



Committee of the Whole Board Meeting

Monday, October 1, 2018
Board Room, Education Centre

AGENDA

- A - 1 **Opening**
 (a) Roll Call
 (b) Declaration of Conflict of Interest
 (c) In Camera Session (**6:30 p.m.**)
 (i) Personnel Matters
 (ii) Legal Matters
 (d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
 (e) Agenda Additions/Deletions/Approval
 (f) In Camera Report
 (g) Delegation
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
 * (a) Caledonia Centennial Public School Capacity Review R. Wyszynski
- C - 1 **Director's Report**
- D - 1 **New Business - Action/Decision Items**
- D - 2 **New Business - Information Items**
 * (a) Voluntary Indigenous Self-Identification D. Martins
 * (b) Public Consultation Plan for Special Education Plan Annual Review L. Thompson
- E - 1 **Bylaw/Policy/Procedure Consideration - Action/Decision Items**
- E - 2 **Procedure Consideration - Information Items**
 * (a) P102 Procedures for Experiential Learning Programs D. Martins
 * (b) SO104 Ontario Student Records D. Abbey
- F - 1 **Other Business**
 (a) OPSBA Report J. Harris
- G - 1 **Correspondence**
- H - 1 **Adjournment**

SUCCESS for Every Student



Committee of the Whole Board Meeting

Monday, October 1, 2018
Board Room, Education Centre

Future Meetings (held at the Education Centre unless noted otherwise)

Safe and Inclusive Schools Committee	October 4, 2018	1:00 PM	Board Room
Native Advisory Committee	October 9, 2018	9:00 AM	Pauline Johnson Collegiate
Chairs' Committee	October 15, 2018	5:45 PM	Norfolk Room
Board Meeting	October 15, 2018	7:15 PM	Board Room
Special Education Advisory Committee	October 18, 2018	6:00 PM	Board Room
Student Trustee Senate	October 23, 2018	10:30 AM	Board Room
Indigenous Education Advisory Committee	October 24, 2018	6:00 PM	Board Room
Grand Erie Parent Involvement Committee	October 25, 2018	6:30 PM	Dogwood Room, Norfolk SSC
Student Transportation Services Brant Haldimand Norfolk	October 30, 2018	9:00 AM	Brant Room
Privacy and Information Management Committee	November 1, 2018	3:00 PM	Norfolk Room
Safe and Inclusive School Committee	November 8, 2018	1:00 PM	Board Room
Committee of the Whole	November 12, 2018	7:15 PM	Board Room
Native Advisory Committee	November 13, 2018	9:00 AM	Hagersville Secondary
Special Education Advisory Committee	November 15, 2018	6:00 PM	Board Room
Chairs' Committee	November 26, 2018	5:45 PM	Norfolk Room
Board Meeting	November 26, 2018	7:15 PM	Board Room

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: Caledonia Centennial Public School Capacity Review
DATE: October 1, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Caledonia Centennial Public School Capacity Review as information.

Background

In 2011, the Ministry of Education (MOE) introduced the Capital Priority Funding Program (CPFP). The funding program is based on requests that are submitted by school boards for funding to address urgent capital priority needs. The funding serves as the primary means for financing capital projects that address school boards' pupil accommodation needs, including enrolment pressures, supporting the consolidation of underutilized facilities and replacing facilities in poor repair.

On August 28, 2017, Senior Administration presented a report to the Board of Trustees that discussed the upcoming MOE request for funding submissions. Senior staff outlined the need for an additional school in Caledonia and recommended that the Board proceed with a joint-use facility.

Grand Erie's Board of Trustees considered and approved the following recommendation:

"That a new joint elementary school to be a co-build with the BHNCD SB to serve the new Avalon (McClung Rd.) development in Caledonia. The recent boundary review for this area will see students from this development attend Caledonia Centennial Public School until the new joint school is approved and constructed."

In September 2017, Grand Erie District School Board submitted a business case to the MOE under the CPFP to build a new joint-use elementary school in partnership with the Brant Haldimand Norfolk Catholic District School Board (BHNCD SB) to address surplus space, facility condition and new residential housing needs in the Caledonia area of the Board's jurisdiction. The proposed school would add 423 Grand Erie student spaces, including three child care rooms on six acres of land.

Demographic data for the study area indicated that the elementary school aged populations in the study area had been declining. According to the Canadian Census, the elementary aged population (4-13 years) in this study area declined by 8% between 2006 and 2011, and by an additional 13% between 2011 and 2016.

Due to new residential developments, demographic trends were expected to reverse and enrolments for both school boards are projected to increase significantly over the forecast period. At Grand Erie, enrolment was projected to experience an increase of 13% in the short to mid-term, followed by a significant increase in the longer term of nearly 60%. Additionally, the following factors were considered in the submission:

- Nearly 3,000 new residential units are projected in the McClung Subdivision/Avalon Development in Caledonia over the next 10-15 years. The new residential developments could produce more than 800 new elementary students for the board.

- Enrolment at Caledonia Centennial Public School (CCPS) (capacity: 366) was 294 in 2016-17 and projected to reach 491 by 2020-21; surpassing capacity by 125 spaces.
- Enrolment at River Heights School (RHS) (capacity: 668) was 553 in 2016-17 and projected to decrease to 463 by 2020-21; leaving 205 surplus spaces.
- The combined surplus between CCPS and RHS results in 80 surplus spaces in 2020-21, a deficit of 193 spaces by 2024-25 and a deficit of 484 by 2028-29.

In February 2018, after several exchanges with the MOE, Grand Erie was informed that neither of their two CFPF submissions were successful (the second being in Southwest Brantford). The feedback received, however, was very positive as the project was favourably supported, just a few years away due to low utilization and low capacity of area schools. The MOE asked Grand Erie to resubmit in the future, once the McClung area is further developed. The MOE also indicated no changes were required to the size or scope of the submission as it was deemed to be a strong plan.

At the April 9, 2018, the Quality Accommodations Committee brought forward a report which reviewed the current enrolment at CCPS and continued growth within the McClung development. In order to free up classroom space, the Committee recommended the French Immersion program be split between CCPS and RHS for September 2018.

At the April 23, 2018 Board meeting, the recommendation was not supported by Trustees for 2018-19 and a report back to the Board was requested to further dissect the accommodation challenges in Caledonia.

At the June 11, 2018 Committee of the Whole meeting, Senior Administration presented maps illustrating the residences of all students attending French Immersion at CCPS, a table demonstrating the impact on transportation and a detailed list of reasons that supported the split of the French Immersion program. That list included:

- CCPS is currently exceeding its capacity and is expected to be over 110% capacity by October 2019 whereas RHS has excess space and a projected capacity of 72%.
- The movement and installation of portables is expensive and not a desired option.
- No other Grand Erie elementary school is close enough in proximity to be utilized as an alternative.
- The majority of French Immersion students at CCPS live in Caledonia, this would minimize travel and logistical challenges when compared with other options.
- As the McClung area continues to develop, the Board is expected to submit another CFPF submission for a new school. In order to maximize the effectiveness of the business case, nearby schools should not be lower than 75% utilization, as would be the case with RHS without the movement of French Immersion.
- Cayuga Secondary School has underutilized space, however, it was not considered a viable option due to distance and the investment required to retrofit secondary school classrooms.
- Schools in Dunnville were also not considered due to extreme distances from Caledonia.

At the June 25, 2018 Board meeting, Trustees acknowledged this was a complex decision that required the weighing of many pros and cons prior to a final decision being made. Trustees decided to defer the relocation of the French Immersion Programs for Grade 4-8 from CCPS to RHS, effective September 2019, and requested a report back to Board at the October 1, 2018 Committee of the Whole Meeting.

Status Update

Since June 2018, Senior Administration has reviewed the Capital Submission, the Quality Accommodations Reports and feedback received from staff, Trustees, and community members. Additionally, the following table has been updated to include the most recent enrolment counts at all schools in the surrounding area:

	2016-17				2017-18				2018-19				
	ADE	Capacity	Util. %	Portables	ADE	Capacity	Util. %	Portables	Sept 14 Count	Capacity	Util. %	Portables	Surplus Space
Caledonia Centennial	294	366	80%	-	349	366	95%	2	427	366	117%	5	- 61
River Heights	553	668	83%	-	533	668	80%	-	538	668	81%	-	130
J.L. Mitchener	284	420	68%	-	300	420	71%	-	315	420	75%	-	105
Oneida	246	213	115%	4	245	213	115%	4	249	213	117%	3	- 36
Seneca	135	164	82%	-	138	164	84%	-	142	164	87%	-	22

As evident by the latest data, enrolment is surging at CCPS, with an increase of 78 students over the past school year. It's expected enrolment in the area will continue to grow in a similar fashion. As a result of this enrolment increase, the Board has placed an additional three portables at CCPS to accommodate the English stream and French Immersion program while the McClung development continues to close homes at a rapid pace.

The rapid increase in students at CCPS in 2017-18 created concerns around occupant load limits set by the Fire Code. During an average school day, the temporary number of students and staff in a classroom fluctuated, sometimes piercing the limits when a part-time educational assistant or other students joined the classroom. As a result, Board staff met, and continue to meet, with the local fire chief to ensure safety for all students and staff is our top priority. Grand Erie has also received feedback on room layouts to ensure occupant load limits are not pierced moving forward. As more students register at CCPS, staff are constantly reviewing room layouts, occupant loads and the overall organization of the school.

Priorities

Given the complex nature of dual-track programming, new housing developments, the capacity of both CCPS and RHS, increased enrolment, limited space for portables and the desire for a new school in the McClung area, the Board must acknowledge its top, long-term goal: **a successful MOE major capital business case** which will balance enrolment in Caledonia and result in a new, state-of-the-art, joint-use elementary school constructed in the McClung development.

Successful Capital Priority submissions have funding awarded when Boards can demonstrate that proposed projects will accommodate pupils where enrolment is currently exceeding, or is projected to persistently exceed capacity at a school or within a group of schools, and students are currently, or will be, housed in non-permanent space (i.e., portables). Furthermore, projects related to only addressing an accommodation pressure as a result of a specialized or alternative program (i.e., French Immersion) are not acceptable Capital Priority submissions.

Moving forward, each decision the Board makes must align with the long-term goal of building a new school in Caledonia. The longer the community goes without a new school, the more pressure it will create on current resources (buildings, land and programming). Focusing decisions on creating a strong business case also puts the needs of students first. Redistributing enrolment will alleviate capacity issues at CCPS, strengthen the business case for a new school in the area, ease fire code concerns and lighten the volume of traffic at CCPS.

SCENARIOS

Scenario 1: Relocate French Immersion Classes (Grades 4-8) to RHS from CCPS

This scenario was recommended by Senior Administration in April and June of 2018. The scenario involves transferring students in Grades 4-8 French Immersion to RHS, effective September 1, 2019. The increased enrolment at RHS will create a stronger business case for a new school as well as eliminate some of the capacity issue at CCPS. The enrolment increase at CCPS in 2017-18 brought significant challenges. While Grand Erie has been able to mitigate many of these issues through the purchase of additional portables, larger class sizes and the successful navigation of safety concerns, such as additional traffic and over-crowding. These issues will be magnified in 2019-20 if there is no decision made on relieving enrolment pressures at CCPS. The current enrolment and proposed enrolment scenarios are illustrated below.

Current Scenario					
Caledonia Centennial			River Heights		
Capacity	366		Capacity	668	
Portables	5		Portables	0	
	Enrolment	Utilization		Enrolment	Utilization
2016-17	294	80.3%		553	82.8%
2017-18	349	95.4%		533	79.8%
2018-19	427	116.7%		538	80.5%
2019-20	502	137.2%		533	79.8%
2020-21	577	157.7%		539	80.7%
2021-22	652	178.1%		544	81.4%

Proposed Scenario					
Caledonia Centennial			River Heights		
	Enrolment	Utilization		Enrolment	Utilization
2016-17	294	80.3%		553	82.8%
2017-18	349	95.4%		533	79.8%
2018-19	427	116.7%		538	80.5%
2019-20	412	112.6%		623	93.3%
2020-21	475	129.8%		641	96.0%
2021-22	545	148.9%		651	97.5%

CCPS only has room for three additional portables onsite. There will be significant issues with space (137.2% over capacity) that will require board intervention in time for 2019-20. Should this option be approved, capacity pressures won't become a major concern again until 2020-21; by which time, the Board will hopefully be in the midst of a major construction project. Splitting a program of choice (i.e. French Immersion) has been successfully implemented in Grand Erie previously (i.e., Burford and Paris Central) as well as at other school boards (i.e. Simcoe County District School Board). These examples demonstrate that with proper planning and collaboration amongst schools, administration and parents, a smooth transition can occur for all students, ensuring success for all involved. The uniqueness of this program of choice split is that RHS and CCPS are less than one kilometer apart, limiting the transportation impact seen in other examples.

In terms of transportation, the following have been outlined as quantitative and qualitative factors:

- Minimum Financial Impact:
 - Routes can still be shared with current self-contained students from CCPS. Route logistics would not be impacted as it would allow vehicles to continue to flow from South to North in Haldimand County
 - Distance from transfer at St Patrick's is the same from students from rural area to the north of Caledonia
- Services Impact:
 - Will be similar in this scenario to current ride times as the distance between transfer sites is very comparable; this scenario will also keep families together (riding the same bus)

Scenario 2: All student registrations from new subdivisions will be directed to RHS, effective immediately.

This scenario would re-construct the boundary for the new McClung subdivisions by transferring all new student registrations to RHS, effective October 16. Although the transportation costs for this scenario are negligible, the impact to the community and programming complexities brings another set of challenges. The enrolment scenarios are presented in the table below:

Current Scenario					
Caledonia Centennial			River Heights		
Capacity			668		
Portables			0		
	Enrolment	Utilization		Enrolment	Utilization
2016-17	294	80.3%		553	82.8%
2017-18	349	95.4%		533	79.8%
2018-19	427	116.7%		538	80.5%
2019-20	502	137.2%		533	79.8%
2020-21	577	157.7%		539	80.7%
2021-22	652	178.1%		544	81.4%

Proposed Scenario					
Caledonia Centennial			River Heights		
	Enrolment	Utilization		Enrolment	Utilization
2016-17	294	80.3%		553	82.8%
2017-18	349	95.4%		533	79.8%
2018-19	427	116.7%		538	80.5%
2019-20	452	123.5%		583	87.3%
2020-21	477	130.3%		639	95.7%
2021-22	502	137.2%		694	103.9%

In this scenario, the impact of the growth of the new subdivision will be completely transferred to RHS; however, the Board will need to consider the implications of Board Procedure SO121 (creating a potential divide in the McClung community for the English stream), create a new boundary (a process already completed once) and determine what parameters will be developed when students from McClung want to register for French Immersion.

With respect to capacity at CCPS, the projected capacity for 2019-20 would be 123.5% or 10.6% (and 40 students) higher than the first scenario.

Other considerations

Senior Administration also reviewed the following scenarios:

- i. Relocate Grades 4-8 French Immersion to J.L. Mitchener Public School (JLM)
- ii. All new student registrations from the McClung area to be directed to JLM
- iii. All new student registrations from to the McClung area to be given the choice of RHS or JLM.
- iv. Complete overhaul of the boundaries for Haldimand North schools (RHS, CCPS, JLM, Seneca Central Public School and Oneida Central Public School) to balance enrolment

Further exploration of the above-noted scenarios stalled due to barriers in distance, transportation, capacity, disruption to student achievement, family and community dynamics and misalignment with the Board's long-term goal for the Caledonia community.

Recommendation

That the Grand Erie District School Board approve the transfer of the French Immersion Program (Grades 4-8) to River Heights School, effective September 2019.

Grand Erie Multi-Year Plan

This report supports the Environment indicator of Success for Every Student and the following statement: we will ensure that students and staff have a safe and welcoming environment in which to learn and work.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Voluntary Indigenous Self-Identification Report**
DATE: October 1, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Voluntary Indigenous Self-Identification Report as information.</p>

Background

As noted in SO16 – Voluntary Aboriginal Self-Identification Policy, the Board is required to collect data on Indigenous student achievement to determine if programs currently delivered are successful and to provide information for the development of future programs and courses to better meet the needs of Indigenous students. In order to collect this data, the Board needs to ensure that all parents/guardians for Indigenous students under the age of 18 and students over the age of 18 have the right to voluntarily self-identify as Indigenous. The data collected is shared with the schools, Board, and the Ministry of Education in order to assess the progress in improving Indigenous student achievement.

Voluntary self-identification cards are provided to every school. In addition, self-identification forms are available on the Grand Erie website under both the Elementary and Secondary tabs in the Indigenous Education section. As a result of our continued efforts to build awareness of the self-identification process, we continue to see an increase in the number of self-identified students.

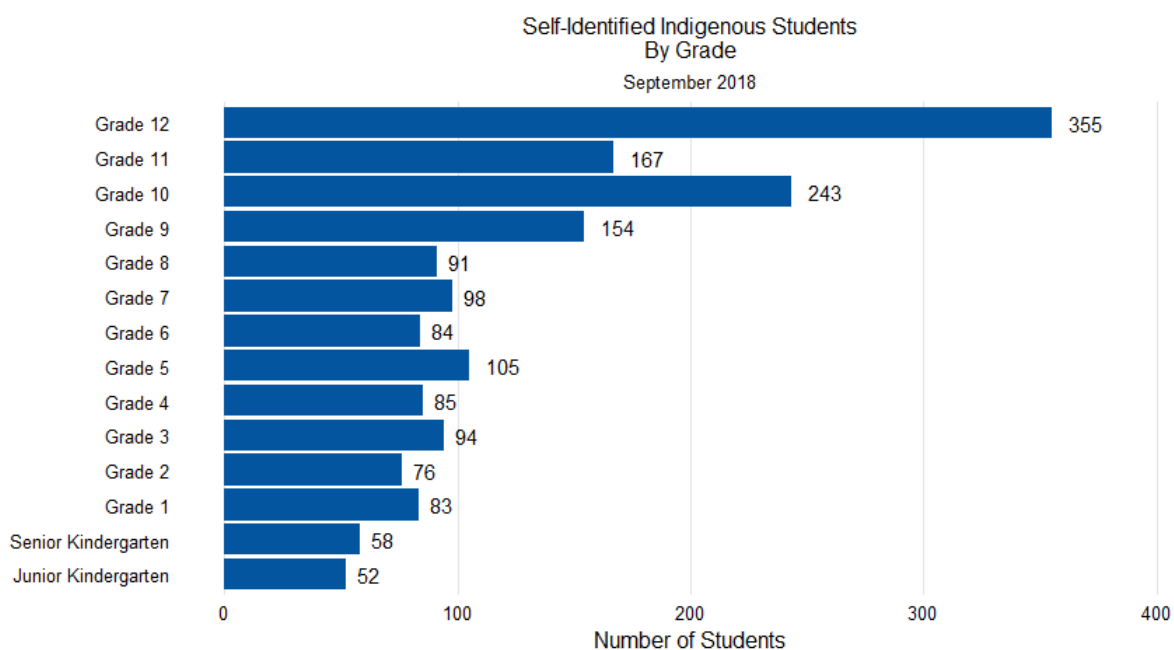
Additional Information

Table 1 of this report provides a summary of Indigenous self-identified students in the Grand Erie District School Board for the 2018-19 school year. Chart 1 shows the number of self-identified Indigenous students by grade.

Table 1 – Number of Students Self-Identified

Elementary Students					
	2014	2015	2016	2017	2018
Brant/Brantford	400	478	609	583	606
Haldimand	76	100	139	135	136
Norfolk	71	77	93	89	84
Total	547	655	841	807	826

Secondary Students					
	2014	2015	2016	2017	2018
Brant/Brantford	320	362	367	410	390
Haldimand	434	438	385	465	477
Norfolk	38	37	52	55	52
Total	792	837	804	930	919

Chart 1

Summary

Self-identification information has been tracked on an annual basis. In total there were 1745 students who identified themselves as Indigenous by September 21, 2018. This is 6.5% of the total student population which has remained static since 2017.

Of the self-identified Indigenous students, 49.3% are female and 50.7% are male. The tables above show that between September 2017 and September 2018, the number of elementary self-identified students increased by 2.4% while the number of secondary students decreased by 1.2%. The increase in the overall numbers can be partly attributed to the efforts of our Native Advisor and Indigenous Education Team in working with school teams to accurately report and encourage students who are from First Nations, Six Nations, Metis and Inuit heritage to self-identify.

Over time, it is expected that our overall numbers may not increase substantially as families/students only need to self-identify once.

Grand Erie Multi-Year Plan:

This report supports the Equity indicator of Success for Every Student and the following statement: we will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

Denise Martins
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Public Consultation Plan for Special Education Plan Annual Review**
DATE: October 1, 2018

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the report Public Consultation Plan for Special Education Plan Annual Review as information.</p>

Background:

Regulation 306 Special Education Programs and Services requires that all school boards create a plan that outlines the methods by which the needs of exceptional pupils will be met and that the special education plan is amended to meet the current needs of special education pupils of the board. School boards must ensure that the special education plan is reviewed annually and consultation with the public must occur.

Additional Information:

In the 2017-18 school year, a parent and public survey seeking input on Grand Erie's Special Education Plan was posted on the Grand Erie website via a live link available throughout the year. School administrators were encouraged at director's meetings throughout the year to remind families to go online and participate in the public consultation of Grand Erie's Special Education Plan.

Results of the consultation were shared with Grand Erie's Special Education Advisory Council members at a spring 2018 meeting for review and input. Feedback themes were summarized in the Special Education Plan that is submitted each July to the Ministry of Education.

Next Steps:

The input into the plan was significantly less than the previous year. For the 2018-19 school year the current questions asked on the survey will be reviewed and refined. The online link will continue to run live throughout the year, and there will be targeted times during which the public will be reminded on the board website to participate in the consultation process. Social media was not used in past to promote participation, but will be tried this school year. School administrators will continue to be reminded to encourage families to participate in the consultation process.

All feedback will be included in the final report on the Special Education Plan that is shared with the Ministry of Education.

Grand Erie Multi-Year Plan

This report supports the Community indicator of Success for Every Student and the following statement: we will facilitate opportunities for and encourage families to be involved in our schools.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **P102 – Procedures for Experiential Learning Programs**
DATE: October 1, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Bylaw 9 – Processes for Development of By-laws, Policies and Procedures be waived with respect to circulating P102 – Procedures for Experiential Learning Program to all appropriate stakeholders for comments.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive P102 – “Procedures for Experiential Learning Programs” as information.

Background

P102 – Procedures for Experiential Learning Programs was approved by Trustees in November 2016 and is scheduled for review in December 2020.

Additional Information

The Ministry of Education update to *The Ontario Curriculum, Grades 11 and 12, Cooperative Education, 2018* and replacement of *Policy/Program Memorandum No. 76A* effective August 1, 2018 requires revisions to the existing procedure.

Recommendation

Bylaw 9 states that “The draft procedure shall be circulated to all stakeholders for a minimum of 60 days for input.” Executive Council is recommending that the period of circulation be waived in this case. First, the changes to P102, while significantly shorter maintain the same culture of high expectations for staff and students with respect to experiential learning opportunities. Secondly, our system and school teams are required to have this in place as soon as possible following the implementation date. A 60-day circulation period will preclude this from happening.

Grand Erie Multi-Year Plan:

This report supports the Achievement and Community indicators of Success for Every Student and the following statements: we will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes. We will foster and celebrate inclusive school communities to enhance the learning experiences of all students.

Respectfully submitted,

Denise Martins
Superintendent of Education



PROCEDURE

P102

Procedures for Experiential Learning Programs

Board Received: November 28, 2016 Review Date: December 2020

Accountability:

1. Frequency of Reports - As needed
2. Criteria for Success
 - Maintains Positive Community Relationships
 - Requirements outlined in the Experiential Learning Programs Manual are covered

Procedures

1. Program Administration

Central co-ordination of the overall cooperative education (co-op) program shall ensure consistency in dealing with employers and the community. Each school shall have a co-op teacher to represent the school in matters pertaining to co-op programs.

a) Access:

Every effort shall be made to ensure that no student is denied access to a co-op program on the basis of personal financial constraint.

b) School Board Representative:

The representative for Business Services for the Grand Erie Board is the Superintendent of Business and Treasurer. Where indicated in the Experiential Learning Programs Manual, business forms should be forwarded to the Office of the Superintendent of Business.

c) The Board encourages ongoing efforts to promote dialogue with other partners involved in Cooperative Education (e.g. Conestoga, Fanshawe and Mohawk colleges, Laurier University, Brant Haldimand-Norfolk Catholic District School Board, District School Board of Niagara and W. Ross Macdonald School).

d) Open and ongoing communication between schools and between each school and its co-op employers is encouraged. Communication shall include sharing of placements within the system.

e) To encourage information sharing and feedback with employers, schools will invite employers to participate in program evaluations, workshops and sharing sessions.

f) Ministry Data Collection:

The Ministry of Education requires the following data from school boards annually:

- i) The total number of hours, during the school year (September 1-August 31), for which the Ministry has supplied Workplace Insurance coverage. This amount is to be compiled from the cumulative totals on students' log sheets. It is important that the hours reported are the actual hours during which a student was at a

training placement. The number of hours must be tracked in the Co-op Writer software and the Training Station Hours forms are to be printed off, signed by the teacher and principal, at the end of each semester including summer school. The forms are to be housed in a secure location at the school for a minimum of six years for audit purposes.

- ii) The total number of hours, during the school year, for which training organizations have supplied Workplace Insurance coverage.
- iii) The names of the students for whom reports were filed with the Workplace Safety Insurance Board, the dates of injury, and the assigned claim numbers.

The following areas are included in the Experiential Learning Program Manual which will be updated regularly:

2. Program Implementation

The Experiential Learning Program Manual is where system plans/processes, resource documents/manuals, software such as Co-op Writer, and/or forms are approved with the requirement that all schools are to access and use them as required.

The Student's Cooperative Education Learning Plan outlines the course of study for the placement component and the basis for assessment and evaluation and for the granting of one or more credits in the specific subject. Cooperative Education and Work Experience students must have Student's Cooperative Education Learning Plans that identify the overall and specific curriculum expectations of the related course that describes the knowledge and skills the student will apply and further develop at the placement, as well as the employer's expectations and the expectations of the classroom component of the course that apply to the placement.

The Cooperative Education teacher must conduct an assessment of each placement, including placements at businesses or institutions owned and operated by students' families.

3. Health and Safety

- a) Each secondary school shall have a written procedure to resolve safety and/or health hazards at the work placement.
- b) Adherence to Procedures for Reporting Student Injuries is required.

4. WSIB

Before a student is placed with an employer, the co-op teacher should determine whether the student will be covered by the employer.

Obtaining WSIB Coverage

As per *Bill 18, Stronger Workplaces for a Stronger Economy Act, 2014*, in order to ensure Workplace Insurance coverage, a Work Education Agreement must be completed and signed by the parties concerned before the student begins the placement at the training station. Forms are required for each student in a Cooperative Education, Supervised Alternative Learning (SAL), Ontario Youth Apprenticeship Program (OYAP), or work experience.

Further information regarding Workplace Insurance coverage for students and reporting procedures and claims can be found in PPM 76A. *Workplace Safety and Insurance Coverage for Students in Work Education Programs*.



Experiential Learning Programs Manual



SUCCESS for Every Student

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Overview of the Experiential Learning Program

The experiential learning program provides opportunities for all students in secondary school, including adult learners, to apply, refine, and extend, in the classroom and in the context of a community outside the school, the skills and knowledge outlined in the co-operative education curriculum.

Learning beyond the classroom

Today's students need learning that goes beyond the classroom. School-work programs expand students' learning by helping them:

- understand more about the industries they may want to pursue in the future
- get exposed to career options in industries they may not have known about or even considered
- develop essential workplace skills
- see how their in-class learning can be applied in the workplace
- make more informed decisions about their education and career path so they make a successful transition into the job market.

Giving students the chance to explore different career options and build their skills will help them prepare for the jobs of tomorrow.

How students can learn beyond the classroom

Students can learn about the world of work by exploring different careers and industries through:

- workplace tours
- job shadowing
- mentoring
- co-operative education
- school-work transitions
- Ontario Youth Apprenticeship Program.

<http://www.edu.gov.on.ca/eng/general/elemsec/job/passport/index.html>

This manual will focus primarily on Co-operative Education. For information pertaining to single day experiential learning experiences, (i.e. job shadowing, Take Our Kids to Work Day) please refer to [SO15](#).

Two co-operative education courses are included in the Ontario curriculum:

- Co-operative Education Linked to a Related Course (or Courses)
- Creating Opportunities through Co-op

The inclusion of these two courses in the curriculum is intended to ensure that all students have access to co-operative education, to meet the diverse needs of individual students, and to support a broad range of experiential learning opportunities. Schools are encouraged to offer both co-operative education courses.

The Ontario Curriculum, Grades 11 and 12: Co-operative Education, 2018 sets out curriculum and implementation policy related to co-operative education. It replaces Co-operative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools, 2000. Schools offering co-operative education are required to implement the policy outlined in this document beginning September 2018.

<http://www.edu.gov.on.ca/eng/curriculum/secondary/cooperative-education-2018.pdf>

Program Administration

Central co-ordination of the overall co-operative education (co-op) program shall ensure consistency in dealing with employers and the community. Each school shall have a co-op teacher to represent the school in matters pertaining to co-op programs.

- a) Access:
Every effort shall be made to ensure that no student is denied access to a co-op program on the basis of personal financial constraint.
- b) School Board Representative:
The representative for Business Services for the Grand Erie Board is the Superintendent of Business and Treasurer. Where indicated, business forms should be forwarded to the Office of the Superintendent of Business.
- c) The Board encourages ongoing efforts to promote dialogue with other partners involved in Co-operative Education (e.g. Conestoga, Fanshawe and Mohawk colleges, Laurier University, Brant Haldimand-Norfolk Catholic District School Board, District School Board of Niagara and W. Ross Macdonald School).
- d) Open and ongoing communication between schools and between each school and its co-op employers is encouraged. Communication shall include sharing of placements within the system.
- e) To encourage information sharing and feedback with employers, schools will invite employers to participate in program evaluations, workshops and sharing sessions.
- f) Ministry Data Collection:
The Ministry of Education requires the following data from school boards annually:
 - i) The total number of hours, during the school year (September 1- August 31), for which the Ministry has supplied Workplace Insurance coverage. This amount is to be compiled from the cumulative totals on students' log sheets. It is important that the hours reported are the actual hours during which a student was at a training placement. The number of hours must be tracked in the Co-op Writer software and the auto populated Training Station Hours forms (Appendix B) are to be printed off, signed by the teacher and principal, at the end of each semester including summer school. The forms are to be housed in a secure location at the school for a minimum of six years for audit purposes.
 - ii) The total number of hours, during the school year, for which training organizations have supplied Workplace Insurance coverage.
 - iii) The names of the students for whom reports were filed with the Workplace Safety Insurance Board, the dates of injury, and the assigned claim numbers.

Program Implementation

Where system plans, resource documents and manuals, software such as Co-op Writer, and/or forms are approved, all schools are expected to use them.

- a) Co-operative Education courses may consist of a classroom component and a community component, which are described in detail in Co-operative Education, Grades 11 and 12, 2018.
- b) Each student will receive:
 - i) Pre-course Counselling and Interviewing
 - ii) Classroom Component may include pre-placement orientation, workplace preparation, and health and safety
 - iii) Community Component
 - iv) Student's Co-operative Education Learning Plan (Appendix E)
- c) Placement Assessment Checklist (Appendix D)

The Co-operative Education teacher must conduct an assessment of each placement, including placements at businesses or institutions owned and operated by students' families, taking into consideration the following:

- i) information, site-specific training, and ongoing supervision to protect students' health, safety, and well-being, as required by the Occupational Health and Safety Act, the Employment Standards Act, the Workplace Safety and Insurance Act, the Ontario Human Rights Code, and the Municipal Freedom of Information and Protection of Privacy Act;
- ii) a suitable physical environment for the student to engage in a range of relevant learning opportunities and experiences, including those related to the use of technology, equipment, and tools;
- iii) an educationally rich learning experience based on the Student's Co-operative Education Learning Plan;
- iv) adjustments based on the learning needs of the student, including those of students with special education needs.
- v) All co-operative education placements are to be approved at the discretion of the school administrator. Placements involving any of the following activities are not acceptable:
 - working in the student's home school, except under special circumstances
 - working in the school store
 - participating in dramatic presentations in the home school
 - serving on the student council
 - working at part time jobs
 - participating in Junior Achievement projects
 - playing on a school or community athletic team
 - working on the school yearbook
 - replacing paid employees
 - completing the community involvement requirement for the OSSD (see Ontario School K-12, section 6.1.4)

- d) It is expected that the vast majority of students will have one work placement per Co-operative Education experience. In cases where a student is placed in more than one work placement, such placements should be complementary in nature and the student should spend enough hours in each placement to ensure a valuable learning experience which meets expectations set by the Ministry. Creating Opportunities through co-op may be scheduled for 110 hours or 220 hours, and a student may earn, respectively, one or two co-operative education credits for successful completion of the course. When this course is scheduled for 220 hours, students' learning related to the expectations will be deeper and broader. Students taking the course Co-operative Education Linked to a Related Course (or Courses) may earn a maximum of two co-operative education credits for each credit earned from a related course (or courses) previously completed or taken concurrently, to a maximum of four credits for the co-operative education course.
- e) Students whose placements are interrupted by reason of collective actions in a unionized work environment, will be placed in their home school for the duration of the work stoppage, unless the length of time they are out of the placement jeopardizes the student's placement hours and/or credits at which point an alternate placement or activity will be found to meet the expectations of the related course and co-operative education expectations.

Health and Safety

Each secondary school shall develop a written procedure to resolve safety and/or health hazards at the work placement, to include:

- a) provision that the School Administrator be informed by the teacher immediately of any concerns related to health and/or safety hazards;
- b) the understanding that upon notification, the School Administrator in consultation with the co-op teacher will remove the student from the workplace until the concern is resolved
- c) assurance that all students in co-op programs and other forms of experiential learning offered by the Board receive appropriate training at the discretion of the co-op teacher. All employer-related training is to be recorded and time-stamped within the Student's Co-operative Education Learning Plan prior to starting their work placement.

Procedures for Reporting Student Injuries:

Student

The student must report the injury to his/her workplace employer and co-op teacher immediately (whether or not the student received professional medical attention). In emergency cases, where the student has been transported by ambulance to the hospital, then the student's workplace supervisor must contact the co-op teacher immediately.

Co-operative Education Teacher

The teacher must immediately notify the school administrator and complete the following forms in Co-op Writer and email them to the executive assistant to the Superintendent of Business within 24 hours' notice of the accident:

1. Form 7 - WSIB - Employer's Report of Injury/Disease (Appendix G)
2. Copy of student's Work Education Agreement contract (Appendix C)
3. If the student does not require medical attention, please refer to section 3 C Reportable Injuries.
4. Coverage Provided Under the Workplace Safety and Insurance Act, 1997, see Section 4
5. OSBIE form

For Critical Injuries see the Health and Safety quick guide:

https://staff.granderie.ca/application/files/9915/0352/1507/Critical_Injury_Information.pdf

For more detailed information, please refer to:

Injury/Incident/Disease Investigation and Reporting Procedures [HR121](#)

WSIB

Before a student is placed with an employer, the co-op teacher should determine whether the student will be covered by the employer.

i) Obtaining WSIB Coverage

As per *Bill 18, Stronger Workplaces for a Stronger Economy Act, 2014*, in order to ensure Workplace Insurance coverage, a Work Education Agreement must be completed and signed by the parties concerned before the student begins the placement at the training station. Forms are required for each student in a Co-operative Education, Supervised Alternative Learning (SAL), Ontario Youth Apprenticeship Program (OYAP), or work experience.

The student's signature must appear, indicating consent to the conditions of coverage in the agreement. The consent of a parent or guardian is also required if a student is less than eighteen years of age. (This requirement is still valid despite the fact that the Municipal Freedom of Information and Protection of Privacy Act gives students who are sixteen years old the right to protection of their personal information.)

The Training Station Hours Forms are generated in Co-op Writer based on the hours tracked by the co-operative education teacher. The forms are to be printed, signed by the principal and filed at the school.

WSIA coverage arranged through the Ministry is for the time and dates indicated on the WEA form. The WEA form should only allow for 15 minutes extra before or after the planned work day. For special circumstances, the WEA extension form (Appendix J) must be completed. i.e. attending a trade show outside of regular hours. If the employer of the student wishes to modify the regular hours at the placement, a new WEA should be created.

ii) Job Shadowing or Job-twinning

A Work Education Agreement form must also be completed for students who are participating for more than one day in job shadowing, in which they are involved in hands-on work, provided that they are at least fourteen years of age.

Coverage is not provided for students under fourteen years of age. Job-shadowing or job-twinning experiences lasting one day should be treated as field trips and all necessary forms that apply to SO15 Out of Classroom Trips and Excursions should be completed for students involved in these experiences.

iii) Conditions of WSIA Coverage

- a) Students are covered during the time that they are performing the duties assigned to them under the supervision of the placement employer.
- b) Students are covered when their work placement is located on school board property, and when they are supervised by teaching or non-teaching staff members (e.g., teachers, building custodians, electrical maintenance supervisors, audio-visual technicians, or purchasing officers).
- c) Students who participate in the Ontario Youth Apprenticeship Program (OYAP) and who are not paid an hourly wage or salary are covered. If an OYAP student is on an employer's payroll, the employer assumes responsibility for the student's WSIA coverage.
- d) Students whose work placement is outside the province – for example, students participating in international co-operative education – are covered for up to six months while at their work placement in the host province or country. If the work placement continues beyond six months, the school board must send a written request to the WSIB for approval of an extension of coverage. A copy of this request must be sent to the Ministry.
- e) Students are covered if they are required to travel as part of their learning and if travelling is considered an assigned duty during their work placement.
- f) Students are generally covered while they are being transported from the work placement to receive health care as the result of a work-related injury or disease.
- g) Students are generally not covered while they are travelling to and from the work placement.
- h) Students are not covered during the time they are in training for, or are participating in, individual or team sports. Amateur or professional athletes are not covered under the WSIA.

Further information can be found on page 4 of *Workplace Safety and Insurance Coverage for Students in Work Education Programs* [PPM 76A](#).

iv) Benefits

For the purpose of Workplace Insurance coverage, students are deemed to be employees of the Ministry of Education, although they do not receive wages. For the purpose of calculating Workplace Insurance benefits, the deemed rate of pay for an injured student is the general hourly rate according to current minimum-wage legislation.

For paid work placements, benefits are based on actual wages to calculate the loss of earnings benefits.

If a student has an accident during unpaid Co-op hours that results in loss of time from a part-time job not connected with the Co-operative Education program, and if the accident results in loss of wages from that job, the student is entitled to compensation for the hours missed based on the actual rate of pay for that part-time job. Details regarding the number of hours worked weekly and pay rate must be provided to the Workplace Safety Insurance Board on Form 7 (Appendix G)

v) Reporting Procedures and Claims

Social Insurance Numbers

Note: Since accident reporting procedures require students' SIN, all students involved in Co-op or work experience are required to have a SIN before beginning the placement. SIN's must be collected for OYAP participants and registrants to be submitted in the Employment Information Ontario system. (Appendix I)

Employer's Report of Injury/Disease (Appendix G - Form 7)

Any injury to a student in a work education program, however minor, must be reported by the student to the employer and to the appropriate teacher with full details, including when, where and how the injury occurred. Accidents that do not require seeking medical attention do not have to be reported to the Workplace Safety Insurance Board, but a record of the details must be submitted in an OSBIE Incident Report. If medical treatment by a doctor, dentist, hospital, or other treatment agency is required, or if an accident results in loss of time from the program, a completed FORM 7 will be accessed in Co-op Writer and must be sent by the Superintendent of Business for submission to the Workplace Safety Insurance Board and Ministry of Education.

Submission of Report

In the case of an accident, requiring medical attention or lost time from work the Employers' Report of Injury/Disease (WSIB Form 7) must be submitted along with the completed and signed WEA form to the Superintendent of Business within three (3) business days of the student reporting the injury or disease to the school. The office of the Superintendent of Business must then submit the form to the WSIB and to the Ministry of Education within seven (7) days of the student reporting the incident. (Business days are Monday to Friday, and do not include statutory holidays.) Access to WSIB Form 7 is available through the Co-op Writer program.

Co-op teacher/monitor must ensure that the name and address of the training organization, as well as the name and telephone number of the training supervisor, must be completed on the Form 7 within 48 hours. The Ministry of Education must be identified as the employer and the Firm Number 250379-FJ must be entered as the firm.

Incomplete reports may be filed to comply with the time frames, if all pertinent information is not readily available. However, a completed report must follow as soon as all details have been obtained. Students must receive a copy of the accident report that is provided to the WSIB (including any additional information provided by the employer).

Fines for Failure to Comply - The WSIB may levy four separate \$250 penalties -- one each for

- late reporting
- incomplete reporting,
- not reporting on a pre-approved version of the form, and
- failing to provide a copy of the Form 7 to the worker.

Insurance

Students who are participating in a co-operative education program are covered under the school boards Comprehensive General Liability Insurance while engaged in their duties at the employer's workplace. The student and employer are protected against a law suit arising out of the negligent acts of the student while he/she is performing the duties specified in the work program.

The liability coverage also extends to protect against accidental damage to an employer or customer's property while it is in the care, custody and control of the student while performing their duties within the co-operative education program.

Theft or vandalism are not covered. Coverage does NOT extend to protect the employer and other employees for their negligent acts, or for the operation of any automobile licensed for the road. Please note the coverage is for liability only, and does not cover medical expenses arising from a student's injury at the workplace-the student is covered by the Workplace Safety Insurance Board (WSIB) arranged by the Ontario Ministry of Education.

Coverage is not extended to situations when an employer involves a student in work or activities outside of the program, e.g., an employer has hired a Co-operative Education student to work after hours. As this activity is not part of the Co-operative Education program, there is no coverage through the school board's liability insurance.

a) Student Accident Insurance

The Board does not provide insurance for students who are injured accidentally while on the job. Students who have or whose parents have purchased student accident insurance through plans approved by the Board may be able to make a claim under the policy provided they have purchased the option which includes coverage for accidental injury while on a work experience project. Student Accident Insurance is valuable coverage, and should be actively promoted to students and parents. The Grand Erie Board currently makes Student Accident Insurance packages available through the Reliable Life Insurance Company in Hamilton.

Students participating in work education programs may purchase the student accident insurance (the Platinum Plan option is recommended) by obtaining an application package from the school office, the Board Office or directly from Reliable Life by calling 800-463-5437 or at www.insuremykids.com

b) Non-Owned Automobile Coverage

Definition: a vehicle which is not owned by the school board, the employer, the student or a member of the student's household

- Working on a Non-Owned Automobile

Students will be protected for accidental and negligent damage, but not for intentional damage they cause to a non-owned vehicle while working on it in a work experience program. Students and parents/guardians may be required to contribute wholly or partly to the insurance deductible, which is currently \$250.00 (and may be subject to change). See Restitution Form Letter, Appendix F.

- Driving a Non-Owned Automobile

a) Liability Insurance

The Grand Erie District School Board strongly recommends that students not be permitted to drive. However, in cases where it is a requirement for the placement the following information must be understood:

The non-owned automobile insurance policy does not extend to protect co-op students or their employers from liability claims for injury to others or damage to property of others where co-op students are driving an employer's vehicle or a vehicle belonging to a customer of an employer. The co-op student would be driving a vehicle on the business of the employer, not the school board. Students who drive vehicles of employers or of customers of their employers while on Co-op assignment do so at the employer's risk for physical damage to the vehicle and for third party liability (student damages other's property or injures a person while operating an employer's vehicle).

b) Accident Insurance

Students who are injured as a result of driving an employer's vehicle would be entitled to benefits provided under the Workplace Safety and Insurance Act.

In the event, WSIB is not available, accident benefits would be provided by the auto insurance policy of the student or the student's parent/guardian (if the student is listed as

a dependent). If WSIB is not available and neither the student nor the parent / guardian has an auto policy, the benefits of the employers' auto policy would be accessed.

The Co-operative Education teacher and employer should clearly understand the liability and accident benefits for students operating non-owned vehicles and ensure the employer is aware the student is insured under the automobile owner's liability policy when operating such vehicles during the work experience placement.

c) Damage to Property of Employers

The Board's Liability Policy extends coverage to students who damage property in their care, custody and control while involved in a work experience project. Students and parents/guardians may be required to contribute wholly or partly to the deductible, which is currently \$100.00 (and may be subject to change). See Restitution Form Letter, Appendix F.

It should be noted that there is no coverage for intentional damage or damage resulting from the dishonesty of students or from errors and omissions.

Risk Management

a) OSBIE

- The co-operative education or work experience program must be clearly described before placement is made.
- Work sites must be visited to watch for work environment hazards, poor housekeeping, lack of safety culture etc.
- Ensure students understand that they are responsible for their own transportation to/from the workplace
- Employers are responsible for supervising and training students, both for the protection of the students, and for the protection of the employer.
- Students should be instructed by the teacher and the employer on health and safety issues. The use of protective equipment and safety regulations must be stressed. Occupational Health & Safety Regulations must be addressed and followed.
- Students on Co-operative Education or other job assignments should not be allowed to drive vehicles.
- Employers should be informed that if they allow students to drive their vehicles, any resulting damage to vehicles must be covered by the vehicle owner's or employer's automobile insurance.
- However, we strongly recommend that students not be permitted to drive vehicles of any kind on co-op placements. This includes forklifts, ATVs, golf carts, snowmobiles, ride-on lawn equipment, etc. as well as vehicles licensed for the road.
- Grand Erie DSB Advisories are available on the Staff Portal – Experiential Learning and are accessible by all teachers and principals.

b) High Risk Placements:

- Exposure to Infectious Diseases
Exposure to Infectious Diseases
Certain co-op placements put students in areas where they may be exposed to infectious diseases. Such areas include hospitals, laboratories, dental offices, ambulance services, veterinarian offices, day-care centres, and nursing homes. Placements are not consistent in their requirements for vaccinations. The Co-operative Education teacher is advised to investigate the need for vaccinations or tests in each circumstance. If it is determined that a risk exists, vaccination or testing of the student must be a condition of accepting the placement. Further, if there are other safety concerns specific to the placement, the Board should decide if any

additional pre-placement action is required.

- **Emergency Services Placements**
Co-op placements with emergency services, i.e., police, ambulance, security, or firefighting crews involving observation in facilities and/or emergency vehicles that may result in possible attendance at emergency situations present higher risks for students. While students may benefit from participating in certain situations, they are not to be permitted to travel in emergency vehicles.
- **Placements Requiring Specialized Training**
Specialized training will be required for placements involving roofing, confined spaces, farming with machine operations, equestrian, or livestock placements. Students involved in placements requiring specialized training must have a completed [High Risk Experiential Learning Placement Activity Form](#) (Appendix K) and receive the same training as employees.

Student Assessment and Evaluation

a) Student's Co-operative Education Learning Plan

The Student's Co-operative Education Learning Plan outlines the course of study for the placement component and the basis for assessment and evaluation and for the granting of one or more credits in the specific subject. Co-operative Education and Work Experience students must have Student's Co-operative Education Learning Plans that identify the overall and specific curriculum expectations of the related course that describes the knowledge and skills the student will apply and further develop at the placement, as well as the employer's expectations and the expectations of the classroom component of the course that apply to the placement.

When a student is earning co-operative education credits related to more than one course, the Student's Co-operative Education Learning Plan must include the learning expectations that relate to each course. The learning plan must be developed within the first three weeks of the placement. Please refer to Appendix E for a copy of the Student's Cooperative Education Learning Plan.

Students become OYAP students only once they have been entered as a registrant or participant in the MTCU database. OYAP students must keep their provincial OYAP card (auto-populated and printed from Co-op Writer) on their person at all times when at the placement site, especially in the case of the restricted trades. Students should be prepared to show this card to a Ministry of Labour inspector and/or Ontario College of Trades inspector who may request proof that the student is abiding by the trade regulations.

In accordance with the Apprenticeship and Certification Act, Regulation 566/99 Exemptions, subsection 6.2(a)(b), the participant is permitted to work in the identified trade only during the supervised work placement of the Ontario Youth Apprenticeship Program.

b) Granting of Credits

Please refer to pages 46 and 47 of [Co-operative Education, Grades 11 and 12, 2018](#).

In regard to granting credits when a student is taking a co-operative education course concurrently with a related course, and successfully completes the co-operative education course but is unsuccessful in the related course, he or she may not be awarded co-operative education credit(s).

Co-op Credits Earned Per Semester

The maximum number of credits that can be earned during a semester must be outlined in the Student's Co-operative Education Learning Plan before the commencement of the co-op course. With respect to the integration of student learning throughout the course, teachers should consider a wide range of integration activities that will support the achievement of the curriculum expectations. These integration activities and the time required will vary depending on the needs of the student and the nature of the community component. Learning activities delivered through classroom or e-learning instruction and assignments may extend into the community component, through interactions between the student, the co-operative education teacher, and the placement employer or placement supervisor in the community.

Forms

The following appendices and RMAs are referenced in this manual. The links provided below are to be viewed as examples only. The most up-to-date forms are to be accessed through Co-op Writer.

[Appendix A – Co-operative Education and Work Experience Roles and Responsibilities Acknowledgement Form](#)

Co-operative Education/Work Experience Roles & Responsibilities Acknowledgment form highlights the responsibilities of the student, the employer/supervisor and the co-operative education teacher.

[Appendix B – Training Station Hours](#)

This form is used to collect data for an annual report by school boards to the Ministry of Education and must be auto-completed in Co-op Writer tied to time-tracker submissions. Completed forms must be printed and signed by the Principal and retained in secure storage at the school for a minimum of six years for WSIB audit purposes. This requirement must be completed in Co-op Writer no later than one week following the completion of each semester including summer placements.

[Appendix C – Work Education Agreement \(WEA\)](#)

This is an official contract that must be completed for each student prior to the student starting their work placement. The form must be completed, signed, and filed at the school. The form is to be produced in Co-op Writer.

The Agreement must be signed by:

- the student,
- the student's parent/guardian if student is under 18,
- the employer/supervisor,
- the Co-operative Education teacher.

[Appendix D – Placement Assessment Checklist \(PAC\)](#)

The Co-operative Education teacher must conduct an assessment of each placement, including placements at businesses or institutions owned and operated by students' families. The placement assessment checklist is used by the co-operative education teacher to ensure the suitability of the placement for the co-op student and to ensure that health and safety standards are in place.

[Appendix E – Student Co-operative Education Learning Plan](#)

The Experiential Learning Program Manual is where system plans/processes, resource documents/manuals, software such as Co-op Writer, and/or forms are approved with the requirement that all schools are to access and use them as required.

The Student's Co-operative Education Learning Plan outlines the course of study for the placement component and the basis for assessment and evaluation and for the granting of one or more credits in the specific subject. Co-operative Education and Work Experience students must have Student's Co-operative Education Learning Plans that identify the overall and specific curriculum expectations of the related course that describes the knowledge and skills the student will apply and further develop at the placement, as well as the employer's expectations and the expectations of the classroom component of the course that apply to the placement.

[Appendix F – Restitution Form Letter](#)

This letter is a board-approved form letter that may be used in cases of property damage at a placement.

[Appendix G – Workplace Safety & Insurance Board \(WSIB\) Form 7](#)

The most recent version of the Ministry approved Form 7 will be found in Co-op Writer and should be completed online.

[Appendix H – WSIB Treatment Memorandum Form](#)

To be completed by the physician and forwarded to WSIB. Physicians and clinics will have these forms in stock; larger facilities, such as hospitals will have an electronic version of this form available.

[Appendix I – Acknowledgement of Authorization to Collect SIN number](#)

The Ontario Ministry of Education authorizes the Grand Erie District School Board's Co-operative Education teachers to collect the Social Insurance Number (SIN) of those students participating in an experiential workplace situation. This collection is required in order to complete the Workplace Safety and Insurance Board's *Employer's Report of Injury/Disease Form 7* should it be required and is a requirement for OYAP.

[Appendix J – WEA Extension Form Agreement – Extended Hours of Placement](#)

The WEA form should only allow for 15 minutes extra before or after the planned work day. For special circumstances, the WEA extension form (Appendix J) must be completed. i.e. attending a trade show outside of regular hours.

[Appendix K – RMA Waiver – Consent Student Involvement in High Risk Experiential Learning Placement Activities Supervised by a Qualified Teacher](#)

[Appendix L – RMA - Student Transportation to Experiential Learning Placements](#)

[Appendix M – RMA - Student Transportation by Workplace Supervisor](#)

[Appendix N – RMA - Declaration by Workplace Supervisor of Vehicle Fitness and Insurance Coverage](#)



Procedures for Experiential Learning Programs

Board Received: November 28, 2016

Review Date: December 2020

Accountability:

1. Frequency of Reports As Needed
2. Criteria for Success Program enhances curriculum.
Maintains Positive community / relationships.

Procedures

1. Program Administration

Central co-ordination of the overall Cooperative Education program shall ensure consistency in dealing with employers and the community. Each school will be invited to select a Cooperative Education teacher to represent the school in matters pertaining to Cooperative Education programs.

a) Access: Every effort shall be made to ensure that no student is denied access to a Cooperative Education program on the basis of personal financial constraint.

b) School Board Representative:

The representative for Business Services for the Grand Erie Board is the Superintendent of Business and Treasurer. Where indicated, business forms should be forwarded to the Office of the Superintendent of Business.

c) The Board encourages ongoing efforts to promote dialogue with other agencies involved in Cooperative Education (e.g. Fanshawe and Mohawk colleges, Laurier University, Brant Haldimand-Norfolk Catholic District School Board, W. Ross Macdonald School).

d) Open and ongoing communication between schools and between each school and its Co-operative Education employers is encouraged. Communication shall include sharing of placements within the system.

e) To encourage information sharing and feedback with employers, schools will invite employers to participate in program evaluations, workshops and sharing sessions.

f) Ministry Data Collection:

The Ministry of Education requires the following data from school boards annually:

- i) The total number of hours, during the school year, for which the Ministry has supplied Workplace Insurance coverage. This amount is to be compiled from the cumulative totals on students' log sheets. It is important that the hours reported are the actual hours during which a student was at a training placement.
- ii) The total number of hours, during the school year, for which training organizations have supplied Workplace Insurance coverage.
- iii) The names of the students for whom reports were filed with the Workplace Safety Insurance Board, the dates of injury, and the assigned claim numbers.
- iv) A request for this information will be sent to school boards in January and June of each year. This information is to be recorded on Appendix B and sent to the office of the

Superintendent of Business at the end of each semester and following the conclusion of summer placements.

2. Program Implementation

Where system plans, resource documents and manuals, and/or forms are approved, all schools are expected to use them.

a) The Cooperative Education course consists of a classroom component and a placement component, which is described in detail in sections 2.3 and 2.4 of Cooperative Education and Other Forms of Experiential Learning, MOE, 2000.

b) Each student will receive:

- i) Pre-course Counselling and Interviewing
- ii) Classroom Component which includes pre-placement orientation, workplace preparation, health and safety
- iii) Placement Component
- iv) Personalized Placement Learning Plan (Appendix E)

c) Placement Assessment (Appendix D)

The Cooperative Education teacher must conduct an assessment of each placement, including placements at businesses or institutions owned and operated by students' families, taking into consideration the following:

- i) the employer's and supervisor's positive attitude and commitment to the provision of experiential learning opportunities
- ii) the opportunity for each student to work in a one-on-one relationship with a supervisor
- iii) the range and scope of the learning opportunities and experiences available
- iv) the technology, equipment, and facilities provided at the placement
- v) the health and safety conditions of the workplace
- vi) the business's employment policies
- vii) the provision of an environment that is free from discrimination, violence and expressions of hate
- viii) the ability to provide any necessary accommodations for students with special needs.
- ix) When a placement that has already been assessed is under consideration once again for a subsequent student, the cooperative education teacher must reassess it to ensure that it continues to meet the criteria listed above.
- x) Placements involving any of the following activities are not acceptable:
 - working in the student's home school, except under special circumstances (see section 2.4.1.2 of Cooperative Education and Other Forms of Experiential Learning, MOE 2000)
 - working in the school store
 - participating in dramatic presentations in the home school
 - serving on the student council
 - working at part-time jobs
 - participating in Junior Achievement projects
 - playing on a school or community athletic team
 - working on the school yearbook
 - replacing paid employees
 - completing the community involvement requirement for the OSSD (see OSS, section 3.1.3)

- d) It is expected that the vast majority of students will have one work placement per Cooperative Education experience. In cases where a student is placed in more than one work placement, such placements should be complementary in nature and the student should spend enough hours in each placement to ensure a valuable learning experience which meets expectations set by the Ministry. The credit(s) granted shall reflect the actual learning experiences gained by the student, as per 3.2 p.29-30, "The Awarding of Credits", Cooperative Education and Other Forms of Experiential Learning, MOE, 2000.
- e) Students whose placements are interrupted by reason of collective actions in a unionized work environment, will be placed in their home school for the duration of the work stoppage, unless the length of time they are out of the placement jeopardizes the student's placement hours and/or credits at which point an alternate placement or activity will be found to meet the expectations of the related course and cooperative education expectations.

3. Health and Safety

- a) Each secondary school shall develop a written procedure to resolve safety and/or health hazards at the work placement, to include:
- i) provision that the School Administrator be informed immediately of any concerns related to health and/or safety hazards;
 - ii) direction that the School Administrator will remove the student from the workplace until the concern is resolved
 - iii) assurance that all students in Cooperative Education programs and other forms of experiential learning offered by the Board receive appropriate training as outlined in section 2.3.1.2 Health and Safety of Cooperative Education and Other Forms of Experiential Learning, MOE, 2000, prior to starting their work placement.

b) Procedures for Reporting Student Injuries:

i) Student

The student must report the injury to his/her workplace employer and Cooperative Education teacher immediately. In emergency cases, where the student has been transported by ambulance to the hospital, then the student's workplace supervisor must contact the Cooperative Education teacher immediately.

ii) Cooperative Education Teacher

The teacher must complete the following forms and fax them to the Superintendent of Business within 24 hours' notice of the accident:

- Form 7 - WSIB - Employer's Report of Injury/Disease (Appendix H)
- Copy of student's Work Education Agreement contract (Appendix C)
- If the student does not require medical attention, please refer to section 3 C Reportable Injuries.
- Coverage Provided Under the Workplace Safety and Insurance Act, 1997, see Section 4

4. WSIB

Before a student is placed with an employer, the Cooperative Education teacher should determine whether the student will be covered by the employer.

i) Obtaining WSIB Coverage

To ensure Workplace Insurance coverage, a Work Education Agreement must be completed and signed by the parties concerned before the student begins the placement at the training station. Forms are required for each student in a Cooperative Education, SAL, or work experience.

The student's signature must appear, indicating consent to the conditions of coverage in the agreement. The consent of a parent or guardian is also required if a student is less than eighteen years of age. (This requirement is still valid despite the fact that the Municipal Freedom of Information and Protection of Privacy Act gives students who are sixteen years old the right to protection of their personal information.)

Forms are to be completed signed and once returned, information is to be uploaded to Cardinal by the teacher and filed at the school.

ii) Job Shadowing or Job-twinning

A Work Education Agreement form must also be completed for students who are participating for more than one day in job shadowing or “job twinning”, in which they are involved in hands-on work, provided that they are at least fourteen years of age.

Coverage is not provided for students under fourteen years of age. Job-shadowing or job-twinning experiences lasting one day should be treated as field trips and all necessary forms that apply to SO15 Out of Classroom Trips and Excursions should be completed for students involved in these experiences.

iii) Conditions of WSIB Coverage

- (a) Students are covered under the Workplace Safety and Insurance Act during the time they are performing the duties of a trainee at the training station under the supervision of a training supervisor.
- (b) Students are covered when their training station is located on Board property, and when they are supervised by non-teaching staff members (i.e. building custodians, maintenance supervisors, ~~A.V. technicians~~, purchasing or accounting officers).
- (c) Students are not covered when working as teacher assistants/aids in a classroom or shop in a school.
- (d) Students are covered when assigned to placements that do not have compulsory Workplace Insurance coverage (e.g., banks) since they are considered to be employees of the Ministry of Education.
- (e) The employer is to assume the responsibility for providing coverage under the Workplace Safety and Insurance Act for students in specialized programs where wages are earned. (Turning Point/SAL/OYAP Military)
- (f) Students enrolled in international Cooperative Education programs are covered under the Workplace Safety and Insurance Act for up to six months while at their work placement in the host country. If the placement continues beyond the six months, a written request for extension of coverage must be sent to the Ministry of Education prior to the end of the initial six-month period.
- (g) Students are not covered when traveling to and from the training station.

a) Benefits

For the purpose of Workplace Insurance coverage, students are deemed to be employees of the Ministry of Education, although they do not receive wages. For the purpose of calculating

Workplace Insurance benefits, the deemed rate of pay for an injured student is the general hourly rate according to current minimum-wage legislation.

If a student has an accident during unpaid Cooperative Education hours that results in loss of time from a part-time job not connected with the Cooperative Education program, and if the accident results in loss of wages from that job, the student is entitled to compensation for the hours missed at that part-time job. Details regarding the number of hours worked weekly and pay rate must be provided to the Workplace Safety Insurance Board on Form 7 (attached as Appendix H)

b) Reporting Procedures and Claims

Social Insurance Numbers

Note: Since accident reporting procedures require students' social insurance numbers (SIN), it is recommended that all students involved in cooperative education or work experience have a social insurance number before beginning the placement, but in the event they do not, they may be permitted to start their placement as long as the SIN application has begun and is in process. (Cooperative Education and Other Forms of Experiential Learning, p.18,2.3.1.3, MOE, 2000)

In the event of injury to a student who does not have a SIN, benefits will not be withheld, but the WSIB adjudicator will work with the student to obtain it.

Reportable Injuries

Any injury to a student in a work education program, however minor, must be reported by the student to the employer and to the appropriate teacher with full details, including when, where and how the injury occurred. Accidents that don't require seeking medical attention do not have to be reported to the Workplace Safety Insurance Board, but a record of the details must be submitted in an Incident Report. If medical treatment by a doctor, dentist, hospital, or other treatment agency is required, or if an accident results in loss of time from the program, a completed FORM 7 must be sent by the Superintendent of Business for submission to the to the Workplace Safety Insurance Board and Ministry of Education.

Submission of Report

In the case of an accident, the Employers' Report of Injury/Disease (WSIB Form 7) must be submitted to the WSIB and to the Ministry of Education, by the Superintendent of Business within seven (7) business days of the employer learning of the accident. (Business days are Monday to Friday, and do not include statutory holidays.) Access to WSIB Form 7 is available through the Cardinal software program.

Co-operative Education teacher/monitor must ensure that the name and address of the training organization, as well as the name and telephone number of the training supervisor, must be completed on the Form 7. The Ministry of Education must be identified as the employer and the Firm Number 250379-FJ must be entered as the firm.

Incomplete reports may be filed to comply with the time frames, if all pertinent information is not readily available. However, a completed report must follow as soon as all details have been gathered. Students must receive a copy of the accident report that is provided to the WSIB (including any additional information provided by the employer).

Fines for Failure to Comply-

The WSIB may levy four separate \$250 penalties -- one each for

- late reporting
- incomplete reporting,
- not reporting on a pre-approved version of the form, and
- failing to provide a copy of the Form 7 to the worker.

5. Insurance

The Grand Erie District School Board has liability insurance coverage through the Ontario School Boards' Insurance Exchange (OSBIE). The following are excerpts from an OSBIE bulletin which provides an overview of the insurance coverages that are applicable in a Cooperative Education program - for the student, the employer, the board and board employees."

a) Liability Insurance - Who is insured?

The Board's Liability Insurance protects students and employers while students are engaged in a specified cooperative education, work experience or job shadowing program. If they are sued for an alleged negligence arising out of the student's involvement in the work experience program, they are protected.

Coverage is not extended to situations when an employer involves a student in work or activities outside of the program, e.g., an employer has hired a Cooperative Education student to work after hours. As this activity is not part of the Cooperative Education program, there is no coverage through the school board's liability insurance.

b) Student Accident Insurance

The Board does not provide insurance for students who are injured accidentally while on the job. Students who have or whose parents have purchased student accident insurance through plans approved by the Board may be able to make a claim under the policy provided they have purchased the option which includes coverage for accidental injury while on a work experience project. Student Accident Insurance is valuable coverage, and should be actively promoted by school boards. Student Accident insurers usually extend the Limited Plan coverage to students who are on work experience projects, even if the student has not voluntarily purchased the insurance. The Grand Erie Board currently makes Student Accident insurance packages available through the Reliable Life Insurance Company in Hamilton.

Students participating in work education programs may purchase the student accident insurance (the Platinum Plan option is recommended) by obtaining an application package from the school office, the Board Office or directly from Reliable Life by calling 800-463-5437 or at www.insuremykids.com

c) Non-Owned Automobile Coverage

Definition: a vehicle which is not owned by the school board, the employer, the student or a member of the student's household

i) Working on a Non-Owned Automobile

Students will be protected for accidental and negligent damage, but not for intentional damage they cause to a non-owned vehicle while working on it in a work experience program. Students and parents/guardians may be required to contribute wholly or partly to the insurance deductible, which is currently \$250.00 (and may be subject to change). See Restitution Form Letter, Appendix G

- ii) Driving a Non-Owned Automobile
 - (a) Liability Insurance

The Grand Erie District School Board strongly recommends that students not be permitted to drive. However, in cases where it is a requirement for the placement the following information must be understood:

The non-owned automobile insurance policy does not extend to protect co-op students or their employers from liability claims for injury to others or damage to property of others where co-op students are driving an employer's vehicle or a vehicle belonging to a customer of an employer. The co-op student would be driving a vehicle on the business of the employer, not the school board. Students who drive vehicles of employers or of customers of their employers while on co-op assignment do so at the employer's risk for physical damage to the vehicle and for third party liability (student damages other's property or injures a person while operating an employer's vehicle).

- (b) Accident Insurance

Students who are injured as a result of driving an employer's vehicle would be entitled to benefits provided under the Workplace Safety and Insurance Act.

In the event, WSIB is not available, accident benefits would be provided by the auto insurance policy of the student or the student's parent/guardian (if the student is listed as a dependent). If WSIB is not available and neither the student nor the parent / guardian has an auto policy, the benefits of the employers' auto policy would be accessed.

The Cooperative Education teacher and employer should clearly understand the liability and accident benefits for students operating non-owned vehicles and ensure the employer is aware the student is insured under the automobile owner's liability policy when operating such vehicles during the work experience placement.

- d) Damage to Property of Employers

The Board's Liability Policy extends coverage to students who damage property in their care, custody and control while involved in a work experience project. Students and parents/guardians may be required to contribute wholly or partly to the deductible, which is currently \$100.00 (and may be subject to change). See Restitution Form Letter, Appendix G

It should be noted that there is no coverage for intentional damage or damage resulting from the dishonesty of students or from errors and omissions.

6. Risk Management

- a) OSBIE

- i) The cooperative education or work experience program must be clearly described before placement is made.
 - ii) Employers are responsible for supervising and training students, both for the protection of the students, and for the protection of the employer.
 - iii) Students should be instructed by the teacher and the employer on health and safety issues. The use of protective equipment and safety regulations must be stressed. Occupational Health & Safety Regulations must be addressed and followed.
 - iv) Students on Cooperative Education or other job assignments should not be allowed to drive vehicles.

- v) Employers should be informed that if they allow students to drive their vehicles, any resulting damage to vehicles must be covered by the vehicle owner's or employer's automobile insurance.
- vi) However, we strongly recommend that students not be permitted to drive vehicles of any kind on co-op placements. This includes forklifts, ATVs, golf carts, snowmobiles, ride-on lawn equipment, etc. as well as vehicles licensed for the road.
- vii) Grand Erie DSB Advisories are available on the Staff Portal – Experiential Learning and are accessible by all teachers and principals.

b) High Risk Placements:

i) Exposure to Infectious Diseases

Exposure to Infectious Diseases

Certain Co-op placements put students in areas where they may be exposed to infectious diseases. Such areas include hospitals, laboratories, dental offices, ambulance services, veterinarian offices, day-care centres, and nursing homes. Placements are not consistent in their requirements for vaccinations. The Cooperative Education teacher is advised to investigate the need for vaccinations or tests in each circumstance. If it is determined that a risk exists, vaccination or testing of the student must be a condition of accepting the placement. Further, if there are other safety concerns specific to the placement, the Board should decide if any additional pre-placement action is required.

ii) Emergency Services Placements

Co-operative education placements with emergency services, i.e., police, ambulance or firefighting crews involving observation in emergency vehicles and possible attendance at emergency situations present higher risks for students. While students may benefit from participating in certain situations, they are not to be permitted to travel in emergency vehicles.

iii) Placements Requiring Specialized Training

Specialized training will be required for placements involving roofing, confined spaces, farming with machine operations, equestrian or livestock placements.

7. Student Assessment and Evaluation:

a) Personalized Placement Learning Plans (PPLP):

The personalized placement learning plan outlines the course of study for the placement component and the basis for assessment and evaluation and for the granting of one or more credits in the specific subject. Cooperative Education and Work Experience students must have Personalized Placement Learning Plans that identify the overall and specific curriculum expectations of the related course that describes the knowledge and skills the student will apply and further develop at the placement, as well as the employer's expectations and the expectations of the classroom component of the course that apply to the placement.

When a student is earning cooperative education credits related to more than one course, the Personalized Placement Learning Plan must include the learning expectations that relate to each course. The learning plan must be developed within the first three weeks of the placement. Please refer to Appendix E for a copy of the PPLP form.

A provincial OYAP student card is now available and students must keep this card (duly completed) on their person at all times when at the placement site, especially in the case of the restricted trades. Students should be prepared to show this card to a Ministry of Labour inspector who has the right to request proof the student is abiding by the trade regulations.

**Ontario Youth Apprenticeship Program
(OYAP)
PLACEMENT CARD**

Student Name: _____
Trade: _____
Company Name: _____
Company Contact: _____
School Board: _____
School: _____
Co-op Teacher: _____
School Tel: _____
Hours of Placement: _____ Expiry: _____
Teacher Signature: _____



**Apprenticeship Certification Act
Ontario Regulation 566/99**

In accordance with the Apprenticeship and Certification Act, Regulation 566/99 Exemptions, subsection 6.2(a)(b), the participant is permitted to work in the identified trade only during the supervised work placement of the Ontario Youth Apprenticeship Program.

b) Awarding of Credits

Please refer to page 30, section 3.2.2 of the Cooperative Education and Other Forms of Experiential Learning, MOE, 2000

In regard to the awarding of credits when a student is taking a cooperative education course concurrently with a related course, and successfully completes the cooperative education course but is unsuccessful in the related course, he or she may be awarded cooperative education credit(s) as determined by the principal.

Cooperative Education Credits Earned Per Semester

The maximum number of credits that can be earned during a semester must be outlined in the Personalized Placement Learning Plan within the first three (3) weeks of placement. Seven (7) hours of integration must be completed for each cooperative education credit and student learning at the placement must be assessed and documented by a qualified teacher a minimum of three (3) times per 110 hours of a cooperative education course. At least two (2) of the three assessments must be made through direct personal contact.

8. Forms

a) Cooperative Education/Work Experience Roles & Responsibilities Contract (Appendix A)

This form highlights the responsibilities on the part of the student, the training station and the school. Cooperative Education teachers must ensure that the training station supervisor is well aware of the information on this form, particularly in cases where a student will be required to drive an employer's vehicle as part of his/her placement. This form must be signed before the student starts at the placement.

b) Report of Training Station Hours (Appendix B)

This form is used to collect data for an annual report by school boards to the Ministry of Education. Completed forms must be signed by the Principal and submitted to the Assistant to the Superintendent of Business no later than one week following the completion of each semester including summer placements.

c) Work Education Agreement (Form 631970) (Appendix C)

This is the official contract that must be completed for each student prior to him/her starting their work placement. The form must be completed, signed and filed at the school. Information is to be uploaded to Cardinal.

The Agreement must be signed by:

- i) the student,
- ii) the student's parent/guardian if student is under 18,
- iii) the training supervisor,
- iv) the Cooperative Education teacher.

In some cases, there will be spontaneous opportunities (i.e. trade shows, banquets) for a Cooperative Education student to work beyond the normal placement hours that have been indicated on their Agreement.

The following excerpt can be added to Section B #2 of the student's Agreement to cover him/her for the extra hours: "normal working hours - (state hours) and for exceptional circumstances as they may arise".

However, if a workplace is intending to pay a student for the extra hours, this goes beyond the mandate of the Workplace Education Agreement. Also, keep in mind, that there are three

adult signatures on the Work Agreement and that one adult must be in attendance during these extra hours.

Student placement hours are NOT to be loaded at the top of the placement. Situations exist where a student's placement, e.g., a construction site, may be more beneficial when a full day is spent on the job rather than performing the duties in three hour segments. For these situations the student should work alternate full days. The hours should be spread across the placement period to provide a more gradual and grounded learning experience and to permit the student to obtain part-time employment, to have a social life or to explore other avenues of interest. Employers who wish to engage students beyond the requirements of the program should offer the student paid employment and take over the WSIB premiums for those periods. The work experience program is extremely valuable and should never be regarded as "free labour" for the employers willing to take students in placements.

d) Roles and Responsibilities of all who are involved. Appendix F

e) WSIB (Workplace Safety & Insurance Board) Form 7. Completed copy of the Form 7 to be provided to the student. (Appendix H)

f) Treatment Memorandum (Form 156C) (Appendix I)

To be completed by the physician and forwarded to WSIB. Physicians and clinics will have these forms in stock; larger facilities, such as hospitals will have an electronic version of this form available.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Brenda Blancher, Director of Education & Secretary
FROM: Dave Abbey, Superintendent of Education
RE: **SO104 – Ontario Student Records**
DATE: October 1, 2018

Recommended Action: Moved by _____ Seconded by _____
THAT the Bylaw 9 – Processes for Development of By-laws, Policies and Procedures be waived with respect to circulating SO104 – Ontario Student Records to all appropriate stakeholders for comments.

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive SO104 – Ontario Student Records as information.

Background

SO104 – Ontario Student Records was approved by Trustees in September 2003 and is scheduled for review subject to legislation,

Additional Information

SB08 Memorandum – Clarification of Policies and Supporting Documentation to Confirm Pupil residency and Eligibility Status released on May 7th, 2018 reinforced proper methods of documenting birthdate and residency. While this is not new there is need for clarifying the process for our schools by directly stating this in our policy and providing a template for use by schools while managing this information in Ontario Student Records (OSR).

Recommendation

Bylaw 9 states that “The draft procedure shall be circulated to all stakeholders for a minimum of 60 days for input.” Executive Council is recommending that the period of circulation be waived in this case. Since this is in alignment with both the SB08 Memorandum and MFIPPA regulations it would be best to communicate and add clarity for staff.

Grand Erie Multi-Year Plan:

This report supports the Environment indicator of Success for Every Student and the following statements: Ensure continuity of services and programs. Build a culture of care and respect in all schools and workplaces.

Respectfully submitted,

Dave Abbey
Superintendent of Education



Ontario Student Records

Board Received: September 3, 2003 Review Date: Subject to legislation

Accountability

1. Frequency of Reports – Annual
- ~~2. Severity Threshold – As needed (eg. Change in Regulations)~~
- ~~3.~~ 2. Criteria for Success – Records maintained in accordance with Education Act, Municipal Freedom of Information & Protection of Privacy Act, and all regulations and guidelines of the Government of Ontario and Grand Erie District School Board ~~GEDSB~~

Procedures

These Procedures are to be used in conjunction with the *Education Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, the *Ontario Student Record (OSR) Guideline* ([OSR Guidelines, 2000](#)) and all other applicable regulations and guidelines of the Government of Ontario. The *Ontario Student Record (OSR) Guideline 2000*, and *A Guide to Ontario Legislation Covering the Release of Students' Personal Information* should be filed with this procedure.

1. Issuance of OSR

If a student is attending more than one school simultaneously for the purposes of program, only one OSR is to be issued.

2. Responsibility for the OSR

- Designated school clerical staff will be responsible for performing clerical functions with respect to the establishment and maintenance of the OSR.
- Designated administrative staff and bonded agents will be responsible for the purposes of microfilming, loading on CD-ROM, and managing historical records.

3. Maintaining Confidentiality and Storage of the OSR

- OSR folders must be stored in a locked, secure area when they are unsupervised.
- A log recording the user's name and location of each OSR that is removed from the regular storage area must be maintained.
- OSR folders shall normally be returned to the regular storage area by the end of each school day. If a folder is to be retained overnight by an authorized individual, then security of the OSR must be ensured.

4. Organization of the OSR

The OSR folder and Documentation File will be organized using the "Order of Enclosures" dividers method. ([See Appendix 5.](#))

Dividers are established as follows:

Outside the Documentation File

- Order of Enclosure List
- Student Identification and Personal Information
- Student Achievement

Inside the Documentation File

- Assessment Reports (School Board)
- Assessment Reports (Outside Agencies)
- Consent Forms
- Identification, Placement and Review Committee (IPRC) Packages
- Individual Education Plans (IEP)
- “Legal” Documents
- Other

The following information **must not** be stored in the Documentation Folder:

- Copies of proof of birth;
- Copies of immigration documents, unless the document is being used for proof of birth;
- Copies of proof of marriage;
- Immunization record and health card numbers;
- Proof of address/residency;
- Student Registration Forms;
- Temporary Student Withdrawal forms

Components of the OSR

- an Ontario Education Number (OEN)
- The following may be entered in the OSR if the principal deems them conducive to the improvement of instruction of the student: photographs, participation in co-instructional activities, and special achievements in school activities.
- Records of interviews with parents and/or students if the principal deems them conducive to their improvement of instruction of the student.
- ~~Methods for verifying student’s date of birth include birth certificate, baptismal certificate, passport, and Ontario Health Card.~~
- For confirmation/verification of proof of birth and residency, use Appendix A: Enrolment/Registration Verification and place in front of OSR

5. Documentation File

In addition to the requirements of the OSR Guidelines, the Grand Erie District School Board has designated the following information for inclusion for the period the principal deems them conducive to the improvement of instruction of the student, unless otherwise noted below:

- reports by support personnel on student progress;
- consent forms for testing or placement;
- administration of medication release forms;
- education, psychological and speech and language reports from Board personnel *+;
- assessment reports from outside agencies, eg. audiological, vision, psychiatric, psychometric, psychological, medical, treatment centres, home care, etc. *
- information on adoption, immigration, home schooling, exclusion from compulsory attendance in French as a Second Language; court orders, trespass orders, and appeal/tribunal decisions;
- information related to a reportable violent incident. Reports must remain for three consecutive years during which time no other reportable violent incidents have occurred;
- ~~information related to limited expulsion must remain for one year after the date of the limited expulsion;~~

- ~~information related to full expulsion must remain for five years after the date of the full expulsion.~~

- * Third parties are to be advised that their reports will be filed in the OSR and will be subject to the OSR access provisions.
- + The protocols and case notes are the property of the Board and will be maintained by the individual assessor.

6. Report Cards

Report cards, including those issued in addition to the times of issuance specified in the Guideline are to be maintained in the OSR.

7. Office Index Cards

An Office Index Card can be a computer-generated form which contains the required information about each student who has attended a school.

8. Access to the OSR

A student and the parent(s)/guardian(s) of a student who is under the age of 18 may, by appointment, review the student's OSR in the school in the presence of the principal or a teacher of the school during regular school hours and obtain a copy of it.

Unless there is a court order to the contrary, both parents have a legal right of access to their child, including the right to make inquiries and to be given information concerning the child's health, education and welfare. Schools should request parents to provide a copy of any court orders or separation agreements concerning custody and access arrangements for review and inclusion in the Documentation File of the student's OSR.

Neither parent volunteers nor elected members of school councils have access to OSR's of any students other than their own child(ren).

See Appendices [1-B](#) and [2-C](#) for Consent Forms to be used to release information from the OSR to third parties, eg. probation officers, parole officers, hospitals, etc.

9. Access to the OSR – Subpoenas, Civil Suits, Criminal Code, Child & Family Services Act

Principals shall contact the Family of Schools superintendent of schools who will make arrangements for seeking legal advice.

10. Access to the OSR upon Death of a Student

- Under the *Municipal Freedom of Information and Protection of Privacy Act*, if a student was over age 18 at the time of death, parents can only access the personal information if the child has been deceased for over 30 years. However, the *Act* allows the deceased individual's personal representative/executor (may be a parent) to exercise the right of power and access to personal information if access "relates to the administration of the individual's estate".
- If the deceased student was over age 16 but under 18 at the time of death, then the provisions of s.266 of the *Education Act* will permit the parents access to the OSR.
- If the deceased student was under age 16 at the time of death, then both the custodial and non-custodial parent, provided they have not been precluded access by court order, have the right to examine the OSR under the *Education Act*. However, the *Municipal Freedom of Information and Protection of Privacy Act* allows only the custodial parent to obtain a copy of the OSR pursuant to a request made under that Act. Practically

speaking, this differentiation can be avoided in the absence of an access request under the *Municipal Freedom of Information and Protection of Privacy Act*. However, disclosure could be made to both parents for the purpose of complying with another Act, such as family law legislation.

11. Review of Ontario Student Record Folders

The OSR shall be reviewed at the following times to ensure it contains information that is current and valid, and conducive to the improvement of the instruction of the student:

- on admission from a school outside Grand Erie;
- on transfer to another school;
- on retirement from school; or
- at least once during each school year.

12. Transfer of the OSR

- See Appendix [D3](#) for the form to be used when a student transfers from a school.
- The Annual Education Plan (AEP) for grades 7 to 12 students is to be placed in the OSR when a student transfers.
- Specially printed Transfer Envelopes utilizing Priority Post are to be used when transferring OSR's to a school in another board, to a private, federal, or First Nations school, or to a Provincial or Demonstration School.
- Notify the appropriate Medical Officer of Health as required by the *Immunization of School Pupils Act*.

13. Requesting an OSR

See Appendix [E4](#) & [F](#) for the form to be used when requesting an OSR from another school.

14. Retention and Disposal

- OSR's for elementary students who retire from the Grand Erie District School Board will be stored for five years in the elementary school and then forwarded to the Communications, FOI and Records Management Officer at the Education Centre for storage on CD-ROM.
- OSR's for secondary students who retire from the Grand Erie District School Board will be stored for ten years in the secondary school and then forwarded to the Communications, FOI and Records Management Officer at the Education Centre for storage on CD-ROM.
- In the event of a school closing, the Office Index Cards will be forwarded to the school that receives the students from the previous school area.

15. Suspension Letters

In accordance with the *Education Act*, copies of suspension letters are to be retained in the OSR (outside of the Documentation File).

16. Availability of Forms

The following forms are available from the Mail Room at the Education Centre:

- blank OSR folders and Documentation Files
- transfer envelopes;
- forms for recording the hours of instruction in French as a Second Language; and
- Order of Enclosure sets of forms.

APPENDIX AENROLMENT/REGISTRATION VERIFICATION

<u>Student's Name</u>	
<u>Student's DOB:</u>	
<u>Date of Registration</u>	

<u>Method of Verification for Student's Full Name and Date of Birth</u> <i>(only 1 (one) piece of documentation required)</i>	<u>Registrar's Initial</u>	<u>Principal's Initial</u>
<input type="checkbox"/> <u>Birth Certificate</u>		
<input type="checkbox"/> <u>Baptismal Certificate</u>		
<input type="checkbox"/> <u>Passport</u>		
<input type="checkbox"/> <u>Other:</u>		

<u>Method of Verification for Student's Proof of Residency</u> <i>(only 1 (one) piece of documentation required)</i>	<u>Registrar's Initial</u>	<u>Principal's Initial</u>
<input type="checkbox"/> <u>Current Utility Bill</u>		
<input type="checkbox"/> <u>Current Property Tax Bill</u>		
<input type="checkbox"/> <u>Current Phone Bill</u>		
<input type="checkbox"/> <u>Current Agreement of Purchase of Sale (Property)</u>		
<input type="checkbox"/> <u>Other documentation to confirm a student's residency status:</u>		

- * Under the *Municipal Freedom of Information and Protection of Privacy Act*, photocopies of a student's personal or immigration documentation **must not be** retained in student's OSR.
- * An Ontario's driver's license **is not** an acceptable form of document to confirm a student's residency status.
- * Proof of residency documentation **must not be** photocopied or retained in student's OSR as these documents contain personal account numbers.

Grand Erie District School Board
349 Erie Avenue
Brantford, ON N3T 5V3

AUTHORIZATION FOR ACCESS TO OSR: STUDENT UNDER AGE 18

School Name	
-------------	--

Name of Student	Date of Birth
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I, _____, of the City/Town of _____, Ontario, acknowledge that I am the parent/guardian of the above-named child, who is under age 18, and that I have not been precluded access to this information concerning the health, education or welfare of the above-named child by a court order or separation agreement.

In accordance with section 266 of the *Education Act*, R.S.O. 1990, c. E.2, as amended, I am requesting access to the contents of my child's Ontario Student Record (OSR) that is in the possession of the Grand Erie District School Board, or a copy of the same.

I hereby authorize the release of this information to:

who is/are acting on my behalf in a _____

I hereby consent to the release of this personal information to the above-named party in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M.56, as amended.

Dated at _____, Ontario

this _____ day of _____, 20____.

Witness: _____ Parent/Guardian: _____

Please attach a photocopy of a piece of identification (i.e. driver's licence, birth certificate or S.I.N.)

Grand Erie District School Board
349 Erie Avenue
Brantford, ON N3T 5V3

AUTHORIZATION FOR ACCESS TO OSR: STUDENT OVER AGE 18

School Name	
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Name of Student	Date of Birth
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I, _____, of the City/Town of _____, Ontario, acknowledge that I am/was a student within the Grand Erie District School Board, and I am 18 years of age or older.

In accordance with section 266 of the *Education Act*, R.S.O. 1990, c. E.2, as amended, I am requesting access to the contents of my Ontario Student Record (OSR) that is in the possession of the Grand Erie District School Board, or a copy of the same.

I hereby authorize the release of this information to:

who is/are acting on my behalf in a _____

I hereby consent to the release of this personal information to the above-named party in accordance with the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. M.56, as amended.

Dated at _____, Ontario

this _____ day of _____, 20____.

Witness: _____ Student: _____

Please attach a photocopy of a piece of identification (i.e. driver's licence, birth certificate or S.I.N.)

Grand Erie District School Board
349 Erie Avenue
Brantford, ON N3T 5V3

Notification of Student Transfer Within Ontario

This is to certify that

Surname	First Name	Middle Name
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was enrolled in Grade _____ at

Name of school

Address

The last attendance date was _____

The Ontario Student Record will be forwarded directly to you upon receipt of an official request. This student has been provided with a copy of his/her latest report card and Ontario Student Transcript, if applicable.

Principal

Date

Grand Erie District School Board
349 Erie Avenue
Brantford, ON N3T 5V3

Request for an OSR by a School in
Another Board or a Provincial or Demonstration School in Ontario

Please forward the Ontario Student Record for

Surname

First Name

Middle Name

who has enrolled in Grade _____ at

Name of school

Address

I hereby agree to accept responsibility for the record and to use, maintain, transfer, and dispose of the record in accordance with the *Ontario Student Record (OSR) Guideline, 2000*.

Principal

Date

Grand Erie District School Board
349 Erie Avenue
Brantford, ON N3T 5V3

Request for an OSR from a School Outside of Ontario

Please forward a copy of Student Records for

Surname	First Name	Middle Name
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Date of
Birth

who has enrolled in Grade _____ at

Name of school

Address

I hereby agree to accept responsibility for the record and to appropriately use, maintain, transfer, and dispose of the record.

Principal

Date