

Regular Board Meeting
February 26, 2024 - 3:00 p.m.

AGENDA

- 1. Opening Business**
 - 1.1. Opening Prayer & Condolences - Board Chaplain, Trustees & Student Trustee Pages 3-4
 - 1.1.1. Mass cards and condolences on behalf of the HPCDSB for February were sent to the family of Nadine Blackmore, mother-in-law of Laura Blackmore, Vice-Principal at St. Anne's CSS, Clinton, on her passing; to the family of Larry Watson, father of Angela Graham, Teacher at St. Mary's School, Goderich, on his passing.
 - 1.2. Attendance
 - 1.3. Approval of the Regular Board Meeting Agenda of February 26, 2024 Pages 1-2
 - 1.4. Declaration of Interest
 - 1.5. Approval of the Regular Board Meeting Minutes of January 22, 2024 Pages 5-9
 - 1.6. Business Arising from the Minutes of the Regular Board Meeting of January 22, 2024
- 2. Presentations**
- 3. Delegations**
- 4. Consent Agenda**
 - 4.1. February Board Highlights Pages 10-18
 - 4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of January 15, 2024 Pages 19-21
 - 4.3. Approved Huron Perth Student Transportation Service (HPSTS) Meeting Minutes of October 17, 2023 Pages 22-23
 - 4.4. Facility Project Approvals Pages 24-28
- 5. Committee and Staff Reports**
 - 5.1. Policy**
 - 5.1.1. Board Policies for review:
 - 5.1.2. Board Policies recommended for approval/rescinding:
 - Cooperative Education and Experiential Learning Pages 29-31
 - 5.2. Student Achievement and Catholicity**
 - 5.2.1. Goals for the Strategic Plan 2024-2027 Pages 32-34
 - 5.2.2. School Year Calendar Change - Solar Eclipse Page 35
 - 5.2.3. School Year Calendar 2024-2025 Pages 36-37
 - 5.2.4. EDIAR School Improvement Goals Pages 38-40
 - 5.2.5. Demographic Data Collection Project Pages 41-48
 - 5.2.6. Student Trustees' Report Pages 49-50

5.3. Corporate Services and Operations

6. Information and Correspondence

6.1. Directory for Catechesis - Limited Copies Available

7. Notices of Motion

8. Notices of Motion Considered for Adoption

9. Trustee Inquiries

10. In-Camera Session of the Regular Board Meeting

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

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

12. Future Meetings and Events

- Equity, Diversity, Inclusion, Anti-Racism (EDIAR) Committee Meeting - Tuesday, February 27, 2024, 4:30 p.m.
- Catholic Education Team (CET) Meeting - Wednesday, February 28, 2024, 4:30 p.m.
- Special Education Advisory Council (SEAC) Meeting - Monday, March 18, 2024, 4:00 p.m.
- Regular Board Meeting - Monday, March 25, 2024, 3:00 p.m.
- Catholic Parent Involvement Committee (CPIC) Meeting - Wednesday, April 10, 2024, 6:00 p.m.
- Catholic Education Week (CEW) Mass & Award Celebration - Monday, May 6, 2024, 5:00 p.m.
- Sowing the Seed - DOL Trustees Retreat - Friday, June 7, 2024, St. Peter's Seminary

13. Closing Prayer - Board Chaplain

14. Adjournment



HURON-PERTH CATHOLIC

District School Board

**February Board Meeting
Monday, February 26, 2024**

**Opening Prayer - Catholic Education Week Theme:
As People of Mercy**

Intentions and Reflection - Board Chaplain, Father David

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

Opening Prayer

Loving God,

May we embrace the call to love in a deep and profound way so that we can be examples of mercy and compassion to others.

Fill our hearts with compassion, kindness and forgiveness, so that we may reflect your boundless love to those around us.

May we be instruments of your peace and reconciliation in the world. Amen.

Reading - Vice Chair, Jim McDade

A reading from the letter of St. Paul to the Colossians.

Therefore, as God's chosen ones, holy and beloved, clothe yourselves with compassion, kindness, humility, meekness, and patience. Bear with one another and, if anyone has a complaint against another, forgive each other; just as the Lord has forgiven you, so you also must forgive. Above all, clothe yourselves with love, which binds everything together in perfect harmony. And let the peace of Christ rule in your hearts, to which indeed you were called in one body. The Word of the Lord.

R. Thanks be to God.

Reflections - Student Trustee, Mya Moore

"Mountaineers, as they climb mountains, sing a very beautiful song whose words go like this: "in the art of climbing, it is not important that you do not fall down, but that you do not stay down. If you are weak, if you fall, look up a little for there is Jesus' hand extended to you as He says:

“Rise up, come with me.” And what if I fall again? Rise again. And what if I fall yet again? Rise yet again.”

- Pope Francis, World Youth Day, Poland, 28th July 2016

Reflection - Trustee, Sue Muller

“You are the visible face of the invisible Father, of the God who manifests his power above all by forgiveness and mercy: let the Church be your visible face in the world, its Lord risen and glorified. You willed that your ministers would also be clothed in weakness in order that they may feel compassion for those in ignorance and error; let everyone who approaches them feel sought after, loved, and forgiven by God.”

-excerpted from Pope Francis, Prayer for the Jubilee Year of Mercy, 2016

Closing Prayer - Board Chaplain, Father David

Loving God,

Help us live out in our daily lives, the mercy which you constantly extend to all of us.

As you cast open the doors of your heart to us, may we respond with urgency to proclaim your mercy to others.

May we always be credible witnesses to mercy, professing it and living it as the core of the revelation of Jesus Christ.

May we never tire of extending mercy and be ever patient in offering compassion and comfort.

May we become the voice of every man and woman and repeat confidently without end, “Be mindful of your mercy, O Lord and your steadfast love, for they have been from of old.” Amen.

(Ps. 25:6)

Board Chaplain, 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
January 22, 2024 – 3:00 p.m.**

MINUTES

(In-Person)

Present:

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

Student Trustee: Kiersten Ryan, St. Anne's CSS, Clinton; Mya Moore, St. Michael CSS, Stratford

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

1. Opening Business

1.1. Opening Prayer & Condolences

1.2. Attendance - Noted above

1.3. Approval of Regular Board Meeting Agenda

Moved by: Amy Cronin

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board approves the agenda of the Regular Board Meeting of January 22, 2024.

Carried

1.4. Declaration of Interest

None.

1.5. Approval of Regular Board Meeting Minutes

Moved by: Jim McDade

Seconded by: Sue Muller

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

Carried

1.6. Business Arising from the Minutes

2. Presentations

2.1. OCSTA Short Video Contest

Chair Van Loon announced that St. Anne's CSS received the OCSTA Short Video Contest 2nd Place CSS Award for the secondary school division. Chair Van Loon and Director Roehrig received the award on the school's behalf at the OCSTA Catholic Trustees' Seminar in Toronto last week.

2.2. ICE Changes to Family Life Program

Superintendent of Education, Karen Tigani, presented the new Family Life Education Ontario Catholic Elementary Curriculum fo Grades 1-8 to the Board of Trustees.

3. Delegations

4. Consent Agenda

4.1. January Board Highlights

4.2. Approved Special Education Advisory Committee (SEAC) Meeting Minutes of December 4, 2023

4.3. Approved Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Committee Meeting Minutes of October 24, 2023

4.4. Approved Flag Policy Committee Meeting Minutes of December 4, 2023

4.5. Travel Reimbursement Rate Effective January 1, 2024

Trustees inquired about the expected budget increase in the next school year. Superintendent Ducharme shared the bigger increase took place last year, review of change will take place during revised estimates. Superintendent Ducharme confirmed more information can be brought to the next Regular Board Meeting.

Moved by: Jim McDade

Seconded by: Sue Muller

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

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

AND

THAT the Huron-Perth Catholic District School Board receives the approved Special Education Advisory Committee (SEAC) Meeting Minutes of December 4, 2023, the approved Equity, Diversity, Inclusion, and Anti-Racism (EDIAR) Committee Meeting Minutes of October 24, 2023, and the approved Flag Policy Committee Meeting Minutes of December 4, 2023.

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

Carried

5. Committee and Staff Reports

5.1. Policy

5.1.1. Board Policies for Review:

- **Cooperative Education and Experiential Learning**

Moved by: Tina Doherty

Seconded by: Jim McDade

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

Carried

5.1.2. Board Policies Recommended for Approval/Rescinding:

- **Student Trustees**

Trustees inquired about the flexibility to have secondary schools elect their student trustees as per the norm. Superintendent Tigani shared the administrators have been involved in the policy changes.

Moved by: Sue Muller

Seconded by: Jim McDade

THAT the Huron-Perth Catholic District School Board approves policy Student Trustees.

Carried

5.2. Student Achievement and Catholicity

5.2.1. 24-27 Multi-Year Spiritual Theme

Director Roehrig shared a summary of the next multi-year spiritual theme. The discernment process retreat day went very well with a wide array of representatives participating from across the district.

Moved by: Tina Doherty

Seconded by: Amy Cronin

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).

Carried

5.2.2. Student Trustees' Report

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

Moved by: Sue Muller

Seconded by: Tina Doherty

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. 2023-2024 Revised Estimates

Trustees inquired about any concerns the Board may have to meet the budget estimates. Superintendent Ducharme shared there is no cause for concern, there has been some carry forward of funds from the past year. The Finance Team continues to monitor the budget changes throughout the year. Chair Van Loon

thanked Superintendent Ducharme and the Finance Team, for their work in keeping us on track and on budget.

Moved by: Sue Muller

Seconded by: Amy Cronin

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.

Carried

5.3.2. November 30, 2023 Financial Report

Moved by: Amy Cronin

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board receives the November 30, 2023 Financial Report.

Carried

5.3.3. 2024-2025 Budget Procedures Manual

Moved by: Amy Cronin

Seconded by: Sue Muller

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

Carried

5.3.4. 2023-2024 Long Term Accommodation Plan Next Steps Report

Trustees inquired about Minister Lecce's statement included in a recent OCSTA letter regarding the importance of prioritizing schools that are 'shovel ready' and question how ready the Board is for future developments in the system.

Superintendent Ducharme shared that within the Board's written business case it was stated that the Board is 'shovel ready' for the build at St. Mary's School, Listowel. Trustees inquired about whether the Board will review options for a Grade 7-12 program in both counties. Director Roehrig shared there is future growth to be seen in the Zurich area which reflects the business case submitted for an addition with a daycare included and that the Stratford area shows greater potential for a study for a Grade 7-12 program compared to the Clinton area at this time.

Moved by: Jim McDade

Seconded by: Sue Muller

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

Carried

6. Information and Correspondence

6.1. Letter to Minister of Education From Superior-Greenstone District School Board Chair

6.2. Letter from K. MacKenzie, Board Chairperson, and S. Belcourt, SEAC Chairperson, PVNCCDSB

7. Notices of Motion

8. Notices of Motion Being Considered for Adoption

9. Trustee Inquiries

9.1. President Daly's Report at OCSTA Catholic Trustees Seminar

Trustees inquired about organizing a 'Dignity of the Human Person' presentation for the HPCDSB trustees.

10. In-Camera Session of the Regular Board Meeting

Moved by: Jim McDade

Seconded by: Sue Muller

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: Jim McDade

Seconded by: Amy Cronin

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

Carried

The following retirements were announced:

- Joan Devereaux, Teacher at St. Anne's Catholic Secondary School, Clinton, effective, December 31, 2023
- Brian Hodgins, Custodian at Precious Blood School, Exeter, effective, January 31, 2024
- James O'Hara, Previous Teacher at St. Mary's School, Goderich, effective, January 31, 2024
- Michael Ort, Teacher at St. Michael Catholic Secondary School, Stratford, effective, January 31, 2024

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 of Trustees

14. Adjournment

Moved by: Jim McDade

Seconded by: Sue Muller

THAT the Huron-Perth Catholic District School Board adjourns the Regular Board Meeting of January 22, 2024.

Carried



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: February 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

BOARD HIGHLIGHTS FOR FEBRUARY

Public Session

BACKGROUND

Many activities take place every month throughout the district to ensure that our students have rich, faith-filled, inclusive learning opportunities that support their learning and fulfill the goals of the Strategic Plan. The Board Highlights list many of the activities that take place in the month prior to the board meeting, with contributions from Superintendents of Education, Learning Coordinators, the Mental Health Lead, 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 the season of Lent, we go forward with a renewed focus on prayer, generosity and sacrifice, ever grateful for the many gifts we have received from God and in turn, we wish to deepen and share with others. We are ever grateful for 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.

CATHOLIC EDUCATION

Lent 2024

Schools celebrated Shrove Tuesday with pancakes for lunch as well as celebrating St Valentine’s Day one day early this year, because it coincided with Ash Wednesday which is a holy day of fasting. This unique double celebration of the beginning of Lent and St Valentine’s proved to be a day full of joy, love, hope and community-building activities and was very well received by students, families and staff.

Schools celebrated Ash Wednesday with Masses, many of which took place in Catholic churches within our partner Families of Parishes and some which took place in the schools. Where Mass was not possible, schools celebrated prayer liturgies led by students and staff. Throughout the season of Lent, our schools will be engaging in many examples of prayer, almsgiving and acts of charity. This is a beautiful time on our school calendar for everyone to deeply reflect on our mission and vision as Catholic Christians and consider how we can

individually and collectively strengthen our faith as we walk the path of daily living and learning together.

Catholic Student Leadership Team Retreat

We are delighted that 24 of our secondary students from St. Anne's CSS and St. Michael CSS participated in a two-day leadership and faith retreat centred around the theme of "We are Called" (Micah 3:8). Students reflected on their gifts as Catholic students and explored how God is leading them in their faith journey. Guest speakers included Fr. Danny Santos (Vocations Director, Diocese of London), Deacon Dan McPhee (Huron Perth Deanery), the Chaplaincy team from King's University, and Development and Peace members. Each of these speakers and facilitators prompted students to contemplate how, as Catholics, we are called to act justly, love tenderly and walk humbly with our Lord. Opportunities for personal reflection and team building were also provided. This event was planned by our Religion and Family Life Coordinator in partnership with our secondary school Chaplains. Additional staff supervision was provided by the Religion Department Heads from each of our secondary schools. We look forward to the ongoing faith development and leadership of these students throughout the remainder of the school year as they take what they have learned and use it to promote faith among their peers. Fr. Santos remained with the group for the duration of the retreat as did Deacon McPhee. Fr. Santos led Eucharistic Adoration and offered the Sacrament of Reconciliation which were both very well received by the students and adults in attendance.

Black History Month

Educators across the district have engaged students in various learning activities throughout the month related to the history, accomplishments and leadership of Black Canadians and others from around the world. Our staff have been using the digital subscription to *My Place in this World: A Black Heritage Curriculum*, which has been promoted not just this month, but throughout the school year. This innovative curriculum provides a wealth of information, activities, assignments, and assessments that recognize and celebrate the vast contributions of Black people. There are also many great videos available on the On-Core platform that focus on Canadian Black History. Schools included special announcements and social media posts about Black Saints, authors, actors and humanitarians.

Development and Peace Schools (D & P Schools)

Schools throughout our board continue to participate in awareness campaigns and earn badges as part of the Development & Peace Schools Program. Schools will be completing the Major Mustard Challenge throughout Lent, which includes raising funds for the Share Lent Campaign "Stand for the Land". We hope that this campaign will raise awareness and offer an act of unity across the district and around the world.

LEADERSHIP

Leaders' Learning Council (LLC)

The February 13 LLC was hosted online and included a variety of board policies as well as an overview of the administrative procedure portal. Policies included Infectious Disease Reporting, Artificial Intelligence, Copyright, Students with Prevalent Medical Conditions, Purchasing, Information Technology, and Advertising in Schools. Reviewing these policies with school leaders, and by extension, principals ensuring that staff are aware of and adhere to them is a key component of risk mitigation for the Board.

The February 27 LLC will be in person at the Catholic Education Centre and will include a comprehensive workshop led by Director Roehrig related to strategic planning, with a focus on concluding our current plan and initiating the next one that will guide our district for the upcoming few years. In addition, the day will include a presentation from Knowledgehook for principals and vice-principals on how best to use the new data dashboard to inform and support school improvement plans. The new data dashboard is designed to inform teachers and leaders, at the school or district level, as they plan classroom, school and board improvement measures. It creates visibility into student needs for teachers and for leaders so that at every level, our educators can take prompt action to support opportunities for intervention in the classroom or for extension activities. Knowledgehook is a tool used by teachers and students to support learning in mathematics.

There will be a presentation introducing the new Family Life Education curriculum with an opportunity for each principal to consider how they will nurture a smooth and successful transition into the new curriculum for their students and staff. Additionally, elementary principals and vice-principals will receive an update on the Early Reading Screening training that is taking place across the district, with an important overview that supports their ability to monitor and support this new learning for our teachers and DECEs. There will also be a presentation about budget priorities and budget planning for the upcoming school year. A few additional notes and reminders will be provided from Human Resources and the Superintendents.

A highlight of the February 27 LLC will be capturing a photo of the presentation of the Board employees' donation to the United Way Perth Huron campaign, which was well supported in our schools and at the Catholic Education Centre. We are proud to be a partner with this very important community partner.

Ontario Catholic Supervisory Officers Association Retreat (OCSOA)

Director Roehrig and Superintendents Boreham, Ducharme and Tigani participated in a retreat hosted by OCSOA entitled "As It Is In Heaven". The retreat was facilitated by Canadian Theologian, Dr. Josephine Lombardi, who is presently the Assistant Dean for Academic Affairs and an Associate Professor of Pastoral and Systematic Theology at St. Augustine's Seminary in Scarborough, Ontario. Dr Lombardi led the participants through a deeply reflective examination of the prayer Jesus taught us: The Lord's Prayer, and used her book "As It Is In Heaven" as a springboard for the insights she shared about each of the petitions in the prayer. It was a deeply moving retreat experience. In addition to the various talks led by Dr Lombardi, there was time for private and communal prayer, liturgies, and the celebration of the holy Mass led by Reverend Monsignor Con O'Mahoney. This annual retreat for Ontario's Catholic Directors of Education and Supervisory Officers is planned and led by the Catholic Faith and Leadership Committee, which is chaired by Superintendent Tigani. The music ministry for all liturgies and Mass was led by the members of our senior team along with colleagues from several other boards in attendance.

Religious Education Congress

A small delegation consisting of Superintendent Tigani and our Religion and Family Life Coordinator attended the Religious Education Congress hosted by the Archdiocese of Los Angeles this month. They were joined by several other Catholic educators from across Ontario and from around the world. This event is the largest annual gathering of Roman Catholics of its kind in all of North America and brings members of our faith community together from across the globe. The conference was entitled "Be Loved" and provided numerous, powerful opportunities to experience and celebrate our Catholic faith with thousands of fellow Catholics who are educators, parish and diocesan leaders, clergy and religious, youth leaders, music ministers,

faith animators, motivational speakers, authors, and more. There were several Eucharistic liturgies, prayer services and opportunities to receive the Sacrament of Reconciliation, available in many languages. A highlight was the opening Eucharistic celebration with Cardinal Robert W. McElroy as presider, with many Bishops and Priests from multiple countries. In his letter to participants as well as in his opening remarks, Most Reverend José H Gomez, Archbishop of Los Angeles, said the following, (quoting Pope Francis in part): “God, who is Love, has drawn near to you, to me, to everyone, in his Son Jesus, and wants to share in your life, your work, your dreams, and your thirst for happiness. Love is the true meaning of our religion. Spreading that love to the ends of the earth is the Church’s mission”. The many engaging speakers and faith animators throughout the conference rooted their remarks and prayers in the words “Be Loved”. We will be drawing upon the experiences of our staff who attended this incredible prayer opportunity to inform our ongoing faith leadership and formation efforts in the district. This was a profoundly faith-filled, Spirit-led professional learning and faith development opportunity for our Board’s leaders in Catholic faith.

SPECIAL EDUCATION

Life Promotion for Educational Assistants - Feb. 1 and 2

On Feb 1 and 2, Educational Assistants and members of Secondary Guidance Departments and Student Success Teams participated in a Life Promotion Literacy for school staff training workshop facilitated by Kaitie Westbrook, Huron-Perth Catholic District School Board’s Mental Health Lead and Caroline Thuss, Religion and Family Life Learning Coordinator. 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.

Moving Inclusion Forward - Inclusion Rep Working Group Meeting #1

As a key component of the Moving Inclusion Forward initiative, the System Special Education team led a session with representatives from across the system. Representatives from all working groups from both elementary and secondary were present. Agenda items included review of the Board’s philosophy of inclusion and key focus areas of this initiative: moving students from presence to contribution, auditing IEPs, increasing peer support, advocacy and awareness and universal supports. Participants had a chance to reflect on their own inclusive practices and identify some barriers that might exist in their school building to promote full inclusion.

Special Education Resource Teacher (SERT) Meeting - Feb. 16

Members of the System Special Education Team delivered a comprehensive presentation on the Moving Inclusion Forward project to Special Education Resource Teachers (SERTs) in February. 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 re-evaluating our system’s practices and guidelines pertaining to Individualized Education Programs (IEPs) for students with special educational needs. During the presentation, we emphasized 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 emphasized the importance of reinstating adherence to the team meeting procedure and the response-to-intervention model.

DIGITAL TOOLS TO SUPPORT LEARNING

Virtual Workshops - Friends of the Environment

To begin term two, the Huron-Perth CDSB has partnered with both Scientists in Schools and TD Friends of the Environment to offer virtual science workshops to students and teachers in Grades 1-6. Teachers are able to use the device in their classrooms to connect with a scientist in a Google Meet video call. The facilitator leads students through a variety of hands-on experiments over the course of one hour. These virtual workshops ensure that the students in HPCDSB have learning opportunities that reach far beyond our physical classroom!

Coding, Robotics and More!

On February 21, students in Grade 7 and 8 across the entire district participated in the first-ever HPCDSB District Skills Competition. Students worked with teachers, learning coordinators and program team members, as well as parent/community volunteers for months to prepare for this competition. Over 125 students competed in the four competition categories, which include: robotics, mechanical engineering, green energy, and construction. In each of the categories, students were able to use the digital tools available to them in the classroom to help to prepare. Students used coding software, 3D imaging software, and digital research tools to learn more about their specific competition category. The winners of the competition will now move on to represent our Board at the provincial level at Skills Ontario in May.

STUDENT ACHIEVEMENT

Mathematics

The Math Team remains dedicated to enhancing the teaching and learning of mathematics across our educational system through the Math Achievement Action Plan (MAAP). This plan is structured around three primary objectives: ensuring fidelity to the curriculum, advancing educators' mathematical content knowledge, and tailoring tasks and support systems to meet the needs of all students. To achieve these goals, we have devised comprehensive implementation strategies at the board, school, and classroom levels. Our team members actively participate in Ministry meetings related to the MAAP, including strategic planning sessions and specialized math content knowledge learning series. We maintain close collaborations with partners such as EQAO, MathUP, Making Math Moments, and Knowledgehook, utilizing their expertise to gather and analyze data crucial for monitoring the plan's key performance indicators (KPIs). Elementary teachers of Math were offered release time to access professional learning resources on the Making Math Moments platform in order to further develop their own mathematical knowledge for teaching. Our Math Facilitators play a pivotal role in supporting targeted student groups at priority schools, identified both by the ministry and the board. By fostering conceptual understanding and operational fluency, they assist students in achieving numerical reasoning. Additionally, they provide invaluable guidance to both new and experienced teachers across the system upon request. Continuing our commitment to excellence, we continually curate a rich collection of resources for the Math Depot, a valuable repository utilized by the Board's educators to enhance their teaching practices.

Literacy Early Intervention

Our two Literacy Resource Teachers have embarked on providing literacy intervention at two new schools for the second half of the school year. Sacred Heart School in Wingham and Holy Name of Mary School in St. Marys will now benefit from some early reading intervention in SK and Grade 1 classrooms. This intervention will focus on phonemic awareness and basic

phonics skills for students who are at risk for further reading difficulties. Another important feature of this intervention is that it is done in collaboration with the classroom educator and mostly done directly within the classroom. We continue to engage teachers in a variety of collaborative efforts to build capacity in the area of early reading across the district. In addition to the targeted intervention taking place at these schools, there is ongoing support and partnership with teachers across the district to further embed the components of small group instruction to ensure access to the very best evidence-based reading strategies, resources and support for all students.

Early Reading Screening Training

This month has been filled with many professional learning opportunities for our K-2 educators. Each teacher and DECE have received a full day of release time in order to gather to learn about early reading screening. In response to one of the recommendations from the Ontario Human Rights Commission Right to Read, our teachers have been learning how to administer and interpret the results from Acadience Reading Screening. The literacy team has skillfully crafted a day for educators to learn the importance of determining which of their students are at risk of further reading difficulties using this screening tool but more importantly being provided with practical ways to address these gaps early and in through both whole class and small group instruction.

Secondary Teacher Collaboration

Representatives from both secondary math departments met to plan further supports for grade 9 destreamed math with our district partners at Making Math Moments. We discussed the role of leadership in math education and high-impact instructional strategies. Working as a team within the math departments and between our 2 secondary schools, as well as accessing the expertise of our math partners is growing our collective knowledge and skills. We continue to work across math classrooms and grades to further embed destreaming and ensure all students have opportunities for success in this key subject area.

Secondary eLearning

As we wrapped up our 6 eLearning offerings from semester 1 in January, we immediately jumped into semester 2. This semester we are hosting 7 eLearning courses in our district: Grade 12 English (college and university pathways), Grade 11 Travel and Tourism, Grade 12 Religious Studies, Grade 11 Anthropology, Sociology, and Psychology, Grade 12 Data Management, and a Grade 11 Physical Education course called “Health for Life”. Between our two schools, we have 205 students enrolled in one of the courses we are teaching, or a course offered by another Catholic school board in our sharing consortium. To balance this, we are also welcoming 37 students from other Catholic boards this semester into our courses. These courses offer content created through Catholic Virtual Ontario that include Catholic content and context on top of the curriculum content.

Professional Development (PD) Day

February 2 was a PD Day across the district for all employees. Teachers engaged in activities related to reporting of student achievement and transition planning and implementation between terms and semesters. Non-teaching staff engaged in a variety of learning activities including Insignia Training for Library Technicians. Insignia is a program that is used to manage resources in the libraries. Educational Assistants engaged in life promotion training with board staff as well as learning more about inclusive practices to support students.

EXPERIENTIAL LEARNING PROGRAMS IN SECONDARY

New CNC Ribbon Cutting at St. Anne's

On Monday, February 5, St. Anne's CSS was pleased to welcome Honourable Lisa M. Thompson, MPP for Huron-Bruce, Dave Lewis, the Project Manager of Career-Ready with CTMA's Expanding Opportunities Program, and Gaby Parejo from the Huron Manufacturing Association (HMA) for unveiling new CNC machinery. The machinery was funded by the Canadian Tooling and Machining Association (CTMA), the Ontario Council for Technology Education (OCTE) and the Ontario's Ministry of Labour, Immigration, Training and Skills Development (MLITSD) through Skills Development. We are very grateful for this \$90,000 investment in updating the school's manufacturing facilities. A press release was shared related to this exciting new equipment.

Specialist High Skills Major (SHSM) Training Opportunities

Health and Safety Training at St. Michael CSS

On February 8, FPS Occupational Health provided health and safety training to all Co-op students.

First-Aid and CPR Training

SHSM students at both secondary schools earned their first-aid and CPR certifications to prepare them for co-op.

Working at Heights Training

Students at both secondary schools received Work at Heights training, facilitated by LiUNA 1059.

Customer Service and Negotiation Skills

SHSM Business and Construction from St. Anne's CSS participated in Customer Service and Negotiation Skills training on February 20.

Mental Health Awareness

SHSM students from St. Anne's CSS participated in Mental Health Awareness Training on February 21.

Ambulation and Lifting Techniques Training

Health and Wellness SHSM students from St. Michael CSS school travelled to Lambton College to participate in Ambulation and Lifting Techniques Training on February 22.

Advanced Training in Fire Extinguisher Use

On February 22, 15 SHSM students from St. Michael CSS school travelled to Lambton College to put on full firefighting gear and learn to fight fires at the college's Fire Fighting Facility.

OYAP Level 1 Welding Orientation

Lambton College held their orientation meeting for students, parents and OYAP leads on February 8. Students interested in Level 1 Welding were able to tour the facilities, learn more about their curriculum expectations and visit accommodations where they will be staying for 9 weeks.

Pathway Event at Nuhn Industries - February 22

On February 22, in partnership with Conestoga College, Skills Ontario and our coterminous Board, we held a one-day hands-on trade pathway event at Nuhn Industries in Sebringville.

Grade 10 career class students had an opportunity to see firsthand the high energy and state-of-the-art production, work with community partners from Perth County and visit the Skills Ontario Trades & Tech Truck.

OYAP Level 1 Electrical

2 students from St. Anne's CSS started their OYAP Level 1 Electrical Program at Conestoga College on February 26.

Electrical Board Elementary Visits

On February 26, Conestoga Colleges resumed their electrical board visits with our Grade 8 students.

Livestock Production & Animal Housing

AgScapes facilitated a presentation about Livestock Production and Animal Housing to Agriculture and Health and Wellness SHSM students at St. Michael School on February 27.

Tools in the Trades - Boot Camp

On February 28, St. Anne's CSS will host 15 electrical students from both secondary schools to take part in a Ministry trade event. The Boot Camp will feature licensed electricians leading the students through a day of hands-on skilled trades-centred learning. Each participant will receive a complimentary tool kit.

Ethical Considerations

On February 29, representatives from Development and Peace will be running a training for the Non-Profit, and all other interested SHSM students.

Co-operative Education

139 of our secondary students are registered for co-op this semester. 54 of these students are registered for four credit co-op which involves working full-time and 85 of them are registered for OYAP Trade experiences.

MENTAL HEALTH AND WELL-BEING

Professional Development

As we endeavour to continue to build capacity and enhance our evidence-informed, measurement based care practices members of the Mental Health and Wellness Team participated in the Dialectical Behaviour Therapy (DBT) Informed Suicide Risk Assessment and Monitoring for students with chronic suicide ideation hosted by School Mental Health Ontario. This was a 2-day training that provided didactic learning topics, discussed Behaviourism, DBT skills/ strategies, and Chain analysis as well as offered opportunities for practice and role play. The team is looking forward to implementing their learning into practice with students to ensure safety and enhance outcomes.

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, offers a concise 30-minute virtual discussion on children's mental health and well-being topics. In February, Kristi Michel from Rural Response for Healthy Children presented: Nurturing Healthy Relationships Through Social Emotional Learning (SEL) for caregivers.

Pink Shirt Day: Anti-Bullying in HPCDSB

The Mental Health and Wellness Team (MHWT) developed and distributed a '[grab and go](#)' PSD [Resources](#) to facilitate your engagement in raising awareness against bullying while promoting kindness on Pink Shirt Day Wednesday, February 28, 2024. School staff were also provided with a [Bullying: Information for Educators](#) developed by the MHWT to assist with learning more about bullying and how we can assist our students who are experiencing bullying.

Anti-Human Trafficking Awareness Day February 22

Every year, February 22 is a day to encourage Canadians to raise awareness of the magnitude of modern day slavery in Canada and abroad and to take steps to combat human trafficking. HPCDSB continues our partnership with Victim Services Huron to provide the Recognizing Exploitation a Syllabus to End Trafficking (RESET) curriculum and anti-human trafficking presentations to students in Grade 7 and 8 attending our Huron Elementary schools. The remaining sessions were launched February 22, 2024 to coincide with the National Human Trafficking Awareness Day.

School Services Advisory Committee:

Our mid-year School Service Advisory Committee Meeting was held on February 6, 2024 in which we discussed the school-based services provided by our Mental Health and Wellness Coaches as well as the support our students receive in school from our community providers. During this month's meeting we engaged in a multidisciplinary discussion about best practices for early intervention, identification, support and appropriately navigating system pathways to ensure best outcomes for youth. The committee considered the current strengths, gaps and needs for school-based services throughout both Huron-Perth Catholic DSB and Avon Maitland DSB with community partners.

MAINTENANCE AND HEALTH AND SAFETY

Naloxone Training

Naloxone training was provided to staff at the CEC on February 20, 2024. This valuable training will ensure staff are prepared in the event action is needed.

Health and Safety Committee

The Joint Health and Safety Committee (JHSC) met on February 21, 2024. Items discussed included the following:

- Workplace Violence Risk Assessments
- Annual review of Board Policies - Harassment and Violence in the Workplace
- Naloxone Training
- Monthly Inspection Reporting
- Incident Reporting

The JHSC meeting minutes are posted on the Board's Staff Intranet site.

RECOMMENDATION

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

**Special Education Advisory Committee
January 15, 2024 – 4:00 p.m.**

MINUTES

Present:

SEAC Members Present: Val Milson (Huron Perth Centre), Welch (Community Services Coordination Network), Avery Jantzi (Family Services Perth Huron) Sandra McLaren(Community Living Stratford & Area), Amanda Brown (Community Living St. Marys), Brenda Mason (Stratford Children Services), Joelene Scully (on behalf of Jennifer Doak) (Community Living Central Huron)

Board Trustee: Sue Muller

Guest: Tara Dykstra

Board Office Staff Present: Deb McCarthy, Tara Boreham, Jessica Langan, Sean McDade, Vanessa Yeats, Reanna Desroches, Kristina Howatt Gerber

Absent:, Charmaine Chadwick, Shona Gracey, Mary-Kathryn Simmons, Ellyn Suski, Kaitie Westbrook, Doris Barkley (Autism Ontario), Veronica Kolkman (VOICE, Huron Perth Public Health)

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 Dec 2023 Minutes

Approved: Joelene

Seconded: Val Millson

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

Carried.

2.2 Approval of January 2024 Agenda

Approved: Julie Welch

Seconded: Val Millson

THAT the agenda be accepted as is.

Carried.

3. Business Arising from Minutes

Nothing to report.

4. Correspondence

Letter from Durham Catholic DSB.

MACSE (Minister Advisory Council on Special Education) – feedback requested by Feb 2nd.

5. Agency Reports

5.1 *Autism Ontario*

Nothing to report at this time.

5.1 *Huron-Perth Center*

Nothing to report at this time.

5.3 *CSCN*

Nothing to report at this time.

5.4 *Community Living Central Huron*

Nothing to report at this time.

5.5 *Family Services Perth Huron*

Nothing to report at this time.

5.5 *Stratford Children Services*

Welcoming the new hire of a child psychiatrist to the team.

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*

Nothing to report at this time.

5.10 *Trustee Report*

Nothing to report at this time.

6. Information Reports

6.1 *Sensory Circuits*

Tara provided an overview the 5 sensory circuits in schools across HPCDSB. This sensory integration intervention supports regulation and gets the student ready to access learning. This fulfills student's sensory needs before the student presents with dysregulation or inability to access learning.

6.2 *Introduction to the Moving Inclusion Forward Project*

This project's goal is to remove barriers for individuals with disabilities and promote and support accessible, inclusive and equitable education both inside and outside of the classroom. To help support this goal there will be a focus on IEPs and modifications, as well as an inclusion coach making observations of students with full time EA support, collecting data on factors such as environmental, social relationships and academic support.



7. New Business

No new business at this time.

8. Future Meetings

Next SEAC Meeting – Hybrid – Monday, February 12, 2024

9. Adjournment

Motion to end meeting was made by: Julie Welch

Meeting adjourned: Brenda Mason

Ended: 5:00 pm



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

**October 17, 2023
3:30 PM
Microsoft Teams Video Call**

MINUTES

1.0 Routine Matters

- 1.1 Welcome and Opening Prayer
In Attendance: Janice, Mary-Ellen, Tina, Cheri, Nancy, Jim
Regrets: Chris, David, Lisa, Sheila

- 1.2 Land Acknowledgement

- 1.3 Approval of Agenda
Moved by Tina, Seconded by Mary-Ellen
That the agenda be approved as presented.
CARRIED

- 1.4 Approval of Meeting Minutes – May 30, 2023
Moved by Cheri, Seconded by Tina
That the Meeting Minutes be approved as presented.
CARRIED

2.0 Business Arising from May 30, 2023

None

3.0 General Managers Report

- 3.1 Start Up
A review was presented for September 2023 start up
- 3.2 Driver Shortage
A question was asked what regions have the shortages due to surgeries and driver sickness. Discussion was held regarding payment for canceled routes.
- 3.3 Driver Recruitment and Retention Program
Is now referred to as: R&R Recruitment and Retention Program
- 3.4 New HPSTS Office Location
Was shared with the Committee

3.5 Inclement Weather

A question was asked what is in the new policy/process for inclement weather as there were a number of cancelations last school year due to weather. Data on road conditions will now be collected on days buses are canceled. Trustees asked if there could be more communication go out to schools and parent councils regarding the process so people have a better understanding.

4.0 Discussion Items

None

5.0 Move to Closed Session

Moved by Tina, Seconded by Cheri

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

CARRIED

6.0 Adjournment

Moved by Jim, Seconded by Cheri

That the Consortium Steering Committee meeting be adjourned.

CARRIED

Cheri Carter
Avon Maitland DSB

Mary-Ellen Ducharme
Huron Perth Catholic DSB

Committee Members:

HPSTS: Mary Lou Bilcke (recorder), Janice White

AMDSB: Cheri Carter, David Briant, Sheila Marshall, Lisa Walsh

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



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Mary-Ellen Ducharme, Superintendent of Business and Treasurer
Presented to: The Huron-Perth Catholic District School Board
Date: February 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

FACILITY PROJECT APPROVALS (VARIOUS)

Public Session

BACKGROUND

School Condition Improvement (SCI) funding is intended to help school boards address the identified renewal needs from the Ministry's School Condition Assessment Program. SCI funding is allocated in proportion to a school board's total assessed renewal needs. Projects funded under this program must support the overall objective of addressing facility renewal needs (either assessed needs or on a proactive basis). Due to the scope and size of SCI projects, they are usually completed during the summer months. The Board's 2023/24 allocation is \$2,640,463.00.

DEVELOPMENT

The following facility capital projects are planned to begin during the 2023-2024 school year. These projects will be funded through the SCI allocation.

1. Jeanne Sauvé Catholic School - Re-Roofing East End

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

The tender closed on January 23, 2024 at 2:00 p.m. A tender report from POW Architecture is attached. Seven (7) quotes were received. It is recommended that T.P. Crawford Limited be awarded this contract in the amount of \$441,684.23. The re-roofing project will be completed during the summer months.

2. St. Anne's Catholic Secondary School - Re-Roofing Tech Area Section

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

The tender closed on January 18, 2024 at 2:00 p.m. A tender report from POW Architecture is attached. Seven (7) submissions were received. Two (2) submissions were declared informal and Five (5) quotes were received. It is recommended that Atlas-Apex Roofing (Kitchener) Inc. be awarded this contract in the amount of \$450,507.27. The re-roofing project will be completed during the summer months.

3. St. Patrick’s School, Kinkora - Re-Roofing

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

The tender closed on January 18, 2024 at 2:00 p.m. A tender report from POW Architecture is attached. Seven (7) submissions were received. Two (2) submissions were declared informal and five (5) quotes were received. It is recommended that Atlas-Apex Roofing (Kitchener) Inc. be awarded this contract in the amount of \$558,430.18. The re-roofing project will be completed during the summer months.

Project	Bidder	Total Amount (including HST)
Jeanne Sauvé Catholic School Re-Roofing East End	T.P. Crawford Limited	\$441,684.23
St. Anne’s Catholic Secondary School Re-Roofing Tech Area Section	Atlas-Apex Roofing (Kitchener) Inc.	\$450,507.27
St. Patrick’s School, Kinkora Re-Roofing	Atlas-Apex Roofing (Kitchener) Inc.	\$558,430.18

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board awards the capital projects to the Bidders listed in the summary for the total amount listed per project.

**JEANNE SAUVE SCHOOL
RE-ROOFING**

Project No.: 23-16-0089

TENDER REPORT

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

Keller Roofing & Sheet Metal Inc.	\$559,350.00
Atlas-Apex Roofing (Kitchener) Inc.	\$551,157.50
Flynn Canada Ltd.	\$543,021.50
Semple Gooder Roofing Corporation	\$498,782.00
H.&N. Roofing & Sheet Metal Limited	\$478,186.62
Smith-Peat Roofing & Sheet Metal Ltd.	\$449,853.00
T.P. Crawford Limited	\$441,684.23

T.P. Crawford Limited has not completed any projects for the Board or this office. As per our specifications we conducted a thorough reference check. Responses received were favourable and no concerns were noted.

We therefore recommend that the Board award this contract to T.P. Crawford Limited for the Base Bid in the amount of \$441,684.23.

Respectfully submitted

POW ARCHITECTURE INC.



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

**ST ANNES CATHOLIC SECONDARY SCHOOL
RE-ROOFING**

Project No.: 23-16-0086

TENDER REPORT

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

H.&N. Roofing & Sheet Metal Limited	\$508,090.94
Keller Roofing & Sheet Metal Inc.	\$493,245.00
Flynn Canada Ltd.	\$484,476.20
Smith-Peat Roofing & Sheet Metal Ltd.	\$473,594.30
Atlas-Apex Roofing (Kitchener) Inc.	\$450,507.27

Atlas-Apex Roofing (Kitchener) Inc. has successfully completed projects in the past for the Board and this office. We therefore recommend that the Board award this contract to Atlas-Apex Roofing (Kitchener) Inc. for the Base Bid in the amount of \$450,507.27.

Respectfully submitted,

POW ARCHITECTURE INC.



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

**ST PATRICK SCHOOL
RE-ROOFING**

Project No.: 23-16-0088

TENDER REPORT

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

Flynn Canada Ltd.	\$729,177.70
H.&N. Roofing & Sheet Metal Limited	\$708,978.95
Smith-Peat Roofing & Sheet Metal Ltd.	\$656,530.00
Keller Roofing & Sheet Metal Inc.	\$627,150.00
Atlas-Apex Roofing (Kitchener) Inc.	\$558,430.18

Atlas-Apex Roofing (Kitchener) Inc. has successfully completed projects in the past for the Board and this office. We therefore recommend that the Board award this contract to Atlas-Apex Roofing (Kitchener) Inc. for the Base Bid in the amount of \$558,430.18.

Respectfully submitted,

POW ARCHITECTURE INC.



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



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: February 26, 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 aligns 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 revised policy has been available on the Board 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 Cooperative Education and Experiential Learning.



HURON-PERTH CATHOLIC

District School Board

Cooperative Education and Experiential Learning

Adopted:	March 27, 2006	Policy #:	P 2.2.9.
Revised:	April 24, 2017	Policy Category:	2.2. School Program

BELIEF STATEMENT:

The Ministry of Education's Goals of Cooperative Education aligns 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.

PROCEDURES:

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 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 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.

DEFINITIONS:

- N/A

REFERENCES:

- N/A

RESOURCES, APPENDICES AND FORMS:

- N/A



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: February 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

GOALS FOR THE STRATEGIC PLAN 2024-2027

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); and
- Programs to maintain high graduation rates (attention to attendance and suspension rates).

At the January Regular Board Meeting - the Board approved the spiritual theme that will be the foundation for the next 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

Future milestones for the strategic planning process include:

- Environmental Scan and Community Consultation - March 2024
- Report of Themes from Community Consultation to the Board - April 2024
- Presentation of Draft Foci/Expectations, Sample Actions and Sample Indicators of Success - April/May 2024
- Draft Strategic Plan Presented to Board - June/August 2024
- Board Approves 2024-2027 Strategic Plan - August/September 2024
- System Kick Off of Multi-Year Spiritual Theme - Fall 2024

DEVELOPMENTS

After deliberations with senior administration and in conjunction with the direction from the Ministry of Education (Bill 98), staff are recommending that the goals of the next strategic plan be approved in advance of community consultation.

Staff are recommending goals for the next strategic plan that are a response to converging societal pressures and a critical need for increased capacity of the laity to contribute to the life of the Church.

Considerations include but are not limited to:

- Questions about the overall capacity of adults in the community to form each other and our students in the Catholic faith
- A widening gulf of opinion on social, economic and political issues
- Hastening and disruptive patterns of influence from technological changes

Staff are recommending that the next strategic plan, rooted in our multi-year spiritual theme, considers a path that leads to an encounter with our world that is rooted in faith and emphasizes formation, morality, ethics and critical thinking. Our encounter ought to ensure an ongoing exercising of the preferential option for the poor that is grounded in our belief that all are created in the image and likeness of God.

We are a Catholic school board committed to ensuring unwavering dedication to Catholic faith formation and attaining world-class levels of student achievement. These two focal points (formation and student achievement) would be driven by endeavors to demonstrate advancement with the following goals and with the following foci:

GOALS					
CATHOLIC FAITH FORMATION			WORLD-CLASS LEVELS OF STUDENT ACHIEVEMENT		
Develop and implement comprehensive programs and experiences to strengthen Catholic faith formation among students and staff; ensuring a deep understanding of Catholic teachings and values.			Implement rigorous academic standards through teaching and learning best practices to elevate student achievement to world-class levels.		
FOCI					
Formation	Catechesis	Service	Mathematics*	Literacy*	Pathways*
Focus on student and staff leadership Varying forms of prayer Faith represented in music and art Intensive retreat experiences	Fidelity to the religion and family life program approved by the ACBO Interpreting secular principles in the language of faith	Active encounter and accompaniment with the marginalized in our schools Local - regional - global action Charity and service	Refining focus and consistency on program planning, teaching methods, and assessment Raise the bar on achievement Junior/ Intermediate*	Implementation of RTR* Raising the bar on achievement Intermediate division* Emphasis on critical thinking K-12	Focus on program pathways to trades, technology and world of work Emphasis on STEM High graduation rates*

CONSIDERATIONS

Build the Bridge - Touch the Heart - Share the Faith (Cardinal Collins);
Emphasis on a contribution to the common good;
Transforming language for EDIAR/ Achievement into language of the Church;
Fully implementing the Right-to-Read changes to Literacy;
Raising the Bar in Junior/ Intermediate achievement;
Achieving consistency in mathematics program delivery across the system;
Assessing progress on TRC calls to action;
Integration with the pastoral plan for the Diocese;
Staff leadership/engagement in Families of Parishes (the call of the laity);
Solidarity and service with/for the marginalized in our schools

*Mandatory as per the Education Act (updated in Bill 98 - 2023)

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the following goals of the 2024-2027 Strategic Plan:

Develop and implement comprehensive programs and experiences to strengthen Catholic faith formation among students and staff; ensuring a deep understanding of Catholic teachings and values;
AND

Implement rigorous academic standards through teaching and learning best practices to elevate student achievement to world-class levels.



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: February 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

SCHOOL YEAR CALENDAR CHANGE - SOLAR ECLIPSE

Public Session

BACKGROUND

The Board approved the 2023-24 School Year Calendar last year. The calendar had a Professional Development Day scheduled for April 19, 2024. This year, the district will experience a rare solar eclipse on April 8, 2024, between 3 and 4 p.m. The solar eclipse would be coinciding with the dismissal and transportation home of students and staff at the conclusion of the school day. The primary public health risk from a solar eclipse can be severe eye damage if a person were to look at the eclipse without protective safety measures/equipment. School districts to the north and the south of the Huron-Perth CDSB have decided to move PD Days to April 8, 2024 so that students would be at home on the day of the eclipse.

DEVELOPMENTS

In consultation with the Joint School Year Calendar Committee (unions), the AMDSB, neighbouring school districts and in an abundance of caution, staff are recommending that the April 19, 2024, Professional Development Day be moved to April 8, 2024. In addition to this strategy, the Board will consult with Huron Perth Public Health to assist families in planning for a safe eclipse and send the required communication to families as soon as possible.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves moving the April 19, 2024 Professional Development Day to April 8, 2024.



Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: February 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

SCHOOL YEAR CALENDAR 2024-2025

Public Session

BACKGROUND

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

DEVELOPMENTS

The Board is proposing a Regular School Year Calendar for the 2024-2025 school year. Designating the first PD day on Tuesday, September 5 before the first day of classes on Wednesday, September 3, 2024. The proposed Regular School Year Calendar will be submitted to the Ministry for approval by the due date of March 1, 2024.

The School Year Calendar process for the 2024-2025 school year was conducted through a consultative process with the School Year Calendar Committee, consultation with Senior Administration, union partners, employee groups, the Catholic Parent Involvement Committee, and the school board community. The process was also completed in alignment with our coterminous board, the Avon Maitland District School Board. We also remain mindful of the approach being considered by other school boards across the province.

The proposed 2024-2025 Regular School Year Calendar for both the Elementary and Secondary panels is attached to this report.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board approves the 2024-2025 Regular School Year Calendar as proposed.
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School Year Calendar 2024 - 2025

Board Designated Holiday

Dr

H -

Statutory Holiday

E - Scheduled Examination Day

P - Professional Activity Day



Half Day

HPCDSB Draft v3

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2024	0						1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
September 2024	20	1	0	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
October 2024	22	1			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
November 2024	21	1						1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
December 2024	15			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
January 2025	20	1	5			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
February 2025	19			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
March 2025	16			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
April 2025	21	0			1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
May 2025	20	1					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
June 2025	20	2	5	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
July 2025	0				1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
TOTAL	194	7	10	<p>Note: The 2024-2025 calendar provides for 195 possible school days between September 1, 2024 and June 30, 2025. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days</p>																								



REPORT TO THE HURON-PERTH CATHOLIC DISTRICT SCHOOL BOARD

Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: February 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

EDIAR SCHOOL IMPROVEMENT GOALS

BACKGROUND

A key contribution of schools is establishing a school improvement plan that includes both goals and actions aimed at Faith Formation, Student Achievement and Well-Being, and increasing awareness and improving practices that promote equity, diversity and inclusion. Analysis of the School Improvement Plan (SIP) is one part of a larger inquiry into EDIAR practices and goals within the HPCDSB. The SIPs referred to in this report were initially started in September 2022 and completed in December 2022. The plans were shared with our Queen's and Western's external inquiry team who then extracted EDIAR ideas for analysis purposes between December 2022 and January 2023.

DEVELOPMENTS

In the analysis of the various SIPs in the 2022-2023 school year, it is clear that HPCDSB demonstrates a system-wide commitment to EDIAR principles and overall growth. While it is also true that each school is at a different place in their EDIAR learning and on the spectrum of cultural proficiency, each school has different context-specific needs and there is a clear understanding of how to link those needs to goals to move forward.

Each of the school's SIPs showed clear consideration for the need to involve and reflect multiple perspectives, including but not limited to staff, parents, students, and community members, which is evidenced by the wide variety of action and monitoring items presented, making excellent use of on-site and community resources. Our HPCDSB schools demonstrated a strong willingness to engage students not only in the assessment of their needs but also in leadership in EDIAR initiatives.

Across the SIPs goals from the 18 schools, there were some common areas wherein one goal reflects a larger subset of goals and/or purposes. Some of the goals serve more than one aspect such as "increased staff learning and awareness" which often reflects training, attitudes, and teacher actions. Also, goals such as "to identify and eliminate discriminatory practices, systemic barriers and bias from schools and classrooms" often related to changes in school culture and practices, and also to staff awareness.

Please see the table below which gives examples of our schools' SIPs equity goals.

Key Categories and Themes	Examples of SIP Equity Goals
Increase Staff Awareness and Training of EIAR	<ul style="list-style-type: none"> • Provide staff and students opportunities for learning about EIAR • Recognize that classroom teachers need support in explicit teaching of EDI • Cultural humility self-reflection tool • Create a student-led multi-cultural club to advise administration and staff regarding student concerns within the school community
School Culture Change (Increased Acceptance, Open-Mindedness)	<ul style="list-style-type: none"> • Increase acceptance of diversity • Provide an inclusive and safe environment • Promote equity and a sense of belonging for all • Identify and eliminate discriminatory practices, systemic barriers and bias from schools and classrooms
Community Integration into EIAR initiatives	<ul style="list-style-type: none"> • Offer parent/guardian learning opportunities related to pupil literacy and numeracy learning
Increased Representation and visibility of student and community diversity in the school and classrooms	<ul style="list-style-type: none"> • Affirm student identity by making positive and caring connections which support and celebrate their unique needs by providing a differentiated, culturally responsive, and individualistic response • Increase recognition and celebration of signs, symbols, and traditions of diverse groups • Ensure students can see themselves and be exposed to diversity, equity, inclusion, and anti-racism in curriculum, learning materials, and resources
Indigenous Representation and Practical inclusion in curriculum	<ul style="list-style-type: none"> • Host Indigenous resources and presentations through indigenous Knowledge Keepers and the Indigenous special assignment teacher • Improve Indigenous education programming with more options
Student Skill Building	<ul style="list-style-type: none"> • Target student learning about critical and digital literacy • Focus on self-regulation of JK-1 students • Provide student driven initiatives throughout the school year where students model and respond to EIAR as a faith filled person

Within the School Improvement Plans, several common monitoring strategies were highlighted, including:

- School climate surveys
- Staff meetings/ committee meeting agendas and minutes
- Staff surveys (EIAR awareness and knowledge/ self-bias surveys) at regular intervals
- PD/ workshop feedback (reflections, post surveys, enrollment data)
- Initiatives/event feedback (formal and observational)
- Regular resource audits (check-in on new resource acquisitions/ use)
- Engagement with materials/ content from guest speakers (classroom activities/ curricular connections – teacher planning + anecdotal notes)
- Incident report/ suspension data/ attendance data review
- Visible representation of themes/ideas – posters, hallway displays, art etc...
- Curriculum/unit planning (document analysis)
- Classroom observations (anecdotal notes)
- Formal student leader meeting with admin
- Student reflections
- Interviews with students (pre/post w/support staff and/or MH&W team)
- Parent/community meetings (progress and cycle planning)

During the 2023-2024 school year, it continues to be a requirement that all SIPs in our Board have an EDIAR goal. This year we surveyed our administrators regarding school initiatives around EDIAR from September 2023 until present. Review the [HPCDSB EDIAR Infographic](#) for our administrators' perspectives on EDIAR initiatives this year. These initiatives reflect some of the goals included in our various School Improvement Plans.

RECOMMENDATION

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



Prepared by: Tara Boreham, Superintendent of Education
Presented to: The Huron-Perth Catholic District School Board
Date: February 26, 2024
Submitted by: Chris N. Roehrig, Director of Education and Secretary

DEMOGRAPHIC DATA COLLECTION PROJECT

Public Session

BACKGROUND

The Huron-Perth Catholic District School Board (the Board) conducted the first confidential and voluntary Here I Am Student and Workforce Censuses during the 2022-23 school year as part of the Demographic Data Collection Project, a deliverable in [HPCDSB's Equity, Diversity, Inclusion and Anti-Racism Action Plan](#).

- We are authorized to collect personal information from students by the Anti-Racism Act (ARA s.6(2)), Municipal Freedom of Information and Protection of Privacy Act (MFIPPA s.28(2)), and the Education Act (265(1)(d), 169.1(1)).
- All Ontario school boards are completing this work as part of [Ontario's Education Equity Action Plan](#).
- Our process for data collection, storage, and review was developed in accordance with the guidance and legislation provided by the Ministry of Education, the Anti-Racism Directorate, the Ontario Human Rights Commission, and the Municipal Freedom of Information and Protection of Privacy Act.

The purpose of the data collection is to understand more about the Board's staff and the students we serve so we can identify inequities and opportunities to improve our schools and system.

- The results and analysis of the census will allow us to gain a deeper understanding of the diversity of the staff and students within our board. It also asks about experiences within our school system/workforce.
- This understanding can help us to align resources strategically to ensure our working environments support staff and that our learning environments and opportunities meet the needs of every student.

The information from the student and workforce censuses helps to inform our overall understanding of the students and communities we serve.

- As this was our first implementation of the voluntary student and workforce censuses, our response rates, particularly elementary, were low (elementary 7%, secondary 45%).
- Over time, with future implementations, the census data can become an important indicator to measure the effectiveness of our efforts to support student success, as outlined in our strategic plan.

DEVELOPMENTS

Implementation and Communication

Workforce Census

The workforce census was administered on November 18, 2022, as part of the staff professional development (PD) day.

- Staff were notified of the opportunity to participate by their supervisors in advance and through an all-staff email.
- Schools were sent flyers and template messages to assist in informing staff.
- Staff had time to complete the survey as part of the PD day activities.

Elementary and Secondary Censuses

The elementary and secondary student censuses took place in January 2023.

- There were three versions of the census: Kindergarten to Grade 6, Grades 7 and 8 and secondary school. The surveys for Kindergarten to Grade 8 students did not include questions about sexual orientation.
- The surveys for Kindergarten to Grade 8 students were sent to students' HPCDSB email addresses the week of January 16. Families were asked to complete the survey for/with each child in their household.
- Secondary school students received the census directly and had time to complete it at school from January 11 to 13, 2023.
- All surveys were voluntary. Parents/guardians of secondary school students under 18 could ask that their child be exempt from participating in the census.

Stakeholder engagement took place leading up to the implementation. Activities included:

- Presentation to school leaders providing background information on the surveys and guidance for local implementation
- Email overview to all staff
- Meetings with union, federation, and association representatives and newsletter content provided
- [A dedicated webpage](#) including full details about the intent of the survey, how implementation will work, timelines, survey preview, Q&A section, and contact information
- Communication package for schools, including:
 - Flyer with workplace survey information to hang in common areas
 - Slide deck and notes for a staff meeting
 - Slide deck and notes for school council meeting
 - Key messages and FAQ document
 - Social media graphics and copy
 - Template newsletter articles
 - Student announcements
 - Class conversation starters
 - Printable flyer
- Meetings with student trustees and students on the EDIAR committee
- Regular posts on social media from November to January
- Emails to parents/caregivers introducing the survey, sharing information, and encouraging participation

Key Findings

We have summarized key findings from the surveys in infographics. The text from the infographics with additional context follows.

[Infographic-Student/Workforce Survey](#)

Response Rates

The response rates are calculated based on the number of surveys sent and the number of individuals who responded.

Secondary

45% response rate

Grade	# of students
9	100
10	196
11	160
12	182
Total	638

Elementary

7% response rate

Grade	# of students
JK	27
K	29
1	19
2	16
3	23
4	28
5	23
6	18
7	30
8	18
Total	231

Workforce

Less than 50% responded

348 employees responded

Employee group	%
Elementary teacher	43
EA	14
Secondary teacher	13
Administrative	9
Coordinator/consultant	7
Leadership	7
DECE	6

Age group	%
20-29	13
30-39	22
40-49	30
50-59	25
60-69	5
Prefer not to answer	4

Racial Identity

The Ontario Anti-Racism Directorate notes that “race is a term used to classify people into groups based principally on physical traits (phenotypes) such as skin colour. Racial categories are not based on science or biology but on differences that society has created (i.e., ‘socially constructed’), with significant consequences for people’s lives. Racial categories may vary over time and place and can overlap with ethnic, cultural or religious groupings” (Ontario Anti-Racism Directorate, 2019).

Secondary student results	Elementary student results	Workforce results
73% White 4% Black 4% Latino/Latina/Latinx	82% White 5% I don’t know	96% White 3% identify as a racialized person

Indigenous Identity

The adoption of the term Indigenous refers collectively to First Nations, Métis, and Inuit Peoples in Canada. It represents an acknowledgment by the federal government of their rights under the United Nations Declaration of the Rights of Indigenous Peoples (Joseph, 2016).

Secondary student results	Elementary student results	Workforce results
88% did not identify as First Nations, Métis, Inuit 6% I don’t know 2% prefer not to answer	N/A - none of the students who responded to the elementary student census identified as Indigenous	2% Identify as Indigenous 96% did not identify as Indigenous 3% prefer not to answer

Ethnic/cultural Identity

An ethnic group is a group of people who see each other as having similarities, such as traditions, country of origin, history, language, religion, society, and culture. Your ethnicity/culture is not always based on where you were born or where you live.

Secondary student results	Elementary student results	Workforce results
29% Canadian 13% Dutch 10% Irish 8% English 7% German	34% Canadian 12% German 10% Irish 9% Dutch 9% English	N/A - was not asked

Religious Affiliation

People can be treated differently based on their religion/spirituality or perceived religion, which can lead to negative impacts and unequal outcomes. Islamophobia and antisemitism are examples of the way religion can be racialized. People can experience racism not only based on skin colour but also other perceived characteristics that are associated with religion.

Secondary student results	Elementary student results
55% Identify as Christian 18% No religious or spiritual affiliation 8% Spiritual but not religious 8% I don't know	85% Identify as Christian 5% No religious or spiritual affiliation

First languages

A first language is the language that your parents/guardians used to communicate with you or exposed you to from birth to three years of age. It can also be called your primary language(s), and you may have more than one. English was the first language learned at home for most of our students.

Secondary student results	Elementary student results
85% English 3% French 2% Spanish 2% Dutch	92% English

Disability

The Ontario Human Rights Commission recognizes that “disability covers a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time. There are physical, mental, and learning disabilities, mental disorders, hearing or vision disabilities, epilepsy, mental health disabilities and addictions, environmental sensitivities, and other conditions.” (Ontario Human Rights Commission, n.d.).

Secondary student results	Elementary student results	Workforce results
13% identify as a person with a disability(ies) Top disabilities 19% Learning 17% Mental health 10% Autism 10% Addiction	6% identify as a person with a disability(ies)	8% identify as a person with a disability(ies) Top disabilities 52% Physical/functional/mobility 26% Attention 22% Mental health

Gender identity

The Ontario Human Rights Commission defines gender identity as “each person’s internal and individual experience of gender. It is a person’s sense of being a woman, a man, both, neither, or anywhere along the gender spectrum. A person’s gender identity may be the same or different from their birth-assigned sex (e.g. male, female, intersex). This question was left open-ended to allow respondents to identify as they wish.

Secondary student results	Elementary student results	Workforce results
44% Female 38% Male 8% Another gender identity 3% Prefer not to answer	48% Male 37% Female 11% Another gender identity	78% Female 10% Male 12% Prefer not to answer

Sexual orientation

Sexual orientation refers to a person’s sense of attraction to people of the same sex, the opposite sex, or both sexes. This question was left open-ended on the secondary student and workforce censuses to allow respondents to identify as they wish. It was not included on the elementary census.

Secondary student results	Elementary student results	Workforce results
58% Straight/heterosexual 14% Another sexual orientation 9% Prefer not to answer 5% Bisexual 2% pansexual	N/A - not asked	68% Straight/heterosexual 24% Prefer not to answer 8% Lesbian

School and workplace experiences

In addition to asking demographic questions, the censuses asked about school and workplace experiences. The information allows us to consider whether students or employees may have varying experiences with our school system based on their identities.

Secondary

	Agree
I know where to turn to if I need help	67%
I feel a sense of belonging at school	57%
I feel supported in my classroom	61%
I feel my voice is heard	48%
I feel my ideas are valued	51%

Elementary

	Agree
I know where to turn to if I need help	90%
I feel a sense of belonging at school	85%
I feel supported in my classroom	84%
I feel my voice is heard	79%

I feel my ideas are valued	80%
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Workforce

	Agree
Feel a sense of belonging at work	87%
Feel their voice is heard	57%
Feel their ideas are valued	36%
Feel supported in career development	80%
Feel EAP meets their personal needs	39%

Additional Data Sources

It is essential to recognize that the data resulting from the censuses is one type of data — quantitative. It doesn’t tell the whole story. Here are some additional data sources that inform our work to support equity and inclusion in HPCDSB schools:

Secondary reports

Numerous reports from Canadian organizations document the school system’s impact on young people from marginalized communities.

Learn from other Ontario school boards

Staff members responsible for implementing the Equity, Diversity, Inclusion and Anti-Racism Action Plan can connect with counterparts at other Ontario school boards. This type of learning can help us be proactive in our approaches to equity and inclusion.

Student and family engagement

When HPCDSB staff foster genuine relationships with students and families with marginalized identities, they can gain valuable insights into how students and their families are experiencing the school system. This qualitative data can inform approaches in our learning environments, and when we make space to share our understandings, it can help to increase organizational effectiveness overall.

The Equity, Diversity, Inclusion and Anti-Racism Action Plan includes focus groups with students and staff groups as part of deliverable 1 in the School and Classroom Practices section. Focus groups will help us to document the qualitative information.

Next Steps

The collection of this data meets deliverable 4 in the Data Collection, Integration and Reporting section of the HPCDSB Equity, Diversity, Inclusion and Anti-Racism Action Plan (2021 - 2024). It supports HPCDSB Equity and Inclusive Education Policy 1.4 to collect information needed to monitor the effects of the implementation of the Equity and Inclusive Education Policy by the Board.

The data will be reviewed by the EDIAR Committee and will help inform future Equity, Diversity, Inclusion and Anti-Racism Action Plans and provide a way to measure progress.

Data disaggregation and observations

This data, as presented, is aggregated, meaning we have not analyzed the data to look at any specific identity groups. The response rate for elementary is too low to disaggregate data. For the secondary group, the data collected through the student census can be analyzed alongside existing data — such as course selection and achievement data — to consider if there are any

disparities or differences based on student identity. For example, we might consider whether there are differences in credit accumulation based on student identity factors.

We can also disaggregate the data based on the questions asked on the census — for example, are all students equally represented in the school experience data, or are students with certain identities more or less likely to know where to turn to if they need help, feel supported in their classroom, a sense of belonging, their voice is heard, and their ideas are valued.

This analysis can help us understand where we might focus resources to improve student success overall.

Community relationships

As we continue our work to support equity and inclusion within our school system, our relationships within the community can help us to make sure we are understanding and meeting the needs of the students and families in our system who are most marginalized. Forming relationships with community-based groups can help us continue to understand how families from equity-denied and deserving groups experience our school system. These relationships may also help us to improve the response rate on future student censuses.

Equity literacy

Huron-Perth Catholic District School Board's Equity, Diversity, Inclusion and Anti-Racism Action Plan includes various education and training opportunities. Continuing to foster equity literacy among staff is foundational to supporting equity, diversity, inclusion and anti-racism in the HPCDSB.

RECOMMENDATION

THAT the Huron-Perth Catholic District School Board receives the Demographic Data Collection Report for information.
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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: February 26, 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.

DEVELOPMENTS

Religious/Charitable Events/Accomplishments

St. Michael CSS

- St. Michael students marked the beginning of Lent with Ash Wednesday liturgies on February 14
- The Social Justice Club held their Mental Wellness Retreat on Wednesday, February 7, focusing on the theme of self-compassion
- Students in Grade 11 had an opportunity to learn about different Religions on February 15 by taking part in the Temple tours
- On February 20, 12 students from various grades attended an overnight Catholic Leadership Retreat at Camp Kintail
- St. Michael CSS's chaplain, along with black student volunteers, continue to educate the student body on black history through the introduction of black saints through morning prayer in February

St. Anne's CSS

- Ash Wednesday liturgy was celebrated on February 14, 2024
- We had a group of students go on a retreat to Camp Kintail from February 20 to 21

Academic Events/Accomplishments

St. Michael CSS

- There are 60 new students at St. Michael that are now certified in CPR
- The DECA Club had 22 students represent St. Michael CSS at the Provincial Level in Toronto from February 8-10
- SHSM students were certified in Working at Heights on February 12

St. Anne's CSS

- Final assessments were completed
- Final report cards went home on February 13, 2024

- Received our new CNC machinery from CTMA, OCTE Ontario and Ontario at Work
- A group of students went to the woodlands cultural museum for Indigenous on February 26, 2024
- SHSM first aid workshops started on February 26, 2024
- SHSM customer service workshop was held on February 20, 2024
- Second semester started on February 5, 2024
- Period two classes are helping build posters for black history month about a person of colour who relates to the subject

Athletics/Arts Events/Accomplishments

St. Michael CSS

- The Drama Club held their first meetings for the Senior and Junior shows; “Dreamspyre”, which will be entered into the NTS drama festival, and “Midsummer” for the Junior dinner-theatre performance
- Art Club continues to meet every Monday and Wednesday
- St. Michael hosted the Perth Elementary Bordenball Tournament on February 1
- The seniors boys basketball season finished concluded their season on February 8
- St. Michael CSS hosted a girl’s hockey tournament February 8
- St. Michael CSS will be hosting Jonathan Wong on February 28 for a professional workshop in preparation for MusicFest Qualifiers
- The Junior Girls Volleyball Team will represent at WOSSA on February 22
- The Senior Girls Volleyball Team will represent at WOSSA on February 22
- The Junior Boys Basketball team will represent at WOSSA on February 22
- A group of Arts students will be attending “Footloose” in St. Jacobs on February 21, where Grade 12 Evie O’Toole is starring in the show.

St. Anne’s CSS

- We had a double buyout to support our varsity girls and varsity boys hockey teams on February 15, 2024
- CSAC finalized the Grad Breakfast planning on February 8, 2024
- Colin Gibbings was awarded athlete of the week before christmas break for his excellent saves for our varsity hockey team
- Jillian Eby was award artist of the week for her beautiful singing at both the Christmas Cabaret and the Christmas Assembly
- Cassie Colquhoun was awarded athlete of the week for her hard work on the volleyball court and excellent passes on the ice rink

RECOMMENDATION

<p>THAT the Huron-Perth Catholic District School Board receives the Student Trustees’ Report for information.</p>
