



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
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) Strategic Communications Plan Working Group – Ad Hoc Committee J. Roberto
- C - 1 **Director’s Report** J. Roberto
- (a) Director’s Highlights
 - (b) Managing the Pandemic
- D - 1 **New Business - Action/Decision Items**
- * (a) Report to the Mississaugas of the Credit First Nation D. Martins
 - * (b) Allocation of Self-Contained Classrooms for 2020-21 L. Thompson
 - * (c) Appointment of Non-Board Audit Committee Members R. Wyszynski
- D - 2 **New Business - Information Items**
- * (a) Category III Trips (SO15) J. Roberto
 - * (b) Enrolment vs Capacity by School Report R. Wyszynski
 - * (c) GELA Annual Report L. Munro
- E - 1 **Bylaw/Policy Consideration - Action/Decision Items**
- * (a) BL11 Delegations (A) J. Roberto
 - * (b) BL15 Trustee Expenses (A) J. Roberto
 - * (c) FT05 Pupil Accommodation Review (C) R. Wyszynski
 - * (d) SO09 Cyberbullying (A) W. Baker
 - * (e) SO24 Copyright – Fair Dealing Guideline (C) L. De Vos
 - * (f) SO25 Visual Identity (A) J. Roberto
 - * (g) SO31 Accessibility (A) L. Thompson
- E - 2 **Procedure Consideration - Information Items**
- * (a) F101 Hospitality Expenses (C) R. Wyszynski
 - (b) HR110 Hiring Procedures (I) S. Sincerbox
 - * (c) P102 Business Procedures for Experiential Learning Programs (C) R. Wyszynski
- F - 1 **Other Business**
- (a) OPSBA Report D. Werden

SUCCESS for Every Student



Committee of the Whole Board Meeting

Monday, January 11, 2021
MS Teams Virtual

G - 1 **Correspondence**
(a)

H - 1 **Adjournment**

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

Grand Erie Parent Involvement Committee (GEPIC)	January 14, 2021	6:30 PM	MS Teams
School Year Calendar Committee	January 19, 2021	4:00 PM	MS Teams
Safe and Inclusive Schools Committee (SIS)	January 21, 2021	1:00 PM	MS Teams
Special Education Advisory Committee (SEAC)	January 21, 2021	6:00 PM	MS Teams
Chairs' Committee	January 25, 2021	5:45 PM	MS Teams
Board Meeting	January 25, 2021	7:15 PM	MS Teams
Student Transportation Services Brant Haldimand Norfolk (STSBHN)	February 23, 2021	2:00 PM	MS Teams
Pre-Budget Review Meetings	February 2, 2021	5:30 PM	Board Room
Committee of the Whole	February 8, 2021	7:15 PM	Board Room
Indigenous Education Advisory Committee (IEAC)	February 10, 2021	6:00 PM	MS Teams
Native Advisory Committee (NAC)	February 11, 2021	9:00 AM	MS Teams
Privacy and Information Management Committee (PIM)	February 11, 2021	3:00 PM	MS Teams
Special Education Advisory Committee (SEAC)	February 18, 2021	6:00 PM	MS Teams
Student Trustee - Election	February 18, 2021	TBD	MS Teams
Chairs' Committee	February 22, 2021	5:45 PM	Norfolk Room
Board Meeting	February 22, 2021	7:15 PM	Board Room

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: **Strategic Communications Plan Working Group – Ad Hoc Committee**
DATE: January 11, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board strike an Ad Hoc Committee to develop a new three-year Strategic Communications Plan once work on the Board's new Multi-Year Plan begins.</p>
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Background

In March 2017, Grand Erie District School Board approved its 2017-20 Strategic Communications Plan. Created by the Strategic Communications Ad Hoc Committee, the plan aligns with the Board's 2016-20 Multi-Year Plan, [*Success for Every Student*](#).

Additional Information

Once work on Grand Erie's new Multi-Year Plan begins, the Manager of Communications and Community Relations will lead a working group to develop the next three-year Strategic Communications Plan. Once completed, the final three-year Strategic Communications Plan will be presented to the Board of Trustees.

The Strategic Communications Plan Ad Hoc Committee will include Trustees and staff. It will also include a Student Trustee, if interested. The working group will consult with parents and community members through outreach with the following committees: Grand Erie Parent Involvement Committee, Native Advisory Committee and Special Education Advisory Committee. The Strategic Communications Plan Ad Hoc Committee will also review feedback collected from School Council Chairs as well as comments received during the development process of Grand Erie's new Multi-Year Plan.

The Strategic Communications Plan Ad Hoc Committee will review the 2017-20 Strategic Communications Plan as well as determine priorities and next steps for communications, including goals, objectives, strategies and tactics.

Once approved, the new Strategic Communications Plan will be implemented by the Communications and Community Relations team. Each September, the Manager of Communications and Community Relations will provide the Board of Trustees with an update on the plan. Each May, the Board will be presented with an evaluation of the plan by the Manager of Communications and Community Relations.

The Terms of Reference for the Strategic Communications Plan Ad Hoc Committee, including membership composition, is attached.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Grand Erie’s Multi-Year Plan and *Success for Every Student* through the following statements: “We will set high expectations of our students and staff. We will monitor, measure and reflect on our outcomes.”

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary

Ad Hoc Committee – Strategic Communications Plan Working Group

1. Statement of Purpose and Responsibilities

- 1.1 The Ad Hoc Committee – Strategic Communications Plan Working Group will:
- i. review the 2017-20 Strategic Communications Plan for strengths and weaknesses
 - ii. review the 2016-20 Multi-Year Plan for impact on the Strategic Communications Plan
 - iii. review and discuss the challenges and opportunities facing Grand Erie over the next three years
 - iv. review and discuss the communication goals and objectives for Grand Erie over the next three years
 - v. review and discuss best practices for strategic communications
 - vi. review and discuss the communication needs of Trustees, staff, students, parents, community members and local media
 - vii. review and discuss the impact of the Board’s new Multi-Year Plan on the Strategic Communications Plan, including comments received during the development process
 - viii. develop Grand Erie’s new Strategic Communications Plan to be presented to the Board of Trustees

2. Committee Composition

The Ad Hoc Committee – Strategic Communications Plan Working Group shall be comprised of:

- 2.1 Two (2) Trustees appointed by the Board
- 2.2 One (1) Student Trustee appointed by the Board
- 2.3 One (1) Superintendent of Education (Elementary Family of Schools)
- 2.4 One (1) Superintendent of Education (Secondary Family of Schools)
- 2.5 One (1) Superintendent of Business and Treasurer
- 2.6 One (1) Representative from the Indigenous Education Team
- 2.7 Two (2) Secondary School Principal
- 2.8 Two (2) Elementary School Principal
- 2.9 Manager of Communications and Community Relations
- 2.10 Manager of Human Resources
- 2.11 Safe and Inclusive Schools Lead
- 2.12 Communications Assistant

Total: 15

3. Committee Operating Procedures

- 3.1 The Strategic Communications Plan Working Group will meet four times, after which time the committee will be dissolved.
- 3.2 The Manager of Communications and Community Relations shall prepare the meeting schedule and agendas.
- 3.3 Meeting notes will be provided to all committee members.
- 3.4 The committee will present the Strategic Communications Plan to the Board of Trustees.
- 3.5 Chair – Manager of Communications and Community Relations.
- 3.6 Role of staff – Board staff may be called upon to support this committee or to provide input and other information, including the Manager of Business Services, the Manager

of Information Technology, the Manager of Facility Services and members of Executive Council.

- 3.7 Role of other committees – the Grand Erie Parent Involvement Committee, the Native Advisory Committee and the Special Education Advisory Committee will be called upon to provide input and feedback to this committee. School Councils will also be asked to provide feedback.

4. Role of the Board

- 4.1 Appoint Trustee members.
- 4.2 Receive Grand Erie’s Strategic Communications Plan.

DRAFT



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Mississaugas of the Credit – Education Services Agreement Report**
DATE: January 11, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Mississaugas of the Credit First Nation – Education Services Agreement Report as information.</p>
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Additional Information

Attached is the 2019-20 report of the Mississaugas of the Credit First Nation under the terms of the Education Services Agreement.

Grand Erie Multi-Year Plan

This report supports the Achievement indicator of Success for Every Student and the following statement: we will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes.

Respectfully submitted,

Denise Martins
Superintendent of Education



**Kwe'
Aanii
Ndio!
Tansi
Kwe-Kwe
O'tgwanö:nyö:
wa'tkunuhela:tú:
wa'tkenęherá:thę'
Wa'tgwanohe:nyoh
dejidwadatnohonyo:?
Wa'tkonnonhwerá:tons**

**EDUCATION SERVICES AGREEMENT FOR
MISSISSAUGAS OF
THE CREDIT STUDENTS**

PROGRESS REPORT FOR 2019-20

Executive Summary

The Education Services Agreement for Mississaugas of the Credit Students is an agreement between the Grand Erie District School Board and the Mississaugas of the Credit First Nation (MCFN), that outlines the services, programs and supports that will be provided to students from Mississaugas of the Credit that attend Grand Erie schools. This report highlights the work of the 2019-20 school year, specifically related to the progress of these students and the team who work to ensure *Success for Every Student*.

MULTI-YEAR PLAN 2016-20

In 2016, Grand Erie approved a new strategic direction to guide the work that the school board is doing. At the centre of Grand Erie's Multi-Year Plan is *Success for Every Student*.

Grand Erie will achieve *Success for Every Student* through a focus on students and staff in a culture of high expectations. The six indicators that support Grand Erie's goal are: Achievement, Community, Environment, Equity, Technology and Well-Being.



INDIGENOUS EDUCATION ADVISORY COMMITTEE

The purpose of Grand Erie's Indigenous Education Advisory Committee is to promote and improve Indigenous Education for all students. Membership on this committee includes the Mississaugas of the Credit Director of Education, Education Pillar Lead and an additional representative.

Transition Activities

The transition teacher together with the Lloyd S. King administrators and staff, participated in the implementation of the Grand Erie Transition Plan in 2019-20.

Collaboratively, the staff jointly plan pathway placements, timetabling, and supports for MCFN students entering Grade 9. A designate from the requested secondary school participated in the transition activities accompanied by the school's Student Success Teacher or Learning Resource Teacher.

The following activities were completed in the 2019-20 school year to facilitate successful transition of MCFN students to Grand Erie secondary schools.

SECONDARY SCHOOL INFORMATION AND SPECIAL PROGRAM INFORMATION NIGHTS

All secondary schools hosted this information event. Grade 8 students and their parents/guardians were invited to attend information nights at any Grand Erie secondary school.

GRADE 8 SHADOW DAYS

Each secondary school hosted the Grade 8 students that were registered to attend their school in September 2019. Students experienced 'a day in the life of a secondary school student' at their selected school.

Grand Erie District School Board sponsored the bus transportation for this event.

IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE (IPRC)

Grand Erie Special Education teacher consultants participated in IPRC transition meetings for Grade 8 students to determine placement recommendations and discuss individual transition plans.



The Board Action Plan on Indigenous Education

In line with the Achievement and Equity indicators of the Grand Erie District School Board's Multi-Year Plan 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 promote practices that help students, families and staff feel safe, welcomed and included", the Board Action Plan for Indigenous Students supports the implementation of the First Nation, Métis, and Inuit Education Policy Framework. This provides Mississaugas of the Credit Students with an additional layer of support for their success. The 2019-20 Board Action Plan for Indigenous Students provided for initiatives that directly impacted students including:

- Cultural Mentorship program at Tollgate Technological Skills Center
- Rising Stars Cultural Leadership initiative at Hagersville Secondary School
- Indigenous Student Leadership Initiative
- Lacrosse and Cultural Games Project at Tollgate Technological Skills Center and Pauline Johnson Collegiate and Vocational School
- Transition to Secondary School Activities for Grade 7 and 8 students at all schools
- Parent engagement event to Toronto Rock game
- Professional development activities for educators

Annual Events

All Grand Erie schools are encouraged to recognize the following dates of significance. Teachers are encouraged to invite community guest speakers to help facilitate activities for these days. The Indigenous Education team provides resources and supports to schools as requested.

- Orange Shirt Day (September 30) – acknowledging experiences of students in Residential Schools
- National Day of Remembrance acknowledging Missing and Murdered Indigenous Women and Girls (October 4)
- Treaty Recognition Week (First week of November)
- National Inuit Day (November 7)
- Rock Your Mocs Day/Week (November 15)
- Louis Riel Day (November 16)
- Have a Heart Day – in support of First Nations Child Welfare (February 14)
- Honouring Memories/Planting Dreams – Heart gardens honour residential school survivors and their families (May/June)
- Tom Longboat Day (June 4)
- National Indigenous Peoples Day (June 21)

Hagersville SS Culturally Responsive Events/Activities

- Traditional Foods Presentation
- Hand Drumming Assembly
- United Indigenous Student Council Meeting
- Anishinaabemowin Guest Speaker



Special Program Highlights

INDIGENOUS STUDENT LEADERSHIP INITIATIVE 2019-20

The Truth and Reconciliation Commission's 63rd Call to Action forms the foundation for Grand Erie's Indigenous Student Leadership Initiative (ISLI),

"Build student capacity for intercultural understanding, empathy, and mutual respect."

INDIGENOUS STUDENT LEADERSHIP INITIATIVE (ISLI)

PURPOSE:

- Enhancing Indigenous students' feeling of acceptance and belonging in their school and communities;
- Expanding Indigenous students' understanding and pride in their culture and the contributions they make to society;
- Providing Indigenous students opportunities to learn and explore outside of their own context;
- Increasing Indigenous students' level of engagement at school and in their communities; and
- Building the confidence, skills and capacity of Indigenous students to serve and lead in their school and communities.

SPECIFIC GOALS:

- Provide leadership training and support to secondary Indigenous Student Associations (Native Clubs) to help them grow into vibrant and integral parts of their respective schools;
- Foster student directed events for various cultural initiatives in their schools e.g. Rock Your Mocs, Treaty Recognition Week, Orange Shirt Day, Indigenous Solidarity Day, etc.;
- Support and assist students to undertake Indigenous Appreciation Days in each of the participating schools;
- Create a base of Indigenous student role models/mentors for future cohorts;
- Facilitate the development of an effective and vibrant Indigenous Student Council that includes representatives from all Grand Erie secondary schools;
- Provide a conduit for Indigenous student voice to the Student Senate and to support the new Board role of Indigenous Student Trustee

Since the ISLI began three years ago, we have met all of the initial goals:

- Increase in number of schools participating in initiative
- Increase in staff and student participation in ISLI events
- Increase in number of Indigenous Engagement activities occurring in participating schools:
- Creation of Board-wide Indigenous Student Council;
- Indigenous student seats secured on Grand Erie District School Board Student Senate;
- Establishment of Indigenous Student Trustee position



la'teieká:nerah
Doxtador-
Swamp

STUDENT TRUSTEE

The 2019-20 Indigenous Student Trustee was selected by acclamation at the April 2020 Student Senate. la'teieká:nerah Doxtador-Swamp is a Grade 12 student from McKinnon Park Secondary School. The trustee is selected by the United Indigenous Student Association, which has Indigenous student representatives from each of the 13 secondary schools in Grand Erie.



PJCVS and TTSC Lacrosse and Cultural Games Project

In 2019-20, students and staff at Tollgate Technological Skills Centre (TTSC) and Pauline Johnson Collegiate and Vocational School (PJCVS) got a full program of activities related to the best game on two feet... lacrosse! Through the Lacrosse and Cultural Games Program, staff and students got to experience the rich teachings and fantastic skill sets around the Creator's Game.

The goal of the Lacrosse and Cultural Games Program -to further enhance the positive school culture of mutual respect and active participation by offering new activities for students and staff to engage in was highly successful! Students were excited to be involved in this project!

Contained within the cultural teachings embedded in the game are lessons about self-discipline, respect and fair play.

As these traits are developed, self-esteem and confidence grow. The Lacrosse and Cultural Games program focused on activities that will bring out these teachings in ways students can relate to.

As a result, students gained an understanding of the game's history and growth as one of Canada's national sports, and acquired the knowledge and technical skills to play the game through large group assemblies, intramurals, classroom activities, and school field trips.

Working with the Iroquois Lacrosse Program, a full line-up of program activities included: The Grizzlies movie viewing; skills workshops with National Lacrosse League (NLL) player, Warren Hill of the Halifax Thunderbirds, and a trip to a Toronto Rock lacrosse game.

Supporting Professional Development Opportunities

The Indigenous Education Teacher Consultant/Lead and the Native Advisor work together to provide professional development opportunities that enable teachers and Board leaders to increase their knowledge and awareness of Indigenous cultures, histories, traditions and perspectives as well as to enhance their capacity to support Indigenous learners more effectively. Opportunities are provided as an Indigenous

Education initiative or by the inclusion of an Indigenous lens through various department initiatives.

With the professional learning related to Indigenous Education, the Board is able to further foster staff capacity and thereby further the work of Indigenous Education in a broader and deeper way to the success for every student.



Other Professional Development/Curriculum

CULTURALLY INTEGRATED CURRICULUM PROGRAM

The Grand Erie District School Board offers Native Studies courses in schools enrolling Mississaugas of the Credit students and supports the work to develop curriculum units and courses of study which infuse Indigenous, history, knowledge and world views; provides professional development for increased educator competency in Indigenous Education; and supports the implementation of learning resources that work to heighten the understanding of Indigenous history, cultures and traditions.

Grand Erie PD focuses on “Contemporary Voices of the First Nations, Métis and Inuit” course.

The Indigenous Education team focus for 2019-20 professional development was to prepare Grand Erie teachers to deliver the “Contemporary Voices of the First Nations, Metis and Inuit” course. This English course that all Grand Erie students will take in Grade 11 focuses on Indigenous content and Indigenous authors.

Understanding contemporary First Nations, Métis and Inuit voices will be the focus of the course, which includes updated curriculum from the Ministry of Education.

Developing content for the course was a collaborative community effort. A year in the making, staff from across Grand Erie worked with community partners to layer in the local context of Six Nations of the Grand River and Mississaugas of the Credit First Nation. The decision to focus on Indigenous content and Indigenous authors aligns with Grand Erie’s Multi-Year Plan, Success for Every Student, through the Equity Indicator and its work to promote practices that help students, families and staff feel safe, welcomed and included.

The Indigenous Education team developed and facilitated two

professional development workshops offered virtually during the Covid-19 shutdown. 91 teachers participated in these sessions at the height of the pandemic. This commitment from staff during this time demonstrates a clear motivation to learn and grow in Truth and Reconciliation, and specifically calls 62 and 63 which recognize the need to build teacher capacity and student understanding. Part of the role of educators is to provide an opportunity for students to hear the diverse stories from across the country and from local communities and to learn from voices that have often been ignored or overlooked. The goal with this course is to engage all students in developing a better intercultural understanding as a way to build a positive future together. It will also showcase great literature and a rich and wide array of writers to facilitate critical thinking and meaningful discussion in the classroom, which will prepare students for Grade 12 and beyond.

Grand Erie District School Board represents more than 26,000 students in 58 elementary and 14 secondary schools within the City of Brantford and the Counties of Brant, Haldimand, and Norfolk as well as secondary students from Six Nations of the Grand River and Mississaugas of the Credit First Nation.

PARTNERSHIP

The Grand Erie District School Board works with Mississaugas of the Credit (MCFN) education administrators and staff for an ongoing and strengthened partnership focused on respect and reciprocity leading to:

- smoother transitions of MCFN students from Grade 8 to secondary school and improved student attendance and achievement
- inclusion of MCFN federal school staff in Grand Erie professional development for teachers
- increased involvement of parents/guardians in the education of their children

Community Based Education Programs for Mississaugas of the Credit Students

COMMUNITY BASED EDUCATION PROGRAMS

Grand Erie District School Board has developed a variety of innovative community based education programs to meet the needs of Indigenous students. In 2018-19, the Nations, NewStart and ILA Turning Point programs were amalgamated into one location – the Nations NewStart Community Based Learning Centre. This new setting provides for more opportunities in experiential and culturally relevant learning. Grand Erie District School Board continues to seek innovative strategies and program delivery models to meet the needs of all learners, including those who may require re-engagement

programs and alternative ways to earn secondary school credits towards their Ontario Secondary School Diploma (OSSD).

NATIONS AND NEWSTART COMMUNITY BASED LEARNING CENTRE:

The Nations NewStart Community Based Learning Centre provides alternative learning in a community setting for secondary students from Six Nations, Mississaugas of the Credit First Nation, and surrounding areas. It serves secondary students who prefer a smaller and more flexible learning environment.

Community Based Education Programs for Mississaugas of the Credit Students

SECTION 23 PROGRAMS

Under the provisions of Section 23 of the Ministry of Education's General Legislative Grant Regulation (Reg. 287/98) educational programs may be provided by District School Boards in collaboration with community partners, for school-aged young people, who for various reasons are unable to attend regular schools. Grand Erie offers two Section 23 programs specific to Indigenous students.

RATIWEIENTEHTA'S – THEY ARE LEARNING

Grand Erie District School Board has partnered with Ganohkwasra Family Assault Support Services to offer a Section 23 classroom out of the Youth Lodge facility. Ganohkwasra provides therapeutic counselling and services while a Grand Erie Teacher provides individualized academic programming.

- **Eligible Students:** Students aged 13-21
- **Supported Pathway:** All grades and pathways
- **Program Details:** Students must complete an intake process with Ganohkwasra intake worker. They must have exhausted resources at their home school.

OHAI:YO PROGRAM

In partnership with the Ministry of Child and Youth Services – Youth Justice Services Division, the Grand Erie District School Board employs one (1) itinerant teacher to provide services and supports to First Nation, Métis and Inuit youth who are engaged in some capacity with the youth justice system. Through a holistic approach, students are provided individualized program planning and support toward their full re-engagement into schooling and community.

Program highlights:

- **Eligible Students:** FNMI self-identified youth 14-21 years old engaged in Youth Justice System
- **Supported Pathway:** All grades and pathways.
- **Program Details:** Students must be referred by youth justice connection, such as a Probation Officer.

SCHOOL COLLEGE WORK INITIATIVE (SCWI) PROGRAMS

The School Within A College (SWAC) program is part of the School-College-Work Initiative (SCWI). SCWI is a co-operative effort with a mandate to assist in creating a seamless transition for students from secondary school to college. In addition to a wide array of learning and awareness opportunities for students, teachers, parents and the broader community, projects have been developed to provide dual credit programs for secondary students through the partnership of secondary schools and colleges.

SCHOOL WITHIN A COLLEGE (SWAC)

The Ohsweken SWAC program is a partnership between Grand River SCWI (Grand Erie and BHNCDSB), Grand River Employment and Training, and Mohawk College. The program is offered at the GREAT facility and provides secondary school students the opportunity to earn dual credits and secondary school credits in a post-secondary environment. The Ohsweken SWAC program is unique in Ontario in that it is the only one offered in an employment and training institution rather than a college setting.

In the dual credit portion of the program, students can take up to 4 college credit courses in the Trades and/or Humanity streams.

Program highlights:

- **Eligible Students:** Grand Erie and BHNCDSB students age 18 to 21 years old
- **Supported Pathway:** Grade 11 and 12, college, university and workplace preparation pathways
- **Program Details:** Students need 22 credits or more to enter the program



Celebrating Success

Each year a special awards event, Celebrating Success at Hagersville SS, is held to recognize the efforts and accomplishments of students in our community-based learning programs. Unfortunately due to the pandemic, awards were not given for our community based learning program students. However there were other Secondary School awards given to recognize the efforts and accomplishment of MCFN students.

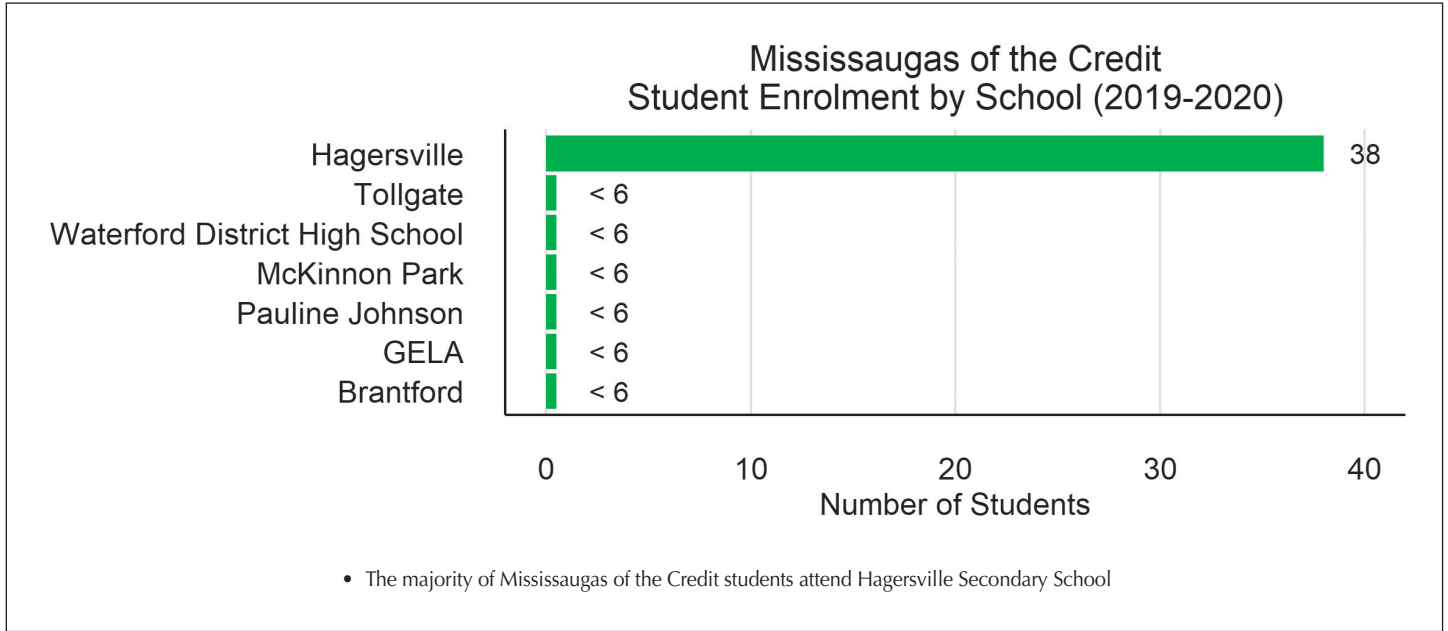
SPECIAL AWARDS

These awards included:

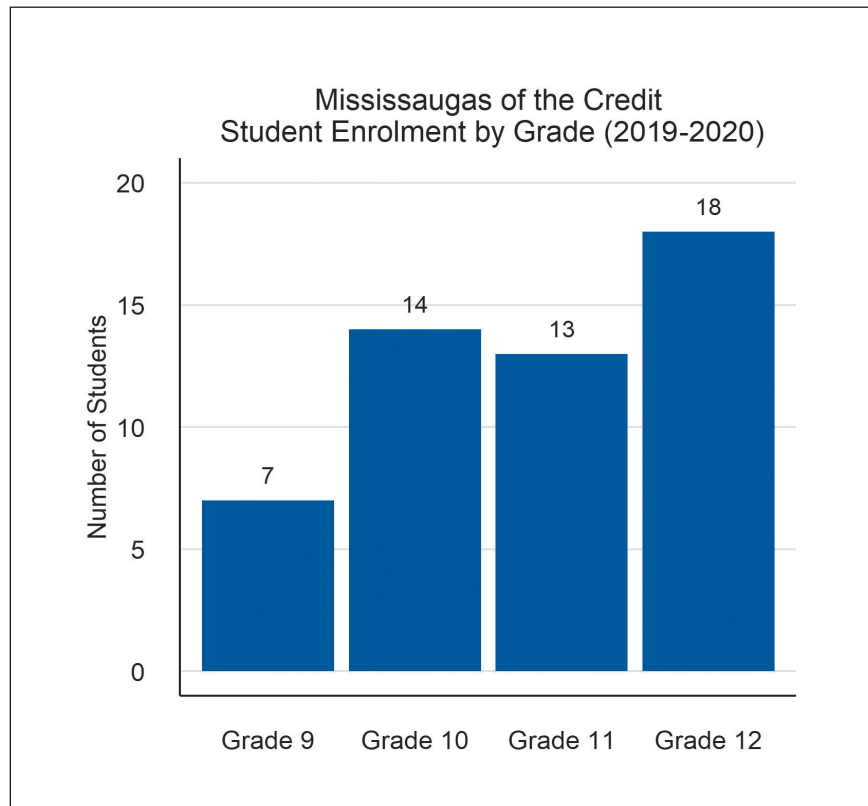
- 11 Graduates
- Knights of Columbus Bursary
- Lloyd S. King Bursary
- Grade 11 Art
- Grade 11 Drama
- Grade 11 Math
- Grade 10 Technical Studies
- 2 Senior Honour Roll Students
- 6 Junior Honour Roll Students

Mississaugas of the Credit Student Enrolment by School and Grade 2019-20

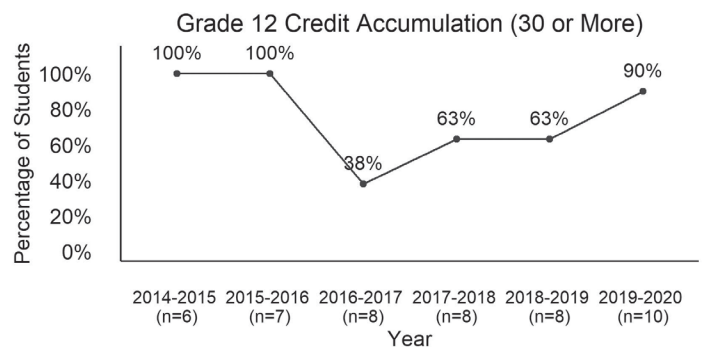
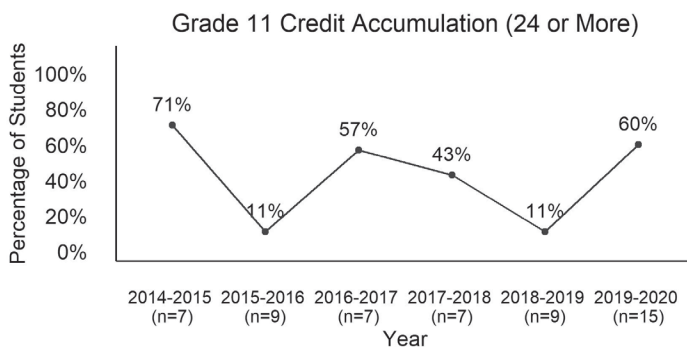
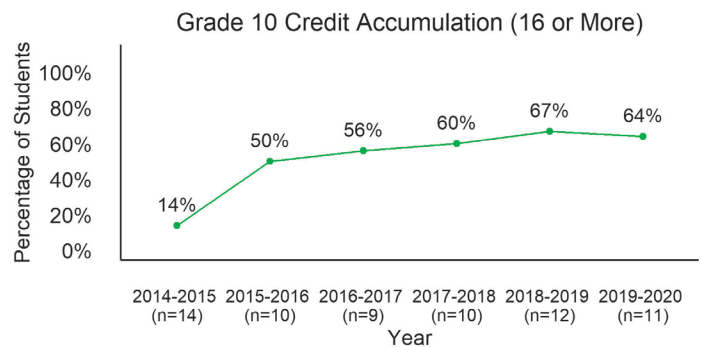
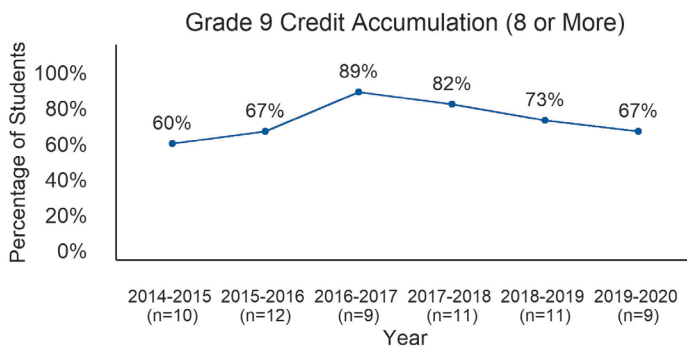
STUDENT ENROLMENT BY SCHOOL



STUDENT ENROLMENT BY GRADE



Credit Accumulation by Grade and Year



These graphs show the percentage of students who by the end of each grade have the following number of credits:

- Grade 9 – 8 credits
- Grade 10 – 16 credits
- Grade 11 – 24 credits
- Grade 12 – 30 credits

- The percentage of Grade 9 students achieving 8 credits has decreased from 2019 from 73% to 67%
- This data assumes that all students in Grade 9 are taking a full course load of 8 credit granting classes
- The percentage of Grade 10 students achieving 16 credits has decreased from 67% to 64% since 2019
- Credit accumulation for students in Grade 11 increased 49% in 2019-20.
- Grade 12 credit accumulation has increased by 37 % in 2019-20.

NOTE: Grand Erie cannot report on groups with 5 or fewer students. As a result, data concerning Students with Exceptionalities is unable to be provided as part of this report. This information will be shared with the MCFN Education Director upon request.

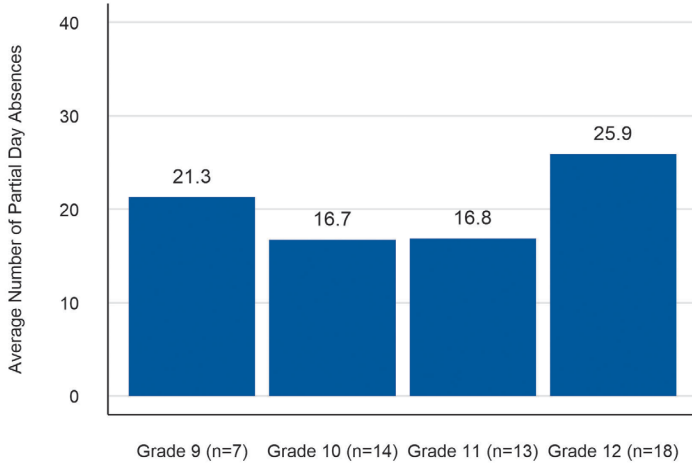
- Grade 9 EQAO Mathematics Assessment did not occur during the 2019-20 school year
- The Ontario Secondary School Literacy Test did not occur during the 2019-20 school year
The literacy requirement was waived for students graduating in the 2019-20 school year

Student Attendance

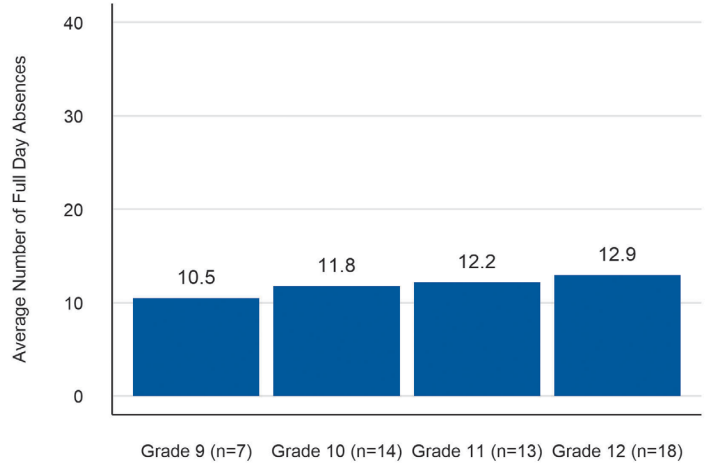
PARTIAL AND FULL DAY STUDENT ABSENCES

Note: This does not include attendance between March 23 - June 25 due to the COVID-19 shutdown.

2019-2020 Average Number of Partial Day Absences by Grade

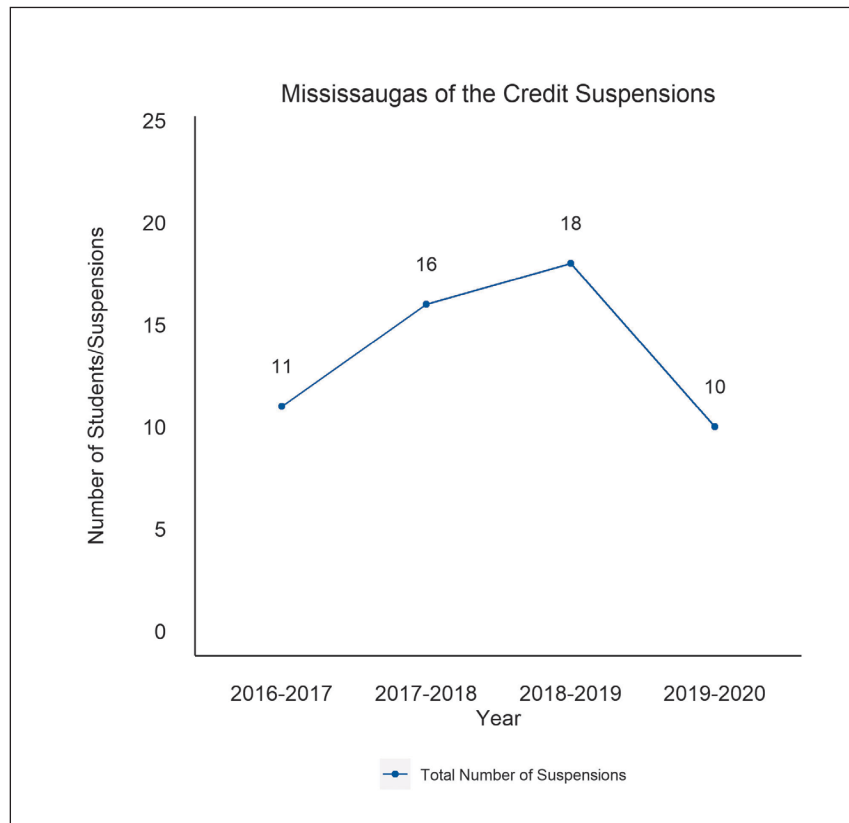


2019-2020 Average Number of Full Day Absences by Grade



- Full day absences are highest with Grade 12 students.

Student Suspensions





349 Erie Avenue,
Brantford, Ont., N3T 5V3

Telephone: 519-756-6301 | **Toll Free:** 1-888-548-8878

Email: info@granderie.ca
granderie.ca



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GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education and Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Allocation of Self-Contained Classrooms for 2021-22**
DATE: January 11, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the number of self-contained classrooms for 2021-22 as outlined, pending budget deliberations as information.</p>
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Rationale

Grand Erie provides self-contained classroom placements in a variety of locations throughout the board. Self-contained classrooms provide alternative options for students for which the most enabling environment for them to meet their program goals is in a smaller class setting with a higher staff to student ratio. The goal of a self-contained classroom is to provide a learning environment that is positive, inclusive, and fosters student independence and well-being.

Grand Erie continues to focus on supports in the home school classroom, where the principles of Universal Design for Learning, Differentiated Instruction and tier 1 supports are exhausted before considering self-contained placement for students. Where it is determined through the Identification, Placement, and Review Committee (IPRC) that a self-contained placement option is the most enabling environment for an individual student, it is important that possible pathways in secondary school and post-secondary goals for each student remains at the forefront of all planning.

Part of the Self-Contained planning process involves Teacher Consultants- Special Education along with Program Coordinators and Principal Leader for Special Education reviewing Grand Erie Special Education classrooms and how individual student needs impact the number of placements that will be required for the upcoming school year. As in previous years, Special Education system staff have attempted to minimize changes for the 2021-22 school year, however some changes are required as students move from elementary to secondary, as alternative models of support are developed, and as the profiles of students' change.

Feedback received from consultation with Grand Erie's Special Education Advisory Council (SEAC), along with recommendations from system special education staff has informed some of the recommended changes. During the consult, stakeholders were asked to consider how the projected needs across all self-contained classes could continue to be met, while keeping in mind the principles of inclusion as outlined in the Ontario Human Right's Commission's Guidelines on Accessible Education, and the beliefs outlined in Grand Erie District School Board's Guiding Principles in Special Education, placement in a regular classroom setting is given first consideration.

The following are recommendations for self-contained classrooms in Grand Erie for the 2021-22 school year:

Renaming and Refocusing of Self-Contained Classrooms

Rename and Refocus one Elementary classroom for Autism.

The Elementary self-contained classroom for students with Autism at Russell Reid will be renamed Strategies- Autism. Students in this class are considered fully contained, and work through a combination of Ontario curriculum and Alternative Programming goals. Students may be integrated for part of the day based on their areas of strength. Students would be considered for placement in this self-contained classroom if they have a diagnosis of Autism but are verbal and have some independent work habits. Students with this profile may struggle with social relationships and rigid behaviours. The goal of this strategies classroom is to learn through Applied Behaviour Analysis (ABA) strategies and be able to eventually generalize skills and transition to a self-contained environment that better supports their growing independence (eg. Transitions Class, Bridge Class) or regular class and the achievement of secondary school credits. The class capacity would increase to 8.

Rename Elementary and Secondary self-contained classrooms for Multi- Handicap and Autism.

During the 2020-21 school year, several of our self- contained classes were renamed to reflect student learning needs and program pathway rather than by exceptionality. Both Elementary and Secondary classrooms for students with Multiple Handicaps (MH) or Autism (ASD) will be renamed Intensive Support Classrooms. Alternative programming in these classrooms is driven by individual student need, with adults facilitating independence and life skills where possible.

The Intensive Support – Autism class will focus on communication and social skills with support for behaviour, safety, and sensory needs.

The Intensive Support – MH class will focus on communication, social awareness, personal care, and motor skills development.

The class capacity of an Intensive Support Classroom is 6.

Classroom Closures and New Classrooms

Elementary

Collapse of both Elementary self-contained Classes for Gifted Learners into one centrally located class.

Currently the projected Self- Contained classroom enrollment for Gifted in both Elementary classrooms is significantly lower than the available space. The enrolment has been maintaining the same students with limited new placements or has been declining for the past few years.

YEAR	Jarvis Public Gifted Class Enrolment	Centennial Grand Woodlands Gifted Class Enrolment
2017-2018	7	12
2018-2019	9	14
2019-2020	8	10
2020-2021	8	8
2021-2022	2	6

The Gifted self-contained program can offer many positive benefits for cognitively advanced students (learning experiences where depth and breadth go beyond regular curriculum; development of higher order thinking skills; social support and stimulation of peers of similar

intellectual abilities; development of self-regulation strategies). Many families and students, however, prefer to remain enrolled alongside their peers and siblings in their community school. Grand Erie has a renewed focus on supporting students through differentiated instruction and inclusive design for learning that considers diverse needs and abilities. As a result, the need for congregated self-contained placement has decreased and interest in withdrawal from the regular classroom for cognitively advanced learners has waned.

Given the projected enrolment for 2021-22 school year, it is recommended that both Jarvis Public and Centennial Grand Woodlands Gifted classes collapse into one. The relocation of the collapsed class to a more central area of the school board needs to occur to ensure continued opportunities for support in the self-contained setting when Gifted learners demonstrate needs and an exceptionally high performance that make intervention in the regular class difficult.

Increased focus on the development of an expanded model of support for gifted students in regular programs will be explored during the Spring of 2021, with a goal of a pilot project in this area for the 2021-22 school year.

Closure of one Elementary Strategies class in Brantford.

During the 2018-19 school year, the Complex Behaviour Intervention Team (CBIT) was introduced. The CBIT consists of Board Certified Behaviour Analysts and Lead Educational Assistants. The team provides intensive intervention in the classroom to support the implementation, refinement and learning of behaviour and safety support plans for students with complex behavior needs. During the first two years, this intervention was primarily utilized in self-contained classrooms. During this 2020-21 school year, CBIT has expanded to support the transition of students from the Strategies classroom to the regular classroom. With our guiding principle to maintain regular classroom placement as long as possible, CBIT is now working to determine critical interventions and supports required for students with complex behavioural needs in the regular classroom prior to consideration of placement in a Strategies classroom. The increased capacity of CBIT to work with more students, and the projected lower enrolment for Strategies –Behaviour at the Elementary level in Brantford supports the recommended closure of the Strategies class located at Bellview. The three remaining Strategies classrooms will continue to support students whose complex educational, social, emotional and behavioral needs require an Individualized Education Plan, a Behaviour Support plan, alternative curriculum and specialized services, facilities and resources delivered in a small classroom environment.

Secondary

Close one Secondary Bridge Classroom in Haldimand.

Currently the projected need for students requiring a Bridge partially-contained placement in Haldimand does not support the need for two classes at Cayuga Secondary.

Open one Secondary Life Skills Classroom in Brantford.

Currently the projected need for students requiring a Life Skills self-contained placement at the secondary level in Brantford exceeds the number of spaces available.

Open one Secondary Intensive Support Classroom- ASD in Haldimand.

Currently the projected need for students requiring an Intensive Support- ASD self-contained placement at the secondary level in Haldimand exceeds the number of spaces available.

The following is a summary of changes for the 2021-22 school year:

Elementary

- One elementary self-contained classroom for students with Behaviour Exceptionalities (Strategies) at Bellview be closed.
- Both elementary self-contained Gifted classes at Jarvis Public and Centennial Grand Woodlands collapse into one class, to be relocated to Boston Public School.
- Refocus and rename the elementary self-contained classroom for Autism at Russell Reid to Strategies (Autism); increasing the capacity from 6 to 8.
- Rename elementary classes for Autism and Multi- Handicap to Intensive Support Classrooms.

Secondary

- Open one Autism self-contained classroom at Cayuga Secondary School.
- Open one Life Skills self-contained classroom at Pauline Johnson Vocational School.
- One Bridge self-contained classroom at Cayuga Secondary School be closed.
- Rename secondary classes for Autism and Multi- Handicap to Intensive Support Classrooms.

Additional Information

Through communication with educational partners on Six Nations of the Grand River and Mississaugas of the Credit we are aware that several students with special education needs requiring specialized placements will be registering in Grand Erie secondary schools September 2021. These needs have been considered during the self-contained planning process and in the final recommendations.

Students will access all self-contained placements through the Identification, Placement and Review Process.

Budget Implications

Funding for self-contained classrooms is pending approval of the 2021-22 budget.

Next Steps

Individual schools that are retaining, gaining or losing self-contained classes will be notified. Where changes are to occur, direct communication will come from the Principal Leader – Special Education to support school administrators with consistent communication for students and families who may be impacted. Collaboration with OSSTF, ETFO, and CUPE to share this information will take place.

Grand Erie Multi-Year Plan:

This report supports the Achievement and Well-being indicators of Success for Every Student and the following statements: we will set high expectations for our students and staff and we will create and promote an enabling environment where all students can participate fully in their education.

Respectfully submitted,

Liana Thompson
Superintendent of Education

Projected Elementary Self Contained 2021-22				
School	Class	Capacity	Projected 2021 - 2022	Capacity Use
Brant North				
Cedarland	Life Skills	10	10	100%
Centennial Grand Woodlands - Collapse	Gifted	25	6	24%
Centennial Grand Woodlands	Life Skills	10	9	90%
Cobblestone	Transitions	16	14	88%
Cobblestone	Life Skills	10	7	70%
Graham Bell	Intensive Support - Autism	6	5	83%
Grandview	Intensive Support - Autism	6	6	100%
Greenbrier	Intensive Support - Autism	6	6	100%
Greenbrier	Intermediate Transitions	16	7	44%
Greenbrier	Life Skills	10	10	100%
Prince Charles	Intensive Support - Multi-Handicap	6	4	67%
Prince Charles	Intensive Support - Autism	6	5	83%
Russell Reid	Transitions	16	13	81%
Russell Reid - Change	Strategies - Autism	8	6	75%
Brant South				
Agnes Hodge	Intensive Support - Multi-Handicap	6	5	83%
Bellview - Collapse	Strategies	8	3	38%
Branlyn	Strategies	8	7	88%
James Hillier	Intensive Support - Autism	6	6	100%
Ryerson Heights	Life Skills	10	10	100%
Haldimand				
Caledonia Centennial	Strategies	8	7	88%
Hagersville Elem	Life Skills	10	9	90%
Hagersville Elem - 0.5	Transitions	16	5	31%
Jarvis - Collapse	Gifted	25	2	8%
JL Mitchener	Intensive Support - Multi-Handicap	6	5	83%
Mapleview	Intensive Support - Autism	6	6	100%
Thompson Creek	Intensive Support - Autism	6	6	100%
Norfolk				
Bloomsburg	Intensive Support - Autism	6	5	83%
Bloomsburg - 0.5	Transitions	16	6	38%

Boston - New	Gifted	25	8	32%
Delhi Public	Strategies	8	4	50%
Langton	Intensive Support - Autism	6	6	100%
Lynndale Hts	Life Skills	10	8	80%

Projected Secondary Self Contained 2021-22				
School	Class	Capacity	Projected 2021- 2022	Capacity Use
Brant North				
North Park	Bridge	16	16	100%
North Park	Vocational Skills 1	16	16	100%
North Park	Vocational Skills 2	16	14	88%
North Park	Intensive Support - Autism	6	3	50%
Paris District	Bridge	16	16	100%
Paris District	Life Skills	10	10	100%
Brant South				
Pauline Johnson	Vocational Skills	16	16	100%
Pauline Johnson	Intensive Support - Multi-Handicap	6	4	67%
Pauline Johnson	Intensive Support - Multi-Handicap	6	5	83%
Pauline Johnson	Life Skills	10	10	100%
Pauline Johnson	Life Skills	10	10	100%
Pauline Johnson - New	Life Skills	10	5	50%
Pauline Johnson - 4 sections	Bridge	16	9	56%
Tollgate	Bridge	16	12	75%
Tollgate	Vocational Skills	16	16	100%
Tollgate	Vocational Skills	16	14	88%
Tollgate	Intensive Support - Autism	6	6	100%
Tollgate	Intensive Support - Autism	6	6	100%
Tollgate	Life Skills	10	10	100%
Tollgate	Life Skills	10	10	100%
Tollgate - 4 sections	Bridge	16	13	81%
Haldimand				
Cayuga Secondary School	Vocational Skills	16	13	81%
Cayuga Secondary School	Life Skills 1	10	9	90%
Cayuga Secondary School	Life Skills 2	10	9	90%
Cayuga Secondary School	Intensive Support - Autism	6	6	100%
Cayuga Secondary School - New	Intensive Support - Autism	6	3	50%

Cayuga Secondary - 4 sections	Bridge	16	16	100%
Cayuga Secondary - Close	Bridge	16	7	44%
Cayuga Secondary	Intensive Support - Multi-Handicap	6	5	83%
Hagersville Sec	Vocational Skills	16	11	69%
Hagersville Sec - 4 sections	Bridge	16	13	81%
Norfolk				
Simcoe Composite	Bridge	16	13	81%
Simcoe Composite	Vocational Skills	16	15	94%
Simcoe Composite	Life Skills	10	7	70%
Simcoe Composite	Life Skills	10	6	60%
Simcoe Composite - 4 sections	Bridge	16	9	56%
Valley Hts - 8 sections	Vocational Skills	16	11	69%
Waterford DHS	Life Skills 1	10	10	100%
Waterford DHS	Life Skills 2	10	8	80%
Waterford DHS	Intensive Support - Multi-Handicap	6	3	50%



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Appointment of Non-Board Audit Committee Member**
DATE: January 11, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve the reappointment of Beryl Collingwood as Non-Board Audit Committee Member for a three-year term ending January 31, 2024.</p>
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Background:

Ontario Regulation 361/10 made under the Education Act requires every board to establish an audit committee.

The term of one of the non-board members of the audit committee expires January 31, 2021 and the member wishes to continue for an additional three-year term as permitted by regulation.

Ms. Beryl Collingwood has been a tremendous asset to the audit committee of the Board, she brought valued perspective from her experiences with other sectors. The audit committee supports Ms. Collingwood in her reappointment as a non-board audit committee member for the three-year term ending January 31, 2024.

The other non-board committee member, Christine Woodley is in the second year of her second term on the Audit Committee which expires January 31, 2023.

Grand Erie Multi-Year Plan:

This report supports the Achievement indicator of Success for Every Student and the following statement: we will monitor, measure and reflect on our outcomes.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: **Category III Trips**
DATE: January 11, 2020

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Category III Trips report as information.
--

Background Information

As per Procedure SO15 "Out-of-Classroom Field Trips and Excursions", the attached list is for trustee information.

Additional Information

The January report includes trips that were approved between June and December 2020, and previously approved trips that have not yet taken place.

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary

Director Approval	School	Destination	Trip Departure Date	Trip Return Date	Anticipated # Students	Educational Purpose & Outcomes
May 27, 2020	SCS	France	March 12, 2021	March 22, 2021	15	CANCELLED: Experience French culture, language
November 30, 2018	CSS	Ireland Wales England	March 12, 2021	March 21, 2021	12	CANCELLED/POSTPONED: Experience historical sites, Geography, History, Art & Culture
December 16, 2019	VHSS	Mediterranean Coast	March 11, 2021	March 19, 2021	15	CANCELLED/POSTPONED: Participate in linguistic and food activities
January 23, 2020	DDSS	Mediterranean Coast	March 11, 2021	March 19, 2021	10	CANCELLED/POSTPONED: Participate in linguistic and food activities (School Trips #207)

This Chart reflects all trips approved by the Director since the last Board Report on June 8, 2020; and all previously approved trips that have not taken place yet



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Enrolment vs Capacity by School**
DATE: January 11, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Enrolment vs Capacity report as information.</p>

Background:

In the past, when the moratorium on school closures did not exist, the Grand Erie District School Board actively participated in pupil accommodation reviews in order to right size its capacity with pupil enrolment. The Ministry has not yet released updated Pupil Accommodation Review Guidelines (PARG), therefore, it is unknown when boards will be able to reinstate pupil accommodation reviews in the future.

The format of the charts used in this report illustrate classroom space that has been provided for use by community partners and resulting net capacity in use. School capacity does not include space that is leased on a full cost recovery bases to others.

The following table summarizes the **draft** enrolment, school capacity and utilization as at October 31, 2020 with comparative data from October 31, 2019. Elementary utilization has decreased to 84.9% (from 87.3%) of capacity and increases to 86.5% when accounting for space provided for community partners.

Secondary utilization has decreased from 66.4% to 64.8%.

It should be noted that these draft enrolment numbers, which have not yet been confirmed through the ONSIS verification process, reflect a combination of both virtual and fac-to-face students and indicate a significant decrease when compared to the prior year. This is a result of a number of students either choosing to be home-schooled or by not registering.

School by school data is provided in Appendix A attached. However, given the drastic shift in enrolment figures due to the impacts of the COVID-19 pandemic, caution must be applied when using the numbers in these tables for any decision making, reporting or analysis.

Grand Erie Multi-Year Plan:

This report supports the Achievement indicator of Success for Every Student and the following statement: we will set high expectations for our students and staff. We will monitor, measure and reflect on our outcomes.

	Elementary			Secondary			Total		
	Oct 31, 2019	Oct 31, 2020	Change	Oct 31, 2019	Oct 31, 2020	Change	Oct 31, 2019	Oct 31, 2020	Change
Enrolment	18,347.0	17,838.0	- 509.0	7,885.7	7,648.8	- 236.9	26,232.7	25,486.8	- 745.9
School Capacity	21,015.0	21,015.0	-	11,874.0	11,799.0	- 75.0	32,889.0	32,814.0	- 75.0
% in use	87.3%	84.9%	-2.4%	66.4%	64.8%	-1.6%	79.8%	77.7%	-2.1%
Surplus Capacity	2,668.0	3,177.0	509.0	3,988.3	4,150.2	161.9	6,656.3	7,327.2	670.9

** Due to the COVID-19 pandemic, enrolment figures for Oct 31, 2020 should be considered DRAFT as they include unverified enrolment figures and do not reflect the true enrolment of the Board.*

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



Enrolment vs Capacity by School: October 30, 2020

Elementary School Building	Total FTE Enrol. Oct 30/20	Ministry OTG	Capacity % in use	Excess/ Short Capacity	Community Partner Use	Net Utilization	*Portables	Portapaks	RCMs	Portables, Portapaks & RCMs
Agnes G. Hodge Public School	400	492	81%	92.0		81%			1	1
Banbury Heights School	382	469	81%	87.0		81%			6	6
Bellview Public School	214	308	69%	94.0	23.0	75%			1	1
Bloomsburg Public School	183	268	68%	85.0		68%				
Boston Public School	191	233	82%	42.0		82%				
Branlyn Community School	288	426	68%	138.0	23.0	71%				
Brier Park Public School	300	363	83%	63.0		83%	2			2
Burford District Elementary School	431	541	80%	110.0	23.0	83%				
Caledonia Centennial Public School	440	366	120%	-74.0		120%	8			8
Cedarland Public School	289	348	83%	59.0		83%				
Centennial-Grand Woodlands School	167	326	51%	159.0		51%				
Central Public School	189	190	99%	1.0		99%	2		1	3
Cobblestone Elementary School	512	536	96%	24.0		96%	3			3
Courtland Public School	192	294	65%	102.0		65%				
Delhi Public School	367	412	89%	45.0		89%	1		5	6
Echo Place School	154	213	72%	59.0		72%				
Ecole Confederation	521	547	95%	26.0		95%	3		4	7
Ecole Dufferin	339	380	89%	41.0		89%	3			3
Elgin Avenue Public School	213	469	45%	256.0		45%				
Glen Morris Central Public School	161	222	73%	61.0		73%			2	2
Graham Bell-Victoria Public School	125	305	41%	180.0	23.0	44%				
Grandview Public School	173	334	52%	161.0	23.0	56%				
Greenbrier Public School	224	303	74%	79.0		74%				
Hagersville Elementary School	243	338	72%	95.0		72%			2	2
Houghton Public School	250	305	82%	55.0	23.0	89%	3		4	7
J. L. Mitchener Public School	337	420	80%	83.0	46.0	90%				
James Hillier Public School	302	314	96%	12.0		96%	2		1	3
Jarvis Public School	358	400	90%	42.0	23.0	95%			9	9
King George School	263	412	64%	149.0	23.0	68%				
Lakewood Elementary School	560	705	79%	145.0		79%				
Langton School	174	245	71%	71.0		71%				
Lansdowne-Costain Public School	283	328	86%	45.0		86%			4	4
Lynndale Heights Public School	439	465	94%	26.0		94%			9	9
Major Ballachey Public School	283	400	71%	117.0	46.0	80%				
Mapleview Elementary School	402	421	95%	19.0		95%				
Mt. Pleasant School	238	236	101%	-2.0		101%				
North Ward School	413	504	82%	91.0	23.0	86%			7	7
Oakland-Scotland Public School	179	225	80%	46.0	23.0	89%				
Oneida Central Public School	238	213	112%	-25.0		112%	3			3
Onondaga-Brant Public School	213	190	112%	-23.0		112%	2		1	3
Paris Central Public School	215	259	83%	44.0		83%				
Port Rowan Public School	213	294	72%	81.0		72%			5	5
Prince Charles Public School	202	300	67%	98.0	23.0	73%			1	1
Princess Elizabeth Public School	211	294	72%	83.0	23.0	78%				
Rainham Central School	228	297	77%	69.0		77%			3	3
River Heights School	580	668	87%	88.0		87%	1		12	13
Russell Reid Public School	274	377	73%	103.0		73%				
Ryerson Heights Elementary School	737	593	124%	-144.0	23.0	129%	5			5
Seneca Central Public School	163	164	99%	1.0		99%				
St. George-German Public School	383	479	80%	96.0		80%			5	5
Teeterville Public School	210	272	77%	62.0		77%				
Thompson Creek Elementary School	474	539	88%	65.0		88%				
Walpole North Elementary School	232	236	98%	4.0		98%	1			1
Walsh Public School	407	421	97%	14.0		97%	2		3	5
Walter Gretzky Elementary	686	498	138%	-188.0		138%	9			9
Waterford Public School	383	285	134%	-98.0		134%	5			5
West Lynn Public School	238	337	71%	99.0		71%			7	7
Woodman-Cainsville School	372	236	158%	-136.0		158%	6		1	7
Total Elementary:	17838.0	21,015.0	85%	3177.0	391.0	86.5%	61		94	155

Secondary School Building	Total FTE Enrol. Oct. 30/20	Ministry OTG	Capacity % in use	Excess/ Short Capacity	Community Partner Use	Net Utilization	Portables	Portapaks	RCMs	Total
Brantford Collegiate Institute & Vocational School	1027.29	1260	82%	232.7		82%				
Cayuga Secondary School	477.53	927	52%	449.5		52%				
Delhi District Secondary School	529.67	546	97%	16.3		97%				
Dunville Secondary School	301.52	978	31%	676.5		31%				
Hagersville Secondary School	355.68	801	44%	445.3		44%	1			
McKinnon Park Secondary School	674.34	558	121%	-116.3		121%	10			10
North Park Collegiate & Vocational School	1025.21	1386	74%	360.8		74%	5			5
Paris District High School	794.14	948	84%	153.9		84%	4			4
Pauline Johnson Collegiate & Vocational School	793.42	1374	58%	580.6		58%				
Simcoe Composite School	601.09	1083	56%	481.9		56%				
Tollgate Tech Skills Centre	263.78	630	42%	366.2	21.0	43%	2	2		4
Valley Heights Secondary School	389.76	702	56%	312.2		56%				
Waterford District High School	349.30	606	58%	256.7		58%				
Total Secondary:	7,582.72	11,799.0	64%	4216.3		64%	22	2		23

NOTE: Portables reflect November 2020 figures



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Lisa Munro, Superintendent of Education
RE: **Grand Erie Learning Alternatives (GELA) Annual Report**
DATE: January 11, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Grand Erie Learning Alternatives (GELA) Report as information.</p>

Background

A program review for Grand Erie Learning Alternatives was completed and reported to the Board in February 2014. Since that time, an annual update on the status of Grand Erie Learning Alternatives (GELA) has occurred. We continue to implement Ministry initiatives and new revenue streams to support and engage all students as they strive to complete their Ontario Secondary School Diploma (OSSD).

Update of Programs and Services offered by GELA

For the purpose of this report, GELA's programs and services will be offered in Appendices A, B, C, D and grouped by the following Ministries:

1. Ministry of Education (MOE – for students under 21 years of age) – *Appendix A*
2. Ministry of Education (MOE – for students under 21 years of age) – Summer School- *Appendix B*
3. Ministry of Education (MOE – for students over 21 years of age)- *Appendix C*
4. Other Ministry Offerings – *Appendix D*

Ministry of Children, Community and Social Services (MCCSS)
Ministry of Immigration, Refugees and Citizenship Canada (IRCC)
Ministry of Labour, Training and Skills Development (MLTSD)
CareerLink - Employment Ontario Service (EOS), funded by MLSTD
Ministry of Community Safety & Correctional Services

1. Ministry of Education Programs (MOE - for Students Under 21 Years of Age)

* refer to Appendix A - Ministry of Education Programs (MOE - for Students Under 21 Years of Age)

* programs include:

- Day School Program
- School Within a College (SWAC)
- Night School
- Passion Courses
- Dual Credit
- Heritage Languages Elementary Program
- After-School Help

DAY SCHOOL (BRANTFORD CAMPUS AND SIMCOE CAMPUS)

The day school program supports students up to 21 years of age. The main campus is located on Rawdon Street in Brantford and a satellite campus is located at the Simcoe Town Centre in Simcoe. A model of continuous intake is used so that students can register throughout the school year. Students achieve credits through classroom instruction and teacher supported eLearning. Teachers use the eLearning Virtual platform within their classrooms by blending it with regular instructional strategies. Students are supported academically, socially and emotionally with support from staff and community partners. As a result of a MOE audit in 2014, the program at the Rawdon Street campus saw a reduction of program offering of 12 sections. Compulsory courses were retained while the optional course offering was reduced.

Session	Enrollment	Credits Attempted	Credits Earned	Success Rate %
2017-2018	119	796	455	57%
2018-2019	82	674	350	52%
2019-2020	70	505	280	55%

2. Ministry of Education (MOE – for students under 21 years of age) – Summer School

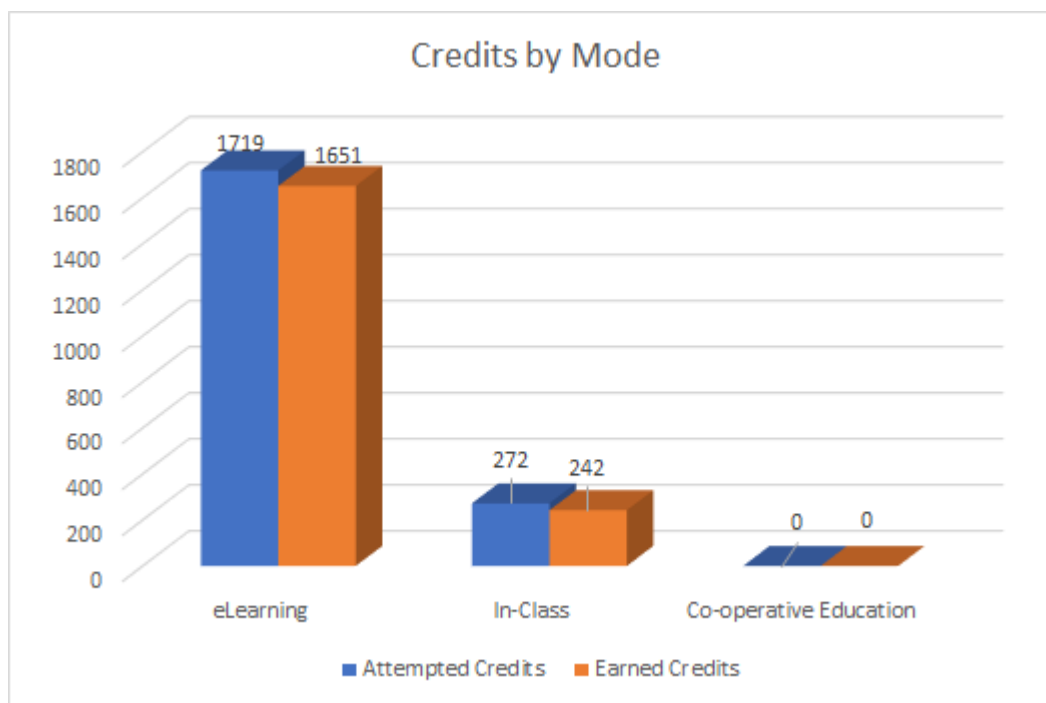
* refer to Appendix B - Ministry of Education (MOE - for Students Under 21 Years of Age) – Summer School

* programs include:

- Summer School - eLearning
- Summer School – In-Class
- Summer Co-op
- Summer Literacy and Numeracy Program
- Reach Ahead Opportunities

SUMMER SCHOOL

In 2020, Summer School was offered in two formats: eLearning and hybrid courses. Grade 11 and 12 courses were offered through eLearning. Student course offerings for credit recovery, credit upgrade, Reach Ahead and the Grade 6,7 and 8 Literacy and Numeracy program were delivered using a hybrid virtual model that allowed students to engage in both synchronous and asynchronous learning daily throughout the duration of the course. The Reach Ahead Program offered Grade 8 students the opportunity to earn Secondary School credits prior to entering Grade 9. (Note: data is included in Appendix B)



Observations:

- a) 1719 eLearning credits attempted and 1651 credits were successful (94.557%)
- b) 272 Hybrid credits attempted and 242 credits were successful (93.2%)
- c) Co-operative Education did not occur this summer

OVERALL CREDIT SUMMARY

Session	Credits Attempted	Credits Earned	Success Rate %
2017	1420	1271	89.5%
2018	1659	1530	92.2%
2019	1842	1682	91.3%
2020	1991	1893	93.89%

FOUR-YEAR TREND DATA – COURSE ATTEMPTS

Grade/Mode	Brantford 2017	Brantford 2018	Brantford 2019	Hybrid 2020
9	92	101	122	112
10	154	150	169	133
11	76	51	59	22
12	47	26	28	5
Co-op	28	54	56	0
Literacy/Numeracy Program	13	16	19	50

eLearning	1142	1153	1231	0
Total	1552	1551	1674	272
Grade/Mode	Hagersville 2017	Hagersville 2018	Hagersville 2019	eLearning 2020
9	31	37	52	20
10	62	39	78	559
11	3	14	10	604
12	0	5	4	536
Dual Credit	7	24	38	0
Literacy/Numeracy Program	17	10	15	0
Total	120	129	197	1719
Grand Total	1672	1680	1871	1893

Note: Grade 8 Reach Ahead is inclusive of Grade 9 and 10 credit attempts.

3. Ministry of Education Programs (MOE) for Students Over 21 Years of Age

* refer to *Appendix C - Ministry of Education Programs (MOE - for Students Over 21 Years of Age)*

* programs include:

- Mature Prior Learning Assessment and Recognition (MPLAR)
- Adult Day School Brantford City Centre Campus
- Adult Dual Credit
- eLearning
- Independent Study
- Adult Co-operation Education (Co-op)
- Personal Support Worker Certificate (PSW)
- Family Literacy Program

In 2019-20, Adult Education included a full or part-time program for adults to complete their OSSD. The City Centre Campus in Brantford offers four, 9-week sessions per year. Students achieve credits through classroom instruction, eLearning using the Ministry's Virtual Learning platform, and Adult Co-op with an opportunity for adult students to earn Co-op credits at their place of employment.

Independent Study and eLearning weekly program supports were continued for adult students in Simcoe, Dunnville, Caledonia and Brantford. Weekly evening program supports were added for adult learners in Houghton and Ohsweken in response to community needs. The Ministry of Education extended funding to support these programs in 2019. Previously, these programs were funded through the increased pass rates of the adults who participated.

The Personal Support Worker Program ran in Brantford at our City Centre location both semesters. All students successfully completed the program. Secondary school credits were also obtained.

GELA continued to offer an Adult Dual Credit program in partnership with Conestoga College in Brantford and Fanshawe College in Simcoe. The Ministry of Education fully funds this program that includes a GELA Adult Dual Credit teacher.

An Adult Re-Engagement teacher was hired again this year to support students taking online courses, provide drop-in support, recruit students for our adult day school program and to encourage and support students to complete credits.

4. Other Ministry Offerings

* refer to *Appendix D – Other Ministry Offerings*

* programs include:

- Ministry of Children, Community and Social Services (MCCSS) - English as a Second Language Program (ESL + CLARS)
- Ministry of Immigration, Refugees and Citizenship Canada (IRCC) - Language Instruction for Newcomers to Canada with Care for Newcomer Children (LINC + CNC + CLARS)
- Ministry of Labour, Training and Skills Development (MLSTD)- Employment Ontario Service (EOS) - CareerLink
- Ministry of Labour, Training and Skills Development (MLTSD) - Bridges to Success (BTS)

In 2019, other Ministry offerings included language supports through the English as a Second Language Program and Language Instruction for Newcomers to Canada (LINC) along with employment and literacy supports through CareerLink and Bridges to Success (BTS).

GELA CREDIT TOTALS: Inclusive of Appendices A, B and C

Session	Credits Earned
2017-18	2989
2018-19	3057
2019-20	3181

* This number does not include credits from PLAR or MPLAR assessments.

GELA GRADUATES:

School Year	Under 21 years of age	Over 21 years of age	TOTAL Number of Graduates
2017 - 2018	24	118	142
2018 - 2019	15	115	130
2019 - 2020	16	135	151

Summary

Grand Erie Learning Alternatives strives to meet the needs of a diverse group of learners in our communities. Our learners require various pathways and modes of program delivery in a learning environment that is sensitive to social and family circumstances as well as physical and emotional states.

Next Steps- Moving Forward

- Through the Literacy and Numeracy register we will be targeting after school programs to support students in grades 7 and 8 who need support. Elements of each program will be developed based on the needs of each elementary school community.
- GELA has found success with local needs-based programming. In the past year we responded to requests from the Houghton and Six Nations communities for specific Adult programming. Based on this success it is our intent to broaden that philosophy and outreach to all communities in the Board.
- The GELA Adult Day school, Online and ILC programs have relocated to Tollgate Technological Skills Centre. Plans have begun to offer a broad spectrum of credit and general interest programming using Tollgate's unique facilities combined with GELA's abilities to access different types of register funding.

Grand Erie Multi-Year Plan:


This report supports the Achievement indicator 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.

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,

Lisa Munro
Superintendent of Education


Appendix A - Ministry of Education Programs (MOE - for Students Under 21 Years of Age)

	GELA Day School Program (Rawdon Campus and Simcoe Campus)	School Within a College (SWAC)	Continuing Education	Passion Courses	Dual Credit	Heritage Languages Elementary Program	After-School Help
Description	This program is offered at two locations. Rawdon Street in Brantford and the Simcoe Town Centre in Simcoe. Students achieve credits through classroom instruction and teacher supported eLearning. Students are supported academically, socially and emotionally with support from staff and community partners.	School Within a College (SWAC) is jointly funded by the Ministry of Education and the Ministry of Training, Colleges and Universities. The program is taught by College Instructors and Grand Erie Teachers to deliver college and high school credits. This dual credit program allows students to earn up to four college credits while completing their Ontario Secondary School Diploma (OSSD). The GELA SWAC program was in partnership with Conestoga College and was located at 171 Colborne Street in Brantford. Program offerings included Fit & Wellness (in partnership with the YMCA) and Media studies.	In 2019-20, credit night school course offerings included Punjabi language in Brantford, Learning Strategies and senior English in Ohsweken and a senior Learning Strategies course for adult students in Langton.	Passion courses allowed students the opportunity to pursue credits in an area of specialization that are either not offered during day school or conflict with other timetable choices in day school. In 2019-20, specialized music courses were offered at PDHS and SCS. The same program was added at HSS this year. All of the programs finished the school year in an online environment.	Dual Credits allowed students to attend afterschool courses taught by College Instructors and Grand Erie secondary teachers. Last year, dual credit courses in welding were offered at CSS and VHSS.	Heritage Languages classes are offered to elementary school age children at various locations in Brantford. Language instruction was offered to Arabic, Polish and Punjabi pupils. Classes were held on Saturday mornings or one evening a week.	Nine secondary schools ran an after-school help program with a focus on literacy and numeracy. The program was catered to the individual needs of the participating schools and their communities. Program frequency varied by school, from twice a week to four times a week, based on student need.
Enrollment	70	11	74	97	33	231	589
Credits Attempted	505	74	30.5	97	33	N/A	N/A
Credits Earned	280	49 Includes 28 Dual Credits	30.5	88	31	N/A	N/A
Success Rate	55%	66%	100%	91%	94%	N/A	N/A


Appendix B - Ministry of Education Programs (MOE - for Students Under 21 Years of Age) – Summer School

	Summer School – eLearning	Summer School – Hybrid Classes	Summer Co-Op	Summer Literacy and Numeracy Program
Description	GELA offered 52 different eLearning Courses covering a range of subjects primarily at the senior level. Students are able to take courses that may not normally be offered in their home school and are able to interact with students all across the province. Online learning offers students an educational experience that is engaging and flexible and meets their own unique learning needs.	GELA offered 35 different courses in Grades 9 to 12 in summer school. These hybrid courses consisted of combined synchronous and asynchronous learning. New this year was a selection to upgrade a course.	Due to a reduction in safe work opportunities, Co-Op experiences could not be offered.	The Summer School program for Grades 6, 7 & 8 offered by the Grand Erie District School Board provided pupils the opportunity to improve their Basic Skills in Literacy and Numeracy. The program used the hybrid format involving synchronous and asynchronous learning.
Enrollment	1868	301	0	50
Credits Attempted	1719	272	0	N/A
Credits Earned	1651	242	0	N/A
Success Rate	94.55%	93.2%	N/A	N/A


Appendix C - Ministry of Education Programs (MOE - for Students Over 21 Years of Age)

	Mature Prior Learning Assessment and Recognition (MPLAR)	Adult Day School City Centre Campus	Adult Dual Credit	eLearning	Independent Study	Adult Co-op	Personal Support Worker Certificate (PSW)	Family Literacy Program	After School Help Literacy/Numeracy for Current Students
Description	MPLAR is a formal evaluation and accreditation process for secondary school adult learners over the age of 21. This process recognizes the knowledge and skills that adults have acquired, in both formal and informal ways, outside of the regular secondary school setting. MPLAR credits count toward the completion of the OSSD. The MPLAR process for mature students involves three components: individual assessment/equivalency (Grade 9/10), equivalency (Grade 11/12), and challenge (Grade 11/12).	The Adult Day School program is a full or part-time program for adults to complete their OSSD. The City Centre Campus in Brantford offers four, 9-week sessions per year. Students achieve credits through classroom instruction and teacher-supported eLearning. Students are supported academically, socially and emotionally with support from staff and community partners.	The Adult Dual Credit program continued into its second year in partnership with Fanshawe College in Simcoe and Conestoga College in Brantford. GELA adult students were able to enroll in college courses while completing secondary credits with the support of a GEDSB teacher. The Ministry of Education provided funding to create, implement and monitor this program.	eLearning is a method through which secondary school credit courses are delivered online, using the Ministry's Brightspace platform. There were 60 courses offered which allowed students to study at their own pace in a continuous intake model.	These courses are independent study booklet courses that allow adult students to work at their own pace. We offered 27 of these courses last year.	Adult Co-op provides an opportunity for adult students to earn Co-op credits at their place of employment. This continuous intake model increases the graduation numbers for employed students. Many of these students are also enrolled in night school credits or eLearning credits.	The Personal Support Worker Certificate (PSW) program was offered in Brantford. This program is provincially accredited is offered by 23 school boards in Ontario. This program also allows students to earn six secondary school credits. The employment rate at graduation is 98%. During this school year some students were not able to begin placement until September 2020.	A family literacy program was offered in Norfolk through partnership with the Norfolk Community Help Centre. The Norfolk Community Help Centre provides the location, volunteer staff, meals and free child minding. Adults primarily from the Mennonite community may take classes ranging from beginner reader to advanced literacy classes. These classes increase literacy levels and enables parents to better assist their children academically at home.	This program provides literacy and numeracy support to students who are enrolled in secondary school after the school day or during lunch breaks. Students can attend as needed for additional help with their studies. Continuing education students are also able to access additional assistance throughout the GEDSB area. This is typically available to them twice per week.
Enrollment	303(Grade 9/10) 358(Grade 11/12) Assessments	222	20	1359 (330 never submitted 1 assignment)	624 (368 never submitted 1 assignment)	23	24	27	589 (under 21) 181 (over 21)
Credits Attempted	N/A	397	33	938	256	37	144	N/A	N/A
Credits Earned	860(Grade 9/10) 657.5Grade 11/12)	240	22	315	66	22	144	N/A	N/A
Success Rate	N/A	68%	67%	34%	26%	59%	100%	N/A	N/A


Appendix D – Other Ministry Offerings

	Ministry of Children, Community & Social Services (MCCSS) Adult Non-Credit Language Training English as a Second Language (ESL)	Ministry of Immigration, Refugees and Citizenship Canada (IRCC) - Language Instruction for Newcomers to Canada (LINC) and Care for Newcomer Children (CNC)	Ministry of Labour, Training and Skills Development (MLTSD) Bridges to Success (BTS)	Co-Funded Ministry of Children, Community & Social Services (MCCSS) Ministry of Immigration, Refugees and Citizenship Canada (IRCC)- Coordinated Language Assessment and Referral System (CLARS)	Ministry of Labour, Training and Skills Development - CareerLink - an Employment Ontario Service (EOS)
Description	<p>The Adult Non-Credit Language Program (ESL) offers tuition free language training to adult immigrants in Brantford. Learners enroll in language training with a wide variety of goals in mind, including improving their language skills for daily life, for the labour market or to pursue higher education. New learners must be assessed for their language proficiency levels by a qualified assessor at a CLARS centre.</p> <p>To be eligible, you must be 18 years old, someone whose first language is not English (or French) and: A Canadian citizen, permanent resident, Convention refugee or a refugee claimant; or a provincial nominee, or their dependent; or a temporary foreign worker, or their dependent; or approved as a foreign domestic worker admitted under the Live-In Caregiver Program.</p> <p>Fiscal Year: September 1 – August 31 Program operates from Sept-June</p>	<p>Language Instruction for Newcomers to Canada (LINC) is a program in Brantford offered to adults that are new to Canada. New learners must be assessed for their language proficiency levels by a qualified CLB assessor at a CLARS centre. Care of Newcomer Children (CNC) is an on-site child-minding service available to LINC students. CNC has limited spaces and is subject to availability.</p> <p>To be eligible, you must be of legal school-leaving age and be: A permanent resident of Canada; or a protected person; or a person determined by the Immigration and Refugee Board to be a Convention Refugee; or a person in Canada applying to become a Permanent Resident with initial approval of application.</p> <p>Fiscal Year: April 1 – March 31 Program operates from Sept-June</p>	<p>Bridges to Success (BTS) is an Employment Ontario service funded by the Ministry of Labour, Training and Skills Development (MLTSD) with locations at 1 Market Square (Upper Level) and Dunnville Secondary School. BTS is offered free and offers a continuum of education and training services available to adults over the age of 19. These services are learner-centred, transition-oriented, based on adult learning principles and linked to the broader education and training system as well as the labour force. BTS helps learners prepare for e-learning and adult credit, post-secondary programs, employment and independence needs. BTS also offers a number of topic specific targeted training programs such as:</p> <ul style="list-style-type: none"> • Digital Basics • Customer Service • Office Administration • Family Literacy • Budgeting, Organization and Time Management • G1 Prep • Personal Support Worker (PSW) Prep • Early Childhood Educator (ECE) Prep <p>Fiscal Year: April 1 – March 31 Program operates year round</p>	<p>The Coordinated Language Assessment and Referral System (CLARS) centre is located at JBLC. All students are provided with a language assessment prior to beginning classes. The assessment allows them to be placed appropriately according to their levels in reading, writing, speaking, and listening skills using the Canadian Language Benchmark Assessment (CLB) Assessment. Itinerant service is also offered on an as needed basis.</p> <p>Clients assessed are referred into the ESL or LINC program.</p> <p>Fiscal Year: April 1 – March 31 Program operates year round</p>	<p>CareerLink is located at 1 Market Street (upper level) in Brantford. Services are provided to assist individuals to identify and reach their employment goals, make informed career choices and approach their job search with focus and confidence. CareerLink also offers supportive services to employers to assist them to meet their staffing and training needs. Employment Consultants offer 1:1 confidential assistance for employment and/or training/education. These services may include:</p> <ol style="list-style-type: none"> a) Resumes, cover letters, references, job interview preparation, client supports (i.e. clothing, transportation, tools) b) Access to the Youth Job Connection, Youth Job Connection Summer, Canada Ontario Job Grant and Second Career c) Job Development – referrals to employers for job trials, apprenticeship, on the job training, coaching and mentoring d) Referrals for Ontario Self Employment Benefit, Job Creation Partnership, Education Upgrading, Ontario Works, ODSP, Canadian Mental Health Association, Business Resource Centre, Adult Credit, Bridges to Success and many more. e) Ongoing collaboration with GELA, Business Resource Centre, Ontario Works, Workplace Safety Prevention Service, Enterprise Brant, and Workforce Planning Board of Grand Erie <p>Fiscal Year: April 1 – March 31</p>
Number of Clients Served	123 students (Sept 2019-June 2020)	70 students + 10 children in CNC (April 2019-March 2020)	134 learners (target 134) (April 2019-March 2020)	110 assessments (target 80) (April 2019-March 2020)	545 placements 1396 served in Resource area
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Appendix C - Ministry of Education Programs (MOE - for Students Over 21 Years of Age)

Appendix D – Other Ministry Offerings

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Description	<p>The Adult Non-Credit Language Program (ESL) offers tuition free language training to adult immigrants in Brantford. Learners enroll in language training with a wide variety of goals in mind, including improving their language skills for daily life, for the labour market or to pursue higher education. New learners must be assessed for their language proficiency levels by a qualified assessor at a CLARS centre.</p> <p>To be eligible, you must be 18 years old, someone whose first language is not English (or French) and: A Canadian citizen, permanent resident, Convention refugee or a refugee claimant; or a provincial nominee, or their dependent; or a temporary foreign worker, or their dependent; or approved as a foreign domestic worker admitted under the Live-In Caregiver Program.</p> <p>Fiscal Year: September 1 – August 31 Program operates from Sept-June</p>	<p>Language Instruction for Newcomers to Canada (LINC) is a program in Brantford offered to adults that are new to Canada. New learners must be assessed for their language proficiency levels by a qualified CLB assessor at a CLARS centre. Care of Newcomer Children (CNC) is an on-site child-minding service available to LINC students. CNC has limited spaces and is subject to availability.</p> <p>To be eligible, you must be of legal school-leaving age and be: A permanent resident of Canada; or a protected person; or a person determined by the Immigration and Refugee Board to be a Convention Refugee; or a person in Canada applying to become a Permanent Resident with initial approval of application.</p> <p>Fiscal Year: April 1 – March 31 Program operates from Sept-June</p>	<p>Bridges to Success (BTS) is an Employment Ontario service funded by the Ministry of Labour, Training and Skills Development (MLTSD) with locations at 1 Market Square (Upper Level) and Dunnville Secondary School. BTS is offered free and offers a continuum of education and training services available to adults over the age of 19. These services are learner-centred, transition-oriented, based on adult learning principles and linked to the broader education and training system as well as the labour force. BTS helps learners prepare for e-learning and adult credit, post-secondary programs, employment and independence needs. BTS also offers a number of topic specific targeted training programs such as:</p> <ul style="list-style-type: none"> • Digital Basics • Customer Service • Office Administration • Family Literacy • Budgeting, Organization and Time Management • G1 Prep • Personal Support Worker (PSW) Prep • Early Childhood Educator (ECE) Prep <p>Fiscal Year: April 1 – March 31 Program operates year round</p>	<p>The Coordinated Language Assessment and Referral System (CLARS) centre is located at JBLC. All students are provided with a language assessment prior to beginning classes. The assessment allows them to be placed appropriately according to their levels in reading, writing, speaking, and listening skills using the Canadian Language Benchmark Assessment (CLB) Assessment. Itinerant service is also offered on an as needed basis.</p> <p>Clients assessed are referred into the ESL or LINC program.</p> <p>Fiscal Year: April 1 – March 31 Program operates year round</p>	<p>CareerLink is located at 1 Market Street (upper level) in Brantford. Services are provided to assist individuals to identify and reach their employment goals, make informed career choices and approach their job search with focus and confidence. CareerLink also offers supportive services to employers to assist them to meet their staffing and training needs. Employment Consultants offer 1:1 confidential assistance for employment and/or training/education. These services may include:</p> <ol style="list-style-type: none"> a) Resumes, cover letters, references, job interview preparation, client supports (i.e. clothing, transportation, tools) b) Access to the Youth Job Connection, Youth Job Connection Summer, Canada Ontario Job Grant and Second Career c) Job Development – referrals to employers for job trials, apprenticeship, on the job training, coaching and mentoring d) Referrals for Ontario Self Employment Benefit, Job Creation Partnership, Education Upgrading, Ontario Works, ODSP, Canadian Mental Health Association, Business Resource Centre, Adult Credit, Bridges to Success and many more. e) Ongoing collaboration with GELA, Business Resource Centre, Ontario Works, Workplace Safety Prevention Service, Enterprise Brant, and Workforce Planning Board of Grand Erie <p>Fiscal Year: April 1 – March 31</p>
Number of Clients Served	123 students (Sept 2019-June 2020)	70 students + 10 children in CNC (April 2019-March 2020)	134 learners (target 134) (April 2019-March 2020)	110 assessments (target 80) (April 2019-March 2020)	545 placements 1396 served in Resource area
Success Rate	N/A	N/A	137% overall service quality score	N/A	78% placements 144% Resource area



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: Bylaw 11 Delegations
DATE: January 11, 2021

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 11 Delegations.

Background

Bylaw 11 Delegations was circulated to all appropriate stakeholders for comments to be received by December 11, 2020.

Comments Received

1. Comment: The only thing I can suggest is maybe a statement that the Board will at its' discretion hold a special meeting for delegations if warranted.
Response: Amended.
2. Comment: 2b – a motion must be made and approved “by 2/3 majority” to accept.
Response: Amended.
3. Comment: 4 – The executive assistant will also notify the delegation that their presentation will be made public on the Board’s website and be part of the Board’s permanent record.
Response: Amended.

Additional Information

As a result of these comments, suggested revisions have been made to the Policy and a draft revised policy is attached.

Next Steps

This approved Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary



BYLAW

BL11

Delegations

Board Received: January 30, 2016 Review Date: January 2021

1. Receipt of Delegations

- a) Individuals or groups who wish to address the Board shall contact the Secretary of the Board through the Executive Assistant to the Board of Trustees, to be placed on the agenda.
- b) If the Board has assigned tasks to a statutory or ad hoc committee, it is expected that delegations relating to those matters will make their presentation to the respective committee. Delegations to the Board will only be received after the committee has presented its report to the Board.
- c) Individuals or groups wishing to address the Board on any particular matter will be heard at meetings of the Committee of the Whole whenever possible.
- d) In order that all employees can carry out their duties with dignity and assurance, any delegation which includes statements questioning the personal integrity or professional competence of Board employees shall be treated as a personnel matter to be considered in camera.
- e) Any employee concerns must follow the process outlined in "Consideration of Employee Concerns" policy (HR2) before bringing a delegation to the Board.
- f) At every meeting of the Board or any of its committees, the Secretary to the Board will advise the Chair as to whether there are any delegations or individuals present who wish to speak.
- fg) The Board will at its discretion hold a special meeting for delegations if warranted.

2. Advance Notice

- a) Delegations wishing to speak to the Board are required to submit their presentation by Thursday, 12:00 noon of the week preceding the meeting of the Board. The presentation shall be in writing and include the name of the spokesperson.
- b) The Board, at its discretion, may hear delegations with less than the required notice if written submissions are available to trustees by 4:00 p.m. on the day of the meeting. At the beginning of the meeting, a motion must be made by 2/3 majority and approved to accept any late delegations.

3. Procedures

When an individual or a group appears before the Board, the following procedures shall apply:

- a) The Chair of the meeting will invite the spokesperson to make their presentation to the Board.
- b) The time allowed for presentations will not exceed ten (10) minutes, except at the discretion of the Board.
- c) The spokesperson shall read the delegation as submitted and confine their remarks to the subject matter of the presentation.
- d) The Trustees, through the Chair, may ask the spokesperson questions of clarification on the delegation.
- e) The delegation shall be thanked for coming to the meeting and invited to stay for the remainder of the evening.
- f) If the item the delegation is addressing is on the meeting's agenda, then the Board will discuss the matter at the appropriate time. If the issue is not listed on the agenda, then the Board may opt to:

- Formally receive and file the submission of the delegation, or
 - Refer it to staff for follow-up, or
 - Request that it be included on a future meeting agenda, or
 - Add the item to the meeting agenda.
- g) The Board shall carry on with its regular order of business.
- h) Individuals or groups shall not be permitted to take part, in any way, during Board discussions concerning any particular presentation.

4. Notice of Procedure to Delegations

All individuals or groups shall be made fully aware by the Executive Assistant to the Board of Trustees, of the proper procedure to be followed when appearing before the Committee of the Whole Board or the Board. The Executive Assistant will also notify the delegation that their presentation will be made public on the Board's website and be part of the Board's permanent record.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: **Bylaw 15 Trustee Expenses**
DATE: January 11, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 15 Trustee Expenses.</p>

Background

Bylaw 15 Trustee Expenses was circulated to all appropriate stakeholders for comments to be received by December 11, 2020.

Comments Received

1. Comment: 1 – need a reference to Administrative memo 14 in this section
Response: Not required, Procedure F103 details the parameters for the processing of travel claims and the reimbursement rate is approved by the Board annually. The expense claim form contains the updated mileage reimbursement rates. A form has also been customized for Trustee use.
2. Comment: 1c – reference to designate should be changed to vice chair
Response: Amended.
3. Comment: 3 2nd paragraph “who will manage the registration details”. Should change to Trustees are responsible for making their own registration and hotel room arrangements if required
Response: Amended.
4. Comment: 4 – first bullet (maybe the 4 bullets should be renamed a, b, c and d for ease of reference)
Response: Amended.
5. Comment: ...Governance budget to use to “obtain” – trustees do not purchase their devices
Response: Amended.
6. Comment: 4b – should put in the current rate of \$100.00/month per trustee
Also, there should be a stipulation that if a trustee expenses their cellphone number must be made available on the Board’s website. And that if the board is paying for the Board phone that it may be subject to an FOI
Response: No posting of the monthly rate is required as the amount is subject to change. Posting the cellphone number of Trustees is also not required. A statement regarding FOI has been included.
7. Comment: 5 – current rate – maximum of \$83.33/month per trustee
Response: No posting of the monthly rate is required as the amount is subject to change.

8. Comment: 6d – submitted at a minimum once a month and a maximum of quarterly.(quarterly does not work with Admin memo 14 stating that mileage cannot span more than one calendar year for Revenue Canada purposes)

Response: No change required. This should be achievable with the stipulation that a quarterly submission cannot cross over the calendar year.

9. Comment: Should there be a statement that expenses must be submitted quarterly or will not be accepted? Should there be a requirement for taking attendance of meetings, that do not have Board support staff in attendance for tracking for reimbursement purposes? Budget meetings, trustee caucus etc.

Response: No change required.

10. Comment: 6f –need a statement that the Board Vice Chair signs the Board Chair’s expenses

Response: Amended.

Additional Information

As a result of these comments, suggested revisions have been made to the Bylaw and a draft revised policy is attached.

Next Steps

This approved Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary



BYLAW

BL15

Trustee Expenses

Board Received: January 30, 2017 Review Date: January 2021

The Grand Erie District School Board will reimburse Trustees, including Student Trustees, for recognized out-of-pocket expenses and will provide funds in its annual budget to cover in-service expenses of Trustees who are authorized to attend conferences, seminars, and professional meetings, in accordance with current procedures.

Procedures

1. Travel on Board Business

The Grand Erie District School Board annual budget will include a travel expense fund for trustees. Trustees using their personal vehicles will be reimbursed for travel expenses (to the following) at the rate per kilometer established by the Board:

- a) Board meetings, Committee of the Whole Board meetings, Statutory, Standing and Ad Hoc committee meetings to which they are appointed
- b) OPSBA
- c) Other conferences, workshops or meetings as approved by the Chair or ~~designate~~Vice-Chair
- d) Visits to schools and school functions
- e) Functions of other organizations where the Chair or designate is representing the Grand Erie District School Board
- f) Other events as authorized by resolution of the Board

Please note that a student trustee must gain the approval of the Chair at least one month in advance of the event in order to attend any conference.

2. Other Expenses

Trustees may incur other expenses in their position, such as:

- a) Meals when authorized Board business takes them away from home at a normal meal time – amounts claimed must be consistent with Procedure F103 Travel and Expense Claims
- b) Long distance telephone charges while on Board business
- c) Parking charges while on Board business

Please note the following:

- Alcoholic beverages are not eligible for expense claims;
- Expenses incurred to attend a community fundraising events, charity functions and political activities are not eligible for expense claims; and
- Donations to community groups, charities or schools are not eligible for reimbursement.

3. Expenses re: Conferences, Workshops and Seminars

The Grand Erie District School Board encourages learning for all, and its annual budget will include a professional development fund for trustees. This fund will be used for trustee expenses incurred for:

- a) Registration.
- b) Accommodation.
- c) Other eligible expenses not covered by registration fees.

All registration fees for conferences, workshops and seminars will be paid via the Executive Assistant to the Board of Trustees. Trustees should, who will manage their own registrations and accommodations. [details](#)

Eligible expenses for conferences, workshops and seminars include:

- a) Economy air, bus or train expenses incurred on Board business.
- b) Hotel room charges for accommodation in a standard room. No additional reimbursement will be made for suites, executive floors, concierge.
- c) Meals, if not included in registration, as stated in Procedure F103 Travel and Expense Claims Section 1.2iii.
- d) Tips and gratuities.
- e) Phone calls for Board business.
- f) Taxi Fares.
- g) Necessary parking fees.
- h) Other business expenses such as fax and internet.

In all cases, appropriate receipts must be provided for reimbursement.

Please note the following will not be reimbursed:

- Recreational costs (movies, mini-bar, and fitness facility expenses);
- Alcoholic beverages;
- Charges incurred by a spouse or other companion; and
- Parking tickets or traffic infractions.

4. Computer and Office Equipment and Supplies

- a) Each trustee, at the beginning of their term, will be allotted an amount of money from the Trustee and Governance budget to use towards the purchase of a Board-owned device to facilitate communication. Acceptable devices include cell phones, laptops, tablets and printers. A list of supported devices will be provided and must be purchased through the Board.
- b) Annually, each Trustee will be allotted an amount of funding, to be approved each year through the budget process, from the Trustee and Governance budget to cover expenses such as monthly cellphone charges. If Board business is conducted on these cell phones, under the *Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990*, board records within the device they could be subject to Freedom of Information (FOI) requests.
- c) All equipment provided by the Board will be returned to the Executive Assistant to the Board of Trustees when the trustee's term of office ceases; and
- d) All office supplies (paper, printer ink etc.) and equipment will be purchased via the Executive Assistant to the Board of Trustees. Expense claims for such items are not eligible for reimbursement.

5. Expenses for Internet Connection

- a) The Grand Erie District School Board annual budget will include an amount for internet connection services. The maximum amount a Trustee can claim monthly for internet connection services will be a predetermined amount communicated annually through the budget process.

6. Claiming Expenses

- a) Requests for reimbursement for travel or other expenses must be made on a signed Trustee Expenses claim supported by receipts for all expenses. Claims approved by the Chair or Vice-Chair will be submitted to the Superintendent of Business for the purpose of reimbursement.
- b) Claims are for reimbursement of expenses incurred and services provided. Claims will not be approved for future dates whether for travel or services such as Internet or cell phone.
- c) To substantiate reimbursement, the claim form is supported by the following:
 - Original documentation including proof of payment to support the expenditure (except for mileage claim).
 - Reasons for the expenditure.
 - Signature of the claimant to certify the expense claim; and
 - Scanned electronic copy of receipts where claims are sent electronically for approval.

Please note the following:

Credit/debit card point of sale slips that are not accompanied by a receipt are not valid for the purpose of reimbursement.

- d) Expense forms are to be submitted either monthly or quarterly. They shall not span more than one school year.
- e) To be eligible for reimbursement all expenses related to a fiscal year end must be submitted within the first two weeks of September.
- f) The following verification and approval process is to be followed for all trustee expense claims:
 - The Chair of the Board or Vice Chair in the absence of the Chair of the Board certifies that individual trustee expense claims meet the requirements of the Board Bylaw and approves payment of the claim.
 - Should there be a dispute about the eligibility of any expense, e.g. if deemed as inappropriate or unreasonable, the item(s) in dispute will be referred to the external member of the Audit Committee and, if a satisfactory resolution is not reached then the affected party shall contest the decision during a public session of the Board; and
 - Before a payment is processed, Business Services will confirm that the expense claim has received appropriate authorization.
 - The Vice-Chair will need to sign and approve the Chair's expense claim.

Please note the following:

- Trustees do not receive purchasing cards;
- The Board does not provide credit cards to trustees; and
- A student trustee may, upon request, be provided with a cash advance for approved expense. This privilege is not extended to other trustees.
- Before a payment is processed, the Superintendent of Business and Business Services will confirm that the expense claim has final approval received appropriate authorization.

7. Records and Reports

- a) A report will be made to the Board in April and November each year on the status of the following Trustee budget lines and Trustee expenses claimed:
 - Trustee Professional Development Fund
 - Trustee Travel Expenses Fund

- Trustee Internet Service Fund
- b) A record of each Trustee's expenses will be kept at the Education Centre and will be available to the public upon written request. Time and photocopying charges may be assessed.
- c) Trustees attending conferences, seminars, or workshops may be asked to report briefly to the Board on the highlights of the activity attended.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **FT5 Pupil Accommodation Reviews**
DATE: January 11, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board defer the circulation of **Policy FT5 Pupil Accommodation Reviews** until the Ministry of Education releases updated accommodation guidelines for school boards.

Background

Policy FT5 Pupil Accommodation Reviews was approved by the Board in November 2016 and has been identified for review. Policy FT5 also came to the Board in June of 2018 when the Ministry of Education partially revised the Pupil Accommodations Guidelines. Suggested revisions were made, and the revised draft policy was circulated with comments due back in November 2018.

However, by December 2018, the Ministry had yet to release the templates that were to complement the guidelines and since Trustees would have been unable to approve a revised policy without all the components, the revised policy was shelved until such a time when the templates would be made available.

Additional Information

As of January 6, 2021, the Ministry has yet to release the templates or provided updated guidelines. The latest update from the Ministry website states:

To ensure consistency in pupil accommodation reviews across school boards, the Ministry of Education will work with education and municipal stakeholders and partner ministries over the coming months to develop supports such as templates to assist boards. This includes templates for the initial staff report and the economic impact assessment.

The ministry will aim to release these supports by fall 2018. While these supports are being developed, there will continue to be no new pupil accommodation reviews, unless they are required to support a joint-use school initiative between two coterminous school boards.

Next Steps

Senior Administration recommends that this Policy be circulated for stakeholder input once the Ministry of Education updates the Pupil Accommodation Review guidelines with these templates.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO9 Cyberbullying**
DATE: January 11, 2021

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy SO9 Cyberbullying.

Background

Policy SO9 Cyberbullying was circulated to all appropriate stakeholders for comments to be received by November 25, 2020.

Comments Received

1. Comment: Not sure we need this policy when cyber bullying is covered in SO10 Bullying
Response: While cyberbullying is certainly one form of bullying, aggressive online behaviour has become so pervasive and troublesome as to warrant a specific policy.

Additional Information

A draft policy is attached.

Next Steps

This approved Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Wayne Baker
Superintendent of Education



Cyberbullying

Board Received: September 26, 2016 **Review Date:** October 2020

Policy Statement

The Grand Erie District School Board is committed to providing a positive, safe, and inclusive learning environment which supports the personal dignity and self-esteem of students and is free from cyberbullying. The Grand Erie District School Board does not condone cyberbullying and will respond to these actions using educational interventions and progressive discipline.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Enhanced student safety
– Increased opportunity for students to continue their education

Definition of Cyberbullying

Cyberbullying is the use of information and communication technologies such as e-mail, text messages, instant messaging, personal web sites, and social media - whether on or off school property - to engage in deliberate, typically repeated, and harmful behaviour by an individual or group, which causes emotional distress to an individual student or an identifiable group.

Cyberbullying adversely affects:

1. a student’s ability to learn and emotional well-being
2. healthy relationships and the school climate; and
3. a school’s ability to educate its students.

The Board recognizes that cyberbullying can be particularly devastating to young people because those who engage in cyberbullying can:

1. hide behind the anonymity that the internet provides;
2. spread their hateful and hurtful messages to a very wide audience with remarkable speed; and
3. disown their actions, as it is often difficult to identify cyberbullies because of anonymity, so they do not fear being punished for their actions.

References:

- SO10 Bullying Prevention and Intervention



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
 FROM: Linda De Vos, Superintendent of Education
 RE: SO24 Copyright – Fair Dealing
 DATE: January 11, 2021

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board forward Policy SO24 Copyright – Fair Dealing to all appropriate stakeholders for comments to be received by February 25, 2021.

Background

Policy SO24 Copyright – Fair Dealing was approved by the Board on November 28, 2016 and has been identified for review.

Additional Information

No revisions have been made to the Policy/Procedure and a draft revised policy/procedure is attached for circulation to stakeholders for comment.

Next Steps

This Policy/Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Linda De Vos
 Superintendent of Education



Copyright – Fair Dealing Guidelines

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

Policy Statement

The Grand Erie District School Board will comply with the Fair Dealing Guidelines as developed by the Council of Ministers of Education Canada (CMEC) Copyright Consortium. The Grand Erie District School Board will communicate the Fair Dealing Guidelines to all school locations on an annual basis in order to ensure that all staff understand the obligations of the school board in accordance with the Copyright Modernization Act.

Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Fair dealing provisions of the Copyright Act as followed

Background

The fair dealing provision in the Copyright Act permits use of a copyright-protected work without permission from the copyright owner or the payment of copyright royalties. To qualify for fair dealing, two tests must be passed.

First, the "dealing" must be for a purpose stated in the Copyright Act: research, private study, criticism, review, news reporting, education, satire, and parody. Educational use of a copyright-protected work passes the first test.

The second test is that the dealing must be "fair." In landmark decisions in 2004 and in 2012, the Supreme Court of Canada provided guidance as to what this test means in schools and post-secondary educational institutions.

These guidelines apply to fair dealing in non-profit K-12 schools and post-secondary educational institutions and provide reasonable safeguards for the owners of copyright-protected works in accordance with the Copyright Act and the Supreme Court decisions.

Procedures:

1. Fair Dealings posters and Consumables posters must be prominently displayed in all schools.
2. Teachers, instructors, and staff members in non-profit educational institutions may communicate and reproduce, in paper or electronic form, short excerpts from a copyright-protected work for the purposes of research, private study, criticism, review, news reporting, education, satire and parody.
3. In order to remain "fairly" operating under the Fair Dealing Guidelines, all copying, scanning, or printing of materials intended for one-time use is strictly prohibited. "materials intended for one-time use" are workbooks and exercise books in which a student records answers. This prohibition does not apply to reproducibles.

4. Copying or communicating short excerpts from a copyright-protected work under these Fair Dealing Guidelines for the purpose of news reporting, criticism or review should mention the source and, if given in the source, the name of the author or creator of the work.
5. A single copy of a short excerpt from a copyright-protected work may be provided or communicated to each student enrolled in a class or course:
 - a. as a class handout
 - b. as a posting to a learning or course management system that is password protected or otherwise restricted to students of a school
 - c. as part of a course pack
6. A short excerpt means:
 - a. up to 10% of a copyright-protected work
 - b. one chapter from a book
 - c. a single article from a periodical
 - d. an entire artistic work from a copyright-protected work containing other artistic works
 - e. an entire newspaper article or page
 - f. an entire single poem or musical score from a copyright-protected work containing other poems or musical scores
 - g. an entire entry from an encyclopedia, annotated bibliography, dictionary or similar reference work

Before engaging DJ services, schools must obtain written agreement that every song in performance from the storage medium utilized is a confirmed purchased song and is licensed for the purpose of public broadcast.

7. Copying or communicating multiple short excerpts from the same copyright-protected work, with the intention of copying or communicating substantially the entire work, is prohibited.
8. Copying or communicating that exceeds the limits in these Fair Dealing Guidelines may be referred to the Director or Superintendent of Education designated by the Grand Erie District School Board for evaluation. An evaluation of whether the proposed copying or communication is permitted under fair dealing will be made based on all relevant circumstances.
9. Any fee charged for communicating or copying a short excerpt from a copyright-protected work must be intended to cover only the costs of the institution, including overhead costs.
10. Classroom teachers or other school board employees can access the “Copyright Decision Tool” at www.copyrightdecisiontool.ca when they have questions about copyright when preparing lesson materials to determine whether their copying is within the Fair Dealing Guidelines parameters.

Legal Framework:

Copyright Modernization Act

Fair Dealing Guidelines – Council of Ministers of Education Canada (CMEC) Copyright Consortium



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: **SO25 Visual Identity**
DATE: January 11, 2021

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy SO25 Visual Identity .

Background

Policy SO25 Visual Identity was circulated to all appropriate stakeholders for comments to be received by November 25, 2020.

Comments Received

1. Comment: Policy – Board resources - Bylaw 19 title has changed
Response: Amended.
2. Comment: F104 remove administrative and title has changed
Response: Amended.
3. Comment: Accessibility standards – do we need to spell which resources? Is this covered by SO31 if so, add a refence to SO31
Response: Amended
4. Comment: Manual - Page 4 – bottom first section is extension 281043 correct?
Response: Amended.
5. Comment: Page 11 – should the environmental statement from the old version be included? Believe it is important to make this statement and do not believe it is covered in either FT14 or SO18
Response: Amended.
6. Comment: Values are also removed from this document; they were Ministry mandated and Board approved. Do they exist anywhere else for reference?
Response: On Grand Erie’s website: <https://www.granderie.ca/board/about/character-education>
7. Comment: Page 16 – do we need to give direction that letterhead is not to be purchased, and that electronic templates are available?
Response: Amended.
8. Comment: Page 21 – design a school logo – 4th paragraph “a great opportunity to engage your school community” Think it should be more directive and mandate community consultation and possible school wide voting on the logo
Response: Amended.

Additional Information

As a result of these comments, suggested revisions have been made to the Policy and a draft revised policy is attached.

Next Steps

This approved Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary



Visual Identity

Board Received: September 26, 2016 Review Date: October 2020

Policy Statement

Grand Erie District School Board's visual identity program conveys the mission, vision, values and goal statements of the Board. Staff members shall adhere to the visual standards of the Board to promote consistency in Grand Erie.

Accountability

1. Frequency of Reports – As the Multi-Year Plan is revised
2. Criteria for Success – Adherence to the Visual Identity Manual

Procedures

1. Grand Erie District School Board's visual identity is comprised of the following: Board Name, Logo, Colours, Tagline, Styles, Typography (Typefaces/Fonts), and co-branding guidelines with school logos and when featured with other non-Grand Erie logos.
2. This policy governs: all signage, advertisements, newsletters, school and department websites, business cards, Board and school letterhead, promotional products, videos, social media websites, brochures and other publications. School-branded clothing, spirit wear and team uniforms are exempt from this policy.
3. All school websites must comply with the visual standards of the Board and therefore must be hosted on the appropriate web platform/program supported by the Information Technology Department.
4. A Visual Identity Manual accompanies this policy and shall be followed.
5. Components of the Visual Identity Manual shall be reviewed by the Board following the approval of the Board's Multi-Year Plan prior to new Multi-Year Plan graphics being released.
6. The Manager of Communications and Community Relations and the Graphic Designer/Website Coordinator will provide templates to schools and departments as outlined in the Visual Identity Manual.
7. The Director, Superintendents of Education and the Manager of Communications and Community Relations will monitor compliance with the Visual Identity Policy.

Definitions

(See Visual Identity Manual)

Board Resources

- Bylaw No. 19 – Board Logo, Grand Erie Name, and Grand Erie Design Banner
- Administrative Procedure F104 – Board Advertising
- Visual Identity Manual
- Multi-Year Plan
- Certification of copyright: Official Mark (logo), Name, and Design
- Policy No. F6 – Purchasing
- Accessibility Standards



GRAND ERIE VISUAL IDENTITY MANUAL

LAST REVISED: SEPTEMBER 2020



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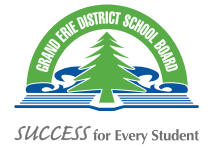
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GENERAL OVERVIEW



One of Grand Erie's most valuable assets is its corporate visual identity. When used in combination, Grand Erie District School Board's basic identity elements (logo, colours and typography) define and express our identity in a clear and distinctive way that builds awareness, trust and reputation.

A strong visual identity that is easily recognized by the community is very important. It is the face of Grand Erie, simplifying access to our programs and services by clearly identifying our role as the provider of the service or program. The professional look that is achieved through standard visual identity elements adds credibility to our programs and communicates a vision of excellence.

Building a strong visual identity and the desired reaction to that identity takes time and most importantly, consistency. It is important that the rules and standards contained in this manual are adhered to in the promotional material, advertising, signage, stationary and other items that represent us.

The Communications and Community Relations department will assist staff in following the guidelines to make a positive impact. The Grand Erie District School Board logo is copyrighted and is the property of the board.

If you have any questions, please contact the Manager of Communications and Community Relations at 519-756-6301 or toll-free: 1-888-548-8878 ext. 281147 or email: kimberly.newhouse@granderie.ca

All Board facilities will provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices. Grand Erie's visual identity must adhere to the customer service standards of the Accessibility for Ontarians with Disabilities Act (AODA) that support these key principles.

Many families come to Grand Erie whose first language is not English. To accommodate our English language learners and their families, the following note should be included on all publications.

To translate this document, please call 1-888-548-8878 ext. 274224.

BOARD NAME

The name Grand Erie is the copyrighted property of Grand Erie District School Board (See last page of this manual). When written, Grand Erie should be used as the abbreviated version.

The Board name shall be included on all system-produced publications.

GRAND ERIE LOGO



The Grand Erie logo is the copyrighted property of the Grand Erie District School Board (See last page of this manual) and governed by Bylaw 19. The logo is a key visual element in representing the Grand Erie District School Board to the community.



1. The logo consists of a coniferous tree symbolizing the importance of nature and the green areas encompassed by our jurisdiction; waves symbolizing Lake Erie and the many rivers and streams; an open book denoting lifelong learning and the importance of education to our community; and a broad band containing the Board's name which encompasses all other elements contained in the logo.
2. No variation in the design and colour of the logo as shown below is permitted, except as explicitly approved by the Board.
3. Reproduction of the logo in various sizes is permitted if the proportions are not distorted and the logo appears in its original form.

Who Can Use the Logo?

Use of the Board logo is restricted to internal use by Board staff, except where approved by the Director of Education or the Manager of Communications and Community Relations. To initiate the approval process for using the logo, contact the Manager of Communications and Community Relations.

GRAND ERIE LOGO



Logo - Full Colour

The full colour logo is the preferred logo for most uses.

Usage: When applied to any asset, the primary logo must appear on top of a pure white background. In any situation that requires a non-white background, please refer to the logo treatments below.



Logo - Black and White

The black and white logo should only be used whenever the document is printed in black and white.

Usage: When applied to any asset, the secondary logo must appear on top of a pure white background. In any situation that requires a non-white background, please refer to the reversed logo treatments.



Reversed Logo

Reverse logos should be on the designated Grand Erie colour background (density equivalent to 40% grey or darker).

The reverse version of the logo should only appear on items reflecting the four Grand Erie colours. For Grand Erie's colour breakdowns, please see Page 9.



Safety Zone

When using the Grand Erie logo, an adequate white space or “safety zone” must surround the logo. The size of the safety zone is equal to the measure of 0.25”. The safety zone provides for aesthetically consistent incorporation of white space between the logo and other elements, such as the edge of a page. It also provides a refined and easy-to-reference guideline for logo placement options.



Clear space is equal to the measure of 0.25”.

Minimum Size

To avoid becoming illegible, the corporate logo should never be reproduced smaller than the minimum size shown here.



Print: 1 inch wide x 0.6 inches tall

Web: 183 pixels wide x 106 pixels tall

Maintaining Aspect Ratio

The aspect ratio of an image is the width to height ratio. The logo must be kept proportionate in size. If electronically resized, the logo shall not be unevenly stretched, skewed, or distorted in any fashion. During resizing, the ‘constrain proportions’ or ‘maintain aspect ratio’ options must be used.

In many applications such as Microsoft Word and Excel, simply press and hold SHIFT while you resize. This will maintain the aspect ratio in the application.

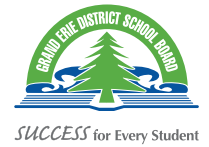
Incorrect Usage

None of the elements of the Grand Erie logo should be altered, stretched or pulled apart from each other for any reason. The following represents a list of common errors to avoid when apply the Grand Erie logos:

- Do not alter the logo in any way
- Do not animate, colour, rotate or skew the logo, or apply other effects
- Do not crop or distort the shape of the logo
- Do not alter the size or position of the icon, wordmark or tagline
- Do not alter the transparency
- Do not change the logos typeface



GRAND ERIE TAGLINE



The Grand Erie tagline is “*Success for Every Student.*” Always use the wording exactly as it appears here, without changing the order, or adding or substituting other words.

The tagline can be used with the logo, as well as on its own. The tagline cannot be altered in any way. In reverse it can only be displayed on blue or green.

If the tagline is not directly underneath the logo, it is recommended to be immediately beside the logo to the right or as a footnote.

SUCCESS for Every Student

SUCCESS
for Every Student

SUCCESS for Every Student

SUCCESS for Every Student

SUCCESS for Every Student



SUCCESS for Every Student

SUCCESS for Every Student

SUCCESS for Every Student

SUCCESS for Every Student

STICKER OPTIONS

Programs and departments can identify themselves using the sticker option. These stickers can be added to any document or publication in keeping with the visual identity standards. Departments and programs have been given a word mark that is to be used with the logo. See below for a list of departments and word marks.



**Communications and
Community Relations**
A Grand Erie Department

Indigenous Education
A Grand Erie Program

- Business Services
- Communications & Community Relations
- Educational Technology
- Elementary Program
- Facility Services
- Health and Safety
- Human Resources
- Indigenous Education
- Information Technology Services
- Leadership Training Development
- Mental Health and Well-Being
- Research
- Safe and Inclusive Schools
- School Effectiveness Framework
- Special Education
- Student Success

See official colours below to be used for reproducing the Grand Erie logo in Pantone, process or web-based applications. Use of these official colours is necessary when producing the logo in full colour.



■ **Spot:** PMS 362 C
■ **CMYK:** 70-8-100-0
■ **RGB:** 89-173-70
■ **HEX:** #59ad46



■ **Spot:** PMS 7455 C
■ **CMYK:** 95-75-0-0
■ **RGB:** 4-85-159
■ **HEX:** #04559f



■ **Spot:** PMS Grey
■ **CMYK:** 0-0-0-40
■ **RGB:** 167-169-172
■ **HEX:** #a7a9ac



■ **Spot:** PMS Black
■ **CMYK:** 0-0-0-100
■ **RGB:** 35-31-32
■ **HEX:** #000000

TYPOGRAPHY

Grand Erie uses Optima and Impact typefaces in all formal communications. Typography is an important part of our visual identity. Like our signatures and colour palette, typography strengthens our overall visual identity. All typefaces are available in italic type and a variety of weights.

When Optima is unavailable, the recommended alternate fonts are Arial or Helvetica.

Impact

Optima Roman

Optima Italic

Optima Bold

Optima Bold Italic



1. A stylistic representation of the coniferous tree.



2. A stylistic representation of the bottom wave.



3. A stylistic representation of the top wave.

Grand Erie Trustees approved a new strategic direction to guide the work we are doing. At the centre of this 2016-2020 Multi-Year Plan is Success for Every Student. This is our mission, vision and goal statement.

We will achieve this through a focus on students and staff in a culture of high expectations. Indicators that will support our goal include: Achievement, Community, Environment, Equity, Technology and Well-Being.

In support of Grand Erie's efforts through the Environment indicator: Board and school letterhead should not be purchased. Staff are encouraged to use the electronic templates located on the [staff portal](#).



Multi-Year Plan Infographic

The infographic is not a logo, but rather a design element to convey the Multi-Year Plan.



We will foster and celebrate inclusive school communities to enhance the learning experiences of all students.

OUR GOALS

- Facilitate opportunities for the use of strategies to encourage and support family involvement in our schools and learning at home.
- Develop a process to formally integrate and celebrate the partners whose contributions enhance the learning experiences of our students.

Multi-Year Plan Viewbook

All graphic design for advertisements must follow the guidelines in this manual and be approved by the Director of Education or Superintendent responsible for the portfolio. There are two kinds of ads, formal and informal.

Formal ads include Board initiatives such as SEAC member recruitment and Accommodation Reviews. Informal ads include Kindergarten Registration and Student Success initiatives.

For more information, refer to F104 – Advertising Procedure.

Advertisements:

All advertising including print, audio and video must be coordinated through the Board's Manager of Communications and Community Relations. Advertising must adhere to the Visual Identity Policy (SO25) and the Purchasing Policy (F6).

The originating school department will provide the Manager of Communications and Community Relations a draft of the required print advertisement, script and storyboard for audio and visual advertisements. The draft will be reviewed to ensure adherence to Grand Erie standards.

PROMOTIONAL MATERIALS



Grand Erie's visual identity may be used on a number of products to advertise the Board such as mugs, T-shirts, hats, pens, bags, pluggable storage devices, etc. The logo should never be reproduced in any colour other than specified in the Grand Erie Colour Section. The exception to the rule would be printing a white logo on a dark mug. In the case of the pen or pin, the minimum size of the logo would have to be altered to fit.

Approval from the Manager of Communications and Community Relations for promotional material and the use of the logo is required.



VEHICLE SIGNAGE



The Grand Erie logo shall be used on vehicle signage.



SUCCESS for Every Student

About Co-Branding

Grand Erie relies on the strong reputation of our schools, just as our schools rely on the reputation of the board. Co-branding is a feature in the visual identity that unifies us as one family.

Wordmark co-branding must appear on promotional items, but it is not mandated for clothing, spirit wear or team uniforms. A Wordmark is a brand identifier in the form of a phrase that creates awareness and adds credibility by supporting the logo. It is an essential element in co-branding in that it links that school's logo to Grand Erie. This linkage further solidifies the mutual advantages derived from co-branding.

The board has templates for the following items:

- Multi-Year Plan
- Director's Annual Report
- Manuals
- Presentations
- Business Cards
- Letterhead
- Job Postings
- Internal document that are procedural or compliance based

Examples of Grand Erie wordmarks

- A Grand Erie School
- A Grand Erie Service
- A Grand Erie Program
- A Grand Erie Department

The Grand Erie logo or Wordmark placement is at the school's discretion.

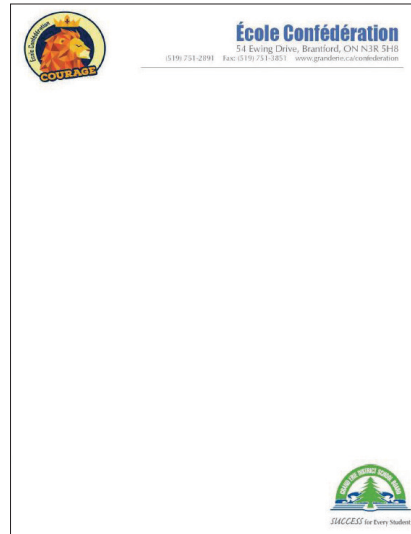
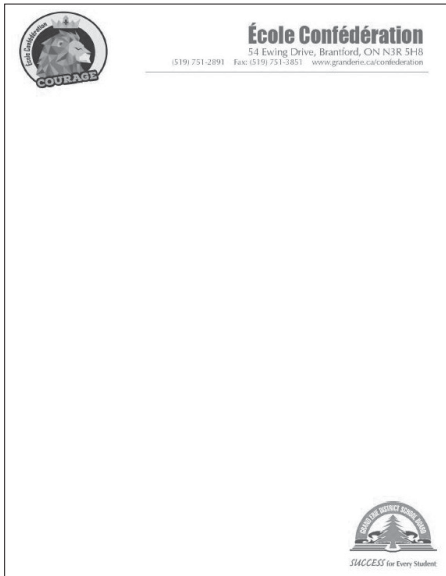
When to Co-Brand

Co-branding should be used on all school products (both printed and electronic). Schools are asked to use the logo and/or wordmark on their products and do not require prior approval. However, schools are asked to consult with the Communications and Community relations department staff should they want to use Grand Erie's Wordmark on products provided by outside organizations and vendors.

Opportunities for schools to include Grand Erie's logo include:

- Awards and Plaques
- Forms
- Invitations
- Newsletters
- Posters
- Programs
- Promotional Items
- Publications
- School Agendas
- Signage
- Stationary
- Thank you cards
- Website

Co-Branded Material



Letterhead

School letterhead should always have the school logo in the upper left-hand corner with the Grand Erie logo and vision located in the bottom right corner of the page as indicated in the example.

Signage:

These examples illustrate appropriate placement of the Grand Erie logo and word mark for signage. Signage is coordinated by Facilities Services and approved by the Manager of Communications and Community Relations.

A school can determine the type of sign they wish based on a criteria. In a heritage-designation neighbourhood, for example, or if the school is built prior to 1950, a school can work with Facilities to choose a historical sign.

Location of the school sign should be in a highly visible location. Electronic signs are permissible.

Schools may use colour versions of their logo when choosing a sign, text may be black or blue.

Sponsor names and logos are not permitted for display on school signage. Sponsors are welcome to display plaques in the school.

Scoreboard signage needs the same approval as regular signage. Sponsors are able to display logo on the scoreboard with the Grand Erie and school logo.



Plaques and Awards:

All plaques presented on behalf of the Board shall have the Grand Erie logo. When a group or individual associated with the school presents a plaque on behalf of the school, the Board logo should also be included.

Promotional Material:

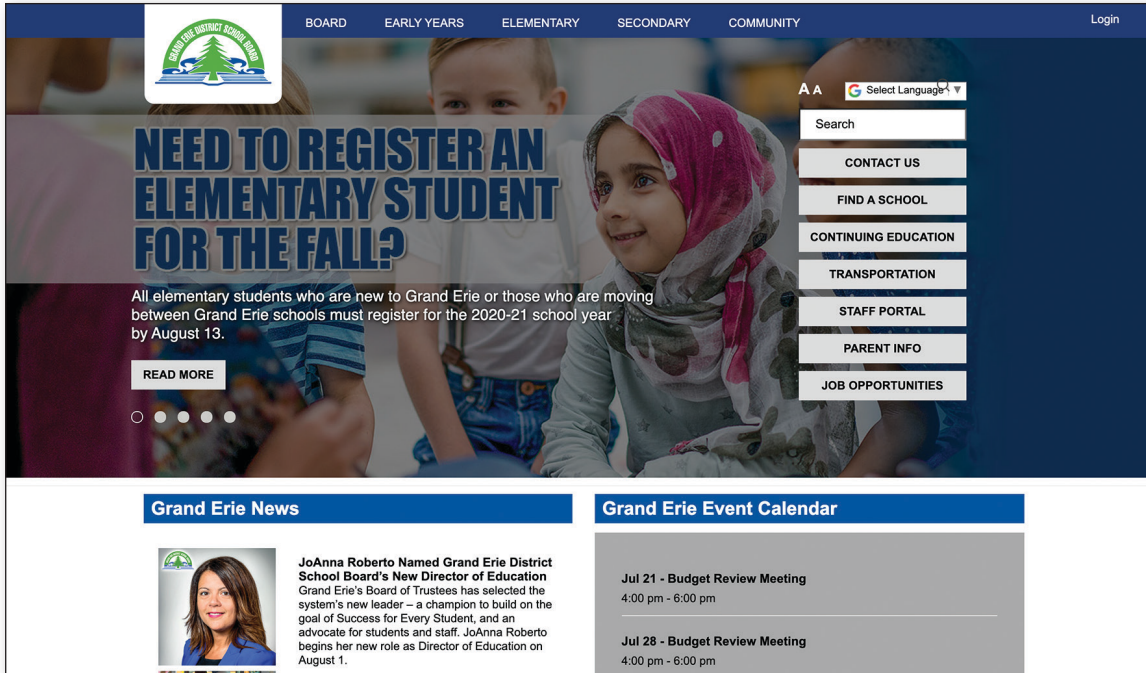
School identity is important to the students, staff and community in which it represents. School can have ownership of their school logo on promotional material. School promotional items shall use the Grand Erie logo and/or Word Mark. School-branded clothing, spirit wear, and team uniforms are exempt from the Visual Identity policy.



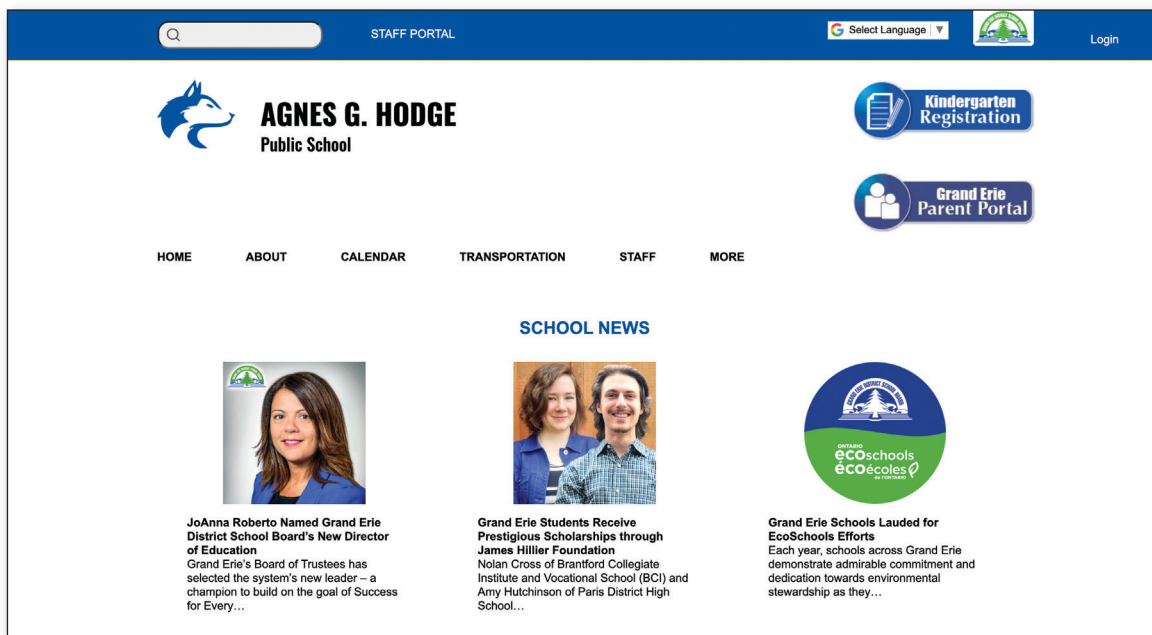
The Visual Identity Policy does not require schools to co-brand on spirit wear, clothing and team uniforms. If schools wish to co-brand, samples may look like the following:



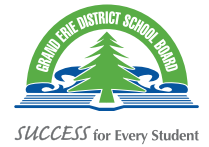
The website is a key communications tool for Grand Erie District School Board. The pages should reflect the guidelines presented in this manual. Acceptable ways to print the website address includes: granderie.ca



Schools must follow Grand Erie's web template



GRAND ERIE LEARNING ALTERNATIVES (GELA)



GELA Phonetic Pronunciation: gee-la



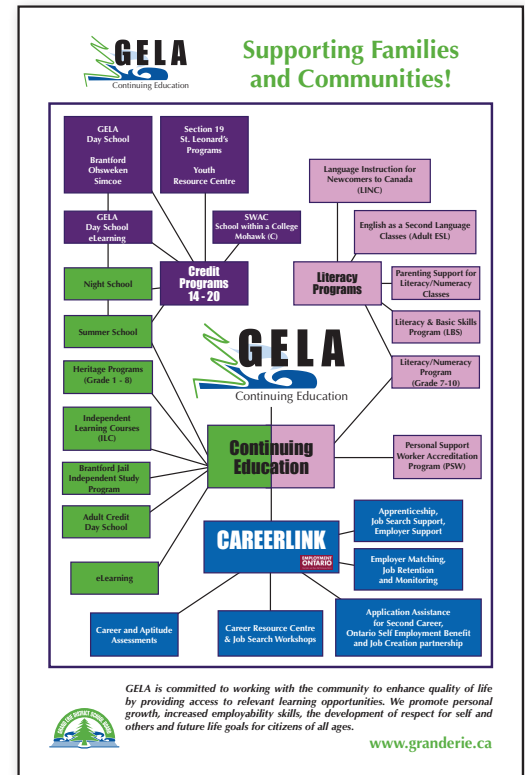
GELA has the opportunity to use purple as their supporting colour on ads and promotional materials.



Purple:
CMYK 75-100-0-15



Pink:
CMYK 13-40-02-0



CAREERLINK



Logo: CAREERLINK, all uppercase

Written: CareerLink, the L is in uppercase

CareerLink is an employment centre. In addition to being a Grand Erie Service, CareerLink is also an Employment Ontario Service Provider and meet the visual requirements outlined in the *Visual Identity and Communications Guidelines for Employment Ontario Services Providers*.

Essential components of Turning Point include the co-branding elements with the school at all times with or without the school logo.

When Turning Point is communicated at the system-level, the following logo is to be used:



School-Specific Signage



School Crests vs. School Logos:

School Crest: a crest is a traditional symbol to represent a school and its academic goals. Typically, the crest is the formal or traditional representations a school and used during formal events such as commencements or displayed in a prominent location in the school. A school crest may include school colours, animal or figure mascots as well as a school motto, all composed in the shape of a crest.

School Logo: a graphic mark or emblem used to aid and promote instant public recognition. Logos can either be strictly graphic and should include the name of the organization. School logos may include varying colours, shapes, or mascots relating to the school.

Designing a School Logo:

Are you revitalizing your logo or creating a new one? Here are some helpful tips that can help get you started.

A school logo is designed to establish the credibility and visibility of an educational establishment. It is the visual representation of a school that conveys the academic principles and ideology of the school. In fact, school logos are considered the important graphical elements when it comes to building a highly reliable image. Therefore, it is very important that the logo design should be impressive and appealing to the students and parents.

A good school logo design will serve as the basic foundation that gives a sense of pride to the students, parents and teachers, while conveying the actual message and perspective of educational establishment.

When designing a school logo, schools shall engage their staff and school community by consulting with students, parents and the community.

Given below are some significant factors that must be kept in mind when designing school logos:

Choose appealing colours:

Colours can play a significant role in making a school logo design attractive and persuasive. A good school logo design with the right colour combination will easily instill a welcoming feeling and persuade parents to choose your school for their children.

Opt for relevant icons or symbols:

Another important consideration while designing school logos is to choose relevant and appropriate images. Images such as books, teachers, or children silhouettes, apples, school building or torches are a few good choice for school logo design. An appropriate image can make it easy for people to distinguish your school among others.

Select simple fonts:

Consider using bold and simple fonts to enhance the other features of a school logo. Explicable fonts will enable viewers to remember and recognize the name of your education establishment, while increasing the school's credibility and image.

Please contact Craig Wright, Grand Erie's Graphic Designer / Website Coordinator at extension 281251 or by email at craig.1.wright@granderie.ca to convert your new or revitalized school logo drawing into an electronic format suitable for publication.

CERTIFICATION OF TRADEMARK/COPYRIGHT



**Canadian
Intellectual Property
Office**

An Agency of
Industry Canada

**Office de la propriété
intellectuelle
du Canada**

Un organisme
d'Industrie Canada

Certificat

Il est par la présente certifié que, dans le Journal des marques de commerce daté du 19 novembre 2008, le registraire des marques de commerce a donné, en vertu du sous-alinéa 9(1)(n)(iii) de la *Loi sur les marques de commerce*, un avis public d'adoption et emploi au Canada par l'autorité publique identifiée ci-dessous de la marque reproduite ci-après comme marque officielle pour des marchandises et services.



Certificate

This is to certify that in the Trade-marks Journal dated November 19, 2008, the Registrar of Trade-marks gave public notice under subparagraph 9(1)(n)(iii) of the *Trade-marks Act* of the adoption and use in Canada by the public authority identified below of the mark shown below as an official mark for wares and services.

GRAND ERIE

Numéro de dossier
File Number **918209**

Autorité publique
Public Authority **Grand Erie District School Board**

Registraire des marques de commerce
Registrar of Trade-marks

Canada

(CIPO 196/08-07)



CERTIFICATION OF TRADEMARK/COPYRIGHT



**Canadian
Intellectual Property
Office**

An Agency of
Industry Canada

**Office de la propriété
intellectuelle
du Canada**

Un organisme
d'Industrie Canada

Certificat

Il est par la présente certifié que, dans le Journal des marques de commerce daté du 07 mars 2007, le registraire des marques de commerce a donné, en vertu du sous-alinéa 9(1)(n)(iii) de la *Loi sur les marques de commerce*, un avis public d'adoption et emploi au Canada par l'autorité publique identifiée ci-dessous de la marque reproduite ci-après comme marque officielle pour des marchandises et services.



Certificate

This is to certify that in the Trade-marks Journal dated March 07, 2007, the Registrar of Trade-marks gave public notice under subparagraph 9(1)(n)(iii) of the *Trade-marks Act* of the adoption and use in Canada by the public authority identified below of the mark shown below as an official mark for wares and services.

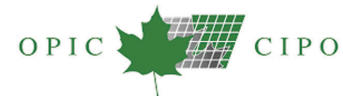


Numéro de dossier
File Number
Autorité publique
Public Authority

918055
Grand Erie District School Board

Registraire des marques de commerce
Registrar of Trademarks

Canada





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Email: info@granderie.ca

www.granderie.ca



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GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **SO31 Accessibility**
DATE: January 11, 2021

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Policy SO31 Accessibility.</p>
--

Background

Policy SO31 Accessibility was circulated to all appropriate stakeholders for comments to be received by November 25, 2020.

Comments Received

1. Comment: Quite a few references to his/her he/she need to be changed
Response: Amended to "their".
2. Comment: 2.1.4 – need to know how the board will respond to feedback
Response: Amended to be added to website where feedback is to be directed
3. Comment: Section 2.1.5, website needs to be updated to add the title of the person receiving feedback
Response: Amended: see notes in manual
4. Comment: Section 2.2 only refers to Service Dog, does this need to be looked at along with changes that occurred in SO33?
Response: Amended to align with wording in SO33.
5. Comment: 2.3.4a – suggest a slight change for clarity...with a disability, "and they are" not the parent/guardian
Response: Amended
6. Comment: 2.3.4d – should we state how long retained?
Response: Amended to reflect AODA retention schedule
7. Comment: The table of contents and appendices refer to A-1, A-2 and A-3, but the body of the policy refers to A, B & C. Think A, B, C clearer and more in line with usual board practice
Response: Amended
8. Comment: 3.7.1 states Level AA
Response: Amended with Level A effective date.
9. Comment: 3.7.2 states Level A - correct?
Response: No change required

10. Comment: 3.8.2 – is this part of the role of the Accessibility committee?

Response: No. Amended.

11. Comment: Appendix A-1 – should add a retention timeline

Response: Amended

12. Comment: Should all the definitions be put in one place at the end, so there is not duplications?

Response: No change

Additional Information

As a result of these comments, suggested revisions have been made to the Policy and a draft revised policy is attached.

Next Steps

This approved Policy will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Liana Thompson
Superintendent of Education



Accessibility

Board Received: September 26, 2016

Review Date: October 2020

Policy Statement

Grand Erie District School Board provides accessibility accommodations that foster independence, equity of opportunity, dignity and respect for students, parents/guardians, employees and the community.

The Accessibility Policy embeds the policies of the Integrated Accessibility Standards Regulation (IASR) of the Accessibility for Ontarians with Disabilities Act (AODA), which includes mandatory accessibility standards that identify, remove and prevent barriers for people with disabilities in five areas: Customer Service, Information and Communications, Employment, Transportation, and Design of Public Spaces.

Accountability

- 1. Frequency of Reports – As needed
- 2. Criteria for Success – Accessibility training for employees
– Adherence to standards set out in the AODA

Legal Framework

Accessibility for Ontarians with Disabilities Act 2005 (AODA)

Accessibility Standards for Customer Service, Ontario Regulation 429/07

Blind Persons’ Rights Act, R.S.O. 1990, c.B.7

Integrated Accessibility Standard Regulation (IASR), Ontario Regulation 191/11

Ontario Human Rights Code

Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, cM56

Procedures

- 1. Training on the Human Rights Code as it pertains to persons with disabilities will be provided when required. Employees who develop the Board’s policies and procedures and those who interact with the community or other third parties on behalf of the Board shall receive training with respect to any changes to the Ontario Human Rights Code and the Integrated Accessibility Standards Regulation (IASR) as needed.
- 2. All employees will be provided with Accessibility Awareness Training. A record of the training, including the names of those trained and the dates on which the training was provided, shall be kept. Board employees will consider the impact on persons with disabilities when purchasing new equipment, developing or building new spaces, designing new systems, planning a new initiative and providing accessible means of transportation where deemed appropriate.
- 3. A feedback process will be created that will review the implementation of this policy with the Board’s various constituency groups.
- 4. The Board will maintain the Accessibility Committee as per Bylaw 8 in order to prepare a multi-year accessibility plan, with annual progress reports.

- 4.1 The Board will establish a process for consulting with employees who have a role in implementing the expectations and procedures established under this policy to review its effectiveness.
5. The Integrated Accessibility Awareness Manual (Appendix A), shall be followed, and used for training and daily operation.

Definitions**Disability:**

Disability covers a broad range and degree of conditions, some visible and some not visible. A disability may have been present from birth, caused by an accident, or developed over time.

Accessibility:

Accessibility is defined as that which enables people to achieve their full potential.

Barrier:

A “barrier” means anything that prevents a person with a disability from fully participating in all aspects of society because of their disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, policy or a practice; (“obstacle”)

Accommodation:

An accommodation is a means, through reasonable efforts, of preventing and removing – in a timely manner - barriers that impede individuals with disabilities from participating fully in the services of the Board.

Board Resources

- Policy SO14 – Equity and Inclusive Education
- SO33 Animals in Schools, Including Student Use of Guide Dog, Service Dog and Service Animals



Integrated Accessibility Awareness Manual

September ~~2016~~2021

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1.0 Introduction to Accessibility Awareness

1.1 Legal Framework

- Accessibility for Ontarians with Disabilities Act, 2005 (AODA), S.O. 2005, CHAPTER 11
- Accessibility Standards for Customer Service, Ontario Regulation 429/07
- Blind Persons' Rights Act, R.S.O. 1990, c.B.7
- Integrated Accessibility Standards, Ontario Regulation 191/11
- Ontario Human Rights Code, R.S.O. 1990, CHAPTER H.19
- Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, cM56

1.2 Related Policies/Procedures

- Policy SO31 Accessibility
- Policy SO14 – Equity and Inclusive Education
- Procedure SO124—Use of Service Dogs in Schools
- Policy SO33- Animals in Schools, including Student Use of Guide Dog, Service Dog or Service Animals

2.0 Customer Service Standards

2.1 Monitoring and Feedback on Accessible Customer Service

- 2.1.1 The Chair of the Accessibility Committee will maintain a process for collecting feedback on Accessibility – Customer Service Standards that has the following components:
- 2.1.2 Information on the Board and school websites inviting users of Board services to provide feedback on their experience with, or concerns about, access to services for people with disabilities.
- 2.1.3 Printed information available through school offices and public offices of the Board to invite people with disabilities to provide feedback on their experience with, or concerns about, accessibility of services. Consideration must be given to providing information in alternate formats.
- 2.1.4 Information on how the Board will respond to feedback as per AODA 2005: Concerns will be forwarded to the Chair of the Accessibility Committee for consideration at the next scheduled meeting to determine most appropriate course of action.
- 2.1.5 Methods of feedback:
- a) A range of methods for soliciting feedback is employed to ensure optimum access to the feedback process by people with disabilities.
 - b) Methods include Board/school websites, e-mail, verbal input, social media, a suggestion box or a feedback card. Accessibility concerns are directed to the Board's Accessibility Committee by site administrators.
 - c) The feedback process should include the title(s) of the person(s) responsible for receiving feedback, (This will be the Chair of Accessibility Committee) and indicate how the Board's response to the feedback will be made known. (This will be done through the annual update).
- 2.1.6 Proactive measures for accessible customer service:
- a) To ensure ongoing efficient and effective adherence to Accessibility – Customer Service Standards, Board staff, will take into account the impact on people with disabilities when purchasing new equipment, designing new systems or planning a new initiative.

2.2 Use of a Service Dog, Guide Dog, Service Dog or Service Animal By The General Public

2.2.1 Recognizing service dogs, guide dogs, service dogs or service animals:

A guide dog, service dog or service animal is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a regulated health care provider.

Examples of service animals include dogs used by people who have vision loss, hearing-alert animals for people who are deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and lead them to safety.

The customer service standard's provisions also apply to animals providing other services to people with disabilities. It is "readily apparent" that an animal is a service dog animal when it is obvious by its appearance or by what it is doing. For example, it may be readily apparent that an animal is a service dog if it is wearing a harness, saddlebags, a sign that identifies it as a service dog if it has a certificate or identification card from a service animal training school or an identification card from the Attorney General of Ontario. It may also be readily apparent if a person is using the animal to assist him or her in doing things, such as opening doors or retrieving items.

2.2.2 Responsibilities:

- a) Supervisory Officers, Principals, Vice-Principals and Managers will ensure that all staff, volunteers and others dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a guide dog, service dog or service animal.
- b) Any person with a disability who is accompanied by a guide dog, service dog or service animal will be welcomed on Board premises with their his or her guide dog, service dog or service animal and may be accompanied by the service dog this animal while on the premises. Access will be in accordance with normal security procedures.
- c) This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or Board offices where the public does not have access.
- d) This procedure deals solely with the individual's right to be accompanied by a guide dog, service dog or service animal. Access to classrooms for a guide dog, service dog or service animal used by students and staff is covered under separate procedures (SO124—Use of Service Dogs SO33 Animals in Schools, Including Student Use of Guide Dogs and Service Animals).

2.2.3 Exclusion of a Guide Dog, Service Dog or Service Animal:

- a) A guide dog, service dog or service animal can only be excluded from access to the premises where this is required by another law. Examples include the Health Protection and Promotion Act and the Food Safety and Quality Act. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g., kitchen of school cafeteria or culinary arts classroom) although service dogs animals are permitted where food is served and sold (e.g. school cafeteria or lunchroom).
- b) Where there is a risk to the health and safety of another person as a result of the presence of a service dog animal, consideration must be given to options available prior to exclusion of a service dog animal. An example would be a situation where an individual has a severe allergy to the service dog animal. It is

the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g., creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.

- c) A service animal dog can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario Dog Owners' Liability Act, which places restrictions on pit bull terriers.
- d) In the rare instance where a service ~~dog~~ animal must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the service ~~dog~~ animal in a secure area where it is permitted by law and discussing with the person how best to serve her/him, e.g., a person with a vision disability might need someone (a member of staff or volunteer) to guide her/him.

2.2.4 Confirming the Status of a Guide Dog, Service Dog or Service Animal:

- a) At times it may be necessary to confirm that an animal is a service dog. Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service dog, the school or Board staff member may request a letter from an Ontario regulated health professional, e.g., a physician or nurse confirming that the employee requires a service dog because of a disability. The letter does not need to identify the disability, why the dog is needed or how it is used.
- b) Where the person using the service animal regularly attends at the school or Board facility, the principal or departmental manager may request to keep a copy of the letter on file but only as long as required by the circumstances.
- c) Alternatively, the person using the service animal may be asked to produce a letter on occasions when visiting the premises. The principal or departmental manager shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the Municipal Freedom of Information and Protection of Privacy Act, R.S.O. 1990, cM56, or as otherwise required by law.

**Please refer to ~~Procedure SO124 "Use of Service Dogs"~~ Policy SO33 Animals in Schools, Including Student Use of Guide Dogs and Service Animals for parameters to be followed when considering the use of a guide dog, service dog or service animal by a student or an employee of the board at a school site.

2.3 Use of Support Persons by the General Public

- 2.3.1 A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from a Board employee who provides support services to a student or staff person – separate and specific procedures apply. A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual's health or providing medical support by being available in the event of a seizure. The support person could be a paid professional, a volunteer, a friend or a family member.
- 2.3.2 Supervisory Officers, Principals and Managers will ensure that staff members receive training in interacting with people with disabilities who are accessing Board services accompanied by a support person.
- 2.3.3 Access to Board premises and school events:

- a) Any person with a disability who is accompanied by a support person will be welcomed on Board premises with his or her support person. Access will be in accordance with normal security procedures.
- b) This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or Board offices where the public does not have access.
- c) Where an individual with a disability who is accompanied by a support person wishes to attend a school, Family of Schools or Board-organized event for which a fee is charged, the notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.
- d) The Board may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

NOTE: This would be a rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises and, at the same time, fulfill the Board's obligations to protect the health or safety of the person with a disability or of others on the premises.

It is further noted that people with disabilities are free to accept a reasonable risk of injury to themselves just as other people do. Different individuals will have a different tolerance for risk. Risk should be weighed against any benefit for the person with a disability. It is not enough that the support person might help to protect health and safety; a support person must be necessary or essential to protect health and safety before one may be required – the risk cannot be eliminated or reduced by other means. Any considerations in protecting health or safety should be based on specific factors and not on assumptions. Just because someone has a disability doesn't mean he/she not capable of meeting health or safety requirements.)

2.3.4 Confidentiality

- a) Where a support person is accompanying a person with a disability, ~~who is~~ **and they are** not the parent/guardian of a student, for the purpose of assisting in a discussion that may involve confidential information concerning the student, the Superintendent of Education, principal or other staff member must first secure the consent of the parent/guardian regarding such disclosure.
- b) Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent or guardian. (See Appendix A_ Consent Form for Student Support Person).
- c) The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- d) A copy of the signed consent document will be retained in the school/Board office ^[MK1] **as per AODA retention schedules**.
- e) If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.

2.4 Use of Assistive Devices by the General Public

- 2.4.1 Supervisory Officers, Principals, Vice-Principals and Managers will ensure that staff are trained to support parents and the general public who may use assistive devices

while accessing Board services.

- 2.4.2 Training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices. (See Appendix B – Information on Interacting with People Using Assistive Devices.)
- 2.4.3 Students and staff have separate and specific procedures related to their personal use of assistive devices.
- 2.4.4 Communication with respect to the use of assistive devices:
 - a) The Board website and each school website will indicate that all Board facilities provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices.
 - b) Each Board facility that is open to the public will post information in the front office/reception area that welcomes the use of assistive devices and encourages users to seek support from staff and volunteers as they require it.
 - c) The Board website and school websites, as applicable, will indicate the availability of assistive devices provided by the Board* or school to assist in provision of services to people with disabilities.
 - d) Each Board facility that is open to the public will, as applicable, post information in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support from staff and volunteers as they require it.

*Note – these could include:

- **Assistive devices:** TTY service, telephones with large numbers, amplifiers, lifts.
- **Services:** Sign language interpretation, oral interpretation, real-time captioning.
- **Alternate service methods:** Assistance of a staff person to complete a transaction, e.g., school registration)

2.5 Notice of Disruption of Service

- 2.5.1 As members of the general public, people with disabilities may rely on certain facilities, services or systems in order to access the services of the school or Board offices. Escalators and elevators, for example, are important to people with mobility disabilities because that may be the only way they can access the premises. Other systems and services designed to meet the needs of people with disabilities can include accessible washrooms, amplification systems, and note-taking or TTY services. When those facilities or services are temporarily unavailable or if they are expected to be temporarily unavailable in the near future, a notice of disruption of service is required. Generally, disruptions to any of the Board's services, such as a major storm or power outage, do not require this special notice. However, if the disruption has a significant impact on people with disabilities, a notice of the disruption should be provided.
- 2.5.2 Supervisory Officers, Principals, Managers, Manager of Communications and Community Relations will ensure that the users of Board and school services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities.
- 2.5.3 Notice may be given by posting the information at a conspicuous place at or in the school or at or in Board facilities. Other options that may be used include: posting on the Board and/or school website; through direct communication with users of the services in accordance with school practices. (See Appendix C – Sample Notices of Disruption to Services.)
- 2.5.4 Notice must be provided in multiple formats (upon request).

- 2.5.5 If the disruption is planned, notice should be provided in advance of the disruption. If the notice is unplanned, notice should be provided as soon as possible after the disruption has been identified.
- 2.5.6 The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

3.0 Information & Communications

3.1 Regulation

The Grand Erie District School Board is committed to ensuring that people with disabilities have the same opportunity of access to our services as all others we serve. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to information and communications.

3.2 Definitions

3.2.1 Information

Includes data, facts and knowledge that exist in any format, including text, audio, digital, or images, and conveys meaning.

3.2.2 Communication

Means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received.

3.2.3 Accessible Formats

Include, but are not limited to, options such as large print, screen readers, braille, audio format, or captioning.

3.2.4 Conversion-ready

Is an electronic or digital format that facilitates conversion into an accessible format. **WCAG** refers to the Web Content Accessibility Guidelines.

3.3 Responsibility

Supervisory Officers, Principals, Vice-Principals and Managers will ensure that all staff, volunteers and others providing services and programs on behalf of the Board have received initial training in the requirements of the Integrated Accessibility Standards Regulation, including the Standards related to Information and Communications.

3.4 Feedback

3.4.1 Administrators/managers will ensure that processes for receiving and responding to feedback are accessible to persons with disabilities.

3.4.2 Upon request, administrators/managers will provide or arrange for the provision of accessible formats and/or communication supports to facilitate feedback.

3.4.3 Administrators/managers will notify the public about the availability of accessible formats and communication supports with regard to its feedback processes.

3.5 Procurement

3.5.1 All Board employees with responsibility for purchasing will, wherever practicable, incorporate accessibility criteria and features when procuring or acquiring goods and services, designing new systems or planning new initiatives that are related to provision of information and communication services.

3.6 Provision of Information and Communications in Accessible Formats

3.6.1 Upon request, Administrators/Managers will provide, or arrange for the provision of, accessible formats and communication supports for persons with disabilities to facilitate their access to the services of the Board.

3.6.2 Accessible formats and communication supports will be provided in a timely manner that takes into account the person's accessibility needs and a cost no greater than the

- regular cost charged to other persons.
- 3.6.3 Administrators/Managers will determine the suitability of an accessible format or communication support and, in so doing, will consult with the person making the request.
- 3.6.4 Administrators/Managers will notify the public, through websites, general publications and other relevant means, about the availability of accessible formats and communication supports.

3.7 Accessible Websites

- 3.7.1 The Communications & Community Relations Manager will ensure that all new websites and web content on these sites will conform with WCAG 2.0 at Level A as of January 1, 2014.
- 3.7.2 The Communications & Community Relations Manager will ensure that, as of January 1, 2021, all its internet websites and web content will conform with WCAG 2.0 at Level AA.
- 3.7.3 These requirements do not include Live Captions or Pre-recorded Audio Descriptions.
- 3.7.4 These requirements apply to:
- websites and web content, including web-based applications, that the Board controls directly or controls through a contractual relationship that allows for modifications of the product;
 - web content published on a website after January 1, 2012
- 3.7.5 Where the Communications & Community Relations Manager determines that meeting these requirements is not practicable, such determination will include consideration of:
- the availability of commercial software or tools or both; and
 - significant impact on an implementation timeline that was planned or initiated before January 1, 2012.

3.8 Educational and Training Resources and Materials

- 3.8.1 Administrators/managers will, upon notification of need, provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person to whom the material is to be provided.
- ~~3.8.2 To do so, the Accessibility Committee will procure through purchase, or obtain by other means, an accessible or conversion ready electronic format, where available.~~
- 3.8.2 The Accessibility Committee can provide information about known resources and other board procedures to remove this barrier.
- 3.8.3 If the resources cannot be procured or converted into an accessible format, administrators/managers will arrange for the provision of comparable resources.
- 3.8.4 Administrators/Managers will, upon notification of need, provide information on the requirements, availability and descriptions of programs in an accessible format to persons with disabilities.
- 3.8.5 School administrators will, upon notification of need, provide student records in an accessible format to persons with disabilities.
- 3.8.6 Training materials are available in the GEDSB Staff Portal.

3.9 Training for Program/Classroom Staff

- 3.9.1 The Accessibility Committee will ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.

- 3.9.2 The Accessibility Committee will keep a record of the training provided, including the dates on which training was provided and the number of individuals to whom training was provided.

3.10 School Libraries

- 3.10.1 The Accessibility Committee will ensure that school libraries are able to provide, procure or acquire an accessible or conversion-ready format of print resources upon request by a person with a disability.
- 3.10.2 The Accessibility Committee will ensure that school libraries are able to provide, procure or acquire an accessible or conversion-ready format of digital or multi-media resource materials upon request by a person with a disability (by January 1, 2020).

4.0 Employment

4.1 Regulation

The Grand Erie District School Board is committed to ensuring that people with disabilities have the same opportunity of access to employment opportunities and services as do all employees and prospective employees. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to employment.

4.2 Definitions

4.2.1 Performance management

Means activities related to assessing and improving employee performance, productivity and effectiveness with the goal of facilitating employee success.

4.2.2 Career development and advancement

Includes providing additional responsibilities within an employee's current position and the movement of an employee from one job to another that may be higher in pay, provide greater responsibility or be at a higher level, or a combination of these. For both additional responsibilities and employee movement, this is usually based on merit or seniority or a combination of these.

4.2.3 Redeployment

Means the reassignment of employees to other departments or jobs as an alternative to lay-off, when a particular job or department has been eliminated where possible

4.2.4 Information

Includes data, facts and knowledge that exist in any format, including text, audio, digital or images, and that conveys meaning.

4.2.5 Communication

Means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent or received.

4.2.6 Accessible formats

Include, but are not limited to, options such as large print, screen readers, braille, audio format, or captioning.

4.2.7 Conversion-ready

Is an electronic or digital format that facilitates conversion into an accessible format.

- 4.2.8 **WCAG**
Refers to the Web Content Accessibility Guidelines.
- 4.3 **Procedures**
 - 4.3.1 Responsibility
 - 4.3.2 All staff who have responsibility for hiring and employee selection and/or supervise the work of employees of the Board will ensure that the provisions in this procedure are implemented.
 - 4.3.3 Human Resource Services will ensure that the provisions of this procedure are incorporated in the Board's hiring practices.
- 4.4 **Recruitment**
 - 4.4.1 Human Resource Services will ensure that in its recruitment outreach practices the public is made aware that the Board will provide accommodation for applicants with disabilities in its recruitment processes.
 - 4.4.2 Applicants to the Board will be made aware that Human Resource Services provides accommodation for applicants with disabilities in its recruitment processes.
 - 4.4.3 For a job selection process, the principal/supervisor will make applicants aware that, upon request, they have access to accommodations in relation to materials and processes that will be used for applicant selection and that they will be consulted about the necessary accommodations that take into account their accessibility needs due to disability.
 - 4.4.4 When making an offer of employment, the principal/supervisor will notify the successful applicant of its policy of accommodating employees with disabilities.
- 4.5 **Supports for Employees**
 - 4.5.1 Human Resource Services will inform employees of the Board's policy of supporting employees with disabilities and procedures that provide for job accommodations.
 - 4.5.2 Human Resource Services will make this information available as soon as practicable to new employees and will provide updated information as policies are revised.
- 4.6 **Accessible Formats and Communication Supports**
 - 4.6.1 Where an employee with a disability so requests, the principal/supervisor will consult with the employee to provide or arrange for accessible formats and communication supports in relation to information that is generally available to employees in the workplace and that the employee needs to perform the employee's job.
 - 4.6.2 The principal/supervisor, in determining the suitability of an accessible format or communication as required in 4.1, will consult with the employee.
- 4.7 **Workplace Emergency Response Information**
 - 4.7.1 The principal/supervisor will ensure that individualized workplace emergency response information is provided to employees who have a disability, provided the disability is such that individualized information is necessary and the principal/supervisor has been made aware of the need for accommodation due to the disability. The principal/supervisor will provide the necessary information as soon as practicable after becoming aware of the need for accommodation.
 - 4.7.2 If an employee who receives individualized workplace emergency response information requires assistance, the principal/supervisor will, with the consent of the employee, provide such information to the person(s) designated to provide assistance

to the employee.

- 4.7.3 The principal/supervisor, in consultation with the Health and Disability Officer, will review individualized workplace emergency response information:
- a) when the employee moves to a different location in the Board;
 - b) when the employee's overall accommodation needs or plans are reviewed; and
 - c) when the Board reviews its general emergency response procedures.

4.8 Individual Accommodation Plans

4.8.1 The Board will have in place a written process for the development of documented individual accommodation plans for employees with disabilities.

4.8.2 The Board's written process will address:

- a) how the employee requesting accommodation can participate in the development of the individual accommodation plan.
- b) the means by which the employee is assessed on an individual basis.
- c) how the Health and Disability Officer, or designate, can request an evaluation by an outside medical or other expert, at the Board's expense, to assist in determining if accommodation can be achieved and, if so, how it can be achieved.
- d) how the employee can request to have a representative of ~~his/her~~ their bargaining unit, or another workplace representative if the employee is not a member of a bargaining unit, participate in the development of the individual accommodation plan.
- e) the steps taken to protect the privacy of the employee's personal information.
- f) the frequency with which the individual accommodation plan will be reviewed and updated and how this will be done.
- g) how the reasons for denying an individual accommodation plan will be provided to an employee, if accommodation is denied.
- h) how the Health and Disability Officer, or designate, will ensure that the individual accommodation plan is provided in a format that takes into account the employee's accessibility needs due to disability.

4.8.3 The Health and Disability Officer, or designate, will provide individual accommodation plans that:

- a) include, if requested, any information regarding accessible formats and accommodation supports provided;
- b) include, if required, individualized workplace emergency response information; and
- c) identify any other accommodation to be provided.

4.9 Return to Work Process

4.9.1 This return-to-work process does not replace or override any other return-to-work process created as a result of any other statutory compliance, e.g., under the Workplace Safety and Insurance Act, 1997, S.O. 1997, CHAPTER 16

4.9.2 The Health and Disability Officer, or designate, will develop, put in place and document a return-to-work process for its employees who have been absent from work due to disability and require disability-related accommodations in order to return to work.

4.9.3 The return-to-work process will:

- a) outline the steps to be taken to facilitate the return to work of employees who were absent because their disability required them to be away from work;
- b) use documented individual accommodation plans (as in 6.0) as part of the process; and,

- c) ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.

4.10 Performance Management

In administering performance appraisal processes in respect of employees with disabilities, the principal/supervisor will take into account the accessibility needs of employees with disabilities as well as individual accommodation plans.

4.11 Career Development

Where the Board provides career development and advancement to its employees, the accessibility needs of employees with disabilities as well as any individual accommodation plans will be taken into account.

4.12 Redeployment

Where the Board has in place a redeployment process, Human Resource Services will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans during the redeployment process.

5.0 Transportation

5.1 Regulation

The Grand Erie District School Board is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve. We are committed to meeting, in a timely manner, the accessibility needs of students with disabilities in the provision of services related to student transportation.

The provision of accessible student transportation services will include the development of an individual school transportation plan for each student who has a disability that affects his/her transportation to and from school. The plan will be developed in consultation with the student's parents or guardians.

5.2 Definitions

5.2.1 Individual school transportation plan

Is defined as a plan that provides details of the arrangements that meet the transportation needs of an individual student who has a disability.

5.2.2 Operator

Means the driver of the school transportation vehicle.

5.2.3 Transportation Provider

Is defined as an entity or person who has entered into an agreement with the Board for the transportation of students in accordance with the Education Act.

5.2.4 Transportation Services

Means transportation that a Board provides for students in accordance with the Education Act.

5.3 Responsibility

The Superintendent of Education responsible for Special Education and the Manager of Transportation Services will ensure that the provisions of this Administrative Procedure are implemented.

5.4 Individual School Transportation Plans

5.4.1 The Superintendent of Education responsible for Special Education, or ~~his/her~~ their designate, will, in consultation with parents or guardians, annually identify students who require specific transportation services and provide a Student Support Plan; such identification will, wherever possible, be made prior to the commencement of the school year.

5.4.2 Following consultation with parents or guardians, the Superintendent of Education responsible for Special Education, or ~~his/her~~ their designate, will work with the Manager of Transportation Services, or ~~his/her~~ their designate, to implement recommendations within an individual student transportation plan for each student who requires specific transportation services.

5.5 Content of Individual School Transportation Plans

An individual school transportation plan shall, in respect of each student requiring specific transportation services, include the following:

5.5.1 Details of the student's assistance needs with respect to transportation to and from school.

5.5.2 Provisions for the boarding, securement and debarking of the student, as applicable.

5.6 Communication of Responsibilities re Individual School Transportation Plans

The Superintendent of Education responsible for Special Education and, where appropriate, the Manager of Transportation Services, will identify and communicate roles and responsibilities with regard to the implementation of the individual school transportation plan to the following:

a) The Transportation Provider

b) The parents or guardians of the student

c) The operator (driver) of the student transportation vehicle

d) The appropriate members of the school staff (e.g., principal, teacher, educational assistant)

e) The student

6.0 Design of Public Spaces

6.1 Regulation

The Grand Erie District School Board is committed to ensuring that people with disabilities have the same opportunity of access to public spaces and play areas as do all students and members of the public. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of design of new public spaces and play areas.

6.2 Definitions

6.2.1 Accessible Public Spaces:

Include special features that make it easier for everyone, especially people with disabilities, seniors and families to use public spaces.

6.2.2 Public Recreational Spaces:

Can also include recreational elements such as outdoor eating areas & play spaces that people of all abilities can enjoy.

6.2.3 Accessibility by Design:

Benefits everyone; good public spaces are planned and designed from the beginning with accessibility in mind and can provide people with disabilities with more opportunities to work and play independently.

6.3 Responsibility

The Superintendent of Education responsible for Special Education and the Manager of Transportation Services will ensure that the provisions of this Policy are implemented.

6.4 Public Design Standards

6.4.1 All organizations with accessibility plan requirements must make sure that their multi-year accessibility plan outlines how their requirements under the regulation (including the Design of Public Spaces Standard) will be met.

6.4.2 Designated public sector organizations are required, except where not practicable to do so, to "incorporate accessibility design, criteria and features when procuring or acquiring goods, services or facilities", which may be relevant to the accessibility features of public spaces such as outdoor play spaces or outdoor public use eating areas.

6.5 Features of Accessible Public Spaces

6.5.1 Sidewalks that are free of barriers & wide enough to move around

6.5.2 Gentler ramp slopes

6.5.3 Wider accessible parking spaces for people with mobility limitations.

6.5.4 Service counters that a person seated in a mobility device can use.

Grand Erie District School Board
Integrated Accessibility Awareness Manual

Consent Form for Student Support Persons
(to be filed in the student's OSR)

I _____ Parent/guardian or student over age of 18 consent to the sharing of confidential information by the staff members named below in relation to my child/ward/self, in the presence of my child/ward's/own support person named below.

a) Staff Members who may Share Information with the Student Support Person

My support person consents to safeguarding the confidentiality of the information shared.

Name (print please)

Position

School Administrator (Principal)

Classroom Teacher

b) Consent for Student Support Person

Signature _____ Date _____

Printed Name of Parent/Guardian _____

Printed Name of Student (if applicable) _____

c) Support Person - Declaration of Confidentiality Agreement

I undertake to safeguard the confidentiality of information shared between school staff and parent/guardian for whom I am a student support person:

Signature _____ Date _____

Printed Name of Support Person _____

Witness (Principal/Staff Member)

Signature _____ Date _____

Printed Name of Witness _____

Filed in OSR

Retention: CY + 6 year (CY = current year)

Appendix BA—2

Grand Erie District School Board
Integrated Accessibility Awareness Manual

Information on Interacting with People Using Assistive Devices

1. Assistive Devices:

Many users of Board services and facilities who have disabilities will have their own personal assistive devices. Examples of personal assistive devices include:

- wheelchairs
- scooters
- walker
- amplification devices that boost sound for listeners who are hard-of-hearing without reducing background noise
- hearing aids
- oxygen tanks
- electronic notebooks or laptop computers
- personal data managers
- communication boards used to communicate using symbols, words or pictures
- speech-generating devices that “speak” when a symbol, word or picture is pressed

Key Point to Remember: One should not touch or handle an assistive device without permission.

2. Moving Personal Assistive Devices

If you have permission to move a person in a wheelchair remember to:

- wait for and follow the person’s instructions;
- confirm that the person is ready to move;
- describe what you are going to do before you do it;
- avoid uneven ground and objects that create bumpy and unsafe ride; and
- practise consideration and safety – do not leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors.
- Do not move items or equipment, such as canes and walkers, out of the user’s reach.
- Respect personal space. Do not lean over a person with a disability or lean on their assistive device.
- Let the person know about accessible features in the immediate environment (automatic doors, accessible washrooms, etc.).

(Copyright for the above resource is Queen’s Printer. The resource is excerpted from the e-learning course developed by the Accessibility Directorate of Ontario and modified for this use.)

3. How to use Canada Relay Services and TeleTYpewriter (TTY)

a) How to communicate using the Relay Service

1. Phone the Relay Service number (1-800-855-0511).
2. Tell the operator the number you wish to reach.
3. The operator will make the call for you. You speak to the operator as if you were talking directly to the person you are calling. For example, say “Hi, How are you doing?” Do

- not say: "Tell him I said hello."
4. Remember to say "Go Ahead" (GA) when you finish speaking, so the person on the other end will know it is their turn to speak.
 5. If you normally speak very quickly, the operator may ask you to speak more slowly so your message can be typed while you are speaking. There will be brief silences as the operator types to the TTY user and the user replies in text.

b) How to use a TTY (Teletypewriter)

TTY (Teletypewriter) is a device that allows users to send typed messages across phone lines. Many people who are Deaf, deafened, hard of hearing, or who are deafblind may use TTYs to call other individuals.

This device generally has a keyboard and display that lets the user send and receive typed messages over telephone lines. People who are deafblind may use an additional large print or Braille display to read the typed messages.

A stand-alone TTY must communicate with another TTY. TTY users can directly call other TTY numbers or they can call a Relay Service. The Relay Service operator will receive the messages on a TTY and relay the messages, by standard phone, to a person who does not have a TTY. A standard phone user can also place a call through the Relay Service operator to a TTY user.

If your business or organization has a TTY, learn how to operate the device.

To make a TTY call:

1. Push the "ON" switch.
2. Place the telephone receiver on the TTY's rubber receptacles. Make sure that the receiver is firmly in place and that the telephone's receiver cord is on the LEFT side of the TTY.
3. Check the telephone indicator light; if it is lit, you have the line.
4. Dial the number, and watch the telephone light; if it is flashing slowly, this indicates that the device on the other end is ringing.
5. When the person you are calling answers, you will see a phrase appear on the screen such as: "Hello, this is Richard GA." The "GA" stands for Go Ahead --
6. Don't forget to use "GA" whenever you have finished what you are saying, so that the other person will know it is his/her turn.
7. When you wish the call to end and you wish to advise the other person, type GA or SK ("Stop keying"). The person will respond by "SK" if he/she agrees. Be courteous - wait until the other person indicates "SK" before hanging up.

Note:

- The person who receives the call is always the one who starts typing first.
- Always switch the TTY "OFF" as soon as you have finished the call.

(© Queen's Printer for Ontario 2008) Resources Section of the e-course: Serve-Ability: Transforming Ontario's Customer Service, Accessibility Directorate of Ontario, Ministry of Community and Social Services

Grand Erie District School Board
Integrated Accessibility Awareness Manual

Sample Notices of Disruption to Services

Sample 1 – Access to School Building

(On School Letterhead)

Date:

To: Parents, Guardians and Community Users of our School

Maintenance work will make the main door of the school and the access ramp inaccessible from (YYYY/MM/DD) to (YYYY/MM/DD).

A temporary ramp has been set up that gives access to the door at the following end or side area of the school building:

- East
- West
- South
- North

We regret this inconvenience. If you have questions or concerns, please contact (*Name of contact*) by calling (*contact number*).

Thank you,

(School Administrator Signature and Name)

Sample 2 – Accessible Washroom

Date:

To: Visitors to the Education Centre

Our accessible washroom is out of service due to a broken water pipe. Repairs are underway and the washroom is expected to be usable again by tomorrow. In the interim, we have made arrangements for our visitors to use the accessible washroom at **[123 Main Street]**, which is located **[next door to our premises]**. We apologize for this inconvenience.

Thank you,

Name: _____,

Division Manager of Facility Services – Maintenance
Grand Erie District School Board



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **F101 Hospitality and Food Expenses**
DATE: January 11, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward Procedure F101 Hospitality and Food Expenses to all appropriate stakeholders for comments to be received by **February 25, 2021**.

Background

Procedure F101 Hospitality and Food Expenses was approved by the Board in November 2016 and has been identified for review.

Additional Information

Suggested revisions have been made to the Procedure and a draft revised procedure is attached for circulation to stakeholders for comment.

Next Steps

This Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



PROCEDURE

F101

Hospitality and Food Expenses

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

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Only hospitality and food expense claims compliant with this procedure are processed

Principle:

Expenditures for meals and hospitality must be reasonable and transparent with appropriate accountability and reporting mechanisms based on system-wide policies.

This procedure establishes criteria and procedures for the reimbursement of expenses incurred by senior staff members while proffering hospitality on behalf of the Board. Hospitality expenses should be necessary and reasonable. Where specified, prior approval of a supervisor or the Board is required before the expense is incurred if it is to be eligible for reimbursement.

Food should only be provided for Board staff, at a cost to the Board, when it is appropriate and reasonable. The Grand Erie District School Board assumes no obligation to reimburse expenses that are not in compliance with this procedure.

Administrative Procedures:

1. The Board will reimburse superintendents and the Director for hospitality expenditures submitted on the Travel Expense Claim Form subject to the following parameters:
2. **Definition**
 - 2.1. Hospitality is the provision of food, non-alcoholic beverages, accommodation, transportation, or other amenities at Board expense.
 - 2.2. All hospitality at Board expense may only be extended by a Superintendent or the Director.
 - 2.3. Unless otherwise approved, hospitality should only be provided to individuals not employed by the Board, except in the instances covered by 2.5 (i) below.
 - 2.4. Hospitality should be extended in an economical, consistent and appropriate way when it will facilitate Board business or is considered desirable as a matter of courtesy.
 - 2.5. Hospitality may be extended on behalf of the Board when;
 - i. Recognizing employees or other individuals for outstanding achievement (i.e., retirement, service, meritorious awards etc.);
 - ii. Engaging representatives of other boards, the broader public sector, industry, public interest groups or unions in discussions on official matters;
 - iii. Providing individuals from provincial, national or international organizations with an appreciation of the workings of the Board; and

- iv. Sponsoring or attending formal conferences related to the goals of the Board;
- v. Exceptions to the above must have prior approval of the Director.

3. **Avoiding Conflicts of Interest**

- 3.1. When hospitality is extended by vendors to the Board and/or representatives of the Board, prior approval must be obtained from the Superintendent of Business or designate to ensure that the hospitality extended does not give preferential treatment to any vendor.
- 3.2. Individuals shall seek approval from the Superintendent of Business or designate prior to accepting hospitality from vendors to the Board (current or prospective) to avoid either real or perceived conflicts of interest.

4. **Alcohol**

Alcoholic beverages will not be reimbursed at any time.

5. **Reporting**

- 5.1. All claims for hospitality expenses should be made on the Travel Expense Claim Form which is available electronically or at the Board Office.
- 5.2. When submitting an expense claim for hospitality the following information must be provided:
 - i. the circumstances or occasion, including any prior approval;
 - ii. the form of hospitality (breakfast, lunch, dinner, reception etc.);
 - iii. the costs supported by detailed receipts;
 - iv. name and location of the event;
 - v. number of attendees;
 - vi. names of individuals entertained, their titles and firm or organization represented;
 - vii. records of any required prior approvals; and
 - viii. the specific budget code to which the expense is to be charged
- 5.3. The claimant must sign the form and attach all original receipts showing the detail of the expense. Photocopies of receipts or credit/debit card slips are not acceptable as they do not show sufficient detail to authorize payment nor do they meet audit requirements.
- 5.4. All hospitality expense claims will be submitted for payment by the most ~~senior~~ senior employee at the event; and reviewed and signed by the claimant's supervisor prior to submission to Business Services for reimbursement.

6. **Food**

- 6.1. Food should only be provided at Board functions and/or meetings where board personnel are required to attend over the lunch or dinner hour and it is not feasible to break for a reasonable period of time to have staff leave the event for a meal break.
- 6.2. Examples of functions and/or meetings where meals would be provided are:
 - i. Staff interviews where the team continues to meet through the lunch or dinner hour.
 - ii. Board/Department meetings that require participants to meet and work through the lunch or dinner hour.

- iii. Board Professional Development activities that commence at the end of the regular school day and continue for a period of two hours or more without the opportunity for participants to break for a reasonable period of time to leave the event for a meal break.
 - iv. Board Professional Development activities that extend over the lunch hour without the opportunity for participants to break for a reasonable period of time to leave the event for a meal break
 - v. Board of Trustee or Board Committee meetings that extend over the dinner hour and do not provide a reasonable time period for participants to have an opportunity for a meal break.
- 6.3. Examples of functions and/or meetings where food would not be provided are;
- i. Morning meetings ending at lunch hour. No breakfast will be provided. Coffee, water and juice service ONLY is appropriate for such meetings.
 - ii. All meeting held during regular business hours not included in 6.1 above
- 6.4. When planning meetings and Professional Development activities, staff should attempt to set a schedule that does not span the lunch or dinner hour or provides time for participants to break for a reasonable period of time to have staff leave the event for a meal break.
- 6.5. Board budgets and/or school funds must not be used to provide food for Christmas parties, individual retirement parties or year-end activities. The annual Board retirement dinner for all retirees is not prohibited by this section.
- 6.6. This section is not intended to prohibit the proffering of Hospitality as set out in section 2.5 above.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
Denise Martins, Superintendent of Education
RE: **P102 Procedures for Experiential Learning Programs**
DATE: January 11, 2021

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward Procedure P102 Procedures for Experiential Learning Programs to all appropriate stakeholders for comments to be received by **February 25, 2021**.

Background

Procedure P102 Procedures for Experiential Learning Programs was approved by the Board in November 2016 and has been identified for review.

Additional Information

Suggested revisions have been made to the Procedure and a draft revised policy/procedure is attached for circulation to stakeholders for comment.

Next Steps

This Procedure will be circulated for stakeholder input in keeping with Board Bylaw BL9.

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer
Denise Martins
Superintendent of Education



Procedures for Experiential Learning Programs
--

Board Received: November 28, 2016 **Review Date:** January 2021

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

Procedures1. Program Administration

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

a) Access:

Every effort shall be made to ensure that no student is denied access to an experiential learning program ~~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~~ experiential learning staff 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 ~~s~~Student's ~~Cooperative Education~~ Learning ~~Plan~~ outlines the course of study for the placement component and ~~the~~ the basis for assessment and evaluation. ~~and for the granting of one or more credits in the specific subject. Cooperative Education and Work Experience~~ Experiential Learning students must have ~~Student's Cooperative Education Learning Plans~~ learning plans that identify the overall and specific curriculum expectations ~~of the related course that~~ that describes the knowledge and skills the student will apply and further develop at the placement, ~~I as well as~~ the employer's expectations and the placement specific expectations of the classroom component of the course ~~that apply to the placement~~ must also be included on the learning plan.

The ~~Cooperative Education~~ Experiential Learning 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~~ student's 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

January 2021



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 [credit bearing and non-credit bearing forms of experiential learning](#) ~~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 experiential learning program ~~co-operative education (co-op) program~~ shall ensure consistency in dealing with employers and the community. Each school shall have a co-operative education (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 an experiential learning ~~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~~ experiential learning ~~co-op employers/staff~~ 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~~ **Experiential Learning** 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 ~~s~~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~~ **experiential learning** 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~~ **experiential learning** 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 ~~o~~ 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 ~~s~~School ~~a~~Administrator be informed by the teacher immediately of any concerns related to health and/or safety hazards;
- b) the understanding that upon notification, the ~~s~~School ~~a~~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~~experiential learning 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 ~~s~~Student's ~~Co-operative Education L~~earning ~~P~~lan prior to starting their work placement.

Procedures for Reporting Student Injuries:

Student

~~The student~~Students must report ~~any~~~~the~~ injury to ~~his/her~~their workplace ~~employer~~supervisor and ~~co-op~~experiential learning 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~~student's teacher immediately.

Experiential Learning ~~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~~ student's 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 ([WEA](#)) 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 ([18](#)) 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 ([16](#)) 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 ([14](#)) years of age.

Coverage is not provided for students under fourteen ([14](#)) 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 [Policy](#) 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

- c) 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 [\(SIN\)](#)

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 [Ontario School Boards Insurance Exchange \(OSBIE\)](#) 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 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.

The student's ~~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 an experiential learning ~~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~~experiential learning program.

Theft or vandalism ~~are is~~ 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 ~~an experiential learning a Co-operative Education~~ student to work after hours. As this activity is not part of the ~~Experiential Learning 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 ~~c~~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~~ Experiential Learning 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~~ experiential learning – or other job assignments placement 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~~ at experiential learning placements. This includes forklifts, ATVs, golf carts, snowmobiles, ride-on lawn equipment, etc. as well as vehicles licensed for the road.
 - Grand Erie DSB Risk Management Advisories (RMAs) 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~~ Experiential Learning 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~~ [Experiential Learning](#) 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 p~~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 learning plan must be developed within the first three weeks of the placement. There must be a separate learning plan for each related course which must include the learning expectations for that course and for OYAP students it must also include the relevant trade standards. 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~~ [Ministry](#) database. OYAP students must be full time students. 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(s) 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~~ Experiential Learning 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~~Experiential Learning 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](#)

To be completed when the experiential learning placement is located on school board property, requires student to participate and assist in the supervision of students during high risk activities and supervised by Grand Erie staff members.

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

To be completed when students whose experiential learning placement requires them to operate a non-owned (company) vehicle.

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

To be completed in order for an authorized workplace supervisor driver to transport a student who are required to travel as part of conducting business during their experiential learning placement.

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

Board discourages student operation of employer vehicles, but when required as a consideration of employment, this must be completed.

[NEW - Appendix O – Work Education Placement During COVID-19 Pandemic](#)

All Grand Erie District School Board experiential learning students must complete COVID-19 Infectious Awareness Training provided by their teacher before attending their placement for credit.

[NEW - Appendix P – Community Engagement Placement Roles and Responsibilities](#)

Outlines the responsibilities and liabilities and must be signed by all parties before placement starts.

[NEW - Appendix Q – Community Engagement Placement Learning Plan](#)

The Community Engagement Placement Learning Plan is designed to identify the opportunities that the placement will provide, and the learning strategies that will be employed, to enable the student to refine, extend, apply and practice the individual goals documented in their Individual Education Plan (I.E.P.)



Co-operative Education and Work Experience Roles and Responsibilities

STUDENT	EMPLOYER/SUPERVISOR	CO-OPERATIVE EDUCATION TEACHER
PROGRAM IMPLEMENTATION		
<ul style="list-style-type: none"> • Work in courteous, responsible, and business-like manner and show appropriate initiative • Observe and comply with the rules and regulations of the placement and the school, including confidentiality requirements • Comply with school attendance policies in both the placement and classroom sessions • Submit assignments as required • Inform the placement supervisor and co-operative education teacher in advance if they are unable to report to their placements • Complete their course requirements to obtain credits towards the Ontario Secondary School Diploma • Work with teachers and supervisors to ensure that problems are dealt with immediately • Ensure you have a Social Insurance Number before starting the placement or have applied for one • Provide your own transportation to and from the work site unless other arrangements are made by the co-op teacher 	<ul style="list-style-type: none"> • Provide a safe working and learning environment • Designate one employee to be responsible for the supervision and evaluation each student • Provide challenging learning experiences that will encourage personal growth and develop career goals • Help students function as an integral part of a team • Direct and guide students' learning through on-site supervision • Acquaint students with company personnel, policies and procedures • Report student absences to the co-operative education teacher immediately • Contact the co-operative education teacher when concerns arise • Work with students and teachers to ensure that any problems are dealt with immediately • Review and sign the daily logs at the end of each week • Complete program effectiveness survey <i>upon request</i> • Share their expertise with students • Help students function as an integral part of a team 	<ul style="list-style-type: none"> • Promote the co-operative education, work experience, and school-work transition programs to students, parents, staff, school councils, and potential employers • Interview and select students for community-based learning programs • Identify and secure placements in which students will be able to achieve the course expectations, experience growth, and develop career goals • Assess placements for suitability • Inform employers of their role and responsibilities prior to the start of the student placement • Organize and conduct pre- placement orientation sessions to prepare students • Consult regularly with students, employers, supervisors, employees, and other teachers • Assess whether placement supervision is appropriate • Organize and conduct regular integration activities as per Ministry curriculum expectations and board policies • Manage the day-to-day administrative tasks associated with co-operative education and work experience programs (including reporting to the school administration or to the Ministry of Education) • Help students arrange appropriate transportation to their placements • Liaise with guidance counsellors, school administrators, teacher- advisers, special education staff, and parents • Work with students and supervisors to ensure that any problems are dealt with immediately

STUDENT	EMPLOYER/SUPERVISOR	CO-OPERATIVE EDUCATION TEACHER
HEALTH AND SAFETY		
<ul style="list-style-type: none"> Comply with all company rules pertaining to appropriate work attire, safety codes, work schedule, and health and safety policies Notify the co-op teacher promptly of safety concerns or problems that cannot be resolved by the placement supervisor Ensure you have Health Card coverage before starting work 	<ul style="list-style-type: none"> Provide a safe working and learning environment Provide orientation and workplace health and safety training Sign the Work Education Agreement to identify who provides WSIB student coverage Are familiar with and follow accident reporting procedures Provide placement specific safety training Provide adequate and appropriate insurance for vehicles driven by or occupied by students while the student is involved in placement activities as per board policy 	<ul style="list-style-type: none"> Follow the school board's placement procedures for all community-based learning programs Assess placements for suitability Assess whether placement supervision is appropriate Provide health and safety instruction and information on insurance coverage Follow Workplace Safety and Insurance Board and school board procedures for accident reports
STUDENT ASSESSMENT AND EVALUATION		
<ul style="list-style-type: none"> Participate in the development and implementation of s Co-operative Education Learning Plan Participate with your supervisor and teacher in performance review Keep a Daily Activity Report as well as a record of your experience as required by the co-op teacher 	<ul style="list-style-type: none"> Provide students with written or oral feedback after an employment interview as part of the learning experience Help develop the Student's Co-operative Education Learning Plans by identifying workplace applications Assist the co-operative education teacher in developing realistic and challenging Co-operative Education Learning Plan for their students Become familiar with students' strengths and the areas in which improvement is needed Jointly assess student progress with teachers, and provide written performance appraisals 	<ul style="list-style-type: none"> Develop a Co-operative Education Learning Plan for each student in collaboration with the student and the supervisor Make regular on-site learning assessments of students at their placements as per curriculum expectations Assess and evaluate student performance Update and adjust students' placement learning plans as required to include added responsibilities and expectations Keep dated, anecdotal records on student placement learning assessment including approved changes in job responsibilities
ACCIDENT REPORTING PROCEDURES		
<ul style="list-style-type: none"> Report immediately to the Supervisor and Co-operative Education teacher any personal injuries that happen during placement 	<ul style="list-style-type: none"> If student is unable, report accident immediately to the student's Co-operative Education teacher 	<ul style="list-style-type: none"> Complete forms and send by email to the executive assistant to the Superintendent of Business within 24 hours' notice of the accident as per HR 121.

The above responsibilities and liabilities have been explained to me and I accept these conditions. I hereby agree to participate in the Co-operative Education/Work Experience program of the Grand Erie District School Board.

_____	_____	_____
Date	Student Name	Student Signature
_____	_____	_____
Date	Parent Name	Parent Signature (for students under 18 years of age)
_____	_____	_____
Date	Supervisors Name	Signature of Supervisor

MUST BE SIGNED BY ALL PARTIES BEFORE PLACEMENT STARTS

File Location & Retention:

Co-op Office: E+1 (E = completion of placement) then transferred to OSR E+6 (E = retirement of student)
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APPENDIX C



Work Education Agreement

Instructions

The information on this form will be used to maintain the employment record of the training participant and is collected under the authority of the *Workplace Safety and Insurance Act*, 1997, c.16, s.21, 22; and the *Education Act*, R.S.O. 1990, c. E.2, s.8 and s.8.1. Because the Ministry of Education covers the cost of Workplace Safety and Insurance Board coverage for students 14 years of age or older, the Ministry and School Boards may use this information to verify the legitimacy of claims. Inquiries regarding this form should be directed to an Education Officer at the Ministry of Education, telephone 416-325-2547.

Definitions

Work Education Programs – are work experience, supervised alternative learning for excused pupils, and co-operative education programs.

Placement – is an individual, a commercial enterprise or an agency that is external to the school board

General Conditions

1. The Board has approved a Work Education Program for pupils in its schools pursuant to Section 8 of the *Education Act* 1990.
2. The Placement and the Student have agreed to participate in the said Work Education Program on the terms and conditions herein set forth.
3. **Termination**
Notwithstanding anything herein contained to the contrary, any party hereto may, with or without cause, summarily terminate this agreement with notice in writing to the other parties.
4. **Supervision**
During the hours of training herein set forth, the Student shall be under the supervision of the Placement Supervisor; however, the Board or its representatives shall be allowed access to the Placement and the Student at times that are mutually agreed upon with the Placement Supervisor.
5. **Full-time Employee Tenure**
The Placement agrees that the training of the Student hereunder shall in no way affect the job security of any full-time employee.
6. Where Workplace Safety & Insurance Board coverage is not provided for the Student by the Placement, then pursuant to the *Education Act*, the Student, for the purposes of coverage under the *Workplace Safety and Insurance Act*, shall be deemed to be an "employee" of the Ministry of Education upon the execution of this agreement and the commencement of duties by the Student. Workplace Safety & Insurance Board coverage will be provided by the Ministry of Education under Schedule 1 of the *Workplace Safety and Insurance Act*.
7. Where the Student is on the payroll of the Placement, the Placement is the Employer and is responsible for providing Workplace Safety & Insurance Board coverage and reporting claims.
 - If the Placement is currently reporting to the W.S.&I.B. the earnings must be included in their regular W.S.&I.B. returns.
 - If the Placement is **not** reporting to the W.S.&I.B., the Placement must contact the nearest W.S.&I.B. office to determine if coverage is mandatory when hiring workers.
8. Where the Student is employed by the Placement outside the scope of this Agreement, the Employer and Worker are subject to the *Employment Standards Act*, the Regulations and Orders thereunder.

File Location & Retention:

Co-op Office: E+1 (E = completion of placement) then transferred to OSR E+6 (E = retirement of student)

65-1976E (2016/07)

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APPENDIX C

Frequently Asked Questions**How to Obtain Workplace Safety & Insurance Board Coverage?**

An agreement must be completed by the parties concerned before the student starts at the placement.

Who is Covered?

All students who are registered as participants in a work education program administered by a school board are covered by Workplace Safety and Insurance Board. The Ministry of Education provides this coverage unless it has been arranged by the placement.

When are Students Covered?

Students are covered during the time they spend at the placement under the supervision of the placement. Students are not covered for classroom or shop work in the school, when working as teachers' aides, or when travelling to and from the placement.

Students are covered when their placement is located on school board property, but in an area that is not directly supervised by a qualified teacher, e.g. building maintenance staff, audio-visual centre, purchasing department.

Types of Benefits Payable

For the purpose of Workplace Safety & Insurance Board coverage, students are deemed to be employees of the Ministry of Education although they do not receive wages. For purposes of calculating Workplace Safety & Insurance Board benefits, the "deemed" rate of pay is the general hourly rate established by minimum wage legislation.

The *Workplace Safety and Insurance Act* provides compensation, medical aid, and non economic loss for employees injured in on-the-job accidents. Compensation is provided for actual loss of earnings, e.g. student's part-time job.

When are Workplace Safety & Insurance Board Reports Required?

All injuries to students in the Work Education program, however minor, should be reported by the student to the school board representative with full details of when, where and how the injury occurred. Accidents requiring only first aid treatment do not have to be reported to the Workplace Safety & Insurance Board, but a record of the details must be kept by the school board. If treatment is given by a medical doctor, or if an accident results in lost time from the program, a report must be sent to W.S.&I.B.

Reporting Procedures

In case of an accident, the "Employer's Report of an Accidental Injury or Industrial Disease" (Form 7) must be completed **by the school board representative** within 3 days of the accident. The original report must be received by the Workers' Compensation Board with a copy of the Work Education Agreement, within 7 working days of the accident.

Please refer to **Policy/Program Memorandum 76A** for more complete details.

APPENDIX C

District School Board	Date Completed (yyyy/mm/dd)
-----------------------	-----------------------------

1. Parties to the Agreement

Student Trainee

Last Name	First Name	Middle Initial	Age
Current Address			
Unit Number	Street Number	Street Name	PO Box
City/Town		Province	Postal Code
Home Telephone Number	Related Course		

Placement

Name of Placement

Employment Sector	Name of Placement Supervisor			
Placement Address				
Unit Number	Street Number	Street Name	PO Box	
City/Town		Province	Postal Code	Telephone Number

School

Name of School

Name of Teacher

School Address				
Unit Number	Street Number	Street Name	PO Box	
City/Town		Province	Postal Code	Telephone Number

2. Specific Time at Placement

Period of Agreement

The student shall, from _____ to _____ faithfully, honestly and diligently perform the duties of a trainee at the placement as _____ (job title) and devote his/her whole time and attention to such placement during the hours hereunder prescribed.

Date (yyyy/mm/dd) Date (yyyy/mm/dd)

Placement Hours

The normal hours at the placement shall be from _____ to _____

Schedule

Identify the days when the student will be at the placement (or attach student's schedule).

_____ (days of placement)

APPENDIX C

3. Workplace Safety & Insurance Board Coverage

Workplace Safety & Insurance Board Coverage will be provided at the training station by:

The Placement

- For the entire period
- For the period between

Date (yyyy/mm/dd) and Date (yyyy/mm/dd) (inclusive)

The Ministry of Education

- For the entire period
- For the period between

Date (yyyy/mm/dd) and Date (yyyy/mm/dd) (inclusive)

Number of placement hours for which Workplace Safety & Insurance Board Coverage has been provided:

By the Placement year hours | year hours | By the Ministry of Education year hours | year hours

4. Signatures of Parties to the Agreement

Student Name	Student Signature	Date (yyyy/mm/dd)
Parent/Guardian Name	Parent/Guardian Signature	Date (yyyy/mm/dd)
Placement Name	Placement Signature	Date (yyyy/mm/dd)
Teacher Name	Teacher Signature	Date (yyyy/mm/dd)



Placement Assessment Checklist

Student Name:		Job Title:	
Teacher:	School:	Date:	
Placement Name and Address:			# of Employees:
Placement Supervisor:		Type of Placement (manufacturing, health sciences, transportation etc.)	

Placement Representative Responses

PART ONE: ORIENTATION	YES	NO
1. Does the company have Employment Policies & Procedures?	<input type="checkbox"/>	<input type="checkbox"/>
2. Does the company have a Harassment Policy?	<input type="checkbox"/>	<input type="checkbox"/>
3. Will the student be provided with an orientation of the facility, personnel, and procedures? e.g., fire alarm procedures	<input type="checkbox"/>	<input type="checkbox"/>
4. Is the supervisor familiar with accident reporting procedures for the student?	<input type="checkbox"/>	<input type="checkbox"/>
5. Will the student be working at additional placement sites? If yes, will transportation be provided?	<input type="checkbox"/>	<input type="checkbox"/>
6. Does the company have any restrictions (e.g., clothing, piercing, immunization, security checks) unique to this placement? Details:	<input type="checkbox"/>	<input type="checkbox"/>
7. Is a qualified/accredited employee willing and available to act as a supervisor and to follow the student's progress	<input type="checkbox"/>	<input type="checkbox"/>
8. Will this placement provide the student with a variety of learning experiences?	<input type="checkbox"/>	<input type="checkbox"/>
9. Will the student be required to operate mobile equipment or motorized vehicles? If yes, identify mobile equipment or motorized vehicle(s) to be used: Will the student be trained before use?	<input type="checkbox"/>	<input type="checkbox"/>
Have appropriate Board provided vehicle forms been completed?	<input type="checkbox"/>	<input type="checkbox"/>

NOTE: School Boards do NOT provide any insurance coverage for students driving motorized vehicles while at their placements. Employers assume 100% of the liability for students who drive while at their placement.

PART TWO: FACILITIES	YES	NO
1. Is the business able to accommodate students with special needs? (e.g., wheelchairs, tools)	<input type="checkbox"/>	<input type="checkbox"/>
2. Are there handicapped accessible washroom facilities?	<input type="checkbox"/>	<input type="checkbox"/>
PART THREE: HEALTH AND SAFETY	YES	NO
1. Is there a health and safety policy at the workplace including employer specific COVID protocol requirements? If yes, is the policy posted?	<input type="checkbox"/>	<input type="checkbox"/>
2. If needed, is there an Eye Wash and Shower station?	<input type="checkbox"/>	<input type="checkbox"/>
3. Is there a Joint Health and Safety Committee? (20 or more employees)	<input type="checkbox"/>	<input type="checkbox"/>
4. Is there a Workplace Health and Safety Rep.? (6 – 10 employees)	<input type="checkbox"/>	<input type="checkbox"/>
5. Are copies of the Ontario Workplace Health and Safety Act and employer COVID protocol readily available?	<input type="checkbox"/>	<input type="checkbox"/>
6. Are health and safety posters displayed?	<input type="checkbox"/>	<input type="checkbox"/>
7. Will the student participate in relevant health and safety orientation and training including COVID requirements? If no, provide explanation:	<input type="checkbox"/>	<input type="checkbox"/>
PART FOUR: CHEMICAL RISKS	YES	NO
1. Will the student be required to work with hazardous material? If yes, continue: List substances that may be used:	<input type="checkbox"/>	<input type="checkbox"/>
2. Do all hazardous material containers carry WHMIS labels?	<input type="checkbox"/>	<input type="checkbox"/>
3. Are the Safety Data Sheets readily available (SDS)?	<input type="checkbox"/>	<input type="checkbox"/>
4. Are the WHMIS posters displayed in the workplace?	<input type="checkbox"/>	<input type="checkbox"/>
5. Will student receive necessary training and/or certification where appropriate?	<input type="checkbox"/>	<input type="checkbox"/>

File Location & Retention:

PART FIVE: PHYSICAL RISKS		YES	NO
1. Will the student be required to work with hand tools?			
2. Will the student be required to work with mechanically controlled devices/tools?			
If yes to 1 or 2, is the equipment fitted with protective devices, safety devices and mechanisms?			
3. Will the student be trained on the proper use of the safety devices?			
4. Will the student be required to wear personal protective equipment (PPE)?			
5. Will the student be required to work in an enclosed space?			
If yes, will the student be trained on confined spaces, use of ladders, ramps, harnesses etc. Specify:			
PART SIX: ERGONOMIC HAZARDS		YES	NO
1. Will the student be required to lift heavy loads or perform repetitive motion tasks?			
If yes, continue:			
2. Are there rules in place for lifting? (e.g., weight limits, # of consecutive lifts, passage ways clearing)			
3. Is lift equipment used in the workplace?			
4. Will the student be trained on proper safety procedures for using such equipment?			
5. Will the student be trained on practices to prevent strain injury?			
PART SEVEN: BIOLOGICAL HAZARDS		YES	NO
1. Within the assigned duties, will the student be exposed to biological hazards? (e.g., animals, plants, insects, liquids, organic materials, infectious diseases, raw foods, body fluids, other) If yes, specify:			
2. Will the student be required to wear personal protective equipment (PPE)?			
3. Is a sink and hot water readily available?			
4. Will the student receive training on the proper handling of biological hazardous materials?			
5. Will the student be required to be vaccinated?			
If yes, list vaccinations:			
PART EIGHT: PLACEMENT ACCOMMODATIONS: List any special accommodations			
PART NINE: EMPLOYER SPECIFIC TRAINING TO BE PROVIDED		Scheduled date	
PART TEN: ADDITIONAL STUDENT OR PLACEMENT SPECIFIC NOTES (e.g., protective gear required if employer is not providing, police check)			

Placement Representative Name: _____ Date: _____

Information verified and recorded by:

School Board Representative Name: _____ Date: _____

Copies: 1. Teacher/Student file Additional copies available upon request

File Location & Retention:

Co-op Office: E+1 (E = completion of placement) then transferred to OSR E+6 (E = retirement of student)
 January 11, 2021 Committee of the Whole Board Meeting Package Page 153 of 177



Student Co-operative Education Learning Plan

Student Information

Student Name: _____ Date: _____

Student Email: _____ Student Phone: _____

IEP:
 Course name(s): Course Code(s) Credit Value Grade Level Type Policy Document

Community Partner/Organization

Name _____ Supervisor: _____

Address _____

Placement Information

Job title _____ OYAP _____

The learning plan is designed to identify the opportunities that the placement will provide, and the learning strategies that will be employed, to enable the student to refine, extend, apply and practise the identified co-op and related course expectations.

SECTION 2: ASSESSMENT AND EVALUATION

The cooperative education student will experience ongoing assessment and evaluation. The results of the assessment and evaluation will reflect their achievement of the co-op and related course expectations as outlined in subsequent sections of this learning plan. A variety of strategies will be employed to gather evidence of their achievement. These strategies will include careful, critical observation, anecdotal records, journals, student/teacher/employer conferencing, assignments, an independent learning project (performance task) and a minimum of two performance appraisals. A variety of assessment/evaluation tools will be used to score the student's work including rubrics (achievement chart), checklists, and marking schemes. Evidence of student achievement will include input from several sources including the teacher, student and employer. A student's proficiency level will be based on the criteria described in the various categories/competencies of the related course achievement chart including Knowledge/Understanding (K/U), Application (A), communication (C), and Thinking/Inquiry (T/I).

SECTION 3: LEARNING STRATEGIES

These may include (but are not limited to):

- Brainstorming: group generation of initial ideas expressed without criticism or analysis
- Case Study: investigation of real and simulated issues
- Collaborative/cooperative learning: small group learning opportunities where there is a sharing of ideas and resources
- Computer assisted learning: learning for new materials or review/reinforce material previously learned
- Conferencing/discussion: student-student discussion, teacher to student discussion, student - supervisor conferencing to encourage confidence and motivation to success in all learners
- Role modelling/playing: student will observe and respond to new tasks that have been demonstrated
- Independent study: exploration/research of a topic linked to the expectations of their related course
- One-to-one mentoring: students have an opportunity to learn directly
- Journal writing: the practice of expressing ideas, experiences, and personal understandings

File Location & Retention:

Co-op Office: E+1 (E = completion of placement) then transferred to OSR E+6 (E = retirement of student)

- Reports/presentations: oral, visual, and written presentation of researched topic
- Research: model of investigation
- Socratic lesson: oral presentation of information by the teacher/employer/supervisor or training personnel
- Teacher-directed class discussion: students actively participate in discussing current issues

Accommodations

Example:

- Provide additional time for the completion of written work
- Provide positive reinforcement for appropriate behaviour
- Incorporate opportunities for use of higher level thinking

Student: Job Title: School: Teacher:

SECTION 4: EMPLOYER EXPECTATIONS

These expectations have been identified by the employer and are different from the Learning Skills and related course expectations.

Employer Expectations: (Examples)

- Work in a courteous, responsible and business-like manner and show appropriate initiative
- Observe and comply with the rules and regulations of the placement, including confidentiality requirements
- Comply with school attendance policies in the placement
- Inform the placement supervisor in advance if unable to report to the placement
- Work with teachers and supervisors to ensure that problems are dealt with immediately
- here is an employer expectation for ABC
- another one
- and another

SECTION 5: EXPECTATIONS AND PLACEMENT OPPORTUNITIES

This Student Cooperative Education Learning Plan (SCELP) contains the curriculum expectations of the Cooperative Education course and *Related Course Code* that describe the knowledge and skills the student will extend and refine through application and practice at the workplace. The SCELP also identifies the opportunities that the placement will provide to enable the student to apply and refine the required knowledge and skills as outlined in the co-op and related course expectations and to develop an understanding of current industry practices and standards. Students will be assessed and evaluated throughout the semester on their achievement of these expectations. The student will:

Co-op course Expectations	Opportunities at the Placement
<ul style="list-style-type: none"> • demonstrate an understanding of workplace health and safety rules, including placement specific workplace health and safety considerations and the procedure for reporting accidents 	<ul style="list-style-type: none"> • complete a workplace Health and Safety questionnaire/ assignment • complete a placement safety assignment
<ul style="list-style-type: none"> • reflect on and analyze their placement experiences and relate the placement experience both to curriculum expectations of the related course and to the expectations related to cooperative education 	<ul style="list-style-type: none"> • complete a placement communication assignment communicate using the terminology of the placement

Employer:

Placement Supervisor:

The student will:

<p style="text-align: center;">Related Course Expectations <i>(Overall and specific Expectations)</i></p>	<p style="text-align: center;">Opportunities at the Placement <i>(description of tasks to be performed at the workplace)</i></p>

The student will:

<p style="text-align: center;">Related Course Expectations <i>(Overall and specific Expectations)</i></p>	<p style="text-align: center;">Opportunities at the Placement <i>(description of tasks to be performed at the workplace)</i></p>

PLACEMENT COMPONENT PERFORMANCE APPRAISAL	
LEVEL 1 (50-59)	<ul style="list-style-type: none"> • uses procedures, equipment and technology safely and correctly only with supervision • applies ideas and skills in familiar contexts with limited effectiveness • makes connections with limited effectiveness • transfers concepts, skills to procedures to new context with limited effectiveness
LEVEL 2 (60-69)	<ul style="list-style-type: none"> • uses procedures, equipment and technology safely and correctly with some supervision • applies ideas and skills in familiar contexts with moderate effectiveness • makes connections with moderate effectiveness • transfers concepts, skills to procedures to new context with moderate effectiveness
LEVEL 3 (70-79)	<ul style="list-style-type: none"> • uses procedures, equipment and technology safely and correctly • applies ideas and skills in familiar contexts with considerable effectiveness • makes connections with considerable effectiveness • transfers concepts, skills to procedures to new context with considerable effectiveness
LEVEL 4 (80-100)	<ul style="list-style-type: none"> • demonstrates and promotes the safe and correct use of procedures, equipment and technology • applies ideas and skills in familiar contexts with a high degree of effectiveness • makes connections with a high degree of effectiveness • transfers concepts, skills to procedures to new context with a high degree of effectiveness



Grand Erie District School Board

Education Centre: 349 Erie Avenue, Brantford, Ontario N3T 5V3
 (519) 756-6301 | granderie.ca | info@granderie.ca | Fax: (519) 756-9181

APPENDIX-F

Restitution-Form-Letter

Date

¶

WITHOUT-PREJUDICE

¶

Parent/Guardian Name

Student Name

Street Address

City, ON Postal Code

¶

Dear Parent or student name

¶

We are in receipt of a report indicating student name, while involved in a cooperative education placement at placement, was involved in incident description (incident description) resulting in (damage to property).

¶

The cost to repair this damage is total cost of insurance claim. The Grand Erie District School Board liability insurance policy protects students who participate in these ventures, subject to certain specified deductible amounts.

¶

In this instance, insurance coverage amounted to amount paid by OSBIE, leaving an outstanding deductible amount of fill in amount. Please send a cheque in this amount made payable to the "Grand Erie District School Board" to the attention of:

¶

Grand Erie District School Board
 c/o Superintendent of Business and Treasurer
 349 Erie Avenue
 Brantford, ON N3T 5V3

¶

If you have any questions regarding this incident, please do not hesitate to contact the writer at 519-756-6306-x-281134.

¶

Sincerely,

¶

¶

Executive Assistant to the Superintendent of Business and Treasurer

¶

cc: → School Principal and Experiential Monitor Co-op Monitor

¶

SUCCESS for Every Student

¶

wsib cspa **ONTARIO** **print** **reset** **7** **APPENDIX G** **Employer's Report of Injury/Disease (Form 7)**

Please PRINT in black ink

Mail To: 200 Front Street West Toronto ON M5V 3J1 OR Fax To: 416-344-4884 OR 1-888-313-7373

A. Worker Information

Title/Occupation (at the time of accident/illness - do not use abbreviations) Length of time in this position while working for you Social Insurance Number

Start -> Please check if this worker is a: executive elected official owner spouse or relative of the employer

Last Name First Name

Address (number, street, apt., suite, unit) City/Town Province Postal Code

Is the worker covered by a Union/Collective Agreement? yes no

Worker's preferred language: English French

Other: Date of Birth dd mm yy Telephone

Sex: M F Date of Hire dd mm yy

B. Employer Information

Trade and Legal Name (if different provide both) **MINISTRY OF EDUCATION (c/o Grand Erie DSB)** Check (one): Firm OR Account Provide Number **250379-FJ**

Rate Group Number **2** Classification Unit Code

Mailing Address **349 Erie Avenue** City/Town **Brantford** Province **ON** Postal Code **N3T 5V3** Telephone **519-756-6301**

Description of Business Activity Does your firm have 20 or more workers? yes no FAX Number **519-759-0895**

Branch Address where worker is based (if different from mailing address - no abbreviations) City/Town Province Postal Code Alternate Telephone

C. Accident/ Illness Dates and Details

1. Date and hour of accident/Awareness of illness dd mm yy AM PM

2. Who was the accident/illness reported to? (Name & Position) Telephone Ext.

3. Was the accident/illness: Sudden Specific Event/Occurrence Gradually Occurring Over Time Occupational Disease Fatality

4. Type of accident/illness: (Please check all that apply) Stack/Caught Fall Overexertion Repetition Fire/Explosion Slip/Trip Motor Vehicle Incident Other

5. Area of Injury (Body Part): (Please check all that apply)

Head Teeth Upperback Right Left Wrist Right Left Hip Right Left Ankle Right Left

Face Neck Lowerback Shoulder Arm Elbow Forearm Hand Finger(s) Thigh Knee Lower Leg Foot Toe(s)

6. Describe what happened to cause the accident/illness and what the worker was doing at the time (lifting a 50 lb. box, slipped on wet floor, repetitive movements, etc.). Include what the injury is and any details of equipment, materials, environmental conditions (work area, temperatures, noise, chemical, gas, fumes, other person) that may have contributed. For a condition that occurred gradually over time, please attach a description of the physical activity required to do the work.

wsib cspa **ONTARIO** **print** **7** **APPENDIX G** **Employer's Report of Injury/Disease (Form 7)**

Please PRINT in black ink

Claim Number

Worker Name Social Insurance Number

Accident/ Illness Dates and Details (Continued)

1. Did the accident/illness happen on the employer's premises (owned, leased or maintained)? Specify where (shop floor, warehouse, client/customer site, parking lot, etc.). Start -> yes no

2. Did the accident/illness happen outside the Province of Ontario? yes no If yes, where (city, province/state, country).

3. Are you aware of any witnesses or other employees involved in this accident/illness? yes no If yes, provide name(s), position(s), and work phone number(s).

1. 2.

4. Was any individual, who does not work for your firm, partially or totally responsible for this accident/illness? yes no If yes, please provide name and work phone number

1. Are you aware of any prior similar or related problem, injury or condition? yes no If yes, please explain

2. If you have concerns about this claim, attach a written submission to this form. submission attached

Health Care

1. Did the worker receive health care for this injury? dd mm yy yes no If yes, when: dd mm yy

2. When did the employer learn that the worker received health care? dd mm yy

Where was the worker treated for this injury? (Please check all that apply)

On-site health care Ambulance Emergency department Admitted to hospital Health professional office Clinic Other:

Name, address and phone number of health professional or facility who treated this worker (if known)

Lost Time - No Lost Time

Please choose one of the following indicators. After the day of accident/awareness of illness, this worker:

Returned to his/her regular job and has not lost any time and/or earnings. (Complete sections G and J).

Returned to modified work and has not lost any time and/or earnings. (Complete sections F, G, and J).

Has lost time and/or earnings. (Complete ALL remaining sections).

Provide date worker first lost time dd mm yy Date worker returned to work (if known) dd mm yy regular work modified work

This Lost Time - No Lost Time - Modified Work information was confirmed by: Telephone Ext.

Myself Other Name

Return To Work

1. Have you been provided with work limitations for this worker's injury? yes no

2. Has modified work been discussed with this worker? yes no

3. Has modified work been offered to this worker? yes no

If yes, was it Accepted Declined

If Declined please attach a copy of the written offer given to the worker.

Who is responsible for arranging worker's return to work? Telephone Ext.

Myself Other

wsib cspa **ONTARIO** **print** **7** **APPENDIX G** **Employer's Report of Injury/Disease (Form 7)**

Please PRINT in black ink

Claim Number

Worker Name Social Insurance Number

G. Base Wage / Compensation Information

1. Is the worker (Please check all that apply): Permanent Full Time Seasonal/Temporary Student Registered Agreement Other (Specify) Temporary Full Time Contract Other

2. Regular annual pay \$ per hour? per day? per week? other

H. Additional Wage Information

1. New claim date of onset: Sudden Gradual Provide start date: dd mm yy

2. New claim pay: per hour? per day? per week? Provide start date: dd mm yy

3. Date worker started work: dd mm yy 4. No work waiting period on last day worked: dd mm yy 5. Actual earnings for last day worked: \$ 6. Normal earnings for last day worked: \$

7. Address any wage: In the normal wage paid within 14 days of onset? No, if yes, in the amount of: \$/hr/day/week/other

8. Other Earnings (Not Regular Wage): Provide the total of additional earnings for each week for the time before the accident/illness.

Use the space for any other earnings (such as overtime, bonuses, tips, etc.).

Period	From Date (MM/DD/YYYY)	To Date (MM/DD/YYYY)	Weekly/Other Description	Amount	Commission	Commission	Commission	Commission
Week 1								
Week 2								
Week 3								
Week 4								

I. Work Schedule

(A) Regular Schedule - Indicate normal work days and hours. Example: Monday to Friday, 9:00 am to 5:00 pm

(B) Reporting No Regular Work - Provide: NUMBER OF DAYS OFF, NUMBER OF DAYS OFF, AGGREGATED HOURS, NUMBER OF WEEKS IN CYCLE

(C) Variable or Irregular Work Schedule - Provide the total number of regular hours and days off to be used to determine if a worker is on a regular schedule. (Do not include overtime hours.)

Week	Week 1	Week 2	Week 3	Week 4
Days to Date (only work)				
Days to Date (no work)				
Days to Date (Total)				

J. I am an officer who deliberately makes false statements to the Workplace Safety and Insurance Board. I declare that all of the information provided on pages 1, 2, and 3 is true.

Name of person completing report (please print) Official Use: Superintendent of Business

Signature: (519) 756-6301 81134

THE WORKPLACE SAFETY AND INSURANCE ACT REQUIRES YOU GIVE A COPY OF THIS FORM TO YOUR WORKER

WSIB (E+1) File Location & Retention: Co-op Office: E+1 (E = completion of placement) then transferred to OSR E+6 (E = retirement of student) Page 3 of 4

wsib cspa **ONTARIO** **print** **7** **APPENDIX G** **Employer's Report of Injury/Disease (Form 7)**

Please PRINT in black ink

Claim Number

Worker Name Social Insurance Number

K. Add to my Information

1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14. 15. 16. 17. 18. 19. 20. 21. 22. 23. 24. 25. 26. 27. 28. 29. 30. 31. 32. 33. 34. 35. 36. 37. 38. 39. 40. 41. 42. 43. 44. 45. 46. 47. 48. 49. 50. 51. 52. 53. 54. 55. 56. 57. 58. 59. 60. 61. 62. 63. 64. 65. 66. 67. 68. 69. 70. 71. 72. 73. 74. 75. 76. 77. 78. 79. 80. 81. 82. 83. 84. 85. 86. 87. 88. 89. 90. 91. 92. 93. 94. 95. 96. 97. 98. 99. 100.

THE WORKPLACE SAFETY AND INSURANCE ACT REQUIRES YOU GIVE A COPY OF THIS FORM TO YOUR WORKER

WSIB (E+1) File Location & Retention: Co-op Office: E+1 (E = completion of placement) then transferred to OSR E+6 (E = retirement of student) Page 4 of 4

Appendix H

wsib
cspa
ONTARIO
200 Front Street West
Toronto ON M5V 3J1
200, rue Front Ouest
Toronto ON M5V 3J1

Treatment Memorandum
Avis de traitement

Practitioner/Hospital: The worker claims to have been injured in our employ and requests treatment. We, the employer, are sending a report to the Workplace Safety and Insurance Board (WSIB).
Praticien/Hôpital : Le travailleur affirme avoir subi une lésion pendant qu'il travaillait pour nous et demande des traitements. En tant qu'employeur de ce travailleur, nous ferons parvenir un rapport à la Commission de la sécurité professionnelle et de l'assurance contre les accidents du travail (CSPAAT).

| | | | | | |
|---|---|--|--|---|--------------------------------------|
| Worker Identification
Identification du travailleur | Last Name/Nom de famille | | First Name/Prénom | Initials/Initiale | S.I.N./N° d'assurance sociale |
| | Address (no., street, apt. no./Adresse (n°, rue, app.)) | | City/Town/Ville | Province | Postal Code/Code postal |
| Identification
Identification de l'employeur | Firm Name/Nom de l'entreprise | | | WSIB Firm No./N° d'entreprise à la CSPAAT | |
| | Address/Adresse | | City/Town/Ville | Province | Postal Code/Code postal |
| Accident Information
Renseignements sur l'accident | Date and hour of accidental injury
Date et heure de l'accident
dd/jj mm/mm yy/aa time/heure | | Date and hour accident reported
Date et heure où fut signalé l'accident
dd/jj mm/mm yy/aa time/heure | | Nature of Injury/Nature de la lésion |
| | am <input type="checkbox"/> pm <input type="checkbox"/> | | am <input type="checkbox"/> pm <input type="checkbox"/> | | |
| Important: Please retain and file this document for future reference and submission to the WSIB if requested.
Veuillez conserver ce document pour référence future et pour présentation à la CSPAAT sur demande. | | | Name of Company Officer/Nom du dirigeant de l'entreprise | | Date (dd/mm/yy) (j/mm/aa) |

Please submit your account to the WSIB/Veuillez envoyer votre compte à la CSPAAT.
0156C (07/10)

File Location & Retention:
Co-op Office: E+1 (E = completion of placement) then transferred to CSR E+6 (E = retirement of student)

Appendix H

| |
|--|
| <p>Injured Worker</p> <p>Regardless of whether you have received attention at a hospital emergency department for your injury, you are entitled to choose your health professional (i.e. family doctor, dentist, chiropractor, specialist, etc.) if you require further treatment. After choosing, however, you may not change health professionals without the permission of the Workplace Safety and Insurance Board (WSIB).</p> <p>Health Professional</p> <p>If you have determined the injured worker will be disabled from earning full wages on any day beyond the day of injury, please submit the appropriate form to the WSIB: Health Professional - Form 8, Health Professional's First Report; Chiropractors - Form 284C, Chiropractor's First Report.</p> <p>The WSIB supports early and safe return to work. If your patient is injured immediate action is recommended to ensure that appropriate measures are instituted. Many employers accommodate their injured workers advantageously by minor modifications to their normal jobs or by transfer to other occupations more suited to their functional abilities. To assist the employer in planning such measures, the WSIB urges that you discuss this matter with your patient and co-operate with the employer's medical staff or responsible representatives in implementing a program which is reasonable and appropriate for the injured worker.</p> <p>Travailleur blessé</p> <p>Que vous ayez ou non été traité à l'urgence d'un hôpital pour votre lésion, vous avez le droit de choisir votre professionnel de la santé (c.-à-d. médecin de famille, dentiste, chiropraticien, spécialiste, etc.) si vous devez recevoir d'autres soins. Cependant, une fois que vous avez fait votre choix, vous ne pouvez pas changer de professionnel de la santé, sans l'autorisation de la CSPAAT de la sécurité professionnelle et de l'assurance contre les accidents du travail (CSPAAT).</p> <p>Professionnel de la santé,</p> <p>Si vous avez déterminé que le travailleur blessé est invalide, c.-à-d. qu'il ne sera pas en mesure de gagner son plein salaire après le jour de l'accident, veuillez faire parvenir à la CSPAAT le formulaire approprié : Professionnel de la santé - Formulaire 8, Premier rapport du professionnel de la santé ; Chiropraticiens - Formulaire 284C, Premier rapport du chiropraticien.</p> <p>La CSPAAT encourage le retour au travail rapide et sécuritaire. Si votre patient est invalide, nous recommandons que les mesures appropriées soient prises sans tarder pour assurer son retour au travail. Bon nombre d'employeurs tentent de faciliter le retour au travail de leurs travailleurs blessés en modifiant légèrement leur travail régulier ou en leur offrant un autre emploi convenant mieux à leurs capacités fonctionnelles. Afin d'aider l'employeur à planifier de telles mesures, nous vous prions de discuter de cette question avec votre patient et de collaborer avec le personnel médical de l'employeur ou les représentants de celui-ci, en vue de mettre en oeuvre un programme approprié pour le travailleur blessé.</p> |
|--|

File Location & Retention:
Co-op Office: E+1 (E = completion of placement) then transferred to CSR E+6 (E = retirement of student)

APPENDIX I



Statement of Authority to Collect Social Insurance Number For Students Participating in an Experiential Workplace Placement

The Ontario Ministry of Education authorizes the Grand Erie District School Board’s [Experiential Learning Cooperative 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.

School boards, with the assistance of placement employers, must ensure that Workplace Safety and Insurance Board (WSIB) requirements are properly adhered to both prior to and during work placements. If a student sustains a work-related injury or contracts a disease while participating in a work education or experiential learning program, that student is eligible to receive benefits and services through the WSIB. Any injury or disease, however minor, suffered by a student during a work placement must be reported by the student to the placement employer and to the cooperative education teacher. All school board policies and procedures must be followed. If treatment for the workplace injury or disease is required from a health care professional (beyond first aid), or if the injury or disease results in loss of time from the program, a Form 7 report must be sent by the school board representative to the WSIB. Because accident reporting procedures call for students’ social insurance numbers, Grand Erie District School Board students should have or be actively obtaining a SIN number upon acceptance into work education or experiential learning programs and is a requirement for students in the Ontario Youth Apprenticeship Program (OYAP).

I acknowledge that a Social Insurance Number (SIN) is necessary and will be collected by the experiential learning teacher per Grand Erie District School Board requirements.



| | | |
|------|--------------|---|
| Date | Student Name | Student Signature |
| Date | Parent Name | Parent Signature (for students under 18 years of age) |



Experiential Learning ~~Co-operative Education~~ Guidelines

Work Extension Form Agreement
Section B, Item #2 – Extended Hours of Placement

This is to confirm that _____ will be working additional hours beyond those specified in the Work Education Agreement, for additional experience or to complete the required hours.

Listed below are the dates and times that the student will work. During this period the student will be covered under the Ministry of Education’s Worker’s Compensation policy provided student is participating in a Co-operative Education ~~an experiential learning~~ capacity.

| Date | Starting Time | Finishing Time | Total Hours/Day |
|-------------|---------------|----------------|-----------------|
| | | | |
| | | | |
| | | | |
| | | | |
| Total Hours | | | |

| | Print Name | Signature | Date |
|--|------------|-----------|------|
| Student | | | |
| Workplace Supervisor | | | |
| <u>Experiential Learning</u>
Co-op Teacher | | | |
| Parent/Guardian | | | |

N. B. This form is to be attached to and form part of the student’s completed Work Education Agreement and copied to all respective parties.

N.B. Students working in part-time employment situations, are not covered under the MOE and must have their WSIB premiums paid by the employer.

APPENDIX K



Risk Management Advisory Waiver/Consent
Student Involvement in High Risk Experiential Learning Placement Activities
Supervised by a Qualified Teacher

Background:

The Grand Erie District School Board recognizes the value and importance of the school-to-work initiatives which encourage students to work towards a socially responsible future and endeavors to provide assistance and guidance in their pursuit of job skills and experience. Following are guidelines for students and their parents/guardians:

Safety Guidelines:

1. Certain ~~experiential learning~~ ~~co-operative education~~ placements being requested by our students, due to their very nature, and through no fault of the Board or the Co-op program, pose an element of risk.
2. Students enrolled in ~~experiential learning~~ ~~co-operative education~~ programs where the work placement is located on school board property and supervised by Grand Erie staff members are covered by WSIB.
3. Students whose job placements require them to participate and assist in the supervision of students during a high risk activity must have this documented on their ~~ir Student's Co-operative Education~~ ~~Learning pPlan~~ and must submit the following to their teacher/monitor:
 - a) Signed consent by the parent (under age 18) or
 - b) Signed waiver by the student (age 18 or older)
 - c) Student accident insurance should be made available to parents of or to students whose job placements require them to participate and assist in the supervision of students during a high risk activity.

STUDENT _____ HOME SCHOOL _____
 PLACEMENT LOCATION _____ ACTIVITY _____
 INHERENT RISKS _____
 (attach separate sheet if necessary)

Consent for Participation (students under age 18):

I give permission for my child to participate in the activity named above and I further acknowledge that I am aware the Board does not provide accident insurance for this activity. I have been informed of the risks of this activity and the benefits of obtaining Student Accident Insurance.

 Signature of Parent/Guardian Date _____

 Printed Name of Parent/Guardian

Acknowledgement and Waiver of Insurance (students aged 18 or older):

As a student in an experiential learning program, I acknowledge that I have been made aware of the above-mentioned Risk Advisory provisos and fully understand that I am responsible for providing student accident insurance during this placement. I agree to hold the Board harmless for any injuries sustained by myself.

 Signature of Student (must be 18 years or older) Date _____

Use of personal information collected on this form is authorized under Section 31(a) of the Municipal Freedom of Information and Protection Privacy Act and will be used for the purpose of conducting the ~~experiential learning~~ ~~co-operative education~~ program outlined in the ~~student's~~ ~~Student's Co-operative Education~~ ~~Learning pPlan~~.

File Location & Retention:



APPENDIX L

Risk Management Advisory and Consent
Student Transportation to Experiential Learning Placement

Background:

The Grand Erie District School Board recognizes the value and importance of the school-to-work initiatives which encourage students to work towards a socially responsible future and endeavors to provide assistance and guidance in their pursuit of job skills and experience.

Following are guidelines for students and their parents/guardians:

Safety Guidelines:

1. Students enrolled in ~~co-operative education~~ experiential learning programs are responsible for their transportation to and from their placements with the exception of certain programs deemed as specialized by the Board.
2. Public transit to and from placements is recommended.
3. Students are discouraged from driving personal/family vehicles to transport fellow experiential learning ~~co-operative education~~ students to their placements.
4. Students whose job placements require them to operate a non-owned (company) vehicle must have this documented on their ~~Student's Co-operative Education~~ Learning plan and must submit the following to their teacher/monitor:
 - a) Workplace supervisor acknowledgement and certification that the student's licence is the appropriate classification for operating the non-owned vehicle at the placement and that the workplace has secured appropriate insurance coverage for the non-owned vehicle
 - b) Workplace supervisors will ensure that all students operating a non-owned vehicle are properly trained in its operations and that all vehicles are properly maintained and insured
 - c) Signed consent by the student/parent
5. The insurer of the vehicle must respond to any insurance claims.

Acknowledgement:

STUDENT _____ HOME SCHOOL _____

As a student or parent/guardian of a student enrolling in an experiential learning program, I acknowledge that I have been made aware of the above-mentioned Risk Advisory provisos and fully understand that I/we am/are responsible for providing transportation to and from the workplace.

Signature of Student (must be 18 years or older) or Parent/Guardian

Date

Printed Name if signed by Parent/Guardian

File Location & Retention:

APPENDIX M



Student Transportation by Workplace Supervisor Experiential Learning Placements Requiring On-The Job Travel

This form is for students who are required to travel as part of the Experiential Learning Placement

DATE _____

| | | | |
|---|--|----------------------|--|
| Student's Name | | Workplace Name | |
| Student's Home School | | Workplace Supervisor | |
| Use of personal information collected on this form is authorized under Section 31(a) of the Municipal Freedom of Information and Protection Privacy Act and will be used for the purpose of conducting the experiential learning program outlined in the sStudent's Co-operative Education Learning pPlan . | | | |

The workplace supervisor* named above is permitted to transport the above-named student to regular locations as may be necessary in the course of the experiential learning placement and as outlined in the [sStudent's Co-operative Education Learning pPlan](#).

Note: For situations where the worksite placement has a fleet of service/company vehicles used by several employees, it is acceptable to have the workplace supervisor attach a list of vehicles and drivers.

All "Workplace Supervisor Drivers" are advised that, in order to transport students in the course of conducting business during the experiential learning placement, they must:

- a) use a licenced automobile which carries valid third-party liability insurance as required under legislation in the Province of Ontario; and
- b) provide the Board prompt written notice, with all available particulars, of any accident arising out of the use of a licenced automobile during the transport of students on [Co-operative Education Experiential Learning](#) placement business.

Note: A "Workplace Supervisor Driver" is defined as any person authorized by the Workplace who has agreed to be a driver for a certain aspect of the Workplace placement while they are driving their own or another licenced automobile.

Please Note:

- a) A "Workplace Supervisor Driver" must have a valid "G" licence or a licence valid for the class of vehicle being driven;
- b) Each passenger in the vehicle must wear a seat belt; and
- c) "Workplace Supervisor Drivers" must refrain from smoking and refrain from using a cell phone while transporting [Co-operative Education Experiential Learning](#) students.

| | | | |
|---|-------------------------|--------------------------|---------------------------|
| This area must be completed and signed before the placement begins. Transportation as a condition must be indicated on the sStudent's Co-operative Education Learning pPlan . | | | |
| | | | |
| Student's Signature | Parent's Signature | Teacher's Signature | Employer's Signature |
| | | | |
| Student's Name (printed) | Parent's Name (printed) | Teacher's Name (printed) | Employer's Name (printed) |

| |
|--|
| Copy 1: Student/Parent,
Copy 2: Teacher,
Copy 3: Workplace |
|--|

File Location & Retention:

Co-op Office: E+1 (E = completion of placement) then transferred to OSR E+6 (E = retirement of student)

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Driver’s Declaration:

I declare that I am licenced to drive in Ontario and my vehicle is insured by valid automobile liability insurance as required by Ontario law.

I further declare that the vehicle is mechanically fit and that there are seat belts in working condition for all passengers.

Vehicle Information*

MAKE _____ YEAR _____ PLATE # _____

Note – For situations where the worksite placement has a fleet of service/company vehicles used by several employees, it is acceptable to have the workplace supervisor attach a list of vehicles and drivers.

Driver’s Licence Number _____

Driver’s Insurance Policy Number _____ Company _____

Driver's Signature _____ Date _____

Driver’s Name (print) _____ Driver’s Title _____

Vehicle Owner’s Declaration (if the Driver is not the vehicle owner):

I declare that I have authorized _____ (print driver's name) _____ to drive my vehicle to transport students participating in the experiential learning workplace event(s) as outlined or referred to in the learning plan.

The driver He/She is licenced to carry passengers and is fully insured as a driver under the vehicle liability insurance as required by Ontario legislation.

I further assert that the vehicle is mechanically fit and that there are seat belts in working condition for all passengers.

Owner’s Signature _____ Date _____

Owner’s Name (print) _____ Owner’s Title _____

Use of personal information collected on this form is authorized under Section 31(a) of the Municipal Freedom of Information and Protection Privacy Act and will be used for the purpose of conducting the experiential learning program outlined in the sStudent’s Co-operative Education Learning Plan.

Copy 1: Teacher,
Copy 2: Workplace

File Location & Retention:



Declaration by Workplace Supervisor of Vehicle Fitness and Insurance Coverage

Experiential Learning Placements Requiring Student Use of Employer Vehicle

The Board discourages student operation of employer vehicles, but when required as a condition of employment will permit when the following declaration is completed and signed.

DATE _____

| | | | |
|---|--|-----------------------------|--|
| Student's Name | | Workplace Name | |
| Student's Home School | | Workplace Supervisor | |
| Use of personal information collected on this form is authorized under Section 31(a) of the Municipal Freedom of Information and Protection Privacy Act and will be used for the purpose of conducting the <u>experiential learning</u> co-operative education program outlined in the <u>sStudent's Co-operative Education Learning pPlan</u> . | | | |

The undersigned declares that student operation of the employer vehicle is a requirement of the placement as outlined in the sStudent's Co-operative Education Learning pPlan. Each vehicle offered for the student to drive is appropriately licensed and insured, mechanically sound, and contains a working seatbelt for each passenger.

The undersigned parties further declares they ~~he/she~~ has been apprised of the fact that coverage for liability (injury to others or damage to property of others) AND coverage for physical damage to the vehicle being driven by a student is NOT extended to students on work experience programs by the school board's insurance.

The undersigned parties agrees to obtain and continue in force vehicle insurance to fully insure the driver under the vehicle liability, including third party liability insurance as required by Ontario legislation for the duration of the placement. The undersigned parties will ensure there are no age restrictions in this policy with respect to student operation of workplace vehicles for the duration of the placement.

The Workplace Supervisor will:

- a. ensure the student has a valid "G" licence or a licence valid for the class of vehicle being driven;
- b. advise the student to wear a seat belt and practice defensive driving habits; and
- c. advise the student that smoking and use of a cell phone while operating the employer's vehicle(s) is prohibited.

| | | | |
|---|--------------------------------|---------------------------------|----------------------------------|
| This area must be completed and signed before the placement begins. Operation of the Employer vehicle as a condition must be indicated on the <u>sStudent's Co-operative Education Learning pPlan</u> | | | |
| | | | |
| Student's Signature | Parent's Signature | Teacher's Signature | Employer's Signature |
| | | | |
| Student's Name (printed) | Parent's Name (printed) | Teacher's Name (printed) | Employer's Name (printed) |

| |
|--|
| Copy 1: Student/Parent,
Copy 2: Teacher,
Copy 3: Workplace |
|--|

File Location & Retention:



APPENDIX O

Work Education Placement During COVID-19 Pandemic Protocol and Inherent Risks

| | |
|--|--|
| Student Name | |
| School Arranging Placement | |
| Employer Name | |
| Employer Address | |
| Term of Student Placement
(Date-From/To) | |
| Board COVID-19 Awareness Training Completed (Date) | |

Note: All Grand Erie District School Board experiential learning students must complete COVID-19 Infectious Awareness Training provided by their teacher before attending their placement for credit.

Background:

As a condition of the above noted Work Education Placement during the COVID-10 pandemic and in addition to the provisions of the Work Education Agreement and Work Education Consent form, the parties signing below agree as follows.

Self-Assessment by the Student:

Before each entry into the employer’s facility, the student must conduct a self-assessment for COVID-19 and:

6. Be symptom free of respiratory illness.
7. Have not travelled outside of Canada within the last 14 days from the date of entry to the Employer’s Facility.
8. Have not cared for or had any known contact with an individual with confirmed COVID-19 or COVID-19 like symptoms (fever, new cough, difficulty breathing).
9. A personal risk assessment should be considered if the student:
 - a) Is over the age of 70 and/or is immunocompromised or has underlying health conditions
 - b) Is responsible to provide care for elderly or immunocompromised people

If any of these conditions apply, then the student **MUST NOT** attend at the employer’s facility and the recommendations of the public health authorities must be followed. Contact your school supervisor and the employer to discuss other arrangements that may be made. If, at any time, the student informs his/her school supervisor and employer that he/she has been diagnosed or presumptively diagnosed with COVID-19, the employer must inform the Health and Safety Department. Public Health will determine if the site will be closed until approved to reopen.

Physical Distancing and Disinfecting:

1. The student should maintain a 2-metre distance from all persons in the employer’s facility and not congregate in groups. The employer will ensure that the student’s work area allows for the required physical distancing as per the employer’s COVID protocol.
2. Any concerns specific to accessibility barriers should be made in advance of entry and documented on the learning plan. The student and employer will comply with all current provincial legislation in regard to safety during the COVID-19 pandemic.
3. The employer will ensure that sufficient hand sanitizer and hand soap is available on site.
4. The employer will ensure that disinfectant products or wipes are provided in the work areas to clean and disinfect shared equipment. The student will ensure shared equipment is disinfected before his/her use.
5. Students will enter and exit the building through an employer designated access point.
6. The employer will communicate any additional COVID-19 protocols it has in place to the student and the

- student agrees to follow the additional COVID-19 protocols. For example, the use of any PPE, masks, gloves etc.
7. A copy of the employer's COVID protocol will be provided for the experiential learning teacher if requested as per the Placement Assessment Checklist.
 8. Student will use hand sanitizer or wash with soap and water immediately upon entering and just prior to exiting the employer’s facility and avoid touching eyes, nose or mouth.
 9. Upon arrival, the student will proceed directly to designated work area and avoid touching building fixtures (door handles, etc.) as much as possible.
 10. Students are reminded to:
 - a) Wash your hands well and often with soap and water (don’t forget to wash your wrists, under your nails and between your fingers).
 - b) Cough or sneeze into your sleeve or cover your mouth and nose with a tissue and throw the tissue out immediately. Wash your hands afterwards.
 - c) Avoid touching your eyes, nose and mouth with unwashed hands.
 - d) Follow any additional COVID-19 protocols set by the employer.
 - e) Report any unsafe work conditions to your teacher.

Acknowledgement of Inherent Risk:

The parties acknowledge that even with the above safety protocols and any additional employer COVID-19 related protocols in place there remains the risk that he/she/they or persons they come in contact with might contract the COVID-19 virus. Inherent risks include but are not limited to cough, fever, difficulty breathing, pneumonia and even death. The risk of contracting the virus can be reduced by carefully following protocols in place and following Provincial legislation. The parties are aware and accept the risks.

The Grand Erie District School Board does not provide accidental death, disability, dismemberment, or medical expense insurance on behalf of the students participating in this activity.

| This area must be completed and signed before the placement begins. Transportation as a condition must be indicated on the learning plan. | | | |
|---|-------------------------|--------------------------|---------------------------|
| | | | |
| Student’s Signature | Parent’s Signature | Teacher’s Signature | Employer’s Signature |
| | | | |
| Student’s Name (printed) | Parent’s Name (printed) | Teacher’s Name (printed) | Employer’s Name (printed) |

| |
|--|
| Copy 1: Student/Parent,
Copy 2: Teacher,
Copy 3: Workplace |
|--|



APPENDIX P

Community Engagement Placement Roles and Responsibilities

| STUDENT | SUPERVISOR | EXPERIENTIAL LEARNING TEACHER |
|---|--|---|
| PROGRAM IMPLEMENTATION | | |
| <ul style="list-style-type: none"> • Work in a courteous, responsible manner and show appropriate initiative • Observe and comply with the rules and regulations of the placement and the school • Comply with school attendance policies in both the placement and classroom sessions • Complete assignments as required • Inform the placement supervisor and experiential learning teacher in advance if they are unable to report to their placements • Complete and demonstrate learning goals as identified on the Student Community Engagement Placement Plan • Work with teachers and supervisors to ensure that problems are dealt with immediately • Ensure you have a Social Insurance Number before starting the placement or have applied for one • Provide your own transportation to and from the work site unless other arrangements are made by the experiential learning teacher • The student should seek clarification if they do not understand task requirements • Adequate communication skills to work in community as required • Follow instructions as described by the employer • Demonstrate adequate personal hygiene as required by the employer • Ensure work attire is appropriate for placement • Ensure placement tasks have been discussed with the teacher and documented in the Community Engagement Plan | <ul style="list-style-type: none"> • Provide a safe placement and learning environment • One supervisor is to be designated to be responsible for the supervision and evaluation of each student • Provide challenging learning experiences that will encourage personal growth and develop school to community transition strengths • Help students function as an integral part of a team • Direct and guide students' learning through on-site supervision • Acquaint students with company personnel and policies and procedures within the student's competencies in consultation with the student's teacher. • Report student absences to the experiential learning teacher immediately • Contact the experiential learning teacher when concerns arise • Work with students and teachers to ensure that any problems are dealt with immediately • Provide program effectiveness input • Share their expertise with students and teachers • Help students function as an integral part of a team | <ul style="list-style-type: none"> • Provide a safe placement and learning environment • Promote Community Engagement Placement opportunities and school-work transition programs to students, parents, staff, school councils, and potential employers • Participate in the selection process for students that would benefit from a community-based learning program • Assess placements for suitability • Inform supervisors of their role and responsibilities prior to the start of the student placement • Organize and conduct pre- placement orientation sessions to prepare students • Consult regularly with students, supervisors, guardians and other teachers as necessary • Help students arrange appropriate transportation to their placements • Work with students and supervisors to ensure that any problems are dealt with immediately • Follow the school board's placement procedures for all community-based learning programs • Discuss and document the students' needs and abilities with the placement supervisor to ensure realistic expectations • Consult with the student's supervisor in developing safety training procedures and documentation within the student's ability to comprehend and demonstrate • Assess whether placement supervision is appropriate • Provide health and safety instruction and information on insurance coverage • Follow Workplace Safety and Insurance Board and school board procedures for accident reports • Ensure the student has a Social Insurance Number before placement begins for accident reporting purposes • Notify placement if the student will be absent |

File Location & Retention:

Co-op Office: E+1 (E = completion of placement) then transferred to OSR E+6 (E = retirement of student)



APPENDIX Q

Community Engagement Placement Learning Plan (non-credit)

SECTION 1: Student Information

Student Name: _____ Date: _____
 Student Email: _____ Student Phone: _____
 K Course Codes: _____

Emergency Contact Information

Emergency Contact Name: _____ Relationship: _____
 Emergency Contact Email: _____ Emergency Phone: _____

Community Partner/Organization

Name: _____ Placement Supervisor: _____
 Address: _____

Placement Information

Task Description: _____

The Community Engagement Placement Learning Plan is designed to identify the opportunities that the placement will provide, and the learning strategies that will be employed, to enable the student to refine, extend, apply and practice the individual goals documented in their Individual Education Plan (I.E.P.)

SECTION 2: ASSESSMENT AND EVALUATION

The community engagement placement student will experience ongoing assessment and evaluation. The results of the assessment and evaluation will reflect their achievement of the goals outlined in their I.E.P. and outlined in subsequent sections of this learning plan. A variety of strategies will be employed to gather evidence of their achievement. These strategies will include careful, critical observation, anecdotal records, journals, student/teacher/community engagement placement supervisor conferencing, assignments, an independent learning project (performance task) and a minimum of two performance appraisals. A variety of assessment/evaluation tools will be used to score the student's work including rubrics (achievement chart), checklists, and marking schemes. Evidence of student achievement will include input from several sources including the teacher, student and community engagement placement supervisor. A student's proficiency level will be based on the criteria described in the individual goals documented in their I.E.P.

File Location & Retention:

SECTION 3: LEARNING STRATEGIES

These may include (but are not limited to):

Accommodations and Modifications**SECTION 4: COMMUNITY ENGAGEMENT PLACEMENT SUPERVISOR EXPECTATIONS**

These expectations have been identified by the employer and are different from the Learning Skills and related course expectations.

SECTION 5: EXPECTATIONS AND PLACEMENT OPPORTUNITIES

Community Engagement Placements will be at the discretion of the school administration and the Special Education classroom teacher with an understanding that working independently and the ability to adhere to workplace safety is a requirement before being considered for a placement. This Community Engagement Placement Learning Plan contains the program goals of the I.E.P. that describe the knowledge and skills the student will extend and refine through application and practice at the workplace. The Community Engagement Placement Learning Plan also identifies the opportunities that the placement will provide to enable the student to apply and refine the required knowledge and skills as outlined in the program goals of the I.E.P. and to develop an understanding of current industry practices and standards. Students will be assessed and evaluated throughout their placement on their achievement of these goals.

The student will:

| I.E.P. Goals | Opportunities at the Placement |
|--------------|--------------------------------|
| | |
| | |

The student will:

| Related I.E.P. Goals
<i>(Overall and specific Expectations)</i> | Opportunities at the Placement
<i>(description of tasks to be performed at the placement)</i> |
|--|--|
| | |
| | |
| | |
| | |
| | |
| | |
| | |

| PLACEMENT COMPONENT PERFORMANCE APPRAISAL | |
|---|--|
| LEVEL 1 | <ul style="list-style-type: none"> • uses procedures, equipment and technology safely and correctly only with supervision • applies ideas and skills in familiar contexts with limited effectiveness • makes connections with limited effectiveness • transfers concepts, skills to procedures to new context with limited effectiveness |
| LEVEL 2 | <ul style="list-style-type: none"> • uses procedures, equipment and technology safely and correctly with some supervision • applies ideas and skills in familiar contexts with moderate effectiveness • makes connections with moderate effectiveness • transfers concepts, skills to procedures to new context with moderate effectiveness |
| LEVEL 3 | <ul style="list-style-type: none"> • uses procedures, equipment and technology safely and correctly • applies ideas and skills in familiar contexts with considerable effectiveness • makes connections with considerable effectiveness • transfers concepts, skills to procedures to new context with considerable effectiveness |
| LEVEL 4 | <ul style="list-style-type: none"> • demonstrates and promotes the safe and correct use of procedures, equipment and technology • applies ideas and skills in familiar contexts with a high degree of effectiveness • makes connections with a high degree of effectiveness • transfers concepts, skills to procedures to new context with a high degree of effectiveness |