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

## **AGENDA**

- 1. Opening Business**
  - 1.1. Opening Prayer & Condolences - Trustees Pages 3-4
    - 1.1.1. Mass cards and condolences on behalf of the Board for February were sent to the family of Roy Machan, father-in-law of Emily Runstedler, teacher at St. Mary's School, Listowel on his passing; to the family of Jim Crowley, son to Patsy Crowley, retired employee of the Catholic Education Centre, Dublin on his passing.
  - 1.2. Land Acknowledgement - Mary Helen Van Loon, Chair Page 5
  - 1.3. Attendance
  - 1.4. Approval of the Regular Board Meeting Agenda of February 24, 2025. Pages 1-2
  - 1.5. Declaration of Interest
  - 1.6. Approval of the Regular Board Meeting Minutes of January 27, 2025. Pages 6-12
  - 1.7. Approval of the Special Board Meeting Minutes of February 20, 2025 (walk-in)
  - 1.8. Business Arising from the Minutes of the Regular Board Meeting of January 27, 2025 and the Special Board Meeting of February 20, 2025.
- 2. Presentations**
  - 2.1. Christin Dennis - Presentation of Indigenous Artwork
- 3. Delegations**
- 4. Consent Agenda**
  - 4.1. Board Highlights Pages 13-21
  - 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of January 20, 2025 Pages 22-26
  - 4.3. Approved Catholic Parent Involvement Committee meeting minutes of October 29, 2025 Pages 27-29
  - 4.4. Student Information System Agreement Page 30
  - 4.5. Approved Huron Perth Student Transportation Services Meeting Minutes of October 8, 2024 Pages 31-32
- 5. Committee and Staff Reports**
  - 5.1. Policy**
    - 5.1.1. Board Policies for review:
      - a) Harassment Pages 33-40
    - 5.1.2. Board Policies recommended for approval/rescinding:
      - a) Media Relations Pages 41-43
      - b) Infectious Disease Emergency Pages 44-51

<b>5.2. Student Achievement and Catholicity</b>	
5.2.1. School Year Calendar 2025-2026	Pages 52-53
5.2.2. Literacy Screening Data	Pages 54-58
5.2.3. Pastoral Planning	Pages 59-61
5.2.4. Math Achievement Action Plan (MAAP) Update	Pages 62-68
5.2.5. Student Trustees' Report	Pages 69-71

<b>5.3. Corporate Services and Operations</b>	
5.3.1. 2025-2026 Budget Community Consultation	Page 72

- 6. Information and Correspondence**
- 7. Notices of Motion**
- 8. Notices of Motion Considered for Adoption**
- 9. Trustee Inquiries**
- 10. In-Camera Session of the Regular Board Meeting**
- 11. Rise and Report on the In-Camera Session of the Regular Board Meeting and Approval of the Business of the In-Camera Session**

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

- 12. Future Meetings and Events**
  - Equity, Diversity, Inclusion and Anti-racism Committee (EDIAR) meeting - March 19, 2025
  - Regular Board Meeting - Monday, March 24, 2025
  - Catholic Parent Involvement Committee (CPIC) - Tuesday, March 25, 2025
  - OCSTA 2025 Business Seminar - May 1
  - OCSTA 2025 AGM and Conference - May 1 - 3 - Hosted by York CDSB
  - Catholic Education Week Mass - Monday, May 5, 2025
  - CCSTA 2025 AGM and Conference - June 5-7, 2025 - Halifax
- 13. Closing Prayer - Mary Helen Van Loon, Chair**
- 14. Adjournment**



# HURON-PERTH CATHOLIC

## District School Board

**Regular Board Meeting - Monday, February 24, 2025**

### **Opening Prayer and Intentions - Trustee S Muller**

Loving God,

As we gather in this season of solidarity, we thank You for the diverse community You have created, for in our differences, we find strength and love.

May our hearts be open to those around us and may we act as instruments of Your peace and compassion.

Guide us to build bridges of understanding and unity, that we may truly live as one body in Christ.

Empower us to serve those in need, embracing all as brothers and sisters in faith.

Amen.

### **Litany of Solidarity - Student Trustee S Cronin**

God of compassion, You call us to love one another.

As people of solidarity, may we...

**All:** Work to dismantle barriers and build bridges of understanding.

As people of solidarity, may we...

**All:** Model inclusion and welcome all into our communities.

As people of solidarity, may we...

**All:** Support those who are marginalized and advocate for justice.

As we journey together, may our solidarity...

**All:** Reflect the love of Christ in all our actions.

In a world longing for peace, may our solidarity...

**All:** Be a source of hope and healing for all.

And may almighty God bless us.

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

Let us remain united in the love of our Saviour, Jesus Christ.

### **Gospel Reading - Trustee J McDade**

A reading from the holy Gospel according to Matthew.

Jesus said, "For I was hungry and you gave me something to eat; I was thirsty and you gave me something to drink; I was a stranger and you invited me in; I needed clothes and you clothed me; I was sick and you looked after me; I was in prison and you came to visit me."

Then the righteous will answer him, "Lord, when did we see you hungry and feed you, or thirsty and give you something to drink? When did we see you a stranger and invite you in, or needing clothes and clothe you? When did we see you sick or in prison and go to visit you?"

The King will reply, "Truly I tell you, whatever you did for one of the least of these brothers and sisters of mine, you did for me."

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

### **Prayers of the Faithful - Student Trustee L Nyenhuis**

The response to the petition is: **R. Lord, hear our prayer.**

For the Church, that we may be a beacon of hope and solidarity in the world.

We pray to the Lord. R.

For leaders of nations, that they may work together for the common good of all.

We pray to the Lord. R.

For those who suffer from injustice or exclusion, that they may find support and solace in our communities.

We pray to the Lord. R.

For the strength to be advocates for the vulnerable and marginalized.

We pray to the Lord. R.

For all who are sick or in need of healing, that they may experience God's love through our care.

We pray to the Lord. R.

For the intentions we hold in the silence of our hearts...

We pray to the Lord. R.

### **Closing Prayer - Trustee A Cronin**

Loving God,

As we leave this gathering, may we carry the spirit of solidarity with us.

Help us to be instruments of Your peace, reaching out in love to all who cross our paths.

May our actions reflect the compassion of Christ, and may we be united in our mission to serve others.

Guide us to live as one family in faith, and may Your love shine through us in all we do.

**All: Amen.**

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

St. Andre Bessette

**All: Pray for Us.**



# HURON-PERTH CATHOLIC

## District School Board

**Regular Board Meeting - Monday, February 24, 2025**

### **Reflection - Chair Van Loon**

### **Land Acknowledgement - Chair Van Loon**

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

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

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

**MINUTES**

**Present:**

**Trustees:** Vice-Chair Tina Doherty (Acting as Chair); Trustees Amy Cronin; Sue Muller (virtually as approved by Chair for medical reason) and Mary Helen Van Loon (virtually as approved by Chair for family reason)

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

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

**Absent:** Trustee Jim McDade (as approved by Chair for medical reason), Fr. David Butler, Board Chaplain

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**1. Opening Business**

**1.1. Opening Prayer & Condolences** - Vice-Chair Doherty

**1.2. Land Acknowledgement** - Vice-Chair Doherty

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

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

Moved by: Amy Cronin

Seconded by: Mary Helen Van Loon

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of January 27, 2025.

**Carried**

**1.5. Declaration of Interest** - none

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

Moved by: Amy Cronin

Seconded by: Mary Helen Van Loon

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

**Carried**

**1.7. Business Arising from the Minutes**

**2. Presentations**

**3. Delegations**

**4. Consent Agenda**

- 4.1. December Board Highlights
- 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of November 11, 2024
- 4.3. Travel Reimbursement Rates effective January 1, 2025
- 4.4. Facility Project Approval (St. Anne's CSS)

Trustees inquired about the Catholic student leadership retreat in February. Director Designate Tigani responded that it will be open to students at both secondary schools who wish to attend.

Trustees inquired about the additional funds for the St. Anne's Catholic SS track project, Superintendent Ducharme responded that the additional funds will come from School Condition Improvement Funding which is earmarked for capital projects. This funding would not be able to purchase classroom resources. It is funding that can only be used on capital projects.

Trustees inquired about training on 3D printers from the Highlights report. Director Designate Tigani responded that staff will be receiving training to ensure the machines are being used to their full capabilities in our schools. This equipment is in both secondary schools for use in the technology classes such as construction and carpentry. It is the same equipment that would be used in the industry, offering opportunities to better prepare our students for the workforce. The CNC equipment was fully funded through a CTMA grant. The newest piece of equipment was installed at St. Michael CSS and trustees can expect an invitation to a ribbon cutting ceremony in the near future.

Moved by: Amy Cronin

Seconded by: Mary Helen Van Loon

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 January for information

AND

THAT the Huron-Perth Catholic District School Board receives the approved Special Education Advisory Committee (SEAC) Meeting Minutes of November 11, 2024

AND

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

AND

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

**Carried**

**5. Committee and Staff Reports**

## 5.1. Policy

### 5.1.1. Board Policies for Review:

- a) Media Relations
- b) Infectious Disease Emergency (Pandemics)

Director Designate Tigani shared that media relations policy is unchanged with the exception of adding a belief statement.

Director Designate Tigani shared that Pandemic policy name change is to encompass infectious disease emergencies, not just pandemics. The revised policy was shared with the Huron Perth Public Health (HPPH) unit for feedback. Director Designate Tigani shared the considerations from the HPPH which will be incorporated into the policy that comes back to the Board in February for approval.

Trustees inquired about the Board making decisions about vaccinations. Director Designate Tigani responded that this is not something that is being considered. As situations arise staff will work with HPPH recommendations at the time.

Trustees inquired if remote learning will be available if part of a class is unable to attend in person. Director Designate Tigani responded that teaching and learning will be addressed based on the situation and the circumstance at the time.

Trustees offered that the word pandemic be removed from the policy title, infectious disease covers pandemic. Trustees inquired about enforcing specific requirements such as PPE that are outlined in the resource guidelines. Director Designate Tigani responded that the resource guideline is specific to the Covid-19 pandemic. It would be used as a resource starting point and would be adapted for the specific infectious disease at the time.

Moved by: Mary Helen Van Loon

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives the following policies for review: Media Relations and Infectious Disease Emergency (Pandemics)

**Carried**

### 5.1.2. Board Policies Recommended for Approval/Rescinding:

- a) Health & Safety
- b) Violence in the Workplace

Moved by: Mary Helen Van Loon

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board approves the following policies:

Health & Safety and Violence in the Workplace

**Carried**

## 5.2. Student Achievement and Catholicity

### 5.2.1. Equity, Diversity, Inclusion and Anti-racism (EDIAR) Update

Director Designate Tigani shared context for the EDIAR report, the work plan and the equity

symbol and that all work being done is to align with Ontario Catholic Graduate Expectations. Superintendent Boreham shared that the equity symbol work has included input from secondary teachers and students.

Trustees inquired about the video training links that were shared in the last EDIAR update. Will these video learning clips continue? Superintendent Boreham will look into the videos that were referenced and share back with the Board if the video series will continue and where they will be made available.

Moved by: Mary Helen Van Loon

Seconded by: Amy Cronin

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

**Carried**

### **5.2.2. Strategic Plan Update**

Superintendent McDade and Superintendent Boreham shared highlights of the report.

Trustees inquired about the allotment of funds to support Faith Formation strategic plan goals and if the items would be purchased from the school budget or Board budget. Director Designate Tigani responded that in reviewing the budget at the halfway mark of the year, they were able to reallocate funds to faith formation goals of the strategic plan, the school resources will be purchased from Board budget.

Moved by: Amy Cornin

Seconded by: Sue Muller

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

**Carried**

Trustee Van Loon's virtual link dropped, was not present for vote but was present for the discussion.

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

Trustee Van Loon rejoined virtually

Moved by: Amy Cronin

Seconded by: Mary Helen Van Loon

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

**Carried**

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

### **5.3.1. 2024-2025 Revised Estimates**

Trustees inquired about additional expenses incurred from the IBM audit and demographer, will these projects be completed by August 31, 2025. Superintendent Ducharme responded that the IBM audit will be completed and funded from the 2024-2025 budget. Watson & Associates demography study will not be completed, the study often takes 12-14 months

to complete. A portion of the cost will be funded from the 2024-2025 school year, the remaining will be budgeted in the 2025-26 year.

Moved by: Sue Muller

Seconded by: Amy Cronin

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

**Carried**

### **5.3.2. November Financial Report**

Superintendent Ducharme shared that the Finance team has an efficient process for monitoring expenditures. This process allows decisions to be made to optimize budget expenditures.

Trustees inquired about the staffing increase. Superintendent Ducharme responded that since estimates in June, two classrooms were opened, one in Listowel in the summer, and one at St. Aloysius in the fall. Trustees inquired for next year's planning, if district enrolment stays the same, is there an opportunity to decrease staffing. Superintendent Ducharme responded yes, staffing for 2025-2026 is being assessed now.

Moved by: Amy Cronin

Seconded by: Mary Helen Van Loon

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

**Carried**

### **5.3.3. 2025-2026 Budget Procedures Manual**

Trustees inquired if this is the same procedure manual as last year. Superintendent Ducharme responded it is the same, the only thing new is the timeline specifically speaks to having a special board meeting in June.

Moved by: Mary Helen Van Loon

Seconded by: Amy Cronin

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

**Carried**

## **6. Information and Correspondence**

- 6.1.** Father David Butler has been granted a personal leave by the Bishop. The diocese will be in contact about the Board Chaplain positions and next steps for the Board.
- 6.2.** Express bus route from Listowel to St. Michael CSS plan is in development with only two stops. This will decrease student travel time and help with student recruitment and retention plans. Superintendent Ducharme shared that the plan is to announce the new route prior to students selecting their course for next year in the coming weeks. Superintendent Ducharme stated that at this time, funding will come from rural funding that is available to our Board in the transportation envelope from the ministry.
- 6.3.** IBM optimization review started today.
- 6.4.** Artificial Intelligence policy will be reviewed more frequently due to the changing landscape of this technology.

**7. Notices of Motion**

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

**9. Trustee Inquiries**

- 9.1. Trustees inquired about the recent OCSTA seminar, Director Designate Tigani and trustees who attended shared the highlights of the conference and the sessions attended.
- 9.2. Trustees inquired about the Directors Performance Appraisal (DPA) and the upcoming deadlines. A full review is required if a Director appointment is in place prior to March 1, 2025. The DPA committee needs to develop a plan with a clear timeline and expectations. Director Designate Tigani will connect with the Ontario Education Collaborative Marketplace (OESC) for a clear direction and deadlines. The DPA committee which consists of the five trustees will work together with Director Designate Tigani to meet ministry regulations.
- 9.3. Trustees inquired about a St. Boniface School posting about diversity training. The post was neurodiversity training with a system staff for Grade 1 students. Trustees highlighted the importance of the language used in social media postings and that it aligns with Catholic Social Teachings and the strategic plan.
- 9.4. Trustees inquired about school pastoral plans. They are interested in the guidance that is provided to Principals to create the plans and would like to know more about this process. Trustees requested a report to provide a general understanding of the process, how it connects to the strategic plan, the pastoral plan of the London Diocese and the support provided to principals when developing their school plan.
- 9.5. Trustees inquired if there had been any contact from the community concerning the recent bus incidents. No concerns have been brought forward to the trustees. Director Designate Tigani responded that no communication has been received as it pertains to bus incidents and commented thankfulness that there were no serious injuries.

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

Moved by: Amy Cronin

Seconded by: Mary Helen Van Loon

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: Mary Helen Van Loon

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:

- Patricia Barnett, Custodian, Precious Blood School, Exeter, effective February 20, 2025
- John Lawson, Manager of ICT, Catholic Education Centre, Dublin, effective June 27, 2025

**12. Future Meetings and Events**

- Equity, Diversity, Inclusion and Anti-racism Committee (EDIAR) meeting - January 30, 2025

- District Skills Competition - Wednesday, February 19, 2025, 10am-2pm
- Regular Board Meeting - Monday, February 24, 2025
- Regular Board Meeting - Monday, March 24, 2025
- Catholic Parent Involvement Committee (CPIC) - Tuesday, March 25, 2025
- OCSTA 2025 Business Seminar - May 1 - 3 - Hosted by York CDSB
- Catholic Education Week Mass - Monday, May 5, 2025

**13. Closing Prayer** - Vice-Chair Doherty

**14. Adjournment**

Moved by: Amy Cronin

Seconded by: Mary Helen Van Loon

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of January 27, 2025

**Carried**



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

Prepared by: Tara Boreham and Sean McDade, Superintendents of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: Monday, February 24, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary Designate

## BOARD HIGHLIGHTS FEBRUARY

Public Session

### BACKGROUND

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

### DEVELOPMENTS

The spiritual theme anchoring our new Strategic Plan is “On Fire With The Spirit: Awaken! Illuminate! Rejoice!” Inspired by the Holy Spirit and enlivened by the Pentecost story, we continue going forward into a new year full of faith, hope, love and joy. We are excited about the incredible learning and growth that propels us forward as we journey together throughout the school year. February marks the beginning of a new school year and is marked by enthusiasm and commitment on the part of our students, staff, educators and families. We are delighted to highlight some of the activities and opportunities that took place this month across our district.

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### **CATHOLIC EDUCATION**

#### **Daily Reflections for Elementary Schools**

Principals and educators will receive monthly resources that have been created by the Religion and Family Life Learning Coordinator to support daily prayer, scripture reflection, connections to the saints, highlighting the Ontario Catholic School Graduate Expectations, Catholic Social Teachers and Virtues. These can be used as part of the morning announcements, in the classrooms and include a calendar that can be shared with parents and guardians that provides prompts for at home conversations. We hope this resource will be widely used by all and will continue to support our Strategic Goals of ongoing Catechesis and Faith Formation.

#### **Flat Luce Pilgrimage Across the Huron-Perth Catholic DSB for the Jubilee Year**

This project aims to unite students and staff across the Huron-Perth Catholic DSB in a shared faith experience during the Jubilee Year by creating a travelling Flat Luce figure that visits elementary and secondary schools. It aims to deepen students’ understanding of Catholic traditions, connect them to sacred spaces, and encourage creativity, collaboration, and community-building.

Luce (pronounced lù-ce) is the official mascot of the Jubilee Year created by the Vatican. In Italian, Luce means “light”. She is made in the Anime style. Flat Luce, inspired by Flat Stanley,

will symbolize the light of Christ. As part of the Jubilee Year celebration, Flat Luce will make a "pilgrimage" to each school and associated parish within the Huron-Perth Catholic DSB. This initiative will:

1. Foster faith formation and community engagement.
2. Highlight sacred spaces within schools and parishes.
3. Encourage student participation through creative activities.

This project was created by the Religion and Family Life Learning Coordinator. Flat Luce has started her pilgrimage this month and we look forward to learning about her journey throughout our system.



### **Black History Month**

Educators across the district have engaged students in various learning activities throughout the month related to the history, accomplishments and leadership of Black Canadians and others from around the world. A collection of resources was provided by the Learning Coordinator responsible for Equity which included morning prayers and announcements highlighting Black Catholics and Canadians, over 60 book titles in French and English with links to lesson plans and activities, slide decks with lessons, links to online resources such as Edwin, My Place in This World, ON-Core, and more! Our staff have been using the digital subscription to My Place in this World: A Black Heritage Curriculum, which has been promoted not just this month, but throughout the school year. This innovative curriculum provides a wealth of information, activities, assignments, and assessments that recognize and celebrate the vast contributions of Black people. There are also many great videos that teachers can use for engaging conversations and deeper learning available on the On-Core platform that focus on Canadian Black History. Schools included special announcements and social media posts about Black Saints, authors, actors and humanitarians.

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## ***LEADERSHIP***

### **Leaders' Learning Council**

On Tuesday, February 11, the Director of Education, two Superintendents of Education, principals, vice-principals, and learning coordinators gathered in person for an LLC session. The day of learning began with a presentation on the critical role of universal supports in developing executive function skills in students, led by the Special Education Learning Coordinator and the Behaviour Consultant and Lead Trainer. Next, the Literacy and Math Coordinators guided a session on EQAO data trends and system-wide supports for this year's Grade 3 and 6 students, offering insights into strategies for student success. The day concluded with a discussion led by the Superintendents of Education, emphasizing the value of principal walkthroughs as a key practice for enhancing student learning and instructional effectiveness. This learning will continue when we gather on Tuesday, February 25th with a continued focus on our strategic priorities.

### **Grade 3 and 6 EQAO Professional Learning Sessions**

Starting in February, the Literacy and Math Coordinators began hosting small-group sessions for Grade 3 and 6 teachers. As part of our commitment to strengthening student assessment practices, this professional development initiative was designed to equip educators with the knowledge and strategies needed to prepare students effectively for the EQAO assessments. These sessions provided teachers with a deep understanding of the EQAO assessment framework, best practices for student preparation, and techniques to create a supportive testing

environment. Educators also explored test administration protocols, instructional strategies aligned with the Ontario Curriculum and EQAO expectations, and methods for analyzing assessment data to guide future instruction.

### **International Education**

The start of Semester 2 meant the arrival of five students from Brazil on February 1 at Pearson International Airport after a ten hour flight from Sao Paulo, Brazil. The students were welcomed by staff from the Homestay Company, Muskoka Languages International (MLI) and transported on a Stratford Aiporter van to their host families in Stratford, Wingham and Seaforth. Three students are attending St. Michael CSS and two are attending St. Anne's CSS. All five students require a timetable that includes math, english, religion or a social science course along with a senior level science course. All five students will be attempting to earn credits that will be transferable to Brazilian Education requirements when they leave at the end of June 2025. Secondary Learning Coordinator Paul D'Hondt met the students at St. Michael CSS on Monday, February 3 and Principal Chris Grace did the same at St. Anne's CSS. Students were provided school uniforms, introduced to staff, and provided with a guided tour of the school prior to starting their semester with us. All five students were very excited to be here but were a little cold as this was their first experience with snow.

Principal Grace will be attending major recruiting events at the Canadian Embassy in Tokyo and Osaka, Japan in March. The Huron-Perth Catholic District School Board will be showcased to various agents from across Asia, including Japan and South Korea as well as many students and their families as they start planning for the child's visit to Canada for September 2025 or September 2026. The importance of this recruiting trip is extremely significant as close to 2,200 students from Japan come to Canada every year for a semester or multi-semester visit. Japan is the fourth leading source of students to Canada. South Korea, Germany and China round out the top three sources of students to Canadian High Schools yearly.

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

### **Ontario Catholic Supervisory Officers Association (OCSOA) Retreat**

The Director of Education and Superintendents attended the annual OCSOA Retreat on February 5-7. The theme was "Braving the Thin Places: Making Space for Grace" and was led by author and facilitator Julianne Stanz. The retreat included prayer, liturgies, Mass, music, reflection, and various opportunities for personal and community faith formation. This faith formation experience for senior leaders in Catholic school boards is an example of our strategic priority of faith formation in action. We prioritize Catholic leadership and the incredible importance of nurturing the faith formation of our leaders at all levels.

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## ***SPECIAL EDUCATION***

### **Planning For A Future Beyond High School**

Huron-Perth Catholic District School Board and Avon Maitland District School Board have partnered to host three transition fair events for parents and caregivers of students with disabilities as they prepare for a life beyond secondary school. The first was a virtual panel discussion with our partners at Facile Perth on February 26 from 6:00pm-7:30pm. Parents and Guardians of students in grades 7-12+ were invited to this event. The topics included: Key

Changes at Age 18, Proactive Ways to Plan Ahead, Honouring Your Child's Voice, Strengths and Passion, and Available Resources and Support. Details were also shared about upcoming in-person transition fairs on April 12 at St. Michael Secondary School in Stratford, and May 3 at Central Huron Secondary School in Clinton.

### **Special Education Advisory Committee Meeting**

On February 10, our monthly SEAC meeting took place virtually. System Special Education Team Members shared two information items. The first session was about our Early Years Transition to School process and procedure. During the month of February we began to receive information from the Early Years Resource Consultants in Huron and Perth counties about the junior kindergarten students who we will be welcoming to our schools in September. The second presentation focused on the work of our Skills Development Facilitator as it relates to neuro-diversity training, peer mediated supports, and student voice. Some programs that were celebrated were PEER Pals, Schools on TRACKS, and Stay, Play, and Talk.

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

### **Coding, Robotics and Experiential Learning**

On February 19, students in Grades 7 and 8 across the district participated in the second annual HPCDSB District Skills Competition. After a successful inaugural event last year, this competition continues to grow, providing students with hands-on, experiential learning opportunities that align with career pathways in skilled trades and technology. For months, students have been preparing with the support of their teachers, learning coordinators, program team members, and parent/community volunteers. This year, approximately 200 students competed across four competition categories: Robotics, Mechanical Engineering, Green Energy, and Construction.

In each category, students applied their learning using the digital tools available in their classrooms. They have engaged with coding software, 3D imaging programs, and digital research tools to enhance their understanding and technical skills in their respective fields. The winners of the competition will go on to represent HPCDSB at the Skills Ontario provincial competition in May, showcasing their talents on a larger stage. We are proud of the dedication and enthusiasm our students bring to this event and look forward to celebrating their achievements. We thank all educators, staff, and community partners who make this opportunity possible for our students.

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## ***STUDENT ACHIEVEMENT***

### **Mathematics**

During the month of February, the Math Team, consisting of three Math Facilitators and one Math Learning Coordinator, continued to support the teaching and learning of mathematics in all of our elementary schools. The focus for the next few months will be to provide grade 3 and 6 students with ample experience responding to multiple choice Math questions. Math Facilitators will work alongside teachers in grades 3 and 6 classes to prepare students for EQAO testing by using the [High Impact Instructional Practice](#) of "Teaching About Problem Solving" using recently released EQAO math questions. Problem-solving is a crucial skill that empowers students to think critically, persevere through challenges, and develop independent reasoning. These released EQAO questions provide an opportunity to review curriculum and teach students how to solve math problems. Teaching students about the problem-solving process helps make their thinking more intentional and explicit. It encourages them to engage in "self-talk," a valuable strategy they can use when approaching new challenges. When we teach problem-solving, we

guide students through the importance of productive struggle, learning from mistakes, and developing adaptive reasoning. Effective instruction in this area invites students to reflect on their thought processes, making unconscious strategies more visible and accessible. Math Facilitators model this approach, making their own thinking explicit to students and teachers, providing opportunities for discussion as students develop strong mathematical reasoning and problem-solving skills.

### **Literacy: Early Reading Screening**

Throughout the month of February, the System Literacy Team has been engaged in the Mid-Year Acadience Screening. All students in SK-2 have been assessed on key early literacy skills, including phonemic awareness, phonics, word reading, fluency, and comprehension. Classroom teachers were provided with release time and literacy lessons to facilitate the completion of the screening alongside a literacy resource teacher. The data collected is currently being compiled, and school team meetings are being scheduled to allow administrators, teachers, and system team members to analyze the results. These meetings will focus on developing targeted action plans for both classrooms and individual students based on the findings.

### **Reading Intervention**

St. Ambrose, St. Aloysius, Sacred Heart, and St. Mary's Goderich are the four elementary schools currently receiving the targeted Early Reading Intervention. This Tier 2 intervention targets some students in SK-2 who have scored significantly below benchmark. These students receive targeted support from a Literacy Resource Teacher (LRT) twice a week, either in small groups or one-on-one sessions. LRTs are using the data from the beginning of the year screening data and additional diagnostic information to provide very targeted instruction. The goal of this intervention is to provide early, focused instruction to address reading challenges and prevent further gaps in literacy development.

### **Secondary Teacher Collaboration**

We've had several groups of secondary teachers meet this month to continue planning program development and student achievement. Our technology teachers have met to explore the new grade 9 and 10 curriculum and the new engineering design process embedded there. Also we have had math teachers and social science teachers collaborating on program development to ensure consistency and explore best practices.

### **Secondary eLearning**

As we wrapped up our 5 eLearning offerings from semester 1 in January, we immediately jumped into semester 2. This semester, we're offering 8 eLearning courses across our district: Grade 11 Marketing, Grade 12 Business Leadership, Grade 11 Travel and Tourism, Grade 12 World Issues, Grade 12 English (with multiple pathways), Grade 12 Religious Studies, and Grade 11 Anthropology, Sociology, and Psychology. Between our two schools, we have 206 students enrolled in one of our courses or a course offered by another Catholic school board in our sharing consortium. Additionally, we're welcoming 66 students from other Catholic boards into our courses this semester. These courses are created through Catholic Virtual Ontario, incorporating both curriculum content and Catholic values ensuring our students have access to quality materials when meeting this graduation requirement (2 eLearning credits).

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## **EXPERIENTIAL LEARNING PROGRAMS IN SECONDARY**

### **Certification & Safety Training**

- **First Aid/CPR Training**  
Over 100 Specialist High Skills Major (SHSM) students from both St. Anne's Catholic Secondary School (SACSS) and St. Michael Catholic Secondary School (SMCSS) participated in First Aid/CPR certification training in early February. This certification is required for students to earn the SHSM designation on their Ontario Secondary School Diploma (OSSD).
- **Working at Heights Training**  
SHSM students from the Construction, Agriculture, and Arts & Culture pathways attended Working at Heights training over three days in February. This certification is recognized by employers, enhances student résumés, and is mandatory for SHSM Construction students.
- **Health and Safety Training**  
All Cooperative Education students at SMCSS attended a mandatory Health and Safety training session on February 18. This training is essential for both the Co-op and SHSM programs.

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

- **Non-Profit Leadership Trip**  
SHSM students attended a Non-Profit Leadership course at King's University, titled *Reaping Our Right*, which focused on the challenges faced by small-scale farmers in the Global South. Students also received a tour of the university campus.
- **Arts & Culture Field Trip**  
Students visited Conestoga College to explore programs in Media, Coding, and Information & Communication Technology (ICT). They participated in four hands-on workshops and toured the college campus.
- **Jill of All Trades Event - Fanshawe College**  
On February 20, a group of SACSS students attended the *Jill of All Trades* event at Fanshawe College, where they explored careers in Carpentry, Plumbing, and Aviation.
- **Hair Demonstrations with Textured Hair**  
On February 24, hairstyling students from SACSS and SMCSS welcomed a barber specializing in textured hair, particularly fades. Students gained valuable skills through this hands-on demonstration.

### **Dual Credit Programs**

- **Dual Credit Aesthetics Program - Fanshawe College**  
Students began registration for the Dual Credit Aesthetics program, which will commence after March Break.
- **Conestoga College Dual Credit Courses**
  - SMCSS students started classes at Conestoga College on February 21.
  - St. Anne students also began their courses on February 21, with one student enrolled in the **Cabinet Making Dual Credit course** and another in the **Security Guard Licensing course**.
- **Lambton College Dual Credit Courses**  
Students enrolled in Lambton College's Dual Credit courses, including:
  - Intro to HVAC
  - Plumbing Techniques

- Intro to Residential Electrical
- Arboriculture and Chainsaw Practices
- Bakeshop

These courses started on February 20 and will allow students to earn both high school and college credits upon completion.

### **Ontario Youth Apprenticeship Program (OYAP)**

- **OYAP Placements**  
Students are preparing for apprenticeships in Electrical, HVAC, Plumbing, and Transportation fields for the second semester.
- **OYAP Level 1 Meeting**  
On February 11, Grade 11 students interested in Skilled Trades Co-op placements for the 2025-2026 school year attended an OYAP information session. The meeting provided details on OYAP participation and Level 1 programs offered by **Lambton, Conestoga, Fanshawe, and the Technical Training Group (TTG)**.
- **OYAP/Dual Credit Regional Meetings**
  - **RPT 10 Regional Meeting:** Monday, February 4
  - **RPT 7 Regional Meeting:** Tuesday, February 11
  - **OYAP Western Regional Meeting:** Friday, February 28
- **Grade 10 & 11 Presentations**  
Course selection presentations took place during the second week of February, focusing on SHSM and Dual Credit opportunities for students at SACSS and SMCSS.

### **Elementary School Engagement**

- **St. Anne's Grade 8 Tech Days**  
From February 4-7, St. Anne's hosted Grade 8 students from Huron County's elementary schools for hands-on activities in Electrical and Plumbing. Conestoga College instructors led the sessions, and students were highly engaged, eager to work on their projects without taking breaks!
- **Grade 6 Tech Days & Grade 7 Arts Days**  
From February 25-28, St. Anne's will welcome Grade 6 and 7 students from Huron County's elementary schools.
  - **Grade 6 students** will participate in a **tech rotation**.
  - **Grade 7 students** will engage in an **arts rotation**.

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

### **Pink Shirt Day: Anti-Bullying in Huron-Perth Catholic District School Board**

The Mental Health and Wellness Team (MHWT) developed and distributed a *'grab and go'* PSD Resource to facilitate engagement in raising awareness against bullying while promoting kindness in our schools on Pink Shirt Day Wednesday February 26, 2025. School staff were also provided with a Bullying: Information for Educators developed by the MHWT to assist with learning more about bullying and how we can assist our students who are experiencing bullying.

### **Professional Development: SBIRT Training**

The Mental Health Team participated in the Screening, Brief Intervention and Referral to Treatment (SBIRT) Training facilitated by School Mental Health Ontario (SMH-ON). This training provided a full day of learning with Regulated School Mental Health Professionals from across the province to increase our understanding about the core components of SBIRT and

Motivational Interviewing (MI). The training also provided assessment tools to support our School Based Social Workers in screening for substance use and ensuring students are receiving the appropriate care that meets their needs and is identity affirming and we look forward to adding this to our continuum of service delivery.

### **Secondary Panel: Faith and Wellbeing**

At the secondary level at St. Anne's Catholic Secondary School, our School Social Worker and School Chaplain collaborated to co-facilitate the Grade 10 student retreat. The retreat emphasized the role our Catholic faith plays in maintaining good mental health and well-being.

### **Elementary Panel: Classroom Presentations**

At the elementary level, the MHWT provided Social Emotional Learning (SEL) presentations to 4 classrooms on a range of topics from managing stress to coping with big feelings. Approximately 80 students participated in these classroom SEL opportunities.

The Recognizing Exploitation a Syllabus to End Trafficking (RESET) curriculum is nearly fully implemented in our Perth county schools. The RESET curriculum seeks to prevent and raise awareness about exploitation, human trafficking and online/social media safety.

- From September 2024 to February, 2025 309 grade 7 and 8 students across our Catholic Elementary schools in Perth county received the RESET curriculum.
- Students reported a 20% improvement in their understanding of vulnerability to emotional and physical harm.
- There was a 20% reduction in students who felt uncertain about who they could turn to for help regarding unhealthy relationships and human trafficking.

### **School Services Advisory Council (SSAC):**

Our mid-year School Service Advisory Committee Meeting was held on February 18, 2025 in which we discussed the school-based services provided by our community partners. During this month's meeting we unveiled a revised Huron-Perth Mental Health and Suicide Crisis Protocol that has been a project that our Mental Health Lead has worked on with the Avon Maitland District School Board Mental Health Lead as well as the Managers at the Huron Perth Centre, Huron-Perth CAS, Huron Perth Healthcare Alliance (Crisis Response) and CMHA Huron Perth. SSAC also discussed the strengths, gaps and needs for school-based services throughout both Huron-Perth Catholic DSB and Avon Maitland DSB with community partners.

### **Attendance: Caregiver Webinar**

On February 12, 2025 our Attendance Counsellor, along with representatives from the Avon Maitland District School Board and The Huron-Perth Children's Aid Society facilitated a 1-hour webinar titled "***My Child Does Not Want to Attend School.***" This presentation explored the barriers and challenges of school attendance and provided caregivers with practical strategies and insights to support their children attending school regularly. Available support and alternative education options for secondary students were also shared. A recording of the webinar will be available on our HPCDSB Mental Health and Wellness website.

### **School Mental Health Ontario (SMH-ON): New Resources for Parents**

School Mental Health Ontario has updated the following caregiver resources – and these are now available to access in multiple languages!

- o [How to help your child have a mentally healthy return to school](#)

- o [Helping Your Child Manage Digital Technology](#)
- o [Noticing Mental Health Concerns for Your Child – Info sheet](#)
- o [Noticing Mental Health Concerns for Your Child – Worksheet](#)
- o [Prepare, Prevent Respond - A suicide prevention guide for parents and caregivers](#)

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## **MAINTENANCE AND HEALTH AND SAFETY**

### **Joint Health and Safety Committee**

The Joint Health and Safety Committee met on February 19, 2025.

Topics discussed:

- Naloxone
- eBase Reporting
- Health and Safety Training for School Representatives
- PPM 128 - Code of Conduct
- ORT - training/info sheet
- Bill 190 Update
- First Aid Kits
- Monthly and Annual Inspections
- Incident reporting
- Annual workplace risk assessment
- Annual Review of Policies
  - Harassment Policy
- Electrical appliances in classrooms/offices

## **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board receives the Board Highlights for February for information.
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**Special Education Advisory Committee  
January 20, 2025 – 4:00 p.m.**

## **MINUTES**

**Present:**

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

**Board Trustee:** Mary Helen Van Loon

**Guest:**

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

**Absent:** Brenda Mason (Stratford Children Services), Val Milson (Huron Perth Centre, Sean McDade, Shona Gracey

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

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

Meeting Started: 4:00 pm

**2. Approval of Agenda & Minutes**

**2.1** Approval of December 2024 Minutes

Approved: Doris Barkley

Seconded: Emily Branje

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

**Carried.**

**2.2** Approval of January 2025 Agenda

Approved: Emily Branje

Seconded: Sandra McLaren

THAT the agenda be accepted as is.

**Carried.**

**3. Business Arising from Minutes**

Nothing to report.

**4. Correspondence**

The Minister's Advisory Council on Special Education asked the board to identify some current or emerging issues effecting students with special education needs, any successful practices to



support them, challenges and possible solutions or future directions and/or other comments. Jessica will share these topics with the SEAC group asking for ideas and feedback to fill out the Minister's chart and send back.

Ottawa Catholic District School Board's SEAC Chair shared correspondence about inadequate special education funding and Educational Assistant shortages. Their goal is to collect as many SEAC chairs as possible to sign one letter to be sent for consideration to take action against these issues.

Epilepsy Southwestern Ontario informed SEAC members about multiple programs that are offering to be run in classrooms to educate and raise awareness to students and teachers about Epilepsy, one example being a grade 5 program called Thinking About Epilepsy, which is a 45-60 minute presentation.

## 5. Agency Reports

### 5.1 *Autism Ontario*

Autism Ontario staff gets together on a monthly basis that oversees their SEAC representatives. They discussed a flyer that went out to schools regarding their march break funding that they have every year. Thousands apply every year and it is for funds up to \$500-\$750 to a family so they can do some planning while the student is off school during March break.

On February 26<sup>th</sup> there is going to be a workshop at Avondale United Church in Stratford hosted by their community engagement coordinator, along with Huron Perth Centre and other organisations. They're going to have different presenters and first do a presentation with groups to talk about Michael Unger's 7 things that all children need. There will also be other professionals and parent advocates who will share their stories.

### 5.2 *Facile Perth*

Facile has joined with Perth County Family Network to host a workshop on advocacy this week for families and caregivers. This is focused on how to have conversations with professionals whether that be with family doctors, teachers or service providers about how they can share their story and what their loved ones needs are in a way that engages that professional in an effective way. Louise Vandenbosch is an excellent speaker who has spent 40 years in the sector and is retired but has worked in a mediation role for many years and is offering her knowledge and expertise to families. One topic being how to write an effective email.

Facile is also collaborating with both school boards in Huron and Perth to host an event in February which Jessica will be presenting later on.

### 5.3 *Community Living Stratford & Area*

Community Living Stratford & Area met with VOICES today. They discussed that back in the fall one of the members of the committee went and did two training sessions in Huron Perth surrounding healthy relationships. There was about 12 students in each session and it was very successful. Some of the feedback received by students was that they now had a better



understanding of how to know when to trust the right people and to respect people if they need space and to just be themselves. These sessions will most likely be offered in the spring as well.

**5.4 Community Living Central Huron**

In regard to the VOICES program, Community Living Central Huron is still in a transitional period from when Jolene left and what she offered. The conversation was put on pause over the Christmas holidays but will be in progress again shortly to get more answers to how they can offer that in Huron County.

An in-house sexuality and healthy relationship training session was to be hosted today but is postponed to next week due to the weather. This is a 12-week session which touches on everything such as healthy relationships, internet safety, respecting yourself and how to form friendships/relationships.

**5.5 Family Services Perth Huron**

Nothing to report at this time.

**5.6 Community Living St. Marys**

Nothing to report at this time.

**5.7 CSCN**

Nothing to report at this time.

**5.8 Huron-Perth Center**

Last week Huron-Perth Centre hosted a 30 minute webinar on ODSP and DSO for families. Each organization had 10 minutes to present and then a 10-15 minute Q&A was provided where families could ask questions. A survey was taken afterwards, and families gave very positive feedback. Huron-Perth is offering one-to-one facilitation for families to complete those applications if they attended the webinar; they got the information on how to get started and then Huron Perth Centre offered the support to take action. The families had offered a bunch of ideas for another event that would be similar, some being, programs in the community for youth who are transitioning and some other questions around services. If anyone is interested in collaborating and hosting one of these again, it was definitely well-received; just having enough information for families and an idea of where they could go.

**5.9 Trustee Report**

Nothing to report at this time.

**5.10 Stratford Children Services.**

Nothing to report at this time.

**6. Information Reports**

**6.1 Virtual Panel & Transition Fairs – Jessica Langan & Sarah McArthur**

The virtual panel discussion will be held on February 26<sup>th</sup> and is about the transition from school to adult life for parents and caregivers of students with disabilities; hearing from other

families, students and professionals in the community, supporting youth with disabilities to prepare for and thrive in the next phase of their lives. Some topics include key changes at the age of 18, proactive ways to plan ahead and honoring our student's voices, strengths and passions. Transition fairs will be hosted at St. Michael's Secondary School on Saturday April 12<sup>th</sup> and at Central Huron Secondary School on Saturday May 3<sup>rd</sup>.

## **6.2 Universal Supports PD Plan – Emma Deweaver**

HPCDSB has started to offer all Educational Assistants expanded professional development programming that focuses on universal supports. The universal supports is a widely adopted framework that has proven to be successful in supporting the social, emotional and behavioral growth of all students. This can be put in place for an individual or at a classroom level which aims to create an inclusive environment, promote independence, prevent problem behaviors and increase learning opportunities and access to the curriculum. Although these supports are universal, they can still be highly individualized to suit a specific students needs. This framework breaks down into the following topics - functional communication, visual, skill-building, environmental and peer supports, as well as positive behavior planning.

Universal supports will be the main focus for the remainder of the year for a couple of reasons. First, when they are used with fidelity they are proven to be very successful and effective in supporting many students. Secondly, the board is very grateful for all the work our Educational Assistants put into supporting the students with their educational needs and we recognize that there is a need for all Educational Assistants (no matter what background they may have) to have the same tools in their toolboxes to support students.

Each month, 1-2 pre-recorded modules that have been put together by Megan and Jessica will primarily be rolled out on Google Classroom and additional training will be provided in-person on monthly PD days.

## **7. New Business**

Doris attended the Toronto District Schoolboard online SEAC meeting and learned that they are reviewing hiring an organization to review their special education program and to see where their issues are, which may take several years as they have thousands of students.

Doris learned that there was a doctor who was assessing part of their program and wanted to close the ISP which is their individual planning which includes special classrooms because they find it helpful, when in a large school, where there's a lot of students who have similar issues, to have care and support in a segregated class.

IEPs are done every year but they are not carried on from one year to the next, which would be a valuable tool for tracking the student's progress overtime. There are multiple significant differences between school boards and how IEPs are handled, which raises some concerns.

## **8. Future Meetings**

Next SEAC Meeting – Monday, February 10, 2025



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**9. Adjournment**

Motion to end meeting was made by: Kelly Boudreau

Meeting adjourned: Julie Welch

Ended: 4:40pm

**Catholic Parent Involvement Committee Meeting #1**  
**Tuesday, October 29, 2024 at 6:00 pm**  
**MINUTES**

Location: Catholic Education Centre, Dublin

Present:

Senior Administration: Tara Boreham, Superintendent of Education, Trustee Mary Helen Van Loon  
CPIC Members: Jim Walsh, Christa Heibein, Melanie Levinson, Emily Hendricks, Amy Culliton, Alicia Salvile, Rick Wurm, Amanda Linton, Sherri Downey, Brianna Schelgel, Brenda Roth, Lori Miller, Shawn Terpstra, Kascha McLeod, Michelle Boisvert (virtually)  
Guests: Christine Dale  
Regrets: Michelle Mc Roberts, Evan Brotherston, Deanna Lowry  
Quorum: Yes  
Recording Secretary: Kerri Catalan, Executive Assistant

**1. Opening Business**

1.1. Opening Prayer – Superintendent, Tara Boreham

1.2. Introductions – Superintendent, Tara Boreham

1.3. Attendance and Welcome – Chair

- Conflict of Interest

No one declared a conflict of interest

1.4. **Approval of the Agenda** – Chair

Moved by: Brianna Schelgel

Seconded by: Kascha McLeod

That the agenda be accepted as is.

Carried

1.5. **Approval of the CPIC Meeting Minutes** – June 11, 2024

Moved by: Kascha McLeod

Seconded by: Lori Miller

That the Huron-Perth Catholic District School Board approves the meeting minutes of the June 11, 2024 Catholic Parent Involvement Committee meeting.

Carried

1.6. Review of Membership and Bylaws of the Committee

- [CPIC By-laws 2024-2025](#)

1.7. Elections for 2024-25 Chair and Co-chair

- Chair - Shawn Terpstra, Holy Name of Mary, St. Marys

- Co-Chair - Jim Walsh, St. Patrick's, Kinkora

## 2. Reports and Discussion Items

### 2.1. Board Report - Trustee Mary Helen Van Loon

- Director of Education, Chris Roehrig announced his retirement: February 24, 2025
- Elections for Board of Trustee will be held at the November 18, 2024 Board meeting
- Discussed the EQAO results at the Board meeting on October 28, 2024

### 2.2. Director's Report – Superintendent Boreham

Overview of Strategic Plan shared via slideshow. Summary of Content included below:

- Catholic Faith Formation
  - Expectation: The District will embed the Ontario Catholic School Expectations across all programs and ensure that Catholic Social Teaching are widely understood and integrated across all programs
- Literacy
  - Expectation: The District will develop, implement and monitor the success of a system of professional development to improve literacy results across all grades (K-12).
- Math
  - The District will improve students' results in Mathematics by implementing a systematic approach to Mathematics including a scope and sequence.
- Student Success (Attendance)
  - The District will implement and monitor a Multi-Tiered System of Support that will result in improved student attendance.

Parents Reaching Out (PRO) Grant Explained:

- Parent engagement funding is provided to support the parent engagement activities of the school board's parent involvement (CPIC), school councils and parents.

The PRO grant funding supports initiatives that identify and address local parent needs and/or remove barriers that prevent parents and families from participating and engaging fully in their children's learning. Each elementary school has been allocated \$500 and secondary schools received \$750. The Principal is encouraged to work with the school council to determine the best use of the funds. Projects should support the diversity of parent needs and parent communities at the local level through an equity and inclusion lens.

Projects could include:

- Development of parent resources (i.e. mental health & well-being, anti-racism)
- Delivery of parent information sessions (how to support children & families at home)
- Delivery of parent engagement sessions (networking)
- Innovative activities that enable enhanced and diversified parent engagement

### 2.3. EQAO Report - Christine Dale (Learning Coordinator)

[EQAO Report](#)

### 2.4. Parent's Update

Members spoke about the different fundraising campaigns at each school planned for the year.

Some of the plans include:

- St. Patrick's Kinkora is fundraising for a screen in their gymnasium
- St. James is fundraising for equipment for their playground to engage students, eg. hockey nets.
- Holy Name-Special Friday Activities: Pickleball and Popcorn Day.
- St. Ambrose is fundraising for new school sports uniforms and to paint the tarmac.
- St. Patrick's Dublin/St.Columban, not fundraising this year, inquired about more grants, and asked why would we spend money on capital projects?
- St. Mary's Listowel, had success with the Anna Mae pie fundraiser last year and will probably do this again.
- St. Anne's Catholic, no fundraising plans yet but will plan for the Graduation Breakfast in June
- St. Michael Catholic, will fundraise for Graduation Breakfast and an outdoor learning space.

## 3. Future Meetings and Events

### 3.1. Events and Resources

- [Strategic Plan 2024-2027](#)

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

Meetings will be held in-person at 6:00 pm at the Catholic Education Centre, Dublin (a hybrid option will be made available)

- January 21, 2025 - hybrid
- March 25, 2025
- June 3, 2025

## 4. Closing Business

### 4.1. Closing Prayer – Tara Boreham

### 4.2. Adjournment

- Meeting adjourned at 8:10 p.m.



## 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: February 24, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary Designate

# STUDENT INFORMATION SYSTEM AGREEMENT

Public Session

## BACKGROUND

The Board uses Edsembli for its student information system. This encompasses items such as student profiles, timetables, academic performance and attendance. It also includes online student registrations and the functionality to integrate with other software applications and share data with those applications. The Board licenses this software through Sparkrock. The Board procures this software and related services in accordance with the Broader Public Sector Procurement Directive.

## DEVELOPMENTS

The Board's current contract, which was a three-year plus two optional one-year renewals, expires August 31, 2025. Board Information Technology and Finance staff have met with the vendor to discuss the terms for another three-year contract with two optional one-year renewals. The proposed contract term is September 1, 2025 to August 31, 2028 with two one-year optional renewals (Sept.1.28 to Aug.31.29 and Sept.1.29 to Aug.31.30). The proposed annual cost is below.

Year 1	Year 2	Year 3	Year 4	Year 5	Total
\$ 61,820	\$ 61,820	\$ 61,820	\$ 61,820	\$ 61,820	\$309,100

The pricing is based on a per-student fee for each of the application components. Pricing is subject to inflation and fluctuations based on actual student count.

## RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the agreement for Edsembli student information system, with the vendor Sparkrock, for a period up to five years at a total cost of \$309,100.00 not including sales tax.



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

**October 8, 2024  
3:00 PM  
Microsoft Teams Video Call**

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**MINUTES**

**1.0 Routine Matters**

- 1.1 Welcome and Opening Prayer  
In Attendance: Janice, Mary-Ellen, Tina, Cheri, Jim, Bruce, Nancy  
Regrets: Chris, Graham
  
- 1.2 Land Acknowledgement
  
- 1.3 Approval of Agenda  
**Moved by Tina, Seconded by Jim**  
That the agenda be approved as presented.  
**CARRIED**
  
- 1.4 Approval of Meeting Minutes – June 4, 2023  
**Moved by Cheri, Seconded by Mary-Ellen**  
That the Meeting Minutes be approved as presented.  
**CARRIED**

**2.0 Business Arising from June 4, 2024**

None

**3.0 General Managers Report**

- 3.1 Start Up  
Janice updated the committee on what we consider a successful start up
- 3.2 Driver Shortage  
Janice updated on the current driver situation
- 3.3 R&R - Driver Recruitment and Retention Program  
The program has been extended for this school year
- 3.4 Bus Accidents  
Janice explained the 2 bus accidents that have occurred this year

#### **4.0 Discussion Items**

Cheri and Mary-Ellen expressed their thanks to the Transportation Consortium on behalf of both Boards on the successful start up this school year.

#### **5.0 Adjournment**

##### **Moved by Tina, Seconded by Nancy**

That the Consortium Steering Committee meeting be adjourned.

**CARRIED**

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Cheri Carter  
Avon Maitland DSB

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Mary-Ellen Ducharme  
Huron Perth Catholic DSB

Committee Members:

HPSTS: Mary Lou Bilcke (recorder), Janice White

AMDSB: Cheri Carter, Bruce Whitaker, Graham Shantz

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



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

Prepared by: Angela Hodgson, Executive Manager of Employee Relations  
Presented to: The Huron-Perth Catholic District School Board  
Date: February 24, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary Designate

### **P 3.4.12 WORKPLACE HARASSMENT**

Public Session

#### **BACKGROUND**

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

#### **DEVELOPMENTS**

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

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

#### **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board receives policy P3.4.12 Workplace Harassment for information.



# HURON-PERTH CATHOLIC

District School Board

## Workplace Harassment Policy

<b>Adopted:</b>	<b>August 24, 1998</b>	<b>Policy #:</b>	<b>P 3.4.12.</b>
<b>Revised:</b>	<b>April 22, 2024</b>	<b>Policy Category:</b>	<b>Human Resources</b>

### **BELIEF STATEMENT:**

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

### **POLICY STATEMENT:**

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

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

### **PROCEDURES:**

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

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

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

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

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

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

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

### **Workplace Harassment Program**

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

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

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

The report of the incident should include the following information:

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

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

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

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

## **2. Investigation**

### **a. Commitment to Investigate**

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

### **b. Who Will Investigate**

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

### **c. Timing of the Investigation**

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

### **d. Investigation Process**

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

- i) The investigator must ensure the investigation is kept confidential and identifying information is not disclosed unless necessary to conduct the investigation. The investigator should remind the parties of this confidentiality obligation at the beginning of the investigation.

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

e. Results of the Investigation

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

f. Confidentiality

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

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

All records of the investigation will be kept confidential.

g. Handling Complaints

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

### 3. Record Keeping

The Board will keep records of the investigation including:

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

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

#### **DEFINITIONS:**

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

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

(b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome;<sup>2</sup>

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

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

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

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

#### **REFERENCES:**

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

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

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

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

Name of Worker

Contact information of Worker (Address, Telephone, Email)

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

Name of Alleged Harasser

Contact information of Harasser (Address, Telephone, Email)

*Section 3 - Details of Complaint of Workplace Harassment*

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

*Section 4 - Relevant Documents and Evidence*

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

*Section 5 - Comments or Additional Documents*

*Section 6 - Signature and Date*



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

Prepared by: Karen Tigani, Director of Education and Secretary Designate  
Presented to: The Huron-Perth Catholic District School Board  
Date: February 24, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary Designate

# MEDIA RELATIONS

Public Session

## BACKGROUND

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

## DEVELOPMENTS

The Media Relations policy was presented for information at the January 27, 2025 Board Meeting. The revised policy was available on the Board's website for vetting. No changes have been recommended therefore the policy is being recommended for approval.

## RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the Media Relations Policy.



# HURON-PERTH CATHOLIC

## District School Board

### Media Relations

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

#### **BELIEF STATEMENT:**

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

#### **POLICY STATEMENT:**

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

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

#### **PROCEDURE:**

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

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

**DEFINITIONS:**

- N/A

**REFERENCES:**

- N/A

**RESOURCES, APPENDICES AND FORMS:**

- N/A



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

Prepared by: Karen Tigani, Director of Education and Secretary Designate  
Presented to: The Huron-Perth Catholic District School Board  
Date: February 24, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary Designate

# INFECTIOUS DISEASE EMERGENCY FORMERLY PANDEMIC PLAN

Public Session

## BACKGROUND

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

The Board's Pandemic Policy will be renamed the Infectious Disease Emergency Policy. We learned many things from the COVID-19 global pandemic (2020 - 2022) and the previous policy has been edited in light of this experience. A thorough review of the documentation during this time took place in preparation for the recommended changes to the policy. Among the findings were:

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

The revised policy requires that pandemic response plans endeavour to:

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

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

## **DEVELOPMENTS**

The Infectious Disease Emergency Policy was sent to Huron-Perth Public Health for vetting. Based on recommendations from the Huron-Perth Public Health some revisions were made to the policy presented at the January 27, 2025 Board Meeting. The revised policy was available on the Board's website for vetting. The policy is being recommended for approval.

## **RECOMMENDATION**

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



# HURON-PERTH CATHOLIC District School Board

## Infectious Disease Emergency ~~(Pandemics)~~

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

### BELIEF STATEMENT:

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

### POLICY STATEMENT:

It is a policy of the Huron-Perth Catholic District School Board (the Board) to respond to an infectious disease emergency (e.g. pandemic) in a strategic manner informed by the expert advice of public health officials. ~~The Board acknowledges that there are emerging diseases that are not a pandemic for which this policy would address (example, a measles outbreak or an adverse water situation).~~ The Board acknowledges that there are emerging diseases that are not a pandemic for which this policy would address (example, a measles outbreak or an adverse water situation). Experts are certain that future ~~infectious disease emergencies (e.g. infectious disease emergencies (e.g. pandemics))~~ will occur; although, the timing and pattern is unpredictable. It is a policy of the Board that, when a public health emergency has been declared by the Medical Officer of Health, a Pandemic Response Team be created by the Director of Education to create a responsive and flexible plan that will endeavour to:

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

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

### PROCEDURE:

#### 1.0 Pandemic Response Team

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

- Supervisory Officers
- Managers

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

## **2.0 System-wide Pandemic Response Plans**

All pandemic response plans shall be created in consultation with Huron-Perth Public Health, the EDU and the conterminous school board. The plan shall apply to schools, sites and transportation. ~~Some events may be restricted to just one school and may not be board wide.~~ Some events may be restricted to just one school and may not be board wide. Given the wide array of infectious diseases the specificity of considerations (below) should be detailed in consultation with public health officials and health & safety experts.

### **2.1 Elements to Consider**

#### **2.1.1 Infection Prevention and Control (IPAC) Guidelines**

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

#### **2.1.3 Case Monitoring and Reporting Requirements**

Daily Record Keeping and Reporting  
~~Case and contact management and exclusion as necessary.~~  
 Case and contact management and exclusion as necessary.

#### **2.1.4 Communication**

Staff  
 Students, Caregivers and Community  
 Signage

#### **2.1.5 Teaching and Learning**

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

#### **2.1.6 Integration with Emergency Procedures**

First Aid  
 Fire  
 Lockdown

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

**DEFINITIONS:**

- N/A

**REFERENCES:**

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

**RESOURCES, APPENDICES AND FORMS:**

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



# HURON-PERTH CATHOLIC

District School Board

## Infectious Disease Emergency

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

### BELIEF STATEMENT:

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

### POLICY STATEMENT:

It is a policy of the Huron-Perth Catholic District School Board (the Board) to respond to an infectious disease emergency (e.g. pandemic) in a strategic manner informed by the expert advice of public health officials. The Board acknowledges that there are emerging diseases that are not a pandemic for which this policy would address (example, a measles outbreak or an adverse water situation). Experts are certain that future infectious disease emergencies (e.g. pandemics) will occur; although, the timing and pattern is unpredictable. It is a policy of the Board that, when a public health emergency has been declared by the Medical Officer of Health, a Pandemic Response Team be created by the Director of Education to create a responsive and flexible plan that will endeavour to:

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

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

### PROCEDURE:

#### 1.0 Pandemic Response Team

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

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

## **2.0 System-wide Pandemic Response Plans**

All pandemic response plans shall be created in consultation with Huron-Perth Public Health, the EDU and the conterminous school board. The plan shall apply to schools, sites and transportation. Some events may be restricted to just one school and may not be board wide. Given the wide array of infectious diseases the specificity of considerations (below) should be detailed in consultation with public health officials and health & safety experts.

### **2.1 Elements to Consider**

#### **2.1.1 Infection Prevention and Control (IPAC) Guidelines**

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

#### **2.1.3 Case Monitoring and Reporting Requirements**

- Daily Record Keeping and Reporting
- Case and contact management and exclusion as necessary.

#### **2.1.4 Communication**

- Staff
- Students, Caregivers and Community
- Signage

#### **2.1.5 Teaching and Learning**

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

#### **2.1.6 Integration with Emergency Procedures**

- First Aid
- Fire
- Lockdown

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

### **DEFINITIONS:**

- N/A

#### **REFERENCES:**

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

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

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



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

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Prepared by: Tara Boreham, Superintendent of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: February 24, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary Designate

# SCHOOL YEAR CALENDAR 2025-2026

Public Session

## BACKGROUND

In previous school years the Huron-Perth Catholic District School Board has usually followed a Regular School Year Calendar, with the first day of school beginning on or after September 1 and ending on or before June 30. The 2025-2026 School Year Calendar option provides 195 possible school days. The school year must include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memorandum 151 and up to four extra days may be designated by the Board as professional activity days. The remaining school days shall be instructional days and the Board may designate up to ten instructional days as examination days.

## DEVELOPMENTS

The Board is proposing a Regular School Year Calendar for the 2025-2026 school year. The proposed first Professional Development (PD) day is designated on Tuesday, September 2, 2025 before the first day of classes on Wednesday, September 3, 2025. The proposed Regular School Year Calendar will be submitted to the Ministry for approval by the due date of March 1, 2025.

The School Year Calendar process for the 2025-2026 school year was conducted through a consultative process the School Year Calendar Committee, consultation with Senior Administration, union partners, employee groups, the Catholic Parent Involvement Committee, and the school board community. The process was also completed in alignment with our coterminous board, the Avon Maitland District School Board. We also remain mindful of the approach being considered by other school boards across the province.

The proposed 2025-2026 Regular School Year Calendar for both the Elementary and Secondary panels are attached to this report.

## RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the 2025-2026 Regular School Year Calendar as proposed.
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# School Year Calendar 2025 - 2026



Statutory Holiday - **H**      Scheduled Examination Day - **E**      Professional Activity Day - **P**      Board Designated Holiday - **B**

**Legend**

Huron-Perth Catholic District School Board  
School Year Calendar 2025-2026 - DRAFT

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2025	0	0						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
September 2025	20	1		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
October 2025	21	1			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	
November 2025	19	1		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
December 2025	15	0		1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
January 2026	19	1	5			1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	
February 2026	19	0		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27					
March 2026	17	0		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
April 2026	19	1			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		
May 2026	20	0				1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29		
June 2026	18	2	5	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
July 2026	0				1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31	
<b>TOTAL</b>	187	7	10	<b>Note:</b> The 2025-2026 calendar provides for 196 possible school days between September 1, 2025 and June 30, 2026. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																								



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Prepared by: Sean McDade, Superintendent of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: February 24, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary Designate

## LITERACY SCREENING DATA

Public Session

### BACKGROUND

With the new Ontario Language Curriculum, there is a shift toward "Structured Literacy," which emphasizes explicit and systematic teaching of literacy skills. This evidence-informed approach aims to ensure effective instruction for all students, including those with learning differences.

Our dedication to literacy remains unwavering as we adapt our programming to meet the diverse needs of our students and ensure their academic success.

### DEVELOPMENTS

The Ontario Human Rights Commission has directed school boards to transition from a balanced literacy approach to a structured literacy approach. This change coincides with updates to the Ontario Curriculum, which is designed to equip all students with the foundational knowledge and skills necessary to achieve their full potential. The new 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).

Additionally, our district is leveraging data from different sources to inform our instruction and interventions. By using data-driven insights, we can tailor our teaching strategies and provide targeted support to meet the diverse needs of our students. This approach ensures continuous improvement and maximizes the effectiveness of our literacy programming.

This report provides an overview of a structured literacy block in the primary grades, highlighting the data sources we utilize and demonstrating how this data informs instruction and decision-making.

### **The Primary Literacy Block - Grades 1-3**

The primary literacy block is scheduled for 120 minutes daily, and is organized into both whole class instruction and small group instruction. This instructional period is further segmented into three key sections: Foundational Skills, Comprehension, and Composition. These sections align with the strands of the new curriculum, ensuring a cohesive and comprehensive approach to literacy education. Below, you will find a sample literacy block that has been shared with all primary teachers via the Literacy Warehouse.

## Foundational Skills - Whole Group Instruction: Strand B

### GRADE 1 & 2

- Phonological/Phonemic Awareness (Heggerty: Grade 1, Grade 2 when data indicates need - may only be a few targeted skills)
- UFLI Foundations (these routines are divided over 2 days)
  - Visual Drill
  - Auditory Drill
  - Blending Drill
  - New Concept - Explicit teaching
  - Word Work - magnetic letters or word work mats
  - Irregular or Heart Words
  - Connected Text - read letters/sounds, words, phrases, text (**Choral Reading - formerly Shared Reading**)

150 minutes per week (Ministry-mandated)

**UFLI - 2 lessons per week**

### GRADE 3

- UFLI Foundations (when data indicates whole class need)
- Syllable Types and reading and writing Multi-syllable words
- Consolidate Vowel Teams, R-controlled, Diphthongs
- Morphology- Morphemes for Littles
- Consolidate Spelling patterns
- Cursive writing

30 - 40 minutes per day

## Foundational Skills - Small Group Instruction: Formerly Guided Reading

- Based on student needs, **guided instruction** that may include
  - Phonological Awareness
  - Simple to more complex graphemes or a combination of graphemes
  - Letter Formation - printing or cursive
  - Spelling - irregular and regular words
  - Fluency work
  - Vocabulary work
  - Morphology

**20-30 mins per day**

## Comprehension: Understanding and Responding to Text - Strand C

### SHARED EXPLORATION OF COMMON TEXTS - formerly Shared Reading

- Integration of texts from other content areas
  - Read Alouds (Fiction/Non Fiction)
  - Short Passages
  - Digital and Media Texts
- Vocabulary Development
- Building Background Knowledge
- Knowledge about Texts
- Comprehension Strategies
- Critical Thinking

**30 mins**

*\*\*Consideration should be given to Differentiated Instruction (DI), Universal Design for Learning (UDL), scaffolds to ensure all students have access to rich texts*

## Composition: Expressing Ideas and Creating Texts - Strand D

- Responding to reading of common text or content area reading
- Sentence level writing - beginning at oral level
  - Syntax
  - Conventions of language
- Forms and Genres
  - Personal Narrative, Persuasive, Procedural Text (Grade 1,2)
  - Narrative, Persuasive and Informational Text (Grade 3)
- Developing Ideas and Organizing Content
- Creating Texts
- Publishing, Presenting and Reflecting

**30 mins**

### Data Sources

These are the various data sources that primary teachers use to help guide their instruction and also determine who requires additional support in learning to read.

#### **A. Early Reading Screening (Acadience)**

- This data is collected at the beginning, middle and end of the year (SK-2)
- Acadience Reading K-6 is a standardized set of measures used to assess the essential early literacy and reading skills for students (Phonemic Awareness, Alphabetic Principle, Basic Phonics, Fluency and Comprehension)
- Acadience Reading K-6 can be used to:
  - Identify students who may be at risk for reading difficulties
  - Help teachers identify areas to target instructional support
  - Monitor progress of students
  - Examine the effectiveness of instructional support

#### **B. Phonological Awareness Diagnostic Assessment**

- This data is collected when a student scores below or well below benchmark on the early reading screener OR if a student is not progressing as expected
- Quick Reveal Diagnostic or HPCDSB Phonological Awareness Assessment
  - Measures essential phonological awareness skills of isolating sounds, blending sounds and segmentation

#### **C. Phonics Diagnostic Assessment**

- This data is collected when a student scores below or well below benchmark on the early reading screener OR if a student is not progressing as expected
- HPCDSB Phonics Diagnostic Assessment
  - Measures phonics - letter/sound correspondences, word level reading and multisyllabic word reading

#### **D. Lexia**

- This data is used to determine which students require additional practice on literacy skills such as spelling, fluency, syllables, other phonics skills
- Educators have access to their class dashboard to see how their students are progressing while using this digital tool
- Lexia is used as a Tier One support in most Grade 1 classrooms

This is an example of a Grade 1 classroom in November of this year.

- 9 students scored well below benchmark, 3 students scored below benchmark, 1 student scored at benchmark, 2 students scored well above benchmark

Grade	Student Name	LNF Letter Name Fluency	PSF Phoneme Segmentation Fluency	NWF Nonsense Word Fluency		Composite Score	Additional
				CLS Correct Letter Sounds	WWR Whole Word Read		
			Benchmark 40	Benchmark 27	Benchmark 1	Benchmark 113	
Grade 1		21	6	11	0	38	random sounds - first or last sounds - can give some correct sounds but rec
Grade 1		20	26	14	0	60	repeats words x 2 - not fully segmenting, recodes with incorrect sounds
Grade 1		10	31	8	0	49	omits ending sounds
Grade 1		37	8	5	0	50	significant speech issues, gives random sounds when segmenting
Grade 1		27	13	19	0	59	repeats words - gives first sound
Grade 1		17	35	14	0	66	tracking not segmenting middle sound
Grade 1		26	20	21	3	70	doesn't track accurately, gives first sound, omits sounds
Grade 1		17	53	17	0	87	
Grade 1		36	39	18	0	93	endings left off when segmenting NWF - errors recoding
Grade 1		28	51	21	0	100	not fully segmenting
Grade 1		36	39	25	1	101	tracking, repeats word, not fully segmenting
Grade 1		47	39	24	1	111	doesn't fully segment middle and blends, NWF - not recoding, makes errors
Grade 1		37	53	31	1	122	
Grade 1		36	41	50	11	138	doesn't segment blends, repeats the word
Grade 1		52	62	66	13	193	NWF - gives long vowel sound, inserts sounds

After the screening, an action plan was collaboratively developed



**SK/1 - Early Reading (K-2) Action Plan**

School:	Grade: SK/1	Teacher:	
Student(s): see action plan			
Date: Nov. 13, 2014			
What supports have been put into place for this student in the past?			
Concern	Action Plan	Timeline	Data
<input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics - Accuracy <input type="checkbox"/> Phonics - Fluency <input type="checkbox"/> Fluency - Accuracy <input type="checkbox"/> Fluency - Rate <input type="checkbox"/> Comprehension <input type="checkbox"/> Other	<b>SKs</b> <input checked="" type="checkbox"/> Cathy will update students who need updating  LNF - it is low - we want them to have 25 LNF grids - Christine does every morning Noon hour monitor - ten mins a day targeting LNF -Sam - scaffolded supports to start FSF <input checked="" type="checkbox"/> Cathy will help put together a plan (with Christine)  <b>Grade 1s</b> <input checked="" type="checkbox"/> Cathy will update students who need updating	Nov - Jan (first to second screening)	Pre: Acadience screening data  Updated Progress Monitoring Data:  Post

Progress monitoring of these students was completed in December as a check in.

- 4 students are now well below benchmark, 2 students are now below benchmark, 4 students are now at benchmark and 5 students are well above benchmark
- Every student demonstrated growth in at least one sub test with systematic, explicit instruction within a structured literacy program

Grade	Student Name	LNF Letter Name Fluency	PSF Phoneme Segmentation Fluency	NWF Nonsense Word Fluency		Composite Score	Additional
				CLS Correct Letter Sounds	WWR Whole Word Read		
			Benchmark 40	Benchmark 27	Benchmark 1	Benchmark 113	
Grade 1		21	31	12	0	64	random sounds - first or last sounds - can give some correct sounds but rec
Grade 1		10	41	13	0	64	repeats words x 2 - not fully segmenting, recodes with incorrect sounds
Grade 1		37	34	7	0	78	omits ending sounds
Grade 1		20	40	29	0	89	significant speech issues, gives random sounds when segmenting
Grade 1		17	59	28	0	104	repeats words - gives first sound
Grade 1		28	51	33	0	112	tracking not segmenting middle sound
Grade 1		17	53	43	0	113	doesn't track accurately, gives first sound, omits sounds
Grade 1		36	55	30	0	121	
Grade 1		37	53	31	1	122	endings left off when segmenting NWF - errors recoding
Grade 1		27	49	47	0	123	not fully segmenting
Grade 1		36	56	42	1	135	tracking, repeats word, not fully segmenting
Grade 1		36	41	50	11	138	doesn't fully segment middle and blends, NWF - not recoding, makes errors
Grade 1		26	61	53	0	140	
Grade 1		47	59	40	7	153	doesn't segment blends, repeats the word
Grade 1		52	62	66	13	193	NWF - gives long vowel sound, inserts sounds

## **District-Wide Literacy Interventions**

As we work to establish a Multi-Tiered System of Support (MTSS), we are intentionally refining the role of our Special Education Resource Teachers (SERTs) to maximize their impact in schools. A significant portion of their time is dedicated to supporting literacy instruction and intervention.

- **Lexia:** 820 students across the district are engaged with Lexia, primarily in primary classrooms and among Empower graduates (Tier 1 & Tier 2 Intervention).
- **PowerUp:** 57 students, including those in both secondary schools, are utilizing PowerUp for targeted literacy support (Tier 1 & Tier 2 Intervention).
- **Corrective Reading:** 15 Corrective Reading groups are being implemented across the district, supporting students in Grades 3–8 (Tier 2 Intervention).
- **Empower:** 12 Empower groups are running across the district, providing intensive intervention for students in Grades 2–7 (Tier 3 Intervention).
- **Early Literacy Intervention:** Literacy Resource Teachers are currently running 47 small-group interventions for 105 primary students across four schools, along with one REWARDS intervention group for Grade 6 students.

Special Education Resource Teachers (SERTs) are engaging in a book study on *The Next Steps in Literacy Instruction* to further enhance their instructional strategies. They will continue to be a valuable resource to students and educators in classrooms, supporting the literacy learning and skill development of students.

## **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board receives the Literacy Screening Data report for information.



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Prepared by: Sean McDade, Superintendent of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: February 24, 2025  
Submitted by: Karen Tlgani, Director of Education and Secretary Designate

## PASTORAL PLANNING

Public Session

### BACKGROUND

The Huron-Perth Catholic District School Board's 2024-2027 Strategic Plan outlines the expectation that each school develops, implements, and monitors an annual Pastoral Plan to ensure a school-wide focus on faith formation. To ensure that faith remains the foundation of school life, our schools develop and implement Pastoral Plans, which are structured, intentional frameworks designed to integrate faith formation into daily school activities, curriculum, and community engagement.

This process is led by the Superintendents of Education, Sean McDade and Tara Boreham, Religion and Family Life Coordinator Caroline Thuss, our Religion, Family Life and Faith Formation Support Teacher Kate Dobson, and school principals in collaboration with staff, clergy, and the school community. The plan provides a structured approach to faith-based initiatives, ensuring adherence to key religious programs, active participation in the liturgical calendar, and ongoing engagement in faith formation activities. A Pastoral Plan serves as a guiding document that supports the holistic development of students by fostering an environment where faith is lived, celebrated, and strengthened. These plans are rooted in Catholic teachings, scripture, and the sacramental life of the Church, ensuring that every school activity aligns with the broader mission of Catholic education. Schools actively engage with Families of Parishes, incorporate the Religion and Family Life Program, and promote service-oriented learning experiences to embody the principles of Catholic Social Teaching.

The effectiveness of a Pastoral Plan is measured by active participation in faith-building experiences, visible integration of Catholic Graduate Expectations, and strengthened relationships between schools, families, and parish communities. This ensures that faith is not just taught in Catholic schools—it is experienced and lived in a way that fosters deep personal and communal spiritual growth. By anchoring school life in a well-developed Pastoral Plan, Catholic schools fulfill their mission to form students who are not only academically prepared but also spiritually enriched, equipped to be missionary disciples in their communities and beyond.

### DEVELOPMENTS

The Huron-Perth Catholic District School Board remains committed to fostering the faith formation of our students, staff, and school communities through comprehensive pastoral planning. Each school in our system has developed a unique Pastoral Plan, ensuring alignment with our board's mission, Catholic values and Strategic Plan while addressing the spiritual needs of their local communities.

At the SLICE symposium in May 2024, each school principal received a structured template to guide the development of its Pastoral Plan. From May through to the end of September, school principals collaborated with their staff, students, Catholic School Advisory Councils, parish priests and pastoral teams to refine these plans, ensuring that they reflected their communities' faith development priorities.

In November, we convened school leaders and the Huron-Perth Deanery for a collaborative session focused on strengthening partnerships and sustaining momentum with our ambitious focus on pastoral planning. This collaborative process brought together the diverse gifts of our priests, a deacon, the secondary chaplains and members of the Families of Parishes lay ministry teams. Guided by our Religion and Family Life Learning Coordinator, Caroline Thuss, the group engaged in reflective questions, careful listening, and discussion rooted in the synodal process. It focused on how we can work together to support student, staff and family faith formation. This session was well received by the deanery and the school leaders and we plan on continuing this important work through a second collaborative session in the spring.

## **Review and Implementation**

Pastoral Plans were submitted to and reviewed by the Superintendents to ensure alignment with board-wide faith initiatives and Catholic teachings. Throughout the 2024-2025 school year, we will continue to monitor and support the implementation of these plans in each school.

## **Key Elements of School Pastoral Plans**

Each school's Pastoral Plan is built upon the following foundational components:

### **Faith Formation and Liturgical Life**

- School-wide Masses and liturgical celebrations
- Prayer routines and faith-based reflectionsStaff participation in faith retreats and professional development
- Opportunities for student-led faith activities (e.g., Youth Ministry, Chaplaincy Teams)
- Promotion of Catholic social teachings, virtues and Gospel values such as the Works of Mercy

### **Sacramental Preparation and Parish Collaboration**

- Support for First Reconciliation and First Holy Communion preparation
- Collaboration with parish priests for faith development activities
- Family and community engagement in sacramental life

### **Social Justice, Outreach Activities and Charities**

- Initiatives supporting Catholic social teaching (e.g., charitable works, outreach programs)
- Student involvement in local and global service projects

### **Recognition of the Ontario Catholic School Graduate Expectations**

- Initiatives that support the understanding of the Ontario Catholic School Graduate Expectations among students and staff.
- Highlighting one Ontario Catholic School Graduate Expectation each month through the recognition of students and staff that display the qualities of this expectation in all that they do in the school

## Ongoing Support and Monitoring

The implementation of Pastoral Plans will be an ongoing focus throughout the school year. The following strategies are in place to ensure continued progress:

- **Board Financial Investments:** The Faith Formation Investment grant available to all schools will support all areas of each school's Pastoral Plan through funding for retreats, guest speakers, art, symbols of faith, books, etc. Resources such as subscriptions to *Living with Christ* missalette, books that support the integration of our faith into all subject areas and posters have been provided to schools,
- **Regular Check-ins:** Principals provide updates on pastoral activities to their Superintendents.
- **School Visits:** Superintendents and board representatives visit schools to witness faith initiatives in action and support
- **Feedback and Adjustments:** Schools are encouraged to reflect and adjust their plans based on community needs and experiences.

## Conclusion

The Pastoral Plans developed by each school within the Huron-Perth Catholic District School Board reflect our shared commitment to nurturing Catholic identity, deepening faith formation, and strengthening our relationships with parishes and the broader community. We look forward to continued growth and spiritual development across all schools as we journey together in faith throughout the 2024-2025 academic year.

## RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Pastoral Planning report for information.
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Prepared by: Sean McDade, Superintendent of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: February 24, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary Designate

## **MATH ACHIEVEMENT ACTION PLAN (MAAP) UPDATE**

Public Session

### **BACKGROUND**

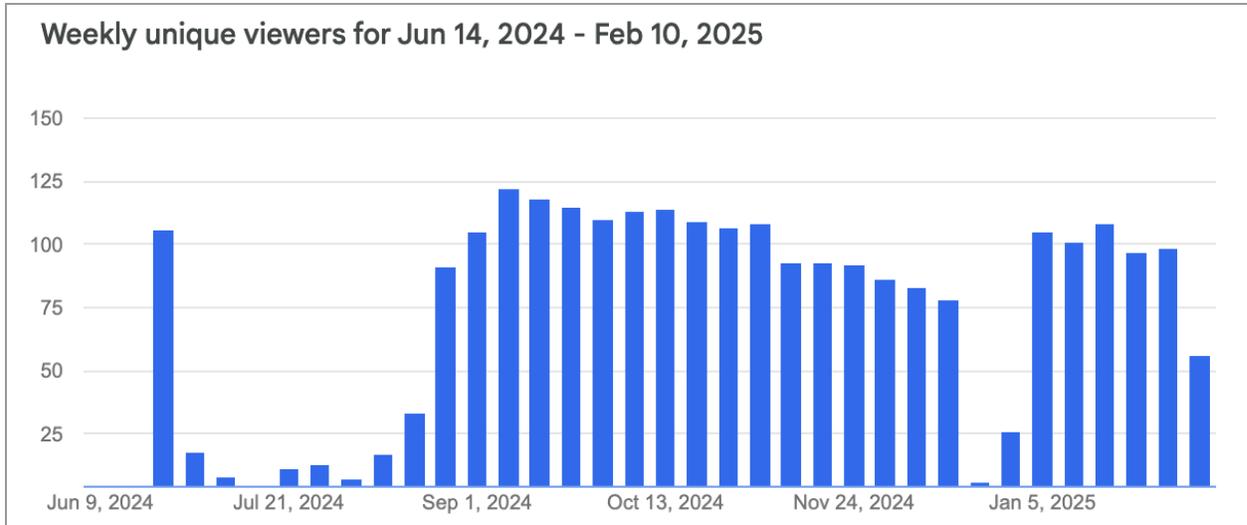
The Huron-Perth Catholic District School Board developed a Math Achievement Action Plan (MAAP) as required by the Ministry of Education. The MAAP aligns with the Ministry of Education's "taking action in mathematics" initiative which requires boards to develop and support a plan to improve student achievement in mathematics. This is taking place across all schools and districts in Ontario and is in its second year. The Ministry of Education designated some schools "priority schools" based on recent EQAO achievement results in Grades 3 and 6. Based on consistent trends in EQAO over the past three years, our board has one priority school: Sacred Heart in Wingham. The Ministry of Education's math leadership team provides our board Math Team with regular check-ins, professional coaching support, quality resources, and is connecting math leads from across the province through a variety of ongoing professional learning sessions.

### **DEVELOPMENTS**

Our Math Team consists of the Superintendent of Education (Sean McDade), Math Learning Coordinators in elementary (Christine Dale) and secondary (Paul D'Hondt) and our Math Facilitators (Hailey Cook, Megan Lunn, and Curtis Meyers). The Math Facilitators and Math Learning Coordinator have been providing ongoing support to teachers and principals in keeping with the Board's strategic plan and the Math Achievement Action Plan. There is targeted support for Sacred Heart school in keeping with the direction of the Ministry of Education. The support provided in schools continues to include co-planning opportunities, classroom level math coaching, small group instruction, and professional engagement with our Scope and Sequence lessons that make effective use of the Ontario Math Curriculum and our core resources including MathUp and Knowledgehook. The Math Team also supports the implementation of an intervention tool (Do the Math) in select schools.

### **Scope and Sequence Lessons**

The Math Team has developed and implemented over 300 lessons in term one. Through one to one professional learning sessions and in-class support, Math Facilitators have modelled and coached teachers with the effective use of the Scope and Sequence lessons, which incorporate the High Impact Instructional Practices, Universal Design for Learning, and Differentiated Instruction. The chart below indicates the number of views of our Scope and Sequence landing page. A unique view is counted the first time one of our Grades 1 to 8 teachers of Math opens the Scope and Sequence lesson main page.

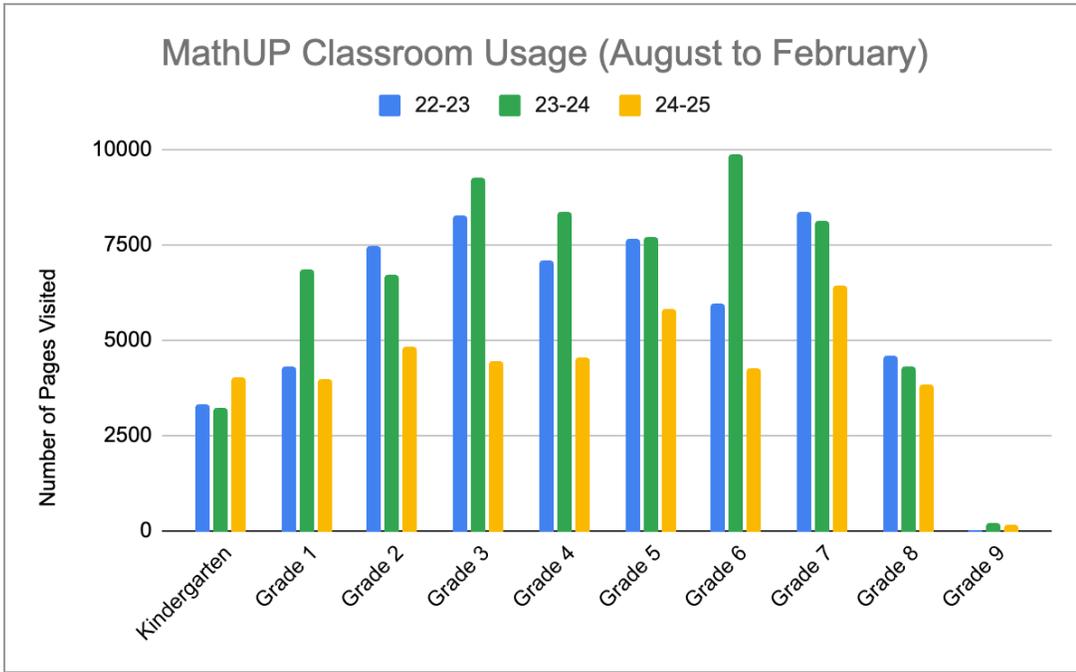


Our elementary teachers of Math have embraced these lessons, as evidenced by the following testimonials:

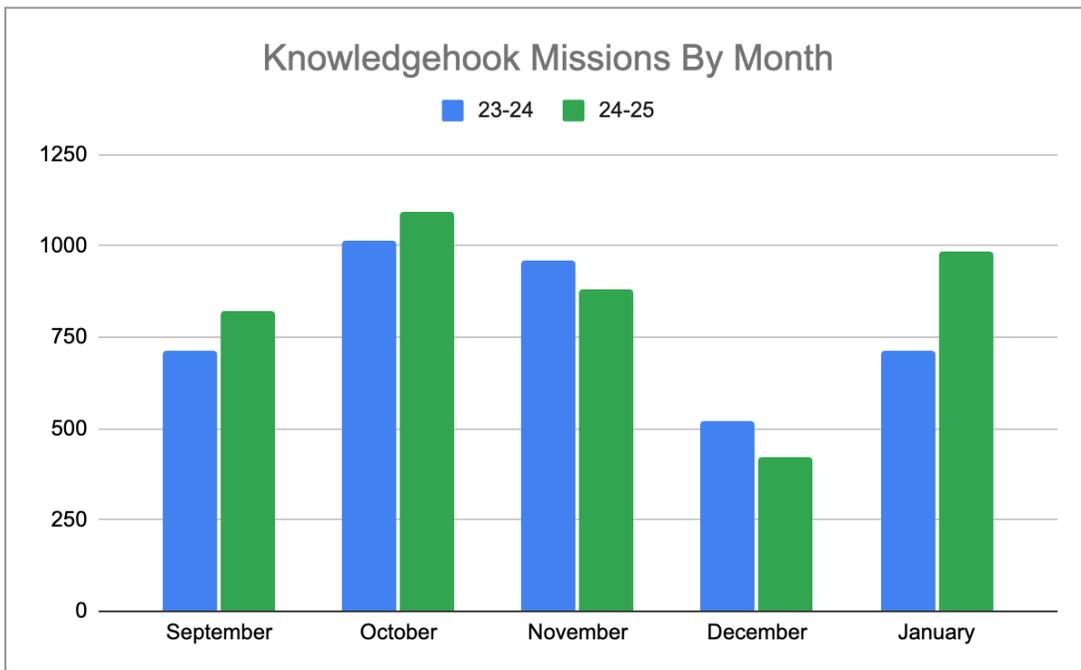
- “This focus on the how of teaching, rather than just the what, has had a direct and positive impact on student learning outcomes. I feel more confident in my approach, and it’s rewarding to see students thrive as a result!”
- “Having the scope and sequence has allowed me not to become overwhelmed with the subject of Math. The recent progress report comments have also helped tremendously. It was clear and to the point. I knew what I needed to take out for each student. It was professional. In fact, on the parent progress report card responses parents made note of the specifics relating to Math improvement.”
- “The scope and sequence framework is a great way to have a shared language and goals throughout your school community and across schools in divisions. When all classrooms in a school are working on similar pathways in the sequence but at different grade levels it creates opportunities for educators and support staff in the building to see how concepts are built upon each other year after year.”
- “The Scope and Sequence lessons have streamlined and organized the planning process for teachers at all grade levels. It is a one-stop shop for all of your teaching needs and includes support for all learners in the classroom. Using these tools like the Effective Math Block and lessons provided to us in the Scope and Sequence, students and teachers build capacity to take risks while being provided with the opportunity to think with their peers and communicate their thoughts in a welcoming and safe environment.”
- “Through the efficiency of the Scope and Sequence, I have been able to really ensure I understand each topic and strategy as a teacher, solidify my tools to reach all students’ needs, and to focus on student assessment and data practices. I have been able to stay on track to delivering the curriculum content and carefully take the time needed for students to understand and help them build better connections in their thinking and learning. As a new teacher, the Scope and Sequence has helped me feel more confident and comfortable in my role, as well as how I can have my students’ needs being met each day, and that I am able to help them reach their potential and reach my own.”
- “Overall, the scope and sequence has elevated both my teaching and student learning. It has provided me with the tools to deliver effective and engaging math instruction while fostering a positive learning environment for my students.”

## 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 the high-quality resources that align with the curriculum and are embedded in our Scope and Sequence lessons. Two of our core resources, *MathUP Classroom* and *Knowledgehook*, provide teachers with professional learning, 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.



Our Scope and Sequence lessons include all the details necessary to implement the Effective Math Block, including student-facing materials. Many teachers are choosing to use these materials directly within the Scope and Sequence lessons so this would explain the decline in MathUP Classroom usage.



Knowledgehook missions have also been linked for each Scope and Sequence lesson to ensure teachers will have easy access to a corresponding formative assessment.

### Student Assessment Data

The Math Team continues to support teacher use of our formative assessment tool, Knowledgehook, in order to determine small group instructional learning needs. 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.

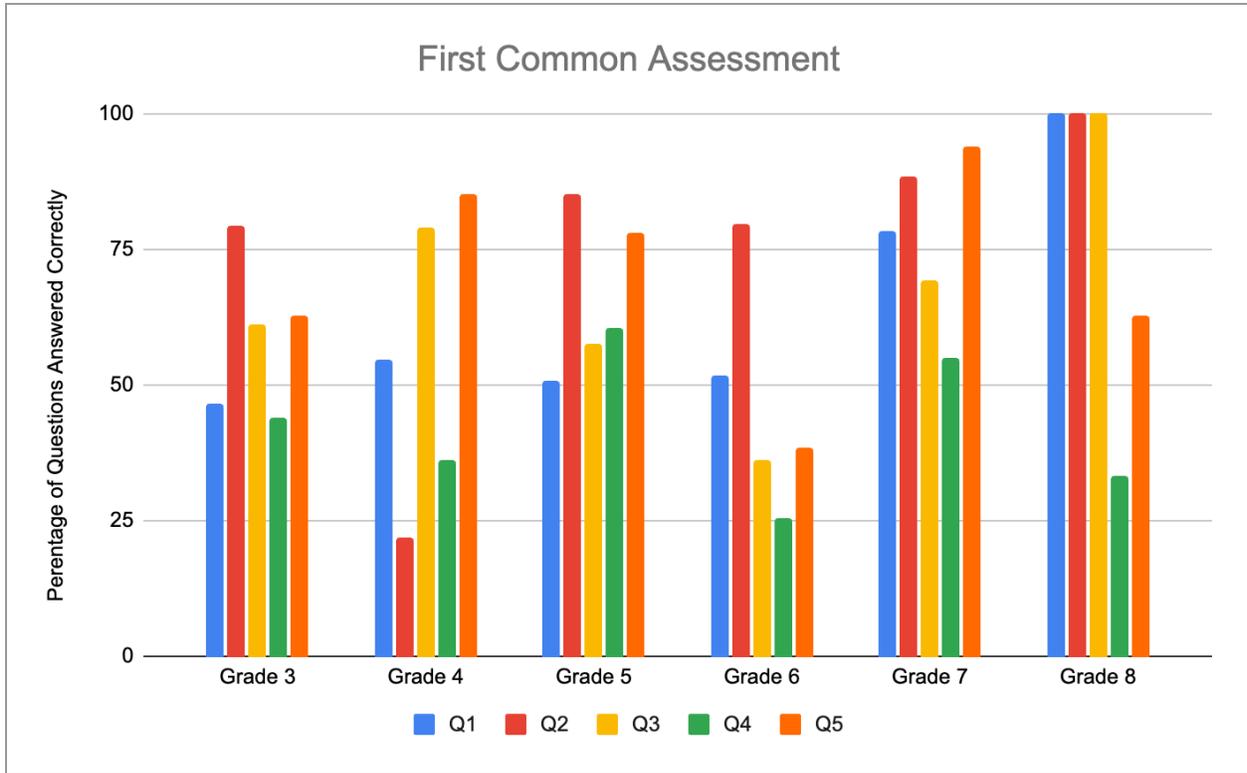
Content Grade Level	Number	Algebra	Measurement	Spatial Sense	Data
Kindergarten	-	-	-	-	-
Grade 1	82.1%	91.4%	96.8%	76.2%	79.1%
Grade 2	85.6%	82.3%	85.1%	82.5%	-
Grade 3	81.4%	82.7%	85.1%	-	77.5%
Grade 4	82.6%	82.2%	85.4%	90.5%	88.9%
Grade 5	80.3%	80%	80.6%	78.2%	-
Grade 6	76.5%	80.9%	80.6%	53.6%	-
Grade 7	83.7%	82.5%	70.3%	-	60.9%
Grade 8	81.3%	81.3%	71.9%	-	72.4%
Grade 9	82.3%	82.1%	76.2%	88.3%	75.5%
Grade 10	-	75.9%	-	92.1%	-

0% to 59%	60% to 79%	80% to 100%
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This chart is 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 during small group instruction based on student data.

As part of our efforts to measure the effectiveness of the Scope and Sequence lessons and their impact on student learning, The Math Team has developed an assessment framework that aims to measure student understanding of Number strand expectations. The following chart displays our first common assessment data.



	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Average	61%	56%	69%	47%	79%	78%
Participation	47%	60%	47%	40%	13%	13%

**Number Strand Topics Assessed:**

- Grade 3: Skip Counting, Representing Whole Numbers, Estimating and Comparing Whole Numbers.
- Grade 4: Representing Whole Numbers, Estimating and Comparing Whole Numbers.
- Grade 5: Representing Whole Numbers, Estimating and Comparing Whole Numbers, Adding and Subtracting Whole Numbers.
- Grade 6: Representing Whole Numbers, Estimating and Comparing Whole Numbers, Classifying Whole Numbers.
- Grade 7: Adding and Subtracting Integers, Powers & Roots, Factors & Multiples.
- Grade 8: Integer Operations, Whole Number Decimal Operations.

For our second Number strand common assessment, we will be working with schools to improve participation rates in order to make the data more accurate and actionable.

## **Math Achievement Action Plan (MAAP) Update**

The MAAP is a targeted yet flexible plan for all schools in the district that we continue to develop and refine, based on student learning needs and teaching professional learning needs. It is considered a living document and one that is informed by student achievement data and ongoing reflection by teachers, principals and members of the Math Team on identified key performance indicators.

The Ministry of Education provided school boards with 3 priority actions; in light of these, we selected a strategy for each priority action area, with identified actions that we take at the board, school, and classroom levels to achieve our goal of improved student achievement.

**PRIORITY 1:** Ensuring fidelity of curriculum implementation and use of instructional and assessment practices with a proven track record of enhancing student achievement.

- **Progress:** The Math Team has written and supported the implementation of resources through the Scope and Sequence lessons that provide curriculum-aligned lessons to ensure students experience instruction and assessment that is connected to long-term essential mathematical understandings.

**PRIORITY 2:** Engaging in ongoing learning to strengthen mathematics content knowledge for teaching.

- **Progress:** We have been intentional to include professional learning opportunities within each unit of lessons in our Scope and Sequence, such as the teacher supports for the Ontario Math curriculum, MathUP Classroom's Sum it UP, and Knowledgehook's math background information. These documents have been strategically included at the beginning of each unit so that teachers will have the opportunity to develop the math content knowledge before teaching the lessons.

**PRIORITY 3:** Knowing the mathematics learner, and ensuring mathematical tasks, interventions and supports are relevant and responsive.

- **Progress:** Knowing the math learner means learning about each student's learning needs. Our Scope and Sequence lessons ensure students have the opportunity to work in small groups that have been organized based on formative assessment data. The links to our formative assessment tool, Knowledgehook, are embedded in each lesson and this data can be used to differentiate instruction. When students need support beyond Tier 1, we have an intervention program, Do the Math, available for classroom teachers and/or the SERT to implement. This Tier 2 intervention is currently running in 8 of our elementary schools.

## **Conclusion**

The Huron-Perth Catholic District School Board remains committed to enhancing mathematics achievement through evidence-based instruction, strategic professional learning, and data-driven decision-making. As we continue to refine our Math Achievement Action Plan, we will:

- Strengthen teacher support through ongoing professional learning.
- Improve student assessment strategies and participation rates.
- Expand intervention programs for students requiring additional support.

Next Steps: We will monitor student progress, refine instructional strategies, and adjust the MAAP as needed to ensure sustained growth in mathematics achievement.

## **RECOMMENDATION**

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



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

Prepared by: Levi Nyenhuis – St. Michael CSS, Stratford  
Sam Cronin – St. Anne's CSS, Clinton  
Presented to: The Huron-Perth Catholic District School Board  
Date: February 24, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary Designate

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

#### **BACKGROUND**

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

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

#### **DEVELOPMENTS**

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

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

- The annual Catholic Student Leadership Retreat at Camp Kintail with students from St. Anne's was scheduled for February 6-7 and has now been rescheduled (due to inclement weather) to March 27-28.
- Throughout February, St. Michael CSS's chaplain and Black student volunteers are enriching the school community's understanding of Black history by introducing Black Saints through morning prayer.
- During the week of February 10, the guidance office highlighted student pathways in the morning announcements to prepare for the upcoming course selection period. This included interviews with Grade 12 and fifth-year students, who shared how their past course choices helped shape their post-secondary pathways.
- On February 11 and 12, Leroy Hibbert, Multicultural Outreach Program Coordinator from LUSO Community Services, engaged with students in meaningful discussions. Our chaplain also hosted the Multicultural Club and Leroy for lunch, providing an opportunity for valuable learning centered on Black History Month.

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

- Eighteen students from St. Anne's had planned to attend the school board's Catholic Student Retreat on February 6-7. However, due to an inclement weather day, the trip was canceled and will be rescheduled in March.
- This year's Grade 10 retreat was held on February 12 and led by our chaplain Zach Fitzmaurice with a focus on health and wellness.
- Earlier this month, our chaplain began leading The Wild Goose video series during lunch periods in the chapel. Wild Goose TV, a free streaming service, features faith-based content aligned with our school's vision and mission. It hosts films from 10th Hour Productions, a Catholic nonprofit dedicated to creating impactful media, including documentaries, series, narrative films, and books.
- Pink Shirt Day is being held on February 26th for bullying awareness.

## **Academic Events/Accomplishments**

### **St. Michael CSS**

- Students at St. Michael CSS have registered for apprenticeships in various skilled trades for Semester 2, including electrical, HVAC, plumbing, and transportation.
- Co-op students attended Health and Safety Training on February 18.
- SHSM Construction, SHSM Agriculture and SHSM Arts and Culture students participated in Working at Heights training on three separate days. This certification is highly valued by employers and it looks great on a resume.
- There are 60 new students at St. Michael that are now certified in CPR.
- Mr. Kocher is preparing Grade 9, 10, and 11 students for the annual math contest on February 26.
- The DECA Club had 9 students represent St. Michael CSS at the Provincial Level in Toronto from February 6-8. One student was recognized for her extraordinary achievements in the Top 20 Case Study and Top 20 overall. She was also selected to compete on the world stage at the International Career Development Conference in Orlando, Florida, in late April.

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

- We put another group of SHSM students through Working at Heights training on February 7.
- There was customer service training on February 10 for SHSM students to gain valuable skills for the workplace.
- There was a Jill of All Trades opportunity on February 20 at Fanshawe College. We had four students participate in this event.
- For our new SHSM program specified on Non For Profit, there was a Development and Peace Presentation at King's College to help with certifications.
- On February 20 the Lambton College Dual-Credit courses began with four students taking part in the various programs.
- On February 24-27 there will be more training on CPR and First Aid for our SHSM students.
- Report cards were distributed to students on February 11.

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

### **St. Michael CSS**

- St. Michaels competed at Nordic WOSSAA. The junior boys won their division, led by a silver and a bronze. There are 9 athletes representing St. Michael CSS at OFSAA in Sudbury on February 20-21.
- The Junior Girls Volleyball Team represented at WOSSA on February 13.
- The Senior Girls Volleyball Team represented at WOSSA on February 13.
- The Art Club continues to meet every Monday and Wednesday.

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

- During the week of February 4-7, we hosted the Grade 8 tech days with a focus on electrical and plumbing. Students learned valuable skills and had a very good time with the College teacher Mr. Smith.
- We are hosting the Grade 6 tech days on February 25-26, rotating through the various tech opportunities that St. Anne's offers.
- We are hosting the grade 7 Arts days on February 25-26, rotating through the various Art opportunities that St. Anne's offers.
- Our St. Anne's band traveled to Collingwood for a Band Camp, being instructed by guest conductors to prepare them for Nationals.

- Our last Experience St. Anne's Day was hosted on February 10 for anyone who missed it due to snow days or other reasons.
- Our boys basketball team beat St. Michael's and jumped over them in the standings. They have had a good start to the season.
- The girls varsity hockey team beat F.E Madill on February 5 and are second in the standings.
- The curling team has had a great start to their season with wins in Exeter.
- All other winter sports are running and moving into playoffs.

**RECOMMENDATION**

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



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

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer  
Presented to: The Huron-Perth Catholic District School Board  
Date: February 24, 2025  
Submitted by: Karen Tigani, Director of Education and Secretary Designate

# 2025-2026 BUDGET COMMUNITY CONSULTATION

Public Session

## BACKGROUND

As set out in the 2025-2026 Budget Procedures Manual, the Board encourages public participation in all of its activities through a variety of strategies, e.g. general meetings, openness of meetings, accessibility of the public to trustees and administration, etc. These ways provide the general public a variety of opportunities throughout the year to comment, criticize, advise, object, etc. on the Board's activities, including fiscal actions.

## DEVELOPMENTS

The budget process offers a specific opportunity for the public to become involved in the determination of the budget. The Board will use the ThoughtExchange platform to obtain community input specific to the 2025-2026 budget. This platform facilitates an opportunity for participants to answer one or two questions, and also read and rate the ideas of others. The 2024-2027 Strategic Plan guides the budget process. The community will be asked to provide input on what the Board should consider to support the Strategic Plan:

- Catholic faith formation
- Student achievement in literacy and mathematics
- Student success (pathways - attendance)

A report on the results of the community consultation will come to Trustees at the April Board meeting.

## RECOMMENDATION

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