

Regular Board Meeting
January 27, 2025 - 3:00 p.m.

AGENDA

1. Opening Business

- | | | |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 1.1. | Opening Prayer & Condolences - Tina Doherty, Vice-chair | Pages 3-5 |
| 1.1.1. | Mass cards and condolences on behalf of the Board for January were sent to the family of Terrance McClean, father of Kim Dechert, educational assistant at Jeanne Sauve on her passing; to the family of Rosemarie Varallo, mother of Pat Varallo, Manager of Facilities at the CEC; to the family of Jean Maloney, retired custodian at St. Patrick's School, Dublin on her passing; to the family of Tom McLaughlin, husband of Liz McLaughlin, former office assistant at St. Patrick's, Kinkora and the brother-in-law of Grace Dewetering, supply office assistant at the CEC; to the family of Sharon Kroepin, mother of Shannon Reid, teacher at St. Anne's Catholic SS, Clinton. | |
| 1.2. | Land Acknowledgement - Tina Doherty, Vice-chair | Page 6 |
| 1.3. | Attendance | |
| 1.4. | Approval of the Regular Board Meeting Agenda of January 27, 2025. | Pages 1-2 |
| 1.5. | Declaration of Interest | |
| 1.6. | Approval of the Regular Board Meeting Minutes of December 9, 2024. | Pages 7-13 |
| 1.7. | Business Arising from the Minutes of the Regular Board Meeting of December 9, 2024. | |

2. Presentations

3. Delegations

4. Consent Agenda

- | | | |
|------|-------------------------------------------------------------------------------------------|-------------|
| 4.1. | Board Highlights | Pages 14-22 |
| 4.2. | Approved Special Education Advisory Committee (SEAC) Meeting Minutes of November 11, 2024 | Pages 23-25 |
| 4.3. | Travel Reimbursement Rates effective January 1, 2025 | Page 26 |
| 4.4. | Facility Project Approval (St. Anne's CSS) | Pages 27-29 |

5. Committee and Staff Reports

5.1. Policy

- | | | |
|--------|-----------------------------------------------------|-------------|
| 5.1.1. | Board Policies for review: | |
| • | a) Media Relations | Pages 30-32 |
| • | b) Infectious Disease Emergency (Pandemics) | Pages 33-73 |
| 5.1.2. | Board Policies recommended for approval/rescinding: | |
| • | a) Health & Safety | Pages 74-76 |
| • | b) Violence in the Workplace | Pages 77-81 |

5.2. Student Achievement and Catholicity	
5.2.1. Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Update	Pages 82-83
5.2.2. Strategic Plan Update	Pages 84-92
5.2.3. Student Trustees' Report	Pages 93-94
5.3. Corporate Services and Operations	
5.3.1. 2024-2025 Revised Estimates	Pages 95-97
5.3.2. November Financial Report	Pages 98-100
5.3.3. 2025-2026 Budget Procedures Manual	Pages 101-111

6. Information and Correspondence

7. Notices of Motion

8. Notices of Motion Considered for Adoption

9. Trustee Inquiries

10. In-Camera Session of the Regular Board Meeting

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

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

12. Future Meetings and Events

- Equity, Diversity, Inclusion and Anti-racism Committee (EDIAR) meeting - January 30, 2025
- Regular Board Meeting - Monday, February 24, 2025
- Regular Board Meeting - Monday, March 24, 2025
- Catholic Parent Involvement Committee (CPIC) - Tuesday, March 25, 2025
- OCSTA 2025 Business Seminar - May 1 - 3 - Hosted by York CDSB
- Catholic Education Week Mass - Monday, May 5, 2025

13. Closing Prayer - Tina Doherty, Vice-chair

14. Adjournment



HURON-PERTH CATHOLIC

District School Board

Regular Board Meeting - Monday, January 27, 2025
“Caring for Creation”

Opening Prayer and Intentions - Tina Doherty, Vice-chair

O Lord, We honor you and praise you for the gift of life and the awesome responsibility you have given us to be good stewards of this earth, our home. May we be ever mindful of the fragility and interconnectedness of all creation. Help us to be wise in our use of resources. Guide us to live in harmony with all creatures and preserve the beauty and goodness of the earth for ourselves and for all generations to come. We ask this through Christ our Lord.

All: Amen.

Gospel Reading - Amy Cronin, Trustee

A reading from the Book of Job.

Ask the animals, and they will teach you; the birds of the air, and they will tell you; ask the plants of the earth, and they will teach you; and the fish of the sea will declare to you. Who among all these, does not know that the hand of the LORD has done this? In his hand, is the life of every living thing and the breath of every human being... With God are wisdom and strength; he has counsel and understanding. The Word of the Lord.

All: Thanks be to God.

Reflection - Jim McDade, Trustee

God calls us to journey together so that we can help each other grow in faith and love. Each one of us has unique gifts to share that are essential to the mission God has entrusted to our community.

This reading reminds us that our natural world, the birds, animals, earth and sea reveal God's steadfast presence among us. Through creation we are reminded of our deep connection to God and all of creation.

God, who calls us to generous commitment and to give him our all, offers us the light and the strength needed to continue on our way. In the heart of this world, the Lord of life, who loves us so much, is always present. He does not abandon us, he does not leave us alone, for he has united himself definitively to our earth, and his love constantly impels us to find new ways forward. Praise be to him!

Prayers of the Faithful - Sue Muller, Trustee

As pilgrims of hope, we are called to care for and recognize the sacredness of creation and trust in God's wisdom and guidance as we journey together. The response is: R. Lord, hear our prayer.

For the Church, that God's love be rooted in the leadership of Pope Francis, all the bishops and the ministry of our priests, and teachers, as we are all called to be protectors of the Earth. We pray to the Lord.

All: Lord, hear our prayer.

For world leaders, that they may make wise decisions to protect the environment for the wellbeing of future generations. We pray to the Lord.

All: Lord, hear our prayer.

For the waters of the world, that they may be restored to health and filled with bountiful life. We pray to the Lord.

All: Lord, hear our prayer.

For our brothers and sisters around the world who have been directly impacted by the effects of pollution, global warming, environmental destruction, that they may find hope and healing. We pray to the Lord.

All: Lord, hear our prayer.

For all human beings, that we may recognize our shared responsibility to care for the earth and act with respect for creation. We pray to the Lord.

All: Lord, hear our prayer.

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

All: Lord, hear our prayer.

Closing Prayer - Tina Doherty, Vice-chair

A prayer for our Earth (from Laudato Si)

All powerful God, You are present in the whole universe and in the smallest of your creatures.

You embrace with your tenderness all that exists. Pour out upon us the power of your love, that we may protect life and beauty. Fill us with peace, that we may live as brothers and sisters, harming no one.

O God of the poor, Help us to rescue the abandoned and forgotten of this earth, so precious in your eyes. Bring healing to our lives, that we may protect the world and not prey on it, that we may sow beauty, not pollution and destruction. Touch the hearts of those who look only for gain at the expense of the poor and the earth. Teach us to discover the worth of each thing, to be filled with awe and contemplation, to recognize that we are profoundly united with every creature as we journey towards your infinite light. We thank you for being with us each day. Encourage us, we pray, in our struggle for justice, love and peace.

All: Amen.

Tina Doherty, Vice-chair: St. Andre Besette

All: Pray for Us.

And may Almighty God bless us in the name of the Father, and of the Son and of the Holy Spirit
Amen.



HURON-PERTH CATHOLIC

District School Board

Regular Board Meeting - Monday, January 27, 2025

Reflection - Vice-Chair Doherty

Land Acknowledgement - Vice-Chair Doherty

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

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

Regular Board Meeting
December 9, 2024 - 3:00 p.m.

MINUTES

Present:

Trustees: Chair Mary Helen Van Loon; Vice-Chair Tina Doherty; Trustee Amy Cronin, Jim McDade and Sue Muller (virtually as approved by Chair for medical reason)

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

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

Board Chaplain: Fr. David Butler

Absent: N/A

1. Opening Business

1.1. Opening Prayer & Condolences - Fr. David Butler

1.2. Land Acknowledgement - Superintendent Boreham

1.3. Attendance - Noted above at start of meeting

1.4. Approval of Regular Board Meeting Agenda

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of December 9, 2024.

Carried

1.5. Declaration of Interest - none

1.6. Approval of Regular Board Meeting Minutes

Moved by: Jim McDade

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board approves the minutes of the Regular Board Meeting of October 28, 2024, the Special Board Meeting of November 6, 2024 and the Annual Board Meeting of November 18, 2024.

Carried

1.7. Business Arising from the Minutes

2. Presentations

- 2.1. Christmas Card Artist Contest Winners
WINNER - Kay N., Grade 9 at St. Michael CSS
Honourable Mentions are:

- Katrina, Grade 12, St. Michael CSS
- Vera S., Grade 1/2b, Holy Name of Mary, St. Marys
- Bryn M., Grade 10, St. Anne's CSS
- Adriana D. Grade 9, St. Anne's CSS

3. Delegations

4. Consent Agenda

- 4.1. December Board Highlights
- 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of October 21, 2024
- 4.3. Approved Catholic Parent Involvement Committee (CPIC) Meeting Minutes of June 11, 2024
- 4.4. Approved Equity, Diversity, Inclusion and Anti-racism (EDIAR) Committee Minutes of June 12, 2024
- 4.5. Approved Audit Committee Meeting Minutes of September 10, 2024
- 4.6. Nutritional Management Services
- 4.7. 2024 Annual Lead Sampling Report

Trustees inquired if international travel will be a standard for the international education program. Director Roehrig responded that with the initial year of the program it was necessary to meet in-person with international agents to build trust and personal relationships to start the program. Superintendent Tigani responded that there is an Initial cost to build the return on investment. Trustees inquired if all expenses will be mapped and the revenue/loss generated. Superintendent Ducharme responded that this expense was budgeted, the international education program is being tracked separately and itemized. A yearly financial report will be brought to the Board. Trustees emphasized that the return on investment is very important and the information needs to be ready to share if requested. Superintendents agreed and will be monitoring the expenses and ROI very closely.

Trustees inquired about the RESET program and the resources provided.

Moved by: Tina Doherty

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 December for information.

AND

THAT the Huron-Perth Catholic District School Board receives the approved Special Education Advisory Committee (SEAC) Meeting Minutes of October 21, 2024

AND

THAT the Huron-Perth Catholic District School Board receives the approved Catholic Parent Involvement Committee (CPIC) Meeting Minutes of June 11, 2024

AND

THAT the Huron-Perth Catholic District School Board receives the approved Equity, Diversity, Inclusion and Anti-racism (EDIAR) Committee Minutes of June 12, 2024

AND

THAT the Huron-Perth Catholic District School Board receives the approved Audit Committee Meeting Minutes of September 10, 2024

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 Annual Lead Sampling Report.

Carried

5. Committee and Staff Reports

5.1. Policy

5.1.1. Board Policies Recommended for Approval/Rescinding:

- Trustee Code of Conduct
- By-Laws of the Board

Jennifer Trepanier of JET.vie Legal Solutions was available to answer questions about the Trustee Code of Conduct. Trustees requested clarification on what is considered a breach. Director Roehrig responded that it would be specifically related to the Code. Ms. Trepanier responded that only a trustee who has reasonable grounds can initiate the notification of a breach. Trustees requested an example of a breach, Ms. Trepanier responded that it could be a form of discrimination as listed in (1.4).

Trustees inquired about the broad language of item 5.1. Ms. Trepanier clarified that personal information would pertain to any information as stated in the Municipal Freedom of Information and Protection of Privacy Act. The language is mandated by the Ministry in the legislation.

Moved by: Jim McDade

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board approves the Trustee Code of Conduct.

Carried

Trustees requested clarification about Trustee attendance requirements. Director Roehrig responded that this is incorporated into the Education Act and that the changes are time lined. All of these changes have been incorporated into the By-Laws. Director Roehrig emphasized the importance of capturing all regulations in the By-Laws to ensure the Board does not lose sight of them.

Moved by: Jim McDade

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board approves the By-Laws of the Board.

Carried

5.1.2. Board Policies for Review:

- Health & Safety
- Violence in the Workplace

Moved by: Tina Doherty

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives the following policies for review: Health & Safety and Violence in the Workplace

Carried

5.2. Student Achievement and Catholicity

5.2.1. Early Reading Screening report

Trustees inquired if an example of a Grade 1 test could be provided. Superintendent Tigani offered to bring a report to the Board that provides the different grade level examples. Trustees inquired about other data that is being collected on those Grade 1 and 2, and other reading strategies. Superintendent Tigani responded that the key of the screening is to determine if they have the prerequisite words to become a reader, are they showing signs of “likely to struggle”. The tool is used to identify gaps, where the student is and where we would like them to be according to benchmarks at specific times of the year. From the data collected, strategies are developed for each student.

Moved by: Tina Doherty

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives the Early Reading Screening report for information.

Carried

5.2.2. EQAO Results by School

Trustees inquired about the results for Sacred Heart School, Wingham. Superintendent Tigani responded that this school is on the radar for additional support. Sacred Heart, Wingham has been identified as a priority school for additional mathematics and primary literacy support. Support beyond academics was discussed, investigating the support required for the students to succeed and navigate positive change for this school. Determine a plan to support staff and students to create a cultural shift that promotes excellence.

Director Roehrig highlighted the EQAO success stories. Trustees inquired about the process to analyze EQAO results to increase student achievement.

Moved by: Jim McDade

Seconded by: Sue Muller

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

Carried

5.2.3. Student Trustees' Report

Trustees inquired about the teacher advisor for the St. Michael Catholic Secondary School student newspaper, The Guardian. Student trustee responded that the editors are two Grade 12 students and they will bring further information to the next meeting about the online newspaper.

Moved by: Jim McDade

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. Elementary French Immersion Boundary Review

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board receives the Elementary French Immersion Boundary Review Secondary Enrolment Report.

Carried

5.3.2. 2024-2025 Secondary Enrolment Report

Trustees inquired about the enrolment decrease. Superintendent Ducharme responded that there was a reduction in the Grade 12 class and a decrease in students attending fifth year. Trustees inquired about actions to actively promote secondary Catholic education and an investigation into the feeder schools that have had a decrease in Catholic secondary enrolment. Superintendent Ducharme responded that the report was from a statistical perspective, and offered to do a deeper dive investigation into reasons that students/families are not choosing Catholic secondary education. Trustees suggested increased efforts to promote St. Anne's CSS and St. Michael CSS to the feeder schools who have a lower percentage of students choosing our Catholic schools. Increase student outreach programs to increase enrolment.

Moved by: Jim McDade

Seconded by: Tina Doherty

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

Carried

5.3.3. Huron-Perth Catholic District School Board Consolidated Financial Statements For the Year Ended August 31, 2024

Superintendent Ducharme provided a summary of the financial statements.

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the Huron-Perth Catholic District School Board Consolidated Financial Statements for the year ended August 31, 2024.

AND

THAT the Huron-Perth Catholic District School Board approves the 2023-2024 internal appropriations of accumulated surplus in the amount of \$4,179,417 as outlined in Note 15 of the Consolidated Financial Statements be approved.

Carried

5.3.4. Audit Committee November 2024 Meeting Report

Moved by: Amy Cronin

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board receives the Audit Committee November 2024 Meeting Report for information

AND

THAT the Huron-Perth Catholic District School Board approves the Annual Report to the Ministry of Education for the year ended August 31, 2024

AND

THAT the Huron-Perth Catholic District School Board approves the BDO Canada LLP Audit Final Report.

Carried

6. Information and Correspondence

6.1. OCSTA 2025 AGM Resolutions

6.2. School Energy Coalition Summary Status Report September 2024

7. Notices of Motion

8. Notices of Motion Being Considered for Adoption

9. Trustee Inquiries

9.1. Trustees inquired about the salary differential between Board speech and language pathologists (SLP) and other sectors. Superintendent Ducharme responded that one difference is the Board SLPs are 10 months and other positions outside the Board are 12 months. We do not have a cross-sector comparative but can look into it and report back with salary differences.

9.2. Due to inclement weather St. Anne's CSS was closed all five days last week. Trustees shared concerns about keeping students in school as much as possible. Trustees recognized that transportation cancellations are not a decision made by the Board. Director Roehrig responded that remote learning has allowed for programming to continue on inclement weather days, where in the past programming was not available on weather days. Staff needs to ensure that quality online instruction is happening on these days through monitoring and check-ins. Superintendent Tigani shared that a high number of secondary students (over 50%) were logging into their D2L. Data was not available for students who logged into their google space to capture the full picture of students accessing the Learning Management System (LMS). Student Trustees shared that they appreciated that the school was closed if transportation was cancelled as it allowed them to continue their learning remotely and not fall behind the students able to walk to school.

10. In-Camera Session of the Regular Board Meeting

Moved by: Amy Cronin

Seconded by: Jim McDade

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

AND

THAT newly appointed Superintendent McDade be present in the 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: Tina Doherty

Seconded by: Amy Cronin

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

Carried

The following retirements were announced:

- Charlene Shantz-Tepker, Elementary Teacher, St. Joseph's School, Stratford, effective December 31, 2024

12. Future Meetings and Events

- Trustee Christmas Gathering - Wednesday, December 18, 2024
- OCSTA Catholic Trustees Seminar - "Leading with Hope" - January 17-18, 2025
- Special Education Advisory Committee (SEAC) meeting - Monday, January 20, 2025
- Catholic Parent Involvement Committee (CPIC) meeting - Tuesday, January 21, 2025
- Regular Board Meeting - Monday, January 27, 2025
- Regular Board Meeting - Monday, February 24, 2025

13. Closing Prayer - Father David Butler

14. Adjournment

Moved by: Amy Cronin

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of December 9, 2024.

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, January 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary Designate

BOARD HIGHLIGHTS FOR JANUARY

Public Session

BACKGROUND

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

DEVELOPMENTS

The spiritual theme anchoring our 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 a new year 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. January marks the beginning of a new year and is marked by renewed enthusiasm and commitment on the part of our students, staff, educators and families. We are delighted to highlight some of the activities and opportunities that took place this month across our district.

CATHOLIC EDUCATION

Feast of the Epiphany

On January 6, we celebrated the Epiphany across our system. Schools recognize this day that we remember the revelation of God of the Three Wise Men through the birth of Jesus Christ. Students learned about this special day through lessons in our elementary schools and staff acknowledged the day through special traditions such as a Kings Cake. This officially marks the end of the Christmas season.

Feast of St. André Bessette

The Feast Day of St. André Bessette, the patron saint of our Catholic school board and a humble servant of God known for his unwavering faith and devotion to St. Joseph was celebrated on January 6 throughout our system. Schools engaged in special prayers and learning activities to honour our patron saint. We continue to seek his intercession for hearts that are faithful and humble, as we strive to grow together as a Catholic education community. In the words of St. André, "It is with the smallest brushes that the Artist paints the best paintings."

Catholic Student Leadership Team Update

Final preparations are underway for the Catholic Student Leadership Team retreat that will be happening in February. The theme of the retreat is “We are Called” (Micah 3:8). Students will be reflecting on their gifts as Catholic students and how God is leading them in their faith. Guests from the Diocese of London, including Fr. Danny Santos (Vocations Director), the Chaplaincy team from King's University, and local Huron-Perth Deanery members will be leading sessions focused around this theme. Plenty of opportunities for team-building and fun will be provided. This event is happening at Camp Kintail, located in Huron County. This is being planned by our Religion and Family Life Coordinator in partnership with our secondary school Chaplains.

LEADERSHIP

Leaders' Learning Council (LLC) - January 14 (virtual)

Our monthly virtual Leaders' Learning Council convened on January 14, beginning with a warm welcome and a heartfelt prayer led by one of our administrators. The focus then shifted to Shared Leadership.

Our Registered Behaviour Analyst provided our administrators and Learning Coordination Team with professional development on Universal Supports. She presented a comprehensive overview of best practices for providing effective support to all students within the education system. Following this, our Multi-Language Learning Support Teacher presented the valuable resources available on our MLL website. Additional information regarding this new resource is explained in greater detail in the Student Achievement portion of this report.

Superintendents then shared that School Visits would be scheduled over the next week and that the agenda would include discussing each school's respective School Improvement Plan, Pastoral Plan, and analyzing literacy and numeracy data related to our Strategic Plan including discussing EQAO preparation plans.

Leaders' Learning Council (LLC) - January 28 (in-person)

Superintendents, principals, vice-principals, learning coordinators, and other system leaders will gather for a full day of professional development at the Catholic Education Centre in Dublin on January 28. The morning session will focus on two strategic priorities: Math and Literacy. Participants will explore strategies to prepare schools for provincial standardized testing (EQAO). The literacy and math learning coordinators will co-lead these sessions, guiding principals in analyzing historical EQAO data trends and planning best practices to support student success.

In the afternoon, Dr. Richard Zayed will deliver an insightful session on the key elements of leading mentally healthy schools and fostering resilience. This will provide principals with an opportunity to consult and discuss their critical role in creating mentally healthy school environments. The session will emphasize actionable strategies for effective school leadership, leaving principals with practical tips and ideas to implement immediately in their schools.

Strategic Planning for Board Math Leads

Our system's board math lead (Superintendent of Education) and math learning coordinator attended a provincial wide Math Achievement Action Plan (MAAP) strategic planning session on Wednesday, January 15. During this virtual session, we heard from three other boards in the province and how they have been implementing their own MAAP.

International Education

There are several new developments to report. Five students from Brazil will be attending Huron-Perth CDSB secondary schools in February 2025. Three students will be attending St. Michael CSS and two students will be attending St. Anne's CSS. These five Grade eleven students will be enrolled for the entire semester. They are coming to Canada through a Scholarship Program for the start of their third year of high school. This program is funded by the Brazilian Government and their government hired an international agency to place high school students throughout Canada. Griffé International Education from Brazil is the agency that was awarded the contract. These students come to the Board from Parana, a state just south of Sao Paulo.

Principal Grace has secured a second student for September 2025 and this Grade 10 student will be attending St. Michael CSS for the entire academic year. This student comes to us from Madrid, Spain, via Language Kingdom, one of the largest international education agencies in Spain. This will be the second student from Language Kingdom attending St. Michael CSS. Currently, there is a Grade 9 student attending St. Michael CSS from this same agency for the 2024-25 academic year.

Two new International student recruitment agencies have signed non-exclusive contracts with the Board. As a result, there are now twenty-two agencies that are signed that allow these agencies from across Europe, Asia, Australia, the United States of America and South America to recruit students for Huron-Perth Catholic DSB.

SPECIAL EDUCATION

Educational Assistant Google Classroom & Professional Development Modules

In January, all Educational Assistants (EAs) were added to a Google classroom and our first online PD module was launched. EAs were required to complete one module by the end of January, and will have two modules for each remaining month of the school year (February, March, April, May, June) totalling 11 modules by the end of June 2025. Each module will include the main material, additional resources and information so that there is an option to extend learning, as well as a quiz and feedback form that must be submitted. The current focus for PD modules will be "Universal Supports". Over the next 5 months, SERTs, Principals, and Inclusion Reps will also learn about Universal Supports in order to build capacity within schools, and in turn improve student achievement and well-being outcomes.

Early Years Planning

During January, meetings and planning began to take place in order to begin to ensure success for all learners as we welcome our incoming JKs with Special Education needs to our school board in September 2025. Learning Coordinator of Special Education, and System Special Education Resource Teacher met with System leaders in Avon Maitland DSB and our Early Years Resource Consultants within Huron and Perth to begin this important transition planning and preparation.

Special Education Resource Teacher (SERT) Meeting

On January 9 all SERTs gathered at the Catholic Education Centre for a full day SERT meeting. SERTs explored topics related to Universal Supports, Attendance, Literacy and Intervention, Speech and Language Services, Behaviour Referrals, and worked with Facile Perth to learn about inclusive Transition Planning and Pathways for all students.

DIGITAL TOOLS TO SUPPORT LEARNING

Grade 7 and 8 STEM Workshops

In preparation for the upcoming District Skills Competition in February, students have been participating in STEM workshops led by learning coordinators and our guidance and transitions teacher. They are developing foundational coding skills and applying programming concepts to create functional, technology-driven projects. Using digital tools, students are engaging in the engineering design process by planning, designing, and iterating their prototypes to enhance performance. Through hands-on activities, they are building and testing machines such as wind turbines and driving bases, leveraging digital resources to make informed modifications. These initiatives underscore our commitment to equipping students with the technological and problem-solving skills essential for success in STEM-focused pathways.

STUDENT ACHIEVEMENT

Elementary Mathematics

The Math Team, consisting of three Math Facilitators and one Math Learning Coordinator, began the new year by preparing scope and sequence lessons for Term 2. They also provided teachers with sample report card comments that align with the Term 1 lessons. The team visited elementary schools for one-on-one check-ins with teachers, gathering feedback and discussing next steps for each class. Math Facilitators also met with each elementary principal, discussing student data and an area of focus for each school. By the end of January, the team returned to their regular schedule, offering ongoing Math support to teachers and students across all schools, with additional support days dedicated to priority schools.

Additionally, the Math Team played a key role in the rollout of *MathUP Student*, a new supplementary practice resource that complements both our scope and sequence and our core resource, *MathUP Classroom*. This resource offers printable and digital practice materials, as well as student-centered instructional videos accessible both in class and at home. The team also worked closely with schools to provide additional manipulatives, ensuring every class has the necessary tools to build a strong conceptual understanding of the Ontario Math Curriculum, with an emphasis on Grades 4 to 9. These manipulatives are integral to the Universal Design for Learning approach, particularly the Concrete-Representational-Abstract model, which underpins our Scope and Sequence lessons. Using these tools and representations allows students to develop a deeper understanding of mathematical concepts before transitioning to abstract notation.

Elementary Literacy

Starting January 6, our two Literacy Resource Teachers initiated a six-week cycle of early reading interventions, taking place two full days per week at Sacred Heart, St. Mary's Goderich, St. Ambrose, and St. Aloysius. This targeted intervention is designed for students in Senior Kindergarten (SK) through Grade 2 and is based on early reading screening data collected in October. Schools were selected for participation based on the results of these screenings. The intervention is being delivered in small groups or through individualized sessions, with a focus on specific areas of student need, including phonological awareness, phonics, word-level reading, and fluency. This approach aims to provide students with tailored support to enhance their foundational literacy skills.

In parallel, the System Literacy Team, led by Learning Coordinator MJ Drager, is preparing for the second round of screening across all schools. This screening will follow a process similar to the initial round. As part of this, all classroom teachers (SK-2) will be granted release time and provided with lesson plans to administer the Middle of the Year (MOY) Acadience reading screening to their students. The Literacy Team will support teachers by modeling the screening process and providing guidance through shadow scoring each subtest. This phase also presents an excellent opportunity for in-the-moment professional learning for educators, particularly in the area of structured literacy. Teachers will gain valuable insights into effectively supporting students within the regular classroom setting, ensuring ongoing development of literacy skills across all grade levels. This collaborative effort is part of our ongoing commitment to enhancing early literacy outcomes for all students.

Multilingual Learners

A newly developed Google site has been launched to provide educators in our Board with a comprehensive range of resources designed to support newcomer students. The site covers key topics, including strategies for supporting students during their first days of school, literacy development, general classroom strategies, and technical solutions tailored to meet the needs of these learners. This website was officially introduced during a virtual LLC on January 14 and is now accessible to all staff. It offers valuable tools and insights to help educators effectively support newcomer students in their academic journey.

Secondary Mathematics

On Thursday, January 9, math teachers from St. Michael CSS met with Coordinators Christine Dale and Paul D'Hondt to review best practices for Grade 9 math, co-plan lessons, and connect these practices to the scope and sequence of Grades 7 and 8. During the session, they also explored available resources to support their teaching.

EQAO Math - Semester 1

Teachers at both secondary schools have been preparing students for the Grade 9 EQAO Assessment of Mathematics by incorporating targeted practice and review sessions into their curriculum. They have focused on reinforcing key mathematical concepts and problem-solving strategies to ensure students feel confident and ready for the assessment. Additionally, teachers have provided students with various mock tests and resources to familiarize them with the test format and expectations. Students participated mid-January.

EXPERIENTIAL LEARNING PROGRAMS IN SECONDARY

Guidance Department Efforts

The guidance department has been diligently working to ensure all Grade 12 SHSM students meet the necessary course requirements to earn their SHSM Certificate upon graduation. We have been proactively reaching out to students who are missing requirements, including Co-op courses, and have informed them of after-school Co-op options available in Semester 2.

Cooperative Education Placements

Students are currently finishing their Semester 1 Co-op placements, gaining valuable hands-on experience in their respective fields.

New CNC Equipment

St. Michael CSS has received a new CNC Milling machine and five desktop CNC milling machines, which will be in operation starting in Semester 2. This equipment was funded through

a \$92,000 CTMA grant and will ensure that students are trained on the latest technology, keeping them competitive in today's workforce.

Dual Credit Courses

St. Michael CSS and St. Anne's CSS students successfully completed a Dual Credit Plumbing course which was highly successful. We are exploring the possibility of offering this course again in the future.

Semester 1 Dual Credit Report

We extend our gratitude to our college partners for offering a wide range of dual credit opportunities this semester. A total of 38 dual credits were earned, 38 college credits and 38 high school credits. These experiences will provide students with valuable insights as they explore various career pathways.

SMCSS Dual Credit Course Summary:

In partnership with Conestoga College, the following credits were earned:

- Introduction to Residential Electrical - 14
- Plumbing - 5
- Culinary - 1
- Early Learning and Care - 1
- Basic Food Preparation - 17

SACSS Dual Credit Course Summary:

In partnership with Conestoga College, the following credits were earned:

- Introduction to Residential Electrical - 6
- Plumbing - 11
- Culinary - 1

In partnership with Lambton College, the following credits were earned:

- Bakeshop Applications - 1
- Styling and Cutting Techniques - 1
- Criminology - 1
- Canadian Diversity and Strategies in Community Safety - 1
- Safety and Welding Basics - 2
- Introduction to Residential Electrical - 1
- Arboriculture and Chainsaw Practices - 2
- The Great Outdoors - 1

In partnership with Fanshawe College, the following credits were earned:

- Basic Food Preparation - 10

Ontario Youth Apprenticeship Program (OYAP):

We are actively engaging with the Ministry of Education's new programming for potential OYAP students. In addition, we are preparing students for upcoming interviews as part of their application process.

OYAP Level 1 Program Update at SMCSS

We are pleased to announce the following students have been accepted into the OYAP Level 1 programs:

- 1 student accepted into the Conestoga OYAP Level 1 Plumbing Program (March 2025)
- 1 student accepted into the Lambton OYAP Level 1 Welding Program (April 2025)
- 1 student accepted into the Fanshawe OYAP Level 1 Truck and Coach Program (April 2025)

- 1 student accepted into the Fanshawe OYAP Automotive Service Technician 310S Program (April 2025)
- 4 students accepted into the Fanshawe OYAP Industrial Electrician Program (April 2025)
- 1 student accepted into the Fanshawe OYAP Residential Air Conditioning Systems (April 2025)

OYAP Level 1 Program Update at SACSS

SACSS is excited to announce the following students have been accepted into the OYAP Level 1 programs:

- 1 student accepted into the Conestoga OYAP Level 1 Electrical Program (March 2025)
- 1 student accepted into the Lambton OYAP Level 1 Welding Program (April 2025)

Fusion 360 Training:

On January 31, both St. Michael CSS and St. Anne's CSS school technology department teachers will receive Fusion 360 training during the PD day at SACSS. The instructor, Kevin Lee from Autodesk, will lead the session. The training will support the integration of our new 3D printers, CNC Milling machines, desktop milling machines, plasma cutters, and wood router CNC machines.

Specialist High Skills Major (SHSM):

Both St. Michael CSS and St. Anne's CSS continue to enhance our experiential learning programs, focusing on career readiness and technical skills. We are collaborating with local colleges and industry partners to provide students with relevant, hands-on experiences that align with current workforce demands.

Upcoming SHSM Training and Experiential Learning Opportunities:

St. Anne's Catholic Secondary School

- WHMIS, Health and Safety (basic) and Customer Service Training
- 2 sessions of First Aid/CPR Training - Feb. 24 - 27, 2025
- Jill of All Trades at Fanshawe College, Feb. 20 2025

St. Michael Catholic Secondary School

- CPR
- First Aid
- Working at Heights
- Health and Safety
- Elevated Work Platform Training

These events are essential for Co-op and SHSM students who require specific certifications for their placements.

MENTAL HEALTH AND WELL-BEING

Increased Social Work Support:

The Mental Health Team welcomed a new addition, Natalie Rosedale, to our dedicated team of Social Workers. Natalie graduated with her Master of Social Work from King's University College at the University of Western Ontario and has been hired temporarily to provide School Based Social Work support.

Through this we are positioned to offer more substantial assistance for student absenteeism and continue to develop our attendance and school engagement resources. Additionally, the team will be engaged in district level system support related to the development of Multi-Tiered Systems of Support and resources to advance more Tier 1 and Tier 2 mental health and school engagement initiatives across the district.

This initiative is a significant step forward in our commitment to nurturing the holistic growth of our students and enhancing our school and family relationships. By redistributing our workload and boosting our support capacities, we aim to enhance student attendance, mental health and well-being, equity, and family engagement.

These changes align with our broader District goals to:

- Advance our Board's Strategic Priority: Student Attendance
- Progress the Mental Health and Addictions Roadmap and Action Plan
- Strengthen Multi-Tiered System of Supports for attendance, school engagement and positive school climate
- Integrate the Ontario Catholic School Graduate Expectations (OCSGE) with Social-Emotional Learning (SEL) for district-wide implementation
- Support our equity and inclusion initiatives

Supporting A Mentally Healthy Return to School:

The Mental Health and Wellness Team launched a January Wellness Month resource to promote mental health awareness and support the implementation of wellness activities for staff and students. The team prepared a weekly guide for both elementary and secondary educators to incorporate into their classrooms and help guide them in weaving wellness and Social Emotional Learning (SEL) lessons.

Social Emotional Learning (SEL) and Mental Health Literacy in the Classrooms:

The Mental Health Team continued to prioritize Tier 1 interventions as we returned after the Holiday Break. In both our elementary and secondary panels, our School Based Social Workers facilitated 5 classroom-based SEL or mental health literacy sessions for students using evidence-informed resources. These resources were designed to help students recognize their emotions, stress, and worries, and provided practical ways to cope with difficulties. Approximately 155 students across both panels actively participated in these sessions, demonstrating consistent engagement and enthusiasm throughout the learning process.

Professional Development:

Members of the Mental Health Team completed an Identity Affirming Cognitive Behavioural Therapy (CBT-IA) Training through School Mental Health Ontario. This provided a deeper understanding about using Cognitive Behavioural Therapy (CBT) with students in a way that is identity affirming, culturally appropriate and client-centred.

The team also participated in a seminar with Dr. Richard Zayed regarding Attachment and Psychotherapy which supported our understanding about pairing relational approaches with evidence-informed psychotherapeutic practices to ensure positive outcomes for the students we work with.

FACILITIES SERVICES AND HEALTH AND SAFETY

Joint Health and Safety Committee

The Joint Health and Safety Committee met on January 8. Topics discussed included the following:

- Monthly inspections (updated)
- Annual inspections Review
- eBase - Staff Training and Incident Reporting
- JHSC access to online reporting tool
- Health and Safety Training for school representatives
- Annual workplace Risk Assessments
- Naloxone
- Electrical appliances in classrooms/offices
- First Aid training

Facilities Services

We have experienced significant snowfall over the past couple of months, and the cold weather has firmly set in. Our heating contractors have been working tirelessly to ensure that our buildings remain comfortable for all students and staff. Additionally, our snow removal contractors are diligently working to keep our grounds clear and safe.

We appreciate the dedication and hard work of our contractors during this challenging season. Their efforts ensure that our schools remain safe, warm, and accessible, allowing students and staff to focus on teaching and learning without disruption.

RECOMMENDATION

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

**Special Education Advisory Committee
November 11, 2024 – 4:00 p.m.**

MINUTES

Present:

SEAC Members Present: Doris Barkley (Autism Ontario), Kelly Boudreau (Community Living St. Marys), Emily Branje (Facile Perth), Brenda Mason (Stratford Children Services), Jill Plokhaar (Family Services Perth Huron), Julie Welch (Community Services Coordination Network), Sandra McLaren (Community Living Stratford & Area),

Board Trustee: Sue Muller

Guest: Megan Delcourt, Christine Dale

Board Office Staff Present: Jessica Langan, Tara Boreham, Vanessa Yeats, Sarah McArthur

Absent: Val Milson (Huron Perth Centre), Jennifer Doak (Community Living Central Huron), Kristina Howatt-Gerber, Sean McDade, Shona Gracey

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

1. Opening Prayer, Welcome & Introductions

Meeting Started: 4:00 pm

2. Approval of Agenda & Minutes

2.1 Approval of October 2024 Minutes

Approved: Doris Barkley

Seconded: Julie Welch

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

Carried.

2.2 Approval of November 2024 Agenda

Approved: Sandra McLaren

Seconded: Emily Branje

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 **Autism Ontario**

Nothing to report at this time.

5.1 **Stratford Children Services.**

Nothing to report at this time.

5.3 **Facile Perth**

Facile Perth hosted a family retreat over the weekend and over 20 participants attend. They met new families and were asked to do more in-person events. Facile Perth has been given a Libro grant which will be used to build an employment network in Huron-Perth to support the transition planning they are doing with the school board.

5.4 **Community Living Stratford & Area**

Next week Community Living Stratford & Area starts compliance review. Next year, the summer programs may look different as the person who has overseen this programming will be going on maternity leave.

5.5 **Community Living Central Huron**

Nothing to report at this time.

5.6 **Family Services Perth Huron**

Nothing to report at this time.

5.7 **Community Living St. Marys**

Nothing to report at this time.

5.8 **Trustee Report**

Huron-Perth Catholic District School Board's Director of Education will be Karen Tigani in 2025.

5.9 **Huron-Perth Center**

[Huron-Perth Centre Update](#)

5.10 **CSCN**

Nothing to report.

6. Information Reports

6.1 **EQAO Results – Christine Dale, Learning Coordinator**

Christine Dale provided an overview of the EQAO results for the 2024 school.

6.2 **Structured Work Systems – Megan Delcourt, Behaviour Coordinator**

Megan provided an overview of the Structured Work Systems in inclusive classroom settings. This is an evidence-based teaching model designed for students with Autism Spectrum Disorders. They promote an understanding environment that emphasizes

structure and incorporates applied behavioral analysis. The outcomes are increased independence, cognitive flexibility, academic output and tolerance to difficult tasks.

7. New Business

8. Future Meetings

Next SEAC Meeting – Monday, December 2, 2024

9. Adjournment

Motion to end meeting was made by: Doris Barkley

Meeting adjourned: Julie Welch

Ended: 5:15 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: January 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary Designate

TRAVEL REIMBURSEMENT RATE EFFECTIVE JANUARY 1, 2025

Public Session

BACKGROUND

The Board reimburses employees for travel per Board Policy Expense Reimbursement. At the January 27, 2020 Board meeting the following recommendation was approved:

“THAT the Huron-Perth Catholic District School Board will adjust the per kilometre reimbursement rate for mileage annually in accordance with CRA guidelines.”

DEVELOPMENT

Automobile and motor vehicle allowances are any payment that employees receive from an employer for using their own vehicle in connection with or in the course of their office or Employment. This payment is in addition to their salary or wages. An allowance is taxable unless it is based on a reasonable per-kilometre rate. The Canada Revenue Agency (CRA) sets a reasonable per-kilometre allowance annually.

When an employer pays its employees an allowance based on a per-kilometre rate that is considered reasonable:

- The employer is not required to deduct CPP contributions, EI premiums, or income tax.
- Employees are not required to include this allowance as income when filling out income tax and benefit returns.

The CRA has announced the reasonable allowance rates for 2025. They are:

- \$0.72 per kilometre for the first 5,000 kilometres driven (2024 rate = \$0.70)
- \$0.66 per kilometre driven after that (2024 rate = \$0.64)

For travel occurring effective January 1, 2025 employees will be reimbursed at the 2025 rates.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Travel Reimbursement Rate Effective January 1, 2025 Report.



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: January 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary Designate

FACILITY PROJECT APPROVAL

Public Session

BACKGROUND

Site improvements (grading, servicing and track replacement) at St. Anne's Catholic Secondary School in the amount of \$1,295,342.06 (including HST) was approved at the June 17, 2024 Board meeting. The existing track at St. Anne's Secondary School was built following the original school build in 1995. The track was deteriorating and drainage in the area was an issue. The approved project was to address the drainage issues and replace the existing track with new asphalt including a rubberized surface coating.

School Condition Improvement (SCI) funding is intended to help school boards address the identified renewal needs from the Ministry's School Condition Assessment Program. Projects funded under this program must support the overall objective of addressing facility renewal needs (either assessed needs or on a proactive basis). The Board's 2024/25 allocation is \$2,642,821.

DEVELOPMENT

The grading, servicing, and track replacement project at St. Anne's Catholic Secondary School was in progress during the summer months. Remaining work includes the installation of a rubberized coating and line markings. Currently, the track has an asphalt surface, with the final coating scheduled for installation this spring or early summer. A request is being made to substitute the originally tendered TrackMaster Plus Acrylic Coating (including line markings) with the Beynon System (including line markings). The rationale for this substitution is to provide an improved surface cushion for students participating in track activities and to achieve a World Athletics/International Amateur Athletics Federation (IAAF) certified product. The Beynon System is considered equivalent to the originally tendered product and has been successfully implemented in previous track projects. Although the base cost of the Beynon System is slightly higher than the approved tender price for the surface, the upgraded coating comes at an additional cost of \$152,143.70 (including HST). This rubberized coating would offer significant benefits to the school and its students. The additional expense will be funded through the SCI allocation

A report from GRIT Engineering is attached.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves additional costs associated with the St. Anne's Catholic Secondary School, Clinton site improvement project in the amount of \$152,143.70 (including HST).

January 17, 2025

Pat Varallo
Huron Perth Catholic District School Board
3927 Perth Road 180
Dublin, ON, N0K1E0

**GE23-0685-1 St. Anne's Catholic Secondary School 2024 Improvements
Contemplated Change Order #004 – Request to Substitute Track Resurfacing Material**

GRIT Engineering Inc. (GRIT) was retained by Huron Perth Catholic District School Board (HPCDSB) to complete the civil engineering design and coordinate approvals for the St. Anne's Catholic Secondary School 2024 Improvements project. The scope of work generally consisted of grading improvements, reconfiguration of jump pits, new asphalt track and new asphalt track surface.

The Contract for this work was awarded to Lavis Contracting Co. Ltd. on June 18, 2024 for a value \$1,295,342.06 (inclusive of applicable taxes). Within the Contract documents, the new asphalt track surface was specified to be the TrackMaster Plus Acrylic Coating product including line markings. The cost to complete this work is \$297,370.35 (inclusive of applicable taxes) under Tender Items 6.4 and 6.5.

A material substitution of TrackMaster Plus Acrylic coating (including line markings) to the Beynon System (including line markings) is being requested by the Owner. The reason for this request is improved surface cushion for students participating in track activities and to obtain a World Athletics/International Amateur Athletics Federation (IAAF) product. Lavis Contracting Co. Ltd. provided a quote for the Beynon System product (including line markings) on September 24, 2024 for a value of \$449,514.00 (inclusive of applicable taxes).

If you have any questions or wish to discuss further, please do not hesitate to contact our office.

Kind regards,



Meighan Farrish
Civil Project Manager
meighan@gritengineering.ca



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Karen Tigani, Director of Education and Secretary Designate
Presented to: The Huron-Perth Catholic District School Board
Date: January 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary Designate

MEDIA RELATIONS

Public Session

BACKGROUND

The Board's Media Relations Policy is up for review.

DEVELOPMENTS

The Board's Media Relations policy has been largely unchanged. Apart from some very minor editing the only change was the addition of a Belief Statement in accordance with the Board practice.

The Media Relations policy will be posted to the Board website for the required period in accordance with Board policy.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Media Relations Policy for information.



HURON-PERTH CATHOLIC

District School Board

Media Relations

Adopted:	February 22, 2010	Policy #:	P 3.6.1.
Revised:	June 29, 2020	Policy Category:	3.6. Communications

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes that it is important to pursue its mission of evangelization by connecting our Catholic community to Board activity through the media. The Board believes that effective media relations and communication strategies can be an important mechanism to promote community and solidarity rooted in our faith.

POLICY STATEMENT:

It is a policy of the Huron-Perth Catholic District School Board to celebrate and share information about its policies, programs, and activities. The Board will promote and maintain open, accessible and timely communications with its stakeholders and members of the media designed to strengthen relationships, support programs and celebrate the values of Catholic education.

It is the policy of the Board that the official spokesperson for the Board shall be the Chair of the Board or his/her designate, or the Director of Education or his/her designate, as directed by the Board.

PROCEDURE:

1. The Chair of the Board is the official spokesperson for the Board of Trustees to the media and outside agencies on matters of policy and decisions of the Board of Trustees. This authority may be delegated at the discretion of the Chair of the Board.
2. The Director of Education (or his/her designate) will be the spokesperson of the Board on operational matters of academic program, administrative, human resource, and educational (pedagogical) matters, and in the application of a Catholic lens to all educational issues.
3. The Director of Education will ensure that the news media is informed on a timely basis regarding matters of Board policies, programs, and activities. Only the Director or his/her designate will issue Board or school-based media releases.
4. Disclosure of information will not be made when such information would:
 - i. Violate the privacy rights of individuals or groups, as defined by statute, regulation or Board policy.
 - ii. Violate the confidentiality of Board matters considered during in-camera sessions, according to the provisions of the Education Act and By-Laws of the Board.

5. The Director of Education may delegate responsibilities to Supervisory Officers, to communicate with the media on matters related to their portfolios.
6. The Director of Education, through the Supervisory Officers, may delegate responsibilities to principals or to coordinators, to communicate with the media on matters related to their schools or their portfolios.
7. When delegation has been given by the Director or Supervisory Officer, the school principal becomes the media spokesperson for programs, activities, or events of his/her school. Other staff members are not authorized as media spokespersons and as such, may join the principal in joint communications to the media but may not engage individually in media communications. An exception to this procedure is made in the case of teachers who, as extracurricular coaches, may be asked to provide a comment about an athletics or other co-curricular event.
8. When a principal has been delegated the authority to become the media spokesperson for her/his school, the principal is expected to develop and maintain a direct and positive relationship with the local media. Every opportunity should be taken to highlight positive events and achievements about Catholic Education.
9. When a Supervisory Officer or principal or coordinator has been delegated the authority to become the media spokesperson for her/his portfolio or school, he/she must remember that:
 - i. he/she is perceived to be expressing the view of the board, and therefore must not express views which are inconsistent with the Board's Strategic Directions or Board policies or procedures;
 - ii. it is incorrect to provide personal opinions or to speak off the record;
 - iii. media communication must not include judgmental, critical, or disparaging comments or inference about other individuals or groups.

DEFINITIONS:

- N/A

REFERENCES:

- N/A

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Karen Tigani, Director of Education and Secretary Designate
Presented to: The Huron-Perth Catholic District School Board
Date: January 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary Designate

INFECTIOUS DISEASE EMERGENCY FORMERLY PANDEMIC PLAN

Public Session

BACKGROUND

The Board's Pandemic Plan Policy is up for scheduled review. It was last reviewed and updated prior to the previous global pandemic (COVID -19 Pandemic).

DEVELOPMENTS

The Board's Pandemic Policy will be renamed the Infectious Disease Emergency Policy. We learned many things from the previous global pandemic (2020 - 2022) and the previous policy has been edited in light of this experience. A thorough review of the documentation during this time took place in preparation for the recommended changes to the policy. Among the findings were:

- An appreciation that there is very little certainty regarding the details of a proposed plan
- Initial plans are subject to comprehensive and ongoing changes based on emerging evidence during a pandemic
- The importance of allowing flexibility for future plans (in consultation with public health and government authorities)
- The need to ensure future policies will be informed by things we learned from the previous pandemic
- The need to ensure decisive command and control structures at the beginning
- The need to have comprehensive plans that contemplate the following elements:
 - Infection prevention and control guidelines
 - Case monitoring and reporting requirements
 - Communication strategies
 - Continuity for teaching/learning and faith formation
 - Integration with other emergency procedures.

The revised policy requires that pandemic response plans endeavour to:

- Keep student and staff safety at the forefront
- Ensure continuity of learning
- Ensure continuity in faith formation and
- Follow direction from public health and the Ministry of Education.

The revised policy represents a total overhaul of the previous policy based on our experiences. The Board's detailed plan for the previous pandemic is included as Appendix A to provide future administrations with a sample for dealing with pandemics in school systems.

The Infectious Disease Emergency Policy will be sent to Huron-Perth Public Health for vetting and feedback and will be posted to the Board website for the required period in accordance with Board policy.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Infectious Disease Emergency Policy for information.



HURON-PERTH CATHOLIC

District School Board

Infectious Disease Emergency (Pandemics)

Adopted:	October 22, 2007	Policy #:	P 2.1.7.
Revised:	February 24, 2020	Policy Category:	2.1. School Operations

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes that, as a Catholic community of faith, we rely on our faith and each other to navigate crises such as infectious disease emergencies (pandemics). As we journey through challenging times, we call upon the gifts of the Holy Spirit to guide us through service, worship and prayer.

POLICY STATEMENT:

It is a policy of the Huron-Perth Catholic District School Board (the Board) to respond to an infectious disease emergency (e.g. pandemic) in a strategic manner informed by the expert advice of public health officials. Experts are certain that future pandemics will occur; although, the timing and pattern is unpredictable. It is a policy of the Board that, when a public health emergency has been declared by the Medical Officer of Health, a Pandemic Response Team be created by the Director of Education to create a responsive and flexible plan that will endeavour to:

- Keep student and staff safety at the forefront
- Ensure continuity of learning
- Ensure continuity in faith formation and
- Follow direction from public health and the Ministry of Education.

It is a policy of the Board to consider enacting its State of Emergency Policy in the appropriate circumstance.

PROCEDURE:

1.0 Pandemic Response Team

The Board's Pandemic Response Team (PRT) shall be led by the Director of Education (or designate). The membership of the PRT shall be determined by the Director of Education and may include representation from the following groups:

- Supervisory Officers
- Managers
- Health and Safety Officer
- Principals and
- Members of the Joint Health and Safety Committee (JHSC)

2.0 System-wide Pandemic Response Plans

All pandemic response plans shall be created in consultation with Huron-Perth Public Health, the EDU and the conterminous school board. The plan shall apply to schools, sites and transportation. Given the wide array of infectious diseases the specificity of considerations (below) should be detailed in consultation with public health officials and health & safety experts.

2.1 Elements to Consider

2.1.1 Infection Prevention and Control (IPAC) Guidelines

Training for Staff; Education for Students
Self Monitoring and Screening
Hand Hygiene
Physical Distancing
Cohorting
Isolation Rooms
Traffic Control (designated entry and exit points)
Personal Protective Equipment (PPE)
Hazard Elimination
Enhanced Cleaning and Disinfection
High Touch Surfaces and Shared Items

2.1.3 Case Monitoring and Reporting Requirements

Daily Record Keeping and Reporting

2.1.4 Communication

Staff
Students, Caregivers and Community
Signage

2.1.5 Teaching and Learning

Remote Learning (synchronous/asynchronous)
In-Person Learning
Blended Approaches (Remote/In-Person)
Mental Health Supports

2.1.6 Integration with Emergency Procedures

First Aid
Fire
Lockdown

A sample of the Board's Reopening Guidelines for the 2020 COVID-19 global pandemic is attached as Appendix A.

DEFINITIONS:

- N/A

REFERENCES:

- **Legal Basis for Direction:** The Medical Officer of Health determines the actions needed to be taken to protect the population from a communicable disease (Health Protection and Promotion Act 1990). The Medical Officer of Health has the authority to issue an order if she/he is of the opinion upon reasonable and probable grounds that a communicable disease exists or may exist or that there is an immediate risk of an outbreak.

RESOURCES, APPENDICES AND FORMS:

- Appendix A - Community Stakeholder School Reopening Guidelines 2020-2021



Huron-Perth Catholic District School Board

Community Stakeholder School Reopening Guidelines



Encounter ~ Accompany ~ Transform

Table of Contents

A Message from the Director of Education	4
Introduction	5
Consultation with Stakeholders	5
Return to Learning - Fall 2020	5
Considerations for In-Person Learning	5
Kindergarten	6
Grade 1-8	6
Secondary	6
Considerations for Remote Learning	7
Kindergarten	7
Grade 1-8	7
Secondary	7
Special Education Support	7
Students Receiving Special Education Supports	7
Special Education During a Pandemic	8
Preparing for School and Learning	8
Continuity of Learning	8
Mental Health Support	9
Supporting Student Mental Health During School Re-Entry	9
Our Guiding Health and Safety Principles	11
Goals of this Plan	12
How Does our Plan Work?	12
How Does COVID-19 Spread?	12
Layers of Control	13
COVID-19 Symptoms, Exposure and Outbreak	14
Self-Monitoring & Self-Screening	14
Daily Records	14
Where an Individual is Suspected of Having COVID-19	15
Isolation Room	15
Students Exhibiting Symptoms While at School	15
Employee Illness	16
Return to School/Work for Students and Employees	16
Thermal Thermometer	16
Confirmed Cases of COVID-19	17
Privacy	17
Reporting COVID-19 Data to Huron Perth Public Health	17

Reporting COVID-19 as a Disease of Public Health Significance	17
Reporting COVID-19 to the Ministry of Education	18
Hand Hygiene	18
When to Perform Hand Hygiene	18
Student Personal Protective Equipment (PPE)	19
Respiratory Etiquette	19
Physical Distancing and Touch Points	19
Hallways	19
Classrooms	19
Libraries/Learning Commons	20
Supply/Photocopier Rooms	20
Washrooms	20
Elevators	21
Staff Rooms	21
Common Workstations	21
Doors	21
School Sectioning	21
Employee Entry	21
Student Drop-Off and Pick-Up	22
Student Entry	22
Visitors	22
Before and After School Child Care Programs	22
Community Use of Schools	23
Signage, Decals and Floor Markings	23
Cleaning and Disinfecting Shared Equipment	23
Student Shared Items	24
Science, Music and Technology Areas	24
Student Food: Lunches and Snacks	24
Assemblies and Liturgies	25
Physical Education	25
Cooperative Education	25
Recess	25
Field Trips	25
Clubs and Sports	25
Emergency Procedures	26
Employee Personal Protective Equipment (PPE)	26
Types of PPE Available to Protect Against COVID-19 (for Employees)	27
Training for School Reopening	28

First Aid Training	28
Monitoring	29
Supporting Documents	29
References	29
Appendix A: Signage	30

Sample Resource

A Message from the Director of Education



As a Catholic Community, we are blessed to be able to rely on our faith and each other to help us navigate through these uncertain times. Although we are in challenging times, we can look to our Lord for comfort and reassurance. We can also look to our HPCDSB community for support and comfort.

Our multi-year Spiritual Theme - Together on the Journey: Encounter~Accompany~Transform is the perfect foundation for how we will enter our school year. We are a community who believes in hope and resiliency. We believe in lifting each other up, dedicating ourselves to prayer and working for justice. These last few months have called us to begin a transformation. This transformation requires our Catholic Community to create an adaptive way of delivering curriculum, a different way of interacting with our friends

and colleagues, and a new way of embracing uncertainty and change. Transformation comes from true encounter and accompaniment.

As we enter the 2020-2021 school year, we recognize the anxiety and worry that comes from re-opening. The Coronavirus (COVID-19) Pandemic has been life-altering and caused many of us to question our safety and the well-being of our world. As we journey through these trying times, know that support, encouragement, and embracing the gifts of the Holy Spirit will guide us.

The School Reopening Guidelines provided are intended to provide clarity into how we approach the complexities of these times. We understand that there will be many more questions that arise but hope that this document gives answers to some of the questions you have regarding reopening and a sense of increased confidence moving into the new school year. We can do this! We will do this by encountering each other in our worries and successes and accompanying each other during uncertainty and certainty.

God Bless us all as we walk "Together on the Journey" and lift each other up into a successful 2020-2021 school year.

A handwritten signature in blue ink, consisting of stylized initials 'CR' followed by a flourish.

Chris N. Roehrig
Director of Education

Introduction

These guidelines apply to all students, employees, visitors, contractors and community partners at all schools and locations within the Huron-Perth Catholic District School Board (HPCDSB). These guidelines complement existing health and safety policies and procedures. Due to the ever-changing landscape regarding the pandemic and reopening of schools information will be added/revised as more details are released from the Ministry of Education (MOE) and Public Health.

These guidelines outline our legal obligations and provide guidance for the reopening and operation of the school environment within the Huron-Perth Catholic District School Board during COVID-19.

The Huron-Perth Catholic District School Board is committed to providing a Christ-centered reopening environment that meets all the requirements established by the MOE's Guide to Reopening Ontario's Schools document, all public health directives, the Occupational Health and Safety Act, and reflects our distinct Catholic identity.

Consultation with Stakeholders

The Huron-Perth Catholic District School Board has been in consultation with our valued Board of Trustees, Union Representatives, and community stakeholders. Feedback from student, staff, administrator, and parent surveys also informed the next steps in our school reopening plans.

The following stakeholders have provided input to this plan:

- Board of Trustees
- Catholic Principals' Council (CPCO)
- Joint Health and Safety Committee (JHSC)
- Ontario English Catholic Teacher Association (OECTA)
- Canadian Union of Public Employees (CUPE)
- Huron Perth Public Health

Return to Learning - Fall 2020

The HPCDSB is founded on an inclusive commitment to Catholic values, the gospels of Jesus Christ, and high standards for student achievement. We serve our students, parishes, and school communities in a Christ-centred environment to provide learning opportunities that support the holistic growth of all persons. Through this pandemic we are committed to continuing our promise of faith formation, high-quality teaching and learning and student achievement. The following is an outline of what our classrooms both in conventional in-person learning and remote learning will look like upon reopening.

Considerations for In-Person Learning

The HPCDSB will be determining a staggered entry plan to begin the school year. In the interest of the health and safety of our students and employees, we will be introducing health and safety protocols to students in a thoughtful manner. We will be forthcoming with communication of how the Board will stagger students and what your child's start date will be. Further details about how students will be required to enter and exit the school safely, entry and dismissal times, and other logistical information will be provided by the principal.

Kindergarten

Play-based learning remains the program philosophy in our kindergarten classrooms. Students will be provided with learning materials in a way that limits the sharing of items. Student backpacks will be placed in a designated area of the classroom. It is the expectation that instruction will be provided to students in small and large groups with physical distancing considerations.

Cleaning should be completed twice a day for high touch materials, surfaces and toys, and more frequent if soiled. General cleaning and disinfecting of the premises should be completed at least once every 24 hours. This includes items that only a single student uses, like an individual desk or table area, doorknobs, light switches, toilet handles, tables, desks and chairs used by multiple students, keyboards and toys, any surface that is visibly dirty. Toys that cannot be cleaned and disinfected should not be used.

Grade 1-8

Students will be provided with required classroom materials such as pencils, notebooks, a whiteboard, markers, math manipulatives, etc. to limit sharing of items and a variety of touch points. Students are welcome to bring their own materials in a personal pencil case or container. As well, digital tools will be used where appropriate to support learning. This will support the student to transition smoothly between curriculum delivery scenarios as needed. Devices should be cleaned and disinfected frequently across all ages and grades.

A full range of elementary curriculum will be taught. Students will remain in their classroom for the duration of the school day with exceptions for special programs and physical education. Teachers and support staff will deliver instruction within the classroom and will rotate from class to class to limit student movement.

Secondary

Students will be provided with required classroom materials such as textbooks, math manipulatives, and necessary equipment where appropriate for the course, to limit sharing of items and minimize touch points. Students are welcome to bring their own materials in a personal pencil case or container, as well as binders and notebooks as required for their courses. Digital tools (i.e. Chromebooks) will be used to support learning. Students are encouraged to clean and disinfect their device before and after school each day.

When our schools reopen in September, we will be following a new schedule referred to as “quadmestering”. This involves dividing the school year into 4 parts with students taking 2 courses in each “quad”. The course schedule will follow our usual sequence with Periods 1 and 2 in the first quad, Periods 3 and 4 in the second quad and so on throughout the year.

In order to limit the number of direct contacts for students and staff each day, only one course will be taken each day, for one week at a time. The students in each class will be considered the “cohort” and will remain together for the week. Each course will be delivered in class, all day, for one week and then students will switch to their alternate course the following week. Therefore, in Week 1, students will be in what we would ordinarily refer to as their Period 1 class and in Week 2, students will be in what we would ordinarily refer to as their Period 2 class. These courses and weeks will alternate back and forth throughout “quad one”.

Students will remain in their classroom for the duration of the school day with exceptions for special programs. Teachers and support staff will deliver instruction within the classroom and will rotate from class to class to limit student movement.

Considerations for Remote Learning

Students in remote learning may not be in class with peers or teachers from their home school. Plans for remote learning are not finalized and information will be forthcoming.

Kindergarten

Much consideration should be given to continue with play-based planning in a remote classroom. There should be a balance between synchronous and asynchronous learning. A weekly schedule for students/parents will be provided.

Grade 1-8

Subjects will be taught and assessed in a fully remote learning model. Students and employees will use a board-approved learning management system (LMS) and other board-approved digital tools to deliver and support both synchronous and asynchronous instruction.

Secondary

Subjects will be taught and assessed in a fully remote learning model. Students and employees will use a board-approved learning management system (LMS) and other board-approved digital tools to deliver and support both synchronous and asynchronous instruction.

Special Education Support

Students Receiving Special Education Supports

We Believe That...

- All students can achieve high standards, given the appropriate time and support and have an inherent right to a caring, effective and inclusive education with their same age peers;
- All students educated in our schools have the right to learn, to live and to contribute as responsible Catholics in society;
- Universal design and differentiated instruction are effective and interconnected means of ensuring high expectations are held for all and full participation in opportunities for learning and growth appropriate to individual needs, abilities and gifts are provided;
- Shared responsibility and collaboration among parents, students, teachers, school and system staff will enhance the learning and growth of all students;
- In the school community, each individual member is valued, diversity is celebrated as the norm, people are of equal worth, relationships are of mutual benefit, and belonging is nurtured;
- The Ontario Curriculum is designed for all students and instructional/assessment practices must reflect the abilities, needs, interests and learning styles of students of all genders and all racial, linguistic and ethno-cultural groups.

For a comprehensive overview of the special education programs and services available to meet the needs of all students in our fully inclusive education system, please visit the link to the [HPCDSB Special Education Plan](#).

Special Education During a Pandemic

This new reality has called us to review and implement additional health and safety expectations into our day. The following information outlines some of these expectations (as they relate to students with Special Education and/or Mental Health needs). The HPCDSB System Support Team, Administrators, Special Education Resource Teachers (SERTs), Teachers, Designated Early Childhood Educators (DECE) and Educational Assistants will work with families and students to ensure that all students are provided with the accommodations they require and support students with their understanding of these new processes.

The HPCDSB in collaboration with school teams are offering individualized back to school transition support for students with Special Education and Mental Health needs. As a part of this individualized planning, we will honour a risk reduction approach, using all resources at hand. Shared responsibility and collaboration among parents/guardians, students, teachers, school and system staff will enhance the planning and monitoring of all plans.

Preparing for School and Learning

- The System Support Team and School Teams will create and use visual signage, social stories, modelling videos, etc. to communicate new safety guidelines and procedures to our students (e.g. hand washing routines, physical distancing, masking, traffic flow in a school etc.).
- School Teams and the System Support Team will work with students to help them understand what safe travel means and how to navigate routes around the school building (e.g. entry/exit of the gym, flow of traffic in hallways).
- School Teams and the System Support Team will plan to explicitly model and teach students appropriate social interactions during this new reality (physical distancing, washroom routines, lining up, personal space, boundaries, waiting in turn, water refill stations, etc.).
- For students who require assistive devices and other equipment to go back and forth from school each day, devices will be sanitized upon re-entry to the school, with assistance from Teachers and Educational Support Staff if required.
- Employees who are working in close proximity to students with significant special needs will be provided additional PPE (i.e. disposable gowns, gloves and face shields).
- Washrooms, change stations, soundfield and FM systems, assistive devices and lifts will be sanitized by custodial staff according to Health and Safety Guidelines.
- Custodial staff will continue to respond promptly to personal accidents.
- School Teams will create individual bins of touchable items for each student if required for individualized programming. These items will be sanitized as per health and safety protocols.
- Enhanced cleaning protocols will be implemented in rooms and spaces that are shared by students with special education needs throughout the day (sensory rooms, resource rooms, washrooms etc.). As a result, these spaces may only be available on a reduced schedule.
- Physicians and Huron Perth Public Health (HPPH) will assist families and the school with guidance on ways to support our medically fragile students.

Continuity of Learning

- Teachers will follow accommodations and modifications as stated in the Individual Education Plan (IEP) both in-person and online, within the guidelines of the health and safety protocols during COVID-19.
- Identification Placement Review Committees (IPRCs) will continue. Meetings will occur virtually or in-person.
- Mental Health and Wellness Coaches, Addiction Counsellors, Child and Youth Workers

(CYWs), Speech and Language Pathologists (SLP), Applied Behaviour Analysis Consultants (ABA Consultants), Occupational Therapists, Physiotherapists, and other paraprofessionals will continue to provide support both virtually and in-person following health and safety guidelines, when needed and appropriate for the student's programming. Virtual or in-person support will be managed on a case by case basis.

- Administrators, Teachers, SERTs, DECEs, Educational Assistants and members of the System Support Team (Special Education Learning Coordinator, System SERT, ABA Consultants, SLPs, Mental Health Lead) will support students with special education needs as needed and appropriate, both virtually and face-to-face.
- Chromebooks, iPads etc. and other necessary devices for distance learning as per the IEP will be provided by the board during both in person and remote learning.
- Positive Behaviour Support Plans (PBSP) and Safety Plans will be created and followed as per usual with parental consultation. The health and safety of all students will be considered under all circumstances. Due to already cited health and safety concerns during a pandemic, space limitations and cohorting of students by class, additional school and parental consultation and arrangements may be needed.

Mental Health Support

Supporting Student Mental Health During School Re-Entry

The start of a new school year typically brings a range of feelings for both staff and students: excitement, worry, happiness, fear and uncertainty. We recognize that the start of this school year is unique in terms of the array of stressors experienced by parents, educators and students, which can impact student mental health and readiness to learn.

Our approach to planning for student mental health during the return to school is guided by our **Spiritual Theme: *Together on the Journey: Encounter~Accompany~Transform***. We are called to walk alongside our students, be present to them, listen to their stories and concerns, and offer hope as they journey through the transition back to school. Our Catholic faith community supports relationships, connections and a compassionate response to those who are struggling.

Our approach to planning for student mental health during the return to school is also guided by the following **three key frameworks**:

1. **A trauma-informed approach** to school re-entry considers the possible adverse and stressful impact of the pandemic on students, parents and staff and provides a framework for mental health support planning that enhances student resilience and learning readiness. Restorative and resilience enhancing practices are foundational.
2. **A social-ecological approach (SEA)** is based on resilience research that suggests a child's mental health is enhanced through the development of a team approach or circle of support to ensure the child and family have access to appropriate mental health services. This circle of support reduces stress for families through the creation of a network of connections that hold families during challenging times.
3. **A tiered model** of mental health and well-being supports that range from universal programs and services that support all students (tier one) as well as more specific mental health interventions for those students with mental health issues (tier two and three).

Supporting student mental health remains a priority for HPCDSB during this time of transition. The following is a summary of activities and resources dedicated to fostering student well-being and resilience.

Supporting mental health and resilience in the classroom: tier one practices for ALL students

- A focus will be on the social-emotional well-being of all students and creating learning environments that are safe, welcoming and enhance a sense of belonging.
- Social-emotional learning programs and resources will be connected to the curriculum to support learning.
- Educators will have access to professional learning and resources regarding trauma-informed practices that focus on relationships, impact of stress and adversity, and classroom activities that help foster resilience and learning readiness.
- Educators will have access to professional learning and resources regarding self-regulation.
- Educators will have access to professional learning and resources regarding restorative circle practices to help foster community and connections in the classroom.
- Educators will have access to the Everyday Mentally Healthy Classroom resources, the Faith and Wellness resources and to resources from the School Mental Health Ontario (SMHO) Mentally Healthy Return to School Toolkit that offers tips and practices to support student mental health during the transition back to school.
- Educators will have access to website resources to support mental health awareness.
- Schools will have access to timely mental health supports and consultations from the Board's Mental Health and Wellness coaches, regarding daily mental health practices, social-emotional learning and mental health literacy.

Supporting student mental health: creating the circle of support at tier two and three for students with mental health concerns

Tier two and three interventions focus on mental health literacy for educators, early identification of mental health issues in the classroom and referrals for mental health services in the school and in the community.

- Educators and system leaders will have access to professional learning and resources regarding trauma-informed practices and self-regulation.
- Educators will have access to the School Mental Health Ontario (SMHO) Mental Health Literacy course.
- Educators will have access to the SMHO Mentally Healthy Return to School Toolkit resources to enhance mental health literacy, early identification and the connection to the circle of mental health supports available in each school to support students and families.
- Mental Health and Wellness Coaches will be available to support staff and students at elementary and secondary (in person and virtually).
- Huron-Perth Centre School Based Mental Health Counsellors available to support students and families on referral (in person and virtually).
- Pathways to mental health care and support in the community will be outlined for each school.

Mental Health Supports for Parents, Caregivers and Students:

Supporting a child's mental health during the pandemic and return to school can be challenging for parents and caregivers. Resources are available for parents and caregivers to assist them in understanding their child's needs during the transition to school and supporting children's stress responses:

- Webinars on supporting resilience and mental health will be hosted for parents and caregivers.
- Access to website resources from School Mental Health Ontario (SMHO).

- Access to website resources from Children’s Mental Health Ontario (CMHO).
- Access to resources from the Canadian Mental Health Association (CMHA).
- Access to the Board’s Mental Health and Wellness Coaches regarding any concerns they may have for their child’s mental health and well-being (may be in person or virtual).
- Access to school-based mental health supports for students and families through the Huron-Perth Centre Mental Health Counsellors (may be in person or virtual).

Resources for **students** to promote well-being and to access mental health support as needed.

- Educators will have access to mental health information and resources that will support healthy learning environments and foster well-being in the classroom.
- Students will have access to mental health services from the Mental Health and Wellness Coaches and the School Based Mental Health Counsellors from Huron-Perth Centre (in person or virtual).
- Access to supports from the Public Health Nurse (in person or virtual).
- Access to substance misuse services, resources and supports.
- Access to website resources from School Mental Health Ontario (SMHO) and Jack.org.
- Access to Kids Help Phone resources and local crisis services.
- Access to mental health apps and daily practices to promote well-being.
- Access to information on the availability of mental health supports in the board and community.
- Opportunities to be part of youth engagement opportunities facilitated by the Mental Health and Wellness Coaches (MHCW).

Mental Health and Well-Being for Staff:

- Staff will have access to the Board’s Employee Assistance Program.
- Staff will have access to professional learning opportunities regarding mental health, resilience, self-regulation, trauma-informed practices and everyday mental health practices.
- Staff will have access to the School Mental Health Ontario (SMHO) Mentally Healthy Return to School Toolkit.
- Staff will have access to personal well-being, personal resiliency and self-care information and resources.
- Staff will have access to the Mental Health and Wellness Coaches for consultation regarding student mental health and school practices to support well-being for all.
- Staff will be aware of community resources that support mental health and well-being.

Our Guiding Health and Safety Principles

Due to the pandemic, we recognize that school will be different this year and our focus is to make every effort to reduce risk while providing the highest quality Catholic education for our students. This plan layers a range of strategies for risk reduction. The guiding principles of our plan are as follows:

1. **Reduce risk and harm** - err on the side of caution when it comes to health and safety and understand that our goal is risk and harm reduction.
2. **Provide quality education** - address student specific needs and ensure quality programming in our in person and remote learning environments.
3. **Layer defenses** - recognizing that no one control strategy alone can limit the transmission of disease, we layer all possible feasible controls so that many small interventions and strategies are combined simultaneously.

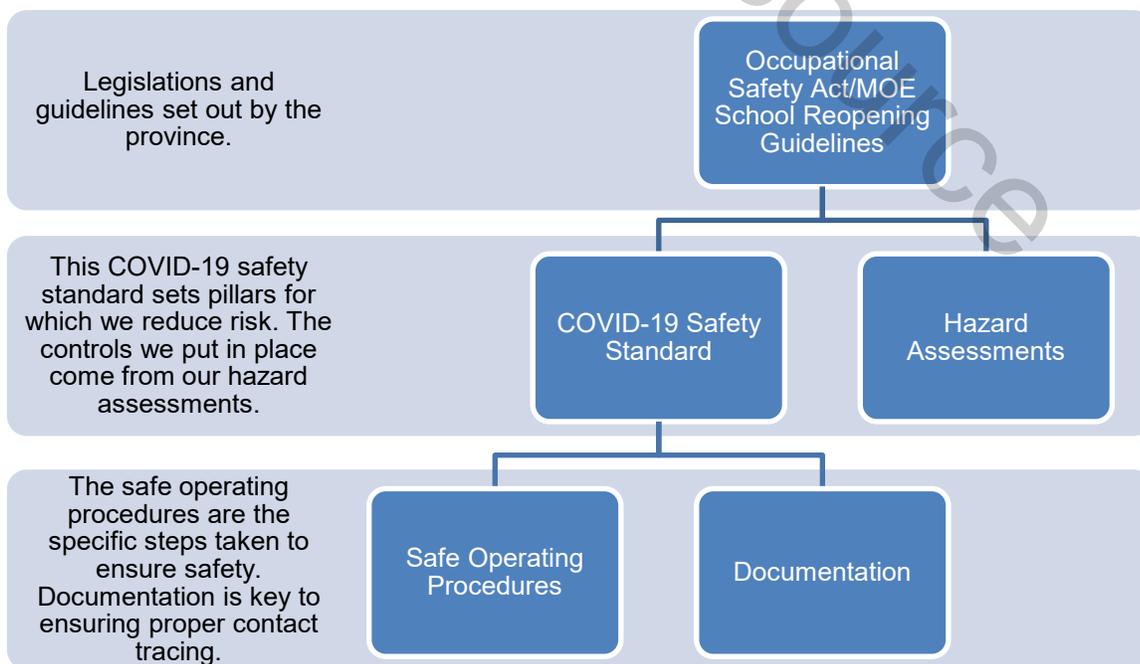
4. **Share responsibilities** - no single entity is solely responsible for keeping everyone safe. Everyone is a valued contributor and we all need to go the extra mile - everyone has a critical role to play and it is a full team approach that is needed to make this work well. Continued collaboration between all employees, students, and parents/guardians is key.
5. **Limit transmission chains** - separate populations as much as possible to limit outbreaks from becoming school-wide (i.e. cohorting of classes).
6. **Be flexible** - knowledge on COVID-19 is dynamic and our collective understanding will change; therefore approaches may change and we have to be ready to change from one scenario to another throughout the year.
7. **Ensure equity** - plans need to address equity needs of our students and employees.
8. **Support positive working/learning culture** - working together to support our Catholic faith and culture and a mentally healthy learning and working environment are foundational to our resilience and everyone's personal health.

(Source: [Provincial and Demonstration Schools Branch](#))

Goals of this Plan

1. Provide a multilayered approach to deliver a safe work environment for our employees, visitors, contractors, and our community partners.
2. Provide a safe learning environment for students. Ensuring the highest standards possible for learning and growth of the whole person in our Catholic schools.

How Does our Plan Work?



How Does COVID-19 Spread?

As per Public Health Ontario, the COVID-19 is most commonly spread from an infected person through:

1. Respiratory droplets from coughing or sneezing.
2. Close, prolonged personal contact, such as touching or shaking hands.
3. Touching something with the virus on it, then touching your mouth, nose or eyes before washing your hands.

Layers of Control

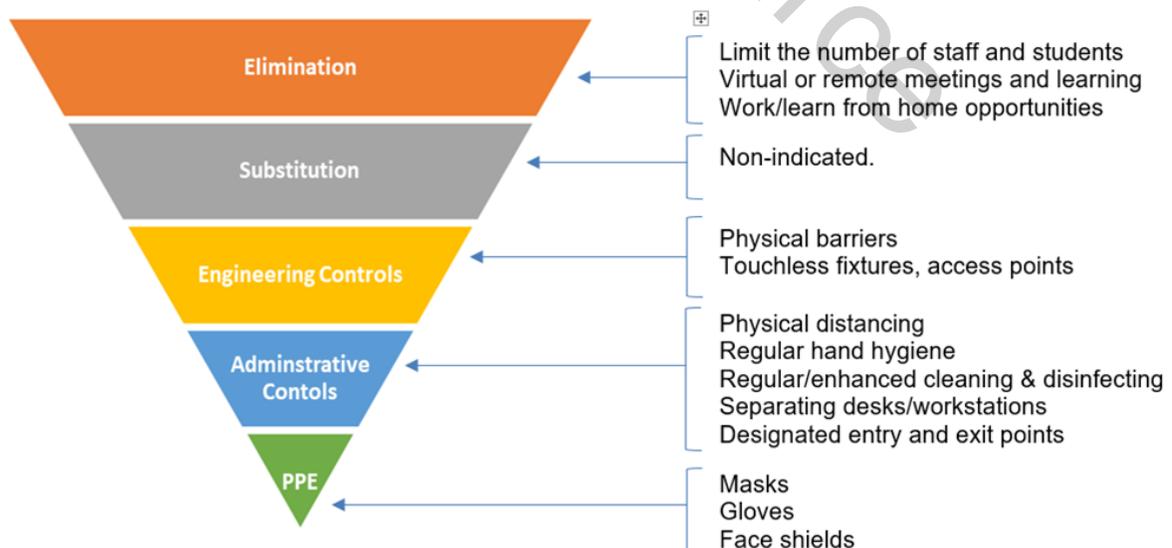
The Public Health Agency of Canada has stated that the best way to prevent the spread of COVID-19 is through frequent hand hygiene, physical distancing, self-isolating and to avoid touching mouth, eyes or nose with unwashed hands.

Under the Occupational Health and Safety Act, Huron-Perth Catholic District School Board must take all reasonable precautions under the circumstances for the protection of workers, including protection of workers from exposure to COVID-19. The type of measures that will be put into place are based on the risk of exposure and the type of work being performed.

Types of controls include:

- **Elimination** - removing the hazard from the workplace. It is one of the most effective ways of preventing exposure to COVID-19.
- **Substitution** - when a hazard is replaced with a less harmful hazard. This is not applicable as it relates to COVID-19.
- **Engineering Controls** - the process of isolating people from the hazard. It could include implementing physical barriers to prevent access to a hazard.
- **Administrative Controls** - administrative processes e.g., procedures, training and signage, that are put in place to restrict or reduce an individual's exposure to a hazard.
- **Personal Protective Equipment (PPE)** - PPE protects the worker. It is considered the last form of defense against a hazard.

Source: [SickKids COVID-19: Guidance for School Reopening](#)



COVID-19 Symptoms, Exposure and Outbreak

COVID-19 Symptoms may include the following:

- fever (feeling hot to the touch, a temperature of 37.8 degrees Celsius or higher)
- chills
- cough that's new or worsening (continuous, more than usual)
- barking cough, making a whistling noise when breathing (croup)
- shortness of breath (out of breath, unable to breathe deeply)
- sore throat
- difficulty swallowing
- runny, stuffy or congested nose (not related to seasonal allergies or other known causes or conditions)
- lost sense of taste or smell
- pink eye (conjunctivitis)
- headache that's unusual or long lasting
- digestive issues (nausea/vomiting, diarrhea, stomach pain)
- muscle aches
- extreme tiredness that is unusual (fatigue, lack of energy)
- falling down often
- for young children and infants: sluggishness or lack of appetite

For more information please visit the [Ministry of Health – COVID-19: Stop the spread](#).

Self-Monitoring & Self-Screening

It is the responsibility of all students (to the degree possible relevant to age and development), employees, parents/guardians, visitors, contractors, and community partners to self-screen for symptoms of COVID-19, common cold, influenza and any other respiratory illness on a daily basis using the Ontario Ministry of Health COVID-19 Self-Assessment Tool prior to arrival at a board location. Parents/Guardians will have acknowledged that they have conducted a self-assessment at home by having their child attend school.

Signs will be posted at all entrances to the school/building to remind students, employees, parents/caregivers, and essential visitors of screening requirements. If a student or employee is experiencing symptoms consistent with COVID-19 they must stay home from school and should seek testing and appropriate medical attention.

All employees and students who are experiencing new or worsening symptoms consistent with COVID-19 must not attend school/work and should seek appropriate medical attention as required, including getting tested at a COVID-19 testing centre.

Employees and students feeling sick must remain at home while waiting for test results. If a symptomatic individual's test is positive for COVID-19, they should continue to remain in isolation at home and follow the directions of HPPH.

Daily Records

Daily records must be kept of anyone (e.g. students, parents/caregivers, employees and visitors) entering Board premises. Daily records may include:

- Student Attendance Records
- Student Classroom Seating Plans
- Employee Attendance Records e.g., SmartFind Express

- Visitor Sign-In Sheets
- Student Log In/Out Sheets
- Staff Room Sign-In Sheets
- Student Club/Activity Sign-In Sheets
- Itinerant/Travelling Employee Contact Sheets
- Contractor Contact Sheets

Information collected will include: the individual's name, contact information, time of arrival and departure, location visited, confirmation that they have self-assessed and do not have any symptoms of COVID-19.

Daily records are collected and will be stored in the main office of the school, in accordance with Privacy Laws.

In the event of a site outbreak or a confirmed COVID-19 case, this information may be released to Huron Perth Public Health to assist with contact tracing.

Where an Individual is Suspected of Having COVID-19

When there is a confirmed case of COVID-19, the principal/supervisor and the Safety Specialist and Huron Perth Public Health must be notified immediately. The principal/supervisor must determine contaminated areas and arrange for cleaning and disinfecting of those areas. Areas that may require cleaning and disinfecting include items used by the individual and all surfaces within two metres of the ill person. Disposable cleaning equipment such as disposable wipes should be used where possible. All items that cannot be cleaned and disinfected (paper, books, etc.) must be removed and stored in a sealed container for a minimum of 7 days.

Isolation Room

Each site will identify isolation room(s) with a door that can be used for isolating a sick individual while awaiting pick-up.

The room must have an "Isolation" sign that can be posted while the room is in use. The isolation room should be a separate room and big enough to allow the ill individual to be at least two metres from others who are assisting the individual. All items must be made of material that can be cleaned and wiped with disinfectant. Each Isolation Room will have the following items:

- Disposable Gloves
- Disposable Gown
- Face Shield
- Surgical/Procedural Mask
- Alcohol Based Hand Rub
- Tissues
- Plastic Bags for Student Belongings
- Lined Garbage Pail
- Instructions for Application and Removal of PPE

Students Exhibiting Symptoms While at School

For students showing COVID-19 symptoms that are not typical for the student, the student will be immediately isolated in a separate, supervised isolation room until parents/guardians can pick them up in a manner that protects the dignity of that student. If unable to reach parents/guardians, the school will call the emergency person on file.

Students with symptoms should be tested for COVID-19. The principal will contact Huron Perth Public Health and the HPCDSB Safety Specialist to notify them of a potential COVID-19 case as well as the next steps the school should take.

Parents will be notified immediately if a child becomes unwell during the day. Symptomatic students must be immediately separated from others and supervised in a designated isolation room. Parents (or designate) must come to the school to pick up their child promptly.

Symptomatic students will be supervised by the Principal or designate who will follow safety protocols. Soiled personal items will be placed in a securely tied plastic bag and sent home with the student's parent/guardian. Soiled items will not be rinsed and/or washed at school.

Employee Illness

- Every employee will complete a daily self-assessment prior to arriving at work.
- Any employee who suspects that they have an infectious disease should not attend work, particularly if symptoms include any of those outlined in the list of COVID-19 Symptoms. Employees should follow the normal absence procedure and inform their principal/supervisor.
- Employees who exhibit COVID-19 symptoms should begin self-isolation at home and follow the guidance provided by Public Health.
- If an employee has come in close contact with someone who has a positive COVID-19 test, they must inform their principal/supervisor, and follow the guidance provided by Huron Perth Public Health.
- If an employee becomes ill with COVID-19 symptoms while at work, they will inform their principal/supervisor, ensure their face mask is secure, and remove themselves from the site as soon as possible. If an employee is unable to leave the site, they will isolate in the designated isolation room. The employee will follow the guidance provided by Public Health.

Return to School/Work for Students and Employees

- Those who test negative for COVID-19 must be excluded from school/work until 24 hours after symptom resolution.
- Those who test positive for COVID-19 must remain in isolation until these three (3) conditions are met:
 - a. They have isolated for 14 days after the onset of symptoms AND
 - b. They no longer have a fever AND
 - c. Their symptoms have been improving for at least 72 hours
- Students/employees do not need to be retested to return to school/work.

Symptomatic individuals or anyone who has come into close contact with a suspected or confirmed case of COVID-19 in the past 14 days should be tested for COVID-19.

The isolation room at the Catholic Education Centre will be the Trustee Lounge. Any staff who exhibit symptoms of COVID-19 and who are not able to leave immediately will isolate until they are able to leave.

Thermal Thermometer

A thermometer will be available if needed to verify the temperature of an ill individual. The thermometer must be covered with single-use protective covers (discarded after each use) or cleaned and disinfected after each use. One thermal thermometer will be ordered for each school.

This is only to be used with the permission of a parent/guardian when there is concern that a student may be ill and is being sent home.

Confirmed Cases of COVID-19

When a student or employee has been diagnosed as positive for COVID-19, the school and board will follow the directions of Huron Perth Public Health. This may require one or multiple classes to move to an different learning model or may require the school to be closed to in-person instruction for a length of time necessary, based on the time recommended by the HPPH. Students or employees who test positive for COVID-19 must continue to remain in isolation at home and follow the directions of HPPH.

Privacy

Employees will follow the directions from Huron Perth Public Health in terms of what medical/health information related to colleagues, students and/or their families that can be shared. Employees and parents/guardians will have to understand that not all personal information can be shared due to privacy concerns.

Reporting COVID-19 Data to Huron Perth Public Health

As per the Health Protection and Promotion Act, R.S.O., 1990, Chapter H7, Principals are to report any student that is suspected or confirmed to be ill with a disease of public health significance to the Medical Officer of Health.

The School/the Board will report to Huron Perth Public Health:

- Any presumptive or confirmed COVID-19 cases at a HPCDSB workplace which they are aware of.
- When 10% or more of students or employees are absent at one time with respiratory symptoms, or diarrhea/vomiting.

Reporting COVID-19 as a Disease of Public Health Significance

The Principal will call the Health and Safety Specialist who will contact the Huron Perth Public Health.

When reporting, include the following details:

- Student's name
- Parent/guardian's name
- Date of birth
- Disease (specify if suspect or confirmed)
- Student's address
- Telephone number for parent/guardian and/or students 14 years of age or older
- Physician's name (if known)
- Name of person reporting, school and contact information

Huron Perth Public Health will be responsible for:

- Investigating and managing reports of COVID-19;
- Making recommendations to healthcare providers on managing cases (people who get sick) and contacts of cases;
- Offering recommendations on preventative medication;

- Providing guidelines for how long sick students and employees should be kept home from school or work;
- Providing advisories for diseases of public health significance to the school for students, parents and employees;
- Perform contact tracing activities for COVID-19.

Huron Perth Public Health may also recommend the following:

- a classroom or school closure;
- additional cleaning and disinfecting measures;
- other workers/students/visitors to be sent home to self-isolate, self-monitor and report any COVID-19 symptoms.

In the event of COVID-19 case, the Board will:

- Review its applicable policy and procedures;
- Ensure area or location is cleaned and disinfected;
- Ensure the availability of hand hygiene facilities;
- Assist with contact tracing activities e.g., the provision of records as required;
- Establish an outbreak team to follow-up with any action(s) and/or corrective item(s) issued by Huron Perth Public Health.
- Keep employees, students and parents informed of outbreak status and corrective action(s)

Reporting COVID-19 to the Ministry of Education

As referenced in the [Guide to Reopening Ontario's Schools](#), school boards must report on a daily basis any cases of COVID-19 within the school community to the Ministry of Education (MOE). The reporting will be completed by the school Principal or their designate. An online tool will be available for this purpose and more information will be forthcoming from the MOE.

Hand Hygiene

The Public Health Agency of Canada recommends that regular hand hygiene is one of the primary ways to prevent the transmission of COVID-19. Hand hygiene is a general term referring to any action of hand cleaning. This may include using hand soap and water and/or an alcohol-based hand sanitizer.

Hand washing facilities with soap and water are available at all HPCDSB sites and is the preferred method of hand hygiene, as it is the most effective method for cleaning hands and is the least likely to cause harm if accidentally ingested.

Hand sanitizer will be provided at locations without hand washing facilities, specifically:

- In classrooms and portables;
- In the offices and common areas;
- At the entrances to the building.

Hand sanitizer is considered to be a hazardous product. Employees will supervise students when they are using hand sanitizer to prevent accidental ingestion.

When to Perform Hand Hygiene

Employees and students must perform hand hygiene:

- When they arrive at school/work and before they go home
- Before and after any transitions within the school/site (e.g. to another classroom, indoor-outdoor transitions, moving to on-site childcare, etc.)
- Before eating and drinking (or handling food)
- After using the washroom
- After sneezing or coughing
- Whenever hands are visibly dirty
- After cleaning tasks
- Before and after putting on PPE
- Before and after play/use of equipment
- Before and after handling incoming mail and packages, etc.

Student Personal Protective Equipment (PPE)

Students in Grades 4 - 12 will be required to wear non-medical or cloth masks while in school. Students in K – 3 will be encouraged to wear masks in common spaces.

Respiratory Etiquette

Employees and students should:

- cover their cough or sneeze with their arm or a tissue, throw the tissue in the garbage and wash their hands.
- Refrain from sharing any food, drinks and unwashed utensils or other personal devices.

Physical Distancing and Touch Points

The Public Health Agency of Canada recommends that individuals maintain a distance of two metres (six feet) apart from other individuals to prevent the spread of COVID-19.

Everyone must avoid, where possible, entering the workspace of others, whether they are present or not. This includes all offices including Custodial offices and storage areas.

Hallways

- School hallways will be designated for direction of travel. Follow the posted signs.
- For stairs, individuals may need to wait for others to clear the area and/or leave space in order to travel ahead.
- Wider hallways can allow for individuals to pass on opposite sides of the walkway/hallway while maintaining physical distancing.
- When a walkway is adjacent to workstations, try to walk in a manner that gives the most space.

Classrooms

We are returning to school in the conventional in person model and it is therefore unlikely that two metres of physical distance can be maintained in the classrooms. According to the MOE guidance document, schools are encouraged to remove unnecessary furniture and place desks and/or tables with as much distance as possible and to allow teachers as much teaching space as possible. Desks/tables will be arranged within the classroom to minimize the number of direct contacts while trying to support the greatest amount of physical distancing. This may include the use of mini cohorts which may allow for greater overall distancing for students but limited to mini cohorts.

Teachers may want to identify a two metre distance around their teaching area as a visible reference for students.

Students will be in a seating arrangement as determined by the teacher. Students are to remain in their designated seat for contact tracing purposes. Group work may be done in small groups where physical distancing can be maintained.

In elementary grades, circle time floor time can occur if physical distancing can be maintained. The counter in classrooms with sinks must be kept clear of all items with the exception of hand soap and paper towels.

Libraries/Learning Commons

Use of libraries/learning commons to be determined in elementary and secondary schools. However, students in elementary will be supported by library technicians in their regular classroom. Library technicians will bring selected reading materials into each classroom for children to choose from. Returned books will be isolated for seven days prior to being reintroduced into circulation given the difficulty of proper sanitization.

Secondary libraries/learning commons may be closed to start the school year, but materials and teacher support can be provided in the regular classroom.

Supply/Photocopier Rooms

The number of individuals in a supply room or photocopier room will be restricted until further notice to ensure physical distancing of two metres can be maintained.

- Principals/supervisors will identify the capacity for each room.
- Individuals will perform hand hygiene before and after accessing the supply room or photocopier equipment.
- Individuals will disinfect all equipment that has been touched after each use.

Washrooms

To maintain two metres of physical distancing in the washrooms, the number of individuals in multi-stall washrooms may be restricted.

Considerations for determining the capacity for occupants in the washrooms include:

The number of stalls, urinals and sinks (ensuring maximum distance between individuals). For example, even though stalls are enclosed so physical distancing isn't required, there are no barriers around the sinks and therefore sites may consider blocking off access to every other stall and urinal in order to reduce the number of people at the sinks.

Sites may block off access to some sinks in order to provide additional distancing between individuals. Principals/supervisors will need to identify the capacity for washroom.

Signage will be placed inside the washroom, reminding students of both physical distancing and proper hand hygiene as well as capacity limits. Washrooms will be cleaned and disinfected at least twice a day.

Elevators

The number of individuals in an elevator at one time will be limited to allow for physical distancing. Signs must be posted at each elevator with the capacity and a reminder for physical distancing. Except in cases where students or staff require support, no more than two people may ride in an elevator at one time.

Staff Rooms

Staff rooms should be reconfigured to allow for physical distancing to the degree possible.

- In consultation with the Health and Safety Specialist, the school principal will determine the maximum capacity allowed in a site-specific staff room that meets physical distancing requirements.
- Staff may be required to sign-in to staff rooms for contract training purposes.
- It is discouraged for employees to share phones, tools, kitchen equipment, etc. Sanitization must occur before and after use of shared items/equipment.
- When physical distancing cannot be maintained given capacity limits, employees must wear mask. Face shields will be provided to employees for situations where they are required in addition to the mask.

Common Workstations

Where possible, workstations should be used by one person. When workstations have multiple users, the following requirements must be followed.

- Workstation chair, surfaces, etc., must be disinfected using a disinfecting wipe after each use.
- Employees using common workstations must also adhere to the requirement of two metres of physical distancing.

Doors

Where possible, and safe to do so, the following guidelines for classroom and office doors include:

- Internal doors should be left open during the day to minimize the number of students and/or employees who need to open the door manually.
- Where permitted by the Fire Code, doors will be left open to minimize contact in high touch areas.

School Sectioning

- Schools will be divided into sections in order to minimize direct contacts within the school day.
- Students within designated classroom sections will share entrances and washrooms.

Employee Entry

Employees must self-assess each day, prior to entering the worksite. Employees will be asked to verify that they are not experiencing symptoms, per the self-assessment tool.

IT, itinerant, board, or casual employees must sign in and out using the visitor sign in sheets at the main designated entrance for contact tracing purposes.

Student Drop-Off and Pick-Up

Students will be encouraged to arrive at school as close as possible to their start time. Once at school, students will be encouraged to wear their mask as soon as they are on school property and will head directly to their designated entrance door. Parents are encouraged to talk with their children about the importance of maintaining distance with children (outside their family) when walking to and from school.

Student Entry

Elementary students will line up with their class while maintaining distance once the bell has gone. Each class will enter the school separately and head directly to their classroom.

Secondary students will enter the school using their designated entrance and head directly to their classroom.

Students will not congregate in the halls, washrooms or common areas.

Visitors

All authorized visitors, contractors, and anyone that is not a HPCDSB employee or student of the school must, in all cases, sign in and out via the visitor sign in sheet at the entrance and they must also check in at the main office. The same procedures will be in effect for the CEC.

Principals will ensure that only essential visitors to the school are admitted. At this time, we may need to restrict certain activities that might normally take place in our schools. Great care and planning will be taken to permit essential services, personnel and support to continue.

Before and After School Child Care Programs

Under the Education Act, school boards are required to ensure the provision of a before and after school program on every instructional day for every elementary school serving students in the primary and/or junior division where there is sufficient demand and/or viability. During these times the following protocols have been put into place:

- Third-party providers will complete a viability survey for their existing programs and inform the school principal and board of their results.
- Before and After care programs are encouraged to use the gymnasium facilities in a school so that they have access to a dedicated door and will not be sharing classroom space with the rest of the school.
- If schools have a dedicated space already available for before and after school care - they may continue to use this space.
- Before and after school programs will screen students and maintain their own records.
- There will be no sharing of resources (toys etc.) between the school and providers however each program will be provided with some outdoor equipment (balls etc.) to be used solely for the before and after school program.
- Outdoor playground equipment may be used by the before and after school program at their own discretion - school custodians will disinfect playground equipment daily (in the morning) and then providers will be responsible for the disinfection of the playground equipment if they desire

- Third-party owned refrigerators will be moved to the gym if possible and/or access to a refrigerator will be coordinated with the school principal.
- The school custodian will clean and disinfect the room daily.

Community Use of Schools

At this time there will be no community use of schools. HPCDSB will monitor the COVID-19 situation, and in consultation with the HPPH, may reopen the schools for community use when it is safe to do so.

Signage, Decals and Floor Markings

Signage consistent with Huron Perth Public Health signage for COVID-19 will be posted at all HPCDSB workplaces.

Signage and decals will be posted at entrances and throughout HPCDSB workplaces/schools to inform/remind everyone of self-screening, hand hygiene, physical distancing requirements, and traffic flow directions, as applicable.

Employees, students, contractors, community partners and essential visitors are expected to observe and follow the signage.

Required signage will be made available to Principals and site Supervisors. See Appendix A for available signage.

Principals and Site Supervisors can request additional signage by contacting the Health and Safety Specialist at cmakohn@hpcdsb.ca.

Cleaning and Disinfecting Shared Equipment

Cleaning and disinfecting of the workplace environment is another approach used to help stop the spread of COVID-19. Coronaviruses on surfaces and objects naturally die within hours to days. HPCDSB will continue to perform routine cleaning and disinfecting of surfaces. If items cannot be cleaned and disinfected, they need to be placed in a sealed container for seven days prior to going back into circulation.

High touch points will be disinfected at least twice per day and when visibly dirty. This is aligned with the current guidance from Ontario Public Health.

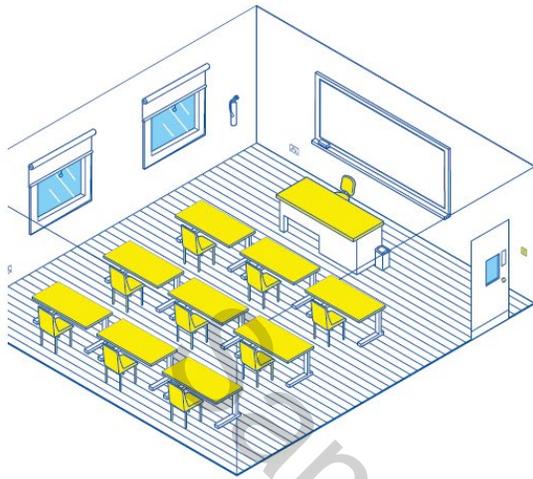
Facilities will be cleaned before the start of each day using enhanced cleaning protocols. Water fill-up stations and push buttons are considered high-touch surfaces and must be regularly cleaned and disinfected. Fountain mouthpieces will be covered and cannot be used until further notice.

Students are asked to bring a full reusable water bottle and to access bottle filling stations during the day for refills.

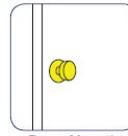
Employees will perform ongoing informal cleaning and disinfecting of their classroom items and workstations.

Students may be asked to assist in cleaning and sanitizing of shared items after use. Examples include computers, science lab items, gym equipment, etc.

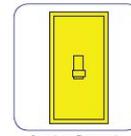
Classroom High Touch Surfaces



Desk Top



Door Handle



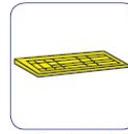
Light Switch



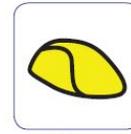
Pencil Sharpener



All Surfaces



Keyboard



Mouse



Copier/Printer



Sink



High Touch Surfaces

Student Shared Items

Items that students share on a daily basis will be limited. This includes toys in the primary grades. Plush toys will be removed. Only items that can easily be cleaned will be permitted. Employees will disinfect items as required.

Science, Music and Technology Areas

Science, music and technology classes and other hands-on learning teachers will implement on-going disinfection of high touch areas and shared items within the classroom. Teachers will educate, direct and supervise students to ensure adequate cleaning and disinfection of PPE, equipment, supplies and tools before and after use.

Students may be grouped within these classes to reduce the number of people touching items. Students in music may be provided their own instrument to use throughout the learning term and music teachers will consider the safest use of space and where possible, alternate spaces, to allow for physical distancing.

Student Food: Lunches and Snacks

Snacks/food the child can open on their own may be sent to school. Food sent to school should be kept with the child's belongings. Parents/guardians are encouraged to pack ice-packs in the lunch box/bag if lunch requires refrigeration.

Students will eat and drink in the classroom and maintain physical distancing whenever possible. No food or drink should be shared with others.

Only in situations where a student forgot their lunch, contactless delivery from a family member is available at the front entrance. A student will be called by the main office to come and pick up their delivered lunch.

Cafeterias may provide prepackaged food items for students to purchase. Microwaves and fridges will not be available for student use.

Assemblies and Liturgies

In-person assemblies and large group gatherings will not be permitted at this time. These events may be provided using virtual means. Eucharistic celebrations may eventually occur provided physical distancing can be maintained. Schools will follow parish standards and guidelines as provided by the Diocese of London.

Physical Education

Health and Physical Education courses, in elementary and secondary schools, will be held in outdoor spaces, where possible. Gymnasiums may be used in circumstances if available and where physical distancing measures can be followed and touch points are limited.

Capacity in change rooms will be limited. Students will not change for Physical Education classes in elementary.

All equipment will be disinfected after use by the employees and students.

Cooperative Education

Co-op placements may be offered virtually, where applicable. In-person community placements can be arranged in alignment with the direction and recommendations of the local health unit and the direction of the school board. Placements must provide students with workplace COVID-19 training

Recess

Students will participate in recess with cohorts/classmates and other classrooms as per school sectioning. Classrooms must be separated within the school yard so as to prevent mixing of cohorts.

Recess breaks may be staggered to limit the number of students in the school yard at one time. Decisions will be made with consideration of available yard space and ability to maintain a compliant supervision schedule.

Play structures and/or sports fields will be open with regular sanitation and cleaning taking place each morning. Students will be encouraged to wear their masks when physical distancing cannot be maintained in a social setting.

Field Trips

At this time there will be no field trips planned. HPCDSB will monitor the COVID-19 situation and in consultation with the HPPH. We will consider suitable field trips when it is safe to do so. Where possible, virtual field trips and excursions may be arranged.

Clubs and Sports

At this time there will be no school sports planned. HPCDSB will monitor the COVID-19 situation and in consultation with the HPPH. We will consider individual school sports when it is safe to do so. Where possible, virtual school clubs may take place.

Schools can consider offering clubs and organized sports if physical distancing is possible and equipment and spaces are cleaned and disinfected between each use.

Team sports will focus on skill development and follow protocols as set out for physical education classes. Scrimmage games may be held but there will be no travel to other schools at this time. No contact sports are to be offered at this time.

Focus should be on individual sports and intramural activities if physical distancing can happen and other health and safety protocols are followed.

Emergency Procedures

Emergency procedures including drills are being re-assessed to determine if adjustments are required. Facility Services is investigating this further and consulting with our community partners regarding the regular drills we practice in schools, as follows:

- Fire Drill
- Lockdown/Hold and Secure
- Bomb Threat
- Localized Emergency Protocols

Employee Personal Protective Equipment (PPE)

Personal Protective Equipment (PPE) is considered to be the last form of defense against a hazard. PPE such as protective clothing, masks, face shields or other garments or equipment are designed to protect the wearer's body from injury or infection.

Employees that wear PPE for protection against workplace hazards other than COVID-19 must continue to use that PPE as required. In accordance with the Occupational Health and Safety Act, workers shall use or wear the equipment, protective devices or clothing that the worker's employer requires to be used or worn.

School-based employees who are regularly in close contact with students will be provided with all appropriate PPE. This PPE may include: a procedural/surgical grade mask, face shield, disposable gown, and/or disposable gloves. Employees are expected to wear any and all PPE provided by the Board. Employees will be provided with PPE as required for their specific role.

At a minimum, school employees will be required to wear a surgical/procedural mask. If two metres of physical distancing cannot be maintained, a face shield will be required. Employees who may not be able to wear a mask for medical reasons should contact Human Resources to determine suitable accommodations that allow for an equal level of safety.

Other PPE requirements are dependent on the task being performed. Examples include: not being able to maintain two metres of physical distancing, maintenance tasks that require two persons to perform the task, responding to aggressive behaviour, administering first aid, performing toileting activities, and working with students with complex needs, etc.

All Board sites will be provided with disposable masks for individuals who may exhibit signs of illness, disposable gloves, and face shields for those who may require this additional level of protection.

PPE will be coordinated and ordered centrally by the Board for all sites. All Board sites will receive the identified PPE, including hand sanitizer and disinfectant wipes, prior to the start of the school year. PPE will be replenished monthly by the Board. Training will be provided on the use, care and disposal of PPE.

Types of PPE Available to Protect Against COVID-19 (for Employees)

Type of PPE	Protection	Circumstance for use	Requirements
Medical Masks e.g. procedural/surgical masks	Prevents the spread of the worker's respiratory droplets, body fluids, and excretions from their nose or mouth from entering into the work environment or onto a sterile field. Prevents large droplet aerosols and splashes from coming into contact with the mucous membranes of the mouth and nose.	Assisting a student/employee in the isolation room (COVID-19 suspected). At all Board locations as required by the MOE and until further notice. Situations where it is not possible to maintain 2m (6 feet) physical distancing. On the person exhibiting symptoms of COVID-19. Other situations as prescribed.	ASTM F2100 Standard
Gloves e.g. nitrile, vinyl, non-latex	Protects the workers hands from coming into contact with a hazardous substance i.e. hazardous chemical or blood and bodily fluid	Attending to a student/employees in the isolation room (COVID-19 suspected) When the worker has non-intact skin (i.e. cuts, open sores, etc.) When the worker will come into contact with bodily fluids, i.e. toileting, performing first aid, spills clean up (chemical or bodily fluid) As per the safety data sheets for cleaning and disinfecting products Other situations as prescribed	
Gowns e.g. Sleeve covers, disposable gloves	Protects the worker's clothing from transfer of microorganisms and bodily fluids.	Attending to a student/employees in the isolation room (COVID-19 suspected) Toileting activities Other situations as prescribed	

<p>Eye protection e.g. goggles, face shields</p>	<p>Prevent large droplet aerosols and splashes coming into contact with the mucous membranes of the eyes</p>	<p>When two metres of physical distancing cannot be maintained</p> <p>Attending to a student/ employees in the isolation room for suspected COVID-19)</p> <p>When there is a potential for contact with bodily fluids</p> <p>Other situations as prescribed</p>	
--------------------------------------------------	--------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

Training for School Reopening

2020-2021 School Reopening Training is mandatory for all employees consisting of online and site-specific training. Principals/Supervisors will need to ensure that individuals returning to work following an absence (for example, maternity leave/paternity leave, sick leave, etc.) are allotted time to complete COVID-19 training as soon as possible upon returning.

2020-2021 School Reopening Training will cover the following topics:

- Navigating the School Environment
- Physical Distancing
- Hand Hygiene
- Cleaning and Disinfecting Considerations
- Personal Protective Equipment
- Chemical Safety/ WHMIS
- Infection Control Procedures
- Self-Assessing and Health Monitoring
- Employee Hazard Report for Incident Reporting
- Mental Health and Well-being
- Other Relevant Information

First Aid Training

Under the *Workplace Safety and Insurance Act*, HPCDSB is required to have first aid equipment, facilities and trained personnel in all of its workplaces. Due to the COVID-19 pandemic, in-class first aid training has been temporarily suspended and WSIB has extended the certification and recertification period to December 31, 2020.

Employees with a First Aid/CPR certificate that would have expired as of March 1, 2020 have had their certification extended to December 31, 2020. Employees can continue to practice first aid and use their expired First Aid/CPR certificates as proof of certification until December 31, 2020. Principals will be notified when training availability has been confirmed.

Monitoring

This plan will be monitored on a regular basis by senior administration, principals/supervisors and employees. As the COVID-19 situation evolves, there may be the need to amend parts of this plan and related work instructions as per public health recommendations.

Senior administration will monitor the entire program based on the following:

- Public Health Recommendations
- Ministry Recommendations (i.e. Education, Labour)
- Principal/Supervisor Observations
- Joint Health and Safety Committee Recommendations

Principals/supervisors will monitor their worksite weekly, providing observations on the OHS-HSF Weekly Site Form. This form will allow principals/supervisors to provide feedback on potential need for changes. Serious or blatant contravention of this plan or any related work instructions shall be reported immediately via the incident reporting procedure.

Employees who have any safety concerns should report them to their principal/supervisor as per their obligations under the OHSA. Concerns that cannot be resolved immediately shall be reported to the site Health and Safety representative, Joint Health and Safety Committee member or union.

Supporting Documents

- Principal Checklist
- JHSC COVID-19 Workplace Inspection Checklist
- COVID-19 Signs/Posters/Floor Decals
- Occupational Health and Safety Act
- HPCDSB Safety Related Work Refusal Procedure OHS_AP-007

References

Health Canada. (May 12, 2020). Personal protective equipment against COVID-19: Medical gowns. Retrieved on June 4, 2020 from <https://www.canada.ca/en/health-canada/services/drugs-health-products/medical-devices/COVID-1919-personal-protective-equipment/gowns.html>

Public Health Agency of Canada. (April 2020). Coronavirus Disease (COVID-19): Summary of Assumptions. Retrieved May 29, 2020 from <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/health-professionals/assumptions.html>

Public Health Agency of Canada. (March 19, 2020). Hand Hygiene. Retrieved from <https://www.canada.ca/en/public-health/services/healthy-living/hand-hygiene.html>

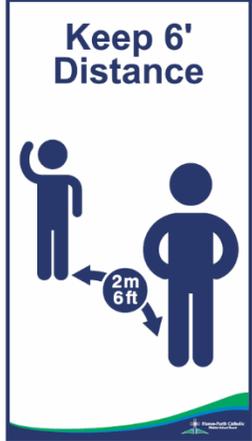
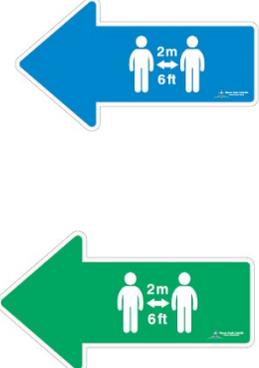
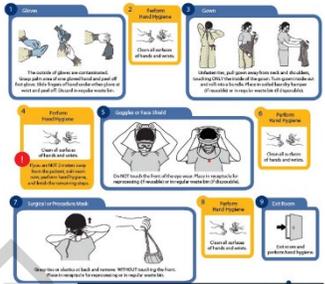
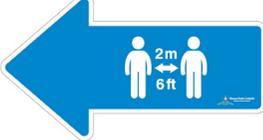
Public Health Agency of Canada. (July 24, 2020). Non-medical face coverings: About. Retrieved from <https://www.canada.ca/en/public-health/services/diseases/2019-novel-coronavirus-infection/prevention-risks/about-non-medical-masks-face-coverings.html>

Avon Maitland District School Board COVID-19 Safety Signage

Huron Perth Public Health

Brant Haldimand Norfolk Catholic District School Board High Touch Surfaces Graphic

Upper Grand District School Board Reopening Schools Plan

<p>Physical distancing signage</p> <p><i>Poster locations:</i> Entrances to Board workplaces, Elevators On floor in hallways and main offices (i.e. guidance, main office, Reception desk)</p>			
<p>Application and Removal of Personal Protective Equipment</p> <p><i>Poster location:</i> Post on door of insolation room, at PPE storage area, isolation kit bag/container</p>	<p>Putting on Isolation PPE</p> 	<p>Taking Off Isolation PPE</p> 	<p>Use of Gloves</p>  
<p>Reduced occupancy Room</p>			
<p>No Access/ Out of Service</p>			
<p>One-way traffic directional signs</p>			

<p>Social distancing guidelines for work</p>		<p>How to safely use a non-medical mask or face covering</p>	
<p>Disinfecting Items</p>			



HURON-PERTH CATHOLIC

District School Board

Pandemic Plan

Adopted:	October 22, 2007	Policy #:	P 2.1.7.
Revised:	February 24, 2020	Policy Category:	2.1. School Operations

POLICY STATEMENT:

The Huron-Perth Catholic District School Board is committed to responding to the occurrence of pandemics in an appropriate and prepared manner. Annual influenza epidemics occur because the influenza virus is able to change enough to cause infections within the general populations despite varying levels of immunity from previous infections. Influenza pandemic is essentially an outbreak occurring over a large geographical area, often worldwide, affecting an exceptionally large proportion of the population with elevated mortality rates. Experts are certain that future pandemics will occur; although, the timing and pattern is unpredictable. Therefore, contingency planning is essential for an effective response.

PROCEDURE:

The following procedures were developed with consultation from Huron Perth Public Health.

1. Definitions of Pandemic Phases

The following phase definitions are consistent with definitions used by local Health Units and the World Health Organization (WHO):

Phase	Descriptor
Phase 1 – Predominantly animal infections	In nature, influenza viruses circulate continuously among animals, especially birds. Even though such viruses might theoretically develop into pandemic viruses, in Phase 1 no viruses circulating among animals have been reported to cause infections in humans.
Phase 2 – Few human infections	In Phase 2 an animal influenza virus circulating among domesticated or wild animals is known to have caused infection in humans, and is therefore considered a potential pandemic threat.
Phase 3 – Few human infections	In Phase 3 , an animal or human-animal influenza reassortant virus has caused sporadic cases or small clusters of disease in people, but has not resulted in human-to-human transmission sufficient to sustain community-level outbreaks. Limited

	<p>human-to-human transmission may occur under some circumstances, for example, when there is close contact between an infected person and an unprotected caregiver. However, limited transmission under such restricted circumstances does not indicate that the virus has gained the level of transmissibility among humans necessary to cause a pandemic.</p>
Phase 4 – Sustained human to human infections	<p>Phase 4 is characterized by verified human-to-human transmission of an animal or human-animal influenza reassortant virus able to cause “community-level outbreaks.” The ability to cause sustained disease outbreaks in a community marks a significant upwards shift in the risk for a pandemic. Any country that suspects or has verified such an event should urgently consult with WHO so that the situation can be jointly assessed and a decision made by the affected country if implementation of a rapid pandemic containment operation is warranted. Phase 4 indicates a significant increase in risk of a pandemic but does not necessarily mean that a pandemic is a forgone conclusion.</p>
Phase 5 – Pre-Pandemic Phase	<p>Phase 5 is characterized by human-to-human spread of the virus into at least two countries in one WHO region. While most countries will not be affected at this stage, the declaration of Phase 5 is a strong signal that a pandemic is imminent and that the time to finalize the organization, communication, and implementation of the planned mitigation measures is short.</p>
Phase 6 – Pandemic Phase	<p>Phase 6, the pandemic phase, is characterized by community level outbreaks in at least one other country in a different WHO region in addition to the criteria defined in Phase 5. Designation of this phase will indicate that a global pandemic is underway.</p>
Post-Peak Period	<p>During the Post-Peak Period, pandemic disease levels in most countries with adequate surveillance will have dropped below peak observed levels. The post-peak period signifies that pandemic activity appears to be decreasing; however, it is uncertain if additional waves will occur and countries will need to be prepared for a second wave.</p>
Post-Pandemic Period	<p>Previous pandemics have been characterized by waves of activity spread</p>

	<p>over months. Once the level of disease activity drops, a critical communications task will be to balance this information with the possibility of another wave. Pandemic waves can be separated by months and an immediate “at-ease” signal may be premature.</p> <p>In the Post-Pandemic Period, influenza disease activity will have returned to levels normally seen for seasonal influenza. It is expected that the pandemic virus will behave as a seasonal influenza A virus. At this stage, it is important to maintain surveillance and update pandemic preparedness and response plans accordingly. An intensive phase of recovery and evaluation may be required.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

2. Legal Basis

The Medical Officer of Health determines the actions needed to be taken to protect the population from a communicable disease (Health Protection and Promotion Act 1990). The Medical Officer of Health has the authority to issue an order if she/he is of the opinion upon reasonable and probable grounds that a communicable disease exists or may exist or that there is an immediate risk of an outbreak.

DEFINITIONS:

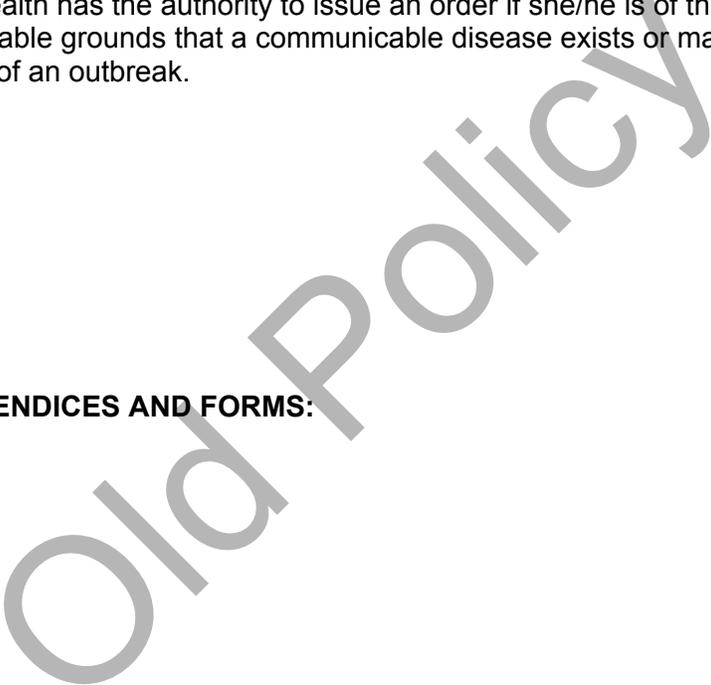
- N/A

REFERENCES:

- N/A

RESOURCES, APPENDICES AND FORMS:

- N/A





REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: January 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary Designate

HEALTH AND SAFETY

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board regularly reviews all policies to ensure compliance and relevance with legislation and corresponding alignment with the mission and vision of our Catholic school system. Additionally, under the Occupational Health & Safety Act, it is a requirement for the Joint Health and Safety Committee (JHSC) to review the Health and Safety policy on an annual basis. The policy was reviewed by the Health and Safety Committee at its meeting held on October 16, 2024.

DEVELOPMENT

The Health and Safety policy was presented for information at the December 9, 2024 Board meeting. The revised policy was available on the Board's website for vetting. No changes have been recommended therefore the policy is being recommended for approval.

RECOMMENDATION

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



HURON-PERTH CATHOLIC

District School Board

Health and Safety

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

BELIEF STATEMENT:

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

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

POLICY STATEMENT:

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

PROCEDURES:

Responsibility of Management:

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

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

Responsibility of Employees:

Every employee must protect their own health and safety by:

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

REFERENCES:

- Occupational Health and Safety Act and Regulations

RESOURCES, APPENDICES AND FORMS:

- N/A

DEFINITIONS

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: January 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary Designate

VIOLENCE IN THE WORKPLACE

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board regularly reviews all policies to ensure compliance and relevance with legislation and corresponding alignment with the mission and vision of our Catholic school system. Additionally, under the Occupational Health & Safety Act, it is a requirement for the Joint Health and Safety Committee (JHSC) to review the Violence in the Workplace policy on an annual basis. The policy was reviewed by the Health and Safety Committee at its meeting held on October 16, 2024.

DEVELOPMENT

Policy Violence in the Workplace was presented for information at the December 9, 2024 Board meeting. The revised policy was available on the Board's website for vetting. No changes have been recommended therefore the policy is being recommended for approval.

RECOMMENDATION

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



HURON-PERTH CATHOLIC

District School Board

Violence in the Workplace

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

BELIEF STATEMENT:

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

POLICY STATEMENT:

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

PROCEDURES:

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

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

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

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

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

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

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

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

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

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

The Board's violence prevention program includes the following:

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

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

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

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

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

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

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

DEFINITIONS:

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

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

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

REFERENCES:

- The Occupational Health & Safety Act - Bill 168

RESOURCES, APPENDICES AND FORMS:

- N/A



Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: January 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary Designate

EDIAR UPDATE REPORT

Public Session

BACKGROUND

Over the past several years, the Board has maintained an Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Committee. The EDIAR Committee works collaboratively to ensure that Board policies align with the Board's mission, values, and applicable legislation.

The committee sets measurable goals for a more inclusive and equitable district through the Board's EDIAR Equity Action Plan and monitors outcomes to assess the effectiveness of initiatives. The committee provides regular reports and recommendations to leadership, holding the organization accountable for making meaningful progress in creating a community where everyone feels a sense of belonging, safety, and respect.

This year, our EDIAR Committee work plan includes:

- **Revising the EDIAR Action Plan:** To ensure the plan is firmly rooted in our Catholic Social Teachings.
- **Creating a District Equity Symbol:** This symbol will symbolize the Board's commitment to equity, safety, and belonging for all students, honour the voices of our students, and represent their understanding of equity, safety, and belonging.

DEVELOPMENTS

Members of the Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Action Plan Review Subcommittee have engaged in a series of thoughtful and reflective discussions to revise the EDIAR Action Plan. The objective is to ensure the plan is firmly rooted in Catholic Social Teachings and scripture, fostering a more inclusive and equitable environment for all members of the community. The process involves deep reflection on core Catholic values such as human dignity, solidarity, and the preferential option for the poor and vulnerable.

By grounding the action plan in Catholic Social Teachings and scripture, with a focus on justice, compassion, and unity, the Board aims to create a community where all individuals feel valued and respected. This alignment not only strengthens the Board's commitment to equity but also integrates the spiritual and moral dimensions of Catholic education into actionable steps toward social justice.

The revised plan represents a holistic approach, emphasizing the interconnectedness of faith and equity while inspiring transformative practices that uphold the sacred worth of every person. The

EDIAR Subcommittee will engage in a few more revision sessions and present the completed draft version to the EDIAR Committee for review. The final plan will be presented to the Board of Trustees for review in March.

Our District Equity Symbol Subcommittee, in consultation with the EDIAR Committee, is making progress in our journey to create a district-wide equity symbol that reflects the unique voices and perspectives of our students.

This project is unfolding in several key phases. To date, a work plan has been developed to delve into the heart of the project by engaging students in meaningful conversations. Specifically, we are asking our Secondary students at each school to determine how to best collect the data needed to create the symbol. Students from student parliament, the ARC Club, and the Social Justice Club at our secondary schools suggested that we use a Google Form to collect the data. The Google Form provides an opportunity for students to further express their thoughts and feelings about equity, safety, and belonging through words and creative expression.

In elementary schools, we will collect students' thoughts, feelings, and artistic expressions through classroom discussions and creative prompts from a variety of students in Kindergarten to Grade 8.

Next, we will carefully analyze all the student contributions, identifying recurring themes and powerful symbols. This will inform our collaboration with a talented graphic designer, who will work closely with the committee to develop several draft designs. We will ensure that the final symbol authentically reflects the students' collective vision.

We will seek feedback from our secondary students, EDIAR Committee and the Board of Trustees on the draft designs. We will then work to integrate this powerful symbol into our school culture. This project is more than just creating a logo or symbol; it's about empowering our students to have a voice in shaping a more equitable and inclusive learning environment.

Our next EDIAR Committee Meeting will occur on Thursday, January 30, 2025.

RECOMMENDATION

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



Prepared by: Tara Boreham and Sean McDade, Superintendents of Education
Presented to: The Huron-Perth Catholic District School Board
Date: January 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary Designate

STRATEGIC PLAN UPDATE

Public Session

BACKGROUND

This report offers a high-level overview of progress during the first semester of the 2024-2027 Strategic Plan, inspired by the theme "On Fire with the Spirit: Awaken, Illuminate, Rejoice." As the first of six semesters, this initial progress highlights our shared commitment to excellence in faith, academics, and community, setting the stage for continued growth.

Our strategic plan focuses on nurturing faith leadership and academic excellence in Mathematics and Literacy. Guided by the Holy Spirit, we invest in supporting teachers and students through collaborative efforts of teacher leaders, educators, and school administrators.

Faith development is led by our Religion and Family Life Learning Coordinator & Teacher, Superintendents, and school leaders, with support from Faith Ambassadors, secondary school Chaplains, and partners like the Catholic Education Team, Catholic Curriculum Corporation, and the Institute for Catholic Education. Together, they enrich prayer life, curriculum implementation, and faith-sharing across schools, creating vibrant communities of faith.

Math and Literacy initiatives are driven by Superintendents, school-based Administrators, Learning Coordinators, Math Facilitators, and Literacy Resource Teachers, supported by Special Education and the Mental Health team. Secondary schools also benefit from collaboration among Department Heads, Student Success, Guidance and additional district support to meet diverse student needs. This collective effort awakens a love for learning, illuminates paths to growth, and celebrates faith-filled success.

The plan also prioritizes improving student success and attendance, aiming for 95% attendance rates and high credit accumulation and graduation levels. Through targeted interventions, multi-tiered support systems, and strong family and community partnerships, we create environments where students thrive academically, socially, and spiritually. Together, we embody the Ontario Catholic School Graduate Expectations in all we do.

DEVELOPMENTS

This report provides an update of various expectations outlined in the Strategic Plan. To illustrate progress, key actions and achievements have been summarized in bulleted points, highlighting our advancements in areas such as faith development, academic achievement (literacy and numeracy), and student well-being (attendance). Future updates will expand on all outlined expectations and will include a systematic approach to track progress using a visual chart.

This system allows us to transparently identify areas of strength and those requiring additional focus. As we move forward, we will prioritize resources to address areas requiring greater improvement and ensure all goals are met by the conclusion of the strategic plan in 2027. Together, we remain committed to awakening faith, illuminating learning, and rejoicing in the Spirit.

Catholic Faith Formation

Expectation #1:

The District will expand service learning opportunities for students and ensure that Catholic Social Teachings are widely understood and integrated across all programs.

- Approval Received: The Ministry has approved the expansion of our SHSM program to include the Charitable/Non-Profit sector.
 - Program Focus: Provides sector-specific knowledge and skills for students interested in charitable and non-profit work.
 - Student Opportunity: Enables hands-on learning and preparation for post-secondary pathways in the charitable/non-profit field.
 - Course Structure:
 - Requires four credits at the Grade 11 and Grade 12 levels.
 - May include up to three cooperative education credits tied to the charitable/non-profit sector.
- Expansion of Service Learning: New opportunities are being introduced to enhance student engagement in faith-based and community service initiatives.
- **Goal:** Equip students with the knowledge and inspiration to contribute meaningfully to their communities through service and leadership.
 - Secondary Leadership Retreat:
 - Scheduled for February 6-7 for students on Catholic Leadership Teams.
 - Focus: Exploring Catholic Social Teachings and building local connections.
 - Students will engage with service and faith-based organizations, including:
 - United Way
 - St. Vincent De Paul
 - Fishes and Loaves
 - L'Arche
 - Ark Aid Mission

Expectation #2:

The District will embed the Ontario Catholic School Graduate Expectations (OCSGEs) across all programs and ensure that Catholic Social Teachings are widely understood and integrated.

- The Learning Coordinator for Religion and Family Life has developed and shared a monthly school year outline with principals. This outline highlights:
 - One Ontario Catholic School Graduate Expectation (OCSGE) each month.
 - A focus on Catholic Social Teaching and a Catholic Virtue/Work of Mercy aligned with the monthly theme.
- To support these monthly themes:

- A curated list of thematic books available in school library collections has been provided to elementary school library technicians.
- Library technicians have been encouraged to display and promote these books each month to enhance student engagement and faith development.
- In October, Greg Rogers, a retired Catholic leader from the Toronto Catholic District School Board and a key advocate for the Ontario Catholic School Graduate Expectations:
 - Led an afternoon session for school principals and system leaders at the in-person Learning Leadership Council (LLC) meeting.
 - Shared an inspiring message about revitalizing the knowledge and celebration of the OCSGEs in schools, offering practical and supportive strategies for implementation.

Expectation #3:

The District will provide ongoing Catechesis and Faith Formation for both staff and students through a variety of modes.

- Elementary schools have received support for the new Family Life curriculum through the guidance of the Religion, Family Life, and Faith Formation Support Teacher, including:
 - Implementation of the Blessed and Beloved program for Grade 1 classrooms.
- During the in-person LLC on November 15 members of pastoral teams, including priests, deacons, pastoral workers, and youth workers:
 - Participated in a synodal listening session focused on enhancing collaboration in faith formation for students, staff, and families.
 - This session was well-received by the Deanery, and plans are underway to host additional sessions to strengthen partnerships with local Families of Parishes.
- Sacramental preparation has been actively supported across the District through:
 - Facilitating retreats and parent meetings to encourage more students and families to receive the sacraments and deepen their faith.
 - Emphasizing the importance of the sacraments through the Growing in Faith, Growing in Christ program for Kindergarten to Grade 8.

Expectation #4:

The District will ensure that each school is guided by a Pastoral Plan to ensure a school-wide focus on faith formation in all schools.

- Pastoral Plans for the current school year have been completed in all schools:
 - Developed in collaboration with the Family of Parishes supporting each school.
 - Facilitated through informational sessions at LLC meetings and guidance from the Religion and Family Life Learning Coordinator, as well as the Religion, Family Life, and Faith Formation Support Teacher.
- Huron-Perth Catholic DSB is committed to nurturing a vibrant, faith-filled environment that:
 - Inspires all members of the community to grow in their relationship with God and one another.
 - Reflects the love and mission of Jesus Christ through educational practices and daily activities.

Literacy

Expectation #1:

The District will provide resources and support to ensure that students writing provincial assessments have targeted, planful practice opportunities built into their learning to improve students' literacy learning and achievement.

- Grade 3 and 6 teachers are coming together to:
 - Deepen their understanding of the new curriculum.
 - Enhance their capacity to administer and support students during the EQAO assessments.
- For secondary students writing the OSSLT in Fall 2024:
 - Targeted support was provided to ensure they had every opportunity to succeed on the assessment.

Expectation #2:

The District will implement a Multi-Tiered System of Support for Literacy (K-8) and an accompanying assessment framework.

- Tier 1 literacy resources such as UFLI, Heggerty, and Morpheme Magic continue to be purchased and supported by Literacy Resource Teachers (LRTs) and the Coordinator of Literacy.
- Lexia is being utilized as a Tier 1 and Tier 2 intervention, targeting grade one students throughout the district.
- Literacy Resource Teachers are implementing a 6-week Tier 2 intervention in SK-2 at four schools: Sacred Heart, St. Mary's Goderich, St. Ambrose, and St. Aloysius.
- Rewards, a Tier 2 intervention program focused on supporting junior students with decoding, is being piloted in two schools.
- Corrective Reading, a Tier 2 intervention, is being implemented in multiple schools across the district:
 - Ongoing professional development and training are being provided to expand the program to additional schools.
- Empower, a Tier 3 intervention, is now running in elementary schools across the district:
 - Veteran Empower Teachers have completed refresher training, and new teachers are undergoing three full days of training to ensure the program's fidelity.
- The Learning Coordinator of Special Education and the Learning Coordinator of Literacy are facilitating a book study with Special Education Resource Teachers (SERTs), focusing on literacy instruction across all tiers.

Mathematics

Expectation #1:

The District will provide resources and support to ensure that students writing provincial assessments have targeted, planful practice opportunities built into their learning to improve students' mathematics learning and achievement.

- **Grade 3 and 6 Teacher Collaboration:**
 - Teachers are deepening their understanding of the new EQAO assessments for primary and junior divisions.

- Focus on building capacity to administer the tests and provide student support effectively.
- **Grade 9 Student Preparation:**
 - Students writing the EQAO in January are working closely with classroom teachers to ensure readiness.
 - Teachers have been equipped with quality resources from EQAO and KnowledgeHook for targeted support.
- **Student Practice Resource Development:**
 - A resource is being developed to provide guided practice using released EQAO questions from Grades 3, 6, and 9 math assessments.
 - Focuses on the High Impact Instructional Practice of problem-solving through think-aloud strategies.
- **Math Facilitator Support:**
 - Facilitators are focusing on Grade 3 and 6 classrooms, providing small-group instruction.
 - Released questions are being used to review curriculum and reinforce key concepts for EQAO readiness.

Expectation #2:

The District will improve students' results in Mathematics by implementing a systematic approach to teaching Mathematics, including a scope and sequence.

- **Release of Math Lessons:**
 - 315 math lessons for Grades 1 to 8 have been written and released for Term One.
- **Integration of High Impact Instructional Practices:**
 - Lessons are designed using a two-day instructional model:
 - Day 1: Collaborative problem-solving using the three-part lesson structure and formative assessment supported by KnowledgeHook.
 - Day 2: Purposeful practice with opportunities for teacher-guided small group instruction.

Expectation #3:

Schools will implement a Multi-Tiered System of Support for Mathematics (K-8).

- The Math Team has visited every elementary school to promote consistent implementation of Tier 1 supports.
- Focus areas include:
 - Universal Design for Learning (UDL) approach for teaching new math concepts.
 - Concrete Representational Abstract (CRA) model.
- A book study with Learning Coordinators and SERTs explored UDL, Tier 1 supports, and differentiated instruction in math classrooms.
- **Expansion of Tier 2 Intervention Programs:**
 - Do the Math, a Tier 2 intervention program, is active in multiple elementary schools, with plans to expand further.
 - Professional development for SERTs emphasizes intervention strategies and MTSS implementation.
- A temporary Intervention Teacher is being hired to assist with MTSS rollout in schools.

Expectation #4:

Schools will implement the Effective Mathematics Block (K-9).

- The Math Team continues to support the implementation of the Effective Math Block using scope and sequence lessons.
- The Effective Math Block Structure includes:
 - Day 1: Minds On, Action, Consolidation, and formative assessment.
 - Day 2: Differentiated small group instruction based on Day 1 data.
- Secondary math teachers have been introduced to the Effective Math Block as applied in elementary classrooms.
- Discussions have begun on adapting this model for the secondary context.

Expectation #5:

The District will implement an assessment framework to support the Multi-Tiered System of Support for Mathematics and monitor progress.

- The Math Team supported Grades 1 to 8 during the first round of common assessments.
- Focus was on the first cluster of Number strand lessons within the scope and sequence.
- The Math and Special Education teams are actively researching effective math screeners to enhance assessment practices.

Expectation #6:

The District will implement a system of professional development to respond to instructional needs in Mathematics.

- Math Facilitators and the Learning Coordinator are providing professional learning opportunities for K-9 math teachers.
- Support is offered both in and out of the classroom.
- Scope and sequence lessons include resources to help teachers deepen their mathematical content knowledge for teaching.
- One-on-one release time is offered by the Math Team for:
 - Co-planning.
 - Providing feedback to enhance instructional practices.

Expectation #7:

The District will implement practices to ensure collaboration and consistency across the Intermediate and Senior Divisions.

- The System Math Team has met with secondary math departments multiple times this year.
- Focused on providing access to high-quality resources and instructional practices, including the Effective Math Block.
- Secondary educators participated in a PD Day to:
 - Explore and refine their scope and sequence.
 - Focus on improving spiralling strategies in their planning.

Pathways

Expectation #1:

The District will implement and enrich experiential learning programs to increase the number of students pursuing skilled trades and apprenticeships.

- Promotion of SHSM, OYAP, and Dual Credit Programs introduced during Grade 7 and 8 workshops to foster early awareness.

Expectation #2:

The District will implement programs to prepare students for their post-secondary pathway (e.g., world of work, apprenticeships, college, or university).

- Partnership with Facile Perth to support equitable pathways for students.
 - Professional Learning Workshops providing training for Principals and Special Education Resource Teachers (SERTs).
 - Workshop Focus:
 - Title: Building Bright Futures for All Students.
 - Exploring pathways through a disability lens to ensure equitable opportunities.

Expectation #3:

The District will implement systems to enable early identification and support for students who are at risk of not graduating.

- Focus on Early Identification:
 - Board staff exploring effective data-gathering and analysis methods.
 - Goal: Early identification of at-risk students.
- Collaboration with Student Success Teams to develop targeted support strategies.

Expectation #4:

The District will implement and monitor a Multi-Tiered System of Support to improve student attendance.

- Team Composition:
 - Includes staff from the Catholic Education Centre (CEC), schools, and research partners.
- Attendance Data Analysis:
 - Establishing baseline attendance metrics.
 - Identifying gaps to address attendance challenges.
- Support Strategies focusing on improving school attendance for students and families.

Expectation #5:

The District will implement STEM programs K-12 with an increasing emphasis on inquiry-based activities in elementary classrooms.

- STEM Learning Opportunities:
 - Grades K-2:
 - Participation in Scientists in Schools virtual workshops aligned with the science curriculum.
 - Grades 3-5:
 - Visits to the University of Waterloo for STEM workshops on coding and artificial intelligence.
 - Grades 7-8:
 - Hands-on workshops led by the System Learning Coordinator covering green energy, mechanical engineering, robotics, and construction with an emphasis on the Engineering Design Process.

Expectation #6:

The District will increase access to technology and hands-on learning tools to support learning.

- Technology and Digital Learning Initiatives:
 - 1:1 Device Initiative:
 - New devices provided annually to Grade 9 students.
 - Older devices cascaded to elementary schools.
 - Devices for Early Reading Screening:
 - Standardized devices allocated to all schools.
 - Robotics and Coding Resources:
 - Continued provision to integrate digital technology into the curriculum.
-

Attendance**Enhancing Student Attendance and Engagement:**

- Collaborative Research and Benchmarking:
 - System team members have collaborated with external researchers to identify data sources, establish early benchmarks, and develop an effective plan to address attendance gaps.
 - A literature review conducted by the research team on increasing student absenteeism provides valuable insights into root causes, helping to identify at-risk students and guide family engagement.
 - This initiative aligns with our Strategic Plan goal to enhance understanding of the root causes of student disengagement.

Professional Learning for School Leaders and Staff:

- The Attendance Counsellor has provided targeted presentations for Principals, Vice Principals, and SERTs.
- Topics include:
 - Risk factors and barriers to positive attendance.
 - Creating welcoming environments for students.
 - When and how to engage the Attendance Counsellor.
- These efforts support our goal to re-engage students and nurture a positive school environment.

Strengthening Referral and Oversight Processes:

- SERTs have been trained by the Attendance Counsellor to complete referrals for prolonged and persistent absences.
- This training offers an additional layer of oversight, enabling early identification and intervention for attendance concerns.
- These processes align with our Strategic Plan priorities for student support and early intervention.

Family Engagement and Community Outreach:

- As part of our mission to engage families as partners in Catholic education:

- The Attendance Counsellor attended six "Calling All Three-Year-Olds" events in Huron and Perth Counties.
- Resources were shared with parents and caregivers on consistent attendance, healthy sleep habits, and establishing routines.
- October saw the launch of our Attendance Awareness Campaign, with a Social Media Blitz sharing preventative resources for caregivers.
- On February 12, 2025 the Attendance Counsellor will partner with AMDSB and the Huron-Perth Children's Aid Society to host a virtual caregiver session titled "My Child Does Not Want to Attend School."
 - The session will address consistent attendance, reasons for student struggles, strategies for caregivers, and resources for additional support.
- This initiative reflects our commitment to compassionate outreach and collaborative problem-solving with families.

Ongoing Consultation and Support:

- The Attendance Counsellor remains available to Principals and education staff for consultations on attendance concerns.
- Early warning signs of attendance issues are addressed promptly to support student success.

Addressing Persistent Absence Cases:

- In 2023-2024, the Attendance Counsellor received 2 persistent absence referrals, as this was the first year accepting such cases.
- By January 13, 2025 the number of referrals had increased to 11, reflecting growing awareness and support for addressing attendance challenges.

Focus on Preventative Strategies:

- Despite high rates of absenteeism, particularly in secondary schools, a recent Mental Health Team hire has allowed the Attendance Counsellor to dedicate three days per week to attendance support.
- Tier 1 preventative strategies will now be implemented more broadly across the district, engaging all stakeholders in understanding their role in supporting student attendance and engagement.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Strategic Plan Update report 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: January 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary Designate

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

- Bible Study continues in the chapel on Tuesdays
- Our chaplain Natalie is encouraging more students to be involved in the announcements and morning prayer
- On December 20, our chaplain Natalie shared a special prayer with staff for a safe and loving holiday season

St. Anne's CSS

- Chaplaincy meetings are continuing. Planning is continuing for the Grade 8 retreats led by the chaplaincy team.
- A group of 15 students are taking part in a Do-It-Yourself retreat called 33 Days to Morning Glory.
- Monthly Masses and confessions in the chapel took place on January 14.

Academic Events/Accomplishments

St. Michael CSS

- DECA continues to practice for the Provincial competition happening in early February.
- Quiet week began January 17
- Final assessments are going to be held from January 24 through until January 30
- Grade 9 Math classes wrote EQAO on January 20 and 21.

St. Anne's CSS

- The Tour of Humanity bus came to our school on January 17 to further explore the lasting effects of the Holocaust. All of the Grade 10 history classes partook in this opportunity.
- The Drama class final project performance took place on January 22, they presented to the St. Joseph's elementary audience.
- Quiet week began January 17

- Final assessments run January 24 - 30th.

Athletics/Arts Events/Accomplishments

St. Michael CSS

- The Boys Varsity Hockey team continued their regular season on January 9, beating South Huron (4 - 3)
- Senior Boys Basketball continued their regular season against Listowel and Mitchell on January 13
- January 14 was the Visual Art Show, and January 15 was the Film Show. These are opportunities for visual art students from Grades 9 -12 and fifth-year students to showcase their creations to the school community

St. Anne's CSS

- The rescheduled Experience St. Anne's days happened in the first two weeks of January.
- Our Athletics teams continued to run until January 17 when quiet week began.
- The first of four Grade 8 tech days is taking place on January 30. They are exploring the electrical and plumbing trades.

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: January 27, 2025
 Submitted by: Karen Tigani, Director of Education and Secretary Designate

2024-2025 REVISED ESTIMATES

Public Session

BACKGROUND

The Ministry of Education requires that school boards submit revised estimates in December/January of each year. Revised estimates information is used for interim reporting in the provincial budget. The revised estimates include any known changes to revenue and expenditures since the adoption of the original estimates submitted in June to the Ministry.

DEVELOPMENTS

The Board's revised estimates information was submitted via the Electronic Financial Information System (EFIS) to the Ministry on December 15, 2024, and meets all Ministry of Education legislative and compliance requirements. The submitted Consolidated Statement of Operations is attached for your information. Revenues and expenditures reported were \$85,000,416, resulting in a balanced revised estimates budget submission. There was an increase of \$4,160,163 in revenue and expenses from the Board's June 2024 submission.

Summary of 2024-25 Revised Estimates Financials:

	Estimates	Revised Estimates	Change
Revenue			
Operating Grants	\$ 71,997,421	\$ 77,661,487	\$ 5,664,066
Capital Grants	5,767,026	13,237,408	7,470,382
Less: Revenue Flowed to DCC	(2,642,821)	(10,019,174)	(7,376,353)
Other	3,918,627	2,220,695	(1,697,932)
School Generated Funds	1,800,000	1,900,000	100,000
Total Revenue	\$ 80,840,253	\$ 85,000,416	4,160,163

	Estimates	Revised Estimates	Change
Expenditures			
Classroom	\$ 55,076,448	\$ 59,950,769	\$ 4,874,321
Other Operating	3,029,777	3,574,854	545,077
Transportation	7,564,573	7,546,099	(18,474)
Pupil Accommodation	11,731,425	11,847,826	116,401
Other	1,638,030	180,868	(1,457,162)
School Generated Funds	1,800,000	1,900,000	100,000
Total Expenditures	\$ 80,840,253	\$ 85,000,416	\$ 4,160,163
In-Year Surplus	-	-	-
Prior Year Accumulated Surplus	7,511,364	7,511,364	-
Accumulated Surplus	\$ 7,511,364	\$ 7,511,364	\$ -

Summary of 2024-25 Revised Estimates Enrolment:

Average Daily Enrolment (ADE)	Estimates	Revised Estimates	In-Year Change	
			#	%
Elementary				
JK -3	1,593.0	1,616.0	23.0	1.4%
4-8	1,721.0	1,726.0	5.0	0.3%
Total Elementary	3,314.0	3,342.0	28.0	0.8%
Secondary <21				
Pupils of the Board	1,215.0	1,215.1	0.1	0.0%
Other Pupils	7.0	4.0	(3.0)	0.0%
Total Secondary	1,222.0	1,219.1	(2.9)	-0.2%
Total	4,536.0	4,561.1	25.1	0.6%
Secondary High Credit	15.0	6.0	(9.0)	-60.0%

Summary of 2024-25 Revised Estimates Staffing:

Full Time Equivalent (FTE)	Estimates	Revised Estimates	In-Year Change	
			#	%
Classroom Teachers (Including Resource)	286.5	289.9	3.4	1.2%
Educational Assistants	93.0	93.0	-	0.0%
Early Childhood Educators	24.0	24.0	-	0.0%
School Admin & Support	45.3	45.3	-	0.0%
Coordinators, Technicians & Professionals	48.4	48.4	-	0.0%
Operations & Maintenance	37.7	37.7	-	0.0%
Board Admin	26.3	26.3	-	0.0%
Senior Admin	5.0	5.0	-	0.0%
Total	566.2	569.6	3.4	0.6%

There was an increase in current year operating grants due to a significant increase in salary benchmarks related to the Bill 124 ruling and ratification of collective agreements, as well as a small increase in enrolment. This operating grant increase is offset by an increase in salary and benefit expenses because of the new salary grids. The increase in operating grants is also due to deferred revenue carried forward from the 2023-24 fiscal year as reported in the 2023-24 financial statements. The decrease in other revenue reflects the projected Bill 124 revenue provision at estimates moving into benchmarks under operating grants at Revised Estimates.

Capital grants reported at Revised Estimates include 2023-24 deferred revenue carried forward to the 2024-25 fiscal year.

Additional expenses reported at Revised Estimates include:

- Classroom - resources and staffing (salary & benefits), offset by a decrease in Other expenditures (labour provision)
- Other Operating & Pupil Accommodation – staffing costs as a result of increased grids & salary benchmarks

Projected enrollment increased from the 2024-25 estimate projection with 4,561.1 FTE reported (estimates 4,536.0). Elementary enrolment increased by 28 FTE. Secondary enrolment decreased from estimated projections by 2.9 represented by an increase of 0.1 FTE pupils of the Board and decrease of 3.0 FTE other pupils. The Boards International Education budget was revised to reflect change in estimated enrolment for other pupils. Many expenses were directly related to the number of students, and thus could be adjusted to reflect revised enrolment.

Staffing changes reflect a total increase of 3.4 FTE from estimates. The addition of two classrooms represents 2.4 FTE (teacher & prep time) and the remaining 1.4 FTE is due to school level staffing requirements.

With a balanced budget submitted at revised estimates, the Board’s accumulated surplus of \$7,511,364 (August 31, 2024) is projected to remain status quo at August 31, 2025.

Detail of Projected Accumulated Surplus	Revised Estimates
Accumulated Surplus (Deficit) at end of year	\$ 7,511,364
Less: Available for Compliance - Internally Appropriated	(4,175,114)
Less: Unavailable for Compliance	(319,318)
Accumulated Surplus - Available for Compliance - Unappropriated	\$ 3,016,932

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the 2024-25 Revised Estimates budget in the amounts of \$85,000,416 operating revenue, and expenditures of \$85,000,416.



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: January 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary Designate

NOVEMBER 30, 2024 FINANCIAL REPORT

Public Session

BACKGROUND

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

DEVELOPMENT

The quarterly financial report for the period ending November 30, 2024 is attached. At this time year-to-date expenditures are on track with 24.6% of total budget spent. This statement will be shared with the Audit Committee at a later date.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the November 30, 2024 Financial Report.

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

September 1, 2024 to November 30, 2024

Summary of Financial Results

	Estimates	Revised Estimates	YTD Actuals	YTD % of Rev Est
Revenue				
Operating Grants	\$ 71,997,421	\$ 77,661,487	\$ 20,846,776	26.8%
Capital Grants	5,767,026	13,237,408	1,302,418	9.8%
Less: Revenue Flowed to DCC	(2,642,821)	(10,019,174)	(366,911)	3.7%
Other	3,918,627	2,220,695	754,168	34.0%
School Generated Funds	1,800,000	1,900,000	595,431	31.3%
Total Revenue	\$ 80,840,253	\$ 85,000,416	\$ 23,131,883	27.2%
Expenditures				
Classroom	\$ 55,076,448	\$ 59,950,769	\$ 15,133,574	25.2%
Other Operating	3,029,777	3,574,854	982,550	27.5%
Transportation	7,564,573	7,546,099	1,595,654	21.1%
Pupil Accommodation	11,731,425	11,847,826	2,711,242	22.9%
Other	1,638,030	180,868	13,889	7.7%
School Generated Funds	1,800,000	1,900,000	434,183	22.9%
Total Expenditures	\$ 80,840,253	\$ 85,000,416	\$ 20,871,090	24.6%
In-Year Surplus (Deficit)	-	-	2,260,793	
Prior Year Accumulated Surplus (Deficit)	7,511,363	7,511,363	7,511,363	
Accumulated Surplus (Deficit)	\$ 7,511,363	\$ 7,511,363	\$ 9,772,156	

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 Q1
- Most capital grants flow as expenses are incurred. Majority of capital projects occur in spring/summer. Revenue as expected for Q1
- Other includes REPs & other grants, large portion of funds flow Q1
- Student fees in Q1 SGF, will align with expenses as year progresses

Expenditures

- Some Q1 transportation invoices (November) outstanding
- Portion of Other Operating annual expenses paid at start of fiscal year
- Other - annual debt financing expense not incurred until Q2
- Total expenses as expected for Q1

DCC: Deferred Capital Contributions

REP: Responsive Education Programs (formerly PPF)

PPE: Personal Protective Equipment

YTD: Year to Date

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

September 1, 2024 to November 30, 2024

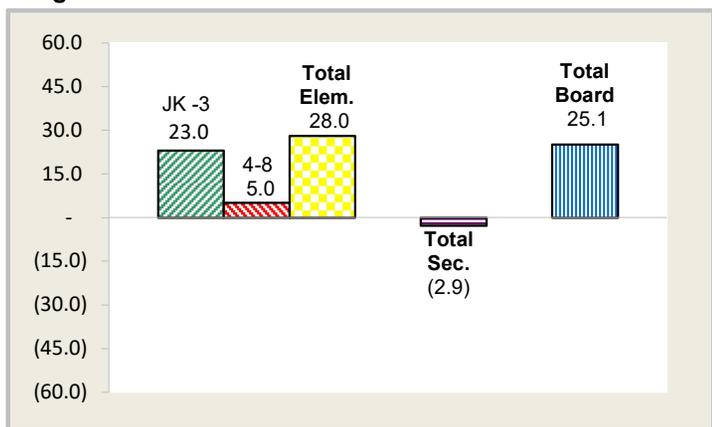
Summary of Enrolment

FTE	Estimates	Revised Estimates	In-Year Change	
			#	%
Elementary				
JK -3	1,593.0	1,616.0	23.0	1.4%
4-8	1,721.0	1,726.0	5.0	0.3%
Total Elementary	3,314.0	3,342.0	28.0	0.8%
Secondary <21				
Pupils of the Board	1,215.0	1,215.1	0.1	0.0%
Other Pupils	7.0	4.0	(3.0)	0.0%
Total Secondary	1,222.0	1,219.1	(2.9)	-0.2%
Total	4,536.0	4,561.1	25.1	0.6%
Secondary High Credit	15.0	6.0	(9.0)	-60.0%

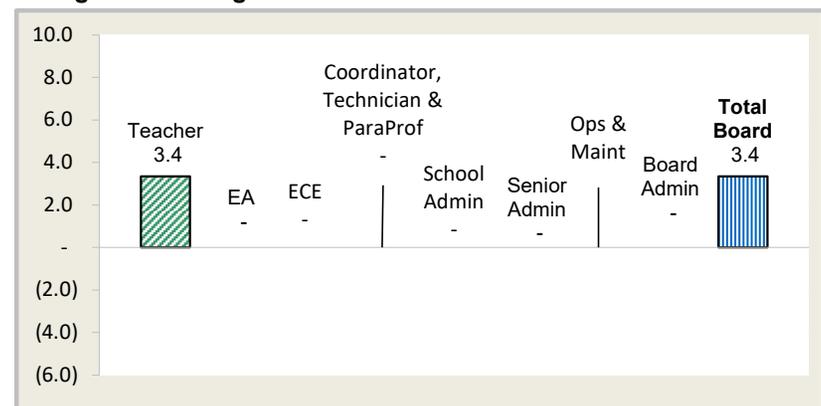
Summary of Staffing

FTE	Estimates	Revised Estimates	In-Year Change	
			#	%
Classroom Teachers				
(Including Resource)	286.5	289.9	3.4	1.2%
Educational Assistants	93.0	93.0	-	0.0%
Early Childhood Educators	24.0	24.0	-	0.0%
School Admin & Support	45.3	45.3	-	0.0%
Coordinators, Technicians & Paraprofessionals	48.4	48.4	-	0.0%
Operations & Maintenance	37.7	37.7	-	0.0%
Board Admin	26.3	26.3	-	0.0%
Senior Admin	5.0	5.0	-	0.0%
Total	566.2	569.6	3.4	0.6%

Changes in Enrolment: Actual vs. Revised Estimates



Changes in Staffing: Actual vs. Revised Estimates



Highlights of Changes in Enrolment:

- Revised Estimates reflects enrolment at October 31 count date
- Net increase of 25.1 FTE, which is 0.6%

Highlights of Changes in Staffing:

- Elementary: 2 classrooms added and 24/25 prep requirements



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: January 27, 2025
Submitted by: Karen Tigani, Director of Education and Secretary Designate

2025-2026 BUDGET PROCEDURES MANUAL

Public Session

BACKGROUND

School Board's are expected to submit balanced budgets by June 30 for the upcoming fiscal year beginning September 1 to August 31. A Budget Procedures Manual has been prepared to guide staff in the preparation of the budget, and to provide a timetable for the budget process. The 2025-2026 budget timetable will enable the process to occur in an organized and systematic manner.

DEVELOPMENT

The 2025-2026 Budget Procedures Manual is attached. Budget development information will continue to be brought to monthly Board meetings until budget approval in June. The proposed timetable indicates that the final 2025-26 budget will be brought to the Board of Trustees in June, 2025. Given the timing of when funding announcements are made (i.e. end of April), timelines for the final draft budget presentation is scheduled for the June 16, 2025 board meeting. As in prior years, budget approval to occur at a special board meeting the following week.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2025-2026 Budget Procedures Manual.

HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

2025-2026 BUDGET PROCEDURES MANUAL

(September 1, 2025 to August 31, 2026)

1. INTRODUCTION

The Board's fiscal year runs for twelve months from September 1 to August 31. For the 2024-25 year, the Core Education Funding (Core Ed) were announced April 26, 2024, with budgets due to the Ministry June 28, 2024.

Education funding is intended to mirror cost structures; however, school boards have flexibility in their actual expenditures. It is up to school boards to determine their detailed budget commitments within the terms of the Education Act and other relevant regulations and memoranda. School boards are required to have balanced budgets, which require total spending to be equal to, or less than, total revenue. Under the Education Act, a school board shall not have an in-year deficit for a fiscal year unless authorized under O. Reg. 280/19. A school board must seek Minister's approval if:

- 1) The in-year deficit exceeds the lower of one per cent of the school board's operating revenue or the accumulated surplus for the preceding school year.
- 2) The school board has an in-year deficit within the above noted threshold, but the school board does not submit an approved In-Year Deficit Elimination Plan (IYDEP) that eliminates the in-year deficit within the required timelines as specified in the regulation.
- 3) The school board is incurring an in-year deficit for a third consecutive year.

The Ministry has not yet released any technical documents or memorandums that pertain to the 2025-26 budget.

In October 2024 the Ministry invited education partners to provide input on education funding for the upcoming 2025-26 school year. Education funding consultation with the Ministry is done annually. This year's consultation focused on four areas:

- 1) Core Education Funding Model Reform;
- 2) Special Education Funding;
- 3) Efficiencies and Reducing Administrative Burden;
- 4) Community Use of Schools;
- 5) Student Safety and Well-Being.

At this time, it's expected that the timing of receiving 2025-26 funding information from the Ministry to be similar to last year, with a submission deadline of June 30, 2025. Throughout this document, the 2025-26 budget will be referred to as *next year's budget*, and the 2024-25 budget will be referred to as the *current year budget*.

2. IMPLICATIONS OF THE FUNDING MODEL

All school boards in Ontario are funded through a combination of grants and taxes. They are received in what is now referred to as Core Ed funding.

Supplemental to Core Ed, the Ministry provides Responsive Education Programs (REP). REP provides time-limited funding which is reviewed and assessed by the ministry each year. In 2024-25 REP focused on learning and well-being to support students for success now and in the future. What initiatives will be funded via REP is typically announced at the same time as the Core Ed announcement.

In the current year, the Board received REP funding in amounts greater than \$150K for the following:

- Reading intervention: staffing & implementation supports;
- Expansion of specialist high skills majors;
- Math achievement action plan;

The Board has been able to operate successfully and submit a compliant budget within the funding model. This includes the current 2024-25 year.

3. ACTION PLAN AND TIMELINE

The following is an action plan with suggested timelines for the development of next year's budget. This will identify the opportunity for input from the various groups and outline clear timelines.

ACTION	TIMELINE
<ul style="list-style-type: none">• Preliminary enrolment forecasting (Ministry's 2024-25 to 2025-29 Core Ed Enrolment Forecast Template).• Plan budget preparation meetings.	November - April
<ul style="list-style-type: none">• Budget Procedures Manual to be prepared, presented to the Board of Trustees, and distributed to all superintendents, principals, coordinators and department managers. Manual includes a budget planning timetable.	January/February
<ul style="list-style-type: none">• Prepare goals and priorities for the year to be reviewed by the Board.• Executive Council to review current year departmental budgets. Identify budget pressures and determine possible budget strategies and alternatives. Identified program priorities will be	February/March

<ul style="list-style-type: none"> shared with the Learning Coordinators Team to guide in the preparation of next year department budgets. ● Staffing needs consolidated. 	
<ul style="list-style-type: none"> ● Departmental expenditure estimates to be prepared in consultation with all relevant persons. ● Public Consultation ● Board to receive: <ul style="list-style-type: none"> ○ 2025-26 Preliminary Budget Enrolment Projections ○ 2025-26 Core Ed Announcement Overview (tentative) ○ 2025-26 REP Announcement (tentative) 	March/April
<ul style="list-style-type: none"> ● Business department to summarize, collate and consolidate all departmental submissions and prepare preliminary expenditures estimates for review by Executive Council. ● Presentation of departmental budgets with all budget managers and Executive Council ● Finalize enrolment projections ● Analyze impact of Core Ed announcement 	April/May
<ul style="list-style-type: none"> ● Finalize draft budget / Executive Council review ● Board to review proposed draft budget 	May/June
<ul style="list-style-type: none"> ● Board to approve final budget <i>*special board meeting in June</i> ● File budget with Ministry of Education 	June

4. BUDGET PROCESS

The purpose of a budget process is to provide in a consolidated form, the necessary guidelines for its preparation. The prime objective of a set of budget guidelines is to serve as a guide to those involved in the budgetary process by providing instructions that are clear, concise and easy to understand.

The Superintendent of Business (through the Business department) has the responsibility of coordinating the overall budget material into a consistent and readable format. The Supervisory Officers have the responsibility for developing and coordinating the budgets within their area of responsibility. Each principal and department manager have similar responsibilities with respect to their individual school and department.

Participation by all stakeholders in the budget process will ensure that the planned expenditures are aligned with the strategic priorities of the Board.

5. **ENROLMENT**

The impact of enrolment projections on revenues and expenses will be considered when making budget decisions. Enrolment projections will be conservative.

Elementary - Last year's approach to elementary enrolment projections resulted in a difference of +.8% to October 31, 2024 enrolment. The board uses data from completed elementary registration information for enrolment projections. In addition to looking at Student Information System registrations and enrolment reports, other factors will be looked at to conservatively project enrollment for next year. These factors include class lists, and demographic software information.

Secondary - Last year's approach to secondary enrolment projections resulted in no change to regular enrolment. Projections are based on completed student choice registrations, the number of students registered in the spring for the next school year, and information received from the principal group. The Board will continue to work closely with guidance departments and families to assist in ensuring that course registrations occur only when there is a fair probability that the student will be attending in the fall.

6. **EXPENDITURE ESTIMATES**

A set of expenditure estimates will be established for each department (a school is considered to be an operating department). Each department will submit a complete set of expenditure estimates on the prescribed forms. All supplies and services must be reviewed and justified in the budget submission.

Guidance will be provided to the budget department managers regarding the starting point for developing next year's budget. Program expenses will be aligned with identified program priorities. Though there may be realignment of current program budgets, at this time it is planned that overall expenditures will not rise over the current year budget level. It may be necessary to amend the projected expenditures in the light of any changes in revenue; however, this will not be known until later.

The following preliminary budget assumptions should be followed to establish 2025-26 expenditures budgets:

Salaries & Benefits:

- Salaries will be based on contractual obligations in effect at September 1 for the period of September 1 to August 31. Benefits will be based on projected costs and contractual obligations.

Expenses:

- Instructional - budgeted on an "as required" basis but not more than the current year budget unless there are specific identified items to the contrary.

- Non-Instruction - budgeted on an “as required” basis but not more than the current year budget unless there are specific identified items to the contrary.

Major Maintenance\Capital Expenditures:

- Estimated expenditures based on identified projects planned to be completed in the period September 1 to August 31. The total is not to exceed the estimated school renewal and capital budgets.

Transportation:

- Fees should be budgeted on the basis of the contracts in place at September 1.

Other:

- All “Other Expenses” should be based on actual identified needs in this period September 1 to August 31, the total not to exceed the current year budget.
- Utilities will be based on projected rates.
- Expense categories requiring adjustments due to external cost pressures will be reflected in the preliminary budget.
- Program expenses will be aligned to meet Board identified goals and priorities.
- That the size of individual classrooms, elementary, and secondary, be set at the levels that are required by the Ministry of Education and allowable under existing collective agreements.

7. REVENUE ESTIMATES:

Provincial funding will be based on 2025-26 Core Ed. Core Ed is received directly from the province and property tax revenue. Property taxes are collected for education purposes on residential and commercial\industrial properties, based on mill rates established by the Ministry. School boards do not have any other access to the property tax base. Known sources of other revenues will be identified and included.

As previously indicated the Ministry of Education (“Ministry”) has not yet released any technical documents which pertain to next year’s budget year. Administration will use the current year technical information, amended where known, to calculate initial revenue estimates. The actual regulations and forms may not be available until April, and ultimately these will have to be completed and filed with the Ministry to determine the Board’s revenue. It may be that when such official forms are completed the initial estimates will have to be revised.

8. ROLES AND RESPONSIBILITIES

Role of the Executive Council:

Executive Council will be responsible for the preparation of budget information in their respective areas for the System as whole.

Supervisory Officer	Area of Responsibility
Director of Education	<ul style="list-style-type: none"> ● General Administration ● Functional Responsibilities
Superintendents of Education	<ul style="list-style-type: none"> ● Curriculum Coordinator Budgets ● Staff Development and Training ● Functional Responsibilities ● School Allocations ● Information Technology
Superintendent of Business	<ul style="list-style-type: none"> ● Business Department ● Capital Expenditures ● Plant Operations ● Transportation & Planning ● Other Non-Instructional Expenditures ● Staffing Salary Calculations (all departments) ● Employee Benefits (all departments) ● Revenue - Provincial & Other ● Enrolment ● Information Technology
Executive Manager - Human Resources	<ul style="list-style-type: none"> ● Human Resource Department ● Staffing FTE

Based on the submissions from all departments, Executive Council will review and analyze preliminary expenditures estimates March/April. Executive Council will determine what action(s) might be necessary to comply with the Board’s directions or guidelines, as well as any legislative compliance that is necessary. Any recommendations are to be prioritized by Executive Council, and will include information as complete as is reasonably possible, regarding its effect on schools and programs where applicable.

Role of the Community

The Board encourages public participation in all of its activities through a variety of strategies, e.g. general meetings, openness of meetings, accessibility of the public to trustees and administration, etc. These ways provide the general public a variety of opportunities throughout the year to comment, criticize, advise, object, etc. on the Board’s activities, including fiscal actions. The Budget process offers a specific opportunity for the public (whether or not they are ratepayers), and each school community in particular, to become involved in the determination

of the Budget. Members of each school community should be invited to share in the budget review process at the school level along with the school's administration and staff.

Role of the Board of Trustees

The Board of Trustees has the ultimate responsibility under the Education Act, to prepare and adopt annual estimates. The Board must balance its desire to provide the best possible education for its students with the availability of the resources available to do so.

The Board should finalize the 2024-25 Budget (assuming final revenue information has been released in a timely fashion) no later than June 30, 2024 for submission to the Province at the time.

Timetable for Estimates

HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD 2025-2026 BUDGET TIMETABLE

Week of	Assigned	Communications	Category			
			Revenues/ Enrolment	Salaries & Benefits/ Staffing	Operating Budgets	Drafts
JANUARY & FEBRUARY						
Jan.20	Board Mtg	Exec Council- Review & Approve Budget Process Manual				
Jan.27	Business	Board- Present Budget Procedures Manual			Prepare summary of current year budget for Exec	
Feb.3	SBO/ Business	Public Input			Prepare Budget Workbooks for Distribution to Budget Managers	
Feb.10	SBO/ Exec	Prepare budget goals & priorities			Review current year budgets to identify budget priorities	
Feb.10	Business	Communicate Current Year budget process to Budget Managers			Distribute Operating Budget Workbooks to Budget Managers	
Feb.24	Board Mtg	Present Budget Goals & Priorities				
MARCH						
Mar.3	Business				Completed Program/ Department Budget Workbooks Returned to Business	
Mar.10	Business	Compile Submitted Departmental/ Program Budgets		Replacement Analysis	Recurring Expense Projections (Internet, Telephone, etc.)	
Mar.17	Business		Draft Enrolment Projections	CUPE & Non-Union Staffing from HR		
Mar.24	Board Mtg	Present Budget Info to Date			Capital Budget Completed	
Mar.24	Exec/ Business	Review Departmental/ Program Budgets				
Mar.31	HR/ Business		Other Revenue Projections			Import Operating Budget Workbooks
March	Ministry	Public Input	TBD- Core Ed/ REPs/ Capital Announcement; EFIS & Tech Paper Available			

HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD 2025-2026 BUDGET TIMETABLE

Week of	Assigned	Communications	Category			
			Revenues/ Enrolment	Salaries & Benefits/ Staffing	Operating Budgets	Drafts
APRIL						
Apr.7	Business		Updated Draft Enrolment Projections for Staffing - Secondary	Final confirmation of OECTA staffing - Secondary		
Apr.21	Business				Spec Ed & Other Enveloped Funding Analysis	
Apr.21	Board Mtg	Present Budget Info to Date	Updated Draft Enrolment Projections for Staffing - Elementary	Final confirmation of OECTA staffing - Elementary		
Apr.28	Business		Final Enrolment Projections			Import Salaries & Benefits
MAY						
May.5	Budget Managers/ Business				Budget presentations	DRAFT 1 Budget
May.12	Exec / Business	Review DR1				DRAFT 2 Adj if Required
May.19	Board Mtg.	Present Budget Info to Date				Final Draft
May.26	Business	Spec Ed Budget Report for SEAC Meeting (June 17)			School Budgets to Principals for Review/Changes	
JUNE						
Jun.2	Exec / Business	Board reports completed				
Jun.16	Board Mtg	Present Draft Budget				
Jun.23	Special Board Mtg	Board Presentation / Approval of Budget				EFIS Submission
JULY/AUGUST						
July/ August	Business				Final School Budgets distributed to Schools	