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**Regular Board Meeting**  
**January 26, 2026 - 3:00 p.m.**

## **AGENDA**

- 1. Opening Business**
  - 1.1. Opening Prayer & Condolences - Deacon McPhee and Trustees** Pages 3-4
    - 1.1.1. Mass cards and condolences on behalf of the Board for January were sent to the family of Mary Smith, previous teacher of HPCDSB, mother of Wayne Smith, teacher at St. Anne's Catholic SS and mother-in-law of Joanne Smith, teacher at St. Joseph's, Clinton on her passing; and to the family of Gerry Boersen, father of Jeannette Groenestege, teacher at St. Patrick's, Kinkora on his passing.**
  - 1.2. Attendance**
  - 1.3. Approval of the Regular Board Meeting Agenda of January 26, 2026.** Pages 1-2
  - 1.4. Declaration of Interest**
  - 1.5. Approval of the Regular Board Meeting Minutes of December 8, 2025** Pages 5-11
  - 1.6. Business Arising from the Minutes of the Regular Board Meeting of December 8, 2025.**
- 2. Presentations**
- 3. Delegations**
- 4. Consent Agenda**
  - 4.1. Board Highlights for January** Pages 12-20
  - 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of November 10, 202.** Pages 21-24
  - 4.3. Approved Catholic Education Team (CET) Meeting Minutes of April 9, 2025** Pages 25-28
  - 4.4. Approved Equity, Diversity, Inclusion and Anti-racism (EDIAR) Meeting Minutes of November 11, 2025.** Pages 29-45
- 5. Committee and Staff Reports**
  - 5.1. Policy**
    - 5.1.1. Board Policies for review:**
      - a) Parent Communication Protocol (P2.1.6.) Pages 46-55
    - 5.1.2. Board Policies recommended for approval/rescinding:**
      - a) Health and Safety Pages 56-58
      - b) Workplace Harassment Pages 59-66
      - c) Violence in the Workplace Pages 67-71
      - d) Advertising Pages 72-74
      - e) Expressions of Sympathy/Get Well Pages 75-77

**5.2. Student Achievement and Catholicity**

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|---------------|--------------------------|-------------|
| <b>5.2.1.</b> | Strategic Plan Report    | Pages 78-84 |
| <b>5.2.2.</b> | FIAT Fellowship Program  | Pages 85-87 |
| <b>5.2.3.</b> | Student Trustees' Report | Pages 88-89 |

**5.3. Corporate Services and Operations**

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|---------------|------------------------------------|--------------|
| <b>5.3.1.</b> | 2025-2026 Revised Estimates        | Pages 90-93  |
| <b>5.3.2.</b> | November 30, 2025 Financial Report | Pages 94-96  |
| <b>5.3.3.</b> | 2026-2027 Budget Procedures Manual | Pages 97-107 |

**6. Information and Correspondence**

- 6.1. Order of St. André Bessette update

**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**

- February 9, 2026 - SEAC meeting
- February 23, 2026 - Regular Board meeting
- March 23, 2026 - Regular Board meeting
- March 25, 2026 - Catholic Parent Involvement Committee meeting
- April 14, 2026 - Equity, Diversity, Inclusion and Anti-racism Committee meeting
- April 30 - May 2, 2026 - OCSTA AGM & Conference

**13. Closing Prayer - Deacon Dan McPhee, Board Chaplain**

**14. Adjournment**



# HURON-PERTH CATHOLIC

## District School Board

**Regular Board Meeting - Monday, January 26, 2026**

### **INTENTIONS AND OPENING PRAYER - Board Chaplain, Deacon Dan McPhee**

**Deacon Dan**

May the Grace of our Lord Jesus Christ - the love of God - and the Communion of the Holy Spirit be with you...

**All**

And with your spirit...

**Deacon Dan**

We pray for those who have been newly born into our Catholic Community:

We pray for those in our Catholic Community who have recently been born into eternal life:

**Deacon Dan**

Let us pray...(invite those around the table to each take a turn)...

It helps now and then to step back, take the long view. The kingdom is not only beyond our efforts, it is even beyond our vision!

We accomplish in our lifetime only a fraction of the magnificent enterprise that is God's work...

Nothing that we do is complete, which is another way of saying that the kingdom always lies beyond us...

No Statement says all that could be said, no prayer fully expresses our faith...

No confession brings perfection, no pastoral visit brings wholeness...

No program accomplishes the church's mission, no set of goals and objectives includes everything...

This is what we are about. We plant the seeds that will one day grow...

We water the seeds already planted, knowing that they hold future promise...

We lay foundations that will need further development...

We provide yeast that produces effects far beyond our capabilities...

We cannot do everything, and there is a sense of liberation realizing that...

This enables us to do something, and to do it well...

It may be incomplete, but it is a beginning, a step along the way, an opportunity for the Lord's grace to enter and do the rest...

We may never see the end result, but that is the difference between the master builder and the worker.

We are workers, not master builders; ministers, not messiahs.

We are prophets of a future not our own...

*Source: Creating the Church of Tomorrow - Archbishop Oscar Romero*

**Deacon Dan**

As we are workers, ministers and prophets - may our future only be filled with Grace, Peace and Hope.

We ask this through Christ our Lord, Amen.

St. Andre Bessette

**R: Pray for Us**

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

**Amen**

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**Regular Board Meeting**  
**December 8, 2025 - 3:00 p.m.**

**MINUTES**

**Present:**

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

**Board Chaplain:** Deacon Daniel McPhee

**Student Trustee:** Dean DeLuca, St. Michael CSS, Stratford, Addison Thuss, St. Anne's CSS, Clinton

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

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**1. Opening Business**

**1.1. Opening Prayer & Condolences** - Board Chaplain, Deacon Dan McPhee

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

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

**1.4.**

Moved by: Jim McDade

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of December 8, 2025.

**Carried**

**1.5. Declaration of Interest**

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

Moved by: Tina Doherty

Seconded by: Sue Muller

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

**Carried**

Moved by: Amy Cronin

Seconded: Jim McDade

That the Huron-Perth Catholic District School Board approves the minutes of the Annual Board meeting of November 17, 2025 as amended.

**Carried**

## **1.7. Business Arising from the Minutes**

## **2. Presentations**

### **2.1. Christmas Card Student Artist Contest Winners**

Winner Alex F., Grade 2, St. Patrick's Dublin

Honourable Mentions are:

- Gabriel I., Grade 1, Jeanne Sauvé
- Isla D., Grade 8, Jeanne Sauvé
- Sadie S., Grade 6, St. Columban
- Tilly C., Grade 3, St. Columban

## **3. Delegations**

## **4. Consent Agenda**

**4.1.** December Board Highlights

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

**4.3.** Approved Catholic Parent Involvement Committee (CPIC) Meeting Minutes of June 10, 2025

**4.4.** Approved Equity, Diversity, Inclusion and Anti-racism (EDIAR) Committee Meeting minutes of June 17, 2025

**4.5.** Approved Audit Committee Meeting Minutes of June 11, 2025

**4.6.** Director's Annual Report

**4.7.** 2025 Annual Lead Sampling Report

**4.8.** Non-Resident and International Student Tuition Fees

Trustees inquired about a report on the Return on Investment (ROI) for the International Students program, specifically requesting a comprehensive update for the 2024-2025 school year and projections for the following year. Director Tigani confirmed a more thorough update, including current year performance, future program plans, and ROI details, will be provided, with enrolment clarity expected in the spring. Superintendent McDade reported the program is on track with the presented business model and meeting targets, while Superintendent Ducharme noted the current Full-Time Equivalent (FTE) is 7 students, which is close to the target. The full report is requested for the February meeting.

Trustees noted that the links in the EDIAR committee minutes were not accessible to them. Superintendent Boreham will look into this further to provide access.

Trustees raised concerns about surveillance, privacy, and data security related to AI and Chromebook use, requesting consideration for camera blocking mechanisms in new device purchases. Superintendents assured the Board that security and privacy are a top priority for all Board purchases and contracts.

Trustees discussed Bill C-9 and the letter from the Canadian Conference of Catholic Bishops (CCCCB). The Board supported promoting the CCCC letter on social media, with Director Tigani offering to contact the Bishop's office for any prepared communication or direction from the Diocese of London.

Trustees commented on the comprehensive Director's Annual report and the accomplishments of the Board last year.

Moved by: Sue Muller

Seconded by: Jim McDade

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 December for information.

AND

THAT the Huron-Perth Catholic District School Board receives the approved Special Education Advisory Committee (SEAC) Meeting Minutes of October 20, 2025

AND

THAT the Huron-Perth Catholic District School Board receives the approved Catholic Parent Involvement Committee (CPIC) Meeting Minutes of June 10, 2025

AND

THAT the Huron-Perth Catholic District School Board receives the approved Equity, Diversity, Inclusion and Anti-racism (EDIAR) Committee Meeting minutes of June 17, 2025

AND

THAT the Huron-Perth Catholic District School Board receives the approved Audit Committee Meeting Minutes of June 11, 2025

AND

THAT the Huron-Perth Catholic District School Board receives the Director's Annual Report 2024-2025 for the information

AND

THAT the Huron-Perth Catholic District School Board receives the 2025 Annual Lead Sampling report

AND

THAT the Huron-Perth Catholic District School Board receives the Non-Resident and International Student Tuition Fees Report.

**Carried**

## **5. Committee and Staff Reports**

### **5.1. Policy**

#### **5.1.1. Board Policies for Review:**

- a) Health and Safety
- b) Workplace Harassment
- c) Violence in the Workplace
- d) Advertising
- e) Expressions of Sympathy/Get Well

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board receives the following policies for review Health and Safety; Workplace Harassment; Violence in the Workplace; Advertising; and Expressions of Sympathy/Get Well.

**Carried**

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

- a) Children in Need of Protection
- b) Uncertified Instructors

Trustees inquired about children in need of protection policy.

Trustee Cronin left at 4:00 pm.

Trustees inquired about the process of removing procedures from policy documents and placing them in separate administrative procedures, as well as the trustees' access to review these administrative procedures. Director Tigani will investigate access methods and the practices of other boards. Trustees stressed the need to clearly delineate between policy and operational administrative procedures, noting that they do not have the authority to amend operational procedures.

Moved by: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves the following policies: Children in Need of Protection; and Uncertified Instructor.

**Carried**

## **5.2. Student Achievement and Catholicity**

### **5.2.1. Early Reading Screening Update**

Superintendent Boreham shared a high level walk through of the report.

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the Early Reading Screening Update for information.

**Carried**

### **5.2.2. Indigenous Support Teacher**

Moved by: Sue Muller

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board receives the Indigenous Support Teacher report for information.

**Carried**

### **5.2.3. EQAO Results and Next Steps**

Director Tigani reported significant improvement in many areas, highlighting the "unprecedented improvements" at Sacred Heart, a priority school, due to additional support, time, attention, and resources. The Director commended the work of teachers, support staff, and administrators for the gains in achievement.

Moved by: Tina Doherty

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board receives the EQAO Results and Next Steps report for information.

**Carried**

#### **5.2.4. Student Trustees' Report**

Trustee Cronin returned at 5:03 pm

Moved by: Tina Doherty

Seconded by: Amy Cronin

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. Huron-Perth Catholic District School Board Consolidated Financial Statements For The Year Ended August 31, 2025**

Superintendent Ducharme provided a high-level summary of the statements.

Moved by: Sue Muller

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board approves the Huron-Perth Catholic District School Board Consolidated Financial Statements for the year ended August 31, 2025.

AND

THAT the Huron-Perth Catholic District School Board approves the 2024-25 internal appropriations of accumulated surplus in the amount of \$7,409,435 as outlined in Note 14 of the Consolidated Financial Statements.

**Carried**

#### **5.3.2. Audit Committee November 2025 Meeting Report**

Trustees commented on the clean audit and exceptional work by the finance team. Audit committee members and auditors were impressed with the work of the team.

Moved by: Amy Cronin

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board receives the Audit Committee November 2025 Meeting Report for information;

AND

THAT the Huron-Perth Catholic District School Board approves the BDO Canada LLP Audit Final Report;

AND

THAT the Huron-Perth Catholic District School Board approves the Annual Report to the Ministry of Education for the year ended August 31, 2025.

**Carried**

### **6. Information and Correspondence**

**6.1.** Chair Van Loon shared that letters were sent to MPPs and the Association of Municipalities of Ontario (AMO) expressing concerns regarding the passing of Bill 33.

**6.2.** Trustee shared the experience at the Alpha retreat of a young man and former student. He was never baptized Catholic, the values taught at our schools had a profound effect

on him. He participated in the RCIA program and was welcomed into the Catholic church in November. Good news story and affirming to hear from a non-Catholic student who became Catholic after graduating from our schools.

- 6.3. Huron-Perth Catholic DSB package that was presented at Lobby day at Queens Park was shared with Trustees
- 6.4. Trustees inquired about inviting MPPs to a special Board meeting or a face-to-face meeting with trustees, Director Tigani will look to arrange in the new year.

**7. Notices of Motion**

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

**9. Trustee Inquiries**

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

Moved by: Jim McDade

Seconded by: Tina Doherty

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

**Carried**

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

Moved by: Tina Doherty

Seconded by: Amy Cronin

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

**Carried**

The following retirements were announced:

- Laura Ennett, Teacher, Catholic Education Centre, effective December 31, 2025
- Christopher Grace, Principal, Catholic Education Centre, effective January 31, 2026
- Bill Holton, teacher, St. Anne's Catholic SS, Clinton effective January 30, 2026

**12. Future Meetings and Events**

- December 15, 2025 - Christmas dinner
- January 16-17, 2026 - OCSTA Catholic Trustee Seminar - Toronto
- January 26, 2026 - Regular Board meeting
- February 23, 2026 - Regular Board meeting

**13. Closing Prayer - Dcn. McPhee, Board Chaplain**

**14. Adjournment**

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of December 8, 2025

**Carried**

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CHAIRPERSON

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SECRETARY



## 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, January 26, 2026  
Submitted by: Karen Tigani, Director of Education and Secretary (Designate)

# BOARD HIGHLIGHTS FOR JANUARY

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 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. January marks the beginning of a new year and brings renewed enthusiasm and commitment on the part of our students, staff, educators and families. We are delighted to highlight some of the activities and opportunities that took place this month across our district.

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## ***CATHOLIC EDUCATION***

### **Feast of St. André Bessette**

The feast day of St. André Bessette, the beloved patron of our Catholic school board, was celebrated throughout our system on January 7. This humble servant of God, noted for his steadfast faith and devotion to St. Joseph, was honoured as schools held special prayers and learning activities. We continue to ask for St. André's help, seeking his intercession for the gift of faithful and humble hearts as we unite and grow as a Catholic education community. We remember his reassuring counsel: "Put yourself in God's hands; He abandons no one."

### **Ontario Catholic School Graduate Expectations Alive in our Schools**

In a variety of ways, our schools are celebrating students and staff as they intentionally demonstrate the Ontario Catholic School Graduate Expectations (OCSGEs). This is done through assemblies, prayers, certificates and videos as well as making a point of "catching people in the act" of being a "caring family member" or "collaborative contributor" or "lifelong learner" in real time. Students are educated each month about one of the OCSGEs in particular, and invited to find ways to share and show this in their actions and words. Staff and students alike go out of their way to acknowledge one another when they see the OCSGEs in action. It is

exciting to see students embracing these qualities and finding ways to weave them into their day to day life and learning. Director Tigani was blessed to be able to join some of these celebrations on her recent school visits as well as meeting with groups of students who are championing the OCSGEs in their clubs and in other ways at school. There is clearly a strong sense of student leadership being nurtured in our schools and this is exciting to witness and nurture.

### **Week of Prayer for Christian Unity Recognized in Our Schools**

Our schools recognized the Week of Prayer for Christian Unity, during the week of January 18–25, 2026, through prayer and reflection, supported by resources shared from the Canadian Conference of Catholic Bishops (CCCB). Rooted in the theme “There is one body and one Spirit” (Ephesians 4:4), this week invites students and staff to grow in spiritual ecumenism, the heart of the ecumenical movement, by praying for and with other Christians.

Resources developed for 2026 were prepared by the Department of Interchurch Relations of the Armenian Apostolic Church and adapted for use in Canada through collaboration among the Canadian Council of Churches and ecumenical partners, with representation from the CCCB. These resources supported prayer for unity in our school communities and reinforced our shared Christian call to witness, dialogue, and unity in Christ.

### **Holocaust Remembrance Day, January 27, 2026**

In preparation for Holocaust Remembrance Day on January 27, 2026, a comprehensive suite of resources is being provided to support educators and students in this solemn observance. To assist youth in developing strategies to counter intolerance and build inclusive communities, a variety of materials have been curated, including the Antisemitism Classroom Toolkit (ACT) and specific prayers for reflection. The Edwin Collection will serve as a core resource for Grades 6-8 teachers, complemented by digital access to books on SORA and materials from partners such as the Azrieli Foundation and the Toronto and Montreal Holocaust Museums. Furthermore, a series of student-focused webinars and workshops will be offered to ensure a deep and meaningful learning experience across the Board.

### **Junior Bordenball Tournaments**

The Junior Bordenball tournaments for our Grades 5 and 6 students are set to take place on January 29. Hosted by our secondary schools, this event will see Perth County area schools participating at St. Michael CSS and Huron County area schools gathering at St. Anne's CSS. This tournament provides a fantastic opportunity for our junior students to come together for a spirited day dedicated to fun, physical activity, and community building. We look forward to celebrating the excitement and sportsmanship of our students as they represent their schools.

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## ***LEADERSHIP***

### **Sharing EQAO Results**

The EQAO Learning Coordinator led presentations for both the Special Education Advisory Council and the Catholic Parent Involvement Council, sharing an overview of our most recent EQAO results in Primary, Junior, Grade 9, and the OSSLT. She addressed questions related to achievement trends and system goals, supporting informed discussion and ongoing collaboration with families and community partners.

### **Strategic Planning for Board Math Leads**

Our system's Board Math Lead (Superintendent of Education) and Math Learning Coordinator will attend a province-wide Math Achievement Action Plan (MAAP) strategic planning session on Wednesday, January 28. During this virtual session, they will engage with provincial leaders to deepen understanding of MAAP implementation strategies and approaches to improving student achievement in mathematics.

### **Leaders Learning Council (LLCs)**

The virtual LLC on January 13 included a presentation by members of the Special Education team related to Autism Spectrum Disorder, information about the Board's FIAT Fellowships with an invitation for Principals to promote these exciting leadership and learning opportunities for staff at their schools, and a few updates from the Superintendents.

The in-person LLC on January 27 continues our ongoing commitment to faith formation, with system leaders engaging in the next session of the University of Notre Dame course *Foundations of Catholic Belief*. As part of this unit, Professor Leonard DeLorenzo will guide participants in a close reading of Scripture, inviting deeper reflection on the mystery of how Jesus Christ redeems our human nature and restores Creation to its original goodness. Through scriptural meditation and three lectures, leaders will deepen their understanding of what "salvation in Christ" means and develop a renewed appreciation for Scripture as a living source of wisdom that informs and sustains their leadership in Catholic education. The afternoon will feature a presentation from Dr Ross who has been a presenter in the past and is an incredibly valued resource for our leaders.

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## ***SPECIAL EDUCATION***

### **Crisis Intervention Training**

On January 30, all Educational Assistants and Secondary Hall Monitors will participate in Crisis Intervention training facilitated through the Safe Management Group (SMG). Members of the Board's Behaviour Team will serve as certified trainers, delivering three sessions at various locations across the district to ensure accessibility for all staff.

This training will better equip staff with the skills and confidence to:

- Recognize early signs of escalation and respond proactively
- Use evidence-based, non-violent de-escalation strategies
- Support student safety, dignity, and well-being during crisis situations
- Reduce the risk of harm to students and staff
- Foster safe, inclusive, and supportive learning environments across our schools

This initiative reflects the Board's continued commitment to student and staff safety, inclusive education, and the effective support of students with diverse and complex needs.

### **Secondary Special Education Collaboration and Planning**

During January, the Coordinator of Special Education met with Secondary Administrators to review and discuss the various projects and initiatives underway in secondary schools to support inclusive education and students with diverse needs. These conversations highlighted the strong, ongoing commitment across secondary schools to responsive and inclusive practices.

These meetings served as an important opportunity for reflection and alignment as schools concluded Semester 1, while also supporting forward planning and shared problem-solving in

preparation for Semester 2. This collaborative approach strengthens consistency, builds capacity at the school level, and ensures that supports remain responsive to student needs.

**Special Education & January LLCs** \_\_\_\_\_ Special Education was a key focus at the January 13 LLC and will continue to be at the January 27 LLC, reinforcing the Board's commitment to inclusive education and informed, responsive leadership.

At the January 13 LLC, the Coordinator of Special Education and Behaviour Consultant facilitated a presentation focused on Autism. The session provided system leaders with foundational understanding, while also highlighting current research, emerging diagnostic practices, and up-to-date prevalence data. This learning supported leaders in strengthening inclusive school practices and informed decision-making to better meet the needs of students.

During the January 27 LLC, principals and system leaders will engage in an in-person session with Dr. Craig Ross of Zayed Consulting. Dr. Ross will lead a rich and practical discussion addressing frequently asked questions related to assessments, diagnoses, and exceptionalities. The session is similar to a session that Special Education Resource Teachers attended in November, and will enhance clarity, build shared understanding across the system, and support leaders in navigating complex special education processes with confidence and consistency.

Together, these sessions aim to strengthen leadership capacity and reinforce a shared commitment to supporting students with diverse learning needs across the district.

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

We are thrilled to share the successful launch of our new employee Artificial Intelligence (AI) Micro-credential Course, a significant milestone in our commitment to innovative and responsible education. This program empowers our staff to navigate the rapidly evolving digital landscape through the lens of our Catholic values, ensuring that artificial intelligence is used ethically and effectively to enhance student learning. By investing in the professional growth of our educators, we are not only staying current with technology but also modeling responsible digital citizenship for the students entrusted to our care.

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### ***STUDENT ACHIEVEMENT***

#### **Indigenous Education**

This month, the Indigenous Education team made significant strides in advancing reconciliation and educational integration across the district. We successfully convened our first Indigenous Education Advisory Committee (IEAC) meeting for the 2025-26 school year, welcoming local Indigenous community members, AMDSB Indigenous Leader Matt Baker, Superintendent McDade, and system educators. The IEAC reviewed current team goals and provided invaluable insight into future Indigenous Knowledge Sharers who can work directly with board staff and students. Finally, the Indigenous Education Teacher Lead, Heather George, and the Indigenous Graduation Coach, Josh Pagan, are in the beginning stages of promoting and expanding the availability of the Grade 11 English: Understanding Contemporary First Nations, Métis, and Inuit Voices course (NBE), a process that included constructive meetings this month with JoAnn Henry, Education Officer at the Ministry of Education, and current NBE instructors at St. Anne's CSS. This is a course that we have offered in recent years at our secondary schools.

#### **Mathematics**

During the month of January, the System Math Team demonstrated a steadfast commitment to fostering academic excellence and supporting the diverse needs of our learners and educators. Central to our work was the collaborative update of key system resources, ensuring that our Scope and Sequence remains a robust roadmap for success; this included the integration of Number Talks for Term Two and the implementation of the Retrieval Practice routine to strengthen long-term retention of key mathematical concepts. To further align our local efforts with broader educational standards, the team participated in provincial webinars focused on the importance of Deliberate Practice, a key High-Impact Instructional Practice that ensures students build fluency through purposeful, goal-oriented repetition.

To further prepare students for provincial standards, the Math Team curated and embedded EQAO resources (i.e., released questions and vocabulary) specifically for Grades 3, 6, and 9. In schools, our Math Facilitators have been active, bridging the gap between theory and practice. Through meaningful collaborative conversations and by working directly alongside students in classrooms, facilitators have utilized data-informed small-group instruction to meet students where they are.

Furthermore, the team prioritized teacher support by providing dedicated release time for one-on-one data consultations. These sessions allowed for deep reflections on the latest common assessment data, empowering teachers to tailor their instructional moves and develop targeted interventions that uphold our mission of providing a high-quality, faith-filled education for every child.

### **Elementary Literacy**

This January, the Huron-Perth Catholic DSB System Literacy Team continued its commitment to foundational literacy. System Coordinator MJ Drager, alongside Literacy Resource Teachers (LRTs) Karen Kramers and Teresa Oud, travelled to every school across the district to conduct Middle of the Year (MOY) Early Reading Screeners for all students in Grades SK through 2. By centralizing this process, the team ensured consistency in administration and provided direct support to classroom teachers. This proactive approach allows us to capture a precise "pulse check" on our youngest learners during a critical window of their development.

### **French as a Second Language**

Our commitment to linguistic excellence continues this month through targeted support for our French educators and students. System French Support Teacher Lauren Quinlan has been actively mentoring our new Core and Immersion teachers, ensuring they feel supported in their pedagogy and classroom management. One focus has been the integration of digital tools like Canva to create interactive resources that improve oral language production and student confidence in the classroom.

Looking ahead to the spring, preparations are well underway for the DELF (Diplôme d'études en langue française) exam this May. Principal Shona Gracey and Coordinator MJ Drager are currently collaborating on a comprehensive refresher course and developing specialized materials to support our candidates. We are excited to announce that St. Anne's Catholic Secondary School in Clinton will serve as the host site for this year's examinations, providing our students with the opportunity to earn internationally recognized certification of their French proficiency.

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## ***EXPERIENTIAL LEARNING PROGRAMS IN SECONDARY***

### **Ontario Youth Apprenticeship Program (OYAP) – Level 1 Updates**

Students from both secondary schools have secured highly competitive placements in Conestoga College's OYAP Level 1 programs:

- St. Anne's CSS: 1 student (Plumbing)
- St. Michael CSS: 5 students (2 HVAC, 2 Automotive, 1 Truck & Coach)

These selections are a major accomplishment, as students earned their spots through a rigorous multi-board competitive process for a limited number of seats.

Fanshawe College Level 1 apprenticeship programs. This cohort is evenly split between the two schools, with St. Anne's CSS and St. Michael CSS each sending one student into the Electrical trade and one student into Refrigeration (HVAC). OYAP Level 1 programs allow students to begin formal apprenticeship training while still in secondary school, providing a strong foundation for careers in the skilled trades.

For the 2025–2026 academic year, a total of ten students are participating in the OYAP Level 1 programs, representing a strong commitment to skilled trades across the district. SACSS and SMCSS has three students enrolled, with one student each in Plumbing, Electrical, and HVAC. St. Michael CSS accounts for the remaining seven participants, with a diverse breakdown including one student in Electrical, three in HVAC, two as Automotive Service Technicians, and one in Truck & Coach.

### **St. Anne's CSS Huron Manufacturing Association (HMA) and OYAP Industry Tour**

This experiential learning opportunity was rescheduled for early January following a weather-related cancellation in December. Approximately 25 students participated in the event, which includes visits to three local Huron County employers: Jokey North America Inc., Acuren Wind Energy, and Epps Products. This tour offers students a valuable opportunity for direct exposure to regional manufacturing and skilled-trade career pathways.

### **SHSM Large Animal Handling – REACH Centre (Clinton)**

On January 12, thirteen students from the board, twelve from St. Anne's CSS and one from St. Michael CSS attended a "Large Animal Handling – Beef Day" at the REACH Centre in Clinton. This session allows students in the Agriculture and Health & Wellness SHSM pathways to earn their Large Animal Handling Awareness Certification, a Sector Partnered Experience in mathematical literacy, and participate in a specialized culinary experience. This event is the first in a series, with future sessions planned to focus on pork, equine, and sheep sectors.

### **St. Anne's CSS Grade 8 Skilled Trades Days (Jan 26–30)**

St. Anne's CSS will host Grade 8 students from Huron County elementary schools for a week of hands-on skilled trades learning in Plumbing and Electrical.

Each day:

- Two elementary schools attend
- Students rotate through half-day plumbing and electrical sessions
- Activities are led by Conestoga College instructors
- Supported by St. Anne's CSS SHSM students

These events promote early exposure to the skilled trades and showcase St. Anne's CSS strong technical programming.

### **Dual Credit Program Updates**

#### **Fanshawe – Introduction to Paramedicine (Emergency Services)**

From November 17 to January 12, eighteen students completed the Fanshawe Dual Credit Introduction to Paramedicine course, which follows the Emergency Responder curriculum. This cohort included 12 students from St. Anne's CSS and 6 from St. Michael CSS. Under the hands-on instruction of a local Huron-Bruce paramedic, students in the Health & Wellness and Sport SHSM pathways gained foundational skills essential for careers in paramedicine, firefighting, and other first responder fields.

#### **Conestoga – Applied Plumbing Techniques**

On December 16, fifteen students, 10 from St. Anne's CSS and 5 from St. Michael CSS completed a hands-on plumbing workshop through Conestoga College. The participants demonstrated high levels of engagement and technical proficiency, leaving a strong positive impression on the instructor. This session provided students with practical exposure to the plumbing trade and allowed them to showcase their skills in a professional training environment.

Throughout January, St. Anne's CSS and St. Michael CSS students continue to engage in high-impact OYAP, SHSM, Dual Credit, and experiential learning opportunities that directly connect them to post-secondary education, apprenticeship pathways, and the skilled trades.

These initiatives strengthen local partnerships, support workforce development in Huron-Perth, and provide students with meaningful career-focused learning experiences.

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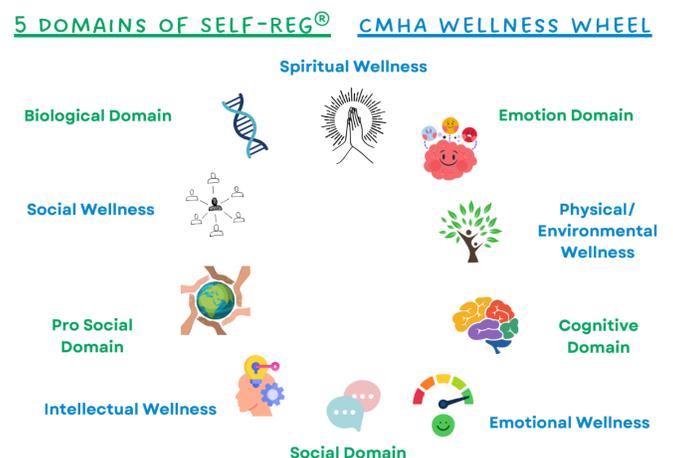
## **MENTAL HEALTH AND WELL-BEING**

### **January Mental Health and Wellness Month**

Throughout the month of January, the Huron-Perth Catholic School Board embraced Mental Health and Wellness Month by **awakening** renewed attention to well-being, **illuminating** practices that support regulation and connection, and **rejoicing** in the strength of our Catholic community.

Simple, ready-to-use activities were shared across the system to encourage daily faith and wellness practices for staff and students. These “grab and go” resources supported the four areas of the wellness wheel and the four domains of self-regulation, helping classrooms integrate short, meaningful strategies that strengthened relationships and overall well-being.

In alignment with provincial expectations for fostering positive school climates, and as **Bell Let's Talk Day** approached, schools continued to promote mental health literacy and a culture of



care across the board, reflecting the spirit of our Catholic community.

## January 21st Caregiver Webinar

**From Worry to Wellness: Using Storybooks to Build Coping Skills & Emotional Awareness**

Avon Maitland District School Board and Huron-Perth Catholic District School Board are excited to welcome Western University to share their newly developed resource for caregivers: *Supporting Knowledge & Skills in Managing Anxiety Using Storybooks*. This guide blends evidence-based Cognitive Behavioural Therapy (CBT) strategies with storybooks to help empower caregivers to recognize and regulate symptoms of anxiety in children between the ages 3-12.

**What You'll Learn:**

- Practical strategies to help children manage anxiety
- Tools to spark meaningful conversations
- Ways to strengthen coping skills and empower your child

**Session Details:**

**Date:** January 21, 2026  
**Time:** 6:30 – 7:30 PM  
**Location:** This is a virtual event

Scan the QR code or [click here](#) to register:

On January 21, the Huron-Perth Catholic District School Board and Avon Maitland District School Board Mental Health and Wellness teams welcomed Western University as they shared their newly developed guide for caregivers: *Supporting Knowledge & Skills in Managing Anxiety Using Storybooks*. This guide blended evidence-based Cognitive Behavioural Therapy (CBT) strategies with storybooks to help empower caregivers to recognize and regulate symptoms of anxiety in children between the ages of 3–12. The presentation offered a detailed exploration of the resource guide and provided caregivers with practical skills to spark meaningful conversations, strengthen coping strategies, and cultivate emotional awareness. We were thrilled to have over 220 registrants for this event, which welcomed both staff and caregivers.

## Supporting Our Children: Mental Health and Vaping Prevention Guide By Your Side - School Mental Health Ontario

The Mental Health and Wellness Team (MHWT) is pleased to share the launch of By Your Side—a collection of short, practical webinars and companion guides that support families in understanding and promoting student mental health. To make these resources even more accessible, the MHWT has curated and combined materials from By Your Side into one easy-to-navigate guide for caregivers and school communities.

### What's Inside By Your Side?

- School mental health supports: Understanding roles and pathways for help
- Managing stress and anxiety: Practical strategies families can use at home
- Building positive relationships: Strengthening connection and communication
- Talking with children about mental health: Age-appropriate guidance and tips

**By Your Side Learning hub**

Our new By Your Side Parent/Caregiver Learning Hub is live and packed with resources to help you support your child's mental health.

[smho-smso.ca/parents-and-caregivers](https://smho-smso.ca/parents-and-caregivers) 🔍

**Explore**

School Mental Health Ontario | Santé mentale en milieu scolaire Ontario | School Mental Health Ontario By Your Side | Parent/caregiver resources to support mental health literacy and well-being for every family

Schools across the Board have received the materials and are actively sharing them with families to strengthen home-school partnerships. This initiative reflects Huron-Perth Catholic DSB's ongoing commitment to fostering caring, faith-filled environments where every student feels supported and understood.

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## MAINTENANCE AND HEALTH AND SAFETY

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

The Joint Health and Safety Committee met on January 7. Topics discussed included the following:

- Monthly and Annual Inspections
- eBase/SSIR Reporting
- Bill 190 Update
- First Aid Kits
- ORT - training, OT login
- H&S Rep Training
- Walkie Talkies
- Incident Reporting
- Annual Workplace Risk Assessment
- Annual Drinking Water Reports
- JHSC Terms of Reference Update

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### **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board receives the Board Highlights for January for information.
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**Special Education Advisory Committee  
November 10, 2025 – 4:00 p.m.**

## **MINUTES**

**SEAC Members Present:**

Emily Branje (Facile Futures), Dana Bozzato (Huron Perth Centre), Doris Barkley (Autism Ontario), Sandra McLaren (Community Living Stratford & Area), Matt McPhee (Community Living Central Huron) Jill Hiscox, (Family Services Perth Huron)

**Board Trustee:**

**Guest:**

**Board Office Staff Present:**

Tara Boreham, Rhonda Regier, Jessica Langan, Vanessa Yeats

**Regrets:**

Kelly Boudreau (Community Living St. Marys), Julie Welch (Community Services Coordination Network), Brenda Mason (Stratford Children's Services), Veronica Kolkman (Huron Perth Public Health), Mary Helen Van Loon

**Quorum:** *Achieved* (Minimum 6 of 10 voting members required)

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

Meeting Started: 4:00 pm

**2. Approval of Agenda & Minutes**

**2.1** Approval of October 2025 Minutes

Approved: Sandra McLaren

Seconded: Dana Bozzato

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

**Carried.**

**2.2** Approval of November 2025 Agenda

Approved: Emily Branje

Seconded: Sandra McLaren

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

**Carried.**

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**3. Business Arising from Minutes**

Nothing to report.

**4. Correspondence**

Nothing to report.

**5. Agency Reports**

**5.1 Community Living Stratford & Area**

Nothing to report at this time.

**5.2 Huron-Perth Centre**

At last month's meeting an update was provided regarding recent and ongoing mental health initiatives. Last Friday, in partnership with over 300 lead agencies, a symposium on infant and early mental health was hosted featuring Dr. Chaya Kulkarni from SickKids. The event brought together representatives from local and regional communities to review current research on infant and early mental health and to explore ways community services can collaborate more effectively. Discussion focused on identifying existing supports, gaps in service and opportunities for enhanced coordination. Following the symposium, community planning efforts will continue, and updates will be shared as this work progresses.

**5.3 Facile Futures**

It was shared that Facile has rebranded and is now operating under the name Facile Futures. The organization's website and email addresses have been updated accordingly, and members are encouraged to update their contact information.

Facile Futures has also partnered with Community Living St. Marys and Area to coordinate the VOICES program in Perth this year. The focus will be on supporting young people through a process of self-discovery-learning about their strengths and gifts, and planning for their futures. This refreshed approach replaces the previous training model and the team is excited to reimagine the program in collaboration with Community Living St. Marys.

Several upcoming events were highlighted as follows;

Transition Webinar: Recently held in collaboration with both school boards, focusing on the transition from school to adult life.

November 22nd - Housing Webinar (Hybrid): Hosted in partnership with the Perth County Family Network in Mitchell and online, featuring family stories and innovative housing solutions.

November 26 - Plain Language Webinar: A 30-minute session providing an overview of DSO and ODSP applications for families and caregivers, including eligibility, application requirements, and practical tips.

Event details and promotional materials will be shared via Facile Futures' social media and website.

**5.4 Community Living Central Huron**

Nothing to report at this time.

**5.5 Autism Ontario**

It was shared that Autism Ontario held a very successful Walk For Autism event in September. The event brought together many new families, featured a variety of activities, and had strong participation from Autism Ontario staff across the province. It was also a successful fundraiser and a positive community engagement opportunity.

**5.6 Family Services Perth Huron**

Nothing to report at this time.

**5.7 Community Living St. Marys**

Nothing to report at this time.

**5.8 Trustee Report**

Nothing to report at this time.

**5.9 Stratford Children Services**

Nothing to report at this time.

**5.10 CSCN**

Nothing to report at this time.

**6. Information Reports**

**6.1 Facile Futures Partnership Update - Emily Branje**

Facile Futures provided an update on the Building Bright Futures partnership. The initiative is a collaboration between Facile Futures, the Huron Perth Catholic DSB and Avon Maitland DSB. The project focuses on supporting youth and families as they transition from school to adult life, emphasizing proactive planning, community inclusion, and real-world learning experiences.

Last year's highlights included:

- 22 students supported across two high schools, with 34 community connections established.
- Five students participated in pre-employment training, seven secured paid or volunteer positions, and three transitioned to college.
- Several families also participated in the Microboards Ontario Project, incorporating their microboards with fees covered.

Evaluation feedback showed overwhelmingly positive results with all participating students reporting that they feel more confident about their future, and families expressing strong appreciation for the support of facilitators in easing the transition process.

A youth employment network has also been created, bringing together about 15 community partners to build a more youth-friendly workforce in Huron Perth. This initiative, supported by

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Libro Credit Union and the Stratford Foundation, aims to strengthen opportunities for youth, including those with disabilities, through mentorship and professional development.

The partnership continues to grow stronger and more coordinated, with schools, community partners, and families collaborating to make transitions smoother and more meaningful for students. The team continues to seek annual funding through transition support allocations and community grants to sustain and expand this work.

**7. New Business**

No new business at this time.

**8. Future Meetings**

Next SEAC Meeting - Monday December 1st, 2025 at 4:00pm

**9. Adjournment**

Motion to end meeting was made by: Dana Bozzato

Meeting adjourned: Doris Barkley

Ended: 4:30 pm

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**Catholic Education Team (CET) Meeting**  
**Thursday, April 9, 2025, 4:00 - 6:00 pm**  
**Catholic Education Centre, Dublin**

## **MINUTES**

**Present:**

**Trustee:** Sue Muller

**Senior Administration:** Karen Tigani, Director of Education, Sean McDade, Superintendent of Education

**CET Members:** Natalie MacKay, Sharon Stephens, Zack Fitzmaurice, Denise Morris, Marianne Braca, Aideen Moss, Kate Dobson, Christa Ducharme, Heidi Clark, Erma Weernink, Tara Warren-Vrbanac

**Note taker:** Caroline Thuss

**Absent:** Rev. Philip Joseph

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### **1. Opening Business - Welcome and Introductions**

#### **1.1. Opening Prayer**

Caroline Thuss started the meeting with special intentions and the On Fire with the Spirit prayer and reflection.

#### **1.2. Attendance & Introductions**

**1.3. Approval of the Agenda – Motion by Kate Dobson, seconded by Heidi Clark**  
Carried

**1.4. Approval of the CET Meeting Minutes – Feb, 2024**  
Carried.

### **2. Reports and Discussion Items**

#### **2.1. Strategic Plan update & vision of the Catholic Education Team**

Director Tigani discussed her goals for this group and how it may be slightly different from the past. Focus will be on Catholic community-building and nurturing Catholic culture. Director Tigani spoke about the spiritual theme as an opportunity to learn about the Holy Spirit. She spoke of her appreciation for the prayers and input from this group. She highlighted that the Board's Faith Goals are all 100% and noted that we are very sincere about our goals. She welcomes the members to share ideas and thoughts for our school board.

#### **2.2. Deanery and Diocese Updates - Father Philip Joseph**

Fr. Philip was away and a message was shared by Caroline Thuss on Fr. Philip's behalf.

### **2.3. Religion and Family Life Update - Caroline Thuss**

Caroline shared [THIS](#) report.

### **2.4. Secondary School Campus Ministry Events and Activities**

See attached

#### **2.4.1. St. Anne's CSS Campus Ministry Report - Zack Fitzmaurice**

Report linked [HERE](#)

#### **2.4.2. St. Michael CSS Campus Ministry Report -**

Report linked [HERE](#)

## **3. Catholic Service Organization Reports**

### **3.1. Society of Saint Vincent de Paul (SSVDP) Stratford - Lori Stewart**

Lori shared her thanks to all of our schools. Over 4 years, the percentage of people receiving support from the SSVDP Stratford has gone up by 162%. In 2024, 1399 families, 2377 adults, 1524 children and 141 new families. Shared about the experience of the FIAT team from St. Patrick's/St. Columban supports the food bank and engages the youth to see the connection between the food donation and where it ends up. Happy to support this with other schools. Because of the increase in need, they have had to provide less of some items.

### **3.2. Catholic Women's League (CWL) - Denise Morris**

With the election, CWL members have been speaking with MPs and MPPS about the importance of Catholic Education and MAID. Hospice ~ funds are no longer going to anywhere other than bereavement classes through Hospice. There are 6 pilgrims of Hope from the CWL in our Diocese. Shared again about the different levels of memberships for staff and upper-year female students.

### **3.3. Knights of Columbus - KoC**

No member was present to share information.

### **3.4. Development and Peace ~ Caritas Canada - Erma Weernink**

Erma shared about the campaign "Turn Debt into Hope", which comes from the Pope Francis. 100 million dollars of debt was cancelled 25 years ago, and hoping to have a similar success this year. 60% of developing countries(global South) debt is held by private creditors. May 24 @ noon, Relay of Light. Ontario Regional Assembly, May 23-25 ~ trying to incorporate youth "Fanning the Flame of Hope". Still need some reps at some parishes in our Deanery.

## **4. Information and Correspondence**

None to share

## **5. Future Meetings and Events**

Date to be determined in the fall of 2025. Will meeting 3 times in the year: fall, winter, spring - winter meeting may be virtual due to weather at that time.

## **6. Closing Prayer**

## **7. Adjournment**

Meeting Adjourned: 5:37 pm

St. Anne's CET Report April 19<sup>th</sup>

Ongoing projects:

- Chapel Masses on the first Thursday of the month for 2 home room classes.
- The ongoing scripture study on both junior and senior lunch we are going to start exploring some of the questions that students have about Church Teachings.
- On April 16<sup>th</sup> we had students help lead and participate in the Youth Mass in Exeter where the parish also welcome Fr. Danny Santos Vocations Director of the Diocese.
- Friday Morning Prayer for Staff is ongoing where we pray the Chaplet of Divine Mercy together.
- During the Lenten season as a school we collected nearly 400 non-perishable goods and 675.00 in support of St. Vincent De Paul Goderich.
- We celebrated both our Ash Wednesday Liturgy of the Word and a Holy Thursday Liturgy of the Word lead by our Chaplaincy Team.
- On an individual basis there has been a rise in 1 on 1 meetings with students seeking faith formation opportunities and resources. We have a number of students journeying together through a self-guided retreat called "33 days to morning Glory" which is a Marian Devotional and meeting up to discuss the fruits of their experiences throughout that process.
- April 25 & 26<sup>th</sup> we will be having the Grade 10 Retreat. We are partnering with the Community Improvement Office Clinton City Hall to work on cleaning up the Downtown area/Park and Arena Area as well as talking about the importance of being part of a larger community and celebrating a liturgy of the Word with Dcn. Wayne from Wingham
- April 18<sup>th</sup> we had 12 students attend the Cultivating Catholics Faith Formation Workshops hosted by the board and Development and Peace in Stratford.
- May 3<sup>rd</sup> will be our Catholic Education Week Mass waiting to confirm the celebrant.

**Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Committee Meeting  
November 11, 2025 at 4:30 pm**

## **Minutes**

Present: Chair, Superintendent Tara Boreham, Trustee Jim McDade, Natanael Mateus-Ruiz, Caroline Thuss, Leroy Hibbert, Faye Hickey, Joshua Pagan, Jayden L., Mackena V. and Wendy Tapsoba  
Absent: Ralindee M.

Recording Secretary: Kerri Catalan

**1.1. Attendance and Introductions**

Noted Above

**1.2. Approval of the Agenda**

Moved by: Trustee Jim McDade

Seconded by: Natanael Mateus-Ruiz

THAT the EDIAR Committee approves the agenda of the EDIAR Meeting of November 11, 2025

**Carried**

**1.3. Declaration of Interest**

**None**

**1.4. Approval of EDIAR Meeting Minutes**

Moved by: Natanael Mateus-Ruiz

Seconded by: Caroline Thuss

THAT the EDIAR Committee approves the agenda of the EDIAR Meeting of EDIAR Meeting of June 17, 2025

**Carried**

**1.1. Business Arising from the Minutes**

**2.1 Superintendent Boreham presented:**

- The EDIAR Terms of Reference for Review
- The EDIAR 2025-2026 Work Plan
- Workshops, Professional Learning and Professional Development Days planned for the year.
- EDIAR Update Report

#### **2.4 SACSS Student Representative Report**

- There has been a small increase in teachers using the My Place in this World resource to enhance their current curriculum delivery (World History, World Religions are just a couple of examples).
- Many teachers are inviting Josh Pagan, Indigenous Graduation coach, into their classes to share his expertise (physical education, English).
- Christin Dennis came to speak to all five World Religion classes on October 15 and shared knowledge including the symbolism & importance around the Sun Dance.
- SACSS held the annual Remembrance Day assembly on November 10 to include our veterans as guests, and during the assembly the following were highlighted: Canada's First Black Battalion, Indigenous contribution, the contribution of women in the war.

#### **SMCSS Student Representative Report**

- The Multi-Cultural Club proposed hosting a cultural fair designed to celebrate diversity through interactive activities, including a global "listening party" and a bake sale. To visualize the community's heritage, they plan to display a world map where students can place pins representing their countries of origin.

#### **4. Dates for meetings- if buses are not running - we will cancel or move to online**

- January 13, 2026
- April 14, 2026
- June 16, 2026

**Adjournment - 5:30**

## Equity, Diversity, Inclusion and Anti-Racism Committee

### **Terms of Reference**

#### Membership

The membership of the Equity, Diversity, Inclusion and Anti-Racism Committee (the Committee) shall not exceed 12 members.

The Director of Education shall appoint committee members; the Supervisory Officer of Education in charge of EDIAR is responsible for actively recruiting members. Unless otherwise specified, members of the Committee should come from equity-seeking communities.

The term for each member is two years except for trustees and senior administration who are appointed by the Chair and/or the Director of Education.

The membership may include:

- Director of Education (or designate)
- Superintendent of Education
- Trustee of the Board
- Elementary Teacher
- Secondary Teacher
- Non-Teaching Staff (2)
- Secondary Students (2)
- Parent/Caregiver
- The Religion and Family Life Coordinator
- Community Member from Equity Seeking Organization

### Key Positions

The Chair of the Committee shall be the Director of Education or designate. The term of the Chair is at the discretion of the Director of Education. The recording secretary of the Committee shall be appointed by the Director of Education and is not a voting member of the Committee.

## Mandate and Scope

The mandate of the Committee is to provide the Director of Education advice on matters related to policy, procedures, academic programs and non-academic programs for students as they intersect with protected grounds under the Ontario Human Rights Code. The Committee shall also provide advice to the Director regarding the Equity Action Plan, the equity policy for the Board, the Board's anti-bullying plans and the Board's code of conduct.

The Committee shall advise the Director of Education on how the Board should:

- Address systemic oppression (specifically anti-Black racism, anti-Indigenous racism, anti-Semitism, racism against people of colour, Islamophobia, homophobia, transphobia and ableism);
- Guide the Board on how to better serve stakeholders who identify and belong to a historically disadvantaged community;
- Support the Board in developing/enhancing skills to dismantle forms of oppression, and eliminate barriers to inclusion;
- Encourage diversity and address barriers to inclusion; and
- Address issues of discrimination.

## Governance and Reporting

The Committee makes recommendations to the Director of Education. The approved minutes of the Committee shall be included in the Consent Agenda of Regular Meetings of the Board. The Committee shall report to the Board, through the Superintendent of Education, twice per year.

## Meetings

Meetings will follow the rules of order set out in the Board's By-Laws; where the By-Laws are silent on matters before the Committee, the Committee shall follow Robert's Rules of Order.

The Committee shall meet four times a year unless otherwise determined by the Director of Education.

Meetings shall be held at the Catholic Education Centre from 4:30 - 6:00 p.m. unless otherwise determined by the Director of Education. Committee meetings shall be in-person unless otherwise required on an emergency basis.

The Director of Education may replace Committee members for inappropriate conduct or for repeatedly missing meetings.

# EQUITY, DIVERSITY, INCLUSION AND ANTI-RACISM COMMITTEE

## 2025-2026 WORK PLAN

### November

- Introduction of New Members and Terms of Reference Review
- Review 2024-2027 EDIAR Action Plan
- EDIAR Report Review
- Oral Report on EDIAR Initiatives-Student Representatives

### January

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

## APRIL

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

## JUNE

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

## **EDIAR Action Plan**

Divided into the four areas of focus in Ontario's Equity Education Action Plan 2017

- 1) School and Classroom Practices
- 2) Leadership, Governance and Human Resource Practices
- 3) Data Collection, Integration and Reporting
- 4) Organizational Culture Change

Explicitly connected to our HPCDSB Equity and Inclusive Education Policy and our Catholic Foundations and Doctrinal Framework

## **EDIAR Update: Workshops, Professional Learning and PD Day**

### **National Day for Truth and Reconciliation (September 2025)**

- Students and staff engaged in learning using new school library resources for literacy exercises.
- They participated in virtual sessions provided by the National Centre for Truth and Reconciliation (NCTR).
- Involvement in the “Taking Truth to Action ~ An art project” with artist Moses Lunham.
- Attendance at local community events for further learning and reflection.

### **Partnership with LUSO and Leroy Hibbert (Anti-Racism and Inclusion)**

- The ongoing relationship with LUSO Community Services ensures Leroy Hibbert provides learning sessions.
- Sessions cover anti-racism and inclusion for students across all grades and the parent community.

## **Secondary School Student Groups (Acceptance and Inclusion)**

- Each secondary school has student-run groups focused on promoting acceptance and inclusion.
- These groups are planning to participate in the "Racism Ends Here" video contest during the winter months.

## **Anti-Semitism and Holocaust Awareness**

- Students can participate in Holocaust awareness sessions and Anti-Semitism learning provided by various Jewish educational organizations.
- St. Michael Catholic Secondary School hosted Holocaust survivor Elly Gotz for an in-person presentation on October 16, marking a return to in-person engagement.

## **Black Curriculum and Black History Month**

- Continued promotion of the integration of the "My Place in this World" black curriculum throughout the school year.
- Black History Month (February 2026) will feature a variety of lessons focused on Black excellence.

## **Equity Hub Site (Staff Professional Learning)**

- The dedicated Equity Hub site serves as a central professional learning resource for all staff.
- It is continually updated with the latest resources, articles, and podcasts to support ongoing learning regarding Equity, Diversity, Inclusion (EDI), and Anti-Racism.

**PD Day Nov. 21, 2025**



## REPORT TO THE EQUITY, DIVERSITY, INCLUSION and ANTI-RACISM (EDIAR) COMMITTEE OF THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendent of Education  
Presented to: The Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Committee  
Date: November 11, 2025  
Submitted by: Tara Boreham, Superintendent of Education

### EDIAR UPDATE

Public Session

#### BACKGROUND

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

#### DEVELOPMENTS

This report outlines the key initiatives and professional learning deployed or planned across the district for the Fall and Winter of the 2025-2026 school year and the outline for the mandatory Professional Development Day scheduled for November 21, focused on building capacity among staff to effectively address systemic anti-Black racism and ensure non-discriminatory practice across the board. The session is driven by the legal and moral imperative to comply with professional obligations (including OCT Advisories) and align with the Catholic mission of social justice and equity. Key session components include the deep study of the *Dreams Delayed* report, application of the Human Rights-Based Approach (HRBA), and a robust self-reflective framework for staff.

- In September 2025, students and staff actively engaged in learning about the National Day for Truth and Reconciliation. This observance involved a variety of activities, including literacy exercises utilizing new school library resources, participation in virtual sessions provided by the National Centre for Truth and Reconciliation (NCTR), and involvement in the "Taking Truth to Action ~ An art project" with artist Moses Lunham. Additionally, many staff and students attended local community events to further their learning and reflection.



- Partnership with LUSO and Leroy Hibbert: Our continuing relationship with LUSO Community Services will ensure that Leroy Hibbert provides learning sessions for students across all grades, as well as for the parent community, focusing on anti-racism and inclusion.
- Secondary School Student Groups: Each secondary school maintains student-run groups dedicated to promoting acceptance and inclusion for all students. These groups are planning to participate in the "Racism Ends Here" video contest during the winter months.
- Anti-Semitism and Holocaust Awareness: Students will have the opportunity to participate in Holocaust awareness sessions and Anti-Semitism learning provided by various Jewish educational organizations. Notably, St. Michael Catholic Secondary School welcomed Holocaust survivor Elly Gotz for an in-person presentation to students on October 16, marking a significant return to in-person engagement after several years of virtual presentations.
- Black Curriculum and Black History Month: We continue to promote the integration of the "My Place in this World" black curriculum throughout the school year. Furthermore, in February 2026, a variety of lessons focused on Black excellence will be provided to celebrate Black History Month.
- Equity Hub Site: The dedicated Equity Hub site remains a central professional learning resource for all staff. It is continually updated with the latest resources, articles, and podcasts to support ongoing learning regarding Equity, Diversity, Inclusion (EDI), and Anti-Racism. This platform is vital for ensuring staff are equipped with the knowledge and tools necessary to foster an equitable learning environment.

### **Special Education and Inclusive Practices:**

- Fall Focus (Sept/Oct 2025): The initial focus was on establishing foundational support, particularly in literacy and mental health. This included deploying new resources like the Lexia Licenses and The Carolina Curriculum, providing Empower Teacher Training for literacy intervention, and ensuring mental health teams and Educational Assistants received training in emotion validation coaching. Special Education Resource Teachers (SERTs) also received CCAT Assessment Training.
- Winter Launch (Jan 2026): The Board is launching the district-wide "Andre's Compass" initiative. This aims to establish an inclusive positive reinforcement system that recognizes students' alignment with the Ontario Catholic Graduate Expectations (OCGEs).
- Year-Round Commitment (Ongoing): Sustained efforts include continued support for students transitioning beyond secondary school through the Facile Partnership. Professional development is continuous, featuring monthly SERT meetings to bolster their leadership in inclusive practices, Neurodiversity Training (ADHD, Autism, Down Syndrome), and Communication Diversity Training. Furthermore, the district maintains Peer Mediated Support Programs (PEER Pals and TRACKS) and a commitment to

PD Day Outline: The mandatory Professional Development Day, scheduled for November 21, is designed to build capacity among all Educational Staff (Teachers, System Leaders, School Leaders, and other Support Personnel) to effectively address systemic anti-Black racism and ensure non-discriminatory practice across the board.

The session is driven by the legal and moral imperative to address the findings of the "Dreams Delayed: Addressing Systemic Anti-Black Racism and Discrimination in Ontario's Public Education System" report. The day moves beyond theoretical discussion to focus on practical application in all roles, including using the new Black Curriculum Resource, adhering to OCT Advisories, and applying the Human Rights-Based Approach (HRBA). The central goal is to integrate these principles into every staff member's daily interactions to foster genuinely inclusive, identity-affirming learning environments for all students.

### Core Professional Development Objectives

The session targets four critical outcomes for all participating staff members:

1. **Deepen Knowledge & Accountability:** Systematically understand the systemic nature of anti-Black racism, integrate HRBA principles, and ensure professional compliance with OCT Advisories (where applicable) and board policies.
2. **Foster Self-Reflection:** Utilize the Cultural Humility Self-Reflection Tool to identify personal biases and examine the influence of their own identity, power, and privilege on student and colleague interactions.
3. **Actionable Practice & Curriculum:** Develop specific strategies for recognizing and responding to discrimination, and create an implementation plan for the "My Place in The Worlds" Black Curriculum Resource (for teaching staff).
4. **Create Identity-Affirming Spaces:** Commit to fostering learning environments where all students, especially Black students, feel valued, safe, and empowered.

### Session Structure and Key Content

The day is divided into two phases, ensuring a transition from system-wide strategic vision to school- and role-based application.

#### Phase I: Systemic Understanding and Strategic Direction (Morning)

Time	Focus Area	Activity Summary	Strategic Value
9:00 - 9:15 AM	Foundational Study	Review of key vocabulary (bias, privilege, decolonize, equity, etc.) and session norms. Catholic reflection: Who are we called to be?	Establishes common language and a trauma-informed, safe space for difficult conversations.
9:15 - 10:15 AM	"Dreams Delayed" Analysis	Deep dive into the report's key findings via presentation and a Jigsaw Reading activity, followed by HRBA Principles Consolidation.	Ensures shared, fact-based understanding of the urgency and the guiding policy framework.
10:30 - 12:00 PM	Keynote Address	Dedicated time for a Special Guest Speaker (Lawyer from Emond Harnden) addressing the Dreams Delayed Inquiry.	Offers external legal, ethical, and strategic expertise to reinforce the importance of the work for all duty-holders.

Phase II: Practical Application and Staff Accountability (Afternoon)

Time Allotment	Focus Area	Activity Summary	Strategic Value
12:40 - 1:00 PM	Professional Mandate	Critical review of OCT Professional Advisories and board policies on Anti-Black Racism and Hate/Discrimination.	Clarifies legal and ethical obligations for <i>all</i> staff in preventing and responding to discrimination.
1:00 - 1:45 PM	Curriculum Implementation	45-minute review of the "My Place in THie WORlds" Black Curriculum Resource and dedicated time to brainstorm classroom implementation plans (primarily for teaching staff).	Develops practical pedagogical skills and ensures the resource is used effectively in relevant roles.
1:45 - 2:30 PM	Guided Self-Reflection	Utilization of the Self-Reflective Framework and Module One: Anti-Racism and Anti-Discrimination.	Equips all staff to critically examine their practice, power, and privilege to ensure an inclusive school environment.
Time TBD	Intervention Strategies	Focused case study discussions based on the advisory review.	Develops practical skills for intervening in incidents and removing systemic barriers, regardless of staff role.

**Accountability and Next Steps**

Accountability is required for all staff through the completion of two mandatory tools:

1. Cultural Humility Self-Reflection Tool: Used at the start and end of the day to define Cultural Humility Goals and track growth in awareness, knowledge, and skills.

2. Exit Ticket (Google Form): A compulsory summary exercise that documents immediate, personalized commitments:
  - (a) One key insight carried forward.
  - (b) One outstanding question for further system support.
  - (c) One tentative action to be implemented immediately in their specific role (classroom, office, department, etc.).

The data gathered will be essential for system leaders to monitor progress, shape future support, and ensure the successful, system-wide implementation of anti-racism strategies.

## **RECOMMENDATION**

THAT the EDIAR committee receives the EDIAR Update report for information.



## 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: January 26, 2026  
Submitted by: Karen Tigani, Director of Education and Secretary

# PARENT COMMUNICATION POLICY 2.1.16

Public Session

## BACKGROUND

This policy was first adopted by the Huron-Perth Catholic District School Board on January 26, 1998, and was most recently revised on September 23, 2024. The policy was structured to support respectful, transparent, and consistent communication with parents and community stakeholders. It included a Belief Statement and Policy Statement, followed by procedural direction outlining pathways for addressing and escalating concerns related to student, school, and system matters. The policy also articulated a specific pathway for Board-level decisions involving concerns or complaints within the governance authority of the Board of Trustees, as well as a section identifying other statutory and external venues through which concerns could be raised. Collectively, these elements were designed to promote fairness, clarity, and accountability in the resolution of concerns, while supporting positive relationships between families, schools, and the Board.

## DEVELOPMENTS

On June 6, 2024, the Ministry of Education released Policy/Program Memorandum No. 170 – School Board Communication with Parents, establishing provincial requirements for consistent, transparent, and timely communication between school boards and parents. The memorandum set service standards for acknowledging and responding to parent inquiries and reinforced the importance of parent engagement as a key contributor to student success. As a result, the Board initiated a review of this policy to ensure alignment with the updated Ministry direction.

Subsequently, on November 13, 2025, the Minister of Education, The Honourable Paul Calandra, issued a memorandum to school boards announcing the establishment of Student and Family Support Offices as a new provincial initiative. This directive required school boards to strengthen existing communication and escalation processes through the creation of a Board-level support structure to assist with the consistent and timely resolution of parent and guardian inquiries.

The current revision of this policy reflects the combined direction of PPM 170 and the Minister's memorandum by affirming Board-level commitments to communication standards, accountability, and the establishment of a Student and Family Support Office, while maintaining the principle that concerns should be addressed at the lowest appropriate level whenever possible.

In addition, as part of the Board's ongoing work to strengthen policy development through a governance-focused lens, this revision intentionally removes operational and procedural elements from

the policy. Detailed processes, timelines, and implementation expectations that were previously embedded within the policy have been relocated to a corresponding Administrative Procedure for employees. This structural shift supports clearer role distinction between governance and administration, enhances consistency in implementation, and improves usability for school and system leaders.

Key changes in this revision include:

- the explicit alignment of the policy with PPM 170;
- the formal recognition of the Student and Family Support Office as a Board-level structure;
- strengthened language clarifying the roles of the Board of Trustees, Director of Education, and administration; and
- the removal of step-by-step procedures, escalation timelines, and operational guidance from the policy document.

Operational direction related to acknowledging and responding to parent inquiries, escalation pathways, documentation, and monitoring now resides exclusively within the associated Administrative Procedure.

The policy has been reviewed and is now presented for the consideration of the Board of Trustees. The revised policy will be made available for vetting and comment by the community in advance of the policy being brought to the Board for approval in February.

#### **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board receives policy 2.1.16.Parent Communication Protocol.
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# HURON-PERTH CATHOLIC

## District School Board

### Student and Family Support Office & Communication Protocol

Adopted:	January 26, 1998	Policy #:	P 2.1.16.
Revised:	September 23, 2024	Policy Category:	2.1. School Operations

#### BELIEF STATEMENT:

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

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

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

#### Current POLICY STATEMENT:

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

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

## **Proposed Policy STATEMENT**

This policy was formerly titled "Parent Communication Protocol" and has been updated to reflect provincial requirements related to the establishment of Student and Family Support Offices.

It is the policy of the Board that communication with parents and guardians is conducted in a manner that is respectful, transparent, and consistent with the dignity of all persons, recognizing parents as valued partners in their child's education.

The Board affirms that questions, concerns, and complaints raised by parents and community stakeholders shall be addressed fairly, in good faith, and at the lowest appropriate level whenever possible, while ensuring that clear pathways exist for escalation when matters are unresolved. The Board is committed to confidentiality and procedural fairness, in accordance with applicable legislation, Board policy, and Catholic teaching.

In alignment with the authority of the Minister of Education under the *Education Act* and the requirements of Policy/Program Memorandum No. 170 – School Board Communication with Parents, the Board is committed to:

- providing parents with clear, consistent, and reliable information to support their active engagement in their child's education;
- establishing and maintaining standards for acknowledging and responding to parent inquiries that promote transparency, accountability, and trust; and
- ensuring that parents are informed of available information, supports, and communication protocols upon registration and at the start of each school year.

The Board affirms its responsibility to establish and maintain a Student and Family Support Office as a Board-level structure, in alignment with provincial direction. The purpose of the Office is to strengthen existing communication pathways by supporting the consistent, fair, and timely resolution of parent and guardian inquiries that have not been resolved through school-level processes. The Student and Family Support Office provides an additional avenue of support while respecting the distinct roles of Board governance and administration and does not replace the responsibility of schools to address concerns at the local level.

The Board expects that standards for acknowledging and responding to parent inquiries are clearly established, publicly communicated, and aligned with the requirements of Policy/Program Memorandum No. 170. The Director of Education is responsible for ensuring that administrative procedures are in place to support implementation, monitoring, and continuous improvement. The Board shall receive assurance, as appropriate, that communication standards are being met and that system trends are reviewed to strengthen transparency, responsiveness, and public confidence.

## **PROCEDURE:**

### **1.0 – GENERAL**

- ~~1.1 Anonymous complaints will not be accepted. All complaints/concerns need to include full name and contact information to be considered. District staff will endeavor to confirm receipt and follow up on concerns within two business days.~~
- ~~1.2 If a concern or complaint is related to a school-based decision—the complaint needs to be brought to the attention of the teacher or the principal of the school before contacting a member of senior administration or a trustee.~~
- ~~1.3 District level decisions such as transportation, program decisions or other decisions made at the superintendent level need to be addressed with the appropriate superintendent (see Step Two).~~
- ~~1.4 In the instance a trustee receives information regarding the well-being of a student of the Board, they shall immediately report the information to the Director of Education and the Chair of the Board. Trustees that receive information that is related to student well-being must follow reporting requirements set out in statutes and regulations with particular attention to the Child Youth and Family Services Act and the College of Teacher Act. Following receipt of the matter, the issue shall be shared with the Board of Trustees during the next Board meeting in the private session.<sup>2</sup>~~

## ~~2.0 PATHWAY SCHOOL-LEVEL CONCERNS~~

### ~~Step One—School-Level~~

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

### ~~Step Two—District-Level~~

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

### ~~Step Three—Executive Level~~

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

### ~~Step Four—Board Level~~

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

## ~~3.0 PATHWAY FOR BOARD-LEVEL DECISIONS~~

- ~~3.1 Concerns or complaints that concern decisions of the Board and are the purview of the Board (e.g. Board policy, budget or accommodation reviews) may be directed to the Director of Education, the Chair of the Board or a Trustee of the Board.~~

~~3.2—Concerns or complaints shared with a Trustee of the Board and concern a decision of the Board of Trustees and are in the purview of the Board of Trustees will be shared with all Trustees of the Board.~~

## **New Section**

### **Board-Level Matters and Trustee Role**

Concerns or complaints that relate to matters within the governance authority of the Board of Trustees, including Board policy, budget decisions, or accommodation reviews, may be brought to the attention of the Director of Education, the Chair of the Board, or a Trustee of the Board.

The Board affirms that Trustees act collectively and within their governance role. Trustees do not investigate or attempt to resolve individual operational complaints. Matters shared with an individual Trustee that fall within the purview of the Board of Trustees may be brought forward for information or consideration by the full Board, as appropriate, and in accordance with Board bylaws and governance practices.

Operational matters concerning individual students, staff, or schools are the responsibility of the Director of Education and Board administration and are addressed through established administrative processes.

### **~~4.0 OTHER VENUES TO FILE COMPLAINTS~~**

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

## **New Section**

### **Other Statutory and External Avenues**

Nothing in this policy is intended to limit or restrict the right of parents, guardians, or community stakeholders to raise concerns with independent or statutory oversight bodies, where appropriate.

Depending on the nature of the concern, stakeholders may contact:

- the Ombudsman of Ontario, regarding concerns about the manner in which a school board has handled a complaint or concern;
- the appropriate professional regulatory body, such as the Ontario College of Teachers or the College of Early Childhood Educators, regarding concerns about professional conduct;

- the Ministry of Education or a local Member of Provincial Parliament, regarding matters within provincial jurisdiction; or
- the Ontario Human Rights Commission, regarding alleged violations of the *Ontario Human Rights Code*.

## **5.0 NAVIGATING OUR SCHOOL SYSTEM**

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

### **Navigating the School System**

The Board is committed to ensuring that parents and guardians are informed about how to navigate the school system and access information, supports, and communication protocols related to their child's education. In alignment with Ministry of Education requirements, the Board expects that information about this policy and the Ministry's *Parent Guide to Our School System* is made available to parents upon student registration and at the start of each school year.

The Director of Education is responsible for ensuring that administrative procedures are in place to support consistent implementation across all schools.

### **DEFINITIONS:**

- N/A

### **REFERENCES:**

- Policy and Program Memorandum 170 (Government of Ontario)

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

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



# HURON-PERTH CATHOLIC

District School Board

## Student and Family Support Office & Parent Communication Protocol

Adopted:	January 26, 1998	Policy #:	P 2.1.16.
Revised:	September 23, 2024	Policy Category:	2.1. School Operations

### **BELIEF STATEMENT:**

The Huron-Perth Catholic District School Board (the Board) believes that all persons are created in the image and likeness of God and are entitled to dignity, respect, and compassionate treatment.

The Board believes that when parents feel connected, informed, and welcomed, they are more likely to be actively involved in their child's learning. Increased parent engagement strengthens the parent-school partnership, fosters a sense of community, and supports shared responsibility for student success. By responding promptly and effectively to parent inquiries, school boards and educators can build trust and confidence in the school system's ability to meet the educational needs of each child.

The Board believes that conflict resolution is most effective when it is proactive, ethically grounded, and rooted in the teachings and practices of the Catholic Church. Through open communication and collaborative problem-solving, the Board seeks to promote understanding, cooperation, and mutually acceptable solutions that reflect the best interests of students, schools, the Church, and the broader school community.

### **POLICY STATEMENT:**

This policy was formerly titled "Parent Communication Protocol" and has been updated to reflect provincial requirements related to the establishment of Student and Family Support Offices.

It is the policy of the Board that communication with parents and guardians is conducted in a manner that is respectful, transparent, and consistent with the dignity of all persons, recognizing parents as valued partners in their child's education.

The Board affirms that questions, concerns, and complaints raised by parents and community stakeholders shall be addressed fairly, in good faith, and at the lowest appropriate level whenever possible, while ensuring that clear pathways exist for escalation when matters are unresolved. The Board is committed to confidentiality and procedural fairness, in accordance with applicable legislation, Board policy, and Catholic teaching.

In alignment with the authority of the Minister of Education under the *Education Act* and the requirements of Policy/Program Memorandum No. 170, School Board Communication with Parents, the Board is committed to:

- providing parents with clear, consistent, and reliable information to support their active engagement in their child's education;
- establishing and maintaining standards for acknowledging and responding to parent inquiries that promote transparency, accountability, and trust; and
- ensuring that parents are informed of available information, supports, and communication protocols upon registration and at the start of each school year.

The Board affirms its responsibility to establish and maintain a Student and Family Support Office as a Board-level structure, in alignment with provincial direction. The purpose of the Office is to strengthen existing communication pathways by supporting the consistent, fair, and timely resolution of parent and guardian inquiries that have not been resolved through school-level processes. The Student and Family Support Office provides an additional avenue of support while respecting the distinct roles of Board governance and administration and does not replace the responsibility of schools to address concerns at the local level.

The Board expects that standards for acknowledging and responding to parent inquiries are clearly established, publicly communicated, and aligned with the requirements of Policy/Program Memorandum No. 170. The Director of Education is responsible for ensuring that administrative procedures are in place to support implementation, monitoring, and continuous improvement. The Board shall receive assurance, as appropriate, that communication standards are being met and that system trends are reviewed to strengthen transparency, responsiveness, and public confidence.

### **Board-Level Matters and Trustee Role**

Concerns or complaints that relate to matters within the governance authority of the Board of Trustees, including Board policy, budget decisions, or accommodation reviews, may be brought to the attention of the Director of Education, the Chair of the Board, or a Trustee of the Board.

The Board affirms that Trustees act collectively and within their governance role. Trustees do not investigate or attempt to resolve individual operational complaints. Matters shared with an individual Trustee that fall within the purview of the Board of Trustees may be brought forward for information or consideration by the full Board, as appropriate, and in accordance with Board bylaws and governance practices.

Operational matters concerning individual students, staff, or schools are the responsibility of the Director of Education and Board administration and are addressed through established administrative processes.

### **Other Statutory and External Avenues**

Nothing in this policy is intended to limit or restrict the right of parents, guardians, or community stakeholders to raise concerns with independent or statutory oversight bodies, where appropriate.

Depending on the nature of the concern, stakeholders may contact:

- the Ombudsman of Ontario, regarding concerns about the manner in which a school board has handled a complaint or concern;
- the appropriate professional regulatory body, such as the Ontario College of Teachers or the College of Early Childhood Educators, regarding concerns about professional

conduct;

- the Ministry of Education or a local Member of Provincial Parliament, regarding matters within provincial jurisdiction; or
- the Ontario Human Rights Commission, regarding alleged violations of the *Ontario Human Rights Code*.

### **Navigating the School System**

The Board is committed to ensuring that parents and guardians are informed about how to navigate the school system and access information, supports, and communication protocols related to their child's education. In alignment with Ministry of Education requirements, the Board expects that information about this policy and the Ministry's *Parent Guide to Our School System* is made available to parents upon student registration and at the start of each school year.

The Director of Education is responsible for ensuring that administrative procedures are in place to support consistent implementation across all schools.

### **DEFINITIONS:**

- N/A

### **REFERENCES:**

- Policy and Program Memorandum 170 (Government of Ontario)

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

- Child Youth and Family Services Act, The College of Teachers Act and the College of Early Childhood Educators Act; [OESC Good Governance Guide](#) – Page 66
- The Board shall consider the protection of the identity of staff and students when receiving information considering statutes and regulations intended to protect privacy.
- Complaints Procedures - [www.ombudsman.on.ca](http://www.ombudsman.on.ca)
- Board Administrative Procedure AP 2.1.13 Parent Communication Protocol



## 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: January 26, 2026  
Submitted by: Karen Tigani, Director of Education and Secretary

# POLICY HEALTH AND SAFETY

Public Session

## BACKGROUND

The Huron-Perth Catholic District School Board regularly reviews all policies to ensure compliance and relevance with legislation and corresponding alignment with the mission and vision of our Catholic school system. Additionally, under the Occupational Health & Safety Act, it is a requirement for the Joint Health and Safety Committee (JHSC) to review the Health & Safety policy on an annual basis. The Health and Safety policy was last reviewed by the Board of Trustees on January 27, 2025.

## DEVELOPMENT

The Health and Safety policy was presented for information at the December 8, 2025 Board meeting. The revised policy was available on the Board's website for vetting. No changes have been recommended therefore the policy is being recommended for approval.

## RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves Policy Health and Safety.



# HURON-PERTH CATHOLIC

## District School Board

### Health and Safety

<b>Adopted:</b>	<b>February 23, 1998</b>	<b>Policy #:</b>	<b>P 3.1.1.</b>
<b>Revised:</b>	<b>January 26, 2026</b>	<b>Policy Category</b>	<b>3.1. Facilities/Health &amp; Safety</b>

#### **BELIEF STATEMENT:**

The Huron-Perth Catholic District School Board believes in ensuring both the physical and psychological health and safety of its employees through the promotion of safe work practices and procedures and maintaining a healthy and safe workplace.

The Huron-Perth Catholic District School Board shall foster a culture of health and safety as part of its commitment to its employees. This culture shall be included in decision-making processes, and highlighted in the organization's Vision, Mission and Values.

#### **POLICY STATEMENT:**

It is the policy of the Huron-Perth Catholic District School Board that it supports the operation of the Joint Health and Safety Committee in accordance with the JHSC Terms of Reference. The Internal Responsibility System within the HPCDSB acknowledges that everyone has "direct" responsibility for health and safety as an essential part of his or her job. The purpose of this policy and procedures is to promote a healthy and safe working environment for all employees that is consistent with the requirements of the Occupational Health and Safety Act and Regulations.

#### **PROCEDURES:**

##### **Responsibility of Management:**

HPCDSB Management are accountable for the health and safety of employees and are responsible to:

- Ensure that employees work in a manner and with protective devices, measures and procedures required by the Occupational Health and Safety Act and Regulations,
- Ensure that employees use or wear the equipment, protective devices or clothing that his/her employer requires to be used or worn,
- Advise the employee of the existence of any potential or actual hazards to the health or safety of the employee of which the supervisor is aware,
- Provide where prescribed (i.e., in a regulation under the OH&S Act), an employee with written instructions about measures and procedures to protect the employee,
- Take every precaution reasonable given the circumstances to protect the employee.

### **Responsibility of Employees:**

Every employee must protect their own health and safety by:

- Working in compliance with the Occupational Health and Safety Act and its regulations,
- Working with safe work practices and procedures established by the HPCDSB,
- Reporting unsafe conditions and practices immediately,
- Utilizing appropriate personal protective equipment.

### **REFERENCES:**

- Occupational Health and Safety Act and Regulations

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

- N/A

### **DEFINITIONS**

- N/A



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

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer  
Presented to: The Huron-Perth Catholic District School Board  
Date: January 26, 2026  
Submitted by: Karen Tigani, Director of Education and Secretary

# **POLICY WORKPLACE HARASSMENT**

Public Session

## **BACKGROUND**

The Huron-Perth Catholic District School Board regularly reviews all policies to ensure compliance and relevance with legislation and corresponding alignment with the mission and vision of our Catholic school system. Additionally, under the Occupational Health & Safety Act, it is a requirement for the Joint Health and Safety Committee (JHSC) to review the Workplace Harassment policy on an annual basis. The Health and Safety policy was last reviewed by the Board of Trustees on May 5, 2025.

## **DEVELOPMENT**

The Workplace Harassment policy was presented for information at the December 8, 2025 Board meeting. The revised policy was available on the Board's website for vetting. No changes have been recommended therefore the policy is being recommended for approval.

## **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board approves Policy Workplace Harassment.



# HURON-PERTH CATHOLIC

District School Board

## Workplace Harassment Policy

<b>Adopted:</b>	<b>August 24, 1998</b>	<b>Policy #:</b>	<b>P 3.4.12.</b>
<b>Revised:</b>	<b>January 26, 2026</b>	<b>Policy Category:</b>	<b>Human Resources</b>

### **BELIEF STATEMENT:**

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

### **POLICY STATEMENT:**

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

In accordance with the *Ontario Human Rights Code* and the *Occupational Health and Safety Act (OHS)*, 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 may 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.

If the worker's supervisor or reporting contact is the person engaging in workplace harassment, contact the applicable Superintendent and report a workplace harassment incident or complaint to the Executive Manager of Employee Relations.

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. Information can be disclosed if necessary to protect workers, take corrective action, or otherwise as required by law. 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.

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** is defined in the OHS Act as: 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 workplace sexual harassment.

**Workplace sexual harassment** is defined in the OHS Act as:

- (a) engaging in a course of vexatious comment or conduct against a worker in a workplace, including virtually through the use of information and communications technology, because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- (b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome;<sup>2</sup>

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

**Assault** is defined in the Criminal Code of Canada as: 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](#)  
Department of Justice Canada - Criminal Code

## **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: Mary-Ellen Ducharme, Superintendent of Business and Treasurer  
Presented to: The Huron-Perth Catholic District School Board  
Date: January 26, 2026  
Submitted by: Karen Tigani, Director of Education and Secretary

# POLICY VIOLENCE IN THE WORKPLACE

Public Session

## BACKGROUND

The Huron-Perth Catholic District School Board regularly reviews all policies to ensure compliance and relevance with legislation and corresponding alignment with the mission and vision of our Catholic school system. Additionally, under the Occupational Health & Safety Act, it is a requirement for the Joint Health and Safety Committee (JHSC) to review the Violence in the Workplace policy on an annual basis. The Violence in the Workplace policy was last reviewed by the Board of Trustees on January 27, 2025.

## DEVELOPMENT

The Violence in the Workplace policy was presented for information at the December 8, 2025 Board meeting. The revised policy was available on the Board's website for vetting. No changes have been recommended therefore the policy is being recommended for approval.

## RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves Policy Violence in the Workplace



# HURON-PERTH CATHOLIC

## District School Board

### **Violence in the Workplace**

<b>Adopted:</b>	<b>June 21, 2010</b>	<b>Policy #:</b>	<b>P 3.4.16.</b>
<b>Revised:</b>	<b>January 26, 2026</b>	<b>Policy Category:</b>	<b>3.4. Human Resources</b>

#### **BELIEF STATEMENT:**

The Huron-Perth Catholic District School Board believes in the prevention of workplace violence and promotes a violence-free workplace in which all people respect one another and work together to achieve common goals. 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 staff and students.

#### **POLICY STATEMENT:**

It is the policy of the Huron-Perth Catholic District School Board that it be committed to protecting employees from workplace violence from all sources. Any act of workplace violence is unacceptable. Workplace violence in any form erodes the mutual trust and confidence that is essential to the well-being of our staff. The Board is committed to addressing any form of workplace violence or threat of violence reported. The following procedures are in place to ensure this policy can be implemented.

#### **PROCEDURES:**

1. **Application:** This procedure applies to all members of the Board community, including but not limited to trustees, students, employees, visitors such as parents and community members, volunteers, permit holders, contractors and employees of other organizations who work on or are invited onto Board property.
2. **Risk Assessment:** To enhance employee safety, the Board will perform a Risk Assessment respecting the potential for violent incidents in all of the Board's schools and facilities and during employment-related events and activities. The results of the Risk Assessment will be shared with the Joint Health and Safety Committee.
3. Based upon the Risk Assessment, the Board will develop any additional preventive measures as identified or as needed to decrease the risk of workplace violence in keeping with its duties and responsibilities under the Occupational Health and Safety Act, Education Act and Regulations. The risks of workplace violence will be re-assessed as often as necessary, but at least annually, to ensure that the policy and program continue to protect workers from workplace violence.

Domestic violence occurring in the workplace is recognized by the Occupational Health and Safety Act as workplace violence. Unlike many risks which may lead themselves to regular and ongoing assessment, the risk of domestic violence taking place in the workplace is much more variable and less easily anticipated although nonetheless real. The Occupational Health and Safety Act does not require an assessment of the risks of

domestic violence becoming workplace violence. However, the Huron-Perth Catholic District School Board is committed to educating workers regarding domestic violence and to take every reasonable precaution to protect workers from domestic violence that is likely to expose workers to physical injury in the workplace.

4. Responsibilities: As an employer, the Board is responsible for the health and safety of its employees. Under the Occupational Health and Safety Act, the Board is required to take every precaution reasonable in the circumstances for the protection of workers (section 25 (2) (h) of OHSA).

Managers and supervisors, as defined by the OHSA, are also required to take every precaution reasonable in the circumstances for the protection of workers (section 27 (2) (c) of OHSA). Associated with this duty, supervisors are also required to advise workers of the existence of work-related hazards which include potentially violent workplace circumstances (section 27 (2) (a) of OHSA).

In association with the duties of the employer and of supervisors, employees also have duties prescribed by OHSA.

Workers must act in compliance with the Act and regulations and importantly are required to report to his or her employer or supervisor of the existence of any hazard/potentially violent circumstances of which he or she knows (section 28 (1) (d) of OHSA). This includes circumstances in a worker's personal life, such as domestic violence, that would likely expose a worker or his or her co-workers to physical injury in the workplace.

The legislation requires everyone in the workplace to act cooperatively together in dealing with any circumstances which pose unacceptable risks in the context of the duties and responsibilities of the Board, Teachers, Vice-Principals, Principals and Supervisory Officers under the Occupational Health and Safety Act, Education Act and Regulations.

5. Reporting Incidents: As a part of the IRS (Internal Responsibility System), the Occupational Health and Safety Branch of the Ministry of Labour (MOL) requires that individuals engaging in unsafe activity be held accountable for their actions. This, together with safe schools legislation, means that violent and potentially violent activity will be investigated by the Board and will be acted upon in a manner that protects members of the school community in the workplace.

Violent behaviour and behaviour which increases the risk of violence in the workplace will not be tolerated. The Board's progressive discipline procedure for employees may be applied in cases of unsafe behaviour and where the behaviour is as described in the definition of "workplace violence" above. Workplace violence may also lead to the individual being removed from the Board's premises.

The Board's violence prevention program includes the following:

- i. To the extent legally possible, reports of workplace violence or of potentially violent behaviour will be held in confidence.
- ii. Under this policy, persons are required and encouraged to report an act of violence. Reprisals and any negative consequences will not be condoned because a person has acted in accordance with this policy.
- iii. Reports shall be made to a person's immediate supervisor. In schools, this means to the Principal or Vice-Principal.

- iv. Management is obliged to investigate the report. In most cases the investigation will be done by the immediate supervisor.
- v. The results of the investigation will be communicated to the person who reported the circumstances and to others who reasonably ought to be informed of the result, or as otherwise required by law.
- vi. The Board will provide such medical and counselling support as necessary in the circumstances, consistent with programs described in collective agreements or by Board policy applicable to non-unionized staff.
- vii. In conjunction with any discipline that may be imposed, the Board may reassign staff or students during or after the Board's investigation as reasonable in the circumstances.
- viii. Staff will receive training appropriate to the tasks they perform to deal with violent acts and the potential for violent acts, including the measures and procedures for summoning immediate assistance when workplace violence occurs or is likely to occur.
- ix. The Board will report any incident of workplace violence to the Joint Health and Safety Committee where a worker is disabled from their regular duties and/or requires medical attention as a result of workplace violence within four days of its occurrence.
- x. The Board will report any incident of workplace violence to the Ministry of Labour where a person is killed or critically injured. The report will be made immediately by telephone and will be followed in writing within 48 hours of the workplace incident.

This Policy is to be interpreted and applied in conjunction with other Board policies having to do with employee behaviour, progressive discipline, conflict prevention and resolution and school safety.

Threatening, violent or harassing student misconduct is dealt with by the Safe Schools provision of the Education Act. Bill 168 covers harassment and risks of workplace violence that may arise because of student behaviours. This Policy, therefore, applies in appropriate circumstances.

- 6. Training: The Board and the site supervisor shall ensure that all employees in the workplace have received the Board Policy and procedures on Workplace Violence.

The Board and site supervisor shall ensure that, based on the level of risk to which individual employees are exposed, the employees have qualifications, experience and training to minimize the risk of workplace violence. Intensity and type of training will vary according to the risk level for workers as identified in the assessment(s).

- 7. Posting of Policy: The Board's Violence in the Workplace Policy shall be posted in a conspicuous place in all schools and the Board Office.
- 8. Review of Policy: The Board's Violence in the Workplace Policy shall be reviewed as necessary, but at least annually.

#### **DEFINITIONS:**

**Workplace** - The workplace is any place where work activities occur while on Board business, or workplace social event.

**Workplace Violence** - Is defined in the OHSA:

- a) The exercise of physical force by a person against a worker in a workplace that causes or could cause physical injury to the worker.
- b) An attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker.
- c) A statement or behaviour that is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that would cause physical injury to the worker.

**REFERENCES:**

- The Occupational Health & Safety Act - Bill 168

**RESOURCES, APPENDICES AND FORMS:**

- N/A



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

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer  
Presented to: The Huron-Perth Catholic District School Board  
Date: January 26, 2026  
Submitted by: Karen Tigani, Director of Education and Secretary

# POLICY ADVERTISING

Public Session

## BACKGROUND

The Huron-Perth Catholic District School Board regularly reviews all policies to ensure compliance and relevance with legislation and corresponding alignment with the mission and vision of our Catholic school system. The Advertising policy was approved by the Board of Trustees on March 25, 2019.

## DEVELOPMENT

The Advertising policy was presented for information at the December 8, 2025 Board meeting. The revised policy was available on the Board's website for vetting. No changes have been recommended therefore the policy is being recommended for approval.

## RECOMMENDATION

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



# HURON-PERTH CATHOLIC

## District School Board

### Advertising

<b>Adopted:</b>	<b>May 28, 2007</b>	<b>Policy #:</b>	<b>P 3.3.10.</b>
<b>Revised:</b>	<b>January 26, 2026</b>	<b>Policy Category:</b>	<b>3.3. Business</b>

#### **BELIEF STATEMENT:**

The Huron-Perth Catholic District School Board believes informing the community about items such as education programs affects the capacity of individuals to grow in community and fosters responsible citizenship.

#### **POLICY STATEMENT:**

The Huron-Perth Catholic District School Board is committed to creating awareness of education programs, services, issues, events and community activities that are of specific interest or benefit to students, parents/guardians, staff, Catholic school supporters and stakeholders.

The Huron-Perth Catholic District School Board also supports the advertising expenditures acquired from the implementation of regular business practices of the Board such as, but not limited to advertising for the recruitment of staff, and procurement of goods and services.

#### **PROCEDURES:**

All Board advertising and Board promotions shall be coordinated through the Catholic Education Centre under the direction of the Director of Education or designate in order to ensure that the nature and extent of the campaign are appropriate and consistent with the vision, mission, and goals of the Huron-Perth Catholic District School Board. Advertising will be done via a cost effective method in accordance with the Purchasing policy and procedures.

1. Board advertising refers to system wide announcements, postings and promotional publications of events, programs, services, employment opportunities and other promotional campaigns, which are dispersed through the media and electronic communications.
2. Consideration shall be given in the selection of the appropriate media to maximize the efficiency and effectiveness of the advertising.
3. The content of the advertising campaign must contain objective, factual and explanatory information on supportable facts in an unbiased manner.
4. All advertising must comply with any applicable laws and regulations, and Board policies or procedures.

5. For information on advertising in schools, refer to the policy Advertising in Schools.

**DEFINITIONS:**

- N/A

**REFERENCES:**

- [Education Act, R.S.O. 1990, c. F.2](#)
- [Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 2007.](#)
- P.3.3.2 Advertising in Schools
- [P.3.3.4 Purchasing](#)

**RESOURCES, APPENDICES AND FORMS:**

- N/A



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

Prepared by: Karen Tigani, Director of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: January 26, 2026  
Submitted by: Karen Tigani, Director of Education and Secretary

### **3.4.3. Expression of Sympathy/Get Well** Public Session

#### **BACKGROUND**

The Huron-Perth Catholic District School (the Board) believes in the importance of prayers and support for members of our community in times of serious illness and death. This policy supports the practice of sending cards to members of our community when we become aware of a serious illness or death.

#### **DEVELOPMENTS**

The revised policy has been available on the website for vetting. No feedback was received and staff are recommending approval of the policy.

#### **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board approves policy 3.4.3. Expression of Sympathy/Get Well.



# HURON-PERTH CATHOLIC

District School Board

## Expression of Sympathy/Get Well

Adopted:	February 23, 1998	Policy #:	P 3.4.3.
Revised:	June 29, 2020	Policy Category:	3.4. Human Resources

### BELIEF STATEMENT:

As a Catholic community, the Huron-Perth Catholic District School Board recognizes the importance of prayer and offering gestures of support through memorial donations for members of our staff, the Board of Trustees, and former staff when there is a serious illness or death. One of the spiritual acts of mercy within our faith tradition is to pray for the living and for the souls of the dead; as such, the offering of a Mass is a very important opportunity for our Catholic community to surround the family member who is bereaved with the Church's ultimate prayer through the sacrifice of the Mass. Furthermore, this reminds everyone that we come together in times of celebration, challenge and mourning. At all times, our faith guides us and gives us hope.

### POLICY STATEMENT:

It is the policy of the Huron-Perth Catholic District School Board that expressions of sympathy and get well be sent to permanent employees (current and former), long-term occasional employees, students enrolled in a school operated by the Board and trustees of the Board in the case of death or serious illness for themselves or immediate family (subject to the procedures of this policy).

### PROCEDURES:

All staff are encouraged to notify the Office of the Director of Education to support the following procedures:

1. In the event of death, a **floral arrangement** or a **charitable donation** shall be sent to the funeral home and a **Mass offering** for the repose of the soul of the deceased shall be sent to the Pastor in the home Parish of the survivor(s) on the Board's behalf, in the case of the death of:
  - a) A permanent or long-term occasional employee and immediate family including the mother/father of the employee, includes step-parents/step-children;
  - b) A student enrolled in a school operated by the Board;
  - c) A trustee and immediate family including the mother/father of the trustee;
  - d) A Pastor in the Huron-Perth Deanery (active and retired).
  - e) A Principal or Administrator of the Board (active and retired).
2. In the event of death, a **Mass offering** for the repose of the soul of the deceased shall be sent to the Pastor in the home Parish of the survivor(s) on the Board's behalf in the case of the death of:

- a) A permanent or long-term occasional employee's father-in law, mother-in-law, brother, sister, brother-in law or sister-in-law;
  - b) A trustee's father-in-law/mother-in law, brother, sister or brother-in-law/sister-in-law;
  - c) A former trustee or former trustee's immediate family;
  - d) A former employee or former employee's immediate family.
  - e) A former student (with siblings in the system);
  - f) Immediate family of a student in the system.
3. In the event of illness, a **get well card** and a **flower arrangement** shall be sent to a hospitalized trustee or permanent/long-term occasional employee on the Board's behalf.

**DEFINITIONS:**

- N/A

**REFERENCES:**

- N/A

**RESOURCES, APPENDICES AND FORMS:**

- N/A



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

Prepared by: Sean McDade and Tara Boreham, Superintendents of Education  
Presented to: The Huron-Perth Catholic District School Board  
Date: January 26, 2026  
Submitted by: Karen Tigani, Director of Education and Secretary

# STRATEGIC PLAN UPDATE

Public Session

## BACKGROUND

This report provides a high-level overview of the progress made toward the 2024-2027 Strategic Plan since the last Board report in the Spring of 2025. Inspired by the theme "On Fire with the Spirit: Awaken, Illuminate, Rejoice," the period of September 2025 to January 2026 represents many successes and a commitment to meet all of the goals in our plan by 2027. Building on the goals established last spring, faith development has been a central focus throughout the first part of the 2025-2026 school year. Student and staff faith formation continues to be a focus of our daily experience and we continue to focus on academic excellence.

## DEVELOPMENTS

This report provides an update of various expectations outlined in the Strategic Plan. To illustrate progress, key actions and achievements have been summarized in bulleted points, highlighting our advancements in areas such as faith development, academic achievement (literacy and numeracy), and student well-being (attendance). As we move forward, we will prioritize resources to address areas requiring greater improvement and ensure all goals are met by the conclusion of the Strategic Plan in 2027. Together, we remain committed to awakening faith, illuminating learning, and rejoicing in the Spirit.

### Catholic Faith Formation

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

Our initiatives continue to promote Christian Service opportunities in our schools. To better understand student engagement, we have begun gathering data to establish a baseline regarding how often students choose our Catholic partners. This data will allow us to measure growth over time, identify agencies with unmet opportunities, and track student exposure to these Catholic agencies.

**Expectation #2** - The District will embed the Ontario Catholic School Graduate Expectations across all programs and ensure that Catholic Social Teachings are widely understood and integrated across all programs.

Staff across the Board have been equipped with intentional resources to revitalize the Ontario Catholic School Graduate Expectations (OCSGEs), resulting in implementation that is both consistent and creative.

- School Communities: Schools can clearly articulate specific Graduate Expectations lived out in their classrooms.
- Curriculum Integration: Catholic Social Teachings (CST) are emphasized through curriculum connections, supporting authentic faith integration. Secondary staff now have access to over 130 Catholic online courses, created by Catholic Virtual Ontario, with OCSGEs and CSTs woven throughout.
- Inclusive Education: Ongoing professional learning continues to deepen the connection between CST and Inclusive Education. This supports educators in aligning practices for students with Special Education needs with the OCSGEs, reinforcing dignity, equity, and belonging.

**Expectation #3** - The District will provide ongoing Catechesis and Faith Formation for both staff and students through a variety of modes.

Faith formation remains a central priority for both students and staff.

- Student Engagement: In October, participation in the *When Faith Meets Pedagogy* Youth Forum increased, with 30 students and 2 chaplains attending—an increase of 10 students from previous years.
- Staff Leadership: Thirteen staff members attended the *When Faith Meets Pedagogy* conference, with four workshops led by HPCDSB staff, highlighting our internal expertise. Members of the Leadership Learning Council are also participating in a theology course through the University of Notre Dame to deepen their understanding of Catholic tradition.
- School Support: Principals have received resources to facilitate ongoing faith formation during monthly staff meetings.

**Expectation #4** - The District will ensure that each school is guided by a Pastoral Plan to ensure a school wide focus on faith formation in all schools.

Schools and parishes continue to share a collaborative relationship grounded in a commitment to faith formation. This partnership is evident through mutual support in retreats, Religion and Family Life programs, and liturgical celebrations in both parish and school settings. Through these connections, families experience a cohesive expression of Catholic life that strengthens the bond between home, school, and parish.

## **Literacy**

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

Strategic efforts this year focused on empowering educators and students with targeted interventions.

- Elementary: Grade 3 and 6 teachers engaged in collaborative learning to deepen curriculum understanding for assessment support. We also implemented digital, EQAO-style practice modules to build student confidence.
- Secondary: Teachers have accessed new resources for the Grade 10 literacy assessment, including online platforms for writing conventions and reading intervention tools. Semester 2 staffing includes a Literacy Intervention Teacher at each secondary school to support OSSLT preparation.
- Special Education: Principals and Resource Teachers are receiving targeted guidance to implement interventions for students requiring additional practice.

**Expectation #2** - The District will implement a Multi-Tiered System of Support for Literacy (K-8) and an accompanying assessment framework.

The District has made significant strides in establishing a comprehensive MTSS framework (K-8).

- Tier 1 (Universal): We continue to support scientifically-grounded materials and provide one-to-one coaching for JK–8 educators. Universal screening is conducted three times annually for SK–Grade 2 students to deploy resources strategically.
- Intervention Programs: Corrective Reading (Tier 2) and Empower Reading (Tier 3) are being implemented across elementary schools to ensure fidelity and expansion. Lexia is being used to support instruction across Tier 1 (Primary) and Tier 2 (Junior/Intermediate).
- Forward Planning: System planning is underway to screen Grade 8 students in the spring to facilitate literacy intervention support in Semester 1 of Grade 9. Additionally, "Removing Barriers" funding is being leveraged to strengthen support for Grades 7–12+.

**Expectation #3** - Schools will implement the Effective Literacy Block (K-8).

Standardization of the K–8 Effective Literacy Block is underway to ensure consistent, evidence-based instruction.

- Instructional Focus: The Primary Division is prioritizing foundational skills via 'PD in a Minute', while Junior and Intermediate Divisions focus on advanced vocabulary and morphology.
- Integration: Educators are utilizing the Edwin platform to integrate literacy across Science and Social Studies.

**Expectation #4** - The District will monitor student achievement in Literacy at the system level, by gathering and analyzing student achievement data.

We remain committed to a data-informed approach using the Acadience Learning Online (ALO) platform for instant screening results in SK–Grade 2. Collaborative data meetings with Principals, SERTs, and the literacy team are used to develop individualized student plans. Teachers receive support in analyzing these results to refine daily instruction. Collaboration with Lexia continues to support deep analysis of student data for instructional decision-making.

**Expectation #5** - The District will develop, implement and monitor the success of a system of professional development to improve literacy results across all grades (K-12).

A cornerstone of the 2025–2026 strategy is investing in staff capacity through diverse delivery models.

- Coaching: Universal access to instructional coaching has enabled educators to implement resources like UFLI and Heggerty with precision.
- Resources: The 'Literacy Warehouse' continues to expand as a centralized hub for lesson templates aligned with the Science of Reading.

**Expectation #6** - The District will implement practices to ensure collaboration and consistency across the Intermediate and Senior Divisions.

To build consistency in literacy practice, Grade 7-10 teachers have engaged in moderated marking and shared diagnostic practices. Secondary Department Heads participated in sessions with external expert Lorrie Temple regarding department planning and professional conversations. Both secondary schools have planned practice test situations to assist student preparation.

## **Mathematics**

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

We are deepening teacher understanding and student support for EQAO assessments across all panels.

- Primary/Junior: Math Facilitators are concentrating support in Grade 3 and 6 settings, utilizing released questions to review curriculum. An updated resource focusing on "Teaching About Problem-Solving" has been developed to offer guided practice. Grade 3 and 6 teachers are engaging in collaborative learning to strengthen administration skills.
- Secondary: Grade 9 students are receiving focused support, with teachers equipped with preparatory resources from EQAO and KnowledgeHook.

**Expectation #2:** The District will improve students' results in Mathematics by implementing a systematic approach to teaching Mathematics including a scope and sequence.

Updates to the Scope and Sequence reflect a shift toward day-to-day mathematical reasoning routines, such as Number Talks and Retrieval Practice.

- Instructional Coaching: The Math Team works alongside educators to strengthen consistency while equipping principals with targeted "look-fors". This moves leadership toward focused instructional coaching.

- Results: We are reporting an upward trajectory. The weighted average of students achieving Level 3 or above in Grades 3, 6, and 9 rose to 58% in 2025, up from a three-year baseline of 55%. We are on track to achieve our strategic target of a 61% relative increase by 2027. Note that this 2027 goal is based on a 10% relative increase over our historical baseline.

**Expectation #3:** Schools will implement a Multi-Tiered System of Support for Mathematics (K-8).

We continue to monitor a comprehensive MTSS framework.

- Tier 1: Instruction is anchored by High-Impact Instructional Practices, including Universal Design for Learning (UDL) and the Concrete-Representational-Abstract (CRA) model.
- Tier 2: The Math Team provides targeted intervention in nine schools, utilizing pre- and post-module assessments and explicit instruction.
- Tier 3: Support is expanding through collaboration between Special Education and Math Teams, including the investigation of a digital screener with adaptive learning pathways.
- Transition Support: Planning is underway to screen Grade 8 students to introduce math intervention supports in Grade 9 Semester 1. "Removing Barriers" funding is also being leveraged for Grades 7–12+.

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

The District is standardizing the Effective Mathematics Block, prioritizing fluency through integrated Retrieval Practice. Secondary schools have access to new Grade 9 resources optimized for the 75-minute block, and we are building capacity among new teachers to adapt instructional routines.

**Expectation #5:** The District will implement an assessment framework to support the Multi-Tiered System of Support for Mathematics and Effective Math Block, and to monitor progress of student learning in Mathematics.

The Math Team supports schools in using data to inform instruction. Common assessments this year focus on mathematical reasoning progressions: from counting to additive (Primary), additive to multiplicative (Junior), and multiplicative to proportional (Intermediate). This progression is essential for developing efficiency and flexibility in problem-solving.

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

The Math Team provides tailored professional development and dedicated release time for data-driven planning. Sessions focus on reasoning routines to strengthen content knowledge and embed high-impact practices.

**Expectation #7:** The District will implement practices to ensure collaboration and consistency across the Intermediate and Senior Divisions.

Secondary mathematics educators have developed lessons aligning with the K–9 curriculum vision. The next phase of Cross-Panel Math will refine the Effective Math Block by integrating reasoning routines and strengthening assessment strategies.

## **Pathways and Attendance**

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

- Cooperative Education: Offerings have expanded to meet demand (8 sections at St. Anne's, 12 at St. Michael's), with placements aligned to SHSM and OYAP pathways. Planning is underway for after-hours opportunities in 2026–2027 to further support student engagement.
- Co-operative Education: The District is utilizing "Co-op Supports for Students with Disabilities" funding to enhance staffing and transportation, ensuring equitable access to placements.
- Ontario Youth Apprenticeship Program (OYAP): We have expanded hands-on experiences and field trips for K–12 students while strengthening industry partnerships (e.g., Perth Huron Builders Association). Targeted outreach continues to promote Level 1 apprenticeship opportunities and Grade 9–10 pathway exploration.
- Specialist High Skills Major (SHSM): The District maintains a strong footprint with 16 programs across our secondary schools (7 at St. Anne's CSS, 9 at St. Michael CSS). We continue to support high retention and certification completion while ensuring full Ministry compliance.
- Dual Credit (SCWI): Partnerships with Conestoga, Fanshawe, and Lambton Colleges allow students to earn simultaneous credits. We continue to facilitate transportation to ensure equitable access to these specialized programs.
- Partnerships: We have continued our partnership with Facile Futures to enhance community involvement. Additionally, ODEN's JobPath curriculum is being implemented in secondary schools to support job readiness and employment pathways.

**Expectation #2** - The District will implement systems to enable early identification and support for students who are at risk of not graduating.

- Student Success Teams: Teams now have access to enhanced analytics through the *Compass for Success* platform. This allows for the creation of tailored specific plans for students identified as at-risk.
- Strategic Benchmark Reporting: We are tracking our goal to increase the percentage of students in Grades 1–8 attending at least 90% of the time. The target is to improve from a baseline of 58.9% (2023–2024) to 70% by 2026–2027.

**Expectation #3** - The District will implement/monitor a Multi-Tiered System of Support for attendance.

- Tier 1 - Awareness and Promotion: In October, all Grade 1 families received an attendance information package to raise awareness regarding the importance of daily engagement as compulsory attendance begins at age six. The Attendance Counsellor promoted attendance via social media posts and collaborated with community partners to offer a caregiver webinar about student attendance.
- Data-Informed Outreach: Through our work with ThoughtExchange we designed and implemented surveys for caregivers, staff, students, and community partners. Gathering these insights will help us identify challenges, highlight strengths, and inform targeted intervention strategies to support improved attendance across our district.
- Standardized Referral Pathways: A district-wide referral process has been implemented and communicated to all administrators and Special Education Resource Teachers (SERTs). This ensures students are flagged early for academic, attendance, or well-being concerns.
- Tier 2 & 3: the Attendance Counsellor has supported 26 students with persistent absenteeism and 26 students with prolonged absenteeism. Interventions include home visits, one-on-one check-ins, caregiver guidance on routines and sleep hygiene, and referrals to community resources. The attendance counsellor implemented the School Refusal Assessment Scale that was discovered via the Attendance Research project last year.

**Expectation #4** - The district will implement Science, Technology Engineering and Mathematics (STEM) programs K-12 with an increasing emphasis on inquiry-based activities in elementary classrooms. The district will increase access to technology and hands-on learning tools to support learning.

To meet the goal of implementing STEM programs from Kindergarten to Grade 12, the District has focused on equipping classrooms with age-appropriate technology and fostering cross-curricular connections.

- Tools & Curriculum: We have introduced tools such as Ozobots, Micro:bits, and LEGO Spike Prime Robotics, utilizing Edwin to connect these tools with Literacy and OCSGEs.
- Partnerships: Efforts are bolstered by workshops with Scientists in Schools, the University of Waterloo Engineering Outreach, and the STEAM Education Centre.
- Experiential Learning: A major focus is the upcoming HPCDSB District Skills Fair in March 2026, where students will utilize the Engineering Design Process for competitions.

## RECOMMENDATION

<p>THAT the Huron-Perth Catholic District School Board receives the Strategic Plan Update report for information.</p>
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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: January 26, 2026  
Submitted by: Karen Tigani, Director of Education and Secretary

# FIAT FELLOWSHIP PROGRAM REPORT

Public Session

## BACKGROUND

### Purpose

This report provides Trustees with an update on system-wide succession planning and introduces a significant new leadership initiative, the **Fiat Fellowship**, designed to strengthen our Catholic leadership pathway through intentional faith formation, mentorship, and authentic leadership exposure.

### Succession Planning: A Strategic Priority

As a Catholic school system, we recognize that leadership is both a professional responsibility and a vocational call. Effective succession planning is essential to ensuring continuity of strong instructional leadership, vibrant Catholic identity, and stable governance across our schools and departments.

Over the past year, senior administration has been intentionally reviewing leadership capacity across the system, listening to employees who are discerning next steps, and identifying opportunities to provide more structured, faith-rooted leadership formation. This work has highlighted a clear need: to create an intentional pathway that supports all employees, teaching and non-teaching, who are exploring a future call to leadership, while honouring leadership as a prayerful vocation rooted in discernment and service.

## DEVELOPMENTS

In response, the Board is launching the Fiat Fellowship, a flagship leadership exposure, mentoring, and faith formation program beginning in 2026.

Inspired by Mary's courageous response to God's call, "*Behold, I am the servant of the Lord; let it be done to me according to your word*" (Luke 1:38), the Fiat Fellowship is rooted in the belief that exceptional instructional leadership and deep faith formation are the two essential foundations of authentic Catholic leadership.

The Fellowship is intentionally designed not as a guarantee of promotion, but as a structured space for discernment, formation, and growth. It supports employees in prayerfully exploring whether leadership beyond their current role is part of their vocational journey.

## Program Overview

The Fiat Fellowship is a year-long experience that integrates five complementary components:

- 1. Two-Week Leadership Shadow Experience**  
Fellows will participate in a two-week immersive leadership placement aligned with their interests (Principal, Vice-Principal, or System Leadership), observing decision-making, governance processes, student support work, and the lived realities of leadership.
- 2. Foundations of Catholic Beliefs – University of Notre Dame**  
All Fellows will complete the *Foundations of Catholic Beliefs* course through the McGrath Institute for Church Life at the University of Notre Dame. Delivered through six half-day sessions with online components, this formation deepens theological understanding and strengthens confidence in Catholic leadership.
- 3. Assigned Leadership Mentor**  
Each Fellow will be paired with an experienced Catholic leader who will provide mentorship throughout 2026, supporting discernment, professional growth, and leadership readiness.
- 4. Evening Leadership Formation Sessions**  
Fellows will participate in four to six evening sessions facilitated by senior system leaders and guest speakers, focused on Catholic leadership, governance, instructional leadership, pastoral care, and readiness for future roles.
- 5. Capstone Reflection**  
Each Fellow will complete a culminating paper titled “*My Catholic Philosophy of Leadership*,” articulating their leadership identity, vocation, and vision for service within Catholic education.

## Who the Fellowship Serves

The Fiat Fellowship is open to Catholic employees who:

- Are curious about leadership at the school or system level
- Are discerning future school-based roles such as Department Head, System Coordinator, Vice-Principal, Principal or corporate-based roles such as Manager, Officer, or senior level positions.
- Desire mentorship and leadership formation grounded in Catholic identity
- Wish to grow in leadership capacity while remaining rooted in their current vocation

## Outcomes and System Impact

By the conclusion of the Fellowship, participants will:

- Have experienced authentic Catholic leadership in practice
- Have completed formal theological formation
- Have benefited from sustained mentorship
- Possess a clearly articulated Catholic Philosophy of Leadership
- Be well positioned to pursue leadership opportunities when and if they feel called

### **Next Steps**

The Fiat Fellowship will launch in 2026, with applications opening system-wide. Interested employees will submit:

- A brief résumé outlining experience and leadership involvement
- A one-page reflection on their discernment of Catholic leadership
- A letter of support from their Principal or immediate supervisor

### **Conclusion**

The Fiat Fellowship represents a significant and intentional investment in our people and our future. It reflects our conviction that leadership in Catholic education is not merely a role to be filled, but a call to be discerned, formed, and lived in service of the Gospel.

This initiative strengthens succession planning while remaining faithful to our mission: to form leaders who are on “Fire with the Spirit”, ready to serve with humility, courage, and integrity.

### **RECOMMENDATION**

THAT the Huron-Perth Catholic District School Board receives the FIAT Fellowship Program report for information.
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## REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Dean DeLuca – St. Michael CSS, Stratford  
Addison Thuss – St. Anne’s CSS, Clinton  
Presented to: The Huron-Perth Catholic District School Board  
Date: January 26, 2026  
Submitted by: Karen Tigani, Director of Education and Secretary

### **STUDENT TRUSTEES’ REPORT** Public Session

#### **BACKGROUND**

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

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

#### **DEVELOPMENTS**

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

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

- Bible Study continues in the chapel every Tuesday during lunch.
- Students continue to participate in morning announcements by leading morning prayers
- Preparation for the St. Michael CSS Lenten Outreach campaign for the Stratford Connection Centre began.
- Our chaplain continues to work with Grade 9 homeroom classes to develop prayers specific to their subjects.

###### **St. Anne’s CSS**

- Scripture Study continued Thursdays at lunch until Quiet Week started and will resume after exams.

##### **Academic Events/Accomplishments**

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

- The DECA business club has continued practicing for the provincial competition in early February.
- Quiet Week began on January 16; this is a time to finish current units of study, complete culminating activities like ISPs - which could include group presentations or demonstrations of learning, or begin course review and exam preparation. Extracurricular activities are on pause until the beginning of Semester Two.
- Grade 9 math classes wrote EQAO on January 19 and 20.
- Final exams will be held from January 23 to January 29. The afternoons are focused on student success support. Any student needing extra assistance in the final pieces of course work has the opportunity to do so.

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

- Graduation photos took place from January 6 to the 9.
- Quiet Week began January 16.
- Exams began January 23.
- An "Experience St. Anne's CSS" event was held on January 8 for any potential future students who were interested but do not currently attend a Huron County Catholic elementary school.
- On January 14, Sacred Heart and St. James Catholic elementary schools participated in an experience day at St. Anne's CSS.
- SHSM hosted an Agricultural Pork day at the REACH centre in Clinton
- Patsy Day visited the NBE3U/C classroom to demonstrate beadwork and share the teachings behind it.
- Grade 8 students will be hosted from January 26-29 to complete electrical and plumbing modules taught by Conestoga instructors as another opportunity for them to experience St Anne's CSS activities

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

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

- The boys varsity hockey team continued their regular season on January 6 against St. Anne's.
- Junior and Senior boys basketball continued. Both teams competed in games on January 7.
- The varsity curling team participated in a tournament at the Stratford Country Club on January 7.
- The Junior and Senior Girls volleyball teams competed in multiple games on both January 12 and 13.
- January 13 marked the Visual Art Show for our first semester art classes. It was a great way for all art students to showcase their creations for our school community.
- Senior Art Students are exhibiting their work at Gallery Stratford with an exhibit called "Where We Find Ourselves" from January 18th - February 1st. Opening is January 18th from 2:00 pm - 4:00 pm.
- Rehearsals for our spring production of *Grease* have continued.

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

- Winter sports continued the first two weeks of January and will resume after exams.
- The clubs continued the first two weeks of January and will resume after exams.
- On January 29, St. Anne's will host the Bordenball tournament for the Grade 5 and 6 elementary teams.

### **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: January 26, 2026  
 Submitted by: Karen Tigani, Director of Education and Secretary Designate

### 2025-2026 REVISED ESTIMATES

Public Session

#### BACKGROUND

The Ministry of Education requires that school boards submit revised estimates in December/January of each year. Revised estimates information is used for interim reporting in the provincial budget. The revised estimates include any known changes to revenue and expenditures since the adoption of the original estimates submitted in June to the Ministry.

#### DEVELOPMENTS

The Board's Revised Estimates information was submitted via the Electronic Financial Information System (EFIS) to the Ministry on December 15, 2025, and meets all Ministry of Education legislative and compliance requirements. The submitted Consolidated Statement of Operations is attached for your information. Revenues and expenditures reported were \$86,206,510, resulting in a balanced revised estimates budget submission. There was an increase of \$316,614 in revenue and expenses from the Board's June 2025 submission.

Summary of 2025-26 Revised Estimates Financials:

	Estimates	Revised Estimates	Change
<b>Revenue</b>			
Operating Grants	\$ 78,607,851	\$ 78,848,991	\$ 241,140
Capital Grants	11,341,411	16,328,229	4,986,818
Less: Revenue Flowed to DCC	(8,037,449)	(13,026,326)	(4,988,877)
Other	1,823,083	2,255,616	432,533
School Generated Funds	2,155,000	1,800,000	(355,000)
<b>Total Revenue</b>	\$ 85,889,896	\$ 86,206,510	\$ 316,614

	Estimates	Revised Estimates	Change
<b>Expenditures</b>			
Classroom	\$ 61,016,452	\$ 62,174,906	\$ 1,158,454
Other Operating	3,322,192	3,547,914	225,722
Transportation	7,715,255	7,715,255	-
Pupil Accommodation	11,500,129	10,787,567	(712,562)
Other	180,868	180,868	-
School Generated Funds	2,155,000	1,800,000	(355,000)
<b>Total Expenditures</b>	<b>\$ 85,889,896</b>	<b>\$ 86,206,510</b>	<b>\$ 316,614</b>
<b>In-Year Surplus (Deficit)</b>	<b>-</b>	<b>-</b>	
Prior Year Accumulated Surplus	7,511,364	7,864,462	353,098
<b>Accumulated Surplus (Deficit)</b>	<b>\$ 7,511,364</b>	<b>\$ 7,864,462</b>	<b>\$ 353,098</b>

Summary of 2025-26 Revised Estimates Enrolment:

Average Daily Enrolment (ADE)	Estimates	Revised Estimates	In-Year Change	
			#	%
<b>Elementary</b>				
JK -3	1,629.0	1,669.5	40.5	2.5%
4-8	1,728.0	1,722.0	(6.0)	-0.3%
<b>Total Elementary</b>	<b>3,357.0</b>	<b>3,391.5</b>	<b>34.5</b>	<b>1.0%</b>
<b>Secondary &lt;21</b>				
Pupils of the Board	1,181.0	1,196.5	15.5	1.3%
Other Pupils	8.0	7.0	(1.0)	0.0%
<b>Total Secondary</b>	<b>1,189.0</b>	<b>1,203.5</b>	<b>14.5</b>	<b>1.2%</b>
<b>Total</b>	<b>4,546.0</b>	<b>4,595.0</b>	<b>49.0</b>	<b>1.1%</b>
Secondary High Credit	15.0	13.4	(1.6)	-10.7%

Summary of 2025-26 Revised Estimates Staffing:

Full Time Equivalent (FTE)	Estimates	Revised Estimates	In-Year Change	
			#	%
Classroom Teachers (including Resource)	289.1	289.4	0.3	0.0
Educational Assistants	100.0	101.0	1.0	0.0
Early Childhood Educators	24.0	25.0	1.0	0.0
School Admin & Support	43.8	43.7	(0.1)	(0.0)
Coordinators, Technicians & Professionals	42.1	41.1	(1.0)	(0.0)
Operations & Maintenance	37.7	37.3	(0.4)	(0.0)
Board Administration	27.3	26.8	(0.5)	(0.0)
Senior Administration	5.0	5.0	-	-
<b>Total</b>	<b>569.0</b>	<b>569.2</b>	<b>0.2</b>	<b>0.0</b>

There was an increase in current year operating grants due to an increase in enrollment as well as deferred revenue carried forward from the 2024-25 fiscal year as reported in the 2024-25 financial statements. Capital grants reported at revised estimates include 2024-25 deferred revenue carried forward to the 2025-26 fiscal year, notably the Listowel capital priorities project.

The increase in other revenue is a result of additional Responsive Education Program funding (REP) announced subsequent to estimates as well as some other deferred grant revenue from 2024-25.

Additional expenses reported at Revised Estimates include:

- Classroom - resources and staffing (salary & benefits) due to carryforward allocations and additional elementary classroom added
- Other Operating - increase in legal fees and budgeted spending of carryforwards from 2024-25 fiscal year

The reduction in pupil accommodation expenses reflects lower amortization expense due to timing of capital projects and capital carryforwards.

School generated funds decrease in both revenue and expenses reflects an updated estimate based on 2024-25 actuals.

Projected enrollment increased from the 2025-26 estimate projection with 4,595.0 FTE reported (estimates 4,546.0). Elementary enrolment increased by 34.5 FTE and secondary enrolment increased by 14.5 FTE.

Staffing changes reflect a total increase of 0.2 FTE from estimates. The addition of one kindergarten classroom represents 1.2 FTE (teacher & prep time) and 1.0 early childhood educator. An additional 1.0 FTE Education Assistant was also added due to needs. The offsetting decrease is primarily due to vacant positions at the October 31st count date.

With a balanced budget submitted at revised estimates, the Board's accumulated surplus of \$7,864,462 (August 31, 2025) is projected to remain status quo at August 31, 2026.

<b>Detail of Projected Accumulated Surplus</b>	<b>Revised Estimates</b>
Accumulated Surplus (Deficit) at end of year	\$ 7,864,462
Less: Available for Compliance - Internally Appropriated	(4,653,158)
Less: Unavailable for Compliance	(389,508)
<b>Accumulated Surplus - Available for Compliance - Unappropriated</b>	<b>\$ 2,821,796</b>

## RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the 2025-26 Revised Estimates budget in the amounts of \$86,206,510 operating revenue, and expenditures of \$86,206,510.

## Schedule 1.1 - Consolidated Statement of Operations

		Budget
<hr/>		
	<b>REVENUES</b>	
1.1	Provincial Legislative Grants	71,146,982
1.2	Provincial Grants - Other:	1,579,767
1.3	Education Property Tax:	7,654,028
1.4	School Generated Funds Revenues:	1,800,000
1.5	Federal Grants and Fees:	-
1.6	Investment Income:	225,000
1.7	Other Fees and Revenues from School Boards:	-
1.8	Fees and Revenues from Other Sources:	450,849
	<u>Amortization of Deferred Capital Contributions</u>	
1.9.1	....related to Provincial Legislative Grants	3,241,941
1.9.2	....related to Third Parties	107,943
1	<b>Total Revenue Category</b>	86,206,510
	 <b>EXPENSES</b>	
2.1	Instruction Expenses Total:	62,174,906
2.2	Administration Expenses Total:	3,547,914
2.3	Transportation Expenses Total:	7,715,255
2.4	Pupil Accommodation Expenses Total:	10,787,567
2.5	School Generated Funds Expenses:	1,800,000
2.6	Other Expenses:	180,868
2	<b>Total Expense Category</b>	86,206,510
3.1	Annual Surplus (Deficit)	0
3.2	Accumulated Surplus (Deficit) at Beginning of Year	7,864,462
3.3	Accumulated Surplus (Deficit) at End of Year	7,864,462



## 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: January 26, 2026  
Submitted by: Karen Tigani, Director of Education and Secretary Designate

# NOVEMBER 30, 2025 FINANCIAL REPORT

Public Session

## BACKGROUND

Ontario Regulation 361/10 Audit Committees, section 9(6) details duties related to the Board's risk Management. To assist the Committee in its role to assess financial risks facing the Board, quarterly financial reports are received by the Board's Audit Committee.

## DEVELOPMENT

The quarterly financial report for the period ending November 30, 2025 is attached. At this time year-to-date expenditures are on track with 25.7% of total budget spent. This statement will be shared with the Audit Committee at a later date.

## RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the November 30, 2025 Financial Report.

**Huron-Perth Catholic District School Board  
2025-26 Financial Report**

**September 1, 2025 to November 30, 2025**

**Summary of Financial Results**

	<b>Estimates</b>	<b>Revised Estimates</b>	<b>YTD Actuals</b>	<b>YTD % of Rev Est</b>
<b>Revenue</b>				
Operating Grants	\$ 78,607,851	\$ 78,848,991	\$ 22,362,206	28.4%
Capital Grants	11,341,411	16,328,229	1,534,709	9.4%
Less: Revenue Flowed to DCC	(8,037,449)	(13,026,326)	(579,506)	4.4%
Other	1,823,083	2,255,616	841,326	37.3%
School Generated Funds	2,155,000	1,800,000	656,200	36.5%
<b>Total Revenue</b>	<b>\$ 85,889,896</b>	<b>\$ 86,206,510</b>	<b>\$ 24,814,934</b>	<b>28.8%</b>
<b>Expenditures</b>				
Classroom	\$ 61,016,452	\$ 62,174,906	\$ 16,354,778	26.3%
Other Operating	3,322,192	3,547,914	948,102	26.7%
Transportation	7,715,255	7,715,255	1,919,019	24.9%
Pupil Accommodation	11,500,129	10,787,567	2,437,633	22.6%
Other	180,868	180,868	22,206	12.3%
School Generated Funds	2,155,000	1,800,000	510,335	28.4%
<b>Total Expenditures</b>	<b>\$ 85,889,896</b>	<b>\$ 86,206,510</b>	<b>\$ 22,192,072</b>	<b>25.7%</b>
<b>In-Year Surplus (Deficit)</b>	<b>-</b>	<b>-</b>	<b>2,622,862</b>	
Prior Year Accumulated Surplus (Deficit)	7,511,363	7,864,462	7,864,462	
<b>Accumulated Surplus (Deficit)</b>	<b>\$ 7,511,363</b>	<b>\$ 7,864,462</b>	<b>\$ 10,487,324</b>	

**Notes:**

**Revised Estimates**

**Revenue**

- Operating grant increase due to increased enrolment
- Capital grants include prior year carryforwards
- Other includes rentals, REP, tuition, interest, other grants. Increase due to carryforwards and additional REP funding since Estimates
- School generated funds estimate reduced in line with prior year actuals

**Expenditures**

- Classroom reflects additional program expenses due to enrolment increase and carryforwards
- Pupil accommodation decrease from decrease in amortization due to timing of capital projects
- School generated funds estimate reduced in line with prior year actuals

**Actuals**

**Revenue**

- Operating grants and deferred operating revenue recognized throughout the year. Revenue as expected for Q1
- Most capital grants flow as expenses are incurred. Majority of capital projects occur in spring/summer. Revenue as expected for Q1
- Other includes REP & other grants, large portion of funds flow Q1
- Student fees in Q1 School Generated Funds, will align with expenses as year progresses

**Expenditures**

- Amortization for capital projects under pupil accom increases Q3 & 4
- Other - annual debt financing expense not incurred until Q2
- Total expenses as expected for Q1

*DCC: Deferred Capital Contributions  
REP: Responsive Education Programs*

*PPE: Personal Protective Equipment  
YTD: Year to Date*

Huron-Perth Catholic District School Board  
2025-26 Financial Report

September 1, 2025 to November 30, 2025

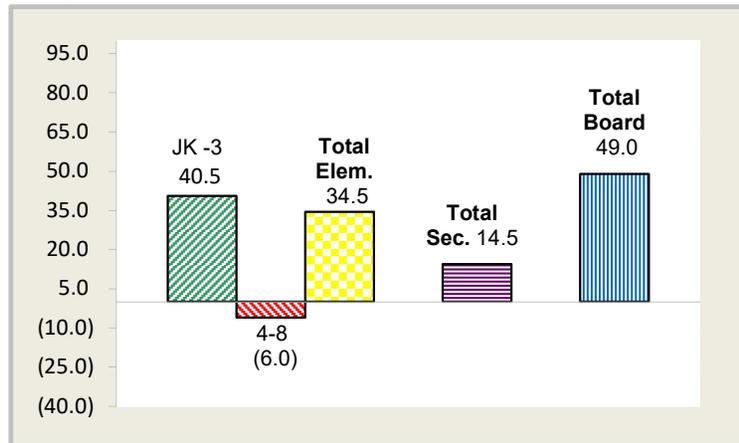
Summary of Enrolment

FTE	Estimates	Revised Estimates	In-Year Change	
			#	%
<b>Elementary</b>				
JK -3	1,629.0	1,669.5	40.5	2.5%
4-8	1,728.0	1,722.0	(6.0)	-0.3%
<b>Total Elementary</b>	<b>3,357.0</b>	<b>3,391.5</b>	<b>34.5</b>	<b>1.0%</b>
<b>Secondary &lt;21</b>				
Pupils of the Board	1,181.0	1,196.5	15.5	1.3%
Other Pupils	8.0	7.0	(1.0)	0.0%
<b>Total Secondary</b>	<b>1,189.0</b>	<b>1,203.5</b>	<b>14.5</b>	<b>1.2%</b>
<b>Total</b>	<b>4,546.0</b>	<b>4,595.0</b>	<b>49.0</b>	<b>1.1%</b>
<b>Secondary High Credit</b>	<b>15.0</b>	<b>13.4</b>	<b>(1.6)</b>	<b>-10.7%</b>

Summary of Staffing

FTE	Estimates	Revised Estimates	In-Year Change	
			#	%
<b>Classroom Teachers</b> (Including Resource)				
	289.1	289.4	0.3	0.1%
<b>Educational Assistants</b>				
	100.0	101.0	1.0	1.0%
<b>Early Childhood Educators</b>				
	24.0	25.0	1.0	4.2%
<b>School Admin &amp; Support</b>				
	43.8	43.7	(0.1)	-0.2%
<b>Coordinators, Technicians</b> & Paraprofessionals				
	42.1	41.1	(1.0)	-2.4%
<b>Operations &amp; Maintenance</b>				
	37.7	37.3	(0.4)	-1.1%
<b>Board Admin</b>				
	27.3	26.8	(0.5)	-1.8%
<b>Senior Admin</b>				
	5.0	5.0	-	0.0%
<b>Total</b>	<b>569.0</b>	<b>569.2</b>	<b>0.2</b>	<b>0.0%</b>

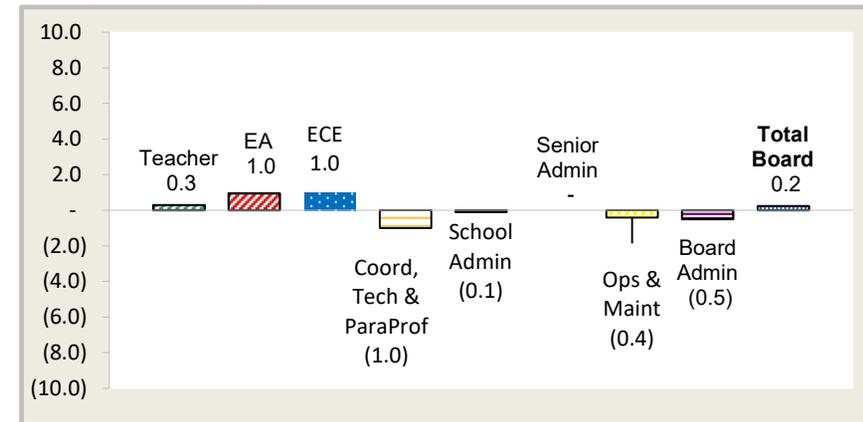
Changes in Enrolment: Actual vs. Revised Estimates



Highlights of Changes in Enrolment:

- Revised Estimates reflects enrolment at October 31 count date
- Net increase of 49 FTE, which is 1.1%
- Majority of elementary increase is kindergartens

Changes in Staffing: Actual vs. Revised Estimates



Highlights of Changes in Staffing:

- Teachers & Early Childhood Educators: additional kindergarten class added
- Additional Education Assistant added due to needs
- Custodial reduced FTE due to square footage calculation
- Vacant paraprofessional position



## 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: January 26, 2026  
Submitted by: Karen Tigani, Director of Education and Secretary Designate

# 2026-2027 BUDGET PROCEDURES MANUAL

Public Session

## BACKGROUND

School Boards are expected to submit balanced budgets by June 30 for the upcoming fiscal year beginning September 1 to August 31. A Budget Procedures Manual has been prepared to guide staff in the preparation of the budget, and to provide a timetable for the budget process. The 2026-27 budget timetable will enable the process to occur in an organized and systematic manner.

## DEVELOPMENT

The 2026-27 Budget Procedures Manual is attached. Budget development information will continue to be brought to monthly Board meetings until budget approval in June. The proposed timetable indicates that the final 2026-27 budget will be brought to the Board of Trustees in June, 2026. Given the timing of when funding announcements are made (i.e. end of April), timelines for the final draft budget presentation is scheduled for the June 15, 2026 Board meeting. As in prior years, budget approval to occur at a special Board meeting the following week.

## RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2026-2027 Budget Procedures Manual.



**HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD  
2026-2027 BUDGET PROCEDURES MANUAL**

**(September 1, 2026 to August 31, 2027)**

## 1. **INTRODUCTION**

The Board's fiscal year runs for twelve months from September 1 to August 31. For the 2025-26 year, the Core Education Funding (Core Ed) was announced May 23, 2025 (prior year April 26, 2024), with budgets due to the Ministry of Education (Ministry) June 30, 2025 with optional extension to July 31, 2025 due to the late funding announcement.

Education funding is intended to mirror cost structures; however, school boards have flexibility in their actual expenditures. It is up to school boards to determine their detailed budget commitments within the terms of the Education Act and other relevant regulations and memoranda. School boards are required to have balanced budgets, which require total spending to be equal to, or less than, total revenue. Under the Education Act, a school board shall not have an in-year deficit for a fiscal year unless authorized under O. Reg. 280/19. There are circumstances where an in-year deficit is permissible under O. Reg. 280/19 if there were prior surpluses (called accumulated surplus). The draw on the accumulated surplus is limited to ensure that this action does not place the school board at undue financial risk. A school board must seek Minister's approval if:

- 1) The in-year deficit exceeds the lower of one per cent of the school board's operating revenue or the accumulated surplus for the preceding school year.
- 2) The school board has an in-year deficit within the above noted threshold, but the school board does not submit an approved In-Year Deficit Elimination Plan (IYDEP) that eliminates the in-year deficit within the required timelines as specified in the regulation.
- 3) The school board is incurring an in-year deficit for a third consecutive year.

The Ministry has not yet released any technical documents or memorandums that pertain to the 2026-27 budget.

At this time, it's expected that the timing of receiving 2026-27 funding information from the Ministry will be back in line with 2024-25 announcements, with a submission deadline of June 30, 2026. Throughout this document, the 2026-27 budget will be referred to as *next year's budget*, and the 2025-26 budget will be referred to as the *current year budget*.

## 2. **IMPLICATIONS OF THE FUNDING MODEL**

All school boards in Ontario are funded through a combination of grants and taxes. They are received in what is now referred to as Core Ed funding.

Supplemental to Core Ed, the Ministry provides Responsive Education Programs (REP). REP provides time-limited funding which is reviewed and assessed by the Ministry each year. In 2025-26 REP focused on learning and well-being to support students for success now and in

the future. What initiatives will be funded via REP is typically announced at the same time as the Core Ed announcement.

In the current year, the Board received REP funding of \$1.256M under the following categories:

- Literacy
- STEM
- Supporting Vulnerable Students
- Mental Health
- Operations
- Student Readiness
- Indigenous Education

The Board has been able to operate successfully and submit a compliant budget within the funding model. This includes the current 2025-26 year.

### 3. **ACTION PLAN AND TIMELINE**

The following is an action plan with suggested timelines for the development of next year’s budget. This will identify the opportunity for input from the various groups and outline clear timelines.

<b>ACTION</b>	<b>TIMELINE</b>
<ul style="list-style-type: none"> <li>● Preliminary enrolment forecasting (Ministry’s 2026-27 to 2029-30 Core Ed Enrolment Forecast Template).</li> <li>● Plan budget preparation meetings.</li> </ul>	November - April
<ul style="list-style-type: none"> <li>● Budget Procedures Manual to be prepared, presented to the Board of Trustees, and distributed to all superintendents, principals, coordinators and department managers. Manual includes a budget planning timetable.</li> </ul>	January/February
<ul style="list-style-type: none"> <li>● Prepare goals and priorities for the year to be reviewed by the Board.</li> <li>● Executive Council to review current year departmental budgets. Identify budget pressures and determine possible budget strategies and alternatives. Identified program priorities will be shared with the Learning Coordinators Team to guide in the preparation of next year department budgets.</li> <li>● Staffing needs consolidated.</li> </ul>	February/March
<ul style="list-style-type: none"> <li>● Departmental expenditure estimates to be prepared in consultation with all relevant persons.</li> <li>● Public Consultation</li> <li>● Board to receive:</li> </ul>	March/April

<ul style="list-style-type: none"> <li>○ 2026-27 Preliminary Budget Enrolment Projections</li> </ul>	
<ul style="list-style-type: none"> <li>● Business department to summarize, collate and consolidate all departmental submissions and prepare preliminary expenditures estimates for review by Executive Council.</li> <li>● Presentation of departmental budgets with all budget managers and Executive Council</li> <li>● Finalize enrolment projections</li> <li>● Board to receive: <ul style="list-style-type: none"> <li>○ 2026-27 Core Ed Announcement Overview (tentative)</li> <li>○ 2026-27 REP Announcement (tentative)</li> </ul> </li> <li>● Analyze impact of Core Ed announcement</li> </ul>	April/May
<ul style="list-style-type: none"> <li>● Finalize draft budget / Executive Council review</li> <li>● Board to review proposed draft budget</li> </ul>	May/June
<ul style="list-style-type: none"> <li>● Board to approve final budget <i>*special board meeting in June</i></li> <li>● File budget with Ministry of Education</li> </ul>	June

**4. BUDGET PROCESS**

The purpose of a budget process is to provide in a consolidated form, the necessary guidelines for its preparation. The prime objective of a set of budget guidelines is to serve as a guide to those involved in the budgetary process by providing instructions that are clear, concise and easy to understand.

The Superintendent of Business (through the Business department) has the responsibility of coordinating the overall budget material into a consistent and readable format. The Supervisory Officers have the responsibility for developing and coordinating the budgets within their area of responsibility. Each principal and department manager have similar responsibilities with respect to their individual school and department.

Participation by all stakeholders in the budget process will ensure that the planned expenditures are aligned with the strategic priorities of the Board.

**5. ENROLMENT**

The impact of enrolment projections on revenues and expenses will be considered when making budget decisions. Enrolment projections will be conservative.

*Elementary* - Last year's approach to elementary enrolment projections resulted in a difference of +1.0% to October 31, 2025 enrolment. The board uses data from completed elementary registration information for enrolment projections. In addition to looking at Student Information

System registrations and enrolment reports, other factors will be looked at to conservatively project enrollment for next year. These factors include class lists, and demographic software information.

*Secondary* - Last year's approach to secondary enrolment projections resulted in a difference of +1.5% to October 31, 2025 enrolment. Projections are based on completed student choice registrations, the number of students registered in the spring for the next school year, and information received from the principal group. The Board will continue to work closely with guidance departments and families to assist in ensuring that course registrations occur only when there is a fair probability that the student will be attending in the fall.

## **6. EXPENDITURE ESTIMATES**

A set of expenditure estimates will be established for each department (a school is considered to be an operating department). Each department will submit a complete set of expenditure estimates on the prescribed forms. All supplies and services must be reviewed and justified in the budget submission.

Guidance will be provided to the budget department managers regarding the starting point for developing next year's budget. Program expenses will be aligned with identified program priorities. Though there may be realignment of current program budgets, at this time it is planned that overall expenditures will not rise over the current year budget level. It may be necessary to amend the projected expenditures in the light of any changes in revenue; however, this will not be known until later.

The following preliminary budget assumptions should be followed to establish 2026-27 expenditures budgets:

### **Salaries & Benefits:**

- Salaries will be based on contractual obligations in effect at September 1 for the period of September 1 to August 31. Where contracts expire at August 31, 2026, best estimates will be used with the information available at that time and in consultation with the Ministry. Benefits will be based on projected costs and contractual obligations.

### **Expenses:**

- Instructional - budgeted on an "as required" basis but not more than the current year budget unless there are specific identified items to the contrary.
- Non-Instruction - budgeted on an "as required" basis but not more than the current year budget unless there are specific identified items to the contrary.

### **Major Maintenance\Capital Expenditures:**

- Estimated expenditures based on identified projects planned to be completed in the period September 1 to August 31. The total is not to exceed the estimated school renewal and capital budgets.

### **Transportation:**

- Fees should be budgeted on the basis of the contracts in place at September 1.

### **Other:**

- All “Other Expenses” should be based on actual identified needs in this period September 1 to August 31, the total not to exceed the current year budget.
- Utilities will be based on projected rates.
- Expense categories requiring adjustments due to external cost pressures will be reflected in the preliminary budget.
- Program expenses will be aligned to meet Board identified goals and priorities.
- That the size of individual classrooms, elementary, and secondary, be set at the levels that are required by the Ministry of Education and allowable under existing collective agreements.

## **7. REVENUE ESTIMATES:**

Provincial funding will be based on 2026-27 Core Education Funding. Core Ed is received directly from the province and property tax revenue. Property taxes are collected for education purposes on residential and commercial\industrial properties, based on mill rates established by the Ministry. School boards do not have any other access to the property tax base. Known sources of other revenues will be identified and included.

As previously indicated the Ministry has not yet released any technical documents which pertain to next year’s budget year. Administration will use the current year technical information, amended where known, to calculate initial revenue estimates. The actual regulations and forms may not be available until April, and ultimately these will have to be completed and filed with the Ministry to determine the Board’s revenue. It may be that when such official forms are completed the initial estimates will have to be revised.

## **8. ROLES AND RESPONSIBILITIES**

### **Role of the Executive Council:**

Executive Council will be responsible for the preparation of budget information in their respective areas for the System as whole.

Role	Area of Responsibility
Director of Education	<ul style="list-style-type: none"> <li>● General Administration</li> <li>● Functional Responsibilities</li> </ul>
Superintendents of Education	<ul style="list-style-type: none"> <li>● Curriculum Coordinator Budgets</li> <li>● Staff Development and Training</li> <li>● Functional Responsibilities</li> <li>● School Allocations</li> <li>● Information Technology</li> </ul>
Superintendent of Business	<ul style="list-style-type: none"> <li>● Business Department</li> <li>● Capital Expenditures</li> <li>● Plant Operations</li> <li>● Transportation &amp; Planning</li> <li>● Other Non-Instructional Expenditures</li> <li>● Staffing Salary Calculations (all departments)</li> <li>● Employee Benefits (all departments)</li> <li>● Revenue - Provincial &amp; Other</li> <li>● Enrolment</li> <li>● Information Technology</li> </ul>
Executive Manager - Human Resources	<ul style="list-style-type: none"> <li>● Human Resource Department</li> <li>● Staffing FTE</li> </ul>

Based on the submissions from all departments, Executive Council will review and analyze preliminary expenditures estimates March/April. Executive Council will determine what action(s) might be necessary to comply with the Board’s directions or guidelines, as well as any legislative compliance that is necessary. Any recommendations are to be prioritized by Executive Council and will include information as complete as is reasonably possible, regarding its effect on schools and programs where applicable.

**Role of the Community**

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 (whether or not they are ratepayers), and each school community in particular, to become involved in the determination of the Budget. Members of each school community should be invited to share in the budget review process at the school level along with the school’s administration and staff.

### **Role of the Board of Trustees**

The Board of Trustees has the ultimate responsibility under the Education Act, to prepare and adopt annual estimates. The Board must balance its desire to provide the best possible education for its students with the availability of the resources available to do so.

The Board should finalize the 2026-27 Budget (assuming final revenue information has been released in a timely fashion) no later than June 30, 2026 for submission to the Province at that time.

### **Timeline for Estimates**

## HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD 2026-27 BUDGET TIMETLINE

Week of	Assigned	Communications	Category			
			Revenues/ Enrolment	Salaries & Benefits/ Staffing	Operating Budgets	Drafts
<b>JANUARY &amp; FEBRUARY</b>						
Jan.19	Board Mtg	Exec Council- Review & Approve Budget Process Manual				
Jan.26	Business	Board- Present Budget Procedures Manual			Prepare summary of current year budget for Exec	
Feb.2	Business				Prepare Budget Workbooks for Distribution to Budget Managers	
Feb.9	SBO/ Exec	Prepare budget goals & priorities			Review current year budgets to identify budget priorities	
Feb.13	Business	Communicate Current Year budget process to Budget Managers			Distribute Operating Budget Workbooks to Budget Managers	
Feb.23	Board Mtg	Present Budget Goals & Priorities				
<b>MARCH</b>						
Mar.6	Business	Public Input			Completed Program/ Department Budget Workbooks Returned to Business	
Mar.9	Business	Compile Submitted Departmental/ Program Budgets		Replacement Analysis	Recurring Expense Projections (Internet, Telephone, etc.)	
Mar.16	Business		Draft Enrolment Projections	CUPE & Non-Union Staffing from HR		
Mar.23	Board Mtg	Present Budget Info to Date			Capital Budget Completed	
Mar.23	Exec/ Business	Review Departmental/ Program Budgets				
Mar.30	HR/ Business		Other Revenue Projections			Import Operating Budget Workbooks
March	Ministry	Public Input	<b>TBD- Core Ed/ REPs/ Capital Announcement;</b> EFIS & Tech Paper Available			

## HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD 2026-27 BUDGET TIMETLINE

Week of	Assigned	Communications	Category			
			Revenues/ Enrolment	Salaries & Benefits/ Staffing	Operating Budgets	Drafts
<b>APRIL</b>						
Apr.6	Business		Updated Draft Enrolment Projections for Staffing - Secondary	Final confirmation of OECTA staffing - Secondary		
Apr.13	Business				Spec Ed & Other Enveloped Funding Analysis	
Apr.20	Board Mtg		Updated Draft Enrolment Projections for Staffing - Elementary	Final confirmation of OECTA staffing - Elementary		
Apr.27	Business	Present Budget Info to Date	Final Enrolment Projections			Import Salaries & Benefits
<b>MAY</b>						
May.4	Budget Managers				Budget presentations	
May.11	Business					DRAFT 1 Budget
May. 18	Exec / Business	Review DR1				DRAFT 2 Adj if Required
May. 25	Board Mtg.	Present Budget Info to Date			Spec Ed Budget Report for SEAC Meeting (June 8)	
<b>JUNE</b>						
Jun.2	Exec / Business	Board reports completed				
Jun.15	<b>Board Mtg</b>	<b>Present Draft Budget</b>			Distribute secondary school budget workbooks to principals	
Jun.22	<b>Special Board Mtg</b>	<b>Board Presentation / Approval of Budget</b>				<b>EFIS Submission</b>
<b>JULY/AUGUST</b>						
July/ August	Business				Final School Budgets distributed to Schools	