
Regular Board Meeting
January 22, 2024 - 3:00 p.m.

AGENDA

- 1. Opening Business**
 - 1.1. Opening Prayer & Condolences - Board Chaplain, Trustee & Student Trustee Pages 3-4
 - 1.1.1. Mass cards and condolences on behalf of the HPCDSB for January were sent to the family of Colleen Klein, mother of John Klein, Director of Education for the Halton CDSB, on her passing; to the family of Bob Dobbie, father of Denis Morrison, Teacher at Precious Blood School, Exeter on his passing; to the family of Betty Dechert, mother in law of Kim Dechert, Educational Assistant at Jeanne Sauvé School, Stratford on her passing; to the family of Nita Lobo, mother of Charmaine Chadwick, Behaviour Consultant at the Catholic Education Centre, on her passing; and to the family of Ivo (John) Tomljenovic, father of Kristina McDonald, Teacher at St. Anne's CSS, Clinton, on his passing.
 - 1.2. Attendance
 - 1.3. Approval of the Regular Board Meeting Agenda of January 22, 2024 Pages 1-2
 - 1.4. Declaration of Interest
 - 1.5. Approval of the Regular Board Meeting Minutes of December 11, 2023 Pages 5-11
 - 1.6. Business Arising from the Minutes of the Regular Board Meeting of December 11, 2023
- 2. Presentations**
 - 2.1. ICE Changes to Family Life Program Pages 12-34
- 3. Delegations**
- 4. Consent Agenda**
 - 4.1. January Board Highlights Pages 35-43
 - 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of December 4, 2023 Pages 44-46
 - 4.3. Approved Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Committee Meeting Minutes of October 24, 2023 Pages 47-49
 - 4.4. Approved Flag Policy Committee Meeting Minutes of December 4, 2023 Pages 50-52
 - 4.5. Travel Reimbursement Rate Effective January 1, 2024 Page 53
- 5. Committee and Staff Reports**
 - 5.1. **Policy**
 - 5.1.1. Board Policies for review:
 - Cooperative Education and Experiential Learning Pages 54-56
 - 5.1.2. Board Policies recommended for approval/rescinding:
 - Student Trustees Pages 57-60

5.2. Student Achievement and Catholicity

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|---------------|----------------------------------|-------------|
| 5.2.1. | 24-27 Multi-Year Spiritual Theme | Pages 61-63 |
| 5.2.2. | Student Trustees' Report | Pages 64-65 |

5.3. Corporate Services and Operations

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|---------------|--|-------------|
| 5.3.1. | 2023-2024 Revised Estimates | Pages 66-69 |
| 5.3.2. | November 30, 2023 Financial Report | Pages 70-72 |
| 5.3.3. | 2024-2025 Budget Procedures Manual | Pages 73-82 |
| 5.3.4. | 2023-2024 Long Term Accommodation Plan Next Steps Report | Pages 83-84 |

6. Information and Correspondence

- | | | |
|-------------|--|-------------|
| 6.1. | Letter to Minister of Education From Superior-Greenstone District School Board Chair | Pages 85-87 |
|-------------|--|-------------|

7. Notices of Motion

8. Notices of Motion Considered for Adoption

9. Trustee Inquiries

10. In-Camera Session of the Regular Board Meeting

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

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

12. Future Meetings and Events

- Special Education Advisory Council (SEAC) Meeting - Monday, February 12, 2024, 4:00 p.m.
- Catholic Parent Involvement Committee (CPIC) Meeting - Tuesday, February 20, 2024, 6:00 p.m.
- Regular Board Meeting - Monday, February 26, 2024, 3:00 p.m.
- Equity, Diversity, Inclusion and Anti-racism (EDIAR) Committee Meeting - Tuesday, February 27, 2024, 4:30 p.m.

13. Closing Prayer - Board Chaplain

14. Adjournment



HURON-PERTH CATHOLIC

District School Board

**January Board Meeting
Monday, January 22, 2024**

**Opening Prayer
Catholic Education Week - As People of Faith**

*“Faith makes us open to the quiet presence of God at every moment of our lives,
in every person and in every situation.”*

Pope Francis

Intentions and Reflection - Father David, Board Chaplain

Father David will lead us in the opening prayer and special intentions, reflections and condolences.

Good and loving God,

We need your help to be strong in our faith.

You have given us this gift of faith, may your love continue to enrich our spirits so that we may bring the Good News to all those we meet.

We make this prayer in Jesus' name.

Amen.

Gospel Reading - Tina Doherty, Trustee

A reading from the holy Gospel according to Matthew.

When they came to the crowd, a man came to him, knelt before him, and said, “Lord, have mercy on my son, for he has epilepsy and suffers terribly; he often falls into the fire and often into the water. And I brought him to your disciples, but they could not cure him.” Jesus answered, “You faithless and perverse generation, how much longer must I be with you? How much longer must I put up with you? Bring him here to me.” And Jesus rebuked the demon, and it came out of him, and the boy was cured from that moment. Then the disciples came to Jesus privately and said, “Why could we not cast it out?” He said to them, “Because of your little faith. For truly I tell you, if you have faith the size of a mustard seed, you will say to this mountain, ‘Move from here to there,’ and it will move, and nothing will be impossible for you.”

The Gospel of the Lord.

R. Praise to you, Lord Jesus Christ.

Reflection - Mya Moore, Student Trustee

The word faith is often understood as accepting something you can't understand. People often say: "Such and such can't be explained, you simply have to believe it." However, when Jesus talks about faith, he means first of all to trust unreservedly that you are loved, so that you can abandon every false way of obtaining love. It's a question here of trusting in God's love. The Greek word for faith is pistis, which means, literally, "trust." Whenever Jesus says to people he has healed: "Your faith has saved you," he is saying that they have found new life because they have surrendered in complete trust to the love of God revealed in him.

(Henri Nouwen, Show Me the Way: Daily Lenten Readings)

Closing Prayer - Father David, Board Chaplain

Lord God,
Strengthen Your gift of faith in us.
Please help us to have confidence in Your goodness and Your faithfulness.
Help us to overcome life's challenges and lead us along the path You have prepared for us.
May we find courage and peace in Your love, and may our faith in You serve as an example for others.
Through Christ our Lord. Amen.

Father David: St. André Bessette.

All: Pray for us.

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

Regular Board Meeting
December 11, 2023 – 3:00 p.m.

MINUTES

(In person)

Present:

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

Student Trustee: Kiersten Ryan - St. Anne's CSS, Clinton

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

Absent:

Board Chaplain: Fr. David Butler

Trustee: Sue Muller

Student Trustee: Mya Moore, St. Michael CSS, Stratford

1. Opening Business

1.1. Opening Prayer & Condolences - Board of Trustees

1.2. Attendance - Noted above

1.3. Approval of Regular Board Meeting Agenda

Moved by: Amy Cronin

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of December 11, 2023.

Carried

1.4. Declaration of Interest

None.

1.5. Approval of Regular Board Meeting Minutes

Moved by: Jim McDade

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board approves the minutes of the Regular Board Meeting of October 23, 2023, and the minutes of the Annual Board Meeting of November 20, 2023.

Carried

1.6. Business Arising from the Minutes

1.6.1. Students with Special Education Needs

Trustees inquired about the process for determining special education funding at the school level and how school budget funds are allocated.

1.6.2. Director's Annual Report 2022-2023

Chair Van Loon brought the motion from the November Annual Board Meeting Agenda Item #8. Director's Annual Report 2022-2023 in order to receive a mover and seconder as it was missed at the Annual Board Meeting on November 20, 2023.

Moved by: Jim McDade

Seconded by: Tina Doherty

THAT the Huron-Perth Catholic District School Board receives the Director's Annual Report 2022-2023 for the information as presented at the November Annual Board Meeting on November 20, 2023.

2. Presentations

2.1. Board Christmas Card Student Artist Contest

Chair Van Loon announced the 2023 Board Christmas Card Student Artist Contest Winner and congratulated Adriana D., Grade 8 student from St. James School on her artistic talent and amazing artwork that will be showcased on this year's Board Christmas Card.

2.2. Long-Term Accommodation Plan - Watson and Associates Economists Ltd.

Jack Ammendolia from Watson and Associates Economists Ltd., presented to the Board of Trustees, the Long Term Accommodation Plan for the Huron-Perth Catholic District School Board.

3. Delegations

4. Consent Agenda

4.1. November and December Board Highlights

4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of October 16, 2023 and November 13, 2023

4.3. Approved Catholic Parent Involvement Committee (CPIC) Meeting Minutes of June 6, 2023

4.4. Approved Equity, Diversity Inclusion, and Anti-Racism (EDIAR) Committee Meeting Minutes of March 23, 2023 and June 15, 2023

4.5. Approved Catholic Education Team (CET) Meeting Minutes of June 14, 2023

4.6. Approved Audit Committee Meeting Minutes of September 11, 2023

4.7. Approved Huron Perth Student Transportation Services Steering Committee Meeting Minutes of May 30, 2023

4.8. Approved Flag Policy Committee Meeting Minutes of November 6, 2023

Moved by: Tina Doherty

Seconded by: Amy Cronin

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 November and December for information.

AND

THAT the Huron-Perth Catholic District School Board receives the approved Special Education Advisory Committee (SEAC) Meeting Minutes of October 16, 2023 and November 13, 2023, the approved Catholic Parent Involvement Committee (CPIC) Meeting Minutes of June 6, 2023, the approved Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Committee Meeting Minutes of March 23, 2023 and June 15, 2023, the approved Catholic Education Team (CET) Meeting Minutes of June 14, 2023, the approved Audit Committee Meeting Minutes of September 11, 2023, the approved Huron Perth Student Transportation Services Steering Committee Meeting Minutes of May 30, 2023, and the approved Flag Policy Committee Meeting Minutes of November 6, 2023.

Carried

5. Committee and Staff Reports

5.1. Policy

5.1.1. Board Policies for Review:

- **Student Trustees**

Moved by: Jim McDade

Seconded by: Amy Cronin

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

Carried

5.1.2. Board Policies Recommended for Approval/Rescinding:

- **By-Laws of the Board**

Trustees inquired about including a land acknowledgement at monthly Board Meetings and whether there was a Board policy on land acknowledgments. Director Roehrig shared the Board does not currently have a policy on land acknowledgments. Director Roehrig explained the Board has been working with the Indigenous Education Advisory Committee (IEAC) and our Indigenous partners regarding a Board land acknowledgement and the time and place where the land acknowledgement is appropriate. Superintendent Boreham and Superintendent Tigani both shared the history of the process of the draft land acknowledgement as it was created in consultation with our Board's Indigenous partners.

Moved by: Tina Doherty

Seconded by:

THAT the Huron-Perth Catholic District School Board approves the following policy: By-Laws of the Board.

Amendment to the Motion

Moved by: Tina Doherty

Seconded by:

THAT the Huron-Perth Catholic District School Board incorporates a land acknowledgment as part of the opening prayer at each Board Meeting.

Withdrawn

- **Artificial Intelligence**
- **Advertising in Schools**

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves the following policies: By-Laws of the Board, Artificial Intelligence, and Advertising in Schools.

Carried

5.2. Student Achievement and Catholicity

5.2.1. Equity, Diversity, Inclusion, and Anti-Racism Committee Report

Trustee McDade shared an overview of the recent EDIAR meetings. Trustees inquired about the number of members who are non-designated members. Director Roehrig shared that all non-designated members represent communities that are under protected ground under the Human Rights Code.

Moved by: Jim McDade

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives the Equity, Diversity, Inclusion and Anti-Racism (EDIAR) report for information.

Carried

5.2.2. Catholic Student Leadership Report

Moved by: Jim McDade

Seconded by: Amy Cronin

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

Carried

5.2.3. Indigenous Education Update

Moved by: Amy Cronin

Seconded by: Tina Doherty

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

Carried

5.2.4. Student Trustees' Report

A summary was provided on the activities taking place within the secondary schools.

Moved by: Tina Doherty

Seconded by: Jim McDade

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. 2023 Annual Lead Sampling Report

Trustees inquired about the Annual Lead Sampling Report, specifically the results of St. Aloysius School. Superintendent Ducharme confirmed the readings are all below the provincial standards, and as requested a follow up will be conducted and brought back to the Board regarding the March and June reports regarding the water bottle fill stations with filters. Director Roehrig provided that the report is posted on the Board website and schools are notified of the results.

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board receives the 2023 Annual Lead Sampling Report.

Carried

5.3.2. Huron-Perth Catholic District School Board Consolidated Financial Statements for the Year Ended August 31, 2023

Superintendent Ducharme provided a full overview of the Board's consolidated financial statements for year end, which were presented to the Audit Committee in November. Trustees inquired about the accumulated funds that are available to the Board. Superintendent Ducharme shared her thanks to the Finance Team for putting together the report.

Moved by: Amy Cronin

Seconded by: Tina Doherty

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, 2023.

AND

THAT the Huron-Perth Catholic District School Board approves the 2022-2023 internal appropriations of accumulated surplus in the amount of \$3,926,046 as outlined in Note 15 of the Consolidated Financial Statements.

Carried

5.3.3. Audit Committee November 2023 Regular Meeting Report

Moved by: Tina Doherty

Seconded by: Amy Cronin

THAT the Huron-Perth Catholic District School Board receives the Audit Committee November 2023 report for information.

AND

THAT the Huron-Perth Catholic District School Board approves the Annual Report to the Ministry of Education for the year ended August 31, 2023.

AND

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

Carried

5.3.4. Non-Resident and International Student Tuition Fees

Trustees inquired about the current number of international students within our Board

and if the new set tuition fee rate aligns with neighbouring school boards. Superintendent Ducharme provided there are no current international students, and last year the Board had one international student. In years past, the Board has had around 5-6 international students per year. Director Roehrig shared there has been ongoing work to grow the Board within international education, with the pandemic having put international education on hold for the Board.

Moved by: Tina Doherty

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board sets the tuition fee for non-resident and international students for the 2023-24 and 2024-25 school years at \$13,900 (Elementary) and \$14,300 (Secondary).

Carried

6. Information and Correspondence

7. Notices of Motion

8. Notices of Motion Being Considered for Adoption

9. Trustee Inquiries

9.1. Follow Up on Enrolment at an Elementary School

10. In-Camera Session of the Regular Board Meeting

Moved by: Amy Cronin

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: Amy Cronin

Seconded by: Jim McDade

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:

- Kevin Denstedt, Teacher at St. Michael Catholic Secondary School, Stratford effective December 31, 2023
- Anne Marie Nicholson, Manager, Plant and Assessment at the Catholic Education Centre effective November 29, 2024
- Terrie Van Osch, Teacher at St. Anne's Catholic Secondary School, Clinton effective June 30, 2024

12. Future Meetings and Events

- Special Education Advisory Council (SEAC) Meeting - Monday, January 15, 2024, 4:00 p.m.
- Regular Board Meeting - Monday, January 22, 2024, 3:00 p.m.
- Catholic Parent Involvement Committee (CPIC) Meeting - Tuesday, February 20, 2024, 6:00 p.m.

13. Closing Prayer - Board of Trustees

14. Adjournment

Moved by: Tina Doherty

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of December 11, 2023.

Carried

Introduction to.....

Family Life Education

Ontario Catholic Elementary Curriculum Document,
Grades 1 - 8, 2023



Let us pray +

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

Jesus, Mary and Joseph,
in you we contemplate the splendour of true love;
to you we turn with trust.

Holy Family of Nazareth,
Grant that our families may be places of communion and prayer,
authentic schools of the Gospel and small domestic churches.

Holy Family of Nazareth, make us once more mindful of the sacredness of the family,
and its beauty in God's plan.

Jesus, Mary and Joseph, Graciously hear our prayer. Amen.

Outline

1. Introduction to the Context for Family Life Education
2. Pastoral Approach
3. Overall Structure of the Document
 - The Strands of Family Life
4. Front Matter- Planning, Assessment/Evaluation/Reporting
5. Hope Expectations
6. What's next?

Introduction

*God has gifted you with children
and you are their first and most important educators.*

*Yours is the task to immerse them in the
unconditional love of God found in Christ Jesus.*

- p. 16, *Renewing the Promise*, Assembly of Catholic Bishops of Ontario

Message from the Bishops for the new Curriculum

“The release of a new Family Life Education Curriculum in the Catholic schools of our province is an occasion of both hope and opportunity. Its publication in Advent of 2023 coincides with a season of hope when the Church is filled with longing and expectation, focused on the coming of the Lord. It is also a season when we look to the Holy Family of Jesus, Mary and Joseph, reminding us of the crucial place of the family in God’s plan of salvation.”

His Excellency, Bishop Daniel Miehm, Bishop of Peterborough
Chair of the Education Commission of the Assembly of Catholic Bishops of Ontario

Family is centered ...

*... as a gift from God – not perfect, by any means –
but called to be loving, faithful, healthy, hopeful and
joy-filled disciples.*

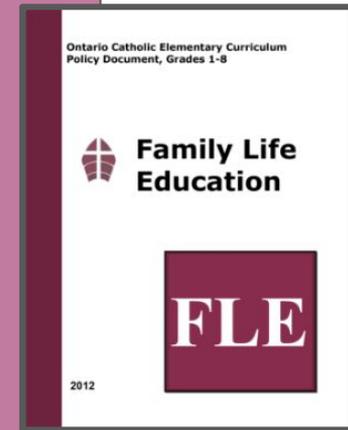
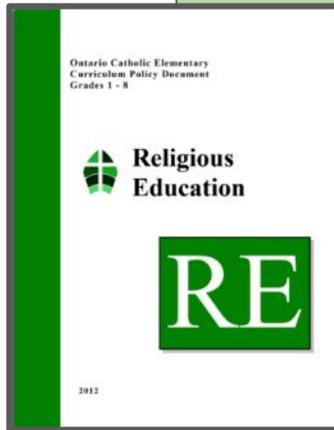
Family Life Education in Context

Relationship to Health & Physical Education Curriculum

- Topics related to sexuality from HPE remain unchanged; ages at which they are introduced remain unchanged
- What changes is largely in the approach – a pastoral approach with a disposition of tenderness

Family Life Education in Context

How Religious Education is related to Family Life Education



Family Life Education in Context

Relationship to Key Church Teaching



“Christ is alive and he wants you to be alive! He is in you, he is with you and he never abandons you.”

- Pope Francis

- *Familiaris Consortio*, Saint Pope John Paul II, 1981
- *The Identity of the Catholic School for a Culture of Dialogue*, January 2022
- *“Male and Female He Created Them” Towards a Path of Dialogue on the Question of Gender Theory in Education*, 2019
- *Directory for Catechesis*, 2020
- *Amoris Laetitia, On Love in the Family*, 2016
- *Gaudete et Exsultate – On the Call to Holiness in Today’s World*, 2018
- *Christus Vivit* – the letter to young people by Pope Francis, 2019

Pastoral Approach in Family Life Education

- Both **sensitivity to individual circumstances and respect for the wisdom of the Church.** They are not opposed to each other.
- This combination provides a **foundation for health in mind, body and spirit.**
- We are called to work for the **balance** between, doctrinal clarity and pastoral sensitivity in the classroom

Pastoral Approach: A disposition of tenderness

- The most important family for the child is their own family.
- Discovery and understanding in Family Life Education is gradual.
- Students must be reassured that God is with them on their journey of discovery.
- The Catholic school is a place of real and pastoral ministry and participates in the ministry of the Church
- Strong families are important for the health and well-being of children

The Structure of the Document

- Front Matter
 - Descriptive of the approach and sets the pastoral tone
 - Names the context of the curriculum document
 - Gives overall information regarding teaching, planning, assessment and evaluation
 - Explains the Strands of Family Life Education
- Hope Expectations
 - Gives description and lists them
- Overall and Specific Expectations
 - Gives the learning expectations for each grade – grades 1 to 8 - in each Strand

The Three Strands of the Family Life Curriculum

Families: A Living Communion of Love	Families: Called to be in Relationship	Families: Created in Love, Wonderfully Made
<p>Students develop an understanding of/ appreciation that:</p> <ul style="list-style-type: none">● Family is our first community as (i.e. the domestic church) and build an appreciation of their own family	<p>Students develop an understanding of/ appreciation that:</p> <ul style="list-style-type: none">● The gift of relationships help us grow as loving, compassionate, respectful and caring family members● We all have duties, rights, responsibilities, decision making and discernment within families and communities	<p>Students develop an understanding of/ appreciation that:</p> <ul style="list-style-type: none">● Understanding of the human person as a unity of body, mind, and spirit● Catholic belief that we believe in the sanctity and beauty of every single human life from conception to natural death

Considerations for Planning in Family Life Education

Faith and reason are like two wings on which the human spirit rises to the contemplation of truth; and God has placed in the human heart a desire to know the truth—in a word, to know himself—so that, by knowing and loving God, men and women may also come to the fullness of truth about themselves.

- preamble of *Fides et Ratio*, 1998

Equity and Inclusion in Family Life Understood through the Catholic Social Teachings

To be created in God's image (Gen 1:26-27) means the human person possesses dignity, is capable of self-knowledge and self-awareness, self-mastery, self-possession or free will, and the capacity to love and to reason. *(CCC 357)*

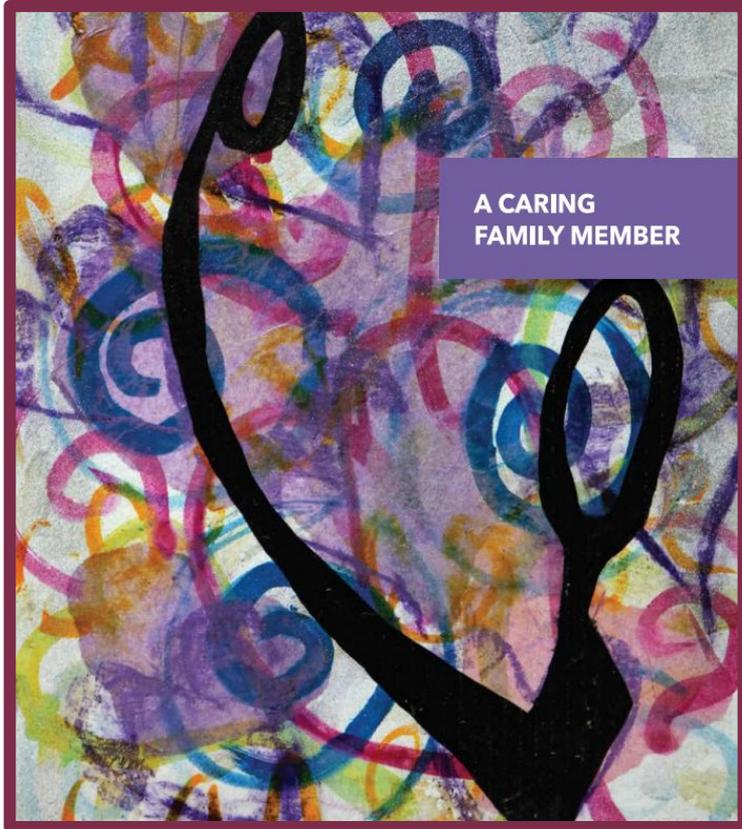
Scripture affirms that all people are created equal in dignity, called to love with a sincere gift of self, and to promote the good of all people and of the whole person.

The dignity of the human person is the foundation of all other principles, including the common good.

Relationships at the Core

- Classroom teachers and students
- Home, School, Parish connections
- Principal as Instructional Leader
- Supports at the District Level
- Supports at the Provincial Level

Hope Expectations



... are rooted in the Ontario Catholic Student Graduate Expectations ...

- *Relates to family member in a loving, compassionate and respectful manner.*
- *Recognizes human intimacy and sexuality as God given gifts, to be used as the Creator intended.*
- *Values and honours the important role of the family in society.*
- *Values and nurtures opportunities for family prayer.*
- *Ministers to the family, school, parish and wider community through service.*

... and are meant to inspire wonder to learn about self, God, others and the world, as part of the experience in and of family.

Hope Expectations: Learning & Growth Through the Grades

As students learn the overall and specific expectations in each of the strands, there is an gradual deepening of awareness and understanding over time.

“We hope that they come to appreciate the ways in which God is active in family living - binding up wounds, healing what is broken, comforting where there is sadness, rejoicing with us, guiding us”.

Hope Expectations: Primary Division

By the end of Grade 3, **it is our hope** that students will be individuals who:

- Want to grow in understanding and cherish how God is ever-present in their family and in Scripture.
- Recognize that Jesus is present within their family and that they belong to a family at home, school, Church, in the community and in the world. We grow together with each other!
- Know and appreciate themselves as children of God who are *created by God out of love for love*.

Hope Expectations: Junior Division

By the end of Grade 6, **it is our hope** that students will be individuals who:

- Continue to deepen previous goals and ...
- Reflect on examples of holiness in the Saints to understand their own right relationships with God, themselves, others and creation and use this to build authentic relationships
- Value virtues that help them develop and maintain authentic friendships, purity of heart and respect for others.

Hope Expectations: Intermediate Division

By the end of Grade 8, **it is our hope** that students will be individuals who:

- Continue to deepen previous goals and ...
- Know and proclaim with confidence their inherent dignity as children of God who are created in God's image and likeness *on purpose and for a purpose*.
- Understand themselves as an integrity of body, mind and spirit and appreciate how faith contributes to their health, wholeness and well-being.

Supports to Learning More – www.iceont.ca

- Introducing the Hope Expectations
- Topics at a Glance
- How It All Fits: Seeing the Relationship between Religious Education, Family Life Education and Health and Physical Education

Support Resource I

Hope
Expectations
for *Family Life
Education* in
Elementary
Schools



Support Resource II

*Family Life
Education -
Topics at a
Glance*



Support Resource III

*Family Life
Education -
How it all Fits
Together*



What's Next - Ready for Fall 2024

- The new curriculum will take effect for the Fall of 2024
- A new Family Life program will be developed to meet this new curriculum. This will take time.
- Ontario educators, theologians and bishops will all assist in writing, reviewing and guiding the new program
- In the meantime, *Fully Alive* will continue to be available as the only resource currently approved by the bishops for use for Family Life Education
- ICE will work with educators across Ontario to make the important links between *Fully Alive* and this new curriculum until the new program is ready



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Karen Tigani and Tara Boreham, Superintendents of Education
Presented to: The Huron-Perth Catholic District School Board
Date: Monday, January 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

BOARD HIGHLIGHTS FOR JANUARY

Public Session

BACKGROUND

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

DEVELOPMENTS

The spiritual theme we anchor the 2023-24 school year in is “Go Forth!” and it builds upon the Gospel story of the Road to Emmaus which has been guiding our district over the past three years. The Holy Spirit continues to guide our district and lovingly supports us as we cycle through experiences of encounter, accompaniment and transformation. As we begin a new year, we go forward with incredible enthusiasm, ever grateful for the many gifts of our students, families, staff members, parishes, and communities. Together, we are on a journey of discipleship. We are people of hope and we delight in the many signs of God’s love and joy in our schools and facilities. We are proud to share some highlights from the month of January.

CATHOLIC EDUCATION

Catholic Student Leadership Team Update

Final preparations are underway for the Catholic Student Leadership Team retreat that will be happening in February. The theme of the retreat is “We are Called” (Micah 3:8). Students will be reflecting on their gifts as Catholic students and how God is leading them in their faith. Guests from the Diocese of London, including Fr. Danny Santos (Vocations Director), the Chaplaincy team from King's University, and local Huron-Perth Deanery members will be leading sessions focused around this theme. Plenty of opportunities for team-building and fun will be provided. This event is happening at Camp Kintail, located in Huron County. This is being planned by our Religion and Family Life Coordinator in partnership with our secondary school Chaplains.

Catholic Role Models Reflecting Equity, Inclusion and Anti-Racism

Every school in Huron-Perth Catholic District School Board has received a beautiful culturally diverse prayer cloth/banner that will be displayed in the school halls and used on the school’s prayer table. These prayer cloths feature more than 100 saints and blessed from around the

world and are a representation of the diverse human family. The diverse liturgical prayer cloth has images of the saints on the front surrounded by borders that signify the colours of liturgical seasons in the Catholic Church. The back of the cloth is white, again to provide for diverse liturgical usage. Lessons are being developed about all the holy people featured on the prayer cloths and will focus on how we are all called to holiness. These people serve as role models and reminders that we are all called to holiness, throughout all of history and for all time.



French Immersion Parent & Caregiver Information Night

The administration team and Grade 1 French Immersion (FI) teacher at St. Mary's in Listowel hosted a night for parents and caregivers on January 10 at the school. This was attended by interested parents and caregivers in the Listowel community and surrounding areas.

Superintendent Tigani attended and brought greetings and information on behalf of the senior team regarding the Board's commitment to nurturing a strong FI program at St. Mary's and across the district, emphasizing that we offer this program at St. Michael CSS and St. Anne's CSS and intend for students to have access to a Catholic FI program in our district from K-12. The Principal and Vice-Principal shared information about the benefits of learning a second language in an immersion program and answered questions from parents/caregivers in attendance. They provided an overview of the day and explained that the students are members of the school community in all regards, highlighting the Catholic culture of the school, the diversity within the community and shared many examples of the positive experiences that students are having in our first Grade 1 cohort this year. We will be welcoming a new Grade 1 cohort in the fall of 2024 and look forward to growing this program over the coming years. The evening was well attended and it was evident that the program was well received by the community. A few parents in attendance shared their observations and experiences to date where some have a child in the program now and/or have had interactions at the school that brought them into the FI classroom and into conversation with the FI teacher. A highlight of the meeting was welcoming a couple of students to the meeting as well as noting that some of the people in attendance greeted one another in both French and English.

Holocaust Awareness Education

Students in Grades 6 to 8 across our district recently engaged in two enriching learning sessions centred around the Holocaust. A total of 32 classes actively participated in the virtual workshop titled "Lessons and Legacies of the Holocaust." This insightful workshop, presented by the Friends of Simon Wiesenthal Centre for Holocaust Education, delved into the historical complexities of the Holocaust, exploring the attitudes and social forces that facilitated Nazi Germany and its collaborators in the near-extermination of European Jews. Spanning two weeks, the virtual sessions provided an in-depth examination of this pivotal chapter in history.

Furthermore, six classes had the unique privilege and opportunity to virtually host a Holocaust survivor. During these special sessions, the survivor shared their personal journey with students and staff, creating a powerful connection between history and the present. This personalized encounter allowed students to pose questions, hear first-hand testimonies, and develop a profound understanding of the Holocaust at a deeply personal level.

These invaluable learning experiences align seamlessly with the objectives of the new Social Studies curriculum and actively contribute to our equity goals. Moreover, they provide real-life examples of our commitment to Catholic Social Teachings, fostering a holistic and compassionate approach to education.

LEADERSHIP

Leaders' Learning Council (LLC)

On January 9, we hosted a virtual LLC where we welcomed an incredibly knowledgeable, experienced and inspiring guest presenter, Kate Winn. Kate is currently a Kindergarten teacher with the Peterborough Victoria Northumberland Clarington Catholic District School Board (PVNCCDSB) and is a provincial and national leader in the area of literacy. Kate is a highly sought-after speaker and educator who hosts a podcast entitled "Reading Road Trip" and has been a guest speaker and presenter at countless literacy and reading events, learning sessions, workshops, conferences and more. Most impressively, however, is her active engagement in the classroom with her primary students where she implements and models all of the incredible instructional shifts she speaks and writes about. Kate is a role model for educators who are striving to implement the recommendations of the Right to Read report and ensure that structured reading is embedded in all classrooms for all students. Kate was welcomed by members of our Literacy Team who have been working with her, and many other literacy leaders over the past many months to lead and support important changes in literacy instruction. Kate's message reinforced the outstanding leadership of our Literacy Resource Teachers and focused on the purpose and use of data related to the new early reading screening as well as highlighting the critical importance of consistent use of the core resources we have in our classrooms including UFLI as well as fidelity to the new Ontario Language Curriculum. This presentation is well timed as it comes during the same month as our training of all K-2 teachers on Acadience, our Ministry of Education and Board-approved early reading screening tool. Our Literacy Learning Coordinator and Literacy Resource Teachers are fully trained Acadience Mentors and have invested significant time in taking courses from Acadience to be able to train other educators so we have the capacity to conduct the training and ongoing support within our Board team.

On January 23, we will host a full-day LLC at the Catholic Education Centre. The agenda will include a variety of important topics. The Learning Coordinator for Special Education, alongside the System Special Education Resource Teacher, will deliver a comprehensive presentation on the Moving Inclusion Forward project. This initiative seeks to eliminate obstacles faced by individuals with disabilities, fostering accessible, inclusive, and equitable educational practices both within and beyond the confines of traditional classrooms. The primary objective is to assess our spaces and procedures, with a key focus on reevaluating our system's practices and guidelines pertaining to Individualized Education Programs (IEPs) for students with special educational needs. During the presentation, we will emphasize our objectives: to decrease the use of modified IEPs and to explore innovative methods of supporting students who may be experiencing difficulties, aligning with the board's multi-tiered system of support. Additionally, we emphasize the importance of reinstating adherence to the team meeting procedure and the

response-to-intervention model. Each school leader will be allocated dedicated time to review their students' IEPs, guided by pertinent questions.

Following this, Principals will engage in some learning and reflection related to French as a Second Language (FSL). This includes responding to a Self-Reflection Tool in the "Compendium of Evidence-informed Strategies and Practices to Support School Administrators with FSL Programs and a Survey for Principals that was prepared and shared as part of our tri-board French Immersion/FSL partnership with Windsor-Essex CDSB and St Clair CDSB. The purpose of this is to gather data on the learning needs of principals related to recruitment, retention and support of FSL teachers. Principals will receive a document entitled "FSL for School Administrators: From Awareness to Action". This document is very rich and contains a Framework for FSL in Ontario Schools, K-12 and 10 individual monographs related to the Common European Framework of Reference (CEFR), instructional leadership in an FSL context, increasing engagement in FSL, supporting Multilingual Learners and students with special education needs in FSL, pathways in FSL for secondary students, de-streaming and supporting the language proficiency of FSL teachers. We will provide an update on the Board's implementation of Diplôme d'études en langue française (DELF), noting that our students will begin taking this internationally recognized assessment in May 2024 and every year thereafter. This is a very exciting addition to our FSL program and is made possible as a result of the commitment of several FSL leaders and teachers in our Board, who have been trained and will lead the assessments. In the afternoon, school and system leaders will engage in an exercise designed to have everyone reflect on their use of time throughout the day and week and to consider that in light of the Board's priorities, their school improvement plan and the needs of their school community. Lastly, there will be an update provided on the Board's Math Achievement Action Plan with a return to looking at the Key Performance Indicators and how principals are gathering data to inform their leadership moves, while also supporting classroom teachers in their implementation of the plan. The three core priorities of "knowing the curriculum, the math content knowledge and the learner" will be reinforced and attention drawn to our Board's core math resources, stressing the importance of consistency of use and accessing support from the Math Team as needed.

Partnership Meeting with Huron Perth Children's Aid Society

On January 9, Superintendents of Education Tara Boreham and Karen Tigani met with the Executive Director and Manager of the Huron Perth Children's Aid Society (HPCAS). This joint meeting was intended to support strong communication between our Board and this important agency. At a recent LLC, there were many questions that Principals and Vice-Principals had about changes to the processes used by the HPCAS and it became clear that ongoing dialogue and sharing of information would be important to assist our school leaders and more importantly the students and families we serve. The meeting was very well received on both sides of this important relationship and will be an ongoing opportunity to connect. Additionally, the HPCAS has committed to sharing various family and community resources and events that are taking place with us so that we can share them widely within our school communities in an effort to ensure families know of the kinds of support and services they have available to them.

Regional Supervisory Officers Council Conference (RSOCC)

Both Superintendents of Education will attend the January 26 RSOCC event hosted in London. This is an important event that brings Supervisory Officers together from across the region to learn, network and collaborate. On this date, we will engage in learning related to Assessment, Evaluation and Reporting, legal issues in schools, and current issues in Special Education. Supervisory Officers and other board leaders in attendance break into two groups in the

afternoon - one focused on curriculum and the other on special education. These days of learning and connecting are highly valued by all who attend.

Elementary New Teacher Induction Program (NTIP)

The second elementary NTIP training day was held on January 16 at the Catholic Education Centre. Presented by our Learning Coordinators, the session focussed on Assessment, Evaluation and Reporting in the morning, and Special Education in the afternoon. These learning sessions aim to enhance teachers' proficiency in these critical areas, aligning with our commitment to creating supportive and enriching learning environments for all students. The discussions regarding Special Education underscored our dedication to inclusivity, ensuring personalized learning. The engagement observed reflects our Catholic educators' commitment to continuous improvement in their practices and increasing their knowledge and skills.

SPECIAL EDUCATION

Transition to Secondary Meeting

On January 19, the System Special Education Team convened an initial planning session involving both elementary and secondary Special Education Resource Teachers (SERT) to discuss the crucial topic of transitioning students with special education needs to secondary education. This transition holds significant importance for all students, and our objective is to standardize and enhance this process district-wide, ensuring a smooth and tailored transition that fulfills the needs of every student. During this session, the working group reviewed feedback gathered from a previous SERT meeting, along with the current procedural documentation in place. The aim was to evaluate existing practices and incorporate necessary improvements. Moving forward, an upcoming meeting will engage representatives from various employee groups. This inclusive approach is intended to encompass diverse perspectives and ensure a holistic consideration of all viewpoints throughout this process.

Life Promotion Training for Special Education Resource Teachers

On January 24, Special Education Resource Teachers will participate in a Life Promotion Literacy for School Staff training workshop facilitated by Kaitie Westbrook, Huron-Perth Catholic District School Board's Mental Health Lead. The workshop is intended to develop an understanding of suicide prevention at school and the role that all school staff play in keeping students safe. This approach is evidence-informed and supported by the World Health Organization as an effective practice in schools.

Regional Special Education Council (RSEC)

The Special Education Learning Coordinator and the Superintendent of Special Education will attend the Regional Special Education Council on January 26. The agenda includes a presentation on legal issues by Nadya Tymochenko, a presentation by LKDSB on assessment, evaluation and reporting in Grades 9 -12, a presentation by Martin Smit on the LD at School project and a Hot topics/Regional Issues session.

DIGITAL TOOLS TO SUPPORT LEARNING

Robotics and Coding

Every elementary school participated in the STEM workshop delivered by the University of Waterloo this term, and now has access to LEGO Spike Prime Education kits. Many schools are actively embracing this innovative tool, delving into further learning in coding and robotics. In

anticipation of an upcoming district-level competition, students, collaborating in teams, are immersed in the exciting process of building, coding, testing, redesigning and reprogramming robots. This hands-on approach not only fulfills curriculum expectations in both the Mathematics and Science curriculum but also fosters a dynamic and experiential learning environment.

STUDENT ACHIEVEMENT

Mathematics

The Math Team continues to support the teaching and learning of mathematics in our system through our Math Achievement Action Plan (MAAP). The three goals of the plan are to ensure fidelity to the curriculum, continue math content knowledge for teaching, and ensure tasks and supports are responsive for all students. These goals have implementation strategies at the board, school, and classroom levels. Members of the Math Team continued to attend all Ministry meetings in relation to the MAAP, including strategic planning sessions and the math content knowledge learning series. We continue to meet regularly with our partners at EQAO, MathUP, and Knowledgehook to gather and analyze data for the MAAP's key performance indicators (KPIs). Our two Math Facilitators continued to work at our priority schools (one ministry-identified and two board-identified) supporting targeted groups of students by building operational conceptual understanding and fluency. They also continue to work with new and experienced teachers on an as-requested basis throughout our system. One of the resources that our team produces is a Newsletter with a few issues each year. In the most recent education, we are particularly proud of the "Intentional Planning Cycle" graphic and related support, in order to assist teachers with all aspects of data collection, designing lessons and activities in light of the student data, delivering teaching and learning experiences and differentiating instruction, resources and assessment. The team continues to curate excellent resources for the Math Depot which is used by HPCDSB educators.

Literacy: Early Reading Screening

Early reading screening is a crucial measure recommended by the Ontario Human Rights Commission in the Right to Read Executive Summary. This practice yields invaluable insights into potential future reading challenges among young children, empowering educators to proactively intervene and mitigate issues before they become challenges. Our system literacy team recently completed their final course, officially attaining the status of Acadience Mentors. This achievement enables them to offer comprehensive training to K-3 educators. Fifteen professional learning sessions have been designed to equip our classroom educators with the knowledge of early reading screening techniques and the ability to interpret results effectively.

French as a Second Language: Diplôme d'études en langue française (DELFP)

Principal Shona Gracey, Learning Coordinator MJ Drager and both FSL department heads from our two secondary schools met this month to develop plans in order to provide the opportunity for our Grade 12 students to challenge the DELF this spring. This test is an internationally recognized proficiency exam from France. It is based on the Common European Framework of Reference (CEFR) where proficiency is measured across four competencies: listening, speaking, reading, and writing. The DELF is set to take place in May 2024.

Secondary Teacher Collaboration

Secondary English teachers from St. Michael CSS met to further discuss supporting students in the newly destreamed Grade 9 English course (ENL1W). They discussed their program, instructional strategies, assessment strategies, resource selection, and more. These regular opportunities to collaborate and share ideas and planning are invaluable to supporting the

implementation of this new curriculum as well as furthering and goal of destreaming our Grade 9 program.

Secondary Final Evaluations

Semester 1 wraps up at the end of January in our secondary schools. Leading up to final evaluations, our schools have a practice of honouring a “quiet week” where extra-curricular activities are limited and additional formative assessments are finished. This intentional slowing down of other activities and focusing on classroom learning allows our students to focus on their summative tasks and final evaluations. Many courses will have traditional final exams, while others have other forms of final evaluations such as performances, oral exams, and other demonstrations of learning.

EXPERIENTIAL LEARNING PROGRAMS IN SECONDARY

Dual-credit courses

We are pleased to partner with Conestoga College for the third year, to offer a dual-credit plumbing course at St. Michael CSS. Conestoga College facilitated the transport of 4 St. Anne’s CSS students who participated in this opportunity too. Students received an amazing technical experience. The students learned to properly measure, cut and thread steel, measure, cut and solder copper pipe from detailed drawings, and install pex piping to detailed plans. 20 students took part in the course this year. These students are well prepared for moving forward in their Co-op and possibly an apprenticeship pathway. Students received a plumbing credit at Conestoga as well as a Construction - Plumbing credit on their high school transcript.

Six St. Anne’s CSS students have been taking a range of dual credit courses at Lambton College this semester including: Intro to Residential Electrical, Mental Health: An Exploration, Baking, Hair Styling and Make-up Artistry, Criminology, Digital Photography and e-Sports Marketing.

Specialist High Skills Major (SHSM)

St. Anne’s CSS SHSM students have been participating in coaching clinics this month. This is a great way for students to continue to develop their leadership skills and get involved with community sports. St. Anne’s CSS Co-op students completed a few SHSM certifications before the end of the semester including Leadership Skills, Infection Control, and Math Literacy.

Working at Heights Training

On January 17 and 18, 24 St. Anne’s CSS students participated in Working at Heights training. This is a mandatory certification for SHSM Construction students and it is highly valued by employers. Once completed, these students will be able to participate in Elevated Work Platform training at the LiUNA Training Centre in London in April.

Leadership Training

20 students participated in Leadership Training. Students received a certification from the Ontario Council of Technological Education (OCTE) which is a great addition to their resumes. A highlight of the certification is helping students practice potential interview questions focusing on leadership and teamwork skills.

Business Learning & Business SHSM

Holly Mortimer from the Stratford-Perth Centre for Business made presentations to 5 different Business classes. She discussed business/economic development, marketing, entrepreneurial

skills, and summer company grants/programs for students. Many of these students are in the Business SHSM and this helps to support that pathway of learning and skill development for them as well as bolstering learning for all of the students in these classes.

Ontario Youth Apprenticeship Program (OYAP) and Co-operative Education

Level 1 Apprenticeship Courses at Conestoga College

Conestoga College Level 1 Apprenticeship courses are open for 8 boards for students to apply for classes starting March 1 for 8 weeks. In most cases, only 3 to 4 high school students will be taken into the apprenticeship class. Huron-Perth Catholic DSB with only 2 schools has an amazing six students that successfully passed the interview process. We have students enrolled in the following Conestoga College in the Level 1 Apprentice programs:

- 2 students Truck and Coach
- 2 students Electrical
- 1 student Plumbing
- 1 student Refrigeration air conditioning, waiting for results

St. Michael CSS is also hosting a Level 1 Electrical course starting April 29 in partnership with Fanshawe College. St Anne's CSS and St Michael CSS will have 11 electrical students registered for this amazing opportunity.

Fanshawe Partnership 2023/24

On January 16, Superintendents and OYAP leaders from HPCDSB and AMDSB met with representatives from Fanshawe College to discuss our partnership offering team-taught, dual credit, and level 1 courses for the 2024-25 school year. We have a strong commitment from Fanshawe to continue to offer courses and programs that meet the needs of the students in Huron and Perth counties. Working together with our AMDSB colleagues provides increased opportunities for students in both boards.

Elementary Electrical Board Visits

On January 17, our visits to elementary schools with electrical boards resumed. This was a very successful learning opportunity for our Grade 8 students. Conestoga is working on a schedule for the three local school boards that they are supporting on this electrical learning opportunity.

MENTAL HEALTH AND WELL-BEING

Supporting Well-Being and Stress in the New Year:

January marks a time for resetting and focusing on well-being and stress management goals for the upcoming months. In alignment with this, the Mental Health and Wellness Team introduced the January 2024 Wellness Month initiatives for both elementary and secondary levels. These resources offer 'grab and go' materials designed to facilitate student engagement in wellness activities throughout January that celebrate our Catholic faith. Additionally, the Mental Health and Wellness team developed [HPCDSB Caregiver Resource - Helping Your Teen During Exams](#) for our secondary schools to share with caregivers to provide support in managing stressors.

Resources Shared:

[January 2024 Wellness Month Elementary](#)
[January 2024 Wellness Month Secondary](#)

HPCDSB Mental Health and Wellness Team: Caregiver Lunch and Learn:

During the 2023-2024 school year, the Huron-Perth Catholic District School Board and Avon Maitland District School Board hosted monthly lunch & learn sessions for caregivers and staff. Each session, facilitated by community partners, offered a concise 30-minute virtual discussion on children's mental health and well-being topics. In January, the Huron Perth Public Health Unit presented a webinar titled "Stress, Nutrition, Physical Activity & Sleep: Building Healthy Strategies Into Your Child's Day," providing attendees with insights and actionable practices to enhance positive mental health and set new well-being goals.

HPCDSB Mental Health Leadership in Huron Community Safety and Well-Being Initiative:

As a member of the Huron Community Safety and Well-Being Committee and its mental health and addiction sub-committee, our Mental Health Lead collaborated with CMHA Huron Perth and Huron Perth Healthcare Alliance Crisis Support, among other local mental health leaders. Together, they crafted strategic messages to raise awareness about mental health resources available in Huron. This campaign targets a broad audience, emphasizing four key places to seek help and information related to mental health and addiction. The initiative was officially launched at a press event hosted at Libro Credit Union in Clinton on Friday, January 19.

MAINTENANCE AND HEALTH AND SAFETY

Health and Safety Committee

The Joint Health and Safety Committee met on January 10. Items discussed included the following:

- Behaviour Consultation and Safe Intervention Procedure
- Workplace Violence Risk Assessments
- Mental Health Strategies for Staff - Proactive System of Care
- Review of Annual Board Policy - 3A:3 - Health and Safety
- Annual Health and Safety Week - April 22 - 26, 2024
- WSPS Inspections and Training - St. Mike's and St. Anne's
- Monthly Inspection Reporting
- Incident Reporting
- Defibrillator and Fire Extinguisher Training

The minutes are posted on the Staff Intranet for employees to review.

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
December 4th, 2023 – 4:00 p.m.

MINUTES

Present:

SEAC Members Present: Val Milson (Huron Perth Centre), Doris Barkley (Autism Ontario), Jennifer Doak (Community Living Central Huron), Julie Welch (Community Services Coordination Network), Avery Jantzi (Family Services Perth Huron)

Board Trustee: Sue Muller

Guest:

Board Office Staff Present: Deb McCarthy, Tara Boreham, Jessica Langan, Mary-Kathryn Simmons, Ellyn Suski, Reanna Desroches, Vanessa Yeats,

Absent: Sandra McLaren (Community Living Stratford & Area), Amanda Brown (Community Living St. Marys), Brenda Mason (Stratford Children Services), Veronica Kolkman (VOICE, Huron Perth Public Health), Charmaine Chadwick, Shona Gracey, Sean McDade, Kaitie Westbrook, Kristina Howatt Gerber

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

1. Opening Prayer, Welcome & Introductions

Meeting Started: 4:00 pm

2. Approval of Agenda & Minutes

2.1 Approval of November 2023 Minutes

Approved: Doris Barkley

Seconded: Jennifer Doak

THAT the Huron-Perth Catholic District School Board approves the meeting minutes of the November 2023 Special Education Advisory Committee meeting.

Carried.

2.2 Approval of December 2023 Agenda

Approved: Julie Welch

Seconded: Doris Barkley

THAT the agenda be accepted as is.

Carried.

3. Business Arising from Minutes

Nothing to report.

4. Correspondence

Nothing to report.

5. Agency Reports

5.1 ***Autism Ontario***

Autism Ontario is the province's leading source of information and referral service on autism. Made up of knowledgeable parents, professionals and autistic self-advocates, Autism Ontario helps all autistic individuals and families in their communities have access to supports, information and connections.

5.1 ***Huron-Perth Center***

Huron-Perth Center is a children's mental health centre, providing assessment and treatment for a variety of mental health concerns. They also have a number of other youth related services and two services for adults specific to violence in relationships. The Huron-Perth Center is currently reviewing protocol that is out of date. Changes to the leadership team are taking place, and there will be a new work structure and new hires in 2024, as well as a new strategic plan.

5.3 ***CSCN***

Community Services Coordination Network partners with communities to coordinate various services and supports for adults with a developmental disability and children/adolescents with complex needs who may require more than one service provider.

5.4 ***Community Living Central Huron***

Since 1959, Community Living Central Huron has been a non-profit, registered charitable organization that promotes an inclusive community with advocacy, education and partnerships to assist individuals of all ages with an intellectual disability.

5.5 ***Family Services Perth Huron***

Family Services Perth Huron provides a wide range of family counselling and support services. Working closely with other services within the community on a client's behalf, FSPH creates custom plans. They are also able to provide information and referrals to other local community services with a client's consent.

5.5 ***Stratford Children Services***

Nothing to report at this time.

5.7 ***Community Living St. Marys***

Nothing to report at this time.

5.8 ***Community Living Stratford & Area***

Nothing to report at this time.

5.9 ***VOICE – Huron Perth Public Health***

Huron Perth Public Health protects and promotes population health and prevent disease, strengthening quality of life and wellbeing for all. HPPH offers a variety of services from Calling All Three Year Olds, immunizations, to mental health and more.

5.10 *Trustee Report*

Nothing to report at this time.

6. Information Reports

6.1 *Staffing Updates*

HPCDSB's welcomes back Skills Development Facilitator, Rachael Chadwick to the team, as well as a Teacher of the Deaf and Hard of Hearing, Katie Kitchen.

6.2 *Review of SEAC Mandates & Agency Presentations*

The role of SEAC members is to improve the education and outcomes of students with special education needs in their board. A refresher of the mandates, rules and procedures of the SEAC committee and meetings was provided.

6.3 *Teamwork Handbook Edits*

Some edits were made to the teamwork handbook which were reviewed. A list of organizations available to assist parents/guardians was shared. Kids First Huron Perth has implemented a No Wrong Door approach in order to help with early identification and intervention. The service that first interacts with a family can make referrals or connect the family quickly to a wide range of other services.

7. New Business

No new business at this time.

8. Future Meetings

Next SEAC Meeting – Hybrid – Monday, January 15, 2024

9. Adjournment

Motion to end meeting was made by: Val Milson

Meeting adjourned: Julie Welch

Ended: 5:00 pm

**Equity, Diversity, Inclusion and Anti-Racism (EDIAR) Committee Meeting
October 24, 2023 – 4:30 p.m.**

MINUTES

Present: Chair Director Roehrig, Superintendent Boreham, Trustee McDade, Leire Douros, Natanael Mateus-Ruiz, Charmaine Chadwick, Maria Damas Ramirez, Colton Maracle, Caroline Thuss, Leroy Hibbert

Regrets: Valentine A. St. Michael CSS, Nicol C. St. Anne's CSS

Recording Secretary: Beth Schoonderwoerd

1. Opening Business

1.1. Opening Prayer

1.2. Attendance - Noted above

1.3. Approval of EDIAR Meeting Agenda

Moved by: Caroline Thuss

Seconded by: Natanael Mateus-Ruiz

THAT the EDIAR Committee approves the agenda of the EDIAR Meeting of October 24, 2023.

Carried

1.4. Declaration of Interest

No declaration of interest was declared.

1.5. Approval of EDIAR Meeting Minutes

Moved by: Natanael Mateus-Ruiz

Seconded by: Caroline Thuss

THAT the EDIAR Committee approves the minutes of the EDIAR Meeting of March 23 and June 15, 2023

Carried

1.6. Business Arising from the Minutes

No business arising from the minutes.

2. Presentations

2.1. Review of Terms of Reference and Work Plan presented by Director Roehrig

Director Roehrig reviewed the Board approved Terms of Reference, including committee membership; mandate and scope; governance and reporting; meeting frequency and work

plan. Director Roehrig expressed that the committee has a lot of work to do this year. The Board will be seeking input, recommendations and ideas from the EDIAR Committee.

3. Committee and Staff Reports

3.1. KPMG Equity Audit - Superintendent Boreham

Superintendent Boreham highlighted the strengths from the audit and shared the recommendations presented to the Board. The main recommendations from KPMG were to tighten up the membership of the EDIAR committee, redefine the Terms for Reference and develop a strong work plan for the committee. Another recommendation highlighted was to change the name of the current student reporting tool from Student Bullying reporting to Student Harm reporting.

Moved by: Colton Maracle

Seconded by: Charmaine Chadwick

THAT the EDIAR Committee receives the KPMG Equity Audit report for information.

Carried

3.2. Western University / Queen's University Inquiry - Superintendent Boreham

Superintendent Boreham spoke to the inquiry (audit) work that was completed during the 2022-23 school year and the continuation into this year. Key recommendations included building EDIAR capacity in school and classroom practices.

Coordinator Caroline Thuss provided a brief overview of the Equity Resource Hub that was created in collaboration with the Board's university research partners. It is currently a staff resource with the goal to grow the site as a community resource. Provides resources and tools for staff to have the difficult conversations and handle student inquiries in the classroom.

Moved by: Leire Douros

Seconded by: Natanael Mateus-Ruiz

THAT the EDIAR Committee receives the Western University / Queen's University Inquiry report for information.

Carried

3.3. Demographic Study Report - Superintendent Boreham

Superintendent Boreham explained the The "Here I Am" Census that took place last year as part of a ministry required initiative and a snapshot of the results from the survey. This data can be used to inform Board decisions to ensure students and staff are being supported and included. The data provides insight into school communities.

Moved by: Natanael Mateus-Ruiz

Seconded by: Colton Maracle

THAT the EDIAR Committee receives the Demographic Study report for information.

Carried

3.4. School Climate report - Tara Boreham

Superintendent Boreham explained that the school climate survey takes place every two years. The Board used a program "Thought Exchange" to compile results from staff, students and the school community. Superintendent Boreham shared the highest rated

thoughts summary from each of the stakeholder groups.

Committee members inquired about dress code policy. Superintendent Boreham indicated that in the elementary panel each school, in consultation with the Board Student Dress Code policy and the Catholic School Advisory Committee (CSAC), determine the school dress code while being consistent with modesty, respect and the teachings and practices of our Catholic school system. The school dress code is shared with the school community and included in the school's code of conduct.

A committee member indicated that it is important to recognize that different cultural practices sometimes include garments that are not always a consideration in dress code development. This is an important consideration to ensure dress codes are sensitive and respectful to all students and staff.

Moved by: Charmaine Chadwick

Seconded by: Maria Damas Ramirez

THAT the EDIAR Committee receives the School Climate report for information.

Carried

4. Information and Correspondence

4.1. No correspondence was received

4.2. Information

Director Roehrig provided expectations for the next meeting. Please bring any discussion items that resonated with you from the reports shared at this meeting, policy inquiries (such as dress code), any ideas to share with the committee to move forward with equity initiatives.

Director Roehrig provided a projected timeline summary for revisions to the Board's Flag policy based on recommendations that came from the EDIAR committee. The Trustees of the Board will have working meetings throughout November with the goal of presenting a draft policy at the December 2023 board meeting. The draft policy will be shared with this committee for opinions and advice prior to going to the Board for approval.

Trustee McDade expressed the importance of confidentiality of committee members when discussing sensitive issues, potential Board motions and policy recommendations.

5. Future Meetings and Events

5.1. To be determined - the Superintendent's office will provide some potential dates for a December meeting.

6. Closing Prayer

7. Adjournment

Moved by: Caroline Thuss

Seconded by: Natanael Mateus-Ruiz

THAT the EDIAR Committee adjourns the EDIAR Meeting of October 24, 2023.

Carried

Flag Policy Committee Meeting
Monday, December 4, 2023 at 3:00 p.m.
Meeting Type: Hybrid

MINUTES

Present:

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

Resource to Committee: Director of Education Chris N. Roehrig; Cassidy Flanagan, Executive Assistant to the Director of Education (Recording Secretary)

The meeting was called to order at: (3:05 p.m.)

1. Opening Business

- 1.1. Opening Prayer - Director Roehrig
- 1.2. Attendance - Noted above
- 1.3. Approval of Agenda
- 1.4. Approval of Minutes

Amendment

Moved by: Tina Doherty

Seconded by: Jim McDade

THAT the Flag Policy Committee changes the language in Section 2.0 General Discussion, 2.1. Perspectives on Policy Changes and Elements to be Included in Policy Change, under Confirming Areas of Agreement, within the second sentence to read “We need to ensure that marginalized students need to be welcomed, included and cared for, respected and valued”.

Carried

Amendment

Moved by: Mary Helen Van Loon

Seconded by: Jim McDade

THAT the Flag Policy Committee changes the language in Section 2.0 General Discussion, 2.1. Perspectives on Policy Changes and Elements to be Included in Policy Change, under Confirming Areas of Agreement, within the fifth sentence to read “We need to ensure that the policy includes Catholic language”.

Carried

Amendment

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Flag Policy Committee changes the title in Section 2.0 General Discussion, 2.1. Perspectives on Policy Changes and Elements to be Included in Policy Change, in the title from "Confirming areas of agreement" to read "Confirming Areas of Focus".

Carried

Amendment

Moved by: Tina Doherty

Seconded by: Jim McDade

THAT the Flag Policy Committee changes the language in Section 2.0 General Discussion, 2.1. Perspectives on Policy Changes and Elements to be Included in Policy Change, under Confirming Areas of Agreement, within the seventh sentence to read "We need messaging to correspond with the new policy".

Withdrawn

Amendment

Moved by: Mary Helen Van Loon

Seconded by: Jim McDade

THAT the Flag Policy Committee changes the language in Section 2.0 General Discussion, 2.1. Perspectives on Policy Changes and Elements to be Included in Policy Change, under Confirming Areas of Agreement, within the eighth sentence to read "We need messaging and training (PD and formation) to correspond with the new policy".

Carried

Amendment

Moved by: Tina Doherty

Seconded by: Jim McDade

THAT the Flag Policy Committee changes the language in Section 2.0 General Discussion, 2.1. Perspectives on Policy Changes and Elements to be Included in Policy Change, under Confirming Areas of Agreement, within the ninth sentence to read "We are open to the timing of flying certain flags".

Defeated

Amendment

Moved by: Tina Doherty

Seconded by: Jim McDade

THAT the Flag Policy Committee changes the language in Section 2.0 General Discussion, 2.1. Perspectives on Policy Changes and Elements to be Included in Policy Change, under Areas for Future Discussion, within the third sentence to read "The development of year-round and locally developed symbols could be in our K-12 schools".

Defeated

Amendment

Moved by: Amy Cronin

Seconded by: Jim McDade

THAT the Flag Policy Committee changes the language in Section 2.0 General Discussion, 2.1. Perspectives on Policy Changes and Elements to be Included in Policy Change, under Areas for Concern, to include the statement "Disagreement with process of consensus rather than our obligations as trustees, to students who are considered marginalized" and "other members at the meeting agreed that we should try to work for consensus to work hard on behalf of every student in our Board including those that are marginalized".

Carried

Moved by: Mary Helen Van Loon

Seconded by: Sue Muller

THAT the Flag Committee Meeting approves the revised minutes of November 6, 2023.

Carried

1.5. Business Arising from the Minutes

Moved by: Jim McDade

Seconded by: Amy Cronin

THAT the Flag Committee Meeting makes the agenda sent to the Board of Trustees for November 29 be the agenda for the next Flag Committee Meeting.

Withdrawn

2. Adjournment

Motion to Adjourn by: Amy Cronin

Seconded by: Jim McDade

Carried

The meeting was adjourned at 4:28 p.m.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: January 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

TRAVEL REIMBURSEMENT RATE EFFECTIVE JANUARY 1, 2024

Public Session

BACKGROUND

The Board reimburses employees for travel per Board Policy Expense Reimbursement. At the January 27, 2020 Board meeting the following recommendation was approved:

“THAT the Huron-Perth Catholic District School Board will adjust the per kilometre reimbursement rate for mileage annually in accordance with CRA guidelines.”

DEVELOPMENT

Automobile and motor vehicle allowances are any payment that employees receive from an employer for using their own vehicle in connection with or in the course of their office or Employment. This payment is in addition to their salary or wages. An allowance is taxable unless it is based on a reasonable per-kilometre rate. The Canada Revenue Agency (CRA) sets a reasonable per-kilometre allowance annually.

When an employer pays its employees an allowance based on a per-kilometre rate that is considered reasonable:

- They are not required to deduct CPP contributions, EI premiums, or income tax.
- Employees are not required to include this allowance as income when filling out income tax and benefit returns.

The CRA has announced the reasonable allowance rates for 2024. They are:

- \$0.70 per kilometre for the first 5,000 kilometres driven (2023 rate = \$0.68)
- \$0.64 per kilometre driven after that (2023 rate = \$0.62)

For travel occurring effective January 1, 2024 employees will be reimbursed at the 2024 rates.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Travel Reimbursement Rate Effective January 1, 2024 Report.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Karen Tigani, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: January 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

COOPERATIVE EDUCATION AND EXPERIENTIAL LEARNING

Public Session

BACKGROUND

The Huron-Perth Catholic District School (the Board) believes that the Ministry of Education's goals for Cooperative Education align with our values and mission as a Catholic school board. We believe that our secondary school students benefit from participating in cooperative education. We have rich, diverse and very popular Cooperative Education classes in both of our secondary schools. In addition to the day school programs, we also offer after hours Cooperative Education as well as summer courses where there is student interest, to further support access for students who are seeking this program to enhance their pathway, to meet graduation requirements, and to achieve a specialization such as a Specialist High Skills Major (SHSM) to support their future learning and work plans.

We believe that Cooperative Education is an important program within our secondary schools that can be personalized to help students gain greater knowledge about themselves and opportunities that can shape their future.

DEVELOPMENTS

The policy has been reviewed by the Superintendent of Education, OYAP Project Lead and Cooperative Education Department Heads and is now presented for the consideration of the Board of Trustees.

The revised policy will be available for vetting and comment by the community in advance of the policy coming to the Board for approval in February.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives policy Cooperative Education and Experiential Learning for information.



HURON-PERTH CATHOLIC

District School Board

COOPERATIVE EDUCATION AND EXPERIENTIAL LEARNING

Adopted:	March 27, 2006	Policy #:	P 2.2.9.- 3B-7
Revised:	April 24, 2017	Policy Category:	Curriculum/Program

BELIEF STATEMENT:

The Ministry of Education's Goals of Cooperative Education align with our values and mission as a Catholic school board. We believe that all students can benefit from participating in cooperative education. In their experiences in cooperative education, students will develop a reflective habit of mind to derive meaning from their experiences; the ability to apply (e.g., transfer) their learning to influence decisions and actions in various aspects of their lives; and the skills, knowledge, and habits of mind required to become competent and confident education and career/life planners. We believe that Cooperative Education is an important program within our secondary schools that can be personalized to help students gain greater knowledge about themselves and opportunities that can shape their future.

POLICY STATEMENT:

The Huron-Perth Catholic District School Board recognizes that co-operative education and other forms of experiential learning can assist all students in making vocation and career decisions as well as in developing the knowledge, skills, and attitudes that are essential to be a contributing Christian member of society. All forms of experiential learning are a valuable complement to the Catholic student's academic experience and preparation for the future.

PROCEDURE:

Cooperative education is a program that allows students to earn secondary school credits while completing a work placement in the community.

A student's co-op program consists of the cooperative education course, which is monitored by a cooperative education teacher, and the related curriculum course (that is, a course in any discipline, such as business studies, mathematics, or technological education). Every student in a co-op program must have a ~~Personalized Placement Learning Plan (PPLP)~~, **Cooperative Education Learning Plan (CELP)**, which shows how the student's related curriculum course is being applied at their co-op placement.

The cooperative education course consists of a classroom component and a placement component. The classroom component includes ~~15 to 20 hours of~~ pre-placement instruction, which prepares students for the workplace and includes instruction in areas of key importance such as health and safety, and **additional** classroom sessions held at various times during and

after the placement, which provide opportunities for students to reflect on and reinforce their learning in the workplace.

Cooperative education allows students to participate in valuable learning experiences that help prepare them for the next stage of their lives, whether in apprenticeship training, college, community living, university, or the workplace.

Co-op placements are arranged for students by their school and must follow Ministry of Education policy and guidelines.

1. The Board will support and maintain co-operative education and experiential learning opportunities in its Catholic secondary schools.
2. The principal will ensure that co-operative education and experiential learning opportunities give due regard for student safety and are compliant with Workplace Safety and Insurance Coverage for Students in Work Education programs; Community Connected Experiential Learning 2017; Creating Pathways to Success; as well as any pertinent additional or revised Ministry memoranda or guidelines.
3. The OYAP leader, under the direction of the Superintendent of Education, will review and update a Procedures Manual to inform principals and co-operative education teachers of correct practices and components of an effective co-operative education program.
4. The Board will ensure that schools are in compliance with the Workplace Safety and Insurance Board (WSIB) Coverage for Students in Work Education Programs.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Karen Tigani, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: January 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

STUDENT TRUSTEES

Public Session

BACKGROUND

The Huron-Perth Catholic District School (the Board) believes that it is in the best interest of students to be full and active participants in their education, as stated in the belief statement in its Student Trustees policy. It is important for students to have the opportunity to have input into decisions affecting their education and one of the ways this happens is through the election of a student trustee at each secondary school each year.

DEVELOPMENTS

In 2022, there was a change to the requirements for the election of student trustees in Ontario school boards; at that time, the deadline was moved up to March of each year. This required us to review and update our policy to align with this requirement.

In reviewing the policy, it was noted that our previous practice required the student trustee election to coincide with the election of student leaders for the secondary school's student cabinet/council members which takes place in June each year. While the student trustee will continue to serve as a member of the student cabinet/council at each school, hosting a separate and focused election for the student trustee earlier in the year, will put our process in line with the regulation. Furthermore, this will highlight the role and allow for a period of information sharing and a section process that is solely focused on the important role of a student trustee.

Once elected the "student trustee elect" will be welcome to observe the work of the current student trustee and engage in a transition that may further serve to strengthen the student trustee elect's confidence and experience in the role prior to taking it on in August of that same year.

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 Student Trustees.



HURON-PERTH CATHOLIC

District School Board

Student Trustees

Adopted:	March 30, 1998	Policy #:	P 1.2.4.
Revised:	March 27, 2023	Policy Category:	Trustees

BELIEF STATEMENT:

The Huron-Perth Catholic District School Board (the Board) believes that it is in the best interest of students to be full and active participants in their education. To the extent allowed under the law, students will have the opportunity to have input into decisions affecting their education by accepting the opportunity to act as a student trustee.

The Board believes that by establishing the position of student trustees, the Board will benefit from student input on educational issues and that students will gain valuable experience in the democratic process and a deeper understanding of the purpose of Catholic education.

POLICY STATEMENT:

It is the policy of the Board to appoint up to two student trustees on the Board of Trustees. It is the policy of the Board that student trustees shall be secondary students, in the senior division, and enrolled in at least six courses at the time that they are appointed (one of which shall be a Religious Studies Course). It is a policy of the Board that the two student trustees represent our secondary schools: one from St. Anne's Catholic Secondary School and one from St. Michael Catholic Secondary School. Consistent with the view of the role of trustees, it is the policy of the Board that student trustees should promote the vision, mission and values of the Board.

PROCEDURE:

Criteria and Selection Process

- 1) The student trustees must be secondary students, in the senior division. They must be enrolled in at least six courses at the time when they are appointed including at least one Religious Studies Course. They must also be enrolled in at least six courses during the period when they are appointed to serve, including at least one Religious Studies Course.
- 2) There shall be two student trustees: one from St. Anne's Catholic Secondary School and one from St. Michael Catholic Secondary School.
- 3) The student trustees' term in office shall be from August 1 to July 31 the following year (365 days inclusive).
- 4) An election for a student trustee position for a one-year term of office shall be held no later than the last day of February in each year. The student trustee shall be recommended by the Principal to the Superintendent of Education by March 1, prior to

assuming the position in August for the school year. In extraordinary circumstances whereby the selection process prescribed by the policy is impossible, the selection process be adjusted as agreed upon by the Chair and the Director of Education.

- 5) The principal will recommend a student with demonstrated leadership experience in the school setting who:
 - a) has demonstrated to the principal a consistent display of mature study habits and respect for the Board's mission and beliefs;
 - b) supports publicly-funded Catholic education;
 - c) has experience and involvement serving in leadership at the school in Campus Ministry and/or other activities, events, clubs and initiatives that support the school and Board's mission and vision;
 - d) will serve as a member of the Student Council in the role of student trustee;
 - e) is elected by peers; and willingly accepts the position of student trustee and the commitment it involves.

- 6) The student trustee is elected at each secondary school in the following manner:
 - a) The Principal makes the student body aware of the call for nominations and shares the criteria and role description.
 - b) Students who wish to be considered for the election by their peers will be interviewed by the Principal (to reinforce expectations, ensure suitability)
 - c) Students have been interviewed by the Principal and who meet the criteria and will have their name on a ballot for a student election
 - d) Students will vote and the student with the most votes wins the election and is the student trustee for the upcoming year.

- 7) Should the student trustee cease to meet the criteria listed above, the student trustee would be disqualified to serve on the Board as the student trustee. The principal, in collaboration with the Superintendent of Education, would appoint another student representative to complete the term for the balance of the school year.

Participation at Board Meetings

1. The student trustees may attend and participate in any meeting of the Board except where prohibited by the Education Act. This clause prohibits student trustee participation in matters involving 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 his or her parent or guardian.

2. Student trustees are student representatives, not board members.
 - a. Student trustees are not entitled to a binding vote. However, student trustees do have the right to have their non-binding vote recorded in the board minutes if they request. In such a case, there must be two votes: a non-binding vote that includes the student trustee's vote, and a binding vote that does not include the student trustee's vote;
 - b. Student trustees are not entitled to move a motion. However, they are entitled to suggest a motion on any matter at a meeting of the board. If no board member moves the suggested motion, the minutes shall show the student trustee's suggested motion.

3. Student trustees are expected to adhere to all other Board Bylaws and policies related to their participation in Board Meetings.

4. The Board Chair will appoint a trustee to act as a mentor to the student trustee.
5. Student trustees will also be provided with ongoing direction and guidance from the Superintendent of Education responsible for Secondary Schools (or designate).
6. The student trustee serving on the Board will be reimbursed for expenses while traveling to Board Meetings or Committee Meetings of the Board as per Board Policy 2:4 Trustees Expense Reimbursement.
7. Student trustees will receive an honorarium in the amount of \$2,500 if the student trustee holds office for a complete term of office. The amount shall be prorated if the student does not serve a full term.

Responsibilities of Student Trustees

1. Attend all regularly scheduled public Board Meetings. If a conflict prevents attendance, notice must be sent to the Director of Education prior to the start of the meeting.
2. Represent their own views and those of students within their school on any matter before the Board of Trustees including but not limited to government legislation and policies or operational practices enacted by the Ministry of Education or the Board.
3. Represent the Board's students at public and official functions and on Board committees as assigned.
4. Convey the Board's deliberations and decisions to the student's School Advisory Council and Student Council.
5. Contribute to a monthly report to the Board for the Board Meeting wherein they share updates on student activities related to the faith dimension of the school, academic programs and co-curricular activities and events. This will be informed by regular meetings with the school Principal (or designate) and Chaplain.



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Chris N. Roehrig, Director of Education and Secretary
Presented to: The Huron-Perth Catholic District School Board
Date: January 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

STRATEGIC PLAN 2024-2027 - SPIRITUAL THEME

Public Session

BACKGROUND

The Board approved a series of projected milestones to embark upon the creation of a new multi-year strategic plan. The Ministry has mandated a series of goals for all district plans that emphasizes:

- High levels of student achievement as measured by EQAO in mathematics and literacy
- Skills training (e.g. workplace and trades pathways)
- Programs to maintain high graduation rates (attention to attendance and suspension rates)

The milestones approved by the Board include:

- Multi-year Spiritual Theme Discernment - November 2023 (Discernment process to be communal and rooted in scripture and Catholic teaching.) - November/December 2023
- Board Approval Of Multi-Year Spiritual Theme - December/January 2023-2024
- Environmental Scan And Community Consultation - January/February 2024
- Report Of Themes And Presentation Of Draft Goals For Discussion To Board - March/April 2024
- Board Approval Of Strategic Plan Goals - Presentation Of Draft Expectations, Sample Actions And Sample Indicators Of Success - April/May 2024
- Draft Strategic Plan Presented To Board - May/June 2024
- Board Approves 2024-2027 Strategic Plan - August 2024
- System Kick Off Of Multi-Year Spiritual Theme - September 2024

DEVELOPMENTS

During the months of November and December the Director of Education led a series of consultations and prayerful discernment exercises that were intended to support the Board's decision on determining a multi-year spiritual theme for 2024-2027. The centerpiece to this exercise was a discernment exercise that was hosted at St. Patrick's Church Hall on November 16, 2023. This exercise was designed and led by Tamara Nugent and Chris N. Roehrig. Approximately 50 people were invited to participate in this experience. The invitees represented every employee group, every geographical area of the district, community members, Catholic service organizations, students and

representatives from the Diocese of London. Thirty-six people accepted the invitation for a full-day workshop that included the following elements:

Two prayer sessions (Lectio Divina and Visio Divina) rooted in six scripture passages using the [St. John's Bible](#) as a resource.

*The lost sheep.
The prodigal son.
The good Samaritan.
The rich man and Lazarus.
The lost coin and
Jesus visits Martha and Mary.*

Combination of personal and communal (small group and large group).

Eight key concepts emerged from the experience that can be summarized as follows:

- The longing to illuminate our faith.
- An openness to the Holy Spirit.
- The mission to search for the lost.
- Compassion, forgiveness, mercy and hope.
- Need for healing.
- A thirst to awaken to our faith and to God.
- Overarching themes and concepts related to light and
- A focus on our desire for joy and rejoicing.

Following the centerpiece activity, conversations with the senior team, the Learning Leaders' Council (Principals and Learning Coordinators), and the Catholic Education Team ensued.

In the final discernment process, a theme worthy of a recommendation to the Board ought to:

- Demonstrate fidelity to the prayerful and communally discerned process;
- Be rooted in scripture (ideally the New Testament);
- Be consistent with the Mission and Vision of the Board;
- Lend itself to spiritual artwork that would assist with branding and
- Be accessible to a wide audience.

After careful and prayerful contemplation the Director of Education is recommending the following spiritual theme for the 2024-2027 Strategic Plan:

On Fire with the Spirit

Awaken - Illuminate - Rejoice

I am the light of the world. Whoever follows me will not walk in darkness, but will have the light of life. John 8:12

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the multi-year spiritual theme, ***On Fire with the Spirit ~ Awaken, Illuminate and Rejoice (John 8:12).***



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mya Moore – St. Michael CSS, Stratford
Keirsten Ryan – St. Anne's CSS, Clinton
Presented to: The Huron-Perth Catholic District School Board
Date: January 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

STUDENT TRUSTEES' REPORT Public Session

BACKGROUND

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

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

DEVELOPMENTS

Religious/Charitable Events/Accomplishments

St. Michael CSS

- On December 22 at the end of the day there was prayer led by our chaplain, Natalie for a safe and loving holiday season
- On January 17, the Social Justice Club ran a wellness retreat in the chapel

St. Anne's CSS

- Advent Project surpassed its goals of \$500 (raised \$1205) and 1000 lbs (raised 1173.2 lbs) of food donations St. Vincent de Paul in Goderich

Academic Events/Accomplishments

St. Michael CSS

- On January 16 and 17, audition preparation and leadership workshops were held for the senior drama class by members from the festival
- Quiet week began on January 19
- Final assessments are going to be held on January 26 through until February 1
- Grade 9 Math classes wrote EQAO on January 18 and 19

St. Anne's CSS

- Foods class took a field trip to Fanshawe College on December 13
- Quiet week began on January 19
- Final assessments are going to be held on January 26 through until February 1
- United Way Perth-Huron guest speaker came in on December 13 addressing the local issue of homelessness in Huron County to senior classes

Athletics/Arts Events/Accomplishments

St. Michael CSS

- The girls' hockey team travelled to Europe over the Christmas break and were immersed in history, culture and hockey
- On January 17, the girls' hockey team played 2 games in Clinton
- January 22 was the Visual Art Show; it is an opportunity for visual art students from Grades 9-12 and fifth year students to showcase their art to the school community
- The senior boys basketball team had their final 3 games from the January 15-19
- Rylan Hall, a Grade 11 student has been named to Golf Association Ontario Team. He is one of the youngest members on the Ontario team

St. Anne's CSS

- A Christmas assembly was held on December 22 and the teachers took victory over the student cabinet in a dance off
- A road hockey tournament was held December 14 with an OPP team present
- Regular winter sports continued up until the break and are continuing until quiet week

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 22, 2024
 Submitted by: Chris N. Roehrig, Director of Education and Secretary

2023-2024 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, 2023 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 \$79,319,571, resulting in a balanced revised estimates budget submission. There was an increase of \$1,992,877 in revenue and expenses from the Board's June 2023 submission.

Summary of 2023-24 Revised Estimates Financials:

	Estimates	Revised Estimates	Change
Revenue			
Operating Grants	\$ 70,065,061	\$ 72,110,450	\$ 2,045,389
Capital Grants	5,635,968	7,803,089	2,167,121
Less: Revenue Flowed to DCC	(2,640,463)	(4,824,955)	(2,184,492)
Other	2,516,128	2,530,987	14,859
School Generated Funds	1,750,000	1,700,000	(50,000)
Total Revenue	\$ 77,326,694	\$ 79,319,571	\$ 1,992,877

Expenses	Estimates	Revised Estimates	Change
Classroom	\$ 53,066,432	\$ 54,754,534	\$ 1,688,102
Other Operating	2,976,967	2,964,652	(12,315)
Transportation	7,260,119	7,377,584	117,465
Pupil Accommodation	11,215,542	11,264,619	49,077
Other	1,057,634	1,258,182	200,548
School Generated Funds	1,750,000	1,700,000	(50,000)
Total Expenditures	\$ 77,326,694	\$ 79,319,571	\$ 1,992,877.00
In-Year Surplus (Deficit)	\$ -	\$ -	\$ -
Prior Year Accumulated Surplus (Deficit)	6,770,281	6,770,281	-
Accumulated Surplus (Deficit)	\$ 6,770,281	\$ 6,770,281	\$ -

Summary of 2023/24 Revised Estimates Enrolment:

Average Daily Enrolment (ADE)	Estimates	Revised Estimates	Change	
			#	%
Elementary				
JK -3	1,542.0	1,566.0	24.0	1.6%
4-8	1,681.0	1,690.0	9.0	0.5%
Total Elementary	3,223.0	3,256.0	33.0	1.0%
Secondary <21				
Pupils of the Board	1,300.0	1,276.8	(23.3)	-1.8%
Other Pupils	0.0	0.0	0.0	0.0%
Total Secondary	1,300.0	1,276.8	(23.3)	-1.8%
Total	4,523.0	4,532.8	9.8	0.2%
Secondary High Credit	12.0	7.7	(4.4)	-36.3%

Summary of 2023-24 Revised Estimates Staffing:

Full Time Equivalent (FTE)	Estimates	Revised Estimates	Change	
			#	%
Classroom Teachers (Including Resource)	287.3	292.3	5.0	1.7%
Educational Assistants	93.0	93.0	-	0.0%
Early Childhood Educators	20.0	20.0	-	0.0%
School Admin & Support	45.3	46.1	0.8	1.8%
Coordinators, Technicians & Paraprofessionals	46.4	46.9	0.5	1.1%
Operations & Maintenance	37.8	37.7	(0.1)	-0.3%
Board Admin	26.4	25.9	(0.5)	-1.9%
Senior Admin	5.0	5.0	-	0.0%
Total	561.2	566.9	5.7	1.0%

There was an increase in current year operating grants as a result of the small increase in enrolment and additional allocations within the special education grant and transportation grants. This operating grant increase is offset by a decrease in the cost adjustment and teacher Q & E allocation which is typically seen at revised estimates once staffing for the year has been confirmed. The increase in operating grants is primarily due to deferred revenue carried forward from the 2022-23 fiscal year as reported in the 2022-23 financial statements.

Capital grants reported at Revised Estimates include 2022-23 deferred revenue carried forward to the 2023-24 fiscal year.

Additional expenses reported at Revised Estimates include:

- Classroom - resources and staffing
- Other – increased labour contingency as per Ministry direction

Projected enrollment increased from the 2023-24 estimate projection with 4,532.8 reported (estimates 4,523.0). Elementary enrolment increased by 33 FTE (1.0%). Secondary enrolment decreased from estimated projections by 23.3 FTE pupils of the Board (1.8%) and 4.4 FTE high credit.

Staffing changes reflect a total increase of 5.7 FTE from estimates. The temporary addition of 4.25 FTE resource teachers was possible due to the Board receiving PPFs that target at math, literacy and secondary de-streaming. Based on enrolment, there was also an addition of 0.95 FTE elementary teacher and a decrease of 0.2 FTE in secondary.

With a balanced budget submitted at revised estimates, the Board’s accumulated surplus of \$6,770,281 (August 31, 2023) is projected to remain status quo at August 31, 2024.

Detail of Projected Accumulated Surplus	Revised Estimates
Accumulated Surplus (Deficit) at end of year	\$ 6,770,281
Less: Available for Compliance - Internally Appropriated	(4,508,888)
Less: Unavailable for Compliance	(404,109)
Accumulated Surplus - Available for Compliance - Unappropriated	\$ 1,857,284

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the 2023-2024 Revised Estimates budget in the amounts of \$79,319,571 operating revenue, and expenditures of \$79,319,571.

Schedule 1.1 - Consolidated Statement of Operations

		Budget
1	REVENUES	
1.1	Provincial Legislative Grants	67,623,252
1.2	Provincial Grants - Other	1,713,845
1.3	Education Property Tax	7,465,332
1.4	School Generated Funds Revenues	1,700,000
1.5	Federal Grants and Fees	-
1.6	Investment Income	250,000
1.7	Total Other Fees and Revenues from School Boards	-
1.8	Fees and Revenues from Other Sources	567,142
1.10	Total Revenue Category	79,319,571
2	EXPENSES	
2.1	Total Instruction Expenses	54,754,534
2.2	Total Administration Expenses	2,964,652
2.3	Total Transportation Expenses	7,377,584
2.4	Total Pupil Accommodation Expenses	11,264,619
2.5	Total School Generated Funds Expenses.	1,700,000
2.6	Other Expenses.	1,258,182
2.7	Total Expense Category	79,319,571
3.1	Annual Surplus (Deficit)	0
3.2	Accumulated Surplus (Deficit) at Beginning of Year	6,770,281
3.2.1.1	Accumulated Surplus (Deficit) PSAS Adjustments - Public Private Partnerships	-
3.2.1.2	Accumulated Surplus (Deficit) PSAS Adjustments - Revenue	-
3.2.2	Adjusted Accumulated Surplus (Deficit) at Beginning of Year	6,770,281
3.3	Accumulated Surplus (Deficit) at End of Year	6,770,281



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 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

NOVEMBER 30, 2023 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, 2023 is attached. At this time year-to-date expenditures are on track with 25.3% 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, 2023 Financial Report.

**Huron-Perth Catholic District School Board
2023-24 Financial Report**

September 1, 2023 to November 30, 2023

Summary of Financial Results

	Estimates	Revised Estimates	YTD Actuals	YTD % of Rev Est
Revenue				
Operating Grants	\$ 70,065,061	\$ 72,110,450	\$ 20,584,494	28.5%
Capital Grants	5,635,968	7,803,089	1,240,002	15.9%
Less: Revenue Flowed to DCC	(2,640,463)	(4,824,955)	(366,911)	7.6%
Other	2,516,128	2,530,987	823,792	32.5%
School Generated Funds	1,750,000	1,700,000	697,888	41.1%
Total Revenue	\$ 77,326,694	\$ 79,319,571	\$ 22,979,264	29.0%
Expenditures				
Classroom	\$ 53,066,432	\$ 54,754,534	\$ 14,056,244	25.7%
Other Operating	2,976,967	2,964,652	904,221	30.5%
Transportation	7,260,119	7,377,584	1,877,326	25.4%
Pupil Accommodation	11,215,542	11,264,619	2,614,171	23.2%
Other	1,057,634	1,258,182	96,027	7.6%
School Generated Funds	1,750,000	1,700,000	551,302	32.4%
Total Expenditures	\$ 77,326,694	\$ 79,319,571	\$ 20,099,291	25.3%
In-Year Surplus (Deficit)	0	0	2,879,973	
Prior Year Accumulated Surplus (Deficit)	6,770,281	6,770,281	6,770,281	
Accumulated Surplus (Deficit)	\$ 6,770,281	\$ 6,770,281	\$ 9,650,254	

Notes:

Revised Estimates

Revenue

- Operating grant increase due to increased enrolment as well as prior year carryforwards
- Capital grants include prior year carryforwards
- Other includes PPFs & 3rd party grants

Expenditures

- Classroom reflects additional revenue due to increased enrolment and carryforwards
- Other includes wage provision for contingency and in kind Ministry

Actuals

Revenue

- Ministry flows higher percentage of operating grant in September, and lower percentages in July & August. 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 PPFs & other grants, large portion of funds flow Q1
- International secondary trip & student fees in Q1 SGF

Expenditures

- Outstanding Q1 transportation invoices outstanding
- Portion of annual other operating expenses paid at start of fiscal year
- Other - wage contingency will be captured when agreements ratified
- International secondary trip paid in Q1 through SGF
- Total expenditures as expected for Q1

*DCC: Deferred Capital Contributions
PPF: Priorities and Partnerships Funding*

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

**Huron-Perth Catholic District School Board
2023-24 Financial Report**

September 1, 2023 to November 30, 2023

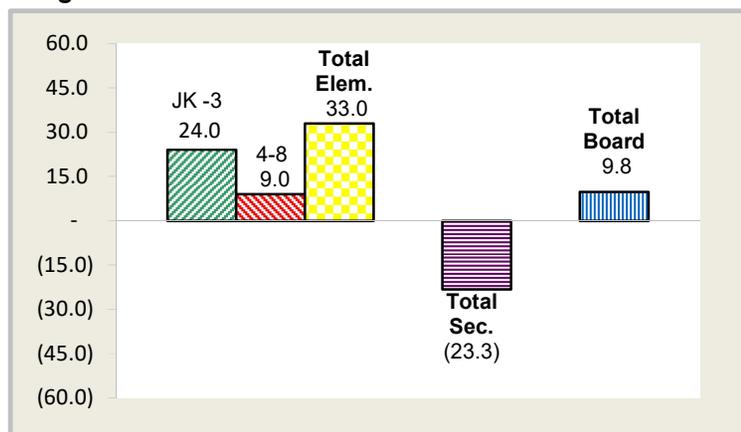
Summary of Enrolment

FTE	Estimates	Revised Estimates	In-Year Change	
			#	%
Elementary				
JK -3	1,542.0	1,566.0	24.0	1.6%
4-8	1,681.0	1,690.0	9.0	0.5%
Total Elementary	3,223.0	3,256.0	33.0	1.0%
Secondary <21				
Pupils of the Board	1,300.0	1,276.8	(23.3)	-1.8%
Other Pupils	0.0	0.0	0.0	0.0%
Total Secondary	1,300.0	1,276.8	(23.3)	-1.8%
Total	4,523.0	4,532.8	9.8	0.2%
Secondary High Credit	12.0	7.7	(4.4)	-36.3%

Summary of Staffing

FTE	Estimates	Revised Estimates	In-Year Change	
			#	%
Classroom Teachers				
(Including Resource)	287.3	292.3	5.0	1.7%
Educational Assistants	93.0	93.0	-	0.0%
Early Childhood Educators	20.0	20.0	-	0.0%
School Admin & Support	45.3	46.1	0.8	1.8%
Coordinators, Technicians & Paraprofessionals	46.4	46.9	0.5	1.1%
Operations & Maintenance	37.8	37.7	(0.1)	-0.3%
Board Admin	26.4	25.9	(0.5)	-1.9%
Senior Admin	5.0	5.0	-	0.0%
Total	561.2	566.9	5.7	1.0%

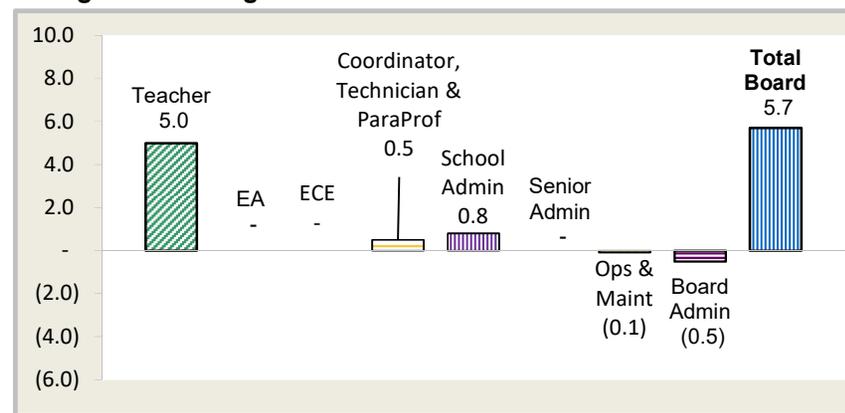
Changes in Enrolment: Actual vs. Revised Estimates



Highlights of Changes in Enrolment:

- Revised Estimates reflects enrolment at October 31 count date
- Net increase of 9.8 FTE, which is 0.2%

Changes in Staffing: Actual vs. Revised Estimates



Highlights of Changes in Staffing:

- Additional 4.25 Resource Teachers funded by PPFs and 0.75 Classroom Teacher (0.95 FTE increase in elementary & 0.2 FTE decrease in secondary)
- Additional 0.8 FTE Principal
- Newly funded 0.5 FTE Indigenous Advisor
- Custodial FTE adjusted annually based on square feet
- Temporary decrease in Admin due to timing of vacancy being filled



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 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

2024-2025 BUDGET PROCEDURES MANUAL

Public Session

BACKGROUND

School Board's 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 2024-2025 budget timetable will enable the process to occur in an organized and systematic manner.

DEVELOPMENT

The 2024-2025 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 2024-25 budget will be brought to the June 17, 2024 Board meeting. This is tentative and dependent on the timing of the GSN announcement.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2024-2025 Budget Procedures Manual.



Huron-Perth Catholic
District School Board

2024-2025 BUDGET PROCEDURES MANUAL

(September 1, 2024 to August 31, 2025)

1. INTRODUCTION

The Board's fiscal year runs for twelve months from September 1 to August 31. For the 2023-24 year, the Grants for Student Needs (GSN) were announced April 17, 2023, with budgets due to the Ministry June 30, 2023.

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. However, 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. The draw on the accumulated surplus is limited to the lesser of the following:

- 1) the school board's accumulated surplus from the preceding year;
- 2) one per cent of the school board's operating revenue.

Carrying a deficit larger than this amount requires approval from the Minister of Education. The Board will plan to submit a balanced budget.

The Ministry has not yet released any technical documents or memorandums that pertain to the 2024-25 budget.

In September 2023 the Ministry invited education partners to provide input on education funding for the upcoming 2024-25 school year. Education funding consultation with the Ministry is done annually. This year's consultation focused on two areas:

- 1) Strengthening accountability, enhancing transparency and reducing complexity;
- 2) Modernization of the Special Education Grant.

At this time, it's expected that the timing of receiving 2024-25 grant information from the Ministry to be similar to last year, with a submission deadline of June 30, 2024. Throughout this document, the 2024-25 budget will be referred to as *next year's budget*, and the 2023-24 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 referred to as the GSN's.

Supplemental to the GSN, the Ministry provides Priorities and Partnership Funds (PPF) for high impact initiatives, which is secured for the current year only via a transfer payment agreement. What initiatives will be funded via PPF funding is typically announced at the same time as the GSN announcement.

In the current year, the Board received PPF funding in amounts greater than \$150K for the following:

- Destreaming: Staffing & implementation supports;
- Expansion of specialist high skills majors;
- Education staff to support reading interventions;
- Math achievement action plan;
- Removing barriers for students with disabilities.

The Board has been able to operate successfully and submit a compliant budget within the funding model. This includes the current 2023-24 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.

ACTION	TIMELINE
<ul style="list-style-type: none"> ● Preliminary enrolment forecasting (Ministry’s 2023-24 to 2027-28 GSN Enrolment Forecast Template). ● Plan budget preparation meetings. 	November - April
<ul style="list-style-type: none"> ● 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. 	January/February
<ul style="list-style-type: none"> ● Prepare goals and priorities for the year to be reviewed by the Board. ● 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. ● Staffing needs consolidated. 	February/March
<ul style="list-style-type: none"> ● Departmental expenditure estimates to be prepared in consultation with all relevant persons. ● Budget Community Consultation ● Board to receive: <ul style="list-style-type: none"> ○ 2024-25 Preliminary Budget Enrolment Projections ○ 2024-25 GSN Announcement Overview 	March/April

<ul style="list-style-type: none"> ○ (tentative) ○ 2024-25 PPF Announcement (tentative) ○ Online Budget Community Consultation Results 	
<ul style="list-style-type: none"> ● Business department to summarize, collate and consolidate all departmental submissions and prepare preliminary expenditures estimates for review by Executive Council. ● Presentation of departmental budgets with all budget managers and Executive Council ● Finalize enrolment projections ● Analyze impact of GSN announcement 	April/May
<ul style="list-style-type: none"> ● Finalize draft budget / Executive Council review ● Board to review proposed draft budget 	May/June
<ul style="list-style-type: none"> ● Board to approve final budget ● File budget with Ministry of Education 	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% to October 31, 2023 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 -1.8% to regular 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. As a result of over estimating secondary enrolment last year, the Board will plan on working 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 2024-25 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. 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 the 2024-25 GSN’s. GSN’s are 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 of Education (“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.

Supervisory Officer	Area of Responsibility
Director of Education	<ul style="list-style-type: none"> • General Administration • Functional Responsibilities
Superintendents of Education	<ul style="list-style-type: none"> • Curriculum Coordinator Budgets • Staff Development and Training • Functional Responsibilities • School Allocations • Information Technology

<p>Superintendent of Business</p>	<ul style="list-style-type: none"> ● Business Department ● Capital Expenditures ● Plant Operations ● Transportation & Planning ● Other Non-Instructional Expenditures ● Staffing Salary Calculations (all departments) ● Employee Benefits (all departments) ● Revenue - Provincial & Other ● Enrolment ● Information Technology
<p>Executive Manager - Human Resources</p>	<ul style="list-style-type: none"> ● Human Resource Department ● Staffing FTE

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 2024-25 Budget (assuming final revenue information has been released in a timely fashion) no later than June 30, 2024 for submission to the Province at the time.

Timetable for Estimates:

HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD 2024-2025 BUDGET TIMETABLE

Week of	Assigned	Communications	Category			
			Revenues/ Enrolment	Salaries & Benefits/ Staffing	Operating Budgets	Drafts
JANUARY & FEBRUARY						
Jan.15	SBO/Exec	Exec Council- Review & Approve Budget Process Manual				
Jan.22	Board Mtg	Board- Present Budget Procedures Manual				
Jan.29	Business				Prepare summary of current year budget for Exec	
Feb.5	Business				Prepare Budget Workbooks for Distribution to Budget Managers	
Feb.12	SBO/Exec	Prepare Budget Goals & Priorities			Review current year budgets to identify budget priorities	
Feb.19	Business	Communicate Current Year budget process to Budget Managers			Distribute Operating Budget Workbooks to Budget Managers	
Feb.26	Board Mtg	Board- Present Budget Goals & Priorities				
February	Board/ Ministry	Public Input - Thought Exchange	TBD- GSN/PPF/Capital Announcement; EFIS & Tech Paper Available			
MARCH						
Mar.4	Business				Completed Program/ Department Budget Workbooks Returned to Business	
Mar.11	Business			Replacement Analysis		
Mar.18	Business	Compile Submitted Departmental/ Program Budgets	Draft Enrolment Projections	CUPE & Non-Union Staffing from HR	Recurring Expense Projections (Internet, Telephone, etc.)	
Mar.25	Board Mtg	Board - Present Draft Enrolment				
Mar.25	Exec/ Business	Review Departmental/ Program Budgets		OECTA Staffing allocations from HR	Capital Budget Completed	

HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD 2024-2025 BUDGET TIMETABLE

Week of	Assigned	Communications	Category			
			Revenues/ Enrolment	Salaries & Benefits/ Staffing	Operating Budgets	Drafts
APRIL						
Apr.1	HR/ Business		Other Revenues Projections (Taxation, SGF, etc.)			Import Operating Budget Workbooks
Apr.8	Business					Import Salaries & Benefits
Apr.15	Business		Final Enrolment Projections	Final confirmation of OECTA staffing		
Apr.22	Business				Spec Ed Analysis	DRAFT 1 Budget
Apr.22	Board Mtg	Board - Present Budget Info to Date				
Apr.29	Exec / Business	Review DR1				DRAFT 2 Adjustments if
MAY						
May.6	Exec / Business	Board reports completed				
May.13	Budget Managers				Budget presentations (9am-12pm Wednesday, May 15)	
May.20	Board Mtg.	Board - Present Draft Budget				
May.27	Business	Spec Ed Budget Report for SEAC Meeting (June 17)			School Budgets to Principals for Review /Changes	
JUNE						
Jun.17	Board Mtg	Board Presentation / Approval of Budget				
Jun.30	Business					EFIS Submission
JULY/AUGUST						
July/August	Business				Final School Budgets distributed to Schools	



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 22, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

2023-2024 LONG TERM ACCOMMODATION PLAN NEXT STEPS REPORT

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board engaged Watson & Associates Economists Ltd. to complete a Long Term Accommodation Plan for the Board. Jack Ammendolia of Watson & Associates presented the final report to the Board of Trustees at the December 11, 2023 Board Meeting. The Long Term Accommodation Plan report outlined recommendations for the short, medium, and long term planning horizons based on student, facility, and demographic indices.

DEVELOPMENT

Summary of short term recommendations and next steps:

Short Term (< 2 Years)

Elementary Panel

Recommendation:

- Initiate a Board-wide elementary French Immersion program delivery audit and French Immersion Boundary Review.

Work Plan:

- A Board-wide elementary French Immersion boundary review will be initiated early 2024. Following the completion of this review, Board Administration will bring to the Trustees a request to approve the initiation of an elementary French Immersion Program boundary review. Expected completion of the boundary review (if approved) will occur in the 2024-25 school year.

Planning Area 3: Perth County (St. Columban, St. Patrick's Dublin, St. Mary's Listowel, St. Patrick's Kinkora and Holy Name of Mary).

Recommendation:

- Pursue funding to facilitate expansion of an existing elementary school facility.

Work Plan:

- In October 2023, the Board submitted a Capital Priorities Grant proposal for a 6 classroom addition at St. Mary's Listowel, as well as a 6 daycare room addition at the same site. A response from the Ministry is expected March 2024. If the funding request is denied, an alternative accommodation strategy to be considered.

Planning Area 4: City of Stratford (St. Aloysius, Jeanne Sauvé, St. Joseph's and St. Ambrose)

Recommendation:

- Explore local opportunities for partnership, collaboration, and cooperation.

Work Plan:

- The Board will pursue potential partnership opportunities with municipal partners, community organizations, and/or other service providers to co-locate within St. Ambrose School.

Medium Term (>2 years)

Work Plan:

- Continue to monitor elementary and secondary enrolment projections. Pursue funding to facilitate expansion at St. Boniface in Zurich if supported by enrolment projections.
- If/when the moratorium on school closures is lifted the Board will then consider initiating a Board-wide Grade Structure Review with a focus on the viability and benefits of introducing a Grade 7 to Grade 12 model. The intended outcome would be to identify alternative grade structures and geographic areas for potential implementation. Based on current enrolment projections, this would likely only be viable in the Stratford area. If a review is conducted, implementation to occur where space use, program offerings, and efficiencies would be optimized.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the 2023-2024 Long Term Accommodation Plan Next Steps Report.



Small Schools Make a Difference

November 23, 2023

SENT ELECTRONICALLY

Honourable Stephen Lecce
Minister of Education
Ministry of Education
Mowat Block, 900 Bay Street
Toronto, Ontario M7A 1L2
Stephen.lecce@pc.ola.org ministerofeducation@ontario.ca

Dear Minister Lecce,

RE: Request for Additional Perspective on Bill 98 from Rural School Boards

I hope this letter finds you in good health and high spirits. I am writing to you as the leader of the Superior-Greenstone District School Board, representing our community and the dedicated educators and staff who serve within our district. We commend your ongoing commitment to education and your tireless efforts to improve the educational landscape across the province of Ontario.

We understand that Bill 98 holds great promise in further enhancing the quality of education in our province. It is evident that your vision for education is founded on principles of inclusivity, collaboration, cooperation, and relationship-based leadership, which are values we deeply resonate with and strive to uphold within our school board.

While we acknowledge the significant progress we have made in our initiatives to support students, we believe it is essential to offer a unique perspective from small, rural school boards like ours. Our district encompasses a rich tapestry of communities, including 13 First Nation communities, Nookiwin Tribal Council, Nishnaabe Aski Nation (NAN), Matawa Tribal Council, Anishnabek Nation, Anishnabek Education System (AES), two Treaty areas, unseeded territory, and three Metis Nation Councils. Additionally, our student demographic is close to 40% First Nations, Métis, and Inuit (FNMI).

Our unique context and realities demand special attention when regulations of such significance as Bill 98 are adopted. We believe that the achievement data within many rural school boards, where students predominantly achieve at level 2 and have done so for several years, underscores the urgency of thinking differently about educational strategies for our students. Attempting to implement initiatives designed for larger, more urban centers may inadvertently hinder our ability to make the necessary changes and improvements for our students.

One of our primary expectations as a school board is to foster meaningful connections with the families we serve. We understand that building these relationships is a crucial aspect of our commitment to total inclusion for students and our core values of collaboration, cooperation, and relationship-based leadership. However, we acknowledge that this endeavor presents unique challenges, as many of the families within our district face busy schedules, socio-economic hardships, and a lack of trust in traditional parent engagement initiatives. Bringing them information such as the three Ministry Priorities and student achievement data may negatively impact the work that we have done to date to build relationships with families to promote engagement in our schools. Currently, the families we serve are not focused on data and school board priorities, but on managing the complexities of daily life. We need to more fully understand the rationale for this expectation as it has not been identified as a need in our district.

Our primary focus is on students' needs. Within our community, there is an impression that this legislation prioritizes political and economic considerations. In addition, stakeholders have shared they do not have a clear and transparent understanding of key details and future implications of this legislation and have shared their concerns that this legislation has the potential to negatively impact our communities.

In light of this, we respectfully request that you consider the following as you look to implement the various components of Bill 98:

1. **Inclusion of Rural Perspectives:** We advocate for the inclusion of perspectives from small, rural school boards during the implementation of Bill 98. Understanding our unique challenges and opportunities is paramount to ensuring the success of this legislation.
2. **Tailored Initiatives:** We recommend that initiatives under Bill 98 be adaptable to various educational settings, with provisions for rural communities, to ensure they effectively meet the needs of all students, including those in our district.
3. **FNMI Representation:** Given our significant FNMI student population, we believe that additional leadership and resources are essential to address their specific needs and create a more equitable educational experience.

We firmly believe that by working collaboratively and taking into account the diverse needs of all communities, we can achieve better outcomes for Northwestern Ontario's students. We are committed to contributing our expertise and local knowledge to help shape the implementation of Bill 98 in a way that truly benefits all students across our province.

Thank you for your time and consideration. We look forward to the opportunity to engage in a dialogue with you and your team to further explore these recommendations and ensure that the educational future of all Ontario students is bright and inclusive.

Sincerely,

A handwritten signature in cursive script that reads "P. McRae". The signature is written in black ink on a white background.

Pinky McRae,
Chair of the Board
Superior-Greenstone District School Board

cc. SGDSB Trustees
OPSBA
Chairs of Ontario School Boards