

Regular Board Meeting
June 17, 2024 - 3:00 p.m.

AGENDA

1. Opening Business

- 1.1. Opening Prayer & Condolences - Board Chaplain, Fr. David Butler Pages 3-5
 - 1.1.1. Mass cards and condolences on behalf of the HPCDSB for June were sent to the family of Stan Mailloux, father-in-law to Sharon O'Grady, teacher at St. Joseph School, Stratford on his passing; and to the family of Fr. Joseph Hardy, retired priest of the Diocese of London.
- 1.2. Attendance
- 1.3. Approval of the Regular Board Meeting Agenda of June 17, 2024
- 1.4. Declaration of Interest Pages 1-2
- 1.5. Approval of the Regular Board Meeting Minutes of May 27, 2024 Board Meeting
- 1.6. Business Arising from the Regular Board Meeting Minutes of May 27, 2024 Pages 6-11

2. Presentations

- 2.1 St. Mary's School, Listowel - Construction Skills Canada Gold Medalists
- 2.2 St. Anne's CSS Concert Band Gold - MusicFest Nationals
- 2.3 St. Anne's CSS OFSAA Track & Field Gold - Senior Girls High Jump

3. Delegations

4. Consent Agenda

- 4.1. June Board Highlights Pages 12-18
- 4.2. Approved February 6, 2024 Huron Perth Student Transportation Services Steering Committee Meeting Minutes Pages 19-22
- 4.3. Facility Project Approvals Pages 23-28
- 4.4. Consulting and Legal Expense Report Pages 29-30
- 4.5. 2023-2024 Special Education Plan Page 31

5. Committee and Staff Reports

5.1. Policy

- 5.1.1. Board Policies for review:
- 5.1.2. Board Policies recommended for approval/rescinding:

5.2. Student Achievement and Catholicity

- 5.2.1. Summer Programs Report Pages 32-33
- 5.2.2. Mathematics District Achievement Monitoring Pages 34-36
- 5.2.3. Literacy District Monitoring Pages 37-43
- 5.2.4. Comparing Approaches to Reading Instruction Pages 44-48
- 5.2.5. Student Trustees' Report Pages 49-50
- 5.2.6. 2024-2025 EDIAR Work Plan Pages 51-52
- 5.2.7. Strategic Plan 2020 - 2024 Final Report Pages 52-55

5.2.8. Rough Draft Strategic Plan 2024-2027

Pages 56-68

5.3. Corporate Services and Operations

5.3.1. 2024-25 Draft Budget

Pages 69-97

5.3.2. Elementary French Immersion Boundary Review

Pages 98-101

6. Information and Correspondence

6.1. Employment Service Ontario Project

7. Notices of Motion

8. Notices of Motion Considered for Adoption

9. Trustee Inquiries

10. In-Camera Session of the Regular Board Meeting

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

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

12. Future Meetings and Events

- Special Meeting of the Board - Monday, June 24, 2024
- Regular Board Meeting - Monday, August 26, 2024

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

14. Adjournment



HURON-PERTH CATHOLIC

District School Board

**Regular Board Meeting
Monday, June 17, 2024**

Opening Prayer and Intentions - Board Chaplain, Father David
Father Butler will lead us in praying:

LITANY OF THE SACRED HEART OF JESUS

Lord, have mercy	Lord, have mercy
Christ, have mercy	Christ, have mercy
Lord, have mercy	Lord, have mercy
God our Father in heaven	have mercy on us
God the Son, Redeemer of the world	have mercy on us
God the Holy Spirit	have mercy on us
Holy Trinity, one God	have mercy on us
Heart of Jesus, Son of the eternal Father	have mercy on us
Heart of Jesus, formed by the Holy Spirit in the womb of the Virgin Mother	have mercy on us
Heart of Jesus, one with the eternal Word	have mercy on us
Heart of Jesus, infinite in majesty	have mercy on us
Heart of Jesus, holy temple of God	have mercy on us
Heart of Jesus, tabernacle of the Most High	have mercy on us
Heart of Jesus, house of God and gate of heaven	have mercy on us
Heart of Jesus, aflame with love for us	have mercy on us
Heart of Jesus, source of justice and love	have mercy on us
Heart of Jesus, full of goodness and love	have mercy on us
Heart of Jesus, well-spring of all virtue	have mercy on us
Heart of Jesus, worthy of all praise	have mercy on us
Heart of Jesus, king and center of all hearts	have mercy on us

Heart of Jesus, treasure-house of wisdom and knowledge	have mercy on us
Heart of Jesus, in whom dwells the fullness of God	have mercy on us
Heart of Jesus, in whom the Father is well pleased	have mercy on us
Heart of Jesus, from whose fullness we have all received	have mercy on us
Heart of Jesus, desire of the eternal hills	have mercy on us
Heart of Jesus, patient and full of mercy	have mercy on us
Heart of Jesus, generous to all who turn to you	have mercy on us
Heart of Jesus, fountain of life and holiness	have mercy on us
Heart of Jesus, atonement for our sins	have mercy on us
Heart of Jesus, overwhelmed with insults	have mercy on us
Heart of Jesus, broken for our sins	have mercy on us
Heart of Jesus, obedient even to death	have mercy on us
Heart of Jesus, pierced by a lance	have mercy on us
Heart of Jesus, source of all consolation	have mercy on us
Heart of Jesus, our life and resurrection	have mercy on us
Heart of Jesus, our peace and reconciliation	have mercy on us
Heart of Jesus, victim of our sins	have mercy on us
Heart of Jesus, salvation of all who trust in you	have mercy on us
Heart of Jesus, hope of all who die in you	have mercy on us
Heart of Jesus, delight of all the saints	have mercy on us
Lamb of God, you take away the sins of the world	have mercy on us
Lamb of God, you take away the sins of the world	have mercy on us
Lamb of God, you take away the sins of the world	have mercy on us

Jesus, gentle and humble of heart.

Touch our hearts and
make them like your
own.

Let us pray.

Grant, we pray, almighty God,
that we, who glory in the Heart of your beloved Son

and recall the wonders of his love for us,
may be made worthy to receive
an overflowing measure of grace
from that fount of heavenly gifts.
Through Christ our Lord.

Amen.

Board Chaplain, Father David: St. André Bessette.

All: Pray for us.

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

Regular Board Meeting
May 27, 2024 - 3:00 p.m.

MINUTES

(In-Person)

Present:

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

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

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

Absent:

Board Chaplain: Fr. David Butler

1. Opening Business

1.1. Opening Prayer & Condolences - All

1.2. Attendance - Noted above

1.3. Approval of Regular Board Meeting Agenda

Moved by: Tina Doherty

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of May 27, 2024.

Carried

1.4. Declaration of Interest

None.

1.5. Approval of Regular Board Meeting Minutes

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the minutes of the Regular Board Meeting of April 22, 2024 and the Special Board Meeting Minutes of April 29, 2024.

Carried

1.6. Business Arising from the Minutes
none

2. Presentations

3. Delegations

4. Consent Agenda

4.1. May Board Highlights

4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of April 15, 2024

4.3. Approved Flag Policy Committee Meeting Minutes of March 4, 2024

4.4. St. Ambrose Masonry

4.5. Printer & photocopier Contract Effective September 1, 2024

4.6. Annual Drinking Water Report for the Period April 1, 2023 to March 31, 2024

4.7. Chromebook Purchase - report distributed

Trustees inquired the reason to divide up the chromebook purchase between two vendors. Superintendent Ducharme responded that two different models are being purchased, Lenovo and Acer, one vendor is unable to provide both models.

Trustee inquired about cameras on the student chromebooks, this was moved to Trustee inquires for discussion

Trustee inquired how EQAO testing was going? Director responded, the first day was May 21, for all schools. Superintendent Tigani responded that there were a few glitches on day one but all were resolved and all students participated on that day, EQAO assessment continues until June 4.

Trustee inquired about receiving updates in math and literacy that focus on progress versus process so they can see progress throughout the year as it relates to the strategic plan. Director Roehrig responded that more detailed reports will be prepared once EQAO data is received. Superintendent Tigani shared that all educators have received training on the literacy assessment screening tool for primary reading. DRA data was not collected this year with the implementation of the new screening tool. Superintendent Boreham shared that Lexi and Empower data will be available with progress from September to June.

Moved by: Tina Doherty

Seconded by: Sue Muller

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

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

AND

THAT the Huron-Perth Catholic District School Board receives the approved Special Education Advisory Committee (SEAC) Meeting Minutes of April 15, 2024 and the approved Flag Policy Committee Meeting Minutes of March 4, 2024

AND

THAT the Huron-Perth Catholic District School Board awards the St. Ambrose masonry project to Feltz Design Build Ltd. for a total amount of \$133,013.26 (including HST)

AND

THAT the Huron-Perth Catholic District School Board approves entering into a 5-year photocopier and printer agreement with Xerox effective September 1, 2024

AND

THAT the Huron-Perth Catholic District School Board receives the Annual Drinking Water Report for the Period April 1, 2023 to March 31, 2024 for information

AND

THAT the Huron-Perth Catholic District School Board approves the purchase of 455 chromebooks from Northern Micro at a cost of \$163,345.00 + HST.

AND

THAT the Huron-Perth Catholic District School Board approves the purchase of 350 chromebooks from CDW Canada at a cost of \$128,982.00 + HST.

Carried

5. Committee and Staff Reports

5.1. Policy

5.1.1. Board Policies for Review:

-

5.1.2. Board Policies Recommended for Approval/Rescinding:

- Student Transportation
- Flag Protocol

Moved by: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves Policy Student Transportation. THAT the Huron-Perth Catholic District School Board rescinds the former policies P.3.5.1 Transportation Special Education Facilities in Huron and Perth Counties, P.3.5.2 School Bus- Student Responsibility, P.3.5.3 Transportation of Urban Pupils-Elementary, P.3.5.4 Transportation of Secondary Students, and P.3.5.5 Request for Transportation to/from an Alternate Residence

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves the revised Flag Protocol Policy.

Carried

5.2. Student Achievement and Catholicity

5.2.1. Mental Health and Wellbeing Update

Superintendent Boreham shared that the report was to provide the Board with an outlook on how many students have received service and highlight the mental health teams' success.

Trustees inquired about the data on mental health coaches and the difference between the number of sessions at St. Michael CSS and St. Anne's CSS, Superintendent Boreham explained that there were some staffing challenges at St. Michael's CSS. The goal is to have the same number of sessions per student per school. Trustee inquired about supporting students through the summer, Superintendent Boreham responded that funding is available for one full-time 12 month social worker and one full-time 12 month mental health lead. Current

caseload will remain open during the summer, currently strategizing what it may look like to encourage students to use the service through the summer. A report will be presented at the June meeting to outline the summer mental health plan.

Trustee inquired who received the 3 presentations on Vaping and Substance Use. Superintendent Boreham responded it was both secondary schools and they were presented to staff.

Trustee requested clarification about what services we provide versus community organizations and what is the interface for this? Superintendent Boreham shared about the Right Time Right Care document, and that all community partners are working to strategize together. Meetings are taking place now to build community partner relationships and work together to serve the most student in Huron and Perth as possible

Moved by: Tina Doherty

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives the Mental Health and Wellness Update report for information.

Carried

5.2.2. Student Trustees' Report

Student Trustees provided a summary of religious, academic, arts, social justice activities in both secondary schools.

Moved by: Jim McDade

Seconded by: Amy Cronin

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

Carried

5.2.3. Strategic Plan 2024-2024 Update

Director Roehrig provided a brief summary of the progress on the Strategic Plan, staff is currently on track to present the final draft at the June Board meeting.

Trustee inquired about collecting data on benchmarks in math and literacy and receiving reports and a timeline to see data on progress as it relates to the goals of the strategic plan. Director Roehrig responded that once the monitoring and screening tools are implemented, we will be able to set benchmarks for reporting progress throughout the year.

Trustee inquired about the faith formation piece and sacramental preparation. Director Roehrig responded that the Diocese is preparing a best practice document for families of parishes. We will use this document to work with parishes to strengthen the home, school, and parish relationships.

Moved by: Amy Cronin

Seconded by: Sue Muller

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

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

Carried

5.3. Corporate Services and Operations

5.3.1. 2024-2025 Budget Update Report

Director Roehrig shared that the government restructured the Core Ed funding. The draft budget will be shared at the June 17 meeting. A special meeting of the Board is scheduled for June 24 to present the final budget. Superintendent Ducharme shared that funding was released later than previous years and funds were restructured. The staff is expecting to present a balanced budget.

Trustee requested a report for information back to board on consultation fees, such as real estate transactions, legal fees, etc. Trustee requested that context be shared to fully understand the summary of consulting disbursements for the year.

Moved by: Amy Cronin

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the 2024-25 Budget Update Report.

Carried

6. Information and Correspondence

6.1. Invitation on June 10, 2024 - Linda Staudt - Reflection on her time at the vatican at the Synod.

6.2. Letter from a parent at St. Michael CSS recognizing good work of the school leadership team.

7. Notices of Motion

8. Notices of Motion Being Considered for Adoption

9. Trustee Inquiries

9.1. Trustee inquired about the cameras on Chromebooks as a security concern, Director Roehrig explained that all student devices have much higher security controls than they would otherwise. Network security software is pushed to all board devices whether the use is at home or school. Certain restrictions still apply even if the device goes home.

9.2. Trustee shared that Jon Pridmore spoke at St. Anne's CSS this morning, and will be speaking at St. Michael CSS on Wednesday, he shared his story and his Catholic faith journey with students and staff

9.3. Trustee attended a workshop on the new Family Life program, concerned about Grade 2 and 3 programs content on relationships, healthy family relationships around consent. Director Roehrig responded that the Bishop is in contact with the Institute for Catholic Education (ICE) in the development of the curriculum. Director Roerig will inquire further. Trustee pointed out that the use of language in the curriculum is important.

10. In-Camera Session of the Regular Board Meeting

Moved by: Tina Doherty

Seconded by: Sue Muller

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

Regular Board Meeting.

Carried

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

Moved by: Amy Cronin

Seconded by: Tina Doherty

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

Carried

The following retirements were announced:

- Kelly Anderson, Teacher, St. Joseph's School, Clinton effective June 30, 2024
- Charmaine Chadwick, ABA lead, Catholic Education Centre, effective June 30, 2024
- Brian Marcy, Teacher, St. Anne's Catholic Secondary School, effective June 30, 2024
- Julie Murray, Teacher, Holy Name of Mary School, effective June 30, 2024
- Katherine Rowland, Teacher, St. Patrick's School, Dublin, effective June 30, 2024

12. Future Meetings and Events

- Sowing the Seed - DOL Trustees Retreat - Friday, June 7, 2024, St. Peter's Seminary
- Special Education Advisory Committee (SEAC) Meeting - Monday, June 10, 2024, 4:00 p.m.
- Regular Board Meeting - Monday, June 17, 2024, 3:00 p.m.
- Special Meeting of the Board - Monday, June 24, 2024, TBC

13. Closing Prayer - Chair Van Loon

14. Adjournment

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of May 27, 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: Monday, June 17, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

BOARD HIGHLIGHTS FOR JUNE

Public Session

BACKGROUND

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

DEVELOPMENTS

The spiritual theme we have chosen to anchor the 2023-24 school year in is “Go Forth!” and it builds upon the Gospel story of the Road to Emmaus which has been guiding our district over the past three years. The Holy Spirit continues to guide our district and lovingly supports us as we cycle through states of encounter, accompaniment and transformation. As we continue throughout the month of June and bring our school year for students and many staff to a close, we are grateful for the many opportunities we have enjoyed to grow and learn together, “going forth” with God’s grace. As our students prepare for the summer break ahead, we go forward with incredible enthusiasm and joy, ever grateful for the many gifts of our students, families, staff members, parishes, and communities as we enjoy this final few weeks together. We are on a journey of discipleship. We are people of hope and we delight in the many signs of God’s love and joy in our schools and facilities.

CATHOLIC EDUCATION

Graduation and End of Year Celebrations

Our elementary schools are planning their Grade 8 Graduation liturgies and celebrations which will occur over the last two weeks of June. Our secondary schools hosted Graduation Proms once again this year and the students were thrilled to participate in this highly anticipated evening with family, friends and staff. The St. Michael CSS Prom was held at the school on June 7 and the St Anne’s CSS Prom was also held at the school on Friday, June 7. Our secondary school commencement ceremonies are fast approaching as well. The St. Anne’s CSS and St. Michael CSS Graduations will be held at the schools on Thursday, June 27. We will have a small graduation celebration for adult learners at Blessed Carlo Acutis Continuing Education School as well this spring.

Secondary Retreat Days

Both St. Anne's CSS and St. Michael CSS held retreats for students over the past two months that focused on developing a better sense of who God is calling each student to be. These were led by the Secondary Chaplains and select staff members, in partnership with the Families of Parishes.

An Evening of Synodality with Linda Staudt

On June 10, staff from across the district along with members of the deanery, had the opportunity to listen to Linda Staudt's reflections from her experience as 1 of 7 voting lay people for the Synod in Rome. Her story of her experience of the Holy Spirit was very inspiring to all those who attended and we look forward to learning more from Linda after the second Synod session at the Vatican this October.

Faith Ambassadors Retreat

On June 18, the faith ambassadors and chaplains from all of our schools will gather together at St. Vincent de Paul Parish to "fill their faith buckets" with a day that includes the Ignatian Examen, Christian Meditation, and various forms of prayer. Time will also be spent reviewing the newly created Faith Ambassadors handbook and collaborating with each other on resources to support faith development in our schools. The highlight for this day will be coming together for the celebration of the Mass with newly ordained Huron-Perth Catholic DSB graduate Fr. Matt Sawyer.

Elementary Sports Council - System Track and Field

On June 4, the Elementary Sports Council hosted a district-wide Track and Field meet. Athletes represented their schools exceptionally well with regard to their skill, athleticism and their sportsmanship. Coaches from every school not only trained their athletes, but also helped to ensure that the field events ran smoothly. Sports Council teachers and principals worked behind the scenes to ensure an organized, safe and fun day for many students across the district.

LEADERSHIP

Leaders' Learning Council (LLC)

Our school and system leaders gathered in Dublin on June 11 at the CEC to participate in several activities focusing on Catholic Faith leadership and Indigenous Education. Knowledge Carrier Christin Dennis shared with the group his story as a '60s Scoop survivor and how working together we can provide a positive future based on reconciliation for all. There was a review of various Indigenous Education activities that were offered this year, resources that are available to staff and ways to arrange for learning opportunities in the future. Through this learning, members of the LLC gained a better understanding of what it means to be a treaty people and discuss concrete next steps towards reconciliation. This is the final LLC in a series which focuses on areas of our board's Equity Action Plan.

The Religion and Family Life Coordinator led a session that focused on faith formation within our schools, reviewing the newly developed Faith Ambassador's Handbook and how collaboration with the school's Faith Ambassador and local pastoral team will help support our joint goals of ensuring our students and staff are well-formed in our Catholic Faith.

Learning coordinators shared the results of the 22-23 School Climate Survey with principals and provided them with a slideshow to share results with their staff on the last PD day in June.

Supporting the Development of Additional Qualification Guidelines

The Religion and Family Life Learning Coordinator collaborated with Catholic Leaders across the province and the Ontario College of Teachers to develop Additional Qualification course guidelines for a new AQ course titled "Teaching in the Catholic School System". This course is geared toward teachers who want to enhance their knowledge of the Catholic Education System or teachers who have trained outside of the Province of Ontario and are lacking the background of our Catholic School System. The course will focus on what the teacher needs to know, do, and consider regarding the publicly funded Catholic education system in Ontario.

SPECIAL EDUCATION

Elementary Educational Assistants PD

On the June 7 PD Day, our Elementary EAs gathered at St. Anne's CSS for the day where a variety of topics were explored through a breakout session format led by members of the System Special Education Team, Literacy & Multilingual Learning (MLL) Team, and Math Team. Participants were able to sign up for sessions of interest to them. Session topics included - Fun with Phonics, Working with our MLL Students, Do The Math! Tier 2 Intervention, Introduction to Augmentative & Alternative Communication (AAC), Beyond the Basics of Augmentative & Alternative Communication (ACC), Safe Intervention & Incident Reporting, and Using Sensory Circuits to Meet Behavioural and Skill Building Goals.

Special Education Resource Teacher Meeting

On June 14, Elementary and Secondary SERTs gathered for a full day SERT Meeting at the Catholic Education Centre. SERT Meetings are a chance to share updates related to policy and procedure, explore best practices and PD related to supporting students with Special Education, hear from community partners, and network and learn from one another. On June 14, we welcomed Martin Smit from LD@School who shared important information and resources to support students with Learning Disabilities.

DIGITAL TOOLS TO SUPPORT LEARNING

1:1 Chromebook Sustainability

To ensure the continuity of the 1:1 initiative for HPCDSB students, library technicians and teacher librarians dedicated time this month to prepare for the upcoming summer refresh work conducted by Stronghold Services. Throughout the summer, the chromebooks will undergo maintenance and updates. Devices will be allocated to each school according to student population, ensuring they are ready for the start of the next school year as a result of the diligent summer refresh efforts.

STUDENT ACHIEVEMENT

Mathematics

June was another productive and proactive month for the Math Team. The Math Facilitators and Math Coordinator worked on developing detailed and prescriptive Number strand lessons and number talks based on our new scope and sequence for K-8. They also worked collaboratively with the Math Team from St. Clair Catholic DSB. The Math Lead and Math Coordinator continued to meet with the Ministry for the provincial Math Achievement Action Plan, completing the final report. The entire Math Team continued to work on our new Strategic Plan draft. On June 7, the Math Team provided professional learning for elementary Educational Assistants

related to supporting students with our Tier 2 intervention program, Do The Math. This is an intervention program that we are using and finding success with for students in our elementary school classrooms. It reinforces Tier 1 instruction by focusing on numerical reasoning skills (addition, subtraction, multiplication, division, and fractions) by developing conceptual understanding using models, manipulatives, and games.

Secondary Mathematics

Students in Grade 9 Math this semester participated in their EQAO assessment this month at both secondary schools. Teachers have been preparing their students all semester for this online assessment. Results will be released in the fall.

Literacy

On June 7 the Literacy team provided professional learning for elementary Educational Assistants. This learning was focused on supporting students with foundational skills using games. This practical session was created with K-8 students in mind and aligns with Tier 1 classroom instruction. The Literacy team also worked diligently on updating resources and lessons found in the Primary and Junior Literacy Warehouses.

Secondary Literacy

Secondary school Ontario Secondary School Literacy Test (OSSLT) results have recently been released to the schools and Board. Administrators and teachers are examining the results for students, with a focus on understanding where some of the challenges lie for students who were not successful. While the success rates are very good overall, we note a slight decline in the overall average as compared to last year. We will continue to emphasize the importance of literacy across the curriculum in all grades and programs as we work to implement the new Language curriculum in elementary and in Grade 9 classrooms.

Multilingual Learners (MLL)

Throughout June, Mary Katherine Simmons and Katherine Miller, our current MLL System Support teachers, travelled once again to every school to support educators as they complete some ongoing assessments with all of our multilingual learners. These support teachers have created profiles for all of our MLL students to provide schools with up-to-date information and strategies for each student as they move to the next grade level. Our support teachers have also worked one-on-one with many newcomers, using digital products, to provide them with the tools they need to learn English alongside the curriculum.

Indigenous Education

We are very pleased with the reception that the Aspen Ojibway Spirit Horses has received within our schools. Knowledge Carrier Christin Dennis and the Patch family, who are the horse caretakers, have remarked at how much they have enjoyed this experience with our students and staff. The horses will finish their visits on June 20 and it has been an excellent experience for all.



The students from St. Patrick's, Dublin and St. Columban had the opportunity to participate in the interactive Visions of Turtle Island presentation on June 6. This program provides the opportunity to learn about Indigenous music, dance and traditions in the atmosphere of a pow-wow. The students and staff thoroughly enjoyed this learning opportunity.

The Kindergarten to Grade 10 classes had the opportunity to hear from two-time Governor General award-winning author David A Robertson on June 13. These one-hour sessions allowed students to learn about the writing process and learn more about the Indigenous learnings that are a part of David's stories. All elementary school libraries have received 8 of Mr. Robertson's books this school year and classes have been encouraged to read his award-winning works throughout the year.

The Indigenous Education team consisting of Superintendent Boreham, Learning Coordinator Caroline Thus, Special Assignment teacher Mary Fischer and members of the Indigenous Education Council (IEC) attended a one-day gathering for members of the IEC from across the southwestern Ontario region at Aamjiwnaang First Nation near Sarnia. The day was all about sharing best practices and working together to improve Indigenous education in our boards.

Secondary PD Day

On Friday June 7, our secondary school staff gathered at St. Michael Catholic Secondary for a professional development day exploring artificial intelligence's (AI) role in education and the ways in which teachers plan through the lens of our Catholic faith, using the Ontario Catholic School Graduate Expectations as a key resource for this day's conversations. The morning session on AI facilitated a thoughtful discussion among educational assistants, teachers, chaplains, and administrators. Participants delved into recent AI advancements, examining how they might influence instructional approaches and assessment methods. While acknowledging potential benefits and opportunities, educators also explored concerns over AI's impacts. There was a review of the Board's policy on AI. The engaging dialogue left attendees better equipped to navigate this emerging technological frontier as conversations continue within the board and among students and families.

In the afternoon, the focus shifted to discussions in each department about how the Ontario Catholic School Graduate Expectations and Catholic Social Teachings are embedded and threaded throughout each subject area. Staff members gathered within departments to work on activities and share strategies specific to their curriculum areas. This was exciting dialogue with many examples of cross-curricular ideas shared too. The timing of this particular professional development topic aligns well with our strategic priority regarding faith formation.

EXPERIENTIAL LEARNING PROGRAMS IN SECONDARY

Women in Skilled Trades Pathway Event

HPCDSB was proud to host a Women in Skilled Trades Pathway Event on Saturday, June 1. Young women from Grades 7 to 12 had the opportunity to explore 14 different skilled trades. Additionally, they were provided guidance on pathways to careers from professionals in the field including the roles of police officer, firefighter, emergency medical services (EMS), civil engineer, agricultural professional, architect, and pilot. The event brought together over 60 young women from across Huron and Perth counties. We were excited to have over 30 mentors from various fields eager to showcase the diverse pathways available. The event was held at St. Michael CSS in Stratford from 8:30 AM to 2:30 PM. In addition to the community volunteers who led sessions, there were several HPCDSB secondary teachers and system leaders there to ensure a smooth, successful day for all participants.

SHSM and Experiential Learning Activities and Excursions

- **Business/Entrepreneurship Trip** - Conestoga Entrepreneurship Collective for students at both secondary schools: St. Anne's CSS attended on June 3 and St. Michael CSS on June 10. The Collective prepared 3 workshops focused on strategies to prepare and lead sales pitching and entrepreneurship ventures. This will benefit students across various SHSM sectors.
- **St. Anne's SHSM/Experiential Learning** - On June 6, students were treated to a Hairstyling Cultural Presentation and Demonstration that was facilitated through our Board's connection to Leroy Hibbert and the LUSO community centre. The school welcomed hairstylist Hazel Taylor to St. Anne's for a talk and demonstration. This presentation was intended to deepen students' understanding of working with diverse clients.
- **Grade 10 Period 2 SHSM Presentations** - Throughout June, the Experiential Learning/SHSM Teacher at St Michael CSS conducted presentations for Grade 10 students. These sessions aimed to inform students about registering for the Specialist High Skills Major (SHSM) program in Grade 11. Ms. Dunn provided insights into various SHSM components including Dual Credit options, cooperative education opportunities, certifications and more.
- **Working At Heights Training** - On June 25, there will be mandatory Working At Heights training for construction summer co-op students. This training is essential for ensuring the safety and compliance of students participating in construction-related co-op placements.

Dual Credit Masonry Program

The Dual Credit Masonry Program continues on Tuesdays and Fridays for students from both secondary schools, running from June 4 to 14. Students engage with the curriculum provided by Conestoga College at the St. Michael CSS site. 15 students are taking part. Students will receive a high school and Conestoga College masonry credit.

Level 1 Electrical Program

The Level 1 Electrical Program will proceed on Tuesdays and Fridays. This program is attended by students from both Huron-Perth Catholic District School Board and Avon Maitland District School Board. It offers Level 1 Electrical training, delivered by Fanshawe College and hosted at St. Michael's School.

Dual Credit Update

Students are completing several dual credit courses in June, as follows:

- Conestoga College (total of 7 dual credits earned) including the dual credit Brick and Stone course, and Criminology and Criminal Justice.
- Lambton College (total of 10 dual credits earned) including Styling and Cutting Techniques, Make-up Applications, Chainsaw and Arboriculture Techniques, Introduction to Residential Electrical, Criminology, Human Interactions, and Baking Techniques.

OYAP Level 1 Update Several students will complete their OYAP Level 1 Programs in June, including the following:

- Truck and Coach: 1 student at Fanshawe
- Welding: 1 student at Lambton
- Electrical: 3 students at Fanshawe (delivered at St. Michael CSS)

MENTAL HEALTH AND WELL-BEING

School Mental Health Ontario (SMH-ON) Spring Provincial Leadership Conference:

Our Mental Health Lead and the Superintendent Responsible for Mental Health attended the SMH-ON Provincial Leadership Conference in Toronto, Ontario, on June 5-6, 2024. This conference provided invaluable opportunities to:

- Hear Directly from Students: Attendees gained insights from students about their experiences with our mental health initiatives, helping to shape future efforts.
- Learn About New Resources: SMH-ON introduced new resources that will be available in the next school year, enhancing our mental health programs.
- Network and Collaborate: The conference facilitated networking and brainstorming with professionals across the province, fostering the exchange of innovative school mental health strategies and implementation ideas.

This event emphasizes our commitment to improving student mental health through continuous learning and collaboration with students and experts in the fields of education and mental health leadership.

Summer Programming:

This year, the Ministry of Education has provided funding to support the continuation of mental health services for students. With this funding the MHW Team will be offering direct mental health support through virtual care delivery for interested students. Utilizing an evidence-based mental health therapy in a group setting will support participants in social skills, enhancing this awareness and developing a skillset to manage anxious feelings will increase student engagement in learning and promote their academic success.

The Mental Health Lead will be working collaboratively with community agencies such as the Huron Perth Centre, Huron Perth Children's Aid Society and Rural Response for Healthy children throughout the summer months as we consider systematic approaches to support the mental health and well-being for students throughout our district. The Mental Health Team will also be working on program development to support the mental health service delivery throughout the 2024-2025 school year.

MAINTENANCE AND HEALTH AND SAFETY

Health and Safety

The Joint Health and Safety Committee met on June 5, 2024. Items discussed included the following:

- Annual Health and Safety Week - results and feedback
- Annual and monthly inspections
- Incident reporting
- First Aid kits
- Ontario Regulation 170/03 Annual Drinking Water Reports (St. Columban, St. Patrick's, Dublin and St. Patrick's, Kinkora)
- Annual lead sampling
- 2024-25 meeting dates

The meeting minutes are posted on the Google Administrative site.

Annual Water Sampling - Ontario Regulation 243/07

As per Ontario Regulation 243/07, annual water sampling for lead will occur in all schools the week of June 10, 2024. Sampling will be conducted by custodial staff.

Custodian Appreciation Lunch

On June 7, 2024, all custodians were invited to attend an appreciation day at St. Patrick's School, Dublin. The agenda included Resilience Training, lead sampling refresher training and fire extinguisher training followed by a luncheon. The day was an opportunity for the Board to say thank you to the custodians for the vital role they play in our schools.

RECOMMENDATION

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



**HURON PERTH
STUDENT TRANSPORTATION SERVICES
Steering Committee Meeting Minutes**

**February 6, 2024
3:30 PM
Microsoft Teams Video Call**

MINUTES

1.0 Routine Matters

- 1.1 Welcome and Opening Prayer
In Attendance: Janice, Mary-Ellen, Tina, Cheri, Robert, David, Jim

Regrets: Chris, Lisa, David, Bruce
- 1.2 Land Acknowledgement
- 1.3 Approval of Agenda
Moved by Tina, Seconded by Mary-Ellen
That the agenda be approved as presented.
CARRIED
- 1.4 Approval of Meeting Minutes – October 17, 2023
Moved by Cheri, Seconded by Robert
That the Meeting Minutes be approved as presented.
CARRIED

2.0 Business Arising from October 17, 2023
None

3.0 General Managers Report

- 3.1 Bus Accidents Update
Janice explained the 2 serious collisions from this school this year. Cheri expressed thanks on behalf of the AMDSB for the community and school support. A question was asked about the priority of the contact list and communication process for accidents. Mary-Ellen explained the HPCSB process. Cheri explained the AMDSB process.

- 3.2 Newry Coach Lines
Newry Coach Lines has been sold to STC – Student Transportation Canada effective January 2024
A question was asked if the sale affected the route percentages. Janice confirmed it does not affect the percentages.
- 3.3 Driver Recruitment and Retention Program
This program is now referred to as: R&R Recruitment and Retention Program. The program has changed under the new funding model. It is now referred to as R & R. HPSTS has received most invoices and are processing the invoices for these funds. Drivers will be paid from their operators and not a 3rd party with the program change.
- 3.4 Camera's on Buses
Janice explained about the new pilot project with camera's on stop arms for the Listowel area for a select number of buses. A question was asked about why the pilot project was chosen for the Listowel and North Perth area. Janice explained that John Chapman was the leading force for this project and that is where his company was located. A question was asked where the funding comes from for this project. Janice responded it would be funded by the Municipality.
- 3.5 The City of Stratford
Janice shared that the city is collecting data regarding the possibility of a pilot project of stop arm cameras on buses.
- 3.6 Staffing
HPSTS is now fully staffed with the addition of Carrie Leroux – Route Planner North Region.
- 3.7 Ministry Simulation
In December HPSTS completed the Ministry simulation which is used for the new funding model. The simulation is very different from the previous Ministry Survey process. The Ministry Simulation is a very involved, detailed process. The data has been sent off to the Ministry.

4.0 Discussion Items

- 4.1 New Weather Process Implementation
Janice explained the new Google form to document our new weather process which has a series of questions for operators to complete to assist with the decision of running the buses on weather days. Process hasn't changed only the documentation to support the process. A question was asked if specific roads are still being physically checked and the answer was yes they are.
A question was asked if trustees could get access to the weather DTN program. Janice does not believe so, as it does not belong to the HPSTS.
- 4.2 Cost Model – overview and update
The cost model process has begun. Janice explained the process and the gathering of information. The costs are gathered from the previous school years operating costs as well as the current cost of a school bus. Costs are related to actual operating costs from the past year. Once the cost model is set, and reviewed, and the numbers are

supported and solid it will be brought to the Steering Committee to review and approve. Once approved at the Steering Committee level it will be taken forward to the Boards for approval.

4.3 Driver Shortage

We are close to full compliment. Bus Operators occasionally have to cancel a run or route. A question was asked what the average hourly rate of driver is. Janice explained they are not our employees and do not know their exact wage. A question was asked if there were any issues being reported about not retaining drivers? Janice answered that we have not heard anything specific and operators usually have long term drivers within their operation.

5.0 Adjournment

Moved by Robert, Seconded by Jim

That the Consortium Steering Committee meeting be adjourned.

CARRIED

Cheri Carter
Avon Maitland DSB

Mary-Ellen Ducharme
Huron Perth Catholic DSB

Committee Members:

HPSTS: Mary Lou Bilcke (recorder), Janice White

AMDSB: Cheri Carter, David Briant, Bruce Whittaker, Lisa Walsh

HPCDSB: Tina Doherty, Mary-Ellen Ducharme, Jim McDade, Chris Roehrig



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: June 17, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

FACILITY PROJECT APPROVALS

Public Session

BACKGROUND

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

The School Renewal Allocation (SRA) addresses the costs of repairing and renovating schools. The School Renewal Allocation is a multifaceted program. It allows school boards to revitalize and renew aged building systems and components. The Board's 2023/24 allocation is \$881,463.

DEVELOPMENT

The following facility capital projects are planned for summer 2024. These projects will be funded through the SCI allocation

1. Gym Floor Replacement - St. Mary's Catholic School, Goderich

The Ministry conducted facility assessments in 2017 and identified the need to replace the gym floor. The gym floor is 30+ years old. POW Architecture was authorized to prepare a tender package for this project. The tender package was advertised in the Daily Commercial News. This project will be funded through SRA.

The tender closed on June 5, 2024 at 2:00 p.m. A tender report from POW Architecture is attached. Two (2) prices were received. It is recommended that Feltz Design Build Ltd. be awarded this contract in the amount of \$223,842.25 inclusive of HST. The gym floor replacement project will be completed during the summer months.

2. New Equipment Storage Building - St. Anne's Catholic Secondary School, Clinton

Track and Field equipment is currently stored in a 35+ year old portable which is in very poor condition. There is no power or HVAC in the portable. In conjunction with the track upgrade, a new

storage building is needed to properly store the equipment. POW Architecture was authorized to prepare a tender package for this project. The tender package was advertised in the Daily Commercial News. This project will be funded through SCI.

The tender closed on June 4, 2024 at 2:00 p.m. A tender report from POW Architecture is attached. Four (4) prices were received. It is recommended that Player Carpentry & Masonry be awarded this contract in the amount of \$174,624.55 inclusive of HST. The new equipment storage building project will be completed during the summer months.

3. Site Improvements (Grading, Servicing and Track Replacement) - St. Anne's Catholic Secondary School, Clinton

The existing track at St. Anne's Secondary School was built following the original school build in 1995. The track has served the school well over the past 25+ years but is now deteriorating and drainage in the area is an issue. The project will replace the existing track with new asphalt including a rubberized surface coating. Drainage issues will also be addressed at the same time.

GRIT Engineering Inc. was authorized to prepare a tender package for this project. The tender package was advertised on the Bids & Tenders bid opportunities website.

The tender closed on June 5, 2024 at 2:00 p.m.. A letter of recommendation report is attached. A total of two (2) contractors submitted a final bid. The lowest bid was higher than what was budgeted. The original budget for these improvements was \$800,000. To note is that this budget was determined in 2022 when this project was identified for future work. Provisional work identified in the tender has been removed to reduce the final project cost. It is recommended that Lavis Contracting Co. Ltd. be awarded this project in the amount of \$1,295,342.06 (including HST). This project will be funded through SCI. There is sufficient budget for this project, as previously unallocated budget will be used.

RECOMMENDATIONS

THAT the Huron-Perth Catholic District School Board awards the St. Mary's Catholic School, Goderich gym floor replacement project to Feltz Design Build Ltd. for a total amount of \$233,842.25 (including HST).

THAT the Huron-Perth Catholic District School Board awards the St. Anne's Catholic Secondary School, Clinton new equipment storage building project to Player Carpentry & Masonry for a total amount of \$174,624.55 (including HST).

THAT the Huron-Perth Catholic District School Board awards the St. Anne's Catholic Secondary School, Clinton site improvements project to Lavis Contracting Co. Ltd. for a total amount of \$1,295,342.06 (including HST).



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

**ST MARYS CATHOLIC SCHOOL GODERICH
GYM FLOOR REPLACEMENT**

Project No.: 23-16-0085

TENDER REPORT

This project was advertised in the Daily Commercial News. Seven contractors received drawings and specifications, five did not submit and none were declared informal. The following two prices were received. All prices are HST inclusive.

Feltz Design Build Ltd.	\$ 223,842.25
Bronnenco Construction Ltd.	\$ 259,787.00

Feltz Design Build Ltd. has successfully completed projects in the past for the Board and this office. We therefore recommend that the Board award this contract to Feltz Design Build Ltd., for the Base Bid in the amount of \$ 223,842.25 inclusive of HST.

Respectfully submitted,

POW ARCHITECTURE INC.

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



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

**ST ANNES CATHOLIC SECONDARY SCHOOL
NEW EQUIPMENT STORAGE BUILDING**

Project No.: 23-16-0087

TENDER REPORT

This project was advertised in the Daily Commercial News. Ten contractors received drawings and specifications, five did not submit and one was declared informal. The following four prices were received. All prices are HST inclusive.

Feltz Design Build Ltd.	\$ 259,724.62
Bronnenco Construction Ltd.	\$ 233,232.00
Accuratus Design Build Inc.	\$ 215,265.00
Player Carpentry & Masonry	\$ 174,624.55

Player Carpentry & Masonry has successfully completed projects in the past for the Board and this office. We therefore recommend that the Board award this contract to Player Carpentry & Masonry, for the Base Bid in the amount of \$ 174,624.55 inclusive of HST.

Respectfully submitted,

POW ARCHITECTURE INC.

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



To: Anne Marie Nicholson
cc: Nick Preikschas, Avi Zalitzky

From: Meighan Farrish

Contract/Tender No: GE23-0685-1

Contract Name: St. Anne's Catholic School 2024 Site Improvements

Date: June 6, 2024

Re: Letter of Recommendation

Hello Anne Marie,

On the closing date of June 5th, 2024, at 2:00:00 PM, a total of two (2) contractors submitted a final bid for the St. Anne's Catholic School 2024 Site Improvements project. The lowest bidder is:

Company: Lavis Contracting Co. Ltd.

Total Tender: \$ 1,626,814.46 (including HST)

After further review of the documents submitted by Lavis Contracting Co. Ltd., it appears that the tender documents provided are in general conformance with the Contract documents. The engineering consultant, GRIT Engineering Inc. recommends that the Owner, Huron Perth Catholic District School Board, award the Contract to **Lavis Contracting Co. Ltd.**

Upon further review of the pricing provided, it is understood that Huron Perth Catholic District School Board will be eliminating the following items from the Contract in accordance with Section 6 and 21 of the Request for Tender documents:

- Item 6.9 Supply and Install New Rail Jumps - \$42,752.50
- Item 6.10 Repair Existing Steeplechase Structure With Proprietary Product and Removable Cap - \$7,746.50
- Item 6.12 Removal and Disposal Off Site to Existing Concrete Pad and Throwing System and Supply and Installation of New Concrete Pad and Throwing System for Shot-Put Area - \$12,823.40



- Item 6.13 Removal and Disposal Off Site to Existing Concrete Pad and Throwing System and Supply and Installation of New Concrete Pad and Throwing System for Discus Area - \$14,792.00
- Item 6.14 Supply and Install Discus and Shot Put Protection System (Cage/Fence) - \$16,804.00
- Item 7.7 150mm Depth Topsoil and Sod As Directed by Contract Administrator (Provisional) - \$198,420.00

New Contract Value Sub-Total: \$1,146,320.41

New Contract Value (Including HST): \$1,295,342.06

It is understood that a formal award letter will be issued to Lavis Contracting Co. Ltd. once School Board approval has been obtained on or about June 17, 2024.

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

Regards,

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

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



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: June 17, 2024
 Submitted by: Chris N. Roehrig, Director of Education and Secretary

CONSULTING & LEGAL EXPENSE REPORT

Public Session

BACKGROUND

Section 3.3 of the Board Policy 3.4.4 Purchasing Appendix A outlines the procurement method and approval authority thresholds for consulting services. The Director of Education can approve non-competitive consulting services valuing \$100,000 up to but not including \$1,000,000 with Board of Trustees informed. There have been no consulting services of this value approved to date.

DEVELOPMENT

A summary of legal and consulting fees for 2022-23 and 2023-24 ytd is provided in the tables below.

2022-23

Legal	Amount	Consulting	Amount
Property (e.g. Lien Searches)	\$1,537	By-law & Property Consulting	\$4,734
Human Resource Items (e.g. Grievances, Human Rights)	\$5,978	Economic Consulting (Demographer)	\$33,510
Corporate Items (e.g. FOI, Contracts)	\$3,202		
School/ Student Matters (e.g. EDI, Special Education)	\$11,653		
TOTAL	\$22,370		\$38,244

2023-24 YTD (May 31, 2024)

Legal	Amount	Consulting	Amount
Property (e.g. Lien Searches)	\$1,070	Economic Consulting (Demographer)	\$20,862
Human Resource Items (e.g. Grievances, Human Rights)	\$13,384		
Corporate Items (e.g. FOI, Contracts)	\$6,552		
School/ Student Matters (e.g. EDI, Special Education)	\$17,336		
TOTAL	\$38,342		\$20,862

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Consulting & Legal Expense Report.



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: June 17, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

2023-2024 SPECIAL EDUCATION PLAN

Public Session

BACKGROUND

Every year the Special Education Advisory Committee (SEAC) reviews the Special Education Plan to ensure that it is up to date and provides the most current information regarding the Huron-Perth Catholic District School Board's Special Education Supports and Services. The Special Education Plan is submitted to the Ministry of Education on a yearly basis.

DEVELOPMENTS

The proposed 2023-24 Special Education Plan is as follows:

[2023-2024 Special Education Plan](#)

The plan will be linked to the board website once it has been approved.

The amendments to the proposed 2023-2024 Special Education Plan can be found by following this link:

[2023-2024 Special Education Plan Amendments](#)

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the 2023-2024 Special Education Plan and the amendments as proposed.



Prepared by: Tara Boreham and Karen Tigani, Superintendents of Education
Presented to: The Huron-Perth Catholic District School Board
Date: June 17, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

2024 SUMMER SCHOOL PROGRAM UPDATE

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board provides summer school programs to support student learning and offer additional opportunities for students who are entering Grade 9 and who are in Grades 9-12 and need or desire another opportunity to complete a credit. This also includes summer programming and transition support for students with Special Education and Mental Health and Wellness needs throughout the system.

DEVELOPMENTS

Secondary Summer School Programs

We are pleased to once again offer an array of courses for our secondary students this summer. The summer school program is offered through Blessed Carlo Acutis Continuing Education School. The Principal is Mr Chris Grace.

The following courses are being offered during July 2024:

- Cooperative Education (2 credit course)
- Grade 12 University English
- Grade 11 University English
- Grade 10 Careers
- Grade 10 Civics

In total, there are 231 students registered to take courses this summer with a waiting list to enroll in all of the courses noted above except for Cooperative Education. The Cooperative Education courses begin with pre-placement classes and various certifications in the first week of June in order for students to be prepared to begin their employment placements in July. Applications to teach Summer School increased significantly this year and there were multiple applicants for each of these positions. Summer School starts on July 2 and finishes on July 29.

Special Education Summer Programming and Transitions

We are very excited to offer summer programming and transition work for students with Special Education needs once again this summer. This year's program will consist of continuing the work that has occurred with a variety of our social skills / peer support groups that were run during the 2023-2024 school year in our schools. These groups will be given the opportunity to connect, build meaningful friendships, and continue their social skills programming. These students as well as others throughout

the system will also be supported as they prepare to transition back to school in late August and early September.

Mental Health and Wellness

Virtual Counselling Services

This year, the Ministry of Education has provided funding to support the continuation of mental health services for students. With this funding the MHW Team will be offering direct mental health support through virtual care delivery for interested students. Utilizing an evidence-based mental health therapy in a group setting will support participants in social skills, enhancing this awareness and developing a skillset to manage anxious feelings will increase student engagement in learning and promote their academic success.

Summer Wellness Line

Summer funding will be allocated to the HPCDSB Summer Wellness Line. This line will be a free phone service available for HPCDSB students and parents. Students or parents who call can:

- speak with a mental health professional who has knowledge of the school system
- access school based mental health support during school closures
- obtain information about how to access community mental health resources or services
- learn about social emotional learning, including positive coping strategies and skills for home and school

This phone line will be available Monday-Thursday, 9:00am to 3:00pm throughout July and August 2024.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2024 Summer Programs Update for information.



Prepared by: Chris N. Roehrig, Director of Education and Secretary & Karen Tigani, Superintendent of Education
 Presented to: The Huron-Perth Catholic District School Board
 Date: June 17, 2024
 Submitted by: Chris N. Roehrig, Director of Education and Secretary

MATHEMATICS DISTRICT ACHIEVEMENT MONITORING

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board developed a Math Achievement Action Plan (MAAP) as required by the Ministry of Education to guide our work throughout the 2023-2024 school year. The MAAP reinforces the need to ensure district-wide consistency with regard to teaching and learning in Mathematics, stressing the importance of fidelity to the Ontario Mathematics Curriculum continuum, content knowledge in mathematics, and knowing and responding to the needs of all learners.

DEVELOPMENTS

Math Facilitators have collaborated with educators and students, promoting the effective use of *Knowledgehook*, our chosen formative assessment tool. This targeted level of support has resulted in a significant surge in both teacher and student engagement with the platform and has enhanced student learning. These visual representations showcase the progress in student understanding, both from the previous academic year to our current school year and from the onset of this year to the present moment. Teachers assign *Knowledgehook Missions* comprising 3-5 targeted questions, allowing for focused assessment of student learning.

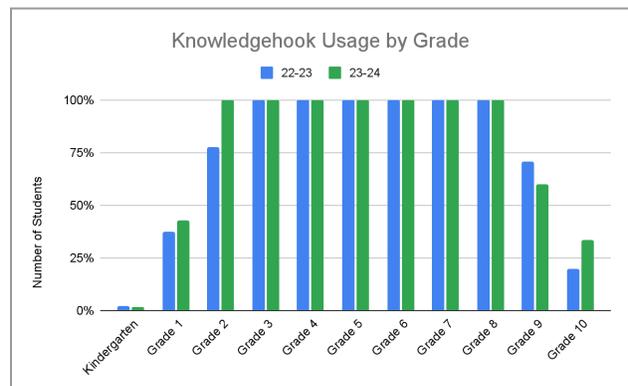
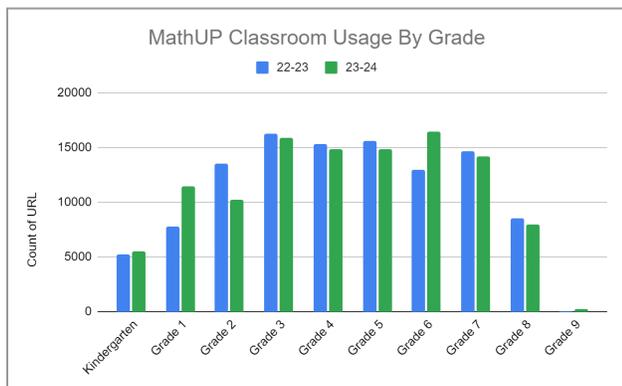
	22-23					23-24				
Grade	Number	Algebra	Measure	Spatial Sense	Data	Number	Algebra	Measure	Spatial Sense	Data
1	78.4		89.2	72.3	73.1	87.8	91.5		80.7	79.7
2	81.8	68.1	72.7	72.6	77.2	88.6	82.5	85	80.9	78.5
3	71.4	69.1	75.8	75.7	70.4	81.8	79.5	86.3	86.3	82.2
4	69.2	72.2	70.7	72.4	68.4	78.1	75.9	74.7	79.5	77.3
5	66	69.4	66.2	72.3	64.2	80	80.3	77.8	84.7	80.7
6	66.2	71.9	60.8	67.5	60.4	78.3	79.2	78.6	78.9	67.6
7	65.3	68.4	54.9	66.9	58.1	75.6	82.3	68	79.2	62.7
8	73.6	69.9	63.6	71.5	59.3	76.2	83	67.8	74.7	65.6
9	76.4	69.9	64.1	82	62.2	85.6	76.3	57.5		
10		79.4		56.3		69.2	80.3			

Grade	Fall 2023					Spring 2024				
	Number	Algebra	Measure	Spatial Sense	Data	Number	Algebra	Measure	Spatial Sense	Data
1	89.1	92.2		78.2	86.7	82.4			83.3	74.1
2	89.9	84.6	86.8	77.8	78.6	85		84.3	81.6	78.6
3	81	78.9	89.5	72.1	82.9	82	80.2	80.5	87.8	82
4	76.5	75.8	77.2	79.1	76.7	79	75.9	71.5	78.9	73.6
5	79.4	79.2	70.1	84.7	79.5	81.6	84.2	83.7	85.3	82.4
6	77.4	78.8	77.9	80.9	71	82.4	82.5	78.4	78.1	56.8
7	75	75.9	53	84.9	58.5	76.4	85.3	74.9	77.4	73.6
8	75.2	87.1	61.4	69.7	64.4	74.8	80.8	80.2	76.6	62.8
9	76	63				91.8	83.2			
10		73.7					82.8			

These charts are designed to inform leaders, at the school or district level, as they plan school improvement measures. It creates visibility into student needs, such that leaders can take action and ensure opportunities for intervention or for extension. The Math Team continues to support the effective use of this tool and its data by teachers and principals, by using teacher resource documents that are readily accessible to facilitate effective reteaching strategies based on student data.

Board Resource Usage

A priority of our Math Achievement Action Plan is to ensure fidelity to the Ontario Mathematics Curriculum and we support educators with high-quality resources that align with the curriculum. Our two core resources, *MathUP Classroom* and *Knowledgehook*, provide teachers with lessons and assessments to support the teaching and learning of mathematics in Grades K to 9. The following charts describe usage of both of these core resources.



As part of the next strategic plan, staff will be recommending a more prescriptive approach to resource use in order to improve the use of designated resources that align with teaching/learning best practices and the Ontario Curriculum.

Improving Educator Content Knowledge

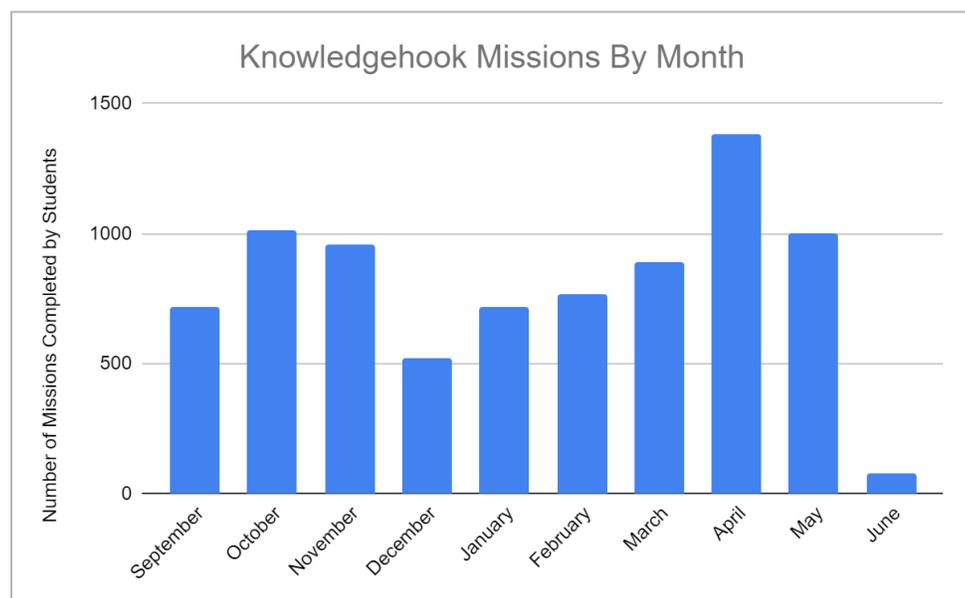
Initiatives led by the Math Team:

- Provided opportunity for teachers to explore *Making Math Moments Matter*, which targets developing content knowledge.
- Hosted a session by Howie Hua to develop conceptual understanding of mathematical concepts.
- Spent six weeks on a Curriculum Review Tour in all Grades 3 and 6 classes, supporting teachers' use of formative assessment to inform instruction. They worked with 60 teachers and over 830 students, using data from *Knowledgehook* to identify and close learning gaps and misconceptions. They provided teachers with documents to support their own understanding of why students may struggle with certain concepts.
- Used the our core resources and the recently released curriculum teacher supports for the Number strand to create a detailed scope and sequence with structured lessons for Grades 1-8 that will support both teacher and student conceptual understanding. Each grade will have three units ready to start the year; the Math Team aims to have all 265 Number strand lessons ready by next Fall.

Improving Educator Capacity to Know the Learner

Another priority has been to improve educator capacity in knowing the mathematics learner, ensuring mathematical tasks, interventions, and supports are relevant and responsive. At the classroom level, the Math Team has focused on supporting teachers' use of formative assessment and adapting instruction in response to data collected from multiple, frequent assessment opportunities. Students respond to three questions (Knowledgehook Missions) based on the learning goal of Day 1 of the Effective Math Block and teachers use their answers to determine their small group instruction needs for Day 2.

We are pleased to see an increase in the number of students accessing these tools and more importantly, the increase in the available information that teachers are using to inform their instruction and respond to known misconceptions and misunderstandings among students.



*23-24 School Year:
Number of Student Missions*

Please note the increase of student usage in April of this year, when Math Facilitators were working in all Grade 3 and 6 classes supporting the use of Knowledgehook resources to close learning gaps.

The increase of the Math Team's support has led not only to an increase of student usage but has also led to an increase in student understanding, as illustrated by the charts at the top of this report.

Interventions for Struggling Learners

This year the Math Team and the Special Education team have worked together to implement the intervention resource, *Do the Math*¹. They worked with classroom teachers at 8 schools, supporting teachers' use of *Do the Math* during small group instruction within the classroom. They also trained all elementary EAs and SERTs on the use of this resource to provide students who struggle with operational understanding.

Examples of Success

In one Grade 5-6 Class, that was identified as needing extra support in adding and subtracting three digit numbers, students worked in small groups with the Math Facilitator once a week. When they began, 0% of students demonstrated solid understanding of the skills; by the end of the module, 82% of the students demonstrated solid understanding.

In another Grade 6/7 class where most of the students were struggling with adding and subtracting three digit numbers, only 17% of students demonstrated solid understanding of the skills and by the end of the module, 81% of the students demonstrated solid understanding.

Our Math Facilitators have supported all of our elementary schools with over 1000 visits to classrooms. The vast majority of their time has been spent supporting teacher and student understanding of the Number strand (number sense and operations), as well as how to effectively use small group instruction to meet the learning needs of all students.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Mathematics District Achievement Monitoring report for information.

1. *Do the Math* is designed to help students build conceptual understanding of numerical reasoning skills (addition, subtraction, multiplication, division, and fractions). It is a games and manipulative based program, so students are engaged during each of the thirty 30-minute lessons during each of the four modules. The lessons are highly structured and provide educators with detailed scripts, ensuring consistent instruction. There are many opportunities for assessment, with pre- and post- module assessments as well as progress monitoring every fifth lesson. The teacher materials provide clear instructional guidance and professional support.



Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: June 17, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

LITERACY DISTRICT ACHIEVEMENT MONITORING

Public Session

BACKGROUND

Effective reading instruction relies on Tier One instruction in the classroom, which should be explicit, systematic, and based on a scope and sequence using evidence-based resources. Research indicates that such Tier One instruction should enable 80 percent of students to meet grade-level expectations. For the remaining 20 percent of students who do not meet these expectations, more rigorous interventions are necessary to support their reading development.

DEVELOPMENTS

The Huron-Perth Catholic District School Board's (the Board) current strategic plan emphasizes enhancing academic achievement in Literacy. Significant resources have been allocated in recent years to begin to establish a Multi-tiered System of Support for reading instruction. This report updates on the interventions implemented to support students in developing skills and addressing gaps, and presents data on the progress made in improving student achievement in reading.

Intervention Programs

Lexia

The Board uses Lexia as part of our Tier 1 Instruction, Tier 1 Intervention, and Tier 2 Intervention, depending on student need and the structure, intensity and frequency of how the program is delivered. During the 2023-2024 school year, the majority of students who used Lexia were primary students (Grades 1-3). Lexia Core5 is a research-proven program that accelerates the development of literacy skills for students of all abilities. The activities in Core5 support and build on classroom curriculum, and focus on developing reading skills in six areas: phonological awareness, phonics, structural analysis, fluency, vocabulary, and comprehension.

Corrective Reading

Our District also uses Corrective Reading as a Tier 2 Intervention for students in Grades 3-8. During the 2023-2024 school year, we ran this program in 7 schools with a focus on our junior and intermediate students (Grades 4-8). Corrective Reading provides intensive and accelerated reading intervention. This Direct Instruction program delivers sequenced, carefully planned lessons that give students the structure and practice necessary to become skilled and fluent readers. Corrective Reading addresses deficiencies in both Decoding and Comprehension. We focused on the Decoding strand. The decoding strand directly addresses phonemic awareness, phonics, fluency and vocabulary. Each level is based on cumulative skill development. Skills and strategies are taught,

with lots of examples. Once a skill or strategy is taught, students receive practice in applying that skill until the end of the level.

Empower

For the past several years our district has used Empower Reading: Grades 2-5 Decoding & Spelling as a Tier 3 Intervention. During the 2023-2024 school year, we ran this program in all of our elementary schools. The majority of students who took part in Empower were in Grades 2 and 3. Empower Reading is an intensive reading program developed by researchers at the Hospital for Sick Children. The program is based on more than 30 years of reading research. Empower Reading provides struggling readers with the skills necessary to become successful readers by teaching them various word identification skills and decoding strategies.

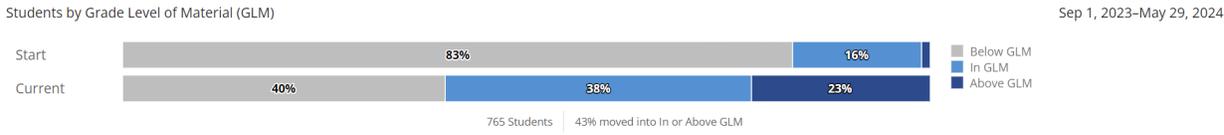
Below is data and anecdotal information to show student achievement in reading throughout the 2023-2024 school year.

Lexia Data Summary May 2024

Total students using Lexia Core5 across the system: 774

*This number changes slightly over the course of the year and often hovers around 825

*For the 2023-2024 school year, 875 Lexia licenses were purchased



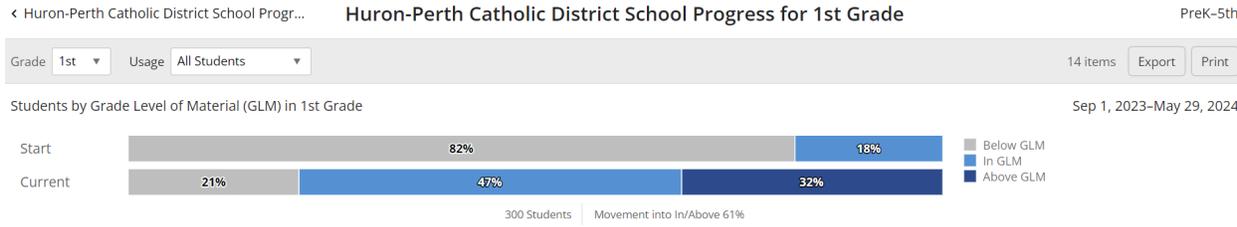
September 2023: 130 students reading at or above grade level material in Lexia

May 2024: 475 students reading at or above grade level material in Lexia

This represents an increase of 340 students reading at or above grade level material in Lexia.

Grade 1 Data

Board



September 2023: 53/300 students reading at or above grade level material in Lexia

May 2024: 237/300 students reading at or above grade level material in Lexia

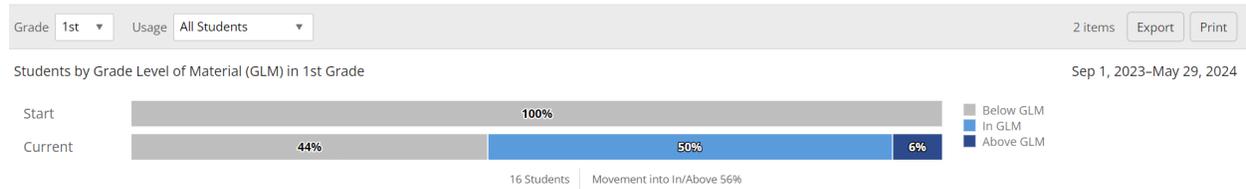
Sample Grade 1 Classrooms

School 1



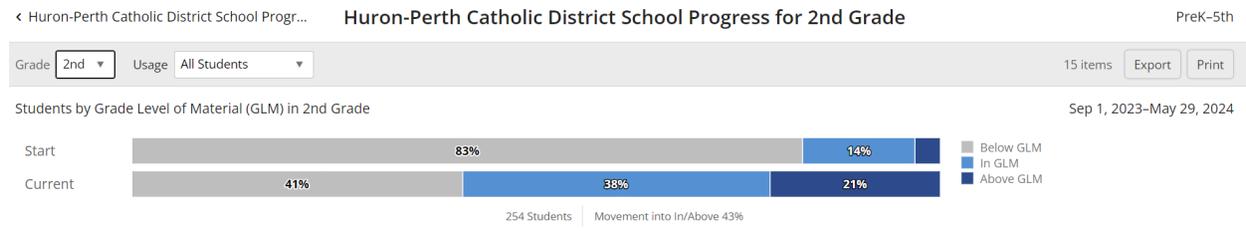
September 2023: 3/20 students reading at grade level material in Lexia
May 2024: 18/20 students reading at or above grade level material in Lexia

School 2



September 2023: 0/16 students reading at or above grade level material in Lexia
May 2024: 9/16 students reading at or above grade level material in Lexia

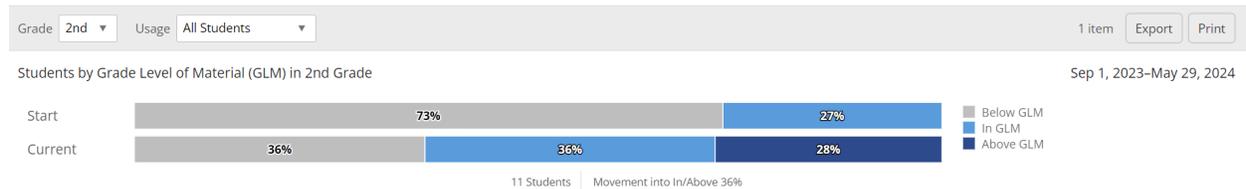
Grade 2 - Data Board



September 2023: 36/254 students reading at or above grade level material in Lexia
May 2024: 150/254 students reading at or above grade level material in Lexia

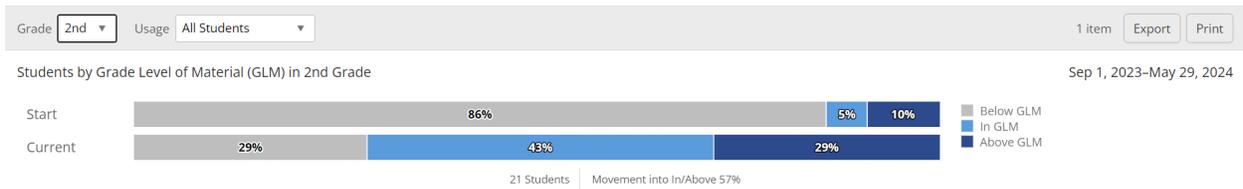
Sample Grade 2 Classrooms

School 1



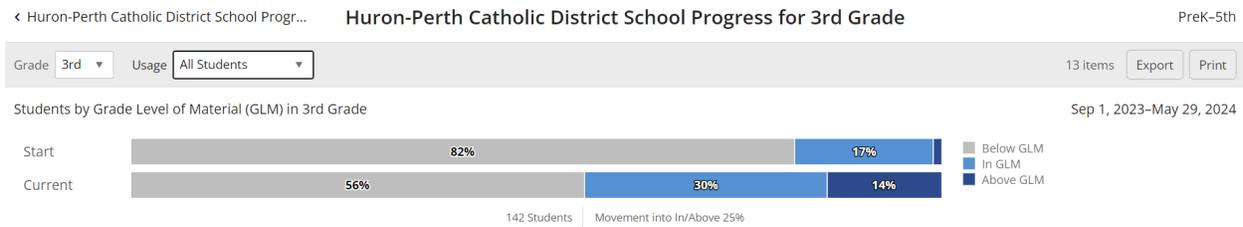
September 2023: 3/11 students reading at or above grade level material in Lexia
May 2024: 7/11 students reading at or above grade level material in Lexia

School 2



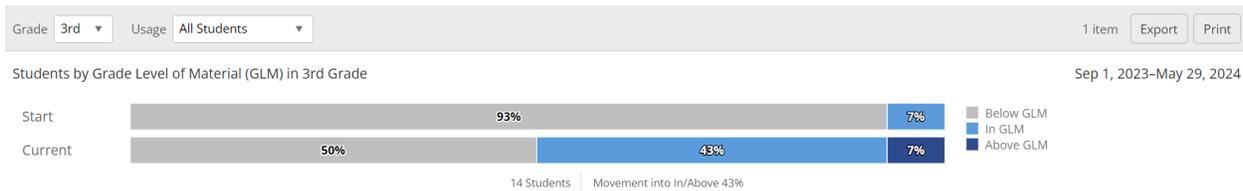
September 2023: 3/21 students reading at or above grade level material in Lexia
May 2024: 15/21 students reading at or above grade level material in Lexia

Grade 3 - Data Board



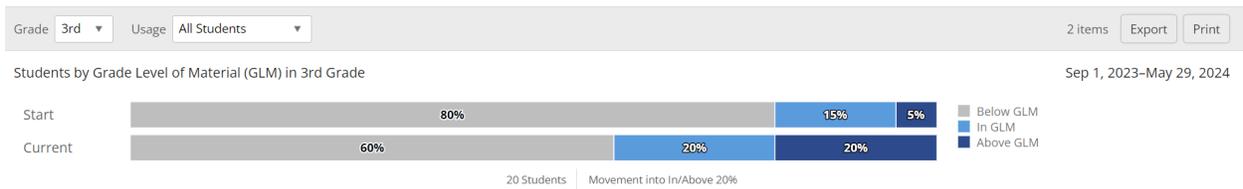
September 2023: 24/142 students reading at or above grade level material in Lexia
May 2024: 62/142 students reading at or above grade level material in Lexia

Sample Gr. 3 Classrooms School 1



September 2023: 1/14 students reading at or above grade level material in Lexia
May 2024: 7/14 students reading at or above grade level material in Lexia

School 2



September 2023: 4/20 students reading at or above grade level material in Lexia
May 2024: 8/20 students reading at or above grade level material in Lexia

Corrective Reading Overview June 2024

School	Corrective Reading Level Being Run	Number of Lessons Complete by June 2024	Number of Students Participating and Grade
School 1	B2	50/65	5 students in Grade 4
School 2	B2	38/65	4 students in Grade 4 2 students in Grade 5
School 3	A	52/65	6 students in Grade 4 1 student in Grade 5
	B1	38/65	4 students in Grade 4 1 student in Grade 5
School 4	B2	41/65	4 students in Grade 5 1 student in Grade 6
School 5	B2	44/65	4 students in Grade 8 2 students in Grade 7
School 6	B2	33/65	1 student in Grade 7 2 students in Grade 8
School 7	B1	18/65	2 students in Grade 4 1 student in Grade 5

Level A is appropriate for students in Grades 3 through 12. It is for students who are extremely deficient in decoding skills. These students may recognize some words but do not have adequate strategies for accurate decoding of words. It focuses on phonemic awareness and phonics

Level B1 is appropriate for students in Grades 3 through 12. These students will often guess at words and do not read at an adequate rate. They may have trouble reading words such as “what”, “that”, “a” and “the” when the words appear in a sentence context. They are generally inconsistent in their reading behaviour (reading a word correctly one time and missing it the next time). It focuses on phonics and fluency.

Level B2 is appropriate for students in Grades 4 through 12. It is for students who have some decoding problems and do not read at an adequate rate. These students tend to still confuse words with similar spellings. They might make “word-guessing” mistakes. This level focuses on fluency, vocabulary and comprehension.

Level C is appropriate for students who have mastered many basic reading skills. These are students who continue to have trouble with multisyllabic words and typical textbook material. This level focuses on vocabulary and comprehension.

Sample Corrective Reading Intervention Group 1

Student	Initial Placement Test	June Placement Test
Student A	A	B1
Student B	A	A
Student C	A	B1
Student D	A	B1
Student E	A	B1
Student F	A	B1
Student E	A	B2

Sample Corrective Reading Intervention Group 2

This group started Corrective Reading at the beginning of term 2 (mid year). This data shows average composite scores for each grade represented in the intervention group based on screening results at the beginning, middle (when Corrective Reading began), and end of the school year (the intervention period still has another 21 lessons to complete out of 65). The dotted green line represents benchmark, and the dotted red line represents at risk.



Empower

Sample Empower Reading Intervention Group 1

Student	Testing Period	Letter Sounds /37	Sound Combinations /30	Key Words /40	Test of Transfer /60	Challenge Words /55
Student A	pre-program	33	12	24	16	3
	post-program	37	30	40	59	54
Student B	pre-program	28	8	15	10	6
	post-program	37	29	40	58	53
Student C	pre-program	29	7	18	11	4
	post-program	37	30	40	60	53
Student D	pre-program	31	3	11	11	1
	post-program	37	29	40	59	52

Sample Empower Reading Intervention Group 2

Student	Testing Period	Letter Sounds /37	Sound Combinations /30	Key Words /40	Test of Transfer /60	Challenge Words /55
Student A	pre-program	32	7	7	8	0
	post-program	36	26	40	58	53
Student B	pre-program	28	14	18	2	0
	post-program	37	30	40	54	53
Student C	pre-program	35	15	22	17	1
	post-program	37	28	40	58	54
Student D	pre-program	33	11	20	23	4
	post-program	37	29	40	59	54

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Literacy District Achievement Monitoring report for information.



Prepared by: Karen Tigani, Superintendent of Education
 Presented to: The Huron-Perth Catholic District School Board
 Date: June 17, 2024
 Submitted by: Chris N. Roehrig, Director of Education and Secretary

COMPARING APPROACHES TO READING INSTRUCTION

Public Session

BACKGROUND

Our district literacy programming for the past 20+ years was designed and implemented using a “Balanced Literacy” approach. This was supported by the former Ontario Language Curriculum and was the approach used by school districts across the province, country and North America.

DEVELOPMENTS

The Ontario Human Rights Commission directed school boards to move from balanced literacy to structured literacy. This change coincided with changes to the Ontario Curriculum. This new curriculum is designed to equip all students with the solid foundational knowledge and skills necessary to achieve their full potential. The curriculum states “ This curriculum emphasizes that foundational language and literacy knowledge and skills need to be taught through evidence-based systematic and explicit instruction, often referred to as structured literacy.” (Literacy Curriculum, 2023).

The following report is intended to outline the key differences between balanced literacy (our former framework) and structured literacy (our current framework).

BALANCED LITERACY	STRUCTURED LITERACY
<p>Balanced literacy is an instructional approach that combines various methods of teaching reading, including whole language, phonics, and literature-based strategies. It typically involves components such as guided reading, shared reading, independent reading, and word study. The philosophy behind balanced literacy is to provide a mix of these elements to cater to diverse learning styles.</p>	<p>Structured literacy is an approach grounded in how the brain learns to read, emphasizing systematic, explicit instruction in phonological awareness, phonics, fluency, vocabulary, and comprehension. This method is based on science and designed to be cumulative and sequential, ensuring that students master each skill before moving on to more complex tasks.</p>
<p>Key Components</p> <ul style="list-style-type: none"> Guided Reading: Small group instruction based on reading levels. 	<p>Key Components</p> <ul style="list-style-type: none"> Phonological Awareness: Understanding and manipulating sounds in words.

<ul style="list-style-type: none"> ● Shared Reading: Teacher reads with the class to model fluency and expression. ● Independent Reading: Students read books of their choice independently. 	<ul style="list-style-type: none"> ● Phonics: Systematic instruction in letter-sound relationships. ● Fluency: Developing speed, accuracy, and proper expression in reading. ● Vocabulary: Explicit teaching of word meanings and usage. ● Comprehension: Strategies for understanding and interpreting text.
<p>Characteristics</p> <ul style="list-style-type: none"> ● relies on the three-cueing system MSV (meaning, syntax, visual) which leads to guessing words ● inconsistent teaching of foundational skills (phonics) ● relies on memorization of whole words ● -use of levelled texts which encourage guessing ● use of Benchmark Assessments (DRA) which places a student in a level based on a “target” identified by a commercial program (i.e. Fountas and Pinnell) 	<p>Characteristics</p> <ul style="list-style-type: none"> ● focus on the relationship between letters and sounds and decoding the whole word ● uses systematic, explicit instruction (HPCDSB has chosen UFLI as the program) ● emphasizes decoding skills ● use of decodable texts (which are aligned to the phonics skills being taught) ● use of Early Reading Screening (Acadience) which is a predictor of future reading success. It is the “lowest level of okay”. It also provides next steps for instruction.
<p>Criticisms</p> <ul style="list-style-type: none"> ● Inconsistent emphasis on phonics and decoding skills. ● Over-reliance on contextual guessing strategies which can hinder reading proficiency. ● Lack of systematic, explicit instruction in foundational reading skills. ● Use of arbitrary levels and benchmarks that are not founded in research 	<p>Advantages</p> <ul style="list-style-type: none"> ● Evidence-Based: Supported by extensive research showing its effectiveness in improving reading skills. ● Systematic and Explicit: Provides clear, direct instruction that builds progressively. ● Inclusive: Benefits all students, particularly those with reading difficulties. ● Consistency: Reduces variability in teaching methods, leading to more predictable outcomes.

Implementation Successes

We have approached the transition from Balanced Literacy to Structured Literacy with careful consideration and strategic planning over the past 3 years, with increased momentum, particularly during the 2023-2024 school year. We aim to minimize stress for both students and staff while embracing the best practices of our educators. Here are a few initiatives or changes we have made:

- Purchased UFLI Foundations - an explicit and systematic phonics program (K-2)
- Provided professional learning for all K-3 educators, DECEs and SERTs on the use and progress monitoring of UFLI
- Created a Google Classroom that houses lesson slide decks, decodable passages and games that align with each lesson
- Purchased decodable readers for each school (first phase of purchases)

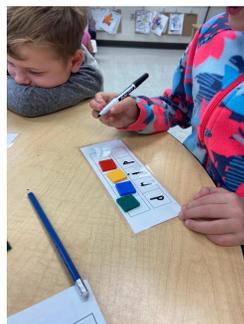
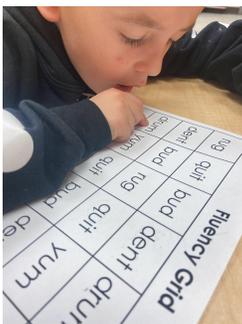
- Provided at least one hundred coaching opportunities on structured literacy and the effective literacy block
- Chose a district-wide early reading screening tool (Acadience)
- Provided each teacher/DECE from K-6 with one full day of training on Acadience (the administration and data analysis)
- Provided each Grade 7 and 8 teachers with one full day of learning on structured literacy with a focus on writing, vocabulary and the use of a digital tool called Edwin
- Principals, Vice-Principals and system leaders have received ongoing training and support at the Leaders Learning Council (LLC) meetings to complement the teacher/DECE training
- Purchased Lexia licenses for one classroom (Grade 1) in every school as well as additional licenses for students who are receiving the Empower program or graduates of Empower
- Provided early Intervention with an SK/1 focus;
 - Our literacy resource teachers (LRTs) worked in four different schools, delivering small group instruction to Senior Kindergarten (SK) and Grade 1 students identified as needing support through our Early Reading screening tool and phonics diagnostic. Collaborating with classroom educators, the LRTs provided supplemental instruction three times per week. This additional support, conducted within the classroom, complemented the whole class instruction. Frequent progress monitoring was crucial to ensure the instruction effectively met the students' needs. Another important feature of this intervention is that it provided our LRTs with the opportunity to build efficacy in our classroom teachers at the same time. Final data is being collected throughout June that will show progress in each child involved in the intervention.

Testimonials from Staff

“This intervention not only supported the classroom teacher with their learning on how to implement structured literacy into their classroom but being able to witness the growth as children move from non-readers to readers was magical” LRT 2024

“This intervention is a celebration of the power of progress monitoring. I was able to deliver a student-centered small group that was focused on the child’s changing reading trajectory” LRT 2024

“Having literacy support and intervention provided to our SK/1 class has been beneficial for our students, myself as the classroom teacher, as well as the EA that supports both our SK and grade one students. Having our literacy teachers here a few times a week has enhanced our literacy program and the progress students have made is immense. It has allowed me to collaborate, ask questions, share ideas and learn from the literacy teachers optimizing the learning of ALL of my students, not just the ones in intervention.” CRT 2024



Implementation Next Steps

In order to fulfill the requirements of the Ontario Language Curriculum and recommendations from the OHRC, the district will continue to shift to a structured literacy approach. In addition, the district will establish a comprehensive system of progress monitoring, incorporating system-level data collection for Grades K-6 at least twice per year using the Acadience screening tool. Initial baseline data will be gathered during the first system-level administration, and subsequent targets will be set based on this baseline to ensure continuous improvement. Furthermore, the district will invest in developing the capacity of all K-8 teachers, equipping them with the necessary skills and knowledge to deliver literacy best practices effectively. The senior team will be meeting with the Commissioner of the Ontario Human Rights Commission to discuss progress of implementation of the Right to Read Report.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Comparing Approaches to Reading Instruction report for information.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mya Moore – St. Michael CSS, Stratford
Keirsten Ryan – St. Anne's CSS, Clinton
Presented to: The Huron-Perth Catholic District School Board
Date: June 17, 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

- We had our year end mass at St. Joseph Church on the June 4
- The choir will perform at Upper Queens Park on the June 23
- The Graduation Mass will be held on June 27

St. Anne's CSS

- John Pridmore was a guest speaker on May 27
- Closing mass was held on May 29
- Grade 12 retreat was held in Goderich on May 31
- June 6 was the final mass in the chapel during period 2

Academic Events/Accomplishments

St. Michael CSS

- St. Michael's graduation ceremony will be held on June 27
- End of year exams will take place from June 19 to June 24

St. Anne's CSS

- Business SHSM trip to Conestoga College on June 3, 2024
- Virtual Holocaust survivor speaker to speak with Grade 10 English and History classes on June 4, 2024
- Hazel Taylor cultural hair presentation for all hair and aesthetics class on June 6, 2024
- Grade 9 EQAO was held on June 13 and 4, 2024
- Exams will run from June 19 to 24, 2024 and student success days to follow
- Graduation breakfast and ceremony will be held on June 27, 2024

Athletics/Arts Events/Accomplishments

St. Michael CSS

- Prom was held on June 7th

St. Anne's CSS

- Outside palooza was held on May 29, 2024 and was the best attended day
- Magical Land of Oz play was performed May 31 to June 2, 2024 and each performance was well attended with approximately 100 attendees per show
- Girls softball team participate in HP Championship on June 3, 2024
- Elementary school track and field was held on June 4, 2024
- Prom was held on June 7, 2024
- Six String Nation presented to music and history classes on June 6, 2024
- On May 27, 2024, 36 students ran for student cabinet
- St. John therapy dogs were in on June 12, 2024 to help de stress students before exams
- Guitar music presentation happened June 13, 2024 for some de stressing before exams

RECOMMENDATION

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



Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: June 17, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

2024-2025 EDIAR WORK PLAN

Public Session

BACKGROUND

Over the past several years, the Board has maintained an Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Committee. Last year the terms of reference were revised, and a more formal approach to the Committee was established. The Board approved the EDIAR Work Plan for 23-24 in June of 2023.

DEVELOPMENTS

Below is the Work Plan for the EDIAR Committee for the 2024-2025 School Year.

EQUITY, DIVERSITY, INCLUSION AND ANTI-RACISM COMMITTEE 2024-2025 WORK PLAN

OCTOBER

- Review 2024-2027 EDIAR Action Plan
- Progress and next steps for the Creation of District Equity Symbol
- Introduction: Revising EDIAR Action Plan according to Catholic Social Teaching
- Creation of Subcommittee to Revise EDIAR Action Plan
- LUSO report 2023-2024

DECEMBER

- Creation of District Equity Symbol Update
- Accessibility and Inclusion Report
- Indigenous Education Report
- Equity Action Plan Progress (1 of 2) (report to Board of Trustees - January)
- School Climate Survey Distribution Details
- EDIAR Action Plan Subcommittee Update

FEBRUARY

- Multi-Linguistic Language Learners Report
- Code of Conduct Report/Review
- Report on School-based EDIAR Plans
- Student Leadership/Staff Equity Lead update in EDIAR Report
- EDIAR Action Plan Subcommittee Update

JUNE

- Presentation of Revised EDIAR Action Plan according to Catholic Social Teaching (refer to Board for information)
- Committee Recommendations to the Director of Education on Equity Action Plan
- Annual Committee Training Session
- Annual Report on Mental Health and EDIAR
- Superintendent's Equity Action Plan Progress (2 of 2) (report to Board August)
- LUSO Report
- School Climate Survey - Preliminary Results

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the 2024-2025 EDIAR Work Plan.



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: May 27, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

STRATEGIC PLAN 2020-2024 FINAL REPORT

Public Session

BACKGROUND

On August 17, 2020 the Board approved the 2020-2024 Strategic Plan. The spiritual theme was Together on the Journey | Encounter~Accompany~Transform which was rooted in the Emmaus story from the Gospel of Luke.

The goals for Catholic Faith Formation were centred around the development of student and staff leaders with an eye to assist the implementation of the Families of Parishes model that was instituted by the Diocese of London. This goal related to our role in the Church was grounded in hope despite the emerging challenges of the pandemic.

The plan also articulated extremely ambitious goals for student achievement. The goal of moving the district from the middle 50% in student achievement to the top 20% seemed impossible. During the global pandemic, school districts were struggling to stitch together a program of learning. This program was often disrupted by blends of in-person learning and on-line learning punctuated by restrictive infection prevention and control procedures and emerging mental health issues. The length of time of irregular programming was over two years.

If the well-documented challenges of the pandemic were not enough, massive changes to both the literacy and mathematics curricula occurred during this time. The bedrock of the strategic plan, approved in August of 2020, now rested on shifting sands of change.

DEVELOPMENTS

Remarkably, before the end of 2022 and still amidst the global pandemic, the Board reached its target and was in the top 20% in the province as measured by EQAO. **This achievement was unparalleled in the Province and may be one of the greatest jumps in overall achievement in such a short period of time in the era of EQAO testing.** This achievement is due in large part to the leadership of the Board and to the staff who worked tirelessly during difficult times to keep academic achievement first and foremost.

As the Board gets ready to move onto its next strategic plan, it would be useful to reflect on strengths and next steps from the previous plan.

Catholic Faith Formation

As difficult as it was to adjust, pave a new path and excel in the arena of student achievement - it was more difficult in the arena of Catholic faith formation. As a result, the recommendations for the next strategic plan will include significant attention to basic elements of Catholic teaching as found in the two cornerstones of teaching and learning - *Growing in Faith ~ Growing in Christ* and the new family life program - *Blessed and Beloved*.

Progress was made (particularly early on) in the area of fostering partnerships between schools and families of parishes. This was seriously hampered by the pandemic because of the significant infection prevention and control measures in place. The impending and serious decline in Church attendance during the pandemic led to post-pandemic drops in attendance. In other words, parishes have had significant difficulty returning to pre-pandemic participation which is reflected in participation by families and staff in our community.

The plan directed attention to the matter of leadership in the Catholic Church. For reasons mentioned earlier - this also proved to be a challenge. While formation activity continued (although in modified forms) for current leadership, formation activities for student leaders and future leaders were more sporadic. By 2023 it had become evident that the district may need to turn its attention to the formation needs of engaged Catholic students (which began particularly at both secondary schools). While there will be recommendations to continue with student leadership formation for all students - there will continue to be attention to extending formation activities for students that are highly engaged in their faith as well.

The Board's work to continue with the ongoing rollout of the GIF~GIC program met with significant success. Staff will be recommending that this program be a cornerstone for staff catechesis as well as student catechesis for the next three years.

The partnerships with Catholic service organizations were successful. In particular, the relationship with the Society of St. Vincent de Paul was strengthened and met with considerable success. Furthermore - the relationship and work with Development and Peace (with the emphasis on their environmental program) and the Catholic Women's League were seen as extremely positive.

Given the challenges from the past four years - there were several commitments that proved challenging - among them included:

- The promotion of vocations
- Staff formation activities that involve substantial depth and breadth
- The development of faith through the Arts programs

Mathematics

The ambitious achievement goals for mathematics were built upon a strategy to improve consistency of mathematics teaching/learning best practices, provide clarity on assessment practices, reduce variability on resource selection, and develop the capacity of teachers and leaders.

As mentioned earlier, the Mathematics Curriculum changed at the start of the pandemic and implementation of the changes were seriously hampered by pandemic restrictions and staffing challenges. Notwithstanding the inability to provide training as it had been done in the past - significant progress was made on achieving the Board's goals. In particular, consolidation of resources and the use of intensive training methods (whole school intensive professional development by teams of experts)

made an impact on classroom practice. Further refinement of assessment expectations at the classroom and district level occurred.

Staff will be recommending that further work take place in the area of mathematics instruction. The quest to reduce variability and consolidate best practices is still ongoing and will require more attention. In particular, staff will be recommending fewer options (resources), more precision and greater clarity with respect to resource choice, scope / sequence and assessment gathering. This should reduce teacher workload and improve on fidelity to the curriculum at the same time. While district monitoring improved during the period of the last plan - this is a significant next step for the Board as well. Staff will be recommending that a system of K-8 progress monitoring be implemented to assist with the measurement of student success in mathematics at the student, classroom, school and district level.

Literacy

The area of literacy experienced the biggest change in approaches since the advent of balanced literacy over 20 years ago. In addition to an overhaul of the K-8 Language Curriculum, the Ontario Human Rights Commission ordered school districts (and the Province) to change its program delivery to structured literacy.

Between 2020 and 2024 a significant amount of attention was spent on transitioning teaching practice from one method to another. With a serious reduction in the amount of available release time - this proved to be a challenge. Regardless, staff throughout the system were and remain enthusiastic about the changes. This openness to change - has been a great benefit to the system and has allowed us to make headway in an otherwise impossible situation. Changes from balanced literacy to structured literacy resulted in several substantial changes. With respect to district monitoring - it has meant a complete shift in the tools that will be used to monitor our progress and are not fully developed or in place.

It is important to note that regardless of the literacy approach - the fact that we had three cohorts of children impacted by the pandemic has resulted in deficits in literacy instruction (particularly at the primary level). Efforts were undertaken to mitigate learning loss and continue today.

Staff will be recommending several strategies to improve literacy achievement for the next plan. Among the recommended strategies will be:

- Capacity building efforts to ensure fidelity to the Ontario Curriculum and the structured literacy approach
- Institutionalizing an assessment framework for achievement monitoring at the student, classroom, school and district level
- Securing resources that are appropriate given the new approach to teaching
- Ongoing training to refine best practice for teachers
- Regular reporting to the Board on system achievement K-8 in literacy

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2020-2024 Strategic Plan Final Report.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendent of Education, Chris N. Roehrig, Director of Education and Secretary, Karen Tigani, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: June 17, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

DRAFT STRATEGIC PLAN 2024-27

Public Session

BACKGROUND

At the Regular Meeting of the Board in May, the Board received an update on the development of the next strategic plan that included some possible activities that will be considered. At the April Regular Board Meeting of the Board - the Board approved targets for the 2024-2027 Strategic Plan. The Board also approved the artwork that will contribute to Board branding of the Strategic Plan by adopting the artwork of Jennifer Norton's Pentecost. The Board has confirmed a licensing agreement with the artist and has begun branding initiatives.

DEVELOPMENTS

Staff have continued to refine the possibilities for the next plan and presents an early rough draft of the plan to the Board for information and input. The rough draft of the plan is presented as Appendix A to this report. Considerable work lay ahead in solidifying goals, activities and targets (KPIs). Targets are the area that requires the most amount of work.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Draft 2024-27 Strategic Plan Report for information.

APPENDIX A

STRATEGIC PLAN 2024-2027

- Top 15% in the Province on EQAO measure among English Boards
- 95% of students who begin and end in our secondary schools graduate in 5 years
- 20% Improvement in student attendance
- 100% of schools will participate in regular formation informed by the Religion and Family Life Program, the Catechism of the Catholic Church, and Catholic Social Teaching;
- 100% of schools will explicitly embed Ontario Catholic Graduate Expectations through signs and experiences in all programs;
- 100% of schools will actively engage with their Family of Parishes.

CATHOLIC FAITH FORMATION

EXPECTATIONS	ACTIONS	INDICATORS OF SUCCESS
<p>The District will expand service learning opportunities for students and ensure that Catholic social teachings are widely understood and integrated across all programs.</p>	<p>Promote experiential learning opportunities for faith formation (outdoor education, retreat centres, parishes, conferences) for all students.</p> <p>Support sustainability practices and respect for God's creation through Pope Francis' encyclical: Laudato Si' and our schools' participation in the D & P Schools program.</p> <p>Expand the SHSM program in secondary related to Charitable/Non-Profit</p> <p>Expand Service Learning opportunities for students locally, provincially, nationally, and globally</p> <p>Christian Service opportunities are promoted and offered for student and staff participation within the community; promote opportunities that are explicitly partnered with the Families of Parishes and Lay Ministry groups (i.e. CWL, St Vincent de Paul, Knights of Columbus, Development and Peace)</p> <p>The Religious and Family Life Education department to share the teachings in the Encyclical letter, Laudato Si' and make connections to Catholic Social Teachings and Outdoor and Environmental Education.</p>	<p>Increase in number of students attending and staff promoting/providing experiential learning opportunities for faith formation.</p> <p>Both secondary schools will offer the Charitable/Non-Profit SHSM.</p> <p>More secondary students will complete their community service hours through supporting Catholic service groups and groups that connect to CST.</p>
<p>The District will embed OCSGEs across all programs and ensure that Catholic social teachings are widely understood and integrated across all programs.</p>	<p>Provide staff with Ontario Catholic School Graduate Expectations resources to support their revitalization in our schools (connections to learning skills (Planting Seeds), all subject areas, etc)</p> <p>Provide monthly Catholic virtues focus (Cardinal</p>	<p>Resources are distributed to all schools that support the Ontario Catholic School Graduate Expectations and CSTs.</p>

	<p>Virtues-Prudence, Justice, Fortitude, Temperance and Theological- Faith, Hope and Love) for all schools to emphasize the beauty of our faith.</p> <p>Increase the understanding of the Seven Themes of Catholic Social Teaching and their connection to the Board's spiritual theme for staff and students.</p> <p>Create resources that explicitly teach the connection between CST, works of mercy, etc and curriculum.</p> <p>Initiate revisions to planning and implementation documents in Equity, Diversity, Inclusion and Anti-Racism according to Catholic Social Teaching.</p>	<p>Resources distributed to all schools that support this each month with connection to resources already in our schools (books in libraries, science curriculum topics, etc)</p> <p>Track that schools will have artifacts reflective of the Seven Themes of Catholic Social Teaching, Corporal & Spiritual works of mercy, OCGE and Laudato Si.</p>
<p>The district will provide ongoing Catechesis for staff and Faith Formation for both staff and students.</p>	<p>Provide professional learning opportunities during staff meetings that focus on theological education, religious instruction, and strategies to evangelize and support students in their faith journey.</p> <p>Maximize faith formation opportunities for staff by organizing spiritual retreats and prayer services.</p> <p>Support faith formation opportunities and events for students.</p> <p>Offer and support Religious Education Additional Qualification course (Part 1)</p> <p>Actively support Sacramental preparation by emphasizing the Sacraments in the "GIF GIC" program</p> <p>Actively support the implementation of the new Family Life curriculum and fidelity to the use of the new program, "Blessed and Beloved" program</p> <p>Ensure communication with home and parish throughout the year regarding all units of study in Religion and FLE curriculum</p> <p>Strategically partner with the Families of Parishes to support Sacramental Retreats so that students, families and parish staff are collaboratively planning and participating</p> <p>Develop, implement, and monitor annual pastoral plans to support faith in action and faith formation in each school.</p>	<p>New faith formation opportunities are offered to staff.</p> <p>Staff and student interest/ participation in faith formation opportunities.</p> <p>Expansion and promotion of Religious & Family Life Education digital resources (specifically Liturgy & Prayer Shared Drive)</p> <p>Achieve the minimum enrollment to run all Religious Education Additional Qualification Courses.</p> <p>Continue to support students and staff with engaging resources that connect to themes in Religious & Family Life Education programming.</p> <p>Increased frequency in promotion of school and parish events on school and parish media (websites, newsletters, social media, bulletins, etc.). Schools create a schedule based on key dates in school and parish calendars.</p>

LITERACY

EXPECTATIONS	ACTIONS	INDICATORS OF SUCCESS
<p>Schools will implement a Multi-Tiered System of Support for Literacy (K-8).</p> <p>Schools will implement the Multi-Tiered System of Support's assessment framework for Literacy.</p>	<p>Implement and monitor the Multi-Tiered System of Support (MTSS) for Literacy programming in primary, junior and intermediate divisions. Common elements of the MTSS will include:</p> <p>Tier 1:</p> <ul style="list-style-type: none"> ● Explicit, systematic classroom instruction based on a scope and sequence ● Whole, small group instruction and small group intervention ● Universal Screener to determine who is at risk for future reading difficulties ● Diagnostic for students who screen at risk ● Progress monitoring for students in small group intervention ● Outcome measures <p>Tier 2:</p> <ul style="list-style-type: none"> ● In addition to Tier 1 with more targeted instruction, increased intensity, repetitions and scaffolding ● Progress monitoring <p>Tier 3:</p> <ul style="list-style-type: none"> ● In addition to Tier 1 with an even greater increase in intensity, smaller groups, repetitions and scaffolding ● Progress Monitoring (consider IEP/Special Education Support for students who continue to struggle at Tier 3) 	<p>Insert Grade 3, 6, and 10 EQAO Targets pending this year's results.</p> <p>Targets for Literacy to be established upon screener completion.</p> <p>Increase in student achievement is evident in common assessments and report card data.</p> <p>By the end of the year, students in K-6 will improve their foundational reading skills by meeting or exceeding grade level benchmarks, relative to their starting point as measured by their composite score on the Acadience reading screening tool.</p> <p>Example of Reading Target:</p> <p>By the end of Grade 3, 80% of students will achieve at or above benchmark on our reading screening assessment.</p> <p>Tier 2 and 3 Targets in development (related to Lexia, Corrective Reading and Empower)</p>
<p>Schools will implement the Effective Literacy Block (K-8).</p>	<p>Implement the Effective Literacy Block that will include the following elements:</p> <p>Primary Division includes explicit instruction in:</p> <ul style="list-style-type: none"> ● Phonemic Awareness (e.g. Heggerty) ● Phonics/Decoding/Encoding (e.g. UFLI, Lexia) ● Fluency ● Language Comprehension through oral language and vocabulary development ● Small Group Instruction/Intervention 	

<p>Schools will monitor student achievement in Literacy at the student, classroom and school level.</p> <p>The Board and schools will develop, implement and monitor the success of a system of professional development to improve literacy results.</p>	<p>(extension of whole group lesson/student skill building)</p> <p>Junior/Intermediate Division includes explicit instruction in:</p> <ul style="list-style-type: none"> ● Language Comprehension by developing background knowledge and exploring a range of texts ● Vocabulary/Word Study ● Writing along with syntax or grammar structures ● Small Group Instruction/Intervention-based on need and immediate corrective feedback <p>Implement an assessment framework to support the Effective Literacy Block and the Multi-Tiered System of Support. The assessment framework will include elements to support student learning that will include:</p> <ul style="list-style-type: none"> ● Universal Screening (Identify who is at risk) ● Diagnostic Assessments (Identify strengths, needs and potential next steps) ● Progress Monitoring (Is the instruction/intervention working?) ● Outcome (Evaluation) <p>Implement a system of monitoring progress at the student, classroom, school and system-level that will include:</p> <ul style="list-style-type: none"> ● System-wide monitoring of student progress using the Board's screening tool at least twice per year. ● Strategic use and ongoing collaboration between school-based SERTs, LRTs, and Classroom Teachers to support a whole school approach to reading and implementing a data-driven, collaborative MTSS framework. ● Establish district targets for student achievement in Literacy for each grade K-8. ● Monitor district achievement and provide reports to the Board twice per year relative to district's progress in student achievement ● Use progress monitoring measures to monitor student reading achievement. <p>Implement a system of professional development that will include the following elements:</p> <ul style="list-style-type: none"> ● Building capacity in educators to effectively implement Structured Literacy in all classrooms. <ul style="list-style-type: none"> ○ Use the one to one coaching model to support educators within the classroom through modeling, co-planning and coteaching ○ Explicitly teach educators the core 	
---	---	--

<p>Schools will implement elements of Literacy best-practices from Grades 7 - 10.</p>	<p style="text-align: center;">components of an Effective Literacy Block</p> <ul style="list-style-type: none"> ● Build capacity of teachers to administer universal screeners, diagnostic assessment, and progress monitoring to determine students at risk, identify lagging skills and confirm if instruction and/or intervention is effective. <ul style="list-style-type: none"> ○ During first collection cycle, LRTs will shadow classroom teacher during screening to provide immediate feedback and support ○ LRTs will score subtests with classroom teacher to reduce variability among teachers and schools ○ LRTs will input data into system ○ LRTs/coordinator will meet with school teams (principals, SERTS, classroom teacher) to analyze data and determine next steps in support ○ LRTs/coordinator will continue this cycle at least 2 times per year to monitor progress <p>Implement effective Literacy teaching/learning practices for Grades 7 - 10.</p> <ul style="list-style-type: none"> ● Building capacity in educators to effectively implement high-yield strategies, based on reading research and evidence, and the new Ontario Curriculum ● Engage educators from all content areas regarding how to incorporate literacy learning within their course <p>Implement a system of monitoring progress for Grades 7 - 10 to support achievement on the OSSLT.</p> <p>Implement a practice-test program and targeted lessons for students writing the OSSLT.</p>	
---	--	--

MATHEMATICS

EXPECTATIONS	ACTIONS	INDICATORS OF SUCCESS
<p>Students will demonstrate conceptual understanding of number sense and operations as they develop from counting strategies to additive reasoning (Primary), from additive to multiplicative reasoning (Junior), and from multiplicative to proportional reasoning (Intermediate) in order to solve problems with efficiency, accuracy, and flexibility.</p> <p>Schools will implement a Multi-Tiered System of Support for Mathematics (K-8).</p> <p>Schools will implement the Effective Mathematics Block (K-9).</p> <p>Schools will implement the assessment framework that will support the Multi-Tiered System of Support for Mathematics.</p> <p>Schools will monitor student achievement in Mathematics at the student, classroom, and school level.</p> <p>The Board will monitor system level results in Mathematics.</p> <p>Schools will implement Mathematics best-practices from Grades 7 - 10.</p>	<p>Implement and monitor the Multi-Tiered System of Support (MTSS) for Mathematics programming in primary, junior, and intermediate divisions. Common elements of the MTSS will include:</p> <p>Tier 1:</p> <ul style="list-style-type: none"> ● High quality classroom instruction which includes the consistent application of the High Impact Instructional Practices: <ul style="list-style-type: none"> ○ Effective Math Block <ul style="list-style-type: none"> ■ Day 1: 3 part lesson & formative assessment ■ Day 2: Differentiated small group instruction based on Day 1 data ○ Universal Design for Learning <ul style="list-style-type: none"> ■ Concrete Representational Abstract model ○ Differentiated Instruction & Assessment <ul style="list-style-type: none"> ■ Structuring classroom environments and routines to support effective small group instruction ○ Use of formative assessment to inform small group instruction ○ Scope and sequence of grades 1-8 Ontario Math curriculum <p>Tier 2:</p> <ul style="list-style-type: none"> ● Additional instruction and support for struggling students that focuses on specific skills students need to progress and access grade-level curriculum with an emphasis of numerical reasoning ● Tier 1 plus more instruction, repetitions and scaffolding ● Universal Screener “at some risk” ● Progress monitoring (at grade level) ● Pre- and post-module assessments and progress monitoring ● Explicit, step-by-step instruction with emphasis on strategies, tools, and vocabulary <p>Tier 3:</p> <ul style="list-style-type: none"> ● Tier 1 plus more instruction, repetitions and scaffolding ● Universal Screener “at risk” ● Progress Monitoring (consider IEP/Special Education Support) 	<p>Insert Grade 3, 6, and 9 EQAO Mathematics Targets pending this year’s results.</p> <p>Benchmarks for Math to be established after the implementation of system monitoring of student progress begins.</p> <p>Targets to be developed based on common assessments and Knowledgehook system reports.</p> <p>Targets will be based on early administration of the Early Numeracy Screen for K-1; the Scope and Sequence Number Strand Progress Assessment in Knowledgehook Grades 1-8 at least twice per year at the system-level.</p>

Implement and Monitor the fidelity to an Effective Mathematics Block that will include the following elements:

- Day 1:
 - Minds On
 - Action
 - Consolidation
 - Formative assessment
- Day 2:
 - Differentiated small group instruction based on Day 1 data
 - Number Talks (to support the development numerical reasoning)

Implement an assessment framework to monitor progress of student learning and to support the Effective Mathematics Block and the Multi-Tiered System of Support. The assessment framework will include elements to support student learning that will include:

- Assessments derived from Board resources (e.g. MathUP and Knowledgehook) based on Number strand expectations
- Common Assessments
- The Early Numeracy Screen
- Teacher developed assessments
- Knowledgehook assessments

Implement a system of screening and monitoring of progress at the student, classroom, school, and system-level that will include:

- Establish district benchmarks for student achievement in Mathematics for each Grade K-8.

Monitor district achievement and provide reports to the Board twice per year relative to district plan and EQAO results.

Implement a system of professional development that will include the following elements:

- Develop teacher capacity to implement and principal capacity to monitor the Scope and Sequence
- Develop teacher capacity to implement and principal capacity to monitor the Effective Math Block lessons
- Develop mathematical content knowledge for teaching and leading in regards to Numerical Reasoning continuum

Implement effective Mathematics teaching/learning

	practices for Grades 7 - 9.	
--	-----------------------------	--

	Implement a system of monitoring progress for Grades 7 - 9 to support achievement on the Grade 9 EQAO Mathematics Test.	
--	---	--

DRAFT

STUDENT SUCCESS (PATHWAYS - ATTENDANCE)

EXPECTATIONS	ACTIONS	INDICATORS OF SUCCESS
<p>Schools will implement programs to increase the number of students in apprenticeships.</p> <p>Schools will implement programs to prepare students for their post-secondary pathway (world of work, apprenticeships, college or university).</p>	<p>Schools will offer OYAP programs to students that are aligned to student interests, labour market trends and contribute to high graduation rates.</p> <p>Schools will offer SHSM programs to students that are aligned to student interests, labour market trends and contribute to high graduation rates.</p> <p>Schools will offer Co-op programs to students that are aligned to student interests, labour market trends and contribute to high graduation rates.</p> <p>Schools will offer Dual Credit programs to students that are aligned to student interests, labour market trends and contribute to high graduation rates.</p> <p>Connecting with the community to ensure alignment with labour market trends.</p>	<p>The Board will increase the number of students participating in OYAP by 10% by 2027.</p> <p>The Board will increase the diversity and availability of certifications and reach-ahead learning experiences to reflect all SHSM programs offered in our schools.</p> <p>The Board will increase the number of students participating in the SHSM program by 10% by 2027.</p> <p>The Board will increase the number of students enrolled in dual credit programs by 5% by 2027.</p>
<p>Schools will implement systems that will enable early identification and support for at-risk students.</p> <p>Schools will implement systems to monitor and improve credit accumulation.</p> <p>Schools will implement programs related to apprenticeships and the world of work.</p>	<p>Secondary School Student Success Teams will continue to support at-risk students. Student Success Teams will meet at least bi-weekly to review monitoring reports and to create/implement strategies to improve student success.</p> <p>Schools will implement in-term progress reporting to support early identification of students at-risk of not achieving academic goals.</p> <p>Schools will create mechanisms to identify students at-risk, provide systems of support and flexible programming to improve credit accumulation</p> <p>Schools will create/implement flexible academic offerings for students at-risk of not succeeding (e.g. Choices)</p> <p>Schools will create/implement programs to support struggling and disengaged students (e.g. Homework Help, Student Writing Centre).</p>	<p>The Board will measure the success rates of students who are receiving support through various Student Success initiatives over time and observe how this is impacting graduation rates and credit accumulation for students who are at risk.</p> <p>The Board will monitor the rate of achievement of 8 credits by the end of Grade 9 and the rate of 16 credits by the end of Grade 10 and will ensure that these rates meet or exceed the provincial rate.</p>

	Schools will create/implement a system of coaching for teachers to evolve teaching and learning practices.	
--	--	--

DRAFT

<p>The District will implement and monitor the Multi-Tiered System of Support (MTSS) that will result in improved student attendance.</p> <p>The district will collaborate with schools to improve role clarification and enforcement with respect to student attendance.</p> <p>Schools will participate in professional development to improve on the ability to support students.</p> <p>Schools will participate in a communication campaign to support consistent attendance.</p> <p>The district will establish benchmarks for student attendance and report on progress to the Board twice per year.</p>	<p>Tier One</p> <p>Communication Strategy and Role Clarification (Students, Parents, and Staff) to Promote Good Attendance: Develop and disseminate a communication strategy to promote the importance of regular attendance to students, parents, and staff, emphasizing everyone's role in promoting good attendance.</p> <p>Parent and Staff Involvement: Engage parents and staff through providing resources to foster a community-wide approach to improving student attendance.</p> <p>Enforcement: Establish and consistently enforce attendance procedures, ensuring all stakeholders are aware of the expectations and consequences of poor attendance.</p> <p>Professional Development and Curriculum Integration: Provide professional development for staff on best practices for promoting attendance and integrating these practices into the curriculum and daily routines.</p> <p>Tier Two</p> <p>Structures to Follow Up on Problematic Attendance: Develop and implement structured follow-up procedures for students with problematic attendance, including targeted intervention strategies and regular monitoring.</p> <p>Tier Three</p> <p>Attendance Counsellor Involvement: Involve attendance counselors for cases of chronic absenteeism, providing support and intervention plans for students and families, and ensuring these efforts are monitored and adjusted as needed.</p> <p>Report to the Board twice per year on student attendance relative to the system benchmark.</p>	<p>Establish student attendance benchmark for system monitoring of district level attendance.</p> <p>Establish attendance counselor referral benchmarks.</p>
---	---	--

<p>The district will implement STEM programs K-12 (emphasizing elementary activities).</p> <p>The district will integrate inquiry-based STEM curriculum.</p> <p>The district will increase access to technology and hands-on learning tools.</p> <p>The district will enhance formative assessment practices to include the Engineering Design Process.</p>	<p>Provide students with multiple, rich opportunities to develop skills in STEM</p> <p>Ensure curriculum integration across subjects to highlight the interconnectedness of STEM fields</p> <p>Organize annual STEM fair to showcase student development in STEM</p> <p>Embed increased access to technology and hands-on STEM activities in elementary classrooms</p> <p>Equip schools and classrooms with age-appropriate technology</p> <p>Foster partnerships with organizations to provide workshops and resources for hands-on learning</p> <p>Provide teachers with professional learning to further implement the Engineering design Process as a way to measure assessment “as” students are learning</p> <p>Establish a community of practice for intermediate (grades 7 - 10) educators to share strategies and resources related to EDP-based assessments.</p>	<p>Diversity of partnerships - ensure partnerships span various STEM fields</p> <p>Increase in student participation in STEM-related activities and programs</p> <p>Organize STEM workshops & field trips annually</p> <p>Increase the number of students participating in STEM competitions (Skills Ontario) and their placement in the top 10 of the province</p> <p>Ensure teachers receive professional development and/or coaching annually</p>



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: June 17, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

2024-25 DRAFT BUDGET

Public Session

BACKGROUND

Every school board, before the beginning of the fiscal year and in time to comply with the date set, shall prepare and adopt estimates of its revenues and expenditures for the fiscal year. The 2024-25 estimates are due by June 28, 2024. School boards are required to have balanced budgets, which requires total spending to be equal to, or less than, total revenue. However, there are circumstances where an in-year deficit is permissible if there were prior surpluses (called accumulated surplus). The draw on accumulated surplus is limited to the lesser of the school board's accumulated surplus from the preceding year or one per cent of the school board's operating revenue.

DEVELOPMENTS

A 2024-25 draft budget has been prepared and is presented to the Board of Trustees for discussion. The 2024-25 budget reflects the Board's budget goals which plan to create an environment for success for all our students and staff. All budget reviews and deliberations focussed on the Board's budget goals:

Catholic faith development of staff and students

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

Student-centered learning focusing on mathematics and literacy

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

Details on the 2024-25 draft budget are provided in the attached document. Items to note are provided below:

General:

The budget being presented is a balanced budget.

- Total Revenue: \$80,840,253.
- Total Expenditures: \$80,840,253.
- The budget is balanced for compliance.
- Compliant with enveloping provisions.
- Compliant with Ministry Class-size requirements.

Enrollment:

For 2024-25, the Board continued its practice of being conservative with enrollment projections. There is a 1.8% (58 ADE) increase in elementary enrolment projected. Projections were based on completed student registrations as of May 14, 2024. Total elementary enrolment is projected to be 3,314.

Secondary projections are based on the number of completed student choice registrations, and the number of students who have registered for the 2024-25 school year. New in 2024-25 is an estimate of 7.0 international student registrations. Based on this information, secondary school enrolment is projected to be 1,237. To be reported as 1,215 regular day school, 15 high credit, and 7 other pupils. This is a decrease of -3.5% (-45 ADE) from 2023-24 secondary enrolment.

Revenue:

2024-25 Core Education Funding (Core Ed) is projected to be \$28.6 billion, an increase of 2.7 percent compared to 2023-24. The average provincial per-pupil base funding amount was not supplied by the Ministry of Education.

This year's Core Ed includes targeted investments such as labour-related changes and funding adjustments such as the 2021 Statistics Canada census updates, student transportation and other updates to support key priorities. This includes a 2 per cent cost update to the non-staff portion of the School Operations Allocation benchmark to assist school boards in managing the increase in commodity prices. There are no increases in Core Ed to account for other inflation increases. The result is that the Board's purchasing power, the ability to buy products and services with the funding available, has weakened.

2024-25 Core Ed highlights;

Labour-related changes

- Updates to salary benchmarks and other funding elements to reflect ratified union central agreements, and provisions for agreements not finalized.

Census and related data updates and formula adjustments

- In 2024-25 the Ministry will begin a five-year phase-in for 2021 Statistics Canada census updates. The five-year phase-in is designed to allow school boards time to adjust cost structures.

Updates to the student transportation funding formula

- Funding benchmarks have been updated for buses, public transit, local priorities and operations. New benchmarks have been introduced for distinct funding for contracted special purpose vehicles and contracted taxis.

Specialized equipment funding approach (SEA)

- Beginning in 2024-25 SEA funding will be allocated through the following two components:
 - A formula component (base and per-pupil amounts) for any equipment type, training, maintenance and repairs.
 - A claim-based component for any single item costing more than \$5,000 for an individual student.

Keeping up with Costs

- Increase of 2% to the non-staff portion of the School Operations allocation benchmark to assist school boards in managing the increases in commodity prices.

The following 2023-24 Responsive Education Programs (REP) contract has been moved into Core Ed for 2024-25:

- Professional Assessments.

Expenditures:

Learning Materials/Computers/Para Professional:

- ***Commitment to student centered learning in mathematics and literacy***
 - Licenses for mathematics and literacy (\$70k).
- ***Commitment to technology and risk management***
 - Managing technology risks effectively is crucial to achieving the board's goals.
 - Secure Access Service Edge (SASE) licensing \$40k.
 - Continuation of 1:1 chromebooks and implementation of standardization of technology in the classroom (\$130k).
- ***Commitment to Catholic faith development***
 - Teacher and student classroom resources (\$66k).
 - Student retreat and faith formation opportunities (\$45k).

Staff Development/Coordinator & Consultant:

- ***Commitment to equity, diversity and inclusivity***
 - Program budget (\$40k).

Principals and School Office & Board Admin:

- ***Commitment to mental health and wellness***
 - Employee Assistance Program (\$54k).

School Operations/Transportation:

- ***Commitment to achieve equitable ride times for all students***
 - Additional routes planned in 2024-25 (\$200k). This will reduce ride times for those students whose ride times exceed length of time on bus as set out in Huron Perth Student Transportation Services Procedure S-6 Service Parameters.

Other Expenditures:

- ***Commitment to Catholic faith development***
 - Includes St. Andre Bessette Trust fund expenditures (\$45k).

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2024-25 Draft Budget Report.



TRUSTEE BUDGET PRESENTATION

2024-25 DRAFT BUDGET

JUNE 17, 2024

*Together on the Journey
Encounter ~ Accompany ~ Transform
Go Forth*

Budget Goals

Budget goals are driven by strategic plan goals:

Catholic faith development of staff and students

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

Student-centred learning focusing on mathematics and literacy.

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

Whether directly or indirectly, the budget supports and embodies these important goals.

Restructuring of the Funding Formula from Grants for Student Needs to Core Ed

In June 2023, the *Better Schools and Student Outcomes Act, 2023* was passed to enhance the province's public education system, including ensuring transparency and strengthening accountability for parents and families. As part of this work, the ministry undertook a review of education funding. The funding formula has been significantly restructured for the first time in 25 years. The new model:

- Simplifies the number of funds from 18 in the previous framework to six funds and from 77 allocations in the previous framework to 28 allocations within the new Core Ed model to make it easier to understand;
- Removes funding elements that are not permanent and ongoing to provide more certainty for school board planning purposes;
- Renames the funding model to ensure the name matches its intended purposes;
- Revises the enveloping structure to bring greater clarity to how funding is to be used to support student achievement and well-being;
- Expands traditional accountability through the creation of new financial dashboards, set for release in late summer.

The six funds are:

1. Classroom Staffing Fund (CSF)
2. Learning Resources Fund (LRF)
3. Special Education Fund (SEF)
4. School Facilities Fund (SFF)
5. Student Transportation Fund (STF)
6. School Board Administration Fund (SBAF)

Some allocations and components within the former GSN have been split across multiple funds within the new Core Ed based on the intent of the programs, while new investments for this year have been assigned to the relevant fund.

Budget Overview

The 2024-25 operating budget projects total revenue of \$80.84 million, an increase of \$1.5 million or 1.92% from 2023-24 revised estimates. This reflects the Ministry of Education's announcement of support for increased funding for salary benchmarks and transportation funding.

The Ministry of Education also announced funding through Responsive Education Programs (REP). The Board's allocation of REP is \$974,700.

Total expenditures are projected at \$80.84 million, which is also an increase of \$1.5 million or 1.92% from 2023-24 revised estimates. This includes an increase of \$1.6 million in salaries and benefits, \$170K in student transportation and school operations, and a decrease of \$880K in supplies and services. 2023-24 Revised Estimates supplies and services included carry forward from prior year.

Total salaries and benefits account for 58.78% of total operating expenditures.

Staff are presenting a draft balanced budget for the 2024-25 school year.

Enrolment

Enrolment is the main driver for the Board's funding. The funding is based on the Average Daily Enrolment (ADE) using the full-time equivalent of students enrolled at each school as of October 31st and March 31st. With an estimate international student enrolment of 7.0, total ADE for 2024-25 is projected to be 4,536, representing a 0.07% increase from prior year.

	2019-20 Actual	2020-21 Actual	2021-22 Actual	2022-23 Actual	2023-24 Rev Est	2024-25 Estimates
Elementary						
JK/SK	647.5	592.5	577.3	607.0	598.0	640.0
Grades 1 - 3	1,020.0	996.5	951.0	966.5	968.0	953.0
Grades 4 - 8	1,638.8	1,613.5	1,681.8	1,649.5	1,690.0	1,721.0
International/Other Pupils						
Total Elementary	3,306.3	3,202.5	3,210.0	3,223.0	3,256.0	3,314.0
Secondary						
Pupils of the Board/ADE	1,283.6	1,349.0	1,365.6	1,340.8	1,276.8	1,215.0
International/Other Pupils	6.0	0.0	0.0	0.5	0.0	7.0
Total Secondary	1,289.6	1,349.0	1,365.6	1,341.3	1,276.8	1,222.0
Total Day School	4,595.8	4,551.5	4,575.6	4,564.3	4,532.8	4,536.0
High Credit	6.9	4.4	7.0	5.0	7.7	15.0

2024-25 DRAFT REVENUE

Operating Budget Limitations

Education funding is intended to mirror cost structures; however, school boards have flexibility in their actual expenditures. It is up to school boards to determine their detailed budget commitments within the terms of the *Education Act* and other relevant legislation.

Education funding recognizes that school boards need flexibility to decide how best to allocate resources within their budgets. At the same time, there are restrictions on how school boards may use certain components of their allocation.

Budgets must be balanced.

Class size regulation must be respected.

Enveloping and Other Reporting Requirements:

Following new requirements:

Student Safety and Well-Being

Limited to expenses related to student safety and well-being.

Student Transportation and School Facilities

Spending shall not exceed the total funding generated by a school board through the Student Transportation and School Facilities Fund plus up to a maximum of 5 percent of the total amount generated through remaining allocations.

Special School Board Administration

Expenses shall not exceed the expense limit as prescribed by the Ministry of Education.

Following requirements are being maintained, some with minor enveloping adjustments:

Special Education

The Special Education Grant is limited to special education expenditures. Any unspent funding must be treated as deferred revenue for special education. Boards may choose to spend more on special education programs beyond the Special Education Grant.

Mental Health and Wellness Allocation

Is limited to expenses related to student mental health, including spending restrictions on the Mental Health Staff component and the Mental Health Leaders component within the fund.

Indigenous Education Grant

The Indigenous Education Grant is limited to expenses that support the academic success and well-being of Indigenous students, as well as build the knowledge of all students and educators on Indigenous histories, cultures, perspectives, and contributions.

School Renewal Allocation

Primarily limited to capital renewal expenditures.

Rural and Northern Education

Limited to expenses that further improve education for students in rural communities.

Other minor enveloping has been maintained:

New Teacher Induction Program (NTIP)

School boards are expected to use NTIP funding for eligible NTIP expenses and are required to meet NTIP program requirements.

Language Supports

The areas of intervention amount is limited to expenses for initiatives and eligible activities.

Program Leadership Grant (PLG)

PLG funding is to be used for eligible expenses, including salary and benefits and travel and professional development for the program leaders.

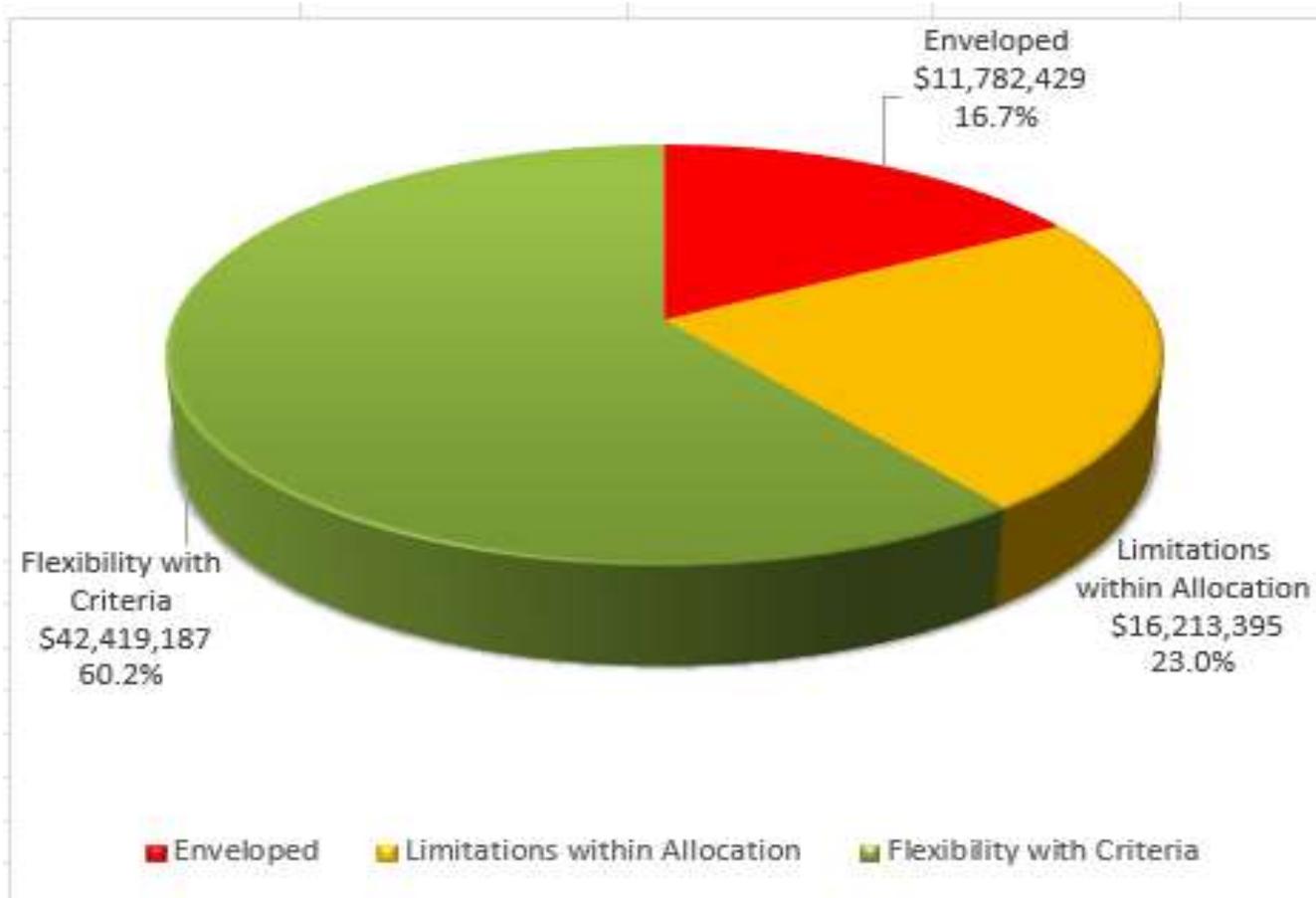
Specialist High Skills Major (SHSM)

To be used for eligible expenses based on parameters.

2024-2025 Revenue – Core Education Allocations

Allocation	Amount	Level of Restriction		
		Enveloped	Limitations within Allocation	Flexibility with Criteria
Classroom Staffing Fund (CSF)				
Per Pupil Allocation	23,513,984			23,513,984
Language Classroom Staffing Alloc	747,173			747,173
Local Circumstances Staffing Alloc	6,387,263		6,387,263	
Indigenous Educaiton Classroom Staffing Alloc	14,381	14,381		
Supplementary Staffing Allocation	526,754			526,754
CSF TOTAL (Funding Pillar #1)	31,189,557			
Learning Resources Fund (LRF)				
Per Pupil Allocation	3,148,928			3,148,928
Language Supports & Local Circumstances	1,747,083		1,747,083	
Indigenous Education Supports	423,594	423,594		
Mental Health & Wellness	751,444	751,444		
Student Safety and Well-Being	125,364	125,364		
Continuing Education & Other Programs	226,572			226,572
School Management	4,473,862			4,473,862
Differentiated Supports	1,318,485			1,318,485
LRF TOTAL (Funding Pillar #2)	12,215,332			
Special Education Fund (SEF)				
Per Pupil Allocation	3,920,554			
Differentiated Needs Allocation	4,726,146			
Complex Supports Allocation	405,620			
Specialized Equipment Allocation	471,432			
SEF TOTAL (Funding Pillar #3)	9,523,752	9,523,752		
				*SEF Funding for Spec.Ed. Expenses only
School Facilities Fund (SFF)				
School Operations Allocation	5,728,600			5,728,600
School Renewal	886,920	886,920		
Rural and Northern Education	377,040		377,040	
SFF TOTAL (Funding Pillar #4)	6,992,560			
Student Transportation Fund (STF)				
Transportation Services	7,526,894		7,526,894	
School Bus Rider Safety Training	-			
Transportation to Provincial Schools	-			
STF TOTAL (Funding Pillar #5)	7,526,894			
School Board Administration Fund (SBAF)				
Trustees and Parent Engagement	106,103			106,103
Board-Based Staffing	2,621,662			2,621,662
Central Employer Bargaining Agency Fees	56,973	56,973		
Data Management & Audit	175,114		175,114	
Declining Enrolment	7,063			7,063
SBAF TOTAL (Funding Pillar #6)	2,966,916			
				*SBAF expenses not to exceed MOE prescribed limit
CORE EDUCATION FUNDING	70,415,011	11,782,429	16,213,395	42,419,187

2024-2025 Revenue – Core Education Allocations



Revenue Variance Report

(2024-25 Draft Budget vs. 2023-24 Revised Estimates)

With the significant restructuring changes to the funding formula, a direct line by line compare of allocations cannot be completed. There is an increase in Core Education Grants compared to the 2023-24 Revised Estimates GSN of \$1.3 million. This is attributed to:

Special Education Fund (SEF) \$420,000	\$100,000 – addition of professional assessment funding \$210,000 – new SEA funding formula; increase in base and per pupil amount \$75,000 – benchmark and enrolment increases
Student Transportation Fund (STF) \$210,000	3% increase from 2023-24. There was a top-up amount in the allocation to ensure all boards received at least a 3% increase.
School Facilities Fund (SFF) \$160,000	Represents salary related benchmark increases and 2% increase to benchmarks for utilities, etc.
Cost Adjustment & Teacher Qualification \$340,000	This allocation is now disbursed through the Classroom Staffing Fund (CSF) and the Learning Resources Fund (LRF). Based on teacher placement on the Q & E grid.
Safe & Clean Schools Supplement (\$166,000)	Introduced in 2023-24 and related to COVID-19 has been sunset.
Estimated other benchmark increases \$250,000	Reasonable amount. Given grant structure has changed, line by line compare not possible. This difference represents salary benchmark increases across allocations.

2024-2025 Draft Revenue Summary (continued)

	2022-23 Actuals	2023-24 Estimates	2023-24 Revised Estimates	2024-25 Draft Budget	Variance Inc/Dec
General Operating Allocation (Prior to Capital Adjustments)	\$66,930,375	\$68,617,245	\$68,239,905	\$69,528,090	\$1,288,185
CVIRS Operating	12,818		-		-
Capital Grants	2,632,935	2,640,463	4,833,541	2,642,821	(2,190,720) (1)
School Renewal Allocation	880,500	889,401	881,463	886,921	5,458
Temporary Accommodation	40,730	48,676	48,676	47,040	(1,636)
Capital Debt Support Payments - Interest Portion	379,481	343,412	343,412	452,042	108,630 (2)
Total Capital Allocation	\$3,946,464	\$3,921,952	\$6,107,092	\$4,028,824	(\$2,078,268)
TOTAL REVENUE	\$70,876,839	\$72,539,197	\$74,346,997	\$73,556,914	(\$790,083)
Less: Capital Adjustments (see Capital Slide)	(4,030,863)	(3,273,104)	(6,385,636)	(3,383,639)	3,001,997 (1)
Add: Other Revenue (see Other Revenue Slide)	8,201,810	8,060,601	11,358,210	10,666,978	(691,232)
TOTAL REVENUE	\$75,047,786	\$77,326,694	\$79,319,571	\$80,840,253	\$1,520,682

(1) 2023-24 Revised Estimates includes carry forwards from prior year

(2) 2024-25 includes short term interest for capital priorities Listowel project

2024-2025 Draft Revenue – Capital

	2022-23 Actuals	2023-24 Estimates	2023-24 Revised Estimates	2024-25 Draft Budget
Early ON - St. Mary's Listowel	\$ 104,343	\$ -	\$ 184,322	\$ -
School Condition Improvement	2,454,054	2,640,463	4,640,633	2,642,821
School Renewal	907,497	583,965	1,058,279	610,818
Temporary Accommodation	-	48,676	193,816	-
Minor TCA	514,846	-	300,000	130,000
COVID Resilience Infrastructure Stream (CVRIS)	50,123	-	-	
Sub-Total	\$ 4,030,863	\$ 3,273,104	\$ 6,377,050	\$ 3,383,639
Other - School Generated Funds	134,635	-	-	-
Other -Federal & 3rd Party	103,458	-	8,586	-
Grand Total	\$ 4,268,956	\$ 3,273,104	\$ 6,385,636	\$ 3,383,639

Other - School Generated Funds: St. Boniface & St. Patrick, Kinkora playgrounds

Other – Federal & 3rd Party: Federal portion of CVRIS, St. Aloysius Pavilion insurance proceeds, St. Boniface Before & After School Municipal contribution.

2024-2025 Draft – Capital Projects

Project	Site	Amount
School Condition Improvement		
Roof Replacement Phase II	Jeanne Sauve	\$ 442,821
Roof Replacement	OLMC	400,000
Roof Replacement	Precious Blood	500,000
Roof Replacement	St. James	400,000
Roof Replacement	St. Anne	500,000
Lighting Upgrade	St. Michael	100,000
Student Washroom & Science Lab	St. Michael	300,000
Total SCI Funding		\$ 2,642,821
School Renewal (Capital)		
Concrete Stair Replacement	Holy Name	\$ 175,000
Gym Floor Replacement	OLMC	50,000
Roof Replacement	St. Aloysius	125,000
Portable Replacement	St. Mary's, Goderich	180,000
Outdoor Learning Pavilion	St. Michael	80,818
Total School Renewal, Capital		\$ 610,818
Minor TCA - Chromebooks	Various	\$ 130,000
Grand Total - Capital		\$ 3,383,639
School Renewal (Operating)		
Masonry Repairs	Jeanne Sauve	\$30,000
Masonry Repairs	St. Ambrose	127,500
Painting	St. James	25,000
Interlocking Brick	St. Mary's, Goderich	25,000
Municipal Street Assessment	St. Michael	65,000
Unallocated	TBD	3,603
Grand Total - School Renewal, Operating		\$ 276,103
Grand Total - Capital and Renewal Operating		\$ 3,659,742

2024-2025 Draft Revenue – Other

	2022-23 Actuals	2023-24 Estimates	2023-24 Revised Estimates	2024-25 Draft Budget	Variance Increase (Decrease)
Amounts (to)/from Deferred - Special Education/SEA	\$ 7,280	-	\$ 773,393	-	\$ (773,393)
Amounts (to)/from Deferred - Temporary Accommodation	(2,726)	-	193,816	-	(193,816)
Amounts (to)/from Deferred - Renewal	340,003	-	620,905	-	(620,905)
Amounts (to)/from Deferred - RNEF	-	-	526,627	-	(526,627)
Amounts (to)/from Deferred - Targeted Student Supports	(50,000)	-	125,000	-	125,000
Amounts (to)/from Deferred - Experiential Learning	(100,000)	-	200,000	-	(200,000)
Amounts (to)/from Deferred - Mental Health	(51,320)	-	51,320	-	(51,320)
Amounts (to)/from Deferred - Third Party	-	-	259,133	-	(259,133)
Amounts (to)/from Deferred - PPF	96,842	-	73,099	-	(73,099)
Responsive Education Programs (formerly PPF)	1,201,185	1,055,041	1,290,315	974,700	(315,615)
Provincial Grants - Other	1,745	-	11,197	2,037,231	2,026,034
Federal Grants	51,272	-	-	-	-
Grants From Other Ministries & (GRE)	350,856	286,087	339,234	252,338	(86,896)
Interest Income	288,059	250,000	250,000	300,000	50,000
Fees & Revenues from Other School Boards	36,704	-	-	-	-
Tuition Fees	10,900	-	-	100,100	100,100
Rental Revenue	169,053	180,500	180,500	191,192	10,692
Board Level Donations - St. Andre Trust Fund	31,522	45,000	45,000	45,000	-
School Generated Funds	1,370,720	1,750,000	1,700,000	1,800,000	100,000
Other Misc Revenue	112,485	10,000	82,509	18,066	(64,443)
Amortization of DCC & ARO	4,337,230	4,483,973	4,636,162	4,948,351	312,189
Grand Total	\$ 8,201,810	\$8,060,601	\$ 11,358,210	\$ 10,666,978	\$ (691,232)

RNEF – Rural & Northern Education Fund

PPF – Priorities & Partnerships Fund

GRE – Government Reporting Entity

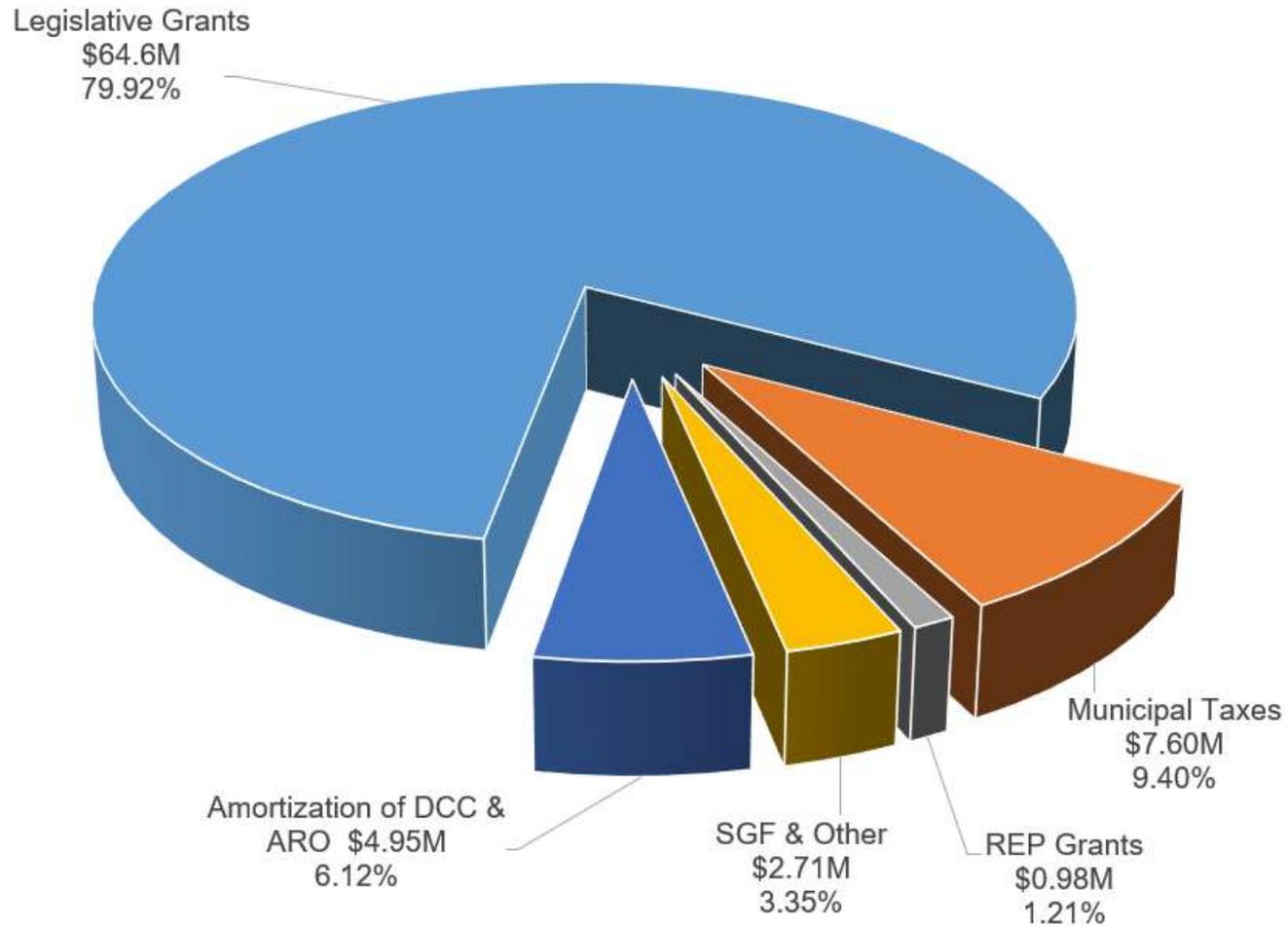
DCC – Deferred Capital Contributions

ARO – Asset Retirement Obligation

2024-2025 Draft – Responsive Education Program (REP) Revenue

Responsive Education Programs	2024-25 Draft Budget
De-streaming Implementation Supports	\$ 23,300
Entrepreneurship Education Pilot Projects	10,000
Experiential Professional Learning for Guidance Teachers	11,800
Early Reading Enhancements: Reading Screening Tools	28,600
Education Staff to Support Reading Interventions	247,300
Health Resources, Training and Supports	6,900
Math Achievement Action Plan: Board Math Leads	166,650
Math Achievement Action Plan: School Math Facilitators	42,950
Math Achievement Action Plan: Digital Math Tools	32,400
Mental Health Strategy Supports - Emerging Needs	7,000
Skilled Trades Bursary Program	11,000
Special Education Additional Qualifications (AQ) Subsidy	7,700
Licences and Supports for Reading Programs and Interventions	111,500
Special Education Needs Transition Navigators	54,000
Summer Learning for Students with Special Education Needs	85,000
Summer Mental Health Supports	98,500
Critical Physical Security Infrastructure	30,100
Grand Total	\$ 974,700

2024-2025 Draft Revenue - \$80.84M



2024-25 DRAFT EXPENDITURES

2024-2025 Draft Salaries & Benefits

	2022-23 Actuals	2023-24 Estimates	2023-24 Revised Estimates	2024-25 Draft Budget	Variance Increase (Decrease)	% Increase (Decrease)
Instructional	\$ 48,556,076	\$ 48,592,808	\$ 49,650,267	\$ 50,980,631	\$ 1,330,364	2.68%
Non-Instructional	4,982,256	5,149,961	5,084,162	5,408,772	324,610	6.38%
Grand Total	\$ 53,538,332	\$ 53,742,769	\$ 54,734,429	\$ 56,389,403	\$ 1,654,974	3.02%

2024-2025 Draft Budget

	2022-23 Actuals	2023-24 Estimates	2023-24 Revised Estimates	2024-25 Draft Budget
Total Revenue	\$ 75,047,786	\$ 77,326,694	\$ 79,319,571	\$ 80,840,253
Less Expenditures:				
Salaries and Benefits	\$ (53,538,332)	\$ (53,742,769)	\$ (54,734,429)	\$ (56,389,403)
Balance Available for Other Operating & Capital Expenditures	\$ 21,509,454	\$ 23,583,925	\$ 24,585,142	\$ 24,450,850

\$24,450,850 Remaining after Salaries & Benefits

2024-2025 Draft Capital Expenditures

	2022-23 Actuals	2023-24 Estimates	2023-24 Revised Estimates	2024-25 Draft Budget	Variance Increase (Decrease)	% Increase (Decrease)
Total Revenue Available				\$ 24,450,850		
School Renewal - Operating	\$ 227,087	\$ 305,436	\$ 444,089	\$ 276,103	\$ (167,986)	-37.83%
Interest Charges on Capital Debt	511,763	474,675	474,675	435,605	(39,070)	-8.23%
Amortization	4,494,551	4,599,495	4,781,798	5,086,083	304,285	6.36%
Total Capital Expenses	\$ 5,233,401	\$ 5,379,606	\$ 5,700,562	\$ 5,797,791	\$ 97,229	1.71%
Balance Available for Other Operating Expenditures				\$ 18,653,059		

**\$18,653,059 Remaining after Salaries & Benefits
and Capital Expenditures**

2024-2025 Draft Other Operating Expenditures

	2022-23 Actuals	2023-24 Estimates	2023-24 Revised Estimates	2024-25 Draft Budget	Variance Increase (Decrease)	% Increase (Decrease)
Learning Materials/ Computers/ Paraprofessional	\$ 2,089,346	\$ 2,781,788	\$ 2,731,240	\$ 2,299,191	\$ (432,049)	-15.82%
Staff Development/ Coordinator & Consultant	831,963	1,094,730	1,546,925	1,085,621	(461,304)	-29.82%
Principals and School Office	253,174	289,286	299,701	290,831	(8,870)	-2.96%
Board Admin	888,394	934,310	934,310	952,698	18,388	1.97%
School Operations/ Maintenance & Transportation	9,500,978	10,432,409	10,550,060	10,722,526	172,466	1.63%
Grand Total	\$13,563,855	\$ 15,532,523	\$ 16,062,236	\$ 15,350,867	\$ (711,369)	-4.43%

Expense Variance Notes (2024-25 Draft Budget vs. 2023-24 Revised Estimates)

- (1) 2023-24 Revised Estimates includes carry forwards from prior year and contracted Mental Health services now staffed internally
- (2) 2023-24 Revised Estimates includes enveloped Special Education, Rural and Northern Education and PPF Fund carry forwards
- (3) 2024-25 reflects inflationary increases to insurance, audit & software fees
- (4) 2024-25 reflects new transportation funding model with higher fuel benchmark
2024-254 reflects increased utility and maintenance costs offset with increased benchmark funding

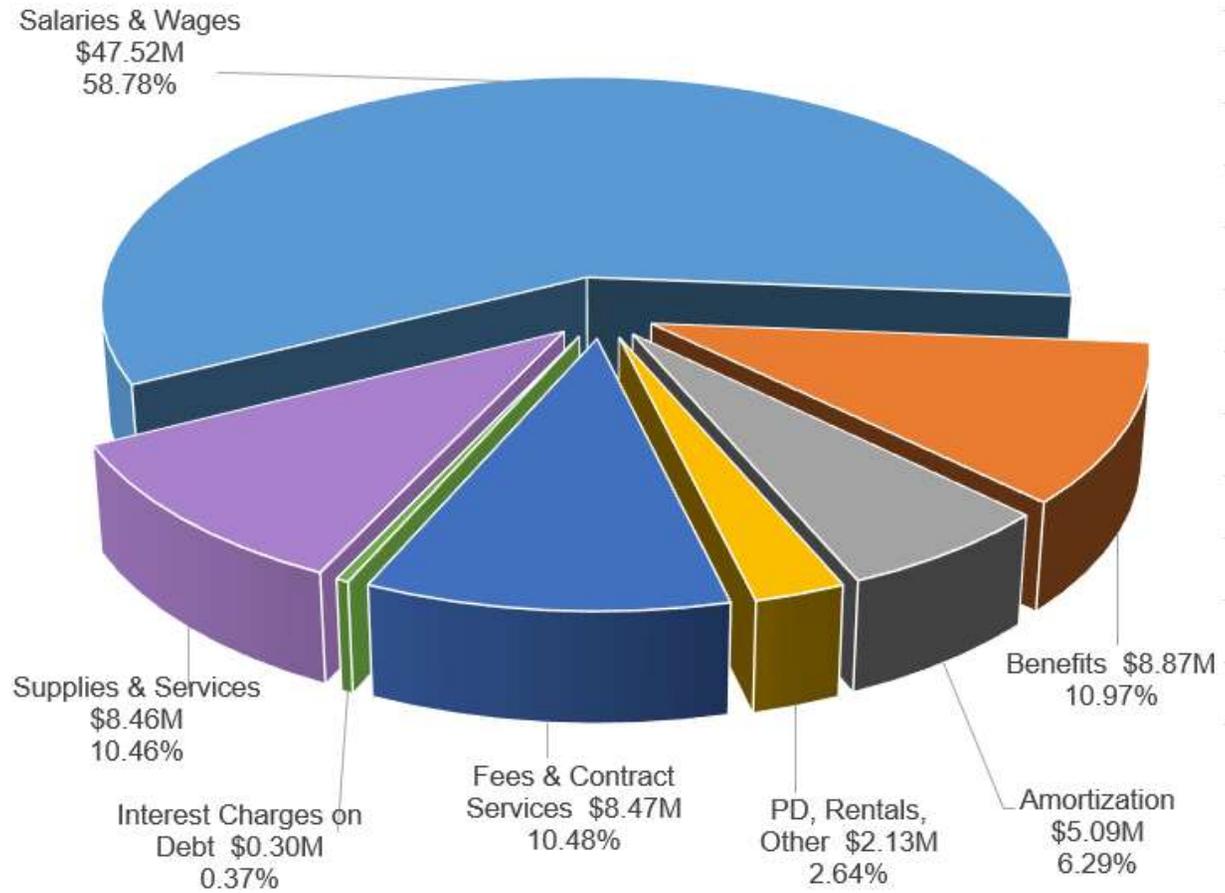
2024-2025 Draft Expense Summary

	2022-23 Actuals	2023-24 Estimates	2023-24 Revised Estimates	2024-25 Draft Budget
Salaries & Benefits	\$ 53,538,332	\$ 53,742,769	\$ 54,734,429	\$ 56,389,403
Other Operating	13,563,855	15,532,523	16,062,236	15,350,867
Capital Related Expenditures	5,233,401	5,379,606	5,700,562	5,797,791
Other Expenditures (1)	2,085,838	2,671,796	2,822,344	3,302,192
Total Expenditures	\$ 74,421,426	\$ 77,326,694	\$ 79,319,571	\$ 80,840,253

**(1) 2024-25 Draft Other
Expenditures:**

School Generated Funds	\$ 1,800,000
St. Andre Bessette Trust Fund	\$ 45,000
Labour Contingencies	\$ 1,457,192
	<u>3,302,192</u>

2024-2025 Draft Expenditures - \$80.8M



2024-2025 Draft Budget Summary

Revenues	2022-23 Actuals	2023-24 Estimates	2023-24 Revised Estimates	2024-25 Draft Budget	Increase (Decrease)
Grants for Student Needs	\$ 63,799,145	\$ 66,257,993	\$ 67,623,252	\$ 67,520,594	\$ (102,658)
Prov grants other	1,650,628	1,341,128	1,713,845	3,264,269	1,550,424
Local taxation	7,527,298	7,492,073	7,465,332	7,601,032	135,700
Federal Grants	51,272	-	-	-	-
School Generated funds	1,370,720	1,750,000	1,700,000	1,800,000	100,000
Investment	288,059	250,000	250,000	300,000	50,000
Other	360,664	235,500	567,142	354,358	(212,784)
	\$ 75,047,786	\$ 77,326,694	\$ 79,319,571	\$ 80,840,253	\$ 1,520,682
Expenditures					
Instruction	\$ 52,406,720	\$ 53,066,432	\$ 54,754,534	\$ 55,076,448	\$ 321,914
Administration	2,918,833	2,976,967	2,964,652	3,029,777	65,125
Transportation	6,220,180	7,260,119	7,377,584	7,564,573	186,989
Pupil Accommodation	10,654,017	11,215,542	11,264,619	11,731,425	466,806
School Generated funds	1,370,720	1,750,000	1,700,000	1,800,000	100,000
Other	850,956	1,057,634	1,258,182	1,638,030	379,848
	\$ 74,421,426	\$ 77,326,694	\$ 79,319,571	\$ 80,840,253	\$ 1,520,682
Annual Surplus (Deficit)	\$ 626,360	\$ -	\$ -	\$ -	\$ -
Surplus (Deficit) at Beginning of Year (1)	6,143,921	6,405,562	6,770,281	6,770,281	-
Surplus (Deficit) at End of Year	\$ 6,770,281	\$ 6,405,562	\$ 6,770,281	\$ 6,770,281	\$ -
Detail of Accumulated Surplus					
Accumulated Surplus (Deficit) at end of Year	\$ 6,770,281	\$ 6,405,562	\$ 6,770,281	\$ 6,770,281	\$ -
Less: Available for Compliance - Internally Appropriated	(3,926,046)	(3,713,778)	(4,508,888)	(4,443,045)	65,843
Less: Unavailable for Compliance	(451,376)	(655,532)	(404,109)	(365,342)	38,767
Accumulated Surplus Available for Compliance - Unappropriated	\$ 2,392,859	\$ 2,036,252	\$ 1,857,284	\$ 1,961,894	\$ 104,610

(1) Beginning of Year surplus for 2023-24 Estimates does not reflect retroactive adjustment for the implementation of the new Public Sector Accounting Standard (PSAS) 3280, Asset Retirement Obligations which came into effect for the 2022-23 fiscal year end.



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: June 17, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

ELEMENTARY FRENCH IMMERSION BOUNDARY REVIEW

Public Session

BACKGROUND

A French Immersion (FI) Program began at St. Mary's Catholic School in Listowel with a Grade 1 class in the 2023-2024 academic year. Students enrolled in Senior Kindergarten and/or who were enrolled in Grade One in September 2023 had the option of becoming members of the first French Immersion Cohort. In Perth County, FI is offered at Jeanne Sauvé Catholic School, Stratford, and St. Michael Catholic Secondary School, Stratford. In Huron County, the FI program is offered at St. Mary's Catholic School in Goderich and St Anne's Catholic Secondary School in Clinton. The addition of a new FI program in Listowel necessitated the need to review the Board's existing elementary FI boundaries. Currently the FI school for all Huron County students is St. Mary's Catholic School in Goderich, and Jeanne Sauvé Catholic School, Stratford for all Perth County students.

DEVELOPMENTS

Watson & Associates Economists Ltd. were engaged in early 2024 to complete a review of the Board's elementary FI boundaries. In late May 2024 a preliminary report was presented to Board staff which provided enrolment projections for schools in the vicinity of Listowel. Seven option areas were identified as areas to review and possibly include in a new FI program boundary for St. Mary's School Listowel. Two figures are attached.

1. 2023-24 French Immersion Attendance Areas (current).
2. French Immersion option areas.

Next Steps:

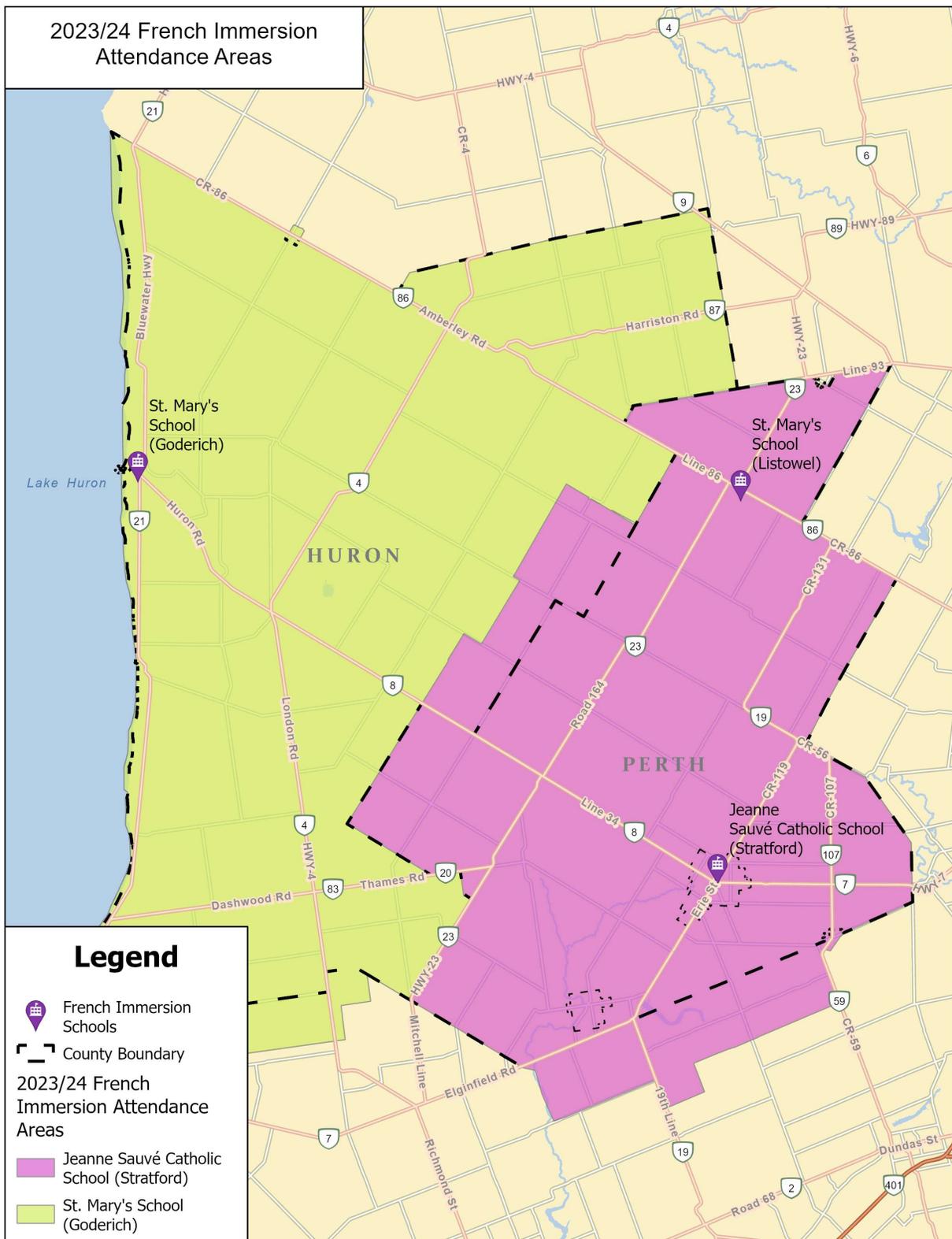
- Further discussion and input from Watson & Associates Economists Ltd. to determine a final proposed FI attendance area for St. Mary's School Listowel.
- Bring proposed changes for elementary FI boundaries to the Board of Trustees.

RECOMMENDATION

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



2023/24 French Immersion Attendance Areas





FI Option Areas

