Evan Brotherson
Seconded by:Emily Hendriks
That the Huron-Perth Catholic District School Board approves the meeting minutes of the
Tuesday January 21, 2025 Catholic Parent Involvement Committee meeting.
Carried

1. Reports and Discussion Items

2.1. Board Report - Trustee Sue Muller

- Refer to Director's Report

2.2. Director's Report – Superintendent Boreham

- System basketball tournament was held Wednesday, March 25 at St. Joseph's Catholic School in Clinton and St. Michael Catholic Secondary School in Stratford.
- Budget - 2025-2026 Planning
 - Thought Exchange survey was sent out to schools, through newsletters, board website and social media posts.
 - Low response rate
 - The platform was not the best
 - James W. commented that, voting up or down is not getting the best feedback
 - Suggestions from CPIC members for next year:
 - Have CPIC members bring this survey to the CSAC meetings at their schools to share within their communities
 - Send home paper information about the survey using a QR code
- School Climate Survey
 - Every two years the school climate survey is conducted
 - Shared with every student in grades 4-12 during school time and shared with every parent. The survey will be available from March 31 until April 11, 2025
 - Our Curriculum Coordinator has shared the survey with school principals to email to parents
 - Superintendent Boreham to share the school climate survey results with the CPIC members
- Catholic Education Week - Theme- Pilgrims of Hope - May 4 - 9, 2025
 - Lesson plans for CEW have been shared with principals/schools
 - This also Mental Health week
 - Superintendent Boreham will connect with the Learning Coordinator and send out a template to read at Sunday Mass, announcing Catholic Education Week to parish members.

2.3 Parent's Update – All

- Brianna from St. Mary's Listowel shared information about their on-line auction being held from April 15-22, 2025. They are raising money for a new roof for the sun shelter.
- Amanda from St. Patrick's Dublin and St. Columban shared their experience with their first youth-led mass. Looking for guest speaker suggestions from other CPIC members.
- Tanya from St. Joseph's, Clinton, reported that their CSAC have completed their fundraising this year that allowed the whole school attended the Huron County Playhouse to watch Cinderella and went skating
- Amy from Holy Name of St. Mary reported that the Community Officer presented to classes during Bullying Prevention week. Each class has had the opportunity to go skating, bowling and sculpting pottery.
- Emily reported that St. James met to discuss the grant 'Blazing the Trail.' They plan to build interpersonal relationships tying it all together with faith families during their Lenten season.
- April & Melanie from St. Boniface shared that their Rheo Thompson fundraiser was successful, they are able to have a lego wall installed and contribute a set of bibles for each classroom, and

the yard, specifically the ball diamonds. They held their CSAC meeting last week and discussed their grant from Blaze the Trail. They will be adding landscape to the prayer garden.

- Evan from Jeanne Sauve reported that they are hosting a parent information night next week for parents that do not speak French at home. They are planning for their Spring Fling, silent auction, and trying to navigate the online aspect. These funds raised will go towards the revamp of their school yard.
- Brenda from St. Anne's Catholic Secondary School shared that interim report cards were sent home last Thursday and parent-teacher interviews are this week. CSAC have completed their meetings for the year. There are no more fundraisers. Priority will be graduation breakfast, where everything is donated. It is a great opportunity for the students to start their graduation ceremonies together.
- Christa from Sacred Heart reported that this week was Spirit week at their school and today was to wear school colours. Everyone is working hard on the French Play, the performance is May 27, 2025. The grade 8 students are hosting a fish fry with the members of the Knights of Columbus committee in Wingham on April 24, 2025.

2. Future Meetings and Events

2.1. Events and Resources

- Catholic Education Week - May 4-9, 2025
- CEW Mass - Monday, May 5, 5pm, Dublin

2.2. CPIC Upcoming School Year Meeting Schedule (virtual/in-person)

- June 10, 2025 (in-person)

3. Closing Business

3.1. Closing Prayer – Tara Boreham

3.2. Adjournment - 8:15 pm

**Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Committee Meeting
April 23, 2025 – 4:30-6:00 p.m.**

Minutes

Present: Chair, Superintendent Tara Boreham, Trustee Jim McDade, Natanael Mateus-Ruiz, Caroline Thuss, Leroy Hibbert, Torin R.
Student Representatives: Madison G, Venna W and Torin R.
Absent: Colton Maracle, Leire Douros, Madison G and Venna W and Majo Damas Ramirez
Recording Secretary: Kerri Catalan

1.1. Attendance and Introductions

Noted Above

1.2. Approval of the Agenda

Moved by: Caroline Thuss

Seconded by: Nataneal Mateus-Ruiz

THAT the Huron-Perth Catholic District School Board approves the agenda of the EDIAR Meeting of April 23, 2025

Carried

1.3. Declaration of Interest

None

1.4. Approval of EDIAR Meeting Minutes

Moved by: Nataneal Mateus-Ruiz

Seconded by: Caroline Thuss

THAT the Huron-Perth Catholic District School Board approves the minutes of the EDIAR Meeting of March 19, 2025

Carried

1.1. Business Arising from the Minutes

2. Committee and Staff Reports

2.1 Presentation-Church Teaching, Social Justice and Connection to the EDIAR Action Plan

Natanael - Spoke about the laws -

- The Natural Law - the seeds of law at the heart of the creation
- The Laws of Nature - are not trusted by the church, or legislation, always changing and always adapting
- Devine Law- the law is based on reason
- Executive Law- greater law
- Secular Law- laws created by moral/just law - protects the lives of the people

2.2 Oral Report on EDIAR Initiatives from Student Representatives

- SMCSS
 - no report at this time

- SACSS
 - Submitted a video for LUSO video contest
 - Leroy presented at SACSS
 - Next Wednesday April 30, hosting Denim Day to bring awareness about sexual assault
 - In June, acknowledging and celebrating LGBTQ +, Indigenous day and Heritage day
 - Gr. 11 students had the opportunity to experience an Indigenous excursion to Listowel to visit the Tipi.
 - Working with Nutritional Management at school to prepare food dishes for the student body.

2.3 LUSO “Racism Hurts Us All” Video Contest-View HPCDSB entries

Holy Name: <https://youtu.be/llqykwd4jJo?feature=shared>

St. Joseph's, Stratford: https://youtu.be/DDyeTpvi6_c?si=cAVKiucmqmE5VVLu

St. Anne's: https://youtu.be/Fs-WWrxZwRY?si=7GMdjBptU5elt_ak

St. Michael: <https://www.youtube.com/watch?v=xlsq7FckWYk>

2.4 EDIAR Action Plan Subcommittee Update - Caroline Thuss

- no update at this time - it will be ready by mid May to present to the committee at the June meeting.

2.5 [District Code of Conduct](#) Review-Superintendent Boreham

3. Information and Correspondence

3.1 [Copy of updated District Code of Conduct \(PPM 128\)](#)

4. Meetings and Events

4.1 Next Meeting - Wednesday, June 17, 2025 at 4:30 pm

Motion to adjourn - Nathaniel and Caroline

5. Closing Prayer - Hail Mary

6. Adjournment 5:45 pm

Audit Committee Meeting
November 14, 2024 - 2:30 p.m.

MINUTES

Hybrid

Present: Chair Amy Cronin (Trustee), Tina Doherty (Trustee), Tyler Canal, (Audit Committee Member), Denise Feeney (Audit Committee Member), Chris Roehrig (Director of Education), Mary-Ellen Ducharme (Superintendent of Business), Sarah Devereaux (Manager of Finance), Katie Becker (Finance Services Officer), Lexi Templeman (Finance Services Officer), Valerie Basler (Executive Assistant), Karen Tigani (Superintendent of Education), Silvana Slavik (BDO Canada LLP)

Absent: Suk Bedi (KPMG LLP)

1. Opening Business

1.1 Opening Prayer

1.2 Attendance and Welcome – *Superintendent of Business and Treasurer*
All in attendance. D.Feeney and the BDO representative (joined the meeting later)

1.3 Election of the Audit Committee Chair – *Superintendent of Business and Treasurer*

The Superintendent of Business requested nominations for election of the next Chair of the Audit Committee - A.Cronin offered that she was willing to stay on as Chair and the other Trustee agreed.

Moved by: T.Canal

Seconded by: T. Doherty

THAT the Audit Committee appoints Amy Cronin as Chair of the Audit Committee effective November 14th for a one year term.

Carried

1.4 Approval of the Agenda

Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee approves the agenda of the November 14, 2024 Audit Committee Meeting.

Carried

1.5 Declaration of Conflict of Interest
No declarations were made.

1.6 Approval of Audit Committee Meeting Minutes – September 10, 2024

Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee approves the minutes of the Huron-Perth Catholic District School Board Audit Committee September 10, 2024 meeting.

Carried

1.7 Business Arising from the Minutes

2. Presentations

3. Reports and Discussion Items

3.1 Huron-Perth Catholic District School Board Consolidated Financial Statements For The Year Ended August 31, 2024 - *KPMG*

The Superintendent of Business reviewed the highlights of the financial statements, noting that the board ended the year with a surplus. A summary of Bill 124 was provided. During a discussion on this matter it was noted that Ministry funding did not match Bill 124 payments. It was noted that there is a change in how the delayed grant and cash management strategy are presented on the financial statements, the amounts should have been netted up instead of reporting separately. There is a revenue increase in the statement of operations which is primarily due to Bill 124, investment income and increases in school fundraising the Board continues to see since moving out of the pandemic. There was a query about transportation revenue, the Superintendent of Business noted there was a change in the funding formula last year. As a result the Board continues to implement changes to transportation delivery. It was noted that the new transportation funding formula is continuing to evolve. A query about Note 15, which is related to the Boards accumulated surplus, was brought forward. There was discussion on what accumulated surplus funds have been spent on, and process for future access. There are protections set by the Ministry related to accumulated surplus spending, and it's incumbent on staff to come up with plans in the best interest of the Board, students, and data.

Moved by: T.Doherty

Seconded by: T.Canal

THAT the Audit Committee recommends to the Board the approval of the Huron-Perth Catholic District School Board Consolidated Financial Statements for the year ended August 31, 2024.

THAT the Audit Committee recommends to the Board that the 2023-24 internal appropriations of accumulated surplus in the amount of \$4,179,417 as outlined in Note 15 of the Consolidated Financial Statements be approved.

Carried

BDO representative and Audit Committee Member, D.Feeney joined the meeting online at 3:24 p.m.

3.2 External Auditor (BDO Canada LLP) Audit Planning Report - BDO Canada LLP

The BDO representative spoke to audit findings. There were no adjusted or unadjusted entries to report. It was noted there are links provided in the report for the Committee to review on hot topics. A query was made regarding asset retirement obligations, are there buildings that pose a risk, specifically around asbestos. This is a question for the Boards facility department. The Director noted that the government assesses Board buildings. These assessments were recently completed for our Board and will guide the Boards capital plan. BDO noted these remain draft financial statements until approval of the Board of Trustees.

Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee receives the BDO Canada LLP Audit Final Report to the Audit Committee.

Carried

3.3 Annual Report To the Ministry of Education For the year ended August 31, 2024 - *Superintendent of Business & Treasurer*

The Superintendent of Business noted that it is a Ministry requirement that this report is completed annually. Details of the report were explained to the Committee.

Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee receives the Annual Report To the Ministry of Education For the year ended August 31, 2024.

Carried

- 3.4 November 2024 Audit Committee Report – *Superintendent of Business & Treasurer*
The Superintendent of Business reviewed the report highlights including the proposal of having a fourth Audit Committee meeting this year to review and discuss the updated School Generated Funds Policy before it goes to the Board of Trustees for approval.

Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee receives the Audit Committee Report dated November 2024.

Carried

BDO representative left the meeting.

- 3.5 Annual Evaluation of External Auditor - Superintendent of Business & Treasurer
Process for filling out the evaluation was discussed and the Chair noted will leave with the Superintendent of Business to fill out the evaluation.

Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee recommends the Board of Trustees appoints BDO Canada LLP as the Board's external auditor for 2024/25.

Carried

4. Information and Correspondence

5. In-Camera Session of the Audit Committee Meeting

Moved by: T.Doherty

Seconded by: T.Canal

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

Carried

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

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

Session not requested - Auditor left the meeting.

7. Future Meetings and Events

A Doodle poll will be sent to determine the February and June meeting dates.



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

8. Closing Prayer

9. Adjournment

Moved by: T.Canal

Seconded by: T.Doherty

THAT the Audit Committee adjourns the November 14, 2024 meeting at 4:00 p.m.

Carried



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: August 25, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

AUDIT COMMITTEE JUNE 2025 MEETING REPORT

Public Session

BACKGROUND

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

DEVELOPMENT

Items brought forward for information and discussion at the June 11, 2025 meeting:

1. November 2024 and February 2025 Financial Statements
2. Policy School Generated Funds
3. Policy Fraud Prevention and Management
4. June 2025 Audit Committee Report

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Audit Committee June 2025 Meeting Report for information.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: August 25, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

AUGUST 2025 HEALTH AND SAFETY REPORT

Public Session

BACKGROUND

To ensure there is communication of health and safety related information, a Health and Safety Report is presented to the Board of Trustees twice a year. The Health and Safety report to the Board contains information for all employee groups, across all sites within the district, and informs the Board of Trustees with respect to health and safety matters.

DEVELOPMENTS

Health & Safety Incident Reporting:

All incidents involving an employee must be reported and are included in the total number of health and safety incidents in this report. The term incident can be defined as an occurrence, condition, or situation arising in the course of work that resulted in, or could have resulted in an injury, illness, damage to health or a fatality. Reportable incidents include those categorized as near misses, and those requiring first aid or medical attention.

Incidents are reported via an online incident reporting process. It is important that all incidents are reported so that the Board can gather information to support both staff and students. This information is then used to formulate a plan for student success and staff safety.

Employees are trained to immediately report all incidents, whether near-misses or an injury. The employee should not have to make a guess as to whether their issue or incident is worthy of an incident report. When in doubt, an incident report is to be filed. A near miss could be poor lighting resulting in an employee tripping and almost falling over an undetected extension cord, a leaking air conditioner dripping onto a walkway resulting in an employee slipping and nearly falling, or a student raising an arm to an employee without contact or minimal contact.

The Board had 1,238 health and safety incidents reported in the 2024-25 school year from September 1 to June 30. In the 2023-24 school year, over the same period, there were 1,057 incidents reported, an increase of 17.13% in reporting. The majority of 2024-25 incidents (977) reported were under the category of near misses, another 156 incidents were not categorized by the employee who completed the form. Changes were made to the reporting system in 2024-25, employees are now prompted to select a category

and must do so. The remaining 105 incidents reported were under the categories of First Aid, Illness, Lost Time or Medical Aid. There was 1 incident categorized as a critical injury as it involved a fracture. The Board provided additional training on incident reporting following this incident to ensure and remind staff on the importance of incident reporting.

Reasons for an increase in the reporting can be attributed to an increase in reportable incidents, employee groups being encouraged to submit all forms of aggression/violence, and staff familiarity with reporting in eBase. Of the 1,238 reports, 136 (11%) were reported by secondary schools and 1,107 (89%) were reported by elementary schools. Reporting by employee group is identified below:

Non Union - 14
Principal/Vice Principal/Senior Management - 14
CUPE - 1023
OECTA - 187

The 2024-25 incident type reports are consistent with the previous reporting period in terms of ranking:

- 1) Violence/Aggression - 79% of reporting
- 2) Slips, Trips and Falls - 3% of reporting
- 3) Ball Strikes - 2% of reporting
- 4) Remaining incidents reported by employees include overexertion, exposure, caught in or between.

The School Boards' Co-operative Inc. (SBCI) Annual Health and Safety Report provides statistical information on School Board WSIB Form 7 submissions. Annual reports are distributed in December for the preceding school year. The Board will receive the 2024-25 annual report in December 2025. The 2023-24 report shows that the Board is below both the peer group and provincial averages for WSIB claims. In 2023-24 the Board had 14 WSIB Form 7 submissions, which was a claim frequency of 2.45/100 employees. The peer group (similar sized Board) average was 4.12/100 employees, while the provincial average was 4.66/100 employees.

In 2023-24 Huron Perth Catholic District School Board (HPCDSB), for the second year in a row, was below the Peer Group and Provincial Total and Lost Time Incident (LTI's) frequencies. Total incidents decreased 7% (15 to 14) compared to a 10% increase provincially while LTI's injuries remained the same with 10 injuries compared to the 12% provincially.

Annual Inspections:

We continue to do annual inspections all at location to help us identify any areas that may need attention and to help us formulate an action plan for repairs or capital projects.

Health & Safety

We continue to provide training for staff members at our schools in First Aid CPR/AED. 46 staff members received training in First Aid last year. We also provided an Elevated Platform course at the Secondary Schools to 12 individuals. We are using the Safe Workplace Module in eBase to provide the yearly mandatory training. This platform allows us to track all employee training, and also allows us to upload any extra training into the employee's portfolio.

The Board will be implementing a ball strike prevention program at Jeanne Sauvé school this year. This includes the painting of play zones, identifying them with red, yellow and green paint. Other schools boards have started using this program and have seen great reductions in accidental ball strikes amongst staff and students.

RECOMMENDATION

That the Huron-Perth Catholic District School Board receives the August 2025 Health and Safety Report for information.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: August 25, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

POLICY SCHOOL GENERATED FUNDS

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. Policy School Generated Funds was approved by the Board of Trustees on March 19, 2019.

DEVELOPMENT

The policy has been reviewed and was presented to the Audit Committee at its June 11, 2025 meeting for discussion and feedback. A belief statement has been added and the policy statement updated. The new policy includes a risk management and roles and responsibilities section within the policy document.

The current policy includes an appendix which is the School Generated Funds Manual. The revised policy removes the Manual as an appendix of the policy, moving these operational details to an administrative procedure which will be reviewed and updated annually.

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 September.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives Policy School Generated Funds.



HURON-PERTH CATHOLIC

District School Board

School Generated Funds

Adopted:	January 22, 2007	Policy #:	P 3.3.7
Revised:	March 5, 2019	Policy Category:	3.3. Business

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes that funds generated from the community shall be raised, received and used in a manner that is consistent with Catholic values. The Board believes in being accountable and transparent about financial processes and utilizing resources to enrich the experience of our students.

POLICY STATEMENT:

It is the policy of the Board that school generated funds are assets of the Board ~~The Huron-Perth Catholic District School Board recognizes that funds may be generated at the school level from a number of different and varied sources. School Generated Funds are to~~ be used for the enhancement of educational programs and to support approved school-based initiatives that align with the ~~Huron-Perth Catholic District School~~ Board's vision, mission statement and strategic direction. School generated funds also encompasses fundraising for a variety of other programs that support charities and acts of social justice.

~~The Policy on School Generated Funds will be consistent with existing Legislation from the Province of Ontario, (i.e., Ministry of Education Regulation 612 as it pertains to School Councils), other pertinent Board Policies, OASBO Guidelines for School Generated Funds (June 2014), and accounting principles as described in the Public Sector Accounting Board (PSAB) standards.~~

It is the policy of the Board that:

- All school generated funds activity shall comply with Board Policy and Procedures;
- Funds be raised for a specific purpose and used for the intended purpose;
- Accounting records shall track revenues and expenditures separately. If the activity is of an ongoing nature, residual amounts in that activity at the end of one school year will roll forward to the next year, and are not to be used for another purpose;
- Refunds are to be given where surpluses remain in one-time activities if revenue exceeds cost by more than a nominal amount;
- Residual amounts in "one-time" fundraising activities should be documented as such may be transferred to another school generated funds activity with appropriate approvals;
- Activities that produce a deficit (expenditures in excess of revenues) may occur. The deficit will be covered at the principal's discretion;
- School generated funds shall not be used for:
 - Items that are funded through provincial grants, such as classroom learning materials, textbooks, and facility maintenance and repairs or capital projects that significantly increase operating costs;
 - Goods and/or services from employees;

- Investments other than those permitted by the Board and O. Reg. 471/97 of the Education Act.

PROCEDURES:

~~The Procedures for School Generated Funds (Appendix A) provide:~~

~~¶~~

- ~~Appropriate guidance, authority and protection to school staff and fundraising volunteers by providing specific administrative procedures for the administering, recording and reporting of school generated funds~~
- ~~Meet the public's expectations and validate the public's best interest regarding the stewardship of school based funds, both school and parent administered~~
- ~~Ensure consistency and standardization in administering school generated funds throughout schools in the Board and~~
- ~~Meet the Board's requirement under provincial regulations for the financial accountability of School Generated Funds.~~

1.0 Risk Management

All school generated funds are to be administered in accordance with Board policies, municipal, provincial and federal laws and regulations. This responsibility includes ensuring that all funds are adequately protected and controlled through proper accounting procedures and accountability measures. Therefore it is the policy of the Board to use cash-less processes whenever possible to mitigate risks to staff, the school and the Board.

To further mitigate risk, a School Generated Funds Administrative Procedure is in place to assist with the day to day operation, control and management of school generated funds.

2.0 Accountability - Roles and Responsibilities

2.1 The Superintendent of Business (or designate) shall:

- Establish Procedures for school generated funds that include processes related to but are not limited to: banking, receipts, disbursements, transfers, investments, bank reconciliation, records retention, financial reporting, plans for using funds, accounting systems, school audits (financial reviews), managing taxes (e.g. Harmonized Sales Tax HST), charitable donations, lotteries & games of chance, contracts with financial implications (e.g. vending), Catholic School Advisory Councils, student councils and changes in principals (banking/ accounting);
- Provide training and assistance, as required, to school staff on the appropriate application of procedures and any relevant software;
- Complete and/or follow-up on internal audit reports as determined by Board practice;
- Receive and maintain a central file of annual financial reports from each school; and
- Ensure that software used for the accounting of school generated funds is maintained and updated as required.

2.2 The Superintendent of Education (or designate) shall:

- Reinforce to principals the need to adhere to Board policy and procedures regarding school generated funds, including the use of cashless systems;
- Verify that schools are complying with the reporting requirements of the procedures for school generated funds as required by Board policy and procedures;
- Report to the Superintendent of Business and Treasurer or designate:

- o If funds are stolen or reported missing;
- o Any misuse of funds; and
- o Failure to follow any policy or procedure.

2.3 The Principal shall:

- Ensure that the procedures for school generated funds are implemented in compliance with Board Policy and Administrative Procedures;
- Complete and submit an annual plan for school generated funds in consultation with the Catholic School Advisory Committee;
- Act as one of the approved signing officers on the school bank account(s);
- Communicate responsibilities for receipts, disbursements, banking, and record keeping with the Office Assistant. The Principal may delegate some of these duties to another staff position;
- Reinforce the use of cashless payment methods through efficient use of school generated funds software;
- Ensure that cash and records are adequately secured within the school;
- Ensure that staff are collecting and managing funds on behalf of the Board in accordance with Board policy and procedures;
- Ensure that there is a primary contact for each club/committee/class involved with financial transactions;
- Review and sign off all required financial reports and make financial reports available to the Board and/ or school community as required;
- Notify the Superintendent of Education and the Superintendent of Business immediately if any funds are lost or stolen;
- Ensure that the school or any individual associated with the school does not enter into contracts in the name of the school or the Board other than those identified in Board policy or procedures;
- Ensure that the Catholic School Advisory Council Chair is aware of and understands his/her role and responsibilities as identified related Board policies and procedures.

2.4 The school's Office Assistant shall:

- Implement policy and procedures related to school generated funds as directed by the Principal and Superintendent of Business (or designate);
- Act as one of the approved signing officers on the school bank account;
- Utilize cashless school generated funds software in an effective manner;
- Administer school generated funds receipts and disbursements, recording, reconciling and reporting, as well as document retention, in accordance with Board policies and procedures
- Participate in Board sponsored training relating to school generated funds;
- Provide assistance during the Internal and/or External Audit;
- Advise the Principal if any funds are lost or stolen.

2.5 All school staff that are involved with School Generated Funds shall:

- Advocate for the use of cashless payment methods for school events or fundraisers;
- Where cash or cheques are received, collect from students or other sources and follow School Generated Funds procedures;
- Ensure that all school generated funds invoices are submitted in a timely manner to the Office assistant for payment in accordance with administrative procedures;
- Ensure funds received are disbursed as per the intent of the funds raised or collected and with Principal approval;
- Ensure details of financial activity related to their class or club are recorded correctly; and

- Request and review reports of the activity for verification of their accuracy and notify the Office Assistant of any discrepancy.

2.6 Role of the Catholic School Advisory Council

The Catholic School Advisory Council (CSAC) plays an important role in the school community and provides valuable input for the annual plan for school generated funds. The CSAC Chair's role includes working with the Principal and the Board to ensure CSAC fundraising activities are in compliance with Board policies and procedures.

Since school councils are advisory bodies and not corporate entities, the school principal is responsible for managing funds raised or collected by CSAC and the funds are legal assets of the Board. Additionally, the Board must report funds collected as part of annual financial reporting.

DEFINITIONS:

School Community refers to students, parents, guardians, school councils, trustees, school administrators, staff, church, and members of the broader community

School Generated Funds encompasses funds raised and collected by the school or broader community in the name of the school for a designated purposes such as (but not limited to) fees for supplementary learning materials, activities, and donations.

- N/A

REFERENCES:

- N/A
- Education Act: Section 265 Duties of Principal: Care of Pupils and Property
- Education Act: Section 286 Duties of Supervisory Officers: Supervise Business
- Education Act O. Reg. 612/00 (School Councils and Parent Involvement Committees)
- Education Act O. Reg. 298 s. 25 (Operating of Schools - Canvasing & Fundraising)
- Fundraising Guideline – B memo-2012:B10-Ministry of Education
- Board Policies (P3.3.8 School Fundraising, P3.3.11 Fees for Learning Materials and Activities, P3.3.4 Purchasing, P2.2.3 Educational Field Trips, P3.3.3 Partnerships-Sponsorships, P1.1.8 Catholic School Advisory Councils and Catholic Parent Involvement Committee)
- Ontario Association of School Business Officials Guidelines for School Generated Funds (2014)
- Canadian Public Sector Accounting Standards

RESOURCES, APPENDICES AND FORMS:



- ~~Appendix A – School Generated Funds~~
- Board Administrative Procedure AP3.3.4. - School Generated Funds



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: August 25, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

POLICY FRAUD PREVENTION AND MANAGEMENT

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. Policy Fraud Prevention and Management was approved by the Board of Trustees on November 25, 2019.

DEVELOPMENT

The policy has been reviewed and was presented to the Audit Committee at its June 11, 2025 meeting for discussion and feedback. A belief statement has been added and the policy statement updated.

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 September.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives Policy Fraud Prevention and Management.



HURON-PERTH CATHOLIC District School Board

Fraud Prevention and Management

Adopted:	November 25, 2019	Policy #:	P 3.3.5.
Revised:		Policy Category:	3.3. Business

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes in a strong accountability framework, which allows us to align resources with the achievement of all persons.

POLICY STATEMENT:

It is the policy of the Board that it ~~The Huron-Perth Catholic District School Board (HPCDSB) will~~ foster and maintain a work environment based on the principle of financial integrity. ~~The Board HPCDSB~~ recognizes that fraud and material misstatement of financial information can have a significant impact on the Board's reputation, morale, as well as have a financial cost. To achieve financial integrity ~~the Board HPCDSB~~ will institute and maintain a system of internal controls to ascertain reasonable assurance of prevention and detection of fraud. Internal controls are subject to regular review to ensure continued integrity and relevance. Control deficiencies identified by staff and/or auditors shall be addressed in a timely manner.

PREAMBLE: _____ ¶

¶
~~Huron-Perth Catholic District School Board (HPCDSB) is committed to safeguarding the public interest and trust in public education. All internal and external stakeholders for the (HPCDSB) community are expected to uphold the public trust and demonstrate integrity in all of their dealings. ¶~~

¶
~~This policy supports that commitment by providing a framework for the disclosure and investigation of wrongdoing, as well as protection from reprisal or threat of reprisal for those who make disclosures of information.~~

PROCEDURES:

The Board shall make every effort to ensure that an individual or employee, who in good faith reports under this policy, is protected from harassment, retaliation or adverse employment or contract consequence. ~~Any employee who reports a detected or reasonable suspicion of wrongdoing, shall be protected from discrimination, harassment and dismissal.~~ An employee must have reasonable grounds to make an allegation and have no false or malicious intent. ~~The Board HPCDSB~~ shall protect the anonymity of the individual who is providing a good faith report, to the fullest extent possible during the course of the investigation. Anyone who

retaliates, discriminates or harasses such employees, shall be subject to discipline up to and including termination.

For the purpose of the administrative procedure, “wrongdoing” is used to refer collectively to illegal or inappropriate conduct. Wrongdoing includes but is not limited to:

- Fraud as defined in the Criminal Code of Canada (s. 380 (1));
- Theft, embezzlement, or misappropriation of funds, supplies and services, resources, other assets, and hours of work;
- Any claim for reimbursement of expenses that is not a bona fide business expense or is deliberately inflated;
- Misuse of authority when purchasing goods or services;
- The misrepresentation of financial information through alteration and/or forgery;
- False reporting of the use of time and/or falsification of benefit claims.

The above list is not exhaustive but is intended to provide guidance to individuals as to the kind of conduct which constitutes wrongdoing under this policy.

REPORTING:



It is the right and obligation of all Board employees and third parties to report reasonable suspicions of wrongdoing or the detection of any acts of wrongdoing. All such matters are to be reported to the Board’s Senior Business Official. In situations where the Board’s Senior Business Official is suspected of involvement in the wrongdoing, it shall be reported to the Director of Education.

DEFINITIONS:

- N/A

REFERENCES:

- N/A
- Board Policy 3.3.4 - Purchasing
- Board Policy 3.3.6 - Expense Reimbursement
- Board Policy 3.3.7 - School Generated Funds
- Board Policy 1.2.3 - Trustee Expense Reimbursement

RESOURCES, APPENDICES AND FORMS:

- Appendix A - Administrative Guidelines



HURON-PERTH CATHOLIC

District School Board

PREAMBLE

The Huron-Perth Catholic District School Board (the Board) is committed to safeguarding the public interest and trust in public education. All internal and external stakeholders for the Board's community are expected to uphold public trust. Any individual or employee who has knowledge of an occurrence of wrongdoing or a wrongdoing, or has reason to suspect that a wrongdoing has occurred, has the right and obligation to report the occurrence using the channels of reporting provided.

Investigation:

Provided there are reasonable grounds as determined by the Director of Education and the Senior Business Official, the investigation of detected or suspected wrongdoing shall begin within 10 business days.

- The investigation shall be managed by the Board's ~~HPCDSB~~ Senior Administration or a delegate, with the assistance of appropriate Board ~~HPCDSB~~ staff. In instances where the Director of Education is suspected of wrongdoing, the Chair of the Audit Committee shall manage the investigation.
- As determined by the Senior Business Official, one of the external or internal auditors auditor may be involved in the wrongdoing investigation.
- The appointed investigation team shall have unrestricted access to all necessary Board ~~HPCDSB~~ documentation and personnel required to complete the investigation. The team may involve external resources as appropriate.
- The Director of Education and the Senior Business Official, based on the advice of the Board's ~~HPCDSB's~~ Executive Manager of Employee Relations, forensic and legal advisors, shall consider whether to notify the jurisdictional police department where the alleged wrongdoing took place. In instances where the alleged wrongdoing involves the Director of Education or Senior Business Official, the Chair of the Audit Committee, based on the advice of legal advisors, shall consider whether to notify the jurisdictional police department where the alleged wrongdoing took place.
- When there is suspicion of wrongdoing, the leader of the investigation shall ensure all evidence, manual and electronic, be secured to prevent the theft, alteration or destruction of the evidence. All actions taken by the investigation team shall be comprehensively documented.
- All participants in a wrongdoing investigation, including persons who make a disclosure, witnesses, and the persons alleged to be responsible for the wrongdoing, shall keep all aspects of the investigation confidential.

When the investigation concludes, the results are to be reported to the Audit Committee. The Chair of the Audit Committee and the Director of Education will report to the Board of Trustees.

- Should the investigation demonstrate that wrongdoing has occurred, the Human Resources Department will initiate disciplinary action per their normal practice. Where appropriate, ~~the Board HPCDSB~~ shall seek restitution to recover the losses incurred in the wrongdoing.
- When the investigation concludes, ~~the Board HPCDSB administration~~ shall conduct a risk assessment of any control deficiencies identified through the investigation. If it is deemed necessary, appropriate corrective action shall be taken to reduce the probability of a recurrence of the wrongdoing.



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: August 25, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

POLICY ADVOCACY

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. Policy Advocacy was approved by the Board of Trustees on March 25, 2019.

DEVELOPMENT

The policy has been reviewed and is now presented for the consideration of the Board of Trustees. A belief statement has been added and the policy statement has been updated.

The policy will be posted on the Board website for vetting and comment by the community in advance of the policy coming back to the Board, subject to changes, at the next September Board meeting for approval.

RECOMMENDATION

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



HURON-PERTH CATHOLIC

District School Board

Advocacy

Adopted:	May 28, 2007	Policy #:	P 3.3.9.
Revised:	March 25, 2019	Policy Category:	3.3. Business

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes that all of our students deserve the best learning opportunities ensuring they can reach their full potential and be healthy, successful learners in faith-filled spaces.

POLICY STATEMENT:

It is the policy of the Board to support ~~The Huron-Perth Catholic District School Board recognizes the value of~~ maintaining a positive relationship with the Ministry of Education and other school boards in the province of Ontario. ~~Working in partnership,~~ to identify, discuss and find efficiencies pertaining to policy and financial issues ~~with the objective of maximizing resources for students. that will benefit all stakeholders.~~ **Working in partnership,** to identify, discuss and find efficiencies pertaining to policy and financial issues **with the objective of maximizing resources for students.**

The Board will support reasonable expenditures incurred in advocacy initiatives directed to Governments, Ministries and appropriate provincial organizations that sustain the Board's mission statement.

Advocacy is considered an ongoing business function of the Board and shall comply with the Purchasing policy and procedures.

PROCEDURES:

Advocacy activities can take many forms, including newsletters, media releases, school council or board community events. The Board communicates indirectly with the government through established professional and interest advocacy organizations.

1. Eligible Advocacy Expenditures

- 1.1 Membership dues and fees to organizations that support the values of Roman Catholicism and other educational organizations.
- 1.2 Expenses incurred to present the position of the Board on governance issues clearly and effectively.

2. Ineligible Advocacy Expenditures

- 2.1 Costs incurred while attending events specific to fundraising by political parties or local politicians.

- 2.2 Placing contents intended to advocate for a particular position or point of view with report cards and annual reports.
- 2.3 Students shall not be used as vehicles for Board or school advocacy initiatives to the public, education partners or any levels of government.

DEFINITIONS:

- N/A

REFERENCES:

- ~~N/A~~ Policy 3.3.4 Purchasing

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sean McDade, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: August 25, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

SMOKING AND VAPING POLICY

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board is fully committed to educating the whole child, addressing academic achievement through the Ontario Curriculum while also nurturing each student's dignity as a cherished child of God. Ensuring that students understand the health risks associated with smoking and vaping fulfills both of these goals. It reinforces our commitment to student well-being and provides parents and caregivers with confidence that their children are learning in a safe and supportive environment.

At the foundation of this policy is our duty to comply with all relevant legislation, including the *Smoke-Free Ontario Act, 2017*, the *Cannabis Control Act, 2017*, the *Education Act*, and Policy/Program Memoranda (PPM) 145 and 128. This policy was last updated in 2017 and reflects our ongoing responsibility to align with current laws, best practices, and the values of Catholic education.

DEVELOPMENTS

The review and revision of this policy followed a thorough process that sought input from a range of perspectives, including school administrators, mental health professionals, learning coordinators, and representatives from Huron Perth Public Health. This collaborative approach ensured the policy reflects both current legislative requirements and the practical realities of implementation in schools.

The policy continues to explicitly prohibit the use and supply of tobacco, cannabis, and vaping products on school property, within 20 metres of school grounds, and at any school or Board-sanctioned event. It includes provisions for offence procedures, possible legal action, and a strengthened emphasis on preventive education beginning in the primary grades and continuing through secondary school. The previous policy referred to a "first offence"; however, this revision removes that distinction. Administrators will now treat any occurrence as an offence and will consult the Progressive Discipline Policy to determine appropriate next steps.

The former version of the policy was based on the *Smoke-Free Ontario Act, 2017*, which is focused on lit products. For clarity, the revised policy expands violations to include possession—whether or not the product is lit—under the authority of the Board's School Code of Conduct. In addition, Appendix "A" from the previous policy is now moot, as Huron Perth Public Health has transitioned to a web portal for reporting. As a result, the former Appendices "B" and "C" have been renamed "A" and "B" accordingly.

The revised policy reinforces the Board's commitment to student safety, health education, and Catholic values, while providing clear expectations for students, staff, parents, and visitors.

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

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Smoking and Vaping policy for information.



HURON-PERTH CATHOLIC

District School Board

Smoking and Vaping on Property Under the Board's Jurisdiction

Adopted:	October 26, 1998	Policy #:	P 2.1.13.
Revised:	January 28, 2019	Policy Category:	2.1. School Operations

BELIEF STATEMENT (New)

The Huron-Perth Catholic District School Board is committed to safe, healthy, and faith-filled learning environments. Guided by Gospel values, we believe caring for our bodies honours the dignity of every person as created by God.

This policy adheres to all pertinent statutes and regulations and prohibits the use, possession, or supply of tobacco, cannabis, and vaping products on school property, at school events, and within designated smoke and vape free zones. We aim to protect health, promote positive choices, and model behaviours that reflect our Catholic identity.

POLICY STATEMENT:

Original Statement

~~The Huron-Perth Catholic District School Board recognizes that the use of tobacco, cannabis, and vaping products is a health hazard. The trustees, administrators, and staff of the Board are encouraged to take strong leadership to ensure that adverse health effects from both direct and "second-hand" smoke are minimized and that, students under our care are discouraged from using tobacco, cannabis, and vaping products (use of electronic cigarettes [e-cigarettes]).~~

Proposed Statement

The Huron-Perth Catholic District School Board recognizes that the use of tobacco, cannabis, and vaping products poses serious health risks. The trustees, administrators, and staff of the Board are expected to provide strong leadership to ensure that the harmful health effects of both direct and second-hand smoke are minimized, and that students under our care are actively discouraged from using tobacco, cannabis, and vaping products, including electronic cigarettes (e-cigarettes).

PROCEDURE:

The Use, Supply or Possession of Tobacco, Vaping Products, and Cannabis

Original Statement

~~The *Smoke-Free Ontario Act, 2017* prohibits smoking or holding of lighted tobacco or cannabis (medical or recreational) and the use of an e-cigarette to vape any substance in certain areas. All Board buildings, vehicles, grounds, vehicles parked on the grounds, and public areas within~~

~~20 meters of the perimeter of the school grounds are smoke and vape-free environments. This prohibition applies to all Board's employees, students, and visitors during and outside of classroom hours. Not complying with the Act is an offence and legal action may be taken.~~

Proposed Statement

The *Smoke-Free Ontario Act, 2017* prohibits smoking, holding lit tobacco or cannabis (medical or recreational), and using an e-cigarette to vape any substance in certain areas. All Board buildings, vehicles, school grounds, vehicles parked on the grounds, and public areas within 20 metres of the school property are designated smoke and vape free environments. This prohibition applies to all Board employees, students, and visitors at all times, during and outside classroom hours. Not complying with the Act is an offence and legal action may be taken.

The *Smoke-Free Ontario Act*, makes it illegal for anyone to sell or supply tobacco or vaping products to any person under 19 years of age.

~~The use of tobacco or vaping products, and smoking/vaping of cannabis on Board property, schools, school grounds, within 20 meters of school grounds and out of classroom programs, activities, and facilities approved by or under the jurisdiction of the Board is not permitted. The use of tobacco or vaping products, and smoking/vaping of cannabis on Board property, schools, school grounds, within 20 meters of school grounds and out of classroom programs, activities, and facilities approved by or under the jurisdiction of the Board is not permitted.~~ **The use, sale, or supply of tobacco, vaping products, or cannabis is strictly prohibited on Board property, within 20 metres of school grounds, and at any Board-approved programs, activities, or facilities.**

Related information will be communicated orally and/or in writing by the principal or designate to all students and parents/guardians at the beginning of the school year, and by signage or symbol to all visitors. This initial communication will serve as the first warning.

The principal will ensure that **“No Smoking/No Vaping”** signage ~~a no-smoking/no-vaping sign a no-smoking/no-vaping sign~~ is posted at all entrances and exits to the school, washrooms, and property in accordance with the *Smoke-Free Ontario Act*.

Original Statement

~~For a first offence of smoking or holding lit tobacco or cannabis or using a vaping product, or supplying tobacco or vaping products on school property, during a school year, witnessed and verified by a Board employee, the principal or designate will confiscate the product, prepare the *Smoke-Free Ontario Act* Notification Form (Appendix “A”), communicate said notification to the Huron-Perth Public Health Unit, and forward a prescribed letter of concern (Appendices “B” and “C”) stating the specific offence to the student offender, (if 18 years of age or older), or otherwise to the student's parent/guardian.~~

~~The Tobacco Enforcement Officer may proceed with legal action:~~

~~Whether or not the Tobacco Enforcement Officer is able to take legal action, the principal or designate may administer, at any point in the above process, whatever disciplinary measures are deemed to be appropriate up to and including a suspension.~~

Proposed Statement

Offence Process

For an offence of smoking, holding lit tobacco or cannabis, using a vaping product, or supplying tobacco or vaping products on school property during a school year, witnessed and verified by a Board employee, the principal or designate will:

1. Confiscate the product.
2. Complete the Smoke-Free Ontario Act Notification [eForm](#), which will communicate said incident to a Tobacco Enforcement Officer at Huron Perth Public Health.
3. Forward a prescribed letter of concern (Appendices “A” and “B”) stating the specific offence to:
 - The student (if 18 years of age or older), or
 - The student’s parent/guardian.

The Tobacco Enforcement Officer may proceed with legal action.

Whether or not the Tobacco Enforcement Officer proceeds, the principal or designate may administer disciplinary measures deemed appropriate, up to and including suspension, as per the Progressive Discipline Policy.

Violations

Violations may include, but are not limited to:

- a) smoking or holding lit tobacco or consuming tobacco products;
- b) using a vaping product;
- c) smoking or holding lit cannabis;
- d) selling or supplying a tobacco, cannabis or vaping product to a person under the age of 19 on school property.
- e) Being in possession of tobacco, cannabis, or vaping products on school property or at school events, regardless of whether the product is lit, open, or in use. In cases where this violation occurs, the principal may, at their discretion, notify the Huron Perth Public Health Unit. However, this conduct constitutes a breach of the School Code of Conduct and does not fall within the jurisdiction of the Smoke-Free Ontario Act, 2017. This matter is governed by the provisions outlined in Policy/Program Memorandum (PPM) 128: The Provincial Code of Conduct and School Board Codes of Conduct and PPM 145: Progressive Discipline and Promoting Positive Student Behaviour and the corresponding board policies.

Preventive Education

The goal of a preventive education program is to reduce the number of students who use tobacco, cannabis, and vaping products and to reduce the number of tobacco and vaping products being supplied to those under the age of 19 years. ~~The Board will implement a preventive education curriculum and associated activities to encourage students to make decisions that promote a healthy lifestyle.~~ The Board will implement the Ontario Health Curriculum and related activities to encourage students to make decisions that promote a healthy lifestyle. ~~The Board will implement a preventive education curriculum and associated activities to encourage students to make decisions that promote a healthy lifestyle.~~ The Board will implement the Ontario Health Curriculum and related activities to encourage students to make decisions that promote a healthy lifestyle .

The preventive education program shall begin at the primary division and extend through the Ontario secondary school curriculum.

Disciplinary Action

A goal of disciplinary action is to protect the health and safety of all students, staff, and visitors and to deter students from using or supplying tobacco, cannabis, and vaping products ~~by deferring students from using tobacco, cannabis, and vaping products and/or supplying tobacco, cannabis, and vaping products~~ ~~by deferring students from using tobacco, cannabis, and vaping products and/or supplying tobacco, cannabis, and vaping products~~ on Board property or at Board sponsored events.

Disciplinary action is also intended to confront students with the consequences of their actions and to encourage the adoption of healthy, substance-free lifestyles. At minimum, in the case of these substances being found in the possession of students, parents must be notified, and the student must surrender the item(s) to the educator or administrator. As per PPM 145, it is expected that students involved in these incidents would receive support to learn from inappropriate behaviours and make choices that support continuing their learning.

~~as well as to encourage the adoption of healthy lifestyles.~~
~~as well as to encourage the adoption of healthy lifestyles.~~

Original

DEFINITIONS:

- ~~● **Tobacco and Nicotine Products:** Includes cigarettes, electronic cigarettes (vaping devices)~~
- ~~● **Prohibited Items:** Items that are banned within the school environment, including tobacco, nicotine products, alcohol, illegal drugs, and personal mobile devices when used in violation of the policy.~~

Proposed

- **Tobacco and Nicotine Products:** Includes cigarettes, electronic cigarettes (vaping devices)
- **Prohibited Items:** Items that are banned within the school environment, including tobacco, nicotine products, alcohol, illegal drugs, and personal mobile devices when used in violation of the policy.
- **Smoking Product:** Any substance whose primary purpose is to be burned or heated to produce vapours, gases, or smoke, which may be inhaled, and shall include but is not limited to tobacco, non-tobacco herbal shisha, cannabis or any other substance
- **Vaping Product:** An electronic cigarette (e-cigarette), an e-substance or any component of an e-cigarette. An e-cigarette is a vapourizer or inhalant-type device that contains a power source and heating element designed to heat a substance and produce a vapour intended to be inhaled by the user whether or not the vapour contains nicotine
- **Cannabis:** Cannabis means any part of the cannabis plant as defined within the Cannabis Control Act, 2017

REFERENCES:

- [PPM 128](#)
- [PPM 145](#)
- [Smoke-Free Ontario Act, 2017](#)
- [Cannabis Control Act, 2017](#)
- Progressive Discipline Policy
- Board School Code of Conduct

RESOURCES, APPENDICES AND FORMS:

- Appendix A - School Issued Letter Following an Offence - Smoking/Vaping on School Property
- Appendix B - School Issued Letter Following an Offence - Supplying Tobacco and Vaping Products to Minors
- [Smoke-Free Ontario Act School Incident Report Form](#)
- [The HPCDB Educator Resource Site](#)



HURON-PERTH CATHOLIC

District School Board

School Issued Letter Following an Offence - Smoking/Vaping on School Property (Copy and paste information below onto school letterhead)

(Date)

(Student's Parent/Guardian)

(Address)

Dear Parent/Guardian:

Re: Smoking/Vaping on school property

This is to inform you that on the _____ day of _____, 20____, at _____ am/pm, your son/daughter _____ was found to be smoking/vaping on school property.

Under the Smoke-Free Ontario Act, 2017 no person within the school, on school grounds or within 20 metres of the perimeter of the school property shall engage in the following activities:

- Smoke/hold lighted tobacco or cannabis
- Use an electronic cigarette to vape any substance, including cannabis

Please inform your child that engaging in these activities at any time is against school policy as well as a contravention of the Smoke-Free Ontario Act.

As per school policy, we will be contacting the Huron Perth Health Unit. A Tobacco Enforcement Officer will come to meet with me and your child. Your son/daughter may receive a ticket for a set fine or a summons to appear before the Ontario Court (Provincial Division).

Sincerely,

Principal's Signature



HURON-PERTH CATHOLIC

District School Board

School Issued Letter Following an Offence - Supplying Tobacco and Vaping Products to Minors

(Date)

(Student's Parent/Guardian)

(Address)

Dear Parent/Guardian:

Re: Supplying Tobacco and Vaping Products to Minors

This is to inform you that on the _____ day of _____, 20____, at _____ am/pm, your son/daughter _____ was found to be supplying a tobacco/vaping product to a person who is less than 19 years old. This is an offence contrary to the Smoke Free Ontario Act.

Supplying tobacco or vaping products to a person who is less than 19 years old is against school policy as well as a contravention of the Smoke-Free Ontario Act.

As per school policy, we will be contacting the Huron Perth Health Unit. A Tobacco Enforcement Officer will come to meet with me and your child. Your son/daughter may receive a ticket for a set fine or a summons to appear before the Ontario Court (Provincial Division).

If you have any questions regarding this matter please feel free to contact the school or Huron Perth Public Health.

Sincerely,

Principal's Signature



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: August 25, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board is committed to the fundamental principle of providing and maintaining a positive and inclusive Christ-centred learning environment where every student may reach their full potential. All school boards in Ontario are required to develop, implement, and maintain a policy on student use of service animals in schools. In keeping with the Board's commitment to equity and inclusion, and its obligations under the Ontario Human Rights Code, the Education Act, and the Accessibility for Ontarians with Disabilities Act, the Board recognizes its legal and moral duty to accommodate the needs of all students. Rooted in Catholic Social Teachings and the inherent dignity of every person, this duty ensures that students with disabilities have equitable access to education and full participation in school life.

At times, the duty to accommodate may involve recognizing and balancing competing rights or interests within the school community. The Board is committed to respectful dialogue, thoughtful discernment, and collaborative problem-solving to find reasonable, inclusive, and faith-aligned solutions that uphold the rights, safety, and well-being of all students and staff.

DEVELOPMENTS

In accordance with the Ontario Human Rights Code, the Ontario Blind Persons' Rights Act and the Accessibility of Ontarians Act, we are committed to an environment free from discrimination and reducing barriers by providing reasonable accommodation for students with disabilities; including the use of Certified Service Dogs or other Service Animals, up to undue hardship. This policy will be posted to the Board website for vetting in advance of consideration for approval.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Student Use of Guide Dogs and Service Animals for approval.



HURON-PERTH CATHOLIC

District School Board

Student Use of Guide Dogs and Service Animals

Adopted:	January 27, 2020	Policy #:	P 2.2.11.
Revised:		Policy Category:	2.2. School Program

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes that every student is created in the image and likeness of God, deserving of respect, compassion, and the opportunity to flourish in a Christ-centred community. We are committed to fostering inclusive environments that honour the dignity and unique needs of all learners.

We believe that students with disabilities must be supported through thoughtful, individualized accommodations that promote their independence, inclusion, and full participation in educational experiences. In responding to requests for Guide Dogs, Service Dogs, or Service Animals, we are dedicated to a fair and compassionate process that reflects our commitment to equity, human dignity, and the well-being of all students and staff.

POLICY STATEMENT:

The Huron-Perth Catholic District School is committed to the fundamental principle of providing and maintaining a positive and inclusive Christ-centred learning environment where every student may reach their full potential.

- 1.1 It is the policy of the Huron-Perth Catholic District School Board, in accordance with its obligations pursuant to the Ontario *Human Rights Code*, to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services.
- 1.2 In circumstances where a parent or adult student requests to have the student's Guide Dog, Service Dog or Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the Huron-Perth Catholic District School Board considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.
- 1.3 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted.
- 1.4 The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog, Service Dog or Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.

- 1.5 A copy of this policy shall be available in accessible formats on the Huron-Perth Catholic District School Board website and may be requested by a parent or adult student in a different language through the school attended by the student.
- 1.6 The Board shall retain data regarding the requests for Guide Dogs, Service Dogs and Service Animals as outlined in its Administrative Procedure.

PROCEDURES:

1. Purpose

- 1.1 It is the policy of the Huron-Perth Catholic District School Board in accordance with its obligations pursuant to the Ontario *Human Rights Code* to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence.
 - a) The School Board utilizes-differentiated programming, and evidence-based interventions and strategies to provide meaningful access to education for students who have disability-related needs that impact their learning.
 - b) The School Board does not provide Guide Dogs, Service Dogs or Service Animals to students.
 - c) The School Board encourages any family considering the purchase of a Guide Dog, Service Dog or Service Animal to meet with the school principal or superintendent before making a commitment.
- 1.2 This Administrative Procedure identifies the individualized process to be followed when a parent or adult student applies to the School Board to have a Guide Dog, Service Dog or Service Animal accompany the student while the student is attending school or a school-related event.
- 1.3 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted. Pursuant to the *Education Act* and Ontario Regulation 474/00 *Access to School Premises*, the Huron-Perth Catholic District School Board requires each school to have a process for visitors.
- 1.4 Any determination of whether a Guide Dog, Service Dog or Service Animal is an appropriate accommodation for a student while receiving education services is a decision of the School Board. A regulated health professional cannot unilaterally prescribe that a Guide Dog, Service Dog or Service Animal be a specific accommodation while the student is receiving education services at school.
- 1.5 When an adult student or parent seeks to have their child attend school or school related events with a Guide Dog/Service Dog, both the Guide Dog/Service Dog **and** the Student Handler must be certified as having been successfully trained by an accredited training facility.
 - a) Only in exceptional circumstances subject to the standards of undue hardship pursuant the *Human Rights Code*, will the School Board consider an application for a student who will not be acting as the primary trained Handler of the Guide Dog/Service Dog.
- 1.6 Only in exceptional circumstances subject to the standards of undue hardship pursuant the *Human Rights Code*, will the School Board consider Service Animals, other than dogs, as an accommodation for a student and only if other

reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student.

2. Background

- 2.1 Service animals have traditionally been highly trained dogs that assist individuals with various tasks of daily living (Guide Dog, Hearing and Signal Dogs, Mobility Assistance Dogs, Seizure Response Dogs).
- 2.2 In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a student Handler who has a diagnosis of blindness/low vision, and the Guide Dog will provide the student Handler with greater independence, dignity and opportunity for integration.
- 2.3 The term Service Animal is used in the *Accessibility Standards for Customer Service* made under the *Accessibility for Ontarians with Disabilities Act (AODA)*, to describe an animal that assists an individual with a disability to be able to access goods and services available to the public. **A school is not a public space and is not generally accessible to the public. The AODA does not apply to a student's use of a Service Dog/Service Animal when accessing education services in school buildings.**
- a) Pursuant to the *Code* it is possible that a Service Animal might include different species that provide a therapeutic function, emotional support, sensory function, companionship and/or comfort.
 - b) The determination of whether the animal is an appropriate accommodation in the school setting to accommodate a demonstrated disability-related learning need is a decision of the School Board.
 - i. Such a decision will consider that animals, other than dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of students and staff and/or may be disruptive to the learning environment and/or may act as a distraction in the learning environment.
- 2.4 Due to risks to safety, and risks of disruption and distraction in the learning environment, the School Board does **not** permit training of potential guide dogs and service dogs in the school setting or during school activities.

3. Definitions

- 3.1 For the purpose of this Procedure the following definitions apply:
- Accredited training organization** is a guide dog or service dog trainer that is accredited by:
- International Guide Dog Federation (“IGDF”): which develops and ensures compliance with the standards by which Guide Dogs for the blind/low vision are trained by its member organizations; or
 - Assistance Dogs International (“ADI”): which develops and ensures compliance with the standards by which Guide, Hearing and Service Dogs are trained by its member organizations;
- or
- A Guide Dog or Service Dog trainer that attests to compliance with the Meghan Search and Rescue Standard in Support of Accessibility: Persons with a Disability Teamed with Service Dogs standard for training (MSAR).

Adult student shall be defined to mean a student who is 18 years of age or older or 16 or 17 years of age and has removed him/her/themselves from the care and control of their custodial parent.

Disability means,

- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impairment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- b) a condition of mental impairment or a developmental disability,
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- d) a mental disorder, or
- e) an injury or disability for which benefits were claimed or received under the insurance plan established under the [Workplace Safety and Insurance Act, 1997](#);

Guide Dog means a dog trained as a guide for a blind person and having the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act*;

Handler refers to the individual trained by an Accredited Training Organization who is managing the Guide Dog/Service Dog and in most cases will be the student for whom the Guide Dog/Service Dog is provided;

Parent shall be defined to mean a custodial parent of the student or a guardian pursuant to the *Education Act*;

Service Dog means a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

Service Animal for the purpose of this Procedure includes a therapy dog, companion animal, comfort animal and emotional support animal and includes a dog or other domesticated animal that may legally reside in an urban, residential home, that is not highly trained to perform particular tasks to assist with a student's disability-related needs, but provides emotional support (and/or companionship, calming influence) for a student with a disability-related mental health and/or psychological need and/or comfort during a difficult period.

4. Roles and Responsibilities

Principals

- 4.1 School principals are responsible for the management of the school premises, the staff providing educational programs and the safety of all students.
 - a) A school principal has authority to exclude any animal, including Guide Dogs/Service Dogs and Service Animals, from entry onto school premises and school building(s), as an accommodation for a student, provided that the student is offered appropriate alternative accommodation to meet the student's demonstrated disability-related learning needs.
 - b) School principals, before admitting a Guide Dog/Service Dog into the school or on school related activities with the student Handler, shall

require a parent/adult student to submit a completed application, included in **3D:19 Appendix A** of the Procedure.

- c) Before admitting a Service Animal, the school principal shall require the parent/adult student to submit a completed application, included in **3D:19 Appendix B** of the Procedure.
- 4.2 On receipt of an application for a Guide Dog/Service Dog or Service Animal, the school principal shall review the application for completeness and may request any additional information or clarification necessary to assess the request for accommodation.
- 4.3 The school principal shall be responsible for communication with the parent/adult student with respect to the accommodation process, and where approved the implementation and management of the accommodation.
- 4.4 Where a student supported by a Guide Dog/Service Dog/Service Animal, whose parent is the Handler, seeks only to attend a school excursion with the Guide Dog/Service Dog/Service Animal, which is at a location where the public is customarily admitted, efforts will be made to facilitate the student's participation with the Guide Dog/Service Dog/Service Animal and parent as the Handler.
- a) Inquiries may need to be made regarding competing rights and transportation arrangements.

Parents/Adult Students

- 4.5 Parents or Adult Students are required to provide all necessary documentation and engage in the consultation process for the purpose of considering and implementing, if appropriate, the request that a Guide Dog/Service Dog accompany the student at school and/or on school-related activities. The parent or adult student shall be responsible for:
- a) submission of **Appendix A**;
 - b) all costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care;
 - c) obtaining training and maintaining the Guide Dog/Service Dog training to provide the accommodation in a safe manner that does not disrupt student learning;
 - d) providing confirmation of municipal license for the dog (to be updated annually),
 - e) providing confirmation of certificates of training not older than 6 months from an Accredited Training Organization attesting that the dog and student Handler have successfully completed training and may safely engage in a public setting without creating a risk of safety or a risk of disruption within a school setting;
 - f) diagnosis from a registered pediatrician, psychologist, psychiatrist (or other regulated health professional as determined by the School Board) with a recommendation for the use of a Guide Dog/Service Dog;
 - g) a description of the services provided by the Guide Dog/Service Dog to the student, and how those services will accommodate the student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;
 - h) a certificate not greater than three (3) months old from a veterinarian qualified to practice veterinary medicine in the Province of Ontario attesting that, the dog is an adult; identifying the age and breed; does not have a disease or illness that might pose a risk to humans; has received

all required vaccinations; and is in good health to assist the student (to be updated annually);

- i) general liability insurance providing coverage in an amount specified by the Board¹ in the event of an injury or death as a result of the Guide Dog/Service Dog's attendance on school property or on a school-related activity (to be updated annually)².

Students

- 4.6 Students will be expected to act as the Guide Dog/Service Dog's primary Handler. The student Handler must:
 - a) demonstrate the ability to control the Guide Dog/Service Dog in accordance with the training received;
 - b) ensure that the Guide Dog/Service Dog is always wearing a vest and leash or harness when the dog is not in its crate.
 - c) ensure the Guide Dog/Service Dog does not disrupt the learning of others with unnecessary movement, vocalization or other behaviour, including aggressive or threatening behaviour;
 - d) ensure that the Guide Dog/Service Dog's biological needs are addressed;
 - e) transition and maintain at all times the Guide Dog/Service Dog on a leash, harness, mat and/or crate;
 - f) comply with an accommodation plan that addresses the competing rights of others;

Guide Dog/Service Dog

- 4.7 The Guide Dog/Service Dog:
 - a) shall be a highly trained and certified by Accredited Training Organization;
 - i. will have evidence of training or re-certification confirming compliance with training requirements within the last 6 months be required;
 - b) must be groomed and clean;
 - c) must at all times while on school property be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;
 - d) must **not** engage in behaviour that puts at risk the safety of others, including other animals, or that creates disruption or distraction in the learning environment;
 - i. such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;
 - ii. any such behaviour is grounds to prohibit the Guide Dog/Service Dog's attendance on school property and in the school building,
 - e) must have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school day;
 - f) must demonstrate continuous appropriate behaviour with its Handler and others in the school environment to remain eligible for entry in school buildings or school-related events.

¹ Note usually 2 million in general liability insurance coverage is requested. This requirement might need to be waived on the basis of equity in the event that it causes financial hardship for a family.

² Note insurance should not pose a barrier to the provision of accommodation as a result of socio-economic factors

5. Assessment Of The Accommodation Request

- 5.1 Once the application and all necessary documentation is received by the school principal, a review will take place by the Board team supporting the student and a meeting shall be scheduled to review the accommodation request. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe.
- 5.2 A meeting with the Board team supporting the student, the parent/adult student and student (as appropriate), the health practitioner recommending the Guide Dog/Service Dog or Service Animal for the student, the trainer of the Guide Dog/Service Dog and of the Handler, and any other individuals who may contribute to the accommodation process may be scheduled to review the request for accommodation.
- 5.3 Each request for a Guide Dog/Service Dog or Service Animal will be addressed on an individual basis giving consideration to:
- a) the individual learning strengths and needs of the student, the student's IEP goals, positive behaviour support plan, safety plan and/or student's medical plan of care (if any);
 - i. supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments etc.
 - b) evidence of how the Guide Dog/Service Dog or Service Animal's attendance at school might provide accommodation for a demonstrated disability-related learning need and/or act of daily living necessary while at school;
 - c) assessment information provided by a regulated health professional with expertise regarding the student's disability-related needs supporting the request for a Guide Dog/Service Dog or Service Animal;
 - d) the training and certification of the Guide Dog/Service Dog and student as Handler;
 - e) the impact of the accommodation on the student's dignity, integration and independence;
 - f) whether one or more alternative accommodations can meet the needs of the student;
 - g) whether the student's attendance with a Guide Dog/Service Dog or Service Animal might require an increase in the level of staff support provided to the student;
 - h) whether training will be required for staff and/or the student;
 - i) the impact of the accommodation on the learning environment for the student, other students, including, health, safety, disruption and distraction;
 - j) any competing human rights of students, staff, and community members using the school pursuant to a permit;
 - i. recommendations for accommodation plans to reconcile competing rights.
- 5.4 The process of accommodation, including inquiries regarding competing rights and notice to the school community, shall respect the student's right to privacy regarding their disability and specific learning needs and/or needs of daily living.

- 5.5 Where the student is not the primary Handler, Board staff must be trained as the Handler(s) and accompany the student and dog at all times. As a result, such requests will be individually considered, in accordance with the duty to accommodate to the point of undue hardship, including consideration of the resources required, alternative accommodations that might meet the student's demonstrated disability-related learning needs and the impact on the staff and other students.
- 5.6 Service Animals shall only be considered when reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student. Parents must complete an application for a Service Animal included in **Appendix B** of the Procedure.
- a) The accommodation process following a request by a parent/adult student for a Service Animal shall be consistent with the process noted above, but shall also include any special considerations that may arise if an animal is a species other than a dog, including the ability to be trained, necessary biological functions, the capacity for the animal to respond to commands, whether the animal may be kept on a leash/harness/crate/mat and how such restrictions might impact accommodation.
- 5.7 The determination with respect to the application for a Guide Dog/Service Dog/Service Animal shall be communicated to the parent/adult student in writing in accordance with **Appendix D**.

6. Implementing the Accommodation

- 6.1 Where approval is granted, the school principal in consultation with the student's educational team, will do the following:
- a) make changes to the student's IEP goals and/or student's medical plan of care;
 - i. may provide for the accommodation on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.
 - b) organize an orientation session for school staff, students and the student Handler;
 - c) develop a timetable identifying a bio-break, water break, location/process to be followed during instructional and non-instructional times;
 - i. access may be limited to certain activities, areas of the school, or certain times of the day, including but not limited to, where exclusion is required pursuant to the *Health Protection and Promotion Act* or the *Food Safety and Quality Act 2001*, which prohibit Service Animals from being in places where food is prepared, processed or handled.
 - ii. assessment may be required by the School Board's health and safety officer health and safety issues applicable to different areas/activities in the school;
 - d) develop emergency procedures, to include a fire exit plan, lockdown plan, evacuation plan;
 - e) notice to the community via a letter to parents; posting on the school's website/social media; presentation by the trainer of the Guide Dog/Service Dog during a school council meeting or association supporting the use of the Service Animal; signage on the school's front

- door, gymnasium and library doors; communication to potential occasional staff accepting a position where the Guide Dog/Service Dog or Service Animal may be providing service to the student;
- f) student assembly for introduction and orientation regarding the Guide Dog/Service Dog or Service Animal;
 - g) arrangements for transportation of the Guide Dog/Service Dog or Service Animal to and from school, if necessary;
 - i. If the Guide Dog/Service Dog or Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding competing rights, the transportation plan must specify where the Guide Dog/Service Dog or Service Animal and student will be located; the vehicle shall have a sticker / sign identifying the presence of a Guide Dog/Service Dog or Service Animal is on board;
 - ii. Documentation about the Guide Dog/Service Dog or Service Animal will be included with the route information so that new or substitute bus drivers are aware of the Guide Dog/Service Dog's or Service Animal's presence.
 - iii. Specialized transportation shall **not** be provided solely for the purpose of enabling the Guide Dog/Service Dog or Service Animal to travel to and from school with the student.

7. Continuous Assessment

- 7.1 A review of the effectiveness of the Guide Dog, Service Dog or Service Animal in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP, in the event of a Violent Incident Report, and as otherwise deemed necessary by the Principal.
- 7.2 Approval may be revoked at any time by the principal if:
 - a) there are any concerns for the health and safety of students, staff or the Guide Dog/Service Dog/Service Animal;
 - b) there is behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping. In the event that this behaviour occurs, the Handler will be required to remove the Guide Dog/Service Dog/Service Animal from the classroom immediately and the student's parent/guardian will be called to pick up the Guide Dog/Service Dog/Service Animal from the school. Alternative options for accommodation will be discussed.
 - c) there has been a change to the student's circumstances or disability-related needs, which had supported the original approval or a change to the needs of students/staff such that there is a new competing right;
 - d) the Board in its discretion determines that the accommodation is not effective for the student's demonstrated disability-related learning needs or acts of daily living.

8. Records

- 8.1 A copy of the application and confirmation of approval, as well as any other relevant documents supporting the accommodation shall be retained in the student's Ontario Student Record.

- 8.2 The School Board shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use and disclosure must be provided to the parent/adult student. Efforts should be made to limit the personal information to only that which is necessary.
- 8.3 The Board is required pursuant to PPM 163 School Board Policies on Service Animals to collect information regarding the implementation of the policy and procedure regarding Guide Dogs and Service Animals, including;
- a) Total number of requests for students to be accompanied by Guide Dog/Service Dogs/Service Animals;
 - i. Whether requests are for elementary or secondary school students;
 - ii. The student's grade;
 - iii. Whether the student is the Handler.
 - b) The number of requests approved and denied;
 - i. If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum;
 - ii. Species of Service Animals requested and approved; and
 - iii. Types of needs being supported: emotional, social, psychological, physical.

9. Food Areas

Regulation 493/17, of Ontario's Health Protection and Promotion Act, allows Guide Dogs and Service Animals in areas where food is served, sold, and offered for sale. Steps should be taken to ensure that Guide Dogs and Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food.

No animals are allowed in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom.

DEFINITIONS:

- N/A

REFERENCES:

- *Human Rights Code, RSO 1990, c.H.19*
- *Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11*
- *PPM 163 School Board Policies on Service Animals*
- *J.F. v. Waterloo Catholic District School Board, 2017 HRTO 1121 (CanLII)*
- *Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c. 11*
- *Blind Persons' Rights Act, RSO 1990, c.B7,*
- *Dog Owners' Liability Act, RSO 1990, c.D16*
- *Health Protection and Promotion Act, RSO 1990, c.H7*
- *Food Safety and Quality Act 2001, SO 2001, c.20*

RESOURCES, APPENDICES AND FORMS:

- Appendix A Application Request for Guide Dog/Service Dog
- Appendix B Application Request for Service Animal
- Appendix C Checklist for Principals
- Appendix D
 - Sample Letter to Employees & School Permit Holders
 - Sample Letter to the School Community
 - Sample Letter to the Parents of Students on the School Bus
 - Sample Letter to the Parents of Students in the Class(es)
 - Sample Letter Approving the Guide Dog/Service Dog/Service Animal
 - Sample Letter Denying the Guide Dog/Service Dog/Service Animal



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sean McDade Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: August 25, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

SUMMER FAITH RETREAT FOR STAFF REPORT

Public Session

BACKGROUND

The Board's Religion and Family Life Learning Coordinator and Superintendent of Education offered a retreat experience for all interested staff who desired to come together for two days of faith sharing and community-building, oriented toward the Board's spiritual theme. This is in keeping with our strategic commitment to provide faith formation opportunities for staff. The goal was to provide a retreat experience prior to the start of the new school year and bring staff together from all across the district, from a variety of roles.

DEVELOPMENTS

On August 14-15, a small group of eighteen Huron-Perth Catholic District School Board staff members gathered for a faith formation renewal and community-building retreat called "Instruments of God's Peace." This was hosted at the Benmiller Inn and facilitated by the Religion and Family Life Learning Coordinator.

The goal of the retreat was to allow the participants the opportunity to slow down to focus on how God is at work in their lives, recognizing His presence in the everyday, and to think about ways that they can bring this recognition into their vocational work in our schools.

The retreat agenda included the following elements:

- Shared prayer time
- Individual prayer time
- Christian meditation
- Mass celebrated by Fr. Anthony Lobo (Lake Huron Family of Parishes)
- Opportunities to explore nature and quiet time with God and one another
- Sharing meals together
- Team-building activities
- Private journaling time

In offering this retreat, the Board lived out its Strategic Plan commitment to "provide faith formation opportunities for all staff" to grow as disciples of Christ and to nurture a deeper relationship with God through prayer, reflection, and community. The "Instruments of God's Peace" experience allowed participants to enter the new school year renewed in spirit, strengthened in faith, and united in our shared mission of Catholic education.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Summer Faith Retreat For Staff Report for information.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sean McDade Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: August 25, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

LITERACY SUMMER WRITING PROJECT

Public Session

BACKGROUND

Student achievement and growth in Literacy remain a strategic priority for the Board. To support this, the Board employs Literacy and Language Specialist Teachers who serve in the role of Literacy Resource Teachers. They provide guidance, model effective practices, and work directly with teachers and students in classrooms. Their expertise is also shared during professional learning sessions and teacher planning time, making their support both valuable and highly sought after. In addition, they create, curate, and catalogue literacy-related teaching and learning resources in the Literacy Warehouse for use by all Huron-Perth Catholic District School Board staff.

With the shift toward structured literacy and the introduction of early reading screening in all Ontario schools, there is a growing need for enhanced teacher resources. To address this, funding has been allocated to the preparation of materials that will further support classroom teachers in Grades 1–8 in teaching reading and literacy skills.

DEVELOPMENTS

Over the summer, our Literacy Resource Teachers and Literacy Learning Coordinator created new grade-specific reading resources for teacher use starting this fall. These include multi-day lesson plans directly connected to strategically chosen picture books for every division and grade. They were designed with the new Ontario Language curriculum in mind and provided targeted, explicit instruction related to developing key literacy skills including:

- Vocabulary development
- Oral language opportunities
- Background knowledge
- Writing opportunities

In addition, connections were explicitly made to the Grade 1-8 Science and Technology Curriculum. The selected texts align with the strands of this curriculum, enabling teachers to simultaneously support literacy development through rich, content-based instruction in a co-curricular fashion. Each grade has 2 books with multi-day lessons that they can use starting in September.

Below are some samples from the lesson slide decks that were developed:

- A. This example, drawn from the story *One Plastic Bag*, shows how background knowledge can be built before reading.

Gambia

Gambia is a small country in West Africa. It is the smallest country on mainland Africa, shaped like a narrow strip that stretches along the Gambia River. It's almost completely surrounded by Senegal, except for a small coastline on the Atlantic Ocean to the west.



- B. This slide demonstrates how connections are explicitly made when teaching literacy through content areas.

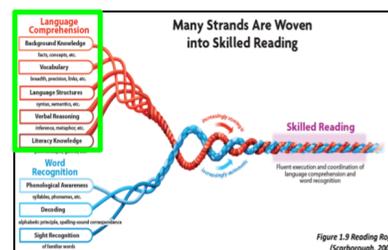
Read Alouds using complex texts offer valuable opportunities for students to develop language comprehension skills—often referred to as the "upper strands" of Scarborough's Reading Rope—which are essential for becoming skilled readers. **When Read Alouds are connected to content areas such as Science, they not only support the development of literacy skills but also help build important content knowledge.**

This lesson plan is organized by instructional focus areas:

- Building background knowledge
- Building vocabulary
- Understanding and responding to text
 - Before, during, and after reading
- Getting the gist
- Sentence-level activities

Implementation Notes:

- The lesson is designed to be used over **three or more days**.
- The text should be read **multiple times**—both as a whole and in smaller sections.
- Vocabulary slides may have **multiple versions**. Slides that make direct connections to the text are best used **after the first reading**.
- Morphology and sentence-level activities can be done in student's Lexicon (if using Morpheme Magic) or in a notebook of your choice.
- Additional teacher and student materials are available [here](#)



Adaptation and Flexibility:

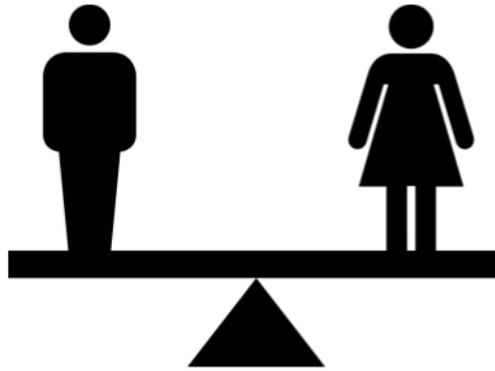
You know your students best. Please feel free to make a copy of the slide deck and adapt the lesson as needed. For example, you may choose to focus on additional vocabulary words for explicit instruction.

C. Finally, we maintain a focus on teaching vocabulary explicitly.

equality
noun

- everyone is treated the same way and has the same chances, no matter what they look like or where they come from

The employer believed in equality and paid people who did the same job, the same rate regardless of their gender.



**Text
Connection**

Hidden Figures explores the theme of equality on several fronts: equality among gender and race.

We hope these resources will serve as valuable tools for teachers, enabling them to adapt instructional ideas from these stories to other texts and examples in their classrooms. Most importantly, the lessons are intentionally designed to embed the development of reading, writing, and communication skills, while also making meaningful connections to the Ontario Science curriculum, supporting students as they strengthen these essential skills across the grades.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Literacy Summer Writing Project report for information.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sean McDade Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: August 25, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

MATH SUMMER PROJECT REPORT

Public Session

BACKGROUND

The first year of our Scope and Sequence was a tremendous success, earning enthusiastic feedback from teachers and principals across the system. Building on this momentum, our Math Team worked over the summer to expand the Scope and Sequence to include combined-grade adaptations and Grade 9 lessons.

In a small board, one of the greatest challenges in math instruction is ensuring students in combined-grade classrooms have equitable access to grade-level content. With nearly 80% of our Grade 1–8 classrooms split across grades, the most common request from educators was for lessons tailored to these configurations. This summer’s Elementary Math Lesson Writing Project addressed that need, adapting lessons to ensure all students engage in rigorous, engaging learning that aligns with the Ontario Math curriculum and board-provided resources. The work prioritised fidelity to curriculum and instructional materials, equipping educators to deliver effective instruction and improve student achievement.

Our Strategic Plan commits to “implement practices to ensure collaboration and consistency across the Intermediate and Senior Divisions,” with a focus on “the consistent use of best practices in all Mathematics classrooms, Grades 7–10.” With the Grades 1–8 Scope and Sequence complete, the Math Team turned to extending it to Grade 9. The de-streamed Grade 9 course (MTH1W) was intentionally designed to align with the 2020 Grades 1–8 curriculum, maintaining the same five strands while embedding Social-Emotional Learning in Mathematics. This alignment ensures a coherent K–9 learning experience that builds on prior knowledge and promotes equitable outcomes.

The Grade 9 Math Lesson Plan Writing Project produced rigorous, engaging MTH1W lessons that align with the Ontario Math curriculum and our board-provided resources, MathUP Classroom and Knowledgehook. As with the elementary project, the focus remained on fidelity to curriculum and resources, supporting effective instruction and improved achievement.

DEVELOPMENTS

Elementary combined-grade lessons:

- Seven elementary math teachers adapted approximately 20 combined-grade units, ensuring students in each grade have access to the full curriculum.
- Lessons will be reviewed and edited by the Math Team before posting to the Math Scope & Sequence page.

Grade 9 math lessons:

- Four secondary math teachers developed approximately 15 lessons addressing a targeted cluster of expectations for the MTH1W course.
- Lessons will be reviewed and refined during Grade 9 teacher collaboration sessions this fall before posting to the Math Depot and Educator Resource page.

How this will support teachers:

- Aligned with the Ontario Math Curriculum and supported by MathUP Classroom and Knowledgehook for strong Tier 1 instruction.
- Scope and Sequence frees educators' time to build math content knowledge and respond to diverse learner needs.
- Opening slides connect our district vision, Ontario Catholic School Graduate Expectations, and Mathematical Process Skills.
- Student-centred lessons follow an effective math block framework, incorporating the High-Impact Instructional Practices from Ontario Elementary and Secondary Math Curriculum.
- Detailed speaker notes and one-click links to resources make lessons ready to teach.

How this will support student learning:

- All students, regardless of grade configuration or school size, engage in rigorous, grade-appropriate mathematics.
- Lessons are intentionally aligned to support consistent skill development and conceptual understanding from early grades through Grade 9.
- Ready-to-use lessons free educators to focus on responsive teaching, targeted interventions, and building engagement.
- Principals can better monitor and support math teaching and learning across grades with consistent, predictable content, themes, and resource use.

CONCLUSION

Together, these projects establish a coherent, equitable, and engaging K–9 mathematics pathway that strengthens teaching, deepens learning, and prepares every student for future success.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Math Summer Project report for information.
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REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendents of Education
Presented to: The Huron-Perth Catholic District School Board
Date: August 25, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

GRADUATION COACH: INDIGENOUS STUDENT SUPPORT ADVISOR REPORT

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board remains deeply committed to Truth and Reconciliation and to improving outcomes for First Nations, Métis, and Inuit students. Central to this commitment is the implementation of a responsive and culturally grounded system of support through the Graduation Coach Indigenous Student Support Advisor (GCISSA) approach. This report outlines the structure, impact, and continued development of this initiative, including the appointment of Mr. Josh Pagan as Indigenous Student Support Advisor for the 2024-2025 school year.

DEVELOPMENTS

The GCISSA model provides dedicated, culturally responsive support to Indigenous students and their families, with the overarching goal of ensuring each learner graduates and transitions confidently into their desired post-secondary pathway. At its core, the approach is grounded in trusting relationships and culturally relevant mentorship, rooted in the lived experiences and identities of Indigenous communities.

The key goals of the GCISSA approach include:

- Strengthening the knowledge and skills of educators to better support Indigenous learners
- Building strong, trusting relationships with students, their families, and communities
- Identifying and removing systemic barriers to student success
- Implementing targeted strategies and milestones that support student achievement and graduation

This initiative continues to evolve in meaningful ways and is becoming more embedded in the daily experiences of students, families, and educators. It is intentionally reflective and responsive, adapting to the needs of the community it serves.

The Board welcomed Josh Pagan to the role of Indigenous Student Support Advisor for the 2024-2025 school year. Josh supports Indigenous students in our secondary schools and assists those transitioning from elementary to secondary education. His work centres on building strong,

culturally relevant relationships with students and families, ensuring they feel supported, valued, and heard throughout their academic journey.

Josh is Anishinaabe from the Chippewas of Rama First Nation. He holds a BA in History and Indigenous Studies from Laurentian University and previously served as an Indigenous Graduation Coach with the First Nations, Inuit and Métis Education team at the Ottawa-Carleton District School Board. At Canterbury High School, Josh supported Indigenous students through advocacy, mentorship, and culturally grounded practices, drawing on his lived experience and deep cultural knowledge to promote student well-being and academic success.

Josh is known for creating safe, inclusive spaces where Indigenous identity is affirmed. He works collaboratively with educators to build their capacity in culturally responsive and trauma-informed practices, often using storytelling and Ojibwe ways of knowing to foster understanding and connection. His presence is valued by staff and students alike, and his work includes planning and managing culturally relevant programming, liaising with school teams, and contributing to regional and provincial Indigenous education networks.

Josh's approach to student support includes:

- One-on-one mentorship
- Small group work and sharing circles
- Cultural connections and advocacy
- Barrier identification and system navigation
- Connecting students and families with community resources

Next steps in the continued development of this essential work include:

- Ongoing professional development for staff in Indigenous education and cultural competency
- Strengthened collaboration with community partners to enhance wraparound supports
- Regular monitoring of student outcomes and program effectiveness
- Integration of student and family voice in decision-making and service refinement

Josh's leadership will continue to foster inclusive, safe, and culturally affirming environments where Indigenous students can thrive. The Huron-Perth Catholic District School Board's unwavering commitment to Truth and Reconciliation is reflected in the continued expansion and enhancement of the GCISSA model, ensuring meaningful, personal, and impactful support that bridges schools and communities.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Graduation Coach: Indigenous Support Advisor report for information.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sean McDade Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: August 25, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

SECONDARY SUMMER SCHOOL REPORT

Public Session

BACKGROUND

The Board began offering summer school courses for interested students a couple of years ago based on student interest. Prior to this, students seeking summer school registered with another board. Since that time the summer school program has grown and has been very successful. It is sought after by many students from Grades 9 through 12 for a variety of reasons. This program provides students with benefits including supporting credit accumulation through new credits and retaking credits that were not earned, progress toward graduation where an alternate pace or course load is appropriate, greater flexibility in scheduling options to increase access to courses of interest or need that might otherwise be impossible for them to take. Many students take advantage of summer school to reach ahead in some way while others use it to catch up and improve their overall average.

DEVELOPMENTS

Summer School 2025 was very successful. There were 260 students who participated and achieved credits this summer. This included the following breakdown of students:

- 146 students completed the Grade 10 Civics course,
- 150 students completed the Grade 10 Careers course,
- 29 students completed the Grade 11 University English course,
- 53 students completed the Grade 12 University English course, and
- 28 students completed two credit Summer Co-operative Education courses.

Most of the students enrolled in Summer School were Huron-Perth Catholic District School Board secondary students. In addition to our existing secondary students, we also welcomed 29 recent Grade 8 graduates who were looking to jumpstart their high school career by taking either the Grade 10 Civics course or the Grade 10 Careers course, or in some cases, both courses.

Summer School started on July 2 and the last day of classes was July 29. Students received their report cards via the Student Portal on Edsebli and report cards were made available on August 5. The pass rate for students this summer was an incredible 99.98 % and a total of 286 credits were earned by students. There were a total of 26 students from outside of the board who were enrolled from thirteen different school boards across the province which represents a significant increase from previous years.

The staff for Summer School included Principal Chris Grace who oversaw and supervised the staff and programs, Secondary Learning Coordinator Paul D'Hondt who supported the learning management system used by students and staff, teachers for each of the courses offered, as well as administrative support provided by an Office Assistant. We are very pleased with the commitment of this team and the outcomes for so many students.

RECOMMENDATION

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



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: August 25, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

ST. MARY'S SCHOOL, LISTOWEL CLASSROOM AND CHILDCARE ADDITION APPROVAL REPORT

Public Session

BACKGROUND

The Ministry of Education's Capital Priorities Program supports the government's objective of helping more students attend modern schools, close to home, by building, expanding and renewing schools across the province. To address accommodation pressure in North Perth, the Board submitted a 2023-24 Capital Priorities Program submission in October 2023. The project submitted was for 150-pupil places (six (6) classrooms), and a six (6) room child care addition. The Ministry approved initial funding to support this project in March 2024. In June 2025, the Board received confirmation from the Minister of Education of additional funding to fully support this project. The board acknowledges the support of the Government of Ontario for this important project.

DEVELOPMENT

POW Architecture was authorized to prepare a tender package for this project. The selection of General Contractors was based on a prequalification process as advertised in the Daily Commercial News. The tender closed on July 22, 2025 at 2:00 p.m at the Catholic Education Centre, Dublin. A tender report from POW Architecture is attached. Seven (7) quotes were received. It is recommended that Elgin Contracting and Restoration Ltd. be awarded this contract for the amount of \$7,135,950.00. The contract price is within the Ministry allocation received. Start up meetings to begin mid September 2025.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board awards the St. Marys School, Listowel Classroom and Childcare Addition contract to Elgin Contracting and Restoration Ltd. in the amount of \$7,135,950.00 (HST inclusive).



Sabrina Vastag, OAA, MRAIC, B.Arch Sci., M.Arch.
Michelle Lester, OAA Lic.Tech., Dip.Arch.Tech.

**ST MARYS CATHOLIC ELEMENTARY SCHOOL
CLASSROOM & CHILDCARE ADDITION**

Project No.: 23-16-0013

TENDER REPORT

July 22, 2025

The selection of General Contractors was based on a prequalification process as advertised in the Daily Commercial News. Seven contractors received drawings and specifications, and the following seven prices were received. All prices are HST inclusive.

Graceview Enterprises Inc.	\$ 8,079,500.00
Feltz Design Build Ltd.	\$ 7,983,605.50
Bronnenco Construction Ltd.	\$ 7,808,300.00
K&L Construction (Ontario) Ltd.	\$ 7,758,580.00
Zehr Construction Inc.	\$ 7,689,650.00
Nith Valley Construction	\$ 7,369,860.00
Elgin Contracting and Restoration Ltd.	\$ 7,135,950.00

Elgin Contracting and Restoration Ltd. has successfully completed many successful projects for the Board and for this office. We therefore recommend that the Board award this contract to Elgin Contracting and Restoration Ltd. for the Base Bid in the amount of \$7,135,950.00.

Respectfully submitted

POW ARCHITECTURE INC.

Michelle Lester, OAA Lic.Tech., Dip.Arch.Tech.
Architectural Designer, General Manager



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: August 25, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

MAY 31, 2025 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 May 31, 2025 is attached. Year-to-date expenditures were on track with 75.7% of total budget spent. An analysis of year-to date expenditures is completed monthly to track over and under spending to the budget.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the May 31, 2025 Financial Report.

**Huron-Perth Catholic District School Board
2024-25 Financial Report**

September 1, 2024 to May 31, 2025

Summary of Financial Results

	Estimates	Revised Estimates	YTD Actuals	YTD % of Rev Est
Revenue				
Operating Grants	\$ 71,997,421	\$ 77,661,487	\$ 60,270,693	77.6%
Capital Grants	5,767,026	13,237,408	3,539,030	26.7%
Less: Revenue Flowed to DCC	(2,642,821)	(10,019,174)	(989,579)	9.9%
Other	3,918,627	2,220,695	2,482,309	111.8%
School Generated Funds	1,800,000	1,900,000	1,614,179	85.0%
Total Revenue	\$ 80,840,253	\$ 85,000,416	\$ 66,916,632	78.7%
Expenditures				
Classroom	\$ 55,076,448	\$ 59,950,769	\$ 46,018,667	76.8%
Other Operating	3,029,777	3,574,854	2,615,497	73.2%
Transportation	7,564,573	7,546,099	5,501,170	72.9%
Pupil Accommodation	11,731,425	11,847,826	8,686,172	73.3%
Other	1,638,030	180,868	185,236	102.4%
School Generated Funds	1,800,000	1,900,000	1,379,644	72.6%
Total Expenditures	\$ 80,840,253	\$ 85,000,416	\$ 64,386,386	75.7%
In-Year Surplus (Deficit)	-	-	2,530,246	
Prior Year Accumulated Surplus (Deficit)	7,511,363	7,511,363	7,511,363	
Accumulated Surplus (Deficit)	\$ 7,511,363	\$ 7,511,363	\$ 10,041,609	

Notes:

Revised Estimates

Revenue

- Operating grant increase due to new salary grids (offset decrease in 'other'), increased enrolment as well as prior year carryforwards
- Capital grants include prior year carryforwards
- Other includes labour contingency revenue (at Estimates only), REPs & 3rd party grants

Expenditures

- Classroom reflects additional expense due to new salary benchmarks (offset decrease in 'Other'), increased enrolment and carryforwards
- Other operating increase due to updated salary grids and prior year carryforwards
- Other includes wage provision for contingency (at Estimates only) and in kind Ministry PPE

Actuals

Revenue

- Operating grants and deferred operating revenue recognized throughout the year. Revenue as expected for Q3.
- Most capital grants flow as expenses are incurred. Majority of capital projects occur in spring/summer. Revenue as expected for Q3.
- Other includes REPs & other 3rd party grants. Additional funding received, not known at Revised Estimates

Expenditures

- Some Q3 Transportation
- Actuals for Other includes expense recognized for PPE/ CSE received in kind, not originally budgeted. Offsetting revenue.
- Total expenses as expected for Q2

DCC: Deferred Capital Contributions

REP: Responsive Education Programs (formerly PPF)

PPE/ CSE: Personal Protective/ Critical Supplies Equipment

YTD: Year to Date