

**TUESDAY, NOVEMBER 22, 2022**

Public Session: 5:30p.m. Virtual Meeting

## **AGENDA**

### **A. WELCOME**

**Darren VanHooydonk**

### **B. ELECTION OF CHAIR**

### **C. APPROVAL OF THE AGENDA**

### **D. NEW BUSINESS**

1. **G-31: Voluntary, Confidential Indigenous Student Self-Identification**  
**Marian Reimer Friesen**
2. **E-03: Health and Safety**  
**Stacy Veld**
3. **E-04: Infectious and Communicable Diseases**  
**Stacy Veld**
4. **G-30: Head Lice (Pediculosis) - "Recommendation to Revoke"**  
**Stacy Veld**
5. **E-15: Workplace Violence and Harassment Prevention**  
**Lora Courtois**
6. **E-13: Attendance Support Program**  
**Lora Courtois**
7. **E-19: Teacher Termination Resulting from Unsatisfactory Performance Appraisal Process**  
**Lora Courtois**
8. **I-04: Teacher Exchange – Within DSBN**  
**Lora Courtois**
9. **D-05: Home Schooling**  
**Michael St. John**
10. **D-12: Home Use of Equipment Purchased Through the Special Equipment Amount (SEA)**  
**Michael St. John**
11. **D-13: Applied Behaviour Analysis**  
**Michael St. John**

### **E. ADJOURNMENT**

**Next Meeting: Tuesday, February 21, 2023 @ 5:30p.m.**

**POLICY**

SECTION:	SCHOOL OPERATIONS	POLICY:	<b>G-31</b>
TOPIC:	<b>VOLUNTARY, CONFIDENTIAL INDIGENOUS STUDENT SELF-IDENTIFICATION</b>	PAGE:	Page 1 of 2
		DATE:	November 2022
REVIEW	June 2022-November 2027	REVISED:	

It is the policy of the District School Board of Niagara (DSBN) to provide programs and put into place measures to support all First Nation, Métis and Inuit students. All First Nation, Métis and Inuit students have the right to voluntarily self-identify so that they may receive supportive programming and instructional practices that better serve their learning needs. The first such measure in recognizing this right is to establish self-identification procedures to identify, collect and aggregate student achievement data for First Nation, Métis, and Inuit students.

**1. DEFINITION**

Indigenous identification refers to the definition in the “Constitution Act, 1982, Section 35 (2)”, in that “Aboriginal peoples” include “Indian, Inuit and Métis.”

These groups include the following categories:

- First Nations students who attend provincially funded elementary or secondary schools
- Métis students who attend provincially funded elementary or secondary schools
- Inuit students who attend provincially funded elementary or secondary schools

The DSBN recognizes diversity within cultures, however, families will need to choose one self-identification that is most reflective of how each student identifies.

**2. RATIONALE**

The learning, aspirations and potential of Indigenous students can be realized through a responsive, transparent and accountable process. This process focuses on improved services and supports that build on strong partnerships with Indigenous parents and their communities. Collecting student achievement data of Indigenous students allows for analysis to determine programming to meet learning needs. Continued data collection and analysis will provide information for future decision-making surrounding Indigenous student success.

**3. IMPLEMENTATION**

Voluntary Self-Identification data can continue to be collected on currently enrolled students through the DSBN Voluntary, Confidential, Indigenous Student Self-identification online portal and students new to the DSBN using the DSBN Student Registration Forms (located in the student information database) can self-identify during the registration process.

**4. FRAMEWORK GOALS**

The DSBN believes that all students can learn. Our mission is to be committed to student success by working together to inspire, empower, and support all learners to achieve their full potential.

The Voluntary, Confidential Indigenous Student Self-Identification Policy is designed to support this mission by establishing the following goals for Indigenous education within the DSBN’s jurisdiction:

- a) To provide high-quality learning opportunities that are responsive, flexible, and accessible to the learners.
- b) To continue to set high expectations for learner achievement in supported learning environments.
- c) To improve the retention rate of First Nation, Métis and Inuit students.
- d) To ensure that learners are well-prepared for participation in post-secondary studies and the world of work.
- e) To use achievement data from a variety of sources to determine possible gaps and areas for focused intervention.
- f) To promote effective, respectful working relationships and partnerships with First Nation, Métis and Inuit parents and the general First Nation, Métis and Inuit community.

**POLICY**

SECTION:	SCHOOL OPERATIONS	POLICY:	<b>G-31</b>
TOPIC:	<b>VOLUNTARY, CONFIDENTIAL INDIGENOUS STUDENT SELF-IDENTIFICATION</b>	PAGE:	Page 2 of 2
		DATE:	November 2022
REVIEW	June 2022-November 2027	REVISED:	

**5. GUIDING PRINCIPLES**

The Voluntary, Confidential Indigenous Student Self-Identification policy will continue to evolve as the DSBN seeks to improve achievement and program delivery for First Nation, Métis and Inuit students. For implementation and for future refinement of this policy, the following principles will continue to guide us:

- Transparency
- Inclusivity
- Innovation
- Learner-centered
- Equity
- Responsiveness
- Collaboration
- Respect for individual privacy and dignity
- Results-oriented
- Acknowledging and reflecting on cultural diversity
- Contributing to the knowledge base through research
- Holistic health and overall well-being

**6. SECURITY PROTOCOL PRIVACY**

- a) All data will be securely stored by the DSBN in the confidential student information database to respect privacy and used only as a means to enhance First Nation, Métis and Inuit education programs within the District School Board of Niagara DSBN.
- b) Data stored by the DSBN will be treated in the same manner as Ontario Student Records and protected and governed by the Freedom of Information Legislation governing School Boards and Ministry of Education under the *Education Act* and *Municipal Freedom of Information and Protection of Privacy Act* (MFIPPA).
- c) The information gathered will be used in the aggregate and for the purpose of developing and implementing supportive programs within the DSBN.
- d) Information will be communicated to Education Quality and Accountability Office EQAO (EQAO) and the Ministry of Education for reporting purposes by the province their development, planning and resource allocation as permitted under the *Education Quality and Accountability Office Act* and *Education Act*. Information given for this purpose will be protected by the protocols as outlined in the *Education Act* for EQAO and the Ministry of Education is protected and governed under the *Freedom of Information and Protection of Privacy Act* and MFIPPA.

**POLICY**

SECTION:	SCHOOL OPERATIONS	POLICY:	<b>G-31</b>
TOPIC:	<b>VOLUNTARY, CONFIDENTIAL INDIGENOUS STUDENT SELF-IDENTIFICATION</b>	PAGE:	Page 3 of 2
		DATE:	November 2022
REVIEW	<del>June 2022</del> - November 2027	REVISED:	

References

Policy D-07: Third Party Provision of Student Support Services  
 Policy E-09: Human Rights

**POLICY**

SECTION:	HUMAN RESOURCES - GENERAL	POLICY:	<b>E-03</b>
TOPIC:	<b>HEALTH AND SAFETY</b>	PAGE:	Page 1 of 1
REVIEW DATE:	<del>November 2022</del> November 2023	DATE:	<del>November 2021</del> November 2022
		REVISED:	

The District School Board of Niagara (DSBN) is committed to the health and safety of all its employees, by protecting all employees from workplace injury or occupational illness. All supervisors and workers must be dedicated to sharing the responsibility of reducing the risk of injury and illness by working in compliance with the law and with work practices and procedures established by the DSBN.

The DSBN shall:

1. Establish a Multi-Workplace Joint Health and Safety Committee (MWJHSC) consistent with terms of the Ontario Occupational Health and Safety Act and the DSBN MWJHSC Terms of Reference.
2. Make every reasonable effort to ensure that all administrators/supervisors know their responsibilities as described in the Occupational Health and Safety Act, and regulations thereunder, the DSBN MWJHSC Terms of Reference and this policy.

All supervisors\* must:

- a) Maintain safe and healthy work conditions for staff under their authority.
- b) Ensure that staff work in accordance with safe work practices and procedures.
- c) Correct unsafe or unhealthy conditions and acts by initiating appropriate corrective action.
- d) Report and investigate all accidents/incidents.
- e) Instill safety awareness in workers through education and training.

\* NOTE: A supervisor, as defined by the Occupational Health and Safety Act, Section 1. (1) means a person who has charge of a workplace or authority over a worker. A supervisor will be held accountable for the health and safety of the employees under their authority. Supervisors are responsible for ensuring that the workplace is safe and that employees work in compliance with established safe work practices and procedures.

3. Make every reasonable effort to ensure that all staff know their responsibilities as described in the Occupational Health and Safety Act, the DSBN MWJHSC Terms of Reference and this policy.

All staff must:

- a) Follow safe work procedures and practices.
- b) Use protective equipment supplied.
- c) Report any work-related illness or injury immediately to their supervisor.
- d) Report all unsafe and unhealthy acts and conditions to their supervisor.
- e) Complete appropriate training in their specific work tasks to protect their health and safety.

References

Policy E-15: Workplace Violence and Harassment Prevention  
 Health and Safety Act (OHS) Workplace Harassment  
 MWJHSC Terms of Reference

**POLICY**

SECTION:	SCHOOL OPERATIONS	POLICY:	<b>E-04</b>
TOPIC:	<b>INFECTIOUS AND COMMUNICABLE DISEASES</b>	PAGE:	Page 1 of 1
		DATE:	November 2022
REVIEW DATE:	November 2027	REVISED:	

The District School Board of Niagara (DSBN) endeavours to provide a healthy and safe environment in which to learn and work. Infectious and communicable diseases are addressed in a caring and respectful manner consistent with regulatory requirements. Information about infectious and communicable diseases will be provided to staff and students when required.

If a suspected or a confirmed communicable disease is reported to school administration, under the duties outlined in the *Education Act* and the *Health Protection and Promotion Act*, the school Administrator must report it to the Niagara Region Public Health.

Students with infectious and communicable diseases are not required to disclose their health status to DSBN personnel. The identity of a student with an infectious and communicable disease shall be protected but may be disclosed with the consent of the parent/guardians(s), or the student if an adult, or if directed by Niagara Region Public Health. On a case-by-base basis, alternative instruction may be offered by the school Administrator.

Staff with an infectious and communicable disease are not required to disclose their health status to DSBN personnel. The identity of a staff member with an infectious and communicable disease shall be protected but may be disclosed with the consent of the staff member or if directed by Niagara Region Public Health.

In certain cases, students or staff with an infectious and communicable disease may need to be cleared to return to school or work by a physician or by Niagara Region Public Health.

References

Public Health Agency of Canada – List of Nationally Notifiable Diseases

Education Act

Health Protection and Promotion Act

**POLICY**

SECTION:	HUMAN RESOURCES - GENERAL	POLICY:	<b>E-04</b>
TOPIC:	<b>INFECTIOUS AND COMMUNICABLE DISEASES</b>	PAGE:	Page 1 of 1
REVIEW DATE:	November 2022	DATE:	November 2017
		REVISED:	

**BACKGROUND**

The District School Board of Niagara (DSBN) endeavours to provide a healthy and safe environment in which to learn and work. Issues relating to communicable and infectious diseases will be addressed in a caring and respectful manner consistent with the legal requirements of the Ministry of Health and Long-Term Care, the Ministry of Education, Niagara Region Medical Officer of Health, Commissioner, Public Health (MOH) and DSBN procedures.

**STUDENTS WITH INFECTIOUS AND COMMUNICABLE DISEASES**

- Students with infectious and communicable diseases are not required to disclose their health status to DSBN personnel. The identity of a student with infectious and communicable diseases shall be protected but may be disclosed after consultation with, and the consent of, the parent(s) or the student, if an adult, or at the direction of the MOH.
- Students with infectious and communicable diseases may need to be cleared to return to school by a physician or the MOH, once they are of the opinion that the person is no longer infected with an agent of the virulent disease or that the release and discharge of the person will not present a significant risk to the health of members of the public. In certain cases, alternative instruction may become necessary.
- Decisions regarding alternative instruction will be made on a case-by-case basis.

**STAFF WITH INFECTIOUS AND COMMUNICABLE DISEASES**

- Staff with an infectious and communicable disease are not required to disclose their health status to DSBN personnel. The identity of a staff member with an infectious and communicable disease shall be protected but may be disclosed after consultation with, and the consent of, the staff member or at the direction of the MOH.
- Staff with an infectious and communicable disease may need to be cleared to return to work by a physician or the MOH, once they are of the opinion that the person is no longer infected with an agent of the virulent disease or that the release and discharge of the person will not present a significant risk to the health of members of the public.

**REPORT TO MEDICAL OFFICER OF HEALTH**

The Administrator, under the duties outlined in the *Education Act* and the *Health Protection and Promotion Act*, when they are of the opinion that a pupil/staff in the school has or may have a communicable disease, as soon as possible after forming the opinion, must report it to the MOH.

**ROUTINE PRACTICES**

The blood/bodily fluids of every individual are to be considered potentially infectious. Protective gloves and first aid kits will be available in every school and DSBN buildings. Gloves must be used when contact with blood/bodily fluids is anticipated and that hands be washed after provision of first aid or handling of blood/bodily fluids.

All blood/bodily fluids spills must be cleaned and disinfected as per established DSBN procedures.

**CURRICULUM**

Education for the staff, students and community members shall be provided as deemed necessary by the administrator/supervisor in consultation with the MOH. Staff members shall be responsible for being informed about relevant diseases and for adhering to all administrative procedures of the DSBN. Information about infectious and communicable diseases will be provided to all students, as required by the curriculum, in accordance with Ministry of Education guidelines.

**References**

Public Health Agency of Canada – List of nationally Notifiable Diseases <http://diseases.canada.ca/notifiable/diseases-list>

**POLICY**

SECTION:	SCHOOL OPERATIONS	POLICY:	<b>G-30</b>
TOPIC:	<b>HEAD LICE (PEDICULOSIS)</b>	PAGE:	Page 1 of 1
		DATE:	November 2017
REVIEW	November 2022	REVISED:	

**INTRODUCTION**

The control of head lice, medically known as Pediculosis, is a shared responsibility between parents/caregivers, school staff, volunteers, students and public health nurses and all have a part to play in controlling this issue. Each school shall have a Pediculosis Program in place, designed in accordance with its needs, however, it is the responsibility of the parent(s)/guardian(s) to check and treat their child(ren).

**EDUCATION AND PROGRAMS**

Education about the prevention, identification, and treatment of head lice is important to the success of any Pediculosis Program. The intent of the program is to respond to the presence of Pediculosis on a child or children and to establish guidelines to prevent recurring spreading.

Individual school Pediculosis Programs may be designed in collaboration with the School Council or other community resources such as the Niagara Region Public Health Department.

**RESPONSIBILITY**

It is the responsibility of the parent(s)/guardian(s) to ensure their child(ren)'s head lice have been effectively treated with appropriate hair products and that all nits and lice have been removed.

It is the responsibility of school administration to educate students about head lice and prevention (e.g. no sharing hats, combs or brushes). Administrators will assist with making a student with head lice feel comfortable and valued.

**SCREENING**

Screening for Pediculosis is at the discretion of the School Administrator(s), who may use trained volunteers from the school community to conduct the head checks.

School based screening programs must include attention to confidentiality and sensitivity to students and their families.



**POLICY**

SECTION:	HUMAN RESOURCES	POLICY:	<b>E-15</b>
TOPIC:	<b>WORKPLACE VIOLENCE AND HARASSMENT PREVENTION</b>	PAGE:	Page 1 of 2
REVIEW DATE:	November 2027	DATE:	November 2022
		REVISED:	

The District School Board of Niagara (DSBN) is committed to the prevention of workplace violence and harassment and to ensure the health and safety and dignity of all employees and workers in its workplace. Any threats or acts of violence or harassment by or against employees or workers or the public are unacceptable and will not be tolerated. This includes situations where an employee may be exposed to domestic violence while at work. The DSBN will take steps required to protect their workers from workplace violence from all sources. To better understand workplace violence and workplace harassment, the definitions are listed below:

**Workplace violence:**

- (a) Is the exercise of physical force by a person against a worker, in a workplace, that causes or could cause physical injury to the worker.
- (b) Is an attempt to exercise physical force against a worker, in a workplace, that could cause physical injury to the worker.
- (c) Is a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker.

**Workplace harassment:**

- (a) engaging in a course of vexatious comment or conduct against a worker in a workplace that is known or ought reasonably to be known to be unwelcome, or
- (b) workplace sexual harassment.

**Workplace sexual harassment:**

- (a) engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- (b) making a sexual solicitation or advance where the person making the solicitation or advance is in a position to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome.

This policy is not intended to limit or constrain the reasonable exercise of management functions in the workplace. Reasonable action or conduct by an employer, manager or supervisor that is part of ~~his or her~~ **their** normal work function would not normally be considered workplace harassment.

This policy recognizes that workplace violence and harassment may occur between co-workers, workers and members of the school community and workers and strangers. This policy applies to all workplace activities that occur both at and away from the workplace. Every individual at DSBN has responsibilities to ensure a healthy, safe and respectful work environment. Everyone is expected to uphold this policy and to work together to prevent workplace violence and harassment.

The DSBN will ensure this policy and the resolution process are implemented and maintained and that workers and supervisors have the appropriate information and instruction to protect them from violence and harassment in the workplace.

All workers will adhere to this policy and the resolution process. School Administrator(s) ~~and or~~ **and** Supervisors are responsible for ensuring that measures and procedures are followed by workers and that workers have the appropriate information they need to protect themselves.

**POLICY**

SECTION:	HUMAN RESOURCES	POLICY:	<b>E-15</b>
TOPIC:	<b>WORKPLACE VIOLENCE AND HARASSMENT PREVENTION</b>	PAGE:	Page 2 of 2
		DATE:	November 2022
REVIEW DATE:	November 2027	REVISED:	

Every worker must work in compliance with this policy and the resolution process. All workers are encouraged to raise any concerns about workplace violence and harassment and to report any violent incidents, threats of violence and workplace harassment as defined above immediately.

The DSBN will investigate and deal with all incidents and complaints of workplace violence and harassment in a fair and timely manner, respecting the privacy of all concerned as much as possible.

Student to Staff

Harassment and risks of workplace violence that may arise because of student behavior towards employees and workers will be dealt with under the Safe Schools legislation.

This policy must be reviewed at least annually.

**POLICY**

SECTION:	HUMAN RESOURCES - GENERAL	POLICY:	<b>E-13</b>
TOPIC:	<b>ATTENDANCE WELLNESS SUPPORT PROGRAM</b>	PAGE:	Page 1 of 1
		DATE:	November 2022
REVIEW DATE:	November 2027	REVISED:	

The District School Board of Niagara is committed to creating and maintaining a respectful, healthy work environment for all employees. The Board, as the employer, strives to do this through collaboration and co-operation with all employees, employee groups, and where appropriate, health care providers and community agencies. The **Attendance Wellness Support Program** is based on the belief that employees wish to be at work **regularly** and fulfill their responsibilities **to maintain support and services for students and staff**. Furthermore, when issues do arise, a problem-solving approach will normally lead to a resolution that returns the employee to work as early and as safely as medically possible. ~~This strategy~~ **The Wellness Support Program** combines both prevention and intervention to achieve the goals of personal and workplace wellness.

~~The Attendance Support~~ **This program** is designed to provide consistently applied supports for the health and well being of employees and the benefit of the organization.

~~The Attendance Support This Program is supported by a Wellness Program, that includes Disability Support, and is consistent with the Ontario Human Rights Code, the Workplace Safety and Insurance Act, Employment Standards Act and the Municipal Freedom of Information and Protection of Privacy Act.~~

References

- Policy E-03: Health and Safety
- Policy E-04: Infectious and Communicable Diseases
- Policy E-09: Human Rights
- Policy E-12: Workplace Wellness

**POLICY**

SECTION:		POLICY:	<b>E-19</b>
TOPIC:	<b>TEACHER TERMINATION RESULTING FROM UNSATISFACTORY PERFORMANCE APPRAISAL PROCESS</b>	PAGE:	1 of 2
		DATE:	November <a href="#">2017</a> <del>2022</del>
REVIEW DATE:	November 2022 <del>27</del>	REVISED:	

This policy shall be interpreted in a manner consistent with the applicable collective agreement, *Education Act* (Act) and its Regulations and any other applicable statute.

For the purposes of this policy, any reference to School Administrator includes the vice-principal of the school in accordance with s. 277.17 of the Act, and any reference to Area Superintendent includes a Superintendent designated pursuant to s.277.18(2) and 277.18(3) of the Act.

**1. Recommendation of Termination**

**1.1** Where a comprehensive performance appraisal process conducted under Part X.2 of the Act results in the situation where:

- (i) the teacher has received three “unsatisfactory” ratings; or
- (ii) the teacher is placed on Review Status under section 277.37 and 277.38 of the Act for receiving two “unsatisfactory” ratings and the School Administrator in consultation with the Area Superintendent and the Director of Education/Designate jointly determine that the delay necessitated by conducting a further performance appraisal is inconsistent with the protection of the best interests of the pupils,

the School Administrator, the Area Superintendent and the Director of Education/Designate shall promptly transmit a joint recommendation in writing to the Board of Trustees that the teacher’s employment with the DSBN should be terminated.

**1.2** Pending the decision of the Board of Trustees, the Director of Education/Designate shall suspend the teacher with pay or reassign the teacher to alternative duties, as determined by the Director of Education/Designate in ~~his/her~~ their sole discretion.

**2. Provision of Information**

**2.1** The recommendation for termination shall be accompanied by the following:

- (i) Written reasons for the recommendation.

**2.2** A statement that in the opinion of the School Administrator, the Area Superintendent and the Director of Education/Designate that the delay necessitated by a third performance appraisal is inconsistent with the protection of the best interests of pupils shall also be included with the recommendation of termination for any terminations under article 1.1 (ii).

**3. DSBN Decision**

**3.1.** The Board of Trustees, upon receiving a recommendation to terminate a teacher’s employment pursuant to Part X.2 of the Act shall determine, based on the competencies pursuant to ss.277.31(1)(a) and 277.32(1)(a) of the Act and any applicable Regulations, whether or not the teacher is performing satisfactorily in the position to which the teacher was assigned immediately before any action of the Director of Education/Designate to suspend or reassign the teacher in accordance with article 1.2.

**3.2** The determination of the Board of Trustees shall be by majority vote of the members present at an in-camera meeting of the Board of Trustees at which there is a quorum, within 60 calendar days of receiving the recommendation.

**3.3** Where the Board of Trustees determines that the teacher is not performing satisfactorily, the Board of Trustees

**POLICY**

SECTION:		POLICY:	<b>E-19</b>
TOPIC:	<b>TEACHER TERMINATION RESULTING FROM UNSATISFACTORY PERFORMANCE APPRAISAL PROCESS</b>	PAGE:	2 of 2
		DATE:	November <del>2017</del> <u>2022</u>
REVIEW DATE:	November 202 <u>27</u>	REVISED:	

shall terminate the teacher’s employment with the Board effective immediately.

**3.4** Where the Board of Trustees determines that the teacher is performing satisfactorily, the suspension or reassignment, as the case may be, shall cease and, except where the teacher and the Board of Trustees agree otherwise, the teacher shall resume ~~his or her~~their former position.

**4. Communication of the Board of Trustees Decision**

**4.1** The Board of Trustees decision will be communicated to the teacher by telephone and confirmed in writing following the meeting.

**4.2** The decision to terminate a Teacher’s employment under Section 277.39 shall be communicated promptly to the Ontario College of Teachers by the secretary of the Board of Trustees (Director of Education).

**References:**

- Education Act* S. 277.15(5) Termination for Other Reasons; Part X.2 S. 277.14 – S. 277.45 Teacher Performance Appraisal
- Ontario Regulation 298: Operation of Schools S. 11(3) j Administrator’s Recommendation
- Ontario College of Teachers Act, S. 26
- Ontario Regulation 99/02: Teacher Performance Appraisal

## POLICY

SECTION:	TEACHING STAFF	POLICY:	I-04
TOPIC:	<b>TEACHER EXCHANGE – WITHIN THE DISTRICT SCHOOL BOARD OF NIAGARA</b>	PAGE:	1 of 1
REVIEW DATE:	November 2027	DATE:	November 2022
		REVISED:	

1. Exchanges may take place across panels and will not normally extend beyond one school year. When they are cross-panel, the relevant collective agreement provisions must be adhered to but each exchangee will continue to be paid their base salary and benefits according to the collective agreement at ~~his or her~~ their original panel.

However, if one or more of the teachers involved in the exchange holds a position of responsibility, while the other does not, the exchange in the position of responsibility will relinquish their position of responsibility allowance during the exchange to cover the cost of the teacher who assumes the acting position of responsibility in their absence to ensure there is no additional cost to the District School Board of Niagara (DSBN). It is understood that when an exchange occurs, none of the schools involved is left without someone assuming the area of responsibility vacated by an exchangee.

2. (i) School Administrators will submit to the ~~Human Resources Staffing Manager~~ Human Resource Services Senior Manager – Teaching Staff, names of teachers desiring an exchange for professional development by March 1<sup>st</sup>.
- (ii) The appropriate Human Resources Staffing ~~Manager~~ Officer will circulate a list of these teachers to each School Administrator who shall contact the teacher(s) concerning the possibility of an acceptable exchange with another teacher before April 1<sup>st</sup>.
- (iii) Exchange agreements will only be finalized if mutually acceptable to the teachers, School Administrator, Area Superintendents concerned, and the Superintendent of Human ~~Resources~~ Resource Services.
- (iv) All exchanges will terminate June 30<sup>th</sup>.
3. Should the teachers concerned wish to continue in the positions exchanged beyond the period indicated, this would require mutual agreement of all concerned.
4. None of the above will preclude a teacher on exchange from applying for a promotion in the DSBN. If a teacher on exchange is promoted to a position of additional responsibility, then two options are open to the remaining parties in the exchange:
  - (i) It becomes the responsibility of the current School Administrator of the promoted teacher to hire a Long-Term Occasional replacement for the remainder of the exchange.
  - (ii) By mutual consent of all the remaining parties to the exchange, other arrangements may be made.

**POLICY**

SECTION:	EDUCATIONAL PROGRAMS AND STUDENT SERVICES	POLICY:	<b>D-05</b>
TOPIC:	<b>HOME SCHOOLING</b>	PAGE:	1 of 1
		DATE:	November <del>20172022</del>
REVIEW DATE:	November <del>2022</del> 2027	REVISED:	

~~Children between the ages of six and eighteen are required to attend school. Under the authority of the Education Act, a child may be excused from attendance at school if "the child is receiving satisfactory instruction at home or elsewhere". The Ministry of Education recognizes instruction that does not follow the Ontario curriculum and instruction where methodologies, materials, schedules and assessment techniques differ from those used in the school system. Children between the ages of six and eighteen are required to attend school. Under the authority of the Education Act, a child may be excused from attendance at school if "the child is receiving satisfactory instruction at home or elsewhere".~~

Parents/Guardians who wish to provide instruction to their children at home ~~are required~~should to notify the District School Board of Niagara (DSBN) in writing, of their intention to home school by submitting a Letter of Intent to Home School. Thereafter, parents/guardians ~~must~~should inform the DSBN, prior to September 1<sup>st</sup> of their intention to continue Home Schooling, by submitting a new Letter of Intent to Home School each and every year.

As required by Ministry of Education Policy/Program Memorandum No. 131, the DSBN normally will accept the written notification from parents/guardians as evidence that the parents/guardians are providing satisfactory instruction.

Schools ~~are not expected to~~will not provide learning materials, programs or activities for students who are not on the register.

Parents/Guardians providing home schooling may request that their child(ren) participate in EQAO assessments of Reading, Writing and Mathematics, administered in Grades 3, 6 and 9 and the Ontario Secondary School Literacy Test, given in Grade 10, by contacting the DSBN in writing by September 30<sup>th</sup> of the year in which the assessments are being conducted.

When parents/guardians who have chosen to provide "satisfactory instruction at home or elsewhere" wish to register at a school of the DSBN, the student shall be placed in an appropriate educational program by the Administrator of the school which the student is entitled to attend. If a student is likely to need program adjustment or support in order to successfully meet curriculum expectations, consultation with Curriculum Support Services, Special Education Support Services or other DSBN personnel may be necessary prior to registration and placement.

**POLICY**

SECTION:	EDUCATIONAL PROGRAMS AND STUDENT SERVICES	POLICY:	<b>D-12</b>
TOPIC:	<b>HOME USE OF EQUIPMENT PURCHASED THROUGH THE SPECIAL EQUIPMENT AMOUNT (SEA)</b>	PAGE:	1 of 1
		DATE:	November <del>2017</del> 2022
REVIEW	November 202 <del>1</del> 2	REVISED:	

According to the Ministry of Education Special Education Funding Guidelines, the purpose of ~~t~~The Special Equipment Amount (SEA) is to provide funding to school boards to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum, a board determined alternative program and/or course and/or to attend school.

Where a student is enrolled in a District School Board of Niagara (DSBN) school or program and has been provided with SEA funded Assistive Technology (SEA equipment), the student may be allowed to be take the SEA equipment home in order to assist the student to meet the expectations and goals as outlined in the Ontario curriculum and in the student's IEP.

The DSBN provides the opportunity for home use of some types of SEA equipment (~~eg-e.g.~~, Laptop, Chromebook), as determined by the DSBN, to support the student's pursuit for academic success.

~~All equipment purchased through the SEA claim process remains the property of the DSBN. Students are expected to use equipment in a responsible, respectful and lawful manner, which must be in compliance with all relevant federal and provincial legislation, the Mission Statement, Beliefs of the DSBN, and DSBN's Administrative Procedures.~~



## POLICY

SECTION:	EDUCATIONAL PROGRAMS AND STUDENT SERVICES	POLICY:	<b>D-13</b>
TOPIC:	<b>APPLIED BEHAVIOUR ANALYSIS</b>	PAGE:	1 of 1
REVIEW DATE:	November 20 <del>22</del> <sup>21</sup>	DATE:	November 20 <del>22</del> <sup>21</sup>
		REVISED:	

In accordance with the Ministry of Education, PPM 140 – Incorporating Methods of Applied Behaviour Analysis (ABA) Into Programs for Students with Autism Spectrum Disorders (ASD), the District School Board of Niagara (DSBN) supports the use of Applied Behaviour Analysis (ABA) instructional practices to support students with Autism Spectrum Disorder.

### Applied Behaviour Analysis

This approach is based on understanding the underlying function of behaviour, identifying setting events/precipitating factors in the environment and implementing corresponding positive supports.

ABA uses methods based on scientific principles of learning and behaviour to build useful repertoires of appropriate behaviour and reduce ~~problematic~~challenging ones. In this approach, the behaviours to be ~~changed~~modified are clearly defined for each student and recorded.

The following principles underlie ABA programming:

- The program must be individualized. Each student's specific profile and pattern of strengths and needs must be analysed to determine concrete learning objectives and teaching methods.
- Positive reinforcement must be utilized to support students by promoting prosocial behaviour
- Reliable data must be collected and analysed on an ongoing basis to measure student progress in the acquisition of new behaviours and skills, and to identify skills or behaviours that need to be taught.
- Transfer and generalization of skills should be emphasized with the goal of increased independence. Each student should be taught to transfer skills acquired in one context to different contexts or settings.

Interventions based on behavioral principles are designed to develop appropriate behavioural strategies to teach new skills and/or replacement skills. Relevant ABA methods must be used to support student transition, where appropriate. Interventions and methods used will be sensitive to the unique student experience and circumstances to ensure that equity, inclusion and dignity are upheld. Transitions may include: entry to school; transition between activities and settings or classrooms; transitions between grades; moving from school to school or from an outside agency to a school; transition from elementary to secondary school; transition from secondary school to postsecondary destinations and/or the workplace. It is essential that school board staff work with parents and community agencies to plan for a successful transition.

ABA can be used with students of any age, applied in a variety of situations and must be used to support students with ASD. The approach is also beneficial for a broader range of students to develop skills in key areas and to address behaviours that impact participation and engagement. It is also intended to be an approach in which collaboration between parents, schools and community agencies come together to provide consistency in supporting students in the DSBN.