

Tuesday, April 14, 2026

Public Session: 5:30 p.m. - Grimsby Lincoln Room

AGENDA

A. ACKNOWLEDGEMENT OF TRADITIONAL TERRITORY

B. CALL TO ORDER/NOTING MEMBER ABSENCES

C. APPROVAL OF THE AGENDA

D. NEW BUSINESS

1. E-10: Staff Development
Breann Pyke - **Recommend to defer**
2. E-20: DSBN Employee Hiring Practices
Breann Pyke
3. D-07: Third Party Provision of Student Support Services
Simon Hancox
4. D-10: Outdoor Education – **Recommend to revoke**
Mary Anne Gage
5. F-05: Playspace Equipment - **Recommend to revoke**
Stacy Veld
6. Policy G-38: Complaint Resolution Policy - **Recommend to defer**
Jennifer Feren

E. POLICIES SCHEDULED TO BE REVIEWED BY COMMITTEE IN 2026-27 CYCLE

(for information)

- A-11: Flag Protocol
- A-18: Environmental Sustainability
- B-01: Procurement of Goods and Services
- B-09: Privacy Management
- D-04: Elementary Interschool Athletic Program
- D-16: Prior Learning Assessment Recognition
- E-03: Health and Safety – Annual Review
- E-15: Workplace Violence and Harassment Prevention – Annual Review
- E-17: Performance Appraisal
- F-03: Facility Access, Key Control and Intrusion Alarm
- G-20: Sponsorships, Scholarships, Donations, Partnerships for Learning
- G-23: Transfer of Students from Elementary to Secondary Schools

POLICY COMMITTEE AGENDA

TUESDAY, APRIL 14, 2026



G-25: Co-Curricular Activities

G-35: Copyright Provision

G-40: Supporting Students with Prevalent Medical Health Conditions

I-01 Guidelines for Retirement/Resignation Dates for Teachers

F. ADJOURNMENT

Next Meeting: December 2026 – date TBD

POLICY

SECTION:	STAFF - GENERAL	POLICY:	E-10
TOPIC:	STAFF DEVELOPMENT	PAGE:	1 of 1
REVIEW DATE:	November 2025	DATE:	November 2020
		REVISED:	

The District School Board of Niagara (DSBN) encourages all employees to be life-long learners supported by Staff Development that is based on system, school and individual needs. The following definitions seek to clarify the key components of effective and comprehensive staff development:

- **Training**: Training provides specialized instruction to fulfil the basic needs required for competency in a specific job. Training is either legislated or mandated by DSBN, usually for the purposes of safety or accountability.
- **In-Service**: In-service provides individuals with both self-initiated and DSBN initiated opportunities to broaden their skills and become more effective in their respective, ever-changing jobs.
- **Professional Growth**: Professional Growth encompasses a wide variety of self-initiated activities that enhance growth in the individual's respective field.

Staff Development is offered and supported at DSBN, area, school and department levels.

The DSBN believes in supporting new staff through processes, including the following:

- **Induction**: Induction is a process for new employees (first two years) that includes all the activities that train and support new employees and it acculturates them to the mission and philosophy of their school/department and the DSBN. Induction encompasses orientation, mentoring, ongoing structured training, and other components.
- **Mentoring**: Mentoring is defined as a non-evaluative process which entails a role model in a "role-alike" position dialoguing to share knowledge, experiences, needs and strategies.
- **Orientation**: Orientation involves familiarization with the operational procedures of the school/department and the DSBN.

The DSBN supports the principle that workers should be multi-skilled, within parameters of Collective Agreements and job descriptions. Cross training helps to implement this principle:

- **Cross Training**: Cross training develops employees who can readily adapt to changes in job requirements and advancing technology. Cross training may be used as a strategy to enable employees to become more productive, prepared for new opportunities, as well as creating more flexibility within departments.

Supervisors/Managers facilitate communication and coordination of Staff Development opportunities for individuals and groups within the scope of their portfolio.

Recommend to defer

POLICY

SECTION:	HUMAN RESOURCES - GENERAL	POLICY:	E-20
TOPIC:	DSBN EMPLOYEE HIRING PRACTICES	PAGE:	1 of 1
REVIEW DATE:	May 2026 April 2031	DATE:	May 2024 April 2026
		REVISED:	

All hiring decisions will be made in accordance with applicable laws, including the Ontario Human Rights Code, and respective collective agreements

The District School Board of Niagara believes in attracting, recruiting and retaining exemplary employees to prepare students for success now and in the future, and to reach their full potential regardless of their background or social identity. The DSBN recognizes that consistent hiring processes will allow the board to achieve and maintain a strong and diverse workforce. The DSBN is also committed to hiring practices that ~~include~~ consider the following:

- Qualifications and Merit
- Diversity, Equity and Human Rights
- Employment Mobility
- Fairness and Transparency
- Monitoring and Evaluation

The DSBN hiring practices will include steps to avoid inequitable representation of historically disadvantaged groups for all applicants. The Policy also supports DSBN's commitment to promoting equity, ~~valuing early-career educators~~ and the prevention of conflict of interest in all hiring processes.

All teacher hiring shall be in accordance with Policy and Program Memorandum 165. Furthermore, any assignment of a teacher shall be made with due regard for the provision of the best possible program and the safety and well-being of the students as required under Ontario Regulation 298 Operation of Schools – General, including the requirement that it shall be made in accordance with the qualifications recorded on the teacher's certificate of qualification with the Ontario College of Teachers.

~~All hiring decisions will be made in accordance with applicable laws, including the Ontario Human Rights Code, and respective collective agreements.~~

REFERENCES

~~Ministry of Education PPM 165 – Issued February 22, 2024~~ Ministry of Education PPM 165
[Education Act, Ontario Regulation 298 – Operation of Schools – General](#)
[DSBN Policy E-02: Conflict of Interest](#)

POLICY

SECTION:	EDUCATIONAL PROGRAMS AND STUDENT SERVICES	POLICY:	D-07
TOPIC:	THIRD PARTY PROVISION OF STUDENT SUPPORT SERVICES <u>BY EXTERNAL PROVIDERS</u>	PAGE:	Page 1 of 1
REVIEW DATE:	<u>May 2026</u> <u>April 2031</u>	DATE:	<u>May-April 2024</u> <u>6</u>
		REVISED:	

The District School Board of Niagara (DSBN) is committed to the provision of appropriate in-school support services for ~~individual students or groups of~~ students. The students who will receive this support, as well as the extent and scheduling of this support, are determined by the ~~service allocation processes of the~~ DSBN and Ministry ~~of Education~~ regulations.

Consistent with the DSBN's duty to provide appropriate and equitable services for students, parents/guardians are not permitted to purchase or otherwise provide (e.g., use of a volunteer) in-school or in-classroom student assistance, including personal support workers or other in-school professional services. Direct therapy to students is provided in the classroom only when delivered by Ontario Health at Home, as outlined in PPM 81.

~~There are two~~There are some circumstances which ~~may allow for the involvement of external providers~~~~lead to a decision that varies from this general policy:~~

- The DSBN ~~will work~~s co-operatively with other ~~publicly funded~~~~provincially funded~~ and regulated community agencies, (e.g., Family and Children's Services Niagara (FACS), Pathstone, Niagara Children's Centre) including those working with students with mental health and/or physical and/or developmental needs, in the provision of appropriate in-school and/or in-classroom services. In partnership with the parent/guardian, these services supplement but not duplicate the programs and services provided for students by school personnel and Board staff, thereby allowing the student to participate more fully and more successfully in the instructional program of the school.

~~The DSBN acknowledges that in special cases, temporary rehabilitative support may be accessed with insurance claim monies, as authorized by a rehabilitation counsellor or other similar agent, regarding a specific individual. Eligibility for this service, including the selection and management of appropriate personnel, will be the responsibility of the DSBN. Such actions will be taken in consultation with the appropriate third party who will provide funding for the cost associated with the provision of such services.~~

- Other supplemental support services provided by external partners may include observation, demonstration, assessment, treatment, counselling, and/or therapy activities that are distinct from activities implemented by DSBN staff. All third party external partnerships must respect the Board's collective agreements. Supplemental support services provided by external partners should complement, rather than replicate, DSBN staff work.

~~The approval, denial or termination of support services provided or funded by a third party shall, at all times, be at the sole discretion and direction of the DSBN.~~

Access and provision of personal information regarding a student from personnel employed as in-school support funded by a third party, shall be at the discretion of the School Administrator(s) acting in accordance with the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*.

The approval, denial or termination of supplemental support services provided or funded by a third party external partner shall, at all times, be at the sole discretion and direction of the Superintendent responsible for Third Party Services. external

References

ReferencesEducation Act

Municipal Freedom of Information and Protection of Privacy Act (MFIPPA)

Ministry of Education PPM 149: Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals

Ministry of Education PPM 81: Provision of Health Support Services in School Settings

POLICY

SECTION:	EDUCATIONAL PROGRAMS AND STUDENT SERVICES	POLICY:	D-10
TOPIC:	ENVIRONMENTAL AND OUTDOOR EDUCATION	PAGE:	Page 1 of 1
		DATE:	November 2020
REVIEW DATE:	November 2025	REVISED:	

The DSBN recognizes the importance schools have in preparing our students to take their place as informed, engaged and empowered citizens who will be pivotal in shaping our schools, our communities, our country and our global environment.

Environmental education in our school's focuses on teaching and learning, student engagement, community connections and environmental leadership.

The District School Board of Niagara (DSBN) is committed to the provision of opportunities for all students to experience learning in an outdoor natural environment. In addition to outdoor/educational programs at our schools, DSBN students have the opportunity to visit our DSBN Adventure and Living Campuses. These campuses provide students a broad range of outdoor experiential learning opportunities. The Outdoor programs offered at these facilities empower students through exploration and discovery to develop a connection to nature. Outdoor Education at the DSBN's Living Campus and DSBN Adventure Campus involves students in our natural environment in ways that develop environmental stewardship, encourage healthy living, and provide opportunities for students to develop skills in a variety of outdoor activities that enhance well-being and are environmentally sustainable. Implementation of both Environmental and Outdoor Education programs align to the Strategies and Actions as listed in the *"Acting Today, Shaping Tomorrow"* document.

The DSBN believes that all students should have equal access to these opportunities and there should be no barriers to participation in any of the programs provided at our schools, at the DSBN outdoor campuses or through our community partnerships.

Reference:

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools, Ministry of Education, 2009

Recommend to revoke

POLICY

SECTION:	FACILITY SERVICES	POLICY:	F-05
TOPIC:	PLAYSPACE EQUIPMENT AND NATURALIZED LEARNING AND PLAY SPACES	PAGE:	1 of 1
REVIEW DATE:	May 2026	DATE:	May 2021
		REVISED:	

The Playspace Equipment and Naturalized Learning and Play Spaces Policy supports District School Board of Niagara (DSBN) schools with the creation of environments where students can develop physical fitness, motor control and social skills through the safe use and installation of outdoor activity equipment or naturalized learning and playspaces. Since playspace equipment and naturalized learning and play spaces are not funded provincially, the DSBN appreciates the partnership of parents/guardians and community groups who raise funds for purchase, installation, and ongoing repairs and maintenance of playspace equipment and naturalized learning and play spaces at schools.

Definitions:

Playspace equipment – a playstructure anchored to the ground or having natural stability, and not intended to be moved, that is for use in the play areas located on the playground.

Naturalized Learning and Play Space – may include the use of trees, boulders, tree stumps, pathways, trails, garden areas or benches to create outdoor classrooms or a social centre, and areas sheltered from the elements on the school property or in the early learning play area.

Parameters:

Safety considerations are paramount when purchasing playspace equipment. Therefore, schools are expected to act in accordance with the procedures of the DSBN, and in consultation with Purchasing and Facility Services, regarding the purchase, installation and maintenance of playspace equipment to ensure:

- Compliance with the DSBN Purchasing Policy and the Government of Ontario Broader Public Sector Procurement Directives.
- Installation is conducted by a reputable vendor with proof of insurance and WSIB coverage.
- New playspace equipment meets the current C.S.A. standards
- New playspace equipment installations are compliant with the Accessibility for Ontario with Disabilities Act (including site accessibility and ground level accessible equipment for student enjoyment).
- The Ground surfacing is appropriate and meets current C.S.A. standards.
- The use of native species in naturalized playspaces and no poisonous plants or invasive species shall be utilized in these spaces.
- The best value is derived for the community fund raising efforts.
- The playspace equipment is appropriately located and correctly installed.
- The total cost of ownership is considered: purchase, installation, certification and ongoing maintenance costs.
- If the equipment or naturalized learning and play space poses a safety hazard or is deemed unmanageable, and the school determines after consultation with Facility Services it is unable or unwilling to finance the repair costs, then it will be removed.

Responsibility for Playspace Equipment and Naturalized Learning and Play Spaces:

School Administrator(s) are responsible for the inspection and supervision, during normal school hours, of playspace equipment and naturalized learning and play spaces consistent with the appropriate procedures and other relevant DSBN guidelines, and consistent with the Education Act and Regulations.

References

Policy B-01: Purchasing Policy

Recommend to revoke

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-38
TOPIC:	COMPLAINTS RESOLUTION POLICY	PAGE:	Page 1 of 3
		DATE:	February 2021
REVIEW DATE:	February 2026	REVISED:	

The District School Board of Niagara (DSBN) is committed to encouraging a strong relationship with parents/guardians, students and community. The DSBN is committed to addressing public concerns in a fair, respectful and effective manner.

GENERAL INQUIRIES

In the normal course of business, the DSBN receives inquiries, questions and/or concerns via the DSBN reception, letters, email and social media. These inquiries, questions and/or concerns are redirected to appropriate supervisor who will then respond to the inquiry or facilitate a resolution or routinely disclose the information. In addition, the supervisor may also access and consult with central resources as part of the resolution process, including the equity and inclusion team and other departments such as human resources, facility services, legal services and information technology.

DEFINITION OF A COMPLAINT

A complaint is defined as any oral or written communication expressing dissatisfaction with the application of policies, procedures, programs, services or actions of staff, or Trustee or the DSBN. Those expressing an oral complaint will be required to put the complaint in writing, dating and signing the complaint to facilitate the investigation.

Anonymous or pseudonymous complaints or material, unless it is believed that such complaint or material references an illegal, abusive or protection matter, or is otherwise believed to be relevant in law will not be considered, copied, distributed, repeated, responded to or entertained by the DSBN. In consultation with the appropriate Superintendent, anonymous or pseudonymous complaints or material of an illegal, abusive or protection matter will be referred to the appropriate party or parties such as the police and/or Family and Children Services. Anonymous or pseudonymous written complaints received by staff, excluding those which it is believed refer to an illegal, abusive or protection matter will be shredded.

PROCESSING OF COMPLAINT

Complaints will not be processed, where the complainants are members of the public who have had a recent opportunity to comment on a Board of Trustee's decision or a similar complaint by the individual has already been processed, or where another process is in place to hear complaints, such as public meetings.

Complainants, who persist in opposing rules, routines and functions of a school or the DSBN, to the point of complaints being malicious, frivolous, vexatious or harassing of staff, will be advised that such action will not be condoned or tolerated.

PROCESS FOR RESOLVING COMPLAINTS OF PARENT(S)/GUARDIAN(S) ON SCHOOL BASED MATTERS

From time to time, a parent/guardian may contact the Education Centre or Trustees for further discussion relating to a school issue. A parent/guardian should be directed to follow the process outlined below in the hope that the issue can be resolved at the school level. In order to assist individual complainants regarding the appropriate process, it is important to listen to see if the question relates to a classroom concern, a school-wide concern, or district wide DSBN concern.

If a parent/guardian has a concern about a school matter, the following steps (which may require one or more meetings at each step) should be followed by the parent/guardian:

Step 1: Review of the issue with the student's Teacher

Step 2: Review of the issue by the School Administrator(s)

Step 3: Review of the issue by the Superintendent of Education

Step 4: Review of the issue by the Director of Education or Designate

Recommend to defer

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-38
TOPIC:	COMPLAINTS RESOLUTION POLICY	PAGE:	Page 2 of 3
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Representative of the Parent(s)/Guardian(s):

From time to time, a parent/guardian may believe or feel that they need support in order that they can adequately address their child's interests. This support may be necessary while the parent/guardian is attending meetings with the staff employed by the DSBN.

A parent/guardian has the right to have a representative of their choosing in attendance at meetings with staff, except where there may be a conflict of interest or as noted below. Any costs/expenses associated with such a representative are the responsibility of the parent/guardian.

Principals, staff and the parent/guardian will be notified in advance of a meeting as to who is anticipated to be in attendance.

A representative supporting the parent/guardian must agree, at the outset of or in advance of the meeting, to respect and maintain the confidentiality of any matter discussed at a meeting between parent/guardian and staff.

Matters that should not be discussed with Staff

Although the subject matter of meetings between parent/guardian and staff (including meetings at which a representative or a parent/guardian is present) may be fairly broad, these meetings will generally relate to the education of the parent's/guardian's student at the school in question. However, there are certain matters that staff are unable to discuss with the parent or guardian.

Such matters that cannot be discussed include, for example, personal details or disciplinary measures concerning other students, and personal details related to staff or performance issues related to staff.

In the event that discussion cannot be limited to the subject matter that led to the meeting (generally the education of the parent's/guardian's student at the school in question), as necessary, staff will bring closure to any meeting which becomes a discussion of personal details concerning other students or personal details about staff or issues relating to staff performance.

Role of Trustees

A parent or guardian may contact Trustees at any time. Trustees will facilitate the communication process between the parent/guardian and the appropriate staff and provide information and direction. Trustees shall direct the parent or guardian to the process which should be followed in resolving any concerns or to the appropriate person or step in the process (dependent on the steps the parent/guardian has already undertaken to resolve the concerns at the time the Trustee is contacted) but shall not act as a representative of the parent or guardian.

Members of the public may contact Trustees for further discussion relating to other types of issues and decisions of the Board of Trustees. Trustees will then contact the Chair of the Board, Vice Chair, or the Director of Education in order to facilitate further discussion of the issue.

Role of School Councils

School councils are not forums to discuss individual parent/guardian-teacher-student issues. Any of these matters brought to a school council member or any school council meeting will be referred immediately to the school Administrator.

APPEAL TO THE BOARD OF TRUSTEES: DELEGATIONS

Recommend to defer

POLICY

SECTION:	SCHOOL OPERATIONS	POLICY:	G-38
TOPIC:	COMPLAINTS RESOLUTION POLICY	PAGE:	Page 3 of 3
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If not satisfied with the outcome of the above complaint process, individual complainants may also make a written request to the Chair of the Board to make a delegation to the Board of Trustees. Any approved delegation will be conducted in accordance with DSBN Board By-Laws and Procedures on Delegations and depending on the nature of the issue may be dealt with at an in camera private session or in the open Board meeting.

References:

Policy D-09: Framework for the Provision of Special Education Services
 Policy D-12: Home Use of Equipment Purchased Through the Special Equipment Amount (SEA)
 Policy D-13: Applied Behaviour Analysis
 Policy E-09: Human Rights
 Policy G-02: Safe Schools
 Policy G-13: Use of Physical Intervention with Students
 Policy G-15: Student Medical Information
 Policy G-16: Administering Emergency Health Services to Students
 Policy G-17: Provision of Health Support Services to Students
 Policy G-28: Student Discipline
 Policy J-01: Transportation Policy

Recommend to defer