
Regular Board Meeting

Tuesday, June 23, 2026

Open Meeting – 6:30 P.M.-9:30 P.M.

Catholic Education Centre, 1355 Lansdowne Street W., Peterborough

and by Google Meet: <https://meet.google.com/fgp-bryx-iah>

If you would like to join by telephone, please contact Michelle Kennedy
by email - mkennedy@pvncdsb.on.ca or at 1-800-461-8009 ext. 1247
Arrangements to join by phone must be made prior to 5:30 p.m. on the day of the meeting

Chairperson: Kevin MacKenzie

Vice-chairperson: Jenny Leahy

**Trustees who are unable to attend the meeting are asked to
please notify Michelle Kennedy (mkennedy@pvncdsb.on.ca).**

A. Call to Order of the Open Meeting – 6:30 p.m.:

1. Opening Prayer.

John Connolly, Trustee.

2. Land Acknowledgement.

Kevin MacKenzie, Board Chairperson.

3. National Anthem.

4. Approval of the Agenda.

5. Declarations of Conflicts of Interest.

6. Approval of the Minutes of the Regular Board Meeting, Open Session, held on May 26, 2026. Page 6

7. Business Arising Out of the Minutes.

B. Programs and Services:

1. R.A.: Special Education Plan, 2026-2027. Page 20
Kathleen Tanguay, Trustee Representative, Special Education Advisory Committee.

C. Reports from the Director, Chairperson, Student Trustees, and Manager of Communications:

1. Report from the Director of Education, Stephen O'Sullivan.
2. Report from the Board Chairperson, Kevin MacKenzie.
3. Introduction of the new Junior Student Trustee, Sophia Ender.
Jenny Leahy, Board Vice-Chairperson.
4. R.A. Student Trustee Appointments for 2026-2027. Page 21
Jenny Leahy, Board Vice-Chairperson.
5. Report from the Student Trustees: Carter Peios, Senior Student Trustee, and Vivica Muinde, Junior Student Trustee.
6. Presentation to the Graduating Student Trustee, Carter Peios.
Kevin MacKenzie, Board Chairperson.
7. Report from the Manager of Communications, Mark Giunta.
Highlights of System Achievements.

D. Presentations:

1. Student and Family Support Office.
Sheila Piggott, Superintendent of Learning.
2. R.A. Draft Budget, 2026-2027. R.A.: Pge 22 Report: Page 23
Sean Heuchert, Superintendent of Business, Finance, and Facilities Services.

E. Business, Finance and Governance:

1. Ontario Catholic School Trustees' Association (OCSTA) Open Session Report.
Kevin MacKenzie, Board Chairperson.

2. STSCO Governance Committee, Open Session Report.
Kevin MacKenzie, Board Chairperson.

F. Human Resources:

G. Policy Development:

1. R.A. Recommended Actions from the Policy Development Committee Meeting, June 23, 2026. Page 38
Kathleen Tanguay, Chairperson, Policy Development Committee.

H. Old Business:

I. New Business:

J. Bring Forward:

K. Information Items:

1. Trustees' Committee Reports.
 - a. Catholic Parent Engagement Committee, June 4, 2026.
 - b. First Nation Métis Inuit Advisory Committee, June 9, 2026.
 - c. Special Education Advisory Committee, June 18, 2026.
 - d. Audit Committee, June 18, 2026.
2. Ontario Catholic School Trustees' Association and Ministry Information Items.
 - a. OCSTA 2026 Fall Regional Meetings Page 39
 - b. Pope Leo XIV's Encyclical Letter: Magnifica Humanitas Page 41
 - c. Devotion To The Sacred Heart of Jesus Resources Page 42
 - d. OCSTA – OSTA Catholic Board Council 2026 Student Trustee Servant Leadership Scholarship Recipients Page 44
 - e. Cardus Research Report: Enduring Faith – Patterns of Religious Practice and Values Among Religious School Graduates Page 45
 - f. Canadian Conference of Catholic Bishops Standing Committee for Family and Life Statement Page 66

- g. Ministry of Education Proposed Regulation Page 71
- h. Ontario Regulation 176/26 – Work With Local Police Services Page 73
- i. Ministry of Education Proposal for Regulation under the Education Act, to Prescribe Qualifications for the Director of Education who is also the Chief Executive Officer, the Chief Education Officer and Set Out Related Transition Requirements. Page 76

L. Future Meetings and Events:

1. Board Meetings:
 - a. Regular Board Meeting Open Session, September 22, 2026, 6:30 p.m.
(In-camera Session, 6:00 p.m.)
2. Board Standing Committee Meetings: (Listed in chronological order.)
 - a. Chairperson's Committee, September 14, 2026, 2026, 5:30 p.m.
 - b. Committee-of-the-Whole, September 14, 2026, 2026, 6:30 p.m.
 - c. Policy Development Committee, October 6, 2026, 6:30 p.m.
3. Other Committee Meetings: (Listed in chronological order.)
 - a. Special Education Advisory Committee, September 10, 2026, 1:00 p.m.
 - b. Student Council Liaison Committee, September 22, 2026, 4:15 p.m.
 - c. First Nation Métis Inuit Advisory Committee, September 29, 2026, 6:00 p.m.
 - d. STSCO Governance Committee, October 1, 2026, 3:00 p.m.
 - e. Catholic Parent Engagement Committee, October 1, 2026, 6:30 p.m.
 - f. Accessibility for All Committee, October 8, 2026, 1:00 p.m.
 - g. Faith and Equity Committee, October 8, 2026, 6:00 p.m.
 - h. French as a Second Language Advisory Committee, November 10, 2026, 4:00 p.m.
 - i. Audit Committee, TBA.
 - j. SAL Committee, TBA.
4. Events: (Listed in chronological order.)
 - a. Secondary School Graduations:
 - June 24, 2026 – St. Stephen Catholic Secondary School, Holy Cross Catholic Secondary School, and St. Thomas Aquinas Catholic Secondary School.
 - June 25, 2026 – St. Peter Catholic Secondary School, St. Mary Catholic Secondary

School, and Holy Trinity Catholic Secondary School.

M. Conclusion:

1. Report from the Regular Board Meeting, In-Camera Session, June 23, 2026.
2. Closing Prayer.
Jenny Leahy, Board Vice-Chairperson.
3. Adjournment.

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DRAFT

The Minutes of the Regular Board Meeting held on Tuesday, May 26, 2026, at 6:30 p.m. at the Catholic Education Centre, 1355 Lansdowne Street West, Peterborough, and virtually, by Google Meet.

Present

Trustees: John Connolly, Loretta Durst (online), Jenny Leahy, Kevin MacKenzie (Chairperson), Mary Ann Martin, Vivica Muinde (Junior Student Trustee) (online), Carter Peios (Senior Student Trustee), and Kathleen Tanguay.

Administration: Wayne Clark, Jonathan Di Ianni, Mark Giunta, Sean Heuchert, Darren Kahler, Stephen O'Sullivan, and Julie Selby.

Recorder: Michelle Kennedy.

A. Call to Order

The Board Chairperson, Kevin MacKenzie called the meeting to order at 6:30 p.m. Chairperson MacKenzie welcomed everyone online and in the boardroom to the meeting. The principal and vice-principal representatives, Jill Barker, Principal at St. Mary Catholic Secondary School and Jillian Coulis, Vice-Principal at St. Mary Catholic Secondary School, were acknowledged.

1. Opening Prayer.

Kevin MacKenzie, Board Chairperson, invited Trustee Kathleen Tanguay to lead the opening prayer.

2. Land Acknowledgement.

Board Chairperson, Kevin MacKenzie, respectfully acknowledged the traditional and treaty territory of the Michi Saagiig Anishnabeg.

3. National Anthem.

The National Anthem was sung.

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4. Approval of Agenda.

MOTION: Moved by Kathleen Tanguay, seconded by John Connolly that the agenda be approved.

Carried.

MOTION: Moved by John Connolly, seconded by Kathleen Tanguay that, in accordance with legislation, Trustee Loretta Durst be excused from attending the meeting in-person.

Carried.

5. Declarations of Conflicts of Interest.

There were no conflicts of interest declared.

6. Approval of the Minutes of the April 28, 2026, Regular Board Meeting, Open Session.

MOTION: Moved by Jenny Leahy, seconded by John Connolly that the minutes of the Regular Board Meeting held on April 28, 2026, be approved.

Carried.

7. Business Arising from the Minutes.

There was no business arising from the minutes.

B. Programs and Services:

1. Student Excursions.

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MOTION: Moved by Kathleen Tanguay, seconded by Jenny Leahy that the proposed St. Mary Catholic Secondary School international excursion to New York City, USA, from March 31 to April 4, 2027, be approved in principle and that the trip will include mandatory insurance for all travelers. Such insurance must cover school board or principal rulings for cancellation of the trip.

Carried.

C. Reports from the Director, Chairperson, Student Trustees, and Manager of Communications.

1. Report from the Director of Education, Stephen O'Sullivan.

Stephen O'Sullivan, Director of Education, presented the Report from the Director of Education, which included the following points:

- Schools in the system have been engaged in the 2026 spring EQAO assessment process and many schools have already completed their assessments.
- Thanks were extended to Frank Bradica, Principal of Information Technology for his leadership in the business continuity plan process which involved senior leaders in the board collaborating and learning about how to prepare for an unexpected service interruption.
- Bill 101 received Royal Assent on May 7, 2026. The board will continue its work to incorporate any changes and will continue to ensure PVNC Catholic's work in Catholic education continues.
- Congratulations to Trustee Martin who was recognized with 26 years of service as a Catholic trustee at the recent OCSTA Annual General Meeting and Conference.
- Many celebrations took place during Catholic Education Week and PVNC Catholic was honoured to host the OCSTA Catholic Education Week Provincial Mass at St. Peter's Cathedral. Those who helped to stage the event, including celebrant, Most Reverend Bishop Miehm, and the St. Mary Catholic Secondary

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School Choir were thanked. A thank you letter from Pat Daly, Executive Director from OCSTA was read.

- The annual Catholic Student Leadership Awards were held during Catholic Education Week and the Director extended sincere thanks to the organizing committee led by Principal Matt Bowen.
- The Math Olympics were recently held at the Catholic Education Centre and Holy Cross CSS and schools from all regions of the board participated. The Director congratulated the Board's Math Consultants and their team for a successful event.
- Congratulations to the six educators who recently completed the Aspiring Leaders Program. Superintendent of Human Resource Services, Darren Kahler and his committee were thanked for guiding the leadership program.

At the end of the report, Director O'Sullivan answered questions and received comments from the trustees.

2. Report from the Board Chairperson, Kevin MacKenzie.

Board Chairperson, Kevin MacKenzie reported to the trustees that May 1st marked the opening of nominations for municipal elections. Chairperson MacKenzie encouraged people to consider public service as a trustee and emphasized the importance of democracy.

Chairperson MacKenzie attended the Holy Trinity Catholic Secondary School Cultural Food Fair on May 8, a school concert at St. Mother Teresa Catholic Elementary School on May 14, and the Holy Trinity Catholic Secondary School drama production of the Addams' Family.

The month of June is dedicated to the Sacred Heart of Jesus and a time to be reminded that Catholic Education is not only about academics but nurturing Christ's values in our students. Trustees are called to lead with the same values.

Student leadership and achievement were celebrated at the Catholic Student Leadership Awards during Catholic Education Week and in June, trustees look forward to graduations in our schools.

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Kevin MacKenzie wished everyone a Happy Pride month in June and, at the conclusion of his report, wished God's blessings on the staff and students of PVNC Catholic.

3. Report from the Student Trustees: Carter Peios, Senior Student Trustee, and Vivica Muinde, Junior Student Trustee.

The Student Trustees, Carter Peios and Vivica Muinde, gave the Student Trustee report which included the following highlights:

- Catholic Education Week was celebrated at all schools in PVNC Catholic at the beginning of May.
- May 5th marked the National Day of Awareness for Murdered and Missing Indigenous Women, Girls, and Two-Spirit Individuals.
- St. Mary Catholic Secondary School marked Culture Day, organized by the Unity and Diversity Club and celebrated food from different cultures. The St. Mary CSS Choir received Gold Standing at the Niagara Music Festival and was honoured to bring music ministry to the Provincial Catholic Education Mass hosted by PNVC Catholic at St. Peter's Cathedral. May Day celebrations took place with spirit activities, and the school is excited for the Drama Production, Mamma Mia.
- St. Thomas Aquinas Catholic Secondary School outdoor education students will be taking a hiking trip to the Bruce Peninsula. The Track and Field team will be competing this month and the LINK Crew are preparing with bonding activities as they prepare to welcome incoming Grade 9 students to offer a glimpse into secondary school life.
- Holy Cross Catholic Secondary School students have engaged in student council leadership events, spring sports events and mental health and wellness activities. The Social Justice and Equity Team held events to mark Asian Heritage Month. Other events at the school included Gr 9 Geography Treetop Trekking and a Board-wide Aviation event for Gr 9 and Gr 10 students.
- Students at St. Stephen Catholic Secondary School also took part in Treetop Trekking excursions as part of gym classes, held Asian Heritage events, a talent show, and a spring concert. Students in senior French classes took DELF testing to gain certification in bilingualism and sports teams were active competing. Specialist High Skills Major students participated in certifications and training.

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- St. Peter Catholic Secondary School sports teams enjoyed OFSAA successes and students took part in community initiatives and clubs to heighten service and inclusion. Excursions to Ottawa and Newfoundland were experienced by History and Music students and the Skills Ontario conference and Special High Skills Major events provided valuable experiences for many students. The school is excited about the announcement of next year's drama production, Mamma Mia.
- At Holy Trinity Catholic Secondary School, the Student Cabinet hosted their annual Cultural Food Fair. Prom was a successful and fun-filled event. An accident prevention presentation was received by the senior students building awareness about driving safely. The drama production of The Addams Family was well attended and the Courtice Catholic elementary schools were able to see the performance. School sports teams have enjoyed recent successes and Girls Soccer teams and Track and Field participants will be attending OFSAA competitions.
- The student trustees attended the OSTA-AECO Student Trustee Annual General Meeting in Toronto from May 21-24. They were able to take part in numerous workshops and enjoy the opportunity to learn and grow as student trustees.
- Carter Peios thanked the Board for their support to allow the student trustee participation in their professional development and noted what a privilege it was to lead the conference as the president of OSTA-AECO.
- Carter Peios was humbled to be a recipient of a student scholarship from OSTA-AECO as he enters his post-secondary studies in the fall.
- On May 6, PVNC Catholic hosted the Catholic Education Week Mass from St. Peter's Cathedral, which was a meaningful celebration of Catholic Education Week.

At the conclusion of the report the Trustees had the opportunity to provide comments and ask questions which were answered by the Student Trustees.

4. Report from the Manager of Communications, Mark Giunta.

Mark Giunta, Manager of Communications, shared the following system highlights and initiatives:

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- Student Success Consultant, Alex Duketow, received a prestigious provincial award from Skills Ontario, recognizing his exceptional role in the advancement of technological education.
- Faith and Wellness Day for the Catholic students of the City of Kawartha Lakes was held at St. Dominic Catholic Elementary School provided an opportunity to reflect on the connection between faith, mental health, and personal well-being.
- An Indigenous Skilled Trades Day was held at the Ontario Power Generation Darlington Complex and provided PVNC Catholic students with an opportunity to learn about diverse skilled trades career pathways available and the program that recruits and places Indigenous talent into rewarding careers.
- St Mary Catholic Secondary School Skilled Trades Workshop was held on April 27, 2026, and was attended by participants who engaged in hands-on activities and trades-based learning. The event was attended by the Hon. David Piccini, Minister of Labour, Trustees, and the Director of Education.
- The marriage of Q and U at St. Mother Teresa Catholic Elementary School brought kindergarten classes together for a mock ceremony, dance, and treats celebrating the literary union of the letters Q and U, recognizing that those letters are always happily together.
- St. Anthony Catholic Elementary School celebrated their first drama production, 'Seussical JR' which involved 45 students from Grades 6 to 8 demonstrating a commitment to arts education.
- The Rotary Club's annual Citizenship Reaffirmation Ceremony was held on May 11 at Monsignor O'Donoghue Catholic Elementary School for students in Grades 4 to 8 and staff members to reaffirm their loyalty and commitment to Canada.

At the conclusion of his report, Mark Giunta invited questions from the trustees, which were answered.

D. Presentations:

1. EQAO.

Julie Selby, Superintendent of Learning gave a presentation on the EQAO results analysis and resulting action at PVNC Catholic.

An overall analysis of the data in the Grades 3 and 6 reading, writing, and math assessments, the Grade 9 math assessment, and the Grade 10 literacy assessment was given that noted the gains which have been made in the last year. Special education results were also reviewed in comparison to previous years and comparisons were made to the results of the coterminous board in all areas. Ministry of Education personnel have noted the successes and the improvements made by PVNC Catholic.

Comprehensive data analysis has been provided to PVNC school administrators assisting with identification of how the students have performed assessment over assessment, to assist with their improvement strategies.

Superintendent Selby reviewed other strategies that are currently employed to further assist with the assessments to ensure the best results possible, including mid-year practice assessments and small group instruction for level two students.

At the conclusion at the presentation, Julie Selby answered questions from the Trustees.

2. Balanced Day.

Julie Selby, Superintendent of Learning and Darren Kahler, Superintendent of Human Resource Services delivered a presentation on the Balanced Day consultation which included information gathering from staff, parents, guardians, students, and community members.

The consultation process included a voluntary YouTube live information session, broadcast to 263 staff members, a survey that was shared with 1500 school staff members, which resulted in 320 responses, and a public consultation for parents through the PVNC Engage platform on the board's website, which resulted in 952 responses.

The feedback that was gathered in the consultations was reviewed and summarized in the presentation. Superintendents Selby and Kahler reported on the outcomes of the surveys and engagement that took place and noted the benefits of the change in schedule and also the challenges identified by staff, including how the challenges would be addressed. Similarly, the parent consultation results were shared, noting both the perceived benefits and challenges and how those challenges would be addressed through communication and programming.

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The next steps in the process were identified and at the end of the presentation the trustees had the opportunity to provide comments and ask questions of the presenters.

E. Business, Finance and Governance:

1. Ontario Catholic School Trustees' Association (OCSTA) Open Session Report.

Chairperson MacKenzie invited trustees to reference the information items for the month of May found in Section K in the agenda.

F. Human Resources:

G. Policy Development:

H. Old Business:

I. New Business:

1. Trustee Matter.

MOTION: Moved by Jenny Leahy, seconded by Mary Ann Martin that the motion regarding the vacancy of the trustee seat for the Municipality of Clarington be a recorded vote.

Carried.

MOTION: Moved by Jenny Leahy, seconded by John Connolly

WHEREAS subsection 228(1) of the *Education Act* provides that a member of a board vacates his or her seat upon the occurrence of certain prescribed circumstances;

AND WHEREAS subsection 228(1)(e) of the *Education Act* provides that a member vacates their seat if they fail to be physically present as required by the regulations;

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AND WHEREAS Ontario Regulation 463/97, section 7(1), requires that all members of the board be physically present in the meeting room of the board at every regular meeting of the board and every regular meeting of a committee of the whole board, unless participation by electronic means has been authorized in accordance with applicable requirements;

AND WHEREAS Trustee Glover (the “Trustee”):

- was absent from the Committee of the Whole meeting on January 12, 2026, without authorization;
- attended the regular Board meeting on March 24, 2026, by electronic means without prior authorization from the Chair;
- attended the Committee of the Whole meeting on April 13, 2026, by electronic means without prior authorization from the Chair;
- was absent from the regular Board meeting on April 28, 2026, without authorization;
- was absent from the Committee of the Whole meeting on May 11, 2026, without authorization.

AND WHEREAS the Chair provided the Trustee with written correspondence on January 19, 2026, and April 27, 2026, outlining the statutory requirements for attendance and the necessity of obtaining prior authorization within the meaning of the *Education Act* and Ontario Regulation 463/97;

AND WHEREAS the aforementioned absences of the Trustee were not authorized by the Chair in accordance with the requirements set out in the *Education Act* and Ontario Regulation 463/97, and therefore he failed to be physically present as required by the *Education Act* and Ontario Regulation 463/97;

THEREFORE, BE IT RESOLVED THAT:

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The Board confirms that one seat for the Municipality of Clarington, previously occupied by Joshua Glover, is vacated by operation of subsection 228(1)(e) of the *Education Act* and Regulation 463/97.

Trustee Vote:

John Connolly – In favour

Loretta Durst – In favour

Jenny Leahy – In favour

Mary Ann Martin – In favour

Kathleen Tanguay – In favour

Kevin MacKenzie – In favour

Carried.

J. Bring Forward:

K. Information Items:

1. Trustee Committee Reports.

a. French as a Second Language Advisory Committee, April 30, 2026.

The Board Vice-Chairperson, Jenny Leahy, reported on the French as a Second Language Advisory Committee that included a report from Learning Consultant, Nancy McCarthy, on the cultural and language activities happening in PVNC Catholic schools. The committee also heard a report about tools that are used for French as a Second Language assessment. The committee also discussed the exploration of ways to retain educators in the French program.

b. Accessibility for All Committee, May 7, 2026.

The Board Vice-Chairperson, Jenny Leahy, reported on the Accessibility for All committee held on May 7. The committee reviewed the annual mandatory report that is submitted to the Ministry of Education each year. The committee also had the opportunity to review updates to the five administrative procedures that relate to accessibility and the board. The trustees were also reminded that Accessibility

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Awareness Week begins on Sunday, May 31, 2026, and there are events being planned throughout the board. Students from the Student Council Liaison Committee are serving on the Accessibility for All committee to provide insight from the student voice.

c. Special Education Advisory Committee, May 21, 2026.

Trustee Kathleen Tanguay reported on the Special Education Advisory Committee held on May 21, 2026. It was reported that Jori McMahon, Manager of Finance, gave a report on the Special Education funding for the 2026-2027 school year.

2. Ontario Catholic School Trustees' Association and Ministry Information Items.

- a. CCCB Resources for National Family and Life Week 2026 – April 23, 2026.
- b. Appearance Before the Standing Committee on Social Policy RE: Bill 101, Putting Student Achievement First Act, 2026 – April 28, 2026.
- c. OCSTA News Release - Ontario's Catholic School Trustees Elect Leadership and Honour Outstanding Service at 2026 AGM – May 4, 2026.
- d. Passing of Bill 101, Putting Student Achievement First Act, 2026 – May 8, 2026.
- e. 2026 OCSTA / OSTA-AECO Catholic Student Trustee Servant Leadership Scholarship – May 11, 2026.
- f. 2026-2027 Catholic Education Theme: Becoming Artisans of Peace – May 12, 2026
- g. Office of the Auditor General of Ontario Special Education Needs Performance Audit – May 13, 2026.
- h. OCSTA Memo Re: Core Education Funding, 2026-2027 – May 13, 2026.
- i. Minister of Education, Paul Calandra and Deputy Minister of Education, Denise Cole's May 14, 2026, Memorandum – May 20, 2026.

L. Future Meetings and Events:

1. Board Meetings:

- a. Regular Board Meeting Open Session, June 23, 2026, 6:30 p.m.
(In-camera Session, 6:00 p.m.)

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2. Board Standing Committee Meetings:

- a. Chairperson's Committee, June 8, 2026, 5:30 p.m.
- b. Committee-of-the-Whole, June 8, 2026, 6:30 p.m.
- c. Policy Development Committee, June 16, 2026, 6:30 p.m.

3. Other Committee Meetings:

- a. STSCO Governance Committee, June 3, 2026, 3:00 p.m.
- b. Catholic Parent Engagement Committee, June 4, 2026, 6:30 p.m.
- c. First Nation Métis Inuit Advisory Committee, June 9, 2026, 6:30 p.m.
- d. Special Education Advisory Committee, June 18, 2026, 1:00 p.m.
- e. Student Council Liaison Committee, June 23, 2026, 4:15 p.m.
- f. Accessibility for All Committee, TBA.
- g. Audit Committee, TBA.
- h. Faith and Equity Committee, TBA.
- i. French as a Second Language Advisory Committee, TBA.
- j. SAL Committee, TBA.

4. Board Events:

a. Secondary School Graduations:

June 24, 2026 – St. Stephen Catholic Secondary School, Holy Cross Catholic Secondary School, and St. Thomas Aquinas Catholic Secondary School

June 25, 2026 – St. Peter Catholic Secondary School, St. Mary Catholic Secondary School, and Holy Trinity Catholic Secondary School.

M. Conclusion:

1. Report from the Regular Board Meeting, In-camera Session, May 26, 2026.

MOTION: Moved by John Connolly, seconded by Kathleen Tanguay

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that the Board approve the actions and the discussions arising from the Regular Board Meeting In-camera Session, held on April 28, 2026, as follows:

A. Call to Order:

1. Opening Prayer.
2. Motion to excuse Trustee Loretta Durst from in-person attendance from the meeting in accordance with legislation.

Motion for the approval of the agenda

3. No conflicts of interest were declared.
4. Approval of the minutes of the April 28, 2026, Regular Board Meeting, In-camera session.

D. Business Finance and Governance:

1. OCSTA In-camera session report.

I. Conclusion:

1. Closing Prayer.
2. Motion to convene in open session.

Carried.

2. Closing Prayer.

Trustee Mary Ann Martin led the closing prayer to conclude the meeting.

3. Adjournment.

MOTION: Moved by Loretta Durst, seconded by Kathleen Tanguay that the open session meeting adjourn at 8:17 p.m.

Carried.

Kevin MacKenzie
Board Chairperson

Stephen O'Sullivan
Director of Education, Secretary-Treasurer
per M.K.

PVNC Catholic Special Education Plan, 2026-2027.

R.A. that the PVNC Catholic Special Education Plan for 2026-2027, be received as shared with the Special Education Advisory Committee.

Appointment of Student Trustees, 2026-2027.

Mover: Jenny Leahy

R.A.: that, Sophia Ender, student at St. Mary Catholic Secondary School, be appointed the Junior Student Trustee for a one-year term, August 1, 2026, through to July 31, 2027;

and,

that Vivica Muinde, student at Holy Trinity Catholic Secondary School, be appointed the Senior Student Trustee for a one-year term, August 1, 2026, through to July 31, 2027.

Draft Budget, 2026-2027.

R.A.: that the Board approves the 2026-2027 Consolidated Expenses Budget, in the amount of \$248,115,482 as presented.

Business & Finance Report to the Board

Meeting: In Camera

Open

Presented for: Information

Approval

Meeting Date: 23 June 2026

Presented by: Sean Heuchert, Superintendent of Business and Finance

Submitted by: Sean Heuchert, Superintendent of Business and Finance and
Jori McMahon, Manager of Finance

Subject: Draft Budget Information Report for 2026-2027 School Year

Recommended Action(s): That the Board approves the 2026-2027 Consolidated Expenses Budget, in the amount of \$248,115,482 as presented.

Background:

On May 13th, 2026, the Ministry of Education released the "Core Education Funding" and associated Technical Guide with funding guidance for 2026-27. Since that time, administration has been reviewing its enrolment projections and related grant calculations, staffing allocations, resource needs, and departmental requirements. The core objective of the 2026-27 budget process will be to match the Strategic and Operational priorities of the Peterborough Victoria Northumberland and Clarington Catholic District School Board with available resources, and consequently develop a budget that is compliant with the Education Act.

Addressing Our Strategic Priorities:

Actions planned for 2026-27 are intended to reflect the Board's vision: Rooted in community, formed in faith, ready to change the world.

The Board's vision and mission are operationalized via the 2025-30 strategic pillars and priorities, which are:

INSPIRE:

- We will support learning and growth by cultivating innovation, critical thinking, and responsibility - so that all learners are engaged, challenged, and striving to meet the demands of a changing world.
- We will create consistent learning environments - by setting fair expectations, modelling positive behaviour, and upholding accountability - so students grow in responsible and mutually respectful school communities.

THRIVE:

- We will promote well-being and belonging by creating safe, inclusive Catholic school environments - so students and staff feel valued and supported in mind, body, and spirit.
- We will build a culture where staff feel valued, included, and supported - by improving communication, empowering staff voice and development, and deepening opportunities for professional and spiritual growth.

CONNECT:

- We will foster a vibrant Catholic identity - by embedding faith into daily practices, relationships, and decisions, and by creating welcoming opportunities for families and clergy to engage in school life - so that faith is experienced as a living part of our Catholic school communities.
- We will advance equity and inclusion by upholding human dignity, celebrating diversity, and building school communities where every student and staff member feels seen, safe, and valued.

The Board must also consider the Ministry of Education's provincial priorities as set out in Ontario Regulation 224/23. These priorities are:

- Achievement of learning outcomes in core academic skills.
- Preparation of students for future success.
- Student engagement and well-being.

The following reports and updates were brought forward to committees this fiscal year:

Date	Activity
9 Feb 2026	Committee of the Whole - Review of Budget Timelines - Key Milestones and Activities
9 Mar 2026	Committee of the Whole - Trustee Update on Capital (SCI/SRA)
21 May 2026	Special Education Advisory Committee - Special Education Budget
8 Jun 2026	Committee of the Whole - Core Education Funding (CEF) Update
15 Jun 2026	Draft Budget Report Distributed to Trustees
23 Jun 2026	Board Meeting: 2026-27 Draft Budget Presentation and Approval

The Ministry has introduced a number of legislative changes and has been working on corresponding guidelines and regulations. It appears this was a contributing factor to the late arrival of the technical guidelines for the Core Education Funding. At the time of this report staff were still awaiting an update on Responsive Education Program (REP) funding.

Key Components of the Core Education Funding:

The Ministry of Education has chosen to focus on making key investments in the following areas (Ministry Memorandum 2026:B02 and CEF Technical Guide):

- Elementary Classroom Supplies
- Consistent Curriculum Resources
- Reading (Coaches and Screening)
- Math (Coaches and Digital Math Tools)
- Special Education Needs (Navigator and Developmental Disabilities Pilot)

The phase-in of new statistical data from Statistics Canada continues and will impact on the following funding components:

- Diversity in English Language Learners amounts
- Remote and Rural components
- Demographic Needs components
- Board Action Plan component
- Safe and Accepting Schools component
- Special Education Statistical Prediction Model component

The Student Transportation Fund will now have three allocations:

- Bus and Contracted Special Purpose Vehicle Allocation
- Taxi and Transit Allocation
- Local Priorities and Operations Allocation

Local Challenges for 2026-27:

Recent economic factors have had significant impacts on education budgets. Inflation and rising costs of living have had a broad impact on Board expenses, including construction, fuel, technology and other supplies and services on which we rely. While the CEF included some support for inflation, there are many other areas of the budget which remained constant, not addressing these additional costs and thereby reducing the buying power for our budget. Other pressures are noted below:

- Transportation
 - The Ministry has increased our STF allotment by 3%. Forecast expenses against the STF are still expected to be \$1.3M higher than funding. Special Transportation and Bus Monitors are significant contributors.
- Special Education
 - The Board continues to spend over our allocated budget for Special Education. The Ministry will use a table amount for 2026/27 SIP funding which has provided consistent funding over the last few years.
- Sick Leave
 - Employee absences continue to put pressure on our budget. Our Employee Attendance Support Program continues and we hope to see savings on sick leave resulting from continued implementation.

In light of these challenges and throughout the budget process we have maintained school budgets to support schools and students. We have not yet determined what impact the Classroom Supplies Allocation will have on school budgets but the \$450 in additional funding will bolster all school's classroom supplies.

Expenditures in Support of Catholic Education:

On an annual basis, budget decisions are made in support of the Board's mission to *accompany students in faith-filled, safe, and inclusive Catholic schools - nurturing their God-given potential in heart, mind, and spirit.*

These expenditures are funded using components of the many allocations provided in the CEF. Some of these expenditures are explicitly organized as part of the Faith portfolio. The more significant of these are as follows:

- Centrally assigned staff: Religion and Family Life Consultant \$142,962

- Support for staff, resources and professional development regarding Religion and Family Life \$135,903
- Secondary School Chaplaincy Leads \$542,550

Total \$821,415

In addition, there are many expenditures in support of Catholic education incurred at the school level that are not individually captured for reporting purposes.

Resources specifically related to the Religion and Family Life Program are being phased in over a number of years. Resources will continue to be needed in future years to provide the annual rollout of additional grades and for professional development to support the new resources.

Projected Enrolment

Panel	Projected 2025/26	Revised 2025/26	Projected 2026/27	+/- from Revised
Elementary	10,381.00	10,439.00	10,390.00	-49.00
Secondary	5,185.26	5,254.25	5,502.88	+248.63
Total	15,566.26	15,693.25	15,892.88	+199.63

Projected 2026-27 School Staffing Allocations

Funding for school boards through the Core Education Funding (CEF) is calculated using many different formulae to support particular components of classroom education. The Pupil Foundation Allocation formulae make significant use of benchmarks for staffing, salaries and benefits. The number of teaching staff allocated within the school system must conform to a number of regulatory requirements regarding Class sizes as follows:

- Full Day Kindergarten: class size average of 26
- Primary Classes: capped at 23, but 90% of classes must be 20 students or below
- Junior and Intermediate Classes: class size average of 24.5
- Secondary School: class size average of 23 except for E-learning classes which may have an average class size of 30

The differences experienced between the number of teachers funded and the number of teachers allocated/staffed by boards is usually as a result of the pattern of dispersion of students within the board's geographic area.

School and System Organization

Schools are being organized for 2026-27 in a manner that will achieve the Ministry targets on class size, based on registration confirmed in the Spring 2026. Administration anticipates additional students will be enrolling prior to September, and changes may be necessary to reorganize classes at schools in September in order to meet the class size guidelines.

Staff allocations for central departments have been reviewed for the 2026-27 budget period in order to implement our Strategic Priorities, address the key Ministry initiatives, and meet legislative/operational due diligence and risk management. These changes affect the following areas for 2026-27:

Learning Support Services:

- Continuation of Reading and Math Supports
- School Math Facilitators
- Staff to Support Reading Interventions

Resource Budget for Northglen

- Library Startup
- Initial Resource Allocation

Administration and Support

- Increases to Custodial Support for schools and Central Administration support

Labour Related Adjustments

CUPE and OECTA collective agreements expire on August 31, 2026. It is expected that the Ministry will fund any negotiated increases. Staff have set aside a small contingency for positions where increases may not be funded.

Accumulated Surplus

School boards are required to create budgets that are drafted in accordance with Public Sector Accounting Board (PSAB) reporting requirements, and which are in compliance with the Education Act. Generally, compliance with the Education Act requires total spending to be equal to or less than total revenue. There are circumstances where an in-year deficit is permissible if there were prior surpluses (called Accumulated Surplus).

The draw on the accumulated surplus is limited to ensure this action does not place the board in undue financial risk. The draw on accumulated surplus is limited to the lesser of:

- The board's Accumulated Surplus for the preceding year, and
- One percent of the board's operating revenue (approximately \$2.4 million)

For 2026-27, the draft budget is compliant with the above requirements and balanced on a compliance basis.

The estimated opening balance of the Total Accumulated Surplus for the 2026-27 budget is \$32,362,128 and at year end we expect the balance to be \$31,948,871. The decrease in balance totals \$413,257.

Concluding Comments

In conclusion, the 2026-27 budget report reflects our unwavering commitment to providing a faith-filled, inclusive, and exceptional Catholic education for all students in the Peterborough Victoria Northumberland and Clarington Catholic District School Board. Despite the challenges posed by economic factors, changing funding, and ongoing pressures, we have remained steadfast in our pursuit of our strategic priorities. We have strived to align our budget with these priorities and minimize how the impact of these budget pressures is felt in the classroom.

We are grateful for the engagement and support of our dedicated trustees, senior administration and finance staff who have contributed their time, expertise, and passion to the budget development process. Together, we have carefully assessed the challenges and identified opportunities to enhance the educational experience for every student in our care.

**Peterborough Victoria Northumberland and Clarington Catholic District School Board
Budget - Summary of Enrolment**

Day School Enrolment	Budget 2026/27	Revised 2025/26	Budget 2025/26	Actual 2024/25	Actual 2023/24	Actual 2022/23	Actual 2021/22	Actual 2020/21
Junior Kindergarten	930.00	1,010.00	979.00	876.00	889.50	852.50	816.50	782.00
Senior Kindergarten	1,035.00	925.00	930.00	944.00	895.75	866.50	902.50	938.75
Grades 1-3	2,924.00	2,941.00	2,930.00	2,907.50	2,894.00	2,993.00	3,067.00	3,044.25
Grades 4-6	3,154.00	3,216.00	3,233.00	3,318.00	3,280.50	3,221.50	3,240.50	3,176.00
Grade 7-8	2,347.00	2,347.00	2,309.00	2,252.50	2,221.00	2,189.50	2,137.00	2,094.00
Elementary	10,390.00	10,439.00	10,381.00	10,298.00	10,180.75	10,123.00	10,163.50	10,035.00
Secondary	5,502.88	5,254.25	5,185.26	4,957.17	4,660.01	4,595.13	4,527.67	4,594.13
Total	15,892.88	15,693.25	15,566.26	15,255.17	14,840.76	14,718.13	14,691.17	14,629.13

**Peterborough Victoria Northumberland and Clarington Catholic District School Board
Budget - Staffing Summary - Full Time Equivalents (FTE)**

	2026-27 Budget	2025-26 Revised	2025-26 Budget
Classroom Instruction, Teacher Assistants and Early Childhood Educators			
Classroom Instruction Staff, Facilitators and Coaches	856.38	841.95	838.42
Special Education Teachers	79.99	79.66	79.66
Educational Assistants, Autism Spectrum Disorder Workers and Itinerant Sp Ed	312.00	315.00	300.00
Early Childhood Educators	67.00	64.00	66.00
Student Support			
Social Services	11.00	11.00	11.00
Speech Services	5.50	5.50	5.50
Psychological Services	5.00	5.00	5.00
Indigenous Supports	4.00	4.00	4.00
Attendance Counselling	1.00	1.00	1.00
Computer Services	17.00	17.00	17.00
Chaplaincy Leader	5.00	5.57	5.57
Library and Guidance			
Library Teachers	4.48	4.48	4.48
Guidance Teachers	12.50	12.50	12.50
Learning Commons Specialists and E Learning Secretary	23.21	22.79	22.71
School Administration			
Principals and Vice-Principals (Administrative Time)	54.33	55.50	55.50
Administrative Support Staff	58.80	59.09	59.09
Consultants, Central Principals/Vice-Principal/Leads, Support Staff			
	20.80	20.80	20.80
Administration and Governance			
Trustees (including Student Trustees)	9.00	9.00	9.00
Director and Supervisory Officers (including those that are Program Leads)	7.00	7.00	7.00
Director and Supervisory Officers Office	7.00	6.00	6.00
Finance and Accounting	5.00	5.00	5.00
Payroll	4.00	4.00	4.00
Procurement, CEC Support and Community Use	3.91	3.91	3.91
Human Resource Administration and Health and Safety	8.00	8.00	8.00
Communications and Records Management	2.00	2.57	2.57
School and CEC Operations			
Managerial Staff and Administrative Supports	6.00	6.00	6.00
Custodial	99.38	98.00	97.13
Maintenance	10.00	10.00	10.00
Transportation - Consortia Staff	4.00	4.00	4.00
Total Staffing FTE	1,703.28	1,688.31	1,670.83

**Peterborough Victoria Northumberland and Clarington Catholic District School Board
Budget - Summary of Revenues**

	Budget 2026/27	Revised Budget 2025/26	Budget 2025/26	Increase (Decrease) Budget From Revised
General Operating Grants and Transfers from Deferred Revenue				
Classroom Staffing Fund (CSF)	117,576,850	115,314,562	115,754,995	2,262,288
Learning Resource Fund (LRF)	37,621,141	34,182,613	33,998,772	3,438,528
Special Education Fund (SEF)	32,006,245	31,409,465	31,295,332	596,780
School Facilities Fund	19,907,158	19,215,715	19,099,693	691,443
Student Transportation Fund (STF)	15,518,053	15,104,490	15,130,343	413,562
School Board Administration Fund (SBAF)	5,795,855	5,769,651	5,744,535	26,205
General Core Education Funding (Core Ed)	<u>228,425,302</u>	<u>220,996,496</u>	<u>221,023,670</u>	<u>7,428,806</u>
Estimated 2024/25 Benchmark increases due to cumulative Bill 124 impact	-	-	-	-
Less Transferred to Deferred Capital for Minor TCA	(1,285,431)	(1,134,861)	(1,134,861)	(150,570)
Subtotal	<u>227,139,871</u>	<u>219,861,635</u>	<u>219,888,809</u>	<u>7,278,236</u>
Capital Grants used for Operating Expenses				
Temporary Accommodation	134,700	278,367	240,000	(143,667)
Interest on Capital	1,105,361	903,874	903,874	201,487
Subtotal	<u>1,240,061</u>	<u>1,182,241</u>	<u>1,143,874</u>	<u>57,820</u>
Other Revenues				
Other Provincial Grants	265,761	2,504,786	2,206,269	(2,239,025)
School Generated Funds	5,980,879	6,117,834	5,650,000	(136,955)
Investment Income	450,000	450,000	450,000	-
Federal Fees - Tuition	206,770	260,618	274,178	(53,848)
Fees and Revenues from Other Sources	1,427,111	1,351,251	1,274,907	75,860
Education Development Charges	-	174,000	174,000	(174,000)
Amortization of Deferred Capital Contributions	10,991,772	10,997,791	11,036,492	(6,019)
	<u>19,322,293</u>	<u>21,856,280</u>	<u>21,065,846</u>	<u>(2,533,987)</u>
Total Revenue	<u>247,702,225</u>	<u>242,900,156</u>	<u>242,098,529</u>	<u>4,802,069</u>

**Peterborough Victoria Northumberland and Clarington Catholic District School Board
Budget - Summary of Consolidated Expenses**

	Budget 2026/27		Revised Budget 2025/26		Budget 2025/26	
	\$	%	\$	%	\$	%
INSTRUCTION						
Classroom Teachers	117,019,445	47.2%	114,735,588	47.6%	115,547,290	47.6%
Supply Teachers, Teacher Assistants and RECE	6,598,500	2.7%	6,505,401	2.7%	6,516,989	2.7%
Teacher Assistants	20,443,859	8.2%	20,663,151	8.2%	19,851,478	8.2%
Early Childhood Educators	4,867,148	2.0%	4,617,669	2.0%	4,777,797	2.0%
Textbooks/Supplies	6,983,032	2.8%	5,099,560	2.1%	5,160,651	2.1%
Computers	772,390	0.3%	715,203	0.3%	716,703	0.3%
Professionals, Paraprofessionals	5,446,686	2.2%	5,489,375	2.3%	5,477,609	2.3%
Library and Guidance	3,869,383	1.6%	3,842,355	1.6%	3,835,671	1.6%
Staff Development	967,161	0.4%	1,005,262	0.4%	987,026	0.4%
Department Heads	311,113	0.1%	296,425	0.1%	296,425	0.1%
Principals and Vice-Principals	9,318,478	3.8%	9,329,945	3.8%	9,315,019	3.8%
School Office - Secretarial and Supplies	5,106,632	2.1%	5,137,006	2.1%	5,137,928	2.1%
Coordinators and Consultants	4,074,608	1.6%	4,114,718	1.7%	4,035,703	1.7%
Continuing Education	481,211	0.2%	551,211	0.2%	470,051	0.2%
Amortization	1,234,557	0.5%	1,178,305	0.5%	1,096,762	0.5%
TOTAL INSTRUCTION	187,494,203	75.6%	183,281,174	75.5%	183,223,102	75.5%
ADMINISTRATION						
Trustees	147,400	0.1%	146,033	0.1%	145,398	0.1%
Director and Supervisory Officers	1,055,252	0.4%	1,055,709	0.4%	1,054,798	0.4%
Board Administration	5,255,403	2.1%	5,379,869	2.1%	5,184,332	2.1%
Amortization	183,261	0.1%	197,474	0.1%	202,074	0.1%
TOTAL ADMINISTRATION	6,641,316	2.7%	6,779,085	2.7%	6,586,602	2.7%
TRANSPORTATION						
Pupil Transportation	16,814,483	6.8%	16,053,406	6.6%	16,087,738	6.6%
TOTAL TRANSPORTATION	16,814,483	6.8%	16,053,406	6.6%	16,087,738	6.6%
PUPIL ACCOMODATION						
School Operations and Maintenance	19,948,902	8.0%	19,968,771	8.1%	19,604,483	8.1%
Other Pupil Accommodation	1,102,416	0.4%	1,052,187	0.4%	1,052,187	0.4%
Amortization	10,133,283	4.1%	10,178,236	4.3%	10,347,103	4.3%
TOTAL PUPIL ACCOMODATION	31,184,601	12.6%	31,199,194	12.8%	31,003,773	12.8%
OTHER						
School Generated Funds	5,980,879	2.4%	6,117,834	2.3%	5,650,000	2.3%
Other non-Operating	-	0.0%	-	0.0%	-	0.0%
TOTAL OTHER	5,980,879	2.4%	6,117,834	2.3%	5,650,000	2.3%
TOTAL EXPENSES	248,115,482	100.0%	243,430,693	100.0%	242,551,215	100.0%

**Peterborough Victoria Northumberland and Clarington Catholic District School Board
Budget - Summary of Consolidated Expenses by Object**

Expenses	Budget 2026/27		Revised 2025/26		Budget 2025/26	
	\$	%	\$	%	\$	%
Salaries and Wages	162,729,998	65.6%	160,311,695	66.2%	160,634,155	66.2%
Employee Benefits	30,411,473	12.3%	30,310,508	12.3%	29,837,008	12.3%
Staff Development	620,671	0.3%	710,969	0.3%	655,537	0.3%
Supplies and services	18,846,984	7.6%	17,062,554	7.0%	16,914,606	7.0%
Interest	1,090,416	0.4%	1,052,187	0.4%	1,052,187	0.4%
Rental	24,255	0.0%	23,541	0.0%	23,541	0.0%
Fees and contract services	22,590,972	9.1%	22,155,784	8.9%	21,538,802	8.9%
Other, includes Bank Charges, Fees and Memberships	249,612	0.1%	249,440	0.1%	249,440	0.1%
Provision for Contingencies	-	0.0%	-	0.0%	-	0.0%
Amortization of tangible capital assets	11,219,374	4.5%	11,242,739	4.7%	11,281,444	4.7%
Amortization of Asset Retirement Obligation	331,727	0.1%	311,276	0.2%	364,495	0.2%
	248,115,482	100.0%	243,430,693	100.0%	242,551,215	100.0%

**Peterborough Victoria Northumberland and Clarington Catholic District School Board
Surplus (Deficit) Available for Compliance**

	Budget 2026/27	Revised Budget 2025/26	Actual 2024/25	Increase (Decrease) Budget from Revised
Total Grants and Revenue	247,702,225	242,900,156	234,913,594	4,802,069
Total Expenses	248,115,482	243,430,693	234,383,105	4,684,789
Total Surplus (Deficit)	<u>(413,257)</u>	<u>(530,537)</u>	<u>530,489</u>	<u>117,280</u>
Less Amount Not Available for Compliance:				
Accrued Interest	(14,945)	(25,688)	(25,274)	10,743
Committed Capital Projects Amortization	96,475	113,879	140,552	(17,404)
Asset Retirement Obligations	331,727	311,276	240,313	20,451
EDC Revenues Recognized for Land	-	-	(56,485)	-
School Generated Funds Surplus/(Deficit)	-	-	(24,220)	-
Subtotal	<u>413,257</u>	<u>399,467</u>	<u>274,886</u>	<u>13,790</u>
Total Surplus (Deficit) Available for Compliance	<u><u>(0)</u></u>	<u><u>(131,070)</u></u>	<u><u>805,375</u></u>	<u><u>131,070</u></u>

Peterborough Victoria Northumberland and Clarington Catholic District School Board
Budget - Detail of Accumulated Surplus/(Deficit)
For the year ended August 31, 2027

	Sept 1, 2026	Committed Capital Adjustment for Compliance	In-Year Increase (+) / Decrease (-)	Aug 31, 2027
	\$	\$	\$	\$
Available for Compliance - Unappropriated				
Operating Accumulated Surplus (previously working & operating funds)	9,061,410		101,127	9,162,537
Total Unappropriated	9,061,410		101,127	9,162,537
Available for Compliance - Internally Appropriated				
Other Purposes - Operating				
School Activities	346,966		0	346,966
Program Equipment	497,472		0	497,472
IT Software	0		0	0
Holy Cross Field Capital	180,000		30,000	210,000
Committed to Northglen Catholic School - Ministry Approved	750,000	-750,000		0
Committed Capital Projects	2,201,871	750,000	-227,602	2,724,269
Committed Capital Projects Adjustment	-96,475	0	96,475	0
Other Purposes - Capital:				
Facilities/Sites	121,952		0	121,952
Total Internally Appropriated	4,001,786	0	-101,127	3,900,659
Total Accumulated Surplus / (Deficit) Available for Compliance	13,063,196	0	0	13,063,196
Unavailable for Compliance				
Interest to be Accrued	1,427		14,945	16,372
School Generated Funds	2,213,978		0	2,213,978
Revenues recognized for land	22,139,239		0	22,139,239
Committed Capital Projects Adjustment	96,475	0	-96,475	0
Asset Retirement Obligations	-5,152,187		-331,727	-5,483,914
Total Unavailable for Compliance	19,298,932	0	-413,257	18,885,675
Total Accumulated Surplus/(Deficit)	32,362,128	0	-413,257	31,948,871

**Peterborough Victoria Northumberland and Clarington Catholic District School Board
Budget - Summary of Capital Expenditures by Funding Source**

	Budget 2026/27	Revised Budget 2025/26	Budget 2025/26
	\$	\$	\$
School Renewal	2,446,984	2,419,343	2,378,892
School Condition Improvement (SCI)	4,700,905	5,514,307	5,514,307
SCI- Accessibility	-	1,223,103	-
SCI- Reinforced Autoclaved Aerated Concrete	-	1,491,014	-
Minor TCA	1,285,431	1,134,861	1,134,861
Subtotal- Various building improvements	8,433,320	11,782,628	9,028,060
Capital Priorities and Child Care- Northglen Catholic Elementary	6,522,128	22,402,539	24,223,095
Total Capital Allocation - Budgeted Spend	14,955,448	34,185,167	33,251,155

**Recommended Action from the Policy Development Committee Meeting,
June 23, 2026.**

R.A.:

Mover: Kathleen Tanguay

that the Board approve the following recommended actions from the Policy Development Committee meeting dated June 23, 2026, for publication and implementation:

C.1.a) Administrative Procedure 310 - French Immersion - that Administrative Procedure #310, French Immersion, be received and posted as revised under Directional Policy #300, Student Achievement and Well Being.

C.1.b) Administrative Procedure 324 - Concussion Protocol, Awareness and Training - that Administrative Procedure #808, Concussion Protocol, Awareness and Training, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.c) Administrative Procedure 509 - Workplace Violence Prevention - that Administrative Procedure # 509, Workplace Violence and Prevention, be received and posted as revised under Directional Policy #500, Employee Relations.

C.1.d) Administrative Procedure 702 - Religious and/or Creed Accommodations - that Administrative Procedure # 702, Religious and/or Creed Accommodations, be received and posted as revised under Directional Policy #700, Equity and Inclusive Education.

C.1.e) Administrative Procedure 809 - Occupational Health and Safety - that Administrative Procedure # 809, Occupational Health and Safety, be received and posted as revised under Directional Policy #800, Healthy Schools and Workplaces.

C.1.f) Administrative Procedure 913 - Delegation of Authority - that Administrative Procedure # 913, Delegation of Authority, be received and posted as revised under Directional Policy #900, Safe and Accepting Schools.

C.1.g) Administrative Procedure 1201 - Records and Information Management - that Administrative Procedure # 1201, Records and Information Management, be received and posted as revised under Directional Policy #1200, Records and Information.

C.1.h) Administrative Procedure 1203 - Ontario Student Record (OSR) Management - that Administrative Procedure # 1203, Ontario Student Record (OSR) Management, be received and posted as revised under Directional Policy #1203, Records and Information.

C.1.i) Administrative Procedure 1301 - Student Eligibility - that Administrative Procedure # 1301, Student Eligibility, be received and posted as revised under Directional Policy #1300, Student Transportation.

C.1.j) Administrative Procedure 1303 - Route Operation - that Administrative Procedure # 1303, Route Operation, be received and posted as revised under Directional Policy #1300, Student Transportation



Ontario Catholic School
Trustees' Association

May 22, 2026

MEMORANDUM

TO: Chairpersons, Trustees and Directors of Education
- All Catholic District School Boards

CC: OCSTA Board of Directors
Board Secretaries and Administrative Assistants

FROM: Michael Bellmore, President
Patrick Daly, Executive Director

SUBJECT: OCSTA 2026 Fall Regional Meetings



“A Catholic school system’s mission lives or dies by the people who embody it.”

In light of Minister of Education, Paul Calandra and Deputy Minister of Education, Denise Cole’s May 14, 2026, memorandum, the OCSTA 2026 Fall Regional Meetings will now be held **virtually**. The program will provide timely and valuable professional development and faith formation resources for Catholic School Trustees and Student Trustees.

By moving to virtual meetings, we are hopeful that even greater numbers of Trustees and Student Trustees will be able to attend. Additional information regarding the program will be shared in the coming months.

We would like to express our appreciation to the Catholic School Boards who had generously offered to host the previously planned in-person meetings.

If you have any questions regarding this matter, please contact us at pdaly@ocsta.on.ca or mbellmore@ocsta.on.ca.

PJD/lm



Ontario Catholic School
Trustees' Association

May 26, 2026

MEMORANDUM

TO: Chairpersons, Trustees and Directors of Education
- All Catholic District School Boards

CC: OCSTA Board of Directors
Board Secretaries and Administrative Assistants

FROM: Michael Bellmore, President
Patrick Daly, Executive Director

SUBJECT: Pope Leo XIV's Encyclical Letter: *Magnifica Humanitas*

We hope you are doing well.

For your information and review, please see below a link to a copy of His Holiness Pope Leo XIV's First Encyclical Letter: ***Magnifica Humanitas*** on safeguarding the human person in the time of artificial intelligence. The Encyclical, although released yesterday, is dated May 15th to commemorate the 135th anniversary of the release of Pope Leo XIII's Encyclical Letter, ***Rerum Novarum***.

To accompany the letter, the Canadian Conference of Catholic Bishops has prepared an extremely helpful collection of resources on the topic of artificial intelligence. Please refer to www.cccb.ca to review the resources.

Link to Pope Leo XIV's Encyclical:
[Encyclical Letter of His Holiness Leo XIV Magnifica Humanitas \(15 May 2026\)](#)

“We all need to learn how to engage with the digital world in a human way, as an integral part of our education in the faith and in a life lived according to the Gospel. Indeed, we must consider the digital world as a new continent to be evangelized, one that requires generous missionaries who are mature in the faith.”

(Paragraph 238)



Ontario Catholic School
Trustees' Association

May 28, 2026

MEMORANDUM

TO: Chairpersons, Trustees and Directors of Education
- All Catholic District School Boards

CC: OCSTA Board of Directors
Board Secretaries and Administrative Assistants

FROM: Michael Bellmore, President
Patrick Daly, Executive Director

SUBJECT: Devotion To The Sacred Heart of Jesus Resources



*“Grace upon Him, consider Him, contemplate Him,
as you desire to imitate Him. Let the love that burns
in His heart burn in yours.”*

~ St. Clare of Assisi

As we approach the blessed **month of the Sacred Heart of Jesus**, we are pleased to share with you the following devotional resources:

- The Institute for Catholic Education’s 2026 ***Novena to the Sacred Heart of Jesus*** (Appendix A). The Novena begins with a day of preparation on Wednesday, June 3rd and is followed by nine days of prayer ending on the Solemnity of the Sacred Heart of Jesus on Friday, June 12th.
- Most Reverend Joseph Dabrowski, CSMA, Bishop of Hamilton ***2026 Pastoral Letter on the Renewal of Devotion to the Sacred Heart of Jesus: Resting in the Heart of Jesus*** (Appendix B).
- His Eminence, Frank Cardinal Leo, Metropolitan Archbishop of Toronto, June 1, 2026, ***Message on the Month of the Sacred Heart of Jesus*** (Appendix C).
- Archbishop Emeritus Cardinal Thomas Collins 2021 Pastoral Letter on the Sacred Heart of Jesus: ***Heart Speaks to Heart*** (Appendix D).

Lastly, we are happy to share with you the link to a video prayer/reflection created by Catholic Virtual Ontario videographer, Jacob Madalena. Please feel free to share the video and/or use it as an opening prayer at Board or Committee meetings during the month of June. In addition to the Sacred Heart of Jesus video, devotional videos for the months of April and May are as well available on the public facing side of the OCSTA website.

Link to Sacred Heart of Jesus Video:

[June - Month of the Sacred Heart of Jesus | Videos & Movies on Vimeo](#)

We share all of the above in prayerful thanksgiving for all you do to “place Christ and the teachings of the Catholic Church at the centre” of publicly funded Catholic education.

Attachment

PJD/lm



Ontario Catholic School
Trustees' Association

June 10, 2026

MEMORANDUM

TO: Chairpersons, Trustees and Directors of Education
- All Catholic District School Boards

CC: OCSTA Board of Directors
Board Secretaries and Administrative Assistants

FROM: Michael Bellmore, President
Patrick Daly, Executive Director

SUBJECT: OCSTA – OSTA Catholic Board Council 2026 Student Trustee Servant Leadership Scholarship Recipients

As you may recall, on May 11, 2026, Catholic School Boards and Student Trustees were invited to submit applications for the 2026 OCSTA – OSTA Catholic Board Council Student Trustee Servant Leadership Scholarship. The scholarship was established to recognize the faith filled leadership and Christian service of Student Trustees currently serving on Catholic School Boards. It is awarded annually to two Student Trustees.

We were pleased to receive a number of outstanding submissions this year. Following thoughtful consideration of each of the submissions, we are pleased to announce the following Student Trustees have been awarded the 2026 Student Trustee Servant Leadership Scholarship Award:

- **Jace Krysko**, Waterloo Catholic District School Board
- **Mayghan Paul**, Wellington Catholic District School Board

We congratulate Jace and Mayghan and wish them all of God's blessings in their life journey.

“Be who God meant you to be and you will set the world on fire.”

~ St. Catherine of Siena



Ontario Catholic School
Trustees' Association

June 10, 2026

MEMORANDUM

TO: Chairpersons, Trustees and Directors of Education
- All Catholic District School Boards

CC: OCSTA Board of Directors
Board Secretaries and Administrative Assistants

FROM: Michael Bellmore, President
Patrick Daly, Executive Director

SUBJECT: **Cardus Research Report: *Enduring Faith – Patterns of Religious Practice and Values Among Religious School Graduates***

We hope you are doing well and thought the attached March 2026 Cardus Research Report entitled: *Enduring Faith – Patterns of Religious Practice and Values Among Religious School Graduates* would be of interest to you. While the entire report is informative, we would like to bring to your attention the following comments:

→ **“Although research has consistently demonstrated that family religious engagement is the strongest predictor of teen religiosity, some studies have found that attending schools with higher proportions of religious peers and adult spiritual mentors is also positively correlated with higher levels of teen religiosity.” (pg. 7)**

AND

→ **“This suggests that the degree to which a school’s religious mission is intentionally integrated into programs and curricula may matter significantly for enduring faith outcomes. In other words, it is likely not merely a school’s religious affiliation but the strength of its formative culture that shapes graduates’ lifelong spiritual engagement.” (pg. 17)**

Attachment
PJD/lm



Enduring Faith

Patterns of Religious Practice and Values Among Religious School Graduates

Lynn E. Swaner, Jonathan Eckert, and Albert Cheng
March 2026

A Cardus Research Report

CARDUS



How to Cite

Swaner, Lynn E., Jonathan Eckert, and Albert Cheng. “Enduring Faith: Patterns of Religious Practice and Values Among Religious School Graduates.” Cardus, 2026. <https://www.cardus.ca/research/education/reports/enduring-faith/>.



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About Cardus Education

Cardus Education exists to cultivate education for the common good and to convene education leaders through original research and policy studies on educational pluralism, excellence in education, and graduate outcomes.

This research was jointly funded by the Department of Education Reform at the University of Arkansas, the Baylor Center for School Leadership, Baylor University, and Cardus.

Key Points

- Since 2011, the Cardus Education Survey (CES) has examined a range of outcomes for a nationally representative sample of adults aged 24 to 39 who attended traditional public schools, Protestant schools, Catholic schools, nonreligious independent schools, or were homeschooled. To isolate the school-sector effect, the CES controls for key demographic variables.
- Across almost a decade of data, Protestant school graduates consistently report the highest levels of prayer, Bible reading, and religious service attendance, as compared with their peers from Catholic, nonreligious independent, and public schools—patterns that have remained remarkably stable.
- Between 2014 and 2023, all sectors saw declines in religious service attendance, possibly reflecting COVID-19 disruptions and broader cultural and technological shifts. Catholic school graduates, however, show modest increases in private devotional practices such as prayer and Scripture reading.
- For both religious school sectors (Protestant and Catholic), graduates who said their schools prepared them “very well” for a vibrant spiritual life were far more likely to report regular religious practice, strong belief in God and in life after death, and high personal valuation of faith and family, with Protestant school graduates higher on all of the above.
- The CES findings suggest that the relative strength of a school’s emphasis on religious formation—how fully its mission is enacted in programs and curricula—may play an important role in shaping graduates’ faith-related outcomes and values. While further research is needed on this relationship, CES findings suggest that faith-based education has a lasting, formative role in graduates’ lives.

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Introduction

The Cardus Education Survey (CES), conducted in the United States in 2011, 2014, 2018, and again in 2023, examines a range of outcomes for a nationally representative sample of adults aged 24 to 39 who attended traditional public schools, Protestant schools, Catholic schools, nonreligious independent schools, or were homeschooled. It examines respondents' academic, spiritual, cultural, civic, and relational outcomes, and their life patterns, views, and choices. The 2023 iteration also included questions about mental health and personal values. The CES controls for a range of respondents' demographic characteristics in order to estimate the specific effect of school type on graduate outcomes.

This report explores how patterns of spiritual formation have developed and persisted across close to a decade of CES data. By comparing results from the 2014 and 2023 US surveys, the report traces the long-term trajectories of religious practice among graduates from different school sectors, as well as the influence of school type on that practice. This report also includes a new analysis from the 2023 data which goes beyond sector comparisons to *within*-sector differences, to explore the relationship between the strength of schools' emphasis on spiritual formation and graduate outcomes.

Literature Review

In social science research, “religiosity” is understood as a multidimensional construct that encompasses belief, practice, experience, knowledge, and moral or behavioral expression.¹ Religiosity can either be intrinsic or extrinsic, meaning that faith is internalized or instrumentally pursued, respectively.² Religious practices such as prayer, Scripture reading, and service attendance are among the most frequently studied indicators of religiosity in empirical research. Private prayer and Bible reading are elements of non-organizational religiosity, or personal and devotional aspects of faith that occur outside formal institutions.

In contrast, religious service attendance reflects organizational religiosity, or the communal dimension of faith involving participation in congregational worship, rituals, and fellowship. This attendance is often the single strongest religious predictor of health and well-being outcomes in epidemiological studies, likely because it combines spiritual meaning with social integration and mutual support.³ Together, these practices—prayer, Bible reading, and communal worship—span the private and public expressions of faith that make religiosity a multidimensional construct encompassing belief and behavior.⁴

1 Glock and Stark, *Religion and Society in Tension*.

2 Allport and Ross, “Personal Religious Orientation and Prejudice.”

3 VanderWeele, “Religious Service Attendance and Health”; Li et al., “Religious Service Attendance and Mortality Among Women.”

4 Koenig and Büssing, “The Duke University Religion Index (DUREL).”

A sizeable, interdisciplinary body of literature connects religiosity with positive physical and mental health outcomes, demonstrating associations between religious involvement and greater self-regulation, gratitude, and psychological well-being, as well as lower levels of anxiety, depression, substance misuse, and mortality.⁵ In the landmark Nurses' Health Study, women attending religious services more than once per week had a 33 percent lower risk of all-cause mortality compared to non-attenders, even after extensive covariate controls.⁶ Follow-up analyses found substantially lower numbers of “deaths of despair”—suicide, drug overdose, and alcohol-related mortality—among regular attenders.⁷ A review in the *American Journal of Epidemiology* concludes that religious service attendance functions as a robust predictor of longevity through social, psychological, and behavioral pathways.⁸ Longitudinal and experimental studies point to similar protective associations for youth: Religious involvement during adolescence predicts lower risk of substance use, delinquency, and suicidal ideation, as well as higher life satisfaction and purpose.⁹

The mechanisms underlying these associations are multifaceted. Religious communities provide social integration and support, promote healthful behaviors (e.g., reduced smoking, moderated alcohol use), cultivate psychological resources such as meaning, hope, and forgiveness, and offer coping frameworks that buffer stress.¹⁰ Notably, communal participation—more than private belief alone—consistently yields the strongest associations with health and well-being, underscoring the relational dimension of faith.¹¹ While causality remains a subject of ongoing research, the convergence of sociological, psychological, and epidemiological evidence suggests that religiosity contributes to human flourishing through interconnected social, behavioral, and spiritual mechanisms.

Although research has consistently demonstrated that family religious engagement is the strongest predictor of teen religiosity, some studies have found that attending schools with higher proportions of religious peers and adult spiritual mentors is also positively correlated with higher levels of teen religiosity.¹² Alongside students' own religiosity, attending religious schools correlates with higher academic achievement, stronger character development, and fewer behavioral problems, with religious schools' emphasis on moral formation and parent engagement likely related to these effects.¹³

5 Koenig et al., *Handbook of Religion and Health*.

6 Li et al., “Religious Service Attendance and Mortality Among Women.”

7 Chen et al., “Religious Service Attendance and Deaths of Despair Among Health Care Professionals.”

8 VanderWeele, “Religious Service Attendance and Health.”

9 Smith and Denton, *Soul Searching*; Koenig et al., *Handbook of Religion and Health*.

10 Koenig et al., *Handbook of Religion and Health*.

11 VanderWeele, “Religious Service Attendance and Health.”

12 Barrett et al., “Adolescent Religiosity and School Context.”

13 Jeynes, “A Meta-Analysis of the Effects of Attending Religious Schools and Religiosity on Minority Students' Achievement;” Jeynes, “A Meta-Analysis on the Effects and Contributions of Public, Public Charter, and Religious Schools on Student Outcomes.”

The findings from this broader literature underscore the importance of examining religiosity not only as an individual disposition but also as a phenomenon shaped by institutional and communal contexts. The CES extends this line of inquiry by investigating how formative experiences within different schooling sectors are associated with long-term patterns of religious practice in adulthood. By examining multidimensional constructs of religiosity identified in prior research—such as reading the Bible, prayer, and religious service attendance—within the context of educational formation, the CES contributes uniquely to understanding the role of schooling in shaping graduates’ faith trajectories over time.

Methodology

This report compares results from the 2014 and 2023 CES surveys and presents an analysis from the 2023 data about the relationship between graduate outcomes and those graduates’ perceptions of their schools’ emphasis on spiritual formation. The sample sizes for the 2014 and 2023 CES administrations were 1,500 and 2,350 US-based respondents, respectively. Both administrations employed a nationally recognized polling firm in the US which used probability-based sampling techniques to obtain a representative sample of adults aged 24 through 39 who completed high school. Adults who predominantly attended Protestant schools, Catholic schools, nonreligious independent schools, or were homeschooled for high school were oversampled because they make up a minority of the US population. Survey weights are incorporated into all the analyses to account for this oversampling so that the results remain nationally representative of 24- to 39-year-olds who at least completed high school.¹⁴

Respondents indicated the sector they attended each year of their primary and secondary schooling. For each year, respondents were able to indicate whether they attended a traditional public school, a charter school, a Catholic school, a Protestant school, another type of religious independent school, a nonreligious independent school, or another type of school. Respondents were also able to indicate whether they were homeschooled for any of their primary and secondary schooling years. Data are reported by school sector: Respondents who spent the majority of their high school years in traditional public school are compared to respondents who spent the majority in Catholic schools, Protestant schools, and nonreligious independent schools.

This report draws upon two sets of analyses. First, three questions from both the 2014 and 2023 data sets are analyzed relative to graduates’ frequency of practices (Bible reading, prayer, and religious service attendance). Next, the report examines whether frequency of religious practices is connected with graduates’ responses to the Likert-type item, “How well would you say that your high school prepared you for having a vibrant spiritual or religious life?” Protestant and Catholic school graduates who indicated that their schools prepared them well are then compared with those who indicated the opposite, effectively segmenting the sample into two groups. Religious practices for these two groups are then analyzed to observe if any patterns or differences in religious practices emerge between the two groups. While not a perfect measure,

14 For a thorough explanation of CES methodology and sampling for the 2014 and 2023 administrations, see Pennings et al., “Cardus Education Survey 2014” and Swaner et al., “School-Sector Influence on Graduate Outcomes and Flourishing,” respectively.

this analysis provides an initial exploration of graduate outcomes relative to the strength of schools' religious focus (versus just the sector type).

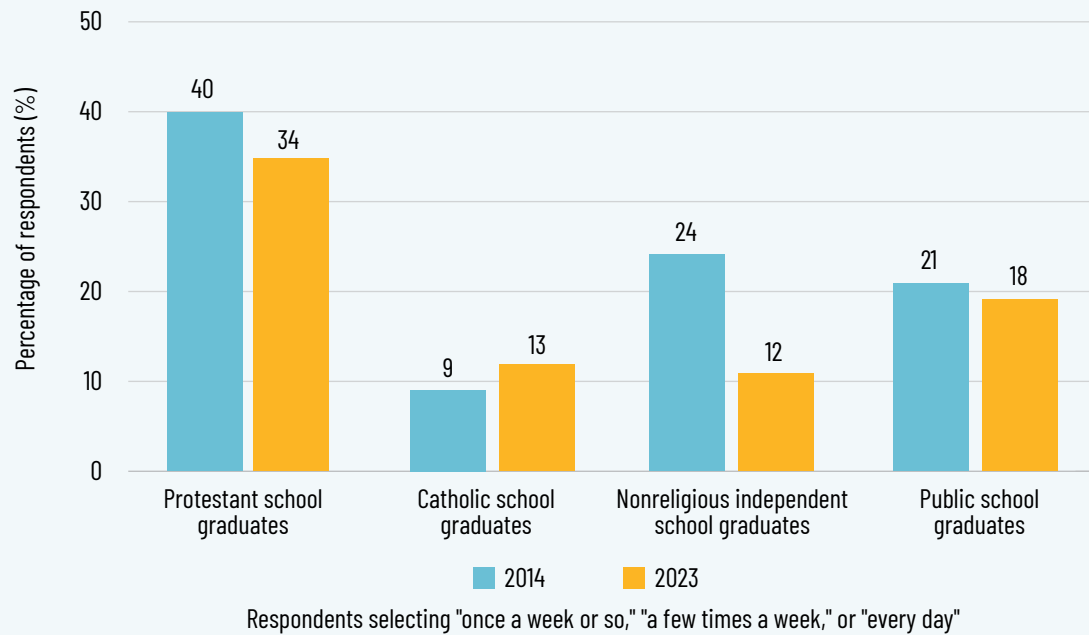
Each figure in this report shows sector effects, which are obtained by using linear regression techniques to account for the following demographic differences that potentially affect outcomes: respondent's age, sex, race, whether they live in a metropolitan area, region of the US in which they currently live, and whether they grew up in poverty, grew up with both biological parents, were raised in a nonreligious household, and had a college-educated mother. These regression models serve to isolate the influence that schools have on respondents' religious formation from the influence that the home and other formative life experiences have, so that any observed differences among respondents across the school sectors and schools' strength of religious mission are more likely related to the schools' contribution to those outcomes. This set of results assumes that influences outside of school sector have been adequately accounted for in the demographic variables included in the models. While this cannot be guaranteed, the CES follows industry standards in accounting for these variables as much as is methodologically possible.

Key Findings

Frequency of Religious Practices

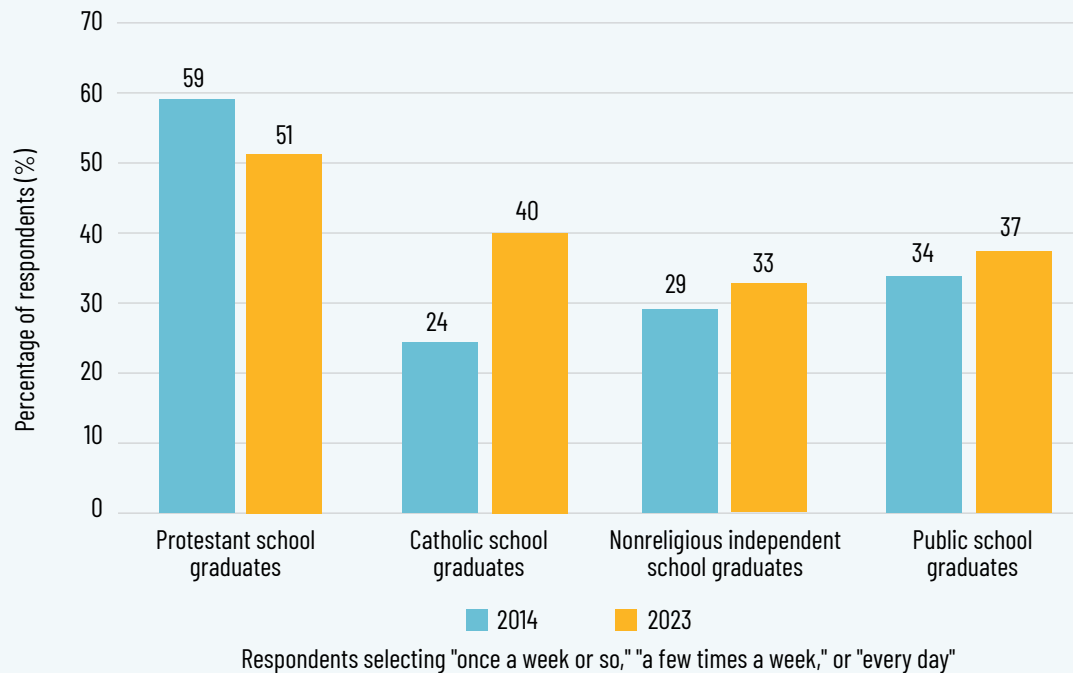
Both the 2014 and the 2023 CES asked graduates to report how often they engage in reading the Bible or a sacred text, how often they pray, and how often they attend religious services (other than weddings or funerals). For all three religious practices and across both administrations of the CES, a greater percentage of graduates of Protestant Christian schools reported engaging in the practice at least once a week, as compared with graduates of all other school sectors (Catholic, independent, and public schools). This held constant even after controlling for the range of respondents' demographic characteristics, which suggests that the observed differences between sector graduates are likely due to school type. There is some variability among the other sectors in terms of frequency of behaviors, with no clear picture or pattern emerging for any sector other than Protestant Christian schools.

Figure 1. How often, if at all, do you read the Bible or other sacred text? by School Type, 2014 and 2023



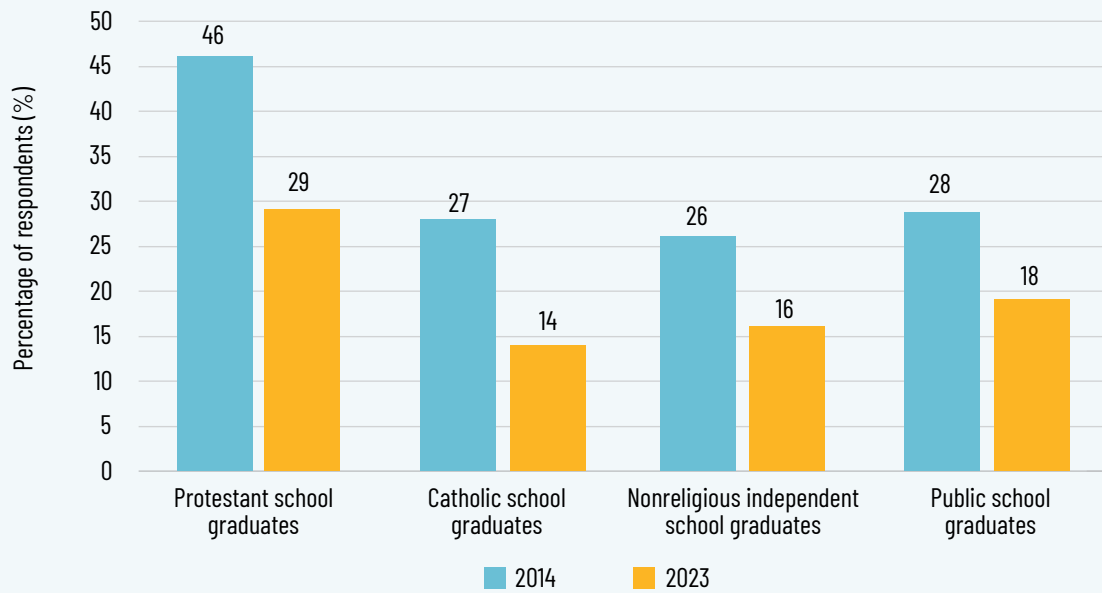
Note: Possible response options were "never," "only rarely," "a few times a year," "once or twice a month," "once a week or so," "a few times a week," "every day."

Figure 2. How often, if at all, do you pray to God or some higher power? by School Type, 2014 and 2023



Note: Possible response options were "never," "only rarely," "a few times a year," "once or twice a month," "once a week or so," "a few times a week," "every day."

Figure 3. How often, if at all, do you attend religious services (other than weddings or funerals)? by School Type, 2014 and 2023

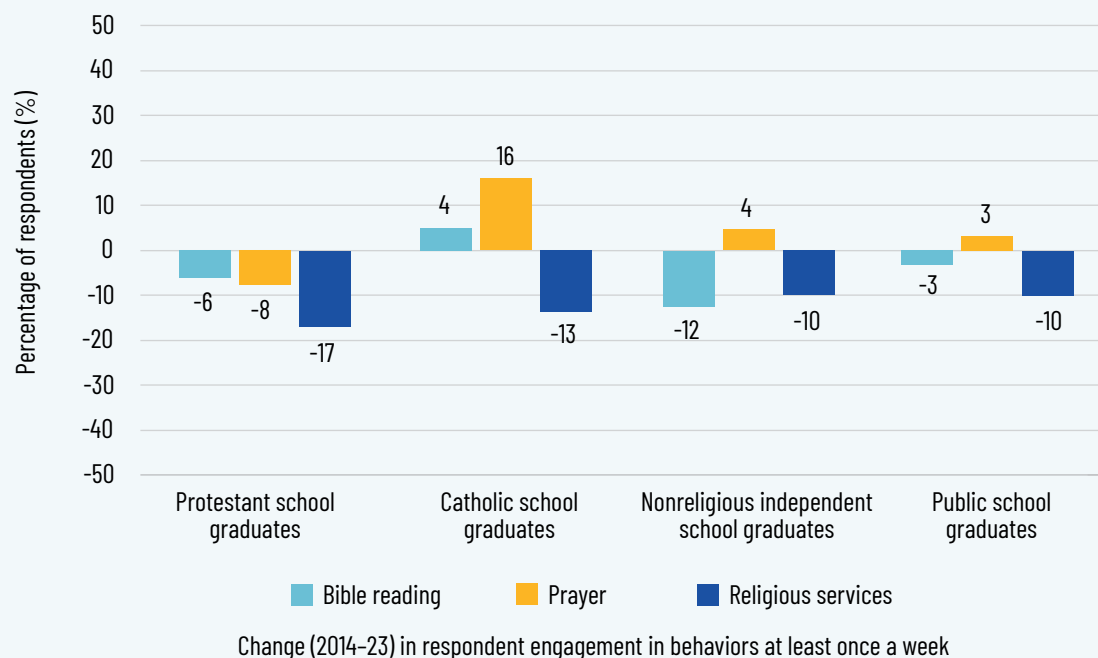


Respondents selecting "once a week or so," "a few times a week," or "every day"

Note: Possible response options were "never," "only rarely," "a few times a year," "once or twice a month," "once a week or so," "a few times a week," "every day."

This suggests that Protestant Christian school graduates maintain a relatively higher likelihood of engaging in core religious practices, as compared with their peers from other school sectors. However, across the past decade, patterns of religious engagement have notably declined across school sectors. While still engaging in these practices more frequently than their counterparts from other school sectors, Protestant school graduates showed consistent declines in all three practices, especially religious service attendance. Graduates of the three other school sectors (Catholic, independent, and public) also exhibited a decline in religious service attendance from 2014 to 2023. Catholic school graduates appear to have increased rates of Bible reading and prayer during these years, while public school graduates' rates of prayer increased and Bible reading decreased.

Figure 4. Percentage Change in Religious Practices, by School Type, 2014–23



While the CES does not allow for causal inferences as to why these changes between 2014 and 2023 occurred, these findings are considered in the discussion section with regard to COVID-19 and technological trends that might have influenced graduates’ experiences and religious practices. Even so, declines in religious identification and engagement have been observed in the US since the early 2000s, well before the COVID-19 pandemic.¹⁵

Strength of Religious Preparation

In addition to frequency of religious practices across sectors, a second analysis examines these practices in light of graduates’ responses on the 2023 survey to the Likert-type item, “How well would you say that your high school prepared you for having a vibrant spiritual or religious life?”¹⁶ This analysis attempts to map the differences in graduate practices relative to the strength of their schools’ religious preparation, within a given sector. In other words, Protestant Christian and Catholic schools all have a religious dimension to their mission but may vary in the degree to which that mission is emphasized or translates successfully into a curricular and programmatic focus, as far as graduates’ perceptions are concerned.

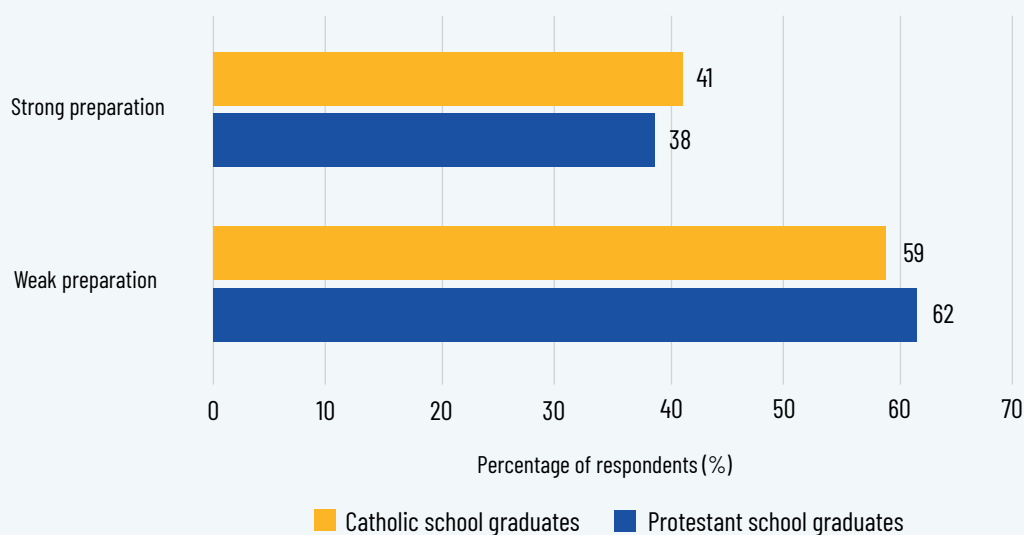
15 Uecker et al., “Losing My Religion”; Smith et al., “Decline of Christianity in the U.S. Has Slowed, May Have Leveled Off.”

16 This analysis was conducted for 2023 only, as the same question and answer choices did not appear on the 2014 survey (thus precluding a comparison of 2014 and 2023 findings).

Respondents had five options from which they could select: “Very well” and “exceptionally well” were grouped together (“Strong Preparation”) and then compared with those who selected “not well at all,” “not very well,” or “somewhat well” (“Weak Preparation”). Less than half of respondents thought their school prepared them for having a vibrant spiritual or religious life, though that number was slightly higher among Catholic school graduates (41 percent) as compared to graduates from Protestant schools (38 percent).

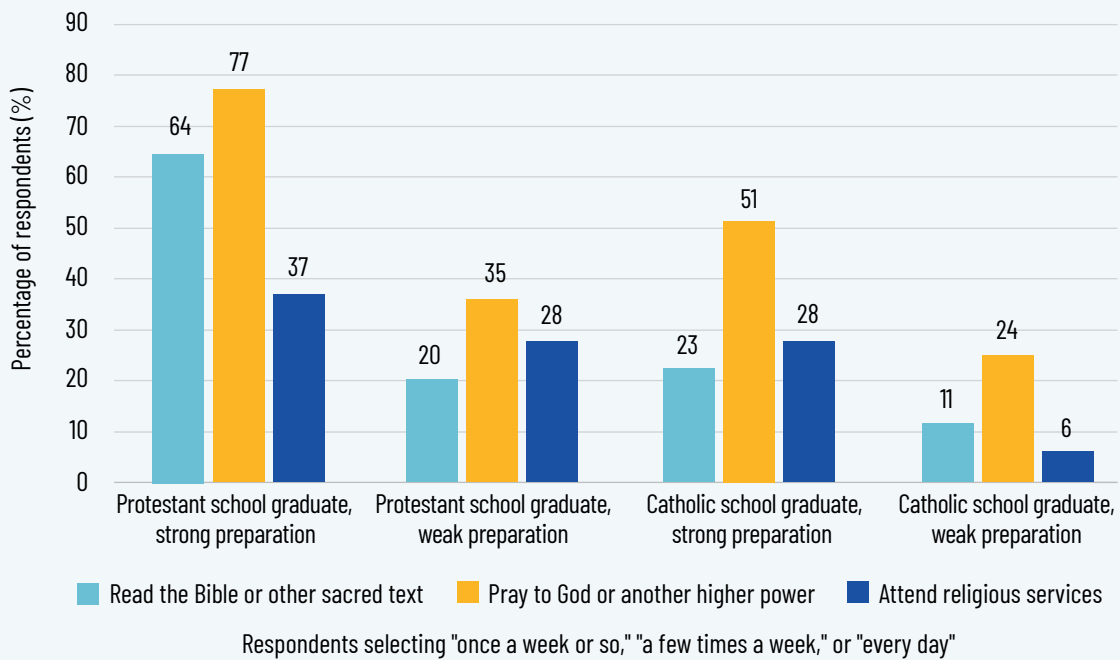
With these two groups defined (by graduates who reported their schools offered a “Strong Preparation” or a “Weak Preparation” for a vibrant spiritual or religious life), three religious practices were examined: the frequency each group reported for reading the Bible or a sacred text, praying, and attending religious services (other than weddings or funerals). For all three of these practices, respondents in the “Strong Preparation” groups were much more likely to engage in these practices at least once a week, though the difference was more pronounced for Protestant school than Catholic school graduates (with Protestant school graduates in the “Strong Preparation” group reporting the highest levels of engagement).

Figure 5. How well would you say that your high school prepared you for having a vibrant spiritual or religious life?, by School Type, 2023



Note: Strong preparation = respondent selected response option "very well" or "exceptionally well." Weak preparation = respondent selected "not well at all," "not very well," or "somewhat well."

Figure 6. Engagement in Religious Practices, by School Type and Preparation for Having Vibrant Spiritual/Religious Life, 2023

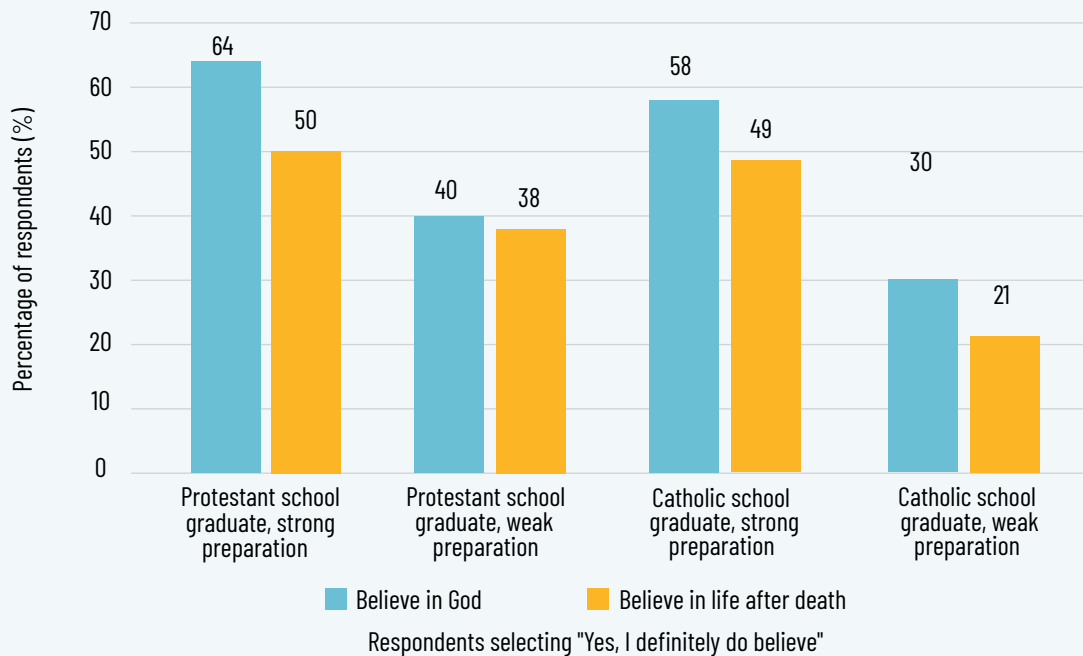


Note: Possible response options were "never," "only rarely," "a few times a year," "once or twice a month," "once a week or so," "a few times a week," "every day."

In addition to religious practices, the 2023 CES asked about respondents’ belief in God and life after death. Respondents in the “Strong Preparation” groups were much more likely to say “Yes, I definitely do believe” for both. Protestant school graduates in the “Strong Preparation” group more frequently reported “Yes, I definitely do believe” (64 percent believing in God, and 50 percent believing in life after death) than did Catholic school graduates in the “Strong Preparation” group (at 58 and 49 percent, respectively).

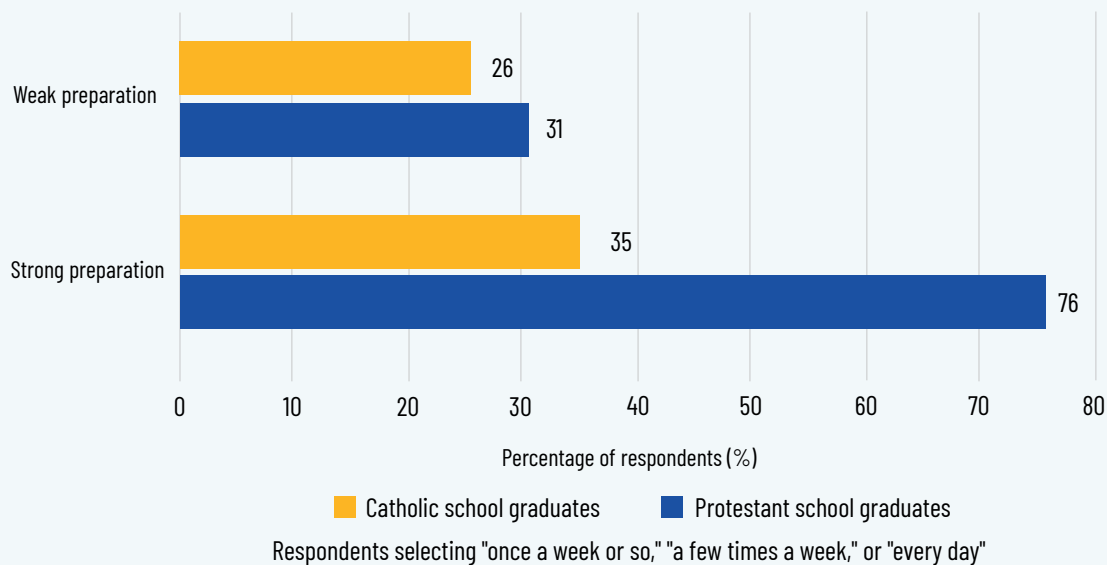
The CES also asked respondents how often they felt God’s presence. Graduates in the “Strong Preparation” groups for both Protestant and Catholic schools were notably more likely to report feeling God’s presence on at least a weekly basis, as compared with their counterparts from the “Weak Preparation” groups. Again, Protestant school graduates in the “Strong Preparation” group more frequently reported feeling God’s presence (76 percent) than did Catholic school graduates in the “Strong Preparation” group (35 percent).

Figure 7. Belief in God and in Life After Death, by School Type and Preparation for Having Vibrant Spiritual/Religious Life, 2023



Note: Response options were "No, I definitely do not believe," "No, I don't think so," "Yes, I think so," "Yes, I definitely do believe."

Figure 8. How often, if at all, do you feel that you experience the presence of God or some other higher power?, by School Type and Preparation for Having Vibrant Spiritual/Religious Life, 2023

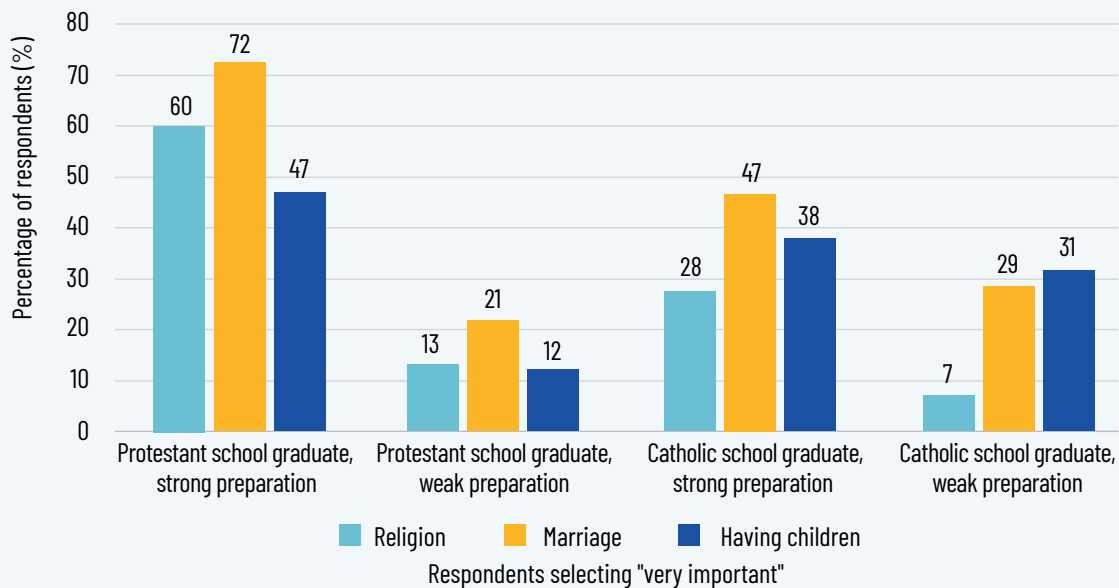


Note: Possible response options were "never," "only rarely," "a few times a year," "once or twice a month," "once a week or so," "a few times a week," "every day."

Finally, the two groups were compared in terms of how important they felt the values of religion, marriage, and having children were to them personally. For each, they were able to select from the response options “very unimportant,” “moderately unimportant,” “slightly unimportant,” “slightly important,” “moderately important,” and “very important.” Graduates in the “Strong Preparation” groups for both Protestant and Catholic schools were significantly more likely to rank each of these values as “very important” to them personally, as compared with their counterparts from the “Weak Preparation” groups. Once again, the difference for Protestant school graduates was greater than for Catholic school graduates, in the positive direction.

It should be reiterated that all analyses for these two groups (“Strong Preparation” and “Weak Preparation”) in each religious school sector controlled for respondents’ demographic background characteristics, including respondents’ religious identity while growing up. This means that any differences observed could be attributable, at least in part, to difference in schools’ strength of spiritual or religious preparation rather than those background characteristics. However, this does not eliminate the possibility of endogenous effects being at play in these results. That is to say, respondents may feel well prepared by their schools because of their high frequency of religious practice, rather than respondents having a high frequency of religious practice because their schools truly prepared them well. Although this report opts for the latter interpretation, alternate interpretations and applications of these findings are plausible and offer opportunities for further research.

Figure 9. How important are each of these values to you personally?, by School Type and Preparation for Having Vibrant Spiritual/Religious Life, 2023



Note: Response options for each personal value were “very unimportant,” “moderately unimportant,” “slightly unimportant,” “slightly important,” “moderately important,” “very important.”

Discussion

Across nearly a decade of Cardus Education Survey data, the Protestant school sector continues to demonstrate a consistent advantage in graduates' long-term patterns of religious belief and practice. This finding has remained remarkably stable since 2011, even after controlling for a broad range of demographic characteristics, with Protestant school graduates remaining the most likely to engage regularly in prayer, Bible reading, and religious service attendance. The consistency of these results over time points to a distinctive capacity of Protestant schools to shape graduates' spiritual lives well into adulthood, suggesting that these schools' formative environments continue to foster durable habits of faith.

At the same time, the longitudinal comparisons between 2014 and 2023 reveal notable declines in certain forms of religious engagement, particularly in religious service attendance. These declines mirror national and global trends in organized religious participation,¹⁷ accelerated by the social disruptions of the COVID-19 pandemic.¹⁸ When it comes to religious service attendance (the practice for which the steepest declines were observed), prolonged restrictions on gatherings likely disrupted religious attendance patterns, with some religious adherents not resuming regular participation even after restrictions lifted. The parallel rise of digital and mediated religious engagement (e.g., livestreamed services, podcasts) may also have reshaped how individuals practice their faith. Interestingly, while Protestant school graduates remain comparatively more engaged than peers from other sectors, they too experienced declines in attendance, suggesting that larger cultural and technological shifts such as secularization, distrust of institutions, social isolation, and individualism are influencing even the most religiously active populations.¹⁹ These factors deserve attention from Protestant and other religious schools, if religious formation is a central part of their educational mission. Meanwhile, Catholic school graduates' modest increases in prayer and Bible reading may reflect renewed lay devotional movements or access to new forms of digital spiritual content during the same period.

The within-sector analysis of schools' strength of religious preparation may provide insight into how schools' programs may contribute to long-term graduate outcomes. Respondents who reported that their schools prepared them well for a vibrant spiritual or religious life also exhibited higher rates of belief, practice, and religious and familial values alignment (with the highest rates observed among Protestant school graduates). This suggests that the degree to which a school's religious mission is intentionally integrated into programs and curricula may matter significantly for enduring faith outcomes. In other words, it is likely not merely a school's religious affiliation but the strength of its formative culture that shapes graduates' lifelong spiritual engagement. These findings are tempered by the possibility of endogenous effects, where graduates who remain active in faith communities may retrospectively attribute

17 Pew Research Center, "About Three-in-Ten U.S. Adults Are Now Religiously Unaffiliated"; Wiertz and Lim, "The Rise of the Nones Across the United States, 1973 to 2018."

18 Pew Research Center, "Faith After the Pandemic"; Jones, "Church Attendance Has Declined in Most U.S. Religious Groups."

19 Twenge et al., "Declines in American Adults' Religious Participation and Beliefs"; Uecker et al., "Losing My Religion."

stronger formation to their schools. Nonetheless, the patterns observed here suggest meaningful within-sector variation that deserves further empirical study on the relationship between mission strength and graduate outcomes.

Taken together, these findings affirm that faith-based education continues to exert a lasting formative influence on graduates' lives, even amid broader cultural secularization and shifts in religious practice. Yet they also point to the importance of intentionality: Schools that most deeply and coherently live out their mission are likely best equipped to nurture graduates whose faith endures and flourishes into adulthood.

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Ontario Catholic School
Trustees' Association

June 12, 2026

MEMORANDUM

TO: Chairpersons, Trustees and Directors of Education
- All Catholic District School Boards

CC: OCSTA Board of Directors
Board Secretaries and Administrative Assistants

FROM: Michael Bellmore, President
Patrick Daly, Executive Director

SUBJECT: Canadian Conference of Catholic Bishops Standing Committee for Family and Life Statement

For your information, please see attached a copy of the Canadian Conference of Catholic Bishops Standing Committee for Family Life's statement, ***Voicing Concern and Calling for Prayers on the 10th Anniversary of Euthanasia and Assisted Suicide ("MAID")***. You will note that the Standing Committee for Family and Life (CCCB) remind us that on June 17th, "a decade will have passed since Bill C-14 received Royal Assent", and "invite the Catholic faithful and all people of goodwill to voice concern about 'MAID', to remain steadfast in opposing euthanasia and assisted suicide, to pray for the conversion of hearts and minds away from this practice, and to be present to persons who are sick and vulnerable."

In addition to the full statement, you will see included a prayer and additional resources. We join our Bishops, praying that the "Church in Canada may continue to be a place where people, especially the sick, elderly, disabled, suffering and dying, are received with love, accompanied with compassion and reminded that their life remains precious in the eyes of God."

Attachment

PJD/lm



STATEMENT BY THE STANDING COMMITTEE FOR FAMILY AND LIFE

**TO THE CATHOLIC FAITHFUL IN CANADA AND
ALL PEOPLE OF GOOD WILL**

**VOICING CONCERN AND CALLING FOR PRAYERS
ON THE 10TH ANNIVERSARY OF
EUTHANASIA AND ASSISTED SUICIDE (“MAID”)**

On June 17, 2026, a decade will have passed since Bill C-14 received Royal Assent, legalizing euthanasia and assisted suicide across Canada, and permitting eligible adults, under specified conditions, to access what is legally termed “Medical Assistance in Dying” (“MAID”). As we mark this sobering anniversary, the Canadian Conference of Catholic Bishops’ (CCCBC) Standing Committee for Family and Life invites the Catholic faithful and all people of goodwill to voice renewed concern about “MAID,” to remain steadfast in opposing euthanasia and assisted suicide, to pray for the conversion of hearts and minds away from this practice, and to be present to persons who are sick and vulnerable.

Canada now has “the world’s largest and fastest-growing euthanasia program.”¹ The percentage of “MAID” deaths is increasing annually and accounts for 5.1% of all deaths in 2024 (or 16,499 Canadians).² Since its legalization, an estimated 100,000 Canadians have died by euthanasia or assisted suicide.³ Grave concern is warranted regarding the continued expansion of the eligibility criteria for “MAID,” which puts increasing numbers of Canadians at risk. In 2016, only individuals whose death was “reasonably foreseeable” were eligible for “MAID” with so-called “safeguards” in place. Subsequent legislation in 2021, however, considerably broadened the criteria, expanding access to include those whose death is *not* reasonably foreseeable, but whose condition is “grievous and irremediable.”⁴

On this occasion, we reject complacency with the status quo on euthanasia in Canada. Formed by the Gospel, we are called to draw near to those who suffer: not to ignore, trivialize, or abandon them in their pain or despair, but to accompany them with compassion, practical care, and hope (cf. *Lk* 10:30-37). We actively seek opportunities for effective, collaborative strategies to provide concrete and compassionate support to those living with serious physical or mental illness, those with disabilities, and those nearing the end of life, as well as their families and caregivers.

As disciples of Christ, we affirm that every human life is a gift, holds profound dignity and value,

¹ Alexander Raikin, “We were promised MAiD would be rare. Instead, Canadian euthanasia deaths are soaring,” *The Hub*, August 21, 2024, <https://thehub.ca/2024/08/21/alexander-raikin-we-were-promised-maid-would-be-rare-instead-canadian-euthanasia-deaths-are-soaring/>.

² Government of Canada, *Sixth Annual Report on Medical Assistance in Dying in Canada*, 2024, “2. MAiD requests and outcomes, updated November 11, 2025, accessed May 15, 2026, <https://www.canada.ca/en/health-canada/services/publications/health-system-services/annual-report-medical-assistance-dying-2024.html#a2.1>

³ Terry O’Neill, “MAiD at 10: How Assisted Dying Is Reshaping Canada,” *The B.C. Catholic*, April 23, 2024, <https://bccatholic.ca/news/catholic-van/maid-at-10-how-assisted-dying-is-reshaping-canada>.

⁴ Bill C-7, An Act to amend the Criminal Code (medical assistance in dying), 2021.

and is part of a human community (cf. *Mt* 25:31-46). In contrast, euthanasia and assisted suicide, whatever their motives or means, consist in intentionally causing or hastening the death of a person who is sick, suffering, disabled, or dying in order to eliminate suffering. Such acts can never be morally acceptable, for they are gravely contrary to the dignity of the human person and to the respect due to God, the Creator and Lord of life.⁵ True compassion does not answer suffering with death, but accompanies those who suffer with hope, presence, palliative care, and relief of pain. Together with healthcare professionals, patients, and families, our faith teaches that we must strive for proportionate treatment options that neither unduly prolong nor intentionally hasten death, but instead offer life-affirming and compassionate care.

On this 10th anniversary, we pray for all those whose lives have been lost to “MAID.” We also pray for their loved ones, many of whom continue to carry grief, confusion, regret, or unanswered questions. We remember those who continue to suffer: the sick, persons with disabilities, the elderly, those living with mental illness, those nearing the end of life, and all who experience loneliness, fear, or despair. We renew our call to “give witness at the side of the sick person and to become a ‘healing community’ in order to actualize concretely the desire of Jesus that, beginning with the most weak and vulnerable, all may be one flesh.”⁶ Even in suffering, illness, dependence, and frailty, human life retains its God-given dignity and capacity for love, communion, and grace.

We give thanks to the many dioceses, eparchies, parishes, organizations, healthcare workers, families, and volunteers who, over the past 10 years, have promoted Christian hope in the face of illness and death and have resisted “MAID” with courage and compassion. Their witness reminds us that defending life is not only a public teaching, but also a daily work of presence: visiting the sick, supporting caregivers, accompanying those in despair, advocating for the vulnerable, and helping build communities where no one feels they must face suffering alone.

In this moment of sober reflection, prayer, and renewed responsibility, we call the Catholic faithful to pray for those who are sick, suffering, isolated, or nearing the end of life; for their families, caregivers, and healthcare professionals; and for the conversion of hearts and minds toward a culture that receives every life as a gift and never abandons those most in need. The resources below reflect the Church in Canada’s ongoing commitment to building compassionate communities, promoting authentic palliative care, and providing practical support to all who suffer.⁷ May the Church in Canada continue to be a place where people, especially the sick, elderly, disabled, suffering, and dying, are received with love, accompanied with compassion, and reminded that their life remains precious in the eyes of God.

Issued with the approval of the Permanent Council
10 June 2026

⁵ Catechism of the Catholic Church, 2nd ed. (Vatican City: Libreria Editrice Vaticana, 2000), 2277, https://www.vatican.va/content/catechism/en/part_three/section_two/chapter_two/article_5/i_respect_for_human_life.html; Congregation for the Doctrine of the Faith, *Samaritanus Bonus: On the Care of Persons in the Critical and Terminal Phases of Life* (Vatican City: Holy See, 2020), sec. V, no. 10, <https://press.vatican.va/content/salastampa/en/bollettino/pubblico/2020/09/22/200922a.html>.

⁶ Congregation for the Doctrine of the Faith, *Samaritanus Bonus: On the Care of Persons in the Critical and Terminal Phases of Life* (Vatican City: Holy See, 2020), sec. V, no. 10, <https://press.vatican.va/content/salastampa/en/bollettino/pubblico/2020/09/22/200922a.html>.

⁷ Cf. Pope Francis, Letter to participants, “Towards a Narrative of Hope: An International Interfaith Symposium on Palliative Care,” 21-23 May 2024, https://www.cccb.ca/wp-content/uploads/2024/05/2024-Pope-Francis-Message_Symposium_EN-Final.pdf; Cf. Canadian Conference of Catholic Bishops, “Interfaith Statement on Palliative Care,” June 14, 2016, <https://www.cccb.ca/letter/interfaith-statement-on-palliative-care/>.



PRAYER

**In communion with our Lord, the Great Physician,
let us offer together a prayer of hope, compassion, and vision
towards the promise of everlasting love and life:**

*Loving God,
rock of strength for those
who trust in you;
comforter of those who call on you.
Hear the cry of those who suffer
from sickness or weakness,
and embrace them
in your loving arms.
Give them peace,
and strengthen them
with the vision of your kingdom.
We make this prayer through
Jesus Christ our Lord.
Amen.*

“Prayer for the Chronically Ill” excerpted from *Blessings and Prayers for Home and Family* @ Concacan Inc., 2004. All rights reserved.

CCCB Publications and Resources

- [Horizons of Hope: A Toolkit for Catholic Parishes on Palliative Care, 2019.](#)
- [Statement on the Non-Permissibility of Euthanasia and Assisted Suicide within Canadian Health Organizations with a Catholic Identity, 2023.](#)
- [Towards a Narrative of Hope: An International Interfaith Symposium on Palliative Care, May 2024.](#)
 - [Pope Francis, To the Participants in the Symposium “Towards a Narrative of Hope: An International Interfaith Symposium on Palliative Care”, 2024.](#)
 - [Post-Symposium Statement and Recommendations, 2024.](#)

Canadian Dioceses and Eparchies

- [Archdiocese of Boniface, End-of-Life and Palliative Care](#)
- [Archdiocese of Edmonton, Hope & Dignity](#)
- [Archdiocese of Montreal, Life and its seasons](#)
- [Archdiocese of Toronto, Palliative Care \(End-of-Life Care\)](#)
- [Diocese of Calgary, Horizons of Hope](#)
- [Diocese of Hamilton, Palliative Care Information](#)
- [Diocese of London, Choose Life](#)
- [Diocese of Peterborough, Euthanasia and Assisted Suicide \(brochure\)](#)

- [Diocese of Rimouski, Soins palliatifs](#)
- [Diocese of Saskatoon, Anointing of the Sick \(brochure\)](#)
- [Diocese of Victoria, Care of the Dying](#)
- [Ukrainian Catholic Eparchy of Edmonton, Pastoral Initiative](#)



Ontario Catholic School
Trustees' Association

June 12, 2026

MEMORANDUM

TO: Chairpersons, Trustees and Directors of Education
- All Catholic District School Boards

CC: OCSTA Board of Directors
Board Secretaries and Administrative Assistants

FROM: Michael Bellmore, President
Patrick Daly, Executive Director

SUBJECT: Ministry of Education Proposed Regulation



“To their Catholic School Trustees, families entrust hundreds of thousands of human lives with the capability, the possibility, and finally the promise of achieving human greatness. It is these small, fragile and ultimately marvellous lives that you as a Trustee are called to serve.”

~ Becoming a Catholic School Trustee (OCSTA Publication)

For your information, please see below a link to the Ontario Regulatory Registry regarding a Ministry of Education “**Proposal for Regulation Under the Education Act for Directors of Education of English Language District School Boards**”.

Please click on the link below to access the registry:

[Proposal for Regulation under the Education Act for Directors of Education of English-Language District School Boards | regulatoryregistry.gov.on.ca](https://regulatoryregistry.gov.on.ca/Proposal-for-Regulation-under-the-Education-Act-for-Directors-of-Education-of-English-Language-District-School-Boards)

You will note that the proposal for regulation was posted yesterday, June 11, 2026, and the comment due (closing) date is set for **Tuesday, June 16, 2026**. You will note as well that the regulation as written confirms, “**School Boards as employers remain accountable for administrating executive compensation in compliance with the *Broader Public Sector Executive Compensation Act, 2014.***”

If you have any questions regarding this matter, please contact us at mbellmore@ocsta.on.ca or pdaly@ocsta.on.ca.

PJD/lm



Ontario Catholic School
Trustees' Association

June 15, 2026

MEMORANDUM

TO: Chairpersons, Trustees and Chief Executive Officers
- All Catholic District School Boards

CC: OCSTA Board of Directors
Board Secretaries and Administrative Assistants

FROM: Michael Bellmore, President
Patrick Daly, Executive Director

SUBJECT: Ontario Regulation 176/26 – Work With Local Police Services

We hope you are doing well.

For your information, please see attached a copy of the recently released **Ontario Regulation 176/26 – Work with Local Police Services**. Please note paragraph **3(2)** – “A Board shall not make a local police service’s participation in a school activity, event or program conditional on the board’s approval of any material, but may request to review such material in advance of the school activity, event or program.”

A number of months ago representatives of OCSTA and other Trustee Associations participated in a Ministry of Education consultation session regarding the draft regulation. During the session among other comments/recommendations we stressed the importance of Catholic School Boards maintaining the right to review and in particular circumstances preclude certain materials/resources from being used and/or distributed during a school activity, event or program. We encourage conversations with your local police services regarding this matter during the development of the School Resource Officer Program Memorandum of Understanding. We will as well seek clarification with Ministry of Education officials.

If you have any questions regarding the regulation, please contact us at pdaly@ocsta.on.ca or mbellmore@ocsta.on.ca.

Attachment

PJD/lm

ONTARIO REGULATION 176/26

made under the

EDUCATION ACT

Made: February 12, 2026

Filed: June 11, 2026

Published on e-Laws: June 11, 2026

Published in *The Ontario Gazette*: June 27, 2026

WORK WITH LOCAL POLICE SERVICES

Access to school premises and participation in school programs

1. (1) A circumstance in which any of the following activities, events or programs are taking place on school premises is prescribed for the purposes of clauses 170.0.2 (1) (a) and (b) of the Act:

1. A community and student safety program.
2. A program that provides training and drills in respect of lockdown procedures and other emergency preparedness.
3. A school resource officer program.
4. A road and driving safety program.
5. A learning and mentorship program.
6. A youth engagement program.
7. A student well-being program.
8. A program to build relationships between local police services and students.
9. A career day, extra-curricular event, festival, fundraiser or any other activity or event involving parents, guardians or other members of the community being provided with access to the school premises.

(2) Despite subsection (1), a board is not required to permit the local police services to participate in an activity, event or program if it is not being delivered by the board, unless the participation is for the purposes of implementing a school resource officer program referred to in section 2.

(3) If a board is delivering an activity, event or program mentioned in subsection (1) at a location off school premises, the board shall permit the local police services to participate and provide access to the location.

(4) For greater certainty, clauses 170.0.2 (1) (a) and (b) of the Act apply whether or not a member of the local police services is in uniform.

School resource officer programs

2. (1) The following circumstance is prescribed for the purposes of clause 170.0.2 (1) (c) of the Act:

1. The local police services offers a school resource officer program in the primary language of instruction of the board.

(2) If the circumstance set out in subsection (1) exists, the board shall satisfy the following requirements:

1. Enter into a memorandum of understanding described in subsection (3) with the local police services to implement the school resource officer program.
2. Ensure that students, parents and guardians are made aware of the program.
3. Engage students, parents and community members to inform the implementation of the program.

(3) The memorandum of understanding must set out the details of how the board will work collaboratively with the local police services to,

- (a) ensure that the local police services build and maintain positive relationships with students;
- (b) share general information about the school population and local community with school resource officers;
- (c) ensure that the students, parents and guardians are made aware of the school resource officer program and any related presentations or workshops in accordance with subsection (2); and
- (d) involve students, parents and guardians in the implementation of the school resource officer program.

Manner of working with police

3. (1) For the purposes of subsection 170.0.2 (1) of the Act, every board shall work with its local police services in a manner that,

- (a) promotes student, school and public safety;
- (b) builds and maintains positive relationships between the local police services and the students and school communities; and
- (c) is consistent with the guideline entitled, “Provincial Model for a Local Police/School Board Protocol” established under subsection 301 (7) of the Act and available on a website of the Government of Ontario.

(2) A board shall not make a local police service’s participation in a school activity, event or program conditional on the board’s approval of any material, but may request to review such material in advance of the school activity, event or program.

(3) If a board has made good faith efforts to work with its local police services in respect of one or more of the board’s duties under subsection 170.0.2 (1) of the Act and the local police services has not reasonably participated, the board is deemed to have performed that duty for the purposes of subsection 170.0.2 (2) of the Act.

Commencement

4. This Regulation comes into force on the day it is filed.

Français

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Ontario Catholic School
Trustees' Association

June 16, 2026

MEMORANDUM

TO: Chairpersons, Trustees and Chief Executive Officers
- All Catholic District School Boards

CC: OCSTA Board of Directors
Board Secretaries and Administrative Assistants

FROM: Michael Bellmore, President
Patrick Daly, Executive Director

SUBJECT: Ministry of Education Proposal for Regulation under the Education Act, to Prescribe Qualifications for the Director of Education who is also the Chief Executive Officer, the Chief Education Officer and Set Out Related Transition Requirements

For your information, please see the link below to the Ministry of Education **Proposal for Regulation under the Education Act, to Prescribe Qualifications for the Director of Education who is also the Chief Executive Officer, the Chief Education Officer and Set Out Related Transition Requirements**. You will note the extremely short timeline as the regulation was posted this past Friday, June 12, 2026 and the comment due date (closing) is tomorrow, Wednesday, June 17, 2026.

Please see the link to the Ontario Regulatory Registry below:

[Proposal for Regulation under the Education Act, to Prescribe Qualifications for the Director of Education who is also the Chief Executive Officer, the Chief Education Officer and Set Out Related Transition Requirements. | regulatoryregistry.gov.on.ca](https://regulatoryregistry.gov.on.ca)

Despite the limited time to do so, the OCSTA will be commenting on the proposed regulations through the Regulatory Registry. If you are able to do so, we encourage you to do likewise.

In our submission, among other comments, we will state that:

- Qualifications for both positions (for applicants to a Catholic School Board) include a **requirement** that individuals are Roman Catholic; and
- The language in the qualifications for the CEO be expanded to read, “Executive **leadership and oversight** experience in all of the following areas...”

If you have any questions regarding this matter, please contact us at mbellmore@ocsta.on.ca or pdaly@ocsta.on.ca.

“You pay God a compliment by asking great things of Him.”

~ St. Teresa of Avila

PJD/lm