

Regular Board Meeting
June 16, 2025 - 3:00 p.m.

AGENDA

- 1. Opening Business**
 - 1.1. Opening Prayer & Condolences - Trustees Pages 3-5
 - 1.1.1. Mass cards and condolences on behalf of the Board for June were sent to the family of Richard Hachey, father to students at St. Joseph's School, Clinton on his passing; to the family of Manuel Catalan; father-in-law of Kerri Catalan, Executive Assistant at the Catholic Education Centre on his passing.
 - 1.2. Land Acknowledgement Page 6
 - 1.3. Attendance
 - 1.4. Approval of the Regular Board Meeting Agenda of June 16, 2025. Pages 1-2
 - 1.5. Declaration of Interest
 - 1.6. Approval of the Regular Board Meeting Minutes of May 26, 2025. Pages 7-11
 - 1.7. Business Arising from the Minutes of the Regular Board Meeting of May 26, 2025
- 2. Presentations**
 - 2.1. Provincial Gold Medal Recipients of 2024-2025 school year
 - 2.1.1. Members of the St. Michael CSS, Stratford Women's Hockey Team - Gold at OFSAA, Coaches Sue Dunn and Mark Flanagan
 - 2.1.2. A. Doig, St. Michael CSS, Stratford - Gold at Skills Ontario - Aesthetics, Teacher Kathleen VanEuw
 - 2.1.3. New student trustees for 2025-2026, Dean DeLuca, St. Michael CSS and Addison Thuss, St. Anne's CSS
- 3. Delegations**
- 4. Consent Agenda**
 - 4.1. Board Highlights Pages 12-20
 - 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of May 12, 2025 Pages 21-25
 - 4.3. Approved Huron-Perth Student Transportation Services (HPSTS) Meeting Minutes of February 4, 2025 Pages 26-27
 - 4.4. Chromebook Purchase Pages 28-30
- 5. Committee and Staff Reports**
 - 5.1. **Policy**
 - 5.1.1. Board Policies for review:
 - a) Student Use of Guide Dogs and Service Animals Pages 31-55
 - 5.1.2. Board Policies recommended for approval/rescinding:
 - a) Sun Safety Pages 56-58
 - b) First Nations/Metis/Inuit Self-Identification Pages 59-61
 - c) Pediculosis Pages 62-69

5.2. Student Achievement and Catholicity	
5.2.1. Summer Programs Report	Pages 70-73
5.2.2. School Climate Report	Pages 74-79
5.2.3. EDIAR Report Update	Pages 80-81
5.2.4. 2025-2026 EDIAR Work Plan	Pages 82-83
5.2.5. MLL Report	Pages 84-85
5.2.6. Strategic Priorities Review of Year 1	Pages 86-106
5.2.7. 2024-2025 Special Education Plan - June 2025	Pages 107
5.2.8. Student Trustees' Report	Pages 108-110

5.3. Corporate Services and Operations	
5.3.1. Borrowing By-Law 1-2025	Page 111
5.3.2. 2025-2026 Draft Budget (separate package)	

6. Information and Correspondence

7. Notices of Motion

8. Notices of Motion Considered for Adoption

9. Trustee Inquiries

9.1. CCSTA Conference update

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

- EDIAR Meeting - June 17, 2025
- Huron Retirement and 25 Years of Service lunch - June 18, 2025
- Perth Retirement and 25 Years of Service lunch - June 19, 2025
- Special Meeting of the Board - June 23, 2025
- Graduation Ceremony - St. Anne's CSS - June 26, 2025
- Graduation Ceremony - St. Michael CSS - June 26, 2025

13. Closing Prayer - Mary Helen Van Loon, Chair

14. Adjournment



HURON-PERTH CATHOLIC

District School Board

Regular Board Meeting - Monday, June 16, 2025

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

Intentions - Chair, Mary Helen Van Loon

Let us pray together....

LITANY OF THE SACRED HEART OF JESUS

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

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

Jesus, gentle and humble of heart.

Touch our hearts and
make them like your
own.

Let us pray.

Grant, we pray, almighty God,
that we, who glory in the Heart of your beloved Son
and recall the wonders of his love for us,
may be made worthy to receive
an overflowing measure of grace
from that fount of heavenly gifts.
Through Christ our Lord.

Amen.

St. Andre Bessette

R: Pray for Us

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

Amen



HURON-PERTH CATHOLIC

District School Board

Regular Board Meeting - Monday, June 16, 2025

Land Acknowledgement

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

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

Regular Board Meeting
Monday, May 26, 2025, 3:00 p.m.

MINUTES

Present:

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

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

Senior Administration: Superintendents of Education Tara Boreham, Sean McDade; and Superintendent of Business & Treasurer Mary-Ellen Ducharme (Director Designate)

Absent: Fr. David Butler, Board Chaplain, Trustee Amy Cronin, Director of Education & Secretary Karen Tigani

1. Opening Business

1.1. Opening Prayer & Condolences - Rosary prayed by Trustees

1.2. Attendance - Noted above at start of meeting

1.3. Approval of Regular Board Meeting Agenda

1.4.

Moved by: Tina Doherty

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of May 26, 2025.

Carried

1.5. Declaration of Interest

1.6. Approval of Regular Board Meeting Minutes

Moved by: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves the minutes of the Regular Board Meeting of May 5, 2025.

Carried

1.7. Business Arising from the Minutes

2. Presentations

2.1. International Education Program - Chris Grace

Mr. Grace presented an overview of the International Education Program, including partnerships and a five-year enrollment forecast. The Trustees requested a clear program plan to demonstrate the benefits and return on investment to ratepayers.

3. Delegations

4. Consent Agenda

- 4.1.** May Board Highlights
- 4.2.** Approved Special Education Advisory Committee (SEAC) Meeting Minutes of April 14, 2025
- 4.3.** Annual Drinking Water Report for the Period April 1, 2014 to March 31, 2025.

Moved by: Tina Doherty

Seconded by: Sue Muller

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

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

AND

THAT the Huron-Perth Catholic District School Board receives the approved Special Education Advisory Committee (SEAC) Meeting Minutes of April 14, 2025

AND

THAT the Huron-Perth Catholic District School Board receives the Annual Drinking Water Report for the Period April 1, 2024 to March 31, 2025.

Carried

5. Committee and Staff Reports

5.1. Policy

5.1.1. Board Policies for Review:

- a) Sun Safety
- b) First Nations/Métis/Inuit Self-Identification

Moved by: Jim McDade

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board receives the following policies for review: Sun Safety and First Nations/Métis/Inuit Self-Identification.

Carried

5.2. Student Achievement and Catholicity

5.2.1. Literacy Report

Superintendent McDade presented key highlights of the literacy report, noting Grade One as a focus area. The data is intended to inform educational planning and support at-risk students.

Moved by: Tina Doherty

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board receives the Literacy/Empower Data

report for information.

Carried

5.2.2. Math Achievement Action Plan Progress Report

Superintendent McDade noted the report's participation data was inaccurate due to the report submission deadline prior to all classes completing the second common assessment.

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the Math Data/MAAP Progress report for information.

Carried

5.2.3. Communications - Social Media Strategy Update

Trustees asked about responsibility for the social media plan. Superintendent McDade explained it would be a district-wide strategy with board direction, shared with school principals.

Moved by: Tina Doherty

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the Communications - Social Media Strategy Update report for information.

Carried

5.2.4. Mental Health Update

Moved by: Tina Doherty

Seconded by: Jim McDade

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

Carried

5.2.5. Student Trustees' Report

Moved by: Tina Doherty

Seconded by: Sue Muller

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. 2025-2026 Budget Update Report - Core Education Funding Announcement & Enrolment Projection Update

Superintendent Ducharme summarized the core education funding received from the ministry, noting changes to timelines due to late information. The budget presentation package will be provided by June 10. Trustees requested details on expenses included in the School Board Administrative Expense grant.

Moved by: Sue Muller

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board receives the 2025-2026 Budget Update Report - Core Education Funding Announcement & Enrolment Projection.

Carried

6. Information and Correspondence

6.1. Superintendent Ducharme reported on Minister of Education Paul Calandra's visit to St. Mary's Daycare, Listowel. The visit focused on the daycare, and staff discussed the new school addition with an upgraded daycare centre. Board attendees included Chair Van Loon, Superintendent Ducharme, Vice-principal Valcke, Superintendent McDade, Coordinator MJ Drager, and Facilities Manager Pat Varello.

7. Notices of Motion

8. Notices of Motion Being Considered for Adoption

9. Trustee Inquiries

10. In-Camera Session of the Regular Board Meeting

Moved by: Jim McDade

Seconded by: Tina Doherty

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

Carried

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

Moved by: Sue Muller

Seconded by: Tina Doherty

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

Carried

The following retirements were announced:

- Michael Bruneel, Principal, Sacred Heart, Wingham effective August 31, 2025
- Mark Dewan, Teacher, St. Michael CSS effective June 30, 2025
- Antonio Martinez, Teacher, St. Anne's CSS effective June 30, 2025
- Teresa Tomazin, Custodian, St. Joseph's School, Stratford, effective May 16, 2025

12. Future Meetings and Events

- St. Aloysius Jays Care Field Of Dreams opening celebration - June 5, 2025
- CCSTA 2025 AGM and Conference - June 5-7, 2025
- CPIC - June 10, 2025
- SLICE - Ivey Spencer Leadership Centre - June 12-13, 2025
- Regular Meeting of the Board - June 16, 2025
- EDIAR Meeting - June 17, 2025
- Special Meeting of the Board - June 23, 2025
- Graduation Ceremony - St. Anne's CSS - June 26, 2025
- Graduation Ceremony - St. Michael CSS - June 26, 2025

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

14. **Adjournment 8pm**

Moved by: Sue Muller

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of
May 26, 2025

Carried

CHAIRPERSON

SECRETARY DESIGNATE



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sean McDade and Tara Boreham, Superintendents of Education
Presented to: The Huron-Perth Catholic District School Board
Date: Monday, June 16, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

BOARD HIGHLIGHTS FOR JUNE

Public Session

BACKGROUND

Each month, a wide range of activities take place across the district to provide students with rich, faith-filled, and inclusive learning experiences that support achievement and advance 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, Learning Coordinators, the Mental Health Lead, the OYAP Project Lead, and Managers of activities that take place under their leadership.

DEVELOPMENTS

June is a truly inspiring month in the life of our Catholic school system, as it beautifully aligns with the core of our new Strategic Plan and spiritual theme: *“On Fire with the Spirit – Awaken! Illuminate! Rejoice!”* Anchored in the joy of Pentecost which we celebrate this month, and in the love revealed in the Solemnity of the Sacred Heart of Jesus, this month calls us to live out our mission with renewed passion and purpose. It marks both a culmination of learning and a spiritual launching point—where the fruits of faith, hope, and love are visible in the hearts of our students, staff, and families. As we reflect on the activities and opportunities throughout June, we celebrate the vibrant witness of our Catholic community, joyfully journeying forward in faith.

CATHOLIC EDUCATION

Novena to the Sacred Heart of Jesus for Schools

Our schools recently participated in the Novena to the Sacred Heart of Jesus for Schools. Resources prepared by the Institute for Catholic Education were shared with staff, offering a clear overview of the novena, including daily themes, prayers, and reflections to guide classroom participation. This spiritual practice helped deepen our collective devotion and connection to the Sacred Heart of Jesus.

Graduation and End of Year Celebrations

Our elementary schools are planning their Grade 8 Graduation liturgies and celebrations, which will occur over the last two weeks of June. Our secondary schools hosted Graduation Proms once again this year and the students were thrilled to participate in this highly anticipated evening with family, friends and staff. The St. Michael CSS and St. Anne’s CSS Proms were both held at their respective schools on Friday, June 6. Our secondary school commencement ceremonies are fast approaching as well. The St. Anne’s CSS and St. Michael CSS Graduations will be held at the schools on Thursday, June 26.

Diocese of London Pastoral Study Days

A team including Director Karen Tigani, Superintendent Sean McDade, Principal Chris Grace, Religion and Family Life Support Teacher Kate Dobson, St Michael CSS Chaplain Natalie MacKay and St Anne's CSS Chaplain Zack Fitzmaurice attended the 2-day Pastoral Study Days in Stratford on June 2 and 3. The days were hosted at the Arden Park Hotel and included the celebration of Mass. The theme of the event was "Cultivate" and was organized by the Diocese of London team under the leadership of Most Reverend Bishop Ronald Fabbro. The Pastoral Study Days were attended by the priests, deacons, religious brothers and sisters, and ecclesial lay ministers from all of the Families of Parishes in the Diocese of London. It was also attended by Catholic educational leaders and Chaplaincy leaders from Catholic school boards within the Diocese of London. Our board team was able to work and learn alongside the members of the various Families of Parishes within the Huron-Perth Deanery, as well as engage with our priests, colleagues and partners from all across the Diocese of London. Significant take-aways from this event include the importance of praying together, listening to one another and genuinely living out the mission of God in discipleship. Our Board had an information table where we met and dialogued with people from all across the Diocese during breaks, showcasing and sharing our On Fire with the Spirit prayer, our strategic plan, and sharing the joy of working and learning in our Board.

LEADERSHIP

Symposium for Leaders Igniting Catholic Education: SLICE

Leaders from across the Huron-Perth Catholic District School Board gathered for a dynamic two-day symposium - Igniting Catholic Education: Conversations in the Spirit - dedicated to deepening our collective capacity for change management and strategic leadership. Rooted in synodal listening and spiritual discernment, the gathering invited leaders to reflect on their School Improvement Plans, share emerging practices, and strengthen their 2025 commitments. The event was marked by moments of profound faith sharing and fellowship, including a dinner and community-building evening joined by Most Rev. Bishop Fabbro and our dedicated Trustees. On the first day, we focused on discerning our next steps with strategic priorities rooted in a synodal listening style approach. On the second day, theologian Dr. Josephine Lombardi led us through a moving spiritual journey, "*As It Is in Heaven*," rooted in the Lord's Prayer and the Jubilee Year, thus reinforcing the Board's commitment to adult faith formation as a path toward our faith goals. The symposium was intended to ignite everyone's hearts and minds, thus living out our response to the call of the Holy Spirit to "ignite" Catholic education in our schools. The time together culminated in the celebration of Holy Mass, presided over by Bishop Fabbro with music led by members of the leadership team.

This symposium was a powerful embodiment of our Strategic Plan's theme, *On Fire with the Spirit – Awaken! Illuminate! Rejoice!*, intentionally designed to fan the flame of Catholic leadership, ignite spiritual renewal, and propel us forward in joyful service to our mission.

EQAO Data in Action Symposium

The Superintendent of Education and four Learning Coordinators attended the virtual Spring 2025 EQAO Data in Action Symposium. EQAO's team members shared the agency's latest work, including insights into how students are interacting with the e-assessment system. There were also guest speakers from school boards discussing how they are supporting students during EQAO assessments. This provided our team an opportunity to examine our practices in light of EQAO's stated theme "data in action" and consider ideas and strategies showcased by other Boards.

Elementary Sports Council - Two Pitch Tournaments

The Elementary Sports Council successfully hosted this year's two-pitch tournaments for both junior and senior students! Tournaments were held in Huron (Exeter) and Perth (Stratford), and athletes from across the district represented their schools with outstanding skill, athleticism, and sportsmanship. The success of these tournaments wouldn't have been possible without the dedication of many. Coaches from every school did an excellent job training their athletes and ensuring the field events ran smoothly on the day of the tournaments. Behind the scenes, our Sports Council teachers and principals worked tirelessly to organize a safe, fun, and memorable day for all the participating students.

SPECIAL EDUCATION

Educational Assistants Professional Development

On the June 6 PD Day, all of our Educational Assistants gathered at St. Anne's CSS. This full-day professional development session for Educational Assistants (EAs) focused on faith formation, student well-being, inclusive education, and staff voice and reflection. The day began with our Religion, Family Life, and Faith Formation Support Teacher leading a reflective, faith-based session featuring "Breath and Flame," a contemplative Taizé-inspired retreat, and "Stop, Pause, and Pray," a practical spiritual tool for emotional regulation. EAs also took part in a breakout session based on Holland Bloorview's "Project Inclusion," exploring accessibility, engagement, and post-secondary readiness. The day concluded with a workshop called "On Fire with the Spirit: A Fireside Chat to Awaken, Illuminate, Rejoice" co-facilitated by the Superintendent of Special Education and Learning Coordinator of Special Education. This fireside chat offered Educational Assistants a reflective and empowering space to gather in community. The session aimed to:

- Celebrate the vital role of EAs in student success
- Provide a safe space to share both successes and challenges
- Collaboratively identify practical solutions to recurring issues
- Strengthen connection and trust between leadership and frontline staff

Through meaningful dialogue, small group collaboration, and active listening, the goal was to uplift the voices of those who provide direct support to our students, ensuring their insights help guide future supports and system-level improvements.

Elementary Special Education Resource Teacher (SERT) Meeting

On June 18, Elementary SERTs participated in a full-day session at the Catholic Education Centre focused on data-driven instruction and inclusive practices. The morning opened with a session from our Lexia partners, who supported SERTs in exploring student data to identify areas of growth and inform next steps. Following this, the Learning Coordinator for Math facilitated the third installment of the ongoing book study, *Rethinking Disability and Mathematics*, encouraging thoughtful dialogue around equity and inclusion in math education. The afternoon provided valuable time for collaboration, where SERTs engaged in planning, exchanged effective strategies, and strengthened their collective expertise.

Ontario Disability Employment Network Training

On June 4, system leaders, secondary administrators, and educators from both secondary schools along with community partners gathered at the Catholic Education Centre for a full-day session focused on advancing youth employment for students with disabilities. The day began with a 2.5-hour training from ODEN (Ontario Disability Employment Network) that introduced the JobPath curriculum—a six-week program designed to help students transitioning from secondary school to explore their strengths and prepare for the workforce through in-class activities, guest speakers, and workplace tours. Participants received supplementary resources to support the program’s implementation. After lunch, the group engaged in a community debrief, brainstorming creative strategies to enhance pre-employment training and improve youth access to meaningful employment opportunities.

DIGITAL TOOLS TO SUPPORT LEARNING

1:1 Chromebook Initiative

To ensure the continuity and efficacy of the 1:1 Chromebook initiative for all students within the Huron-Perth Catholic District School Board, library technicians and teacher librarians have allocated significant time this month to prepare for Stronghold Services' forthcoming summer refresh operations. During the summer period, all Chromebook devices will undergo necessary maintenance and software updates. Subsequently, these devices will be distributed to each school in proportion to student enrollment, thereby ensuring their readiness for the commencement of the subsequent academic year. This preparedness is attributable to the dedicated efforts of staff during the summer refresh program.

STUDENT ACHIEVEMENT

Mathematics

In June, the Math Team continued to support schools writing EQAO and undertook a variety of initiatives to enhance and refine math instruction across grade levels. Math Facilitators provide 1-8 math teachers with suggested report card comments for Second Term. These asset-based comments align with topics covered in our Scope and Sequence lessons. We updated the First Two Weeks of Math lessons to support students’ social-emotional learning and foster a growth mindset in mathematics, while gradually building stamina for the Effective Math Block routines. Our Scope and Sequence was revised to incorporate Number Talks, EQAO preparation, and spiralled, purposeful practice opportunities. To ensure consistent implementation, we developed a Number Talk continuum that outlines a clear, developmentally appropriate progression of reasoning strategies. This continuum helps educators introduce and reinforce mental math strategies at the right stages, promoting deeper understanding, numerical flexibility, and confidence in mathematical thinking. By aligning with curriculum expectations, it also creates more opportunities for rich math discussions and effective communication. To better support multi-grade classrooms, we created a combined grade version of the Scope and Sequence lessons. These lessons will ensure both sets of students have equitable access to their respective grade-level curriculum. This approach supports teachers in addressing varied learner needs and fosters a more cohesive classroom environment. Additionally, we collaborated with junior math teachers to revise the Grade 5 and 6 pathways, focusing on enabling students to access the full curriculum within the instructional year. Work also began on developing Grade 9 lessons aligned with the Scope and Sequence, extending our efforts to support students across grade levels.

The Superintendent of Education and Math Learning Coordinator attended various meetings with the provincial Math Team, including the last Strategic Planning Sessions for Board Math Leads, which provided learning with Jhonel Morvan, PhD, learning about his research in Equity in Mathematics, and reflecting on the year and considering next steps for 2025-26. During the session, there was an opportunity to engage with other Board Math Leads in breakout group discussions. The Superintendent of Education and the Math Learning Coordinator submitted the final Math Achievement Action Plan on behalf of our system and priority school.

Literacy

June has been a productive month for the Literacy Team. With the support of the system team, all elementary schools participated in the End-of-Year Early Reading Screening for students in Grades SK–2, helping to identify potential reading challenges and monitor student progress. These assessments not only highlight areas for celebration but also inform next steps for instruction and class placements for the upcoming school year. In addition, Literacy Coordinator MJ Drager attended a session with Edwin, where updates to Edwin’s Language Library were shared. Edwin is a digital platform that our students in grades 6-8 use in Literacy, Science and Social Studies. Edwin’s enhanced Grade 4–9 program now features a project-based framework aligned with all strands of the Ontario Language curriculum. To wrap up the month, the Literacy Team engaged in forward planning and reflection. The Educator’s Literacy Warehouse was refreshed with new resources, and the district’s phonics diagnostic tool was revised to include updated word lists and sections that better align with the new curriculum.

Early Years

Kindergarten orientation and bus safety sessions have now wrapped up at all elementary schools. These events provide a wonderful opportunity to celebrate our Catholic school communities while offering families essential information about what to expect when their child begins school in September. We are also eagerly anticipating the release of a new Kindergarten curriculum from the Ministry of Education. Our Kindergarten teams are well prepared for any upcoming changes in literacy or mathematics, having already begun to implement adjustments to their instructional practices.

French as a Second Language

In June, Sandra O’Neil, the System French Support Teacher, supported new Core French teachers with assessment and reporting in preparation for final report cards. She attended final conferences with the Modern Languages Council (MLC) and the CEFR West Region, where she contributed to year-end reflections and planning for future professional learning. Sandra also prepared and organized materials to support the implementation of Structured Literacy in French Immersion across the Board, including a CEFR-aligned slide deck and resources from the OTF-funded Science of Reading project at John Sweeney. Her work ensured continued alignment with evidence-based practices and effective support for French language educators.

Indigenous Education

Members of the Indigenous Education team, including lead Caroline Thuss, Indigenous Student Support Advisor Josh Pagan and Special Assignment Teacher Mary Fischer, attended the Ontario Catholic School Trustees Association Indigenous Education conference held in Ottawa June 2-4. The opportunity to collaborate and learn with Catholic boards from across the province was so valuable for the team. The keynote speaker was Dr. Niigann Sinclair, a professor with the University of Manitoba, who encouraged us to move from presence and practice into pedagogy and permanence in all we do in Indigenous Education.

EXPERIENTIAL LEARNING PROGRAMS IN SECONDARY

Specialized Learning & Field Trips

- **Physics Field Trip to Canada's Wonderland**
Grade 11 and 12 SHSM students from St Anne's Catholic Secondary School (SACSS) will be applying physics principles during an upcoming field trip. Students will work in teams to complete a scavenger hunt and analyze the physics of various amusement park rides by calculating time, distance, speed, and acceleration. One challenge involves determining whether the Drop Tower's motor lift is operating at its expected speed and engaging real-world applied learning of classroom content.
- **Music Workshop with Tim Schou**
On June 3, over 100 Arts & Culture and Music students from St Michael Catholic Secondary School (SMCSS) participated in a full-day music workshop and live concert with internationally recognized artist Tim Schou, held in the St. Michael CSS gymnasium. The event combined performance, songwriting, and industry insight.
- **Business and Visual Merchandising Event, June 4**
15 SHSM students from SMCSS in the Arts & Culture and Business sectors attended a field trip to Conestoga College for a Visual Merchandising workshop, earned a Business certification, and participated in a campus tour. The event blended artistic creativity with marketing skills, exposing students to career possibilities in retail and design.
- **Fencing/Stage Combat Certification June 9 & 10**
On June 9 and 10, Arts, Culture and Construction SHSM students from SACSS participated in a unique fencing and stage combat certification workshop. Under the guidance of a retired drama teacher, students will learn safe and realistic stage combat techniques while constructing their own stage swords.

Dual Credit

- Fanshawe College:
 - The Facials and Makeup dual credit course will be taught at the REACH Centre until June 11.
- Lambton College
 - Five students from St. Anne's Catholic Secondary School are attending courses every Thursday including:
 - Introduction to HVAC
 - Plumbing Techniques
 - Residential Electrical
 - Arboriculture & Chainsaw Practices
 - The Great Outdoors
 - Bakeshop
- Conestoga College
 - One student from SACSS is enrolled in:
 - Cabinet Making
 - Security Guard Licensing

Dual Credit and Level 1 Apprenticeship Programs

St. Michael Catholic Secondary School students enrolled in Dual Credit and Level 1

Apprenticeship programs are completing their final classes by June 27. These students have been actively engaged in skilled trades training through partnerships with Conestoga, Fanshawe, and Lambton Colleges—5 in Electrical, 2 in HVAC, 1 in AST Automotive, and 1 in Welding—gaining valuable hands-on experience and a head start on their postsecondary pathways.

OYAP Level 1 at St. Anne's Catholic Secondary School

Electrical (Conestoga College): Student completed the program in May.

Welding (Lambton College): Students began on April 28 and will finish at the end of June.

Students who complete Level 1 Apprenticeship programs earn a significant head start in their skilled trades careers while still in high school.

Grade 10 Class Presentations

Grade 10 students are continuing to receive presentations on the SHSM program offerings to support their course selections. Students will use this information to assist them with decisions around courses and pathways as they enter Grade 11.

In-House SHSM Certifications at SACSS

- Infection Control
- Leadership Skills

SHSM Graduation Preparation

Guidance counselors are working closely with all SHSM students to ensure they are on track to graduate with their SHSM Red Seal designation. Final certifications are being collected and submitted as part of the graduation documentation process.

Certifications Earned This Year at St. Anne's and St. Michael Catholic Secondary Schools

Students across multiple SHSM sectors have earned a wide range of certifications, including:

- WHMIS
- Safe Food Handling
- Mental Health Awareness
- Working at Heights
- Electrical & Confined Space Safety
- Infection Control
- Customer Service & Business Etiquette
- Stage Combat & Audition Preparation
- Portfolio Development
- Project Management
- Leadership Skills
- Hydraulics (Basic)
- Lock-out/Tagging Procedures
- Lab Practices
- Taping for Performance and Injury
- Grower Pesticide Safety Course
- CPR Level C & Standard First Aid

- Ethical Considerations
- Allyship Awareness
- Elevated Work Platform Training
- Music Technique Training
- Visual Merchandising Certification
- Business Marketing Certification

We thank the Board for its continued support, which has made these hands-on, skill-building opportunities possible for our students.

MENTAL HEALTH AND WELLNESS

Elementary Panel: De-Stress Lessons

Throughout the spring term, elementary social workers delivered “De-Stress Lessons” to Grade 3 and Grade 6 classrooms across the district. These sessions were designed to equip students with emotional regulation and mindfulness strategies, helping them approach EQAO assessments with greater confidence and calm. Rooted in our Catholic commitment to nurturing the whole child, these lessons promoted resilience, self-awareness, and inner peace—aligning with our values of compassion, well-being, and holistic development.

School-Based Social Worker Professional Development

Fundamentals of Addictions and Trauma & Addictions Courses

In June 2025, members of the Mental Health Team participated in varying professional learning opportunities focused on trauma and addiction. These opportunities included 2 courses through Laurier University in which the online courses provided a comprehensive overview of the bio-psycho-social nature of addiction, exploring its complexities, theoretical foundations, and treatment options. Key concepts such as harm reduction, the stages of change model, and the continuum of care were introduced, equipping staff with essential knowledge to support students and families facing addiction-related challenges.

The second style of learning involved two in person sessions with Rami Shami, a seasoned professional with over 30 years of experience in palliative care, who provided the team with insights into applying our trauma informed knowledge to practice in our work with students. For the second session, we hosted Avon Maitland District School Board’s Mental Health Team and Huron Perth Centre clinicians to focus on strengthening our inter-agency collaborations between school boards and children’s mental health services. The session emphasized the importance of empathy, intentional presence, self-awareness, and a human-first perspective when collaborating with colleagues and engaging with children, youth, and families.

The sessions offered a deeper understanding of trauma-informed care, and served as an opportunity to build rapport and enhance collaborative relationships across agencies serving our students throughout the district.

Working with Neurodiverse Children and Youth: An Anti-Oppressive Approach

The team also engaged in a two-day workshop focused on supporting neurodivergent children and youth, including those with ADHD, ASD, dyslexia, dyscalculia, and dysgraphia. Grounded in the neurodiversity rights movement, the training challenged systemic stigma and explored disabling environments and barriers. Practical strategies were shared to help integrate inclusive,

anti-oppressive practices into mental health support, fostering a more equitable and affirming approach for neurodiverse students.

O.A.C.A.S. Annual Attendance Conference

This month, our Attendance Counsellor and Mental Health Lead attended the Ontario Association for Counselling and Attendance Services (O.A.C.A.S.) Annual Attendance Conference. This event provided a valuable opportunity to connect with Attendance Counsellors from school boards across the province. The conference focused on the science of motivation, offering evidence-based insights and strategies to enhance student attendance and engagement. The learning gained from this experience will be integrated into our Board's attendance strategy to support our ongoing efforts of increasing student attendance and fostering the conditions for positive academic outcomes.

MAINTENANCE AND HEALTH AND SAFETY

Health and Safety

The Joint Health and Safety Committee met on June 4, 2025. Items discussed included the following:

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

The meeting minutes are posted on the Google Administrative site.

Annual Water Sampling - Ontario Regulation 243/07

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

Custodian Appreciation Lunch

On June 6, 2025, all custodians were invited to attend an appreciation day at St. Patrick's School, Dublin. The agenda included Professional learning featuring: Introduction to New Swish & Charlotte Products (ES72 and ES364); Custodial room setup with new product; and Introduction to the Swish eLearning portal followed by a luncheon. This annual day is an opportunity for the Board to say thank you to the custodians for the vital role they play in our schools.

RECOMMENDATION

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

**Special Education Advisory Committee
May 12, 2025 – 4:00 p.m.**

MINUTES

Present:

SEAC Members Present: Matt McPhee (Community Living Central Huron), Doris Barkley (Autism Ontario), Kelly Boudreau (Community Living St. Marys), Emily Branje (Facile Perth), Brenda Mason (Stratford Children Services), Val Millson (Huron Perth Centre), Jill Plokhaar (Family Services Perth Huron), Sandra McLaren (Community Living Stratford & Area)

Board Trustee:

Guest:

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

Absent: Julie Welch (Community Services Coordination Network), Mary Helen Van Loon

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

1. Opening Prayer, Welcome & Introductions

Meeting Started: 4:00 pm

2. Approval of Agenda & Minutes

2.1 Approval of April 2025 Minutes

Approved: Doris Barkley

Seconded: Sandra McLaren

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

Carried.

2.2 Approval of May 2025 Agenda

Approved: Emily Branje

Seconded: Matt McPhee

THAT the agenda be accepted as is.

Carried.

3. Business Arising from Minutes

Nothing to report.

4. Correspondence

Ministry Advisory Council On Special Education feedback requested.

5. Agency Reports

5.1 Community Living Central Huron

Nothing to report at this time.

5.2 Autism Ontario

Autism Ontario has a variety of ongoing programs for families about getting connected, learning about getting diagnosed in the school system and different government programs for funding. Open now are government grants up to \$600 per family for support, staff, camps and different programs. Autism Ontario's website has many resources as well.

5.3 Facile Perth

There are a couple of opportunities coming up this month to talk about transition planning and several different education conferences in partnership with the school boards. Facile Perth is also working with the Catholic board to look at some pre-employment training curriculums that might be adapted to serve youth with a disability, but hopefully all youth who are looking to strengthen their ability to get ready for the world of work. There is an event this week on Wednesday, May 14th which is a workshop/virtual session for families on micro boards. This will be hosted in partnership with Micro Boards Ontario. Families can learn a little bit about what a micro board is and how it might be beneficial to them.

Community Living Ontario recently released a crisis in the classroom report.

Emily is connected with People First of Canada which is an organization at the national level, and it's run by people with an intellectual or developmental disability. Right now they have a federal research project that's looking at federal financial services and the experience of families and people with a disability accessing those services, the disability tax credit and the Registered Disability Savings Plan (RDSP) specifically. If there are families out there who have had some experience, whether they were successful or not and would be interested in being part of a focus group with a one-to-one interview to share their experience, they can connect with Emily who can connect them to the group doing this research.

5.4 Family Services Perth Huron

Nothing to report at this time.

5.5 Community Living Stratford & Area

In regard to what Emily shared about the crisis in the classroom report, Community Living Ontario is certainly looking for support to ensure a more cohesive approach to managing challenging behaviors in the classroom in order to keep educators and students safe. This document will be shared to the SEAC group to review.

5.6 Community Living St. Marys

Nothing to report at this time.

5.7 Huron-Perth Center

Child and Youth Mental Health Week: May 5–11, 2025 - This week, led by Children’s Mental Health Ontario (CMHO) and the Canadian Mental Health Association (CMHA), raises awareness and promotes youth mental well-being. *“Voices Unheard, Stories Told: Centering the Diversity of Ontario’s Infants, Children, and Youth”* is the CMHO theme, while *“There is More to Me – Unmasking Mental Health”* is the CMHA theme.

Upcoming Events

- **May 5:** Free virtual presentation by Dr. Zayed on what children need from parents (6:30–8:00 p.m.).
- **May 13:** Special meeting of the Child and Youth Mental Health Services Advisory Committee. Includes a discussion on humility in leadership (“Humans Serving Humans”) and a shared meal.
- **May 13:** Community conversation on Youth Justice (co hosted with Salvation Army) exploring services, gaps, and restorative justice planning.
- **May 30:** Staff celebration hosted by the Mental Health and Addiction Alliance at White Carnation. This will also include a **Mental Health Video Series Launch:** Featuring leaders from HPC, CMHA, and HPHA’s Crisis Program.

Summer Programs

- Locations confirmed in **Vanastra, St. Pauls, and Listowel**.
 - Morning sessions (ages 7–11) and afternoon sessions (ages 12–17)
 - Focus: diversity, resilience, and peer/caregiver relationship-building

Ongoing Initiatives

- **One Stop Talk (OST):** Fast access to one-hour counselling for youth via registered professionals. HPC receives referrals and will share promo materials soon.
onestoptalk.ca
- **Right Time/Right Care Initiative:** A collaborative project to align mental health services across sectors. Current focus: finalizing a relationship agreement and shared vision.

5.8 Stratford Children Services
Nothing to report at this time.

5.9 Trustee Report
Nothing to report at this time.

5.10 CSCN

Nothing to report at this time.

6. Information Reports

6.1 National Speech-Language-Hearing Month - An Update from our SLP & CDA (Kristina Howatt Gerber & Julie Masse)

Visit speechandhearing.ca to learn more about advocating for improved communication healthcare in Canada.

Julie Masse, HPCDSB's Communicative Disorders Assistant (CDA), has supported timely access to speech and language services across the District this year. Under the supervision of Speech and Language Pathologist, Kristina Howatt Gerber, Julie provides direct intervention, collaborates with school staff, and supports student progress through structured therapy blocks.

CDA Service Delivery Highlights (Oct 2024 – Apr 2025):

- 71 students served across 11 schools
- 6-week therapy blocks, twice weekly, 25-minute sessions
- Family updates and at-home resources provided after each session

Collaboration with Schools and Families:

- School staff are encouraged to join sessions and receive strategies to reinforce student success
- Families receive regular updates and are invited to participate in sessions
- Goal-focused resources are shared for continued support at home and in class

Next Steps & Discharge Criteria:

- Students meeting goals may be discharged after SLP review
- Ongoing support planned for students needing further reinforcement
- Resource folders provided for continued practice

Future Directions for CDA Role:



- Tier 1 classroom support, including Augmentative Assistive Communication training, inclusive communication activities, and collaboration with SLPs and Applied Behaviour Analysis teams
- Support for caregiver workshops focused on high-impact language strategies

7. New Business

None

8. Future Meetings

Next SEAC Meeting - Monday, June 9, 2025

9. Adjournment

Motion to end meeting was made by: Brenda Mason

Meeting adjourned: Doris Barkley

Ended: 4:45pm



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

**February 4, 2025
3:00 PM
Microsoft Teams Video Call**

MINUTES

1.0 Routine Matters

1.1 Welcome and Opening Prayer

In Attendance: Janice White, Tina Doherty, Karen Tigani, Cheri Carter, Mary-
Ellen Ducharme, Nancy Rothwell, Jim McDade, Graham Shantz, Joseph Cohen

1.2 Land Acknowledgement

1.3 Approval of Agenda

Addition to the agenda regarding start time of meetings.
That the agenda be approved as amended.

**Moved by Tina, Seconded by Joseph
CARRIED**

1.4 Approval of Meeting Minutes – October 8, 2024

Moved by Cheri, Seconded by Tina

That the Meeting Minutes be approved as presented.
CARRIED

2.0 Business Arising from October 8, 2024

None

3.0 General Managers Report

3.1 Ministry Simulation

Janice shared the process of the Routing Simulation for the new members. Cheri and Mary-
Ellen further explained the funding portion of the simulation.

3.2 Inclement Weather Days

Janice provided information on the process involved on winter mornings.

A question was asked what the payment to operators and drivers is on a weather day?
Drivers are paid at 100% of their regular daily rate.

HPSTS does not pay fuel costs to the bus operators. The operators fixed costs of overhead are paid.

Driver shortages are handled differently. If they don't have a driver there is no payment made.

A question was asked regarding extreme temperature. There is a procedure in place for that. The temperature is or is forecast to be approximately -28 degrees C and not forecasted to rise. The wind-chill factor is or is forecast to be approximately - 40 degrees C. If the temperature meets that threshold buses would not run.

4.0 Discussion Items

4.1 Timing of future meetings

An AMDSB trustee steering committee member has requested a time change to the start of the meetings. A vote was held at what time the meetings could be held. Change in meeting times to 4:00 was approved.

5.0 Move to Closed Session

Moved by Nancy, Seconded by Joseph

That the Committee moves to the closed session of the meeting.

CARRIED

6.0 Adjournment

Moved by Tina , Seconded by Joseph

That the Consortium Steering Committee meeting be adjourned.

CARRIED

Cheri Carter
Avon Maitland DSB

Mary-Ellen Ducharme
Huron Perth Catholic DSB

Committee Members:

HPSTS: Mary Lou Bilcke (recorder), Janice White

AMDSB: Cheri Carter, Joseph Cohen, Nancy Rathwell, Graham Shantz

HPCDSB: Tina Doherty, Mary-Ellen Ducharme, Jim McDade, Karen Tigani



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: June 16, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

CHROMEBOOK PURCHASE

Public Session

BACKGROUND

The Huron-Perth Catholic District School Boards 1:1 chromebook program has been instrumental in providing equitable access to technology for all students and educators. This initiative empowers personalized learning experiences, fosters a dynamic learning environment, and caters to individual learning styles. Sustaining the chromebook initiative requires an annual investment. The Board allocates between \$250,000 and \$300,000 annually to support the chromebook refresh and replacement schedule.

DEVELOPMENT

This chromebook purchase will support secondary students across our Board. These devices offer enhanced performance, with a support expiry date of June 2033, and will be sourced through CDW. The purchase is part of a broader refresh strategy to maintain a reliable and equitable digital learning environment for all students. 320 chromebooks will be purchased to support student learning in our secondary schools. This investment will enhance access to digital tools aligned with our strategic goals in equity, innovation, and 21st-century learning. It will enable the Board to continue our 1:1 Chromebook Initiative for grades 9-12+, and ensure all students have access to a functioning Chromebook

The chromebooks will be purchased from Ontario Education Collaborative Marketplace (OECM) vendor CDW Canada. Purchasing from an OECM vendor complies with the Ontario Broader Public Sector Procurement Directive that purchases of this amount are conducted in an open, fair, and transparent process. The quote is attached.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the purchase of 320 chromebooks from CDW Canada at a cost of \$153,538.98 (including HST).



Thank you for choosing CDW. We have received your quote.

Hardware Software Services IT Solutions Brands Research Hub

QUOTE CONFIRMATION

JENNA MEYERS,

Thank you for considering CDW Canada for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
PLSF719	6/5/2025	LENOVO 100E FINAL CHROME 320	9501029	\$153,538.98

QUOTE DETAILS

ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Lenovo 100e Chromebook Gen 4 - 11.6" - Intel N-series - N100 - 8 GB RAM - 6 Mfg. Part#: 83G80003US Contract: OEMC EUC 2017-261-02	320	8369310	\$337.43	\$107,977.60
Lenovo Depot - extended service agreement - 4 years - School Year Term Mfg. Part#: 5WS0N75564 UNSPSC: 81112307 Electronic distribution - NO MEDIA Contract: OEMC EUC 2017-261-02	320	5549500	\$44.00	\$14,080.00
Google Chrome OS Management Console - license - 1 license Mfg. Part#: CROSSWDISEDUNEW Electronic distribution - NO MEDIA Contract: Education Discount Pricing	320	6467066	\$43.18	\$13,817.60

Any third-party cloud-based software and related services included in this quote are subject to CDW's Third Party Cloud Services Order Form set forth at <https://www.cdw.ca/content/cdwca/en/terms-conditions/third-party-cloud-services-order-form-terms-and-conditions.html>.

SUBTOTAL	\$135,875.20
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SHIPPING	\$0.00
HST	\$17,663.78
GRAND TOTAL	\$153,538.98

PURCHASER BILLING INFO	DELIVER TO
Billing Address: HURON-PERTH CATHOLIC DISTRICT SB ACCTS PAYABLE 87 MILL STREET BOX 70 DUBLIN, ON N0K 1E0 Phone: (519) 345-2440 Payment Terms: NET 30-VERBAL	Shipping Address: HURON-PERTH CATHOLIC DISTRICT SB JENNA 3927 PERTH ROAD 180 BOX 70 DUBLIN, ON N0K 1E0 Shipping Method: CANADA GROUND HEAVYWEIGHT
	Please remit payments to: CDW Canada Corp. P.O. BOX 57720 Postal Station A Toronto, ON M5W 5M5



Sales Contact Info

Mike Anderson - Canada | (866) 685-9107 | mike.anderson@cdw.ca

LEASE OPTIONS		
GRAND TOTAL	36 MO FMV OPTION	36 MO BUYOUT OPTION
\$153,538.98	\$3,625.15/Month	\$4,320.83/Month

Monthly payment based on 36 month lease. Other terms and options are available. Contact your Account Manager for details. Payment quoted is subject to change.

Why finance?

- Lower Upfront Costs. Get the products you need without impacting cash flow. Preserve your working capital and existing credit line.
- Flexible Payment Terms. 100% financing with no money down, payment deferrals and payment schedules that match your company's business cycles.
- Predictable, Low Monthly Payments. Pay over time. Lease payments are fixed and can be tailored to your budget levels or revenue streams.
- Technology Refresh. Keep current technology with minimal financial impact or risk. Add-on or upgrade during the lease term and choose to return or purchase the equipment at end of lease.
- Bundle Costs. You can combine hardware, software, and services into a single transaction and pay for your software licenses over time! We know your challenges and understand the need for flexibility.

General Terms and Conditions:

This quote is not legally binding and is for discussion purposes only. The rates are estimate only and are based on a collection of industry data from numerous sources. All rates and financial quotes are subject to final review, approval, and documentation by our leasing partners. Payments above exclude all applicable taxes. Financing is subject to credit approval and review of final equipment and services configuration. Fair Market Value leases are structured with the assumption that the equipment has a residual value at the end of the lease term.

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REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: June 16, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

STUDENT USE OF GUIDE DOGS AND SERVICE ANIMALS

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board is committed to the fundamental principle of providing and maintaining a positive and inclusive Christ-centred learning environment where every student may reach their full potential. All school boards in Ontario are required to develop, implement, and maintain a policy on student use of service animals in schools. In keeping with the Board's commitment to equity and inclusion, and its obligations under the Ontario Human Rights Code, the Education Act, and the Accessibility for Ontarians with Disabilities Act, the Board recognizes its legal and moral duty to accommodate the needs of all students. Rooted in Catholic Social Teachings and the inherent dignity of every person, this duty ensures that students with disabilities have equitable access to education and full participation in school life.

At times, the duty to accommodate may involve recognizing and balancing competing rights or interests within the school community. The Board is committed to respectful dialogue, thoughtful discernment, and collaborative problem-solving to find reasonable, inclusive, and faith-aligned solutions that uphold the rights, safety, and well-being of all students and staff.

DEVELOPMENTS

In accordance with the Ontario Human Rights Code, the Ontario Blind Persons' Rights Act and the Accessibility of Ontarians Act, we are committed to an environment free from discrimination and reducing barriers by providing reasonable accommodation for students with disabilities; including the use of Certified Service Dogs or other Animals, up to undue hardship. This policy will be posted to the Board website for vetting in advance of consideration for approval.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Student Use of Guide Dogs and Service Animals for information.



HURON-PERTH CATHOLIC

District School Board

Student Use of Guide Dogs and Service Animals

Adopted:	January 27, 2020	Policy #:	P 2.2.11.
Revised:	May 2025	Policy Category:	2.2. School Program

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes that every student is created in the image and likeness of God, deserving of respect, compassion, and the opportunity to flourish in a Christ-centred community. We are committed to fostering inclusive environments that honour the dignity and unique needs of all learners.

We believe that students with disabilities must be supported through thoughtful, individualized accommodations that promote their independence, inclusion, and full participation in educational experiences. In responding to requests for Guide Dogs, Service Dogs, or Service Animals, we are dedicated to a fair and compassionate process that reflects our commitment to equity, human dignity, and the well-being of all students and staff.

POLICY STATEMENT:

The Huron-Perth Catholic District School is committed to the fundamental principle of providing and maintaining a positive and inclusive Christ-centred learning environment where every student may reach their full potential.

- 1.1 It is the policy of the Huron-Perth Catholic District School Board, in accordance with its obligations pursuant to the Ontario *Human Rights Code*, to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services.
- 1.2 In circumstances where a parent or adult student requests to have the student's Guide Dog, Service Dog or Service Animal accompany the student while attending school or a school-related event, each such request shall be reviewed individually by the Huron-Perth Catholic District School Board considering the student's dignity, integration, independence and disability-related learning needs and the accommodations available to enable meaningful access to education.
- 1.3 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted.
- 1.4 The process of accommodation shall also consider the competing human rights of other students and of staff; the impact of the Guide Dog, Service Dog or Service Animal on the learning environment; and the health and safety of all individuals who are or might be in the school, on school grounds or at a school-related event.

1.5 A copy of this policy shall be available in accessible formats on the Huron-Perth Catholic District School Board website and may be requested by a parent or adult student in a different language through the school attended by the student.

1.6 The Board shall retain data regarding the requests for Guide Dogs, Service Dogs and Service Animals as outlined in its Administrative Procedure.

~~1.7 This policy shall be reviewed in January, 2025.~~

PROCEDURES:

1. Purpose

- 1.1 It is the policy of the Huron-Perth Catholic District School Board in accordance with its obligations pursuant to the Ontario *Human Rights Code* to provide individualized accommodation to students with disabilities to enable them to have meaningful access to education services in a manner that respects their dignity, maximizes integration and facilitates the development of independence.
 - a) The School Board utilizes ~~a variety of placements~~, differentiated programming, and evidence-based interventions and strategies to provide meaningful access to education for students who have disability-related needs that impact their learning.
 - b) The School Board does not provide Guide Dogs, Service Dogs or Service Animals to students.
 - c) The School Board encourages any family considering the purchase of a Guide Dog, Service Dog or Service Animal to meet with the school principal or superintendent before making a commitment.
- 1.2 This Administrative Procedure identifies the individualized process to be followed when a parent or adult student applies to the School Board to have a Guide Dog, Service Dog or Service Animal accompany the student while the student is attending school or a school-related event.
- 1.3 Pursuant to the *Education Act* and regulations, a school building is not a place to which the public is customarily admitted. Pursuant to the *Education Act* and Ontario Regulation 474/00 *Access to School Premises*, the Huron-Perth Catholic District School Board requires each school to have a process for visitors.
- 1.4 Any determination of whether a Guide Dog, Service Dog or Service Animal is an appropriate accommodation for a student while receiving education services is a decision of the School Board. A regulated health professional cannot unilaterally prescribe that a Guide Dog, Service Dog or Service Animal be a specific accommodation while the student is receiving education services at school.
- 1.5 When an adult student or parent seeks to have their child attend school or school related events with a Guide Dog/Service Dog, both the Guide Dog/Service Dog **and** the Student Handler must be certified as having been successfully trained by an accredited training facility.
 - a) Only in exceptional circumstances subject to the standards of undue hardship pursuant the *Human Rights Code*, will the School Board consider an application for a student who will not be acting as the primary trained Handler of the Guide Dog/Service Dog.
- 1.6 Only in exceptional circumstances subject to the standards of undue hardship pursuant the *Human Rights Code*, will the School Board consider Service Animals, other than dogs, as an accommodation for a student and only if other reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student.

2. Background

- 2.1 Service animals have traditionally been highly trained dogs that assist individuals with various tasks of daily living (Guide Dog, Hearing and Signal Dogs, Mobility Assistance Dogs, Seizure Response Dogs).
- 2.2 In most circumstances, a Guide Dog will be a highly trained dog provided to support the orientation and mobility needs of a student Handler who has a diagnosis of blindness/low vision, and the Guide Dog will provide the student Handler with greater independence, dignity and opportunity for integration.
- 2.3 The term Service Animal is used in the *Accessibility Standards for Customer Service* made under the *Accessibility for Ontarians with Disabilities Act (AODA)*, to describe an animal that assists an individual with a disability to be able to access goods and services available to the public. **A school is not a public space and is not generally accessible to the public. The AODA does not apply to a student's use of a Service Dog/Service Animal when accessing education services in school buildings.**
- a) Pursuant to the *Code* it is possible that a Service Animal might include different species that provide a therapeutic function (horses), emotional support, sensory function, companionship and/or comfort.
 - b) The determination of whether the animal is an appropriate accommodation in the school setting to accommodate a demonstrated disability-related learning need is a decision of the School Board.
 - i. Such a decision will consider that animals, other than dogs, are not trained by an Accredited Training Organization and may pose a risk to the safety of students and staff and/or may be disruptive to the learning environment and/or may act as a distraction in the learning environment.
- 2.4 Due to risks to safety, and risks of disruption and distraction in the learning environment, the School Board does **not** permit training of potential guide dogs and service dogs in the school setting or during school activities.

3. Definitions

- 3.1 For the purpose of this Procedure the following definitions apply:
Accredited training organization is a guide dog or service dog trainer that is accredited by:
- International Guide Dog Federation (“IGDF”): which develops and ensures compliance with the standards by which Guide Dogs for the blind/low vision are trained by its member organizations; or
 - Assistance Dogs International (“ADI”): which develops and ensures compliance with the standards by which Guide, Hearing and Service Dogs are trained by its member organizations;
- or
- A Guide Dog or Service Dog trainer that attests to compliance with the Meghan Search and Rescue Standard in Support of Accessibility: Persons with a Disability Teamed with Service Dogs standard for training (MSAR).

Adult student shall be defined to mean a student who is 18 years of age or older or 16 or 17 years of age and has removed him/her/themselves from the care and control of their custodial parent.

Disability means,

- a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impairment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- b) a condition of mental impairment or a developmental disability,
- c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- d) a mental disorder, or
- e) an injury or disability for which benefits were claimed or received under the insurance plan established under the [Workplace Safety and Insurance Act, 1997](#);

Guide Dog means a dog trained as a guide for a blind person and having the qualifications prescribed by the regulations pursuant to the *Blind Persons' Rights Act*;

Handler refers to the individual trained by an Accredited Training Organization who is managing the Guide Dog/Service Dog and in most cases will be the student for whom the Guide Dog/Service Dog is provided;

Parent shall be defined to mean a custodial parent of the student or a guardian pursuant to the *Education Act*;

Service Dog means a dog which has been certified after successfully completing a training program provided by an Accredited Training Organization.

Service Animal for the purpose of this Procedure includes a therapy dog, companion animal, comfort animal and emotional support animal and includes a dog or other domesticated animal that may legally reside in an urban, residential home, that is not highly trained to perform particular tasks to assist with a student's disability-related needs, but provides emotional support (and/or companionship, calming influence) for a student with a disability-related mental health and/or psychological need and/or comfort during a difficult period.

4. Roles and Responsibilities

Principals

- 4.1 School principals are responsible for the management of the school premises, the staff providing educational programs and the safety of all students.
 - a) A school principal has authority to exclude any animal, including Guide Dogs/Service Dogs and Service Animals, from entry onto school premises and school building(s), as an accommodation for a student, provided that the student is offered appropriate alternative accommodation to meet the student's demonstrated disability-related learning needs.
 - b) School principals, before admitting a Guide Dog/Service Dog into the school or on school related activities with the student Handler, shall require a parent/adult student to submit a completed application, included in **3D:19 Appendix A** of the Procedure.

- c) Before admitting a Service Animal, the school principal shall require the parent/adult student to submit a completed application, included in **3D:19 Appendix B** of the Procedure.
- 4.2 On receipt of an application for a Guide Dog/Service Dog or Service Animal, the school principal shall review the application for completeness and may request any additional information or clarification necessary to assess the request for accommodation.
- 4.3 The school principal shall be responsible for communication with the parent/adult student with respect to the accommodation process, and where approved the implementation and management of the accommodation.
- 4.4 Where a student supported by a Guide Dog/Service Dog/Service Animal, whose parent is the Handler, seeks only to attend a school excursion with the Guide Dog/Service Dog/Service Animal, which is at a location where the public is customarily admitted, efforts will be made to facilitate the student's participation with the Guide Dog/Service Dog/Service Animal and parent as the Handler.
 - a) Inquiries may need to be made regarding competing rights and transportation arrangements.

Parents/Adult Students

- 4.5 Parents or Adult Students are required to provide all necessary documentation and engage in the consultation process for the purpose of considering and implementing, if appropriate, the request that a Guide Dog/Service Dog accompany the student at school and/or on school-related activities. The parent or adult student shall be responsible for:
 - a) submission of **Appendix A**;
 - b) all costs related to the dog, food, grooming, harness, crate and/or mat and veterinary care;
 - c) obtaining training and maintaining the Guide Dog/Service Dog training to provide the accommodation in a safe manner that does not disrupt student learning;
 - d) providing confirmation of municipal license for the dog (to be updated annually),
 - e) providing confirmation of certificates of training not older than 6 months from an Accredited Training Organization attesting that the dog and student Handler have successfully completed training and may safely engage in a public setting without creating a risk of safety or a risk of disruption within a school setting;
 - f) diagnosis from a registered pediatrician, psychologist, psychiatrist (or other regulated health professional as determined by the School Board) with a recommendation for the use of a Guide Dog/Service Dog;
 - g) a description of the services provided by the Guide Dog/Service Dog to the student, and how those services will accommodate the student's disability-related needs and assist the student in achieving their learning goals and/or goals of daily living while at school;
 - h) a certificate not greater than three (3) months old from a veterinarian qualified to practice veterinary medicine in the Province of Ontario attesting that, the dog is an adult; identifying the age and breed; does not have a disease or illness that might pose a risk to humans; has received all required vaccinations; and is in good health to assist the student (to be updated annually);

- i) general liability insurance providing coverage in an amount specified by the Board¹ in the event of an injury or death as a result of the Guide Dog/Service Dog's attendance on school property or on a school-related activity (to be updated annually)².

Students

- 4.6 Students will be expected to act as the Guide Dog/Service Dog's primary Handler. The student Handler must:
 - a) demonstrate the ability to control the Guide Dog/Service Dog in accordance with the training received;
 - b) ensure that the Guide Dog/Service Dog is always wearing a vest and leash or harness when the dog is not in its crate.
 - c) ensure the Guide Dog/Service Dog does not disrupt the learning of others with unnecessary movement, vocalization or other behaviour, including aggressive or threatening behaviour;
 - d) ensure that the Guide Dog/Service Dog's biological needs are addressed;
 - e) transition and maintain at all times the Guide Dog/Service Dog on a leash, harness, mat and/or crate;
 - f) comply with an accommodation plan that addresses the competing rights of others;

Guide Dog/Service Dog

- 4.7 The Guide Dog/Service Dog:
 - a) shall be a highly trained and certified by Accredited Training Organization;
 - i. will have evidence of training or re-certification confirming compliance with training requirements within the last 6 months be required;
 - b) must be groomed and clean;
 - c) must at all times while on school property be responsive to commands and demonstrate that it can perform the necessary tasks or accommodation;
 - d) must **not** engage in behaviour that puts at risk the safety of others, including other animals, or that creates disruption or distraction in the learning environment;
 - i. such behaviour includes, but is not limited to, growling, nipping, barking, attention seeking, eating;
 - ii. any such behaviour is grounds to prohibit the Guide Dog/Service Dog's attendance on school property and in the school building,
 - e) must have control of its biological functions so as not to soil the inside of buildings, or require feeding during the school day;
 - f) must demonstrate continuous appropriate behaviour with its Handler and others in the school environment to remain eligible for entry in school buildings or school-related events.

¹ Note usually 2 million in general liability insurance coverage is requested. This requirement might need to be waived on the basis of equity in the event that it causes financial hardship for a family.

² Note insurance should not pose a barrier to the provision of accommodation as a result of socio-economic factors

5. Assessment Of The Accommodation Request

- 5.1 Once the application and all necessary documentation is received by the school principal, a review will take place by the Board team supporting the student and a meeting shall be scheduled to review the accommodation request. Every effort will be made to review the documentation and schedule a meeting in a reasonable timeframe.
- 5.2 A meeting with the Board team supporting the student, the parent/adult student and student (as appropriate), the health practitioner recommending the Guide Dog/Service Dog or Service Animal for the student, the trainer of the Guide Dog/Service Dog and of the Handler, and any other individuals who may contribute to the accommodation process may be scheduled to review the request for accommodation.
- 5.3 Each request for a Guide Dog/Service Dog or Service Animal will be addressed on an individual basis giving consideration to:
- a) the individual learning strengths and needs of the student, the student's IEP goals, positive behaviour support plan, safety plan and/or student's medical plan of care (if any);
 - i. supporting documents such as psychological assessments, occupational or physical therapy assessments, functional behaviour assessments etc.
 - b) evidence of how the Guide Dog/Service Dog or Service Animal's attendance at school might provide accommodation for a demonstrated disability-related learning need and/or act of daily living necessary while at school;
 - c) assessment information provided by a regulated health professional with expertise regarding the student's disability-related needs supporting the request for a Guide Dog/Service Dog or Service Animal;
 - d) the training and certification of the Guide Dog/Service Dog and student as Handler;
 - e) the impact of the accommodation on the student's dignity, integration and independence;
 - f) whether one or more alternative accommodations can meet the needs of the student;
 - g) whether the student's attendance with a Guide Dog/Service Dog or Service Animal might require an increase in the level of staff support provided to the student;
 - h) whether training will be required for staff and/or the student;
 - i) the impact of the accommodation on the learning environment for the student, other students, including, health, safety, disruption and distraction;
 - j) any competing human rights of students, staff, and community members using the school pursuant to a permit;
 - i. recommendations for accommodation plans to reconcile competing rights.
- 5.4 The process of accommodation, including inquiries regarding competing rights and notice to the school community, shall respect the student's right to privacy regarding their disability and specific learning needs and/or needs of daily living.

- 5.5 Where the student is not the primary Handler, Board staff must be trained as the Handler(s) and accompany the student and dog at all times. As a result, such requests will be individually considered, in accordance with the duty to accommodate to the point of undue hardship, including consideration of the resources required, alternative accommodations that might meet the student's demonstrated disability-related learning needs and the impact on the staff and other students.
- 5.6 Service Animals shall only be considered when reasonable methods of accommodation in the school setting have been unsuccessful in meeting the demonstrated disability-related learning needs of the student. Parents must complete an application for a Service Animal included in **Appendix B** of the Procedure.
- a) The accommodation process following a request by a parent/adult student for a Service Animal shall be consistent with the process noted above, but shall also include any special considerations that may arise if an animal is a species other than a dog, including the ability to be trained, necessary biological functions, the capacity for the animal to respond to commands, whether the animal may be kept on a leash/harness/crate/mat and how such restrictions might impact accommodation.
- 5.7 The determination with respect to the application for a Guide Dog/Service Dog/Service Animal shall be communicated to the parent/adult student in writing in accordance with **Appendix D**.

6. Implementing the Accommodation

- 6.1 Where approval is granted, the school principal in consultation with the student's educational team, will do the following:
- a) make changes to the student's IEP goals and/or student's medical plan of care;
- i. may provide for the accommodation on an interim trial basis, in which case the indicators of success or lack of success for this form of accommodation will be identified before the trial period begins.
- b) organize an orientation session for school staff, students and the student Handler;
- c) develop a timetable identifying a bio-break, water break, location/process to be followed during instructional and non-instructional times;
- i. access may be limited to certain activities, areas of the school, or certain times of the day, including but not limited to, where exclusion is required pursuant to the *Health Protection and Promotion Act* or the *Food Safety and Quality Act 2001*, which prohibit Service Animals from being in places where food is prepared, processed or handled.
- ii. assessment may be required by the School Board's health and safety officer health and safety issues applicable to different areas/activities in the school;
- d) develop emergency procedures, to include a fire exit plan, lockdown plan, evacuation plan;
- e) notice to the community via a letter to parents; posting on the school's website/social media; presentation by the trainer of the Guide Dog/Service Dog during a school council meeting or association supporting the use of the Service Animal; signage on the school's front

- door, gymnasium and library doors; communication to potential occasional staff accepting a position where the Guide Dog/Service Dog or Service Animal may be providing service to the student;
- f) student assembly for introduction and orientation regarding the Guide Dog/Service Dog or Service Animal;
 - g) arrangements for transportation of the Guide Dog/Service Dog or Service Animal to and from school, if necessary;
 - i. If the Guide Dog/Service Dog or Service Animal will be accompanying the student on a school vehicle, inquiries must be made regarding competing rights, the transportation plan must specify where the Guide Dog/Service Dog or Service Animal and student will be located; the vehicle shall have a sticker / sign identifying the presence of a Guide Dog/Service Dog or Service Animal is on board;
 - ii. Documentation about the Guide Dog/Service Dog or Service Animal will be included with the route information so that new or substitute bus drivers are aware of the Guide Dog/Service Dog's or Service Animal's presence.
 - iii. Specialized transportation shall **not** be provided solely for the ~~purpose of enabling~~ purpose-enabling the Guide Dog/Service Dog or Service Animal to travel to and from school with the student.

7. Continuous Assessment

- 7.1 A review of the effectiveness of the Guide Dog, Service Dog or Service Animal in supporting the student's learning goals shall be undertaken as part of each review of the student's IEP, in the event of a Violent Incident Report, and as otherwise deemed necessary by the Principal.
- 7.2 Approval may be revoked at any time by the principal if:
 - a) there are any concerns for the health and safety of students, staff or the Guide Dog/Service Dog/Service Animal;
 - b) there is behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping. In the event that this behaviour occurs, the Handler will be required to remove the Guide Dog/Service Dog/Service Animal from the classroom immediately and the student's parent/guardian will be called to pick up the Guide Dog/Service Dog/Service Animal from the school. Alternative options for accommodation will be discussed.
 - c) there has been a change to the student's circumstances or disability-related needs, which had supported the original approval or a change to the needs of students/staff such that there is a new competing right;
 - d) the Board in its discretion determines that the accommodation is not effective for the student's demonstrated disability-related learning needs or acts of daily living.

8. Records

- 8.1 A copy of the application and confirmation of approval, as well as any other relevant documents supporting the accommodation shall be retained in the student's Ontario Student Record.

- 8.2 The School Board shall be required to collect, use and disclose the personal information of the student in order to fulfill the accommodation process. Notice of the collection, use and disclosure must be provided to the parent/adult student. Efforts should be made to limit the personal information to only that which is necessary.
- 8.3 The Board is required pursuant to PPM 163 School Board Policies on Service Animals to collect information regarding the implementation of the policy and procedure regarding Guide Dogs and Service Animals, including;
- a) Total number of requests for students to be accompanied by Guide Dog/Service Dogs/Service Animals;
 - i. Whether requests are for elementary or secondary school students;
 - ii. The student's grade;
 - iii. Whether the student is the Handler.
 - b) The number of requests approved and denied;
 - i. If denied, the rationale for the decision, including a description of other supports and/or services provided to the student to support their access to the Ontario Curriculum;
 - ii. Species of Service Animals requested and approved; and
 - iii. Types of needs being supported: emotional, social, psychological, physical.

9. Food Areas

Regulation 493/17, of Ontario's Health Protection and Promotion Act, allows Guide Dogs and Service Animals in areas where food is served, sold, and offered for sale. Steps should be taken to ensure that Guide Dogs and Service Animals in school cafeterias, or areas where students are consuming food, are not disruptive and do not eat student food.

No animals are allowed in areas where food is prepared, processed, or handled such as the kitchen of the school cafeteria or the hospitality classroom.

DEFINITIONS:

- N/A

REFERENCES:

- *Human Rights Code, RSO 1990, c.H.19*
- *Education Act, RSO 1990, c.E2, s. 170(1), s.265(1); O. Reg. 298, s.11*
- *PPM 163 School Board Policies on Service Animals*
- *J.F. v. Waterloo Catholic District School Board, 2017 HRTO 1121 (CanLII)*
- *Accessibility for Ontarians with Disabilities Act, 2005, SO 2005, c. 11*
- *Blind Persons' Rights Act, RSO 1990, c.B7,*
- *Dog Owners' Liability Act, RSO 1990, c.D16*
- *Health Protection and Promotion Act, RSO 1990, c.H7*
- *Food Safety and Quality Act 2001, SO 2001, c.20*

RESOURCES, APPENDICES AND FORMS:

- Appendix A Application Request for Guide Dog/Service Dog
- Appendix B Application Request for Service Animal
- Appendix C Checklist for Principals
- Appendix D:
 - Sample Letter to Employees & School Permit Holders
 - Sample Letter to the School Community
 - Sample Letter to the Parents of Students on the School Bus
 - Sample Letter to the Parents of Students in the Class(es)
 - Sample Letter Approving the Guide Dog/Service Dog/Service Animal
 - Sample Letter Denying the Guide Dog/Service Dog/Service Animal



HURON-PERTH CATHOLIC

District School Board

Application for Guide Dog/Service Dog

This Form is to be submitted to the School Principal.

School:

Grade:

Student Name:

Address & Home/Cell Telephone Number:

Disability-Related Needs to be Accommodated by Guide Dog/Service Dog

- Please attach a copy of the assessment report from a registered pediatrician, psychologist, psychiatrist, optometrist or audiologist containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Guide Dog/Service Dog will provide accommodation in a school setting.

Municipal License

- Please attach a copy of the municipal license, not more than 12 months old; confirmation to be updated annually.

Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
 - the breed of dog, age of dog and that the dog is an adult;
 - the dog does not have a disease or illness that might pose a risk to humans;
 - the dog has received all required vaccinations;
 - the dog is in good health to assist the student

Certificate of Training

- Please attach a copy of the certificate, not more than 6 months old, confirming the Guide Dog/Service Dog's training by a training organization accredited by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the Student Use of Guide Dogs and Service Animal's Procedure.
- A letter confirming that the trainer will attend a School Council Meeting to provide a presentation and respond to questions from the school community.
- Please attach a copy of the certificate, not more than 6 months old, confirming the student Handler's training by an accredited training organization by the International Guide Dog Federation or Assistance Dogs International or an attestation of compliance with the MSAR standard for training, as defined in the Student Use of Guide Dogs and Service Animal's Procedure.

Student NOT the Handler

Where the student is not the Handler, please describe below what, if any, responsibilities the student is capable of performing independently and the responsibilities you wish to have assumed by a school staff member.

Insurance

Pursuant to *Dog Owners' Liability Act*, RSO 1990, c.D16, the owner of a dog is responsible for any injury or death caused by the dog. Please attach a certificate of home or contents insurance. Where the dog is owned by a registered charity, please provide a letter from the registered charity confirming their ownership of the dog.





HURON-PERTH CATHOLIC

District School Board

Application for Service Animal

This Form is to be submitted to the School Principal.

School:

Grade:

Student Name:

Address & Home/Cell Telephone Number:

Disability-Related Needs to be Accommodated by Service Animal

- Please attached a copy of the assessment report from a registered pediatrician, psychologist or psychiatrist, containing the student's diagnosis and describing in detail the disability-related learning needs or acts of daily living to be accommodated and how the Service Animal will provide accommodation in a school setting.

Veterinary Certificate

- Please attach a certificate from a veterinarian qualified to practice veterinary medicine in the Province of Ontario (confirmation to be updated annually) attesting to:
 - the species of animal, age and confirmation that the animal is an adult;
 - the animal does not have a disease or illness that might pose a risk to humans or dogs;
 - the animal has received all required vaccinations; and
 - the animal is in good health to assist the student.

Information regarding Animal

- Describe in detail the tasks or services performed by the animal;
- Identify the oral commands or visual signs to which the animal responds;
- Attestation will be required confirming that the animal does not make vocal noises, does not engage in distracting behaviour, does not exhibit aggression;
- Identify whether the animal will be on a leash/harness or in a crate;
- Describe the biological needs of the animal;

Student

- Can the student independently manage the animal?
- Describe in detail where, when and how the student currently utilizes the animal's services in public spaces for accommodation purposes.
- Please describe below what, if any, responsibilities the student is capable of performing independently.
- Please describe below the responsibilities you wish to have assumed by a school staff member.

Insurance

A parent must provide an insurance certificate identifying that the Huron-Perth Catholic District School Board is insured in the event that the animal causes damage to the school or its contents, or causes injury or death to any person accessing the school building or the school grounds. A minimum of two million dollars of coverage will be required.





HURON-PERTH CATHOLIC

District School Board

Principal's Checklist for Guide Dog/Service Dog

School:

Grade:

Student Name:

Application Requirements for Guide Dog/Service Dog

- Assessment report with diagnosis and accommodation to be provided
- Supporting documents (IEP, psychological, occupational therapy, physical therapy, functional behaviour, and/or orientation and mobility assessments)
- Copy of municipal license (within 12 months)
- Veterinary certificate (within 3 months)
- Certificate of training or attestation for Guide Dog/Service Dog (within 6 months)
- Certificate of training or attestation for student Handler (within 6 months)
- Letter of confirmation that the trainer will present to School Council
- Certificate of insurance (within 3 months) or Letter from the registered charity which owns the dog
- Letter of inquiry with school staff and community using the school pursuant to permit regarding allergies, phobia/fear or cultural sensitivity
- Assessment by health and safety officer

Implementation Requirements

- Accommodation plan where there are competing rights (may include restriction of access to areas of school, change in classroom etc.)
- Timetable identifying bio breaks, when accompanying student, when in crate
- Emergency procedures (fire exit plan, lockdown plan, evacuation plan)
- Letter to parents that Guide Dog/Service Dog will be accompanying student

- Information session during to school council meeting
- Posting on school website or Facebook that Guide Dog/Service Dog will be accompanying student
- Signage for front door, gymnasium door and library door advising of Guide Dog/Service Dog
- Transportation plan (if required)
- Orientation for school staff and students
- Training for staff member acting as Handler (if required)
- Identification of benchmarks for assessment of effectiveness (to be reviewed with IEP)





HURON-PERTH CATHOLIC

District School Board

Sample Letter to Employees & School Permit Holders

(Insert Date)

To Employees and Permit Holders:

This letter is to advise that the school is in the process of planning for a Guide Dog/Service Dog to attend **(insert school name)** with a student in order to accommodate the student's needs pursuant to the Human Right Code.

The Guide Dog/Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

A specific timetable will be created, which identifies where and when the Guide Dog/Service Dog will be at different periods of the school day, and will be shared with you.

We respect the needs of all staff and our community partners in providing a safe and inclusive workplace and environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog/Service Dog in our school.

Thank you for your on-going cooperation and support.

Sincerely,

Principal





HURON-PERTH CATHOLIC

District School Board

Sample Letter to the School Community

(Insert Date)

Dear Parents/Guardians:

This letter is to advise that a Guide Dog/Service Dog will be attending **(insert school name)** with a student in order to accommodate the student's needs pursuant to the *Human Right Code*.

The Guide Dog/Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

An information session has been scheduled to take place following the school council meeting on **(insert date)**. A trainer from **(insert name)** will be present to answer any questions that you might have about the training of Guide Dogs/Service Dogs.

An orientation session will be provided for all students, to explain the role of Guide Dogs/Service Dogs as working animals, not pets, and to identify how the Guide Dog/Service Dog will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive learning environment. Please let us know if you have any specific concerns regarding the presence of a Guide Dog/Service Dog in our school.

Thank you for your on-going support.

Sincerely,

Principal





HURON-PERTH CATHOLIC

District School Board

Sample Letter to the Parents of Students on School Bus

(Insert Date)

Dear Parents/Guardians:

On **(insert date)** the school forwarded a letter home to all parents advising that a Guide Dog/Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog/Service Dog will ride on the bus with a student to and from school to accommodate the student's needs pursuant to the Human Right Code beginning **(insert date)**.

The Guide Dog/Service Dog and student will be assigned a specific seating area on the bus, and the Guide Dog/Service Dog is trained not to be disruptive while riding on school transportation. It will be identifiable by its vest or harness.

Your child will be participating in an orientation session to explain the role of Guide Dogs/Service Dogs as working animals, not pets, and to identify how the Guide Dog/Service Dog will be integrated into our school community.

We respect the needs of all students in providing a safe and inclusive services for education. Please let us know if you have any specific concerns regarding the presence of a Guide Dog/Service Dog on your child's bus.

Thank you for your on-going support.

Sincerely,

Principal





HURON-PERTH CATHOLIC District School Board

Sample Letter to the Parents of Students in Class(es)

(Insert Date)

Dear Parents/Guardians:

On **(insert date)** the school forwarded a letter home to all parents advising that a Guide Dog/Service Dog would be introduced to our school community.

This letter is to advise that a Guide Dog/Service Dog will be attending **(insert school)** with a student in your child's class/ **(insert course)** in order to accommodate the student's needs pursuant to the Human Right Code beginning **(insert date)**.

The Guide Dog/Service Dog is trained to provide service in a manner that does not disrupt the learning environment for others and is identifiable by its vest or harness.

Your child has participated in an orientation session to explain the role of Guide Dogs/Service Dogs as working animals, not pets, and to identify how the Guide Dog/Service Dog will be integrated into our school community.

If you have any questions or concerns, please do not hesitate to contact your child's teacher or me.

Thank you for your on-going support.

Sincerely,

Principal





HURON-PERTH CATHOLIC

District School Board

Sample Letter Decision Letter Approving Guide Dog/Service Dog/Service Animal

(Insert Date)

Dear Parent/Adult Student:

I am writing to communicate the decision regarding your request that your child/you attend school with a Guide Dog/Service Dog to provide accommodation for disability-related learning needs/acts of daily living.

I wish to confirm approval of your request.

As we have discussed, your/your child's ability to perform the responsibilities of a Handler, and assessment of benchmarks established for evaluating the effectiveness of the Guide Dog/Service Dog/Service Animal in meeting your/your child's accommodation needs will take place on a regular basis.

You will be responsible for ensuring that the Guide Dog/Service Dog/Service Animal is groomed, has a vest or harness and crate [if necessary], as well as a water bowl. All costs associated will be your responsibility.

If concerns arise regarding the integration of the Guide Dog/Service Dog into the school community and your/your child's class(es), a meeting will be scheduled to review how the issues might be resolved.

In the event that the Guide Dog/Service Dog engages in behaviour that is distracting, disruptive or aggressive, including making noise, failing to follow commands, growling or nipping, you/your child/the Handler will be required to remove the Guide Dog/Service Dog from the classroom immediately and you will be required to arrange for the Guide Dog/Service Dog to be removed from the school. In such a case, alternative options for accommodation will be reviewed.

Sincerely,

Principal





HURON-PERTH CATHOLIC

District School Board

Sample Letter Decision Letter Declining Guide Dog/Service Dog/Service Animal

(Insert Date)

Dear Parent/Adult Student:

I am writing to communicate the decision regarding your request that your child attend school with a Guide Dog/Service Dog/Service Animal to provide accommodation for disability-related learning needs/acts of daily living.

I wish to communicate that your request is being denied.

As we have discussed, your child is not able to perform the responsibilities of a Handler [and/or the Service Animal is not trained and may be disruptive or a distraction in the school environment], and reasonable alternative accommodations that respect your child's dignity, encourage independence and facilitate integration are available to support your child's learning needs and access to meaningful educational services.

This decision is not subject to appeal; however, if you wish to discuss the alternative accommodation measures available to support your child while at school, please contact me to arrange for a meeting.

Sincerely,

Principal





REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: June 16, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

SUN SAFETY

Public Session

BACKGROUND

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

DEVELOPMENTS

The development of the Sun Safety Policy was a collaborative effort between the Huron-Perth Catholic District School Board and the Huron Perth Public Health Unit, ensuring alignment with current research and recognized best practices.

This partnership resulted in the creation of comprehensive Sun Safety Guidelines designed to provide schools with clear, evidence-based strategies for reducing UV exposure during the school day and related outdoor activities. The Guidelines not only establish practical measures for sun protection but also emphasize the importance of integrating sun safety and skin cancer awareness into the Catholic school curriculum. Implementation of the Guidelines is overseen by school principals, who are responsible for ensuring that staff, students, and parents/guardians are informed and supported in adopting sun-safe practices. This collaborative and educational approach reflects the Board's commitment to creating a safe and healthy environment for all members of the school community. The full policy is attached to this report.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Sun Safety policy for approval.



HURON-PERTH CATHOLIC

District School Board

Sun Safety

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

BELIEF STATEMENT:

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

At the same time, the Board acknowledges the positive health benefits of appropriate sun , including the natural production of Vitamin D, which supports bone health, immune function, and overall well-being. Our approach encourages balanced, informed decisions that promote both protection from overexposure and appreciation for the sun's role in a healthy lifestyle.

POLICY STATEMENT:

The Huron-Perth Catholic District School Board is committed to promoting the health, safety, and well-being of all students and staff. Recognizing the shared responsibility among staff, parents/guardians, and the broader Catholic school community, the Board acknowledges the importance of minimizing exposure to harmful Ultraviolet (UV) radiation.

In fulfillment of its duty to provide a safe and supportive learning environment, the Board will implement and promote sun safety measures aimed at reducing UV exposure during regular school hours and during outdoor school-related activities. These strategies will reflect a proactive approach to health protection and will be communicated and modeled throughout the school community.

PROCEDURE:

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

School principals shall administer and implement the Sun Safety Guidelines within their Catholic schools and inform all parents/guardians of the strategies outlined in the Guidelines. While schools will promote sun safety awareness and practices, it is the responsibility of parents and guardians to provide their children with appropriate sun protection items, such as sunscreen, hats, and sunglasses, to support their child's safety and well-being during outdoor activities.

DEFINITIONS:

- N/A

REFERENCES:

- N/A

RESOURCES, APPENDICES AND FORMS:

- N/A



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: June 16, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

FIRST NATIONS/MÉTIS/INUIT SELF-IDENTIFICATION POLICY

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board is dedicated to fostering a learning environment where every student can thrive and achieve their God-given potential. In alignment with its mission to support the success and well-being of all learners, the Board is especially committed to supporting First Nations, Métis, and Inuit students through the provision of equitable, inclusive, and culturally responsive education. Recognizing the importance of relationship-building, cultural affirmation, and reconciliation, The Board encourages voluntary self-identification as a means of strengthening support, enhancing student outcomes, and deepening partnerships with Indigenous communities.

DEVELOPMENTS

The Huron-Perth Catholic District School Board is committed to equity, inclusion, and reconciliation and has developed a comprehensive approach to support First Nations, Métis, and Inuit students through voluntary self-identification. This initiative is rooted in a respectful and strengths-based framework, ensuring that students and families who choose to self-identify are honoured and supported. The full policy is attached to this report.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the First Nations/Métis/Inuit Self-Identification policy for approval.



HURON-PERTH CATHOLIC

District School Board

First Nations/Métis/Inuit Self-Identification

Adopted:	October 27, 2008	Policy #:	P 2.1.2.
Revised:	February 24, 2020	Policy Category:	2.1. School Operations

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board believes in fostering a learning environment where all students can achieve their full potential. We are committed to supporting the success and well-being of First Nations, Métis, and Inuit students by providing culturally responsive programming and opportunities. We honour the dignity of students and families who choose to voluntarily self-identify, recognizing that this information enables us to offer meaningful support, improve educational outcomes, and strengthen partnerships with Indigenous communities.

POLICY STATEMENT:

The Huron-Perth Catholic District School Board is committed to improving educational achievement and well-being for all students. In alignment with Call to Action 63 of the Truth and Reconciliation Commission of Canada, which calls for the advancement of intercultural understanding and mutual respect in education, the Board affirms its commitment to providing equitable, culturally responsive learning environments.

It is the policy of the Board to provide the opportunity for all First Nations, Métis, and Inuit students and their parents/guardians to voluntarily self-identify, so that meaningful and supportive programming can be identified, developed, and implemented. The Board will ensure that all students who self-identify are respected in a safe, inclusive environment, and that their personal information is protected in accordance with privacy legislation and Board protocols.

POLICY STATEMENT:

The Huron-Perth Catholic District School Board is committed to improved educational achievement for all students. It is the policy of the Board to provide the opportunity for all First Nations/Métis/Inuit students and their parents to voluntarily self-identify so that supportive programming may be identified, developed, and implemented.

PROCEDURE:

1. Self-identification information will be collected through a voluntary process which enables parents to self-identify their children as First Nations/Métis/Inuit if they choose to do so.
2. Personal self-identification data will be treated confidentially, in the same manner as all information that is part of a student's Ontario Student Record (OSR).

3. Aggregated self-identification data may be communicated, but personal individual data will not be communicated to any persons beyond those permitted by the OSR Guideline. The information gathered will be used only for the purpose of developing and implementing supportive programs, which may include:
 - Improving EQAO assessment results for First Nations/Métis/Inuit students;
 - Increasing the retention rate/graduation rate of First Nations/Métis/Inuit students;
 - Ensuring that First Nations/Métis/Inuit students are well prepared for post-secondary education;
 - Promoting respectful working relationships and partnerships with First Nations/Métis/Inuit within the broader community.

DEFINITIONS:

- N/A

REFERENCES:

- Building Bridges to Success for First Nation, Metis and Inuit Students, 2007
- Ontario First Nation, Métis, and Inuit Education Policy Framework - <http://www.edu.gov.on.ca/eng/aboriginal/policy.html>
- Indigenous Education Strategy, Ontario Ministry of Education - <http://www.edu.gov.on.ca/eng/indigenous/>
- Strengthening Our Learning Journey: Third Progress Report on the Implementation of the Ontario First Nation, Métis, and Inuit Education Policy Framework - <http://www.edu.gov.on.ca/eng/indigenous/third-report.html>
- The Journey Together: Ontario's Commitment to Reconciliation with Indigenous Peoples - https://www.ontario.ca/page/journey-together-ontarios-commitment-reconciliation-indigenous-peoples?_ga=2.267630220.381941040.1578503807-2058963926.1552834747

RESOURCES, APPENDICES AND FORMS:

- N/A



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PEDICULOSIS- (HEAD LICE)

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board is deeply committed to fostering safe, supportive, and respectful learning environments where every child feels valued and cared for. Public health authorities, including Public Health Ontario and the Canadian Paediatric Society, no longer recommend excluding students from school due to the presence of head lice or nits. Research confirms that lice do not pose a public health risk, are not easily spread in classroom settings, and can be managed effectively without interrupting a child's learning.

DEVELOPMENTS

Exclusionary practices associated with lice detection have historically caused undue stigma, anxiety, and disruption to student well-being and academic progress. These impacts are inconsistent with the Board's mission to provide a Christ-centred learning environment that honours the dignity of every child and promotes equitable access to education.

In keeping with our obligations under the Ontario Human Rights Code, the Education Act, and Catholic Social Teachings, the Board will address pediculosis through a health promotion and education lens, working in partnership with families and public health to provide supportive resources without punitive measures or exclusion.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board rescinds the Pediculosis - (Head Lice) policy.



HURON-PERTH CATHOLIC

District School Board

Pediculosis (Head Lice)

Adopted:	November 26, 2007	Policy #:	P 2.1.18.
Revised:	February 24, 2020	Policy Category:	2.1. School Operations

POLICY STATEMENT:

The procedures identified in this policy emphasize that pediculosis is not a health problem but a social nuisance. The purpose of this policy is to enable the development of a consistent school response which is necessary to control the spread of lice.

PROCEDURE:

- 1.1 Principals are to refer to the document entitled ***Management and Control of Pediculosis: Guidelines for School Board Personnel.***
- 1.2 All staff members are expected to act in keeping with our Board's values and mission statements. This will ensure that issues and procedures related to pediculosis are dealt with in a sensitive and respectful manner.

DEFINITIONS:

- N/A

REFERENCES:

- N/A

RESOURCES, APPENDICES AND FORMS:

- Pediculosis (Head Lice) Management and Control of Pediculosis: Guidelines for School Board Personnel
- Appendix A - Notification of Head Lice
- Appendix B - What You Need To Know About Head Lice
- Appendix C - Notice to Parents Regarding Head Lice in Your Child's Class
- Appendix D - Notice to Parents Regarding Head Lice in Your Child's School



HURON-PERTH CATHOLIC

District School Board

NOTIFICATION OF HEAD LICE

Name: _____ Grade: _____

Date: _____

Dear Parent or Guardian:

We have noticed signs that your child may have head lice. Head lice require immediate treatment to prevent spread to others. The attached fact sheet will tell you how to check your child's hair and how to give treatment, if needed.

It is the parent's responsibility to ensure that children have been properly treated before returning to school. Ask your pharmacist to suggest an effective treatment product. Once your child has been treated your child may return to school. A second treatment 7-10 days after the first will kill newly hatched lice that survived the first treatment. Please complete the forms below and return these with your child. Thorough nit removal after each treatment is recommended to decrease the risk of self re-infestation.

If you have questions, please contact the school office. More information about head lice may be obtained by contacting Huron Perth Public Health by calling the Health Line at 519-271-7600 or toll free at 1-888-221-2133 Ext. 3267, available from Monday to Friday, 8:30 a.m. to 4:30 p.m. You can also visit the Huron Perth Public Health website at <https://www.hp-ph.ca/en/index.aspx> for more information.

(Name), Principal

Return to school after second treatment: _____ Date: _____

I have treated **(insert name of student)**, Grade **(insert grade)** for head lice according to the instructions given.

Signature of Parent/Guardian

Return to school after first treatment: _____ Date: _____

I have treated **(insert name of student)**, Grade **(insert grade)** for head lice according to the instructions given.

Signature of Parent/Guardian

WHAT YOU NEED TO KNOW ABOUT HEAD LICE



WHAT ARE HEAD LICE?

Head lice are tiny wingless insects that live on the scalp. They do not carry any diseases so are not a public health risk. Anyone can get head lice.

NITS

- Nits are eggs that are laid by female louse and are firmly attached to the hair shaft.
- They are about the size of a pinhead and are often found along the forehead, back of the head and behind the ears and are within one cm of the scalp.
- The nits are grayish-white, tan or yellow. Some can be the same colour as hair, making them difficult to see.
- Nits hatch in six to 10 days.

ADULT LICE

- Lice are the size of a sesame seed and are tan to grayish-white in colour. They may look darker in people with dark hair.
- They need blood to survive and can live up to 30 days on the head but will die within one to two days if they fall off the head.



HOW ARE HEAD LICE SPREAD?

- Head lice are spread mainly through direct head-to-head contact. When heads are together lice crawl very quickly from one head to another. Lice cannot fly or jump.
- They may also be spread by sharing items such as combs and hats, but this is less common.
- Head lice do not live on animals.



WHAT DO I LOOK FOR?

- Frequent itching and sores on the scalp from scratching.

There may be no symptoms. Check all family members for lice by:

- Using good lighting. Daylight is best, so try sitting by a window.
- Looking through the hair for lice. They can be difficult to see because they are small and hide within the hair and move very quickly.
- Using a magnifying glass and fine toothed comb can help.
- Looking for nits firmly attached to the hair shaft and within one cm of the scalp. Part the hair into small sections and move from one side of the head to the other. Nits can be confused with dandruff or hair spray droplets - they will not fall off if touched.
- Nits will only come off if they are pulled off with your finger nail or a comb.



TREATING HEAD LICE

Treat only the person who has head lice with a product that kills live lice. Treatment is available from your pharmacy (no prescription needed). Your pharmacist can help you choose a head lice product.

Always remember to:

- Follow the label directions carefully.
- Avoid use of conditioning shampoo or conditioner before or 48 hours after using head lice treatment.
- Contact your healthcare provider or a pharmacist before using head lice treatment if you are pregnant, breastfeeding have allergies or for a child under two years old.
- Treatment must be repeated again seven to 10 days after first treatment.



Remove all head lice and nits from hair:

- Use your fingernails to pull off the nits from the hair or use a head lice comb (metal ones work better than plastic). Repeat daily until there are not nits.
- Separate hair into sections, then pick up a few strands at a time to remove the nits.
- Check each section of the head closely before moving on (pay attention to behind the ears, nape of the neck and close to the scalp).



Treating the home:

- Wash clothing and bedding used by the affected person in the last three days in hot water and dry in a hot dryer.
- Place items that cannot be washed in a sealed bag for two weeks.
- Put all combs, brushes and hair accessories in hot, soapy water.



Do not treat a person with head lice more than two to three times with the same shampoo if it does not seem to be working. Always seek the advice of your healthcare provider if this should happen. They may recommend a different product.

What about other treatments?

A number of household products such as mayonnaise, petroleum jelly, olive oil, tea tree oil, hair gel and vinegar or wet combing have been suggested as a treatment. These products show little proof of killing head lice and are not as effective as head lice shampoo.



FREQUENTLY ASKED QUESTIONS

When can my child go back to school?

- Contact your school board or school to find out their policy.
- Note: there is no medical reason to exclude students from school due to head lice.



Who should I tell when I find head lice? Why should I tell anyone?

- Call your child's school or daycare if you are the one who discovered the lice.
- Tell anyone who may have had contact with your child in the few days before lice was discovered e.g. children at a sleepover, after school activities.
- Telling others will help to identify, treat and prevent further spread of head lice.



How can I prevent head lice from happening again?

Although you can't prevent head lice altogether, there are some things you can do:

- Check your child's hair every week, so if they get lice, you will see it quickly before there are too many nits.
- Teach your child not to share personal items that are used on their head e.g. comb, hat, headband, barrettes.
- Teach your child to avoid head-to-head contact with others.



WHAT IF THE TREATMENT DOESN'T SEEM TO BE WORKING?

Here are a few reasons why the treatment may not have worked:

- It wasn't a head lice infestation.
- The directions for the treatment were not followed carefully. You must apply a second treatment at the right time for the product.
- The product was put on hair that had been washed with conditioning shampoo or rinsed with conditioner. It reduces the effectiveness.
- All of the nits were not removed and some of them lived and hatched.
- It's a re-infestation – your child got head lice right away again.
- The head lice may be resistant to the product you used. Ask your healthcare provider or the pharmacist to suggest another product.



HELP?

FOR MORE INFORMATION

Contact Huron Perth Public Health:

Call: **1-888-221-2133**

Email: **schoolhealth@hpph.ca**

Websites:

Huron Perth Public Health | **www.hpph.ca**

Canadian Paediatric Society | **www.caringforkids.cps.ca/handouts/head_lice**

Centers for Disease Control and Prevention | **www.cdc.gov/parasites/lice/head**





HURON-PERTH CATHOLIC

District School Board

NOTICE TO PARENTS REGARDING HEAD LICE IN YOUR CHILD'S CLASS

Dear Parent or Guardian:

We suspect that a student in your child's class has head lice. Since this condition spreads easily, it is recommended that you check your child's hair regularly for signs of live lice or their eggs (nits).

If you suspect that your child may have head lice, it is important that treatment be given immediately. Ask your pharmacist to suggest an effective treatment product. Once your child has been treated your child may return to school. A second treatment 7-10 days after the first will kill newly hatched lice that survived the first treatment. Nit removal after each treatment may decrease the chance of self re-infestation.

The attached fact sheet provides instructions for checking and treating your child's hair. Please inform the school and any other close contacts (e.g. family members, friends, team mates, caregivers), so other parents can be notified to check their children more closely. All matters regarding head lice will be handled confidentially.

If you have questions, please contact the school office. More information about head lice may be obtained by contacting Huron Perth Public Health by calling the Health Line at 519-271-7600 or toll free at 1-888-221-2133 ext. 3267, available from Monday to Friday, 8:30 a.m. to 4:30 p.m. You can also visit the Huron Perth Public Health website at <https://www.hpph.ca/en/index.aspx> for more information.

(Name), Principal





HURON-PERTH CATHOLIC

District School Board

NOTICE TO PARENTS REGARDING HEAD LICE IN YOUR CHILD'S SCHOOL

Dear Parents or Guardian:

We have learned that there are a number of children with head lice in our school. Since this condition spreads easily, it is recommended that you check your child's hair regularly until the problem is under control.

If you suspect that your child may have head lice, it is important that treatment be given. Ask your pharmacist to suggest an effective treatment product. Once your child has been treated your child may return to school. A second treatment 7-10 days after the first will kill newly hatched lice that survived the first treatment. Nit removal after each treatment may decrease the chance of self re-infestation.

The attached fact sheet provides instructions for checking and treating your child's hair. Please inform the school and any other close contacts (e.g. family members, friends, teammates, caregivers), so other parents can be notified to check their children more closely. All matters regarding head lice will be handled confidentially.

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(Name), Principal





REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sean McDade and Tara Boreham, Superintendents of Education
Presented to: The Huron-Perth Catholic District School Board
Date: June 16, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

SUMMER PROGRAMS REPORT

Public Session

BACKGROUND

Under the leadership of Superintendents of Education Tara Boreham and Sean McDade, the Huron-Perth Catholic District School Board continues to invest in meaningful summer initiatives that directly support student achievement and well-being. These initiatives reflect a deep commitment to fostering academic success, easing student transitions, and supporting mental wellness across our system.

Summer projects are intentionally designed to extend and enrich classroom learning, build professional capacity among educators, and prepare students for a smooth and confident return to school in September. With a focus on curriculum-aligned instruction, equity, and inclusion, these initiatives span key areas of our Board's strategic plan, including literacy, mathematics, special education, and student mental health.

The following developments outline targeted efforts that will take place during the summer months to enhance student learning and staff support while reinforcing our mission to nurture the whole child—spiritually, intellectually, physically, and emotionally.

DEVELOPMENTS

Literacy

The system literacy team will once again undertake a summer writing project, with a continued focus on Strands C and D of the curriculum. This year's work will emphasize the use of picture books to integrate word, sentence, and text-level comprehension, supporting students in developing effective comprehension strategies and responding to increasingly complex texts. Additionally, the team will focus on helping students express and develop their ideas in writing. In a purposeful shift, the selected texts will align with the Science and Technology curriculum, enabling teachers to simultaneously support literacy development through rich, content-based instruction. The team will create three-day lesson plans and accompanying slide decks for two books per grade. Building on the success of last year's initiative, this project will further expand a high-quality library of literacy lessons that teachers can draw from year after year.

Summer Programming and Transition Supports – Special Education

This summer, the Special Education System Team is pleased to offer a variety of engaging and supportive programs designed to enrich learning and ease transitions for students with special education needs.

1) Early Literacy Enrichment (JK–Grade 1)

This virtual program is open to all students currently in Junior Kindergarten through Grade 1. Students and caregivers will participate in a shared reading Book Club, utilizing a dialogic reading approach—an evidence-based practice that promotes oral language development and early literacy skills. Small groups of 3–4 students will come together for repeated, interactive book readings. Caregivers are welcomed and encouraged to join. Each session will include games, activities, and engaging discussions. Prior to the end of the school year, selected books and materials will be sent home with participants. The goals of the program are to:

- Expand vocabulary
- Improve reading comprehension
- Increase print awareness
- Foster reading engagement and motivation
- Support the development of social interaction skills

2) Welcome to the Nest (Transition to High School)

Transitioning to high school can be a significant and sometimes stressful change. Welcome to the Nest is a two-day in-person program designed to support students entering high school, particularly those from smaller feeder schools. This event will be held in mid to late August. Students will:

- Practice using locks and lockers
- Learn to prepare healthy snacks and lunches
- Receive early access to schedules and practice finding classrooms
- Organize school supplies and personal locker items
- Meet staff members who will be key supports during the school year

Interactive activities focused on building social connections, self-esteem, and confidence will be a core part of the experience.

3) Summer Fun Exploration Camp (Elementary Students)

This two-day camp, hosted at St. Patrick's Elementary School in Dublin, is open to students across the district who would benefit from structured social skill development through play. The camp will include outdoor exploration centers, water and sensory play activities, and games and group-based learning opportunities. Target social skills include:

- Giving compliments and using kind words
- Helping others
- Sharing and turn-taking
- Participating in group activities

4) Transition Supports (Late August – Mid-October)

To support a smooth transition back to school, a range of transition supports will be made available, including but not limited to:

- Additional staffing where needed
- Intentional transition planning and support from the School and System Team
- Development and purchase of materials and/or equipment tailored to individual student needs

These efforts aim to ensure a positive and successful start to the school year for students with special education needs.

Mathematics

Building on the success of our Scope and Sequence project—nearly 600 lessons completed for Grades 1–8—the Math Team will lead a summer writing initiative to adapt these lessons for combined grade classrooms. With almost 80% of our elementary classes being split grades, this is the most common request from educators. The adapted lessons will ensure students in both grades have equitable access to their respective curriculum. In addition, existing lessons will be revised to integrate instructional routines such as Number Talks and EQAO review, while maintaining alignment with the Ontario curriculum and board-approved resources. This work will be completed flexibly over nine weeks, with hybrid support, allowing teachers to work from home as needed. This initiative promotes equitable, curriculum-aligned instruction and supports improved student outcomes across our system.

A second summer project, the Grade 9 Math Lesson Plan Writing Project, will extend the Scope and Sequence into secondary with a full set of rigorous, engaging lessons for MTH1W (Grade 9 Math). These lessons will align with the Ontario curriculum and integrate our core resources, MathUP Classroom and Knowledgehook. With a strong focus on instructional fidelity, this project is designed to support effective math teaching and enhance student achievement at the secondary level.

Mental Health and Wellness:

ACT Summer Camp - ACTive: A One-Day Workshop for Student Mental Wellness

In partnership with the Avon Maitland District School Board (AMDSB) Mental Health & Well-Being Team, our Mental Health and Wellness Team is launching a 1-day mental health workshop at varying locations throughout the month of July 2025. This initiative is designed to support students entering Grades 8 through 12 in the 2025–2026 school year. The ACTive Minds workshop aims to strengthen students' emotional awareness and coping skills using therapeutic principles from Acceptance and Commitment Therapy (ACT). ACT is a mindfulness-based approach that helps individuals accept difficult emotions, stay present, and take meaningful action aligned with their personal values. The workshop is intended for students who may benefit from a social, psychoeducational experience or who may be experiencing anxiety, low mood, intense emotions or adverse life experiences. Following the end of the session, it is anticipated that students will have learned to let go of unhelpful thoughts, developed some strategies to recognize and manage a range of emotions, reflect on their personal values and set meaningful goals. Lastly, lunch is included for students and each participant will leave with a personalized mental wellness toolkit for everyday use!

Please see the event [poster](#) for more details.

Direct Mental Health Support for Students:

Throughout July and August the School Based Social Workers will be meeting with students who identify they would like clinical support and check-ins during the summer months. The primary method of this support will be virtual sessions with some opportunities for in-person support as needed in relation to a mentally healthy transition back to school in September.

These summer program opportunities are designed to foster connection, promote resilience, emotional regulation, and value-driven decision-making among youth. It aligns with our broader commitment to supporting student well-being and supporting mental health through evidence-informed, developmentally appropriate support.

RECOMMENDATION

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



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: June 16, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

SCHOOL CLIMATE REPORT

Public Session

BACKGROUND

This report synthesizes findings from four comprehensive school climate surveys conducted in May 2025, encompassing the perspectives of Staff, Parents and Caregivers, Grades 4-8 Students, and Grades 9-12+ Students across the Huron-Perth Catholic District School Board (HPCDSB). Mandated by the Ministry of Education, these surveys provide critical insights into the lived experiences within our school communities, informing strategic planning and continuous improvement rooted in our Gospel call to serve with compassion, justice, and dignity.

Overall, the surveys reveal a strong foundation of positive school climate, with a majority of respondents across all groups reporting a sense of belonging, acceptance, and a welcoming school environment. These affirmations speak to our shared commitment to fostering environments of love, respect, and mutual care, consistent with Catholic Social Teaching and our mission to nurture the spiritual and academic development of every student.

However, the findings also highlight areas for growth, particularly concerning safety in unstructured spaces, the perceived effectiveness and consistency of responses to bullying and harassment, the comprehensive integration of Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) principles, and the consistent valuing of stakeholder voices in decision-making. This report aims to provide the Board with a high-level overview of these collective insights and propose overarching actionable steps to further enhance our school climate for all members of the Board's community.

DEVELOPMENTS

Creating a positive, inclusive, and safe school environment is foundational to the well-being and success of every student, staff member, and family within the Board. School climate, defined as the learning environment and relationships within a school and its community, directly impacts academic achievement, engagement, and overall well-being. In adherence to Ministry of Education requirements, the Board administered school climate surveys to four distinct groups: Staff, Parents and Caregivers, Grades 4-8 Students, and Grades 9-12+ Students.

This overarching report consolidates the detailed findings from these individual surveys, offering a holistic perspective on the current state of school climate across the board. By identifying common strengths and

challenges, we aim to guide future decision-making and resource allocation to foster an even more connected, respectful, and supportive Catholic learning community.

The school climate research team, composed of the Superintendents of Education, Learning Coordinators, and our Mental Health Lead, employed a collaborative and culturally responsive approach, ensuring diverse perspectives were gathered and analyzed. The process involved iterative feedback from the Board's stakeholders during survey design and implementation. Data collection, conducted in May 2025, utilized both quantitative (close-ended questions) and qualitative (open-ended questions) methods to provide comprehensive insights into perceptions of school safety, support, and EDIAR. Analysis involved statistical examination of quantitative data and thematic analysis of qualitative responses.

Strategic Plan Alignment

The insights and recommended actions in this School Climate Report directly support the goals and expectations outlined in the Huron-Perth Catholic District School Board 2024–2027 Strategic Plan, guided by the spiritual theme: *On Fire with the Spirit – Awaken! Illuminate! Rejoice!*

By grounding the next steps of this report in the pillars of our Strategic Plan, HPCDSB reaffirms its commitment to a system where every person is seen, heard, and formed in faith. These findings will directly inform school-level action plans, Bullying Prevention and Intervention Plans, and Safe and Inclusive Schools strategies—supporting our mission to *awaken, illuminate, and rejoice* in each student's God-given dignity and potential.

This report informs our collective commitment to building joyous, faith-filled school communities where all members are safe, supported, and deeply valued. Key areas of alignment include:

- **Catholic Faith Formation**
The Strategic Plan calls for all schools to be guided by a Pastoral Plan that nurtures faith in action, celebrates Catholic Social Teaching, and fosters the Ontario Catholic School Graduate Expectations. The climate findings around belonging, respect, and care reflect how this faith-based mission is being lived—and where it can be further strengthened.
- **Equity, Diversity, Inclusion, and Anti-Racism (EDIAR)**
The Strategic Plan emphasizes that the principles of Catholic Social Teaching must form the foundation of our EDIAR and Mental Health efforts. The School Climate Report reinforces the need to ensure that all students see themselves reflected in curriculum, school culture, and leadership decisions—an expectation embedded in our plan's call for authentic representation, inclusive voice, and service rooted in Gospel values.
- **Student Success and Well-being**
The Strategic Plan outlines multi-tiered frameworks to support mental health, attendance, and graduation outcomes. Findings related to student safety, mental wellness, and access to adult support align directly with our commitment to Tiered Interventions, Safe Schools Committees, and enhanced access to counselling and pastoral care. As noted in the Plan, "Strong student attendance is a marker for high achievement, strong mental health outcomes and employability."
- **Leadership and Voice**
Echoing the call in our Strategic Plan for missionary discipleship and courageous leadership, this report recommends empowering students, staff, and families with a

meaningful voice in school life. These practices support the Strategic Plan's vision to create unity, undo division, and transform our communities through Spirit-led action.

Key Findings (Across All Survey Groups):

The findings are organized into three interconnected areas:

- 1) School Safety & Support,
- 2) Equity, Diversity, Inclusion, and Anti-Racism (EDIAR)
- 3) Voice & Communication

A. School Safety & Support

1. Perception of Safety:

- Overall: A majority of respondents across all groups generally perceive their schools as safe and free of violence.
- Areas of Concern: Consistent concerns emerge regarding safety in unstructured or less supervised spaces. Washrooms and change rooms are frequently cited as areas where students and parents feel less secure. Staff also report mixed feelings about safety in classrooms and hallways. Concerns also extend to before/after school and bus travel.

2. Bullying & Harassment:

- Prevalence: Verbal and social forms of bullying are consistently reported as the most prevalent across all groups. Physical and electronic/online bullying are less frequent but still present.

3. Adult Response to Bullying:

- Staff Perception: Staff generally perceive their colleagues as actively addressing bullying and harassment
- Student/Parent Perception: While many parents recognize and appreciate the efforts of school staff to address bullying, student feedback highlights an important opportunity for growth.

B. Equity, Diversity, Inclusion, and Anti-Racism (EDIAR)

1. Sense of Belonging & Acceptance:

- Overall Strength: A strong majority across all groups report a positive sense of belonging and acceptance within their school communities, particularly from adults.
- Opportunities for Growth: While many students and parents feel a strong sense of belonging and recognition, there remains a meaningful opportunity to further enhance inclusivity and celebrate individual strengths. A portion of students (Grades 9–12: 37% unsure/disagree; Grades 4–8: 32% unsure/disagree) and parents (13% disagree) have indicated room for improvement in feeling fully recognized and valued. This feedback provides a valuable direction for continued efforts to foster a school culture where every student and family feels seen, celebrated, and deeply connected.

2. Representation of Diverse Communities:

- Strengths: Indigenous peoples are consistently well-represented in learning and school activities across all reports.
- Growth Opportunities: There are valuable opportunities to further enrich curriculum materials, school events, and visual displays by more consistently representing and celebrating the full diversity of our communities. Enhancing both digital and physical representations of diverse and marginalized groups will strengthen inclusion and ensure that all students see themselves reflected in their learning environment.

3. Experiences of Unwelcomeness/Discomfort:

- While many feel welcome, those who reported feeling unwelcome or uncomfortable attributed this to appearance, academic performance (marks/grades), and various identity factors (e.g., disability, gender, sexual orientation, family background, hobbies). Some students also report instances of racism, homophobia, and the normalization of slurs.

C. Voice and Communication

Feeling Heard:

- Many students and staff feel supported in their school communities, and there is a meaningful opportunity to deepen their involvement in decision-making. Students have expressed a desire to be more actively included in shaping the choices that affect their daily school experiences. This highlights the potential for even greater collaboration, where voices are not only welcomed but seen as essential to creating a positive and inclusive school culture.

Reporting Mechanisms:

- There is strong awareness among students about how to report concerns, reflecting clear communication of support in place. A shared desire for improved communication, visible leadership, and meaningful follow-through suggests a valuable opportunity to strengthen trust and reinforce a sense of partnership across the school community.

3. Communication and Collaboration

- Across all groups, there is a shared desire to strengthen communication and collaboration. Students are eager for greater transparency in how their voices and feedback help shape decisions. These insights present valuable opportunities to build trust, enhance engagement, and foster a stronger sense of partnership across our school communities.

Overarching Themes and Actionable Steps

Based on the comprehensive findings, the following overarching themes and actionable steps are proposed to guide HPCDSB's continued efforts in fostering a positive, inclusive, and safe school climate:

1. Enhance Safety Protocols and Interventions

- Increase Visible Supervision: Strategically increase adult presence and supervision in identified "hotspots" such as near washrooms, hallways, recess areas, and school buses.
- Clarify and Consistently Enforce Policies: Develop and transparently communicate clear, consistent policies and procedures for addressing all forms of bullying, harassment, and inappropriate behavior. Ensure timely follow-up and visible consequences (while respecting privacy) to build trust and accountability.
- Targeted Interventions: Implement tiered support systems for students and staff involved in or affected by violence, including crisis response, therapeutic supports, and re-entry planning.
- Proactive Education: Expand school-wide education for students on empathy, healthy relationship skills, conflict resolution, and the impacts of emotional harassment.

2. Strengthen Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Initiatives

- Comprehensive Representation: Prioritize consistent and authentic representation of diverse communities, across all school materials, events, spaces, and communications.
- Ongoing Professional Learning: Provide staff with ongoing, high-quality professional development on anti-oppression, anti-racism, cultural responsiveness, and inclusive leadership, connecting EDIAR efforts with trauma-informed practices.
- Address Identity-Based Harm: Take swift, transparent, and visible action when incidents of racism, homophobia, or other identity-based harm occur, ensuring clear policies and accessible reporting pathways.
- Curriculum & Policy Review: Review existing policies, codes of conduct, and curriculum materials through an anti-oppressive lens, involving students where possible, to ensure they promote equity and do not disproportionately impact equity-deserving students.
- Data-Driven Equity: Continue to collect and analyze demographic and school climate data to identify disparities in experiences and inform targeted interventions and resource allocation.

3. Improve Communication, Voice, and Trust

- Transparent Communication: Enhance communication regarding how concerns are addressed, decisions are made, and feedback is utilized. Provide clear timelines and points of contact for follow-up, building trust and transparency.
- Accessible Reporting: Increase awareness and accessibility of reporting tools for harassment and discrimination, ensuring all stakeholders know how to report and what to expect after a report is made.
- Foster Relational Trust: Support staff in building authentic, caring relationships with students, and promote a culture where all voices are respected and valued, regardless of role or identity.

4. Enhance Mental Health and Well-being Supports

- Increase Access to Supports: Expand access to in-school counselling, crisis intervention, and social-emotional learning resources for students.

- Staff Well-being: Provide regular access to wellness resources, debriefing opportunities, and proactive mental health supports tailored for staff, normalizing discussions around burnout and emotional exhaustion.
- Adequate Staffing: Advocate for and increase staffing levels for support roles (e.g., Educational Assistants, Child and Youth Workers, School Social Workers) to alleviate pressure on frontline staff and enhance student support.

The findings from these comprehensive school climate surveys underscore the Board's strengths in fostering welcoming environments and a strong sense of belonging. They also clearly delineate areas where focused, collaborative efforts are needed to ensure that every student, staff member, and family feels consistently safe, respected, included, and heard. By prioritizing the actionable steps outlined in this report—particularly in enhancing safety protocols, strengthening Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) initiatives, improving communication and trust, and bolstering mental health supports—the Huron-Perth Catholic District School Board will continue to build upon its foundation and cultivate an even more positive, equitable, and supportive Catholic school climate for all.

These next steps are directly aligned with the expectations of the 2024–2027 Strategic Plan, which calls on us to live out our mission through pastoral leadership, inclusive learning environments, and Tiered Systems of Support that promote faith formation, student well-being, and a culture of belonging. District-level survey results will be disseminated to principals, and school-based data will be shared with individual school leaders. Each principal, in collaboration with their Safe Schools Committee, will analyze the data to identify responsive actions aligned with their Pastoral and School Improvement Plans. This school-level planning will inform each school's annual Bullying Prevention and Intervention Plan, further advancing our commitment to *Awaken, Illuminate, and Rejoice* in the lives of all learners.

RECOMMENDATION

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



Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: June 16, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

EDIAR REPORT UPDATE

Public Session

BACKGROUND

The Board's Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Committee ensures that all policies and practices reflect our Catholic mission, align with legislation, and uphold the dignity of every person. Grounded in Catholic Social Teachings, the committee sets measurable equity goals through the EDIAR Action Plan, monitors progress, and provides regular updates to ensure accountability. This work supports our shared commitment to fostering safe, inclusive, and faith-filled communities where all feel a sense of belonging. This year, our EDIAR Committee work plan included:

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

DEVELOPMENTS

Since January, members of the Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Action Plan Review Subcommittee have engaged in a series of reflective and meaningful revision sessions. The group has been deeply committed to grounding the EDIAR Action Plan in Catholic Social Teachings and scripture to foster a more inclusive and equitable environment for all members of our community. Rooted in core values such as human dignity, solidarity, and the preferential option for the poor and vulnerable, the plan continues to evolve with a focus on justice, compassion, and unity.

This alignment strengthens the Board's commitment to equity while integrating the spiritual and moral dimensions of Catholic education into actionable steps that promote social justice. The revised action plan reflects a holistic and faith-filled approach to equity work, emphasizing the sacred worth of every person and inspiring transformative practices that bring faith and inclusion together.

The EDIAR Subcommittee has finalized the draft version of the plan, which has now been [linked](#) for Trustees to review and offer feedback. Based on this input, a final version will be prepared and presented to the Board of Trustees in September.

In addition to this work, the District Equity Symbol Subcommittee launched a student-led initiative aimed at developing a district-wide symbol that authentically represents student voices and perspectives. The process included engaging secondary student leaders from Student Parliament,

the ARC Club, and the Social Justice Club to determine data collection methods, resulting in a Google Form to gather thoughts on equity, safety, and belonging in one of our secondary schools. In elementary schools, data was to be collected through classroom discussions and creative activities.

However, after thoughtful engagement and feedback from our secondary students, concerns emerged around the potential for the initiative to unintentionally create division or feelings of exclusion. With deep appreciation for our students' honesty and courage in sharing their perspectives, the EDIAR Committee has made the decision to pause the development of the district equity symbol at this time.

This decision, though difficult, reflects our collective commitment to centering student voice, maintaining authentic inclusion, and ensuring that all initiatives align with the values of safety, respect, and unity in Christ. We remain steadfast in our efforts to advance equity and belonging across the system and will continue to seek meaningful opportunities to amplify student voices in ways that uplift and unify our school communities.

RECOMMENDATION

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



Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: June 16, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

2025-2026 EDIAR WORK PLAN

Public Session

BACKGROUND

Over the past several years, the Board has maintained an Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Committee. Two years ago the terms of reference were revised, and a more formal approach to the Committee was established. The Board approved the EDIAR Work Plan for 2024-2025 in June of 2024.

DEVELOPMENTS

Below is the Work Plan for the EDIAR Committee for the 2025-2026 School Year.

EQUITY, DIVERSITY, INCLUSION AND ANTI-RACISM COMMITTEE 2025-2026 WORK PLAN

OCTOBER

- Introduction of New Members and Terms of Reference Review
- Review 2024-2027 EDIAR Action Plan
- Create Subcommittee to plan for future EDIAR initiatives and activities
- School Climate Survey Report

DECEMBER

- Committee Training Session – Catholic Social Teaching/ Racism
- Accessibility and Inclusion Report
- Indigenous Education Report
- EDIAR Subcommittee initiatives and activities update

FEBRUARY

- Committee Training Session – Catholic Social Teaching/ Racism
- Multi-Linguistic Language Learners Report
- Code of Conduct Report/Review
- Equity Action Plan Progress (Report Card on Initiatives and Activities) (1 of 2)

JUNE

- Committee Training Session – Catholic Social Teaching/ Racism
- Committee Recommendations to the Director of Education on Equity Action Plan
- Annual Report on Mental Health
- LUSO Update
- Equity Action Plan Progress (2 of 2) (Report to Board August)

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the 2025-2026 EDIAR Work Plan for information.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sean McDade and Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: June 16, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

MLL REPORT

Public Session

BACKGROUND

This report provides an overview of current support and monitoring for Multilingual Language Learners (MLLs) across both elementary and secondary levels within Huron Perth Catholic District School Board. Our goal is to ensure that all students learning English as an additional language are provided with targeted, responsive instruction and the necessary support to thrive academically and socially. The following update highlights enrollment data, levels of English language proficiency, and the instructional support being delivered across schools.

DEVELOPMENTS

At the elementary level, 185 Multilingual Language Learner (MLL) students are currently being actively monitored in the Clevr student tracking system. Since the beginning of September 2024, 23 new MLL students have enrolled in our schools. Targeted support is being provided in four elementary schools—two in Huron County and two in Perth County. These schools were selected based on the number of students requiring more intensive support following their initial STEP (Steps to English Proficiency) assessments.

Across these schools, 25 students are receiving individualized or small group instruction. The majority of these learners are in the early stages of English language development, working at Pre-STEP to STEP 2 levels. In addition to this targeted support, all schools have access to our MLL Support Teacher, Katherine Miller, who provides assistance for any student learning English, regardless of proficiency level.

The MLL Support Teacher also completes initial language assessments when new students arrive and assists classroom teachers with updating Observable Learning Behaviours. She enters this data into Clevr and shares the information with school teams. This work is essential, as it allows for effective tracking of student progress and supports informed planning for next steps.

At the secondary level, 22 MLL students are currently being monitored through Clevr. Among these, 3 are working within Pre-Level 1 to Level 2 across the domains of oral language, reading, and writing, while 19 are demonstrating proficiency at Level 3 or higher. Support is provided weekly, with time divided between Huron and Perth schools.

At the start of each semester, the MLL Support Teacher connects with Student Success staff and classroom teachers to identify and support students working at Level 2 or below. This includes offering in-class assistance, accommodations, modifications, and instructional strategies. Throughout the school year, she has collaborated with many secondary educators—both in person and virtually—and continues to receive invitations to observe and assist students in a variety of subject areas.

International student enrollment has also increased. In Semester 1, two international students were enrolled, with one choosing to extend their stay into Semester 2. This semester, six international students are enrolled—five new and one continuing. One student is working at STEP 6 across all language domains, while two others began the semester at approximately STEP 2.

Finally, an important part of our ongoing MLL work involves building strong connections with outside agencies and community support. The MLL Support Teacher maintains regular contact with Settlement Workers in Schools (SWIS) at both the Three Rivers YMCA and Huron County YMCA. These valuable partners help connect students and families with additional community resources. This collaborative support plays a vital role in helping our students not only develop their English skills but also successfully adapt to life in a new country.

This year's efforts reflect our continued commitment to ensuring all MLL students are welcomed, supported, and empowered to succeed—both in their learning and in their new communities.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the MLL Report report for information.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Sean McDade and Tara Boreham, Superintendents of Education
Presented to: The Huron-Perth Catholic District School Board
Date: June 16, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

STRATEGIC PLAN 2025 UPDATE

Public Session

BACKGROUND

This report provides a concise summary of our first-year progress under the 2024–2027 Strategic Plan, inspired by our spiritual theme: ***On Fire with the Spirit—Awaken, Illuminate, Rejoice***. This early progress reflects our collective dedication to nurturing faith, advancing academic excellence, and strengthening our Catholic community. It also lays a strong foundation for the continued implementation of our goals in the years ahead.

At the heart of our strategic direction is a deep commitment to cultivating faith leadership and enhancing student achievement in Mathematics and Literacy. Anchored in the guidance of the Holy Spirit, we are investing in staff capacity and student learning through collaborative partnerships among educators, teacher leaders, and school administrators.

A key focus of the plan is to enhance student success and well-being by improving attendance, credit accumulation, and graduation rates. With a goal of achieving a 95% average daily attendance rate, we are implementing tiered supports, intentional interventions, and strong home-school-community partnerships. These actions foster inclusive, supportive environments where students can flourish—academically, socially, and spiritually. Through this collective mission, we continue to bring the Ontario Catholic Graduate Expectations and Catholic Social Teachings to life in our schools and communities.

DEVELOPMENTS

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

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

CATHOLIC FAITH FORMATION

EXPECTATION #1 - The District will expand service learning opportunities for students and ensure that Catholic Social Teachings are widely understood and integrated across all programs.

ACTION	2024-2025 Update	Progress
Promote experiential learning opportunities for faith formation (outdoor education, retreat centres, parishes, conferences) for all students.	Through the “Blaze the Trail” funding, many elementary schools engaged in experiential learning opportunities for their students. Secondary schools continue to engage in experiential learning opportunities for faith formation with their grade-specific retreats.	Engaged ▾
Promote sustainability practices and respect for God’s creation through increased awareness of Pope Francis’ encyclical: <i>Laudato Si’</i> ; Make connections to Outdoor and Environmental Education	This initiative is currently being planned through the integration of <i>Laudato Si’</i> themes into Outdoor and Environmental Education, encouraging students to deepen their respect for creation as an expression of faith. Schools will promote sustainability practices by raising awareness of Pope Francis’ call to ecological conversion and care for our common home.	Planned ▾
Connect to our schools’ participation in the Development & Peace (D & P) Schools program.	Our schools have continued to participate in the D & P Schools program, and plans for future events are underway. We are a provincial leader in terms of student and staff engagement in this program.	Engaged ▾
Expand Specialist High Skills Major program in secondary related to Charitable/Non-Profit	We are currently exploring the viability of launching a Charitable/Non-Profit Specialist High Skills Major (SHSM) program by consulting with community and faith-based organizations, aligning curriculum connections across Religion, Business, Arts & Culture, and Social Sciences, and identifying relevant certifications. Pilot Co-op placements with local non-profits are also underway to assess experiential learning opportunities. This pathway would offer meaningful preparation for students pursuing careers in community development, social work, international aid, public service, or ministry.	Planned ▾
Expand Service Learning opportunities for	Plans are underway to expand Service Learning opportunities that connect students	Planned ▾

students locally, provincially, nationally, and globally.	with meaningful acts of service in their local communities and beyond. Through partnerships and faith-based initiatives, students will engage in projects that foster empathy, global citizenship, and Catholic social teaching in action.	
Promote Christian Service opportunities for student and staff participation within the community; Promote volunteer opportunities that are explicitly partnered with the Families of Parishes and Lay Ministry groups (e.g. Catholic Women's League, St. Vincent de Paul, Knights of Columbus, Development and Peace) as well as other charitable groups in the community that align with our focus.	This initiative is being developed to promote Christian Service opportunities for both students and staff by strengthening partnerships with Families of Parishes and lay ministry groups such as the Catholic Women's League, St. Vincent de Paul, and the Knights of Columbus. Volunteer efforts will be intentionally aligned with Catholic social teaching, providing opportunities for meaningful outreach and faith-filled engagement within the broader community.	Planned ▾
EXPECTATION #2 - The District will embed the Ontario Catholic School Graduate Expectations across all programs and ensure Catholic Social Teachings are widely understood and integrated.		
ACTION	2024-2025 Update	Progress
Provide staff with the Ontario Catholic School Graduate Expectations(OCSGEs) resources to support their revitalization in our schools across all subject areas; Make explicit connections to learning skills using resources designed to do this.	Resources from the Institute for Catholic Education and Board-created resources have been shared with school administration to support the integration of the OCSGEs across all curriculum areas. A document was created and shared that supported the integration of the OCSGEs into the Learning Skills section of the progress/report cards as well.	Engaged ▾
Provide monthly Catholic virtues focus (e.g. Cardinal Virtues: Prudence, Justice, Fortitude, Temperance and Theological Virtues: Faith, Hope and Love) for all schools to emphasize the beauty and strength of our faith.	Resources have been created and shared that support the focus on a monthly virtue and connections to our curriculum and resources that are already in the schools (i.e. books in the school libraries).	Engaged ▾
Increase the understanding of the Seven Themes of Catholic Social Teaching and	Resources have been created, shared and implemented in the schools. More resources will be created in the future.	Engaged ▾

their connection to the Board's spiritual theme.		
Create resources that explicitly teach the connection between Catholic Social Teachings, Works of Mercy and curriculum.	Resources are in the process of being created and will be ready to share with schools in the 25-26 school year.	Planned ▾
Continue to ensure that the principles of Catholic Social Teachings are the foundation of Equity, Diversity, Inclusion and Anti-Racism and Mental Health documents and processes.	The Equity, Diversity and Inclusive Education Action Plan has been edited to include a faith foundations and doctrinal framework. Continuous education and awareness opportunities for staff connect our Catholic Teachings to our Inclusive Education model for students with Special Education needs.	Engaged ▾
EXPECTATION #3 - The District will provide ongoing Catechesis and Faith Formation for both staff and students through a variety of modes.		
ACTION	2024-2025 Update	Progress
Provide professional learning resources and information during staff meetings that focus on theological education, religious instruction, and strategies to evangelize and support students in their faith journey.	Monthly discussion prompts and short videos have been created and shared with school administration to support this. More resources will be created in the future.	Engaged ▾
Maximize faith formation opportunities for staff by organizing spiritual retreats and prayer services.	Opportunities for pilgrimage to the Martyrs' Shrine, summer retreats, and prayer services have been prepared for staff. Plans continue into the upcoming school year. The System, Religion and Family Life Support Teacher organized a faith formation opportunity for all Educational Assistants at the recent Professional Development Day. SLICE has a significant focus on faith formation and utilizes a synodal approach, modelled after the work of the Vatican and Dioceses around the world.	Engaged ▾
Support faith formation opportunities and events for students.	Through the "Blaze the Trail" funding, many schools held additional faith formation opportunities for their students. Schools have supported student faith retreats in partnership with several Families of Parishes and held various faith formation opportunities in their schools (guest speakers, faith-based clubs).	Engaged ▾

Offer and support the Religious Education Additional Qualification course (Part 1) and encourage staff to pursue other courses and programs to enhance their knowledge and understanding of Church teaching and faith practices.	We are currently planning to offer the Religion Part 1 AQ this summer in partnership with OECTA and OCSTA. We will continue to offer Religion Part 1 every summer moving forward, as long as there are enough registrants for the course to run.	Engaged ▾
Actively support Sacramental preparation by emphasizing the Sacraments in the “Growing in Faith, Growing in Christ” program.	Resources that outline the lessons that focus on the sacraments throughout the GIF GIC program in each grade are being developed and will be shared.	Planned ▾
Actively support the implementation of the new Family Life curriculum and fidelity to the use of the new program “Blessed and Beloved”.	Support was provided to each classroom teacher about the changes to the Family Life curriculum and sharing of the resources created by the Institute for Catholic Education that support any gaps between the current resource and the new expectations. Each Grade 1 classroom received one-on-one support regarding the new “Blessed and Beloved” resource and the online support through Flourish.	Engaged ▾
Ensure communication with families and parish(es) throughout the year regarding all units of study in the Religion and the Family Life curriculum.	The Religion and Family Life Learning Coordinator consistently shares the Religion and Family Life programs with members of the Huron–Perth Deanery.	Engaged ▾
Strategically partner with the Families of Parishes to support Sacramental Retreats so that students, families and parish staff are collaboratively planning and participating.	Many schools throughout our system work together with the Family of Parishes connected to their school in support of the Sacramental retreats and plan to continue with this moving forward. Some Families of Parishes do not have Sacramental retreats during the school week, so the school promotes when these retreats are happening so families are aware.	Engaged ▾

EXPECTATION #4 - The District will ensure each school is guided by a Pastoral Plan to ensure school-wide focus on faith formation.

ACTION	2024-2025 Update	Progress
Principals will develop, implement, and monitor an annual Pastoral Plan to support faith in action and faith formation in each school. This will also ensure adherence to	All schools have put into place their Pastoral Plan and regularly monitor its progress throughout the school year.	Achiev... ▾

<p>the Religion and Family Life programs, active celebration of the liturgical seasons and engagement with the Family of Parishes connected to the school.</p>		
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LITERACY

EXPECTATION #1 - The District will provide resources and support to ensure that students writing provincial assessments have targeted, planful practice opportunities built into their learning to improve students' literacy learning and achievement.

ACTION	2024-2025 Update	Progress
<p>Ensure all classroom teachers have access to high quality resources to prepare students for the Grades 3 and 6 Math and Grade 10 Literacy assessments.</p>	<p>Grade 3 and 6 teachers came together to:</p> <ul style="list-style-type: none"> • Deepen their understanding of the new curriculum. • Enhance their capacity to administer and support students during the EQAO assessments. • Practice EQAO-type questions were created in a digital format to provide students with additional practice before the assessment <p>For secondary students writing the OSSLT in Fall 2024 and Spring 2025:</p> <ul style="list-style-type: none"> • Targeted support was provided to ensure they had every opportunity to succeed on the assessment • Educators had access to high quality resources to aid in this work <p>We have been investigating various online resources to help educators with syntax and grammar.</p> <p>Special Education Resource Teachers and Principals were equipped with the knowledge and support to implement EQAO targeted intervention for students who needed additional practice and support prior to testing.</p>	<p>Achiev... ▾</p>
<p>Track access by school staff to the District's Educator Toolkit website; this will show active use by all schools across the District of tools designed to support student preparation for the provincial Literacy assessments in Grades 3, 6 and 10.</p>	<p>Tracking staff access to the Educator Toolkit is a strategic and effective approach to ensuring system-wide implementation of key literacy supports. By monitoring usage, the District can identify patterns of engagement, ensure equitable support across schools, and target professional development or additional resources where needed—ultimately strengthening preparation for the provincial Literacy assessments</p>	<p>Planned ▾</p>

	and fostering consistency in instructional quality.	
EXPECTATION #2 The District will implement a Multi-Tiered System of Support for Literacy (K-8) and assessment framework.		
<p>Implement and monitor the Multi-Tiered System of Support for Literacy programming in primary, junior and intermediate divisions: Tier 1: Universal Instruction Tier 2: Targeted Instruction Tier 3: Intensive Support Includes Screening, Diagnostics and Progress Monitoring to ensure interventions are effective.</p>	<p>Tier 1</p> <ul style="list-style-type: none"> Literacy resources such as UFLI, Heggerty, and Morpheme Magic continue to be purchased and supported by Literacy Resource Teachers (LRTs) and the Coordinator of Literacy. Literacy Resource One-to-one coaching offered to all teachers in Grades JK - 8 Universal screening was completed 3 times with every SK-2 student Results were shared and discussed during a data meeting that included administrator, SERT, classroom teacher and coordinators of Literacy and Special Education <p>Tier 2</p> <p>Literacy Resource Teachers implemented a 6-week Tier 2 intervention in SK-2 at four schools in January</p> <ul style="list-style-type: none"> Sacred Heart, St. Mary's Goderich, St. Ambrose, and St. Aloysius. These interventions are based on beginning-of-year data to target specific student needs. <p>A second round of 6 week intervention was completed in April/May</p> <ul style="list-style-type: none"> St. Aloysius, St. Patrick's Dublin, Sacred Heart, St. Mary's Goderich This intervention was whole group where LRT facilitated whole-class phonics lesson as well as small group instruction <p>Rewards, a Tier 2 intervention program focused on supporting junior students with decoding, is being piloted in two schools.</p> <p>Corrective Reading, a Tier 2 intervention, is being implemented in multiple schools across the district:</p> <ul style="list-style-type: none"> Ongoing professional development and training are being provided to expand the program to additional schools. <p>Tier 3</p>	<p>Engaged ▾</p>

	<p>Empower is running in most elementary schools across the district:</p> <ul style="list-style-type: none"> • Veteran Empower Teachers have completed refresher training, and new teachers took part in three full days of training to ensure the program's fidelity. <p>Lexia continues to be used across tier 1 and 2 (tier 1 in primary, and 2 in junior/intermediate)</p> <p>There has been an intentional focus on universal supports for all employees across the district as an essential component of a MTSS. This has been rolled out through PD for teachers and EAs, at LLCs, and SERT Meetings, and by creating universal support modules that are housed on our Educator Resources site.</p>	
<p>EXPECTATION #3 Schools will implement the Effective Literacy Block (K-8)</p>		
<p>Primary Division: Include phonemic awareness, phonics, fluency, comprehension, small group instruction/Intervention</p>	<ul style="list-style-type: none"> • A sample template has been posted on the Literacy Warehouse • Individualized Literacy coaching for teachers who have questions about their literacy block and planning • On-going professional development around Scarborough's Reading Rope and the new Language continua as well as how the brain learns to read • Professional learning for principals on the effective literacy block and how to monitor it has been provided during LLCs 	<p>Engaged ▾</p>
<p>Junior/Intermediate: Include comprehension, vocabulary, writing, small group instruction</p>	<ul style="list-style-type: none"> • A sample template has been posted on the Literacy Warehouse • Individualized Literacy coaching for teachers who have questions about their literacy block and planning • Resources created for the junior literacy warehouse that include background knowledge, morphology, vocabulary, fluency and writing • Use of Edwin for grades 6-8 as a digital resource for educators and students that integrates content and literacy - especially science and social studies • Professional learning for principals on the effective literacy block and how to monitor it has been provided during LLCs 	<p>Engaged ▾</p>
<p>EXPECTATION #4 The District will monitor student achievement in Literacy at system level, by gathering and analyzing student achievement data</p>		

<p>Develop/implement assessment framework to include screening, diagnostic, progress monitoring and evaluation</p>	<p>The development and implementation of a comprehensive assessment framework—including screening, diagnostic, progress monitoring, and evaluation—is a critical strategy to support responsive and data-informed instruction. This structured approach ensures that educators can identify student needs early, monitor growth over time, and adjust teaching to improve outcomes for all learners.</p>	<p>Planned ▾</p>
<p>Implement system-wide monitoring for students, classroom, school and system</p>	<p>All students in SK-2 were screened at the beginning, middle and end of the school year to assess foundational skills.</p> <ul style="list-style-type: none"> ● Data from the screenings has been collected, housed, and analyzed at the district level to inform decision-making ● Detailed data was shared with trustees <p>Data analysis meetings were held at the beginning and middle of the year</p> <ul style="list-style-type: none"> ● School teams including administrator, SERT, Classroom teacher and Coordinators of Literacy and Special Education came together to analyze student data ● From these meetings, individual classroom and student plans were created based on the results ● It was determined where additional support was needed as intervention based on this data <p>Intervention data continues to be collected and monitored at a system level.</p> <p>All Principals and SERTs met with Lexia to learn how to dive deeper into the data to make data driven decisions and inform next steps.</p>	<p>Achiev... ▾</p>
<p>Build capacity of elementary teachers to administer universal screeners, diagnostic assessments and progress monitor to determine students at risk, identify lagging skills and confirm if instruction and/or intervention is adequate</p>	<p>Classroom teachers were provided with release time, lesson plans and one to one coaching for each of the screening cycles.</p> <ul style="list-style-type: none"> ● System literacy team members modelled the administration and scoring of the screener ● Classroom teachers shadow scored at the beginning and there was a release of responsibility as the cycles continued ● Conversations regarding student achievement and possible next steps were held after each assessment ● Next step includes how to progress monitor using Acadience with those 	<p>Engaged ▾</p>

	students who are below benchmark and have some gaps or lagging skills	
EXPECTATION #5 The District will develop, implement, and monitor the success of a system of professional development to improve literacy results across all grades (K-12)		
ACTION	2024-2025 Update	Progress
Implement a system of professional development that will include building capacity in educators to effectively implement Structured Literacy (K-8)	<p>October 25, 2024 PD day</p> <ul style="list-style-type: none"> System-wide PD on Structured Literacy that included information on systematic, explicit instruction, cognitive load and instructional hierarchy Division level breakout sessions were also provided on essential literacy skills and the new language curriculum <p>Completed a book study on “The Next Steps in Literacy Instruction” with Special Education Resource Teachers.</p>	Engaged ▾
Use instructional coaching model to support educators within the classroom through modelling, co-planning and co-teaching	<p>The Literacy Resource Teachers have offered support at every elementary school</p> <ul style="list-style-type: none"> Focus on the effective literacy block, assessment and small group instruction Modelling small group instruction routines Co-planning lessons based on diagnostic assessments 	Engaged ▾
Explicitly teach educators the core components of an Effective Literacy Block	Planning is underway to revisit and revise the primary literacy block to make it more detailed and comprehensive	Planned ▾
Provide access to quality resources to support consistent understanding and implementation of the Multi-Tiered System of Support for Literacy (K-12)	<ul style="list-style-type: none"> School based book studies are in the planning phase Each secondary school was provided with copies of over a dozen high-quality, research informed books about adolescent literacy 	Planned ▾
EXPECTATION #6 The District will implement practices to ensure collaboration and consistency across the Intermediate and Senior Divisions		
Provide learning and resources for Secondary Department Heads to support the consistent implementation of a Multi-Tiered System of Support in secondary.	<p>October 25, 2024 Secondary PD day</p> <ul style="list-style-type: none"> 5 High leverage strategies that educators could adapt in any classroom/course to increase not just literacy in the classroom but also engagement <p>May 20, 2025 Secondary Department Head leadership training</p>	Engaged ▾

	<ul style="list-style-type: none"> Professional learning around teamwork, servant leadership, reflecting on core values, instructional leadership, and more. 	
Implement a system of collaboration and sharing of effective Literacy teaching and learning practices for Grades 7 - 10:	<p>A common 7-10 Literacy Assessment kit has been purchased for each elementary and secondary school</p> <ul style="list-style-type: none"> Professional learning and training is being planned to bring all 7-10 teachers together to share this resource as well as some learning around transitions from elementary to secondary 	Planned ▾
Implement a system of monitoring progress for Grades 7 - 10 to support achievement on the Ontario Secondary School Literacy Test. Implement a practice test program for Grade 9 students. Develop targeted lessons for students writing the Ontario Secondary School Literacy Test.	<ul style="list-style-type: none"> Practice tests for the OSSLT are in place in one school, with plans to expand to the other. All schools provide targeted lessons for students writing OSSLT, and are exploring further resources and support. Secondary schools are working together to determine best implementation for literacy assessments. 	Engaged ▾

MATHEMATICS

EXPECTATION #1: The District will provide resources and support to ensure that students writing provincial assessments have targeted, planful practice opportunities built into their learning to improve students' mathematics learning and achievement.

ACTION	2024-2025 Update	Progress
Ensure all classroom teachers have access to high quality resources to prepare students for the Grades 3 and 6 Math and Grade 9 Mathematics assessments.	<ul style="list-style-type: none"> All Grade 3 and 6 teachers, SERTS, and principals attended dedicated EQAO preparation sessions, to deepen their understanding of the EQAO assessments for primary and junior divisions and focus on building capacity to administer the tests and provide student support effectively. A resource was provided to all grade 3, 6, and 9 teachers that provided guided practice with released EQAO questions from Grades 3, 6, and 9 math assessments, focusing on the High Impact Instructional Practice of problem-solving through think-aloud strategies. The Math Team provided all Grade 3 and 6 students with support prior to the provincial Mathematics assessments; students engaged in practice questions with feedback and follow-up as needed. 	Achiev... ▾

Track access by school staff to the District's Educator Toolkit website; this will show active use by all schools across the District of tools designed to support student preparation for the provincial Mathematics assessments in Grades 3, 6 and 9.	<ul style="list-style-type: none"> ● All educators continue to have access to board-support and curriculum-aligned resources through the staff intranet portal. <ul style="list-style-type: none"> ○ The Scope and Sequence Math Lessons' link indicates that all elementary teachers of mathematics have accessed the lessons 	Achiev... ▾
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EXPECTATION #2: The District will improve students' results in Mathematics by implementing a systematic approach to teaching Mathematics including a scope and sequence.

ACTION	2024-2025 Update	Progress
Ensure fidelity to the scope and sequence provided by the District to ensure students are consistently accessing grade level mathematics curriculum, supported by carefully curated tools and resources.	<ul style="list-style-type: none"> ● 596 have been written by the Math Team and provided to grades 1-8 teachers to ensure fidelity to the curriculum. ● The Math Team is working to revise the Scope and Sequence lessons to include combined grade lessons and number talks. ● The Math Team wrote sample report card comments for progress reports and terms one and two, ensuring assessment, evaluation, and reporting align with our Scope and Sequence lessons and the Ontario Math Curriculum. 	Engaged ▾
Mathematics lesson planning tools are provided to teachers to support consistency among classrooms and between grades.	<ul style="list-style-type: none"> ● Lessons are designed using a two-day instructional model: <ul style="list-style-type: none"> ○ Day 1: <ul style="list-style-type: none"> ■ Collaborative problem-solving using the three-part lesson structure. ■ Formative assessment supported by KnowledgeHook. ○ Day 2: <ul style="list-style-type: none"> ■ Purposeful practice with opportunities for teacher-guided small group instruction. 	Engaged ▾
Close monitoring of the use of mathematics scope and sequence and curriculum continuum by principals will support consistent implementation.	<ul style="list-style-type: none"> ● Professional learning for school leaders was provided during LLC. <ul style="list-style-type: none"> ○ Monitoring the use of board resources through the Scope and Sequence lessons ○ Monitoring teacher content knowledge during discretionary spaces 	Engaged ▾
Support teachers through instructional coaching and support with recommended	<ul style="list-style-type: none"> ● Math Facilitators supported all elementary classrooms on a regular basis. <ul style="list-style-type: none"> ○ Modelled lessons 	Engaged ▾

professional learning resources.	<ul style="list-style-type: none"> ○ Work with students in small groups ○ Co-planned and co-taught with teachers 	
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EXPECTATION #3: Schools will implement a Multi-Tiered System of Support for Mathematics (K-8).

ACTION	2024-2025 Update	Progress
Implement and monitor a Multi-Tiered System of Support for Mathematics programming in primary, junior, and intermediate divisions.	<ul style="list-style-type: none"> ● The Math Team supported every elementary school to promote consistent implementation of Tier 1 instruction: <ul style="list-style-type: none"> ○ Focus included: <ul style="list-style-type: none"> ■ Universal Design for Learning (UDL) approach for teaching math concepts (i.e., all students in grades 4 - 9 were provided with videos that emphasize building conceptual understanding through visual models). ■ Concrete Representational Abstract (CRA) model; all Grade 4-9 math classrooms were provided with their own frequently used manipulatives. ● Learning Coordinators for Special Education and Math lead a book study with Special Education Resource Teachers (SERTs). <ul style="list-style-type: none"> ○ Topics included: <ul style="list-style-type: none"> ■ Universal Design for Learning (UDL) ■ Differentiated instruction and assessment in the math classroom ■ Reimagining IEP math goals ● "Do The Math," a Tier 2 intervention program, was active in multiple elementary schools. ● MTSS introduced to secondary math teachers in April 2025. ● There has been an intentional focus on universal supports for all employees across the district as an essential component of a MTSS. This has been rolled out through PD for teachers and EAs, at LLCs, and SERT Meetings, and by creating universal support modules that are housed on our Educator Resources site. 	Engaged ▾

EXPECTATION #4: Schools will implement the Effective Mathematics Block (K-9).

ACTION	2024-2025 Update	Progress
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<p>Implement and Monitor the fidelity to an Effective Mathematics Block that will include the following elements:</p> <ul style="list-style-type: none"> • Day 1: Minds On, Action, Consolidation, and Formative assessment. • Day 2: Differentiated small group instruction based on Day 1 data, Number Talks (to support the development of math reasoning). 	<ul style="list-style-type: none"> • The Math Team continued to support the implementation of the Effective Math Block (Day 1 and Day 2) using the Scope and Sequence lessons. • The Secondary and Math Learning coordinators met with Secondary Math departments four times this year to lay the foundations for this goal. <ul style="list-style-type: none"> ○ Focus included: <ul style="list-style-type: none"> ■ High Impact Instructional Practices ■ The Secondary 75 minute Effective Math Block ■ Effective use of formative assessment through Knowledgehook ■ Fidelity to the destreamed curriculum and embedded teacher supports 	<p>Engaged ▾</p>
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EXPECTATION #5: The District will implement an assessment framework to support the Multi-Tiered System of Support for Mathematics and Effective Math Block, and to monitor progress of student learning in Mathematics.

ACTION	2024-2025 Update	Progress
<p>The assessment framework will include elements to support student learning.</p>	<ul style="list-style-type: none"> • The Math Team supported Grades 1 to 8 for two common assessments. <ul style="list-style-type: none"> ○ Focus was on the clusters of Number strand lessons within the Scope and Sequence lessons. 	<p>Engaged ▾</p>
<p>Implement a system of screening and monitoring of student achievement and progress at the student, classroom, school, and system-level.</p>	<ul style="list-style-type: none"> • The Math and Special Education teams are actively researching effective math screeners to enhance assessment practices. <ul style="list-style-type: none"> ○ The Math Team piloted Carleton University' Early Math Screener in the spring in some grades K-4 classes 	<p>Engaged ▾</p>

EXPECTATION #6: The District will implement a system of professional development to respond to instructional needs in Mathematics.

ACTION	2024-2025 Update	Progress
<p>Implement a system of professional development that will include the following elements:</p> <ul style="list-style-type: none"> • Develop teacher capacity to implement and principal capacity to monitor the Scope and Sequence • Develop teacher capacity to implement and 	<ul style="list-style-type: none"> • Three Math Facilitators and one Math Learning Coordinator provided job-embedded professional learning opportunities for K-9 math teachers, support offered both in and out of the classroom and working with students during math class. • Scope and Sequence lessons include resources to help teachers deepen their mathematical content knowledge for teaching; everything needed is one click away. 	<p>Engaged ▾</p>

<p>principal capacity to monitor the Effective Math Block lessons</p> <ul style="list-style-type: none"> • Develop mathematical content knowledge for teaching and leading in regards to Numerical Reasoning continuum 	<ul style="list-style-type: none"> • The Math Team offered two rounds of one-on-one release time with teachers to co-plan and to gather feedback to enhance instructional practices. • The Math Team organized and presented a half-day professional learning session for all elementary teachers on developing mathematical reasoning through Number Talks. • The Secondary and Math Learning Coordinators provided release time several times this year for both secondary math departments. • Thirteen elementary and secondary math educators attended this year's Ontario Association of Mathematics Education's conference in Oshawa, participating in over 100 sessions. 	
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EXPECTATION #7: The District will implement practices to ensure collaboration and consistency across the Intermediate and Senior Divisions.

ACTION	2024-2025 Update	Progress
<p>Implement effective opportunities for collaboration related to Mathematics teaching and learning practices for Grades 7 - 9. A focus on the consistent use of best practices in all Mathematics classrooms Grades 7-10 will inform this.</p>	<ul style="list-style-type: none"> • Secondary Math departments continue to meet to lay the foundations for this goal. The Effective Math Block was introduced to them during four sessions of professional learning this year. • Secondary teachers attended the OAME conference with our math team and elementary teachers. 	<p>Engaged ▾</p>
<p>Implement a system of monitoring progress for Grades 7 - 9 to support achievement on the Grade 9 provincial Mathematics assessment (e.g. EQAO).</p>	<ul style="list-style-type: none"> • Exploration of data software (Compass) to be able to identify and monitor progress. 	<p>Engaged ▾</p>

Pathways and Attendance

EXPECTATION #1 - The District will implement and enrich experiential learning programs to increase the number of students pursuing the skills trades and apprenticeships. The District will implement programs to prepare students for their post-secondary pathway.

ACTION	2024-2025 Update	Progress
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Secondary schools will offer rich experiential learning programs that are aligned to student interests, labour market trends and contribute to high graduation rates including the following:

- Ontario Youth Apprenticeship Programs
- Specialist High Skills Major Programs
- Cooperative Education Programs
- Dual Credit Programs

Ontario Youth Apprenticeship Program:

This year, students participated in skilled trades exploration through college visits, industry excursions, and hands-on training experiences across construction, manufacturing, and road building sectors. Key highlights include participation in Skills Ontario, Level 1 OYAP training at Conestoga and Fanshawe Colleges, and targeted initiatives promoting young women in trades. Signature events such as Jill of All Trades and industry-led mentorships provided meaningful exposure and equity-focused opportunities.

Specialist High Skills Major Program:

HPCDSB continues to lead the province in SHSM programming, offering 9 sectors—well above the provincial average. In 2023–24, 60% of HPCDSB students accessed SHSM programming (provincial avg: 21%) with a 93% completion rate (provincial avg: 75%). All students earned core safety certifications and sector-specific training. The Ministry of Education recognized HPCDSB for its exceptional SHSM footprint and highest completion rate in Ontario, a remarkable achievement for a board of its size.

Cooperative Education Program:

HPCDSB continues to enhance Co-op opportunities with 24 sections across St. Michael's and St. Anne's CSS in 2024–25. The Board remains one of the few in Ontario offering After-Hours Co-op (Feb–June) and Summer Co-op, enabling students—particularly those in SHSM—to earn credits and complete Red Seal requirements. These flexible models increase access to real-world experiences, supporting higher graduation rates and improved career readiness.

Received “Co-op Supports for Students with Disabilities” funding which allowed us to provide support and transportation for students with a disability to have equitable access to co-op placements.

Worked with Facile Perth to enhance our co-op placements for students with disabilities.

Dual Credit Program:

This program aims to help students complete high school, explore and confirm postsecondary pathways, and enter their next steps with confidence and preparation.

Engaged ▾

Secondary Schools will connect and communicate regularly with community and industry partners to ensure alignment with labour market trends and employment needs (e.g. skills, experience, etc.).

The Huron Perth Catholic District School Board (HPCDSB), through its OYAP Board Lead, maintains an active presence at all monthly evening Huron Perth Builders Association (HPBA) meetings. Annually, a direct feedback session is hosted with local homebuilders to gather both positive and constructive feedback regarding student preparedness and performance. This dialogue enables continuous refinement of programming to better meet apprenticeship standards and employer expectations in the construction trades.

Close collaboration with the Huron Manufacturing Association (HMA) is demonstrated through active participation in meetings and coordinated support for student engagement in field trips to member facilities, fostering meaningful connections between education and local industry. These excursions expose students to real-world opportunities in machining, welding, and advanced manufacturing. The Board's alignment with HMA ensures students develop in-demand skills based on local manufacturing needs.

HPCDSB participates in Regional Planning Teams (RPT) 7 and 10 meetings—both in-person and virtually—throughout the year. These collaborative sessions bring together school boards, post-secondary institutions, and industry leaders to share best practices and coordinate regional efforts in supporting youth transitions to skilled trades.

Active engagement occurs in monthly online and in-person meetings with Conestoga College, Lambton College, and Fanshawe College.

Secondary schools, system leaders, and community partners took part in ODEN (Ontario Disability Employment Network) training to increase job readiness for students with disabilities.

Secondary schools are engaged in a partnership with Facile Perth to help find and secure Co-op placements for students with disabilities.

PD offered to SERTs, and Principals about workplace and labour trends as it relates to supporting students with disabilities.

Engaged ▾

<p>An Experiential Learning Advisory Team will be created to support the coordination of experiential learning programs and communication about them across the District.</p>	<p>The Experiential Learning Action Team was formed with representatives from the learning coordination team, program team, and the principal of the International Student Program. This team meets quarterly to discuss subjects such as the trades, Skills Ontario, and other technology-related areas. The purpose of these meetings is to plan and communicate activities for each term to the vice-principals and principals of the Board.</p>	<p>Engaged ▾</p>
<p>EXPECTATION #2 - The District will implement systems to enable early identification and support for students who are at risk of not graduating.</p>		
<p>ACTION</p>	<p>2024-2025 Update</p>	<p>Progress</p>
<p>Secondary School Student Success Teams will continue to identify, support and monitor programs and outcomes for students who are at risk. These Teams will meet at least bi-weekly to review progress and to create and implement strategies to improve student success.</p>	<p>Student Success Teams meet regularly to determine the best strategies to support each student identified.</p> <p>Further work exploring how to better use data analytics to help our work is ongoing.</p>	<p>Engaged ▾</p>
<p>Schools will implement in-term progress reporting to support early identification of students at-risk of not achieving academic goals.</p>	<p>Early term progress reports are completed for each student 6 weeks into the semester to identify students who are at-risk. Student Success Teachers are notified to further support these students, and parents are contacted.</p>	<p>Achiev... ▾ -</p>
<p>Schools will create mechanisms to identify students at-risk, provide systems of support and flexible programming to improve credit accumulation.</p>	<p>Student Success Teachers gather information, document, and report on the needs and progress of students on their caseload.</p> <p>Data analytic tools are being investigated to help aid this work.</p>	<p>Engaged ▾</p>
<p>Schools will create and implement flexible academic programs and delivery modes for students at-risk of not succeeding (e.g. Choices).</p>	<p>Student Success teams decide which programming would best support the student (SST, Choices, etc.).</p>	<p>Achiev... ▾</p>
<p>Schools will create and implement programs</p>	<p>Homework help is established at both schools, and many clubs exist to support and</p>	<p>Achiev... ▾</p>

to support struggling and disengaged students (e.g. Homework Help, Student Writing Centre).	engage students.	
Schools will create and implement a system of instructional coaching for teachers to support responsive teaching and learning practices, in light of students' needs.	Implementing a system of instructional coaching is a vital investment in teacher growth and student success. By aligning coaching with student needs, schools can foster more responsive, effective teaching—ultimately leading to improved student engagement, achievement, and equity in learning outcomes.	Planned ▾
EXPECTATION #3 - The District will implement/monitor a Multi-Tiered System of Support for attendance.		
ACTION	2024-2025 Update	Progress
<p>Implement and monitor the Multi-Tiered Attendance Support System that includes:</p> <ul style="list-style-type: none"> Tier 1: Communication Strategy Tier 2: Follow Up Procedures Tier 3: Involve Attendance Counsellors <p>The district will establish benchmarks for student attendance and report on progress to the Board twice per year.</p>	<p>Tier 1: Communication Strategy: New Referral Process communicated to all administrators and SERTs. Began an October Attendance Awareness Month Initiative to raise awareness about the importance of student attendance with the caregiver community.</p> <p>Tier 2: Follow Up Procedures -Principals are following up with students and families and referring students with persistent absenteeism to the AC. Principals are engaged in school/family meetings.</p> <p>Tier 3: Involve Attendance Counsellors (AC): AC is accepting both persistent and prolonged - to date our AC has provided service to 32 students experiencing persistent absenteeism and 29 students experiencing prolonged absenteeism.</p> <p>The district will establish benchmarks for student attendance and report on progress to the Board twice per year.</p> <p>Benchmark established is: By the 2026-2027 school year, the goal is to increase the percentage of students in Grades 1-8 attending at least 90% of the time from 58.9% (recorded in 2023-2024) to 70%, representing a 20% improvement.</p>	Engaged ▾
EXPECTATION #4 - The District will implement STEM programs K-12.		
ACTION	2024-2025 Update	Progress
Provide students with multiple, rich	We have implemented a variety of initiatives aligned with curriculum expectations and	Engaged ▾

<p>opportunities to develop skills in Science, Technology, Engineering and Mathematics that align with the curriculum and support student learning and skill development in these areas.</p>	<p>student learning needs. This year, our efforts have included:</p> <ul style="list-style-type: none"> ● Curriculum based STEM Activities ● Extracurricular and enrichment opportunities ● Technology Integration ● Partnerships and Experiential Learning 	
<p>Ensure thoughtful curriculum integration across various subject areas to highlight the interconnectedness of these fields of study. Include connections to the Ontario Catholic School Graduate Expectations.</p>	<p>This year, we have promoted cross-curricular learning by using Edwin to support the integration of literacy, STEM, and the Ontario Catholic School Graduate Expectations. To support educators monthly digital posters were developed and shared, highlighting ready-to-use, faith-connected resources. These were emailed directly to junior and intermediate teachers, encouraging thoughtful integration across subject areas and reinforcing the interconnectedness of curriculum and Catholic values.</p>	<p>Engaged ▾</p>
<p>An annual Science, Technology, Engineering and Mathematics Fair will be organized to showcase student development in these areas.</p>	<p>The annual HPCDSB District Skills Fair took place on February 26, 2025. Approximately 200 students competed across four competition categories: Robotics, Mechanical Engineering, Green Energy, and Construction. The competition continues to grow, providing students with hands-on, experiential learning opportunities that align with career pathways in skilled trades and technology.</p>	<p>Engaged ▾</p>
<p>Formative assessment practices will be enhanced to include the Engineering Design Process; Establish a community of practice for Intermediate (e.g. Grades 7 - 10) educators to share strategies and resources related to Engineering Design Process-based assessments.</p>	<p>Our initiative to enhance formative assessment practices through the integration of the Engineering Design Process (EDP) is in the early stages. To date, we have engaged Grade 7 and 8 educators and students in EDP-based tasks. There was also professional development provided to Grade 9 and 10 technology teachers on the effective implementation of the EDP. To come, the community of practice to enhance assessment strategies will be developed.</p>	<p>Engaged ▾</p>
<p>Schools and classrooms will be equipped with age-appropriate technology and tools for learning. These may be shared across the District and/ or provided for each school, as deemed appropriate.</p>	<p>To support age-appropriate, engaging learning experiences, we equipped classrooms with a range of hands-on technologies across grade levels:</p> <ul style="list-style-type: none"> ● Grades 7–8: Forward Education Climate Action Kits were used to connect environmental learning with curriculum expectations. ● Junior and Intermediate Grades: Students explored coding and engineering through LEGO Spike Prime Robotics. ● Primary Grades: Teachers were supported in using and promoting Ozobots and Micro:bits to introduce foundational coding and problem-solving skills. 	<p>Engaged ▾</p>

<p>Foster partnerships with community organizations and industry professionals to provide workshops and resources to enrich hands-on learning for students.</p>	<p>Continuing our partnership with Scientists in schools, more than forty virtual science workshops were provided to primary classes in the 24-25 school year. A new partnership with the STEAM Education Centre in St. Thomas was established and approximately thirty in-person workshops were provided to engage junior students in hands-on learning, rooted in curriculum. Continue to engage community partners and organizations to support us in offering hands-on, experiential learning experiences for our students in elementary school who are identified as being gifted.</p>	<p>Engaged ▾</p>
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RECOMMENDATION

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



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: June 16, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

2024-2025 SPECIAL EDUCATION PLAN UPDATE

Public Session

BACKGROUND

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

DEVELOPMENTS

The proposed 2024-25 Special Education Plan is as follows:

[2024-2025 Special Education Plan](#)

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

The amendments to the proposed 2024-2025 Special Education Plan can be found by following this link:

[2024-2025 Special Education Plan Amendments](#)

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the 2024-2025 Special Education Plan Update and the amendments as proposed.



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: June 16, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

STUDENT TRUSTEES' REPORT Public Session

BACKGROUND

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

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

DEVELOPMENTS

Religious/Charitable Events/Accomplishments

St. Michael CSS

- Our final Mass as a school was held on June 4th at St. Joseph's Parish, celebrated by Fr. Don. The Mass was led by members of the chaplaincy team.
- On June 5, the Multicultural Club held its final meeting, ending the year with a Multicultural Festival.
- St. Mike's celebrated the Big Day Out on June 5th. The day was filled with games, prizes, volleyball and basketball matches, and a Coffee House.
- Secondary staff gathered in prayer on June 6th to begin their PD Day.
- Prom was held on June 6, with the theme "A Starry Night."
- Exams were held from June 18 to the 23.
- Graduation day was June 26. We began the celebration in prayer with Mass in the gym at St. Michael followed by a grad breakfast.

St. Anne's CSS

- On June 5, we had our annual end of year Mass held in the gym.
- Outside-a-Palooza was held on June 5. Unfortunately it was raining but students still had a blast playing sports, games, and singing karaoke!

Academic Events/Accomplishments

St. Michael CSS

- June 3—Music Workshop with Tim Schou. Over 100 arts, culture, and music students participated in a full-day music workshop and live concert with internationally recognized artist Tim Schou, held in the St. Michael CSS gymnasium. The event combined performance, songwriting, and industry insight.
- June 4—Business and Visual Merchandising Event. 15 SHSM students in the Arts & Culture and Business sectors attended a field trip to Conestoga College for a Visual

Merchandising workshop, earned a business certification, and participated in a campus tour. The event blended artistic creativity with marketing skills, exposing students to career possibilities in retail and design.

- Dual Credit and Level 1 Apprenticeship Programs Wrap Up during June. St. Michael students participating in dual credits and Level 1 Apprenticeship programs through Conestoga, Fanshawe, and Lambton Colleges, with 5 students in electrical, 2 in HVAC, and 1 in AST Automotive and 1 in welding, are completing their final classes by June 27.
- The Facials and Makeup dual credit course at the REACH Center runs until June 11.

St. Anne's CSS

- There was a Calculus and Physics field trip to Canada's Wonderland on June 3 as a culminating and fun activity to apply their learning to the real world.
- Mr. Geddis brought in Tim Schou to the music classes, who is a Danish musician, bringing to life his story and his journey to become a musician.
- On June 9 and 10 we had a fencing workshop in our drama classes with our guest David Armour presenting.
- The last day for Dual credit at Lambton was June 5.
- The last day of the Dual credit for Conestoga is June 6.
- Dual credits at the REACH centre come to completion on June 11.
- The OYAP welding and electrical classes are coming to an end.
- Exams are happening from June 18-26.
- Final reports for semester two will be available through the portal and in print the week of July 7-11.

Athletics/Arts Events/Accomplishments

St. Michael CSS

- Warrior Track was successful at OFSAA! A silver medal was earned in the girls' javelin. A 6th-place finish in the girls' 80 m hurdles. 7th place in the Boys' Shot Put. 5th place finish in the Girls' Long Jump and a 14th place finish in the Boys' 1500 m. Almost every athlete achieved a personal best.
- The Athletics Banquet was held on June 11.

St. Anne's CSS

- Our Phys Ed classes went on a golf trip as part of the curriculum on June 4.
- Ralindee M. has accomplished an antique bronze medal for St. Anne's. She placed in Women's Singles Tennis at OFSAA and is the first St. Anne's student to place at OFSAA for this sport.
- The St. Anne's Softball team is finishing up their season. They went to WOSSAA and ended their season with a strong effort.
- The Prom committee has created a beautiful "starstruck" environment for graduates to celebrate Prom on June 6th.
- The St. Anne's Rock Band is performing during the lunches on June 13 with the "Don't Sweat It Civvies Day" before exams.
- ESports teams continue to meet as an inclusive group during lunch continuing to bring new members.
- We sent three athletes to OFSAA June 6 and 7.
- Laura V placed at OFSAA again this year getting a bronze medal in Women's High Jump!
- On June 26 we have the graduation breakfast and ceremony.
- Elections were held for a new student cabinet for the 2025-2026 school year
- The ARC held their final meeting on June 3 and has submitted their recognition for world kindness day (November), International Women's day (March), and Walk for Wenjack (April).
- All sports are finished for the year.

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: June 16, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

BORROWING BY-LAW 1-2025

Public Session

BACKGROUND

The Treasurer, on behalf of the Board, is required to borrow funds to short-term finance approved capital projects while awaiting fund transfers from the Government of Ontario.

DEVELOPMENT

The Board has been approved for capital funding under the Capital Priorities and Child Care Capital funding programs, for classroom and daycare additions at St. Mary's School, Listowel. The Board requires short term funding as it begins to incur costs for this project, until funding is flowed from the province. The province will also fund interest incurred on short term capital borrowing.

Staff are recommending that the Board approve Borrowing By-Law 1-2025 which authorizes the Superintendent of Business to borrow from the Canadian Imperial Bank of Commerce sums not exceeding the total funding allocation of, eight million, six hundred and fifty-nine thousand, two hundred and ninety-nine dollars (\$8,674,299), until completion of the project.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves Borrowing By-Law 1-2025 to short term finance additions and renovations to St. Mary's School, Listowel.