

AUGUST 25, 2026

Public Session: 6:00 pm

AGENDA

1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

2. CALL TO ORDER AND NOTING OF MEMBERS ABSENT

3. DECLARATION OF CONFLICT OF INTEREST

4. SINGING OF O'CANADA

5. ADOPTION OF THE AGENDA

Recommended Motion:

"That the Agenda be adopted."

6. APPROVAL OF BOARD MINUTES

Pages 4-18

Recommended Motions:

"That the Minutes of the Regular Meeting of the District School Board of Niagara dated June 22, 2026, be confirmed as submitted."

"That the Minutes of the Special Meeting of the District School Board of Niagara dated June 22, 2026, be confirmed as submitted."

7. DELEGATIONS

8. CEO REPORT TO BOARD

**a. Putting Student Achievement First Act, 2026 – Executive Titles and Roles
Update**

Pages 19-20

Recommended Motion:

“That the Putting Student Achievement First Act, 2026 – Executive Titles and Roles Update report be received.”

b. Provincial Education Requirements for Ontario School Boards Update

Pages 21-24

Recommended Motion:

“That the Provincial Education Requirements for Ontario School Boards Update report be received.”

c. Verbal Updates

9. BUSINESS OF THE BOARD

a. Report of the Special Education Advisory Committee

Pages 25-29

E. Klassen/S.Mitchell

Recommended Motion:

“That the report of the Special Education Advisory Committee dated June 18, 2026 be received.”

10. STAFF REPORTS TO BOARD

a. Delegation of Authority

Page 30

K. Pisek/S. Veld

Recommended Motion:

“That the Delegation of Authority report be received.”

b. Student Transportation Update 2026-27

Pages 31-34

K. Pisek/S. Veld

Recommended Motion:

“That the Student Transportation Update 2026-27 report be received.”

c. Capital Priorities Program

Pages 35-37

K. Pisek/S. Veld

BOARD MEETING AGENDA

TUESDAY, AUGUST 25, 2026



Recommended Motion:

“That the Capital Priorities Program report be approved.”

d. Special Education Plan 2026-2027

Pages 38-52

S. Hancox

Recommended Motion:

“That the Special Education Plan 2026-2027 be approved as submitted.”

11. QUESTIONS ASKED OF AND BY BOARD MEMBERS

12. CORRESPONDENCE AND COMMUNICATIONS

13. FUTURE MEETINGS

- a. [Board and Committee Meetings](#)
- b. [Days of Significance](#)

14. COMMITTEE OF THE WHOLE

Not required.

15. RATIFICATION OF BUSINESS CONDUCTED IN COMMITTEE OF THE WHOLE

n/a

16. RATIFICATION OF BUSINESS CONDUCTED IN THIS REGULAR MEETING

Recommended Motions:

“That the business transacted by the Board of Trustees at its meeting held on August 25, 2026, be now ratified by the Board.”

“That the Chair and proper officials of the District School Board of Niagara are hereby authorized and directed to do all things necessary to give effect to the business as decided by the Board of Trustees this day.”

17. ADJOURNMENT

MINUTES

TUESDAY, JUNE 22, 2026

Public Session: 6:00 p.m. – 7:14 p.m. | Private Session: 7:11 p.m. – 7:14 p.m.

ATTENDANCE

(*denotes approval received to attend electronically)

BOARD

Kate Baggott (Chair), Sue Barnett, Nancy Beamer, Mike Brousseau, Helga Campbell, Jonathan Fast, Elizabeth Klassen (Vice Chair), *Deanne MacIntosh, Shannon Mitchell, Owen Riel

ADMINISTRATION

Kelly Pisek (Chief Executive Officer), Karen Bellamy, Michael Burns, Sara De Divitiis, Jennifer Feren, Ann Gilmore, Simon Hancox, Mat Miller, Milica Petkovic, Breann Pyke, Melanie Sendzik, Neil Sheard, Stacy Veld (Associate Director)

RECORDING SECRETARY

Jennifer Reid

TECHNICAL SUPPORT

Nate Burns, Lyka Yatco

A. COMMENCEMENT OF THE MEETING OF THE BOARD

1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Kate Baggott opened the meeting with an Acknowledgement of the Traditional Territory of the Haudenosaunee and Anishinaabe peoples.

2. CALL TO ORDER AND NOTING OF MEMBERS ABSENT

Moved by Nancy Beamer

Seconded by Sue Barnett

“That the absence of Trustee Lora Campbell be approved under section 228(1)(b) of the Education Act, until August 31, 2026.”

CARRIED

Chair Kate Baggott called the Regular Meeting of the Board to order at 6:00 p.m. and noted that Trustee Deanne MacIntosh was participating virtually.

3. DECLARATIONS OF CONFLICT OF INTEREST

BOARD MEETING MINUTES

TUESDAY, JUNE 22, 2026



There were no declarations of conflict of interest.

B. SINGING OF 'O CANADA'

The Board stood during a video performance of '*O Canada*' by the E.L. Crossley Secondary School choir.

C. REFLECTIVE READING

Trustee Owen Riel provided a reflective reading.

D. BUSINESS OF THE BOARD

1. Adoption of the Agenda

Moved by Mike Brousseau
Seconded by Shannon Mitchell

"That the Agenda be adopted."

CARRIED

2. APPROVAL OF BOARD MINUTES

Moved by Jonathan Fast
Seconded by Owen Riel

"That the Minutes of the Regular Meeting of the District School Board of Niagara dated May 26, 2026, be confirmed as submitted."

CARRIED

3. BUSINESS ARISING FROM THE MINUTES

There was no business arising from the minutes.

E. EDUCATIONAL SHOWCASING OR PRESENTATIONS

1. DSBN Recognition and Highlights

a) DSBN Recognition for Extraordinary Contributions

Chief Executive Officer (CEO), Kelly Pisek recognized the DSBN Multidisciplinary Kindergarten Team for its leadership in supporting the implementation of the new Ontario Kindergarten Curriculum, launching province-wide in September 2026. The team collaborated to develop practical educator resources, deliver professional learning for teachers and DECEs, and design a social media campaign to help prepare and inform families. Their attention to detail and commitment to families helped to support consistent

Kindergarten Open House experiences across the system while creating a meaningful connection between families and schools.

Multi-Disciplinary Kindergarten Team

- Kristy Penlington, Curriculum Consultant – Elementary, Curriculum Support Services
- Sarah Vaughn, Curriculum Consultant - Elementary, Curriculum Support Services
- Kim Reinhardt, Designated Early Childhood Educator – Central Resource, Curriculum Support Services
- Ashleigh Molinaro, Speech Language Pathologist, Special Education Support Services
- Spencer Coombes, Communications Specialist, Communications Department
- Lindsay Wdowczyk, Communications Officer, Communications Department

DSBN's Highlights

CEO Pisek along with members of the system leadership team provided recent highlights from across the system which included information about:

- Gabrielle Wins Gold
- Pride Month
- Transition Fair
- Briardale & Crossroads
- Indigenous History Month
 - Community Round Dance
 - Memorable Performance at the PAC
 - Indigenous Student Leadership Group
 - Grade 7/8 Symposium
- DSBN Special Olympics

2. EDUCATIONAL SHOWCASES

There was no educational showcase.

F. STUDENT ACHIEVEMENT REPORTS

There were no student achievement reports.

G. DELEGATIONS

There were no delegations.

H. BOARD RECESS

There was no recess.

I. OLD BUSINESS

1. Report of the Audit Committee

Moved by Jonathan Fast

Seconded by Owen Riel

“That the report of the Audit Committee dated June 9, 2026, be received.”

“That the Regional Internal Audit Status Report be received.”

“That the 7-month specified procedures report for the period ending March 31, 2026 be received.”

“That KPMG LLP be appointed as DSBN external auditors for a one-year term commencing September 1, 2026.”

CARRIED

Trustee Sue Barnett reported that the committee was presented with the proposed Audit Plan for 2026-2027 that will focus on key risk documentation, and the 7-month specified auditing procedures report for the reporting period ending March 31, 2026. Committee members completed the external auditor’s evaluation as required under Ontario Regulation 361/10.

2. Report of the Finance Committee

Moved by Helga Campbell

Seconded by Jonathan Fast

“That the report of the Finance Committee dated June 9, 2026, be received.”

“That the 2025-26 Interim Financial Report for the period ending April 30, 2026, and the corresponding changes in revenues and expenditures, be received.”

“That Borrowing Resolution 2026-01, 2026-02, 2026-03, 2026-04, 2026-05, and 2026-06 authorizing the Board to borrow up to \$91,828,814 for the short-term financing of Ministry funded capital projects, pursuant to the provisions of section 243(1) of the Education Act, be approved.”

“That authority be jointly delegated to the Chief Executive Officer and the Associate Director of Education, Corporate Services, to approve property matters during July and August that would otherwise require Board approval, with such approvals reported to the Board at its September 2026 meeting.”

“That the 2026-27 Revenue and Expenditure Budget in the amount of \$677,740,260 be approved and the estimate forms be submitted to the Ministry of Education.”

CARRIED

Trustee Sue Barnett reported that the committee received the 2025-2026 Interim Financial Report for the period ending April 30, 2026 which reflects an increase of \$1.0M in both revenue and expenditures and projects the use of \$2.5M in accumulated surplus to balance the budget. The Short-Term Financing of Ministry Funded Capital Projects Report was presented noting the Ministry of Education (MOE) approval of \$91.8M for capital projects, and the 2026-2027 budget was received which projects a balanced budget of \$677.7M, a 1.6% increase driven by an increase in enrolment and aligns with system and student priorities.

In response to a question regarding school boards borrowing funds, Associated Director Stacy Veld clarified that school boards may engage in short-term borrowing to manage cash flow, as funding from the MOE is received twice per year, with any borrowed amounts repaid once budget allocations are received.

3. Report of the Supervised Alternative Learning Committee

Moved by Helga Campbell

Seconded by Sue Barnett

“That the report of the Supervised Alternative Learning Committee dated June 10, 2026, be received.”

CARRIED

Trustee Helga Campbell reported that the committee reviewed 54 cases in the 2025-2026 school year, with 27 cases approved to continue in 2026-2027 and 27 cases discontinued, two of these students will graduate with an Ontario Secondary School Diploma. Students will continue to be supported through individualized plans and community programming with positive outcomes towards credit accumulation, well-being, transitions to school, graduation, and employment.

4. Report of the Ad Hoc Governance Committee

Moved by Nancy Beamer

Seconded by Mike Brousseau

“That the report of the Ad Hoc Governance Committee dated June 8, 2026, be received.”

“That the report of the Ad Hoc Governance Committee dated June 16, 2026, be received.”

CARRIED

Trustee Nancy Beamer reported on two governance meetings, noting strong engagement, progress toward a shared path moving forward, and discussion on the evolving role of trustees with consideration to *Putting Student Achievement First Act, 2026 (Bill 101)*.

J. QUESTIONS ASKED OF AND BY BOARD MEMBERS

There were no questions asked of and by Board members.

BOARD MEETING MINUTES

TUESDAY, JUNE 22, 2026



K. NEW BUSINESS

1. NOTICE OF RECOMMENDED MOTION:

Take Notice that in accordance with the Board By-laws and Rules of Order section Q-2 a recommendation that the following amendments to the By-laws and Rules of Order for the District School Board of Niagara will come forward for consideration at the Special Board Meeting scheduled for June 22, 2026.

		Topic Reference												
L - 1	Trustees are elected to a four (4) year term of office on the Board. At the start of the term and approximately two (2) years into the term of office there will be opportunities to change Trustee membership on Statutory Committees, save and except for the Special Education Advisory Committee (SEAC), which requires a four (4) year term commitment. (a) At the Organization Meeting in an election year the Trustees will submit their committee preferences to the Director's Office and, thereafter, the Director and the Nominating Committee (as set out in By-Law L-4) of the Board will meet to consider the preferences submitted and then to assign Trustees to serve on Statutory Committees. The selection of Committee Chairs will occur in accordance with By-Laws O - 23 and O - 24. (a) Nineteen (19) months after the newly elected Trustees take office, the Trustees shall again submit their committee preferences to the Director's Office by the first Board meeting in June and, thereafter, the Director and the Nominating Committee (as set out in By-Law L-4) of the Board will meet to consider the preferences submitted and then to assign, in draft, the Trustees to serve on Statutory Committees effective September 1st of that same year. The Nominating Committee shall circulate a draft of the Committee assignments prior to the Nominating Committee's final approval of committee assignments. The selection of Committee Chairs will occur in accordance with By-Laws O-23 and O - 24.	Committee Restructure												
L - 3	Intentionally omitted	Committee Restructure												
L - 6	There shall be the following committees of the Board with each Board member required to sit on two (2) Statutory Committees. <table border="1"> <tr> <td>Statutory (s. 253.1 & Reg. 361/10)</td><td>• Audit Committee.....</td><td>3 Board Members</td></tr> <tr> <td>Statutory (Reg 83/24)</td><td>• Director's Performance Appraisal Committee (DPAC).....</td><td>5 Board Members</td></tr> <tr> <td>Statutory (s. 57.1 & Reg. 464/97)</td><td>• Special Education Advisory Committee (SEAC).....</td><td>2 Board Members plus 2 appointed Board Member Alternates (this is a legislated four (4) year term)</td></tr> <tr> <td>Statutory</td><td>• Supervised Alternative Learning Committee (SAL).....</td><td>1 Board Member</td></tr> </table>	Statutory (s. 253.1 & Reg. 361/10)	• Audit Committee.....	3 Board Members	Statutory (Reg 83/24)	• Director's Performance Appraisal Committee (DPAC).....	5 Board Members	Statutory (s. 57.1 & Reg. 464/97)	• Special Education Advisory Committee (SEAC).....	2 Board Members plus 2 appointed Board Member Alternates (this is a legislated four (4) year term)	Statutory	• Supervised Alternative Learning Committee (SAL).....	1 Board Member	Committee Restructure
Statutory (s. 253.1 & Reg. 361/10)	• Audit Committee.....	3 Board Members												
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BOARD MEETING MINUTES

TUESDAY, JUNE 22, 2026



	(Reg 374/10)			
	Statutory	• Parent Involvement Committee.....	2 Board Members	
	(Reg. 612/00)			
	Statutory – Ad Hoc	• Ad Hoc Student Discipline Committee.....	3 Board Members (legislated minimum)	
	(S.311.3(10))			
		•		
		• Student Trustee Senate.....	3 Student Trustees (one of which shall be an Indigenous Student Trustee)	
L - 11	Specific meeting dates for Statutory Committees shall be scheduled on a regular basis as determined by the Board.			Committee Restructure
O - 7	(a) All Board members who are not official members of a Statutory Committee as listed in By-Law L – 6 may attend all or any committee meetings in the capacity of an observer or to participate in discussions but, if in attendance, the observing Trustee shall not be counted in arriving at quorum, shall not move any motions, and shall not be allowed to vote. (b) Notwithstanding (a), a Board member assigned to a Statutory Committee may designate an alternate Board member as a replacement voting member in their absence in accordance with Board Policy A-2 (Attendance at Board and Committee Meetings) for the purpose of arriving at a quorum, and such designated alternate shall be allowed to vote.			Committee Restructure
O - 9	It is the policy of the Board that meetings of the committees of the Board shall be open to the public except: (a) Committee of the Whole Board (b) Finance Committee when it is considering the lease or acquisition of property (c) Ad Hoc Student Discipline Committee (d) Audit Committee when it is considering a matter permitted under section 207 of the <i>Education Act</i> (e) Other committees as designated from time to time by the Board.			Committee Restructure
G-1	The regular meetings of the Board shall be held on: - the fourth Tuesday of each month in August, October, February, April and June; and - the third Tuesday in November Should any scheduled meeting fall on a statutory or civic holiday, the Board shall meet on the evening of the following day at the same hour, or as otherwise decided by the Board. The regular Board			Frequency of Board Meetings

BOARD MEETING MINUTES

TUESDAY, JUNE 22, 2026



	meeting, public session, shall commence at 6:00 p.m. and where Committee of the Whole, closed session is required, it shall commence immediately after the conclusion of the business of the regular Board meeting.	
G- 10	Replace current order of business with the following: The order of business for regular meetings of the Board shall be: 1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY 2. CALL TO ORDER AND NOTING OF MEMBERS ABSENT 3. DECLARATION OF CONFLICT OF INTEREST 4. SINGING OF O'CANADA 5. ADOPTION OF THE AGENDA 6. APPROVAL OF BOARD MINUTES 7. DELEGATIONS 8. CEO REPORT TO BOARD 9. BUSINESS OF THE BOARD 10. STAFF REPORTS TO BOARD 11. QUESTIONS ASKED OF AND BY BOARD MEMBERS 12. CORRESPONDENCE AND COMMUNICATIONS 13. FUTURE MEETINGS 14. COMMITTEE OF THE WHOLE (when required) a) Motion To Move to Committee of the Whole (Closed Session) b) Motion To Return to Open Board (Public Session) 15. RATIFICATION OF BUSINESS CONDUCTED IN COMMITTEE OF THE WHOLE (when required) 16. RATIFICATION OF BUSINESS CONDUCTED IN THIS REGULAR MEETING 17. ADJOURNMENT	Order of Business
G - 7	The Secretary shall cause to have delivered or mailed a "BOARD AGENDA" and a copy of all reports (committee minutes or staff reports) to each member of the Board seven (7) business days prior to the meeting at which the same are to be considered. The "BOARD AGENDA" shall contain a brief notice of all such matters as may come regularly before the Board meeting and shall set out in full all notices of motion, where available at the time of the publication of the Board agenda.	Timing of Delivery of Agenda
G - 9	(a) The Board will post the Board agenda with supplementary materials, where available at the time of publication of the Board agenda on the Board's website seven (7) business days prior to the Board meeting, exclusive of matters to be considered in Committee of the Whole - Closed Session, for access by the public. (c) The Board will post the Committee meeting agenda with supplementary materials on the Board's website seven (7) business days prior to Statutory Committee meeting, exclusive of matters to be considered in a Closed Session, for access by the public.	Timing of Delivery of Agenda
O - 15	Every meeting of a committee shall be called by a notice mailed or emailed (to the member's DSBN email address) by the Secretary of the committee to reach each Board member seven (7) business days before such meeting.	Timing of Delivery of Agenda
R-7	Such notice shall be in the hands of the Secretary on or before 12:00 noon five (5) business days prior to the Board meeting which the delegation wishes to attend. Before acceptance is granted, the Secretary shall confer with the Chair or the Vice-Chair to agree on the urgency of the request and the manner of effecting the necessary arrangements.	Timing of Delivery of Agenda

BOARD MEETING MINUTES

TUESDAY, JUNE 22, 2026



R-8.2	To reduce the possibility of any misunderstanding, written copies of presentations must be received by the Director's Office by noon two (2) business days prior to the Board meeting which the delegation wishes to attend. Failure to do so would result in not speaking at that Board meeting.	Timing of Delivery of Agenda
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L. INFORMATION AND PROPOSALS

1. STAFF REPORTS

There was no staff report.

2. TRUSTEE INFORMATION SESSIONS

There was no Trustee information session.

3. CORRESPONDENCE AND COMMUNICATION

There was no correspondence and communication.

4. TRUSTEE, STUDENT TRUSTEE, AND INDIGENOUS STUDENT TRUSTEE COMMUNICATIONS AND SCHOOL LIAISON

Trustees commended staff and students who participated in recent events across the DSBN.

5. Ontario Public School Boards' Association (OPSBA) Report

Trustee Nancy Beamer stated that there was no report and noted that Student Trustee Saddler received the Ontario Student Trustee Leadership Scholarship.

6. Ontario Student Trustees' Association Report

There was no Ontario Student Trustees' Association report.

7. Future Meetings

- a) The September meeting calendar to be confirmed.
- b) The September Days of Significance calendar was provided.

M. COMMITTEE OF THE WHOLE (PRIVATE SESSION)

Moved by Sue Barnett

Seconded by Deanne MacIntosh

"That the Board do now enter Committee of the Whole."

CARRIED

BOARD MEETING MINUTES

TUESDAY, JUNE 22, 2026



Moved by Helga Campbell
Seconded by Jonathan Fast

“That the Board return to Open meeting.”
CARRIED

The Board returned to open meeting at 7:14 p.m.

N. RATIFICATION OF BUSINESS CONDUCTED IN THE COMMITTEE OF THE WHOLE

Moved by Helga Campbell
Seconded by Jonathan Fast

“That the business transacted in Committee of the Whole be now ratified by the Board.”

O. RATIFICATION OF BUSINESS CONDUCTED IN THIS REGULAR MEETING

Moved by Helga Campbell
Seconded by Jonathan Fast

“That the business transacted by the Board of Trustees at its meeting held on June 22, 2026, be now ratified by the Board.”

“That the Chair and proper officials of the District School Board of Niagara are hereby authorized and directed to do all things necessary to give effect to the business as decided by the Board of Trustees this day.”

CARRIED

P. ADJOURNMENT

The meeting adjourned at 7:14 p.m.

KATE BAGGOTT
Chair

KELLY PISEK
Chief Executive Officer and Secretary

SPECIAL MEETING MINUTES

MONDAY, JUNE 22, 2026

Public Session: 7:30 pm

ATTENDANCE

(*denotes approval received to attend electronically)

BOARD

Kate Baggott (Chair), Sue Barnett, Nancy Beamer, Mike Brousseau, Helga Campbell, Jonathan Fast, Elizabeth Klassen (Vice Chair), Deanne MacIntosh*, Shannon Mitchell, Owen Riel

ADMINISTRATION

Kelly Pisek (Director of Education), Stacy Veld (Associate Director), Jennifer Feren (General Counsel), Karen Bellamy

RECORDING SECRETARY

Kerry Baker

TECHNICAL SUPPORT

Nate Burns, Lyka Yako

1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

Chair Baggott advised that the Land Acknowledgement would not be repeated, noting that it had been provided at the regular Board Meeting and should not be diminished through repetition.

2. CALL TO ORDER AND NOTING OF MEMBERS ABSENT

Chair Baggott called the Special Meeting of the Board to order at 7:31 p.m.

3. GOVERNANCE MODERNIZATION AND AMENDMENTS TO BY-LAWS AND RULE OF ORDER REPORT

Moved by Helga Campbell

Seconded by Sue Barnett

“That the revised By-Laws and Rules of Order that follow in the table be approved.”

CARRIED

**BOARD MEETING
SPECIAL MEETING MINUTES**

MONDAY, JUNE 22, 2026



		Topic Reference												
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**BOARD MEETING
SPECIAL MEETING MINUTES**

MONDAY, JUNE 22, 2026



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BOARD MEETING
SPECIAL MEETING MINUTES
MONDAY, JUNE 22, 2026



G- 10	Replace current order of business with the following: The order of business for regular meetings of the Board shall be: 1. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY 2. CALL TO ORDER AND NOTING OF MEMBERS ABSENT 3. DECLARATION OF CONFLICT OF INTEREST 4. SINGING OF O’CANADA 5. ADOPTION OF THE AGENDA 6. APPROVAL OF BOARD MINUTES 7. DELEGATIONS 8. CEO REPORT TO BOARD 9. BUSINESS OF THE BOARD 10. STAFF REPORTS TO BOARD 11. QUESTIONS ASKED OF AND BY BOARD MEMBERS 12. CORRESPONDENCE AND COMMUNICATIONS 13. FUTURE MEETINGS 14. COMMITTEE OF THE WHOLE (when required) a) Motion To Move to Committee of the Whole (Closed Session) b) Motion To Return to Open Board (Public Session) 15. RATIFICATION OF BUSINESS CONDUCTED IN COMMITTEE OF THE WHOLE (when required) 16. RATIFICATION OF BUSINESS CONDUCTED IN THIS REGULAR MEETING 17. ADJOURNMENT	Order of Business
G- 7	The Secretary shall cause to have delivered or mailed a "BOARD AGENDA" and a copy of all reports (committee minutes or staff reports) to each member of the Board seven (7) business days prior to the meeting at which the same are to be considered. The "BOARD AGENDA" shall contain a brief notice of all such matters as may come regularly before the Board meeting and shall set out in full all notices of motion, where available at the time of the publication of the Board agenda.	Timing of Delivery of Agenda
G- 9	(a) The Board will post the Board agenda with supplementary materials, where available at the time of publication of the Board agenda on the Board’s website seven (7) business days prior to the Board meeting, exclusive of matters to be considered in Committee of the Whole - Closed Session, for access by the public. (c) The Board will post the Committee meeting agenda with supplementary materials on the Board’s website seven (7) business days prior to Statutory Committee meeting, exclusive of matters to be considered in a Closed Session, for access by the public.	Timing of Delivery of Agenda
O- 15	Every meeting of a committee shall be called by a notice mailed or emailed (to the member’s DSBN email address) by the Secretary of the committee to reach each Board member seven (7) business days before such meeting.	Timing of Delivery of Agenda
R-7	Such notice shall be in the hands of the Secretary on or before 12:00 noon five (5) business days prior to the Board meeting which the delegation wishes to attend. Before acceptance is granted, the Secretary shall confer with the Chair or the Vice-Chair to agree on the urgency of the request and the manner of effecting the necessary arrangements.	Timing of Delivery of Agenda

R-8.2	To reduce the possibility of any misunderstanding, written copies of presentations must be received by the Director's Office by noon two (2) business days prior to the Board meeting which the delegation wishes to attend. Failure to do so would result in not speaking at that Board meeting.	Timing of Delivery of Agenda
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CEO Pisek presented the report and highlighted proposed governance and meeting structure changes, noting that the recommendations support effective and efficient governance practices.

The floor was opened for comments and questions from each of the Trustees. Trustees discussed the importance of transparency, public engagement, local representation, and flexibility to call additional meetings as needed.

4. RATIFICATION OF BUSINESS CONDUCTED IN THIS SPECIAL MEETING

Moved by Trustee Helga Campbell
Seconded by Trustee Shannon Mitchell

"That the business transacted by the Board of Trustees at its Special Meeting held on June 22, 2026, be now ratified by the Board."

"That the Chair and proper officials of the District School Board of Niagara are hereby authorized and directed to do all things necessary to give effect to the business as decided by the Board of Trustees this day."

CARRIED

4. ADJOURNMENT

The meeting adjourned at 8:04 p.m.

KATE BAGGOTT
Chair

KELLY PISEK
Chief Executive Officer and Secretary

August 25, 2026

Putting Student Achievement First Act, 2026 – Executive Leadership Titles and Roles Update

BACKGROUND

Prior to the *Putting Student Achievement First Act, 2026*, the *Education Act* referred to the Director of Education as both the Chief Executive Officer (CEO) and the Chief Education Officer (CEdO) of the Board.

The *Putting Student Achievement First Act, 2026*, which received Royal Assent on May 7, 2026, amended the *Education Act* to establish two distinct leadership roles:

- Chief Executive Officer (CEO) - responsible for the Board's operational, financial, and corporate leadership.
- Chief Education Officer (CEdO) - responsible for educational leadership, including student achievement and well-being, and required to meet prescribed educational qualifications.

The legislation also provides that the CEO may be appointed as the CEdO, provided the prescribed qualifications are met.

For the DSBN, these legislative changes do not alter the responsibilities previously carried out by the Director of Education. The role has long encompassed both financial and operational leadership and pedagogical leadership. Rather, the changes formalize these responsibilities under separate statutory titles.

Effective July 1, 2026, Ontario Regulation 206/26 (*Directors of Education and Chief Education Officers*) came into force for English-language district school boards. The regulation defines the Director of Education as the CEO and provides that individuals serving as Directors immediately before July 1, 2026, continue as CEO until the earliest of:

- the expiry of their employment contract;
- the termination of their employment; or
- December 31, 2032.

The regulation prescribes the qualifications and experience required for each role and requires the CEO of a board to appoint a Chief Education Officer. To ensure continuity of leadership and maintain a strong focus on student achievement as outlined in the DSBN Strategic Plan, CEO Kelly Pisek has also assumed the role of Chief Education Officer.

REPORT TO BOARD

August 25, 2026

As the title ‘Director of Education’ is no longer used under the amended legislation, related executive titles are also being updated to align with the new governance structure. Accordingly, the title of Associate Director of Education, Corporate Services will be updated to Chief Finance and Operations Officer (CFOO).

These title changes do not affect the Board's organizational or reporting structure. The Chief Finance and Operations Officer, all Superintendents of Student Achievement and Well-Being, General Counsel, Executive Officer of Human Resource Services, and Public Relations Manager will continue to report to the CEO/CEdO.

SUMMARY OF CHANGES

- The title Director of Education is replaced with Chief Executive Officer.
- The CEO will also serve as the Chief Education Officer.
- The title Associate Director of Education, Corporate Services will be changed to Chief Finance and Operations Officer (CFOO).
- There will be no changes to the Board's organizational or reporting structure.
- There is no financial impact on the 2026–2027 budget.

RECOMMENDED MOTION

“That the Putting Student Achievement First Act, 2026 – Executive Leadership Titles and Roles Update report be received.”

CONNECTION TO THE STRATEGIC PLAN

This report provides legislative updates and does not have a direct connection to a specific priority in the Board’s Strategic Plan.

Respectfully submitted,

Kelly Pisek
Chief Executive Officer/Chief Education Officer

References

[Education Act](#) s. 283 (1.1), 283.0.1 and 283.0.1.1
[Regulation 206/26](#): Directors of Education and Chief Education Officers
[Putting Student Achievement First Act, 2026](#)

August 25, 2026

Provincial Education Requirements for Ontario School Boards Update

INTRODUCTION

This report provides an overview of recent provincial education requirements affecting Ontario school boards, including updates related to police-school partnerships, school naming and renaming, curriculum resources, secondary school assessment, evaluation, attendance and participation requirements, elementary classroom supplies, and the commencement of the Student and Family Support Office.

POLICE-SCHOOL PARTNERSHIPS

Bill 33 introduced a requirement for school boards to work with local police services to implement School Resource Officer programs where those programs are offered by the local police service. This represents a significant shift from a primarily local board decision to a provincial legislative expectation in communities where such programs are available.

The government has described this measure as part of a broader effort to support school safety and student success. DSBN will continue to work with Niagara Regional Police Service (NRPS) and support the CORE program, which supports youth in the community, including in schools. Support at community tables, threat assessments, and restorative practices has been appreciated and impactful as DSBN serves students across the system. As further initiatives are considered, NRPS and DSBN will ensure implementation is grounded in student safety, human rights, equity, transparency, and clear communication with families and communities.

SCHOOL NAMING AND RENAMING

Bill 33 also amended the Education Act to change the approval process for naming new schools and renaming existing schools. While school boards may continue to conduct local naming processes and make recommendations, proposed school names must now be submitted to the Minister of Education for approval. Trustees may continue to support a local process that reflects community input, board policy, and the values of the school community. However, the final approval authority now rests with the Minister of Education. A school name or renaming cannot take effect until Ministerial approval has been received.

If a proposed name is not approved, an existing school would retain its current name until an approved alternative is selected. A new school may temporarily be identified by its address until an approved name is confirmed.

REPORT TO BOARD

August 25, 2026

In DSBN, three new elementary schools will be opening in September 2027. The board will proceed with its existing naming process beginning in October to ensure community engagement timelines account for the additional step of Ministerial review before names are finalized.

CONSISTENT CURRICULUM RESOURCES

The province has introduced a requirement for school boards to procure and use ministry-funded, curriculum-aligned learning resources through the designated provincial Vendor of Record. Beginning in the 2026–27 school year, school boards are expected to access classroom resources through Nelson Education’s Edwin platform, which provides curriculum-aligned materials for Grades 1 to 12 in English and French.

The stated provincial goal is to promote greater consistency in curriculum delivery across Ontario while giving teachers access to high-quality classroom resources, including lesson plans, interactive activities, videos, presentations, and tools to support student learning. Teachers may continue to use supplementary educational materials approved by their school board where needed to respond to local classroom needs, student interests, linguistic needs, and diverse learning contexts. DSBN staff are reviewing the resources and preparing guidance for teachers that identifies where existing DSBN resources remain preferred, such as the DSBN Math Scope and Sequence, and where Edwin content may provide support in curriculum areas that have not been a primary focus for DSBN to date.

ASSESSMENT, EVALUATION, ATTENDANCE AND PARTICIPATION REQUIREMENTS FOR SECONDARY SCHOOL STUDENTS

Beginning with the 2026-27 school year, new secondary school requirements reinforce attendance and participation as essential components of student success. Students must attend regularly, engage in learning activities, complete assigned work, and participate in required assessments and evaluations to demonstrate achievement of curriculum expectations and earn credits toward graduation.

As well, most secondary courses will require written exams as a percentage of the final course mark. Students’ final grades will also reflect their attendance and participation in class. While the allocation for classroom work, final evaluations and attendance and participation has been prescribed, Secondary School Superintendents in consultation with administrators and teachers are working to ensure a consistent understanding and application of these requirements.

A priority will be clear communication with students, families, and staff about the relationship between attendance, participation, assessment, evaluation, and credit achievement. A consistent approach will be important to ensure students understand expectations while also receiving timely support when barriers to attendance or engagement arise.

REPORT TO BOARD

August 25, 2026

CLASSROOM SUPPLIES SUPPORT FOR ELEMENTARY HOMEROOM TEACHERS

Beginning in September 2026, elementary homeroom teachers are expected to receive access to \$750 per year for classroom supplies. The amount is from existing funding of \$300 per homeroom teacher with the remaining \$450 designated as new funding.

Teachers do not receive cash or reimbursement funding. Instead, they access the allocation through a provincial ordering website using a Classroom Supplies Card. Supplies are selected from a provincially approved catalogue and delivered directly to schools. Eligible supplies are expected to include commonly used classroom materials such as writing supplies, notebooks, arts and crafts materials, calculators, classroom posters and décor, paper towels, and tissues. Purchases must be made through the provincial platform rather than local reimbursement processes.

DSBN has intentionally centralized this process to relieve school-based administrative staff of the additional responsibilities associated with this initiative. However, teachers will be able to independently select their supplies from the Ministry-approved Supply Ontario website.

STUDENT AND FAMILY SUPPORT OFFICE

As of September 1, 2026, all Ontario school boards are required to have a Student and Family Support Office (SFSO) that can be accessed through an online form, email, or telephone landline. DSBN has met this requirement with support from the IT and Communications teams, with Superintendent Mike Burns leading the development and implementation. DSBN will continue to support school community inquiries through its existing processes while also monitoring and responding to inquiries and concerns received through the SFSO.

CONCLUSION

The recent provincial changes create new requirements for school boards while preserving an important local role in implementation, communication, and community engagement. As these initiatives and requirements move forward, staff will work to ensure they are clearly understood, implemented responsibly, and monitored for their impact on students, staff, families, and school communities.

As implementation proceeds, the board's priority will remain clear: to support safe, inclusive, high-quality learning environments where every student has access to the resources, relationships, and opportunities needed to succeed.

RECOMMENDED MOTION

"That the Provincial Education Requirements for Ontario School Boards Update report be received."

REPORT TO BOARD

August 25, 2026

CONNECTION TO THE STRATEGIC PLAN

This report provides an overview of recent provincial education requirements affecting Ontario school boards and does not have a direct connection to a specific priority in the Board's Strategic Plan.

Respectfully submitted,

Kelly Pisek
Chief Executive Officer/Chief Education Officer

THURSDAY, JUNE 18, 2026

MINUTES

ATTENDANCE

Committee Members Present

Brianne Freiwat – Bethesda Services, Michelle Toy - Pathstone Mental Health, Flavia Orvitz - Autism Ontario – Niagara Chapter, Patty Ferrie – Inclusion West Niagara, Tessa Alexander – VOICE for Children Who Are Deaf and Hard of Hearing, Barb Wilson-Inclusion Action in Ontario, Catharine Hodson - Niagara Children's Centre School Authority, Kathy Bell (Acting Chair) - Niagara Children's Centre

Administration/Resource

Simon Hancox - Superintendent of Student Achievement and Well-being, Terri Beck - Student Achievement Leader Special Education Elementary, Matt Ezrin – Student Achievement Leader Special Education Secondary, Tracey Krysa – Senior Manager Special Education, Shannon Mitchell - Trustee, District School Board of Niagara

Regrets

Elizabeth Klassen- Trustee, District School Board of Niagara
Katie McKay – Fetal Alcohol Spectrum Disorder Coalition
Cynthia Nyaundi - NSS-NTEC

Recording Secretary

Jennifer McGugan, Safe Schools and Student Well-Being Coordinator

1. ACKNOWLEDGEMENT OF TERRITORY

Quorum was established and the Special Education Advisory Committee (SEAC) meeting was called to order at 5:30 p.m. Acting Chair, Kathy Bell, opened the meeting with the Acknowledgement of Traditional Territory of the Haudenosaunee and Anishinaabe peoples.

2. APPROVAL OF AGENDA

Moved by Flavia Orvitz

Seconded by Patty Ferrie

“That the Agenda dated June 18, 2026, be approved as presented.”

CARRIED

3. STUDENT VOICE

Matt Ezrin, Student Achievement Leader for Special Education – Secondary, presented a video highlighting the success of the DSNB Transition Fair held in May 2026. The fair connected DSNB students and families with service providers and agencies across the Niagara region to support post-secondary transition planning.

4. SPECIAL EDUCATION UPDATE

Superintendent Hancox shared that the Introduction to Special Education Services for Kindergarten Families webinar was well received. The resource is available on our website <https://www.dsnb.org/special-education->

[webinar](#). SEAC members were encouraged to share this resources with families that is intended to help them learn about Special Education supports and resources available at the DSBN.

Tracey Krysa, Senior Manager of Special Education, provided an overview of webpage revisions designed to make Special Education information and resources more accessible and easier to navigate. SEAC's feedback on the Parent Guide for Special Education was also noted, and the guide will be available on the website in September.

Kelly Pisek, Chief Executive Officer, presented the attached Special Education Budget report to SEAC.

5. **ASSOCIATION PRESENTATION**

Catharine Hodson provided an overview of the support and services offered by Niagara Children's School Authority.

6. **ASSOCIATION INFORMATION**

Committee members shared information and updates from their respective associations and roles.

7. **TRUSTEE UPDATE**

Trustee Mitchell provided an update on the May Board meeting.

8. **CORRESPONDENCE**

Correspondence was received from Upper Grand District School Board and was shared with the committee.

9. **QUESTIONS AND ANSWERS**

There were no questions.

10. **ADJOURNMENT**

The meeting adjourned at 7:00 p.m.

Next Meeting: September 2026

DSBN Budget and Special Education Budget

EXECUTIVE SUMMARY

The District School Board of Niagara is submitting a balanced budget of \$677 million without relying on accumulated surplus to achieve balance. This approach preserves surplus access for unexpected in-year pressures while maintaining a strong commitment to student-facing supports.

A significant portion of the budget is directed to staffing, with 79% of total expenditures supporting employees who deliver programs and services across the system. Within the Special Education budget, investments continue to prioritize front-line supports, including Educational Assistants, specialized staff, transportation supports, and professional services.

The Special Education budget reflects both increased funding and increased demand. While Special Education revenue is projected to rise in 2026–27, expenditures are also increasing due to the growing complexity of student needs. The projected Special Education deficit of \$1.23 million is planned to be addressed using available Special Equipment Amount surplus, in alignment with Ministry direction.

GUIDING PRINCIPLES

The budget is guided by a clear commitment to prioritizing staff and supports that work directly with students. Resources are being directed to the areas where student needs are most significant, while the Board continues to make careful financial choices that keep expenditures within available funding and protect key supports. Some funding remains restricted by Ministry special education requirements, and budget decisions will continue to be reviewed through the ongoing Special Education Review, Ministry audits, and accountability processes.

OVERALL DSBN BUDGET POSITION

The DSBN's 2026–27 budget totals \$677 million. The Board is submitting a balanced budget without using accumulated surplus, although boards are permitted to access up to 1% of accumulated surplus to support budget balance. By balancing without this reliance, the Board preserves flexibility to respond to unexpected in-year expenses.

Approximately 79% of the overall budget is allocated to staffing. This reflects the central role of people in delivering instruction, student support, operations, and services across the system.

REPORT TO SEAC

After staffing costs, approximately \$142 million remains to support all other system needs, including learning resources, professional development, facilities, maintenance, renovations, communications, and other operational requirements to name a few.

In September, the DSBN will support 81 elementary schools and 16 secondary schools. The following year, the Board will add three additional elementary schools, further increasing operational and resource demands across the system.

SPECIAL EDUCATION BUDGET

FUNDING AND OVERALL POSITION

Special Education revenue for 2026–27 is projected at \$85,181,910, an increase from \$84,346,477 in 2025–26. Expenditures are also projected to increase, rising to \$86,413,854 from \$85,232,357. As a result, the projected Special Education deficit for 2026–27 is \$1,231,944, compared with \$885,880 in the prior year. The core Special Education Fund is increasing by \$1,078,896, bringing the total to \$78,928,571. To address the projected deficit, the Board plans to use \$1.23 million in available Special Equipment Amount surplus, consistent with Ministry direction.

KEY COST DRIVERS AND PRESSURES

The Special Education budget continues to be shaped by growing demand and the increasing complexity of student needs. These pressures are driving higher costs for Educational Assistants, specialized staff, professional services, transportation supports such as specialized routes and bus monitors, and classroom-based interventions. Broader system-wide pressures, including supply and replacement costs as well as WSIB-related increases, are also affecting the Special Education budget.

STAFFING INVESTMENTS AND CHANGES

The budget includes continued investment in Special Education staffing. Total Special Education staffing is projected to increase to 870.5 FTE, up from 857.4 FTE. This reflects the Board's ongoing effort to align front-line staffing with identified student needs.

The DSBN is maintaining a student-needs-first approach by increasing Educational Assistant and specialized supports where needs are greatest. Although the Special Education Fund is increasing year over year, demand continues to outpace funding growth, resulting in a manageable planned deficit of \$1.23 million that will be addressed using available Special Equipment Amount surplus. Key areas requiring continued attention include Educational Assistant staffing, transportation supports such as monitors and riders, and targeted

REPORT TO SEAC

professional services. At the same time, enveloped funding compliance remains intact while incremental resources are directed to front-line supports for students with complex needs.

The Special Education budget continues to focus on getting more support to students who need it most by increasing staffing and maintaining specialized supports in response to growing and more complex needs.

At the same time, the Board is managing financial pressures carefully, making targeted adjustments to ensure resources are used where they will have the greatest impact. The budget maintains compliance with Ministry funding rules while supporting continued review, accountability, and improvement in Special Education services.

Respectfully submitted by:

Kelly Pisek, Chief Executive Officer and Simon Hancox, Superintendent of Achievement and Student Well-Being

August 25, 2026

Delegation of Authority

To ensure continuity of Board business related to property transactions during July and August, the Board delegated joint authority to the Chief Executive Officer (CEO) and the Chief Finance and Operations Officer (CFOO), formerly the Associate Director of Education, Corporate Services, to approve property matters that would otherwise require Board approval.

During the summer months, staff continued to work with the Town of Fort Erie and the property owner regarding the potential acquisition of a site for the Ministry-approved capital priority project for a new elementary school. In accordance with established planning principles, a suitable location has been identified within the urban boundary.

The property owner is currently progressing through the severance process with the Town, and the DSBN Realtor of Record is in the final stages of preparing the Agreement of Purchase and Sale. As no action was required by DSBN during the summer months, the delegated authority was not exercised.

Additional information regarding the potential acquisition will be brought forward to Trustees at a future Board meeting.

RECOMMENDED MOTION

“That the Delegation of Authority Report be received.”

CONNECTION TO THE STRATEGIC PLAN

This information is provided as a governance and administrative update and does not have a direct connection to a specific priority in the Board’s Strategic Plan.

Respectfully submitted,

Kelly Pisek

Chief Executive Officer and Chief Education Officer

Stacy Veld

Chief Finance and Operations Officer

August 25, 2026

STUDENT TRANSPORTATION UPDATE 2026-27

BACKGROUND

Niagara Student Transportation Services (NSTS) plays a critical role in supporting student safety, well-being, and access to learning across Niagara. NSTS remains committed to responsible stewardship, strong governance, continuous improvement in service delivery, and a sustainable student transportation system.

In March 2026, the NSTS Annual Plan Report was presented to Trustees at the Finance Committee Meeting on March 10, 2026. This report outlined priorities ahead for 2026 and beyond, including, student safety priorities while strengthening funding optimization, technology-driven efficiency, workforce sustainability, proactive contract renewal planning, organizational knowledge transfer, and partnerships. These priorities will enhance system resilience, improve safety outcomes, and support the sustainable delivery of high-quality student transportation services across the region.

Kindergarten Opt-In Process

To further support student safety, the NSTS Board of Directors approved the Junior Kindergarten/Senior Kindergarten (JK/SK) opt-in transportation plan in February. The plan recognizes the distinct safety, operational, and risk considerations involved in transporting young students.

Policy J-01, *Transportation Eligibility and Service*, outlines transportation eligibility based on the walking distance from a student's verified home address. For JK/SK students, eligibility applies when the distance is greater than 0.80 km. For students in Grades 1 to 8, eligibility applies when the distance is greater than 1.60 km from the home school. An important safety measure unique to Kindergarten is that students must be met directly at the bus door by a parent, guardian, or authorized caregiver at drop-off.

NSTS introduced a mandatory opt-in process for kindergarten transportation. Families were required to confirm their intention to use school bus service and acknowledge related safety

REPORT TO BOARD

August 25, 2026

expectations, including consistent adult supervision at the bus stop. This process helps ensure families are informed, engaged, and prepared before eligible transportation is assigned.

Previously, all eligible kindergarten students were assigned to busing before families confirmed whether they intended to use the service. This created the potential for miscommunication between school staff and families regarding safe arrival and dismissal plans. From an operational perspective, the opt-in process supports accurate routing, stable scheduling, and predictable service delivery. It ensures transportation resources are assigned only where families intend to use the service, reducing unnecessary routing, inefficiencies, and late adjustments that can increase risk.

Implementation Timeline

The required opt-in process was introduced during kindergarten registration in January and February. This timing ensured that:

- families had sufficient opportunity to review transportation details and safety requirements;
- transportation routing could be finalized accurately before school start-up; and
- drivers, schools, and staff received stable routing and supervision information, reducing first-day risk.

April 2026	May 2026	June 2026	July 2026	August 2026	September 2026
26-27 SY Kindergarten registration information from school boards (target Apr 17) Prepare NSTS 26-27 preliminary transportation database	Open 26-27 SY NSTS Parent Portal NSTS initial email communication with kindergarten families Families verify address info and contact schools to make changes Opt-In or Out Required DSBN Kindergarten Open Houses	Any families that haven't Opt-In are contacted again and asked to confirm preference. Preliminary transportation is still available.	Any families that haven't Opt-In are contacted again and asked to confirm preference and advised of removal date. Follow up email sent.	Aug 10, 2026 Preliminary transportation is removed for any kindergarten student who hasn't Opt-in and Follow up email sent.	Final deadline to Opt-In for week 1 is Sep 02, 2026 at noon. Final transportation details for the first week of school will be available in the NSTS Portal on September 3, 2026.

REPORT TO BOARD

August 25, 2026

2026-27 START UP AND FUTURE EFFICIENCIES

NSTS continues to undertake comprehensive preparations for the September 2026 school year start-up through the implementation of the kindergarten transportation opt-in process and continued communication with families through multiple channels, including School Messenger, email, and the NSTS Parent Portal.

To date, NSTS has received 1130 parent responses through the portal from families with students in Grades JK–12. These responses support NSTS in confirming transportation requirements and aligning transportation resources with anticipated student usage.

There are currently 4,960 kindergarten students registered across Niagara, of whom 3,165 are eligible for daily transportation. As part of the approved kindergarten opt-in process:

- over 200 families have declined transportation services (opt-out)
- 314 families have confirmed transportation services (opt-in)

NSTS will continue to contact families who have not yet confirmed their transportation intentions through the Parent Portal. Follow-up efforts will continue until final transportation arrangements are released for the first day of school, ensuring families have every opportunity to opt in to transportation services and that the most accurate student transportation information is available to support a safe, efficient, and well-coordinated September 2026 start-up.

Looking at the 2026 school year and beyond, NSTS will continue to refine its strategic direction in support of shared Board and stakeholder priorities, while ensuring the effective optimization of provincial funding. Ongoing reviews of transportation eligibility will support continued alignment with Ministry of Education guidelines and promote accurate funding outcomes. This work will include annual reviews of school bell times, program transportation, and late bus services.

RECOMMENDED MOTION

“That the Student Transportation Update 2026-27 report be received.”

REPORT TO BOARD

August 25, 2026

CONNECTION TO THE STRATEGIC PLAN

This information is provided as an operational update and does not have a direct connection to a specific Strategic Priority in the Board's Strategic Plan.

Respectfully submitted,

Kelly Pisek

Chief Executive Officer and Chief Education Officer

Stacy Veld

Chief Finance and Operations Officer

August 25, 2026

Capital Priorities Program

BACKGROUND

The Ministry of Education has confirmed its commitment to identifying solutions that will accelerate the construction of new schools and additions. DSBN continues to require additional pupil accommodation space to address current school capacity pressures, while also planning proactively for anticipated enrolment growth resulting from future residential development across the region.

CAPITAL PRIORITIES PROGRAM

School boards are required to submit detailed project proposals that address current accommodation needs. To be considered for funding, school board project submissions must meet the following criteria:

- the school facility must have a utilization rate equal to or greater than 100%,
- all schools in the surrounding area must also show utilization equal to or greater than 100% in the 5th year after the proposed school opening date, and
- the project must provide a positive investment return and demonstrate critical and urgent pupil accommodation needs to be considered for funding approval.

School boards are required to complete a project readiness assessment and provide a summary of key project milestones. Through this assessment, the Ministry is requesting detailed information regarding site identification, design plans, project timelines, and cost estimates. Priority will be given to projects that are well positioned for timely completion. School boards are also being asked to provide schematic designs based on previous provincial builds or architecturally designed additions, along with cost estimates, to reduce the amount of work required following approval.

MULTI-YEAR CAPITAL NEEDS

DSBN's submission includes projects supported by strong business cases. The Board's future requirements have been included in the package to address projected growth needs over the next 10 years. Given the strict submission requirements and project completion expectations, DSBN will submit three business cases for funding consideration.

DSBN's submission includes the following:

- A request for funding to rebuild Port Colborne High School. This business case has been submitted in previous Capital Priorities rounds but was not approved. DSBN has

REPORT TO BOARD

August 25, 2026

continued to work with the Ministry on a fiscally responsible approach that would support construction of a new building on the existing school site. This project could be completed while students continue to attend the current facility.

- A 10-classroom addition at Riverview Public School in Niagara Falls, including new childcare spaces.
- A 12-classroom addition at Princess Elizabeth Public School in Welland, including new childcare spaces.

The Board's future growth plans also identify four new elementary schools with childcare spaces in Niagara Falls, Port Colborne, and St. Catharines.

Comprehensive school boundary reviews will be required to establish attendance areas for new schools, confirm that surrounding schools continue to meet Ministry capacity requirements, and further address existing and anticipated pupil accommodation pressures that support DSBN's Capital Priorities business case submissions. These reviews will be an important component of the Board's broader accommodation planning process and will help ensure that future decisions are informed by enrolment projections, residential growth patterns, available school capacity, and opportunities for meaningful public consultation. To support this work, DSBN has retained the services of Watson and Associates Economists Ltd., a leading economic consulting firm that provides specialized advisory services to more than 340 municipalities, utilities, and school boards across Canada. Watson and Associates has previously supported DSBN through Education Development Charge Background Studies and will now assist staff in formalizing Attendance Area and Boundary Review processes, as well as the development of the DSBN Long Term Accommodation Plan.

RECOMMENDED MOTION

"That the Capital Priorities Program report be approved."

CONNECTION TO THE STRATEGIC PLAN

Strategic Priority: Spaces

Strategic Action: Optimize our facilities and human resources to effectively and responsibly create environments that enhance learning.

Action: DSBN is proactively planning for current and future pupil accommodation needs through capital funding submissions and long-term accommodation planning that responds to enrolment growth and changing community needs.

REPORT TO BOARD

August 25, 2026

Respectfully submitted,

Kelly Pisek

Chief Executive Officer and Chief Education Officer

Stacy Veld

Chief Finance and Operations Officer

REPORT TO BOARD

August 25, 2026

Special Education Plan 2026-2027

EXECUTIVE SUMMARY

The DSBN Special Education Plan is a Ministry of Education required public document that describes the programs, services, processes, and supports available to students with special education needs across the system. Its purpose is to provide clear information to the Ministry of Education, families, staff, community partners, and the public about how the Board identifies needs, plans supports, allocates resources, and monitors the delivery of special education programs and services. The Plan also supports transparency and accountability by outlining how DSBN meets provincial expectations, responds to changing student needs, and continues to strengthen equitable access to learning for all students. This year, the Ministry of Education revised its reporting requirements and provided school boards with a comprehensive 2026-2027 Special Education Plan Checklist (attached). DSBN has complied with the requirements and submitted the checklist to the Ministry on July 23, 2026. The 2026-2027 Special Education Plan is available for all community members on the DSBN's website under the Special Education Section tab.

ROLE OF SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

The Special Education Plan must include a description of the ways in which the Board's Special Education Advisory Committee (SEAC) fulfilled its roles and responsibilities during the school year in which the Plan was developed. This description includes information about the documentation provided to SEAC to support its review, discussion, and advisory responsibilities. SEAC's legislated role includes making recommendations to the Board with respect to any matter affecting the establishment, development, and delivery of special education programs and services for exceptional students within the Board, as well as participating in the Board's annual review of its Special Education Plan. Through this process, SEAC provides input, raises questions, considers feedback from associations, families, and community partners, and supports continuous improvement in special education across DSBN.

SPECIAL EDUCATION PLAN 2026-2027

During the development of the 2026–2027 Special Education Plan, SEAC provided focused input on areas intended to strengthen communication, consistency, and support for students and families. A key area of discussion was transitions, including the ways students are supported as they move between grades, schools, programs, and post-secondary pathways. SEAC emphasized the importance of clear, proactive communication with families, coordinated planning among school and system staff, and accessible information to help parents and guardians understand available supports and processes.

REPORT TO BOARD

SEAC also contributed to the review and development of the Special Education Parent/Guardian Guide as part of the annual Plan process. This work focused on ensuring that information for families is clear, accessible, and helpful in explaining special education programs and services, the Identification, Placement and Review Committee process, roles and responsibilities, and pathways for asking questions or seeking support. SEAC's feedback helped strengthen the Parent Guide as a practical resource for families navigating special education processes within DSBN. The 2026-2027 Special Education Plan and Parent/Guardian Guide are available for all community members on the DSBN's website under the Special Education Section tab.

RECOMMENDED MOTION

"That the Special Education Plan 2026-2027 be approved as submitted."

CONNECTION TO THE STRATEGIC PLAN

Strategic Priorities: Learning and Belonging

Strategic Actions:

- Use innovative, engaging, and culturally responsive programming to support students now and as they transition to their future pathways.
- Provide differentiated strategies and programming to accommodate each learner in a way that promotes their inclusion and full participation in learning.

Action: The DSBN Special Education Plan advances these priorities by outlining programs, services, accommodations, and supports that promote equitable access, meaningful participation, and student success. Through a continuum of responsive supports, the Plan helps ensure students with special education needs are included, supported, and empowered to achieve their full potential.

REFERENCES

[2026-2027 DSBN Special Education Plan](#)

[2026-2027 DSBN Special Education Parent/Guardian Guide](#)

Respectfully submitted,

Simon Hancox

Superintendent of Student Achievement and Student Well-Being

2026-27 Special Education Plan
Checklist

School boards must comply with the requirements for special education plans set out in Ontario Regulation 306 under the *Education Act*, entitled “Special Education Programs and Services”, and in the *Special Education in Ontario: Kindergarten to Grade 12 – Policy and Resource Guide*.

Please fill out the checklist below and submit to your regional office by July 31, 2026.

School Board Name	District School Board of Niagara
Name of Chief Executive Officer	Kelly Pisek
Signature of Chief Executive Officer	
Date	July 23, 2026
Please indicate the URL of the Special Education Plan on your board's website	https://www.dsbn.org/docs/default-source/special-education/2026-27-dsbn-special-education-planrevised.pdf *Please note that our web-page is being updated and launched in August. A revised link will be sent to the Ministry later in August.

In the event of any inconsistency between the summary of the standards set out in this document and those contained in the *Special Education in Ontario: Kindergarten to Grade 12 – Policy and Resource Guide*, the standards set out in the Guide shall prevail and govern.

SECTION 1: The Board's Consultation Process Purpose: To provide details of the board's consultation process to the ministry and to the public. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
The board's special education plan must describe the consultation process and include the following materials listed below:	
▪ A statement of how the board ensures that its SEAC is involved in the annual review of the board's special education plan	☒
▪ Description of majority or minority reports concerning the boards approved plan that may have been received from the board's SEAC - N/A	☐
▪ Board's response to these reports - N/A	☐
▪ Statement of how members of the community are informed of the timelines and methods for providing input to the board's special education plan	☒
▪ Summary of feedback received as a result of consultations with members of the community	☒
▪ The special education plan must also provide information on the results of any internal or external reviews of existing special education programs and services within the board that have taken place in the previous or current school year	☒
▪ A list of internal and external reviews of the board's special education programs and services that are planned for the following year must also be included.	☒

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SECTION 2: Special Education Programs and Services: The Board's General Model for Special Education Purpose: To provide the ministry and the public with information on the board's philosophy and service-delivery model for the provision of special education programs and services. Summary of Standard Expectations: ▪ The board's special education plan must be designed to comply with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, the <i>Education Act</i> and regulations made under the Act, and any other relevant legislation. The board must include a statement in the plan confirming that the plan has been designed in accordance with this requirement	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
	☒
SECTION 3: Roles and Responsibilities Purpose: To provide the public with information on roles and responsibilities in the area of special education. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
The board's special education plan must provide information on the roles and responsibilities of the following listed below in the area of special education in Ontario (see Appendix A of the Guide for more information):	
▪ Ministry of Education	☒
▪ School Boards	☒
▪ Special Education Advisory Committees (SEACs)	☒
▪ Principals & Teachers of the board	☒
▪ Parents or guardians	☒
▪ Students	☒

In the event of any inconsistency between the summary of the standards set out in this document and those contained in the *Special Education in Ontario: Kindergarten to Grade 12 – Policy and Resource Guide*, the standards set out in the Guide shall prevail and govern.

SECTION 4: Early Identification Procedures and Intervention Strategies Purpose: To provide details of the board's early identification procedures and intervention strategies to the ministry and to the public. Summary of Standard Expectations	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
▪ The school board's special education plan must contain a description of the following listed below:	
▪ The guiding principles or philosophy used by the board for early identification of children's learning needs	☒
▪ The teacher's role in early identification	☒
▪ The parent's role in early identification	☒
▪ Policies and procedures on screening, assessment, referral, identification, and program planning for students who may be in need of special education programs and services	☒
▪ Procedures for providing parents with notice that their child is having difficulty	☒
▪ Procedures used within the board for referring a student for an assessment should learning problems be identified that might result in the student's being referred eventually to an IPRC	☒
▪ Procedures for providing parents with notice that their child is being considered for referral to an IPRC	☒
▪ Procedures for providing parents with notice that their child is being considered for a special education program and related services if the child is not referred to an IPRC	☒
▪ The types of assessment tools/strategies used to gather appropriate information on students in order to assist in the development of appropriate educational programs	☒
▪ The types of early intervention strategies that are used to support students prior to referral to an IPRC	☒

In the event of any inconsistency between the summary of the standards set out in this document and those contained in the *Special Education in Ontario: Kindergarten to Grade 12 – Policy and Resource Guide*, the standards set out in the Guide shall prevail and govern.

SECTION 5: The Identification, Placement, and Review Committee (IPRC) Purpose: To provide details of the board's IPRC process to the ministry and to the public. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
▪ A board's special education plan must include a description of the board's IPRC process	☒
▪ A board's special education plan must also include the following listed below:	
▪ The number of IPRC referrals; - Data is unavailable as a result of the transition to Aspen IEP. During the first year, all IPRCs were captured as new IPRC referrals.	☐
▪ The Number of IPRC Reviews; and	☒
▪ The Number of Appeals conducted within the board in the previous school year	☒
▪ The plan will also include a copy of the board's guide for parents (see in Appendix D-1 in Part D of the guide)	☒
SECTION 6: Educational and Other Assessments Purpose: To provide details of the board's assessment policies and procedures to the ministry and to make parents aware of the types of assessment tools used by the school board, the ways in which assessments are obtained by IPRCs, and the ways in which assessments are used. Summary of Standard Expectations	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
For each type of assessment tool described, the school board's special education plan must include the following information listed below:	
▪ The qualifications of categories of staff who conduct the assessment and/or provide diagnoses; that is, staff who are governed by the <i>Education Act</i>; the <i>Regulated Health Professions Act, 1993</i>; the <i>Health Care Consent Act, 1996</i>; or other legislation (the board must specify which legislation applies)	☒

In the event of any inconsistency between the summary of the standards set out in this document and those contained in the *Special Education in Ontario: Kindergarten to Grade 12 – Policy and Resource Guide*, the standards set out in the Guide shall prevail and govern.

▪ Average waiting times for assessments to be conducted and the criteria for managing waiting lists if they exist	☒
▪ An acknowledgement that requirements for obtaining parental consent are met prior to conducting the assessment	☒
▪ An explanation of how results of an assessment are communicated to parents	☒
▪ A description of protocols for sharing information with staff and outside agencies	☒
▪ An explanation of how the privacy of information is protected	☒
SECTION 7: Specialized Health Support Services in School Settings Purpose: To provide details of the board's specialized health support services to the ministry and to the public. Summary of Standard Expectations: For each type of specialized health support service described, the plan must describe the following listed below:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
▪ The agency or the position of the person who performs the service (e.g., board staff, parent, student)	☒
▪ Eligibility criteria for students to receive the service	☒
▪ Position of the person who determines whether a student is eligible to receive the service and what the level of support will be	☒
▪ Criteria for determining when the service is no longer required	☒
▪ Review or appeal procedures (if any) available for parents who dispute the provision of these services, including any time limits on requesting reviews or appeals	☒

SECTION 8: Categories and Definitions of Exceptionalities Purpose: To make information on the categories and definitions of exceptionalities available to the public, including parents and community associations. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
▪ A board's special education plan must list the ministry's categories and definitions of exceptionalities	☒
▪ Describe the ways in which the board's IPRC applies them in making decisions on identification and placement	☒
SECTION 9: Special Education Placements Provided by the Board Purpose: To provide the ministry and the public with details of the range of placements provided by the board, and to inform the public that placement of a student in a regular class is the first option considered by an IPRC. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
▪ Describe the ways in which the board's SEAC is involved in providing advice on determining the range of placements offered	☒
▪ Acknowledge that placement of a student in a regular class is the first option considered by an IPRC	☒
▪ Outline ways in which a student can be integrated into the regular classroom when the placement meets the student's needs and is in accordance with the parents' preferences	☒
▪ Outline specific information about each type of placement provided at the elementary and secondary levels	☒
▪ List for each category of exceptionality the range of placement options available, along with the criteria for admission, the admission process, and the criteria for determining the level of support provided in each placement, including the board's criteria for assigning intensive support for students who are in need of a great deal of assistance	☒

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State the maximum class size for each type of special education class	☒
List the criteria used for determining the need to change a student's placement	☒
Describe the alternatives that are provided when the needs of a student cannot be met within the board's range of placements and the ways in which the options are communicated to parents	☒
SECTION 10: Individual Education Plans (IEPs) Purpose: To inform the ministry and the public about the ways in which the board is complying with ministry requirements for implementing IEPs Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
The school board's special education plan must describe the following listed below:	
The board's plan for implementing the ministry's standards for IEPs	☒
Any processes for dispute resolution where parents and board staff disagree on significant aspects of the IEP	☒
The board's results of the ministry's review for the previous year, along with the board's plans for a response to these results (when available) - N/A	☐
The school board must include a copy of its IEP form in the plan	☒

In the event of any inconsistency between the summary of the standards set out in this document and those contained in the Special Education in Ontario: Kindergarten to Grade 12 – Policy and Resource Guide, the standards set out in the Guide shall prevail and govern.

SECTION 11: Provincial and Demonstration Schools in Ontario Purpose: To provide the public with information about the Provincial and Demonstration Schools that are operated for students who are Deaf, blind, or deafblind, or who have severe learning disabilities Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
The school board's special education plan must include the following:	
Information on programs and services offered by Provincial and Demonstration Schools that is provided by the ministry in the Provincial Schools and Demonstration Schools section in Part F of the Guide	☒
Current statistics, by program, on the number of students who are qualified to be resident students in the board who are currently attending Provincial and Demonstration Schools	☒
Information about how transportation is provided for students to and from the Provincial or Demonstration School, including transportation of an assistant, if necessary	☒
SECTION 12: Special Education Staff Purpose: To provide specific details on board staff to the ministry and to the public. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
The school board's special education plan must include information on the types of staff and number of FTEs who provide special education programs and services (see Appendix B-2 of the Guide)	☒
SECTION 13: Staff Development Purpose: To provide details of the board's professional development plans for special education staff to the ministry and to the public. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.

In the event of any inconsistency between the summary of the standards set out in this document and those contained in the *Special Education in Ontario: Kindergarten to Grade 12 – Policy and Resource Guide*, the standards set out in the Guide shall prevail and govern.

The board must outline its plans for the professional development of its special education personnel. The special education plan must describe the following listed below:	
▪ The overall goal of the special education staff development plan	☒
▪ Ways in which staff provide input for the plan	☒
▪ Ways in which the school board's SEAC is consulted about staff development	☒
▪ Methods of determining priorities in the area of staff development	☒
▪ Courses, in-service training, and other types of professional development activities offered by the board	☒
▪ Ways in which staff are trained with regard to the legislation and ministry policy on special education, with particular attention to training for new teachers	☒
▪ Details of the board's budget allocation dedicated to the staff development plan in the area of special education	☒
▪ Any cost-sharing arrangements with other ministries or agencies for staff development - N/A	☐
▪ Ways in which school board staff are made aware of the board's special education plan and of professional development opportunities	☒
SECTION 14: Equipment Purpose: To inform the ministry, board staff members and other professionals, and parents about the provision of individualized equipment for some students with special needs. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
▪ The school board's plan must describe how the board determines whether a student requires individualized equipment, such as assistive technology, and how the board allocates its budget for equipment, including the criteria used for purchasing individualized equipment.	☒

SECTION 15: Accessibility of School Buildings Purpose: To provide the ministry with further details of the board's multi-year plan, which was previously submitted to the ministry, for improving accessibility for students with physical and sensory disabilities, and to provide the public with this information Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
The school board's special education plan must include the following listed below:	
▪ A summary of the board's multi-year capital expenditure plan for improving accessibility to its school buildings, grounds, and administration offices, including resources dedicated to providing barrier-free access in the coming school years	☒
▪ A statement outlining how members of the public can obtain a copy of the complete plan from the board	☒
▪ A summary of the board's progress in implementing the capital expenditure plan	☒
SECTION 16: Transportation Purpose: To provide details of the board's transportation policies to the ministry and to the public. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
▪ The board's special education plan must describe the types of students with special needs who are eligible to receive transportation and the ways in which these students can access the transportation.	☒
▪ The special education plan must also describe the following listed below:	
▪ The process for deciding whether a student with special needs will be transported with other children or whether it is in the best interests of the student to be transported separately	☒
▪ The safety criteria that are used by the board in the tendering and the selection of transportation providers for exceptional students	☒

In the event of any inconsistency between the summary of the standards set out in this document and those contained in the *Special Education in Ontario: Kindergarten to Grade 12 – Policy and Resource Guide*, the standards set out in the Guide shall prevail and govern.

SECTION 17: The Board's Special Education Advisory Committee (SEAC) Purpose: To provide details of the operation of the board's SEAC to the ministry and to give members of the public information to which they are entitled. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
Names and affiliation of members	☒
Meeting times and locations	☒
Contact information such as an email address	☒
Procedures for selecting members	☒
Where applicable, a note that a board has membership to represent the interests of First Nations, Métis, and Inuit students -	☐
The plan must provide a description of ways in which the board's SEAC fulfilled its roles and responsibilities during the school year in which the plan was developed.	☒
SECTION 18: Coordination of Services with Other Ministries or Agencies Purpose: To provide the ministry and the public with details of the board's strategies to ensure a smooth transition for students with special needs who are entering or leaving a school. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
The special education plan must provide specific details about advance special education planning that is done for students with special needs who are arriving from other programs	☒

▪ The special education plan must indicate whether it is the board's policy or practice to accept assessments accompanying the students from these programs or whether it is the board's policy or practice to reassess all incoming student (If reassessment is the policy or practice, include wait time)	☒
▪ The special education plan must also provide details about the way in which information is shared for students leaving the board to attend programs offered by other school boards or by care and/or treatment, custody, and correctional facilities.	☒
▪ In the special education plan, the board must identify the position of the person responsible for ensuring the successful admission or transfer of students from one program to another.	☒
SECTION 19: Submission and Availability of School Board Plans Purpose: Each board is required to make its special education plan available to the public at the same time that it submits the plan to the ministry. Summary of Standard Expectations:	Please confirm your submitted Special Education Plan aligns with the standards as set out in the Guide. Please check off each box below.
The complete plan must be submitted along with the following documents listed below:	
▪ Letter from the Chief Executive Officer of the school board to confirm submission of the plan	☒
▪ Copy of the board's motion of approval of the plan, including the date of approval - Pending August 25 Board Meeting	☐
▪ Copy of any related motions or recommendations from the board's SEAC -	☒

In the event of any inconsistency between the summary of the standards set out in this document and those contained in the Special Education in Ontario: Kindergarten to Grade 12 – Policy and Resource Guide, the standards set out in the Guide shall prevail and govern.