

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

AGENDA

- 1. Opening Business**
 - 1.1. Opening Prayer & Condolences - Trustees Pages 3-4
 - 1.1.1. Mass cards and condolences on behalf of the Board for March were sent to the family of Kenneth Walsh, father of Christine Rogers, educational assistant at St. Ambrose School on his passing; to the family of Jeanette Haase, mother of Mike Haase, educational assistant at St. Aloysius School on her passing; to the family of Margaret Gould, retired educational assistant from St. Mary's School, Goderich on her passing; to the family of Debbie Leroux, mother of Andrea Leroux, principal at St. Aloysius School, on her passing; to the family of Joseph Gross, father of Rebecca Gross, custodian at St. Ambrose School on his passing; to the family of Pauline Butler, mother of Fr. David Butler, Board Chaplain.
 - 1.2. Land Acknowledgement - Jim McDade Page 5
 - 1.3. Attendance
 - 1.4. Approval of the Regular Board Meeting Agenda of March 24, 2025. Pages 1-2
 - 1.5. Declaration of Interest
 - 1.6. Approval of the Regular Board Meeting Minutes of February 24, 2025. Pages 6-11
 - 1.7. Business Arising from the Minutes of the Regular Board Meeting of February 24, 2025.
- 2. Presentations**
- 3. Delegations**
- 4. Consent Agenda**
 - 4.1. Board Highlights Pages 12-19
 - 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of February 10, 2025 Pages 20-23
 - 4.3. Nutritional Management Services Pages 24-26
 - 4.4. 2024 Public Sector Salary Disclosure Pages 27-32
 - 4.5. Facility Project Approvals (Various) Pages 33-40
- 5. Committee and Staff Reports**
 - 5.1. Policy
 - 5.1.1. Board Policies for review:
 - NA
 - 5.1.2. Board Policies recommended for approval/rescinding:
 - a) Harassment Pages 41-48
 - b) Infectious Disease Emergency Pages 49-56

5.2. Student Achievement and Catholicity	
5.2.1. Faith Formation Report	Pages 57-60
5.2.2. Artificial Intelligence Background and Development	Pages 61-66
5.2.3. Student Trustees' Report	Pages 67-68
5.3. Corporate Services and Operations	
5.3.1. International Student Program	Pages 69-70
5.3.2. 2025-2026 Budget Community Consultation	Pages 71-78
5.3.3. 2025-2026 Budget Goals	Pages 79-80

6. Information and Correspondence

7. Notices of Motion

8. Notices of Motion Considered for Adoption

9. Trustee Inquiries

10. In-Camera Session of the Regular Board Meeting

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

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

12. Future Meetings and Events

- Catholic Parent Involvement Committee (CPIC) - Tuesday, March 25, 2025
- SABTF Trivia Night - April 3, 2025, The Barn, Exeter
- Regular Meeting of the Board - April 28, 2025
- OCSTA 2025 Business Seminar - May 1
- OCSTA 2025 AGM and Conference - May 1 - 3 - Hosted by York CDSB
- Catholic Education Week Mass - Monday, May 5, 2025
- CCSTA 2025 AGM and Conference - June 5-7, 2025

13. Closing Prayer - Mary Helen Van Loon, Chair

14. Adjournment



HURON-PERTH CATHOLIC

District School Board

Regular Board Meeting - Monday, March 24, 2025

By Responding to the Poverties in Our World

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

Intentions and Opening Prayer - Trustee A. Cronin

Creator God, Your image is alive in every human person giving to each of us a sacred dignity. Create in us a desire to act in solidarity, the ability to work together, and a willingness to share with others our time, our energy, our skills and talents and our wealth. As we share and enjoy the fruits of your creation, restore in us your vision of a world made whole, and inspire us to commit ourselves to the common good.

Gracious God, Give us ears to hear, eyes to see and hearts to love, so that we reflect you in our way of life, and in our choices, words and actions. Jesus is the good news to the poor. As his followers, may we recognize the call to be the same. Amen.

Gospel Reading - Vice Chair T. Doherty

A reading from the holy Gospel according to Matthew.

When the Son of Man comes in his glory, and all the angels with him, then he will sit on the throne of his glory. All the nations will be gathered before him, and he will separate people one from another as a shepherd separates the sheep from the goats, and he will put the sheep at his right hand and the goats at the left. Then the king will say to those at his right hand, 'Come, you that are blessed by my Father, inherit the kingdom prepared for you from the foundation of the world; for I was hungry and you gave me food, I was thirsty and you gave me something to drink, I was a stranger and you welcomed me, I was naked and you gave me clothing, I was sick and you took care of me, I was in prison and you visited me.' Then the righteous will answer him, 'Lord, when was it that we saw you hungry and gave you food, or thirsty and gave you something to drink? And when was it that we saw you a stranger and welcomed you, or naked and gave you clothing? And when was it that we saw you sick or in prison and visited you?' And the king will answer them, 'Truly I tell you, just as you did it to one of the least of these who are members of my family, you did it to me.'

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

Prayers of the Faithful - Trustee J. McDade

The response is: ***R. Lord, save your people.***

For the Church, that she receives the grace to be a “poor church for the poor” and so become an even greater sign to the world of Christ’s charity for the least and those in need. We pray to the Lord.

R. Lord, save your people.

For those in elected office, that they may have the conviction and courage to promote social policies and economic structures which reduce poverty and promote a just distribution of the world’s goods. We pray to the Lord.

R. Lord, save your people.

For all women and men experiencing poverty, that their daily struggle to secure the necessities for themselves and their families will be met by a community that says there is no room for poverty that denies anyone what is needed for a dignified life. We pray to the Lord.

R. Lord, save your people.

For ourselves, that we might willingly share our gifts with others, follow Jesus in his own poverty, and seek his face in the most vulnerable of our brothers and sisters. We pray to the Lord.

R. Lord, save your people.

Closing Prayer - Trustee S. Muller

God our sustainer, We ask you to pour your powerful Spirit into all who are empty this day. Fill the hearts of persons who are troubled. Fill the minds of men and women who are confused. Fill the stomachs of your children who are hungry. Fill the souls of people who are feeling lost. Fill the lives of all who need you, but do not know you.

May your Spirit fill us all to overflowing, dear Lord, and may we be inspired to share our abundance with others, so that there will be no more empty hearts and minds, stomachs and souls. We pray all this in the name of Jesus Christ, who fills lives with your endless grace.

R: 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, March 24, 2025

Reflection - Jim McDade

Land Acknowledgement - Jim McDade

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
February 24, 2025 - 3:00 p.m.

MINUTES

Present:

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

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

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

Absent: Fr. David Butler, Board Chaplain

1. Opening Business

1.1. Opening Prayer & Condolences - Trustees

1.2. Land Acknowledgement - Chair Van Loon

1.3. Attendance - Noted above at start of meeting

1.4. Approval of Regular Board Meeting Agenda

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of February 24, 2025.

Carried

1.5. Declaration of Interest - none

1.6. Approval of Regular Board Meeting Minutes

Moved by: Sue Muller

Seconded by: Tina Doherty

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

Carried

1.7. Approval of the Special Board Meeting Minutes

Moved by: Amy Cronin

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the minutes of the Special Board Meeting of February 20, 2025.

Carried

1.8. Business Arising from the Minutes

2. Presentations

2.1. Christin Dennis, presentation of his Indigenous Artwork, "Sacred Dream of Reality"

3. Delegations

4. Consent Agenda

4.1. February Board Highlights

4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of January 20, 2025

4.3. Approved Catholic Parent Involvement Committee meeting minutes of October 29, 2024

4.4. Student Information System Agreement

4.5. Approved Huron Perth Student Transportation Services meeting minutes of October 8, 2024

Moved by: Sue Muller

Seconded by: Tina Doherty

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

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

AND

THAT the Huron-Perth Catholic District School Board receives the approved Special Education Advisory Committee (SEAC) meeting minutes of January 20, 2025

AND

THAT the Huron-Perth Catholic District School Board receives the approved Catholic Parent Involvement Committee meeting minutes of October 29, 2024.

AND

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

AND

THAT the Huron-Perth Catholic District School Board receives the approved Huron Perth Student Transportation Services meeting minutes of October 8, 2024.

Carried

5. Committee and Staff Reports

5.1. Policy

5.1.1. Board Policies for Review:

a) Harassment

Moved by: Amy Cronin

Seconded by: Sue Muller

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

Carried

5.1.2. Board Policies Recommended for Approval/Rescinding: - pull out separately

a) Media Relations

Moved by: Tina Doherty

Seconded by: Jim McDade

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

Carried

b) Infectious Disease Emergency

Trustees inquired about this policy replacing the pandemic policy. Director Designate Tigani responded that it has been updated as a policy to encompass any infectious disease including but not limited to a pandemic. There is not a specific plan as we do not know what the emergency will be. The previous COVID-19 pandemic plan/guideline was written by Board staff taking direction from the Huron Perth Public Health unit, and informed by the Ministry of Education and the health and safety department, working with the best information that was available at the time.

Trustees inquired about capturing lessons learned from the COVID-19 pandemic to reference when preparing a plan for the next infectious disease emergency. Trustees shared that decisions should not be made outside of the Education Act and legislation as a school board.

Moved by: Sue Muller

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board refers the Infectious Disease Emergency policy back to administration for revision.

Carried

5.2. Student Achievement and Catholicity

5.2.1. School Year Calendar 2025-2026

Moved by: Jim McDade

Seconded by: Tina Doherty

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

Carried

5.2.2. Literacy Screening Data

Trustees inquired about specific data across grades and school by school, where the highlights are and where the struggles all so support can be determined. Director Designate Tigani responded that we do have this data and superintendents and coordinators are making decisions based on this data. Director Designate Tigani will forward a report with this information to Trustees via email. A follow up report can come to board if there are

further questions about the information provided.

Moved by: Sue Muller

Seconded by: Amy Cronin

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

Carried

5.2.3. Pastoral Planning

Trustees inquired about the term Catholic social teaching and referring to the Catechism, as a Catholic school board it is our responsibility to ensure we are bringing these two pieces together. Superintendent McDade responded that the Catechism was not a deliberate omission, the term Catholic teachings was meant as a broad statement to include all Catholic teachings/documents including the Gospel, the Catechism, papal letters, etc.

Moved by: Tina Doherty

Seconded by: Sue Muller

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

Carried

5.2.4. Math Achievement Action Plan (MAAP) Update

Moved by: Sue Muller

Seconded by: Jim McDade

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

Carried

5.2.5. Student Trustees' Report

Moved by: Jim McDade

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 Community Consultation

The questions reflect the Board's strategic priorities. Trustees inquired about including student well-being in the questions. Trustees inquired about sharing information in school newsletters such as the budget consultation and policy review to receive more feedback. Director Designate Tigani responded that we will request Principals to share this with their parent communities.

Moved by: Sue Muller

Seconded by: Jim McDade

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

Community Consultation Report.
Carried

6. Information and Correspondence

6.1. CUPE Correspondence

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the CUPE correspondence for information

Carried

6.2. St. Anne's CSS has a trip to Europe planned during March Break. Trustees requested that the Excursion policy is followed in its entirety, with criminal background checks for all volunteers. Director Designate Tigani responded that all requirements of the policy have been followed as with any trips. Trustees inquired about the scenario if students are delayed and incur costs, and insurance coverage. Director Designate Tigani responded that follow up will be done to ensure this is all determined in the travel package prior to the departure.

6.3. Travel for the international education program over March Break

6.4. ICT Manager interviews will be taking place this week.

6.5. The Board is working with KPMG for a recruitment and retention audit (talent needs assessment) which was approved by the audit committee. This is the internal audit focus for this year, it will be a horizontal audit with three other school boards in the region.

6.6. Student trustee election process is underway for next year. Plan to report student election results at the March meeting.

7. Notices of Motion

8. Notices of Motion Being Considered for Adoption

9. Trustee Inquiries

9.1. Trustees inquired about the land acknowledgement and who would like to state at the next meeting and a discussion to evaluate the land acknowledgement process.

10. In-Camera Session of the Regular Board Meeting

Moved by: Amy Cronin

Seconded by: Jim McDade

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

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

No items to Rise and Report

12. Future Meetings and Events

- Equity, Diversity, Inclusion and Anti-racism Committee (EDIAR) meeting - March 19, 2025
- Regular Board Meeting - Monday, March 24, 2025
- Catholic Parent Involvement Committee (CPIC) - Tuesday, March 25, 2025
- OCSTA 2025 Business Seminar - May 1

- OCSTA 2025 AGM and Conference - May 1 - 3 - Hosted by York CDSB
- Catholic Education Week Mass - Monday, May 5, 2025
- CCSTA 2025 AGM and Conference - June 5-7, 2025 - Halifax
- SABTF Trivia Night - Thursday, April 3, 2025 at The Barn, Exeter

13. Closing Prayer

14. Adjournment

Moved by: Tina Doherty

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of February 24, 2025

Carried



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

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

BOARD HIGHLIGHTS FOR MARCH

Public Session

BACKGROUND

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

DEVELOPMENTS

The spiritual theme anchoring our new Strategic Plan is “On Fire With The Spirit: Awaken! Illuminate! Rejoice!” Inspired by the Holy Spirit and enlivened by the Pentecost story, we go forward into a new year full of faith, hope, love and joy. We are excited about the incredible learning and growth that propels us forward as we journey together throughout the school year. March marks the beginning of a new liturgical season. As we engage in Lent 2025, we are reminded of the opportunity to reflect and renew. At all times, learning is ideally marked by reflection, renewal as well as enthusiasm and commitment on the part of our students, staff, educators and families to continue to improve. We are delighted to highlight some of the activities and opportunities that took place this month across our district.

CATHOLIC EDUCATION

Lenten Activities in Schools

School communities have been engaging in the Lenten practices of fasting, prayer and almsgiving throughout the season of Lent. Students and staff have made a concerted effort to support charitable and prayer efforts directed toward peace in our world. Lenten prayer and sacramental experiences in our schools have included the Sacrament of Reconciliation, the Stations of the Cross, musical performances and more. The staff at the Catholic Education Centre joined with the St. Columban/St. Patrick’s school communities for their Ash Wednesday Mass and those who could not attend, were offered the opportunity to receive ashes at a prayer service led by Religion and Family Life Learning Coordinator, Caroline Thuss.

School and system leaders all received a copy of “The Path to Hope,” a daily devotional for Lent that helps prepare our hearts for Easter through a deep dive into God’s Word that is filled with hope. This will help our leaders flame the fires of the Holy Spirit within them throughout the season of Lent.

Catholic Association of Religious and Family Life Educators of Ontario Conference

Four staff members participated in the Catholic Association of Religious and Family Life Educators of Ontario (CARFLEO) conference and retreat held on March 24-25 at the Queen of the Apostles retreat centre in Mississauga.

The theme for the conference was “Pilgrims of Hope: Walking in Faith-Walking in Hope-Walking in Love” and featured keynote presentations by Barb McMorrow, Retired Director of Education, PVNCCDSB, Dr. Anne Jamieson, Executive Director, Institute for Catholic Education and Monsignor Con O’Mahoney, Vicar for Education, Diocese of Hamilton. His Excellency, Bishop Lonsinger celebrated Mass with the attendees. The opportunity for Christian mediation and a variety of forms of prayer were also available to attendees. Religion and Family Life coordinator, Caroline Thuss, helped plan this conference as part of her role on the executive committee of CARFLEO. We are delighted with the engagement our Board staff has with CARFLEO.

Development and Peace Schools (D & P Schools)

As part of our commitment to D & P Schools, every school in Huron-Perth Catholic DSB received a kit to take part in the “Major Mustard Seed Challenge” throughout Lent. The students are excited about this experience and it is a wonderful way to engage students in a tangible sign of God’s love in their midst while also making important curriculum connections. Schools were also asked to participate in the Share Lent Campaign as part of this Lenten Challenge.

Senior Basketball Tournaments

The Huron and Perth Grade 7/8 Basketball tournaments were a huge success again this year. The Perth Senior Basketball Tournament took place at St. Michael, while the Huron Senior Basketball Tournament was hosted at St. Anne’s and St. Joseph’s, Clinton - both on March 25. A special thank you to all the coaches for dedicating their time and effort to supporting student athletes. The convenors did an excellent job organizing the events, ensuring students were engaged, challenged, and had fun throughout the day.

LEADERSHIP

Leaders’ Learning Council (LLC)

On March 25, principals participated in a focused day of learning on our Math Strategy, led by Learning Coordinator Christine Dale. With an emphasis on system and provincial math goals, particularly in Grades 3 and 6 - principals co-created “look-fors” for math walkabouts, refined pre- and post-visit reflections, and explored strategies to deepen debriefs with teachers.

To support implementation, Superintendents Sean McDade and Tara Boreham, along with Christine Dale, will visit every school over the next six weeks. Principals will also serve as “problem of practice” partners in other schools, refining their approach to monitoring, feedback, and celebrating successes. As part of this initiative, they will have the opportunity to observe another school during a system visit, fostering cross-school collaboration and shared learning.

The day also included time for prayer, a Privacy and Cybersecurity presentation, and a School Climate Update focused on distribution and process. It was a meaningful day of learning, reflection, and strategic planning, reinforcing our shared commitment to excellence in school leadership.

International Education

February allowed all of the Board’s international students to be involved in outdoor activities with their homestay families. Almost all of the students experienced shovelling snow at their homes

for the very first time. Additionally, many of the students used the warmer weather in the last week of the month to build a snowman. All of the students reported that they were so excited to do this and send pictures back to their families.

All five students from Brazil learned about remote learning through Google Classroom and Brightspace. Both pieces of computer software are new learning tools that have been introduced to them. In addition to a more rigorous curriculum, students are accessing support through the Board's Multi-Language Teacher, Katherine Miller, who is meeting with the students every two weeks in addition to working with the teachers who support these students.

On February 24 two visiting agents from Valencia, Spain were provided a tour of both highschoools as well as at the Catholic Education Centre. The day-long tour provided the agents an opportunity to see the school, its students and staff working during a regular day. This type of tour is very important to new agencies as they look at sending international students to our district. The visiting agents were very complimentary of the school district, its facilities and its staff and they have committed to working with the Board in the future.

Principal Grace attended major recruiting events at the Canadian Embassy in Tokyo and Osaka, Japan in the third week of March. The Huron-Perth Catholic District School Board was showcased to various agents from across Asia, including Japan and South Korea as well as many students and their families as they start planning for the child's visit to Canada for September 2025 or September 2026. Additionally, meetings were held with a school in Yokohama, Japan who are looking at sending Grade 10 students to the district within the next 18 months. The Japanese school has committed to visit our district in October 2025 and the visit will determine how suitable St. Anne's and St. Michael are as destinations for their students.

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

SPECIAL EDUCATION

Special Education Resource Teacher Meeting - March 5

During March we welcomed Special Education Resource Teachers to the Catholic Education Centre for a full day of learning and collaboration. Content throughout the day focused on key areas of our strategic plan. The first session was about Executive Functioning and Universal Supports which is essential to understand when implementing a Multi-Tiered System of Support. The second was the first session of our new book study with our Math Coordinator, "Rethinking Disability and Mathematics". This book study comes right after we finished our first book study with our Literacy Coordinator, "The Next Steps in Literacy Instruction". During the afternoon we focused on EQAO and targeted intervention at tiers 1, 2, and 3 in order to improve Student Achievement for all learners. Other teachers who are involved in intervention work joined us for the afternoon. Teachers were able to collaborate and engage in rich learning led by members of our Learning Coordination Team. The afternoon was a direct follow up from our February LLC where principals began to lay the foundation for this work.

DIGITAL TOOLS TO SUPPORT LEARNING

STEM Workshops for Grades 9-12 Students

Huron-Perth Catholic DSB has built and continues to have a strong partnership with the University of Waterloo's Engineering Outreach program. This collaboration has allowed the Huron-Perth Catholic DSB ICT Learning Coordinator to play an active role in shaping workshops and programming for students in Grades 9-12, ensuring alignment with the Ontario Curriculum. Through our involvement, we have helped refine content that connects real-world engineering applications to student learning. A key focus of these workshops is the integration of digital tools that enhance coding skills, equipping students with hands-on experience in programming, computational thinking, and problem-solving. Both St. Anne's and St. Michael have classes participating in these workshops. This initiative strengthens our commitment to providing innovative learning opportunities that prepare students for future pathways in STEM. We look forward to seeing the positive impact of this partnership in our classrooms.

STUDENT ACHIEVEMENT

Mathematics

During the month of March, the Math Team, consisting of three Math Facilitators and one Math Learning Coordinator, continued to support the teaching and learning of mathematics in all of our elementary schools. The focus continued to be providing Grade 3 and 6 students with ample experience responding to selected-response questions. The Math Team worked alongside teachers in Grades 3 and 6 classes to prepare students for EQAO testing by using the [High Impact Instructional Practice](#) of "Teaching About Problem Solving" using recently released EQAO math questions. Problem-solving is an essential skill that enables students to think critically, overcome obstacles, and build independent reasoning. The released EQAO questions offer a chance to review the curriculum and teach students effective strategies for solving math problems. By teaching the problem-solving process, we help students make their thinking more intentional and clear. This encourages them to engage in "think alouds" and "self-talk," helpful strategies they can use when facing new challenges. When we teach problem-solving, we support students in understanding the value of productive struggle, learning from mistakes, and building flexible reasoning. Effective instruction in this area prompts students to reflect on their thought processes, making unconscious strategies more visible and accessible. Math Facilitators model this approach by explicitly sharing their own thinking with students and teachers, creating opportunities for discussion as students develop strong mathematical reasoning and problem-solving skills. The Math Team also continued their support of math in other grades as requested and by continuing other routines, such as "Do the Math" intervention.

Early Reading Screening - Middle of the Year

The System Literacy Team has successfully completed the second round of screening across the district, assessing all students from Senior Kindergarten to Grade 2. This screening serves as an early indicator of future reading success and provides valuable insights into students' strengths and areas for growth. To support targeted instruction, Literacy Coordinator MJ Drager and Special Education Coordinator Jessica Langan are collaborating with each school team, including the principal, Special Education Resource Teacher (SERT), and classroom teacher, to review the data and determine appropriate next steps for all students. The collected data will be analyzed at the district level to identify trends and specific needs across schools and grade levels, informing future planning and resource allocation.

Literacy EQAO Preparation

Preparation for the upcoming EQAO assessments in Literacy is well underway. All Grade 3 and Grade 6 teachers have participated in a full day of professional learning focused for part of the day on the new Literacy curriculum. This training has equipped educators with the necessary knowledge and tools to effectively support student readiness for EQAO testing. In addition to this professional learning, the System Literacy Team has developed supplementary practice resources to provide students with additional opportunities to engage with test-aligned questions and reading passages. These resources aim to enhance familiarity with the assessment format and further support student success. Literacy Resource Teachers are providing additional support by modelling these lessons for educators.

EXPERIENTIAL LEARNING PROGRAMS IN SECONDARY

Certification & Safety Training

- **Working at Heights Training**

In March, St. Michael Secondary School successfully hosted two additional Working at Heights training sessions for SHSM students. These sessions provided essential skills for students pursuing careers in construction and other industries requiring fall protection.

- **CPR/First Aid Certification**

A total of 30 SHSM students at SMCSS, completed their mandatory CPR/First Aid Certification, ensuring they are prepared to respond to emergency situations in a professional and effective manner.

- **Elevated Work Platform and Confined Space Safety Training**

On March 4, 12 St. Anne's SHSM students participated in Power Elevated Work Platform Training and Confined Space Safety Training at LiUNA Local 1059 and Carpenters Union Local 1946 in London. This initiative allows students to gain specialized training while reducing transportation costs. These certifications are valuable additions to their resumes, particularly for students pursuing careers in construction and agriculture.

Specialized Learning & Field Trips

- **Black Hair Styling Event**

As part of Black History Month, St. Michael Catholic Secondary School hosted a specialized Black Hair Styling Event. Former student and professional barber, Melissa Dolton, volunteered her time to share her expertise in barbering, with a particular focus on fades and maintaining black hair texture. Melissa, who has extensive experience working in a Toronto barbershop, demonstrated a fade haircut on a St. Michael CSS student and discussed techniques for braiding and extensions. Students from both St. Michael CSS and St. Anne's CSS were invited to participate in this unique learning opportunity, fostering inclusivity and cultural awareness.

- **Women in Skilled Trades (WIST) – Mental Health Event**

Both SACSS and SMCSS female students participated in the Women in Skilled Trades (WIST) event held at St. Joseph's Parish on March 27. The students had the opportunity to engage with women working in various skilled trades, learning about career pathways and experiences. In the afternoon, participants attended a Mental Health Certification

course, facilitated by a local community partner, reinforcing the importance of mental wellness in the trades.

- **Respect in Sport - Activity Leader Program**

SHSM Sport students completed their Respect in Sport Coaching Certification, an essential program to equip them with the knowledge and skills required to foster respectful and safe environments in sports settings.

Dual Credit Program

- **Dual Credit Aesthetics Course**

Several students from SMCSS began a Dual Credit Aesthetics course in partnership with Fanshawe College. The course is being held at the Reach Centre in Clinton, providing students with hands-on training and the opportunity to earn both high school and college credits.

Other Dual Credit Opportunities

In addition to the Aesthetics program, multiple SHSM students continued to participate in various dual credit courses at other colleges, enhancing their skills and career readiness.

- **Lambton College:** Five SACSS students are attending Lambton College every Thursday, participating in various dual credit courses, including:
 - Intro to HVAC
 - Plumbing Techniques
 - Intro to Residential Electrical
 - Arboriculture and Chainsaw Practices
 - The Great Outdoors
 - Bakeshop
- **Conestoga College:** One SACSS student attends Conestoga College every Friday, taking courses in:
 - Cabinet Making
 - Security Guard Licensing

Upon successful completion of these courses, students will earn both high school and college credits, providing them with a head start in their respective fields.

Ontario Youth Apprenticeship Program (OYAP)

- **OYAP Level 1 Update**
 - Electrical: One student is scheduled to begin the OYAP Level 1 Electrical program at Conestoga College on March 24.
 - Welding: Another student is scheduled to start the OYAP Level 1 Welding program at Lambton College in April.

These students will graduate with their Level 1 trade certifications, offering a significant advantage as they pursue careers in skilled trades.

SHSM Certifications – March 2025

St. Anne's CSS will deliver several in-house SHSM Certifications during March, including:

- Customer Service
- Coding (Developed by a St. Michael's graduate)
- Leadership Skills
- Ethical Considerations
- Grower Pesticide Safety Course (Scheduled for April)

These certifications enhance students' skills and qualifications, preparing them for future educational and career opportunities.

Grade 10 Class Presentations

SHSM representatives visited Grade 10 classrooms to discuss course selection for the upcoming year. Students are being introduced to the seven SHSM programs available at St. Anne's, including:

- Agriculture
- Arts & Culture
- Business
- Construction
- Health & Wellness
- Non-Profit
- Education & Childcare
- Sports

Both St. Michael and St. Anne's Catholic Secondary Schools continue to provide valuable opportunities for students through SHSM and Experiential Learning programs. The recent activities, including certifications, dual credits, and specialized training, underscore our commitment to equipping students with the practical skills necessary for success in their post-secondary education and future careers.

MENTAL HEALTH AND WELL-BEING

Social Emotional Learning (SEL) Week:

March 3 - 8, 2025 was Social Emotional Learning Week and the Huron-Perth Catholic District School Board K-12 classrooms spent SEL Week engaging in a variety of Social Emotional Learning (SEL) activities. Our Board believes that fostering emotional intelligence and well-being is crucial for the growth of the whole student and contributes to academic achievement. To support this initiative, the Mental Health and Wellness Team (MHWT) created a 'Grab and Go' resource to support educators in celebrating Social Emotional Learning Week in their classrooms!

Additionally, in our elementary panel, the MHWT provided Social Emotional Learning (SEL) presentations to 10 classrooms. Approximately 220 students participated in these classroom SEL opportunities. The topics ranged from recognizing and understanding emotions, managing stress, coping, social awareness and respecting differences, and relationship skills.

Huron-Perth Catholic DSB Mental Health and Addictions Scan:

This month the Mental Health Team completed the Board Mental Health and Addictions Scan for School Mental Health Ontario's review and support. This Board Scan provides a strategic pathway to advance our vision for school mental health in Huron-Perth Catholic District School Board while also better understanding the provincial landscape. Through the insights gathered, School Mental Health Ontario provides us with information, resources and support to help us develop our annual. This process is instrumental in refining the Board's action plan and informing Mental Health and Addictions initiatives and decision-making at the district level.

Social Work Week: Recognizing our School Social Workers

Annually, Social Workers were celebrated throughout the month of March. From March 3 - 9, 2025, Social Work Week was observed in Ontario and across Canada. Both occasions provided important opportunities to recognize the dedication, hard work, and incredible accomplishments of our Huron-Perth Catholic District School Board Social Workers.

The 2025 campaign theme, "Wherever You Are, #SoAreWe," highlighted the availability and versatility of the social work profession, emphasizing its critical role in addressing the growing and universal problem of access to care. During this week and every week, we recognized how blessed we were to have our School-Based Social Workers - Anne, Lindsay, Nicki, Laura, Natalie, and Sally as well as our Mental Health Lead, Kaitie Westbrook.

RECOMMENDATION

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

Special Education Advisory Committee
February 10, 2025 – 4:00 p.m.

MINUTES

Present:

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

Board Trustee: Mary Helen Van Loon

Guest(s):

Board Office Staff Present: Jessica Langan, Sarah McArthur, Tara Dykstra, Emma DeWever, Kristina Howatt-Gerber, Vanessa Yeats, Tara Boreham, Majo Damas Ramirez

Absent: Shona Gracey, Matt McPhee (Community Living Central Huron)

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 January 2025 Minutes

Approved: Sandra McLaren

Seconded: Julie Welch

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

Carried.

2.2 Approval of February 2025 Agenda

Approved: Mary Helen Van Loon

Seconded: Brenda Mason

THAT the agenda be accepted as is.

Carried.

3. Business Arising from Minutes

Nothing to report.

4. Correspondence

5. Agency Reports

5.1 ***Autism Ontario***

The “9 Things That All Children Need” event will be held at Avondale Church on February 26th for parents, workers, and caregivers. World Autism Awareness Day is coming up in April.

5.2 ***Facile Perth***

Facile Perth has partnered with the Huron-Perth Catholic District School Board and the Avon Maitland District School Board to host a discussion on transitions for students and their 7 to 12+. This presentation will be virtual and is focused on helping families to imagine and dream what a good life looks like for their child, and to give them some information from a families and students point of view who recently transitioned. There is going to be a facilitator from Facile Perth and a representative from Developmental Services Ontario will be present as well. This is an opportunity for families to gain knowledge and start thinking about the transition beyond secondary school. Two in person transition fairs will take place in the spring at St. Michael Catholic Secondary School in Stratford and Central Huron Secondary School in Clinton.

5.3 ***Community Living Stratford & Area***

Nothing to report at this time.

5.4 ***Community Living Central Huron***

Nothing to report at this time.

5.5 ***Family Services Perth Huron***

Nothing to report at this time.

5.6 ***Community Living St. Marys***

Nothing to report at this time.

5.7 ***CSCN***

Nothing to report at this time.

5.8 ***Huron-Perth Center***

The Huron Perth Centre has recently finished the accreditation process, and early reports were quite positive.

In terms of the lead agency role, the last child and youth services planning meeting was held on February 4th. The Huron-Perth Catholic District School Board’s Mental Health Lead sits and contributes to this table. There are 3 main goals:

- Enhance the capacity for inclusive and culturally responsible services
- Coordinated service response to timely access to care
- Holistic preventative upstream approach to service response

There has been celebration around a crisis protocol that has been two years in the making and was heavily influenced by a number of members of the community. Many organizations are implementing the new protocol now alongside some really good implementation tools that came with it. At some point, the centre may be asking for some time on this agenda to be able to share the information with SEAC. At the last meeting there was really a focus on the early years and an upstream approach, and there's some projects emerging within this that are being led by the Health Unit at that table.

5.9 *Trustee Report*

Strategic plan update highlights include:

- The Ministry has granted approval of our SHSM program to include charitable and non-profit sectors
- There is going to be the implementation of a systemic approach in math which will be great throughout the system
- In an effort to increase the number of students in skilled trades and trying to implement programs to prepare students for post secondary, the board has partnered with Facile Perth.
- The board continues to identify and support students who are at risk of not graduating and continue to do the work that needs to be done to enhance student attendance and engagement

5.10 *Stratford Children Services.*

Nothing to report at this time.

6. Information Reports

6.1 *Early Learning – Transition to School – Sarah MacArthur, System SERT*

Sarah provided a brief overview of the strategic planning that took place in the fall of 2024, as well as information gained at the School Entry Community Partner meeting last December. She also shared information from the Early Learning Resource Consultant meeting with Avon Maitland District School Board. A draft of the Early Learning Transition to School Roadmap was shared..

6.2 *Neurodiversity Training – Student Voice – Tara Dykstra, Skills Developmental Facilitator*

This year, the After School Skill Development Program has offered peer mediated support programs, neurodiversity trainings and social skill development groups that are intended to enhance social communication skills of all students, educate peers on how to interact and understand their neurodiverse peers and to increase awareness and advocacy on accepting differences.

The PEER Pals Program is running in three schools across the district and approximately 75 students are trained and running the program as leaders. This program runs school wide during non-instructional times of the day (Recess). Leaders run cooperative games at recess that promote positive social interactions on the schoolyard, it makes recess a positive

experience and students learn from students how to play, learn social skills and build lasting friendships.

There continues to be a high interest this year in offering classwide neurodiversity training by teachers and neurodivergent students themselves. Tara has been approached by 3 students this year to co-facilitate neurodiversity training with the hope that classmates will better understand them being an identified neurodivergent learner. Tara and members of the System Support Team have facilitated many of these training sessions in classrooms across the system to build awareness and advocacy for our students. Tara has collaborated with support staff, educators and students to prepare and deliver these presentations in a way that is individualized, student centered and meaningful for all students.

The Schools on TRACKS Program has been running in classrooms from grades 1 to 5 who have a student or students with Autism Spectrum Disorder. Schools on TRACKS is a peer mediated program It is generally a six week program. Schools on TRACKS is running in 6 classrooms right now.

In some schools, the team has been teaching social skill development groups to explicitly teach targeted social skills that promote positive social interactions. The curriculum used is called “Everyday Speech”. Educators and school teams are noticing an increase in social opportunities naturally occurring since the students have been explicitly taught appropriate social skills.

On April 10th, the team is looking forward to sharing their peer mediated support program celebrations at the Coaching to Inclusion Conference in London.

7. New Business

8. Future Meetings

Next SEAC Meeting: Monday March 17, 2025

9. Adjournment

Motion to end meeting was made by: Val Millson

Meeting adjourned: Emily Branje

Ended: 4:45pm



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: March 24, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

NUTRITIONAL MANAGEMENT SERVICES

Public Session

BACKGROUND

Nutritional Management Services Limited (NMS) provides food services to St. Anne's Catholic Secondary School and St. Michael Catholic Secondary School. The Board receives a Cafeteria Enhancement Fund contribution equal to 5% of cafeteria sales. NMS provides reports each term to the Superintendent of Business.

DEVELOPMENT

NMS was pleased to announce its Cafeteria Enhancement Fund contribution of \$5,033.71 for the period of September 1, 2024 to December 31, 2024.

Functions catered during this period:

- October 25, 2024 PD day for 100 staff (at St. Michael CSS)
- November 15, 2024 PD day for 600 staff (at St. Anne's CSS)

It was noted that overall sales have decreased by 20% from the same period last year.

NMS Goals:

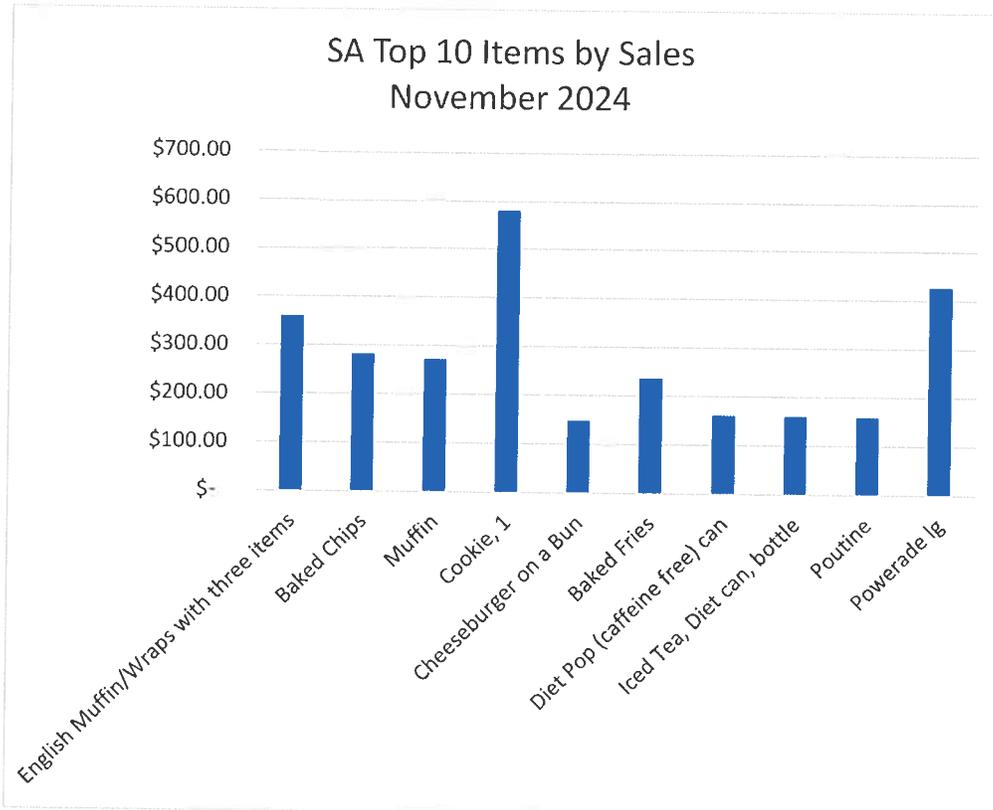
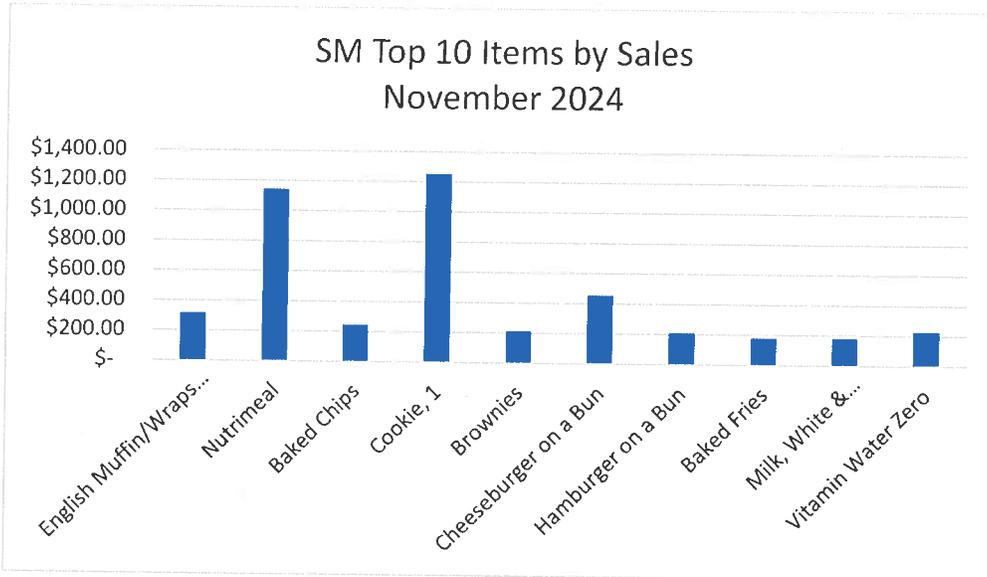
- Continue to provide meal service that is enjoyed by the students and adhere to PPM 150 guidelines.
- Monitor the decrease in sales and identify the root cause.

A report providing information on sales by category and top ten items by sales is attached.

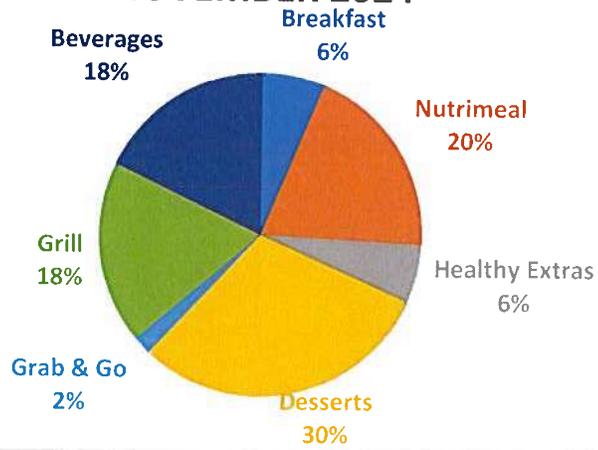
RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Nutritional Management Services Report.

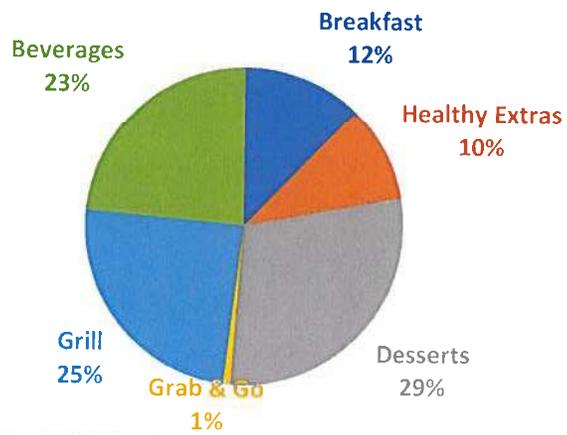
Menu Items Report



SM SALES CATEGORY/WEEK NOVEMBER 2024



SA SALES CATEGORY/WEEK NOVEMBER 2024





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: March 24, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

2024 PUBLIC SECTOR SALARY DISCLOSURE

Public Session

BACKGROUND

The Public Sector Salary Disclosure (PSSD) Act was passed in 1996 to make Ontario's public sector more open and accountable to taxpayers. The Act requires annual publication of names, positions, and salaries where the individual's salary is \$100,000 or higher as recorded on the T4. The disclosures are reported and published for public viewing by March 31st each year. The Act covers School Boards.

DEVELOPMENT

An online reporting tool is used for organizations to submit information by the fifth working day of March; the 2024 PSSD submission was due Friday, March 7, 2025. The attached report details the Board's information that is made publicly available. This information was submitted to the Province of Ontario by the due date.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2024 Public Sector Salary Disclosure Report.

**Huron-Perth Catholic District School Board
2024 Public Salary Disclosure**

LAST NAME	FIRST NAME	POSITION	SALARY	BENEFIT
AARTS	KELLY ANN	Elementary Teacher	\$ 103,592.80	\$ 95.42
ANDERSON	KELLY	Elementary Teacher	\$ 104,591.84	\$ 198.28
APPEL	BROCK	Elementary Teacher	\$ 134,184.06	\$ 98.28
ATCHISON	JENNIFER	Secondary Teacher	\$ 138,003.18	\$ 97.72
BANNON	KIMBERLEY	Elementary Teacher	\$ 137,168.98	\$ 98.22
BASSO	MICHAEL	Secondary Teacher	\$ 133,376.81	\$ 98.17
BECKER	SARAH	Elementary Teacher	\$ 133,550.10	\$ 98.16
BECKER SOUDANT	CANDACE	Elementary Teacher	\$ 139,046.04	\$ 98.17
BENNINGER	MARSHA	Elementary Teacher	\$ 117,124.33	\$ 98.23
BEURMAN	KATHERINE	Elementary Teacher	\$ 132,738.92	\$ 98.17
BLACKMORE	LAURA	Secondary Vice-Principal	\$ 149,582.88	\$ 98.27
BLAKE	SARAH	Elementary Teacher	\$ 118,538.00	\$ 98.18
BODKIN	DAN	Elementary Principal	\$ 156,246.57	\$ 98.16
BOERSEN	MARK	Secondary Teacher	\$ 133,336.16	\$ 98.17
BOREHAM	TARA	Superintendent Of Education	\$ 162,386.90	\$ 98.21
BOTTEMA	LETICIA	Elementary Teacher	\$ 125,386.06	
BRACA	MARIANNE	Secondary Teacher	\$ 138,761.46	\$ 98.22
BRICKMAN	ANDRIA	Elementary Teacher	\$ 137,713.57	\$ 98.27
BROOKS	MELANIE	Elementary Teacher	\$ 133,265.12	\$ 98.17
BROWN	HEATHER	Elementary Teacher	\$ 133,088.22	\$ 98.17
BRUNEEL	MICHAEL	Elementary Principal	\$ 156,262.26	\$ 3,232.18
BUCHANAN	CATHY	Elementary Teacher	\$ 135,597.63	\$ 98.17
CAKEBREAD	TARA	Elementary Principal	\$ 157,909.91	\$ 98.16
CAMPBELL	CRAIG	Secondary Teacher	\$ 133,296.96	\$ 98.19
CAMPBELL	MICHELLE	Elementary Teacher	\$ 133,304.33	\$ 98.19
CAREW	SOPHIA MARIE	Elementary Teacher	\$ 131,022.85	\$ 98.17
CARROLL	JOSEPHINE	Elementary Teacher	\$ 130,840.59	\$ 98.26
CARTER	ANGELA	Elementary Teacher	\$ 133,336.16	\$ 98.17
CHRISTIE	GEORGE	Secondary Teacher	\$ 114,674.43	\$ 95.56
CLANCY	RYAN	Secondary Teacher	\$ 133,336.16	\$ 98.17
CLARK	HEIDI	Secondary Teacher	\$ 141,267.91	\$ 96.41
CLARO	LISA	Secondary Teacher	\$ 133,314.94	\$ 98.19
COOK	CAROLYN	Secondary Principal	\$ 163,883.02	\$ 98.22
COOK	HAILEY	Elementary Teacher	\$ 134,378.29	\$ 98.10
CORSAUT	JOHN B	Secondary Teacher	\$ 142,400.93	\$ 98.09
COUGHLIN	RILEY	Elementary Teacher	\$ 126,003.06	\$ 98.19
COURTNEY	KERRI LYN	Elementary Principal	\$ 154,754.09	\$ 98.18
CRAWFORD	PAIGE	Elementary Teacher	\$ 101,567.97	\$ 98.18
CRESSWELL	KRISTINE	Elementary Teacher	\$ 133,314.94	\$ 98.17
DAFOE	TRACIE	Elementary Teacher	\$ 133,665.07	\$ 98.15
DALE	CHRISTINE	Learning Coordinator	\$ 163,518.62	\$ 518.23
DAMEN	ANDREW	Secondary Teacher	\$ 135,030.15	\$ 98.09
DAVIES	MARGARET	Elementary Teacher	\$ 124,598.40	\$ 98.14
DAVIS	SHERRI	Elementary Teacher	\$ 134,584.55	\$ 98.28
DE JONG	DIANNE	Elementary Principal	\$ 141,162.30	\$ 2,562.95
DECHERT	MELANIE	Elementary Teacher	\$ 108,356.55	\$ 98.17
DEJONG	LISA	Secondary Teacher	\$ 133,037.53	\$ 98.17
DEJONG THOMAS	TONI	Elementary Teacher	\$ 136,384.35	\$ 98.28
DELION	JENNIFER	Elementary Teacher	\$ 133,883.62	\$ 98.27
DELUCA	CHRISTINA	Elementary Teacher	\$ 133,339.54	\$ 98.17
DELUCA	STEVE	Secondary Teacher	\$ 138,847.71	\$ 98.22
DENHAM	KRISTA	Elementary Teacher	\$ 116,589.48	\$ 98.21
DEVEREAUX	SARAH	Manager of Finance	\$ 159,362.06	\$ 98.17
DEVEREAUX	TYLER	Secondary Teacher	\$ 139,426.93	\$ 91.43
DEWAN	MARK	Secondary Teacher	\$ 135,816.73	\$ 98.12

LAST NAME	FIRST NAME	POSITION	SALARY	BENEFIT
DHONDT	PAUL	Learning Coordinator	\$ 166,317.67	\$ 518.22
DICKINS	HEATHER	Elementary Teacher	\$ 132,551.36	\$ 98.18
DIETRICH	MATTHEW	Secondary Teacher	\$ 102,182.73	\$ 98.16
DIEZ DE BONILLA	MARIANA	Elementary Teacher	\$ 129,733.36	\$ 98.19
DITNER	GLEN	Secondary Teacher	\$ 138,777.17	\$ 98.21
DOBSON	KATHLEEN	Elementary Teacher	\$ 132,908.72	\$ 98.17
DRAGER	MARY JO	Learning Coordinator	\$ 162,602.06	\$ 518.24
DRENNAN	BART	Secondary Teacher	\$ 135,052.11	\$ 97.93
DRENNAN	CHARLOTTE	Elementary Teacher	\$ 133,329.83	\$ 98.17
DRENNAN	KRISTINA	Elementary Teacher	\$ 117,658.89	\$ 98.23
DUCHARME	CHRISTA	Elementary Teacher	\$ 133,325.55	\$ 98.16
DUCHARME	MARY ELLEN	Superintendent Of Business	\$ 162,386.90	\$ 98.21
DUCHARME IVATTS	CARRIE	Elementary Teacher	\$ 133,287.75	\$ 98.16
DUNN VAN BAKEL	SUSAN	Secondary Teacher	\$ 133,322.32	\$ 98.12
DURAND	ANDREA	Secondary Teacher	\$ 133,474.00	\$ 98.17
DURST	LINDSAY	Mental Health Coach	\$ 110,578.10	\$ 97.77
DZIACKY	MICHELLE	Elementary Teacher	\$ 133,249.72	\$ 98.16
ELIASZIW	STEVE	Secondary Teacher	\$ 133,290.26	\$ 98.19
ENNETT	LAURA	Elementary Teacher	\$ 146,658.85	\$ 98.21
ENRIGHT	MICHELLE	Elementary Teacher	\$ 133,314.94	\$ 98.17
EWANCHUK	CHRISTINE	Elementary Teacher	\$ 133,302.26	\$ 98.17
EWING	SARAH	Elementary Teacher	\$ 132,160.40	\$ 98.16
FAIRWEATHER	NICOLE	Secondary Teacher	\$ 117,907.13	\$ 97.50
FILIPETTI	BRYSON	Secondary Teacher	\$ 105,179.56	\$ 80.93
FINCH	MELISSA	Secondary Teacher	\$ 138,695.61	\$ 98.23
FISHER	GRANT	Elementary Teacher	\$ 116,445.54	\$ 96.58
FLANAGAN	HAYLEY	Elementary Teacher	\$ 133,633.24	\$ 98.15
FLANAGAN	MARK	Ontario Youth Apprenticeship Program Leader	\$ 147,998.47	\$ 98.19
FRAYNE PITRE	ELIZABETH	Elementary Teacher	\$ 112,362.60	\$ 98.19
GARDINER	JENNIFER	Elementary Teacher	\$ 132,789.03	\$ 98.17
GEDDIS	JOSH	Secondary Teacher	\$ 133,650.78	\$ 98.17
GEIGER	STEVE	Secondary Teacher	\$ 138,262.22	\$ 96.81
GEORGE	HEATHER	Elementary Teacher	\$ 134,623.20	\$ 98.23
GIBBINGS	ROCHELLE	Elementary Teacher	\$ 132,764.22	\$ 98.19
GIBSON	NIKKI	Elementary Teacher	\$ 131,984.99	\$ 98.12
GILBERT	CARY	Elementary Teacher	\$ 136,330.69	\$ 93.99
GILMORE	ROSEMARY	Elementary Teacher	\$ 102,624.20	\$ 198.18
GLAVIN	NICOLE	Secondary Teacher	\$ 139,272.20	\$ 98.22
GOFORTH	STEVE	Secondary Teacher	\$ 133,289.56	\$ 98.17
GRACE	BONNIE	Secondary Teacher	\$ 133,345.47	\$ 98.16
GRACE	CHRISTOPHER	Secondary Principal	\$ 173,062.21	\$ 98.25
GRACEY	DAN	Elementary Principal	\$ 156,262.26	\$ 2,333.69
GRACEY	SHONA	Elementary Principal	\$ 156,262.26	\$ 98.16
GRAHAM	ANGELA	Elementary Teacher	\$ 113,076.61	\$ 98.21
GRAVEL	SHANNON	Elementary Teacher	\$ 133,364.98	\$ 98.16
GROENESTEGER	JEANNETTE	Elementary Teacher	\$ 114,349.87	\$ 98.22
HARTIN	JANE	Elementary Principal	\$ 156,256.45	\$ 98.16
HASTINGS	KAREN	Secondary Vice-Principal	\$ 149,153.48	\$ 98.25
HEAL	JAMES	Information and Communications Technology Specialist	\$ 104,351.32	\$ 578.24
HENDERSON	LORI	Elementary Teacher	\$ 132,570.33	\$ 98.16
HICKEY	FAYE	Elementary Teacher	\$ 133,194.34	\$ 98.17
HODGE	BRENNY	Elementary Teacher	\$ 128,777.02	\$ 98.27
HODGSON ANSEMS	MARY ANGELA	Executive Manager of Employee Relations	\$ 156,993.10	\$ 98.17
HOLTON	BILL	Secondary Teacher	\$ 138,764.62	\$ 98.22
HOWATT GERBER	KRISTINA	Speech Language Pathologist	\$ 136,807.93	\$ 98.26

LAST NAME	FIRST NAME	POSITION	SALARY	BENEFIT
HUGHES	MELANIE	Elementary Teacher	\$ 134,029.70	\$ 98.29
HURLEY	PATRICK	Elementary Teacher	\$ 133,314.94	\$ 98.19
INGRAM	ROBERT	Secondary Teacher	\$ 124,087.11	\$ 98.02
IRWIN	SANDRA	Elementary Teacher	\$ 132,589.17	\$ 98.15
JASPER	NICHOLAS	Elementary Teacher	\$ 132,981.51	\$ 98.18
KAUFMAN	LAURA	Elementary Teacher	\$ 123,922.01	\$ 98.23
KEENE	JENNIFER	Elementary Principal	\$ 156,784.98	\$ 98.16
KELLY	LISA	Elementary Teacher	\$ 114,237.78	\$ 98.23
KNAP	JACQUELINE	Elementary Teacher	\$ 114,342.48	\$ 98.23
KOCHER	BRYAN	Secondary Teacher	\$ 139,783.39	\$ 96.39
KRAMERS	KAREN	Elementary Teacher	\$ 135,647.76	\$ 98.17
LAGACE	AMELIE	Elementary Teacher	\$ 124,916.10	\$ 98.25
LANDERS	DAVID	Elementary Teacher	\$ 133,638.92	\$ 98.16
LANE	STEVE	Secondary Teacher	\$ 155,204.11	\$ 98.21
LANGAN	JESSICA	Learning Coordinator	\$ 158,056.12	\$ 418.22
LAURIN	JENNIFER	Secondary Teacher	\$ 133,394.19	\$ 98.17
LAWSON	JOHN	Manager of Information and Communications Technology	\$ 151,580.48	\$ 98.26
LEROUX	ANDREA	Elementary Principal	\$ 156,692.56	\$ 98.16
LEYSER	ROBERT	Elementary Teacher	\$ 106,017.58	\$ 98.18
LIOTTA	REBECCA	Elementary Principal	\$ 156,262.20	\$ 98.16
LOBB	ALICIA	Elementary Teacher	\$ 116,788.14	\$ 98.23
LONGSTAFF	ANDREA	Secondary Teacher	\$ 129,069.23	\$ 98.00
LOPEZ	EDGARDO	Secondary Teacher	\$ 113,458.79	\$ 97.64
LOW	ASHLEY	Elementary Teacher	\$ 125,959.93	\$ 98.19
LUNN	MEGAN	Elementary Teacher	\$ 120,682.80	\$ 98.20
MACARTHUR	SARAH MARY	Elementary Teacher	\$ 101,301.37	\$ 97.88
MAHOOD	THERESA	Secondary Teacher	\$ 133,263.92	\$ 98.17
MANZO	STEPHEN	Secondary Teacher	\$ 133,257.56	\$ 98.18
MARCY	BRIAN	Secondary Teacher	\$ 125,985.41	\$ 248.20
MARI	JAMES	Elementary Teacher	\$ 120,909.96	\$ 98.20
MARSHALL	LINDSAY	Secondary Teacher	\$ 133,293.72	\$ 98.16
MARTINEZ	ANTONIO	Secondary Teacher	\$ 132,747.33	\$ 95.83
MASSE	KATIE	Elementary Teacher	\$ 106,978.50	\$ 97.91
MATEUS RUIZ	NATANAEL	Secondary Teacher	\$ 133,293.72	\$ 98.16
MATHESON	SARAH	Secondary Teacher	\$ 114,185.66	\$ 98.16
MCCARROLL	PATRICK	Elementary Teacher	\$ 134,942.96	\$ 98.28
MCCARTHY	DEBORAH	Elementary Vice Principal	\$ 139,000.96	\$ 518.26
MCCONNELL	NATALIE	Elementary Teacher	\$ 132,738.92	\$ 98.17
MCDADE	SEAN	Elementary Principal	\$ 156,262.26	\$ 98.16
MCDONALD	KRISTINA	Secondary Teacher	\$ 138,118.53	\$ 98.22
MCINTOSH	MICHELLE	Elementary Teacher	\$ 133,336.16	\$ 98.17
MCLLWAIN	JILL	Elementary Teacher	\$ 132,011.35	\$ 98.17
MEADOWS	CHRISTINE	Elementary Teacher	\$ 109,732.35	\$ 98.19
MEYERS	CURTIS	Elementary Teacher	\$ 133,304.33	\$ 98.17
MEYERS	JENNA	Learning Coordinator	\$ 159,396.02	\$ 518.24
MILLER	KATHERINE	Elementary Teacher	\$ 133,183.24	\$ 98.22
MITCHELL	KATHRYN	Elementary Teacher	\$ 105,809.42	\$ 96.22
MOONEY	PATRICK	Elementary Teacher	\$ 122,458.13	\$ 98.26
MORRISON	DENISE	Elementary Teacher	\$ 121,373.51	\$ 98.25
MOSS	AIDEEN	Elementary Principal	\$ 156,632.06	\$ 98.16
MURRAY	JOEL	Secondary Teacher	\$ 110,181.47	\$ 98.22
NICHOLSON	ANNE MARIE	Manager of Plant and Operations	\$ 148,151.27	\$ 98.26
NICKEL	JULIE	Elementary Teacher	\$ 133,305.39	\$ 98.16
NOLAN	DENISE	Elementary Teacher	\$ 131,941.44	\$ 98.18
NYENHUIS	YVONNE	Secondary Teacher	\$ 113,451.00	\$ 97.06
OGRADY	SHARON	Elementary Teacher	\$ 133,325.55	\$ 98.16
O'KEEFE	CHRSTINE	Elementary Teacher	\$ 113,646.86	\$ 98.22

LAST NAME	FIRST NAME	POSITION	SALARY	BENEFIT
ONEILL	SANDRA	Elementary Teacher	\$ 129,841.30	\$ 98.17
O'REILLY	KATHLEEN	Elementary Teacher	\$ 117,930.98	\$ 97.42
OTTEN	LAURIE	Elementary Teacher	\$ 133,693.37	\$ 98.17
ODD	SARAH	Elementary Teacher	\$ 132,160.42	\$ 98.16
ODD	TERESA	Elementary Teacher	\$ 131,190.23	\$ 98.18
PETERS	DANIELLE	Elementary Teacher	\$ 136,507.23	\$ 98.19
PRENDERGAST	JENNIFER	Elementary Teacher	\$ 118,601.42	\$ 98.18
PRICE	MARCUS	Secondary Teacher	\$ 131,835.34	\$ 98.16
PSUTKA	TODD	Elementary Teacher	\$ 133,304.33	\$ 98.17
RAWES	WENDY	Elementary Teacher	\$ 133,281.88	\$ 98.17
REDMAN	THERESA	Secondary Teacher	\$ 134,730.36	\$ 98.18
REGIER	LAUREN	Elementary Teacher	\$ 132,328.35	\$ 98.16
REGIER	RHONDA	Elementary Principal	\$ 154,370.18	\$ 98.16
REID	SHANNON	Secondary Teacher	\$ 138,807.06	\$ 98.22
REID	STEVEN	Secondary Teacher	\$ 131,578.84	\$ 96.44
RIEHL	JULIANNE	Elementary Teacher	\$ 121,003.56	\$ 98.17
RIETMEYER	STACEY	Elementary Teacher	\$ 134,027.30	\$ 98.16
RIVERA	MELISSA	Elementary Teacher	\$ 130,065.63	\$ 98.20
ROBINSON	TINA	Secondary Teacher	\$ 151,484.92	\$ 97.88
ROBSON	JORDAN	Elementary Teacher	\$ 110,272.31	\$ 98.18
ROEHRIG	CHRISTOPHER	Director Of Education	\$ 204,602.08	\$ 98.23
ROXBURGH	RENITA	Secondary Principal	\$ 166,772.27	\$ 98.26
SALTER	SUE	Elementary Teacher	\$ 133,314.94	\$ 98.17
SAUNDERS	NICHOLE	Elementary Teacher	\$ 133,281.72	\$ 98.16
SCHOONDERWOERD	JEN	Elementary Teacher	\$ 134,688.63	\$ 98.28
SCHOONDERWOERD	KEN	Elementary Teacher	\$ 133,299.09	\$ 98.16
SCHUSTER	ANGELA	Elementary Teacher	\$ 131,137.92	\$ 98.17
SCOTT	COLLEEN	Elementary Teacher	\$ 134,189.93	\$ 98.28
SEBBEN	SCOTT	Elementary Teacher	\$ 124,869.05	\$ 98.25
SELBIE	JOHN	Secondary Teacher	\$ 138,653.86	\$ 98.22
SHANTZ	HOPE	Elementary Teacher	\$ 133,281.72	\$ 98.16
SHANTZ TEPKER	CHARLENE	Elementary Teacher	\$ 133,192.86	\$ 98.16
SHORE	STEPHANIE	Elementary Teacher	\$ 109,690.10	\$ 90.48
SHURGOLD	CRAIG	Secondary Teacher	\$ 127,323.60	\$ 98.24
SIMMONS	MARY KATHRYN	Elementary Teacher	\$ 101,565.33	\$ 248.19
SIMONS	KATIE-ANN	Elementary Teacher	\$ 123,746.43	\$ 98.18
SKILLEN	RACHEL	Secondary Teacher	\$ 133,680.08	\$ 98.18
SKINN	MARY	Elementary Teacher	\$ 128,197.74	\$ 98.22
SKINNER	PAULINE	Elementary Teacher	\$ 117,618.22	\$ 95.69
SLOAN	PEGGY	Elementary Teacher	\$ 133,269.49	\$ 98.17
SMITH	JOANNE	Elementary Teacher	\$ 133,251.90	\$ 98.17
SMITH	M WAYNE	Secondary Teacher	\$ 126,635.99	\$ 98.19
SOARES	JOE	Elementary Teacher	\$ 133,325.55	\$ 98.16
SORGER NEEDHAM	LORETTA	Elementary Teacher	\$ 131,855.91	\$ 89.02
STANBURY	KEELIN	Elementary Teacher	\$ 107,046.15	\$ 98.16
STAPLETON	LORI LYNN	Elementary Principal	\$ 156,262.26	\$ 98.16
STEEPER	NATALIE	Elementary Teacher	\$ 125,075.26	\$ 98.17
STEEPER	SARA	Elementary Teacher	\$ 113,403.58	\$ 98.27
STEINMANN	JASON	Secondary Teacher	\$ 130,377.45	\$ 98.17
STEPHENS	SHARON	Elementary Principal	\$ 156,262.26	\$ 98.16
STOCK BATEMAN	ANNE	Secondary Teacher	\$ 133,200.75	\$ 97.72
SUSKI	ADAM	Secondary Teacher	\$ 134,245.39	\$ 98.22
TAIT	IRENE	Elementary Teacher	\$ 133,524.52	\$ 98.26
TAMAS	HEATHER	Elementary Teacher	\$ 133,262.78	\$ 98.17
TAYLOR	LAURA	Elementary Teacher	\$ 133,698.82	\$ 98.16
THUSS	CAROLINE	Learning Coordinator	\$ 159,952.75	\$ 518.24
THUSS	JEFFREY	Elementary Teacher	\$ 133,293.72	\$ 98.16
TIGANI	KAREN	Superintendent Of Education	\$ 162,386.90	\$ 98.21

LAST NAME	FIRST NAME	POSITION	SALARY	BENEFIT
TRACHSEL	SPENCER	Elementary Teacher	\$ 109,674.99	\$ 98.20
VALCKE	PAULA	Elementary Principal	\$ 147,809.43	\$ 2,774.11
VAN DONGEN	KRISTI	Elementary Teacher	\$ 133,297.08	\$ 98.17
VAN GEEL	ANGELA	Elementary Teacher	\$ 133,339.54	\$ 98.17
VAN KERKOERLE	TRACEY	Elementary Teacher	\$ 133,528.96	\$ 98.16
VANDER HYDEN	DEREK	Secondary Teacher	\$ 133,336.16	\$ 98.17
VANDERLOOP	KAELEIGH	Secondary Teacher	\$ 133,681.87	\$ 98.16
VERBERNE	CHAD	Secondary Teacher	\$ 151,293.69	\$ 97.32
VERBERNE	HILARY	Elementary Teacher	\$ 131,336.00	\$ 98.17
VIVIAN	JAMES	Secondary Teacher	\$ 109,330.85	\$ 98.19
VONEUW	KATHLEEN	Secondary Teacher	\$ 138,757.30	\$ 98.22
WARREN VRBANAC	TARA	Secondary Teacher	\$ 135,056.31	\$ 98.22
WEILER	LIZA	Elementary Teacher	\$ 130,801.06	\$ 98.17
WEILER	MIKE	Elementary Teacher	\$ 133,235.00	\$ 98.17
WELLS	JODIE	Secondary Teacher	\$ 133,553.39	\$ 97.90
WESTBROOK	KAITLIN	Mental Health Lead	\$ 142,656.23	\$ 98.22
WHYTE	KRISTEN	Elementary Teacher	\$ 101,518.98	\$ 98.20
WILKIE	KERI	Elementary Teacher	\$ 131,133.51	\$ 98.17
WILLEMSE	MARY JANE	Elementary Teacher	\$ 132,093.67	\$ 98.17
WILSON	ASHLEY	Elementary Teacher	\$ 129,584.17	\$ 98.18
WOJCIK	NANCY	Elementary Teacher	\$ 133,304.33	\$ 98.17
WYDEVEN	KATIE	Elementary Teacher	\$ 132,537.01	\$ 98.18
YEATS	VANESSA	Applied Behaviour Analysis Leader	\$ 105,926.12	\$ 98.20
ZUTT	JENNIFER	Elementary Teacher	\$ 106,703.99	\$ 98.16



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: March 24, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

FACILITY PROJECT APPROVALS (VARIOUS)

Public Session

BACKGROUND

School Condition Improvement (SCI) funding is intended to help school boards address the identified renewal needs from the Ministry's School Condition Assessment Program. SCI funding is allocated in proportion to a school board's total assessed renewal needs. The School Condition Assessment Program was relaunched in 2023. The Ministry conducted assessments on all Board buildings in the fall of 2024. Reports related to these recent assessments have not yet been received. The Board's 2024-25 allocation is \$2,642,821.00 and is based on the 2017 Ministry assessments. Projects funded under this program must support the overall objective of addressing facility renewal needs (either assessed needs or on a proactive basis). Due to the scope and size of SCI projects, they are usually completed during the summer months.

DEVELOPMENT

The following facility capital projects are planned to begin during the 2024-25 school year. These projects will be funded through the SCI allocation.

1. Jeanne Sauvé Catholic School - Roof Area B

The Ministry conducted facility assessments in 2017 identified the need to re-roof sections of the school. This year the west end of the school will be replaced. This area of roofing is twenty two years old. POW Architecture was authorized to prepare a tender package for this project. The tender package was advertised in the Daily Commercial News.

The tender closed on February 28, 2025 at 2:00 p.m. A tender report from POW Architecture is attached. Seven (7) quotes were received. It is recommended that T.P. Crawford Limited be awarded this contract in the amount of \$390,035.43. The re-roofing project will be completed during the summer months.

2. St. Anne's Catholic Secondary School - Roof Area O

The Ministry conducted facility assessments in 2017 identified the need to re-roof sections of the school. Over the last two years the central section and tech section of the school has been re-roofed. This year a section/half of the east wing of the school will be replaced. This area of roofing is twenty years old. POW Architecture was authorized to prepare a tender package for this project. The tender package was advertised in the Daily Commercial News.

The tender closed on March 6, 2025 at 2:00 p.m. A tender report from POW Architecture is attached. Six (6) quotes were received. It is recommended that Atlas-Apex Roofing Inc.be awarded this contract in the amount of \$329,892.20. The re-roofing project will be completed during the summer months.

3. St. James Catholic School - Roof Areas C & D

The Ministry conducted facility assessments in 2017 and identified the need to re-roof east sections of the school. This area of roofing is twenty four years old. POW Architecture was authorized to prepare a tender package for this project. The tender package was advertised in the Daily Commercial News.

The tender closed on March 6 , 2025 at 2:00 p.m. A tender report from POW Architecture is attached. Six (6) quotes were received. It is recommended that T.P. Crawford Limited be awarded this contract in the amount of \$402,958.00. The re-roofing project will be completed during the summer months.

4. St. Joseph Stratford Catholic School - Roof Area A

The Ministry conducted facility assessments in 2017 and identified the need to re-roof the north sections of the school. This area of roofing is twenty seven years old. POW Architecture was authorized to prepare a tender package for this project. The tender package was advertised in the Daily Commercial News.

The tender closed on February 28, 2025 at 2:00 p.m. A tender report from POW Architecture is attached. Seven (7) quotes were received. It is recommended that T.P. Crawford Limited be awarded this contract in the amount of \$281,194.59. The re-roofing project will be completed during the summer months.

5. Our Lady of Mount Carmel Catholic School - Roof Area A

The Ministry conducted facility assessments in 2017 and identified the need to re-roof north/south sections of the school. This area of roofing is thirty three years old. POW Architecture was authorized to prepare a tender package for this project. The tender package was advertised in the Daily Commercial News.

The tender closed on March 6, 2025 at 2:00 p.m. A tender report from POW Architecture is attached. Six (6) quotes were received. It is recommended that T.P. Crawford Limited be awarded this contract in the amount of \$481,007.10. The re-roofing project will be completed during the summer months.

RECOMMENDATIONS

THAT the Huron-Perth Catholic District School Board awards the Jeanne Sauvé Catholic School roof area B project to T.P. Crawford Limited for a total amount of \$390,035.43 (including HST).

THAT the Huron-Perth Catholic District School Board awards the St. Anne's Catholic Secondary School roof area O project to Atlas-Apex Roofing Inc. for a total amount of \$329,892.20 (including HST).

THAT the Huron-Perth Catholic District School Board awards the St. James Catholic School roof areas C & D project to T.P. Crawford Limited for a total amount of \$402,958.00 (including HST).

THAT the Huron-Perth Catholic District School Board awards the St. Joseph Stratford Catholic School roof area B project to T.P. Crawford Limited for a total amount of \$281,194.59 (including HST).

THAT the Huron-Perth Catholic District School Board awards the Our Lady of Mount Carmel School roof area A project to T.P. Crawford Limited for a total amount of \$481,007.10 (including HST).



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

**Jeanne Sauve Catholic Elementary School
Roof Area B**

Project No.: 24-16-0058

TENDER REPORT

This project was advertised in the Daily Commercial News. Seven contractors received drawings and specifications, and the following seven prices were received. All prices are HST inclusive.

Keller Roofing & Sheet Metal	\$ 553, 248.00
Flynn Canada Ltd.	\$ 541, 274.30
Atlas-Apex Roofing Inc.	\$ 454, 641.94
Simple Gooder Roofing Ltd.	\$ 442, 734.00
H&N Roofing and Sheet Metal Ltd.	\$ 439, 243.43
Smith-Peat Roofing & Sheet Metal Ltd.	\$ 416, 410.65
T.P. Crawford Limited	\$ 390, 035.43

T.P. Crawford Limited has successfully completed one project for the Board and four for this office. We therefore recommend that the Board award this contract to T.P. Crawford Limited for the Base Bid in the amount of \$ 390, 035.43.

Respectfully submitted

POW ARCHITECTURE INC.

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



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

**St. Anne's Catholic Secondary School
Roof Area O**

Project No.: 24-16-0062

TENDER REPORT

This project was advertised in the Daily Commercial News. Seven contractors received drawings and specifications, and the following six prices were received. All prices are HST inclusive.

Keller Roofing and Sheet Metal Ltd.	\$ 544,660.00
H&N Roofing and Sheet Metal Ltd.	\$ 379,789.61
Semple Gooder Roofing Ltd.	\$ 370,640.00
TP Crawford Limited	\$ 351,995.00
Smith-Peat Roofing and Sheet Metal Ltd.	\$ 330,219.90
Atlas-Apex Roofing Inc.	\$ 329,892.20

Atlas-Apex Roofing Inc. has successfully completed projects in the past for the Board and for this office. We therefore recommend that the Board award this contract to Atlas-Apex Roofing Inc. for the Base Bid in the amount of \$ 329,892.20

Respectfully submitted

POW ARCHITECTURE INC.

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



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

**St. James Catholic Elementary School
Roof Areas C & D**

Project No.: 24-16-0060

TENDER REPORT

This project was advertised in the Daily Commercial News. Seven contractors received drawings and specifications, and the following six prices were received. All prices are HST inclusive.

H&N Roofing and Sheet Metal Ltd.	\$ 523,091.69
Smith-Peat Roofing and Sheet Metal Ltd.	\$ 517,654.13
Atlas-Apex Roofing Inc.	\$ 501,991.20
Simple Gooder Roofing Ltd.	\$ 494,262.00
Keller Roofing and Sheet Metal Ltd.	\$ 492,680.00
TP Crawford Limited	\$ 402,958.00

T.P. Crawford Limited has successfully completed one project for the Board and four for this office. We therefore recommend that the Board award this contract to T.P. Crawford Limited for the Base Bid in the amount of \$ 402,958.00.

Respectfully submitted

POW ARCHITECTURE INC.

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



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

**St. Joseph Catholic Elementary School (Stratford)
Roof Area B**

Project No.: 24-16-0061

TENDER REPORT

This project was advertised in the Daily Commercial News. Seven contractors received drawings and specifications, and the following seven prices were received. All prices are HST inclusive.

Flynn Canada Ltd.	\$ 406,415.80
Keller Roofing and Sheet Metal Ltd.	\$ 380,584.00
Semple Gooder Roofing Ltd.	\$ 356,854.00
Atlas-Apex Roofing Inc.	\$ 345,959.67
H&N Roofing and Sheet Metal Ltd.	\$ 334,493.56
Smith-Peat Roofing and Sheet Metal Ltd.	\$ 315,117.45
TP Crawford Limited	\$ 281,194.59

T.P. Crawford Limited has successfully completed one project for the Board and four for this office. We therefore recommend that the Board award this contract to T.P. Crawford Limited for the Base Bid in the amount of \$ 281,194.59.

Respectfully submitted

POW ARCHITECTURE INC.

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



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

**Our Lady of Mount Carmel Catholic Elementary School
Roof Area A**

Project No.: 24-16-0059

TENDER REPORT

This project was advertised in the Daily Commercial News. Seven contractors received drawings and specifications, and the following six prices were received. All prices are HST inclusive.

Simple Gooder Roofing Ltd.	\$ 647, 829.00
H&N Roofing and Sheet Metal Ltd.	\$ 601, 936.43
Atlas-Apex Roofing Inc.	\$ 601, 657.20
Keller Roofing & Sheet Metal	\$ 552, 570.00
Smith-Peat Roofing and Sheet Metal Ltd.	\$ 540, 164.86
TP Crawford Limited	\$ 481, 007.10

T.P. Crawford Limited has successfully completed one project for the Board and four for this office. We therefore recommend that the Board award this contract to T.P. Crawford Limited for the Base Bid in the amount of \$ 481, 007.10.

Respectfully submitted

POW ARCHITECTURE INC.

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



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

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

P 3.4.12 WORKPLACE HARASSMENT

Public Session

BACKGROUND

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

DEVELOPMENTS

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

The full policy is attached to this report. The revised policy was available on the Board's website for vetting. The policy is being recommended for approval.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves policy P3.4.12 Workplace Harassment.



HURON-PERTH CATHOLIC

District School Board

Workplace Harassment Policy

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

BELIEF STATEMENT:

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

POLICY STATEMENT:

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

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

PROCEDURES:

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

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

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

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

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

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

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

Workplace Harassment Program

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

1. Reporting Workplace Harassment

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

The report of the incident should include the following information:

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

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

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

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

2. Investigation

a. Commitment to Investigate

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

b. Who Will Investigate

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

c. Timing of the Investigation

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

d. Investigation Process

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

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

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

e. Results of the Investigation

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

f. Confidentiality

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

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

All records of the investigation will be kept confidential.

g. Handling Complaints

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

3. Record Keeping

The Board will keep records of the investigation including:

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

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

DEFINITIONS:

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

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

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

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

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

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

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

REFERENCES:

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

RESOURCES, APPENDICES AND FORMS:

Appendix 1 - HPCDSB Workplace Harassment Complaint Form

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

Name of Worker

Contact information of Worker (Address, Telephone, Email)

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

Name of Alleged Harasser

Contact information of Harasser (Address, Telephone, Email)

Section 3 - Details of Complaint of Workplace Harassment

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

Section 4 - Relevant Documents and Evidence

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

Section 5 - Comments or Additional Documents

Section 6 - Signature and Date



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

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

INFECTIOUS DISEASE EMERGENCY

Public Session

BACKGROUND

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

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

Among the findings were:

- An appreciation that there is very little certainty regarding the details of a proposed plan
- Initial plans are subject to comprehensive and ongoing changes based on emerging evidence during a pandemic or other infectious disease emergency
- The importance of allowing flexibility for future plans (in consultation with public health and government authorities)
- The need to ensure future policies and procedures or guidelines will be informed by things we learned from the COVID-19 pandemic as well as other emergencies where there is significant impact across the district
- The need to ensure decisive command and control structures at the beginning and throughout
- The need to have comprehensive plans that contemplate the following elements:
 - Infection prevention and control guidelines
 - Case monitoring and reporting requirements
 - Communication strategies
 - Continuity for teaching/learning and faith formation
 - Integration with other emergency procedures
 - Opportunities for ongoing reflection, debriefing and updating, as appropriate.

The revised policy requires that pandemic response plans endeavour to:

- Keep student and staff safety at the forefront
- Ensure continuity of learning

- Ensure continuity in faith formation and
- Follow direction from public health and the Ministry of Education.

The revised policy represents a total overhaul of the previous policy based on our experiences during the COVID-19 pandemic as well as our collective learning and reflection afterward. The revised policy is also informed by feedback from public health. The Board's detailed plan for the COVID-19 pandemic is included as Appendix A to provide future administrations with a sample of the scope and type of considerations we engaged in, for dealing with a particular infectious disease emergency in our school systems and indeed, provincially in that particular case.

DEVELOPMENTS

The Infectious Disease Emergency Policy was developed with the intention of setting us up well for any future infectious disease emergency. We anticipate that there may be infectious disease outbreaks or emergencies and/or future pandemics that will require prompt and decisive action.

In our recent history, we responded promptly and diligently to the COVID-19 pandemic by developing guidelines to follow in our schools and offices. There was training for students and staff in order to support everyone's safety while ensuring continuity of learning. We followed the direction of public health and implemented required procedures and measures. Staff, students and families did their best to adhere to the requirements and worked hard to remain flexible, as things changed over time. Upon reflection, and in reading some of the reports that have come out post-pandemic, we acknowledge that there has been learning within the scientific and healthcare communities that will inform future infectious disease emergencies.

We know that we will take our direction from the experts in public health as well as from the relevant governmental ministries. Each emergency or infectious disease will have unique circumstances and we will need to be flexible in order to shift and shape our response accordingly. Our experience and our context gives us confidence that we can and will pivot immediately as needed. We can swiftly bring people together and draft plans, in light of the policy as well as the current information that is available at that time.

In preparing this policy, a draft was sent to Huron-Perth Public Health for vetting and feedback. Based on recommendations from the Huron-Perth Public Health some revisions were made to the policy presented at the January 27, 2025 and the February 24, 2025 Board Meeting. In addition, some consideration was given to feedback from trustees.

The revised policy was available on the Board's website for vetting. The policy is being recommended for approval.

RECOMMENDATION

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



HURON-PERTH CATHOLIC

District School Board

Infectious Disease Emergency

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

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes that, as a Catholic community of faith, we rely on our faith and each other to navigate crises such as infectious disease emergencies (e.g. pandemics). As we journey through challenging times, we call upon the gifts of the Holy Spirit to guide us through service, worship and prayer. We recognize that an infectious disease emergency may cause increased anxiety for individuals and the community and we turn to our faith to guide us as we strive to support and care for one another. Together we will acquire and utilize the appropriate knowledge and skills to ensure the well-being of students and staff is upheld.

POLICY STATEMENT:

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

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

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

PROCEDURE:

1.0 Infectious Disease Response Team

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

- Supervisory Officers

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

2.0 System-wide Infectious Disease Response Plans

All infectious disease response plans shall be created in consultation with Huron-Perth Public Health, the Ministry of Education, and the conterminous school board (i.e. Avon-Maitland District School Board). The plan shall apply to schools, sites and transportation. Some events may be restricted to just one school/site and may not be board wide. Given the wide array of infectious diseases the specificity of considerations (below) should be detailed in consultation with public health officials and health & safety experts in response to each circumstance that presents itself.

2.1 Elements to Consider

2.1.1 Infection Prevention and Control (IPAC) Guidelines

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

2.1.3 Case Monitoring and Reporting Requirements

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

2.1.4 Communication

Staff
 Students, Caregivers and Community
 Signage

2.1.5 Teaching and Learning

Remote Learning (synchronous/asynchronous)
 In-Person Learning
 Blended Approaches (Remote/In-Person)
 Catholic Faith formation and opportunities for prayer
 Mental Health Supports

2.1.6 Integration with Emergency Procedures

Emergency Procedures Policy 2.1.6.
First Aid

A sample of the Board's Reopening Guidelines for the 2020 COVID-19 global pandemic is attached as Appendix A. This is intended to serve as a guide and present examples of the scope and type of considerations the board engaged in during an infectious disease emergency.

DEFINITIONS:

- N/A

REFERENCES:

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

RESOURCES, APPENDICES AND FORMS:

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



HURON-PERTH CATHOLIC

District School Board

Infectious Disease Emergency

Adopted:	October 22, 2007	Policy #:	P 2.1.7.
Revised:	March 24, 2025	Policy Category:	2.1. School Operations
	February 24, 2020		

BELIEF STATEMENT:

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 Other recommendations from public health

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 Case and contact management and exclusion as necessary~~–~~

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Staff
 Students, Caregivers and Community
 Signage

2.1.5 Teaching and Learning

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 In-Person Learning
 Blended Approaches (Remote/In-Person)
 Catholic Faith formation and opportunities for prayer
 Mental Health Supports

2.1.6 Integration with Emergency Procedures

Emergency Procedures Policy 2.1.6.

First Aid

~~Fire~~

~~Lockdown and other emergency procedures, as appropriate~~

A sample of the Board's Reopening Guidelines for the 2020 COVID-19 global pandemic is attached as Appendix A. This is intended to serve as a guide and present examples of the scope and type of considerations the board engaged in during an infectious disease emergency.

DEFINITIONS:

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RESOURCES, APPENDICES AND FORMS:

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REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

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

FAITH FORMATION REPORT

Public Session

BACKGROUND

Faith formation is the cornerstone of Catholic education, shaping students, staff, and school communities in their spiritual growth and commitment to living out the Gospel. The Huron-Perth Catholic District School Board's 2024-2027 Strategic Plan affirms this priority, ensuring that Catholic faith formation is embedded across all programs and school experiences. Rooted in the Board's spiritual theme, "On Fire with the Spirit – Awaken, Illuminate, Rejoice," the faith formation strategy calls for a renewed focus on fostering missionary discipleship while strengthening partnerships with Families of Parishes.

To actualize these goals, the Board has outlined key faith formation actions that every school will undertake. Schools are expected to provide ongoing catechesis for staff and students, integrate Catholic virtues and graduate expectations into learning, and ensure that Sacramental preparation and faith-filled experiences are at the heart of school life. Additionally, service learning and Christian outreach are emphasized, with a strong focus on social justice initiatives that align with the teachings of the Church.

The success of faith formation initiatives will be measured through increased participation in school and parish faith-building experiences, the visible integration of Catholic identity in all areas of learning, and the strengthening of partnerships between schools, families, and the Church. Through these intentional efforts, the Board seeks to nurture schools that are vibrant, faith-filled communities, where students and staff are inspired to live their faith boldly and joyfully.

DEVELOPMENTS

Staff Faith Formation

The Huron-Perth Catholic District School Board is committed to providing ongoing Catechesis and Faith Formation for both staff and students through a variety of meaningful and engaging experiences. A key priority in our 2024-2027 Strategic Plan is to maximize faith formation opportunities for staff, recognizing that nurturing the faith of educators directly impacts the faith development of students. One significant action in this plan is the organization of spiritual retreats and prayer services, designed to deepen the spiritual lives of our staff and foster a stronger sense of communal faith.

Under the new strategic plan, we are intentionally tracking school participation over time to ensure that faith formation is actively growing in every school. Our goal is to ensure representation from 100% of schools, reinforcing the understanding that while faith is deeply personal, it must also be nurtured as a shared community experience.

As we continue to grow in faith together, an exciting opportunity ahead is the upcoming staff pilgrimage to Martyrs' Shrine in May, organized by Religion and Family Life Learning Coordinator Caroline Thuss. This pilgrimage offers a unique and enriching experience for personal spiritual renewal while also inspiring faith leadership across our school communities.

By bringing together representatives from each school, we are nurturing faith formation leaders who can return inspired and equipped to share their experiences, strengthening the broader faith culture within their schools. Each school will have the opportunity to send a delegation, and members of the Catholic Education Centre and Trustees are also welcome to join, reinforcing the collaborative spirit of faith leadership within our Board.

Set against the backdrop of the historic Martyrs' Shrine, this pilgrimage invites participants to connect with the profound legacy of the Canadian Martyrs, whose enduring faith helped lay the spiritual foundation of our country. For nearly 400 years, this sacred site has been a beacon of faith, love, and mission, drawing over 100,000 pilgrims annually. Visiting such a significant place provides an opportunity to deepen one's faith journey, reflect on our shared Catholic heritage, and return renewed in spirit—ready to inspire and uplift our school communities.

This exciting initiative reflects our commitment to fostering vibrant faith communities, where personal growth, faith leadership, and collective renewal are at the heart of our mission. Through experiences like this, we continue to awaken, illuminate, and rejoice in our shared journey of faith.

Investment Grant Update

At the February Board meeting, an update was provided on the ongoing implementation of our Pastoral Plan strategic goal. As part of our commitment to faith formation and Catholic education, we continue to invest in opportunities that support students, staff, and school communities in deepening their faith.

Board Financial Investments in Faith Formation

Through the Faith Formation Investment grant, all schools have been provided with funding to enhance their Pastoral Plan initiatives. This funding supports various aspects of faith formation, including retreats, guest speakers, liturgical resources, and other initiatives that promote spiritual growth. Schools were eligible to apply for up to \$5,000 (elementary) and \$10,000 (secondary) to support their plans.

Faith Formation Grant – Selection Guidelines

Principals were encouraged to allocate their budget to align with our strategic plan's core themes: Awakening, Illuminating, and Rejoicing in the faith. Schools have chosen a diverse range of initiatives from the following categories:

1. Deepening Faith Experiences for Students and Staff

- Retreats & Pilgrimages: Schools have planned faith-centered experiences.
- Guest Speakers & Workshops: Motivational Catholic speakers such as Chris Bray, have been engaged to inspire staff and students.
- Music & Worship Events: Praise and worship nights are being hosted to deepen students' connection to faith.
- Parish Partnership Initiatives: Schools are collaborating with parishes to strengthen community connections, including student-led post-Mass hospitality events and grade-level retreats.

2. Embedding Catholic Social Teachings in Programs

- Schools have invested in tangible faith resources such as crucifixes, prayer tables, liturgical artifacts, and Catholic books for all grade levels.
- Schools are strengthening visual representations of faith through virtue-based bulletin boards, banners, and posters.

3. Expanding Service Learning Opportunities

- Schools are actively partnering with Development & Peace, St. Vincent de Paul, L'Arche, and Community Living to provide hands-on experiences in Catholic Social Teaching.
- Community service days and school-wide Christian service challenges are being implemented.
- Programs such as the Ontario Catholic Graduate Expectation Reinforcement/Recognition Program and the Joy Disciple Recognition Program are being integrated to highlight and celebrate students' faith in action.

4. Supporting Staff in Faith Formation

- Opportunities for theological training and professional learning are being provided.
- Schools are organizing staff retreats, prayer and reflection days, and faith-based leadership development opportunities.

5. Strengthening School-Wide Faith Initiatives

- Schools are enhancing Advent and Lenten celebrations through new liturgical materials such as Advent wreaths and crowns of thorns.
- Youth ministry initiatives and student-led faith groups are being supported.
- Schools are reinforcing sacramental preparation and family engagement events that encourage faith formation at home.

Next Steps

As we continue to track the impact of these initiatives, our focus remains on ensuring that every school's Pastoral Plan reflects our mission to awaken, illuminate, and rejoice in our Catholic faith. Schools will continue to share their successes and best practices, strengthening a vibrant faith-filled community across the district.

To support the effective implementation of these initiatives, Superintendent Sean McDade and Religion and Family Life Coordinator Caroline Thuss are reviewing all grant applications and collaborating with Manager of Finance Sarah Devereaux to facilitate the timely distribution of funds.

In addition, we are working on a meaningful way to celebrate and showcase the success of this program at the Catholic Education Week Mass in May. This will be an opportunity to highlight how these initiatives have enriched faith formation in our schools and to recognize the dedication of our educators and faith leaders.

We are grateful for the commitment of our principals, educators, and faith leaders in bringing these initiatives to life. Through their dedication, our schools continue to grow as thriving faith communities, enriching the spiritual formation of students and staff alike.

RECOMMENDATION

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



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

ARTIFICIAL INTELLIGENCE BACKGROUND AND DEVELOPMENTS REPORT

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board adopted Policy # P 3.2.2. – Artificial Intelligence on December 11, 2023, under the Information and Communications Technology (3.2) policy category. This policy was established to provide a framework for the responsible and ethical use of artificial intelligence (AI) within schools, ensuring alignment with the Board’s Mission and Vision, Catholic Teachings, and a commitment to the common good.

The policy is guided by a belief statement affirming that AI use in schools must be intentional, responsible, and rooted in human dignity. The Board recognizes that AI technologies should support, rather than replace, human decision-making, and their use must align with principles of accountability, transparency, and fairness. Additionally, the policy underscores the importance of addressing bias, discrimination, and misinformation inherent in AI systems.

Key provisions of the policy include:

- Approval Requirements – All AI-enabled applications used in classrooms or operations must undergo Board approval, with a focus on privacy, security, and ethical considerations.
- Student Use – AI may be integrated into teaching and learning but requires teacher approval, supervision, and explicit guidelines to ensure alignment with curriculum and assessment policies.
- Ethical Considerations – Staff and students are required to cite AI-generated content, ensuring integrity and academic honesty. The policy also establishes restrictions on AI use in assessment and reporting to safeguard educational integrity.
- Privacy and Security – The collection and use of student and staff data must comply with Board policy and applicable privacy laws (FIPPA/MFIPPA).
- Risk Management – AI outputs must be reviewed for accuracy, reliability, and potential risks related to privacy, reputation, and student well-being.

Since the adoption of this policy, AI has evolved at an unprecedented pace, introducing new opportunities and challenges that impact learning, teaching, and corporate services. Given these rapid advancements, the Board is now revisiting Policy # P 3.2.2. to ensure it remains appropriately relevant and adaptable. A review is underway to develop more detailed guidelines that will support ethical and effective AI use across the Board’s domains of education, operations, and governance.

DEVELOPMENTS

Artificial Intelligence Consortium for Ontario School Boards

Under the leadership of Director Karen Tigani, the Huron-Perth Catholic District School Board is joining a newly formed consortium of Ontario School Boards led by the consulting firm ALPLEARN (<https://alplearn.com>). This strategic collaboration will position the Board at the forefront of AI literacy, policy development, and responsible implementation within Catholic education in Ontario and beyond.

ALPLEARN brings extensive expertise and a proven track record in supporting school systems worldwide in understanding, designing, and integrating AI into education and operations. Through their engaging, deliverables-oriented process, ALPLEARN has successfully helped hundreds of school systems across North America and globally develop AI strategies, policies, and implementation frameworks. Within Ontario, highly reputable and respected educational leaders and boards (i.e. Ottawa Catholic) have engaged with ALPLEARN and provide their endorsement for the quality of learning and change management support provided.

As part of the consortium, the Board will strive to learn and build skills to:

- Collectively build AI literacy among educators, administrators, and stakeholders.
- Develop and refine principles, guidelines, and frameworks that align with Catholic values and best practices in AI ethics.
- Design and implement policies that ensure AI enhances learning, teaching, and corporate services while maintaining accountability and transparency.

By participating in this consortium, the Board is taking a proactive leadership role in shaping the responsible integration of Generative AI in education. This partnership will allow the Board to collaborate, learn, and innovate alongside other Ontario school boards, ensuring that students and staff are equipped with the necessary skills, ethical considerations, and safeguards to navigate an AI-driven future. We will keep pace with our peers who are also engaging in this learning and skill-building process.

Ontario Catholic Supervisory Officers' Association (OCSOA) Leadership in Professional Development

Superintendent Sean McDade recently attended an OCSOA professional development session led by Dr. Tom D'Amico, Director of Education for the Ottawa Catholic District School Board (OCSB). The OCSB has embraced AI integration, implementing a thoughtful, structured approach that leverages specific AI tools to enhance learning, streamline operations, and support educators. Their blueprint for AI implementation, available on their website, serves as a model for other Catholic school boards seeking to establish ethical and effective AI frameworks. The OCSB's resources provide valuable insight into how AI can be integrated in a way that aligns with Catholic values while empowering students and staff.

[Ottawa Catholic District School Board - Artificial Intelligence at OCSB](#)

Under the leadership of Superintendents Tara Boreham, Mary-Ellen Ducharme, and Sean McDade the Huron-Perth Catholic District School Board is actively reviewing the Ottawa Catholic plan and exploring how its best practices and implementation strategies can be adapted to meet the needs of our own district. This review will run in parallel to Huron-Perth Catholic DSB participation in the Ontario AI consortium and collaboration with ALPLEARN,

ensuring that our Board is positioned to develop AI policies and practices that are both innovative and aligned within our Board's spiritual theme and mission.

Commitment to Action Research and AI Exploration

The Huron-Perth Catholic District School Board is committed to action research as a key driver in understanding and implementing Artificial Intelligence technologies responsibly and effectively. Under the leadership of the Superintendents, Learning Coordinators, and Managers, the Board is actively engaging in an exploration of AI to determine its potential benefits and practical applications.

While our specific action research focus is still emerging, we are initially interested in how AI can reduce administrative and time-consuming tasks, allowing employees to dedicate more time to human connection, pastoral care, and our spiritual theme of "On Fire with the Spirit." Our hope is that this research will eventually extend to all areas of our organization, providing efficiencies that enhance learning, teaching, and corporate services while remaining aligned with Catholic values and human-centered education.

AI Research Initiatives Underway

As part of this initiative, we are embarking on three key areas of AI exploration:

1. Evaluation of AI for Professional Productivity

Members of the senior team, IT department, coordination, and corporate teams will be evaluating professional versions of ChatGPT and Gemini. The focus will be on document and email editing, proofreading, and minor content generation to assess how AI can streamline administrative workflows while maintaining accountability and transparency. The ultimate goal is to identify areas where AI can repurpose time, allowing staff to dedicate more focus to human-connection tasks and pastoral support, reinforcing our commitment to faith-based leadership, staff coaching and mentorship, and pastoral care for staff and students.

2. Testing AI Tools to Support Teaching and Learning

Based on the Ottawa Catholic District School Board's (OCSB) work, we will begin introductory testing of three AI-powered educational tools:

- A student-centered AI assistant designed to support personalized learning, lesson planning, and administrative efficiency for teachers.
- An AI-powered teacher assistant that automates tasks like grading, feedback, and differentiation while aligning with curriculum outcomes.
- A differentiation tool that generates leveled reading materials, scaffolds, and personalized supports to enhance accessibility for diverse learners.

3. Creation of AI Guidelines

Recognizing that AI is evolving at an unprecedented pace, we are developing AI Guidelines that will exist outside of our formal AI policy. These guidelines will ensure agility and responsiveness, allowing us to adapt quickly to AI advancements while maintaining a strong ethical foundation. This work will be led by Superintendent Sean McDade and Learning Coordinators Jenna Meyers and Paul D'Hondt and will involve stakeholder consultation to ensure the guidelines remain practical, relevant, and mission-aligned. We also have our minds on the need to prepare our students for their

post-secondary education, careers and lives where AI is already playing a significant role.

Addressing a Gap in Our Current Policy: AI Citations

Through our review of Policy # P 3.2.2., we have identified a gap in subsection 1.3 regarding Accountability and Transparency - Plagiarism - Citations. While the policy mandates that AI-generated content must be cited, we recognize that clear thresholds must be developed to provide practical guidance on when and how to cite AI.

Our commitment to accountability and transparency remains steadfast, but we also acknowledge that AI's role in document drafting, data analysis, and research varies in significance. As a result, our guidelines will expand on Section 1.3 to include detailed expectations such as:

✓ When to Cite AI in a Report:

- **If AI Significantly Contributed to the Content**
 - Example: *"This report was generated with the assistance of AI and reviewed for accuracy and alignment with board policies."*
- **If AI Conducted Data Analysis or Interpretation**
 - Example: *"Data trends were identified using AI-assisted analytics; interpretations were reviewed by [Your Name]."*
- **If AI Aided in Research or Literature Review**
 - Example (APA format):
 - *OpenAI. (2024). ChatGPT (Mar. 11 version) [Large language model]. <https://openai.com/chatgpt>*

✗ When AI Citation May Not Be Necessary:

- **If AI Was Used Only for Proofreading or Formatting** (e.g., grammar, sentence restructuring).
- **If AI Provided General Writing Assistance Without Substantial Input** (e.g., minor rewording for clarity).

By refining our AI citation approach, we will ensure that students, staff, and administrators have clear ethical and professional standards while remaining practical in day-to-day AI use.

Budget Implications

We anticipate several budget implications in both the short term and into next year's budget cycle as we engage in AI research and implementation. Given the small size of our IT technical and pedagogical teams, the ability to crowdsource expertise, collaborate on problem-solving, and learn from larger school boards will be critical to our success. We are particularly hopeful that this partnership will provide valuable expertise in safeguarding privacy, security, and data protection, ensuring that our AI policies and practices align with best practices.

For our internal AI exploration, including evaluating professional versions of ChatGPT and Gemini, we are keeping this project limited to 10-15 users. Similarly, our testing of specific AI tools for teaching and learning will be minimal in cost, as it will be limited to our coordination staff, select department heads in secondary, and some intermediate teachers in elementary.

However, we do not plan to scale this testing beyond a small group at this time, and we may defer some of this work into the next school year.

Interestingly, upon reviewing these AI services, we found that free versions of many tools are available. This raises two critical points:

1. Teachers and students will likely discover and use these tools independently. Without proper training and oversight, this could create additional risks for the Board, making it essential to provide structured tools and guidance to mitigate these risks.
2. Free versions often lack privacy safeguards comparable to professional versions. It's important that any AI use aligns with data protection and ethical AI practices.

Looking ahead to next year's budget cycle, we are still determining appropriate funding allocations and will be transparent in the upcoming budget discussions. While we are not yet evaluating AI's potential cost-saving measures, it is reasonable to anticipate long-term efficiencies. More importantly, the ability for employees to repurpose their time towards human connection and pastoral support will be a return on investment that is truly priceless.

Moving Forward

Our action research, AI pilot projects, and policy/guidelines refinements will continue to evolve as we engage with the Ontario AI Consortium and best practices from other Catholic boards. At this time, it remains unclear whether we will recommend a revision of Policy # P 3.2.2. or supplement it with specific guidelines tailored to distinct departments such as Teaching & Learning and Corporate Services. We must allow time to fully benefit from the consortium, the insights gained from the Ottawa Catholic District School Board (OCSB), and the findings of our own action research before determining the best path forward.

As Pope Francis has emphasized, "Artificial intelligence is an extremely powerful tool... It is now safe to assume that its use will increasingly influence the way we live, our social relationships and even the way we conceive of our identity as human beings." This reality highlights the importance of approaching AI integration with intentionality, ethics, and human-centered values to ensure it serves the common good rather than becoming a force of disruption.

At the same time, we recognize AI's great potential to enrich human potential and dignity. In the words of Pope Francis, "I am convinced that the development of artificial intelligence and machine learning has the potential to contribute in a positive way to the future of humanity. At the same time, I am certain that this potential will be realized only if there is a constant and consistent commitment on the part of those developing these technologies to act ethically and responsibly."

Sources

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RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Artificial Intelligence, Background and Developments report for information.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

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

STUDENT TRUSTEES' REPORT Public Session

BACKGROUND

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

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

DEVELOPMENTS

Religious/Charitable Events/Accomplishments

St. Michael CSS

- St. Michael students marked the beginning of Lent with Ash Wednesday liturgies on March 5.
- Sacrament of Reconciliation was celebrated as a school on March 25
- Our Lenten Campaign for Stratford Connection Care will run from Monday, March 17 to Friday, March 28. We will call down a rep from each homeroom to the chapel on March 17 to receive a collection box and a list of things that Connection Centre needs at this time. Homerooms will be collecting items of need for individuals in our community.
- The second annual Catholic Student Leadership Retreat will be held at Camp Kintail on March 27-28.

St. Anne's CSS

- On March 5 we had our Ash Wednesday liturgy led by Chaplain Zach Fitzmaurice.
- The second annual Catholic Student Leadership Retreat will be held at Camp Kintail on March 27-28.

Academic Events/Accomplishments

St. Michael CSS

- On February 26, students from Grades 9 - 11 participated in a math contest.
- Interim reports went home on March 22.
- Students in Grade 10 have been preparing for the upcoming OSSLT that will be written on April 9.
- SHSM Sport students had the opportunity to complete their Respect in Sport Coaching Certification.
- Several students began their Dual Credit course in Aesthetics through Fanshawe College. This course is taking place at the Reach Centre in Clinton.
- 20 female students attended a full-day WIST event held at St. Joseph's Parish. Students had the opportunity to hear women working in the skilled trades speak about their

experiences and their schooling pathways. In the afternoon, students participated in a Mental Health Certification course led by another community partner.

- 30 SHSM students completed their Mandatory CPR Certification.
- 2 sessions for working at heights were completed for SHSM students.
- Students have been selecting courses for next year. This process will be completed after the March Break.

St. Anne's CSS

- Guest speaker Tyler Smith, Humboldt crash survivor, spoke to the students on March 4 with a focus on, but not limited to, perseverance and pushing through hard times. His main messages were "you are not alone" and "It's ok to not be ok".
- There was an SHSM trip led by Mr. Smith to London for elevated work platform training and confined space training on March 4.
- The Goderich Lakefront Band conductor, Hugh McGregor, came in to work with our music classes on March 19. He has been an annual guest presenter in our classes and band members, helping to reach a different level of adjudication for competition.
- Parent interviews are taking place on March 26.
- On Monday March 24 interim reports went home.
- There is a Women In Skilled trades event taking place on March 27 that will include about 15 students.
- On March 21 we promoted International Day for the Elimination of Racial Discrimination, which was led by the ARC club.
- Specific preparation for the literacy test is taking place in the library for students taking the test in April.
- Cristin Denis came on March 7th to present to the Grade 9 English, the Indigenous Studies Grade 11 English and World Religions classes on Indigenous culture in the literary world through his artwork.
- Patsy Day will come in to present to the Indigenous English class on March 20 to the same Indigenous Studies focused English class.

Athletics/Arts Events/Accomplishments

St. Michael CSS

- The junior and senior badminton teams played in their first tournaments this month
- The Concert Band attended a workshop at St. Anne's CSS on March 3.
- St. Michael hosted the Perth Elementary Basketball Tournament on March 25.
- Both the Girls and Boys' Varsity hockey teams competed at WOSSAA (Bronze medal) on March 4.
- The Girls' Varsity Hockey team represented St. Michael at OFSAA in Sudbury from March 18 to March 20 (WOSSAA gold medalists)

St. Anne's CSS

- SMCSS Jazz band is coming to St. Annes to work with our Jazz band. They are collaborating to improve both Jazz bands with home and away practices. After this they will be competing in Orillia Regionals as one team, representing the Board.
- The concert band is travelling to Western University for some individual workshops to prepare for Kiwanis and higher level competition.
- The concert band travelled to Orillia on March 25 for regionals.
- Badminton is running. Both junior and senior had their first tournament this month.

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: March 24, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

INTERNATIONAL STUDENT PROGRAM

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board (the Board) renewed its effort to grow the Board's international student program in the 2023-24 year. During that time non-resident and international student fees were revised to better align with neighbouring boards and the provincial average. A five-year international education growth plan was developed. This plan identified that financial investments by the Board would be required to develop agent relationships and set the groundwork for a successful international student program in future years.

DEVELOPMENT

The Board is seeing some success in the growth of its international student program. The 2024-25 enrollment was not what was projected. However the projected enrolment of 7 FTE for the first full year was an ambitious number, as the Board had only began actively recruiting both students and agents the winter of 2024. The Board continues to work on creating agent relationships and a regular student flow into our program. A report detailing expenses and revenue is attached. International travel is a necessary and budgeted expense of the Board's international student program, especially as the Board is at the beginning stages of building the program. This report includes 2023-24 actuals and 2024-25 revised estimates amounts. The Board has begun projecting for the 2025-26 year, and at this time is estimating an enrolment of 8 FTE, and a small surplus in the program. The Board continues to work towards attaining an international student enrolment of 25 FTE.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the International Student Program Report.

International Student Program - HPCDSB									
Projected Statement of Surplus/(Deficit)									
For the 5 years Ended, June 30, 2027									
		2023-24 Projected	2023-24 Actuals	2024-25 Projected	2024-25 Rev Est Total	2025-26 Projected	2025-26 Estimates per Budget Workbok	2026-27 Projected	2027-28 Projected
Enrolment	(FTE)	5	1	7	4	10	8	15	25
Revenue									
Tuition Fees		\$ 71,500	\$ 11,060	\$ 100,100	\$ 55,580	\$ 143,000	\$ 119,200	\$ 214,500	\$ 357,500
Application Fees		2,000	830	2,800	2,800	4,000	3,200	6,000	10,000
Total Revenue		\$ 73,500	\$ 11,890	\$ 102,900	\$ 58,380	\$ 147,000	\$ 122,400	\$ 220,500	\$ 367,500
Expenses									
Advertising and Promotion		\$ 3,000	\$ 2,212	\$ 3,000	\$ 1,000	\$ 3,060	\$ 2,000	\$ 3,121	\$ 3,184
Agent Commissions		10,725		15,015	6,582	21,450	17,880	32,175	53,625
Membership Fees		14,550	13,978	14,550	14,000	14,550	14,950	14,550	14,550
Legal, Accounting & Professional Fees		5,000	14,068	2,500	1,000	2,500	2,500	2,500	2,500
Miscellaneous		250		255	100	260	255	265	271
Office Expense		500		510	400	520	510	265	271
Postage Expense		250		350		500	350	750	1,250
Provincial Clawback (\$1300/ FTE)		6,500	1,300	9,100	5,200	13,000	10,400	19,500	32,500
Preadmission Learning (Vital English)					1,800		11,920		
Scholarship Subsidy					11,700		13,575		
Student Orientation Expenses		1,200		1,500	1,000	1,875	2,000	2,063	2,269
Telephone Expense		900	742	918	700	936	920	955	974
Travel (Mileage)		600	640	600	600	600	600	600	600
Travel (International)		33,000	9,329	41,000	28,000	27,000	33,000	10,000	10,200
Total Expenses		\$ 76,475	\$ 42,269	\$ 89,298	\$ 72,082	\$ 86,252	\$ 110,860	\$ 86,744	\$ 122,193
Net Surplus/(Deficit)		\$ (2,975)	\$ (30,379)	\$ 13,602	\$ (13,702)	\$ 60,748	\$ 11,540	\$ 133,756	\$ 245,307



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: March 24, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

2025-2026 BUDGET COMMUNITY CONSULTATION

Public Session

BACKGROUND

As set out in the 2025-26 Budget Procedures Manual, the Board encourages public participation in all of its activities through a variety of strategies, e.g. general meetings, openness of meetings, accessibility of the public to trustees and administration, etc. These ways provide the general public a variety of opportunities throughout the year to comment, criticize, advise, object, etc. on the Board's activities, including fiscal actions. The budget process offers a specific opportunity for the public to become involved in the determination of the budget.

DEVELOPMENT

The Board used the ThoughtExchange platform to obtain community input for its 2025-26 budget. Individuals were asked what the Board was doing well, and what should we continue to invest in within the following areas:

- Catholic faith formation for staff and students
- Student-centered learning in mathematics and literacy
- Student pathways and attendance

As well, feedback was asked of the following question:

- The Board's strategic plan has emphasis on Catholic faith formation, student learning in mathematics and literacy, and student attendance. With this in mind, what items related to student wellness should the Board consider during its 2025-26 budget process?

Top community responses were broken down into the following key themes: 1) Catholic Faith; 2) Mental Health; 3) Equitable Access; 4) Student Safety; 5) Online Safety; 6) Future Skills; 7) Attendance Improvement and 8) Teacher Qualifications.

The Board's strategic plan is at the forefront of budget discussions and decisions. Community response supports this as well; responses received will be discussed in budget deliberations. A report of the ThoughtExchange responses is attached.

RECOMMENDATION

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

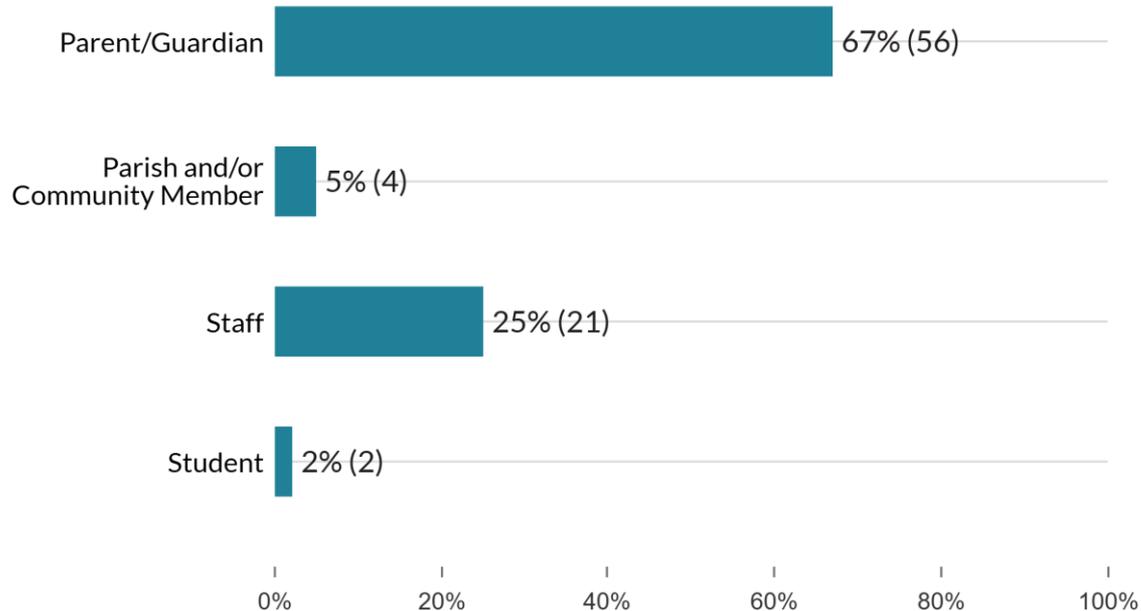


PARTICIPATION

Breakdown of Participation



Please indicate the primary role you want to be identified with as you complete the Budget Consultation survey (Select only one option)





THOUGHTS

Key Thoughts



Students need to be well to learn well. Continued support for our students in more areas than just academically. Through our Catholic faith, we need to focus on the importance of the growth of the whole student, mentally, emotionally, academically, etc

4.0  (19 )
Ranked #1 of 24

Students should feel safe at school Students who are bullied don't want to attend school. More counselling needs to be provided for the students

3.9  (17 )
Ranked #2 of 24

Ensure the mathematics and literacy blocks or learning are strategically placed in the school day to maximize learning based on student attendance Students are not able to learn if they are not at school

3.8  (7 )
Ranked #3 of 24



ThoughtExchange Budget Consultation Engagement - Key Themes

Catholic Faith

Some participants highlighted the importance of teaching Catholic faith clearly and positively. They argue that knowing their identity and having a deep friendship with Christ is essential for students' future happiness. This perspective emphasizes the spiritual growth of students.

Mental Health

Participants emphasized the importance of mental health support for both students and staff. They suggested implementing programs focused on mental health awareness, stress management, and resilience-building. The perception is that addressing mental health is crucial for fostering a safe and inclusive school environment.

Equitable Access

There were several mentions of the need for equitable access to technology, reading materials, and extracurricular programs. Participants believe that providing these resources is essential for supporting both students and staff. Ensuring equitable access helps all students succeed regardless of their background.



ThoughtExchange Budget Consultation Engagement - Key Themes (con't)

Student Safety

Ensuring student safety and addressing bullying were important topics. Participants suggested revising recess policies, increasing counseling services, and implementing anti-bullying programs. The goal is to create a safer and more supportive school environment.

Online Safety

Participants highlighted the need for more education on online safety and anti-bullying measures. They suggested banning smartphones in schools and addressing the significant impacts of online behavior on children's mental health. This category focuses on creating a safer digital environment for students.

Future Skills

Some participants suggested focusing more on future job skills like coding and technological literacy. They believe that preparing students for modern challenges and future careers is critical. This perspective emphasizes the need for education to be relevant to the evolving job market.



ThoughtExchange Budget Consultation Engagement - Key Themes (con't)

Attendance Improvement

Participants mentioned the need for strategies to improve student attendance. Suggestions included additional attendance counselors and educating staff and parents on the importance of attendance. Improved attendance is seen as vital for student success.

Teacher Qualifications

The need for qualified and consistent teachers was a recurring theme. Participants expressed concerns about the prevalence of emergency or unqualified teachers. They emphasized the importance of retaining competent teachers to provide stability and high-quality education.



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: March 24, 2025
Submitted by: Karen Tigani, Director of Education and Secretary

2025-2026 BUDGET GOALS

Public Session

BACKGROUND

The Board is in the second year of the multi-year Strategic Plan 2024-2027. The Strategic Plan is built upon the following three pillars:

- Catholic Faith Formation
- Student-centered learning in mathematics and literacy
- Student success (pathways - attendance)

Furthermore, the Board's four-year spiritual theme is:

On Fire with the Spirit (Awaken - Illuminate - Rejoice)

DEVELOPMENT

The strategic plan pillars create the environment for success for all our students and staff, as well as provide for opportunities to strengthen our school board and surrounding communities.

The continued focus for the 2025-2026 school year at Huron-Perth Catholic District School Board is faith formation and meeting students' needs. We will continue to dedicate our efforts to raising expectations for all students.

I am the light of the world. Whoever follows me will not walk in darkness, but will have the light of life.

The 2025-2026 budget goals are driven by the strategic plan and will create an environment where we are able to raise expectations for all students, and provide inspired and faith-filled communities.

- Catholic faith development of staff and students;
 - Promote experiential learning opportunities for students; maximize faith formation opportunities for staff;
 - Engagement with Family of Parishes and adherence to school Pastoral Plans.

- Continue student-centered learning focusing on mathematics and literacy;
 - Monitoring of student achievement.
- Continued focus on preparing students for post-secondary pathway
- Focus on systems of support to improve student attendance.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the 2025-2026 budget goals:

1. Catholic faith development for staff and students.
2. Student-centered learning focusing on mathematics and literacy.
3. Focus on preparing students for post-secondary pathways.
4. Focus on systems of support to improve student attendance.