

Regular Board Meeting
September 23, 2024 - 3:00 p.m.

AGENDA

- 1. Opening Business**
 - 1.1. Opening Prayer & Condolences - Board Chaplain, Fr. David Butler Pages 3
 - 1.1.1. Mass cards and condolences on behalf of the HPCDSB for September were sent to the family of of Julianne Gracey, sister of Dan and Shona Gracey, principals of St. Patrick, St. Columban and St. Joseph's Schools, on her passing; and to the family of John McCarthy, father-in-law of Deb McCarthy, vice-principal at St. Mary's, Goderich on his passing.
 - 1.2. Attendance
 - 1.3. Approval of the Regular Board Meeting Agenda of September 23, 2024 Pages 1-2
 - 1.4. Declaration of Interest
 - 1.5. Approval of the Regular Board Meeting Minutes of August 26, 2024. Pages 4-9
 - 1.6. Business Arising from the Regular Board Meeting Minutes of August 26, 2024
- 2. Presentations**
- 3. Delegations**
- 4. Consent Agenda**
 - 4.1. Board Highlights Pages 10-17
 - 4.2. Approved Audit Committee Meeting Minutes of June 18, 2024 Pages 18-20
- 5. Committee and Staff Reports**
 - 5.1. Policy**
 - 5.1.1. Board Policies for review:
 - Trustee Code of Conduct Pages 21-29
 - Catholic Leadership, Succession Planning & Talent Development Pages 30-32
 - 5.1.2. Board Policies recommended for approval/rescinding:
 - Board Bylaws Pages 33-47
 - Election of Catholic School Board Trustees Pages 48-52
 - Newly Elected Trustees Pages 53-55
 - Parent Communication Protocol Pages 56-59
 - Guest Speakers at School Pages 60-62
 - Authorization for Use of School Facilities Pages 63-70
 - Cyber Security Pages 71-73
 - 5.2. Student Achievement and Catholicity**
 - 5.2.1. Mental Health and Addictions: One Year Action Plan and Three Year Roadmap Pages 74-99
 - 5.2.2. Removing Barriers for Students with Disabilities - Partnership with Facile Perth Pages 100-104

5.2.3.	Student Trustees' Report	Pages 105-107
5.3.	Corporate Services and Operations	
5.3.1.	Audit Committee September 2024 Meeting Report	Pages 108-172
5.3.2.	2024-25 Enrolment Update - September 2024	Pages 173
6.	Information and Correspondence	
6.1.	TCDSB Communication Letter - Trustee Associations - Bill 98	Pages 174
7.	Notices of Motion	
8.	Notices of Motion Considered for Adoption	
9.	Trustee Inquiries	
9.1.	OCSTA Levies	
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	
	<ul style="list-style-type: none"> ● OCSTA West Regional Meeting - Waterloo - Tuesday, September 24, 2024 ● Special Education Advisory Committee (SEAC) - Monday, October 21, 2024 ● Regular Board Meeting - Monday, October 28, 2024 ● Catholic Parent Involvement Committee (CPIC) meeting - Tuesday, October 29, 2024 ● Annual Board Meeting - Monday, November 18, 2024 	
13.	Closing Prayer - Board Chaplain, Fr. David Butler	
14.	Adjournment	



HURON-PERTH CATHOLIC

District School Board

Regular Board Meeting
Monday, September 23, 2024

Opening Prayer and Intentions - Board Chaplain, Father David

Father Butler will lead us in praying:

Spiritual Theme “On Fire with the Spirit - Awaken, Illuminate, Rejoice” Prayer

Holy Spirit, awaken us to Your presence. Stir our hearts to recognize Your works in our lives and the world. Grant us the courage to embrace new challenges with open hearts and willing spirits, serving others with compassion, kindness, mercy and unity.

Spirit of Truth, illuminate our path. Shine Your light to dispel doubt and fear, filling our minds with wisdom to discern and follow Your will. Help us guide others into the radiant light of Christ.

Spirit of Joy, rejoice with us. Fill our hearts with joy in Your presence, so that even in trials, we may be a beacon of hope and love. May we share the light of Christ with the world, spreading peace and joy wherever we go.

Holy Spirit, let us be ever mindful of Your presence, ready to be led by You. Set our hearts on fire with Your love, awakening, illuminating, and rejoicing with our entire community.

Amen.

Reflection - Fr David

Board Chaplain, Father David: St. André Bessette.

All: Pray for us.

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

Regular Board Meeting
August 26, 2024 - 3:00 p.m.

MINUTES

Present:

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

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

1. Opening Business

1.1. Opening Prayer & Condolences - All

1.2. Attendance - Noted above at start of meeting

1.3. Approval of Regular Board Meeting Agenda

Moved by: Amy Cronin

Seconded by: Sue Muller

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

Carried

1.4. Declaration of Interest

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

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

A conflict of interest was declared by one trustee under the In-Camera Session of the Regular Board Meeting.

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

1.5. Approval of Regular Board Meeting Minutes

Moved by: Jim McDade

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board approves the minutes of the Regular Board Meeting of June 17, 2024 and the Special Board Meeting Minutes of June 24, 2024.

Carried

1.6. Business Arising from the Minutes

2. Presentations

3. Delegations

4. Consent Agenda

- 4.1.** Approved Equity, Diversity, Inclusion and Anti-racism (EDIAR) February 27, 2024 Committee Meeting Minutes
- 4.2.** Approved Catholic Parent Involvement Committee (CPIC) April 10, 2024 Meeting Minutes
- 4.3.** Approved Special Education Advisory Committee (SEAC) Meeting Minutes of May 13, 2024
- 4.4.** Approved Audit Committee Meeting Minutes of November 13, 2023
- 4.5.** Nutritional Management Services
- 4.6.** August 2024 Health and Safety Report

Trustees inquired about the number of incidents in the uncategorized section. Superintendent Ducharme shared that an uncategorized incident is due to an incomplete form being submitted. Trustees inquired if the details of the incident are on the report. Superintendent Ducharme shared that details are included and all incident reports are viewed by the special education team, with the goal of improving and supporting staff and students.

Moved by: Sue Muller

Seconded by: Tina Doherty

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 approved Equity, Diversity, Inclusion and Anti-racism (EDIAR) Committee Meeting Minutes of February 27, 2024 and the approved Catholic Parent Involvement Committee (CPIC) Meeting Minutes of April 10, 2024 and the approved Special Education Advisory Committee (SEAC) Meeting Minutes of May 13, 2024; and the approved Audit Committee Meeting Minutes of November 13, 2023.

AND

THAT the Huron-Perth Catholic District School Board receives the Nutritional Management Services report and the August 2024 Health and Safety Report for information.

Moved by: Sue Muller

Seconded by: Jim McDade

Carried

5. Committee and Staff Reports

5.1. Policy

5.1.1. Board Policies for Review:

- Board Bylaws
- Election of Catholic School Board Trustees
- Newly Elected Trustees
- Parent Communication Protocol
- Guest Speakers at School
- Authorization for Use of School Facilities
- Cyber Security

Moved by: Tina Doherty

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the following policies for review: Election of Catholic School Board Trustees, Newly Elected Trustees, Guest Speakers at Schools and Cyber security.

Carried

Trustees inquired about whether or not trustees are informed of unapproved delegation requests. Director Roehrig indicated that he would make a change in the By-Law to include this provision prior to the final By-Laws being presented to the Board for approval next month.

Trustees inquired about Article I - GENERAL - Section 4. Trustees exchanged positions on the protections afforded to the minority with respect to potential changes to the By-Law. Trustees were informed that changes to the By-Law are treated in the same way it handles changes to policy. Potential changes to the By-Law are available for public feedback.

Moved: Jim McDade

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives the Board Bylaw policy for review.

Carried

Trustees inquired about the communications protocol for parents and the requirement to ensure that inquiries are explored at school-level prior to senior administration and trustee involvement.

Trustees inquired about the process for reporting issues of student well-being. Director Roehrig responded that Trustees should continue to report issues of student well-being to the Director of Education or the appropriate supervisory officer.

Moved: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board receives the Parent Communication Protocol policy for review.

Carried

Trustees inquired how the Authorization for Use of School Facilities Policy affects reciprocal agreements with the City of Stratford and organizations not mentioned in the list. Superintendent Ducharme responded that there is no change to the priority consideration of the permits that are received. Staff have been speaking with the City of Stratford and have made it known to them that the Board will be requesting a copy of the reciprocal agreement.

Trustees inquired about use of facilities by outside groups and their access to first aid. Director Roehrig responded that in section 12 (i) - there is a liability provision; staff will follow

up with OSBIE to see if there are any ways to improve risk mitigation.

Trustees inquired about the timing of applications for the use of schools. Trustees suggested that the policy could include an expected response time for permit review.

Moved: Amy Cronin

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the Authorization for Use of School Facilities policy for review.

Carried

5.1.2. Board Policies Recommended for Approval/Rescinding: N/A

5.2. Student Achievement and Catholicity

5.2.1. Secondary Summer School 2024

Moved by: Sue Muller

Seconded by: jim McDade

THAT the Huron-Perth Catholic District School Board receives the Secondary Summer School 2024 report for information.

Carried

5.2.2. Faith Retreat August 2024

Trustees inquired how the Faith Retreat invite was communicated and how it was received by staff. Superintendent Tigani responded that the invitation was shared electronically and encouraged the faith ambassadors from each school to promote to their staff. Participation was a representation across employee groups, the elementary and secondary panels and both counties.

Moved by: Tina Doherty

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board receives the Faith Retreat August 2024 report for information.

Carried

5.2.3. Literacy Team Summer Writing Project

Moved by: Amy Cronin

Seconded by: Jim McDade

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

Carried

5.2.4. Math Team Summer Writing Project

Moved by: Tina Doherty

Seconded by: Jim McDade

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

Carried

5.2.5. Multi-Year Strategic Plan 2024-2027

Trustees inquired about the feedback received from the community on the strategic plan. Director Roehrig responded we received initial feedback in the winter; comments were positive and included an appreciation for the focus and commitment to faith formation goals and an interest in excellence and results.

Moved by: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves the Strategic Plan 2024-2027.

Carried

5.3. Corporate Services and Operations

5.3.1. 2024-2025 Core Ed Funding: Classroom Staffing Fund & Learning Resources Fund

Trustees requested clarification that these numbers are the same as the approved budget. Superintendent Ducharme clarified that numbers are the same, the report provides the funding breakdown between elementary and secondary.

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board receives the 2024-2025 Core Ed Funding: Classroom Staffing Fund and Learning Resources Fund report.

Carried

5.3.2. Audit Committee Report

Moved by: Amy Cronin

Seconded by: Tina Doherty

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

Carried

5.3.3. May 31, 2024 Financial Report (Walk-In)

Moved by: Sue Muller

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board receives the May 31, 2024 Financial Report.

Carried

6. Information and Correspondence

6.1. Letter to Members of Board's Indigenous Advisory Committee

7. Notices of Motion

8. Notices of Motion Being Considered for Adoption

9. Trustee Inquiries

- 9.1. Trustees inquired about vaping and cell phones. Director Roehrig responded, in wake of Loreena's presentation, the Board has made concerted efforts to clamp down on cell phones, with messaging to Principals that this is a priority. Policy and code of conduct changes are in place and will be implemented this school year. Staff are looking into working with the health unit on vaping education. Healthy Relationships is the theme of the September 3, PD presentation to work with staff on the topic of student mental health. Father Butler highlighted the need to learn how to navigate the world with cell phones and teach students the Catholic virtue of temperance.

Trustees shared the importance of mitigating screen time for the hours students are in our care and purposeful outreach to our students on these two issues.

10. In-Camera Session of the Regular Board Meeting

Moved by: Tina Doherty

Seconded by: Amy Cronin

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

Carried

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

Moved by: Tina Doherty

Seconded by: Sue Muller

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

Carried

The following retirement was announced:

- Deanna Dalrymple, Educational Assistant, Precious Blood School, Exeter, effective July 31, 2024

12. Future Meetings and Events

- Regular Board Meeting - Monday, September 23, 2024
- OCSTA West Regional Meeting - Waterloo - Tuesday, September 24, 2024
- Photographer present for Headshots - prior to September 23 board meeting

13. Closing Prayer - Father David Butler

14. Adjournment

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of August 26, 2024.

Carried



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Karen Tigani and Tara Boreham, Superintendents of Education
Presented to: The Huron-Perth Catholic District School Board
Date: September 23, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

BOARD HIGHLIGHTS FOR SEPTEMBER

Public Session

BACKGROUND

Many activities take place every month throughout the district to ensure that our students have rich, faith-filled, inclusive learning opportunities that support their learning and fulfill the goals of the Strategic Plan. The Board Highlights list many of the activities that take place in the month prior to the board meeting, with contributions from 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. September marks the beginning of a new school year and is marked by 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

Back to School Liturgical Celebrations

Many of our schools are hosting September or fall liturgies, Masses and open houses to welcome students, staff and families back to school. These community-building events include opportunities to meet staff, liturgical celebrations, book fairs and more. Each school hosts an opening school Mass or liturgy in September. Staff in all schools are continuing to seek meaningful ways to embed faith into all aspects of our school day and to nurture the goal of faith leadership among students and staff.

International Education Program

The Board welcomed two international students in September from the south of Spain. St. Michael CSS welcomed a Grade 9 student from the southeast part of Spain and she will be part of the school community until December. She is enrolled in four classes and will be trying out for the basketball teams at the school. She is living with a host family in our community, arranged through the board's partnership with Muskoka Languages International (MLI).

Additionally, a second student in Grade 10 is attending St. Anne's CSS and he is planning on staying through the Christmas break with the option of staying until June 2025. This student is living with a host family in Huron County through MLI and hopes to become involved in athletic activities as well.

Both students come to our schools after partnership agreements were signed with two different international recruitment agencies in Spain. To date, the board has thirteen agreements with agencies in Europe, Asia and Australia that are recruiting students.

LEADERSHIP

Leaders Learning Council (LLC)

School and system leaders met online on September 10th for the first virtual LLC of the year. The focus on virtual LLCs is generally policy-related and includes content that is suitable for this format of learning and receiving information. This LLC covered the following topics: Cell phones, enrolment, annual policy and administrative procedure reminders, a Human Resources update, a message about consistent use of Board-vetted and approved learning materials and resources, attendance and the referral process for support, and emergency procedures. Meetings begin and end in prayer.

On September 24, we hosted an in-person LLC in Dublin. In the morning, learning and collaboration surrounding leadership moves to support our Literacy and Mathematics plans was the focus. In the afternoon, our leaders engaged in a student attendance workshop clarifying the roles and responsibilities we all share in improving student attendance. Leaders also met with our school-based resource officers from Huron and Perth OPP. They provided school leaders with information about their roles in our schools. This included sharing information about classroom presentations they can offer our schools throughout the year.

Catholic Curriculum Corporation (CCC)

Our Board plays an active role in the CCC with many members of our Learning Coordination Team and Superintendent Tigani serving on the Board of Representatives, the When Faith Meets Pedagogy (WFMP) Conference Planning Committee, and the 4 Individual Catholic Curriculum Councils (Elementary, Secondary, Faith and ICT). During the month of September members of our system team attended the first in a series of WFMP conference planning meetings and the first board meeting. The Individual Councils will host their first meetings at the beginning of October. The goals of the CCC are to ensure rich opportunities to build, develop and share resources that support, sustain and promote Catholic Education in the province of Ontario. The CCC is an important voice and network of Catholic leaders and educators that ensures high-quality Catholic resources and support. The CCC works in partnership with the Institute for Catholic Education (ICE) and other Catholic educational partners provincially. This year's When Faith Meets Pedagogy Conference theme is "Pilgrims of Hope". It will be hosted from October 24-26 in Toronto. A team of delegates from the Board will be in attendance.

Literacy Panel and Roundtable

Members of our Learning Coordination Team and Superintendent of Education attended a literacy-focused professional development opportunity hosted by Nelson on September 19. This event brought together system leaders and specialist educators from various school boards across Ontario with a shared focus on making improvements in literacy and guiding instruction through the effective use of assessment.

SPECIAL EDUCATION

Summer Programming and Transition Support

Due to Summer Programming and Transition funding, the Board was able to offer two summer programming opportunities as well as transition support throughout the district. These programs offered in August launched ongoing transition support for students in our elementary and secondary schools.

St. Anne's Summer Programming - "Welcome to the Nest"

On August 13 and 20, approximately 10 female students who were entering Grade 9 from various elementary schools (Sacred Heart, St. Joe's Clinton, Sacred Heart, St. Boniface, and St. Mary's Goderich) met at St. Anne's for two days of summer programming and transition support. Students took part in a variety of activities to help prepare them for secondary school. Activities included making locker kits and healthy lunches, putting together their pencil cases and binders, looking at their schedules and touring the school to find their classes and where to go for support, and lots of practice using their locks. They also had the opportunity to have a Q&A period with summer staff as well as the Principal of the school, and listen to a presentation by the Board Mental Health & Wellness Coach. Students engaged in many opportunities to help build relationships with peers, and welcomed special guest hair stylists from Lunar Lounge in Blyth who talked about hair care and gave the girls an opportunity to have their hair done.

St. Boniface Summer Programming - "Grade 6/7 Connection Camp Day"

On August 22, approximately 16 male students who were entering Grades 6 and 7 at St. Boniface school met for a full day of engagement and connection. This was an extension of some social skills lessons that took place during the 2023-24 school year. The boys were given an opportunity to come together prior to school entry in order to reconnect. Students engaged in lots of outdoor water play and cooperative games in the gym. They were given opportunities to learn about each other's strengths and what gifts each student brings to the school community through team building activities.

Transition Support

Outside of the two summer programming experiences outlined above, other opportunities for transition support that were offered during the week of August 26 and the month of September included System Special Education Team members supporting school teams with transitions, Educational Assistants entering school buildings early to meet and greet students and help transition students back, and approximately 10 Transition EAs being hired to support in schools during September and the first few weeks of October.

Empower Training

On September 12 and 13, teachers who are new to teaching the Empower Reading Program attended a two-day training session. The Empower Reading program is a tier 3 reading intervention program offered in all of our elementary schools.

Lexia

1000 Lexia Core5 Reading licenses were purchased for students across the system for the 2024-25 school year. Lexia Core5 Reading supports educators in providing differentiated literacy instruction for students of all abilities in grades pre-K-5. The Board purchased Lexia licenses for current Empower students, Empower graduates, as well as all Grade 1 students. Licenses were also purchased for other students who schools identified as benefiting from this intervention. PowerUp licenses were purchased for students in secondary school where requested as well.

DIGITAL TOOLS TO SUPPORT LEARNING

Chromebook Program

The Huron-Perth 1:1 Chromebook Initiative continues to thrive, extending across both elementary and secondary education within our district. We are committed to ensuring that each student has access to a Chromebook, which supports and enhances their learning experiences. At the start of the year, all Grade 9 students and new secondary students at the Huron-Perth Catholic District School Board were provided with a Chromebook, following the completion of the Assumption of Responsibility Agreement in accordance with the Information, Communications Technology Policy 3.2.1.

Learning Management Systems

All classrooms at Huron-Perth Catholic are equipped with a Learning Management System (LMS), including Google Classroom and/or D2L. These platforms provide a flexible and integrated approach to blended learning, complementing traditional classroom instruction and enriching the overall learning experience.

STUDENT ACHIEVEMENT

Religion and Family Life

The Religion and Family Life Team, including Religion and Family Life Learning Coordinator Caroline Thuss and Religion, Family Life and Faith Formation Support Teacher Kate Dobson, spent time together planning for implementation of the new Family Life curriculum and Grade 1 resource “Blessed and Beloved”. Starting on September 11, professional learning about the Family Life curriculum, the “Blessed and Beloved” resource and the “Growing in Faith, Growing in Christ” resource for schools has begun with individual visits to each school. As part of the strategic plan, this support will continue throughout the year.

Indigenous Education

Schools across the district recognized Powley Day on September 19th in a variety of activities. Now known as “Powley Day”, September 19 celebrates the anniversary of the landmark Métis rights victory at the Supreme Court of Canada.

Many opportunities were provided for students and staff to participate in Truth and Reconciliation Week from Sept 25-29 including an art activity with Moses Lunham, Kettle and Stony Point First Nation - Art to Inspire Action, literacy activity for elementary schools, and virtual workshop opportunities with The National Centre for Truth and Reconciliation. The secondary schools had the opportunity to view the exhibit “A National Crime” from the Legacy of Hope Foundation.

Literacy

The Literacy team, led by Learning Coordinator MJ Drager and supported by Literacy Resource Teachers Cathy Buchanan, Karen Kramers, and Teresa Oud, began the year by strategically planning and aligning their goals with the new strategic plan, setting a strong foundation for the year ahead. On September 11, 12, and 17, the Literacy Team delivered professional learning sessions to K-2 educators, providing them with updated training on the Early Reading Screener (Acadience). Following this, on September 23, the team embarked on a comprehensive tour to support K-3 teachers as they screened students for reading difficulties. This tour, which involves

working closely with educators as they implement the screener for the first time, is set to be completed by October 25.

Multilingual Learners (MLL)

Katherine Miller, our MLL Support Teacher, has begun providing invaluable support to our multilingual learners across all elementary and secondary schools. Katherine has already conducted numerous initial STEP assessments with our newcomer students and has updated their records in both our digital platform, Clevr, and OSRs. Currently, we have 159 MLL students from Grades 1-12, representing 18 different languages and 30 countries.

Mathematics

The Math Team, led by Learning Coordinator Christine Dale and supported by Math Facilitators Hailey Cook, Megan Lunn, and Curtis Meyers, began the school year with a tour to all of our elementary schools. On this tour, we highlighted the important features of our new [Math Scope and Sequence](#) lesson plans, which encompass our vision for the teaching and learning of mathematics in our system as described in the new strategic plan. Each lesson will span two instructional days, providing students with both collaborative problem solving and purposeful practice. This plan outlines steps to enhance mathematics teaching and learning by improving resource use and pedagogical practices. By adhering closely to the Ontario Math curriculum and using our core resources (MathUP Classroom and Knowledgehook) to build a strong Tier 1, we will boost math content knowledge for teaching and student achievement. Our first action of the strategic plan has been writing lessons for the Scope and Sequence, which will provide nearly 600 Math lessons for Grades 1-8, incorporating [High-Impact Instructional Practices](#) and the [Effective Math Block](#). To achieve this, we developed 240 lessons this summer. We made these lessons available to teachers in September 2024 and complete all lessons by March 2025.

French as a Second Language (FSL)

Our system support FSL teacher, Sandra O'Neil, has been actively engaged throughout September, meeting with new FSL teachers to provide guidance on planning and assessment in French. The FSL team is also working on developing future professional development opportunities for our Core French and French Immersion teachers.

Secondary e-Learning

This semester our secondary schools are offering several e-Learning courses including Grade 12 Economics, Grade 12 Religion, Grade 12 Science, Grade 12 English, and Grade 11 Anthropology, Psychology, and Sociology. These courses are taught by qualified teachers of the Board and provide our students with flexibility in their studies. Through our partnership with Catholic Virtual Ontario, these courses also allow our students access to hundreds of potential course offerings from across the province. We are currently welcoming almost 50 students from over a dozen Catholic school boards into our Board-delivered e-Learning classes which allows for this exchange and gives our students access to a wide array of courses offered online.

EXPERIENTIAL LEARNING PROGRAMS IN SECONDARY

Canada's Outdoor Farm Show – Woodstock

On September 12, 2024 SHSM students from both secondary schools were once again able to attend this event. SHSM Agriculture students networked with industry professionals and learned more about current innovations in the sector. Students in the Health and Wellness SHSM looked at the nutritional aspects of the agricultural community.

Conestoga College Trades Trip

St. Anne's CSS students had a great opportunity to visit various trade programs at the Guelph and Reuters Campus on September 17, 2024

D2L Web Page

St. Michael CSS released a new technological skills landing page on D2L. This site will support students both already enrolled, and those interested in technological education and SHSM. The site includes information on all training and certifications being offered. Dual credit and OYAP programs are also highlighted.

SHSM Certifications and Training

- **First Aid/CPR Training** SHSM students at both St. Michael CSS and St. Anne's CSS had the opportunity to receive their First Aid/CPR certification in early September. This is mandatory training for SHSM students and an important addition to their skill building activities is a requirement to earn a SHSM designation on the OSSD.
- **Working At Heights Training** On September 9 & 10 St. Anne's CSS SHSM students and on September 11 & 12, 2024 St. Michael CSS SHSM Construction, SHSM Agriculture and SHSM arts and culture students participated in Working at Heights training. This certification is highly valued by employers and looks great on a resume.
- **Elevated Work Platform Training** St. Michael CSS SHSM Construction and SHSM Agriculture students participated in Elevated Work Platform training in London on September 19 and 20. This training was held at the LiUNA Training facility in London.

Technical Training Group (TTG) OYAP Level 1 Welding Program

TTG is offering a new OYAP Level 1 Welding Program which runs on every Friday throughout the school year.

- Students registered in this program require a Registered Training Agreement (RTA) and are registered in 4-credit co-op during Semester 2.
- 2 St. Anne's CSS students have enrolled and are looking forward to beginning their studies.

Dual Credit Programs Update

- Registration is ongoing for Lambton dual credit courses which begin September 26. The most popular dual credit courses so far are Criminology, Hairstyling and Baking.
- Registration is ongoing for a number of great dual credit opportunities through Conestoga College which will take place at St. Michael Catholic Secondary School: Intro to Electrical, Foods and Plumbing courses.
- Dual credit courses continue to be very popular with students given that they are a 2-for-one learning and credit earning opportunity. Students can earn one high school credit and one college credit at the same time while gaining valuable transferable skills.

MENTAL HEALTH AND WELL-BEING

Mental Health and Wellness Team: Summer Work

Throughout the summer months, our school Social Workers worked to develop Tier 1 and Social Emotional Learning (SEL) resources for dissemination over this school year as we seek to expand SEL and Tier 1 activities across the District. In partnership with our Religion and Family Life Coordinator, we began developing a Huron-Perth Catholic District School Board version of the [School Mental Health Ontario Wayfinder](#), which will incorporate mental health lessons with

Liturgical Seasons and Catholic Curriculum.

Our team also worked on a new mental health and wellness webpage that will continue to be developed. The webpage will include a specific section for Social Emotional Learning resources for educators, students, and caregivers. Throughout the summer, we supported students on mental health caseload via virtual counselling services. We also had Social Work staff offer our Wellness Line again to ensure our students and their families had access to support and resources as needed.

Mental Health PD Learning with Dr. Richard Zayed:

On September 3, the Mental Health and Wellness Team facilitated a seminar session provided by Dr. Zayed, a clinical psychologist specializing in trauma, attachment and relationships, who provided the district with invaluable learning about *Supporting Students Through Relationships*. This seminar focused on key factors which can enhance relationships in school environments, and offered some concrete tips to create and optimize relationships with students. It also reviews factors that impact and/or enhance our capacity to offer optimized relationships to students. This seminar was an important start to our school year as Huron-Perth Catholic DSB seeks to center relationships to ensure we are fostering a sense of belonging and holistic support for their growth and development.

Attendance and School Engagement:

Our Attendance Counsellor actively connected with students and their families in late August, helping facilitate a smooth transition back to school for those who faced attendance challenges last year. On September 10 and 24 the Attendance Counsellor met with Administrators to review our updated referral process and emphasized the critical role that consistent attendance plays in student success. These workshops empowered our leaders with essential information about the referral process and clarified the roles and responsibilities we all share in improving student attendance. The Mental Health Team has also created an [attendance newsletter for caregivers](#) that administrators have been encouraged to share with their school community. As part of our Board Strategic Plan and Mental Health and Addiction Roadmap, we have embarked on a research project with Dr. Michelle Searle and Dr. Kirkpatrick to better understand our Board's current work in attendance and to develop Tier 1 attendance resources and materials to be shared throughout the District.

Partnership for Virtual Caregiver Series: Parenting with Confidence Webinar

The "**Parenting With Confidence**" webinar series was run in collaboration with our Mental Health and Wellness Team (MHWT) and Avon Maitland District School Board's MHWT. This series featured psychologist Dr. Jennifer McTaggart, and MSW clinical specialist, Zeb Demaiter. The first session was facilitated on September 10 and provided caregivers with learning and new ways of understanding their youth's emotions and mental health. The session also provided tips and ideas about how caregivers can attend to their youth's needs to support safety and their well-being.

Part Two occurred on September 24. This session further equipped caregivers by teaching them how to set effective boundaries with less frustration and worry.

School Service Advisory Council (SSAC) Symposium:

The Huron-Perth Catholic District School Board's and Avon Maitland District School Board's Mental Health Leads worked in collaboration with Stop Violence Against Women (VAW), and hosted the 2024 School Services Advisory Committee (SSAC) Symposium on September 16. The theme, "Recognize, Respond, Refer: A School-Based Approach to Addressing Gender-Based Violence (GBV)," highlighted prevention, early intervention, and support strategies within school communities. This is an important topic as incidents of Gender Based Violence have been on a steady incline since 2020.

Co-chaired by both Mental Health Leads, the SSAC includes 25 community agencies dedicated to supporting students. This year's symposium built on previous work, emphasizing trauma-informed responses, consent, and referral pathways for students impacted by GBV. Attendees connected, learned, and strengthened their capacity to better support students facing gender-based violence.

MAINTENANCE AND HEALTH AND SAFETY

Joint Health and Safety Committee

The Joint Health and Safety Committee met on September 18. Topics discussed included the following:

- Monthly inspections (updated)
- Annual inspections and geographical area update
- JHSC access to online reporting tool
- Annual workplace Risk Assessments
- Incident Reporting (updated)
- Naloxone (new)
- First Aid training

RECOMMENDATION

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

Audit Committee Meeting
June 18, 2024 - 3:30 p.m.

MINUTES

Hybrid

Present: Chair Amy Cronin (Trustee), Tina Doherty (Trustee), Tyler Canal, (Audit Committee Member), Denise Feeney, (Audit Committee Member), Chris Roehrig (Director of Education), Mary-Ellen Ducharme (Superintendent of Business), Sarah Devereaux (Manager of Finance), Lexi Templeman (Finance Services Officer), John Lawson (Manager of Information and Communications Technology), Tara Boreham (Superintendent of Education), Valerie Basler (Executive Assistant), Suk Bedi (KPMG LLP)

Absent:

1. Opening Business

1.1 Opening Prayer

1.2 Attendance and Welcome – *Superintendent of Business and Treasurer*

1.3 Approval of the Agenda

Moved by: T.Canal

Seconded by: D.Feeney

THAT the Audit Committee approves the agenda of the June 18, 2024 Audit Committee Meeting.

Carried

1.4 Declaration of Conflict of Interest

No declarations were made.

1.5 Approval of Audit Committee Meeting Minutes – November 13, 2023

Moved by: D.Feeney

Seconded by: T.Canal

THAT the Audit Committee approves the minutes of the Huron-Perth Catholic District School Board Audit Committee November 13, 2023 meeting.

Carried

1.6 Business Arising from the Minutes

2. Presentations

3. Reports and Discussion Items

3.1 November 30, 2023 Financial Statements and February 29, 2024 Financial Statement –
Superintendent of Business and Treasurer

The Superintendent of Business noted these reports have already been presented to the Board for information. Nothing unusual or significant noted. Enrolment and staffing information is a comparison between estimates and revised estimates.

Moved by: T.Doherty

Seconded by: D.Feeney

THAT the Audit Committee receives the November 30, 2023 and February 29, 2024 Financial Statement Report.

Carried

3.2 Draft Cyber Security Policy – *Superintendent of Business and Treasurer*

The Superintendent of Business noted this draft policy was created in conjunction with the Manager of ICT. The draft policy will be presented at the August Board meeting. The policy is a public facing document. There is also an administrative procedure document that details board internal cyber security procedures.

Moved by: T.Canal

Seconded by: D.Feeney

THAT the Audit Committee receives the draft Board Policy Cyber Security for information.

Carried

3.3 June 2024 Audit Committee Report – *Superintendent of Business and Treasurer*

The Superintendent of Business reviewed highlighted items and welcomed T.Canal for a second term on the committee. It was noted a minimum of three meetings is required annually and that Ministry compliance is considered when determining the schedule.

Moved by: D.Feeney

Seconded by: T.Canal

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

Carried

4. Information and Correspondence

5. In-Camera Session of the Audit Committee Meeting

Moved by: D.Feeney

Seconded by: T.Canal

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

Carried

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

Reg. Ref. 9. (3) 6 – On a regular basis, meet with the internal audit function privately to discuss any necessary matters.

Session not requested.

7. Future Meetings and Events

Doodle poll to be sent to determine September and November 2024 meetings.

8. Closing Prayer

9. Adjournment

Moved by: D.Feeney

Seconded by: T.Canal

THAT the Audit Committee adjourns the June 18, 2024 meeting at 4:38 p.m.

Carried



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: September 23, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

TRUSTEE CODE OF CONDUCT

Public Session

BACKGROUND

As part of the constellation of sweeping changes to the Education Act and the introduction of corresponding regulations, several changes are required for the Trustee Code of Conduct.

DEVELOPMENTS

Changes to the Trustee Code of Conduct stem from changes to the Education Act and three regulations (O. Reg. 306/24, O. Reg. 312/24 and O. Reg. 313/24). Furthermore, the Ontario Catholic School Trustees' Association provided school boards with a template that included a robust list of expectations for trustees that are rooted in law and/or governance best practice.

The changes due to the regulations include substantial changes to the manner in which the Board would handle breaches of the Trustee Code of Conduct. The revised process includes specific references and timeline for investigations, determination, sanctions and appeal processes for alleged breaches. The new code also includes mandatory consideration for the involvement of integrity commissioners.

Given the scope and complexity of the changes along with the intersection of several regulatory changes, this policy has been sent to an education sector lawyer for review.

A review of the Trustee Code of Conduct revealed that the By-Laws were missing our local provisions to resolve quorum issues due to conflicts of interest (given we have only 5 trustees). This was moved from the Code of Conduct to the By-Laws.

The revised Trustee Code of Conduct Policy will be posted on the Board website in accordance with Board policy and will come to the Board for approval in October.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Trustee Code of Conduct Policy for information.



HURON-PERTH CATHOLIC

District School Board

Trustee Code of Conduct

Adopted:	June 20, 2011	Policy #:	P 1.1.2.
Revised:	February 22, 2021	Policy Category:	1.0. Board Governance

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes that the Board of Trustees shall promote gospel values and provide faith-based Catholic education for its students. The Board of Trustees commits itself and individual Trustees to ethical, professional and lawful conduct. The Board of Trustees commits itself to an open and transparent governance model, and to respect the distinctive role of the Board, its individual Trustee members and staff of the Huron-Perth Catholic District School Board.

POLICY STATEMENT:

1. Integrity and Dignity of Office

It is the policy of the Board that:

- 1.1. Trustees of the Board shall discharge their duties loyally, faithfully, impartially and in a manner that will inspire public confidence in the abilities and integrity of the Board.
- 1.2. Trustees shall conduct themselves in accordance with the mission, vision and values of the Board.
- 1.3. When acting or holding themselves out as Trustees of the Board, a Trustee shall conduct themselves in a manner that would not discredit or compromise the integrity of the Board.
- 1.4. When acting or holding themselves out as a Trustee, the Trustee shall treat persons equally without discrimination based on a person's race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability.
- 1.5. Trustees of the Board shall recognize that the expenditure of school board funds is a public trust and endeavour to see that the funds are expended efficiently, in the best interests of the students.
- 1.6. Trustees, as leaders of the Board, must uphold the dignity of the office and conduct themselves in a professional manner, especially when attending Board events, or while on Board property.
- 1.7. Trustees shall ensure that their comments are issue-based and not personal, demeaning or disparaging with regard to Board staff or fellow Board members.
- 1.8. Trustees shall endeavour to participate in trustee development opportunities to enhance their ability to fulfill their obligations.

2. Avoidance of Personal Advantage and Conflict of Interest

It is the policy of the Board that:

- 2.1. No Trustee shall accept a gift from any person, group or entity that has dealings with the Board if a reasonable person might conclude that the gift could influence the Trustee when performing their duties to the Board, unless
 - 2.1.1. the gift is of nominal value,
 - 2.1.2. the gift is given as an expression of courtesy or hospitality, and
 - 2.1.3. accepting the gift is reasonable in the circumstances. [If a Board has a policy regarding Trustees receiving gifts, it should be referred to here and that policy cannot conflict with the requirements above as mandated by Regulation 312/24 Members of School Board – Code of Conduct]
- 2.2. A Trustee shall not use his or her office to advance the Trustee's interests or the interests of any family member or person or organization with whom or with which the Trustee is related or associated.
- 2.3. No Trustee shall use his or her office to obtain employment with the Board for the Trustee or a family member.
- 2.4. No Trustee shall use or permit the use of board resources for any purposes other than the business of the Board.

3. Respect, Civility and Communication

It is the policy of the Board that:

- 3.1. Trustees share in the responsibility of creating a positive working and learning environment that is safe, harmonious, comfortable, inclusive and respectful.
- 3.2. Trustees shall respect and comply with all applicable federal, provincial and municipal laws; Uphold and abide by all Board policies, procedures, protocols of the Board; Demonstrate honesty and integrity; Treat others fairly and with dignity and respect at all times, especially when there is disagreement; Employ appropriate language and professionalism in performing their duties as Trustees, and in all matters of communication (oral and written) including email, social media, telephone and face-to-face meetings with staff, parents, other stakeholders and members of the community at large.

4. Complying with Legislation

It is the policy of the Board that:

- 4.1. Trustees shall comply with all Federal and Provincial legislation and any contractual obligations of the Board in conducting the business of the Board.
- 4.2. Trustees shall comply with this Trustee Code of Conduct (the Code) and uphold the spirit of the Code; familiarize themselves and comply with the duties of Board members as set out in Section 218.1 of the Education Act including any applicable regulations, specifically Regulation 312/24; familiarize themselves with duties and/or requirements applicable to them in the Municipal Freedom of Information and Protection of Privacy Act, the Municipal Conflict of Interest Act, and all Board by-laws and policies.

5. Confidentiality

It is the policy of the Board that:

- 5.1.** No Trustee shall disclose confidential information obtained or made available to them in their role as a Trustee except as authorized by law or the Board. Confidential information includes personal information about an identifiable individual or information subject to solicitor-client privilege.
- 5.2.** No Trustee shall use confidential information, including confidential information obtained by them or made available to them in their role as a Trustee for the purpose of personal gain or for the gain of the Trustee's parent, spouse or child and shall not use such confidential information in a manner that would be detrimental to the interests of the Board. [Parent, spouse and child have the same meaning as in Section 1 of the Municipal Conflict of Interest Act.] Trustees acknowledge that as part of their duties they may be privy to private, confidential and/or legally privileged financial, business and/or commercial information. Such information may include, but is not limited to, information relating to the Board's organizational structure, operations, business plans, technical projects, business costs, research data, inventions, trade secrets or other work produced, developed by or for the Board, confidential student and personnel information, legal matters and opinions.
- 5.3.** Except as required by law, all Trustees and former Trustees agree not to use, directly or indirectly, for the Trustee's benefit or the benefit of any person, organization, firm, or other entity, the Board's proprietary or confidential information disclosed or entrusted to that Trustee. Trustees recognize that such inappropriate use of confidential information for their benefit may constitute a breach of trust contrary to Section 122 of the Criminal Code.
- 5.4.** The confidentiality of personal information received in the course of duties shall be respected and protected. Trustees shall keep all information received, including but not limited to, in camera discussions and actions in complete confidence. Information received shall not be discussed in public where another person not privy to the information could accidentally overhear or read such information.
- 5.5.** A Trustee's duty of confidentiality survives their term of office.

6. Upholding Decisions of the Board

It is the policy of the Board that:

- 6.1.** All Trustees of the Board shall accept that authority rests with the Board, and that a Trustee has no individual authority other than that delegated by the Board.
- 6.2.** Each Trustee shall comply with Board policies, procedures, by-laws, and rules of order.
- 6.3.** Each Trustee shall uphold the implementation of any Board resolution after it is passed by the Board. A proper motion for reconsideration or rescission, if permitted by the Board's By-Laws, can be brought by a Trustee.

- 6.4. A Trustee should be able to explain the rationale for a resolution passed by the Board. A Trustee may respectfully state his or her position on a resolution provided it does not in any way undermine the implementation of the resolution.
- 6.5. The Chair of the Board is the spokesperson to the public on behalf of the Board, unless otherwise determined by the Board. No other Trustee shall act as spokesperson to the public on behalf of the Board unless authorized by the Board.
- 6.6. When individual Trustees express their opinions in public, they must make it clear that they are not speaking on behalf of the Board.

PROCEDURE:

1. Notification of Alleged Breach(s)

1.1. Restrictions

- 1.1.1. Only a Trustee can allege that the Code has been breached by another Trustee.
- 1.1.2. No Trustee shall give notice of an alleged breach of the Code if the allegation is frivolous or vexatious or the notice is given in bad faith.
- 1.1.3. No Trustee shall engage in reprisal or the threat of reprisal against another trustee who gave notice of an alleged breach of the Code or who provides information about an alleged breach to the Integrity Commissioner.

1.2. Allegations

- 1.2.1. A Trustee may bring an alleged breach of the Code to the Board of Trustees through the Chair of the Board, the Vice-Chair of the Board (if the allegation relates to the Chair) or the Director of Education (if the allegation relates to the Chair and the Vice-Chair).
- 1.2.2. The notification of the alleged breach shall be in writing and include the following:
 - A. The name and contact information of the trustee alleging the breach
 - B. The name of the trustee who is alleged to have breached the Code
 - C. The provision(s) of the Code that have allegedly been breached
 - D. Details of the alleged breach including the date(s)/time(s), location(s) and witnesses of the alleged breach

2. Investigation, Determination, Sanctions by the Board

2.1. Investigation

Upon receipt of an alleged breach of the Code, the Board shall appoint an investigator and conduct an investigation into the alleged breach.* The report from the investigation shall be received by the Board within 15 days of the notification of the alleged breach.

2.2. Determination and Sanctions

2.2.1. Code of Conduct Committee (the committee)

Upon receipt of the report from the investigator, the Board shall strike an ad hoc committee of the Board (the committee) to determine whether a breach of the Code has occurred. The committee shall be open to the public unless the provisions of the Education Act s. 207 apply. The committee shall make a recommendation to the Board with respect to a determination of whether there has been a breach and any sanctions that may be imposed.

2.2.2. Upon receipt of the recommendation from the Committee, the Board shall meet and make a determination regarding the alleged breach; if the Board deems that a breach has occurred, the Board shall determine a sanction consistent with this policy. **The Board motion to resolve the matter shall be done at a meeting of the Board that is open to the public. The trustee that is subject to the alleged breach shall not vote on the motion.**

2.2.3. If the Board determines that a breach of the Code has occurred by a Trustee, the Board may impose one or more of the following sanctions:

- A. Censure the Trustee
- B. Bar the Trustee from attending all or part of a meeting of the Board or meeting of a committee of the Board.
- C. Bar the Trustee from sitting on one or more committees of the Board, for a period of time specified by the Board.
- D. Disassociate the Board from any action or statement of the Trustee.

2.2.4. The Board shall notify the Trustee in writing of the outcome of the investigation, the determination of the Board (including any sanctions) and the appeal process within 20 days of the Board receiving the initial notification of the alleged breach. If the Board cannot resolve the matter within 20 days of receipt (excluding appeal process) of the notification of the alleged breach, the Board shall refer the matter to the Integrity Commissioner (Section 3.0).

2.3. Appeal to the Board

2.3.1. A Trustee who has been found to have breached the Code by the Board may appeal the decision to the Board. The appeal shall be in writing and given to the Chair of the Board within 14 days of the decision by the Board. The appeal shall include all reasons for the appeal.

2.3.2. Upon receipt of the written appeal, the Board shall confirm or revoke the determination within 14 days of receiving the appeal. If the Board revokes the determination, any sanction imposed by the Board is also revoked. If the Board confirms the determination, it may or may not modify the sanctions. If there is a modification to the sanctions, they shall be effective of the date of the original determination.

2.3.3. The Board motion to resolve the appeal shall be done at a meeting of the Board that is open to the public. The trustee that is subject to the appeal shall not vote on the motion.

- 2.3.4. The Board shall notify the Trustee who has appealed the decision of the Board within 5 days of its determination of the appeal. The decision of the Board is final.

3. Investigation, Determination and Sanctions by the Integrity Commissioner

3.1. Investigation

- 3.1.1. Once a matter is referred to the Integrity Commissioner, they have authority under section 218. 3 (7) of the Education Act to determine the scope of the investigation into the alleged breach.
- 3.1.2. The Integrity Commissioner appointed by the Board shall commence an investigation into the alleged breach of the Code no later than 14 days after being appointed and shall provide the trustee with the opportunity to respond to the allegations.

3.2. Determination and Sanctions

- 3.2.1. The Integrity Commissioner shall make a determination with respect to a complaint of an alleged breach no later than 90 days after commencing the investigation, unless the Integrity Commissioner notifies the Board and the member, who is the subject of the complaint, that an extension is necessary.
- 3.2.2. Upon determination by the Integrity Commissioner that a breach of the Code has occurred; the Commissioner may impose one or more of the following sanctions:
 - A. Censure of the member.
 - B. Requiring the Board to reduce the member's honorarium by a maximum of 25% of a trustee's base and enrollment amount for the year [under O. Reg 357/06 to be amended] requiring the member to return any excess already paid to the member and authorizing the Board to recover the excess from the member.
 - C. Barring the member from attending all or part of one or more meetings of the board or one or more meetings of a committee of the Board, for the period of time specified by the integrity commissioner up to a maximum of 90 days or the balance of the member's term of office, whichever is less.
 - D. Barring the member from sitting on one or more committees of the Board, for the period of time specified by the integrity commissioner, up to a maximum of 90 days or the balance of the member's term of office, whichever is less.
 - E. Barring the member from becoming the chair or vice-chair of the Board or of any committee of the Board, or removing the member from any of those positions.
 - F. Barring the member from exercising the privileges of a board member or acting as a board representative, or removing the member from a position the member holds as a board representative.

- G. Subject to any other limits set out in paragraphs 1 to 6, any other sanction that, in the opinion of the integrity commissioner, is reasonable and appropriate in the circumstances.
- H. Any other sanction that, in the opinion of the integrity commissioner, would promote compliance with the Code.

3.3. Appeal Process

- 3.3.1.** Either the Board or the member whose conduct was the subject of the integrity commissioner's determination may appeal the determination, the sanctions imposed, or both, and the Board and the Trustee are the parties to such an appeal.
- 3.3.2.** The trustee has 15 days to provide written notice to appeal the determination of the Integrity Commissioner;
- 3.3.3.** The appeal shall be heard by a panel of three integrity commissioners appointed by the Deputy Minister or his or her delegate within 15 days of having received the appeal application, but the panel shall not include the integrity commissioner whose determination is the subject of the appeal.
- 3.3.4.** One of the Integrity Commissioners on the panel shall be appointed by the panel to act as chair and co-ordinate the hearing of the appeal; the chair of the panel will notify the parties to the appeal process and the requirements of the process;
- 3.3.5.** The panel will hear the appeal in writing only;
- 3.3.6.** The trustee appealing the Integrity Commissioner's ruling regarding the breach of the Code will provide written submissions to the panel and the Integrity Commissioner who found the trustee in breach of the code within 20 business days after receiving notice that the panel has been appointed;
- 3.3.7.** The Board's Integrity Commissioner will provide a written submission to the panel and the trustee within 20 business days after receiving the trustee's submissions;
- 3.3.8.** The trustee will provide the panel a written reply to the Integrity Commissioners submission within 10 business days after receiving the Integrity Commissioners submission;
- 3.3.9.** The chair of the panel may extend the timelines at the written request of one of the parties to the appeal; a copy will be sent to the Deputy Minister of Education.
- 3.3.10.** The panel will meet to consider the appeal in person or via electronic means;
- 3.3.11.** The panel may:
 - A. Define or narrow the scope of the appeal;
 - B. Limit length of submissions from the parties;
 - C. Make interim decisions and orders;
 - D. On its motion, dismiss an appeal as frivolous or vexatious or commenced in bad faith;
 - E. The panel's decision regarding dismissal on the ground of it being frivolous or vexatious or made in bad faith is final;
 - F. The chair of the panel will notify the parties to the appeal of its decision on the above matters;

- G. Final decision: the panel will provide its decision and reasons, including any dissent, to the parties within 30 days after receiving the Integrity Commissioners submission. The panel will provide the Deputy Minister a copy of the decision.

4. Review of Trustee Code of Conduct Policy

The Board shall review the Code for, among other things, compliance with Ontario Regulation 312/24 and shall pass a board resolution setting out the required changes, or if no changes are required, confirming the Code.

The first review shall be completed within 30 days after this Regulation comes into force.

The second review shall be completed no later than May 15, 2027.

Each subsequent review shall be completed in the fourth year following the previous review and no later than May 15 in that year.

If one or more changes are set out in a board resolution the Board shall update its Code to reflect the changes no later than August 31 in the year of the review.

5. Declaring a Conflict of Interest

Where a Trustee, either on his or her own behalf or while acting for, by, with or through another, has any pecuniary interest, direct or indirect, or any other conflict of interest in any matter and is present at a meeting of the Board at which the matter is the subject of consideration, the Trustee shall:

- a) prior to any consideration of the matter of the meeting, disclose the interest and the general nature thereof;
- b) not take part in the discussion of, or vote on any question in respect of the matter;
- c) not discuss the issue with any other person;
- d) not attempt in any way whether before, during or after the meeting to influence the voting on such question; and
- e) leave the meeting or the part of the meeting during which the matter is under consideration.

DEFINITIONS:

REFERENCES:

- Municipal Conflict of Interest Act
- The Education Act - O. Reg. 312/24
- Memo from OCSTA (August 29, 2024) *Trustee Code of Conduct—Mandatory Requirements in Regulation 312/24*
*The Board shall consider obtaining the services of a third-party to conduct the investigation and to make recommendations to the Board with respect to the alleged breach.

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Karen Tigani, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: September 23, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

CATHOLIC LEADERSHIP, SUCCESSION PLANNING AND TALENT DEVELOPMENT 3.4.17

Public Session

BACKGROUND

The Huron-Perth Catholic District School (the Board) believes that Catholic leadership and succession planning are essential for attracting, developing and supporting strong leaders within our schools and district. We reviewed our current policy and included a Belief Statement that articulates why this is so critical. The Board continues to seek methods and activities to support, promote and nurture Catholic leadership in our district. This is an important priority in order to strengthen our Catholic education system.

DEVELOPMENTS

The policy has been reviewed and is now presented for the consideration of the Board of Trustees.

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

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives policy 3.4.17 Catholic Leadership, Succession Planning and Talent Development.



HURON-PERTH CATHOLIC

District School Board

CATHOLIC LEADERSHIP, SUCCESSION PLANNING, AND TALENT DEVELOPMENT

Adopted:	January 24, 2011	Policy #:	- 3.4.17
		3A:24	
Revised:	October 18 2016	Policy Category:	Human Resources

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes that Catholic leadership and succession planning are essential for attracting, developing and supporting strong leaders within our schools and district. We place a great importance on the Catholic identity and faith life of leaders, and we strive to ensure both current and future leaders recognize their personal call to discipleship and vocation as imperative/fundamental. We also encourage those pursuing leadership roles to nurture their vocation by actively engaging with the Church through Sacraments, liturgy, prayer, reflection and ongoing spiritual growth.

POLICY STATEMENT:

The Huron-Perth Catholic District School Board believes that a Catholic school system is one in which the teachings of Jesus Christ are integrated into the entire curriculum, social fabric, school life, and operations within all schools of our board.

To achieve this, we rely heavily on and support the development of competent, qualified staff who continually demonstrate:

- a high degree of commitment to Catholic education;
- the integration of faith and life;
- service dedicated to the Catholic community and to the community at large.

The Board's strategy for developing leaders recognizes the impact of Catholic leadership on the development of exemplary teaching practice, excellent schools and the continuous improvement of student achievement. Teachers in classrooms and administrators in our Catholic elementary and secondary schools play critical roles in ensuring that students understand and live the way of Jesus Christ in a system that is committed to excellence in Catholic Education. Fostering Catholic leadership development will ensure that students will be supported by skilled, passionate, faith filled leaders who ensure the achievement of our Catholic Graduate Expectations.

PROCEDURE:

1. The Board will develop a Catholic Leadership, Succession Planning, and Talent Development program to encourage, identify, prepare, select, support, mentor, train and develop its Catholic Leaders.

2. The Board commits to the full implementation of its Catholic Leadership, Succession Planning, and Talent Development program.
3. On a regular basis, the Board will review and revise its Catholic Leadership, Succession Planning, and Talent Development program to ensure that it is consistent with the Board's strategic long-term goals.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: September 23, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

BY-LAWS OF THE BOARD

Public Session

BACKGROUND

From time-to-time, the Board creates ad hoc committees to govern matters as required by the Board. Ad Hoc committees maintain minutes of their meetings and report to the Board with the approved minutes of their meetings. Ad hoc committees are unique in that they normally have a fixed goal and time to exist. As such, there is no opportunity to approve the meeting minutes of the final meeting.

Upcoming changes to the Board's Trustee Code of Conduct prompted a review of the former policy. Upon review - two areas were present in the policy that should be moved to the Board By-Laws.

DEVELOPMENTS

The By-Laws have been amended to require the Board (upon creation of the ad hoc committee) to determine how it wishes to handle the final meeting minutes of the committee.

Based on a review of the Board's former Trustee Code of Conduct, two areas were moved from the Code of Conduct to the By-Laws:

- Determination of Closed Meetings (moved/ additional provision from Education Act also included); and
- Resolving Quorum.

As a result of the promulgation of regulations under the Education Act that relate to the Trustee Code of Conduct, integrity commissioners and requirements for trustee attendance at board meetings.

A review of the Trustee Code of Conduct revealed that the By-Laws were missing our local provisions to resolve quorum issues due to conflicts of interest (given we have only 5 trustees). This was moved from the Code of Conduct to the By-Laws.

At the previous Board meeting - trustees discussed delegation requests and the need for the list of all approved and declined requests be sent to the Board - this change has been made to the By-Laws for consideration.

The revised Board By-Laws were posted to the website for a month - there was no feedback provided.

RECOMMENDATION

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



HURON-PERTH CATHOLIC

District School Board

By-Laws of the Board

Adopted:	Policy #:	P 1.1.1.
Revised:	December 11, 2023	Policy Category: 1.0. Board Governance

Mission

The mission of the Huron-Perth Catholic District School Board is to serve its students, working with the home, parish and school community to:

- Nurture a Christ-Centred environment;
- Provide student-focused learning opportunities; and
- Support the growth of the whole person.

This mission is in furtherance of meeting the Board's obligations under the [Education Act](#) including the promotion of student achievement and ensuring the effective stewardship of the Board's resources.

ARTICLE I - GENERAL

Section 1: Definitions and Interpretation

1.1 *Definitions*

"Annual Meeting" means the first meeting held in November of each year, which is not a municipal election year;

"Board " means the Board of Trustees of the Huron-Perth Catholic District School Board;

"Committee" includes any committee or sub-committee of the Board established pursuant to these By-Laws;

"Director" means the Director of Education who is also the Secretary of the Board and who has the duties as set out in the [Education Act](#) Act and Board policy;

"Education Act" and "Act" means the [Education Act](#), R.S.O. 1990, c.E.2, and includes, where the context requires, the Regulations enacted thereunder;

"Inaugural Meeting" means the first Meeting at which the Chair and the Vice-Chair are elected in accordance with these By-Laws and Trustees of committees are appointed in each year following a municipal election and the commencement of the term of office;

“In-Camera” means a private meeting of the whole Board or a committee from which the public is excluded, as per the [Education Act](#), Section 207 (2);

"Meeting" includes a meeting of the Board and, where applicable, a meeting of a committee;

“Minister” means the Minister of Education in Ontario;

“Municipal Elections Act” means the [Municipal Elections Act](#), 1996, S.O. 1996, c.32 and includes, where the context requires, the Regulations enacted thereunder;

“Quorum” A quorum shall consist of a majority of the elected Trustees constituting the Board, and the vote of a majority of such quorum is necessary to bind the Board;

“Rise and Report” means that the In-Camera Meeting of the Board is reporting matters to the public through the public Meeting of the Board;

"Statutory Committee" means any committee which, by law, the Board is required to appoint;

"Trustee" means a person elected, acclaimed or appointed to the office of Trustee of the Board of Trustees pursuant to the provisions of the [Education Act](#) or the [Municipal Elections Act](#). For the purposes of these By-Laws, a “Trustee” does not include a Student Trustee except where permitted to act as such by the [Education Act](#).

- 1.2 In these By-Laws, unless the context otherwise requires, words importing the singular number or the masculine gender shall include the plural number or the feminine gender, as the case may be, and vice versa. A reference to a statute refers to that statute, as amended from time to time, and any statute that replaces or is substituted for it. Any references to a new replacement Act in the By-Laws shall refer to the new Act and any of its corresponding provisions.

Section 2: These By-Laws of the Board shall be observed for the order and dispatch of business and shall regulate the conduct and duties of its Trustees, officers, teachers, and any and all other employees.

Section 3: For any point of order not covered by the By-Laws, Robert's Rules of Order shall govern. From time to time the Board may choose which version and/or edition of Robert's Rules of Order shall be used.

Section 4: Any point of the By-Laws or rules of order of the Board may be altered or rescinded in the following manner:

- a) at any regular business Meeting by a vote of the majority, all Trustees being present, if notice of the proposed amendment was given in the notice required by Article III, Section 2(a); or,
- b) at any regular business Meeting by a vote of the majority, a quorum being present, if notice of motion of the proposed amendment was given at the previous regular Meeting.

Section 5: Subject to the [Education Act](#), the Board may enact policies to indemnify Trustees, Officers, members of Committees, the Director of Education, and other employees as required from time to time.

Section 6: At each Meeting, devotional exercises will be conducted.

Section 7: The schools' operations will be administered by an Executive Council composed of:

- Director (as Chair)
- Superintendents of Education
- Superintendent of Business (and Treasurer)
- Other persons as appointed by the Director of Education

Section 8: In addition to the requirements of the [Education Act](#), the Board of Trustees shall:

- a) promote student achievement and well-being;
- b) deliver effective and appropriate education while properly managing the resources of the Huron-Perth Catholic District School Board;
- c) develop and maintain policies, practices, procedures and organizational structures that allow the Board to achieve its mission;
- d) hire the Director, Superintendent; and,
- e) monitor and evaluate the performance of the Director or his or her delegate as appropriate.

ARTICLE II – INAUGURAL AND ANNUAL MEETINGS OF THE BOARD

Section 1: **Inaugural Meeting:** The first meeting of the Board following a municipal election in each year is the Inaugural Meeting. The Inaugural Meeting shall be held in the Board Room, or such other place as the Board may designate on notice to the public. The Inaugural meeting shall be held on November 15 if it is a Monday or on the first Monday following November 15 at the hour of 3:00 p.m., or at such other hour as may have been fixed by resolution of the former Board. In case of emergency or as otherwise required, the Inaugural Meeting may be changed by a majority decision of the Board at some other specified time and date provided that the date is not later than the 21st of November. At the appointed time, the Director, in his/her capacity as Secretary of the Board, shall call the Meeting to order and proceed to read the returns of election to the Board, if any, as certified to him/her by the municipal clerks. Trustees shall make their Declaration of Office and Oath of Allegiance prior to commencing their role as Trustee.

Annual Meeting: The first Meeting of the Board between municipal elections is an Annual Meeting and shall be held in the Board Room, or such other place as the Board may designate on notice to the public on November 15 if it is a Monday or on the first Monday following November 15 at the hour of 3:00 p.m., or at such other hour as may have been fixed by resolution of the former Board. In case of emergency or as otherwise required, the Annual Meeting may be changed by a majority decision of the Board provided that the date is not later than the 21st of November.

Section 2: If Monday, November 15 or the first Monday following November 15 is a statutory holiday, the Inaugural or Annual Meeting of the Board will be held at the hour of 3:00 p.m. of the next day following, or on such other day as may have been fixed by resolution of the former Board.

Section 3: The Board shall elect a Chair and Vice-Chair at the Inaugural Meeting of the Board and each Annual Meeting of the Board or when an office becomes vacant:

- a) a Chair of the Board and the Vice-Chair shall take the chair upon election;

Section 4: The election of the Chair and Vice-Chair shall be conducted as follows:

- a) the voting shall be by ballot;
- b) the Poll Clerk (presiding officer) for the election shall be the Director of Education, the Returning Officer shall be the Superintendent of Business and the Superintendent of Education shall serve as Scrutineer;
- c) the presiding officer shall declare nominations closed if no additional nomination is received within one minute after the last nomination, or if a motion to close nomination has been made, seconded and carried;
- d) nominees shall declare their intention after no more nominations have been received;
- e) if all nominees withdraw, an opportunity shall be given for further nominations;
- f) if there is more than one nominee for a position, the vote shall be conducted by way of a secret ballot. The specific number of votes cast for each nominee will not be announced when declaring the successful nominee;
- g) each nominee standing for election may appoint one scrutineer to supervise the voting and the counting of ballots;
- h) where no candidate receives a clear majority of those present, a Trustee receiving the least number of votes shall be eliminated and a subsequent vote shall be held to declare the Trustee elected should there be more than two candidates for the position (the presence of a majority of all Trustees constituting the Board is necessary to form a quorum); and,
- i) in the case of an equality of votes (with only two candidates remaining) one more vote shall be taken. If after this vote there is still a tie, the candidates shall draw lots to fill the position and this process shall be overseen by the Director.

Section 5: The Chair, in consultation with the Vice-Chair and the Board, shall appoint Trustees to serve on the Statutory Committees and other committees where Trustees serve as members.

Section 6: The Board shall appoint its Auditor at its Inaugural/Annual Meeting.

ARTICLE III – REGULAR MEETINGS OF THE BOARD

Section 1: a) The Regular Meetings of the Board shall be held each month (except November and July) at 3:00 p.m. Regular Meetings of the Board are held on the fourth Monday of each month (except December and June) at 3:00 p.m. In case of emergency or as otherwise required, the Regular Meeting of the Board may be changed by a majority decision of the Board, or by a joint decision of the Chair and Vice-Chair of the Board. If the fourth Monday is a statutory holiday, the Regular Meeting of the Board will be held the next day.

b) For the month of December, the Regular Meeting of the Board shall be held on the second Monday of the month.

c) For the month of June, the Regular Meeting of the Board shall be held on the third Monday of the month.

Section 2: a) The agenda of each Regular Meeting of the Board shall be sent electronically at least five days, before the time of the Meeting, to each Trustee, and;
 b) The agenda shall be prepared according to an approved format (see Appendices).

Section 3: Unless there shall be a quorum present within thirty minutes after the time appointed for any meeting, or should quorum be lost during the course of the meeting, the Secretary (Director of Education) shall record the names of the

Trustees present, and the Board shall forthwith stand adjourned until the next Regular Meeting of the Board unless a special meeting is called in the interval as hereinafter provided.

Section 4: Special Meetings of the Board may be called by the Chair at any time and it shall be his/her duty to convene a special meeting whenever requested to do so in writing by two Trustees of the Board. If the Chair shall be absent or shall refuse to call the meeting, it shall be the duty of the Vice-Chair to convene such a Meeting, or, in the case of his/her absence or refusal, the duty of the Director as Secretary. A minimum of twenty-four (24) hours' notice of any Special Meeting must be given to Trustees using the last known electronic mailing address of each Trustee. Any Trustee may waive notice of any such special meeting.

Section 5: In calling a Special Meeting every Trustee shall be notified of the object for which such meeting is called and no business shall be considered at such meeting other than that named in the notice. If all Trustees of the Board are in attendance at such a special meeting, any business may be introduced upon a resolution carried by a vote of three Trustees of the Board.

Section 6: An adjourned meeting shall be deemed to be called for the completion of the transacting of business included in the agenda of the preceding Regular Meeting of the Board. The business interrupted by the adjournment is the first in order after the approval of the minutes at the next meeting.

Section 7: The Board shall not remain in session later than 8:00 p.m. unless determined by a vote of three of the Trustees present, but no meeting shall be extended beyond 8:30 p.m. unless by unanimous approval.

Section 8: At the first Meeting after a vacancy occurs in the office of Chair or Vice-Chair, the vacancy shall be filled by the method used for election at the Inaugural Meeting.

Section 9: **Requirements for Trustee Attendance:**
Trustees are required to be physically present for every Regular Meeting of the Board and every meeting of the Committee of the Whole in each year of the term of office, unless one of the exceptions to the requirement for in-person attendance applies. Failure to attend in person as required would result in the trustee's seat being vacated pursuant to clause 228(1)(e) of the Education Act.

Exceptions to the physical presence for all trustees to attend a regular board meeting electronically are:

- a) the distance from the trustee's primary residence to the meeting location is 125 kilometres or more;
- b) weather conditions do not allow the trustee to travel to the meeting location safely;
- c) the trustee cannot be physically present at a meeting due to health-related issues;
- d) the trustee has a disability that makes attending meetings in-person more challenging; or
- e) the trustee is unable to attend in person due to family responsibilities.

Section 10: **Electronic Meetings:** The Board may hold a meeting of the Board or committee meetings using electronic means. The public will be notified about electronic meetings at Board designated sites through postings on the Board's website. The electronic means by which the meeting will be held may be one of teleconference,

videoconference or webconference. The electronic means must provide for a manner to verify that a Trustee has left the meeting in the case that the Trustee declares a conflict of interest. At the request of any Board Trustee or Student Trustee, the Board shall provide the Trustee or Student Trustee with electronic means for participating in meetings. The electronic means shall permit the Trustee to hear and be heard by all other participants in the meeting.

Subject to any conditions or limitations provided for under the [Education Act](#) or under Regulations, a Trustee of a Board who participates in a meeting through electronic means shall be deemed to be present at the meeting. Roll call for all electronic meetings will be taken verbally and duly recorded to ensure Board Trustees are recognized as in attendance. Board Trustees participating in an electronic meeting will notify the Chair of their departure (either temporary or permanent) from the meeting before absenting themselves in order to ensure a quorum is maintained. Where a Trustee declares a conflict of interest, the Trustee shall excuse himself from the meeting by leaving the electronic conference.

At every Regular Meeting of the Board the following persons shall be physically present in the meeting room of the Board:

- a) the Chair of the Board or his or her designate;
- b) at least one additional Trustee of the Board; and,
- c) the Director of Education of the Board or his or her designate.

The Chair of the Board, in consultation with the Director of Education, shall determine whether electronic means should be provided at one or more locations within the area of jurisdiction of the Board, to permit participation by Trustees of the public in meetings.

Where the Board determines that electronic means should be provided under this section, the Board shall:

- a) provide for the extent and manner of participation by members of the public through electronic means; and,
- b) ensure that members of the public who are participating through electronic means do not participate in any proceedings that are closed to the public in accordance with the Act.

Should there be technical difficulties and the electronic portion of the meeting is interrupted, the meeting shall be recessed for a period not exceeding thirty (30) minutes as determined by the chair of the meeting. Should there be technical difficulties and the electronic portion of the meeting cannot be reconvened before the end of the recess, Article III – Section 6 shall apply. The minutes of the meeting shall indicate the time of any electronic disruption and the adjourned meeting determined by the chair of the meeting and the name of any Trustee who thereby ceases to be present.

ARTICLE IV – ORDER OF BUSINESS

Section 1: The Chair may, at any time, suspend or vary the order of business with the majority consent of the Trustees present. All motions relating to the order of business shall be decided without debate.

Section 2: A sample order of business for Regular Meetings of the Board and In-Camera Meetings of the Board are provided in the Appendices.

Section 3: Minutes of meetings shall contain the following items:

- a) the date of the meeting;
- b) whether the meeting was a regular or special meeting;
- c) the names of the Trustees in attendance at the meeting and those who were absent;
- d) names/positions of senior staff present at the meeting;
- e) identification of any external consultants or advisors present including but not limited to auditors or solicitors;
- f) identification of the officers present;
- g) any other individuals invited to attend;
- h) the name of each Trustee who declared an interest in any matter on the agenda of such meeting, the matter in question, and the general nature of the interest so disclosed; and,
- i) details of all matters that were placed upon the agenda, the decisions taken and actions required.

Section 4: Delegations

Subject to the approval of the Director of Education and the Chair of the Board, delegations are permitted to make presentations to the Board at a Regular Board Meeting. The Chair of the Board may place limitations on the number of presentations scheduled for a Board Meeting. As the Board package is sent to trustees five days prior to a Board Meeting, applications to the Director of Education and the Chair of the Board must be submitted at least seven days prior to the Regular Board Meeting. Delegations must be at least one of the following: Catholic ratepayers from Huron-Perth, parents of children enrolled in Huron-Perth Catholic schools or representatives from a recognized agency or organization that is a Catholic school stakeholder (e.g. The Catholic Women's League, The Knights of Columbus, The Society of St. Vincent De Paul or a municipality). Employees of the Board are not eligible to make presentations to the Board; however, employees may make written submissions on matters to trustees of the Board.

Applications by delegations to make a presentation to the Board shall include the following information:

- The topic to be presented
- The date of the meeting requested to speak
- The name of the group that wishes to present
- The spokesperson from the group
- The home address of the spokesperson
- The spokesperson's phone number and email address
- A statement that attests that the application is from a Catholic ratepayer from Huron-Perth and/or parents of children enrolled in Huron-Perth Catholic schools and/or a representative from a recognized agency or organization that is a Catholic school stakeholder (e.g. The Catholic Women's League, The Knights of Columbus, the Society of St. Vincent De Paul or a municipality).
- A summary (250 - 750 words) of the presentation.

The Director of Education or Chair of the Board shall notify applicants of the status of their application in a timely manner. Presentations to the Board shall be limited to 10 minutes. Each trustee may ask up to two follow-up questions for each presentation. Delegations are eligible to present on a particular topic, once in a 12-month period.

A report summarizing the approved and declined applications and the summaries of the approved presentations will be sent to all of the Board of Trustees prior to the Board Meeting.

Presenters at public meetings of the Board are visitors of the Board and shall follow the Board's Code of Conduct at all times as well as all stipulations noted in ARTICLE V, Section 12 of these By-Laws.

ARTICLE V – RULES OF ORDER

Section 1: All Trustees must comply with any Code of Conduct of the Board established, and amended from time to time, by the Board. The Board shall have the powers to enforce the Code of Conduct in accordance with the [Education Act](#).

Section 2: All Regular Meetings of the Board shall be open to the public.

Section 3:

- a) All motions shall be recorded in the minutes, both carried and defeated.
- b) The result of the voting shall be recorded in the minutes. In the instance where a Trustee requests a recorded vote, the minutes shall note the number of Trustees voting for and against as well as the names of each trustee and how they voted.

Section 4: Where a Trustee has a pecuniary interest in the question (as defined by the Municipal Conflict of Interest Act), he/she shall declare the interest, shall not enter into debate, shall leave the meeting and shall abstain from voting. Once the Trustee has declared the interest, the Trustee shall not be in possession or be entitled to receive any materials that relate to that matter which are not available to members of the public.

Section 5: Every Trustee, speaking to any motion or amendment, shall address the Chair, confining himself/herself to the matter in debate, and avoiding all discourteous language and references to personalities.

Section 6: After the Chair has put the question to vote, there shall be no further debate.

Section 7: When a question is under debate, the only motions in order shall be:

1. to adjourn (no debate)
2. to table (no debate)
3. to put the previous question (no debate)
4. to postpone
5. to refer
6. to amend; and each shall have precedence in the order named; and the first, second, and third shall be decided without debate.

Section 8: A motion to adjourn shall be in order, except when a Trustee is speaking, or a vote is being taken, or when the previous question shall be called. A motion to adjourn shall not be open to amendment or debate; but a motion to adjourn to a certain time may be amended and debated. After a motion to adjourn has been lost, no second motion to the same effect shall be made until after some intermediate proceedings shall have been made.

Section 9: After a motion has been stated by the Chair, it shall be open to debate, and shall be disposed of only by a vote of the Board unless the mover, by permission of the Board, withdraws it.

Section 10: A motion to reconsider can be made only by a Trustee who voted with the prevailing side and when new information has come to the attention of the Board. In other words, a reconsideration can be moved only by one who voted *aye* if the motion involved was adopted, or *no*, if the motion was lost."

Section 11: A valid motion to reconsider, being once made as provided in this By-Law and decided in the negative, shall not be again entertained during that calendar year unless a majority of the Trustees present at a meeting resolve that the motion can be entertained earlier.

Section 12: Visitors at Public Board Meetings

The Chair of the Board shall maintain decorum at all times during meetings of the Board. All visitors are required to follow the Board's Code of Conduct at all times. Visitors at public meetings of the Board are required to follow the direction of the Chair at all times. All visitors are required to sign-in and out prior to joining the meeting. Visitors are required to provide the following information and may be required to provide evidence of:

- Name
- Address
- Phone Number
- Email Address
- Arrival Time
- Signature
- Departure Time
- Signature

Visitors to the Board are subject to the Trespass to Property Act.

Section 13: Determination of Closed Meetings (In-Camera Meetings of the Board)

The Board may close to the public a part of a meeting of the Board if the matter(s) involve(s) any of the following matters:

- a) the security of the property of the Board;
- b) the disclosure of intimate, personal or financial information in respect of a Trustee or committee, an employee or prospective employee of the Board or a student or his 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;
- e) litigation affecting the Board; or
- f) when the subject-matter under consideration involves an ongoing investigation under the Ombudsman Act respecting the Board.

Section 14: Resolving Quorum

In some cases where the number of Trustees who, by reason of the provisions of the Municipal Conflict of Interest Act and the Board's Code of Conduct for Trustees, are disabled from participating in a meeting is such that at that meeting the remaining members are not of sufficient number to constitute a quorum, then, the remaining number of members shall be deemed to constitute a quorum, provided such number is not less than two.

For each term, the Board will determine if there may be circumstances where the remaining number of Trustees who are not disabled from participating in the meeting is less than two. If this is the case, the Board will make an application to a judge to declare that Municipal Conflict of Interest provisions do not apply to the Board. The Board thereupon may give consideration to, discuss and vote on the matter in the same manner as though none of the members had any interest therein, subject only to such conditions and directions as the judge may consider appropriate.

ARTICLE VI – DUTIES OF OFFICERS AND TRUSTEES

Section 1: The Officers of the Board shall be the following:

- Chair
- Vice-Chair
- Secretary who is the Director of Education
- Treasurer who is the Superintendent of Business

Section 2:

- a) The Chair shall preserve order and shall decide all questions of order subject to an appeal to the Board. When called upon to decide a point of order he/she shall, if requested, state the rule applicable to the question. If a Trustee should appeal a ruling, such appeal shall be decided without debate (unless the Chair invites discussion). The Chair may vote on such an appeal, and in the event that there is an equality of votes, the decision of the Chair shall be deemed to be sustained.
- b) All questions, and any question upon which there is an equality of votes shall be deemed to be negative, and the Chair will vote on that matter before the Board.
- c) The Chair shall perform such other duties as may be required by the [Education Act](#), its Regulations, by any other Act or these By-Laws.
- d) The Chair ensures that the Board behaves consistently within its own rules and those legally imposed by the provincial government.
- e) The Chair acts as spokesperson to the public on behalf of the Board on all Board matters or their designate or the Director of Education.
- f) The Chair is the primary link between the Board and the Director of Education. The Chair does not have authority to supervise or direct the Director of Education.
- g) The Chair chairs Board meetings with the commonly accepted responsibility of that position while working constructively with the Trustees to achieve consensus when arriving at decisions.
- h) The Chair may delegate his/her authority to another Trustee, but remains accountable for the use of this authority.

Section 3:

- a) The Vice-Chair shall preside at any meeting in the absence of the Chair or where the Chair is unable to act.
- b) If at any meeting, a quorum being present, there is no Chair or Vice-Chair present or the Chair or Vice-Chair are present but unable to act, the Trustees present may elect a Chair for that meeting.

- c) During the continued absence of the Chair from duty, or upon his/her written request, the Vice-Chair shall perform all the duties of the Chair unless otherwise precluded by the [Education Act](#), its Regulations, any other Act, or these By-Laws.

- Section 4:
- a) The Secretary shall keep a full and correct record of the proceedings of every Meeting of the Board in the Minutes Book.
 - b) The Secretary shall perform such other duties as may be required by the [Education Act](#), the Regulations, by any other Act, or by the Board.
 - c) The Secretary shall furnish the auditors with any papers or information in his/her power that may be required.

- Section 5:
- a) The Treasurer shall receive and account for all school moneys.
 - b) The Treasurer shall open an account or accounts in the name of the Board in such of the chartered banks of Canada or in such other place of deposit, as may be approved by the Board.
 - c) The Treasurer shall deposit all moneys received by him/her on account of the Board, and no other moneys, to the credit of such account or accounts.
 - d) The Treasurer shall disburse all moneys as directed by the Board.
 - e) The Treasurer shall perform such other duties as may be required by [Education Act](#), the Regulations, by any other Act, or by the Board.

- Section 6: In addition to any other duties under the [Education Act](#) or these By-laws, each Trustee shall:
- a) assist the Board of Trustees in fulfilling its duties under the [Education Act](#) and the mission of the Board;
 - b) prepare for, attend and participate in Meetings of the Board of Trustees, including meetings of committees in which he or she is a member;
 - c) uphold the implementation of any resolution passed by the Board of Trustees; and,
 - d) comply with the Code of Conduct.

ARTICLE VIII - COMMITTEES OF THE BOARD

- Section 1: The Board shall establish Statutory Committees as required by the [Education Act](#).

- Section 2: Subject to the [Education Act](#), the Board may from time to time appoint other standing committees whose Trustees will hold their offices at the will of the Board. The Board shall determine the terms of reference and duties of such committees and may fix by resolution a policy for the repayment of reasonable expenses incurred by committee members in the performance of their duties.

- Section 3: Ad Hoc Committees may be appointed by the Board from time to time as required to accomplish specific tasks. The Board shall appoint members to these Ad Hoc Committees, shall determine the terms of reference (including a fixed time for the final report of the committee), shall decide on the manner in which the Board wishes to report the final unapproved minutes of the committee and duties of such committees; the Board may fix by resolution a policy for the repayment of reasonable expenses incurred by Committee members in the performance of their duties.

- Section 4: The action of any committee, whether standing or ad hoc, shall not be binding until formally approved by the Board unless the Board gives the committee power to act with reference to a particular matter or matters.

- Section 5: At every meeting of a committee of the Board, except a Committee of the Whole Board, the following persons shall be physically present in the meeting room of the committee:
- a) the Chair of the committee or his or her designate; and,
 - b) the Director of Education of the Board or his or her designate.

ARTICLE X – EXECUTION OF DOCUMENTS

- Section 1: All deeds, conveyances, mortgages, bonds, debentures, approved by the Board shall be signed by the Director of Education and Treasurer.

- Section 2: The Chair and the Secretary shall sign the minutes of all Regular Board Meeting Minutes.

- Section 3: Contracts, documents or any instruments in writing requiring the signature of the Board, shall be signed by any two Officers and all contracts, documents and instruments in writing so signed shall be binding upon the Board without any further authorization or formality. The Trustees shall have the power from time to time to appoint an Officer(s) on behalf of the Corporation to sign specific contracts, documents and instruments in writing.

ARTICLE XI – MEMBERSHIP IN ORGANIZATIONS

- Section 1: The Board shall be a member of the Ontario Catholic School Trustees' Association.

- Section 2: Membership in all other organizations for school Boards shall be decided annually on an individual basis.

ARTICLE XII – BANKING

- Section 1: The bank signing officers of the Board shall be any two of the following:
- Chair
 - Vice-Chair
 - Secretary (Director of Education)
 - Treasurer (Superintendent of Business)

- Section 2: The signatures of signing officers are required to:
- a) make, draw, accept, endorse, negotiate, lodge, deposit or transfer all or any cheques, promissory notes, drafts, acceptances, bills of exchange, order for payment of money, contracts for letters of credit and forward exchange; and,
 - b) issue cheques, drafts or orders for payment drawn on the bank accounts of the Board.

- Section 3: The Treasurer, by signature or by rubber stamp endorsement, may negotiate or deposit with or transfer to the bankers for the Board of Trustees, but for the credit only of the account of the Board of Trustees, all or any cheques, promissory notes, drafts, acceptances, bills of exchange and orders for the payment of money.

- Section 4: Signatures of persons authorized to sign may be printed, lithographed or otherwise mechanically reproduced as provided by the [Education Act](#).

ARTICLE XIII – STATE OF EMERGENCY

Section 1: In the instance whereby the municipal, provincial or federal governments have declared a state of emergency or issued emergency orders that impact the governance of the Board, the Chair of the Board and the Director of Education may, by mutual agreement, make decisions related to these bylaws without the approval of the Board insofar as they report to the Board all decisions related to this section to the Board at the earliest convenience.

DEFINITIONS:

- N/A

REFERENCES:

- N/A

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: September 23, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

ELECTION OF CATHOLIC SCHOOL BOARD TRUSTEES

Public Session

BACKGROUND

The Board commits to reviewing its policy on a regular basis. The Board's policy related to trustee elections is up for review.

DEVELOPMENTS

Given the intersection of school board elections through a number of pieces of legislation - a review was conducted by an education sector lawyer to ensure Board compliance in the run-up to the next municipal election (2026). There were very few changes noted by the lawyer or the Director of Education except for an additional section on options for replacing vacated seats. The key changes were:

- Language to marry the policy to pertinent legislation
- Language to include Board executives alongside staff and management
- A belief statement (borrowed from the current policy)
- A new policy statement
- Overview of options for handling trustee vacancies

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

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy Election of Catholic School Board Trustees.



HURON-PERTH CATHOLIC

District School Board

Election of Catholic School Board Trustees

Adopted:	March 26, 2018	Policy #:	P 1.2.1.
Revised:		Policy Category:	2.1. Trustees

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) values responsible stewardship to model that we are a learning organization that is rooted in high standards for faith formation and student achievement. The Board of Trustees provides leadership to our Catholic community with governance that guides the conduct and responsibilities of trustee candidates during school board elections.

The Board values ethical, equitable, and accountable practices by all representatives and those who seek to become trustees of the school board. Trustee members hold positions of public trust and are expected to fulfill their duties and responsibilities in a professional and ethical manner, consistent with the values and teachings of the Catholic Church, policies of the Board, the Municipal Elections Act, Education Act, Municipal Freedom of Information and Protection of Privacy Act, and other applicable federal, provincial, and municipal laws.

POLICY STATEMENT:

It is the policy of the Board to support the appropriate municipality in conducting elections of Catholic school board trustees in accordance with the Municipal Elections Act, the Education Act and any other applicable legislation.

PROCEDURE:

The purpose of this policy is to provide trustee candidates with direction and guidelines for their conduct and responsibilities during school board elections. The policy reflects the applicable provisions in the Education Act, Municipal Elections Act, 1996 (“the Municipal Elections Act”) and Municipal Freedom of Protection of Personal Information Act, and other relevant statutes and regulations of the Province of Ontario and the Government of Canada.

Application and Scope

This policy applies to all elected trustees and trustee candidates seeking election to the Board.

Principles

The Municipal Elections Act covers administration of the election process. The person responsible for conducting the election of school board trustee members is the election clerk of the municipality having the largest population of the Board’s electoral group.

Consistent with the Municipal Elections Act, school board elections are held every four years, congruent with Municipal elections, to elect trustees to represent the geographical regions as determined by the Board for the area of jurisdiction of the Board.

Requirements

The Municipal Elections Act covers administration of the election process and under this Act, the school board election clerk of the municipality is responsible for conducting the election of members of the board. The Superintendent of Business and/or delegate is responsible for carrying out duties relating to the election process for the school board. All trustee candidates seeking election are responsible for ensuring their compliance with the requirements under the Acts and Regulations, local municipal by-laws and policies of the Board.

Candidate Nomination

A candidate for school board trustee must be eligible to be nominated as a candidate for election under section 219 of the Education Act, and meet the requirements of the Municipal Elections Act.

Campaign Finances

Trustee candidates will conduct ethical and transparent financial practices throughout the campaign and keep accurate financial records.

Trustee candidates shall not use their position for improper gain or benefit, and will respect the campaign finance rules and spending limit as outlined in the Municipal Elections Act and as determined by the board and must ensure transparent, accountable and fair finance practices.

Campaign Timeline

Trustee candidates will adhere to the campaign timelines and deadlines as outlined in the Municipal Elections Act and the Ontario Catholic School Trustees' Association guidelines, and the policies of the Board.

Code of Conduct

All Trustees are expected to fulfill their duties as board members in compliance with the Education Act. In accordance with the Board's Trustee Code of Conduct, all members of the school community, including trustees, have an obligation to comply with the standards of behavior as outlined.

Election Calendar

The election calendar is established based on the Municipal Elections Act and O. Reg. 412/00. It is the responsibility of the candidates to verify specific dates for the election process with the municipality according to the regulations.

Election Campaign Protocols

Trustee candidates shall run their election campaign in accordance with the requirements under the Municipal Elections Act, local municipal by-laws, and policies and procedures of the board and follow appropriate protocols during an election campaign. School administrators and School Board executives should be aware of appropriate protocols during the time leading up to an election and report any concerns to the board.

Advertising

Candidates shall adhere to the local municipal by-laws for campaign signage. Candidates' political information or campaign material is not to be distributed via schools. No advertising, materials, letters etc. should be distributed or used in a school, and staff, students and school councils may not be used to endorse candidates or to distribute any material related to the election.

Trustee Determination and Distribution

The provisions under section 58.1 of the Education Act and in O. Reg. 412/00 govern the number of elected trustees on a school board and their distribution over a board's jurisdiction. Before each regular election, the board must allocate their determined elected trustee positions over their area of jurisdiction based on the steps and formula set out in O. Reg. 412/00 for trustee distribution.

The board must submit a report on trustee determination and distribution to the election clerk of all municipalities and the secretary of all other school boards within their jurisdiction, and the Minister of Education.

Election Results

In accordance with the Municipal Elections Act, the election clerk shall declare the results of the election, including candidates elected by acclamation.

Trustee Vacancies

The following highlights parameters and options available to the Board when filling a trustee vacancy before the end of Term under the Education Act and the Municipal Elections Act.

Upon a vacancy (subject to timing close to the election as set out below), the remaining members "shall appoint a qualified person to fill the vacancy within 90 days after the office becomes vacant, if a majority of the elected members remain in office" or,

"A by-election shall be held to fill the vacancy, in the same manner as an election of the board, if a majority of the elected members do not remain in office." (s. 221)(1) Ed Act).

Optional Election -

When a vacancy occurs and the trustees are elected under the Municipal Elections Act, (again subject to timing close to the election set out below), if the remaining members "may by resolution require that an election be held in accordance with that Act to fill the vacancy if the vacancy occurs,

- (a) In a year in which no regular election is held under that Act;
- (b) Before April 1 in the year of a regular election; or
- (c) After the new board is organized in the year of a regular election." (s. 221(2) Ed Act)

Where a vacancy occurs on a board,

- (a) within one month before the next election, it shall not be filled, or
- (b) after the election, but before the new board is organized, it shall be filled immediately after the new board is organized in the same manner as for a vacancy that occurs after the board is organized." (s. 224, Ed Act)

The procedures set out in the Education Act and the Municipal Elections Act for filling a vacancy apply.

DEFINITIONS:

- N/A

REFERENCES:

- Municipal Elections Act, 1996
- Education Act (R.S.O. 1990)
- Ontario Regulations 412/00
- Assessment Act, 1990
- Municipal Freedom of Information and Protection of Privacy Act (R.S.O 1990)

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: September 23, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

NEWLY ELECTED TRUSTEES

Public Session

BACKGROUND

All policies of the Board are on a review cycle. The Board policy on Newly Elected Trustees was previously revised in 2019.

DEVELOPMENTS

The Newly Elected Trustees Policy has been revised to include a belief statement, a revised policy statement and an enhanced procedures section.

Changes to the policy include encouragement for new trustees to set out a learning plan that includes the review of the Board's strategic plan, Board and committee meeting agendas, reports and minutes, the Board's policies and by-laws as well as the Board's financial statement. The revised policy recognizes the wide array of learning and starting points for newly elected trustees.

The revised policy encourages newly elected trustees to consult with the Chair of the Board and the Director of Education to customize a learning plan that could include study and learning on the following topics:

- Church teaching;
- Board governance and
- Ministry of Education direction.

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

RECOMMENDATION

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



HURON-PERTH CATHOLIC

District School Board

Newly Elected Trustees

Adopted:	January 26, 1998	Policy #:	P 1.2.2.
Revised:	March 25, 2019	Policy Category:	1.2. Trustees

BELIEF STATEMENT:

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

POLICY STATEMENT:

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

PROCEDURE:

Immediately following the election, the Secretary of the Board shall forward to all new trustees:

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

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

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

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

Web links to the following resources:

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

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

DEFINITIONS:

- N/A

REFERENCES:

- N/A

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: September 23, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

PARENT COMMUNICATION PROTOCOL (FORMERLY COMPLAINTS PROCEDURE)

Public Session

BACKGROUND

The Board revised its complaints procedure in 2022. On June 6, 2024, the Ministry of Education issued Policy and Program Memorandum (PPM) 170 which clarified its expectations with respect to required elements of a Board policy on parent communication. This PPM confirmed that the Board policy was sufficient in all areas related to dealing with complaints.

DEVELOPMENTS

Policy and Program Memorandum 170 requires Boards to communicate the elements of the Ministry's 'Parent Guide to Our School System'. The revised policy will require communication of this site as well as this policy to parents/caregivers on an annual basis. The policy name will be revised to more closely align itself with the nomenclature of the PPM.

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

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves Parent Communication Protocol.



HURON-PERTH CATHOLIC

District School Board

Parent Communication Protocol

Adopted:	January 26, 1998	Policy #:	P 2.1.16.
Revised:	June 20, 2022	Policy Category:	2.1. School Operations

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes that all persons are created in the image and likeness of God and shall be treated with all due respect.

The Board believes that when parents feel connected and informed, they are more likely to be actively involved in their child's learning. Increased involvement strengthens the parent-school partnership, fostering a sense of community and shared responsibility for the child's education. By responding promptly and effectively to parent inquiries, school boards, and educators can positively influence and encourage parent engagement. Parents develop confidence in the school board and school's ability to meet their child's educational needs when they feel that their inquiries are acknowledged and addressed.¹

The Board believes that by initiating a process of conflict resolution, it will be better able to promote conflict resolution that is ethically sound, that responds to the needs of students, staff, and parents, and that is in keeping with the basic beliefs and practices of the Catholic Church; that when it takes a proactive approach and open stance toward conflict resolution, it is better able to facilitate increased cooperation, communication and understanding among the members of its school community; that conflict resolution is most successfully achieved when mutually acceptable solutions are arrived at through procedures that are designed to find what is in the best interests of the students as well as the individual school and the school district as a whole.

POLICY STATEMENT:

It is a policy of the Board that complaints filed by community stakeholders be handled with the respect and dignity due to the subject of the complaint as well as the complainant. It is the policy of the Board that complaints and concerns are handled at the lowest possible level and that complaints follow the pathway indicated in the procedure of this policy. Complaints will be treated confidentially whenever possible.

It is the policy of the Board that the Ministry of Education's 'Parent Guide to Our School System' be shared with each family upon registration of their child as well as annually to all parents at the start of each school year. ¹

PROCEDURE:

1.0 GENERAL

- 1.1 Anonymous complaints will not be accepted. All complaints/concerns need to include full name and contact information to be considered. District staff will endeavor to confirm receipt and follow up on concerns within two business days.

- 1.2 If a concern or complaint is related to a school-based decision – the complaint needs to be brought to the attention of the teacher or the principal of the school before contacting a member of senior administration or a trustee.
- 1.3 District level decisions such as transportation, program decisions or other decisions made at the superintendent level need to be addressed with the appropriate superintendent (see Step Two).
- 1.4 In the instance a trustee receives information regarding the well-being of a student of the Board, they shall immediately report the information to the Director of Education and the Chair of the Board. Trustees that receive information that is related to student well-being must follow reporting requirements set out in statutes and regulations with particular attention to the Child Youth and Family Services Act and the College of Teacher Act. Following receipt of the matter, the issue shall be shared with the Board of Trustees during the next Board meeting in the private session.²

2.0 PATHWAY SCHOOL-LEVEL CONCERNS

Step One – School-Level

Complaints or concerns involving decisions at the classroom or school-level need to be addressed with the teacher or principal of the school prior to moving to Step Two. Concerns that have not been resolved through active participation of school-level staff may proceed to Step Two.

Step Two – District-Level

After a complaint or concern has been brought to the attention at the local level and has not been resolved through the active participation of school-level staff, a stakeholder may bring the issue to the attention of the appropriate Superintendent of Education (e.g. special education or student discipline) or Superintendent of Business (e.g. fundraising or transportation).

Step Three – Executive Level

After a complaint has been brought to the attention of a Superintendent and the complaint has not been resolved through the active participation of the appropriate Superintendent – they may bring the issue to the attention of the Director of Education. If the decision of the Director of Education is within the purview of the operations of the school board – the decision is considered final.

Step Four – Board Level

After a complaint has been brought to the attention of the Director of Education and the complaint has not been resolved – they may bring the issue to the attention of the Board of Trustees through the Chair of the Board for information.

3.0 PATHWAY FOR BOARD-LEVEL DECISIONS

- 3.1 Concerns or complaints that concern decisions of the Board and are the purview of the Board (e.g. Board policy, budget or accommodation reviews) may be directed to the Director of Education, the Chair of the Board or a Trustee of the Board.
- 3.2 Concerns or complaints shared with a Trustee of the Board and concern a decision of the Board of Trustees and are in the purview of the Board of Trustees will be shared with all Trustees of the Board.

4.0 OTHER VENUES TO FILE COMPLAINTS

- Stakeholders that have concerns about how a school board handles complaints or concerns may contact the [Ombudsman of Ontario](#).³
- Stakeholders that have concerns about the conduct of teacher or designated early childhood educator may contact their respective accrediting institution (e.g. [The College of Teachers](#)).
- Stakeholders that have concerns about decisions made in the education sector by the Ministry of Education can direct their concerns to the [Ministry of Education London Region Field Office](#) or to their local member of the legislative assembly.
- Stakeholder that have concerns about violation of human rights as defined in the Ontario Human Rights Code can direct concerns to the [Ontario Human Rights Commission](#).

5.0 NAVIGATING OUR SCHOOL SYSTEM

Principals shall inform parents/caregivers of this policy and the Ministry's 'Parent Guide to Our School System' upon registering their child at school and on an annual basis at the beginning of each school year.

DEFINITIONS:

- N/A

REFERENCES:

- Policy and Program Memorandum 170 (Government of Ontario)

RESOURCES, APPENDICES AND FORMS:

- Child Youth and Family Services Act, The College of Teachers Act and the College of Early Childhood Educators Act; [OESC Good Governance Guide](#) – Page 66
- The Board shall consider the protection of the identity of staff and students when receiving information considering statutes and regulations intended to protect privacy.
- Complaints Procedures - www.ombudsman.on.ca



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: September 23, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

GUEST SPEAKERS AT SCHOOL

Public Session

BACKGROUND

In late 2023, the Government of Ontario amended the Education Act with its Better Schools and Student Outcomes Act. This omnibus bill included several changes to the Education Act (the Act). One area that was addressed was the requirements for schools to communicate with parents when guest speakers were being used with multiple classes and/or the whole school.

DEVELOPMENTS

The Act has several minimum requirements with respect to the use of guest speakers in Catholic schools. Some of the requirements are related to the following topics:

- Notice period, content, focus and distributed materials
- Name of presenters and organization they represent
- Connections to the Ontario Curriculum.

The Ontario Catholic Schools Trustees' Association has provided clarification on the presence of clergy and lay ministers that assist with catechism and formation. These are not included as guest speakers for the purposes of the Act.

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

RECOMMENDATION

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



HURON-PERTH CATHOLIC

District School Board

Guest Speakers at School

Adopted:	Policy #:	P 2.2.12.
Revised:	Policy Category:	School Programs

BELIEF STATEMENT:

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

POLICY STATEMENT:

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

PROCEDURE:

1.0 GENERAL

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

2.0 MULTIPLE CLASSES OR WHOLE SCHOOL PRESENTATIONS

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

- 2.2 If the school needs to arrange for an event in less than 14 days, the school shall provide the parent/caregiver with the details as soon as they are confirmed.
- 2.3 Parents/caregivers may exempt their child from events and activities with guest speakers or performances; parents seeking exemption shall make the request for exemption in writing at least three school days prior to the event/activity so that arrangements may be made for the supervision of the student.

DEFINITIONS:

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

REFERENCES:

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

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: September 23, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

AUTHORIZATION FOR USE OF SCHOOL FACILITIES

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board regularly reviews all policies to ensure compliance and relevance with legislation and corresponding alignment with the mission and vision of our Catholic school system. The Authorization for Use of School Facilities policy was last reviewed by the Board of Trustees on November 26, 2018.

DEVELOPMENT

Policy Authorization for Use of School Facilities was presented for information at the August 26, 2024 Board meeting. There is a community use of schools section on the Boards website. A link to the policy, and information on the community use permit processing time frame as well as when permit applications can be entered for summer and new school year use are posted there. 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 Authorization for Use of School Facilities.



HURON-PERTH CATHOLIC

District School Board

Authorization for Use of School Facilities

Adopted:	January 25, 1999	Policy #:	P 3.1.4
Revised:	September 23, 2024	Policy Category:	3.1 Plant/Facilities

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes in building positive relationships and partnerships with our parishes, parents, and communities. The Board acknowledges that educational facilities are an integral part of the community and as such add to the spiritual, educational, recreational, and social development of those who share it.

POLICY STATEMENT:

It is the policy of the Huron-Perth Catholic District School Board that as permitted in the Education Act (171-23) it supports making school facilities and grounds available for community use. Provided they are not required for school or Board purposes, does not interfere with the proper conduct of the school, or does not violate the teaching of the Catholic Church. The use of Board facilities offer a place for our communities to come together, volunteer, build skills, access community programs, become physically active and build strong and healthy communities.

PROCEDURES:

1. Right of School

The primary use of school facilities, building and grounds, is for the delivery of education to students. In granting permission for the use of school facilities, it is understood that school activities, including required facilities repair and maintenance, will take precedence over non-school activities. Applications are not approved solely on a first-come, first-serve basis.

2. Who May Use Facilities

- a) Any responsible individual or organization, excluding political parties both Federal and Provincial, and candidates for municipal and school board elections, may be granted a permit to use school facilities. However, school facilities shall not be available for use by individuals or organizations for private gatherings.
- b) Any use of the facilities that may violate the canons of good morals, manners or taste, or may be potentially injurious to the Board's buildings, grounds or equipment will not be approved.

3. Available Facilities

The accommodation of a school which shall be available are:

- a) Gymnasium – A gymnasium may include the regular area, the spectators' seating space, and if required, the dressing rooms and shower rooms.
- b) Classrooms – Secondary classroom use shall be at the discretion of the principal. The use of a classroom does not include the use of equipment within that classroom.
- c) Kitchen facilities – At the discretion of the principal.
- d) Library - At the discretion of the principal.

Restricted spaces, unless specifically approved by the principal, are not available for rental. These include elementary classrooms, staff rooms, shops, kitchen facilities, science labs, administrative offices, computer rooms, and technical facilities.

4. **When Facilities May Be Used**

- a) Permits may be granted for use of school facilities throughout the year.
 - Permits will not be issued the last week of August and the first two weeks of the new school year.
- b) Approval of permits may be subject to custodial coverage.
- c) School facilities are not available:
 - Professional Activity Days
 - Christmas Break
 - March Break
 - Statutory Holidays

5. **Evening Use**

The evening use of school facilities shall terminate no later than 10:00 p.m., the building to be cleared and closed by 11:00 p.m.

Start and end times of availability of school facilities for community use may be adjusted to accommodate custodial work schedules.

6. **PRIVATE MUSIC LESSONS DURING SCHOOL HOURS**

The Board supports the provision of private music lessons during school hours. The Instructor for private music lessons during school hours must complete an application and Permit for use of School Facilities.

7. **Equipment**

Sports and technical equipment such as a public address system, sound equipment, computers, smart boards, internet, etc. will not be available for use by organizations.

The provision of extra tables, chairs, dishes and cutlery shall be the responsibility of the organization renting the building. All tables, chairs, dishes, cutlery and other equipment brought in by the applicant for temporary use shall be removed without delay.

Use of tables and chairs regularly accessible at the school may be subject to a setup fee.

8. **Storage of Equipment**

The storage of equipment or materials brought in by an organization shall not be permitted with the possible exception of: Cub, Scout, Brownie, Girl Guide, Catholic Parent-Teacher, School Council or YMCA groups. A principal may arrange storage of minor equipment, if

space is available and it does not interfere with the operation of the school. The Board accepts no risk or responsibility for the loss or damage of any such equipment stored under this provision.

9. Supervision

The applicant shall be responsible for the conduct and supervision of all persons admitted to the school buildings and grounds, and shall see that all regulations herein contained are strictly observed.

Youth activities held in the facility shall be supervised by a responsible adult who shall be named at the time the application for permit is made. If the program requires the use of more than one room, the organization holding the permit shall provide one adult supervisor for each room in use.

10. Care of Property

- a) The applicant shall be responsible for ensuring that reasonable care is taken to prevent damage to school property.
- b) Rubber soled shoes (approved for gymnastic use) shall be worn in gymnasium or auditorium for gymnastics or sports activities.
- c) The applicant shall insure that the use of any facilities under the permit shall be so conducted as to create minimum interference with normal school operation.
- d) Any damage to school property and equipment must be reported.

11. Liability For Damages

Any damages caused to the facilities or to any school equipment shall be the liability of the party holding the permit.

The Huron-Perth Catholic District School Board, its servants or agents shall not be responsible for any claims for damages that may arise out of the use of the facilities by the applicant.

The Huron-Perth Catholic District School Board, its servants or agents shall not be held liable for any charges which may be made as a result of the use of the facilities by the applicant.

As a condition of the rental, organizations and individuals using the Board facilities must provide proof of valid liability insurance (2 million minimum) with the Board named as an additional insured on the insurance certificate. If the organization or individual does not have insurance coverage, the Board will provide the option for the organization or individual to purchase insurance through the Ontario School Boards Insurance Exchange (OSBIE). The cost to purchase this insurance will be in addition to the permit fee.

12. Access to School

If required, school keys shall be obtained from the Principal or such other agent as designated by the Board. School keys shall be picked up by the applicant prior to each use and returned to the Principal or such other agent of the Board in the morning on the first school day following each use.

Organizations and individuals using facilities or grounds on a regular basis, such as monthly or weekly, may be issued a key by an authorized official of the Board.

13. Regulations Governing The Permit

- a) Standards set out in the Provincial Code of Conduct must be adhered to by all individuals, in accordance with subsection 301(2) of the Education Act.

- b) All policies, procedures and guidelines of the Board and School shall be observed and conformed to.
- b) The facilities shall be used only on the date(s), hours and for the purpose indicated on the permit.
- c) The permit shall not be transferable.
- d) The permit may be revoked or cancelled by the Board at any time, with or without cause and there shall be no claim or right to damages or reimbursement, on account of any loss, damage, or expense whatsoever incurred by the applicant.
- e) The date of the permit may be changed by the Board should the facilities be required for school purposes.
- f) Games of chance, lottery, or gambling in any form shall be strictly forbidden.
- g) No alcohol or cannabis will be consumed on the school premises including school grounds.
- h) No smoking or vaping shall be allowed on school property.
- i) Any individual, group or organization using school facilities assumes full liability for any losses of or damage to school property, or neighbouring property, resulting from such use. Each applicant must obtain adequate liability insurance coverage for the use of the school facilities.
- j) Fees for services and supplies beyond facility use, administration and custodial time are to be billed on a cost recovery basis as determined by the Superintendent of Business.

14. Schedule of Fees

- a) The rental fee to be charged an organization for the use of school facilities and premises shall be in accordance with a Schedule of Fees posted on the Board website.
- a) The fee charged shall be remitted to the Huron-Perth Catholic District School Board.

15. Annual Review of Fees

The Schedule of Fees shall be examined and revised when necessary, by the Board.

16. Contract

All of the statements contained in this policy are a part of every contract whether stated or not stated explicitly in the permit.

17. Application for Permit

- a) Any organization, group or individual wishing to use Board facilities must submit a permit application using the online booking system to the Huron-Perth Catholic District School Board for approval.
- b) If the permit application meets all requirements of the Policy the permit application will be forwarded for review and approval.
- c) If the permit application does not meet all requirements of the Policy the permit application will not be approved.
- d) Only approved permits will be allowed access to school properties.
- e) Permit application requests should be received as far in advance as possible, preferably at least two (2) weeks before the date of the event.

18. Schedule of Fees

To be eligible to be classified in a specific category, it may be requested that documentation be provided. The Ministry of Education provides school boards with an

annual Community Use of Schools grant which boards use to subsidize fees for some groups.

1. GROUP A – Board Sponsored - Exempt (subsidized)

2. GROUP B – Adult Activity/Cost Recovery (subsidized)

Classroom/Library/Seminar Room	\$7.00/hr
Single Gymnasium	\$10.00/hr
Double Gymnasium or Cafetorium	\$15.00/hr

3. GROUP C - Commercial

Classroom/Library/Seminar Room	\$17.50/hr
Single Gymnasium	\$38.00/hr
Double Gymnasium or Cafetorium	\$57.00/hr

4. GROUP D – Reciprocal Agreement - Exempt

5. OTHER

Permit applications for use of facilities during the summer must be approved by the Board.

6. Private Music Lessons During School Hours

\$3.75/hour

NOTE:

Custodial fees are charged when a custodian is required to be at a school outside regular working hours. There is a 3-hour minimum charge for weekend rentals. The following hourly rate will be charged in addition to the permit fee as per the Schedule of Fees.

Group B (subsidized):	\$ 16.00 /hour
Group C:	\$ 32.00 /hour

7. Field or Playground Use

No charge for field or playground use, but permission to use must be submitted as a permit application for approval.

8. Administrative Fees

In the event of a school closure or whenever a booking is cancelled by the Board, a refund will be issued for the unused booking. In the event of cancellation by a permit holder, a full refund will be issued as long as reasonable notice is provided and no costs were incurred by the Board as a result. A no-show fee of \$10.00 per incident will be added to the cost of the permit for groups who fail to use the booked space at any time, without providing 5 days notice of cancellation. Insurance costs are only refundable when a permit is cancelled and no bookings have been used. Any change requests for approved permits will incur an administration fee of \$10.00.

9. Method of Payment

Method of payment is via electronic methods.

19. Classification of Groups

GROUP A – Board Sponsored - Exempt (subsidized)

- a) Activities sponsored by the Board.
- b) All activities or programs sponsored by Employee union, association, or federation meetings.
- c) General meetings or activities of Community Health Associations.
- d) All activities or programs of youth groups under the leadership of a responsible adult, run by recognized not-for-profit organizations, such as: Boy Scouts, Girl Guides, 4-H Clubs, Cadets, Junior Farmers' Clubs.
- e) Meetings and social functions of, or sponsored by, Church associated groups such as Parish Councils, C.W.L., C.Y.O., K. of C., Church Youth Groups, and similar parish groups.
- f) Meetings of recognized community service clubs.
- g) Federal, Provincial and Municipal elections.
- h) Registered charitable organizations, such as Red Cross, Heart and Stroke Foundation, and Canadian Cancer Society.

GROUP B – Cost Recovery (subsidized)

Classroom/Library/Seminar Room

Single Gymnasium

Double Gymnasium/Cafetorium

- a) Adult activities run on a volunteer basis, such as non-affiliated sports leagues.
- b) Concerts, and other functions sponsored by service clubs and other local non-profit organizations where the admission charge is used to help defray expenses and/or charitable work in the community i.e. Rotary, Kinsmen, Optimist, Lions
- c) Board employee events outside of regular school hours approved at the discretion of the principal. (NOT private gatherings)
- d) Day camps or sporting events for youth where registration fees are charged to help defray expenses. i.e. For-Profit youth programs organized by individuals without not for profit status.

GROUP C – Commercial

Classroom/Library/Seminar Room

Single Gymnasium

Double Gymnasium/Cafetorium

- a) Activities sponsored by a profit-making group or individual. Admission may or may not be charged. If admission is charged, funds derived are for the benefit of the organization.
- b) All other groups not included in Groups A & B.

GROUP D- Reciprocal Agreements – Exempt

- a) Use of school facilities for events and functions sponsored by organizations with whom the Board has a reciprocal agreement.

NOTE: All principal-recognized activities or programs sponsored by Parent teacher association meetings, school council meetings, student council activities or other school events are deemed to be classified as **Internal** (school or Board sanctioned) use.

20. Concussion Management

Permit holders must read and understand Board Policy Concussion Management and accompanying appendices.

21. Indemnification Agreement

For any permits issued under this Policy, the Organization, its officers and directors agree, jointly and severally to indemnify, protect, and save harmless the Board from all loss, costs, including legal costs, jointly and of any kind, or damages on account or as a result of claims, actions, causes of action or proceedings of any kind against the Board as a result of claims of injury to person (s) or property in any way caused by or resulting from or allegedly caused by or resulting from the negligence or wrongdoing of the Organization, its officers, directors, servants or volunteers arising out of the use of the premises or equipment of the Board or other matters to which this Agreement and the Schedule (s) hereto pertain. The Organization, at its expense, shall defend any such claim, suit, action or proceeding to which the Board is named as additional insured or to which a party seeks to name the board as a party. The Organization shall maintain insurance satisfactory to the Board, and furnish evidence of same to the Board upon request, sufficient to protect it, its officers, directors and servants and the Board from any claim for damages for personal injury, including death, and from claims for property damage as set out above in this Agreement.

DEFINITIONS:

- N/A

REFERENCES:

- The Education Act Sections 171 and 301
- Policy Concussion Management
- Procedure Community Use of Schools

RESOURCES, APPENDICES AND FORMS:

- Government of Ontario Community Use of Schools Bulletin



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: September 23, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

CYBER SECURITY

Public Session

BACKGROUND

A new Cyber Security policy was prepared that includes a policy statement that confirms the Board's commitment to being risk-focused and responsible in meeting its cyber and data security responsibilities. The policy will be regularly reviewed to ensure compliance and relevance with legislation, and corresponding alignment with the mission and vision of our Catholic school system.

DEVELOPMENT

Policy Cyber Security was presented for information at the August 26, 2024 Board meeting. The draft policy was also presented at the June 10, 2024 Audit Committee meeting for discussion. The new Cyber Security 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 Cyber Security.



HURON-PERTH CATHOLIC

District School Board

CYBER SECURITY

Adopted:	September 23, 2024	Policy #:	3.2.3.
Revised:		Policy Category:	3.2 Information Communications Technology

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes in the benefits that technology can bring to support student achievement and its daily operating activities. As a Catholic learning community, we commit to use these and all technologies in a manner, which is consistent with the Board's Mission and Vision.

POLICY STATEMENT:

It is the policy of the Board that it will be committed to facilitating the secure, safe, responsible and respectful use of technology. The Board will be risk-focused, comprehensive, and responsible in meeting its cyber and data security commitment. The Board recognizes cyber risk management as an important practice that enables the board to align cyber security, cyber safety and digital privacy with board business objectives and business risk, ensuring the most effective and efficient way to mitigate against cyber risks. Procedures supporting this policy will be established in the following areas:

- Cyber Security Governance
- Compliance with Legal and Ministry Requirement
- Security of Sensitive Information
- Cyber Risk Management
- Supply Chain, Cloud and Third-Party Service Providers
- Availability and Reliability of Technology
- Network and Endpoint Security
- Incident and Breach Response Planning and Management
- Monitoring
- Vulnerability and Patch Management
- Access Control and Authorization
- Privacy and Data Protection

DEFINITIONS:

- N/A

REFERENCES:

- Policy Information and Communications Technology
- AP Cyber Security Training and Phishing
- AP Web and Email Content Filtering
- AP Cyber Security (new)

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: September 23, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

MENTAL HEALTH AND ADDICTIONS: ONE YEAR ACTION PLAN AND THREE YEAR ROADMAP

Public Session

BACKGROUND

The Ministry of Education provides guidance, funding, and implementation support to school boards to help promote student mental health. The ministry also works with other partner ministries such as the Ministry of Health to support a more systematic approach to children's mental health and to make the best possible use of resources across the continuum of mental health care. The Ministry of Health collaborates with the Ministry of Education to support a more integrated system of mental health care for students.

Every school board employs a Mental Health Leader to provide leadership within their school board for student mental health. Mental Health Leaders collaborate with school board staff and community mental health partners to promote a proactive, integrated system of care, with clear pathways to/from/through service for students requiring mental health support.

DEVELOPMENTS

Every school board must develop and implement a three-year mental health and addictions roadmap and one-year action plan that includes at a minimum, a comprehensive framework that incorporates the requirements outlined in PPM 169 and how each component will be evaluated and measured.

As part of the work to develop Huron-Perth Catholic District School Board's Mental Health and Addictions One-year Action Plan and Three Year Roadmap, the Mental Health Lead engaged district perspectives about the strengths and needs regarding student mental health, well-being and addiction. This involved seeking staff, student and parent voice via survey distribution and a facilitated focus group session with school administrators to support the development of this Roadmap to support student well-being. We also reflected on our Census Data and School Climate results from 2022 to help inform us.

These comprehensive plans align with our Board's Strategic Plan as they reinforce our unwavering commitment to boosting student engagement, reducing absenteeism, and fostering academic success within a Christ-centered environment.

In our dedication to the growth and development of the whole person, our Three-year Mental Health and Addiction Roadmap will focus on the following key priorities:

- Establishing Organizational Conditions for Effective School Mental Health
- Building Capacity in Mental Health Literacy and Social Emotional Learning
- Providing Equitable Access to Evidence-Informed, Culturally Relevant, and Identity Affirming Mental Health Supports
- Increasing Student Attendance, Safety, and Family Engagement

Please see the Huron-Perth Catholic District School Board's [2024-2027 Mental Health and Addictions Road Map](#) and [2024-2025 Mental Health Plan](#)

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Mental Health and Addictions: One Year Action Plan and Three Year Roadmap report for information.

2024-2027

Mental Health and Addictions Road Map

HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD



**On Fire with the Spirit
Awaken - Illuminate - Rejoice**

(John 8:12)

Table of Contents

Introduction.....	3
Mission, Vision, and Core Beliefs	4
A Tiered Approach to Mental Health	5
Priorities	6
PPM 169	7
Understanding our Priorities	8



Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble. Do not repay evil with evil or insult with insult. On the contrary, repay evil with blessing, because to this you were called so that you may inherit a blessing.

1 Peter
3:8-9

2024-2027

Mental Health and Addictions Road Map



HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Introduction

The Huron-Perth Catholic District School Board acknowledges the significance of mental health as an integral part of each individual's spiritual, emotional, and physical well-being. In accordance with our Catholic values, we wholeheartedly commit ourselves to cultivating a school environment that places the utmost importance on these facets of our students' lives. With a deep sense of faith and dedication, we aim to ensure fair and comprehensive access to mental health services, extending our support to assist students in their spiritual and personal growth. Through these endeavours, we strive to foster a culture of compassion and hope, where every student perceives themselves as treasured and a unique child of God.

Furthermore, we acknowledge the grave impact that systemic racism and discrimination have on mental health. In our steadfast commitment to Catholic principles, we seek to actively disrupt racism and promote healing and reconciliation within our school community. We will make deliberate efforts through our work throughout our District and with community partners who share our unwavering dedication to equity, diversity, inclusion, and the fight against racism. Particularly for students hailing from diverse backgrounds or disproportionately affected by such injustices, we will diligently engage with these partners to foster an environment that embraces equality and encourages holistic well-being. In conclusion, guided by our Catholic faith and inspired by the teachings of Christ, we remain steadfast in our mission to cultivate the conditions throughout our District where every individual is valued, supported, and empowered to reach their full potential. Together, we will continue to walk this journey of faith and service, guided by the light of God's love and grace.

2024-2027

Mental Health and Addictions Road Map



HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Our Mission

Our Mission is to improve student mental health and wellness within a Christ-centered environment by building student and staff knowledge. We are committed to the integration of mental health planning, curriculum strategies, healthy school initiatives, the creation of clear pathways to care and timely access to evidence-based mental health service.

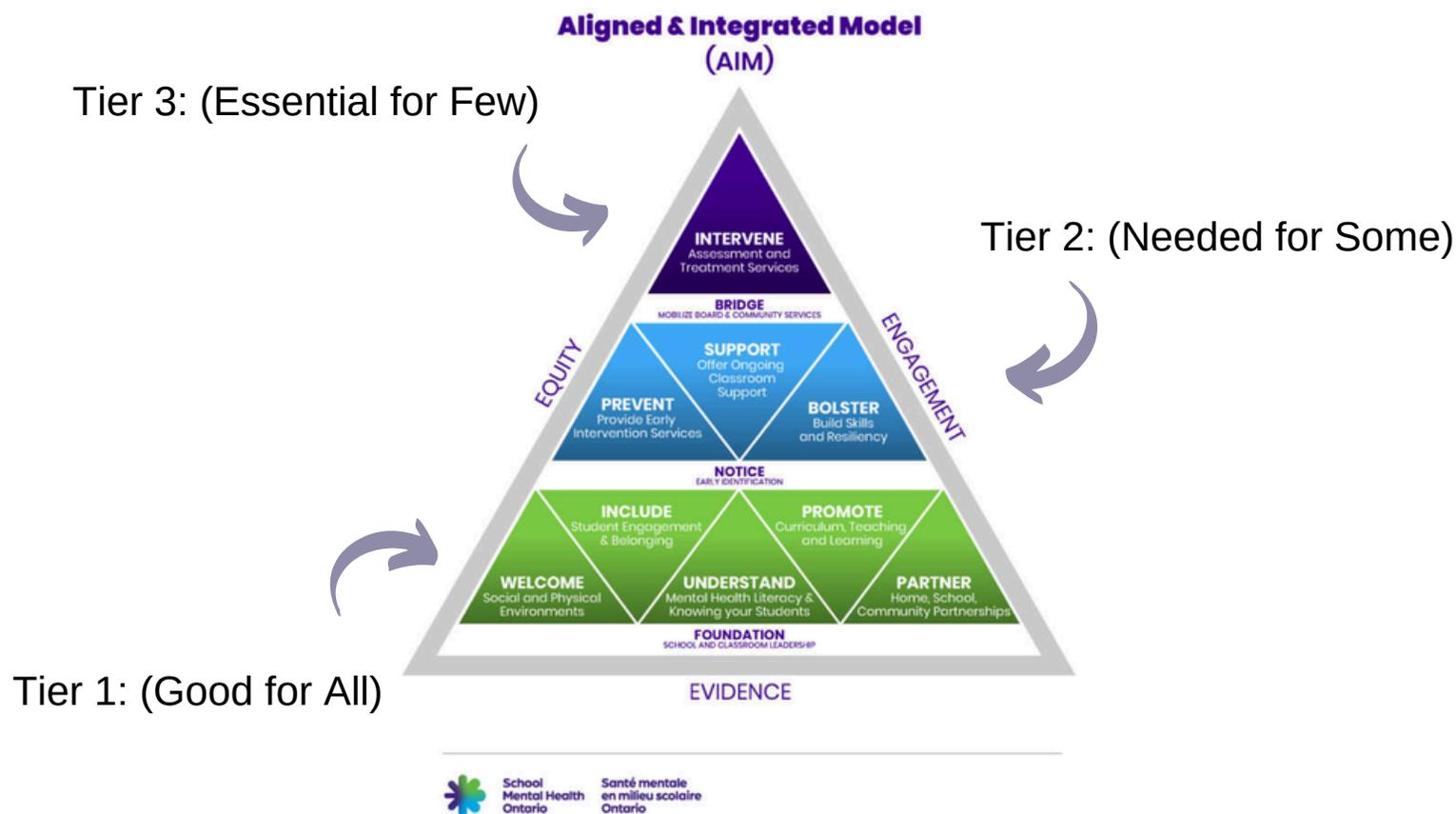
Our Vision

To nurture a faith-filled community where every student thrives academically and personally through strengthened mental health and active school participation.

Core Beliefs

- We are called by God to serve, to love, to care, to accompany each other on our respective journeys
- Each human person has fundamental dignity because they have been created in the image and likeness of God ([ICE 2017](#)).
- The well-being of our children is a Gospel mandate, a moral imperative ([ICE 2017](#)).
- A child's mental health and well-being is inextricably linked to their environment
- Supportive home and school environments enhance student well-being, resilience and school success.
- Relationships are key.

A Tiered Approach to Student Mental Health



The Aligned and Integrated Model (AIM) is a multi-tiered approach to mental health and wellness for our students and is key to the development and implementation of programs and services with the Huron-Perth Catholic District School Board that enhances mental health and academic achievement.

We recognize that approximately 20 percent of children and youth will struggle with a mental health problem. Students can access school-based mental health support through our Board's Mental Health and Wellness Team which consists of regulated mental health professionals.

Referral pathways are clearly outlined and system navigation support is available through our Mental Health and Wellness Team.

For further information about student mental health, as well as school mental health planning, please visit the [School Mental Health Ontario website](#).

Road Map Priorities

1

Establish Organizational Conditions for Effective School Mental Health



2

Building Capacity: Mental Health Literacy and Social Emotional Learning



3

Provide Equitable Access to Evidence-Informed Mental Health Support and Resources That Are Culturally Relevant and Identity Affirming



4

Increase Student Attendance, Safety and Family Engagement



PPM 169 and Our Priorities

PPM 169: Student Mental Health	Priority #1	Priority #2	Priority #3	Priority #4
Three-Year Mental Health and Addictions Road Map and One-Year Action Plan	✓	✓	✓	✓
Joint Local Planning with Community-based Child and Youth Mental Health Providers	✓			✓
Multi-Tiered System of Supports	✓	✓	✓	✓
Consistent Use of Evidence-informed Brief Interventions and Standardized Measurement	✓		✓	✓
Suicide Prevention, Intervention and Postvention Protocols				✓
Virtual Care Delivery	✓	✓		
Enhanced Educator and Staff Mental Health Literacy	✓	✓	✓	✓
Mandatory Mental Health Literacy Learning for Students	✓	✓	✓	✓
Family Mental Health Literacy and Awareness	✓	✓		✓
Social-Emotional Learning		✓		
Mental Health Absences				✓

Priority #1:

Establish Organizational Conditions for Effective School Mental Health

The Why

Education systems are well placed to promote and nurture student well-being, notice warning signs and engage in prevention and early intervention for student mental health. School boards participation in joint local planning related to children's mental health services in the community is essential to reduce barriers and ensure timely access to appropriate care. Establishing organizational conditions for effective school mental health will ensure the development of accessible service pathways, protocols and practices that facilitate system navigation. We will work diligently to cultivate conditions that fosters the well-being of every student, staff member, and family. This includes strengthening our partnerships with community organizations and ensuring that mental health support services are integrated seamlessly into the fabric of our school community.

Goals

- Embrace the Catholic principles of compassion and hope by developing and implementing policies that prioritize mental health awareness, prevention, and intervention.
- Enhance system navigation and access to support through service pathways.
- Create a supportive and compassionate environment where individuals feel empowered to seek help, receive support, and journey towards social, emotional and spiritual wellness.



Priority #2:

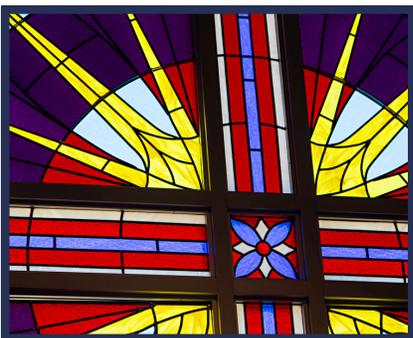
Building Capacity: Mental Health Literacy and Social Emotional Learning

The Why

We strive to bolster staff mental health literacy and amplify protective factors by weaving Social Emotional Learning across our curriculum and connecting them with our Ontario Catholic School Graduate Expectations. We want to build connections and capacity to support these needs in our school environment. We will support staff in integrating faith and wellness while reinforcing our commitment to inclusion, which is crucial for fostering a sense of belonging and promoting mental health in schools. By weaving faith and wellness together we can support staff and students in understanding the strong role our faith plays in keeping us mentally well and cultivating compassion.

Goals

- Incorporate principles of compassion, forgiveness, and resilience into mental health literacy and social-emotional learning programs, empowering students with the values essential for facing life's hurdles through the lens of our Catholic faith.
- Provide ongoing professional development opportunities for school staff to deepen their understanding of Catholic Social Teachings on human dignity, solidarity, and the common good as it relates to mental health and addiction.
- Promote a culture of compassionate support within the school community, drawing inspiration through aligning Social Emotional Learning and Catholic Social Teachings and Catholic Virtues.



Priority #3:

Provide Equitable Access to Evidence-Informed Mental Health Support and Resources that are Culturally Relevant and Identity-Affirming

The Why

In line with our commitment to justice and solidarity, we will strive to ensure that we are providing a Multi-Tiered System of Supports that align with our Catholic Social Teachings. All students have the right to equitable and timely access to evidence-informed mental health support and resources that are culturally relevant and identity affirming. This includes addressing systemic barriers and disparities that may exist and advocating for the needs of marginalized and underserved populations within our school community.

Goals

- Embrace the growth in service of the whole person and promote social justice by ensuring equitable access to culturally relevant and identity-affirming mental health resources for students and staff.
- Collaborate with school-based team and community organizations to reduce the impact of systemic barriers with accessing mental health services and ensure access to needed services when they are needed.
- Provide access to measurable, evidence-informed interventions and engage in initiatives that are culturally and spiritually relevant to students in alignment with Catholic Virtues and Social Teachings.



Priority #4:

Increase Student Attendance, Safety and Family Engagement

The Why

Our District is dedicated to fostering a Christ-centered educational environment that supports the mental health and well-being of every student. By enhancing student attendance, safety, and family engagement, we will create a nurturing and safe atmosphere that promotes academic achievement and overall well-being for all students. Through strengthened partnerships between schools and families, increased mental health awareness among caregivers, and well-equipped school staff, we are committed to the holistic development of our students, ensuring they receive timely support and thrive in their faith-based educational journey.

Goals

- Enhance our understanding about the root causes of student disengagement and attendance service delivery to reduce absenteeism and re-engage students by creating a nurturing school environment that supports students' mental, emotional, and spiritual health, fostering the growth of the whole student and successful engagement in their education.
- Inspired by our Catholic Social Teachings of compassion, solidarity, and the sanctity of life, we aim to increase student safety in schools by providing comprehensive learning and leadership on student mental health and well-being, recognizing warning signs, implementing preventative measures, addressing risk behaviours, and responding effectively to school-based crisis situations.
- Engage families as partners in the mission of Catholic education and student well-being, providing compassionate outreach, and collaborative problem-solving efforts that promote the well-being and flourishing of all members of the school community.



2024-2027

Mental Health and Addictions Road Map

HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

2024-2025

Mental Health and Addictions Action Plan

HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD



**On Fire with the Spirit
Awaken - Illuminate - Rejoice**

(John 8:12)

Table of Contents

Introduction.....	3
Mission, Vision, and Core Beliefs	4
A Tiered Approach to Mental Health	5
Priorities	6
PPM 169	7
Understanding our Priorities	8



Finally, all of you, be like-minded, be sympathetic, love one another, be compassionate and humble. Do not repay evil with evil or insult with insult.

On the contrary, repay evil with blessing, because to this you were called so that you may inherit a blessing.

1 Peter
3:8-9

2024-2025

Mental Health and Addictions Action Plan



HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Introduction

The Huron-Perth Catholic District School Board acknowledges the significance of mental health as an integral part of each individual's spiritual, emotional, and physical well-being. In accordance with our Catholic Values, we wholeheartedly commit ourselves to cultivating a school environment that places utmost importance on these facets of our students' lives. With a deep sense of faith and dedication, we aim to ensure fair and comprehensive access to mental health services, extending our support to assist students in their spiritual and personal growth. Through these endeavours, we strive to foster a culture of compassion and hope, where every student perceives themselves as treasured and unique children of God.

Furthermore, we acknowledge the grave impact that systemic racism and discrimination have on mental health. In our steadfast commitment to Catholic principles, we seek to actively disrupt racism and promote healing and reconciliation within our school community. We will make deliberate efforts through our work throughout our District and with community partners who share our unwavering dedication to equity, diversity, inclusion, and the fight against racism. Particularly for students hailing from diverse backgrounds or disproportionately affected by such injustices, we will diligently engage with these partners to foster an environment that embraces equality and encourages holistic well-being. In conclusion, guided by our Catholic faith and inspired by the teachings of Christ, we remain steadfast in our mission to cultivate the conditions throughout our District where every individual is valued, supported, and empowered to reach their full potential. Together, we will continue to walk this journey of faith and service, guided by the light of God's love and grace.

2024-2025

Mental Health and Addictions Action Plan



HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Our Mission

Our Mission is to improve student mental health and wellness within a Christ-centered environment by building student and staff knowledge. We are committed to the integration of mental health planning, curriculum strategies, healthy school initiatives, the creation of clear pathways to care and timely access to evidence-based mental health service.

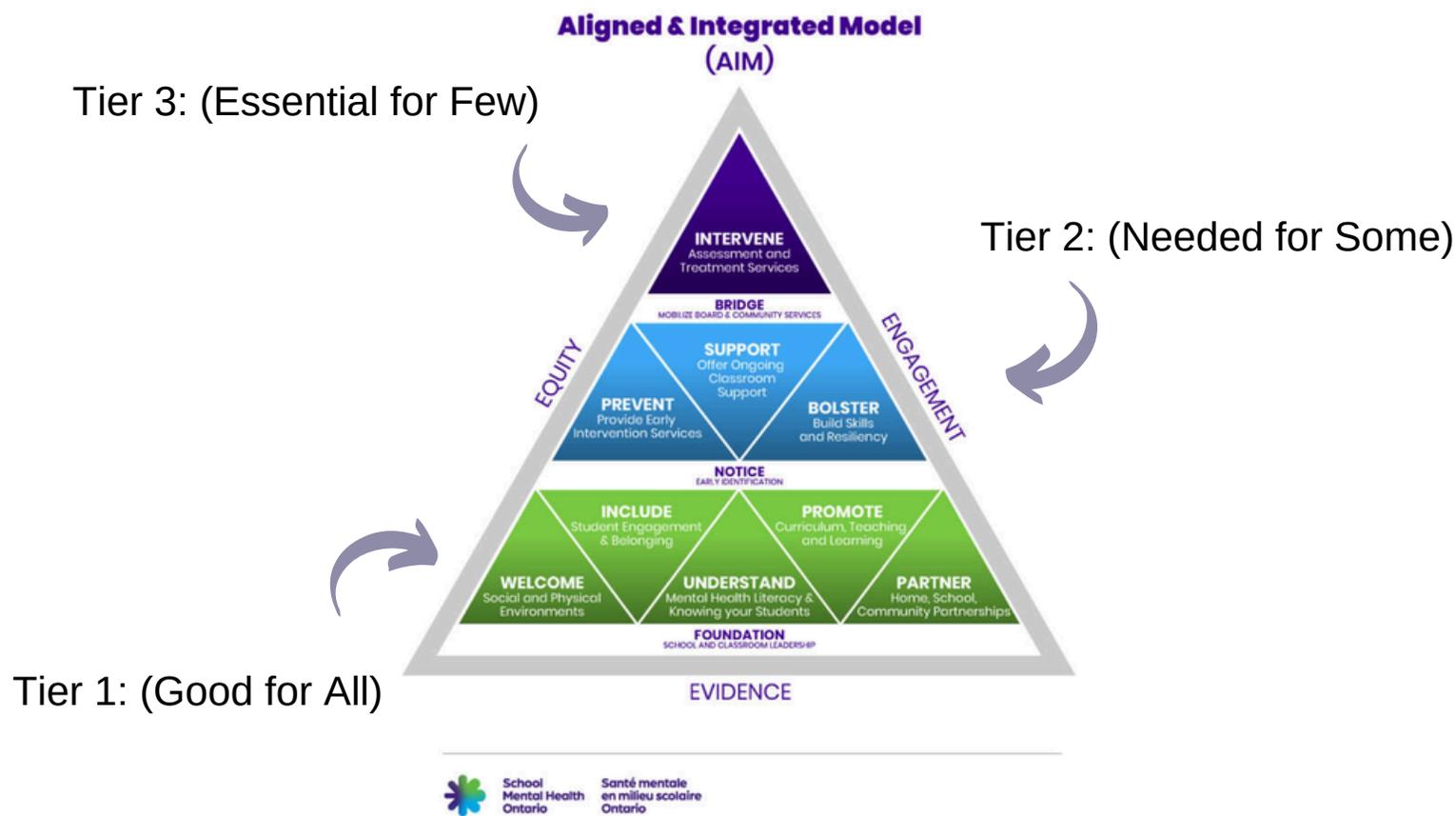
Our Vision

To nurture a faith-filled community where every student thrives academically and personally through strengthened mental health and active school participation.

Core Beliefs

- We are called by God to serve, to love, to care, to accompany each other on our respective journeys
- Each human person has fundamental dignity because they have been created in the image and likeness of God ([ICE 2017](#)).
- The well-being of our children is a Gospel mandate, a moral imperative ([ICE 2017](#)).
- A child's mental health and well-being is inextricably linked to their environment
- Supportive home and school environments enhance student well-being, resilience and school success.
- Relationships are key.

A Tiered Approach to Student Mental Health



The Aligned and Integrated Model (AIM) is a multi-tiered approach to mental health and wellness for our students and is key to the development and implementation of programs and services with the Huron-Perth Catholic District School Board that enhances mental health and academic achievement.

Recognizing that approximately 20 percent of children and youth will struggle with a mental health problem. Students can access school-based mental health support through our Board's Mental Health and Wellness Team which consists of regulated mental health professionals.

Referral pathways are clearly outlined and system navigation support is available through our Mental Health and Wellness Team.

For further information about student mental health, as well as school mental health planning, please visit the [School Mental Health Ontario website](https://www.schmo.org/).

HPCDSB Action Plan Priorities



1

Establish Organizational Conditions for Effective School Mental Health

2

Building Capacity: Mental Health Literacy and Social Emotional Learning

3

Provide Equitable Access to Evidence-Informed Mental Health Support and Resources That Are Culturally Relevant and Identity Affirming

4

Increase Student Attendance, Safety and Family Engagement

PPM 169 and Our Priorities

PPM 169: Student Mental Health	Priority #1	Priority #2	Priority #3	Priority #4
Three-Year Mental Health and Addictions Strategy and One-Year Action Plan	✓	✓	✓	✓
Joint Local Planning with Community-based Child and Youth Mental Health Providers	✓			✓
Multi-Tiered System of Supports	✓	✓	✓	✓
Consistent Use of Evidence-informed Brief Interventions and Standardized Measurement	✓		✓	✓
Suicide Prevention, Intervention and Postvention Protocols				✓
Virtual Care Delivery	✓	✓		
Enhanced Educator and Staff Mental Health Literacy	✓	✓	✓	✓
Mandatory Mental Health Literacy Learning for Students	✓	✓	✓	✓
Family Mental Health Literacy and Awareness	✓	✓		✓
Social-Emotional Learning		✓		
Mental Health Absences				✓

Priority #1:

Establish Organizational Conditions for Effective School Mental Health

Goals

- Embrace the Catholic principles of compassion and hope by developing and implementing policies that prioritize mental health and addiction awareness, prevention, and intervention.
- Enhance system navigation and access to support through service pathways.
- Create a supportive and compassionate environment where individuals feel empowered to seek help, receive support, and journey towards social, emotional and spiritual wellness.

*Cast all your
anxieties on him, for
he cares about you*

1 Peter 5:7
NRSV

Measurables

- Enhance mental health services for schools and families.
- Improved staff competency, support sustainable implementation.
- Support learning for school leaders and assessing connections with Catholic Social Teachings (CST) and Ontario Catholic School Graduate Expectations (OCSGE).



Priority #2:

Building Capacity: Mental Health Literacy and Social Emotional Learning

Goals

- Incorporate compassion, forgiveness, and resilience into mental health and social-emotional learning programs, guided by our Catholic faith.
- Provide ongoing professional development opportunities for school staff to deepen their understanding of Catholic social teachings on human dignity, solidarity, and the common good as it relates to mental health and addiction.
- Promote a culture of compassionate support within the school community, drawing inspiration through aligning social emotional learning and catholic social teachings and catholic virtues.



Measurables

- Accessible Social Emotional Learning resources for home and classrooms.

The Lord is a refuge for the oppressed, a stronghold in times of trouble. Those who know your name trust in you, for you, Lord, have never forsaken those who seek you.

*Psalm 9:9-10
NRSV*

- Increased educator and caregiver capacity and understanding of social emotional learning.
- Increase awareness, integrate faith, wellness and equity initiatives, reduce stigmatization, foster mental health prevention and promotion.
- Enhanced empathy and understanding, improved conflict resolution skills, increased resilience, improved mental health literacy, increased academic success.

Priority #3:

Provide Equitable Access to Evidence-Informed Mental Health Support and Resources that are Culturally Relevant and Identity Affirming

Goals

- Embrace the growth in service of the whole person and promote social justice by ensuring equitable access to culturally relevant and identity-affirming mental health resources for students and staff.
- Collaborate with school-based team and community organizations to reduce the impact of systemic barriers with accessing mental health services and ensure access to needed services when they are needed.
- Provide access to measurable, evidence-informed interventions and engage in initiatives that are culturally and spiritually relevant to students in alignment with Catholic Virtues and Social Teachings.

Measurables

- Engaging in opportunities to enhance spiritual connections to mental health by integrating faith and cultural competencies to support growth of the whole person - both staff and students.
- Students to have improved access to appropriate services when required.
- An increase in communication between school and external services.



Priority #4:

Increase Student Attendance, Safety and Family Engagement

Goals

- Enhance our understanding of student disengagement while providing attendance service delivery to reduce absenteeism and re-engage students.
- Inspired by our Catholic Social Teachings of compassion, solidarity, and the sanctity of life, we aim to increase student safety in schools by providing comprehensive learning and leadership on student mental health and well-being, recognizing warning signs, implementing preventative measures, addressing risk behaviours, and responding effectively to school-based crisis situations.
- Engage families as partners in the mission of Catholic education and student well-being, providing compassionate outreach, and collaborative problem-solving efforts that promote the well-being and flourishing of all members of the school community.

Let us then approach God's throne of grace with confidence, so that we may receive mercy and find grace to help us in our time of need.

*Hebrews 4:16
NRSV*

Measurables

- Increase awareness of mental health supports available to staff, caregivers, and students.
- Professional development for staff, and learning opportunities for caregivers on attendance related matters, Circle of Security®, and overall mental wellness, rooted in our Catholic Values.
- RESET (Recognising Exploitation, a Syllabus to End Trafficking) Implementation in Huron-Perth Catholic District School Board's's Perth County schools.
- Provide literacy and mental health awareness engagement opportunities for caregivers about mental health literacy and student well-being.



2024-2025

Mental Health and Addictions Action Plan

HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: September 23, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

REMOVING BARRIERS FOR STUDENTS WITH DISABILITIES-PARTNERSHIP WITH FACILE PERTH

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board has partnered with Facile Perth for the 2022-2023, 2023-2024 and 2024-2025 school years. This collaboration was initiated in response to the growing need for enhanced support in both of our secondary schools, particularly in planning for the future of students with complex needs. Recognizing the importance of providing comprehensive assistance to both students and their caregivers, this partnership aims to ensure that appropriate plans and support are in place as students transition to post-secondary education, employment, volunteer opportunities, and community involvement. This initiative is supported by ministry funding dedicated to fostering inclusion and removing barriers for students with disabilities.

DEVELOPMENTS

A key focus of this partnership is to build and strengthen connections with community agencies, enhancing transition planning for students beyond secondary education in Huron and Perth counties. Through our collaboration with Facile Perth, students, caregivers, and staff now have a dedicated community partner to support successful transitions for students with complex needs. Key areas of focus include:

- Sharing knowledge and understanding around what supports and opportunities exist post secondary, and ensuring support is in place as students transition beyond secondary school. This might include supporting families with paperwork, referrals, finding funding avenues for support, and making sure that families and students are set up with everything that they are entitled to prior to leaving our schools.
- Education and awareness about the importance of planning with students' interests and gifts in mind. This might look like creative Co-op placements and volunteer opportunities that could lead to opportunities in the future, and out of the box thinking with inclusion at the forefront. It also includes engaging families in conversations and showing them the possibilities that do exist for their child.
- Quick access and connections to all community supports and resources available. Facile Perth are experts in the field of service navigation.

- Support with professional development opportunities throughout the Board.
- Supporting the Board's commitment to an inclusive education system, this partnership aligns with Community Living Ontario's belief that inclusive education is the foundation for building inclusive communities. The Board, in collaboration with Facile Perth, does not support segregated settings, which are rooted in institutionalized thinking. Facile Perth has played a pivotal role in reinforcing the moral imperative of inclusive education for all students and highlighting its long-term benefits. By fostering inclusion within our schools, we help shape a future where all individuals thrive together in an inclusive community.

As we continue our invaluable partnership with Facile Perth, we are excited to expand our collaboration by engaging additional community organizations across Huron and Perth counties. Our goal is to bring together key stakeholders who can contribute to removing barriers and increasing access to opportunities for adults with complex needs as they transition beyond secondary school. For highlights of our 2023-2024 partnership with Facile Perth, please see the following link:

■ [Huron-Perth Catholic District School Board/Facile Perth Partnership-Annual Highlights.pdf](#)

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Removing Barriers for Students with Disabilities-Partnership with Facile Perth report for information.



2023-2024

ANNUAL HIGHLIGHTS

PREPARED FOR:
THE HURON PERTH CATHOLIC
DISTRICT SCHOOL BOARD

PREPARED BY
FACILE PERTH

TRANSITION PLANNING

Celebrating Two Years of Collective Impact

For the past two years, Facile Perth and the HPCDSB have partnered to offer proactive and individualized transition planning supports to students with a significant disability (aged 14-21) who are exiting the Ontario education system. The transition planning provided by Facile Perth is complementary to the ongoing plans built into the IEP process that are directed by educators and special education teams. Each year, through our ongoing collaboration, we have learned and improved our processes, work plans and strategies.

As a collective, our collaboration has afforded both the school board and Facile Perth the opportunity to leverage resources and expertise, create greater transparency around transitions, and build capacity to facilitate more effective transitions as students exit the school system and connect to adult services. As a result, students with a disability and their families are better supported, more prepared and have a more robust vision for what is possible for their child before leaving school.

THE IMPACT

The Moving Inclusion Forward project was funded by a 1-year grant offered by the Ministry of Education. To deliver some proposed activities, Facile Perth was engaged by the HPCDSB to support students and their families to begin planning and building futures firmly rooted in community. After two years of effective collaboration, there is a mutual recognition of how this collaboration has positively impacted each partner organization and their staff but also families and most importantly the students themselves.

PROACTIVE PLANNING

As a result of proactive and individualized planning, students this year were supported in a number of important ways.

A few highlights:

- to complete applications for adult services and funding
- to complete service coordination applications and processes
- to register for important financial tools (eg. RDSP, Henson Trust and Disability Tax Credits)
- received advocacy support to gain appropriate personal support and care hours and/or funding
- to create an individual residential model to support independent living goals
- advocacy to local and provincial government around gaps in support needs and funding
- to build family-to-family connections through the Perth County Family Network
- to explore interests, employment opportunities and volunteering with appropriate accommodations
- support to parents and/or guardians who also require care and financial support
- to receive health care management services
- to facilitate introductions to important agencies and organizations in developmental services
- training around financial literacy and provincial funding reporting mechanisms
- sharing resources and information regarding Microboards, housing and other planning priorities that are top of mind for families
- exploring post-secondary opportunities and collaboration with guidance counselors to meet goals and expectations at graduation

15 STUDENTS SERVED

2 SCHOOLS
ENGAGED

INCREASED
ADVOCASY

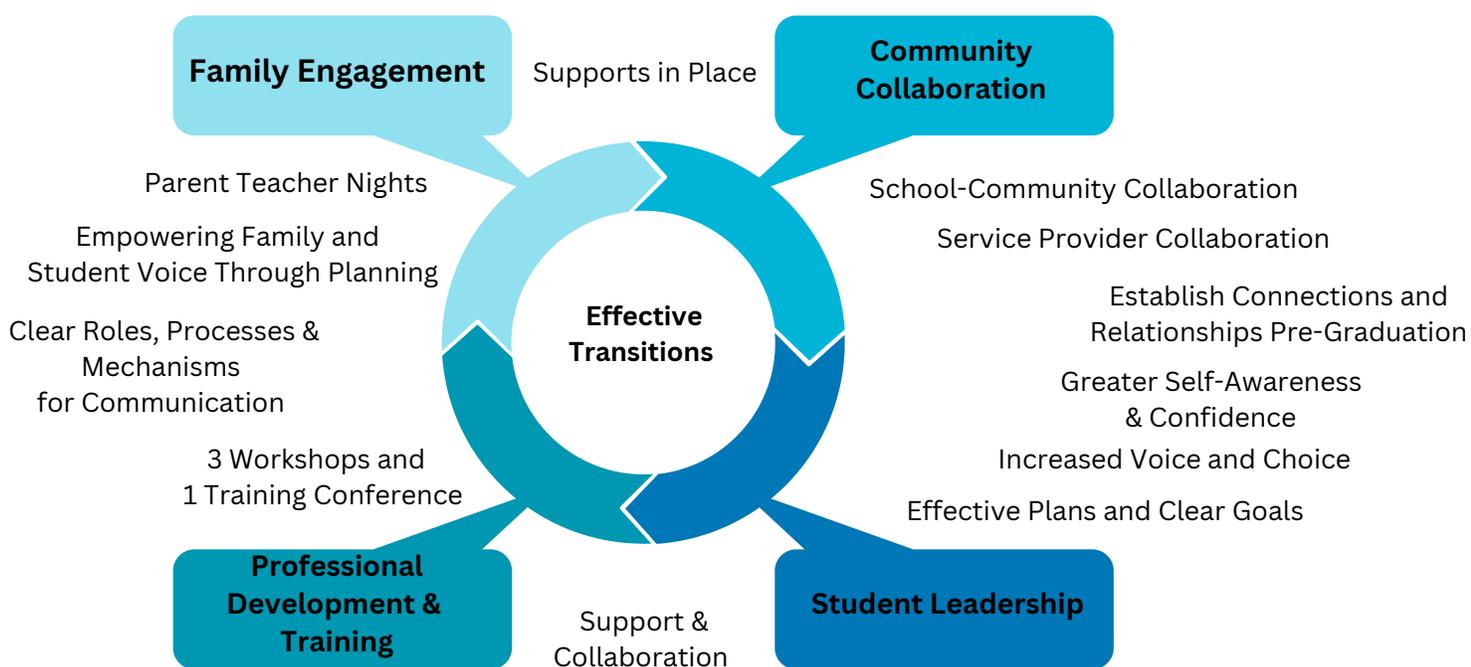
INFORMED FAMILIES

A SHARED VISION



ACTIVITIES & OUTCOMES

Moving Inclusion Forward One Student At A Time



LOOKING AHEAD

Looking ahead, Facile Perth and HPCDSB are exploring plans to build a community development initiative to support positive transitions to three meaningful pathways: community life as an engaged citizen, the world of work and/or a post-secondary education. The initiative's design is rooted in the values of collective impact (Tamarack Institute, 2023) and we are eager to collaborate with the school board to develop a common agenda, by sharing accountability for progress, and through processes of co-creation and continuous communication.



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: September 23, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

STUDENT TRUSTEES' REPORT Public Session

BACKGROUND

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

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

DEVELOPMENTS

Religious/Charitable Events/Accomplishments

St. Michael CSS

- Our opening school Mass was held on September 17, at St. Joseph's Parish. It was a beautiful way to begin our school year together in prayer.
- The administration held grade-specific assemblies on September 9th. The presentations began with prayer, led by our chaplain Natalie. Students were then greeted by Principal Bell, Vice Principal Hastings, and other staff about the expectations and responsibilities for a successful school year.
- Leroy Hibbert had his first visit to St. Michael CSS on September 11 and spoke to selected grade 9 classes as a mentor to our staff and students regarding Equity and Inclusion. Mr. Hibbert also had lunch with the Multicultural Club.
- A bible study, led by Mr. Garrick and Ms. Mackay has commenced.
- The school choir has begun and provided the beautiful music for our opening Mass.
- An early morning Mass for the feast of St. Michael will be celebrated in the chapel for staff on September 27.
- Grade 9 Orientation will be held on August 29 from 10:00 am - 12:00 pm. The morning began with our new Warriors in prayer in the cafeteria. Students then had an opportunity to tour the school, visit their homeroom, find their lockers, and meet with the administration and staff. Many senior students volunteered their time to lead this event.

St. Anne's CSS

- On September 4 the junior and senior "Welcome Back" assembly was held.
- The Chaplaincy Team has commenced and will be running every other week during the lunch period.
- Students wishing to participate in the Sacrament of Confirmation are invited to an information visit hosted at the school on September 16
- A Welcome Back Mass will be celebrated at the school on September 26 for all students and staff.

Academic Events/Accomplishments

St. Michael CSS

- The DECA Business Club has begun meeting Tuesdays and Wednesdays each week..
- SHSM students completed First Aid and CPR training certification in early September.
- Working at Heights Training was held for SHSM students on September 11 and 12.
- Elevated Work Platform Training Certification for SHSM students was held on September 19 and 20.
- OYAP Tech Field Trip to Conestoga College took place on September 17. Students from both schools were able to attend a field trip to one of three Conestoga campuses to view the tech program and options for students involved in OYAP
- St. Michael is offering an Electrical dual credit beginning on September 1. This will allow students to earn both a high school and college credit.

St. Anne's CSS

- SHSM certifications began September 9th including Working at Heights, First Aid and CPR.
- There was a Conestoga College Trades trip on September 17 in partnership with students from St Michael CSS.

Athletics/Arts Events/Accomplishments

St. Michael CSS

- The Boys' Volleyball season has begun with tryouts are being held for both the junior and senior boys teams.
- The Senior Girls Basketball team participated in the first tournament of the year in Lambton on September 6th.
- The Varsity Boys Baseball team played their first games on September 11.
- Cross-country season has begun. The team will assist with the Pat Cook Run on September 24 by acting as rabbits and turtles for the race.
- Art Club has commenced and will continue weekly, led by Mrs. Longstaff.
- Incoming Grade 9 students and students who transferred to St. Michael CSS were able to audition for the school play *Mama Mia*. The auditions were held on September 10.
- A meeting for the junior show, *The Lion, the Witch, and the Wardrobe*, was held on September 16.

St. Anne's CSS

- The annual Grade 9 BBQ will be held to introduce and familiarize new students to the school on August 29.
- On September 6, the annual Co-Curricular Fair took place, encouraging students to participate in the many clubs and teams St. Anne's CSS has to offer.
- On September 13, the Student Cabinet successfully ran the Grade 9 Orientation. It was a great time for the new students to get to know each other.

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: September 23, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

AUDIT COMMITTEE SEPTEMBER 2024 MEETING REPORT

Public Session

BACKGROUND

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

DEVELOPMENT

Items brought forward for information and discussion at the September 2024 meeting were:

1. External Auditor (BDO Canada LLP) Audit Planning Report (attached)
2. Huron-Perth Catholic District School Board 2023-24 Year End Audit Plan (attached)
3. Annual Written Declaration of Interest Report
4. September 2024 Audit Committee Report
5. May 31, 2024 Financial Statements
6. Ministry of Education Memorandum 2024:SB11: 2023-24 Enhanced Accountability Measures - External Audit

One item brought forward for action at the September 2024 meeting:

1. 2023-24 Student Mental Health Audit Report

RECOMMENDATIONS

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

AND

THAT the Huron-Perth Catholic District School Board approves the 2023-24 Student Mental Health Report.

Huron-Perth Catholic District School Board

Audit planning communication to the Audit
Committee for the year ended August 31, 2024

START



To the Audit Committee of Huron-Perth Catholic District School Board

We are pleased to provide you with this planning communication to highlight and explain key issues which we believe to be relevant to the audit of Huron-Perth Catholic District School Board (the “Organization”) consolidated financial statements for the year ended August 31, 2024.

The enclosed planning communication includes our approach to your audit, the significant risks we have identified and the terms of our engagement. At the year-end meeting, we will provide you with a copy of our draft audit opinion and discuss the nature, extent and results of our audit work. We will also communicate any significant internal control deficiencies identified during our audit and reconfirm our independence.

Our audit and therefore this communication will not necessarily identify all matters that may be of interest to the Audit Committee in fulfilling its responsibilities. This communication has been prepared solely for the use of the Audit Committee and should not be distributed without our prior consent. Consequently, we accept no responsibility to a third party that uses this communication.

We look forward to completing our draft audit report opinion and discussing our conclusions with you. In the meantime, please feel free to contact us if you have any questions or concerns.

Yours truly,

BDO Canada LLP
September 10, 2024



Table of Contents

- 1 Your dedicated BDO audit team
- 2 Audit timeline
- 3 Auditor's responsibilities
- 4 Significant risks and planned responses
- 5 Planned scope
- 6 How we audit financial statements
- 7 Our audit approach
- 8 BDO's digital audit suite
- 9 Recommended resources
- 10 Appendices

Audit at a glance

- 4  LEAD PARTNER ON YOUR AUDIT Silvana Slavik CPA, CA
- 5
- 6 E: sslavik@bdo.ca
- 9 T: 226-826-1097
- 10
- 13  START DATE October 16, 2024
- 16
- 17
- 19  END DATE October 18, 2024
- 22

Your dedicated BDO audit team



Silvana Slavik, CPA, CA

T: 226-826-1097
E: sslavik@bdo.ca

Silvana Slavik has over 22 years of audit experience, working with various organizations. This experience allows him/her to address the unique audit and operating needs her clients have.

Silvana Slavik will be the Engagement Partner for your assurance services. He/she will assume ultimate responsibility for the provision of all services, monitoring and controlling costs to ensure you receive quality, effective and value-added service.



Tara Johnson, CPA

T: 519-336-9900
E: tjohnson@bdo.ca

Tara Johnson has over 8 years of audit experience, working with various organizations. This experience allows him/her to address the unique audit and operating needs her clients have.

Tara Johnson will be the Engagement Manager for your assurance services. He/she will assume ultimate responsibility for the provision of all services, monitoring and controlling costs to ensure you receive quality, effective and value-added service.

Our independence



We have complied with relevant ethical requirements and are not aware of any relationships between Huron-Perth Catholic District School Board and our Firm that may reasonably be thought to bear on our independence.



Audit timeline



BDO'S DIGITAL AUDIT SUITE APT Next Gen

We use our APT Next Gen software and documentation tool to save time, streamline processes, and go paperless with your audit.

[LEARN MORE](#)

DISCOVER THE DIGITAL DIFFERENCE





Auditor's responsibilities: financial statements

We are responsible for forming and expressing an opinion on the consolidated financial statements that have been prepared by management, with oversight by those charged with governance. The audit of the consolidated financial statements does not relieve management or those charged with governance of their responsibilities. The scope of our work, as confirmed in our engagement letter attached as Appendix A to this letter, is set out below:

Year-End Audit Work

- ▶ Work with management towards the timely issuance of the consolidated financial statements, tax returns and consents for offering documents.
- ▶ Provide timely and constructive management letters. This will include deficiencies in internal control identified during our audit.
- ▶ Present significant findings to the Audit Committee including key audit and accounting issues, any significant deficiencies in internal control and any other significant matters arising from our work.



We are required to obtain an understanding of the system of internal control in place in order to consider the adequacy of these controls as a basis for the preparation of the consolidated financial statements, to determine whether adequate accounting records have been maintained and to assess the adequacy of these controls and records as a basis upon which to design and undertake our audit testing.

We are required to report to you in writing about any significant deficiencies in internal control that we have identified during the audit.



Auditor's responsibilities: fraud

We are responsible for planning and performing the audit to obtain reasonable assurance that the consolidated financial statements are free of material misstatements, whether caused by error or fraud, by:

- ▶ Identifying and assessing the risks of material misstatement due to fraud;
- ▶ Obtaining sufficient and appropriate audit evidence regarding the assessed risks of material misstatement due to fraud, through designing and implementing appropriate responses; and
- ▶ Responding appropriately to fraud or suspected fraud identified during the audit.

The likelihood of not detecting a material misstatement resulting from fraud is higher than the likelihood of not detecting a material misstatement resulting from error because fraud may involve collusion as well as sophisticated and carefully organized schemes designed to conceal it.

Behind the audit report



Learn how we audit your financial statements

[SEE OUR PROCESS](#)



Auditor's responsibilities: fraud

Throughout our planning process, we performed risk assessment procedures and related activities to obtain an understanding of the entity and its environment, including the Organization's internal control, to obtain information for use in identifying the risks of material misstatement due to fraud and made inquiries of management regarding:

- ▶ Management's assessment of the risk that the consolidated financial statements may be materially misstated due to fraud, including the nature, extent and frequency of such assessments;
- ▶ Management's process for identifying and responding to the risks of fraud in the Organization, including any specific risks of fraud that management has identified or that have been brought to its attention, or classes of transactions, account balances, or disclosures for which a risk of fraud is likely to exist;
- ▶ Management's communication, if any, to those charged with governance regarding its processes for identifying and responding to the risks of fraud in Huron-Perth Catholic District School Board; and
- ▶ Management's communication, if any, to employees regarding its view on business practices and ethical behavior.

We are not currently aware of any fraud affecting the Organization. If you are aware of any instances of actual, suspected, or alleged fraud, please let us know.



Significant risks and planned responses

We have identified the following significant risks that require special audit consideration. These risks were identified based on our knowledge of the Organization, our past experience, and input from management and the Audit Committee. Please review these significant risks and let us know your thoughts on these or any other areas of concern.

Financial statement areas	Risks noted	Audit approach
Revenue Recognition	Significant judgement is used in the timing and accuracy of revenue recognition. Proper cut off of revenue can be complicated given the different grant requirements.	Review revenue recognition policy for consistency with the professional standards. Risk exists in setting up the receivable on the grants as this is an estimate. The reconciliation, calculations and inputs will be tested and verified, and testing on deferred revenue will be completed.
Complex IT environment	Given the reliance on IT systems in place, risks around the controls in place (i.e. authorization)	We will perform specified audit procedures, which will involve obtaining the Actuarial Report, reviewing the report and assessing the assumptions and calculations.
Bill 124	As additional funding has or will be received, proper disclosure and presentation on this will be required	Review the information received from the Ministry on Bill 124, develop testing as required and review the disclosure for the financial statements.

Materiality

We determined preliminary materiality to be \$1,480,000, based on 2% of prior year expenses.

Misstatements are considered to be material if they could reasonably be expected to influence the decisions of users based on the consolidated financial statements.

Our materiality calculation is based on the Organization's preliminary results. If actual results change significantly, we will communicate those changes to the Audit Committee as part of our year-end communication.

We will communicate all corrected and uncorrected misstatements identified during our audit to the Audit Committee, other than those which we determine to be "clearly trivial."

We encourage management to correct any misstatements identified throughout the audit process.



How we audit financial statements: Our audit process

IDENTIFY AND ASSESS RISK

Focus on those areas of financial statements that contain potential material misstatements as a consequence of the risks you face

OBTAIN AUDIT EVIDENCE

Perform audit procedures while maintaining appropriate degree of professional skepticism, to conclude whether or not the financial statements are presented fairly

COMMUNICATION

Communicate our opinion and details of matters on which we are required to communicate





How the firm's system of quality management (SoQM) supports the consistent performance of quality audit engagements

The firm is committed to maintaining high standards of audit quality that meet stakeholders' expectations and serve the public interest. We foster a culture where audit quality is at the center of our strategy and priorities. All partners and staff are accountable for performing quality engagements and upholding professional ethics, values, and attitudes.

The firm invested significant time and resources to establish and operate a SoQM that complies with the requirements set out in Canadian Standard on Quality Management 1 - Quality Management for Firms that Perform Audits or Reviews of Financial Statements, or Other Assurance or Related Services Engagements (CSQM 1) as issued by the Auditing and Assurance Standards Board (AASB). The SoQM ensures the firm and its personnel meet professional standards, legal and regulatory requirements, and conduct engagements accordingly, with reports issued appropriately for the circumstances.

Taken together our system of quality management supports consistent performance of audit engagements by focusing on eight components that operate in an iterative and integrated manner. These include:



Standard for Audit Quality



CSQM 1

The quality of an audit depends not only on the people conducting it—but also on the systems underpinning it. These new rules up the ante for your audit quality.



Establishing and improving the firm's SoQM

In establishing and continuously improving our firm's SoQM, we carried out the following for each of the SoQM components:

OBJECTIVES

We established the quality objectives required by CSQM1 in the core components of our SoQM and any additional quality objectives as appropriate.

QUALITY RISKS

We identified the quality risks that may adversely affect achieving these objectives. These consider the nature and circumstances of the firm and the engagements it performs and the conditions, events or circumstances that may impact its SoQM.

RESPONSES

We designed and implemented appropriate responses (policies, procedures and controls) to mitigate the assessed quality risks to an acceptable level.

MONITORING

We monitor the design, implementation and operating effectiveness of the firm's SoQM to identify areas for improvement. Root cause analysis is performed on deficiencies identified and remedial actions are implemented on a timely basis. This robust monitoring and remediation process is important for continuous improvement in quality processes.

On at least an annual basis the firm evaluates whether these deficiencies have a severe and/or pervasive impact on the achievement of the quality objectives in the SoQM.

We identify emerging developments and changes in the circumstances of the firm or its engagements and adapt the SoQM to respond to such changes.

Evaluating SoQM:

Our annual SoQM evaluation involves reviewing information about the system's design, implementation, and operation through monitoring activities. It includes testing response effectiveness, reviewing findings from inspections, and other relevant SoQM information. Using professional judgment, we assess whether identified findings represent deficiencies in the SoQM, investigating their root causes and evaluating their severity and pervasiveness.



Our audit approach: Responsiveness in action

Our firm is deliberately structured to allow one partner to every six staff members. This means easy access to senior staff and the lead partner throughout your audit. It also helps our team gain a better understanding of your organization. Our audit process differs from the typical audit in our use of in-field reviews. The benefit of these in-field reviews is that final decision-makers are on site ensuring issues are resolved and files closed quickly. We offer clients the full-service expertise of a national firm. Yet we maintain a local community focus. The comprehensive range of services we deliver is complemented by a deep industry knowledge gained from over 100 years of working within local communities.



Discover how we're accelerating audit quality



Audit Quality Report

We collected our core beliefs around audit quality, the very practical steps we take to sustain it, and the progress we have made to accelerate its quest.

[Follow our progress](#)



BDO's digital audit suite

Our digital audit suite of technologies enables our engagement teams to conduct consistent risk-based audits, both domestically and internationally, with maximum efficiency and minimal disruption to our clients' operations and people.

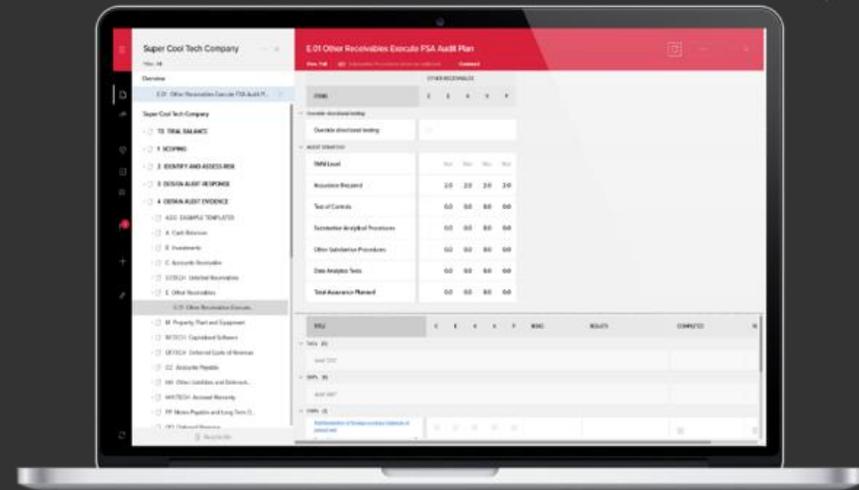
APT Next Gen

Our audit software and documentation tool, APT, is an integral part of our audit methodology. Our professionals engage APT to devise and perform appropriate, risk-based audit procedures and testing based on applicable Canadian Auditing Standards (CASs), as well as to factor in engagement and industry-specific objectives and circumstances.

APT enables us to deliver an audit that fits your organization—whether large or small; complex or basic.

This sophisticated tool also amplifies two key attributes of our audits: consistency and quality. The quality framework that we developed measures our audit performance with hard quality indicators and reflects our indispensable culture for quality. To see our audit quality and consistency in action, look no further than how our teams share best audit practices for continuous improvement.

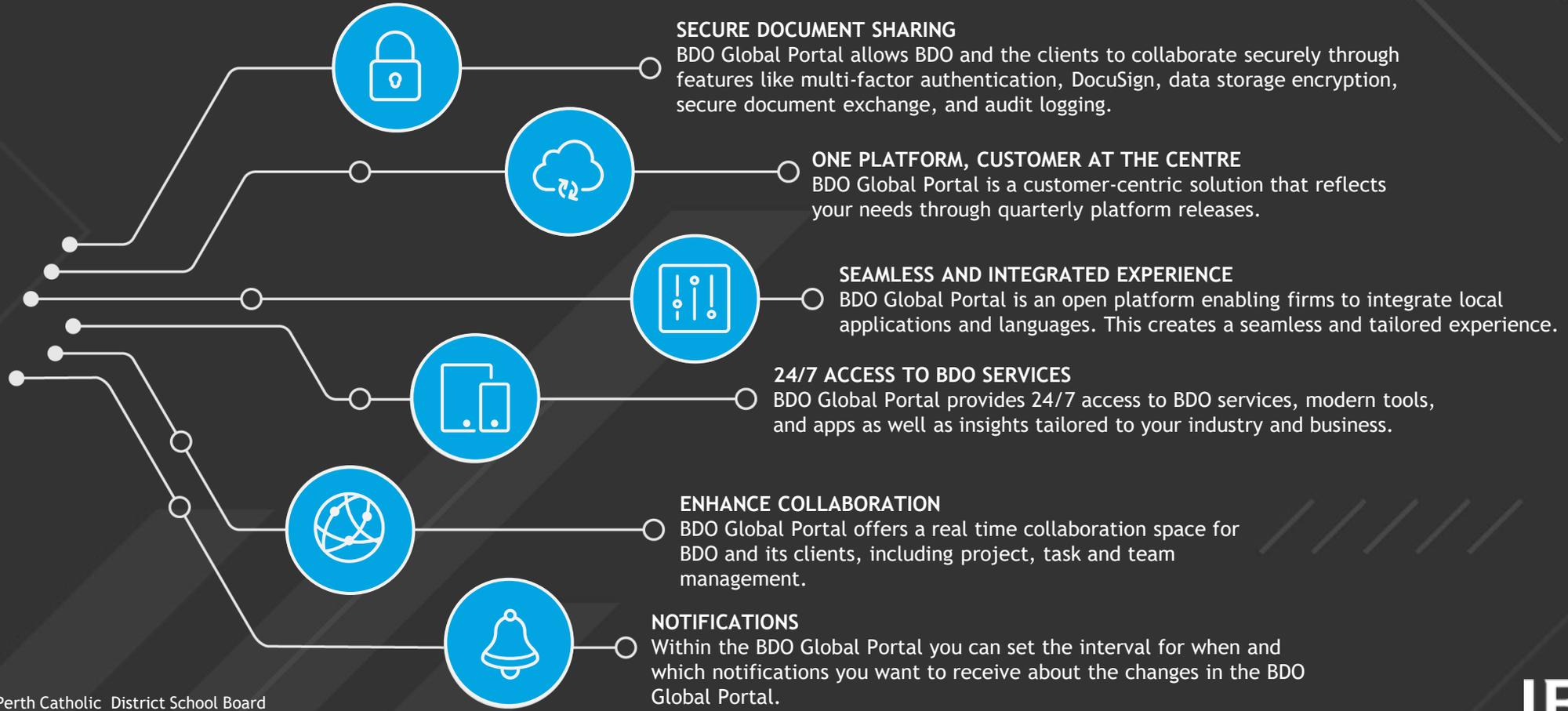
Through a strategic alliance with Microsoft and the introduction of new technology, this global, cloud-based application can now streamline and focus the audit process in even more ways for BDO professionals and their clients.





BDO Global Portal

BDO Global Portal transforms and enhances your digital experience with your BDO advisors. Available at any time, Portal enables you to access all services, tools, apps, and information and to collaborate with your advisors in a seamless way through a flexible, appealing, and secure environment.





Recommended Resource

Staying in the know with knowledge and perspective

Key changes to financial reporting



When the rules of reporting change, you may need to fine-tune how to present financial statements and govern the organization.

[ACCESS OUR KNOWLEDGE CENTRE](#)

The latest tax pointers



Corporate. Commodity. Transfer pricing. International tax. Government programs. Together they add up to immense differences on the organization's bottom line. Our tax collection keeps you current.

[STAY ON TOP OF TAXES](#)

Trending topics



As a community of advisors with the best interests of our clients in mind, we keep our ear to the ground to bring insights and perspectives related to key business trends to you.

[EXPLORE NOW](#)

Asset Retirement Obligations (ARO): A Practical Approach to Section PS 3280



This publication will walk through a practical approach to applying Section PS 3280 including: identification, recognition and measurement of an obligation, and the different options available to entities on transition.

[READ ARTICLE](#)



Recommended Resource

Staying in the know with knowledge and perspective

Key changes to financial reporting



When the rules of reporting change, you may need to fine-tune how to present financial statements and govern the organization.

[ACCESS OUR KNOWLEDGE CENTRE](#)

The latest tax pointers



Corporate. Commodity. Transfer pricing. International tax. Government programs. Together they add up to immense differences on the organization's bottom line. Our tax collection keeps you current.

[STAY ON TOP OF TAXES](#)

Trending topics



As a community of advisors with the best interests of our clients in mind, we keep our ear to the ground to bring insights and perspectives related to key business trends to you.

[EXPLORE NOW](#)

Asset Retirement Obligations (ARO): A Practical Approach to Section PS 3280



This publication will walk through a practical approach to applying Section PS 3280 including: identification, recognition and measurement of an obligation, and the different options available to entities on transition.

[READ ARTICLE](#)

Spotlight on ESG



Transformative world events—an international health crisis, social movements, shareholder and investor values, global supply chains, energy transition, smart cities, and sustainable finance—are transforming Canadian business.

Standards and regulations are rapidly changing to reflect the goals of all of your stakeholders. Organizations, investors, and customers are embracing environmental, social, and governance (ESG) considerations as important measures of success. Non-financial and financial information is becoming more interconnected.

ESG Insights



Sector insights at your convenience

[EXPLORE NOW](#)



Spotlight on public sector



Industry insights to shape your business

At BDO, we help governments create efficient ways of working to achieve better outcomes for their citizens and public servants. From technology-based solutions to program development, advisory and audit, our team can guide you through critical strategic decisions to ensure you deliver on your vision, goals, and accountability expectations.

Public sector Insights



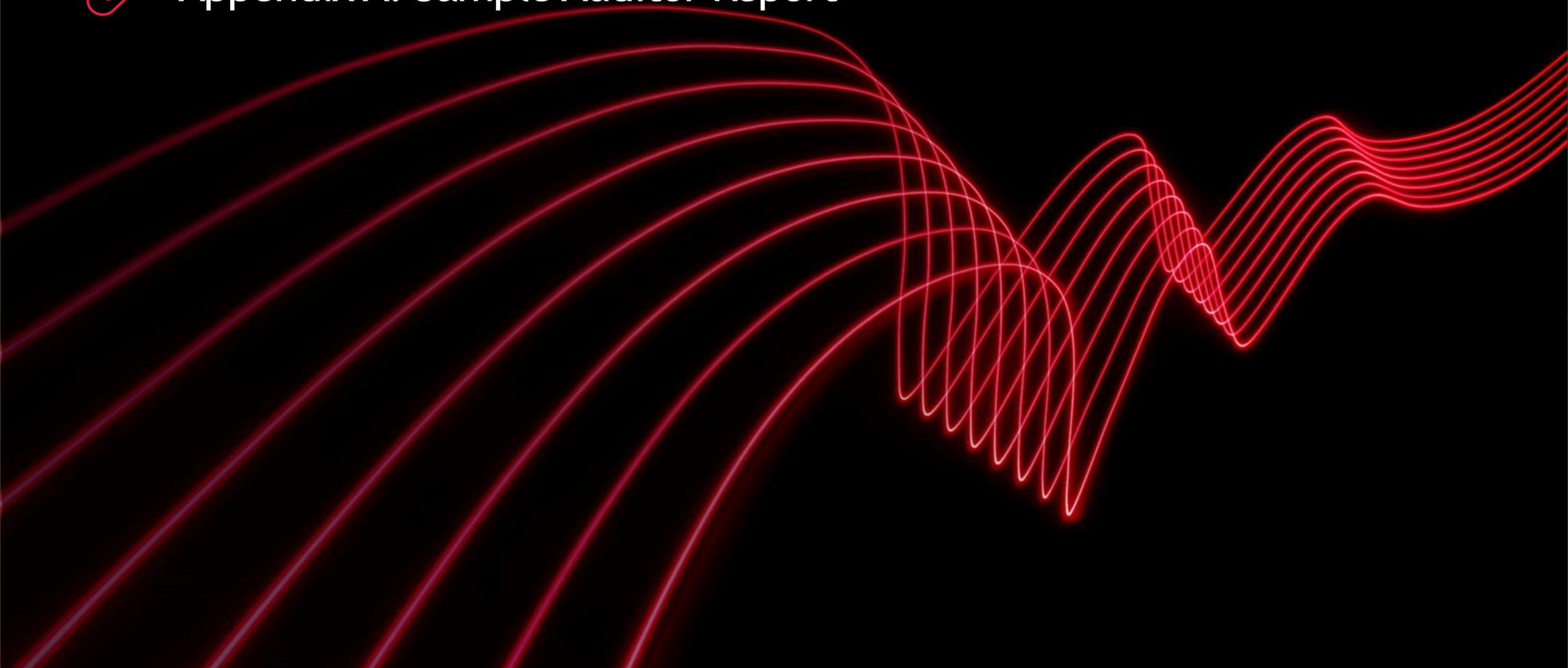
Resources to support your business

[EXPLORE NOW](#)

Appendices

- ▶ Appendix A: Sample Auditor Report
- ▶ Appendix B: Engagement Letter
- ▶ Appendix C: Independence Letter

Appendix A: Sample Auditor Report





Tel: 519-944-6993
Fac: 519-944-6900
www.bdo.ca

BDO Canada LLP
3630 Rhodes Drive
Windsor, Ontario
N8W 5A4

Independent Auditors' Report

To the Board of Trustees of the
Huron-Perth Catholic District School Board

We have audited the consolidated financial statements of Huron-Perth Catholic District School Board ("the Board"), which comprise the consolidated statement of financial position as at August 31, 2024, the consolidated statements of operations, changes in net debt and cash flows for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying consolidated financial statements have been prepared, in all material respects, in accordance with the basis of accounting disclosed in the Summary of Significant Accounting Policies.

Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's Responsibilities for the Audit of the Consolidated Financial Statements* section of our report. We are independent of the Board in accordance with the ethical requirements that are relevant to our audit of the consolidated financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Emphasis of Matter - Basis of Accounting and Restriction on Use

We draw attention to Note 1 to the financial statements, which describes the basis of accounting. As a result, the financial statements may not be suitable for another purpose. Our opinion is not modified in respect of this matter.

Responsibilities of Management and Those Charged with Governance for the Consolidated Financial Statements

Management is responsible for the preparation of the consolidated financial statements in accordance with the disclosed basis of accounting, and for such internal control as management determines is necessary to enable the preparation of consolidated financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the consolidated financial statements, management is responsible for assessing the Board's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Board or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the financial reporting process.



Auditor's Responsibilities for the Audit of the Consolidated Financial Statements

Our objectives are to obtain reasonable assurance about whether the consolidated financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these consolidated financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the consolidated financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Board's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Board's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the consolidated financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Board to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the consolidated financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves compliance with the disclosed basis of accounting.
- Obtain sufficient appropriate audit evidence regarding the financial information of the entities or business activities within the Board to express an opinion on the consolidated financial statements.



We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

Chartered Professional Accountants, Licensed Public Accountants

Windsor, Ontario

TBD

Sample

Appendix B: Engagement letter



Tel: (519) 336-9900
Fax: (519) 332-4828

BDO Canada LLP
Kenwick Place, 250 Christina Street North
P.O. Box 730
Sarnia, Ontario
N7T 7V3

July 29, 2024

Huron-Perth Catholic District School Board
87 Mill Street
P.O. Box 70
Dublin, Ontario
N0K 1E0

Dear Mary-Ellen Ducharme,

Summary of Services

We understand that you wish for us to continue as the auditors of Huron-Perth Catholic District School Board and audit its financial statements for its fiscal year ending August 31, 2024. This Summary of Services letter supplements the engagement letter dated September 5, 2023 and signed by you (the "Agreement"). It does not replace or supersede the Agreement.

Silvana Slavik, CPA, CA will be the Engagement Partner for the audit work we perform for you. The Engagement Partner will call upon other individuals with specialized knowledge to assist in the performance of services.

Fee Estimation

The estimated fee for this engagement is as follows:

- Audit services: \$40,000
- Additional services: To be determined

For each future year we will issue a Summary of Services providing details of our Services and fees.

Our estimated fee is based on an assumed level of quality of your accounting records, the agreed upon level of preparation and assistance from your personnel and adherence to the agreed-upon timetable. Our estimated fee also assumes that your financial statements are in accordance with Canadian Public Sector Accounting Standards and that there are no significant new or changed accounting policies or issues or internal control or other reporting issues. We will inform you on a timely basis if these factors are not in place. Should our assumptions with respect to the quality of your accounting records be incorrect or should the conditions of the records, degree of cooperation, results of audit procedures, or other matters beyond our reasonable control require additional commitments by us beyond those upon which our estimated fees are based, we may adjust our fees and planned completion dates.

Our professional fees will be based on our billing rates which depend on the means by which and by whom our Services are provided. Our billing rates may be subject to change from time to time at our discretion with or without notice to you.

We will also bill you for our out-of-pocket expenses, our administrative and technology charge, and applicable Goods and Services Sales Tax, Harmonized Sales Tax, Quebec Sales Tax and Provincial Sales Tax. Our administrative and technology charge is calculated as 7% of our professional fee and represents an allocation of estimated costs associated with our technology infrastructure and support staff time costs.

Our fees will be invoiced and payable as follows:

- 30% interim payment;



- 30% prior to issuance of assurance report; and
- 40% within 10 days after issuance of our final invoice along with any additional required final payments.

Our accounts are due when rendered and invoiced amounts are deemed to be earned when paid. BDO may suspend the performance of Services in the event that you fail to pay an invoice when it is due. Fees that are not paid within 30 days of an invoice or by a specified payment deadline will be considered delinquent. Interest may be charged at the rate of 12% per annum on all accounts outstanding for more than 30 days.

Please sign and return a copy of this Summary of Services letter to indicate your agreement with it. If you have any questions concerning this Summary of Services letter or the Agreement, please contact us before signing it.

It is a pleasure for us to be of service and we look forward to many future years of association with you.

Yours truly,

BDO Canada LLP

Chartered Professional Accountants, Licensed Public Accountants

Agreement of all the terms and conditions in this Agreement is hereby acknowledged by:

2024-08-06 | 07:23:52 PDT

<hr/>	
Signature	Date
Mary Ellen Ducharme	Superintendent of Business and Treasurer
<hr/>	
Name (please print)	Position

Please carefully review this Summary of Services letter prior to signing it. A complete copy of this letter should be returned to us.

Letter Version : 20230630

Appendix C: Independence letter





Tel: (519) 944-6993
Fax: +1 (xxx) xxxxxxxx
Toll-free: 1-888-XXX-XXXX

BDO Canada LLP
3630 Rhodes Drive,
Suite 100
Windsor, Ontario
N8W 5A4

September 10, 2024

Members of the Audit Committee
Huron-Perth Catholic District School Board

Dear Members of the Audit Committee:

We have been engaged to audit the consolidated financial statements of Huron-Perth Catholic District School Board (the "Organization") for the year ended August 31, 2024.

Canadian generally accepted auditing standards require that we communicate at least annually with you regarding all relationships between the Organization and our Firm that, in our professional judgment, may reasonably be thought to bear on our independence.

In determining which relationships to report, the standards require us to consider independence rules and interpretations of the CPA profession and relevant legislation.

We have prepared the following comments to facilitate our discussion with you regarding independence matters arising since September 4, 2024, the date of our last letter.

We are aware of the following relationships between the Organization and us that, in our professional judgment, may reasonably be thought to have influenced our independence. The following relationships represent matters that have occurred from November 13, 2023 to September 4, 2024.

- We have provided assistance in the preparation of the consolidated financial statements, including adjusting journal entries and/or bookkeeping services. These services created a self-review threat to our independence since we subsequently expressed an opinion on whether the consolidated financial statements presented fairly, in all material respects, the financial position, results of operations and cash flows in accordance with Canadian Public Sector Accounting Standards.
- We, therefore, required that the following safeguards be put in place related to the above:
 - Management provided us with a trial balance and draft consolidated financial statements, including notes, prior to completion of our audit.
 - Management created the source data for all the accounting entries.
 - Management developed any underlying assumptions required with respect to the accounting treatment and measurement of the entries.
 - Management reviewed advice and comments provided and undertook their own analysis considering the Organization's circumstances and generally accepted accounting principles.
 - Management reviewed and approved all journal entries prepared by us, as well as changes to financial statement presentation and disclosure.
 - Members of our Firm providing bookkeeping services did not participate on the audit engagement team.



- Someone other than the preparer reviewed the proposed journal entries and consolidated financial statements.

This letter is intended solely for the use of the Audit Committee, management and those charged with governance of the Organization and should not be used for any other purpose.

Yours truly,

Chartered Professional Accountants, Licensed Public Accountants

SECRETARY INITIALS



Huron-Perth Catholic District School Board BUSINESS DEPARTMENT 2023-24 YEAR END EXTERNAL AUDIT PLAN

ITEM		DATE	RESPONSIBILITY
1	Interim/Systems Work	August	BDO
2	A/P Close	September 10, 2024	Accounts Payable
3	Presentation of Audit Plan to Audit Committee	September 10, 2024	Sarah, Mary-Ellen, BDO
4	Ministry Training	tbd - Webinar and Q&A mid September	Sarah, Lexi, Katie
5	Year End Recons and Working Paper File (in conjunction with EFIS forms)	September 11 - October 2, 2024	Sarah, Lexi, Katie
6	Review of Yr End Files	October 3-4, 2024	Sarah
7	Completion of EFIS Schedules (N1)	During Recon Process to October 8, 2024	Sarah, Lexi, Katie
8	EFIS Review	October 9-11, 2024	Exec Council, Mary-Ellen, Sarah
9	Year End Audit & BDO Manager Review	October 15-28, 2024	BDO
10	F/S Notes to BDO	October 25, 2023	Sarah
11	BDO Partner Review & F/S Preparation	October 29 - November 1, 2024	BDO
12	Draft F/S to HPCDSB	November 4, 2024	BDO
13	F/S Review	November 4-6, 2024	Mary-Ellen, Sarah
14	Presentation of Draft Statements to Audit Committee	November 14, 2024 - Tentative	Mary-Ellen, BDO
15	EFIS Ministry Submission	TBD per Ministry deadline (mid November)	Mary-Ellen, Sarah
16	Board Approval	TBD per Ministry deadline (December)	Mary-Ellen, Trustees

N1 Dependent on MOE forms (EFIS) functionality

Prepared By: S.Devereaux, Manager of Finance

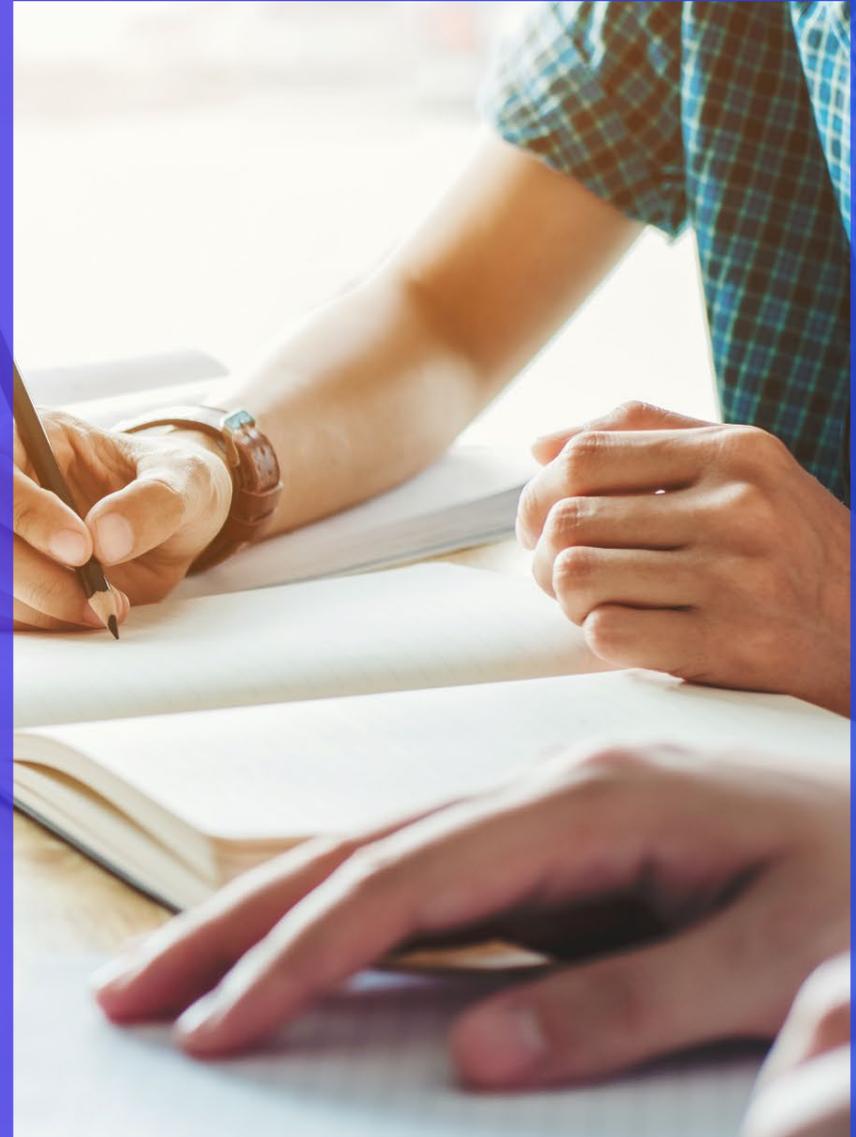


Huron-Perth Catholic District School Board

Student Mental Health Audit

Internal Audit Report, Regional Internal Audit

—
September 10, 2024



Huron-Perth Catholic District School Board – Student Mental Health Audit

Disclaimer

This deliverable has been prepared by KPMG LLP (“KPMG”) for the Huron-Perth Catholic District School Board (HPCDSB or the board or Client) pursuant to the terms of the Regional Internal Audit Request for Proposal – 671 (the “RFP”), the Master Services Agreement (the “MSA”) for Regional Internal Audit Services and the 2022-23 Statement of Work dated September 21, 2023.

KPMG neither warrants nor represents that the information contained in this report is accurate, complete, sufficient or appropriate for use by any person or entity other than SCCDSB or for any purpose other than set out in the Engagement Agreement. This report may not be relied upon by any person or entity other than HPCDSB, and KPMG hereby expressly disclaims any and all responsibility or liability to any person or entity other than Client in connection with their use of this report.

This project canvas document is based on information and documentation that was made available to KPMG at the date of this report. KPMG has not audited nor otherwise attempted to independently verify the information provided unless otherwise indicated. Should additional information be provided to KPMG after the issuance of this report, KPMG reserves the right (but will be under no obligation) to review this information and adjust its comments accordingly.

Pursuant to the terms of our engagement, it is understood and agreed that all decisions in connection with the implementation of advice and recommendations as provided by KPMG during the course of this engagement shall be the responsibility of, and made by, the Client. KPMG has not and will not perform management functions or make management decisions for the Client.

This report may include or make reference to future oriented financial information. Readers are cautioned that since these financial projections are based on assumptions regarding future events, actual results will vary from the information presented even if the hypotheses occur, and the variations may be material.

Comments in this report are not intended, nor should they be interpreted, to be legal advice or opinion.

KPMG has no present or contemplated interest in HPCDSB nor are we an insider or associate of HPCDSB. Accordingly, we believe we are independent of HPCDSB and are acting objectively.

Contents

01	<u>Disclaimer</u>	2
02	<u>Overall internal audit summary</u>	4
03	<u>Detailed observations</u>	10
04	<u>Appendices</u>	16
	Appendix A – Scope of review	
	Appendix B – Grading definitions	
	Appendix C – Sample workload distribution	
	Appendix D – Non-crisis referrals process	
	Appendix E – Summary of principal panels	
	Appendix F – Summary of community partners / other stakeholders involved	

Distribution

This report is to be distributed to the following stakeholders:

Project sponsor:

- Chris Roehrig (Director of Education)

To (for action):

- Tara Boreham (Superintendent of Education)
- Kaitie Westbrook (Mental Health Lead)

CC (for information):

- Mary-Ellen Ducharme (RIAT Liaison)
- Audit Committee

02

Overall Internal Audit Summary

Huron-Perth Catholic District School Board – Student Mental Health Audit

Introduction

Background and context

The HPCDSB (Huron-Perth Catholic District School Board) audit committee approved an internal audit of Student Mental Health in 2023-24. The HPCDSB is proud of the work they have completed in the mental health space, however they also acknowledged that it is a high-risk field that requires adherence to leading practices. HPCDSB expressed concerns with staying up-to-date on leading practices, given the relatively recent development of the robust mental health services in schools compared to the long-standing services in hospitals and social services.

This internal audit provides HPCDSB with the opportunity to enhance the offerings and ensure that they are effectively managing student mental health issues.

A key focus of this internal audit was the process and controls (not decisions or outcomes) that ensure HPCDSB effectively manages student mental health issues (specific to the HPCDSB school population). The findings of this audit do not only identify areas of improvement, but also highlight, through commentary and analysis, the established practices (e.g., leveraging Student Mental Health Ontario) and improvements evidenced by reviewing leading practices (e.g., monitoring system resources and capacity).

A few of the additional insights gathered from RIAT's planning of this engagement are noted below.

HPCDSB's internal audit insights



313

Number of students served by the four Mental Health and Wellness Coaches in 2022-2023



55

Students supported by Attendance Counsellors and re-engaged with school after a period of prolonged absence



5.6

FTEs in the Mental Health and Well-Being Team supporting the services

Huron-Perth Catholic District School Board – Student Mental Health Audit

Internal audit scope and objectives

KPMG engaged school and Board-level stakeholders and reviewed documentation as part of audit procedures to address the two objectives for this Student Mental Health Internal Audit. The below outlines each objective:

01

Annual Action Plan Development

Determine if the HPCDSB has developed an appropriate mental health strategy aligned to PPM 169. Specifically, RIAT reviewed:

- Multi-tiered system of mental health supports available to all students, specifically Tier 1 supports.
- Roles and responsibilities for key positions (e.g., Catholic Education Resource Teacher, Administrators, Guidance Counsellors, Social Workers, Community Partners)

02

Resource Capacity Management

Determine if the HPCDSB has defined a focus on the overall ability to support the demand for mental health resources and considerations for long-term impact/ outcome measurement. Specifically, RIAT reviewed:

- The supporting structure to operationalize practices (incl. interaction / referrals with community partners) that may have been previously perceived as temporary.
- The impact and use of one-time funding received from the Ministry.
- The use of community partners to manage workload.
- Key performance indicators used to monitor the system demand for mental health services and resources.

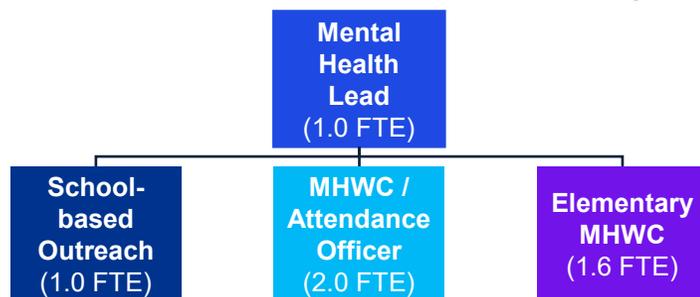
Refer to Appendix A for additional details about the scope of this review.

Mental health and well-being team and services

As per PPM 169, the Ministry mandates that school boards, including HPCDSB, provide culturally responsive, evidence-informed mental health services to students. A Multi-Tiered System of Supports, ranging from universal Tier 1 supports to intensive Tier 3 supports, is used to deliver these services. Emphasizing Tier 1 supports can foster an environment promoting mental well-being. While this does not undermine the importance of Tier 3 supports, a school board that places a stronger emphasis on Tier 1 supports can potentially reduce the need for the more intensive interventions, thereby making more efficient use of limited resources. Considering this, a review of the HPCDSB’s Mental health and Wellness Coach (MHWC) time indicated that in 2023 Tier 1 initiatives accounted for approximately 10% of their capacity. Whereas tier 2 and tier 3 services (including Attendance Officer responsibilities), accounted for nearly 45% of their capacity. This distribution of work does not align with the distribution of services displayed in PPM 169. However, school boards often struggle to balance the focus on student achievement with ensuring students’ mental well-being, as they determine the appropriate level of internal mental health support.

The infographics below outline the structure for the delivery of mental health services along with the responsibilities for each provider/ position. For a further summary of HPCDSB’s community partners and their roles, see Appendix F.

2023 – 2024 HPCDSB Mental health and well-being team



Services provided by the Mental Health and Well-being Team in 2023-2024	
<p>Tier 1 services MHWC’s delivered:</p> <ul style="list-style-type: none"> 3 classroom interventions/ presentations 3 staff presentations 2 school-wide mental health awareness initiatives 	<p>Tier 2/3 services MHWC’s served:</p> <ul style="list-style-type: none"> 66 elementary students and 141 secondary students <p>Attendance Counsellors supported:</p> <ul style="list-style-type: none"> approximately 64 students with attendance services (persistent and prolonged absences).

HPCDSB Mental health and well-being team and services

Service provider	Services provided
Huron Perth Center School Based Outreach Workers	Tier 1, 2/3 services
Rural response for healthy children	Tier 1 services
Community referrals (MHAN/ Choices for Change/ HPC)	Tier 2/3 services
Canadian Mental Health Association Huron Perth Mental Health and Addiction	Tier 1 services
Huron Perth Public Health Unit	Tier 1 services
Mental Health and Addiction Nurses of the Home and Community Care	Tier 2/3 services
Victim Services Huron	Tier 1 services

03

Key Strengths and Accomplishments

Key strengths and accomplishments

Current strengths within the board's student mental health processes

Based on audit activities, RIAT identified the following positive themes which highlight HPCDSB's commitment to student mental health.



Top down commitment to student mental health

RIAT noted the HPCDSB senior leadership and the Mental Health and Well-Being's strong commitment to student mental health. Board members respect the work being done by the HPCDSB in this area. This commitment is also demonstrated through the strategic alignment of the mental health portfolio under the Superintendent of Education. Principals also expressed gratitude regarding the board's commitment to mental health activities.

Additional comments from RIAT's discussions with Principal's can be found in Appendix E.



Engagement with stakeholders

One of HPCDSB's strengths lies in its proactive engagement with stakeholders, particularly parents. The team has demonstrated a commitment to continuous improvement by soliciting feedback from parents, which as more information is collected, will begin to inform their strategies. This willingness to engage, along with the high-quality of service they provide, has led to the team being highly respected and appreciated within the school community.



Technology

RIAT noted that the HPCDSB's effective use of technology as a strength. Tools such as Edsembli, the Board Interface Tool and Google Time Insights provide HPCDSB with the ability to gather and analyze data related to student attendance rates and the time invested by Mental Health and Well-Being Coaches. This allows HPCDSB to identify trends, address issues, and improve service efficiency through data-informed decision-making.

04

Detailed observations

Huron-Perth Catholic District School Board – Student Mental Health Audit

Finding 1: Align roles and capabilities to the Multi-tiered system of support

Findings and implications

As outlined in the PPM 169 requirement regarding the utilization of a Multi-Tiered System of Supports, RIAT would expect the majority of the HPCDSB's mental health workers time spent on Tier 1 interventions as these interventions are preventative and promote mental health awareness. Tier 2 and 3 interventions, which are more targeted in nature, should take up a smaller portion of their time, and ideally be triaged to community-based supports.

Observations:

- During a review of the distribution of the HPCDSB's Mental Health and Wellness Coaches time, RIAT observed that they provided Tier 2 and 3 supports (including attendance-related referrals) to 368 students in 2022/23. This is compared to the delivery of 10 classroom interventions/ preventions and approximately six staff presentations.
- RIAT inspected service volume for 2022-23 and noted the majority of services or mental health supports related to Tier 2 and Tier 3 inclusive of Attendance Officer duties.

Implications:

- The lack of Tier 1 support could lead to an increase in crisis situations, as mechanisms of early identification/ intervention may not be adequate.
- The currently staffing level is not sufficient to provide service to all schools, leaving some without adequate support. This may lead to an increase in workload for other staff members.
- The inability to proactively pivot when the level of service in the community changes (i.e., positively or negatively).

Recommendation

Short Term Recommendation

As noted, currently the board's Mental Health and Wellness Coaches are providing mental health services within each tier of the Multi-Tiered System of support. To better align roles and capabilities within the system, the HPCDSB should formally monitor MHWC time spent on activities within each tier (i.e., Tier 1-3) and establish targets for the distribution workload over a three-year period.

Overall, the monitoring of time will allow the board to shift workload away from Tier 2/3 interventions to better support Tier 1 initiatives. A sample distribution chart can be found in the Appendix C.

Long Term Recommendation

Based on the results of workload monitoring, the board should align roles and capabilities to the Multi-Tiered System of Support and distribute as appropriate. This may include aligning the portfolio of the MHWC to support Tier 1&2 interventions, while leveraging community supports and programs for Tier 3&4 interventions.

In addition, the HPCDSB should assess the available time to support attendance referrals. Based on the remaining capacity for MHWC, the HPCDSB should make a decision regarding the need to repurpose a role or hire an additional FTE to support attendance.

See Appendix B for risk rating definitions.

Huron-Perth Catholic District School Board – Student Mental Health Audit

Finding 1: Align roles and capabilities to the Multi-tiered system of support

Management response

The Aligned and Integrated Model (AIM) is a multi-tiered approach to mental health and wellness for our students. This is key to the development and implementation of programs and services with the Huron-Perth Catholic District School Board that enhances mental health and academic achievement.

- Referral pathways are clearly outlined and system navigation support is available through our Mental Health and Wellness Team.
 - **Complete**
- Establish Organizational Conditions for Effective School Mental Health by re-examining time spent on Tier 1,2, and 3 supports.
 - **Target Date:** June, 2025
- Monitor and track the time our Social Workers spend on each Tier.
 - **Target Date:** September, 2024 to June, 2025
- Develop a three-year strategy to redistribute time Social Workers spend on Tier 1, 2, and 3.
 - **Target Date:** June, 2024
- Focus on a process that allows Social Workers to increase time spent on Tier 1.
 - **Target Date:** June, 2025
- Plan for a referral process that redistributes more 3 and 4 to Community Services.
 - **Target Date:** June, 2025
- Attendance work has been redistributed to one Social Worker within the current SW complement.
 - **Complete**

See Appendix B for risk rating definitions.

Finding 2: Adopt and communicate the stepped-care model leveraging mental health assessment tools

Findings and implications

In HPCDSB secondary schools, the procedure for non-crisis referrals starts with educators. They are mandated to adhere to the procedure to determine the necessity and suitable supports for student referrals. For a more detailed explanation of this process, refer to Appendix D.

Observations:

- Based on the documentation review, RIAT noted that the HPCDSB's current mental health referral process within school's remains heavily reliant on the discretion of educators, who may not have the necessary expertise to make informed decisions regarding mental health referrals.
- Based on the documentation review, RIAT noted that the HPCDSB does not have clear criteria for identifying the community and school-based mental health services required for students, leading to potential confusion regarding the appropriateness of referrals.

Implications:

- The current system may continue to strain the capacity of educators and Principals, who are already burdened with existing responsibilities and high referral rates.
- Increased likelihood of over-accommodation or over-referral due to undefined complex referral process.
- The objective of delivering the right care at the right time may not be achieved.

Recommendation

A) The board should explore and implement a mental health assessment tool that can be implemented in schools. As a leading practice, Mental health professionals use evidence, informed assessment tools and evidence-informed treatment modalities to match student needs and strengths to the services that can best meet these needs. The adoption of these assessment tools would provide the ability to appropriately assess the needs of the student in order to properly accommodate and/or triage referrals.

B) As part of the adoption of mental health assessment tools, the board should ensure appropriate communication to administrators and educators. Effective communication would include the articulation of their role in supporting student mental health, as well as the roles and responsibilities of key stakeholders through the stepped care model (e.g., within Tier 1 educators are responsible for the promotion of student mental health resources).

In addition, the board should consider providing training and development programs to educators to increase their skills related to recognizing trends in student behaviours. These stakeholders could then provide information to principals, particularly new principals, regarding trends within their school (e.g. heat map).

See Appendix B for risk rating definitions.

Finding 2: Adopt and communicate the stepped-care model leveraging mental health assessment tools

Management response

Mental health professionals use evidence, informed assessment tools and evidence-informed treatment modalities to match student needs and strengths to the services that can best meet these needs.

- Adopt assessment tools that would provide the ability to appropriately assess the needs of the student in order to properly accommodate and/or triage referrals.
 - **Target Date:** June, 2025
- Effective communication change in referral process.
 - **Target Date:** June, 2025
- Outline and articulate educators and principals role in supporting student mental health, as well as the roles and responsibilities of key stakeholders through the stepped care model (e.g., within Tier 1 educators are responsible for the promotion of student mental health resources).
 - **Target Date:** January, 2025
- Provide training and development programs to educators to increase their skills related to recognizing trends in student behaviours. These stakeholders could then provide information to principals, particularly new principals, regarding trends within their school.
 - **Target Date:** September, 2024 to June, 2025
- Leverage use of Social Emotional Learning resources for educators. Provide Professional Development opportunities to increase SEL competencies and learn about SMHO Mental Health Literacy Training Opportunities and Resources.
 - **Target Date:** September, 2024 to June, 2025

See Appendix B for risk rating definitions.

Finding 3: Improve demand tracking and leverage evaluation tools for outcome based funding opportunities

Findings and implications

School boards such as HPCDSB have a number of ways to fund the delivery of mental health services. Some of these methods include the allocation of funds from the annual budget and grant funding.

Observations:

Based on interviews with the HPCDSB's mental health Lead and the mental health workers as well as a review of documents, RIAT noted the following with respect to the process for submitting mental health funding requests:

- HPCDSB's current approach to building business cases does not effectively assess and outline the return on staff's time. As a result, staff capacity may be consumed by an initiative that does not yield the appropriate value for the board.
- Based on consultations with stakeholders, RIAT noted that the HPCDSB ran summer programs, such as the emergency support line. However, the participation rates of some programs were identified as limited. Continuing programs without sufficient participation could lead to potential unrecoverable costs. These could be incurred to deliver a program where the funding does not match the expenses, and limited students benefit from the support.

Implications:

- Missed opportunity to work collaboratively with community partners to manage collective needs while funding shortages exist for adequate system wide supports.
- Surge of mental health needs after a mental health incident or a planned event leads to a strain on capacity.
- Potential unrecoverable costs being incurred to deliver a program where funding did not match the costs (or demand)

Recommendation

To ensure the board is effectively allocating time and resources to potential mental health funding opportunities, the board should define and formalize a mental health review team.

The mental health review team would be responsible for the following:

- Collecting data and information on potential risks related to pursuing funding.
- Facilitating data sharing agreements with community partner organizations.
- Tracking and monitoring demand data that supports the need for the funding
- Monitoring the implementation of the funding to support the board's mental health initiatives and partnerships.

In addition, to support the pursue of Ministry funding, the board should develop and leverage a standardized assessments to evaluate the outcomes of initiatives.

Management response

- Investigate formalizing a mental health review team.
 - **Target Date:** June to September, 2025
- Establish a formalized project proposal process for new initiatives.
 - **Target Date:** August, 2025
- Establish a standardized Assessment to evaluate the outcomes and effectiveness of initiatives.
 - **Target Date:** August, 2025

See Appendix B for risk rating definitions.

05

**Other
considerations
for improvement**

Other considerations and leading practices

This slide summarizes other findings discovered throughout the engagement. While these items are relatively low risk, they represent leading practices or less resource-intensive opportunities to further the student mental health services at HPCDSB.

Ref	Observations	Considerations
A	During stakeholder discussions, RIAT noted that the HPCDSB’s mental health and support workers do not consistently have a private area to conduct Tier 2 and 3 supports with students.	The HPCDSB should review spaces available for the Mental Health and Wellness Coaches to conduct Tier 2 and 3 supports. Based on the findings of this review, the HPCDSB should take steps to ensure that the mental health and support works consistently have access to a private area to conduct these supports. This may include allocating specific rooms for this purpose or implementing a booking system for available spaces.
B	During stakeholder discussions, RIAT noted that Child and Youth Workers can perform Social and Emotional Learning sessions at a lower cost compared to the HPCDSB’s Mental Health and Wellness Coaches.	The HPCDSB should further investigate the utilization of Child and Youth Workers to deliver social and emotional learning classroom presentations and services within schools.
C	During stakeholder discussions, RIAT noted challenges related to the attendance accountabilities and ensuring a consistent understanding of the structure for re-engaging students with prolonged absences.	The HPCDSB should continue to communicate with principals the importance of sharing information regarding the prolonged and persistent absence procedures with the educators as well as the importance of educators in keeping students engaged in the school environment. Additionally, the HPCDSB should consider further amplifying educators, parents, and administrators roles in Tier 1 support, Social Emotional Learning, and Mental Health Literacy. This aligns with the Mental Health Strategy, a key part of which is to provide resources and professional development for all stakeholders to understand their role and responsibilities.

06

Appendices

Appendix A: Scope of review

Huron-Perth Catholic District School Board – Student Mental Health Audit

Project approach

Our approach to the review is divided into three phases. Each phase is focused on the accomplishment of specific, tangible objectives and activities.

Phase 1: Initiate	Phase 2: Perform	Phase 3: Deliver
<ol style="list-style-type: none"> 1. Discuss and review scope of work 2. Scope presented to stakeholders for approval 	<ol style="list-style-type: none"> 1. Request and provide source data relevant for documentation review 2. Identification of stakeholders to engage in interviews and panel discussions 3. Complete interviews and audit procedures and follow-up queries 4. Debrief of findings with the Key Stakeholders group 	<ol style="list-style-type: none"> 1. Provide first draft of report and discuss implementation plan 2. Response from the Board (Management actions or overall comments from the Board) 3. Provide final draft report to the Audit Committee 4. Complete engagement closure questionnaire

Documents reviewed

Document Title	Document Title	Document Title	Document Title
2023 – 2024 Huron Attendance	MHW Service Data	MHWC Manual	MH Services Secondary School Flowchart
2023 – 2024 Perth Attendance	Draft MHWT Service Package 23_24	Strategy Plan Student Achievement 2024-27	Mental Health and Addiction Survey Responses
Attendance Data	Mental Health and Addiction Action Plan 22/23	Supervision Track Form	MHW Exit Survey
Board Interface Tool_Data Collection on Attendance Rates	Mental Health and Addictions Strategy 2024-27	HPCDSB 23-24 Board Scan	Social Worker (MSW) (HR 130)
MHWC Calendar Screenshots	MH 1-Year Action Plan	Prolonged Absences Process	
MHW Report_May 27, 2024	HPCDSB Service Pathways Policies and Procedures	Persistent Absences Process	

Stakeholder engaged

Stakeholders Engaged
MHWC (x3)
Mental Health Lead
Director of Education

Huron-Perth Catholic District School Board – Student Mental Health Audit

Project Canvas - Risk Analysis

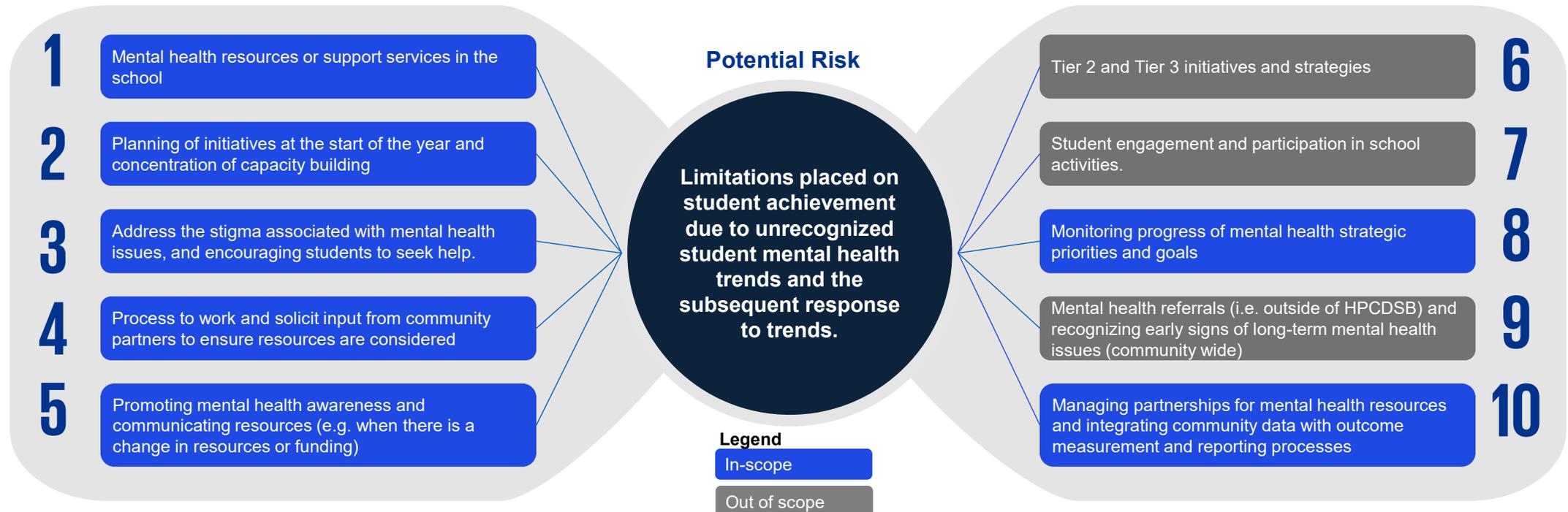


Audit Risks

The Bow-Tie illustration below shows the relevant student mental health controls in-scope for this evaluation.

The key elements of the risk analysis include:

- The knot: the knot of the bow-tie outlines the potential risk event that is driving the focus for RIAT’s work
- Left bow: Includes the measures/mechanisms to reduce the **likelihood** of the risk event
- Right bow: Includes the measures/mechanisms to **monitor the risk event and manage the consequences/impact** of the risk to HPCDSB



Appendix B: Grading definitions

Grading Definitions

Individual Findings

Based on the work conducted during this audit, RIAT identified and graded individual findings according to the assessment criteria below. It was observed that this audit served as an initial evaluation of the annual action plan development and resource management. From this evaluation, RIAT identified three findings, along with three other considerations and leading practices. Providing an overall rating would necessitate a further review of the effectiveness of the Mental Health and Addictions Strategy. This review would include an expanded scope of inputs and outputs over an extended time period to measure the cause-and-effect relationship with the outcomes and impact.

Finding grade	Internal audit assessment
Low	A minor processes or control deficiency in the control environment (i.e. process, controls) that on its own may have minimal impact but combined with other findings or left unattended has the potential to escalate. The risk is at an acceptable or good level, but the area can be improved further. These are generally findings of acceptable practice that could be improved by lower levels of management to achieve better outcomes and reduce future risk.
Medium	The area is not designed or operating to the appropriate level of quality, and only provides limited risk mitigation and/or a gap exists when compared to industry good practices. Issues are identified that could negatively impact the efficiency and effectiveness of current operations and/or a moderate issue/risk exists. The finding warrants attention of mid-level management and has the potential to become a high risk/issue.
High	The finding does not have adequate risk mitigation, and/or a significant issue/risk exists. The finding is significant and is currently having/or is likely to have, a significant impact on operational results (time, costs or quality) and/or is likely to negatively impact the achievement of current objectives. Significant improvements are required to be implemented by senior management.

Appendix C: Sample workload distribution

Sample workload distribution – Leading practice

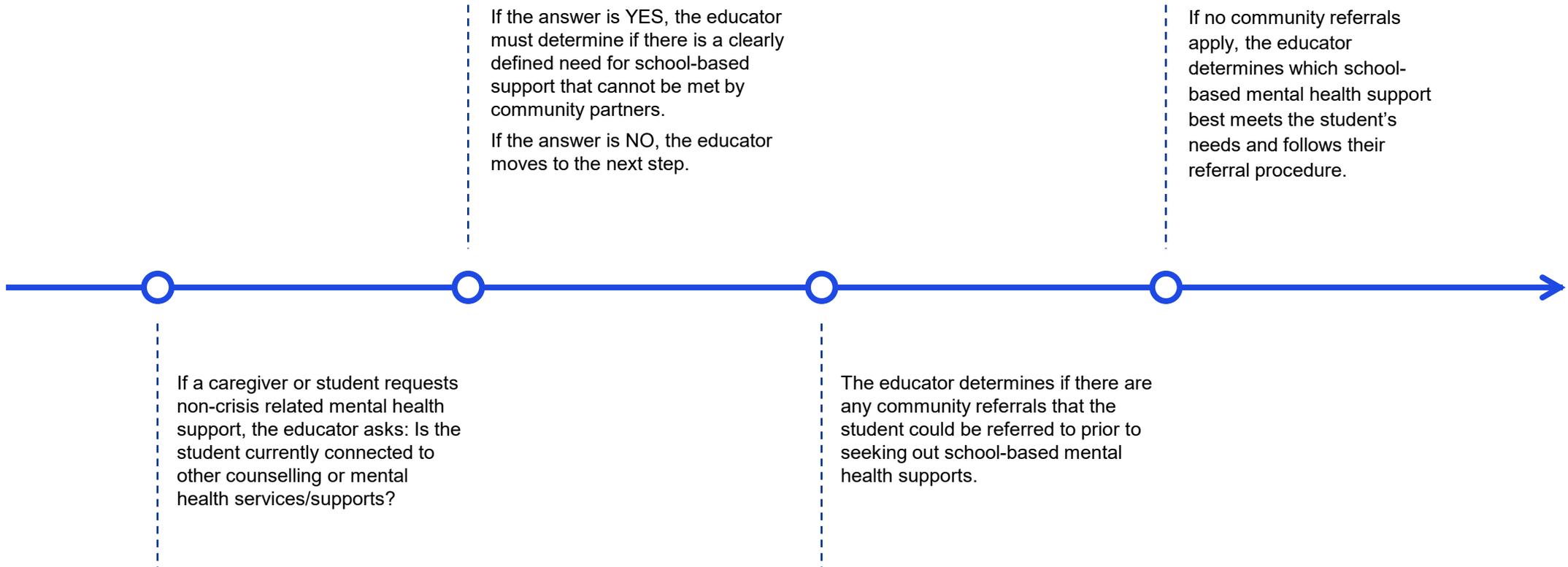
The table below demonstrates a leading-practice method for monitoring the time distribution of Mental Health and Wellness Coach’s across various activities. It also provides examples of other roles that can assist in carrying out these activities. This is a component of a strategic plan aimed at shifting the workload from Tier 2/3 to Tier 1 activities.

	Tier 1	Tier 2	Tier 3
Elementary	<ul style="list-style-type: none"> • Year 1 – 10% • Year 2 – 30% • Year 3 – 50% 	<ul style="list-style-type: none"> • Year 1 – 40% • Year 2 – 40% • Year 3 – 40% 	<ul style="list-style-type: none"> • Year 1 – 50% • Year 2 – 30% • Year 3 – 10%
Secondary	<ul style="list-style-type: none"> • Year 1 – 30% • Year 2 – 50% • Year 3 – 60% 	<ul style="list-style-type: none"> • Year 1 – 40% • Year 2 – 35% • Year 3 – 30% 	<ul style="list-style-type: none"> • Year 1 – 30% • Year 2 – 15% • Year 3 – 10%
Roles capable of supporting the delivery of services aligned to each tier	<ul style="list-style-type: none"> • Principals/ Educators • School Guidance Counsellors • Child and Youth Workers • Chaplains 	<ul style="list-style-type: none"> • School Guidance Counsellors • MHWCs • Social Workers • Community Partners 	<ul style="list-style-type: none"> • Social Workers • Community Partners

Appendix D: Non-crisis referrals process

Secondary schools non-crisis referral process

The infographic below outlines the procedure for non-crisis mental health referrals in HPCDSB secondary schools.

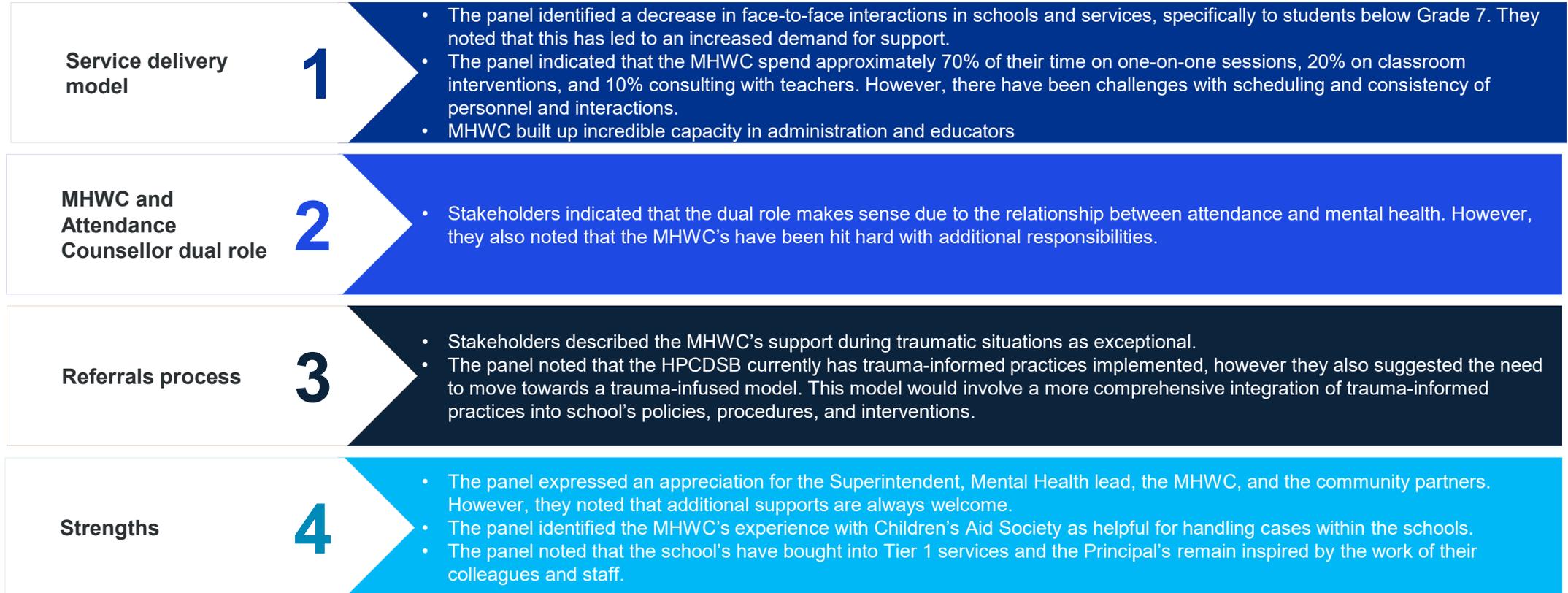


Appendix E: Summary of principal panels

Huron-Perth Catholic District School Board – Student Mental Health Audit

Themes from Principal workshops

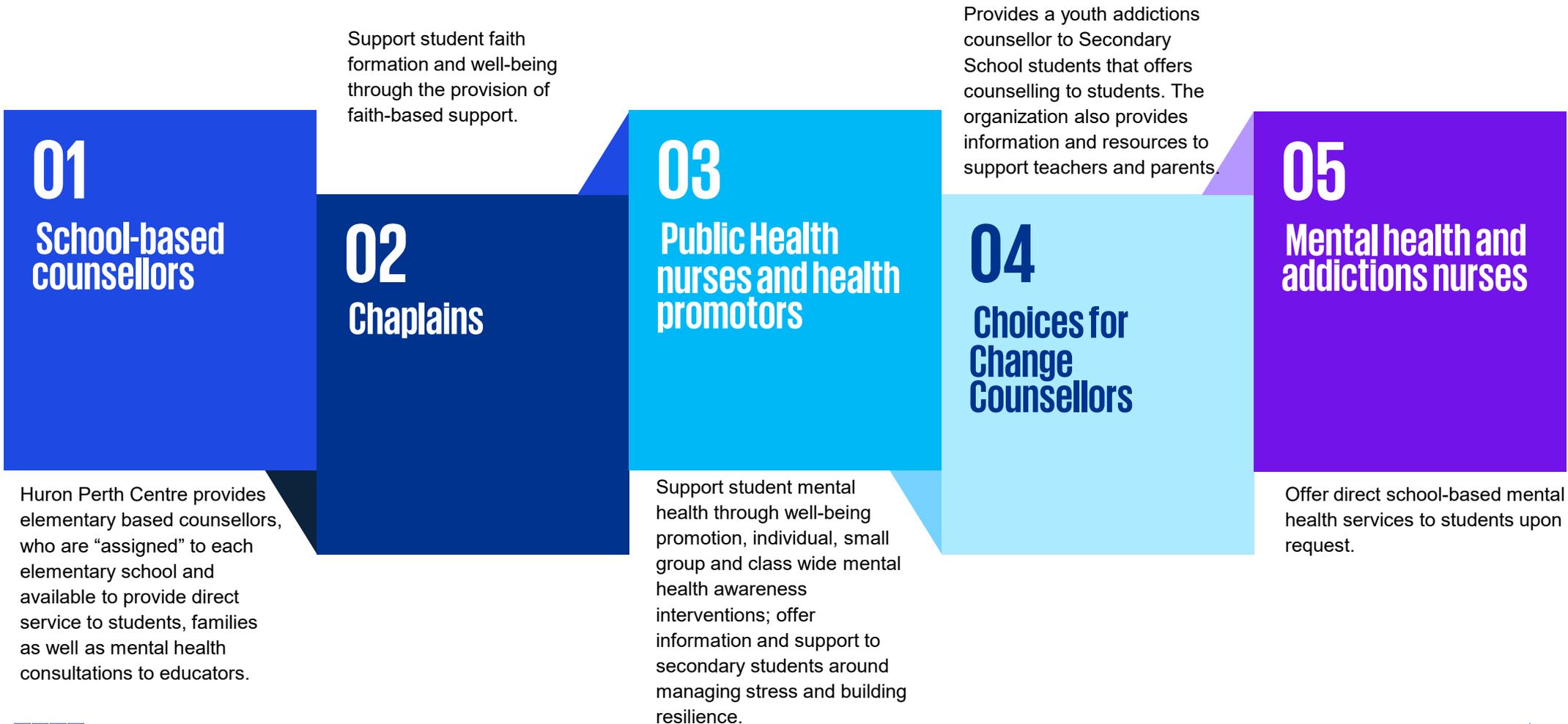
The infographic below outlines the four key themes that were highlighted in KPMG’s consultations with Principals from both elementary and secondary schools.



Appendix F: Summary of community partners

Community partners and other stakeholders

The infographic below outlines the community supports utilized by the school board and details some of the key activities undertaken by each support.





kpmg.com/ca

© 2024 KPMG LLP, an Ontario limited liability partnership and a member firm of the KPMG global organization of independent member firms affiliated with KPMG International Limited, a private English company limited by guarantee. All rights reserved. The KPMG name and logo are trademarks used under license by the independent member firms of the KPMG global organization.

Document Classification: KPMG Confidential



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: September 23, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

2024-25 ENROLMENT UPDATE - SEPTEMBER 2024

Public Session

BACKGROUND

2024-25 enrolment projections were:

Elementary:	3,314.0 Average Daily Enrolment (ADE)
Secondary:	
Pupils of the Board	1,215.0 ADE
High Credit	15.0 ADE
Other Pupils	7.0 ADE

Day-school ADE is based on two count dates within the school year; the last school day of October and March. Enrolment on each count date accounts for 50% of the overall enrolment utilized for the 2024-25 Core Education Funding (Core Ed). Part-time students are reported as .5 ADE at each count date.

The 2024-25 secondary ADE (Pupils of the Board + High Credit) represents the average of the October (1,247) and March (1,213) enrollment projections. March enrollment at the secondary panel is lower than enrollment at the October count date.

DEVELOPMENT

Elementary attendance and enrollment reports are run and monitored weekly at the beginning of each school year. Checks for reasonability are done, as well a follow up with schools to confirm numbers reported provide an accurate reflection of students in the schools. While on the elementary panel we can expect to see enrolment settle by the end of September, secondary enrolment may continue to see some significant changes up to the October 31 count date. To be noted, for both panels, there will be changes between the September enrolment numbers presented to the Board, and enrolment numbers on the official count date of October 31, 2024. A report detailing enrolment on September 19, 2024 will be provided as a walk-in report at the Board Meeting.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2024-25 Enrolment Update - September 2024 Report for information.
--



Office of the Chair of the Board

September 11, 2024

SENT BY EMAIL

Dear Chairs,

The importance of local democracy in education has been a cornerstone of the many successes achieved at Ontario's publicly funded schools. Local advocacy through the work of school board trustees in partnership with the families they represent is essential.

The recent memorandum from the Ministry of Education includes changes to the core operations of school board governance, as follows:

- Ontario Regulation 312/24: Trustee Code of Conduct Directives
- Ontario Regulation 306/24: Integrity Commissioners and Process for Alleged Breaches of the Code of Conduct
- Ontario Regulation 311/24: Honoraria for Board Members
- Ontario Regulation 313/24: Electronic Meetings and Meeting Attendance

At a recent Toronto Catholic Board Meeting, the Board of Trustees passed a motion requesting that a communication be sent to all Ontario School Boards to consider asking their Trustee Association's to challenge Bill 98.

I look forward to your consideration of this request. It is only through collective action that we can better serve our local school communities. For this reason, it is important that your Board and respective Trustee Associations review all options to challenge some of the regulations outlined in the Better Schools and Student Outcomes Act, including but not limited to Boards bearing the financial cost of the required Integrity Commissioner.

As always, I am available to discuss this matter with you.

Sincerely,

Nancy Crawford

Chair of the Board of Trustees, Toronto Catholic District School Board (TCDSB)

CC: TCDSB Trustees
Ontario Catholic School Trustees' Association (OCSTA)
Ontario Public School Boards' Association (OPSBA)
Association des conseils scolaires des écoles publiques de l'Ontario (ACÉPO)
Association franco-ontarienne des conseils scolaires catholiques (AFOCSC)