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**Regular Board Meeting**  
**May 5, 2025 - 12:30 p.m.**

## **AGENDA**

- 1. Opening Business**
  - 1.1. Opening Prayer & Condolences - Trustees Pages 3-5
    - 1.1.1. Mass cards and condolences on behalf of the Board for April were sent to the family of Mary Jansen, mother of Mary Jane Willemse, teacher at Our Lady of Mount Carmel on her passing; to the family of Tammy McArthur, daughter of Olga and Dan Green, supply custodians on her passing; to the family of Marion Sullivan, retired Office Assistant at Our Lady of Mount Carmel school on her passing; to the family of Ruth Ditner, mother of Glen Ditner, teacher at St. Anne's Catholic SS on her passing; to the family of Laurene Maloney, mother of Anne Marie McGregor, educational assistant at St. Anne's Catholic SS on her passing; to the family of Barbara Maloney, mother of Molly Maloney, lunch monitor at St. Patrick's, Kinkora on her passing; to the family of Patrick Hartman; student at St. Boniface School on his passing; to the family of Sister Jean Moylan, retired teacher in the district on her passing; to the family of Jaden Dickson, daughter of Connie Dickson, Library Technician at Sacred Heart School on her passing.
  - 1.2. Attendance
  - 1.3. Approval of the Regular Board Meeting Agenda of May 5, 2025. Page 1-2
  - 1.4. Declaration of Interest
  - 1.5. Approval of the Regular Board Meeting Minutes of March 24, 2025. Pages 6-12
  - 1.6. Business Arising from the Minutes of the Regular Board Meeting of March 24, 2025.
- 2. Presentations**
- 3. Delegations**
- 4. Consent Agenda**
  - 4.1. Board Highlights Pages 13-24
  - 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of March 17, 2025 Pages 25-27
  - 4.3. Approved Equity, Diversity, Inclusion and Anti-racism (EDIAR) Meeting Minutes of October 30, 2025 Pages 28-29
  - 4.4. Approved Equity, Diversity, Inclusion and Anti-racism (EDIAR) Meeting Minutes of March 19, 2025. Pages 30-32
  - 4.5. Approved Catholic Parent Involvement Committee (CPIC) Meeting Minutes of January 21, 2025. Pages 33-35
  - 4.6. Facility Project Approvals (Various) Pages 36-40

5. **Committee and Staff Reports**
  - 5.1. **Policy**
    - 5.1.1. Board Policies for review:
      - a) Sun Safety Pages 41-55
    - 5.1.2. Board Policies recommended for approval/rescinding:
      - a) Harassment Pages 56-63
  - 5.2. **Student Achievement and Catholicity**
    - 5.2.1. Catholic Education Week Pages 64-66
    - 5.2.2. Strategic Focus: Improving Student Attendance Pages 67-70
    - 5.2.3. Student Trustees' Report Pages 71-73
  - 5.3. **Corporate Services and Operations**
    - 5.3.1. February 28, 2025 Financial Report Pages 74-75
    - 5.3.2. 2025-2026 Budget Report Preliminary Enrolment Projections Pages 76-79
6. **Information and Correspondence**
  - 6.1. Core Ed Funding Announcement
7. **Notices of Motion**
8. **Notices of Motion Considered for Adoption**
9. **Trustee Inquiries**
10. **In-Camera Session of the Regular Board Meeting**
11. **Rise and Report on the In-Camera Session of the Regular Board Meeting and Approval of the Business of the In-Camera Session**

207 (2) Closing of certain committee meetings. A meeting of a committee of a board, including a committee of the whole board, may be closed to the public when the subject-matter under consideration involves: a. The security of the property of the board; b. The disclosure of intimate, personal or financial information in respect of a member of the board or committee, an employee or prospective employee of the board or a pupil or her or her parent or guardian; c. The acquisition or disposal of a school site; d. Decisions in respect of negotiations with employees of the board; or e. Litigation affecting the board.
12. **Future Meetings and Events**
  - Catholic Education Week Mass - Monday, May 5, 2025
  - SEAC - May 12, 2025
  - Board Meeting - May 26, 2025
  - CPIC - June 10, 2025
  - Board Meeting - June 16, 2025
  - Special Meeting of the Board - June 23, 2025
  - CCSTA 2025 AGM and Conference - June 5-7, 2025
  - SLICE - Ivey Spencer Leadership Centre - June 12-13, 2025
  - Graduation Ceremony - St. Anne's CSS - June 26, 2025
  - Graduation Ceremony - St. Michael CSS - June 26, 2025
13. **Closing Prayer** - Mary Helen Van Loon, Chair
14. **Adjournment**



# HURON-PERTH CATHOLIC

## District School Board

**Regular Board Meeting - Monday, May 5, 2025**

**“By Living as Peacemakers”**

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

**Intentions and Opening Prayer** - Chair, Mary Helen Van Loon

Let us pray for the soul of our late Holy Father, Pope Francis. We pray in thanksgiving for his loving service to all the faithful and for his impact on humanity and the world. May we continue to live as he lived, following the example of Jesus Christ. May we care for our common home with fervour, and seek peace and justice for the most vulnerable in our actions and words, as Pope Francis consistently called us to do.

Let us pray for the students, staff, families and parishes who make Catholic Education in Huron and Perth counties a shining example of faith, hope and love. We pray in gratitude for the gift of Catholic education and for the success of the many liturgies, events and lessons planned this week. May we build community in our schools, parishes and communities and ensure our schools are places of welcome, compassion and peace.

Let us pray for the leaders gathered here and all those across the district. May we be models of kindness even amid challenge, conflict and change. We pray that we will continue to be guided by the Holy Spirit and model empathy, patience and understanding. As we lead this Catholic school board community, may we be pilgrims of hope, walking together as we love and serve the Lord and others.

Prayer of St. Francis

Lord, make me an instrument of your peace:

where there is hatred, let me sow love;

where there is injury, pardon;

where there is doubt, faith;

where there is despair, hope;

where there is darkness, light;

where there is sadness, joy.

O divine Master, grant that I may not so much seek

to be consoled as to console,

to be understood as to understand,

to be loved as to love.

For it is in giving that we receive,

it is in pardoning that we are pardoned,

and it is in dying that we are born to eternal life.  
Amen.

### **Litany of Peace** - Vice Chair, Tina Doherty

God of peace, your Son has shown us the way to spread peace to ourselves, others, and you. His life has been our greatest example of selfless love and giver of peace. We ask for your guidance as we remind ourselves to be instruments of peace.

From the desire to control.

**All: Deliver me, Lord Jesus and Make Us Instruments of Peace.**

From the desire to impress others.

**All: Deliver me, Lord Jesus and Make Us Instruments of Peace.**

From failing to accept uncertainty.

**All: Deliver me, Lord Jesus and Make Us Instruments of Peace**

From failing to forgive others.

**All: Deliver me, Lord Jesus and Make Us Instruments of Peace**

From not accepting my limitations.

**All: Deliver me, Lord Jesus and Make Us Instruments of Peace**

From wanting more than I need.

**All: Deliver me, Lord Jesus and Make Us Instruments of Peace**

From not being able to forgive myself.

**All: Deliver me, Lord Jesus and Make Us Instruments of Peace**

### **Gospel Reading** - Trustee Sue Muller

A reading from the holy Gospel according to Matthew.

When Jesus saw the crowds, he went up the mountain, and after he sat down, his disciples came to him. And he began to speak and taught them, saying: "Blessed are the poor in spirit, for theirs is the kingdom of heaven. Blessed are those who mourn, for they will be comforted. Blessed are the meek, for they will inherit the earth. Blessed are those who hunger and thirst for righteousness, for they will be filled. Blessed are the merciful, for they will receive mercy. Blessed are the pure in heart, for they will see God.

Blessed are the peacemakers, for they will be called children of God. Blessed are those who are persecuted for the sake of righteousness, for theirs is the kingdom of heaven.

Blessed are you when people revile you and persecute you and utter all kinds of evil against you falsely on my account. Rejoice and be glad, for your reward is great in heaven, for in the same way they persecuted the prophets who were before you.”

The Gospel of the Lord. **R. Praise to you, Lord Jesus Christ.**

**Prayers of the Faithful** - Trustee Jim McDade

The response to the petition is: **R. Lord, grant us peace.**

For the Church throughout the world, as we pilgrim together praying for peace and unity. We pray to the Lord. **R.**

That world leaders work together to find common goals that respect the dignity of all people. We pray to the Lord. **R.**

That peace be the focus among the world's nations and religious traditions. We pray to the Lord. **R.**

That through prayer we take time to renew trust and peace. We pray to the Lord. **R.**

For solidarity in our global human family, that we may work together to protect those who are most vulnerable and most in need. We pray to the Lord. **R.**

For those members of our community and in our families who are ill and in need of healing. May they experience the Lord's presence and find peace and grace through Jesus Christ. We pray to the Lord. **R.**

For the intentions we hold in the silence of our hearts... We pray to the Lord. **R.**

**Closing Prayer** - Director of Education, Karen Tigani

Loving God, grant us strength to be people of peace as we pilgrim on our journey together. May we continue to be strengthened by Jesus' light through peaceful prayer, love and kindness. God of peace, we seek you and we know that your love is always at work for us from the rising of the sun to its setting, through Christ our Lord.

**Amen.**

St. Andre Bessette

**R: Pray for Us**

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

Amen

**Regular Board Meeting**  
**March 24, 2025 - 3:00 p.m.**

## **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

**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, Sam Cronin, Student Trustee, St. Anne's CSS, Clinton

### **1. Opening Business**

**1.1. Opening Prayer & Condolences** - Trustees

**1.2. Land Acknowledgement** -Trustee McDade

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

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

**1.5.**

Moved by: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of March 24, 2025.

**Carried**

**1.6. Declaration of Interest**

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

Moved by: Amy Cronin

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board approves the minutes of the Regular Board Meeting of February 24, 2025.

**Carried**

**1.8. Business Arising from the Minutes**

### **2. Presentations**

### 3. Delegations

### 4. Consent Agenda

- 4.1. March Board Highlights
- 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of February 10, 2025
- 4.3. Nutritional Management Services
- 4.4. 2024 Public Sector Salary Disclosure
- 4.5. Facility Project Approvals

Trustees inquired about the tender selection process. Superintendent Ducharme responded that our purchasing policy requires that the contract be awarded to the lowest tender. Before being awarded the purchasing policy process is followed by the Facilities Manager, which includes vendor reference checks.

Trustees inquired about the early reading screening data. Director Tigani responded that data received by email was from the first screening and the data in the Board Highlights report is referencing the second round of screening which is just being completed in schools now. Trustees inquired about receiving a report once the second round of screening is complete. Superintendent McDade shared that the internal team will be reviewing data this week and a final report will be shared through the Director in April or May.

Trustees inquired about the Nutritional Management Services (NMS) report, showing sales are down 20%, and what this would mean for supporting OFSAA athletes. Superintendent Ducharme responded that NMS is investigating the decline in sales. There are additional funds set aside for OFSAA support. NMS has indicated that sales are not a concern at this time but the business department will be continuing to review with NMS.

Moved by: Sue Muller

Seconded by: Jim McDade

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

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

AND

THAT the Huron-Perth Catholic District School Board receives the approved Special Education Advisory Committee (SEAC) Meeting Minutes of February 10, 2025

AND

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

AND

THAT the Huron-Perth Catholic District School Board receives the 2024 Public Sector Salary Disclosure report

AND

THAT the Huron-Perth Catholic District School Board awards the Jeanne Sauvé Catholic School roof area B project to T.P. Crawford Limited for a total amount of \$390,035.43 (including HST).

AND

THAT the Huron-Perth Catholic District School Board awards the St. Anne's Catholic Secondary School roof area O project to Atlas-Apex Roofing Inc. for a total amount of \$329,892.20 (including HST).

AND

THAT the Huron-Perth Catholic District School Board awards the St. James Catholic School roof areas C & D project to T.P. Crawford Limited for a total amount of \$402,958.00 (including HST).

AND

THAT the Huron-Perth Catholic District School Board awards the St. Joseph Stratford Catholic School roof area B project to T.P. Crawford Limited for a total amount of \$281,194.59 (including HST).

AND

THAT the Huron-Perth Catholic District School Board awards the Our Lady of Mount Carmel School roof area A project to T.P. Crawford Limited for a total amount of \$481,007.10 (including HST)

**Carried**

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

### **5.1. Policy**

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

#### **5.1.2. Board Policies Recommended for Approval/Rescinding: (pull out separately)**

- a) Harassment
- b) Infectious Disease Emergency

Director Tigani shared that additional recommendations were received by administration pertaining to the Harassment policy.

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board refers the Harassment policy back for review.

**Carried**

Moved by: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves the policy Infectious Disease Emergency.

**Carried**

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

#### **5.2.1. Faith Formation**

Moved by: Jim McDade

Seconded by: Sue Muller

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

**Carried**

### **5.2.2. Artificial Intelligence Background and Development**

Director Tigani shared that the Artificial Intelligence (AI) policy will be reviewed and kept short, recognizing that AI is evolving at an unprecedented pace, an AI Guideline will be developed and exist outside of the formal AI policy.

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board receives the Artificial Intelligence Background and Development report for information.

**Carried**

### **5.2.3. Student Trustees' Report**

Moved by: Sue Muller

Seconded by: Tina Doherty

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

**Carried**

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

### **5.3.1. International Student Program**

Trustees inquired at what point is a decision made if the program is not sustainable. Director Tigani responded that the report covers a budget over a series of years, with early investments to build the program, followed by cost recovery and building towards a revenue stream. Superintendent Ducharme responded that it is projected that the program will generate a revenue stream for the Board in 2027-28. The program will be continually reviewed and budget tracked with revisions made on original projections if needed.

Moved by: Tina Doherty

Seconded by: Jim McDade

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

**Carried**

### **5.3.2. 2025-2026 Budget Community Consultation**

Trustees commented on the key thought that "students need to be well to learn well". This pertains to mental health and needs to be taken into consideration when discussing and implementing student attendance programs.

Moved by: Amy Cronin

Seconded by: Tina Doherty

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

**Carried**

### **5.3.3. 2025-2026 Budget Goals**

Moved by: Sue Muller

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board approves the 2025-2026 budget goals:

1. Catholic faith development for staff and students.
2. Student-centered learning focusing on mathematics and literacy.
3. Focus on preparing students for post-secondary pathways.
4. Focus on systems of support to improve student attendance.

**Carried**

## **6. Information and Correspondence**

### **6.1. Provincial Awards OECTA AGM 2025**

Michael Ennett was honoured with the Pearse Shannon Memorial Association Service Award for his outstanding contributions to OECTA. A dedicated educator at St. Michael Catholic Secondary School in Stratford, he became Unit President of the Huron-Perth Secondary Unit during the political-protest era in the late 1990s, serving for 16 years as a local President. Later, as a Staff Officer in Bargaining and Contract Services, he brought sharp analytical skills and a thoughtful approach to negotiations. Known for his intelligence, kindness, and humour, Mike fostered respectful board and union relations, enriching his colleagues and community. Though he passed in 2023, his legacy of service, friendship, and leadership continues to inspire.

### **6.2. CPCO - Principal of the Year Award 2025**

Lori Lynn Stapleton, Principal at St. Boniface School, has been recognized as the Principal of the Year by principals and vice-principals of the Board for her exceptional leadership and dedication to Catholic education. With 30 years of service, she has nurtured students and staff with faith, compassion, and uplifts others with kindness. Her journey has included teaching, a transformative exchange in Australia, and leadership roles supporting various educational initiatives. For the past 9 years as a principal, she fosters unity, joy, and academic excellence, inspiring her community through her faith and music. Grateful for this honour, she remains committed to guiding and nurturing students in faith and learning.

### **6.3. Director Tigani met with Episcopal Vicar Father Philip to continue fostering the relationship between the Board, schools, priests, deacons and family of parishes.**

### **6.4. Symposium for Leaders Igniting Catholic Education (SLICE) will be held June 12-13 at Ivey Spencer Leadership Centre, London with system leaders, trustees and Bishop Fabbro invited. The symposium will be facilitated by Dr. Josephine Lombardi.**

### **6.5. The bi-annual Climate Survey will begin this week.**

### **6.6. 2025 LUSO Community Services "Racism Hurts us All" Video Award contest, the Board had 4 schools participate with St. Michael CSS winning first in the secondary division.**

## **7. Notices of Motion**

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

## **9. Trustee Inquiries**

### **9.1. Trustees discussed the frequency and meaningfulness of the Land Acknowledgement at Board meetings, considering whether it should be said monthly or reserved for special occasions. They emphasized the importance of reflection in both Indigenous and Catholic faith contexts during meetings. Director Tigani noted that the Indigenous Education Advisory**

Committee (IEAC) recommended including a personal reflection with the Land Acknowledgement and emphasized avoiding performative practices. The IEAC respects the Board's decision on frequency. It was determined that the Land Acknowledgement will be included at the following meetings:

- September (Truth & Reconciliation month)
- November (Treaties Recognition month and the annual/inaugural meeting)
- June (Canada Day)

Superintendent Boreham will seek additional feedback from the IEAC on an additional date of significance. The next Land Acknowledgement will take place at the June meeting of the Board.

- 9.2.** Trustees asked about the Board Fundraising Policy and its support for United Way. Director Tigani explained that employees can contribute to United Way Perth Huron, with all funds staying local and donors able to direct their gifts to specific initiatives. Program details are available on the United Way website.

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

Moved by: Amy Cronin

Seconded by: Tina Doherty

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 motion was approved:

THAT the Huron-Perth Catholic District School Board moves the April board meeting to May 5, 2025 to coincide with Catholic Education Week Mass to begin at 12:30 pm.

**12. Future Meetings and Events**

- Catholic Parent Involvement Committee (CPIC) - Tuesday, March 25, 2025
- SABTF Trivia Night - April 3, 2025, The Barn, Exeter
- Equity, Diversity, Inclusion and Anti-racism Committee Meeting - April 23, 2025
- Regular Meeting of the Board - April 28, 2025
- OCSTA 2025 Business Seminar - May 1
- OCSTA 2025 AGM and Conference - May 1 - 3 - Hosted by York CDSB
- Catholic Education Week Mass - Monday, May 5, 2025
- CCSTA 2025 AGM and Conference - June 5-7, 2025
- SLICE - June 12 - 13, Ivey Spencer Leadership Centre, London

**13. Closing Prayer - Chair Van Loon**

**14. Adjournment**

Moved by: Sue Muller

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of  
March 24, 2025

**Carried**



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

Prepared by: Tara Boreham and Sean McDade, Superintendents of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: Monday, May 5, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary

# BOARD HIGHLIGHTS FOR APRIL

Public Session

## BACKGROUND

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

## DEVELOPMENTS

The spiritual theme anchoring our new Strategic Plan is “On Fire With The Spirit: Awaken! Illuminate! Rejoice!” Inspired by the Holy Spirit and enlivened by the Pentecost story, we go forward into the Easter season full of faith, hope, love and joy. We are excited about the incredible learning and growth that propels us forward as we journey together throughout the school year. April marks a vibrant time in our school year, filled with renewed energy and commitment, particularly as we celebrated Holy Week and Easter. We are delighted to highlight some of the activities and opportunities that took place this month across our district.

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## ***CATHOLIC EDUCATION***

### **Easter Season - On Fire with the Spirit in our Schools**

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

### **Development and Peace Schools (D & P Schools)**

Schools throughout the system participated in the Major Mustard challenge as part of the D & P Schools program this Lent. Many schools raised funds for Share Lent. The theme for this year’s Share Lent Campaign – “Turn Debt into Hope” – focuses on the efforts of Development and Peace to support decision-makers to prioritize people and planet over mere profit, and demand debt justice for communities crushed by unjust and unpayable debts.

### **Catholic Student Leadership Retreat**

Close to 40 students from St. Anne's Catholic Secondary School and St. Michael Catholic Secondary School gathered for the Catholic Student Leadership Retreat at Camp Kintail on March 27 and 28. This annual retreat aims to strengthen faith leadership in schools by providing students with an opportunity to deepen their faith and build meaningful connections with peers from both communities.



The retreat was planned by Religion and Family Life Learning Coordinator Caroline Thuss, in collaboration with secondary school Chaplains Zack Fitzmaurice and Natalie MacKay. This year's theme, "*Worthy*" focused on the Catholic teachings of human dignity and the preferential option for the poor.

Fr. Tom Donohue led an engaging session, sharing his 28-year connection with L'Arche and encouraging students to recognize the worthiness in themselves and others. Board staff facilitated an activity on food insecurity, after which students wrote notes of encouragement to accompany meals prepared by the Fishes and Loaves program, supported monthly by St. Peter's Parish in Goderich. Students also brought non-perishable items that were donated to the Fishes and Loaves program and the St. Vincent de Paul food bank in Goderich.

Fr. Tony Laforet joined the retreat on the first evening for a faith talk, Eucharistic Adoration, and to hear confessions from students and staff. On Friday morning, students participated in a "Stewards of Creation" guided walk, followed by a closing Mass celebrated by Deacon Dan McPhee and Fr. Laforet.

Inspired by their experiences, students returned to their schools and parishes ready to live out their faith and serve as leaders in their communities.

### **Junior Bordenball Tournaments**

The Huron and Perth Grade 5 and 6 Bordenball tournaments were a huge success again this year. After being rescheduled from the original date due to weather, the events took place on April 30 with the Perth schools participating at St. Michael Catholic Secondary School in Stratford and the Huron schools at St. Anne's Catholic Secondary School and St. Joseph's Catholic Elementary School, Clinton. A special thank you to all of the coaches for dedicating their time and effort to support and develop student athletes. The convenors did an excellent job organizing the events, ensuring students were engaged, challenged and had fun throughout the day.

### **International Education**

March provided international students with valuable opportunities to further develop their English skills and become more attuned to the academic expectations in Canada. There has been noticeable improvement in their speaking, listening, and overall communication abilities, with continued progress underway. Katherine Miller, the Board's Multi-Language Learner teacher,

meets with these students biweekly - alternating between St. Anne's CSS and St. Michael CSS, to support their language development.

Principal Grace attended major recruiting events at the Canadian Embassy in Tokyo and Osaka, Japan on March 20 and 22, respectively. The Huron-Perth Catholic District School Board was showcased to various agents from across Japan. The events in Tokyo and Osaka were extremely well attended and there was a line up at the Huron-Perth table for the first five hours of the day. With the help of an interpreter, Principal Grace was able to see and talk with close to forty families during the six hour event. Students and their families that attended were asking questions about possible enrollment for September 2025 and September 2026. Additionally, meetings were held with schools in Tokyo and Yokohama, Japan who are looking at sending Grade 10 students to the district within the next 18 months. This invaluable facetime with these representatives is a must to build a long-term relationship.

A third student from Spain has committed to attending our Board for September 2025. This Grade 10 student still needs to determine which of the high schools that she would like to attend. She will be coming to Canada for a four month stay and possibly extending it to the full year. This marks the third student to confirm for September 2025. Two of the three students are being represented by agencies who are brand new to the Board as they were just introduced to us as the result of the October 2024 mission to Europe that Principal Grace participated in.

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## **LEADERSHIP**

### **Secondary NTIP**

Our secondary NTIP teachers met in Dublin on April 22 to continue our shared learning and work. Teachers in their first two years as a permanent Huron-Perth Catholic District School Board teacher, and those on Long Term Occasional positions in our secondary schools met with learning coordinator Paul D'Hondt to discuss several topics related to beginning their journey as a teacher in the board. Items discussed included a review of our board and its mission, our approach to student success, course planning, assessment, classroom management, the integration of technology, differentiation, UDL, and more! This shared learning and collaboration is critical to supporting the success and well-being of these new teachers and their students.

### **Primary and Junior EQAO**

Principals and Vice-Principals received 1-1 training in preparation for the Primary and Junior Test of Reading, Writing, and Mathematics. The learning coordinator for EQAO met with each school leader to support the set-up for testing on the assessment platform, Vretta.

### **Provincial Math Leads**

The Ministry of Education resumed meetings after the election and held another Strategic Planning Sessions for Board Math Leads on Wednesday, April 16. Our Superintendent of Curriculum and Math Learning Coordinator were in attendance and followed up with our Ministry Math liaisons with feedback on our Math Achievement Action Plan. Our math leaders also communicate and collaborate with the Ministry math team on as-needed basis.

### **Artificial Intelligence (AI) Network**

A team of leaders from the corporate and academic teams at the Catholic Education Centre including the Director, Executive Assistant to the Director, Superintendents, Manager of Human Resources, Manager of Information Technology, Secondary Chaplain, members of the Curriculum-IT Committee and finance department attended a day of learning with teams from

many other school boards from across southwestern Ontario. This was the beginning of a series of learning sessions and resource sharing opportunities designed to assist us with developing best practices and implementation plans for the upcoming school year.

### **Catholic Supervisory Officers and Directors at King's University**

On April 4, members of our senior executive team attended a professional development opportunity hosted at King's Catholic University along with Supervisory Officers and Directors from the other Catholic school boards in our region. The agenda included a brief presentation from King's about post-secondary educational opportunities in Catholic education as well as special education, early reading screening and creative solutions to staffing challenges. An update from the Ontario Catholic Supervisory Officers Association was also provided.

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## ***SPECIAL EDUCATION***

### **Coaching to Inclusion Conference and Champion of Inclusion Award**

On April 10, the Coaching to Inclusion Conference took place in London Ontario. This conference first took place in 1998 and ran every year until the pandemic. This year marked its long awaited return with the theme being "All Means All: Reigniting the Commitment to Inclusion Education." Huron-Perth Catholic District School Board has a long history of supporting and participating in this conference, with the Learning Coordinator of Special Education sitting on the committee, and various employees throughout the board being recognized with a Champion of Inclusion Award throughout the years. This year, the Huron-Perth Catholic District School Board took the lead on organizing the agenda for the day.

There were several great guest speakers, and we heard from our very own St. Boniface Bulldogs staff and students who presented about the work happening in their school using the programs Stay, Play, Talk, Schools on TRACKS, and PEER Pals. Participating school boards selected a Champion of Inclusion Award recipient. Our winners were a classroom team at St. Ambrose - Angela Van Geel (Classroom Teacher), and Marianne Lupton (Educational Assistant). We are very proud of these two winners and all of our nominees and the ways they are advancing inclusion in Huron-Perth Catholic. Other nominees included Heather Brown (Classroom Teacher at St. Joseph's Clinton), Kathy Rutledge (Educational Assistant at St. Joseph's Stratford), and Crystal Brennan Yeo (Classroom Teacher at St. Anne's CSS). This conference reaffirmed that Huron-Perth Catholic continues to be held in high regard as leaders in inclusive education.



### **World Autism Awareness Day**

April was Autism Awareness Month and World Autism Day was April 2. Schools across the district were encouraged to use

resources provided by our System Special Education Team and Autism Ontario to follow this year's theme of "Celebrate The Spectrum." Huron-Perth Catholic District School Board celebrates the many students in our schools with Autism Spectrum Disorder. We are thankful for the gifts and talents that they bring to our school communities on a daily basis. We recognize that days like April 2 provide opportunities for education and advocacy with the goal of improving our inclusive spaces in our schools and communities for all students.

### **Infinite Horizons**

During April we began our Infinite Horizons program for our students in grades 4 to 8 who are identified as being Gifted. The board has once again partnered with Seeds Rooted in Youth to help support us with offering these students meaningful enrichment opportunities. Day one took place on April 8 and focused on Science and Bridge Building. The second day took place on April 29 and students learned about Mindfulness and Discovery. Days three and four will be May 20 and June 5. Day three will revolve around Cooking and on day four students will travel to the Stratford Art Gallery for a guided tour and activity, and then to Stratford Festival to engage in an interactive pre-show opportunity and view this year's production of Annie.

### **Transition Fairs**

This year the Board has partnered with Avon Maitland District School Board to offer a series of events for students with Developmental Disabilities and their families about transitioning to adult life after high school. The first of two in person transition fairs took place at St. Michael Catholic Secondary School on April 12 and had over 20 organizations in attendance. These in person transition fairs are designed to provide essential information on accessing services and support for students and their families as they prepare for a future beyond high school. Information was shared about community resources, employment services, and community programs and included presentations from Developmental Services Ontario, Ontario Disability Support Program, and Passport Funding. The second in person transition fair will be held May 3 at Central Huron Secondary School in Clinton.

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

### **French as a Second Language - Coding Resources and Support**

The Huron-Perth Catholic District School Board through the Ontario Public School Boards' Association, received a grant and access to French as a Second Language (FSL) Experiential Resources. These resources aim to connect French language learning with authentic, real-world STEM opportunities. The board's IT Learning Coordinator then introduced these lessons to French Immersion classes, enabling teachers to integrate STEM activities into their FSL programs. This initiative seeks to enhance FSL proficiency and engagement by providing students with opportunities to interact in French through STEM-based activities. These lessons effectively integrate expectations from the Ontario FSL, Mathematics, and Science curriculum.

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## ***STUDENT ACHIEVEMENT***

### **Leaders Learning Council (LLC)**

Our Leadership Learning Day was an inspiring and energizing experience! We began the morning by reinforcing our commitment to building an inclusive school board where all students can meet high expectations with the right support. We explored how principal-led special education programming is transforming students' lives daily, with a focus on the power of reading interventions like Lexia, the impact of positive reinforcement, and a deeper understanding of Executive Functioning and Universal Supports. Midday, we enjoyed a special

Indigenous cooking event with Chef David Wolfman, celebrated host of *Cooking with the Wolfman* (APTN), who guided students and leaders alike through culinary traditions and cultural teachings. The day concluded with a faith-filled Religion and Family Life session, featuring Catholic Education Week highlights, the launch of our "Stop, Pause, Pray" initiative, and a deep dive into the renewed Family Life curriculum, as we reflected on our shared mission as Pilgrims of Hope. It was a day rich in learning, leadership, and inspiration.

### **Mathematics**

Throughout April, the Math Team, which includes three Math Facilitators and one Math Learning Coordinator, remained dedicated to enhancing math instruction and learning across all elementary schools. Their primary focus was on giving Grade 3 and Grade 6 students meaningful practice with selected-response questions. In collaboration with teachers in Grades 3 and 6 classrooms, the team worked to get students ready for the upcoming EQAO assessments by leveraging the High Impact Instructional Practice of "Teaching About Problem Solving," using recently released EQAO math items.

Problem-solving is a foundational skill that fosters critical thinking, resilience, and independent reasoning. The released EQAO questions serve as valuable tools to revisit key curriculum expectations while also teaching students how to approach mathematical problems with confidence. By making thinking visible, students are encouraged to think more deliberately and express their reasoning clearly. This approach also promotes the use of strategies like "think alouds" and "self-talk," which empower students to tackle new and unfamiliar problems. Focusing on problem-solving helps students understand the importance of grappling with challenges, learning from their errors, and developing flexible approaches to thinking. Strong instruction in this area invites students to examine how they think, making their internal strategies more apparent and easier to refine. Math Facilitators support this by modeling their own problem-solving processes, openly sharing their thinking with both students and educators. These moments foster meaningful discussion and support the development of strong mathematical reasoning skills.

Beyond Grades 3 and 6, the Math Team also continued to support mathematics instruction in other grades, responding to requests and maintaining key initiatives such as the "Do the Math" intervention program. The Math Team met several times in April to prepare for the May 2 professional development day and took Pam Harris' online course, "Developing Mathematical Reasoning".

### **Ontario Secondary School Literacy Test (OSSLT)**

In preparation for the Ontario Secondary School Literacy Test (OSSLT), training sessions were held at both St. Anne's CSS and St. Michael CSS to familiarize staff with the online testing platform, and students engaged in a practice test to gain comfort with the platform. The actual OSSLT assessment was administered on April 9. Leading up to the test, students had the opportunity to engage in practice activities and have received ongoing support throughout the school year, both in their classrooms and through additional literacy interventions. School-based literacy support teachers continue to work with students who may need extra help. The Secondary Learning Coordinator has been actively supporting school administrators to ensure the platform was fully operational for testing day.

### **Secondary Math Learning Session**

On April 8, math teachers from both secondary schools met in Dublin with coordinators Christine Dale and Paul D'Hondt. Together, they engaged in discussions about assessment, a moderated marking activity, and collaborated on specific models of spiralling their curriculum.

### **Multilingual Language Learners (MLL)**

Work with our MLL student population continued to move forward throughout April, with a focus on inclusivity, growth, and support for our school communities. We welcomed MLL students from various countries into our schools, including a group of international students from Brazil who joined both of our secondary schools at the start of Term 2. Our commitment to supporting our multilingual learners remained strong as we worked with emerging learners to enhance their learning and boost confidence in their abilities. By fostering a welcoming environment that encouraged risk-taking, we strengthened learning relationships and, in turn, helped build students' confidence to take chances in their reading, writing, and communication in English. In small groups, we remained dedicated to modelling meaningful conversations and using visuals or gestures to help students make connections to new words or phrases, while celebrating success in the moment. Our ongoing efforts reflected our commitment to supporting the continued growth and confidence of both our students and educators. In addition to the work within our schools, we began networking with outside agencies across our counties, including Immigration Partnership of Huron and YMCA Immigration Services, to gather valuable information that will be shared with families and schools across the Huron-Perth Catholic District School Board.

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

On April 2, 2025, several educators participated in a professional development session designed as a refresher in preparation for this year's upcoming Diplôme d'Études en Langue Française (DELFL) exams. Principal Shona Gracey led the session and brought together experienced DELFL correcteurs, who will once again serve as evaluators for our Grade 12 students taking part in the certification. This year, students will have the opportunity to challenge the DELFL at three different levels: A2, B1, and B2, offering flexibility and an individualized approach based on each student's language proficiency. The DELFL assessments will take place from May 5–7, 2025, at St. Michael's Catholic Secondary School.

In addition to DELFL preparation, our System French Support Teacher, Sandra O'Neil, along with two primary French Immersion educators, attended a regional professional learning opportunity in London, Ontario focused on Structured Literacy in the French Classroom. These sessions provided valuable insights into effective literacy practices within French Immersion settings. These educators will now take the lead in sharing and modelling their learning with other primary French Immersion teachers across our system in the coming months, helping to build capacity and strengthen instructional practices.

### **Literacy**

April was an exciting, productive month for our Literacy team, marked by targeted support, collaborative planning, and evidence-based interventions across our schools. Our Literacy Resource Teachers (LRTs), Karen Kramers and Teresa Oud, began the month with a system-wide coaching block. During this time, they visited each school to provide educators with the opportunity to engage in individualized conversations, addressing specific questions and instructional needs. Key areas of focus included analyzing assessment data and planning for effective small group instruction. In addition to one-on-one coaching, the LRTs provided in-class support by modelling newly released EQAO practice questions with Grade 3 and Grade 6 students. These sessions not only familiarize students with the assessment format but also supported them in building confidence and readiness ahead of the upcoming provincial assessments. On April 22, the second round of primary literacy intervention began in four schools, selected based on Middle of Year (MOY) screening data. This targeted intervention is focused on Grade 1 students identified as being at risk for future reading difficulties, with the

goal of providing early, intensive support to build foundational skills and prevent long-term challenges.

Also throughout April, Learning Coordinators MJ Drager and Jessica Langan visited each school to facilitate focused conversations about MOY screening results. These collaborative meetings included administrators, Special Education Resource Teachers (SERTs), and classroom educators, and served as a valuable opportunity to review existing Data Action Plans. Based on the data, teams were able to make informed updates and create new, actionable plans to support continued literacy growth for all students.

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

### **Certification & Safety Training**

#### **First Aid/CPR Certification**

Our final round of First Aid and CPR training for the school year was held April 23-24. This essential certification is a requirement for all SHSM students and equips them with life-saving skills.

#### **Grade 10 Class Presentations**

Grade 10 students continue to receive in-class visits to explore course selection options that align with the eight SHSM programs offered at St. Anne's:

- Agriculture
- Arts & Culture
- Business
- Construction
- Health & Wellness
- Non-Profit
- Education & Childcare
- Sports

### **Specialized Learning & Field Trips**

From exploring local industry and Indigenous culinary arts to hands-on tech days and SHSM certifications, April has been an exciting month of experiential learning across our board—connecting students with real-world skills, career pathways, and inspiring mentors in meaningful and memorable ways.

- **Huron Manufacturing Association (HMA) Trip - April 10**  
Both SMCSS & SACSS students enrolled in Career Studies will tour two manufacturing facilities in Perth County: The visit will include guided tours, information about summer employment, apprenticeships, and career opportunities in the local manufacturing sector.
- **Grade 6 Tech Days & Grade 7 Arts Days**  
For the first time, Grade 6 and 7 students from across Huron County were welcomed to participate in interactive, hands-on sessions led by our technology and arts program teachers and students on April 15 -16. These events aim to build early engagement and excitement in SHSM-related pathways.
- **SHSM Health & Wellness Kinesiology Trip**  
SACSS students in the Health and Wellness and Sports SHSM programs will visit the University of Waterloo on April 28 to complete a lab practices certification, gaining real-world post-secondary experience.

- **Indigenous Cooking Event**  
Chef David Wolfman, Professor of Culinary Arts at George Brown College and host of *Cooking with the Wolfman* (APTN), returns to lead an engaging Indigenous cooking workshop on April 29. He will work with St. Anne's students in Foods classes and English Indigenous literature courses to share culinary traditions and cultural teachings.
- **Grower Pesticide Safety Course**  
In partnership with the University of Guelph, both SMCSS and SACSS SHSM Agriculture and Environment students participated in the Grower Pesticide Safety Certification in April. This training is an important component of agricultural career readiness.
- **Perth Huron Builders Association (PHBA) Spring Home Show**  
St. Michael CSS Tech Department hosted a dynamic and interactive booth at the Stratford Rotary Complex during the PHBA Home Show. April 11-12. The booth showcased SHSM and OYAP programs and offered hands-on trade activities for elementary students. Activities included face painting, building gumball machines, and a free draw for a handcrafted metal fireplace made by our students.
- **Group Dynamics Certification (Business SHSM)**  
Business SHSM students are completing an asynchronous online certification in Group Dynamics as part of their sector-specific training.
- **Sector Partnered Experience Coding & Math Literacy**  
On April 18 students attended a half-day workshop focused on building digital fluency and meeting the SPE (Sector Partnered Experience) requirement of their SHSM.
- **Arts and Culture Experience**  
SMCSS Arts and Culture students attended a half day event with musician Justin Maki on April 22. The day included a guitar technique workshop, an interview with Justin on his music career journey and a mini-concert. On April 24, both students from SMCSS and SACSS participated in a full-day event with composer Bill Thomas. The students came together to learn a piece of music that was commissioned through the School Board and written by Bill.

### Dual Credit Program

- **Aesthetics – Begins April 30**  
Ten students from SMCSS began an Aesthetics Dual Credit course through Fanshawe College, combining theory with hands-on salon experience.

### Ontario Youth Apprenticeship Program (OYAP)

Our commitment to skilled trades education continues to grow through a range of innovative programs and partnerships that open doors for students—from early exploration in Grades 7 and 8 to Level 1 apprenticeship training at the college level. These opportunities empower students to discover their passions, gain hands-on experience, and begin building meaningful pathways in the trades.

- **OYAP Level 1 Apprenticeship Training**  
OYAP students from SMCSS have begun their Level 1 in-school apprenticeship training at Fanshawe, Lambton, and Conestoga Colleges in various trades.
- **OYAP Parent & Student Info Session - Date TBD**  
Information sessions are being offered for interested students and parents to learn more about apprenticeship pathways, Level 1 training opportunities, and registration procedures.
- **After-School Co-op**  
The after-school Co-op program continues to offer opportunities for students who

traditionally may not have considered the trades, allowing them to fulfill SHSM requirements in a more flexible format.

- **Grade 7 & 8 Skilled Trades Exploration Event – Stratford Rotary Complex**

This hands-on event is designed to introduce students to various skilled trades through real-world, mentor-guided workshops. It also gets students excited about the opportunities that await them at St Michael CSS.

- **Grade 7 Program:** Students rotate through 8 interactive trade stations led by industry professionals and PHBA and many other industry mentors.

**Grade 8 Program** (in partnership with Conestoga College): Students engage in two in-depth workshops, Plumbing and Electrical led by certified Conestoga College instructors.

These sessions help students explore potential future careers and inspire interest

### **OYAP SWCOCA Regional Meeting in Hamilton**

Board leads will attend the regional OYAP meeting to discuss updates from MLITSD and Skilled Trades Ontario. Topics include the rollout of the new FAST-OYAP model, Level 1 program delivery updates, and continued regional coordination.

### **OCEA Spring Conference April 27- 29**

Staff from across our board will attend the Ontario Cooperative Education Association's Spring Conference. This three-day event will cover new trends in Cooperative Education, innovative programming, tracking, and cross-border collaboration.

### **PHBA Municipal Breakfast: Ontario Building Code in Action**

Board staff and SHSM partners will participate in this breakfast networking event hosted by the Perth Huron Builders Association, aimed at building stronger school-to-industry connections.

We are proud of the incredible work happening across our schools and deeply value the partnerships with post-secondary institutions, local employers, and industry organizations that help make these opportunities possible for our students.

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

### **Social Emotional Learning (SEL) in our Catholic Elementary Schools this Month**

Throughout the month of April our Catholic Elementary Schools received 14 SEL classroom presentations that were delivered across the district to approximately 330 students. These presentations weave together our Catholic School Graduate Expectations and School Mental Health Ontario's SEL Competencies to support the growth of the whole student.

### **Staff Mental Health Literacy and Capacity Building**

The MHWT is facilitating another book study on Relationship, Responsibility and Regulation: Trauma-Informed Practices for Fostering Resilient Learners by Kristin Van Marter Souers and Pete Hall. The school staff participants are exploring trauma-informed practices to better understand and support students who have experienced trauma, aiming to create a safe and resilient learning environment.

### **School-Based Social Workers' Professional Development**

The School-Based Social Workers (SBSW) were fortunate enough to receive a variety of professional development throughout the month of April with varying team members attending

opportunities that fit the needs of their practice in supporting our students mental health and wellbeing. The opportunities attended are listed as follows:

**DBT Suicide Risk Assessment and Monitoring - Part 1:** SBSWs enhanced their expertise in assessing and managing suicide risk among students with chronic suicidal ideation through interactive activities, role plays, and problem-solving exercises.

**Differentiating MH Interventions for Students with Special Needs:** Training focused on research-based and practice-based knowledge for students with special education needs, applicable to various protocols and interventions.

**Supporting MH in Early Years:** A 2-hour session combining didactic education on the current state of mental health in Early Years (K-3) and the role of school mental health professionals.

**Group Facilitation Training:** Webinar covering types of groups, stages of group development, meeting stages, challenges during facilitation, and strategies for dealing with them.

**Eating Disorders Ontario Multi-Session Facilitation Training and Weight Bias and Stigma Training (EDOP):** Training to facilitate a ten-week group promoting body positivity for adolescents, emphasizing weight bias awareness, eating disorder prevention, and mental health literacy.

### Launch of our PPM 128 Caregiver Engagement Series Facilitated by Rami Shami

The Mental Health and Wellness Team facilitated the first of three sessions of Rami Shami's Empathy in Action series, held in person in Stratford and Clinton to support accessibility for caregivers in both counties. These sessions focused on the impact of trauma on youth, exploring stress and coping mechanisms such as social media use and vaping.

The engagement session was offered in support of meaningful implementation of Policy/Program Memorandum (PPM) 128 which is a directive from the Ministry of Education that outlines the Provincial Code of Conduct and School Board Codes of Conduct. This PPM aims to foster safe, inclusive, and accepting school environments by setting clear expectations for behavior and addressing issues such as cell phone use, social media, and vaping.



At Huron-Perth Catholic District School Board we believe that understanding PPM 128 is important for caregivers as it helps them support their children in navigating the challenges posed by modern technology and substance use. Excessive social media use has been linked to increased anxiety and depression among students, while vaping poses significant health risks, including nicotine addiction and exposure to harmful chemicals. By being informed, caregivers can better guide their children towards healthier behaviors and coping strategies. The Mental Health Team will continue to seek and provide more learning opportunities about this topic.

### **Community Partnership: Connecting Student's Minds and Bodies for Wellbeing**

Team UNBREAKABLE Launch: On April 4 at St. Mary's Goderich, in collaboration with the Maitland Valley Family Health Team, promoting mental and physical well-being through running-based activities for grades 4, 5, and 6. The program includes 8 weekly sessions, culminating in a 2km run/walk and celebration on June 5, 2025.

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

### **Joint Health and Safety**

The Joint Health and Safety Committee met at the CEC on April 2. Items discussed including the following:

- Naloxone
- eBase Reporting
- ORT - training/info sheet
- Bill 190 Update
- Monthly and Annual Inspections
- Incident Reporting
- First Aid Kits

### **Annual Health and Safety Week**

Annual Health and Safety Week is April 28 - May 2. The week coincides with the National Day of Mourning on April 28.

### **Maintenance and Operations**

With the cold weather now behind us, maintenance and operations is shifting its focus toward seasonal priorities, including yard clean-up, preventive maintenance of key building components and waste audits. Planned maintenance activities will include, but are not limited to, rooftop units, pumps, and boiler systems. These efforts are essential to ensure that our buildings remain safe, efficient, and fully operational as we prepare for the warmer months ahead.

### **Capital Planning**

Over the past several months, significant effort has been directed toward planning new capital projects, with a focus on aligning these projects with the Ministry of Education's condition assessment schedule in preparation for summer construction. Ministry reporting has also remained a top priority to ensure compliance and transparency across all planning activities.

Ongoing communication has been maintained regarding the proposed addition and childcare centre at St. Mary's (Listowel) ensuring that the project remains a central priority. In addition, I continue to review recently submitted Ministry condition assessments, which play a key role in guiding both short- and long-term infrastructure planning and capital funding. Finally, we have been remaining in close contact with municipal and community partners to monitor local growth and ensure that our facilities are meeting community needs.

## **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board receives the Board Highlights for April for information.
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**Special Education Advisory Committee  
March 17, 2025 – 4:00 p.m.**

## **MINUTES**

**Present:**

**SEAC Members Present:** Jill Plokhaar (Family Services Perth Huron), Julie Welch (Community Services Coordination Network), Sandra McLaren (Community Living Stratford & Area), Brenda Mason (Stratford Children Services), Matt McPhee (Community Living Central Huron)

**Board Trustee:** Mary Helen Van Loon

**Guest:**

**Board Office Staff Present:** Jessica Langan, Sarah McArthur, Emma DeWever, Kristina Howatt-Gerber, Vanessa Yeats, Tara Boreham

**Absent:** Doris Barkley (Autism Ontario), Kelly Boudreau (Community Living St. Marys), Emily Branje (Facile Perth), Val Millson (Huron Perth Centre), Shona Gracey, Megan Delcourt, Majo Damas Ramirez, Tara Dykstra

**Quorum** (Minimum 6/10 voting members required): ACHIEVED

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

Meeting Started: 4:00 pm

**2. Approval of Agenda & Minutes**

**2.1** Approval of February 2025 Minutes

Approved: Brenda Mason

Seconded: Sandra McLaren

THAT the Huron-Perth Catholic District School Board approves the meeting minutes of the February 2025 Special Education Advisory Committee meeting.

**Carried.**

**2.2** Approval of March 2025 Agenda

Approved: Sandra McLaren

Seconded: Julie Welch

THAT the agenda be accepted as is.

**Carried.**

**3. Business Arising from Minutes**

Nothing to report.

**4. Correspondence**

Nothing to report.

## 5. Agency Reports

### 5.1 ***Stratford Children Services***

Nothing new to report at this time.

### 5.2 ***Community Living Stratford & Area***

A new manager was hired as staff continue to build capacity to support three new people and plan for summer programming.

### 5.3 ***Community Living Central Huron***

The agency is supporting two new people as they are involved in the community participation support program while they prepare for the upcoming transition fair that's happening at CHSS. This is on May 3<sup>rd</sup> and will provide a chance to meet the community and talk about what the agency offers.

### 5.4 ***Family Services Perth Huron***

Nothing to report at this time.

### 5.5 ***CSCN***

Nothing to report at this time.

### 5.6 ***Trustee Report***

The Trustee's are working on updating policies and are excited for Catholic Education Week coming up.

### 5.7 ***Facile Perth***

Nothing to report at this time.

### 5.8 ***Huron-Perth Center***

Nothing to report at this time.

### 5.9 ***Community Living St. Marys***

Nothing to report at this time,

### 5.10 ***Autism Ontario***

April 2nd is World Autism Awareness Day. All schools have been sent information from Autism Ontario. There is lots of educational information for educators on their website as well.

## 6. Information Reports

### 6.1 ***Special Education Update***

Jessica provided a Special Education Update which included information about system team staffing, the universal supports PD rollout, the partnership with Facile Perth, transition fair

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events, system supported interventions and data screening meetings, our Infinite Horizons programming, EA request process, Coaching to Inclusion Conference, and our new protocols that Behaviour Consultants are following.

Tara added that HPCDSB has advocated for the ministry to dedicate more time for professional development for teachers in the area of Special Education. In May, there is time set aside for special education.

**7. New Business**

**8. Future Meetings**

Next SEAC Meeting – Monday, April 14, 2025

**9. Adjournment**

Motion to end meeting was made by: Julie Welch

Meeting adjourned: Brenda Mason

Ended: 4:30pm

**Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Committee Meeting  
October 30, 2024 – 4:30-6:00 p.m.**

## **Minutes**

Present: Chair, Superintendent Tara Boreham, Trustee McDade, Leire Douros, Natanael Mateus-Ruiz, Majo Damas Ramirez, Caroline Thuss, Leroy Hibbert  
Student Representatives: Madison G, Joylin C, Kavayah J, Torin R.  
Absent: Colton Maracle  
Recording Secretary: Kerri Catalan  
Quorum: Yes

**1.1. Attendance and Introductions**  
Noted Above

**1.2. Approval of the Agenda**  
Moved by: Caroline Thuss  
Seconded by: Natanael  
THAT the Huron-Perth Catholic District School Board approves the agenda of the EDIAR Meeting of October 30, 2024.  
**Carried**

**1.3. Declaration of Interest**  
**None**

**1.4. Approval of EDIAR Meeting Minutes**  
Moved by: Majo Damas Ramirez  
Seconded by: Jim McDade  
THAT the Huron-Perth Catholic District School Board approves the minutes of the EDIAR Meeting of June 12, 2024.  
**Carried**

**1.5. Business Arising from the Minutes**  
Natanael will present at each EDIAR meeting for 15 minutes on connecting the Action Plan to church teaching and social justice.

**2. Committee and Staff Reports**

- 2.1. Review of Terms of Reference & Work Plan - Superintendent Boreham
- 2.2. [Review 2024-2027 EDIAR Action Plan](#) - Superintendent Boreham
- 2.3. Introduction: Revising EDIAR Action Plan to include the Catholic Social Teaching
  - Create a Subcommittee to Revise EDIAR Action Plan.
  - The subcommittee will consist of: Caroline Thuss, Natanel Mateus-Ruiz, Majo Damas Ramirez and Leire Douros who will review the Action Plan and work with Superintendent Boreham.

2.4 [Progress and next steps for the Creation of District Equity Symbol](#)

- Would like feedback from the committee on the Work Plan.
- Joylin suggested having a survey for the feedback, to include the voices that would want to participate. The question could be: What symbol represents you? Madison and Joylin will bring forward at their meeting.
- Kerri and Tara will send an email to the schools and confirm the time of ARC, Social Justice and Student Cabinet meetings and plan to attend a meeting to inform students of the project plan for creating a District Equity Symbol. The work plan document is only currently shared with the EDIAR group and would go to the clubs once the committee has given any feedback around the Work Plan.

2.6 Oral Report on EDIAR Initiatives from Student Representatives

**SMCSS**

- Multicultural club - student led April 2023, giving a voice to the voiceless
- World Map, completed last week and 210 students participated
- Video contest - we can share a message/story that Racism Hurts All
- Foods around the world started last week. Nutritional Management partnered and provided a variety of different lunch dishes to the students, chicken currie was an example.
- Listening Party held Wednesday October 23, - music from different cultures played. The club provided a bake sale at this time and raised \$200. The money raised will assist the cost to visit other elementary/secondary schools and advocate about multicultural clubs.
- Future plans: expand on listening parties, food fair, coffee house, cultural foods and open mike afternoon.
- Join with Stratford Secondary School to work together to present along with the Multicultural club.
- Reach out to the Stratford Multicultural Society to plan to have a day out with different food booths

**SACSS - no updates at this time**

2.7 LUSO report 2023-2024 - moved until next week.

**3. Information and Correspondence**

**4. Meetings and Events**

**4.1 Set Meeting Schedule for 2024 - 2025**

Kerri will send a google poll for dates that will work for everyone going forward

Motion to adjournment - Caroline Thuss

**7. Closing Prayer - Hail Mary**

**8. Adjournment 6:15 pm**

**Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Committee Meeting  
March 19 2025 – 4:30-6:00 p.m.**

## **Minutes**

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

**1.1. Attendance and Introductions**

Noted Above

**1.2. Approval of the Agenda**

Moved by:, Natanael Mateus-Ruiz

Seconded by: Majo Damas Ramirez

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

**Carried**

**1.3. Declaration of Interest**

**None**

**1.4. Approval of EDIAR Meeting Minutes**

Moved by: Natanael Mateus-Ruiz

Seconded by: Caroline Thuss

THAT the Huron-Perth Catholic District School Board approves the minutes of the EDIAR Meeting of October 30, 2024

**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

**2.2** Revising the EDIAR Action Plan Progress Discussion-Subcommittee

- Natanael, Tara, Caroline and Leire have met a few times, working on the Faith Foundations and Framework.
- Caroline will present the final documentation to the committee and if approved by the EDIAR committee it will be presented to the Trustee's at the June Board meeting.

**2.3** Equity Symbol Update and Discussion -Superintendent Boreham

- District Equity Symbol was brought to this committee from the Trustees
- The work plan was shared with students at SMCSS, information was gathered from the student body by a Google survey.

- Superintendent Boreham visited students at SACSS. Students asked questions: Eg. Where would this equity symbol be shown? Is it a flag?
- Feedback from students: the students from the ARC club and Student Cabinet did not want to participate in creating an equity symbol. They didn't understand the real purpose of the symbol. Students are concerned about creating something in the name of equity and then leaving someone out.
- Discussion took place that we do not want the work that SMCSS did with the google survey to be dismissed. What can we do with this information?
- Madison suggested - a guest speaker come in and present to the student body
  - maybe present - How to show equity?
- After discussion it was proposed and a motion was brought forward to not go through with the equity symbol, and communicate this to both secondary schools.
- EDIAR committee is committed to bring the equity action plan to the next meeting for discussion on what student representatives would like to see added, honouring student voice into the Equity Action Plan.

**2.3 Motion: To table the equity symbol until the student and community feel safe as a as a unit and not polarize the community.**

Moved by: Caroline Thuss

Seconded by: Natanael Mateus-Ruiz

All in favour:

**Carried**

**2.4 School Climate Survey Update (Verbal)-Superintendent Boreham**

- A survey will be distributed to all students in grade 4-12 this Spring 2025

**2.5 Oral Report on EDIAR Initiatives from Student Representatives**

- SMCSS
  - students participated in the LUSO video contest
  - members of the club want to host days to present cultural foods from different countries.
  - the students are looking for vendors to host a multicultural festival, plans are to host in the spring.
- SACSS
  - ARC members and [Julie Sawchuk](#), from Sawchuk Accessible Solutions, completed an accessibility consultation at St. Anne's Catholic Secondary School
  - Torin R. will share this report with Superintendent Boreham.

**2.6 Indigenous Education Update-Caroline**

- All grade 4 and 6 classes have gone to Listowel to visit the Tipi
- All grade 7 and 8 classes are going to Six Nations Reservation for a day of play
- Indigenous Collection Update:
  - Members of the Indigenous Education Team, Knowledge Carriers and the school librarian have spent months (January until mid-April) reviewing the collection of Indigenous Education resources that are available in the St. Michael's library. Some resources have been deemed best for use by teachers for led activities due to the nature of the content, and some resources that we now know are hurtful will no longer be in the collection. In consultation with the Indigenous Education Team, several new resources have been purchased for our libraries that will support student and staff learning for years to come.

**2.7 LUSO Update-Leroy Hibbert**

- Visiting majority of schools
- LUSO video contest “Racism Hurts ALL” - Submission from our schools, Holy Name of Mary, St. Marys, St. Joseph School, Stratford, St. Michael Catholic Secondary School and St. Anne' Catholic Secondary School.
  - showing a selection of videos the evening of March 20, 2025

**3. Information and Correspondence**

**4. Meetings and Events**

**4.1** Next Meeting - Wednesday, April 23, 2025 (4:30 pm-6 pm)

**7. Closing Prayer - Hail Mary**

**8. Adjournment 6:30 pm**

**Catholic Parent Involvement Committee Meeting #2**  
**Tuesday January 21, 2025 at 6:00 pm**  
[Google Meet Link](#)  
**Minutes**

Present:

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

CPIC Members: Shawn Terpstra, Amanda Linton, April Eilas, Lori Miller, Evan Brotherson, Jim Walsh, Melanie Levinson, Michelle McRobert, Brenda Roth, Sandra Murphy, Sherri Downey, Emily Leyser

Guests: Kaitie Westbrook

Regrets: Deanna Lowry, Kascha McLeod, Michelle Boisvert, Brianna Flynn, Amy Culliton, Tania deWeerd

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 – Shawn Terpstra, Chair

- Conflict of Interest  
No one declared a conflict of interest

1.4. Approval of the Agenda – Shawn Terpstra, Chair

Moved by: Amanda Linton

Seconded by: Brenda Roth

That the agenda be accepted as is.

Carried

1.5. Approval of the CPIC Meeting Minutes – October 29, 2024

Moved by: Amanda Linton

Seconded by: Evan Brotherson

That the Huron-Perth Catholic District School Board approves the meeting minutes of the Tuesday October 29, 2024 Catholic Parent Involvement Committee meeting.

Carried

**2. Reports and Discussion Items**

2.1. Board Report - Trustee Sue Muller

- Announced the New Director, Karen Tigani

## 2.2. Director's Report – Superintendent Boreham

- Secondary Exams-Friday, Jan 24, 2025-Thursday, Jan. 30, 2025
- PD Day-Friday, Jan. 31, 2025
- Elementary Report Card go home Friday, Feb. 14, 2025
- C3 Project Plan – Parent Education and Awareness Campaign
  - Maximum Project Funds: \$11,737.00

## 2.3 Mental Health Report/Caregiver Consultation - Kaitie Westbrook

[Mental Health And Wellness for HPCDSB Students](#)

## 2.4. Parent's Update – All

- Chair Shawn encouraged everyone to share their Pastoral Plan and asked, “How are your schools implementing this plan?”
- Amanda from St. Patrick's, Dublin and St. Columban shared that on Jan 21st would focus on Spirit Wear and school open house at the end of the year, hoping to discuss their pastoral plan at the CSAC meeting and ask to include more youth lead Masses.
- St. Boniface members shared they are using fundraising to upgrade soccer fields. St. Boniface CSAC has four meetings a year and asked the CPIC committee how often their CSAC meet.
- Lori Miller from St. Joseph's, Clinton shared that they had a fantastic Christmas lunch, students have been skating, and Ash Wednesday Mass will be held in Goderich. Asked Superintendent Boreham about class sizes and caps. Concerned that the Gr. 5/6 class has 32 students.
- Evan from Jeanne Sauve shared that their CSAC meeting is being held tomorrow. Their CSAC meets 4 to 5 times a year.
- James from St. Patrick's Kinkora reported having a successful Christmas concert/lunch. He shared that students in Gr. 7/8 were going to participate in a District Skills Competition and that students had participated in skating.
- Brenda from St. Anne's Catholic Secondary School shared that students had a drama and music Cabaret. No fundraising is happening as of yet. CSAC has started reaching out about Grad breakfast for June 26, 2025 - information has gone out to parents. Next CSAC meeting is Feb 6, 2025.
- Sandra from Sacred Heart, Wingham said CSAC meets four times a year and 4-5 people attend. They have tried fundraising, but the volunteers are busy, saving for playground equipment. Snow days have cancelled skating opportunities.
- Sherri from St., Mary's Listowel reported no fundraisers currently, Advent lunch and food drive were very successful.
- Emily from St. James discussed their Pastoral Plan to include youth led masses. Their CSAC will plan for five meetings this year and work with email communication between meetings. They hosted their first Christmas dinner. It was well received. Planning a Christmas charcuterie box fundraiser, students are going skating, and planning for the Spring Fling.
- Shawn shared that Holy Name of St. Mary worked on their Pastoral Plan with the Principal. Shawn encouraged the CPIC committee members to bring back the Pastoral Plan to their

CSAC meetings agenda. Holy Name of St. Mary's fundraising is planning the Warrior Will Fun Fair in June, which is Will's graduation year. The fundraiser has a \$50,000 goal, with donations going to the Kidney Foundation, Autism Canada, and St. Andre Bessette. Many activities planned for the students throughout the winter months.

### **3. Future Meetings and Events**

#### 3.1. Events and Resources

- Catholic Education Week - May 4-9, 2025
- CEW Mass - Monday, May 5, 5:00 pm, Dublin

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

- March 25, 2025 (virtual /hybrid)
- June 3, 2025 (in-person)

### **4. Closing Business**

4.1. Closing Prayer – Tara Boreham

4.2. Adjournment - 7:40 pm



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

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer  
Presented to: The Huron-Perth Catholic District School Board  
Date: May 5, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary

# FACILITY PROJECT APPROVALS (VARIOUS)

Public Session

## BACKGROUND

School Condition Improvement (SCI) funding is intended to help school boards address the identified renewal needs from the Ministry's School Condition Assessment Program. SCI funding is allocated in proportion to a school board's total assessed renewal needs. The School Condition Assessment Program was relaunched in 2023. Reports related to these recent assessments have not yet been received. The Board's 2024-25 allocation is \$2,642,821.00 and is based on the 2017 Ministry assessments. Projects funded under this program must support the overall objective of addressing facility renewal needs (either assessed needs or on a proactive basis). Due to the scope and size of SCI projects, they are usually completed during the summer months.

## DEVELOPMENT

The following facility capital projects are planned to begin during the 2024-25 school year. These projects will be funded through the SCI allocation.

### 1. St. Aloysius School - Roof Deck Replacement

An assessment of the sections of the roof that is reinforced autoclaved aerated concrete (RAAC) was conducted the fall of 2023. The management strategy was to plan for partial roof replacement and repairs in the 2024-25 school year. The south roof is being replaced, and repairs are being made on the east roof. POW Architecture was authorized to prepare a tender package for this project. The tender package was advertised in the Daily Commercial News.

The tender closed on April 1, 2025 at 2:00 p.m. A tender report from POW Architecture is attached. Four (4) prices were received. It is recommended that Accuratus Design & Build be awarded this contract in the amount of \$330,525.00 including HST. The roof deck replacement project will be completed during the summer months.

## **2. St. Mary's School, Goderich - South Wing HVAC Replacement**

The Ministry conducted facility assessments in 2017 and identified the need to replace 2 gas fired rooftop HVAC units over the south wing of the school. These units are original to the building addition and have passed their rated service life. DMDS Design Services was authorized to prepare a tender package for this project. The tender package was posted at the Construction Associations, and the tender package was made available to all interested Mechanical Contractors.

The tender closed on April 15, 2025 at 2:00 p.m. A tender report from DMDS Design Services is attached. Three (3) prices were received. It is recommended that Stratford Metal Product be awarded this contract in the amount of \$292,274.50 including HST. The rooftop unit replacement project will be completed during the summer months.

### **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board awards the St. Aloysius School roof deck replacement project to Accuratus Design & Build for a total amount of \$330,525.00 (including HST).

THAT the Huron-Perth Catholic District School Board awards the St. Mary's School, Goderich - South Wing HVAC Replacement project to Stratford Metal Product for a total amount of \$292,274.50 (including HST).

**ST. ALOYSIUS SCHOOL  
ROOF DECK REPLACEMENT**

**Project No.: 24-16-0001**

**TENDER REPORT**

Seven contractors with past experience completing projects for HPCDSB were invited to bid the work of this project. All seven received drawings and specifications, two withdrew prior to tender close and one was unresponsive. The following four prices were received. All prices are HST inclusive.

Accuratus Design & Build	\$330,525.00
Elgin Contracting and Restoration Ltd.	\$403,410.00
Feltz Design Build Ltd.	\$351,007.22
N1 Construction Ltd.	\$339,000.00

Accuratus Design & Build has successfully completed projects for the Board and this office. We therefore recommend that the Board award this contract to Accuratus Design & Build, for the Base Bid in the amount of \$330,525.00 including HST.

Respectfully submitted,

POW ARCHITECTURE INC.



Sabrina Vastag  
OAA, MRAIC, B.Arch Sci., M.Arch.  
Principal Architect

April 15, 2025

TO  
Huron Perth Catholic District School Board  
Mr. Pat Varallo  
Manager, Facilities Services

**St. Mary's CES South Wing HVAC (#00925)  
Tender Report**

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Mr. Varallo,

This letter serves to summarize the process for the aforementioned project.

**Background**

As part of the ongoing facilities upgrades for the Huron Perth Catholic District School Board (HPCDSB), DMDS Limited was retained to prepare drawings and specifications suitable for tender for the subject project.

**Scope Summary**

The design mandate was to remove and replace the three existing gas fired, DX cooling rooftop units and their associated controls serving the South Wing, along with the indoor heat recovery units. These units are original to the building addition and have passed their rated service life. Repair and service requirements of these units have become more frequent and costly.

**Preparations and Procedures**

The tender package was posted at the Construction Associations, and the tender package was made available to all interested Mechanical Contractors.

**Submissions**

The following table summarizes the results that were received prior to the specified closing time:

<b>Contractor</b>	<b>Contract Price</b>	<b>HST</b>
Sepoy Trade Solution	\$310,500.00	\$40,365.00
Culliton Incorporated	\$287,600.00	\$27,388.00
Stratford Metal Products Limited	\$258,650.00	\$33,624.50

**Completeness and Arithmetic**

The bidders were required to submit a bid package which included the 00300 Tender form, Tender Deposit (certified cheque / bank draft or bid bond), agreement to bond and proof of insurance. Each bid package received included the requested information.

**Qualifications or Conditions**

None Observed.

The submission from Stratford Metal Products was in order.

**Recommendations / Conclusions**

It is our experience that Stratford Metal Products have successfully completed projects for the HPCDSB. We therefore recommend that the HPCDSB award this contract to Stratford Metal Products Limited for the total amount of **\$292,274.50** (Contract Price + HST).

If you have questions or require any additional information, please do not hesitate to contact our office.

Sincerely,



Jozsef Meszaros  
DMDS Ltd.



## 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: May 5, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary

# SUN SAFETY

Public Session

## BACKGROUND

The Huron-Perth Catholic District School Board is committed to fostering a sun-safe environment that prioritizes the health and well-being of students and staff. Recognizing that the responsibility for protecting individuals from harmful ultraviolet (UV) radiation is shared among staff, parents/guardians, and the broader Catholic school community. The Board is dedicated to implementing UV protection strategies and promoting sun safety awareness throughout the school system.

## DEVELOPMENTS

The development of the Sun Safety Policy was a collaborative effort between the Huron-Perth Catholic District School Board and the Huron Perth Public Health Unit, ensuring alignment with current research and recognized best practices. This partnership resulted in the creation of comprehensive Sun Safety Guidelines designed to provide schools with clear, evidence-based strategies for reducing UV exposure during the school day and related outdoor activities. The guidelines not only establish practical measures for sun protection but also emphasize the importance of integrating sun safety and skin cancer awareness into the Catholic school curriculum. Implementation of the guidelines is overseen by school principals, who are responsible for ensuring that staff, students, and parents/guardians are informed and supported in adopting sun-safe practices. This collaborative and educational approach reflects the Board's commitment to creating a safe and healthy environment for all members of the school community. 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 Sun Safety policy for information.



# HURON-PERTH CATHOLIC

## District School Board

### Sun Safety

Adopted:	March 29, 2005	Policy #:	P 2.1.22.
Revised:	October 22, 2018	Policy Category:	School Operations

#### BELIEF STATEMENT:

The Huron-Perth Catholic District School Board is committed to fostering a sun-safe environment that prioritizes the health and well-being of students and staff. Recognizing the shared responsibility of the Catholic school community, the Board will implement UV protection strategies and promote sun safety awareness.

#### POLICY STATEMENT:

The Huron-Perth Catholic District School Board recognizes that staff, parents/guardians and other members of the Catholic school community share the responsibility for establishing an environment that minimizes the danger of Ultraviolet (UV) radiation exposure.

In recognition of its own responsibility for creating a sun safe environment in the interest of student and staff health and welfare, the Board shall strive to implement UV protection strategies that will assist in reducing exposure to the harmful UV radiation from the sun during the regular school day and related outdoor school activities.

The Board shall also strive to incorporate sun protection and skin cancer awareness programs into the appropriate areas of the Catholic school curriculum.

#### PROCEDURE:

The Board has created Sun Safety Guidelines based on current evidence and best practices, which outlines corresponding sun protection practices and strategies for implementing these practices. The Board has collaborated with the Huron-Perth Public Health Unit to ensure guidelines align with current research on Sun Safety.

The Board, in collaboration with the Huron-Perth Public Health Unit, has developed Sun Safety Guidelines informed by current research and best practices. These guidelines outline effective sun protection strategies and provide practical measures to reduce UV exposure, ensuring a safe and healthy environment for students and staff.

School principals shall administer and implement the Sun Safety Guidelines within their Catholic schools and inform all parents/guardians of the strategies outlined in the Guidelines.



HURON-PERTH CATHOLIC  
District School Board

**P 2.1.22. SUN SAFETY**

**A PLANNING GUIDE FOR**

**IMPLEMENTING SUN**

**PROTECTION STRATEGIES**

*Reviewed August 2018 Reviewed April 2025*

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## DUTY OF CARE FOR STUDENTS

In general, duty of care refers to the need to protect students against foreseeable harm. Sunburn is a foreseeable outcome of exposure to the sun and there is now considerable evidence linking exposure to UV radiation, particularly during childhood and adolescence, to the development of skin cancer.

Any activity that involves students being outdoors for any period of time should be seen as potentially placing them at risk of sunburn, skin cancer and other skin damage. It should also be remembered that skin damage may occur without any sign of sunburn.

### Goals

- To increase student, teacher and community awareness of skin cancer and other skin damage caused by UV radiation.
- To assist students to develop strategies that protect their skin from UV radiation.
- To encourage all members of the school community to protect their skin from UV radiation at all times, particularly at high-risk times such as lunchtimes, sporting events, and outdoor excursions.
- To ensure that parents/guardians are informed of the School Board's Sun Safety Policy and Procedural Document.
- To work towards a school environment that supports sun protective practices for students and staff.
- To assist teachers and staff to recognize the symptoms of heat-related illness and how to treat it.
- To increase preventative measures taken to reduce the risk of developing a heat-related illness.

### Background

Skin cancer is the most common type of cancer in Canada. –In 2015, more than 80,000 Canadians were diagnosed with skin cancer, a preventable disease<sup>1</sup>. This epidemic shows no signs of slowing down and the number of people affected continues to climb every year. While the cause of many cancers remains unknown, the reason for this most common cancer is too many sunburns and too much sun exposure over many years.

One in six children born today will develop a form of skin cancer during his or her lifetime<sup>2</sup>. A significant part of a person's lifetime exposure to UV comes before the age of 18, therefore, protecting our children from the sun will go a long way in helping to prevent skin cancer later on in their lives. Youth that experience five or more severe sunburns have twice the risk of developing melanoma compared to those that experience fewer sunburns.<sup>3</sup> Studies indicate that protection from ultraviolet (UV) radiation during childhood and adolescence reduces the risk for skin cancer, supporting the need to protect young people from the sun beginning at an early age. **In Canada, 1/3 of all new cases of cancer are skin cancers. This rate continues to rise.**



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<sup>1</sup> <https://www.uvontario.ca/skin-cancer-in-canada>  
<https://www.canada.ca/en/public-health/services/sun-safety/skin-cancer.html>

<sup>2</sup>

Schools have the potential to reduce students' exposure to UV radiation and future risk of developing skin cancer because:

- Students are at school and often outside during the high-risk period, between 11:00 a.m. and 3:00 p.m., five days a week.
- The crucial period for sustaining damaging levels of UV radiation occurs during the child's school years.
- Schools, in partnership with families and their communities, can play a significant role in reducing exposure to UV radiation and changing behaviour through policy, education and role modeling.

School staff can play a major role in protecting children and adolescents from UV radiation and the future development of skin cancer by instituting policies, changes to the school environment, and educational programs that can reduce skin cancer risks among young people. Schools and the community can work together to develop plans that are relevant and achievable.

### **CANADIAN SUN SAFETY GUIDELINES<sup>3</sup>**

- **Check UV Index** daily. When the UV Index reaches 3 or more, you need to be extra careful to protect your skin. In general, the UV Index in Canada can be 3 or more from 11:00 a.m. to 3:00 p.m. between April and September, even when it's cloudy.
- **Ideally sunscreen should be applied at least 15 minutes prior to going outside.**
- **Seek shade** or bring your own.
- **Cover up** as much of your skin as you can with tightly woven or UV-protective labelled clothing. Clothes provide better protection than sunscreen.
- Wear a **wide brimmed hat** that covers your head, face, ears, and neck.
- Wear **close fitting sunglasses** with UVA and UVB protection in a wraparound style. The label might have UV 400 or 100% UV protection on it.
- Apply broad spectrum sunscreen with **at least SPF 30** properly. Use a lip balm with SPF and reapply when needed.
- **Don't use indoor tanning.** Tanning beds and sun lamps release UV rays that can damage skin, cause sunburn and increase the risk of skin cancer.

Check the following site for your local UV index  
[Canadian Daily UV Index Forecast - Environment Canada](#)

### **HEAT ILLNESS PREVENTION**

High temperatures and vigorous physical activity on a hot day can make you sick. There are measures that can be taken to prevent heat-related illnesses and keep students safe.

#### **Hydrate**

- Have cool liquids, especially water, available whenever needed.
- Encourage water breaks even if the students are not thirsty, dehydration can start before thirst symptoms start.

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<sup>3</sup>[Sunscreens - Canada.ca](#)

## **Clothing**

- Wear light colours.
- Make sure clothing is loose-fitting, breathable fabric.

## **Environment**

- Schedule outdoor activities in the morning or late afternoon when it is cooler.
- Be mindful of temperature and humidex.
- Take regular breaks if you are being active outside.
- Plan outdoor activities to be in a shady area.

## **RESPONSIBILITIES OF BOARD, PRINCIPALS, TEACHERS, AND PARENTS/ GUARDIANS**

### **Responsibilities of the School Board**

- Review policy in the policy review cycle.
- Encourage staff to be role models for sun safety. Wear a broad brimmed hat, other sun protective clothing and sunscreen whenever outdoors.
- ~~Encourage schools to take advantage of educational materials on sun safety and to participate in the Sun Safety educational information sessions, held by the Health Units.~~
- Ensure sun safety precaution language is included in applicable forms (e.g., Permission/ Acknowledgement for Educational Excursions and Athletic/Co-curricular Participation)
- Use Sun Safe Resources and materials to educate students about sun safety:  
<https://cancer.ca/en/cancer-information/reduce-your-risk/be-sun-safe>

### **Responsibilities of the School Principal**

- Review the Sun Safety Procedural Document with school staff at the beginning of each school year and in the early spring.
- Inform the School Advisory Council of the Sun Safety Procedural Document.
- Actively promote sun protection in the school newsletters, at assemblies, school council meetings and staff meetings.
- On outdoor excursion permission forms that are sent home to parents/guardians, ask that parents/guardians supply their children with suitable clothing, hats and sunscreen, as per policy 3E:4, Educational Field Trips.
- Ensure sun protection strategies are incorporated into outdoor events. Consider avoiding peak UV radiation periods, wear a hat and sunscreen, and seek or provide shade when possible.
- When the UV index is 8 or higher, take full precautions and seek shade when outside, limiting direct sun exposure between 11:00 a.m. and 3:00 p.m.
- Encourage staff members to act as role models by wearing appropriate hats and clothing outdoors, using sunscreen with SPF 30 or higher, and seeking shade whenever possible.
- Encourage the school to work towards increasing and/or maintaining shade on its grounds.

### **Responsibilities of Teachers**

- Incorporate sun protection and skin cancer prevention material into appropriate areas of the school curriculum.
- Actively promote sun protection prior to and during outdoor activities, sports and excursions.

- Encourage students to wear a hat that protects their face, neck, and ears whenever they are outside.
- Encourage students to reapply sunscreen 15 minutes prior to outdoor activities.
- Encourage hydration before and during physical activity.
- Monitor outdoor temperatures and humidity. Reduce intensity of physical activity when temperatures are high.
- Become familiar with the signs and symptoms of heat-related illness.

### **Responsibilities of Parents/Guardians**

- Ensure your child comes to school wearing sunscreen SPF 30 or higher when the UV Index is 3 or higher.
- Provide your child with sunscreen of SPF 30 or higher for re-application while at school or during school related activities. Ensure that your child comes to school with sun protective clothing.
- Provide children with reusable water bottles to encourage hydration.

### **ALL-DAY EVENTS**

Severe sunburn is likely when students are outside for long periods of time. The risk of skin damage on sports days and all-day excursions is high. Planning for outdoor events should incorporate a range of sun protection strategies that operate throughout the day. Consider the following strategies:

#### **Prior to the event:**

- Visit the venue to work out how much shade will be required.
- ~~Organize portable shade structures – some cancer organizations and local agencies hire or lend tents. (A canopy is available through the Perth District health Unit, call 271-7600.)~~
- Consider sharing the purchase of portable shade structures with neighbouring schools.
- Work out the best way to structure the day to maximize shade.
- Inform students, parents, and staff that sun protection will be a priority and outline strategies to be undertaken.
- Encourage spectators to bring umbrellas to supplement planned shade.
- Recommend that broad-brimmed hats and long-sleeved clothing be worn by all spectators and participants when not competing.
- Promote a hat competition as part of the sports day.
- Promote the sun protection message in all printed information about the day.

#### **On the day:**

- Provide enough shade for spectators.
- Ensure shade is available where food and drinks are provided.
- Provide shade for the competitors at the marshalling areas.
- Provide shade for all officials where possible.
- Encourage students, staff, and parents to wear clothing that covers most of their skin **and wear a hat and sunglasses.**
- Consider including creative events to reinforce the sun protection message.
- Give regular reminders about sun protection and reapplication of sunscreen.

## **ORGANIZATION OF OUTDOOR LESSONS AND BREAKS**

UV radiation peaks during the two hours either side of when the sun is directly overhead. About sixty per cent of the day's UV occurs during this time. To reduce student and staff exposure to UV, review timetables to minimize time spent outdoors during peak UV periods.

## **SUN PROTECTIVE MEASURES**

### **Shade**

Shade is the key element of a school's UV risk reduction strategy. The school development plan should aim to increase the amount of shade available in the school. Consult with Senior Administrators and School Council to develop long-term shade strategies for the school grounds, such as the School Ground Greening Project which includes planting trees which provide shade. Consider temporary shade structures as a short-term measure.

It is recommended that existing shade is assessed before planning additional shade and that a list of priorities be developed. Shade should be established in high-risk areas first. Shade should also be considered in the planning of outdoor events, whether held on the school grounds or at external venues.

### **Shade priority**

Shade is required for outdoor areas where members of your school community congregate, but some areas will have a higher priority than others. You should focus on:

- Areas where outdoor activities are likely to occur or that students use during breaks between 11:00 a.m. and 3:00 p.m.
- Where outdoor activities occur and/or where people are likely to be watching outdoor activities for more than 10 minutes.

### **Assessing your shade**

Using a site plan, mark where shade is available at peak UV times and mark areas where students congregate. Then compare the two. On the basis of this comparison, develop a list of priorities for change.

### **Some strategies for increasing shade at your school should include:**

- Maximize existing shade.
- Plant trees in clusters to increase the shade area.
- Move seats and tables to areas of shade.
- Erect portable shelters in exposed areas.
- Rent shade structures for large outdoor events.

Check out the following website for more information on adding shade to your schools

<https://www.ontarioecoschools.org/document/school-ground-greening-designing-shade-energy-conservation/>

<https://ecoschools.ca/2015/01/01/create-shade>

### **Clothing**

Ideally, sun protective clothing should cover as much skin as possible. The amount of protection provided by clothing is influenced by fabric characteristics and garment design and fit. A closely

woven fabric provides the best protection. Dark colours block more UV and hence give more protection than light colours, however they may be hotter to wear.

Loose clothing is cooler and if a fabric is stretched it may provide less protection. Collars help to protect the neck. Shirts with longer sleeves and longer shorts provide better protection for the limbs.

### **Hats**

A broad-brimmed hat offers the best that covers the head, ears, face, and neck. Baseball caps are not recommended as they do not offer adequate protection to the back of the neck and ears.

### **Sunglasses**

Like skin, eyes can be damaged by UV. When worn with a broad-brimmed hat, sunglasses can reduce the amount of UV reaching the eyes by up to 98 per cent (compared with a reduction of about 50 per cent for sunglasses alone).

### **Sunscreen**

A sunscreen works by reducing the amount of UV reaching exposed skin. This means that sunscreen does not totally block UV from reaching the skin. No sunscreen gives complete protection, so it must be used in combination with other sun protection strategies. Sunscreen should never be used to deliberately increase the time spent in the sun. The sun does not need to feel hot to damage skin and eyes. The damage is caused by UV, which is not seen or felt.

### **Labelling of sunscreen**

Sun Protection Factor (SPF) is a measure of the level of protection a sunscreen provides against sunburn. The higher the SPF, the more protection a sunscreen provides. A sunscreen product can only be labeled with an SPF number when it complies with the Canadian standard. The use of sunscreen with SPF 30 or higher is recommended.

Broad spectrum means the sunscreen provides protection against the two types of UV that reach the earth's surface (UVA and UVB).

### **Applying sunscreen correctly**

Where possible, allow students to apply sunscreen at least 15 minutes before going outside. Sunscreen must be applied correctly to be effective.

- Apply to clean, dry skin. Leave a film of sunscreen on the skins – it should not be rubbed in completely.
- Apply evenly and generously.
- Reapply every two hours – more often if the skin is wiped, washed, or sweaty.
- *Always* use sunscreen in combination with other sun protective strategies.

### **Additional considerations**

- Always test for an allergic reaction when first using sunscreen. Apply a small amount on your inner forearm for 2-3 days consecutively. Check for adverse reactions.
- If applying more than one substance (e.g., insect repellent) on your skin, always put the sunscreen products on first and wait 30 minutes after applying. Then apply the second substance. Combination sunscreen/insect repellent products are not recommended.

## CURRICULUM ACTIVITIES

It is important that environmental and behavioural elements of the UV risk reduction policy are supported through curriculum programs. Students should not only understand how and why they need to protect their skin, but also have the opportunity to explore related issues, such as self-image and peer pressure, which influence decision-making in relation to exposure to UV radiation.

The activities listed below are starting points – ideas that can be developed further and adapted according to objectives, time available, student interests and abilities – rather than comprehensive lesson plans. They are arranged under headings according to specific objectives (some may achieve more than one objective, depending on how they are developed by the teacher).

Contact [Huron Perth Public Health \(1-888-221-2133\)](tel:1-888-221-2133) ~~your local health unit~~ for more information and resources related to sun safety.

### **Raise student awareness about UV risk at school and elsewhere**

- Conduct an individual UV risk assessment – students records their own activities over a typical week; assesses when and where they are at risk; the kinds of activities they are involved in at the time; current risk reduction strategies (if any); and possible risk-reduction strategies, either that they could implement personally or that could be implemented by the school, or both. Note that risk levels would change according to time of year/day. Begin by brainstorming a list of factors that might contribute to UV risk level, for example, presence of shade and reflective surfaces, time of day, clothing worn during activity, etc., and discuss how these factors are likely to affect risk. This activity could be repeated for weekend activities, for example, students monitor their UV risk over a typical weekend or weekend day.
- On the basis of the risk assessment, discuss issues relating to UV risk reduction in different situations, for example, whose responsibility is to implement the various strategies. Which factors influence their decisions to protect/not protect themselves from the sun? Do these factors vary according to different circumstances? What information/factors would influence them to behave differently if they are currently not protecting themselves adequately?
- Develop a sun protection plan for particular outdoor events. This may include making suggestions about timing of activities, appropriate dress, temporary shade and strategies to encourage spectators to be protected from the sun.
- Develop a UV risk reduction plan for a favourite recreational activity. This could be an activity that students participate in, for example, if they are members of clubs involved in outdoor activities, or for activities in which they would like to participate. The plan might also be for a specific event that students might be involved in outside school. Again, the proposed strategies should be realistic and practical, but also encourage students to be as creative as possible.
- Develop a quiz for other members of the school community, for example, parents and younger students, to assess their knowledge about an aspect(s) of UV risk reduction. It should include correct answers and an appropriate scoring system.
- Design a game to teach younger students about sun safety. The activities should be appropriate to the age of students for whom the game is designed, but encourage students to make it as interesting and challenging as possible.
- ~~Have students use UV beads to test the UV in different environments. Inside the classroom, inside through the window, outside in the sun, outside in the shade, under~~

~~clothing, and over clothing. UV beads may be available through your local health unit or ordered at:  
<http://www.cancer.ca/en/prevention-and-screening/reduce-cancer-risk/get-involved-on/su/nsense/?region=on>~~

### **Raise the awareness of the wider school community about UV risk reduction**

- Develop an education campaign about one or more relevant issues. This might be a general education campaign, or focus on a specific aspect of UV risk or skin protection, for example:
  - The nature of UV, peak times, the fact that it can't be seen or felt, it is not related to temperature, effect of UV on the skin, etc. and the implications of this for risk reduction strategies.
  - Appropriate use of sunscreen. This should include correct application and reapplication, meaning of terms such as SPF, broad spectrum and water-resistant and the appropriate role of sunscreen in reducing risk of overexposure to UV.
  - Skin cancer and other damage resulting from exposure to UV, for example: why and how UV causes this damage, statistics, types of skin cancer and other damage.
  - The importance of early detection – how to check the skin and what to look for, what to do if concerned about a spot, etc.

Education campaigns may incorporate one or more posters, releases for the school newsletter, a presentation for other students or staff, etc. The campaign may be developed as part of health, art, science, etc.

### **Assess and improve the availability of attractive shaded areas within the school grounds**

- Conduct observational studies of the areas in which students congregate at peak UV periods, particularly lunchtime. Students would need to draw a map of the school grounds, and consider questions such as how many students use shade, which shaded areas are more/least used, what students who are out in the sun are doing, etc. These studies would need to be repeated at different times during the lunch break and on different days.
- Survey the student population in relation to current shade availability and possible improvements, for example: Do they use current shaded areas? Why/not? Where do they believe new shaded areas should be created? What kinds of areas should they be?
- Develop proposals for shaded areas according to usage patterns identified by the observational study. Students may also be able to design shade appropriate for the area.

### **Encourage responsible decision making by students about personal strategies to reduce their risk of excessive UV risk**

- Students role play, in pairs, one of the following roles (then swap and play the other).  
*Person A:* Invite your friend to the beach, or pool to see who is there and work on his/her tan.  
*Person B:* You are new to the area and want to meet more people your age. You have skin that burns easily and have doubts about accepting your friend's invitation.

As a class, discuss how students felt in each of the two roles. Questions for discussion might include:

- Were you able to resist your friend's invitation, and if so, how did you feel?

- What tactics did your friend use to attempt to persuade you, and how did those tactics make you feel?
- What are the reasons for and against accepting the invitation? Which reasons are most important? Why? Would those reasons always be the most important?
- How did you feel while you were trying to persuade your friend to accept the invitation? What could you do to help your friend meet people without placing them in this position?
- What strategies could be used by Person B to make friends without compromising his/her health?
- Create and conduct role plays like the one above, but using different scenarios related to UV risk reduction, for example, in relation to hat wearing and sunscreen use and avoiding being in the sun during the peak UV periods.
- Ask students to brainstorm as many behaviours as they can that reduce the risk of skin damage due to sun exposure.
  - Allocate each behaviour to small groups (about two to three students), and ask each group to discuss and list factors that make the behaviour easier and more difficult.
  - Ask the groups to develop at least one strategy to address each of the factors that make that behaviour more difficult.
  - As a class, discuss these strategies – which are most likely to be effective? Which strategies would students use? What are the main reasons that they would continue to behave in a way that increased their risk of sunburn despite knowing the risk?
- Develop a series of Dear Doctor (or similar) letters describing scenarios relating to sun protection, and ask students to develop responses. Scenarios could include my friend thinks I look better with a tan; I know I should wear a hat but my friends give me a hard time when I do; Our sports events are always scheduled for the middle of the day and I burn easily; Our playground has no shade. Alternatively, students can develop their own scenario and swap them with a partner – then respond to the scenario developed by their partner.

**Encourage students to be ~~proactive~~pre-active in identifying sources of UV risk and in developing strategies, both personal and more broadly, to reduce risk:**

Students choose a local facility at which outdoor activities are conducted, and:

- Make an assessment of when and under what circumstances users of that facility are at risk of excessive exposure to UV radiation.
- Develop some strategies to reduce UV risk for users that could be implemented by the management of the facility.
- Develop some recommendations for strategies that could be employed by users of the facility.

This might involve finding out who uses the facility and when, and visits to the facility at different times to assess shade availability. It could be done in small groups, with different groups allocated a different user group to consider.

**ADDITIONAL RESOURCES AND INFORMATION**

**SunSense: Canadian Cancer Society:**

- Videos
- Certification Guide
- Teaching Guide Grades 1-2

- Teaching Guide Grades 4-6
- Letter to Parents
- On-demand Webinar for Educators
- Fact Sheet
- Parent Information Card
- Policy Guide
- Activity Sheets
- Poster
- UV Bracelets
- Fortune Teller

#### Information sheets:

- ~~Sunscreen [Perth District Health Unit]~~
- <https://www.canada.ca/en/health-canada/services/sun-safety/sunscreens.html>
- Sun safety [Health Canada]
- Sun safety tips for parents [Health Canada]

#### DEFINITIONS:

##### High-Risk Period

The sun's UV rays are strongest between 11 a.m. and 3 p.m. Whenever possible, limit exposure to the sun during these hours.

##### Shade

- Natural: Trees and hedges, shade from buildings.
- Stand-alone structures: Such as tarpaulins and canopies can be used. Gazebos are a permanent structure that can also provide shade.

##### Skin Cancer

A tumour arising in the skin that is caused by uncontrolled cell division, classified as either melanoma and non-melanoma skin cancers (basal and squamous cell carcinoma).

- Malignant melanoma (melanoma)
  - Malignant cancer of melanocytes (cells in the upper skin layer that produces the pigment melanin). It usually has an irregular outline and patchy colouring. This is the rarest, but most dangerous type of skin cancer that often spreads to other organs.
- Squamous cell carcinoma (SCC)
  - A scaly or plate-like malignant tumour of the skin that sometimes spreads to other organs. It is the second most common form of skin cancer.
  - **Actinic Keratosis is thought to be a precursor to SCC.**
- Basal cell carcinoma (BCC)
  - The most common type of skin cancer, which originates from basal cells in the skin. It usually appears as a red lump or scaly area and rarely spreads to other organs.

##### Sun Protective Clothing

A hat with a wide enough brim to offer good sun protection for eyes, ears, face and the back of your neck. Sunglasses that provide 99% to 100% UVA and UVB protection will greatly reduce eye damage from sun exposure. Tightly woven, loose-fitting clothes will provide additional protection from the sun.

### **Sun Protection Factor (SPF)**

A laboratory measure that grades how much UV a sunscreen can block. Liberally apply a broad spectrum (UVA and UVB protection) sunscreen of at least SPF 30 or higher, 15 to 30 minutes before going outside. Reapply every two hours, especially after vigorous activity or sweating. Don't forget to use an SPF 30 or higher lip balm.

### **Ultraviolet (UV) Radiation**

Part of the solar emissions that include light, heat, and UV radiation. The UV region covers the wavelength range 100-400 nm and is divided into three bands: UVA, UVB, and UVC. All three bands are classified as a probable human carcinogen.

### **UV Index**

The UV index is a measure of the strength of the sun's ultraviolet (UV) rays. UV rays can cause sunburns, eye cataracts, skin aging and skin cancer. The higher the UV Index number, the stronger the sun's rays, and the greater the need to take precautions to protect your skin.

#### **What does UV Index mean?**

<b>UV Index</b>	<b>Category</b>	<b>Sun Protection Actions</b>
0 - 2	Low	Minimal protection for normal activity
3 - 5	Moderate	Cover up. Wear a hat, sunglasses, sunscreen if outside for 30 min.
6 - 7	High	Protection required. Reduce time in sun between 11a.m. and 3 p.m.
8 - 10	Very High	Take full precautions and avoid sun between 11a.m. and 3 p.m.
11+	Extreme	Take full precautions and avoid sun between 11a.m. and 3 p.m.

Proper sun protection includes wearing a broad-brimmed hat, a shirt with long sleeves and wrap-around sunglasses or ones with side shields. Choose sunscreen with 30+ SPF (sun protection factor) that offers protection against both UVA and UVB rays. Apply generously before going outside and reapply often, especially after swimming or exercise.

Check the following site for your local UV index  
[Canadian Daily UV Index Forecast - Environment Canada](#)



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

Prepared by: Angela Hodgson, Executive Manager of Employee Relations  
Presented to: The Huron-Perth Catholic District School Board  
Date: May 5, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary

### **P 3.4.12 WORKPLACE HARASSMENT**

Public Session

#### **BACKGROUND**

In accordance with the Ontario Health and Safety Act (OHSA) and the Ministry of Labour order dated September 5, 2024 the Board has revised the Workplace Harassment policy. In Ontario, workplace harassment policies are governed by the Occupational Health and Safety Act (OHSA) and the Ontario Human Rights Code. Employers are required to create and annually review a workplace harassment policy, which must be communicated to employees and posted in a conspicuous location. This revised Workplace Harassment policy outlines the definition of workplace harassment, how to report an allegation of workplace harassment, and the investigation steps inclusive of a report.

#### **DEVELOPMENTS**

The new policy has been vetted through the Executive Council, the Board's Joint Health and Safety Committee, and the Manager of Facilities.

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

#### **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board approves policy P3.4.12 Workplace Harassment.



# HURON-PERTH CATHOLIC

District School Board

## Workplace Harassment Policy

<b>Adopted:</b>	<b>August 24, 1998</b>	<b>Policy #:</b>	<b>P 3.4.12.</b>
<b>Revised:</b>	<del>January 20, 2025</del> <del>April 29, 2025</del> <b>April 29, 2025.</b>	<b>Policy Category:</b>	<b>Human Resources</b>

### **BELIEF STATEMENT:**

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

### **POLICY STATEMENT:**

The Board is committed to providing a work and learning environment in which all persons are treated with respect and dignity. Workplace harassment will not be tolerated from any person in the workplace; including workers, students, trustees, visitors, teacher candidates, permit holders, contractors as well as any other third party engaged in any school-related activities or in the performance of any work or work-related functions.

In accordance with the *Ontario Human Rights Code* and the *Occupational Health and Safety Act*, the Board has established the following procedures.

### **PROCEDURES:**

Where a student is allegedly harassed by an adult, the Principal should alert the police and the appropriate Children's Aid Society if the student is under sixteen (16) years of age, and the parents if the student is under eighteen (18) years of age. Where a victim is allegedly harassed by a student, Board Policy Student Discipline and Safety will be followed. Students who have been found to have violated this policy ~~will~~ ~~may~~ **may** be disciplined up to and including expulsion in accordance with the Board Policy Student Behaviour Discipline and Safety.

Workers are encouraged to report any incidents of workplace harassment to the appropriate person. Reasonable action taken by the Board or supervisor relating to the management and direction of workers or the workplace is not workplace harassment.

Management will investigate and deal with all complaints or incidents of workplace harassment in a fair, respectful and timely manner. Information provided about an incident or about a complaint will not be disclosed except as necessary to adhere to this policy. Workers are not to be penalized or disciplined for reporting an incident or participating in an investigation involving workplace harassment.

Harassment does not include reasonable action or conduct by a union representative that comprises part of his or her functions on behalf of the union.

If an employee needs further assistance, he or she may contact Human Resources, the Joint Health and Safety Committee or health and safety representative, and/or a union representative.

The Board shall train on the contents of the workplace harassment policy and program.

This policy shall be reviewed as necessary, but at a minimum once annually by the Executive Manager of Employee Relations and the Joint Occupational Health and Safety Committee.

## **Workplace Harassment Program**

The workplace harassment program applies to all workers including managers, supervisors, temporary employees, students, volunteers and subcontractors.

### **1. Reporting Workplace Harassment**

Workers can report incidents or complaints of workplace harassment verbally or in writing to their immediate supervisor. When submitting a written complaint, please use the workplace harassment complaint form (Appendix A). When reporting verbally, the reporting contact, along with the worker complaining of harassment, will fill out the complaint form.

The report of the incident should include the following information:

- (i) Name(s) of the complainant(s) and contact information
- (ii) Name of the alleged harasser(s), position and contact information (if known)
- (iii) Names of the witness(es) (if any) or other person(s) with relevant information to provide about the incident (if any) and contact information (if known)
- (iv) Details of what happened including date(s), frequency and location(s) of the alleged incident(s). Include any supporting documents the worker who complains of harassment may have in his or her possession that are relevant to the complaint. In addition, list any documents a witness, another person or the alleged harasser may have in their possession that are relevant to the complaint.

An incident or complaint of workplace harassment should be reported as soon as possible after experiencing or witnessing an incident. This allows the incident to be investigated in a timely manner.

~~Report a workplace harassment incident or complaint to the Executive Manager of Employee Relations if~~ If the worker's supervisor or reporting contact is the person engaging in workplace harassment, contact the applicable Superintendent ~~and report a workplace harassment incident or complaint to the Executive Manager of Employee Relations.~~

and report a workplace harassment incident or complaint to the Executive Manager of Employee Relations.

The Executive Manager of Employee Relations shall be notified of the workplace harassment incident ~~of or or~~ complaint so that they can ensure an investigation is conducted that is appropriate in the circumstances. If the incident or complaint involves one (1) or more senior executive(s), an external person qualified to conduct a workplace harassment investigation who has the knowledge of the relevant workplace harassment laws will be retained to conduct the investigation.

All incidents or complaints of workplace harassment shall be kept confidential except to the extent necessary to protect workers, to investigate the complaint or incident, to take corrective action or otherwise as required by law.

## 2. Investigation

### a. Commitment to Investigate

The Board will ensure that an investigation appropriate in the circumstances is conducted when the Board, human resources, a Principal, a Vice Principal, a Manager or supervisor becomes aware of an incident of workplace harassment or receives a complaint of workplace harassment.

### b. Who Will Investigate

The Executive Manager of Employee Relations will determine who will conduct the investigation into the incident or complaint of workplace harassment. If the allegations of workplace harassment involve senior leadership, the Board will refer the investigation to an external investigator to conduct an impartial investigation.

### c. Timing of the Investigation

The investigation must be completed in a timely manner, within ninety (90) days or less unless there are extenuating circumstances (i.e. illness, complex investigation) warranting a longer investigation.

### d. Investigation Process

The person conducting the investigation, whether internal or external to the Board will, at minimum complete the following:

- i) The investigator must ensure the investigation is kept confidential and identifying information is not disclosed unless necessary to conduct the investigation. ~~Information can be disclosed if necessary to protect workers, take corrective action, or otherwise as required by law.~~—Information can be disclosed if necessary to protect workers, take corrective action, or otherwise as required by law. The investigator should remind the parties of this confidentiality obligation at the beginning of the investigation.
- ii) The investigator must thoroughly interview the worker who allegedly experienced the workplace harassment and the alleged harasser(s), if the alleged harasser is a worker of the Board. If the alleged harasser is not a worker of the Board, the investigator should make reasonable efforts to interview the alleged harasser.
- iii) The alleged harasser(s) must be given the opportunity to respond to the specific allegations raised by the worker. In some circumstances, the worker who allegedly experienced workplace harassment should be given a reasonable opportunity to reply. The investigator will inform the alleged harasser of their ability to have a union representative (if applicable) or an alternative representative (if the worker not represented by a union) present at any or all meetings.
- iv) The investigator must interview any relevant witnesses employed by the Board who may be identified by either the worker who allegedly experienced the workplace harassment, the alleged harasser(s) or as necessary to conduct a thorough investigation. The investigator must make reasonable efforts to interview any relevant witnesses who are not employed by the employer if there are any identified. The investigator will inform the worker being interviewed of their ability to have a union representative (if applicable) or an alternative representative (if the worker not represented by a union) to attend the interview(s).
- v) The investigator must collect and review any relevant documents.
- vi) The investigator must take appropriate notes and statements during interviews with the worker who allegedly experienced workplace harassment, the alleged harasser and any witnesses.
- vii) The investigator must prepare a written report summarizing the steps taken during the investigation, the complaint, the allegations of the worker who allegedly experienced the workplace harassment, the response from the alleged harasser, the evidence of any witnesses, and the evidence gathered. The report must set out findings of fact and come to a conclusion about whether workplace harassment was found or not.

e. Results of the Investigation

Within ten (10) days of the investigation being completed, the worker who allegedly experienced the workplace harassment and the alleged harasser, if he or she is a worker of the Board, will be informed in writing of the results of the investigation and any corrective action taken or that will be taken by the Board to address workplace harassment.

f. Confidentiality

Information about complaints and incidents shall be kept confidential to the extent possible. Information obtained about an incident or complaint of workplace harassment, including identifying information about any individuals involved, will not be disclosed unless disclosure is necessary to protect workers, to investigate the complaint or incident, to take corrective action or otherwise as required by law.

~~While the investigation is on going, the~~ The worker who has allegedly experienced harassment, the alleged harasser(s) and any witnesses should not discuss the incident or complaint or the investigation with each other or other workers or witnesses unless necessary to obtain advice about their rights. The investigator may discuss the investigation and disclose the incident or complaint-related information only as necessary to conduct the investigation.

All records of the investigation will be kept confidential.

g. Handling Complaints

If the Board or external investigator has concluded a finding of harassment the employee may be subject to discipline up to and including termination of employment for cause. In addition to any disciplinary action up to and including a suspension, the Board may provide recommendations including but not limited to additional training. If the Board or external investigator has concluded no finding of harassment, the Board may provide recommendations including but not limited to additional training.

### 3. Record Keeping

The Board will keep records of the investigation including:

- a) a copy of the complaint or details about the incident
- b) a record of the investigation including notes
- c) a copy of the investigation report (if any)
- d) a summary of the results of the investigation that was provided to the worker who allegedly experienced the workplace harassment and the alleged harasser, if a worker of the Board
- e) a copy of any corrective action taken to address the complaint or incident of workplace harassment

All records of the investigation will be kept confidential. The investigation documents, including this report should not be disclosed unless necessary to investigate an incident or complaint of workplace harassment, take corrective action or otherwise as required by law. Records will be kept for a minimum of at least one (1) year.

## **DEFINITIONS:**

**Workplace harassment** means engaging in a course of vexatious comment or conduct against a worker in a workplace, including virtually through the use of information and communications technology, that is known or ought reasonably to be known to be unwelcome, or (b) workplace sexual harassment.

**Workplace sexual harassment** means (a) engaging in a course of vexatious comment or conduct against a worker in a workplace, including virtually through the use of information and communications technology, because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or

(b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome;”

Reasonable action taken by the Board or supervisor relating to the management and direction of workers or the workplace is not workplace harassment.

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

An assault is any unwanted application of force (or even threat thereof) without consent. This can include strikes, pushes, punches or kicks. Assault can also include grabbing, holding, spitting or more minor forms of contact such as grabbing an item from another person's hand

A person commits an assault when (a) without the consent of another person, he or she applies force intentionally to that other person, directly or indirectly; (b) he or she attempts or threatens, by an act or a gesture, to apply force to another person, if he or she has, or causes that other person to believe on reasonable grounds that he or she has, present ability to effect his purpose; or (c) while openly wearing or carrying a weapon or an imitation thereof, he or she accosts or impedes another person or begs.

## **REFERENCES:**

Board Policy Assault Against or By Staff Member  
Board Policy Violence in the Workplace  
Board Policy Student Behaviour, Discipline and Safety  
[The Ontario Human Rights Code](#)  
[The Occupational Health and Safety Act](#)

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

### **Appendix 1 - HPCDSB Workplace Harassment Complaint Form**

#### *Section 1 - Information of Worker who has allegedly experienced workplace harassment*

Name of Worker

Contact information of Worker (Address, Telephone, Email)

#### *Section 2 - Information of Alleged Harasser(s) and Contact information (if Available)*

Name of Alleged Harasser

Contact information of Harasser (Address, Telephone, Email)

#### *Section 3 - Details of Complaint of Workplace Harassment*

Please describe in as much detail as possible the bullying and harassment incident(s), including names of workers involved, any witnesses to the incidents, the location, date and time of the incident(s) (behaviour and/or words used) and any additional details.

#### *Section 4 - Relevant Documents and Evidence*

Attach any supporting documents, such as emails, handwritten notes, etc. Physical evidence, such as vandalized personal belongings can be submitted in person. If you are not able to attach the documents and they are relevant to your complaint, please list the documents below. If someone else has relevant documents, please note that below along with that person's name.

#### *Section 5 - Comments or Additional Documents*

#### *Section 6 - Signature and Date*



## 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: May 5, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary

# CATHOLIC EDUCATION WEEK REPORT

Public Session

## BACKGROUND

Each year, during the first week of May, we celebrate Catholic Education Week - a meaningful tradition across Ontario. We are deeply honoured and grateful for the opportunity to lead in delivering exceptional Catholic education rooted in faith, excellence, and service. Our schools are communities where joy, peace, hope, and love flourish, grounded in the life-giving message of the Gospel. This special week offers a unique opportunity to highlight the many blessings found within our Catholic school communities.

During Catholic Education Week, we intentionally open our doors wider—welcoming families and guests, sharing the vibrancy of our faith-filled schools, and actively extending the light of Christ into the homes, parishes, and communities we are proud to walk alongside.

This is a time when we joyfully live out our Board's mission—to proclaim the Good News of Jesus through the ways we learn, grow, create, and connect with one another.

As a Catholic School Board, we are committed to serving students in partnership with families and parishes as we:

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

As we continue to reflect on the sacred mission of Catholic education, we are reminded of the profound words shared by the Assembly of Catholic Bishops of Ontario in their 2018 Pastoral Letter:

*“Our Catholic schools offer an extraordinary contribution to the social and environmental fabric of our society and world. In partnership with parents, who bear primary responsibility for the education of their children, all those who work in Catholic education are called upon to reflect, in a faithful and discerning fashion, God’s presence in this world.”*

*(A Pastoral Letter for Catholic Education, 2018)*

## **DEVELOPMENTS**

### **Pilgrims of Hope**

The 2025 Catholic Education Week theme, *“Pilgrims of Hope,”* reminds us that Catholic education is a spiritual journey—one of movement, growth, and shared purpose. Like any pilgrimage, it is undertaken together, with hearts set on a sacred destination.

Hope, one of the three theological virtues, is anchored in our Easter faith in the Resurrection of Jesus. It is this hope that empowers us to be builders, dreamers, and leaders in His name. The late Pope Francis, whose life and papacy were a witness to hope, joy, and mercy, often called us to move forward in faith - as a pilgrim people - trusting in God’s love and promise.

Within our board, we are intentionally aligning this year’s Catholic Education Week theme with our spiritual theme, *“On Fire with the Spirit.”* Staff and students are encouraged to reflect on how they can live out and celebrate our individual and collective call to love—boldly, visibly, and faithfully—as we continue walking this journey together.

### **Pilgrims of Hope: Mass with Bishop Fabbro**

As we begin *Catholic Education Week* under the theme *“Pilgrims of Hope,”* we are excited to kick off our journey with a community-wide celebration of faith. In the spirit of pilgrimage, we invite all staff, students, families, and parishioners of the Huron-Perth Catholic District School Board to join us in celebrating Mass on Monday, May 5th at St. Patrick’s Catholic Church in Dublin.

Mass will be celebrated by Most Reverend Ronald Fabbro, Bishop of the Diocese of London. This sacred gathering will be enriched by the liturgical leadership and music ministry of students and staff from across our district. We are especially grateful to the nearly 50 students from St. Columban, St. James, and St. Patrick’s Kinkora who will lead us in song under the direction of music teacher Ms. Carolyn Kemp.

Following Mass, all are warmly invited to a reception in the church hall to enjoy refreshments, food, and fellowship as we continue our journey together in faith and community.

### **Catholic Education Week (CEW) Website**

A dedicated Huron-Perth Catholic DSB Google Site has been updated to serve as the central hub for all Catholic Education Week (CEW) materials across our district. This landing page includes a rich collection of resources from the Ontario Catholic School Trustees’ Association (OCSTA), as well as Board-developed materials to support faith-based activities, prayer services, and CEW-themed lessons for Kindergarten to Grade 12.

Our goal is to ensure that educators have timely, easy access to meaningful CEW resources that can be seamlessly integrated into teaching and learning throughout the week. We hope these materials will help bring the theme *“Pilgrims of Hope”* to life in every classroom and school community.

### **Faith and Art**

All schools have been asked to submit student-created artwork that either captures our Board theme, *“On Fire with the Spirit,”* or the Catholic Education Week theme, *“Pilgrims of Hope”*. Selected pieces will be

framed and on display in the church hall for the reception after the Catholic Education Week Mass and then will be moved over to the Catholic Education Centre, where they will be displayed for one year.

### **Families of Parishes Messages**

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

### **Individual School Activities**

Schools across the district will recognize Catholic Education Week in their own way through a variety of activities that include school Mass and prayer liturgies, Christian Meditation, Living Rosary, retreats, and community celebrations. Many of these activities are made possible through the “Blaze the Trail” faith funding grant that has allowed schools to invest in faith formation opportunities tailored to their school community’s needs.

### **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board receives the Catholic Education Report for information.
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## REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham and Sean McDade Superintendents of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: May 5, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary

# STRATEGIC FOCUS: IMPROVING STUDENT ATTENDANCE

Public Session

## BACKGROUND

As part of our Strategic Plan *On Fire With the Spirit—Awaken, Illuminate, Rejoice*, The Huron-Perth Catholic District School Board has identified improved student attendance as a key system goal. Grounded in our Catholic mission and values, this work reflects our commitment to fostering environments where all students are supported to be present, engaged, and successful.

This document represents the first of two formal progress updates that will be shared with the Board of Trustees, reflecting our commitment to continuous improvement and accountability.

## DEVELOPMENTS

Consistent attendance is a critical factor in student achievement, well-being, and long-term success. Students who are present and engaged benefit from the full richness of Catholic education - academically, socially, emotionally, and spiritually. Data from our 2023-2024 Student Achievement Plan shows a need for a strategic focus on increasing student attendance:

- 58.8% of Huron-Perth Catholic students in Grades 1–8 achieved an individual attendance rate of 90% or higher
- The provincial average for this metric is 59.9%

While our district's attendance data aligns closely with the provincial average, it reinforces the importance of continued system-wide attention and support. To advance this priority, the district has implemented a Multi-Tiered System of Support (MTSS) for attendance across all schools. This framework ensures early identification, responsive intervention, and sustained support through:

- Universal strategies to promote regular attendance
- Targeted interventions for students with emerging concerns
- Intensive supports for students with prolonged absenteeism
- Strengthened home–school communication
- Professional learning and resource development for staff

## Actions to Date

To date, our Board's actions to improve student attendance include:

**Research and Assessment:** The Attendance Counsellor, Mental Health Lead, Secondary Learning Coordinator, and Superintendent Responsible for Student Attendance and Mental Health partnered with external researchers from the universities of Queen's and Western Ontario to better understand the scope of student absenteeism and assess the district's attendance needs. This research project, to be completed by the end of May, will help inform our benchmarks and offer us a foundation to proceed in meeting this strategic goal over the next 2 years. The literature review on student absenteeism offers insights into its causes, aiding in identifying at-risk students and improving family engagement. Data from Edsembli, ONSIS, Compass, and the Board Interface Tool are being examined.

## Multi-Tiered System of Attendance Supports:

### Tier One: Universal Attendance Supports

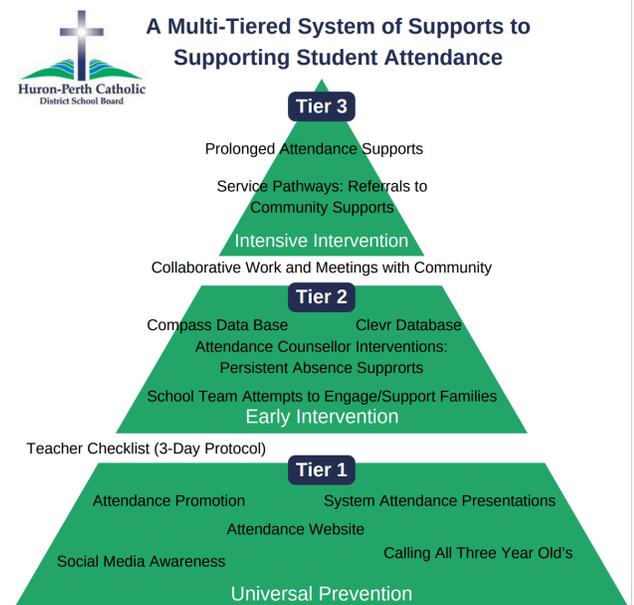
Supporting school engagement and student attendance starts with school leaders. In Huron-Perth Catholic we are blessed to have staff that are committed to the growth and development of the whole student and providing safe, nurturing and faith-filled schools to support this mission. Tier 1 Supports for attendance were strategically implemented this year through our Board's investment in funding a research project and allocating a third day of attendance services each week. This provided the conditions for the following Tier One activities to occur.

**Presentations and Training:** The Attendance Counsellor provided presentations to Principals, Vice Principals, Special Education Resource Teachers, and to school staff upon principal request. These presentations provided information about past attendance rates, barriers to consistent attendance, the importance of welcoming students back after prolonged absences, changes to the Enrolment Register for 2024-2025, and the roles and responsibilities of school staff in preventing and addressing student absenteeism.

**Attendance Awareness Month:** In October, the Attendance Counsellor alongside members of the Mental Health team, developed and implemented a Social Media Attendance Awareness Campaign. This involved providing resources to school principals to share with caregivers, including tips for good sleep hygiene, routines, celebrating milestones, and when to seek additional support. Parent handouts from Attendance Works highlighted the negative impacts of poor attendance and ways to promote positive school attendance.

**Community Engagement:** As part of our mission to engage families as partners in Catholic education, the Attendance Counsellor attended six "Calling All Three-Year-Olds" events, sharing resources on consistent attendance, healthy sleep habits, and establishing routines.

**Caregiver Webinar:** On February 12, 2025, the Attendance Counsellor partnered with Avon Maitland District School Board's Attendance Counsellor and System Principal, as well as



Huron-Perth Children's Aid Society, to develop and facilitate a caregiver webinar for families struggling with school attendance. This initiative demonstrated community collaboration and provided education, support, and resources to caregivers.

### **Tier Two Targeted Support and Early Intervention:**

Tier Two supports are targeted interventions designed for students who exhibit emerging attendance concerns. These supports are crucial for preventing further absenteeism and ensuring students receive timely and effective assistance. Our district has prioritized enhancing our Tier Two supports to support us in noticing and responding earlier to student absenteeism.

**Documentation and Compliance:** In the summer 2025, members of the Mental Health team alongside the Mental Health Lead developed documentation and processes for attendance services. Through these efforts, the school year began with a strong foundation for attendance referrals and to maintain confidential record keeping. Referrals are now created in Clevr, where attendance documentation are stored, ensuring compliance with referral dates to prevent student Register removals. School leaders were trained in the referral process and taught how to make a Clevr attendance referral in September 2025. As the year has progressed, we have been working with COMPASS to better understand student absenteeism in our district in order to support earlier intervention. Principals have been trained to use COMPASS to create trackers for monitoring student attendance. We believe that using COMPASS will help us notice when student absences increase to assist us with reaching out and responding to the absenteeism earlier which in turn, should reduce our annual number of prolonged absences.

**Direct Support and Interventions:** The Attendance Counsellor works directly with students, caregivers, and school teams to address barriers and develop targeted interventions. This includes school meetings, home visits, consistent check-ins, and recommendations for community support. Parenting guidance is a crucial aspect of this work, helping parents set boundaries, expectations, and routines for their children.

**Persistent Absence Referrals:** The Board has implemented a process for responding to persistent absences, involving caregiver consent and a referral from the school Principal after a student has missed eight days in a month. There has been a significant increase in persistent absence referrals this school year, with 22 referrals received as of April 15, 2025, compared to two in the previous year. The Attendance Counsellor's intervention has led to 13 students attending school more consistently with an overall average increase of 75.11%.

### **Tier 3 Interventions and Community Connections:**

Tier Three supports are intensive interventions for students who are chronically absent from school. While we typically think of prolonged absence referrals within this Tier, persistent absences can fall into Tier Three supports depending on the chronicity of the student's absence. These absenteeisms often signal to the Attendance Counsellor and the school team that there is more going on for the student, indicating they may benefit from community support and services. The Attendance Counsellor's assessment helps uncover underlying issues contributing to absenteeism. The Attendance Counsellor plays a vital role in keeping the student connected to school while also connecting them and their family with necessary formal and informal supports, services and resources in the community. These supports are vital for addressing severe attendance issues and ensuring students receive comprehensive assistance.

**Prolonged Absence Referrals:** As of April 15, 2025, the Attendance Counsellor has received 25 prolonged absence referrals, with 12 students returning to school. This demonstrates an annual reduction of 10 prolonged student absenteeism rates from the 35 referrals in the 2023-2024 school year.

Our second report to the Board of Trustees will include the following measurable indicators:

- An increase in **attendance-related workshops, presentations, and resources** for students, staff, and caregivers
- Progress toward achieving a **95% average daily attendance rate** across the district
- An **annual reduction in rates of prolonged student absenteeism**

The Huron-Perth Catholic District School Board is committed to addressing attendance issues through a comprehensive, multi-faceted approach. The implementation of a Multi-Tiered System of Support (MTSS) aims to provide targeted and individualized interventions at various levels of need, ensuring that all students have the necessary resources and support to attend school regularly and succeed academically. It is recommended that the board continues to invest in our Attendance Programming and supports.

## **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board receives the Report: Strategic Focus: Improving Student Attendance for information.



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

Prepared by: Levi Nyenhuis – St. Michael CSS, Stratford  
Sam Cronin – St. Anne's CSS, Clinton  
Presented to: The Huron-Perth Catholic District School Board  
Date: May 5, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary

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

#### **BACKGROUND**

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

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

#### **DEVELOPMENTS**

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

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

- Students and staff volunteered at the Community Kitchen on April 17 at St. Joseph's Parish in Stratford. Teacher Mr. Damen led all staff and community members in attendance in prayer before students served dinner to the community members.
- We celebrated Holy Thursday as a school community in prayer with three liturgies led by our chaplain, Natalie MacKay.
- St. Michael CSS 2025 Lenten Campaign: Our homerooms collected toiletries and snack items for Stratford Connection Centre in support of our community's homeless people.
- Grade 10 Retreats will take place on April 30 and May 1 and will be led by the National Evangelization Team of Canada. The theme is "A Quiet Place."
- Grade 11 Retreat is on May 8 at Hidden Acres Mennonite Camp and will be run by Chaplain Natalie and school staff. The theme is "Celebrating our Gifts."
- Bible Study runs every Tuesday from 3-4pm in our school chapel and is open to students and staff.

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

- On April 3 our Lenten Mass was led by Fr Tony. Various students were involved in the music ministry which added an additionally beautiful element to the Mass, especially the harp soloist during Communion.
- Wildgoose Video series continues during both senior and junior lunches on Thursdays during April. Staff and students have an opportunity to watch the video and engage in reflection and conversation, deepening their faith as a community.
- Our Lenten homeroom challenge was to donate spare change in the "Change for Change" project. All donations will be put toward Save a Family Plan.
- On April 17, our Chaplaincy team led a reflective Holy Thursday liturgy. We were reminded of the importance of the Easter weekend and encouraged to attend our local parish communities on Good Friday & Easter.

- On April 23, Leroy Hibbert came to speak to the Grade 9 students and various other classes were welcomed as well. He shared stories and messaging about hurtful language, identifying and relating words that are heard in musical lyrics and other forms of media are not welcome choices. Some students had the opportunity to hear him twice during the day and commented that the messaging was different each time, and profound.

### **Academic Events/Accomplishments**

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

- SHSM students had many opportunities for certifications, such as Pesticide Training,, GPS training, and customer service training
- Parent-teacher conferences were held on March 27
- Grade 10 students wrote the OSSLT on April 9
- Grade 12 Chemistry students were able to participate in a full day of learning at the University of Waterloo on April 7
- A Grade 12 St. Michael CSS student represented St. Michael at the 2025 ICDC DECA Competition.

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

- Our Grade 10 students all completed the OSSLT on April 9. There was a general calm in the school as the students, who had worked hard to prepare felt successful with the day.
- On April 10 ENL1W and NBE3U/C students had an experiential learning opportunity visiting the Tipi with the Board Indigenous Graduation Coach Cristian Denis and Indigenous Education Support Teacher Mary Fisher. This trip was to enhance the learning of the various novel studies being done in those classes.
- Also on April 10, the Grade 10 careers classes participated in a Huron Manufacturing tour which provided a variety of opportunities to learn about jobs in the manufacturing and engineering sector local to Huron county.
- On April 16 & 17, our Arts and Technology teachers and students hosted the Grade 6 & 7 students from our Huron elementary schools to experience the opportunities these courses hold in high school. The energy was high and the students were able to return back to their schools with completed projects.
- 20 students participated in obtaining their First Aid & CPR certifications for SHSM on April 23 & 24
- Midterm reports went home on Monday, April 28 and also loaded to the reporting portal for parents.
- 30 students participated on a Kinesiology trip to the University of Waterloo to take part in various lab-based learning opportunities
- Students from HFC4U/C and NBE3U/C courses assisted Chef David Wolfman in the preparation of and serving of the lunch provided at the LLC on the afternoon of April 28 and April 29
- On April 30, Grade 10 history students had the opportunity to travel to Fanshawe Park Village to participate in an re-enactment learning opportunity of WWI
- On April 30 the dual credit for Make-up and Facials course began at the REACH site; 8 students are participating in this learning opportunity which runs until June 11
- 16 students took part in a SHSM Grower Safety Pesticide module held on April 30 and led by a representative from the University of Guelph
- Also on April 30, 6 students attended a Mobile Cintiq Lab and 2D Animation experience brought to them directly by Fanshawe College.

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

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

- St. Michael hosted the Kiwanis Music Festival on April 10. The concert band and jazz band both earned silver in their respective categories.
- Jr. and Sr. Badminton teams have competed in many tournaments.

- Rugby has started and the teams have participated in many tournaments.
- The drama club continues to rehearse each day for the upcoming performances of the school musica, Mama Mia.

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

- All co-curricular sporting teams and clubs continue to be active. Spring teams have begun with many students already experiencing great success at invitation Track & Field meets.
- The drama club successfully put on their production of "Baby Steps" with three shows running April 4-6; each show had a fantastic turn out.
- The Concert Band competed at the Kiwanis competition on April 10 and placed 3rd. The same group of students attended a Band Camp opportunity in Collingwood from April 14-16. A great time was had by all and the band worked with guest conductors to prepare for the National Competition later in May.
- The Student Cabinet successfully held a Road Hockey tournament on the afternoon of April 17. A guest team from the Huron OPP also participated, but ultimately lost to the "Green Team" made up of SACSS students.
- The Concert Band attended a workshop at St. Michael on April 24 to collaboratively play the commissioned piece *After the Silence* with the composer of the music Bill Thomas.
- Various Grade 8 Huron elementary Honour Band students joined the SACSS Concert Band on April 29 to prepare for their grand performance at May Melodies (scheduled for the evening of May 1)
- Grade 6 students from Huron elementary schools participated in their annual Bordenball tournament on April 30; this was a rescheduled event from January due to the many snow days.

### **RECOMMENDATION**

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



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

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer  
Presented to: The Huron-Perth Catholic District School Board  
Date: May 5, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary

# FEBRUARY 28, 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 February 28, 2025 is attached. At this time year-to-date expenditures are on track with 50.3% of total budget spent. An analysis of year-to date expenditures is completed monthly to track over and under spending to budget. This statement will be shared with the Audit Committee at a later date.

## RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the February 28, 2025 Financial Report.

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

**September 1, 2024 to February 28, 2025**

**Summary of Financial Results**

	Estimates	Revised Estimates	YTD Actuals	YTD % of Rev Est
<b>Revenue</b>				
Operating Grants	\$ 71,997,421	\$ 77,661,487	\$ 41,072,179	52.9%
Capital Grants	5,767,026	13,237,408	2,106,794	15.9%
Less: Revenue Flowed to DCC	(2,642,821)	(10,019,174)	(366,911)	3.7%
Other	3,918,627	2,220,695	1,555,120	70.0%
School Generated Funds	1,800,000	1,900,000	953,796	50.2%
<b>Total Revenue</b>	<b>\$ 80,840,253</b>	<b>\$ 85,000,416</b>	<b>\$ 45,320,978</b>	<b>53.3%</b>
<b>Expenditures</b>				
Classroom	\$ 55,076,448	\$ 59,950,769	\$ 31,356,110	52.3%
Other Operating	3,029,777	3,574,854	1,753,756	49.1%
Transportation	7,564,573	7,546,099	3,207,240	42.5%
Pupil Accommodation	11,731,425	11,847,826	5,548,663	46.8%
Other	1,638,030	180,868	29,974	16.6%
School Generated Funds	1,800,000	1,900,000	819,311	43.1%
<b>Total Expenditures</b>	<b>\$ 80,840,253</b>	<b>\$ 85,000,416</b>	<b>\$ 42,715,055</b>	<b>50.3%</b>
<b>In-Year Surplus (Deficit)</b>	<b>-</b>	<b>-</b>	<b>2,605,923</b>	
Prior Year Accumulated Surplus (Deficit)	7,511,363	7,511,363	7,511,363	
<b>Accumulated Surplus (Deficit)</b>	<b>\$ 7,511,363</b>	<b>\$ 7,511,363</b>	<b>\$ 10,117,286</b>	

**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 Q2
- Most capital grants flow as expenses are incurred. Majority of capital projects occur in spring/summer. Revenue as expected for Q2
- Other includes REPs & other 3rd party grants. Additional funding received in Q2, not known prior

**Expenditures**

- Some Q1 transportation invoices posted in March
- Portion of Other Operating annual expenses paid at start of fiscal year
- Other - annual debt financing expense not incurred until Q3
- Total expenses as expected for Q2

*DCC: Deferred Capital Contributions*

*REP: Responsive Education Programs (formerly PPF)*

*PPE: Personal Protective Equipment*

*YTD: Year to Date*



## 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: May 5, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary

# 2025-2026 BUDGET REPORT PRELIMINARY ENROLMENT PROJECTIONS

Public Session

## BACKGROUND

The Board of Trustees approved the Huron-Perth Catholic District School Board 2025-2026 Budget Procedures Manual at the January 27, 2025 Board meeting. This manual outlined an action plan, and was prepared to guide staff and provide suggested timelines for the development of the 2025-2026 budget.

## DEVELOPMENT

Attached reports provide information on 2025-2026 enrolment projections throughout the district. Elementary enrolment is preliminary information, and will continue to be updated based on student registrations until the end of April. Secondary enrolment is finalized.

Elementary enrolment projections are 3,350 average daily enrolment (ADE), which is an increase of 8 ADE from current year revised estimates projections. There will be additional elementary student registrations completed before projections are finalized. Consistent with prior years, final projections will be based on completed registrations.

Secondary enrolment projections are 1,196 ADE, which is a decrease of 26 ADE from current year revised estimates. Secondary student enrolment will be reported in the two categories of pupils of the Board and high credit students. Ministry funding is different for these two categories. Secondary projections are based on the number of completed student choice registrations in the spring, and are confirmed with school administration. Calculations to take into account how many of these completed registrations would translate to students taking courses in the fall were adjusted based on a five year average.

## **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board receives the 2025-2026 Preliminary Enrolment Projection Report.

Huron-Perth Catholic District School Board  
 2025-26 Elementary Enrolment by Grade \* Preliminary  
 Data at April 17, 2025

*FTE											A	B	C (A - B)
Elementary	J	K	1	2	3	4	5	6	7	8	Total	24/25 REV EST	Difference (24/25 RevEst vs. 25/26 Enrol Proj)
Holy Name of Mary	22.0	24.0	20.0	22.0	22.0	25.0	16.0	22.0	14.0	26.0	213.0	202.5	10.5
Jeanne Sauvé Catholic School	27.0	36.0	23.0	22.0	21.0	24.0	22.0	22.0	30.0	34.0	261.0	258.0	3.0
Our Lady of Mount Carmel	9.0	16.0	9.0	14.0	16.0	9.0	19.0	15.0	11.0	16.0	134.0	130.0	4.0
Precious Blood	27.0	25.0	27.0	27.0	21.0	22.0	23.0	23.0	23.0	21.0	239.0	236.0	3.0
Sacred Heart	10.0	13.0	18.0	18.0	23.0	17.0	27.0	24.0	15.0	20.0	185.0	192.0	-7.0
St. Aloysius	28.0	25.0	16.0	20.0	20.0	20.0	23.0	30.0	23.0	40.0	245.0	243.0	2.0
St. Ambrose	9.0	14.0	18.0	16.0	13.0	13.0	17.0	16.0	24.0	16.0	156.0	164.0	-8.0
St. Boniface	24.0	26.0	23.0	18.0	25.0	25.0	25.0	23.0	22.0	26.0	237.0	231.5	5.5
St. Columban	0.0	0.0	0.0	0.0	26.0	32.0	27.0	34.0	28.0	36.0	183.0	177.0	6.0
St James	21.0	18.0	24.0	21.0	19.0	18.0	22.0	17.0	21.0	24.0	205.0	194.0	11.0
St Joseph's - Stratford	11.0	19.0	17.0	7.0	11.0	11.0	15.0	7.0	12.0	15.0	125.0	135.0	-10.0
St Joseph's - Clinton	26.0	21.0	16.0	26.0	24.0	17.0	27.0	23.0	24.0	31.0	235.0	233.0	2.0
St. Mary's - Goderich	16.0	20.0	30.0	34.0	40.0	31.0	36.0	37.0	30.0	34.0	308.0	326.0	-18.0
St. Mary's - Listowel	35.0	46.0	40.0	35.0	39.0	38.0	47.0	32.0	42.0	41.0	395.0	393.0	2.0
St. Patrick's - Kinkora	13.0	12.0	10.0	14.0	14.0	9.0	16.0	10.0	10.0	16.0	124.0	120.0	4.0
St. Patricks - Dublin	22.0	32.0	25.0	26.0	0.0	0.0	0.0	0.0	0.0	0.0	105.0	107.0	-2.0
<b>TOTAL Elementary FTE</b>	<b>300.0</b>	<b>347.0</b>	<b>316.0</b>	<b>320.0</b>	<b>334.0</b>	<b>311.0</b>	<b>362.0</b>	<b>335.0</b>	<b>329.0</b>	<b>396.0</b>	<b>3,350.0</b>	<b>3,342.0</b>	<b>8.0</b>

Historical Data				
23/24 F/S	22/23 F/S	21/22 F/S	20/21 F/S	19/20 F/S
Total	Total	Total	Total	Total
209.5	206.0	212.0	199.5	200.0
253.5	260.0	279.0	316.0	344.8
129.5	131.0	121.0	118.0	125.0
227.5	219.5	215.5	223.0	243.0
191.0	184.5	188.0	182.5	185.5
232.0	225.0	224.5	224.5	222.5
161.5	167.5	188.0	186.0	182.8
222.5	218.5	221.0	201.0	208.0
171.5	166.5	157.0	157.0	147.0
185.5	187.0	174.5	179.5	174.5
126.0	149.0	145.5	145.5	151.5
223.3	216.5	217.5	220.0	245.5
333.5	328.5	327.5	317.0	326.5
365.5	336.5	315.0	309.5	305.8
123.8	121.0	123.5	121.5	127.0
106.3	106.0	100.5	102.5	117.0
<b>3,262.25</b>	<b>3,223.0</b>	<b>3,210.0</b>	<b>3,203.0</b>	<b>3,306.25</b>

24/25 Revised Estimate	336.5	315.5	316.0	337.0	311.0	363.0	335.0	325.0	394.0	309.0	3,342.0
Difference	-36.5	31.5	0.0	-17.0	23.0	-52.0	27.0	10.0	-65.0	87.0	8.0

Huron-Perth Catholic District School Board  
 2025-26 Secondary Enrolment Projections  
 Data at April 8, 2025

School	OTG	October 2025	March 2026	2025-26 Est. ADE	2024-25 Rev Est ADE	Difference
St. Anne's Catholic Secondary School	588	548	536	542	510	32
St. Michael Catholic Secondary School	999	664	643	654	711	-58
<b>TOTALS</b>		<b>1212</b>	<b>1179</b>	<b>1196</b>	<b>1221</b>	<b>-26</b>

Enrolment Regular	1181	1215	-34
Enrolment High Credit	15	6	9
	<u>1196</u>	<u>1221</u>	<u>-25</u>