

TUESDAY, FEBRUARY 10, 2026

Public Session: 6:00 p.m.

AGENDA

A. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

S. Jovanovic

B. CALL TO ORDER/NOTING OF MEMBER ABSENCES

S. Jovanovic

C. APPROVAL OF AGENDA

D. NEW BUSINESS:

1. School Year Calendars – 2026-2027

Mike Burns

2. Safe Schools Update: Supporting Student Safety and Well Being

Teri Thompson

3. GenAI: From Vision to Action

Melanie Sendzik

4. Belonging Begins with Kindness Social Media Campaign

Milica Petkovic

5. Mid-Year Special Education Updates

Simon Hancox

E. OTHER BUSINESS

F. ADJOURNMENT

G. NEXT MEETING: May 12, 2026 - 5:30 p.m.

SCHOOL YEAR CALENDARS 2026-2027

February 10, 2026

BACKGROUND

The Education Act, *Regulation 304 — School Year Calendar, Professional Activity Days*, sets the requirements for the preparation and submission of school year calendars to the Ministry of Education for approval.

The 2026-2027 calendar provides for 196 possible school days between September 01, 2026 and June 30, 2027. The school year shall include a minimum of 194 school days of which three days shall be designated as professional activity days. In addition, up to four days may be designated by the Board as professional activity days. The remaining school days shall be instructional days. The Board may designate up to ten instructional days as examination days.

SUMMARY

Consultation Process:

School Year Calendar Committee includes representation of each of the unions, elementary and secondary administration, a variety of departments in the DSBN and parent representatives.

Committee members were tasked with the following:

- Review calendar year information
- Create draft Elementary and Secondary school year calendars
- Gather feedback from represented groups
- Vet drafts through the System Leadership Team
- Consult with co-terminus Board, to achieve alignment

Note: Once the Elementary and Secondary School Year Calendar has been approved by the Board and the Ministry, the calendar will be shared with the community.

HIGHLIGHTS FROM SCHOOL YEAR CALENDARS FOR 2026-2027

Professional Activity Days:

In accordance with the *Education Act, Regulation 304 — School Year Calendar*, the following seven days have been identified as Professional Activity Days for both elementary and secondary panels for 2026-2027:

PROGRAM AND PLANNING COMMITTEE

TUESDAY, FEBRUARY 10, 2026



Elementary Professional Activity Days

- Wednesday, September 02, 2026
- Thursday, September 03, 2026
- Friday, October 26, 2026
- Friday, November 27, 2026
- Friday, January 15, 2027 - Assessment Report Card Writing
- Friday, April 30, 2027
- Friday, June 4, 2027 - Assessment Report Card Writing

Secondary Professional Activity Days

- Wednesday, September 02, 2026
- Thursday, September 03, 2026
- Friday, October 26, 2026
- Friday, November 27, 2026
- Friday, January 29, 2027 – Assessment Report Card Writing
- Friday, April 30, 2027
- Friday, June 30, 2027 – Assessment Report Card Writing

Secondary Examination Days

- Semester 1: January 22, 23, 26, 27, 28, 2027
- Semester 2: June 23, 24, 25, 28, 29, 2027

Board & Civic Holidays

- Board Holiday Friday, September 04, 2026
- Labour Day Monday, September 07, 2026
- Thanksgiving Day Monday, October 12, 2026
- Winter Break Monday, December 21, 2026 – Friday, January 1, 2027
- Family Day Monday, February 15, 2027
- March Break Monday, March 15 – Friday, March 19, 2027
- Good Friday Friday, March 26, 2027
- Easter Monday Monday, March 29, 2027
- Victoria Day Monday, May 24, 2027

Ontario Day

Per Ministry requirements, the DSBN will observe Ontario Day on June 01, 2027. This day remains an instructional day.

PROGRAM AND PLANNING COMMITTEE

TUESDAY, FEBRUARY 10, 2026



Recommendation:

"That the Elementary and Secondary School Year Calendars – 2026-2027 be received and approved for submission to the Ministry of Education."

Respectfully submitted by:

Michael Burns, Acting Superintendent of Student Achievement and Well-being

School Year Calendar 2026 - 2027

Legend ► **H** - Statutory Holiday **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday  Half Day

ELEMENTARY

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week							
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August 2026				3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31							
September 2026	17	2			1	2 P	3 P	4 B	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30					
October 2026	20	1					1	2	5	6	7	8	9	12 H	13	14	15	16	19	20	21	22	23	26 P	27	28	29	30			
November 2026	20	1		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27 P	30							
December 2026	14				1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 B	22 B	23 B	24 B	25 B	28 B	29 B	30 B	31 B				
January 2027	19	1						1 B	4	5	6	7	8	11	12	13	14	15 P	18	19	20	21	22	25	26	27	28	29			
February 2027	19			1	2	3	4	5	8	9	10	11	12	15 H	16	17	18	19	22	23	24	25	26								
March 2027	16			1	2	3	4	5	8	9	10	11	12	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26 H	29 H	30	31					
April 2027	21	1					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30 P			
May 2027	20			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25	26	27	28	31							
June 2027	21	1			1 O	2	3	4 P	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30					
July 2027							1 H	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30			
TOTAL	187	7	N/A	Note: The 2026-2027 calendar provides for 196 possible school days between September 1, 2026 and June 30, 2027. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																											

School Year Calendar 2026 - 2027

Legend ► **H** - Statutory Holiday **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday  Half Day

SECONDARY

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2026				3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
September 2026	17	2			1	2 P	3 P	4 B	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
October 2026	20	1					1	2	5	6	7	8	9	12 H	13	14	15	16	19	20	21	22	23	26 P	27	28	29	30
November 2026	20	1		2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27 P	30				
December 2026	14				1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 B	22 B	23 B	24 B	25 B	28 B	29 B	30 B	31 B	
January 2027	14	1	5					1 B	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22 E	25 E	26 E	27 E	28 E	29 P
February 2027	19			1	2	3	4	5	8	9	10	11	12	15 H	16	17	18	19	22	23	24	25	26					
March 2027	16			1	2	3	4	5	8	9	10	11	12	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26 H	29 H	30	31		
April 2027	21	1					1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30 P
May 2027	20			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25	26	27	28	31				
June 2027	16	1	5		1 O	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23 E	24 E	25 E	28 E	29 E	30 P		
July 2027							1 H	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
TOTAL	177	7	10	Note: The 2026-2027 calendar provides for 196 possible school days between September 1, 2026 and June 30, 2027. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																								

Safe Schools Update: Supporting Student Safety and Well-Being

February 10, 2026

BACKGROUND

In June 2024, Ontario updated its Provincial Code of Conduct through *PPM 128: The Provincial Code of Conduct and School Board Codes of Conduct*. One objective of these revisions was to respond to growing concerns about vaping within schools. To support boards in addressing this issue, the Ministry introduced multi-year funding (2024-2027) for the installation of vape detection systems, alongside investments in mental health supports, parent engagement, and student education related to vaping prevention. This report outlines how DSBN is using provincial funding responsibly, what evidence tells us about the role of vape detectors, and how this technology complements ongoing prevention, education, and support efforts across our schools.

SUMMARY

DSBN HAS INSTALLED VAPE DETECTORS IN ALL SECONDARY SCHOOLS

During the 2024–2025 school year, DSBN installed vape detection systems in all secondary schools, with each school receiving devices through targeted provincial funding. Placement decisions were made by school administrators based on school-specific needs and areas of concern. While vape detectors can provide real-time alerts, administrators consistently identified the primary value of the technology as the data it generates over time. Aggregated data allows schools to determine whether vaping is occurring, identify patterns related to location and timing, and distinguish isolated incidents from broader trends. This information supports more precise supervision planning, informed staff deployment, and targeted intervention strategies, rather than relying on assumptions or anecdotal reporting.

Student voice has also informed DSBN’s approach to vaping prevention. Feedback gathered through the Student Senate highlighted that vaping behaviours are concentrated among a small number of individuals and may shift to washrooms without detectors, reinforcing the importance of pairing detection technology with education, supervision, and supportive interventions. This input aligns with DSBN’s approach of using vape detector data to inform targeted responses and guide decisions about expanded coverage, while continuing to prioritize prevention, awareness, and student well-being strategies that are more effective in addressing behaviour over time.

In response to feedback from administrators and students, DSBN secondary schools are currently being surveyed to identify areas of additional device need, while continuing to use

PROGRAM AND PLANNING COMMITTEE

February 10, 2026

system-level data to inform school-based prevention, education, and support strategies. This approach demonstrates responsible stewardship of provincial funding by leveraging technology as a decision-support tool that strengthens prevention and student well-being, rather than relying on technology as a stand-alone enforcement measure.

DSBN CONTINUES TO PROVIDE LEARNING OPPORTUNITIES AND SUPPORT FOR STAFF AND STUDENTS

Vape detection systems are most effective when embedded within a broader prevention and education framework. The Ontario Ministry of Education's Health and Physical Education curriculum sets clear expectations for student learning related to substance use, including vaping and addiction, with a focus on health literacy, informed decision-making, and strategies that support long-term well-being. DSBN youth counsellors and teachers have received specialized training through collaborations with organizations including the Ontario Lung Association, Lung Health Foundation, and PHE Canada. This training further enables them to effectively address vaping issues and encourage healthy decision-making among students.

Schools are further supported through evidence-based classroom and mental health resources provided by School Mental Health Ontario. In addition, administrators work with community partners such as Community Addiction Services of Niagara (CASON) to deliver expert presentations on vaping and addiction. Within this comprehensive approach, vape detector data helps schools identify where and when additional education, supervision, or support may be needed – ensuring that prevention efforts are timely, targeted, and responsive to student needs.

CONCLUSION

Through a balanced and evidence-informed approach that includes the installation of vape detectors, strengthened prevention and education efforts, and partnerships with health and community organizations, DSBN continues to demonstrate its commitment to student safety, mental health, and well-being. Together, these strategies ensure that students are supported within caring, responsive school environments and are empowered to make healthy choices now and in the future.

CONNECTION TO DSBN STRATEGIC PLAN

Strategic Priority: We believe in cultivating learning and working communities where everyone feels safe and connected while increasing mental health awareness knowledge and skills.

Strategic Actions: Deepen our understanding of the unique experiences and circumstances of individuals to support the needs of students and school communities.

Respectfully submitted by:

Teri Thompson, Superintendent of Student Achievement and Well-Being

GenAI: From Vision to Action

Tuesday, February 10, 2026

Generative AI is now widely accessible across society. Generative AI differs from Reactive AI (e.g. Siri) or Predictive AI (e.g. Netflix suggestions) in that it creates new content based on prompts. AI literacy is now essential to students' future success in postsecondary education, employment, and civic life. For these reasons, DSBN has a responsibility to guide students and educators in the safe, ethical, and effective use of this rapidly evolving technology.

Our approach to integrating Generative AI (GenAI) into teaching and learning has been informed by lessons learned through previous technology implementations. These experiences underscore the importance of clear expectations, deliberate pacing, strong guardrails, and equitable access. In addition, perspectives were gathered from a broad range of voices, including students, educators, families, and administrators, prior to formal classroom adoption.

GenAI adoption in DSBN centres on: effective pedagogy; academic integrity and transparency; safety, privacy, and legal compliance; ethical and humane use; and equity and accessibility.

Moving forward, DSBN will continue to explore curriculum-embedded use cases, engage in ongoing collaboration with other districts and the province, and conduct a system-level review of the GenAI rollout in Spring 2026. This review will assess impact on student learning, instructional practice, and equity.

Education partners can be assured that DSBN's GenAI adoption is:

- Deliberate, cautious, and transparent
- Focused on learning outcomes, not technology adoption
- Grounded in strong governance, privacy, and ethical standards
- Responsive to feedback and evolving evidence
- Positioning students and staff to engage with AI critically, responsibly, and confidently

CONNECTION TO DSBN STRATEGIC PLAN

Strategic Priority: We value the uniqueness of each individual and believe everyone can excel and achieve excellence at the DSBN.

Strategic Actions: Using innovative, engaging and culturally responsive programming to support students now and as they transition to their future pathways.

Respectfully submitted by:

Melanie Sendzik, Superintendent of Student Achievement and Well-being

***Belonging Begins with Kindness* Social Media Campaign**

Tuesday, February 10, 2026

BACKGROUND

Each year, Canada recognizes *Kindness Week* during the third week of February, a national opportunity to highlight the role that kindness, connection and belonging play in individual and collective well-being. In 2026, *Kindness Week* runs from February 15 to 21, with *Random Acts of Kindness Day* falling on February 17. On February 25, schools across Canada will mark *Pink Shirt Day*. DSBN staff and students are encouraged to Wear Anything Pink to reinforce shared efforts to stand against bullying and promote inclusive, caring school environments.

Research and practice consistently demonstrate that kindness-centred actions and relationships contribute to positive school climates, support student and staff well-being, strengthen social connections, and foster a sense of belonging. Within DSBN, this work is not confined to a single week; kindness is embedded in daily practices, promoting safe, welcoming and respectful learning environments across schools.

SOCIAL MEDIA CAMPAIGN OVERVIEW

The 2026 theme, *Belonging Begins with Kindness*, provides a unifying message to recognize and amplify ongoing efforts. In advance of *Kindness Week*, schools are supported through direct communication to administrators, along with optional resources and ideas that may be used to highlight or build upon within their own communities. This early outreach supports planning, consistent messaging and a shared understanding across the system, while respecting each school's unique context.

To complement school-based efforts, a coordinated social media campaign will be used to highlight examples of kindness, connection, and belonging from across the DSBN. By showcasing everyday acts and school-led initiatives, the campaign creates a visible, system-wide platform to celebrate positive school climates, encourage community engagement, and reinforce DSBN's ongoing commitment to well-being and belonging, organized around daily themes.

Day 1 – Awareness

Introduces Kindness Week and emphasizes kindness as a foundation for belonging. Invites the DSBN and wider community to participate, highlighting various forms of kindness – toward ourselves, each other, our environment and our communities.

Day 2 – Values & Priorities

Connects kindness to DSBN's strategic priorities and *Wear Anything Pink Day*. Ties to DSBN's Mental Health and Well-Being strategy are also reinforced, highlighting how kindness encourages empathy, strengthens relationships and supports belonging.

PROGRAM AND PLANNING COMMITTEE

FEBRUARY 10, 2026

Day 3 – Kindness in our Schools

Celebrates examples of kindness and belonging in DSBN schools, highlighting student- and staff-led initiatives.

Day 4 – Kindness Starts with Me

Promotes personal responsibility, emphasizing that kindness does not have to be big to make a difference; small, intentional acts of kindness can also be impactful.

Day 5 – Celebration

Expresses gratitude to students, staff, and families for their participation, showcasing collective efforts and reinforcing the importance of kindness as a continuous practice.

Day 6 – Reflection

Provides a follow-up reflection that re-centres messages of belonging, shares photos and stories from the week, and reminds the community about *Wear Anything Pink Day*.

CONCLUSION

Kindness Week and *Wear Anything Pink Day* provide meaningful opportunities to recognize and reinforce the everyday actions that contribute to positive, inclusive school climates across DSBN. Early communication with schools, shared resources and a coordinated social media campaign strengthen existing practices, support consistent messaging, and make visible the ways kindness and belonging are lived out across our system. Together, these efforts reflect DSBN's continued commitment to student and staff well-being, safe and welcoming learning environments, and a culture where belonging begins with kindness - every day, in every school.

CONNECTION TO DSBN STRATEGIC PLAN

Strategic Priority: We respect and uphold the importance of equity, inclusion, dignity and human rights in all learning and working environments so individuals from all social realities and lived experiences are valued. We believe in cultivating learning and working communities where everyone feels safe and connected while increasing mental health awareness knowledge and skills.

Strategic Actions: Uphold human rights and build knowledge and awareness of the principles of anti-bias, anti-racism, anti-colonialism, anti-oppression and inclusion. Deepen our understanding of the unique experiences and circumstances of individuals to support the needs of students and school communities.

Respectfully submitted by:

Ann Gilmore, Superintendent of Student Achievement and Well-Being
Milica Petkovic, Public Relations Manager

Mid-Year Special Education Updates

Tuesday, February 10, 2026

BACKGROUND

Special Education Support Services (SESS) provides regular updates to community partners and trustees at monthly Special Education Committee (SEAC) meetings. SESS is also committed to providing additional updates during Program and Planning Committee meetings at different times during the school year. The following items highlight some of the recommendations from the special education review that began two years ago.

STUDENT ACHIEVEMENT LEADER GRADES 9-12

As part of the ongoing special education review, it was made clear by many stakeholders the need for a focus on special education structures and supports in secondary schools. In previous years, the special education support structure included a Student Achievement Leader (SAL) responsible for kindergarten to grade 12. To enhance programming and to provide more intensive focus and support to secondary schools, a Student Achievement Leader (SAL) for grades 9-12 was added to the special education staffing compliment for the 2025-2026 school year.

As of September 2025, Matt Ezrin has been appointed for the position of SAL for grades 9-12. Matt has been working with the leadership team and itinerant multi-disciplinary team to support secondary special education programs. The multidisciplinary team consists of a teaching consultant, 2 central educational assistants and 2 applied behavioural analysis (ABA) facilitators. Matt leads the team in providing direct support to students, staff and families who attend the Specialized School to Community Programs (SSTC) in secondary schools. Matt also is responsible for providing professional development and ongoing support for Special Education Resource Teachers (SERT) who support students with special education needs in the regular education programs.

SPECIALIZED SCHOOL TO COMMUNITY (SSTC) PROGRAM REVIEW

This year's special education review focuses on SSTC programs in the DSBN which support over 300 students across 11 secondary schools. The review examines best practices, educational supports, and learning environments, concentrating on Westlane, E.L. Crossley, and Eastdale. The Secondary SESS team works with school staff to identify strengths and growth areas within the SSTC programs. Eight sites receive ongoing consultation and professional development, while the main three sites are additionally supported through capital project enhancements.

Programming Considerations

A major focus of the SSTC program is to maximize independence and prepare students for meaningful integration into the community upon graduation. By adopting a Universal Design approach for both

PROGRAM AND PLANNING COMMITTEE

Tuesday, February 10, 2026

facilities and programming supports, the SESS team has supported schools in structuring their programming to meet the diverse needs of students within the SSTC program. This includes:

- adjustments to daily schedules to maximize student learning time
- applying occupational and physical therapy best practices to allow students with diverse medical and mobility needs to meaningfully engage with their required equipment while maximizing learning
- improving integration opportunities for students to engage in academic and technological education
- developing continuity of learning over the course of (up to) seven years of SSTC programming

Opportunities for students to maximize community engagement and independence is also being supported through cooperative education experiences.

Credit accumulation among students with the Developmental Disability (DD) exceptionality within or outside SSTC programs is being reviewed to support maximizing learning opportunities and outcomes for students. Schools are being supported to provide opportunities for students to work towards the Ontario Secondary School Certificate (OSSC) and the Ontario Secondary School Diploma (OSSD).

DSBN SSTC programs have benefited from collaboration with SESS staff and community partners, leading to improved student achievement, consistent support strategies, and enhanced safety planning.

Capital Project Enhancements

The board has invested significantly in capital projects for secondary special education programs, focusing on transforming learning spaces to better support complex learners. Prioritizing accessibility, safety, and students' unique needs, these investments ensure educational environments foster both growth and well-being. Collaboration with project managers ensures that new and renovated spaces accommodate program expansion and are fully accessible. Current projects at Westlane, E.L. Crossley, Eastdale, and Thorold include:

- Westlane: Two new classrooms with structured learning, sensory and movement areas, a life skills space, experiential learning environment, and accessible washroom.
- E.L. Crossley: Construction of an accessible washroom and classroom upgrades to support medically fragile students.
- Eastdale: Renovation of a classroom for direct access to a new accessible washroom and sensory space, plus updates to another classroom for improved accessibility and programming.
- Thorold: Classroom renovations, a new life skills area, accessible washroom, and a new movement and sensory area to enhance programming.

These investments demonstrate the board's ongoing commitment to inclusive, accessible, and safe learning environments for all special education students.

BEHAVIOR MANAGEMENT SYSTEMS (BMS) TRAINING FOR ADMINISTRATORS

To align with DSBN special education and safe schools legislation and policies, staff members receive training to effectively support students with complex learning needs. Behaviour Management Systems

PROGRAM AND PLANNING COMMITTEE

Tuesday, February 10, 2026

(BMS) training emphasizes proactive strategies and provides comprehensive instruction on safe physical intervention techniques.

The special education review indicated that few administrators had previously received this training. Consequently, a mandatory full-day session has been developed to ensure all administrators gain an understanding of the technical aspects of BMS, as well as the leadership responsibilities involved when supporting students, staff, and families. The training highlights the importance of proactive measures within schools and emphasises the role of adults as protective factors, ensuring safety and inclusivity for all members of the school community.

The primary focus of the training centers around implementing proactive strategies and ensuring that classrooms and schools are protective factors for students and families that focus on belonging. Other key concepts covered include leadership considerations when engaging with students, staff, and families during emergency or crisis situations; relevant legislation, policies, and administrative procedures associated with BMS; and the significance of debriefing and restorative practices.

Feedback from elementary administrators indicated that the BMS Leadership PD had a significant, system-wide positive impact. Administrators left the training more confident, aligned with system messaging, and better prepared to support safe, consistent, and compliant responses to student behaviour. They valued the expertise of the BMS lead trainers and the practical tools that were shared. Administrators appreciated the stronger alignment between policy, practice, and student safety. They also commented that the training reinforced proactive leadership practices and strengthened administrator capacity to coach, communicate, and collaborate effectively with their staff teams.

During the collaborative Safe Schools meetings held with special education and safe schools superintendents alongside our union partners, union representatives expressed appreciation for the ongoing positive collaboration around incident reporting and the importance of supporting staff. The representatives felt that the Administrator BMS training will meaningfully enhance staff well-being and strengthen overall support systems.

EARLY INTERVENTION PROGRAM (EIP)

The Early Intervention Program at Connaught school, is a pilot program designed to support students transitioning out of kindergarten. One of the findings of the special education review, was that there were students who would benefit from a low enrolment setting to build further skills to help with the transition from Kindergarten into Grade 1. The staff consists of a teacher and 2 Educational Assistants. It is designed to provide targeted, individualized support students who require explicit teaching of school-readiness and foundational learning skills to successfully reintegrate into their home schools. Rooted in a supportive, developmentally responsive learning environment, the program offers personalized programming that builds communication, early academic skills, and positive behavioural and social foundations. A key focus of the program is integration: students participate regularly in their grade appropriate learning environments alongside their peers, allowing them to generalize newly learned skills and strengthen their sense of belonging within the school community. Through ongoing collaboration with classroom teacher and educational assistants, the program ensures continuity

PROGRAM AND PLANNING COMMITTEE

Tuesday, February 10, 2026

between individualized instruction and regular classroom expectations. As a result, students develop the confidence, readiness, and independence needed to transition smoothly into full-time participation in their regular classroom.

CONNECTION TO DSBN STRATEGIC PLAN

Strategic Priority: We respect and uphold the importance of equity, inclusion, dignity and human rights in all learning and working environments so individuals from all social realities and lived experiences are valued. We value the uniqueness of each individual and believe everyone can excel and achieve excellence at the DSBN.

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

Respectfully submitted by:

Simon Hancox, Superintendent of Student Achievement & Well-Being