



## Committee of the Whole Board Meeting

Monday, March 8, 2021

MS Teams

### 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**
- C - 1      **Director's Report** J. Roberto
- (a) Director's Highlights
  - (b) Managing the Pandemic
- D - 1      **New Business - Action/Decision Items**
- \* (a) Board Approved Transportation Review R. Wyszynski
- D - 2      **New Business - Information Items**
- \* (a) Transportation Consortium Annual Report R. Wyszynski
  - \* (b) Student Trustee Selection (BL29) J. Roberto
  - \* (c) Information Technology Services Annual Report L. Munro
- E - 1      **Bylaw/Policy Consideration - Action/Decision Items**
- \* (a) F07 Disclosure of Wrongdoing (Whistle-Blower) (C) R. Wyszynski
  - \* (b) SO24 Copyright – Fair Dealing Guideline (A) A. Smith
  - \* (c) SO14 Equity and Inclusive Education (C) W. Baker
- E - 2      **Procedure Consideration - Information Items**
- \* (a) F101 Hospitality and Food Expenses (I) R. Wyszynski
  - \* (b) P102 Procedures for Experiential Learning Programs (I) R. Wyszynski
  - \* (c) FT107 Asbestos (I) R. Wyszynski
  - (d) HR110 Hiring Procedures (I) – *verbal update* S. Sincerbox
- F - 1      **Other Business**
- (a) OPSBA Report D. Werden
- G - 1      **Correspondence**
- H - 1      **Adjournment**

*SUCCESS* for Every Student



## Committee of the Whole Board Meeting

Monday, March 8, 2021

MS Teams

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

Joint Occupational Health and Safety Committee (JOHSC)	March 11, 2021	10:30 AM	MS Teams
Special Education Advisory Committee (SEAC)	March 11, 2021	6:00 PM	MS Teams
Audit Committee	March 23, 2021	4:00 PM	MS Teams
Safe and Inclusive Schools Committee (SIS)	March 25, 2021	1:00 PM	MS Teams
Chairs' Committee	March 29, 2021	5:45 PM	TBD
Board Meeting	March 29, 2021	7:15 PM	TBD
Quality Accommodation Committee	March 30, 2021	2:00 PM	MS Teams
Student Senate	TBD	TBD	MS Teams
Native Advisory Committee (NAC)	April 6, 2021	1:00 PM	MS Teams
Committee of the Whole	April 6, 2021	7:15 PM	MS Teams
Joint Occupational Health and Safety Committee (JOHSC)	April 8, 2021	10:30 AM	MS Teams
Indigenous Education Advisory Committee (IEAC)	April 19, 2021	1:00 PM	MS Teams
Budget Review Meeting	April 20, 2021	5:30 PM	MS Teams
Special Education Advisory Committee (SEAC)	April 22, 2021	6:00 PM	MS Teams
Chairs' Committee	April 26, 2021	5:45 PM	TBD
Board Meeting	April 26, 2021	7:15 PM	TBD

*SUCCESS* for Every Student



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **Board Approved Transportation Review**  
DATE: March 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board approve the transportation route exceptions listed in this report for the 2021-22 School Year.

### 1.0 Background

Student Transportation Services of Brant Haldimand Norfolk (STSBHN) is in the process of building parameters and reviewing current bus information for the purposes of planning bus routes for the upcoming school year (2021-22). STSBHN staff perform a comprehensive review of situations that fall outside of STSBHN Procedure 002 - Transportation Eligibility as a regular part of the planning cycle. In previous years, STSBHN has brought information forward to the Board of Trustees with the goal of gaining clarification and direction on which students, who are otherwise ineligible for services under the transportation policies and procedures, should be provided exceptions for the coming school year.

The students listed below fall outside of the defined transportation eligibility parameters and have had exception boundaries created based on direction provided from the Board in previous years. Unlike previous years where a travel code of "Board Approved" was used to identify these students otherwise ineligible students, STSBHN has migrated to the exception boundary system to allow families checking their eligibility online to see if they qualify for services that have been approved by the Board. STSBHN requires confirmation that the currently approved exception boundaries by the Board of Trustees are still warranted in order to plan for services scheduled to be delivered in the 2021-22 school year.

### 2.0 Out-of-Boundary Students

#### 2.1 Norfolk Secondary

There are a number of Norfolk Secondary students who registered at a secondary school which is not their home school. Many of these students, totaling 177, have been provided transportation in the current school year.

STSBHN requires confirmation of the previously approved method of classifying students so as to accurately and consistently plan and apply transportation services to the secondary students of Norfolk County:

- i) All grade 9 and 10 students, as program delivery are similar at each secondary school, must request courtesy transportation if they reside out of their school's catchment;
- ii) Students in grades 11 and 12, whose home school does not have the course selection that the student is in need of, will be provided Board Approved transportation to the closest secondary location which does offer the course(s) – where routes currently exist; courtesy transportation will be the path for all other requests.

Table 1: Estimated Transportation Costs for Norfolk Secondary Out of Boundary Students

Description	Grade				Total Students	Route Type	Transfer Point	Estimated Cost Difference vs transporting to Home School
	9	10	11	12				
OSS to WDS	13	5	4	4	26	Express (1)	OSS	-\$2,486.92
other areas to WDS	1	7	8	6	22	Express (2)	LAK, SCS	\$8,583.49
other areas to SCS	9	8	16	20	53	Express (5)	SFC, TEE, WAT, BLO, BOS	\$27,443.78
other areas to DDS	13	5	8	2	28	Express (0)		\$0
other areas to VHS	10	17	11	10	48	Express (2)	WAL, COU	\$4,520.57

## 2.2 Oakland-Scotland to Waterford District High School Express Route

Secondary students who reside in the Oakland-Scotland Public School (OSS) catchment have historically been approved to receive transportation services to Waterford District High School (WDS) even though they do not fall within the school's catchment; the feeder secondary school for OSS is Paris District High School (PDH). Approval in the past was due to the proximity of WDS to OSS and to reduce accommodation pressures at PDH. If the above-mentioned reasons are not foreseen to change, **a modification to secondary boundaries should be made to include OSS's area into WDS and remove it from PDH.** There are currently 6 students in OSS's catchment who attend PDH (1 in grade 9, 1 in grade 10, 2 in grade 11 and 2 in grade 12) who could be grandfathered services if a change in catchment were to occur.

## 2.3 Caledonia to Cayuga Secondary Express Route

The following students have been transported for the current school year from the catchment of McKinnon Park Secondary School (MCK) to Cayuga Secondary School (CSS). This solution was originally established to offer students an alternative school of attendance with the goal of reducing accommodation pressures at MCK. Please see Appendix #1 for the locations of students relative to the CSS boundary.

Table 2: McKinnon Park Students transported to Cayuga Secondary

Description	Grade				Total Students	Route Type	Transfer Point	Estimated Cost Difference
	9	10	11	12				
Students in MCK catchment who attend CSS	6	5	5	5	21	Express (1) and Dedicated (1)	SPA	\$10,033.11

## 2.4 Students attending River Heights

The current River Heights Public School (RHS) English boundary does not encompass all of the urban area in Caledonia, south of the Grand River; there is a section of a subdivision on the south end of the town which falls within the catchment of Oneida Central Public School (ONE). In this section of the subdivision, 17 students currently attend RHS, 6 of whom receive transportation services. Please see Appendix #2 for the locations of the students relative to the RHS school boundary.

As students reside beyond 1.6 KM to either school, the cost to continue to transport the RHS is marginally less as RHS is closer to that section of Caledonia than ONE. Another item of consideration is that Oneida is currently over capacity and may require an additional portable classroom to accommodate 17 additional students.

**Table 3: Oneida catchment students attending River Heights**

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Students in ONE catchment who attend RHS	17	0	0	0	0	17	Dedicated (1)	-\$2,097.29

## 2.5 Out of Boundary Students attending Houghton Public School

Houghton Public School (HOU) offers a unique educational curriculum which has drawn the attendance of many low-German Mennonite families. Due to the proximity of HOU to other elementary transfer locations, assisting families who reside out of the school's catchment can be a challenge. HOU currently has 106 students registered at their school who reside out of the school's boundary, 92 of whom are being provided transportation services. To facilitate the provision of economical and efficient services, historically these students have been required to transfer at points well outside of their home catchment, including Port Rowan Public School (PRP), Walsh Public School (WAL), Langton Public School (LPS) and Courtland Public School (COU). After transferring at the closest elementary school, students are then required to transfer to another express route at Valley Heights Secondary School for the final leg down to HOU.

Although originally designed to accommodate families residing in adjacent schools to HOU, STSBHN has noticed the area covered in this exception grow from LPS and PRP to now include sections of WAL, COU and even Delhi Public School. Please see Appendix #3 for locations of students relative to the HOU boundary.

STSBHN is looking to confirm that:

- The HOU students are permitted to be transported to and from the elementary transfer sites,
- the practice of multiple transfers occurring is also permitted, and that
- STSBHN can place additional routes in operation if the current routes do not have sufficient room to accommodate requests.

If these historic practices are not approved to continue, clarification on the service parameters which are to be provided to the out of boundary students is required.

**Table 4: Out of Boundary Students attending Houghton**

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
HOU students who reside out of boundary	106	0	0	0	0	106	Express routes	\$ -

### 3.0 Out of District Students

#### 3.1 Norwich/ Otterville/Burgessville students attending Delhi District Secondary School

When the local secondary school in Norwich was closed as a result of an accommodation review, the Board of Trustees approved the transportation of students from the area who were interested in attending Delhi District Secondary School (DDS). Currently there are 139 students, 97 who reside within the exception area which includes the towns of Otterville, Norwich and Burgessville, who attend DDS from the above-mentioned area with 105 students being provided transportation services daily. STSBHN requires clarification that these services are to continue and that if additional routes are required to accommodate enrollment pressure, do they have permission to incur the additional expense of adding another route if no other options are possible. Please see Appendix #4 for the locations of the students relative to DDS.

**Table 5: Norwich/ Otterville area students transported to Delhi District Secondary School**

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Oxford Students to Delhi District Secondary School	0	32	24	20	63	139	Dedicated (2) and Shared (1)	\$153,285.33

#### 3.2 Princeton/ Drumbo/Wolverton students attending Paris District High School

Historically students from Princeton, Drumbo, Wolverton and the surrounding rural areas have been provided transportation services to and from Paris District High School (PDH). Of the 47 students in the area, 40 are being provided transportation from their home if they reside in the rural areas east of Princeton Rd. or have been provided a seat on the group pickup locations in one of the three towns. To ensure a reasonable length of time on the bus, two routes are used to provide services to these students. Please see Appendix #5 for student locations relative to PDH's catchment.

**Table 6: Princeton/Drumbo/Wolverton area students transported to Paris District High School**

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Oxford Students to Paris District High School	0	6	15	10	16	47	Shared	\$63,101.80

### 3.3 Tillsonburg students travelling through Courtland Public School transfer

Historically there has been a demand from students residing in the town of Tillsonburg to attend schools within our district. Although the location has changed throughout the years, transportation has been arranged from a central location on the East side of Tillsonburg to bring students into the Courtland Public School (COU) transfer; the current stop is located at the intersection of Simcoe St and Goshen St. Currently there are 30 students in the area, all of whom are using transportation services. The students are attending a total of 4 schools (7 to COU, 6 to Houghton Public School, 4 to Delhi District Secondary School and 13 at Valley Heights Secondary School). Although the cost to extend the bus in the area results in a marginally higher cost for the route, capacity on the bus has been an issue in previous school years.

STSBHN is looking to confirm that:

- students are permitted to be transported to and from the COU transfer site, AND
- additional routes can be added if the current routes that service the area do not have sufficient room to accommodate requests from the Tillsonburg area.

**Table 7: Out of District Students attending Courtland Public School, Houghton Public School and Valley Heights Secondary School**

Description	Grades					Total Students	Route Type	Estimated Cost
	Elementary	9	10	11	12			
Tillsonburg students via Courtland transfer	13	3	7	3	4	30	Shared	\$763.98

## 4.0 Specialized Programs

### 4.1 Section 23 Students – Woodview Program

STSBHN currently assists 7 students with transportation who have been identified as attending classes through the Woodview program at Pauline Johnson Collegiate and Vocational Institute (PJC) and James Hillier PS (JHI). STSBHN currently accommodates students by using existing routes and changing their route path to allow the vehicles to assist students in getting to and from the Woodview programs. Where an existing route is not available, STSBHN uses cab services where necessary. STSBHN requires clarification as to if these same services will be provided for the coming school year or if they are to be discontinued at the end of the present.

**Table 8: Section 23 Student Transportation**

Description	Grades					Total Students	Route Type	Estimated Add. Cost
	Elementary	9	10	11	12			
Section 23 students to PJC and JHI	5	0	0	2	0	7	Dedicated (5) and Shared (2)	\$27,498.12



## 5.0 Transition Services

### 5.1 Paris District Secondary from the south end of Paris

In October 2019, the Board wrote to the County of Brant (the County) asking for the municipality to support students who resided on the south end of the town of Paris by providing pedestrian friendly infrastructure which would connect their subdivisions to Paris District High School (PDH). The County has set aside money in their 2021 construction budget but it is unclear if the infrastructure upgrades will be completed in time for the start of the 2021-22 school year. In the event that the upgrades are not complete, STSBHN is looking to confirm if the bus services which have been put in place to transport otherwise ineligible students from the south end of Paris should continue.

The one shared route which services the impacted students has undergone a number of iterations since it was first implemented as STSBHN deals with a growing student population in both the north and south ends of Paris. The route currently has two tiers in the morning and is a blended route in the afternoon. Although the route would still be required to service eligible students when the pedestrian infrastructure is created, the Board will be able to reduce its share of the weighted cost of the route by the amount noted in Table 9.

**Table 9: Ineligible students from Paris District who receive services from the south end of Paris**

Description	Grades					Total Students	Route Type	Estimated Add. Cost
	Elementary	9	10	11	12			
ineligible students in Paris to PDH	0	12	10	14	3	39	Shared (1)	\$17,806.68

### Additional information

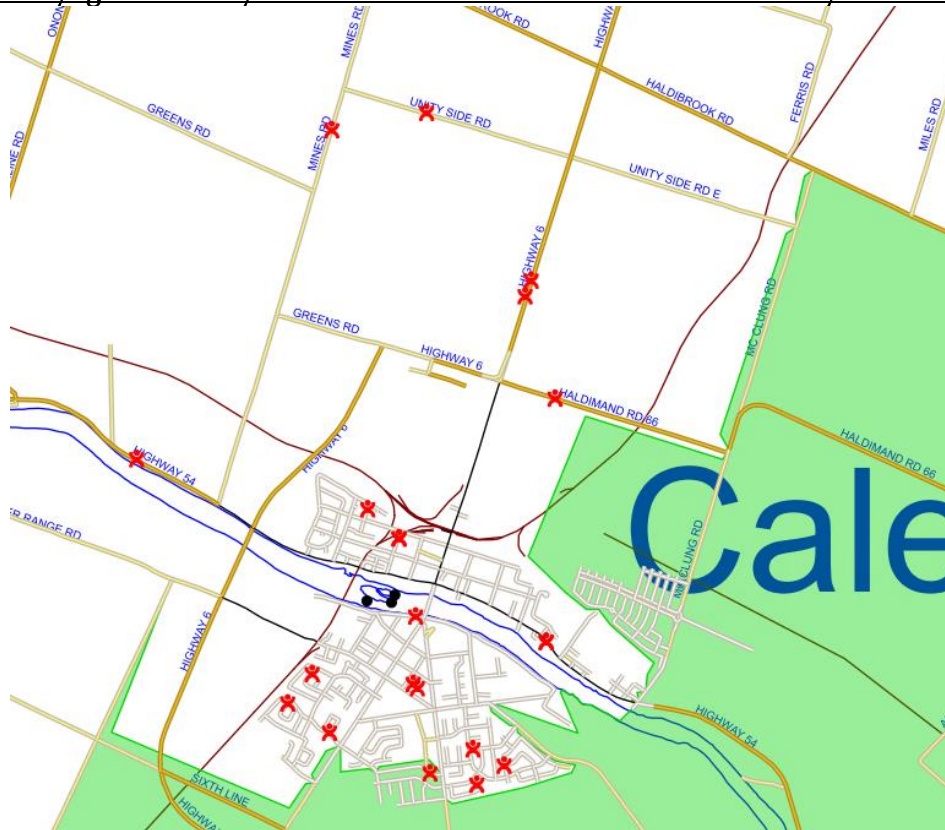
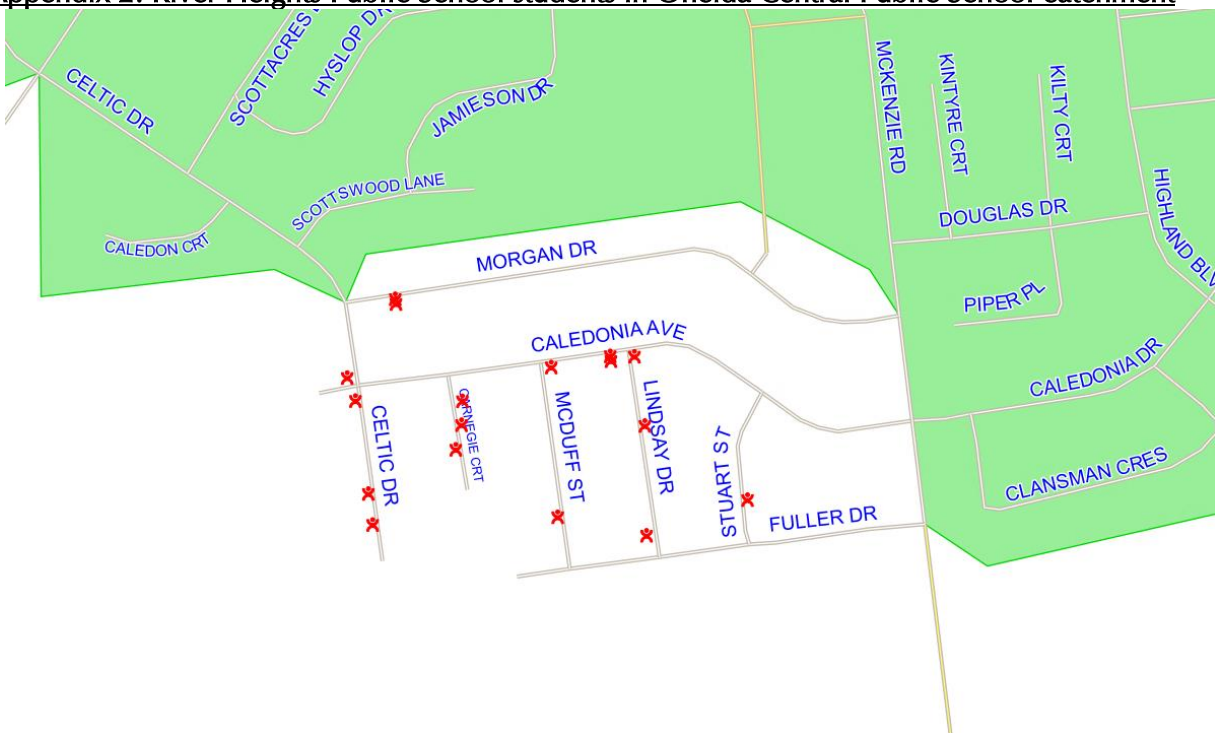
Due to the high reliance on transfers within our district, the exceptions listed above often result in longer ride times for students of the board and may place supervision pressures on schools supervising the transferring of bused students.

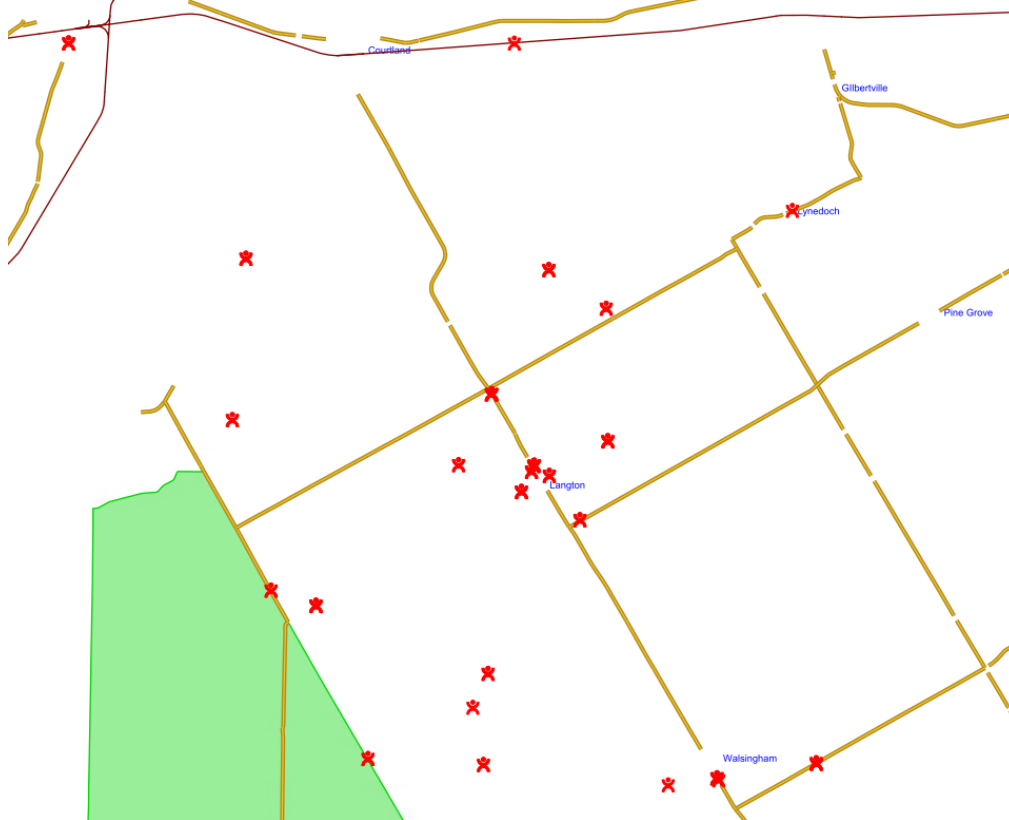
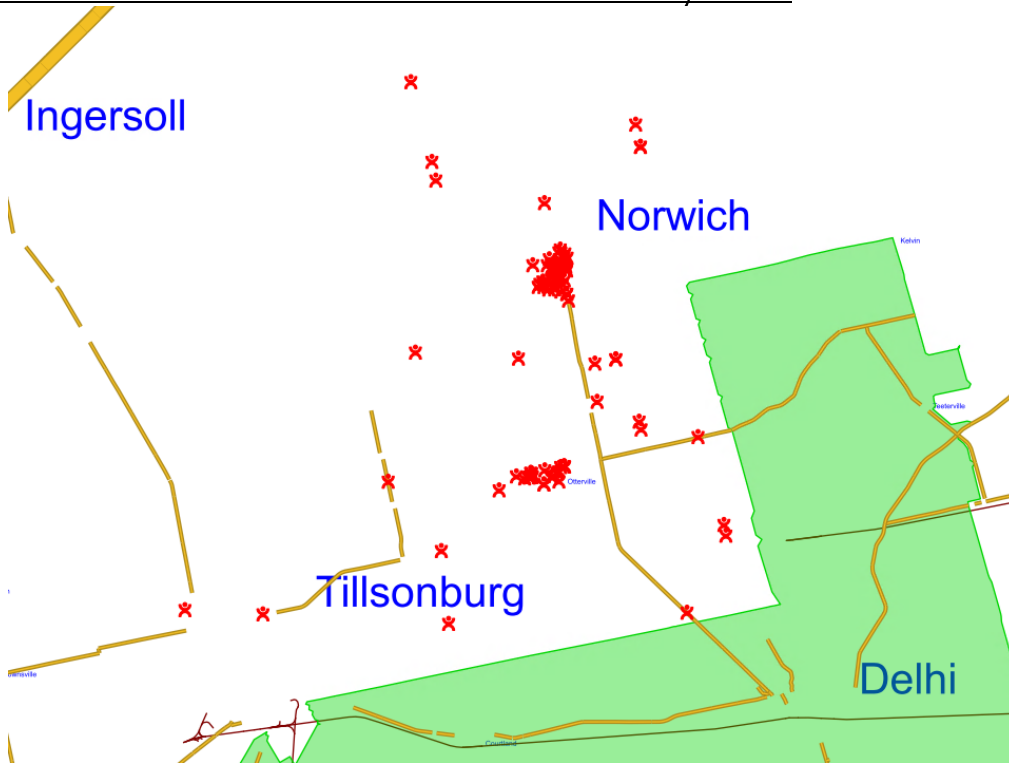
The above information is intended to bring to light exceptions to the normal routing and transportation practices of STSBHN. By clarifying and building the expectations of the Board into the route planning software, STSBHN can provide clarity to the schools, parents and students of the board as to what services will be made available in the coming school year.

Respectfully Submitted,

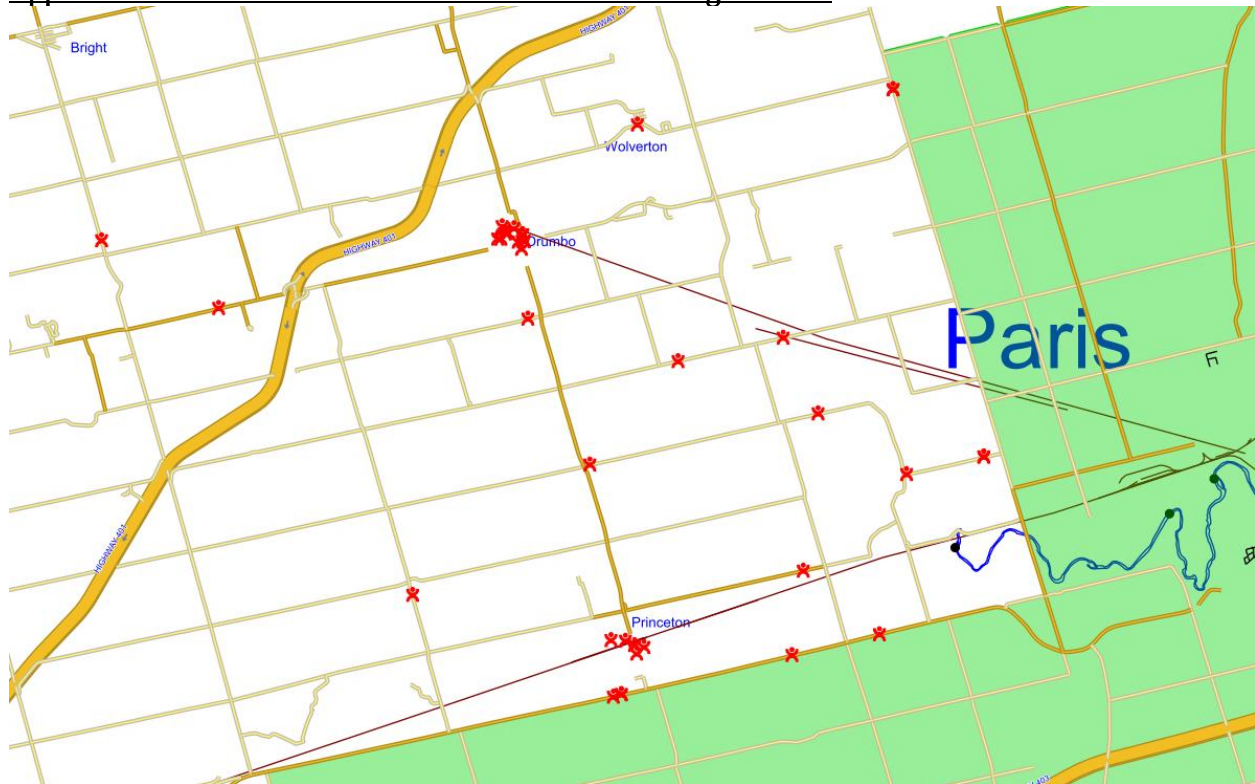
Rafal Wyszynski  
Superintendent of Business and Treasurer



Appendix 1: Cayuga Secondary School students in McKinnon Park Secondary School catchmentAppendix 2: River Heights Public School students in Oneida Central Public School catchment

Appendix 3: Out of Boundary Students to Houghton Public SchoolAppendix 4: Out of District students to Delhi District Secondary School

Appendix 5: Out of District students to Paris District High School





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary of the Board  
FROM: Rafal Wyszynski, Superintendent of Business and Treasurer  
RE: **STSBHN Annual Report on transportation services for the 2020-21 school year**  
DATE: March 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the STSBHN Annual Report as information.

### Background

Student Transportation Services of Brant Haldimand Norfolk (STSBHN) provides an annual report to the Board as a means of keeping its Trustees updated on the year-over-year changes that may have an impact on the transportation services provided through the department.

### Route and Vehicle Information

STSBHN currently utilizes a total of thirteen (13) service providers to transport the students entrusted to its care. Our services providers include:

- three (3) school bus companies: Sharp Bus Lines, First Student Canada and Voyago,
- ten (10) taxi companies and
- a number of parent/ guardian transporters

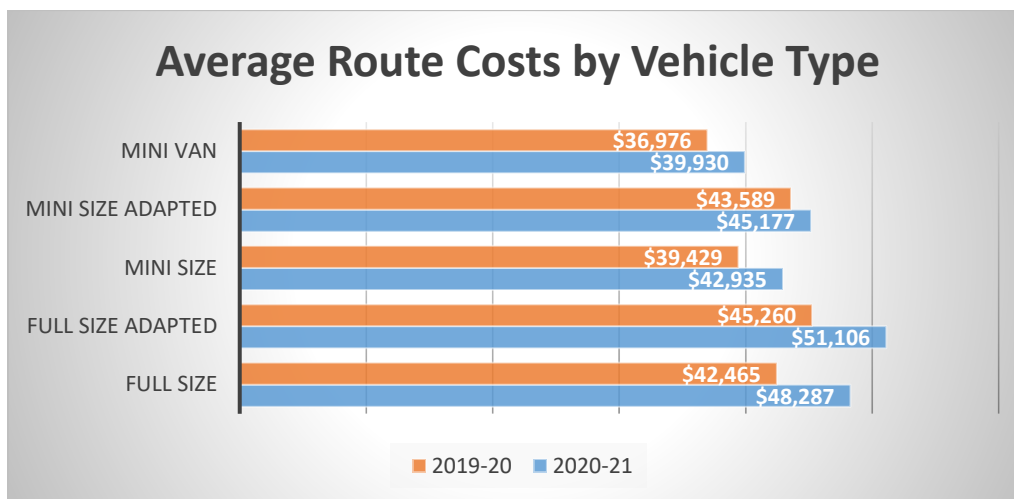
Combined, as of January 31, 2021, these service providers assist STSBHN in transporting students on a total of 476 home-to-school routes.

The makeup of the routes servicing students of our district remained very similar to the previous school year in both volume and type of assets required. The breakdown, by vehicle type, for the current school year is:

Route info	2019-20	2020-21	Year Over Year
Full Size	274	276	+2
Full Size Adapted	2	2	-
Mini Size	82	78	-4
Mini Size Adapted	19	19	-
Mini Van	17	15	-2
Parent/ Taxi	86	86	-

### Route Costs

STSBHN is currently in the first year of their new contract which was competitively procured during the previous school year. Rate changes for the current year were driven by the new rates as detailed in the contract. The average vehicle cost, by type of vehicle, for the current school is as follows:

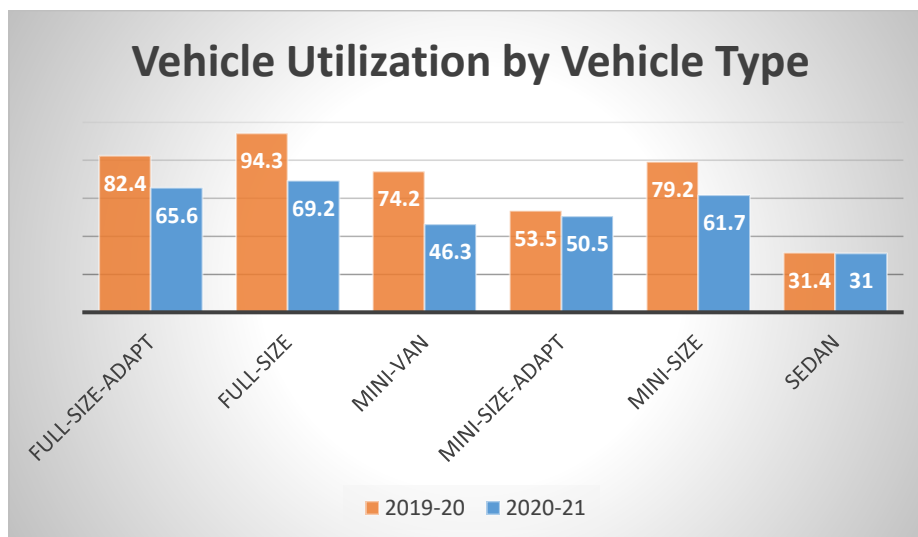


### Rider's Aides

In order to ensure that students with specialized needs receive the care they require while being transported to and from school, there are times where the assistance of a second adult monitor, commonly called a rider's aide, is requested by the Special Education department. Although the Board does a great job to minimize the number of school bus company provided rider's aides, through the coordination and use of school based Educational Assistants, STSBHN does supplement the demand by using 12 additional adults, 7 of whom are dedicated to Grand Erie students. The average cost for a rider's aide in the current school year is \$15,381.

### Vehicle Utilization

In order to ensure that the vehicles which have been placed on the road to provide services are being maximize in their use, STSBHN tracks each route's utilization rate annually to see when additional services may need to be put on the road or if a group of routes may be consolidated resulting in a reduced number of vehicles. Below are the year-over-year utilization comparisons of each vehicle type, calculated by using the route's maximum weighted load divided by the vehicle type's capacity.



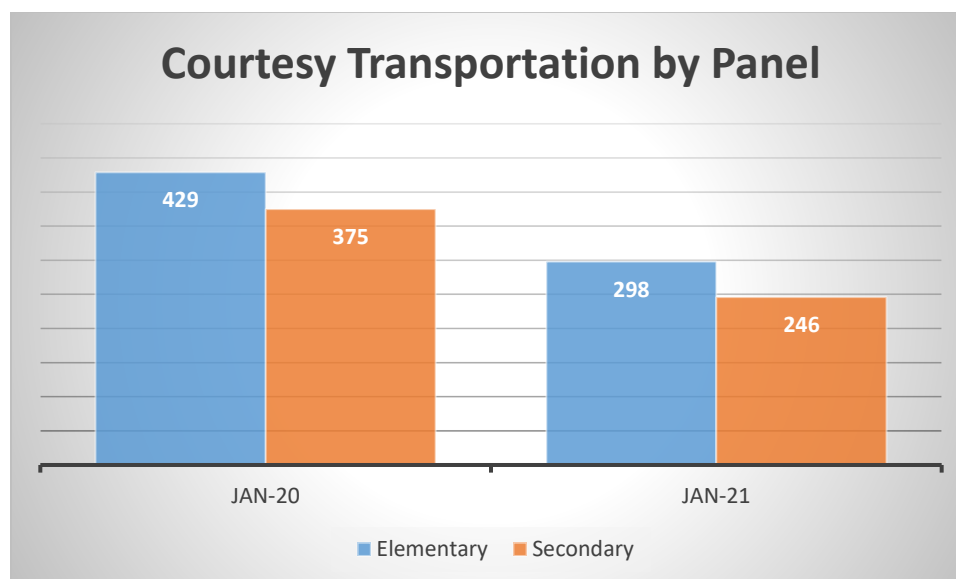
### Transported Students of the Board

STSBHN tracks information relating to the student's address relative to their school of attendance as a means of assessing eligibility for the student(s) and for analysis on policy suggestions for their member school boards (ex: boundary modifications). Currently Grand Erie's student distribution is:

Eligibility	#	%	On a bus
Walkers	10554	40%	491
Bussed	8800	33%	6764
Hazard	707	3%	386
Out of Boundary	6406	24%	614
Out of District	209	1%	77
<b>Total:</b>	<b>26676</b>	<b>100%</b>	

### Courtesy Transportation

The provision of courtesy transportation continues to be in demand by students of the district. Courtesy transportation is a service offered to students of the board who are otherwise ineligible to receive services, due to their proximity to the school (live within the walking distance or live outside of the school's boundary). Courtesy seats are applied for annually and are provided when there is room on the bus and no additional costs is incurred by STSBHN. A full list of the process is outlined in STSBHN procedure 017, available at [www.stsbhn.ca](http://www.stsbhn.ca), under the Policies & Procedures tab.





### Student Ride Times

One of the service parameters that STSBHN monitors monthly is the length of time students spend on the bus getting to and from school. As there are significant cost implications to minimizing ride times, STSBHN balances the competing factors of ride times with vehicle capacities. The current ride time ranges can be found in the chart below. A full list of the service parameters STSBHN takes into consideration when designing and implementing routes is outlined in STSBHN procedure 031, available at [www.stsbhn.ca](http://www.stsbhn.ca) under the Policies & Procedures tab.

Component	0-15 min	16-30 min	31-45 min	46-60 min	61-75 min	>75 min
AM	3,658	2,511	1,324	372	60	10
PM	3,643	2,369	1,433	501	79	18
Total	7,301	4,880	2,757	873	139	28
Average	3,506	2,668	1,355	375	46	10
	44.0%	33.5%	17.0%	4.7%	0.6%	0.1%
Prev Yr AVG	42.0%	33.2%	18.4%	5.2%	1.0%	0.2%

### Goals Update

**Board of Directors Goals and Objectives:** STSBHN is continually working towards completing the stated short-term goals and objectives which are established annually by the Board of Directors. The current goals and objectives, as well as their status are:

#### Goals of 2019-20

Goal Type	Stated Goal/ Objective	Status
Contracts and Agreements	Develop a new competitive procurement document and release it to the open market	Completed
Safety	Complete the requirements for the Active School Travel grant/ initiative	In progress
Safety	Expand the current bus patroller programs to include the Counties of Haldimand and Norfolk	Not completed

#### Goals of 2020-21

Goal Type	Stated Goal/ Objective	Status
Safety	Seek partnerships with municipalities of Haldimand and/or Norfolk to apply for the next Active School Travel grant	Not complete
Safety	Enter into an agreement with either the County of Brant, Haldimand or Norfolk or the City of Brantford to allow for an expansion of the BusPatrol camera system to occur	In progress



**STSBHN internal Goals and Objectives:** STSBHN annually sets its own operational goals and objectives annually which it monitors throughout the school year. These items are reviewed/ discussed at every monthly staff meeting. The current goals and objectives, which differ from the Board of Director's initiatives noted above, are:

Goal Type	Stated Goal/ Objective	Status
Communication and Customer Service	Implement and incident tracking tool for accidents and incidents involving buses and students	In progress
Safety	Create and implement a seating chart tool to allow online access to charts for stakeholders	In progress
Daily Operations	Work with school bus companies to get GPS accurately reporting on routes that the bus is servicing	In progress

### Going Forward

**Contracts:** STSBHN is in the first year of their new 10+2 year contract. STSBHN is focusing on adopting the new technologies included in the latest route of competitive procurement and working with the successful vendors to ensure that all terms and conditions are being adhered to.

**Technology:** the adoption of GPS units on all school buses has allowed STSBHN to track vehicles far better than ever before. The GPS data is also allowing STSBHN to pilot synergistic technologies and better improve route management and communications to stakeholders. An example of this in action is the piloting of the "Chipmunk" app. The app ties in with STSBHN's route planning software and provides parents with an expected time of arrival of the bus to their child(ren)'s bus stop(s) and allows users to live track the bus.

Once the tracking of the bus has been mastered, STSBHN can focus on other initiatives which may include the tracking of students with similar integrated technologies.

**Safety:** STSBHN is continuing to work with Intertrain, the Ontario Education Competitive Marketplace's successful vendor, to provide panel specific training to 50% of our elementary schools on an annual basis. This training is being funded by the Ministry of Education, via the transportation allocation funded through the Grants for Student Needs (GSN). This training is being provided remotely this year over concerns of large student gatherings.

STSBHN is also participating in an exciting school bus stop arm camera pilot. The pilot is running in partnership with BusPatrol, a technology company who specializes in school bus fleet camera systems. The pilot has 2 school buses in each county equipped with internal and external camera systems. The internal systems allow for live access to view footage and the ability to remotely request footage from a bus if a principal, or designate, requests it to assist with a school-based investigation. The exterior cameras are present to provide evidence, in the form of video footage and still pictures, to police forces when school bus stop arm infractions occur. STSBHN is currently in the process of securing meetings with the respective Police Services Boards of the 4 municipalities to educate their members on the value that the systems can bring to our district and try to expand the program to encompass 100% of our bus fleet.

**Community Engagement:** STSBHN is currently involved in delivering services under two grants with community partners. The two initiatives are:

1. Ontario Active School Travel grant
2. Children and Youth-In-Care grant

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business and Treasurer



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: Trustees of the Grand District School Board  
FROM: JoAnna Roberto, Director of Education & Secretary  
RE: **Student Trustee Selection 2021-22**  
DATE: March 8, 2021

---

<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the Student Senate's report on the appointment of the following Student Trustees for 2021-22: Grand Erie North: Reilly Mitchell Grand Erie South: Carson Kitchen Grand Erie Indigenous: Sierra Green</p>
---

### Background

In accordance with Bylaw 29 - Student Trustees, correspondence was forwarded to secondary school principals in December inviting applications for the position of Student Trustee for the Grand Erie District School Board. Six responses were received from the invitation, three from the North (Brantford and Brant County), one from the South (Haldimand and Norfolk) and two from the Indigenous student population of the Board.

It was necessary to follow the selection process and hold an election for the North Student Trustee and the Indigenous Student Trustee as outlined in Bylaw 29.

The Student Trustee candidates from the North and the Indigenous Student Trustee candidates participated in the Student Trustee Election meeting held on February 18, 2021.

Reilly Mitchell, a student at North Park Collegiate was declared elected as Student Trustee for the North, Carson Kitchen, a student at Simcoe Composite School was declared acclaimed as Student Trustee for the South and Sierra Green, a student at McKinnon Park Secondary was declared elected as the Indigenous Student Trustee.

### 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. This report also supports the Equity indicator and the following statement: we will promote practices that help students, families and staff feel safe, welcomed and included.

Respectfully submitted,

JoAnna Roberto  
Director of Education & Secretary



## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: Joanna Roberto, Director of Education  
FROM: Lisa Munro, Superintendent of Education  
RE: **Information Technology Services Annual Update**  
DATE: March 8, 2021

---

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive the Information Technology Services Annual Update Report as information.

### Background

The mission of Information Technology Services (ITS) is to provide and maintain a state of the art, reliable and cost-effective technology environment in order to support learning in the classroom, optimize the administrative functions of the Board and, ultimately, improve student achievement at Grand Erie District School Board, in alignment with the Board's Multi-Year Plan.

### Additional Information

Currently, ITS is providing a report on major initiatives and accomplishments of the current school year and future plans for 2021-22.

ITS strives to develop and deliver new technology solutions, as well as streamline and enhance the delivery of support for that technology, in all areas of the Grand Erie District School Board. Recent and ongoing initiatives continue to have a positive effect on many areas within the Board including classroom learning, communications, cyber security and parent engagement.

### ITS Milestones 2020-21

In the 2020 calendar year the Help Desk, School Technician and Network Administration staff closed 8,743 service tickets. This number is lower than a normal year and is a reflection of the school operations during the pandemic.

#### Online School Trip Requests – Pilot Completed

An onerous paper-based School Trip Request system has been replaced with a new online program to allow our educators to submit school trip requests for approval. This new system has workflow built in to send trip requests to the principal, superintendent or director based on trip category. The application automatically generates the required trip appendices and parental/guardian permission forms. The Online School Trip request system is currently being piloted at 6 schools with a planned board wide rollout for September 2021.

#### Online Mileage Submissions – Pilot Completed

A paper-based submission system for employees to submit mileage claims has been replaced with an online application that automatically calculates distances between locations and attaches Google maps when traveling to non-board locations. This new online Mileage application is currently being piloted within the ITS department with a planned board wide rollout for September 2021.

**Summer Registration at Teacher Resource Centre**

The ITS Department recruited 10-month school clerical staff to work with the ITS PowerSchool/OnSIS team during the summer months. The additional staff acted as the point of contact for parents/guardians wishing to enrolment their child(ren) at a Grand Erie School. The Summer Registration staff enrolled 184 elementary students and 47 secondary students for September of 2020.

**New Phone System**

A new phone system was successfully implemented in Grand Erie removing 12-year-old phone controllers at each school and replacing these with 2 phone controllers. Also, the phone sets for admin and clerical office staff were replaced. The new phone system will reduce the monthly billable expense by approximately \$48 000.

**PowerSchool Parent Portal**

The PowerSchool Parent Portal allows parents to login to a secure portal to access their children's attendance, timetables, mark history, etc. The portal has links to the school website, the School Cash application and the Brightspace Learning Management system, (LMS). The PowerSchool Parent Portal has been rolled out to all our schools.

**Classroom and Teacher Devices (2<sup>nd</sup> Wave)**

The ITS Department deployed new 2,800 new HP laptops to selected teachers and classrooms.

**Principal and Vice Principal Laptops**

The ITS Department deployed new HP laptops to school admin staff as part of a three-year refresh cycle.

**Parent Declaration Surveys**

The ITS Department created the survey tool to allow parents/guardians to declare if their child would attend in class or virtual learning. The survey information assisted with the automated deployment of devices to schools and allowed multiple departments to proactively be prepared for the pivot of learning models.

**Virtual Learning Academy (VLA) Support**

The ITS Department's PowerSchool group helped with the onboarding and setup of the VLA schools within PowerSchool and spent many hours assisting the VLA school administration and clerical staff with the setup of these new schools. The ITS Infrastructure team deployed thousands of laptops and iPads across the system to support students in need of a device and/or connectivity for at home learning. The ITS Help Desk hired an additional team member to support parents/guardians whose children are in a virtual or remote learning model.

**New Fax Solution**

The ITS Department has installed a new online fax solution called SRFax (75%) complete. This solution will result in a significant savings (\$70,000 per annum) to Grand Erie with the removal of fax machines and canceling of the dedicated fax (phone) lines into each location.

**Phishing Education Software**

Many school boards have been the victim of a cyber-attack with the attackers encrypting the computer servers of the school board and demanding a ransom. These types of attacks are often the result of a phishing e-mail sent to a board staff member in which the e-mail asks the staff member to login to a site using the school board login credentials. Once the credentials are provided the cyberattack often begins. The ITS department will be acquiring software that will allow us to send out our own e-mails to staff replicating what staff might see from a hacker. In

this case, if the staff member clicks on a link in the e-mail, they will be directed to an education module on cyber security.

## ITS Future Plans

### Document Management System

One of the recommendations of the 2017 Privacy Assessment is to install a Document Management System to act as a repository for electronic documents thus replacing paper-based filing cabinets and banker's boxes in long term archival storage. A Document Management System offers a more secure way to store files and allow documents to be backed up mitigating a potential loss of information as a result of a flood or fire at a paper storage site. The Human Resource department has been selected as the first department to pilot this process. The ITS Manager will work with the HR Manager to review current HR business processes and document requirements as they work together to implement the Document Management System.

### Mobile Application for Grand Erie

West Communications is the vendor for the School Messenger application our schools currently use to send out phone and e-mail messages to parents/guardians. This vendor also offers a mobile application that we will be rolling out in the fall. This mobile application will be downloadable from the Apple Application Store and Google Play Store and will allow parents/guardians, students and staff another method to access Grand Erie information. Icons currently in the Grand Erie mobile application include School Websites, Parent Portal, Bus Delays, Parent Info, School Cash, Board Website/Staff Portal and Twitter. This application will also allow our schools to send out pop-up messages to parents on the mobile devices.

### Safe Arrival

The ITS Department is exploring the implementation of the *Safe Arrival* absence tracking tool in fall 2021. The tool provides parents/guardians with alternative and efficient methods of reporting students absences. This tool is designed to enhance student safety and reduce the time and costs incurred managing attendance reporting and follow-up.

### Imagine Everything

Under the leadership and guidance of Safe Schools, ITS will be installing an online tool designed to identify and notify system administration when students present signs of suicide, violence, abuse and other dangerous online activity using internet searches. Investigations for online activities that meet a threshold will be facilitated by Safe Schools staff.

### Replacement for PD Place

Grand Erie uses PD Place software for employee training both in class and self-paced. The annual and new employee Health and Safety training modules are part of PD Place. PowerSchool, the vendor that now owns PD Place has announced that PD Place will no longer be supported soon. The ITS Department and Health and Safety staff are currently evaluating replacement solutions.

### Backup Solution for M365

The ITS Department will implement a backup solution to allow us to back up our Microsoft Cloud M365 environment. Benefits of this backup solution will allow us quicker recover time in the event of a cyberattack and allow us to preserve all copies of TEAMS meetings/chats and e-mails.

### Self Service for Help Desk

The ITS Department moved to a new Help Desk system last year called Top Desk. This year we will implement a new module called Self Service. The Self-Service module of Top Desk will allow users to create tickets directly into Top Desk automatically creating the service ticket rather than

the current practice of sending the Help Desk an e-mail or leaving a voice message and having to wait for Help Desk staff to copy the details into a support ticket.

**AODA Compliance Software**

The ITS Department has purchased AODA (Accessibility for Ontarians with Disabilities Act) compliance software from a company called Monsido. ITS development staff will use this software to scan our central and school websites to ensure the websites meet the standard AODA requirements.

**New Anti-Virus Software**

The Ministry of Education has for the last number of years provided School Boards an anti-virus software called ESET. This ESET software is installed on all computers at Grand Erie District School Board. The Ministry has announced it will no longer be providing School Board this software after August 31<sup>st</sup>, 2021. The ITS department is currently evaluating several replacement Anti-virus systems and will have a replacement system installed for September 2021.

**Online Registration/Verification**

Families new to Grand Erie will be able to register their child(ren) using an online registration process that can be completed virtually. The information on this form will be automatically migrated into PowerSchool as part of the registration process.

**Multi-Factor Authentication**

Multi-Factor Authentication is an application that enhances security for users. The ITS Department has completed the pilot of Multi-Factor Authentication (MFA) for ITS Staff for access of M365 and is planning to rollout MFA to the Senior Team, School Administrators and Managers. The Microsoft Authenticator is an application that is stored on an individual's cell phone. When logging to M365, the Microsoft Authenticator will prompt the individual to allow or deny access to the user. If someone (a hacker) is trying to break into an individual's account and they managed to obtain an individual's password they could still be denied access at this point in the process.

**Budget Implications**

Proposed expenditures for the 2021-22 ITS initiatives will be communicated through the Budget Process.

**Next Steps**

Information regarding ongoing ITS initiatives will be shared with school administrators and other stakeholders through various venues such as Director's Meetings, Family of Schools Meetings, and other user-based forums for feedback and discussion. Updates specific to the Information Technology Annual Operating Plan and the Board's Multi-Year plan will be reported on schedule.

**Grand Erie Multi-Year Plan**

This report supports the Technology indicator of Success for Every Student and the following statement: we will provide secure and reliable learning environments that will allow students and staff to use technology in an effective and seamless manner.

Respectfully submitted,

Lisa Munro  
Superintendent of Education





## GRAND ERIE DISTRICT SCHOOL BOARD

---

TO: JoAnna Roberto, Director of Education & Secretary  
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
RE: **F7 Disclosure of Wrongdoing**  
DATE: March 8, 2021

---

<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward <b>Policy F7 Disclosure of Wrongdoing</b> to all appropriate stakeholders for comments to be received by <b>April 30, 2021</b>.</p>
--

### Background

Policy F7 Disclosure of Wrongdoing was approved by the Board in February 2017 and has been identified for review.

### Additional Information

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

### Next Steps

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

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer



# POLICY

F7

## Disclosure of Wrongdoing (Whistle-Blower)

Board Received: February 27, 2017 Review Date: March 2021

### Policy Statement:

The Grand Erie District School Board will ensure that when an EMPLOYEE discloses that they have reasonable grounds to believe that another Grand Erie employee, contractor, ~~trustee~~ Trustee or standing committee appointee has committed or is about to commit a financial or other wrongdoing, as defined in this Policy.

- a) the matter will be reviewed and, if warranted, investigated by the SENIOR OFFICER;
- b) the EMPLOYEE will be protected from REPRISALS;
- c) the subject of the disclosure will be provided an opportunity to respond to allegations;
- d) all parties to an investigation will be treated fairly;
- e) confidentiality will be maintained to the greatest extent possible;
- f) if WRONGDOING is found, appropriate remedial and disciplinary actions will be taken.

### Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – concerns are reviewed and resolved fairly and appropriately without fear of reprisal.

### 1.0 Definitions:

**DISCLOSER** means an EMPLOYEE who makes a Disclosure under this Policy. This person is commonly referred to as a “whistle-blower”.

**PROTECTED DISCLOSURE** means a disclosure that is made in good faith by an EMPLOYEE in accordance with this Policy.

**EMPLOYEE** means any individual who is employed by Grand Erie District School Board or contracted individuals working for personal services corporations.

**SENIOR OFFICER** means the Director of Education or in the event of conflict, Chair of the Board or an individual designated by the Director of Education or Chair of the Board to be responsible for receiving and dealing with disclosures of WRONGDOINGS.

**IMPROPER DISCLOSURE** means a disclosure made in bad faith, which includes but is not limited to providing false information, making disclosures that the DISCLOSER knows are baseless, or making repeated disclosure concerning matters that have been previously examined and determined by the Director.

**REPRISAL** means any of the following measures taken against an EMPLOYEE by reason that the EMPLOYEE has, in good faith, made a PROTECTED DISCLOSURE or has, in good faith, cooperated in an investigation carried out under this Policy:

- a) a disciplinary measure including demotion or termination;
- b) any measure that adversely affects the employment or working conditions of the EMPLOYEE; or
- c) a threat to take any of the measures referred to in (a) or (b) above.

**SUBJECT** means the person(s) whom the DISCLOSER believes has committed or is about to commit a WRONGDOING that is covered by this Policy.

**WRONGDOING** means illegal or inappropriate conduct, including but not limited to:

- i. Fraud as defined in the Criminal Code of Canada (s. 380(1));
- ii. Misappropriation of funds, supplies, resources, or other assets;
- iii. Fraudulent, irregular and/or improper conduct relating to accounting, internal controls, or auditing;
- iv. Conflicts of interest (personal or otherwise) influencing the objectives and decision-making of one's duties;
- v. An actual or suspected violation or contravention of any federal, provincial or municipal law, regulation, Board policy or procedure as it relates to the Board;
- vi. Conduct or practices that present a danger to the health, safety, or well-being of the Board's students, employees, or other parties, where applicable;
- vii. Unprofessional conduct or conduct that contravenes the Board's Policy SO12 - Code of Conduct: and
- viii. Knowingly instructing or counselling a person to commit wrongdoing set out in any of paragraphs (i) to (vii).

*This list is not exhaustive and is intended to provide guidance to individuals as to the kind of conduct that constitutes WRONGDOING under this Policy.*

## 2.0 Scope and Application:

This policy applies to all Grand Erie District School Board EMPLOYEES, Board of Trustee members and Board Standing Committee Appointees. It may also apply to persons or organizations external to the Board who commit WRONGDOING against the Board.

## 3.0 Objective:

To provide an effective process that allows EMPLOYEES to bring concerns or information about illegal activities or other WRONGDOING as defined in this Policy (including improper use of Grand Erie District School Board funds, assets or resources) to the attention of their supervisor or the Director or in the event of conflict, to the Chair of the Board for review and resolution without fear of REPRISAL, to provide that participants in an investigation be treated fairly and appropriately, and to ensure that the Grand Erie District School Board has a process which favours transparency and accountability.

## 4.0 Principles:

- 4.1 The Board will make every reasonable effort to protect itself against WRONGDOING and will establish and maintain a system of internal controls to ensure the prevention and detection of WRONGDOING.
- 4.2 It is the right and obligation of any Board EMPLOYEE, member of administration, or Trustee to report, in good faith, any suspected or alleged WRONGDOING, including any information relating to the WRONGDOING.
- 4.3 The Board shall promptly investigate all reports of suspected or alleged WRONGDOING, provided there are reasonable grounds. An objective and impartial investigation shall be conducted in accordance with this Policy as expeditiously as possible, irrespective of the title, position, and length of service of the party SUBJECT to the investigation.

- 4.4 The Board shall preserve the confidentiality of actions taken under this Policy, including the identity of the whistle-blower who makes a report of WRONGDOING and the particulars of an investigation under this Policy, except as required by law. The Board may be required to provide information obtained during an investigation to an outside agency that has the right to require information otherwise protected by the Municipal Freedom of Information and Protection of Privacy Act. Examples of such agencies are the Ontario Human Rights Commission, another tribunal, or court.
- 4.5 Where actual WRONGDOING is confirmed by investigation, appropriate disciplinary action, as set out in ~~procedure~~ Procedure HR119-Progressive Discipline, shall be taken, up to and including termination of employment and/or contract, where appropriate.
- 4.6 In the event of criminal WRONGDOING, the police shall be notified immediately.
- 4.7 The Board shall make every effort to ensure that an EMPLOYEE or individual who, in good faith, makes a report under this Policy or takes any act in compliance with this Policy is protected from REPRISAL.

## 5.0 Duty to Report WRONGDOING:

- 5.1 Any actual or suspected WRONGDOING must be reported immediately.
- 5.2 Any EMPLOYEE who has knowledge of an occurrence of WRONGDOING or has reason to suspect that WRONGDOING has occurred shall immediately notify his or her supervisor. If the EMPLOYEE has reason to believe that the EMPLOYEE's supervisor may be involved, the EMPLOYEE shall immediately notify their superintendent or the Director of Education.
- 5.3 Where a member of senior administration (e.g. a superintendent) is suspected of WRONGDOING, the individual should report it to the Director of Education.
- 5.4 Where the Director of Education is suspected of WRONGDOING, the individual should report it to the Chair of the Board.
- 5.5 Where a Trustee is suspected of WRONGDOING, the individual should report it to the Director of Education and Chair of the Board.
- 5.6 Where the Chair of the Board is suspected of WRONGDOING, the individual should report it to the Director of Education.

## 6.0 Investigation of WRONGDOING:

- 6.1 The responsibility for ensuring that all reports of WRONGDOING are appropriately investigated rests with the Director of Education, except where the alleged WRONGDOING pertains to the conduct of the Director of Education.
- 6.2 The Director of Education shall ensure that all reports of alleged or suspected WRONGDOING are appropriately investigated as expeditiously as possible by means of an objective and impartial investigation, irrespective of the title, position, and length of service of the party SUBJECT to the investigation.

- 6.3 Where the alleged WRONGDOING pertains to the Director of Education, the Chair of the Board shall be responsible for ensuring that the reported allegations of WRONGDOING are appropriately investigated.
- 6.4 The Director of Education shall report on all investigations of alleged or suspected WRONGDOING to the Board on a quarterly basis, and shall report on all investigations involving financial WRONGDOING to the Audit Committee.
- 6.5 All EMPLOYEES, members of administration, and Trustees of the Board are expected to cooperate fully with those persons assigned to conduct the investigation and make all reasonable efforts to be available to assist during the course of the investigation.
- 6.6 Any EMPLOYEE or individual who willfully obstructs an investigation under this Policy may be subject to disciplinary measures, up to and including termination of employment and/or contract, where appropriate.
- 6.7 Any EMPLOYEE or individual who instructs, counsels, or causes in any manner any person to obstruct an investigation of WRONGDOING shall be subject to disciplinary measures, up to and including termination of employment and/or contract, where appropriate.
- 6.8 All investigations shall be conducted in accordance with ~~procedure~~ Procedure HR119.

#### 7.0 Rights and responsibilities:

All Grand Erie District School Board EMPLOYEES, Trustees or Standing Committee Appointees who participate in or are involved in any way in any process under this Policy shall be responsible to:

- a. keep information relating to any process under this Policy, strictly confidential;
- b. refrain from discussing any Disclosure or the fact of their involvement, except to the extent required for the purposes of any investigation and resolution.

DISCLOSERS and SUBJECTs have the right to be represented or accompanied by another person of their choice, including legal counsel, at their own cost.

#### 8.0 REPRISAL protection:

Any EMPLOYEE who has reasonable grounds to believe that a REPRISAL has been taken against him or her may file a complaint with:

The Office of the Ombudsman of Ontario  
 Bell Trinity Square  
 483 Bay Street, 10<sup>th</sup> Floor, South Tower  
 Toronto, ON  
 M5G 2C9

Phone 1-800-263-1830

Email: [info@ombudsman.on.ca](mailto:info@ombudsman.on.ca)

Nothing in this policy denies or limits an EMPLOYEE's right to approach the Human Rights Tribunal, initiate legal proceedings, contact the police or any other avenues of redress available under the law or through the filing of a grievance or through progressive discipline.

If the complainant takes a case to the Ontario Human Rights Commission or decides to initiate legal proceedings, the Board's investigation of the WRONGDOING may be suspended until the alternative process is completed. Whenever the complainant initiates action through the legal system, the issue becomes a private matter between the complainant and the accused, including costs incurred.

#### **9.0 IMPROPER DISCLOSURE:**

If the disclosure of WRONGDOING is vexatious, frivolous or trivial, has not been made in good faith or would, if investigated, constitute an abuse this Policy, then the complainant shall be so advised, and no further action shall be taken under this Policy. The actions of the DISCLOSER will be viewed as Employee misconduct and will be met with appropriate disciplinary action, up to and including termination of employment for cause, where warranted.

#### **Related Resources:**

HR119 – Progressive Discipline



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary  
 FROM: April Smith, Superintendent of Education  
 RE: SO24 Copyright – Fair Dealing Guidelines  
 DATE: March 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve **Policy SO24 Copyright – Fair Dealing Guidelines.**

### Background

Policy SO24 Copyright – Fair Dealing Guidelines was circulated to all appropriate stakeholders for comments to be received by February 25, 2021.

### Comments Received

1. Comment: Policy statement - "...to all school locations" should school be removed since these are posted at all board photocopiers?  
**Response:** No change required.
2. Comment: Procedure #1 – prominently displayed in all schools – should this be posted at every photocopier?  
**Response:** Amended "including at all board photocopiers."
3. Comment: Should there be a statement that replacement posters are available through copyrightdecisiontool.ca?  
**Response:** Amended "Additional information posters can also be downloaded as necessary."
4. Comment: #8 should this be made clearer – "concerns about exceeding the limit?"  
 "may be referred to Director or SO – why may? What happens if limits are exceeded?"  
**Response:** No change required.

### 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,

April Smith  
 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 including at all board photocopiers. Additional information posters can also be downloaded as necessary.
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](http://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: JoAnna Roberto, Director of Education & Secretary  
FROM: Wayne Baker, Superintendent of Education  
RE: **SO14 – Equity and Inclusive Education**  
DATE: March 8, 2021

---

<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy SO14 Equity and Inclusive Education to all appropriate stakeholders for comments to be received by April 30, 2021.</p>
--

### Background

SO14 – Equity and Inclusive Education was approved by Trustees on April 27, 2020 and is due for review in May 2024.

### Additional Information

In Spring 2020, a working group of the Safe and Inclusive Schools Committee began discussions with respect to anti-Black and anti-Indigenous racism in Grand Erie, components of a board Equity Action Plan. A focus group was created to provide feedback to the committee and training was conducted by an anti-racism advocate. In the process of these activities, there was a review of SO14 – Equity and Inclusive Education. The working group – referencing a variety of equity documents – suggested several revisions that deepen the discussion of equity issues within Grand Erie.

Attached is a draft revised policy SO14 for consideration.

### Next Steps

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

### Grand Erie Multi-Year Plan

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

Respectfully submitted,

Wayne Baker  
Superintendent of Education



# POLICY

SO14

## Equity and Inclusive Education

Board Received:

April 27, 2020

Review Date:

May 2024

### Accountability

1. Frequency of Reports – as needed
2. Criteria for Success – consistent and fair practice in our schools  
– diverse communities feel comfortable and supported within Grand Erie

### Policy Statement

The Grand Erie District School Board promotes the principles of equity and inclusive education, free of discriminatory biases and barrier-free. The Board values diversity within our school communities.

The Board recognizes that equity of access to the full range of programs, services, and resources is critical to the achievement of successful educational and social outcomes for those served by the school system. Grand Erie is committed to listening, responding and engaging with communities to ensure all voices feel heard and a part of the process. To that end, Grand Erie will implement strategies in accordance with the Ontario Education Equity Action Plan to ensure a culturally responsive environment and a culturally safe space to work and learn.

### Definitions:

**Diversity** – Diversity refers to the presence of a wide range of human qualities and attributes social characteristics within a group, organization or society. The dimensions of diversity include, but are not limited to, race, colour, culture, creed, gender, sexual orientation, age, ancestry, gender identity, disability, citizenship, family status, marital status, gender expression, sex, place of origin, socioeconomic circumstance and ethnicity.

**Equity** – Equity refers to a condition of fair, inclusive and respectful treatment of all people. Equity is a process, through cultural humility, to work to eliminate disproportionality and disparity. Equity is achieved when imbalances, barriers and gaps between different groups are removed. Equity does not mean treating people the same without regard for individual differences.

**Inclusive Education** – Inclusive education is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected.

Note: For additional definitions, see Appendix A.

### Equity and Inclusive Education Implementation Strategy:

The Board has identified ~~eight~~ nine areas of focus which serve to honour diversity and commit to the principles of equity and inclusive education.

#### 1. Programs, Guidelines and Practices

Programs, guidelines and practices of the Board will serve students, staff and families in diverse communities by incorporating culturally relevant and responsive pedagogy, in addition to the principles of equity and inclusive education into all aspects of its operations, structures, policies,

programs, procedures, guidelines, and practices, consistent with the principles of the *Ontario Human Rights Code*, to ensure culturally safe spaces.

## 2. Shared and Committed Leadership

The Board will foster development of leaders who demonstrate commitment to equity and inclusion and will encourage employees who self-identify as members of disempowered communities in leadership opportunities. ~~include members of marginalized communities in shared leadership~~. Interviews for school administrative positions always include scenarios involving issues of equity and inclusion. Also, the revised Ontario Leadership Framework – used to evaluate administrators – will include an equity domain.

### 3. School Community Relationships

The Board will establish and maintain a collaborative relationship with diverse communities so that the perspectives and experiences of all students, families, and employees are valued and reflected in our practice.

### 4. Inclusive Curriculum and Assessment Practices

The Board will implement curricula in a culturally responsive and an inclusive manner and will review resources, instruction, and assessment and evaluation practices in order to identify, and raise awareness of, discriminatory biases so that each student may maximize their learning potential.

The Board will ensure that resources and instructional practices are respectful of the protected grounds of the *Ontario Human Rights Code*.

### 5. Religious Accommodation

The Board acknowledges each individual's right to follow, or not to follow, religious beliefs (or creeds) and practices free from discriminatory or harassing behaviour and is committed to taking all reasonable steps to provide religious accommodations to staff and students to ensure a culturally safe space for all.

The Board is committed to ensuring that appropriate religious accommodations are developed collaboratively in an environment founded in trust and mutual respect.

Religious accommodations could include, but are not limited to, the following:

- a. Religious Holy Days and celebrations
- b. Opening and closing exercises
- c. Prayer
- d. Dietary requirements
- e. Fasting
- f. Religious attire
- g. Participation in daily activities and curriculum\*
- h. Scheduling for religious/bereavement leaves
- i. Recruitment, job applications, and succession planning

\* Parents may exempt their child from strand D of the Ontario Curriculum: Health and Physical Education, Grades 1-8, 2019. Grand Erie Procedure SO110 – Exemption to Human Development and Sexual Health describes the process for this curriculum exemption.

### 6. School Climate and the Prevention of Discrimination and Harassment

The Board is committed to the principle that every person within a school community is entitled to a respectful, culturally safe and positive school climate and learning environment free from all forms of discrimination and harassment. The Board will ensure that revisions to school codes of conduct and possible barriers to success include active consultation with diverse communities, and that school codes of conduct are reviewed annually.

### 7. Professional Learning

The Board provides administrators, staff, students and other members of the school community – including families and those who support families – with opportunities to acquire the knowledge, skills, attitudes, and behaviour needed to identify, and raise awareness of, racism, discriminatory biases and systemic barriers. The Board supports mandated professional development in the area of anti-racism, social justice, equity and Indigenous education in an effort to dismantle systemic barriers. The Board supports both staff and students in their own

efforts to promote anti-racism, equity, social justice, Indigenous education and anti-discrimination in schools and classrooms. The Board encourages and supports staff and students in their efforts to promote social justice, equity, and anti-discrimination in schools and classrooms.



## 8. Accountability and Transparency

The Board assesses, ~~and~~ monitors and reports the progress in implementing the principles of Equity and Inclusion into all Board policies, programs, guidelines and practices, and communicates these results to the community. The Board ensures that the principles of anti-racism, cultural safety, equity and inclusive education are embedded in school improvement plans, with particular emphasis on identifying and removing barriers to student achievement.

## 9. Communication and Outreach

This policy, and all related policies and procedures, will be communicated to parents/guardians, students, staff, and community members by all means possible, including, but not limited to, school newsletters, newspapers articles, staff meetings, school announcements, system announcements and school agendas.

All Grand Erie employees will be provided with information outlining policies and procedures related to Equity and Inclusive Education, in addition to training opportunities as they arise.

## Legislative and Policy Framework

- *The Accepting Schools Act (2012)*
- *Achieving Excellence: A Renewed Vision for Education in Ontario (2014)*
- *Ontario Education Equity Action Plan (2017)*
- *Building a Foundation for Change: Canada's Anti-Racism Strategy 2019-22*  
*SO110—Exemption to Human Development and Sexual Health*

## APPENDIX A

Anti-racism refers to policies and practices of opposing racism and promoting cultural safety.

Bias is a tendency to affiliate with one side, showing a preference or choice. Unconscious biases, also known as implicit biases, are negative associations that people unknowingly hold. They are expressed automatically, without conscious awareness, and individuals may not notice that they exist. Notably, implicit biases have been shown to trump individuals' stated commitments to equality and fairness, thereby producing behaviour that diverges from the explicit attitudes that many people profess.

Cultural awareness is the recognition that differences and similarities exist between cultures.

Cultural competency refers to an approach that focusses on attaining skills, knowledge and attitudes to work in more effective and respectful ways with persons of different cultures.

Cultural humility is a lifelong journey of self-reflection and learning that involves listening without judgement and being open to learning from and about others. It involves learning about our own culture and our biases. Cultural humility is a building block for cultural safety. It is an overarching principle that is threaded through our learning and acts as the process by which change can occur.

Culturally responsive curriculum accurately reflects and uses the variety of knowledge of all peoples as the basis for instruction; that acknowledges and respects the diverse social backgrounds, identities and experiences of all students, and places them at the centre of the learning environment. The curriculum provides opportunities for students to understand the

similarities, differences and connections between people of diverse communities. The curriculum helps students to acquire the skills and knowledge that enable them to challenge unjust practices and to build positive human relationships among their peers and among all members of society.

**Culturally responsive pedagogy** refers to teaching that recognizes that all students learn differently and that these differences might be connected to background, language, family structure and social or cultural identity.

**Cultural safety** results when all people feel respected and safe when they interact with the education system. Culturally safe spaces are free of racism and discrimination. People are supported to draw strength from their identity, culture and community. People in culturally safe spaces are self-reflective and aware of their positions of power and the impacts of power. "Safety" is defined by those who receive the service, not those who provide it.

**Cultural sensitivity** refers to an attitude that recognizes the differences between cultures and that these differences are important to acknowledge.

**Culture** provides a history that describes who a collective is and, for each person, it reflects their own unique form of identity. It consists of the beliefs, behaviours, objects and other characteristics common to the members of a particular group or society. Thus, culture includes many societal aspects, including language, customs, values, norms, mores, rules, tools, technologies, products, organizations and institutions.

**Discrimination** occurs when our prejudices are acted out, resulting in some form of negative treatment of disliked groups and their members or preferential treatment for one's own reference group. Discrimination, unlike prejudice, is more than an attitude or feeling; it is an action and intimately connected to a misuse of power.

**Marginalized** refers to a person or group that is treated as insignificant or peripheral.

**Microaggression** refers to a comment or action that subtly and often unconsciously or unintentionally expresses a prejudices attitude toward a member of a marginalized group (such as a racial minority).

**Oppression** refers to how one group is dominated by another more powerful individual or group through physical, psychological, social, or economic threats or force.

**Prejudice** is a preconceived opinion, thought or feeling which is held despite the availability of contrary information and without any valid proof or supporting evidence.

**Privilege** exists when one group has something of value that is denied to others simply because of the groups to which they belong, rather than because of anything they've done or failed to do.

**Racism** refers to prejudice, discrimination or antagonism directed against a person or people on the basis of their membership in a particular racial or ethnic group, typically one that is a minority or marginalized. It is the belief that different races possess distinct characteristics, abilities or qualities, especially so as to distinguish them as inferior or superior to one another.

**Stereotypes** are preconceived notions about groups of people. They often include strong tendencies to over-generalize about individuals solely on the basis of their membership in particular racial, ethnic, or religious groups, and an unwillingness to consider new information which might lead to alterations or revisions in one's opinions.

Cultural stereotyping causes us to overlook individual characteristics which do not match our preconceived ideas. We must be ready to revise and change these generalizations when dealing with individuals from a particular cultural group, as we gain more information about them. Keeping standardized pictures of people from other cultures will lead us to oversimplified opinions, attitudes or judgements. The pictures may be based upon real cultural differences, however, many individuals from these cultures may not fit these standard generalizations. Making assumptions can interfere with communications and prevent us from knowing the real person, who is unique as a human being.

Systemic barriers arise out of apparently neutral institutions, policies or practices, and are reinforced by institutional structures and power dynamics, and result in the differential and unequal treatment of members of certain groups.

Values are the core of one's beliefs and are manifested in all behaviours. Everyone has biases and prejudices based upon their values.

Xenophobia is the fear or hatred of foreigners, people from different cultures, or strangers.





## 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: March 8, 2021

---

<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive <b>Procedure F101 Hospitality and Food Expenses</b> as information.</p>
--

### Background

Procedure F101 Hospitality and Food Expenses was circulated to all appropriate stakeholders for comments to be received by February 25, 2021.

### Comments Received

1. Comment: Administrative procedure – remove administrative  
**Response:** Amended

### Additional Information

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

### Next Steps

This Procedure will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer



# PROCEDURE

F101

## Hospitality and Food Expenses

Board Received: \_\_\_\_\_

Review Date: \_\_\_\_\_

### 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 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  
RE: **P102 Procedures for Experiential Learning Programs**  
DATE: March 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive **Procedure P102 Procedures for Experiential Learning Programs** as information.

### Background

Procedure P102 Procedures for Experiential Learning Programs was circulated to all appropriate stakeholders for comments to be received by February 25, 2021.

### Comments Received

1. Comment: Think there needs to be definition at the start of experiential learning teacher vs co-op teacher or if we are speaking about a Board employed teacher just use teacher  
**Response:** Amended.
2. Comment: Accountability – criteria for success – should student achievement or enhancing student programming or something like that be added?  
**Response:** Amended.
3. Comment: Procedure 1d
  - Use of term experiential learning staff – will this be confused with Board staff?
  - comm shall include sharing of placement within the system – what does this mean?**Response:** Amended.
4. Comment: 1fi – can there be a better way of storage than paper?  
**Response:** No change required.
5. Comment: 4 – WSIB – first line – “should determine” – should there be instructions if a student is covered by the workplace WSIB PPM 76A.  
If students do receive wages when participating in work education or experiential learning programs, the placement employer is considered to be the employer under the WSIA, and is responsible for providing WSIA coverage. A WEA form must be completed for these students, and school boards must indicate in the appropriate section of the form that the employer, not the ministry, is providing the WSIA coverage  
**Response:** Amended.
6. Comment: Should there be a reference to Community engagement placement in the procedure?  
**Response:** Amended .



7. Comment: Manual: References to he/she and his/her  
**Response:** Amended.
8. Comment: Manual: Is there an initial co-op application form, after a course selection? If so should it be included here?  
**Response:** No change required.
9. Comment: Manual: Page 3 - Reference to SO15 – suggest context – Board Policy SO15 also include the title?  
**Response:** Amended.
10. Comment: Manual: Page 4 – c – no hyphen in BHNCD SB. D – same concerns as 1d above  
**Response:** Amended.
11. Comment: Manual: Page 5c - The “Experiential Learning teacher...an assessment of each placement” – is that not the duty of a co-op teacher?  
**Response:** No change required.
12. Comment: Manual: Page 5 middle – Workplace Safety and Insurance Act – add (WSIA) after as this is the first reference  
**Response:** Amended.
13. Comment: Manual: Page 10 b first bullet – are students/parents made aware of the possibility of paying restitution when they sign up for co-op/EL?  
**Response:** No change required.
14. Comment: Manual: Page 11 – c - same as above  
**Response:** No change required.
15. Comment: Manual: Risk Management: Should OSBIE be written out? 7th bullet – “should be informed” – would “must” be a better word to use? B- 1st bullet – 1st line- language duplicated. EL teacher is advised to investigate the need for vaccinations – should there be suggestions where to get this type of medical guidance?  
**Response:** Amended.
16. Comment: Manual: Page 12 - Top of page – “the Board should decide” - should this be a specific role within the Board making this decision?  
**Response:** Amended.
17. Comment: Manual: Appendix K - 3c – accident insurance ‘should’ be made available – ‘will’ be made available  
**Response:** Amended.
18. Comment: Manual: Appendix L - #3 – Policy SO15 section 10.1 students with a G2 are forbidden from driving other students, should the Board be consistent and make the same statement here? 4a – does this need a reference to appendix N.  
**Response:** Amended.
19. Comment: Manual: Appendix O - Self assessment by the student Where are points 1-5?  
**Response:** Amended – formatting error, correct in staff portal.

20. Comment: Manual: 9a – if the student: is over 70. The bold refers to school supervisor – should we use consistent language and refer to teacher

**Response:** Amended.

**Additional Information**

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

**Next Steps**

This Procedure will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Rafal Wyszynski  
Superintendent of Business & Treasurer



# PROCEDURE

P102

## Procedures for Experiential Learning Programs

Board Received: \_\_\_\_\_

Review Date: \_\_\_\_\_

### 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
  - Enhanced number of experiential learning opportunities for students

### Procedures

#### 1. Program Administration

Central co-ordination of the overall experiential learning program shall ensure consistency in dealing with employers and the community. Experiential learning teachers fall into two categories. Co-operative learning teachers grant credits while experiential learning teachers are involved with experiences such as job twinning, job shadowing, and community engagement experiences. Each school shall have a co-operative education (co-op) teacher to represent the school in matters pertaining to experiential learning programs.

##### a) Access:

Every effort shall be made to ensure that no student is denied access to an experiential learning 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 all experiential learning staff in schools ~~and experiential learning staff~~ is encouraged. Communication shall include sharing of community placements within the system to ensure equitable access to limited opportunities. (Ex. Police, Hospital).

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

##### f) Ministry Data Collection:

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

- i) The total number of hours, during the school year (September 1-August 31), for which the Ministry has supplied Workplace Insurance coverage. This amount is to be compiled from the cumulative totals on students' log sheets. It is important that the hours reported are the actual hours during which a student was at a training placement. The number of hours must be tracked in the Co-op Writer software and the Training Station Hours forms are to be printed off, signed by the teacher and principal, at the end of each semester including summer school. The

forms are to be housed in a secure location at the school for a minimum of six years for audit purposes.

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

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

2. Program Implementation

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

The student's learning plan outlines the course of study for the placement component and is the basis for assessment and evaluation. Experiential Learning students must have learning plans that identify the overall and specific curriculum expectations that describe the knowledge and skills the student will apply and further develop at the placement. The employer's expectations and the placement specific expectations of the classroom component of the course must also be included on the learning plan.

The Cooperative Education and Experiential Learning teachers must conduct an assessment of each placement, including placements at businesses or institutions owned and operated by students' families if the placement is over three days and the student is performing tasks.

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 student's teacher should determine whether the student will be covered by the employer.

If students do receive wages when participating in work education or experiential learning programs, the placement employer is considered to be the employer under the WSIA, and is responsible for providing WSIA coverage. A WEA form must be completed for these students, and school boards must indicate in the appropriate section of the form that the employer, not the ministry, is providing the WSIA coverage

*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

## Table of Contents

Overview of the Experiential Learning Program .....	3
Program Administration .....	4
Program Implementation.....	5
Health and Safety .....	6
Procedures for Reporting Student Injuries:.....	6
For Critical Injuries see the Health and Safety quick guide: .....	6
WSIB.....	7
Insurance.....	9
Risk Management .....	11
Student Assessment and Evaluation .....	12
Co-op Credits Earned Per Semester .....	13
Forms .....	14
Appendix A – Co-operative Education and Work Experience Roles and Responsibilities Acknowledgement Form .....	14
Appendix B – Training Station Hours .....	14
Appendix C – Work Education Agreement (WEA) .....	14
Appendix D – Placement Assessment Checklist (PAC) .....	14
Appendix E – Student Co-operative Education Learning Plan.....	14
Appendix F – Restitution Form Letter .....	14
Appendix G – Workplace Safety & Insurance Board (WSIB) Form 7.....	15
Appendix H – WSIB Treatment Memorandum Form .....	15
Appendix I – Acknowledgement of Authorization to Collect SIN number .....	15
Appendix J – WEA Extension Form Agreement – Extended Hours of Placement .....	15
Appendix K – RMA Waiver – Consent Student Involvement in High Risk Experiential Learning Placement Activities Supervised by a Qualified Teacher.....	15
Appendix L – RMA - Student Transportation to Experiential Learning Placements .....	15
Appendix M – RMA - Student Transportation by Workplace Supervisor.....	15
Appendix N – RMA - Declaration by Workplace Supervisor of Vehicle Fitness and Insurance Coverage .....	15
NEW - Appendix O – Work Education Placement During COVID-19 Pandemic.....	15
NEW - Appendix P – Community Engagement Placement Roles and Responsibilities.....	15
NEW - Appendix Q – Community Engagement Placement Learning Plan .....	15

## 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. For information pertaining to single day experiential learning experiences, (i.e. job shadowing, Take Our Kids to Work Day) please refer to [SO15 Out of Classroom Fields Trips and Excursions](#)

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 shall ensure consistency in dealing with employers and the community. Experiential learning teachers fall into two categories. Co-operative learning teachers grant credits while experiential learning teachers are involved with experiences such as job twinning, job shadowing, and community engagement experiences. 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 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 all experiential learning staff in schools ~~and experiential learning staff~~ is encouraged. Communication shall include sharing of community placements within the system to ensure equitable access to limited opportunities for all schools (Ex. Police, Hospital).
- 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 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 ([WSIA](#)), the Ontario Human Rights Code, and the Municipal Freedom of Information and Protection of Privacy Act;
  - ii) a suitable physical environment for the student to engage in a range of relevant learning opportunities and experiences, including those related to the use of technology, equipment, and tools;
  - iii) an educationally rich learning experience based on the student's learning plan;
  - iv) adjustments based on the learning needs of the student, including those of students with special education needs.
  - v) All 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 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 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 Co-operative Education Linked to a Related Course (or Courses) may earn a maximum of two co-operative education credits for each credit earned from a related course (or courses) previously completed or taken concurrently, to a maximum of four credits for the co-operative education course.

- e) Students whose placements are interrupted by reason of collective actions in a unionized work environment, will be placed in their home school for the duration of the work stoppage, unless the length of time they are out of the placement jeopardizes the student's placement hours and/or credits at which point an alternate placement or activity will be found to meet the expectations of the related course and co-operative education expectations.

## Health and Safety

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

- a) provision that the school administrator be informed by the teacher immediately of any concerns related to health and/or safety hazards;
- b) the understanding that upon notification, the school administrator in consultation with the co-op teacher will remove the student from the workplace until the concern is resolved
- c) assurance that all students in 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 student's learning plan prior to starting their work placement.

## Procedures for Reporting Student Injuries:

### Student

Students must report any injury to their workplace supervisor and 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 student's teacher immediately.

### Experiential Learning 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. [Ontario School Boards Insurance Exchange \(OSBIE\) incident report form](https://staff.granderie.ca/application/files/9915/0352/1507/Critical_Injury_Information.pdf)

**For Critical Injuries see the Health and Safety quick guide:**

[https://staff.granderie.ca/application/files/9915/0352/1507/Critical\\_Injury\\_Information.pdf](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 student's teacher should determine whether the student will be covered by the employer.

a) If students do receive wages when participating in work education or experiential learning programs, the placement employer is considered to be the employer under the WSIA, and is responsible for providing WSIA coverage. A WEA form must be completed for these students, and school boards must indicate in the appropriate section of the form that the employer, not the ministry, is providing the WSIA coverage

### [a\)b](#) 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.

### [b\)c](#) 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.

### [c\)d](#) Conditions of WSIA Coverage

i) Students are covered during the time that they are performing the duties assigned to

them under the supervision of the placement employer.

- ii) Students are covered when their work placement is located on school board property, and when they are supervised by teaching or non-teaching staff members (e.g., teachers, building custodians, electrical maintenance supervisors, audio-visual technicians, or purchasing officers).
- iii) 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.
- iv) 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.
- v) 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.
- vi) 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.
- vii) Students are generally not covered while they are travelling to and from the work placement.
- viii) 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](#).

#### e) 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)

#### f) 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 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 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 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~~lawsuit arising out of the negligent acts of the student while ~~he/she~~ they are ~~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 experiential learning program.

Theft or vandalism 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 student to work after hours. As this activity is not part of the Experiential Learning 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](http://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

- i) Liability Insurance

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

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

- ii) 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 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.

iii) 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) Ontario School Boards Insurance Exchange (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 experiential learning placement should not be allowed to drive vehicles.
- Employers ~~should~~ **must** 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 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 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 Experiential Learning teacher is advised to investigate the need for vaccinations or tests with the employer 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 identified by the teacher, the teacher should seek guidance from their school administration to ~~the Board should~~ decide if any additional pre-placement action is required.

- **Emergency Services Placements**  
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 learning plans that identify the overall and specific curriculum expectations of the related course that describes the knowledge and skills the student will apply and further develop at the placement, as well as the employer's expectations and the expectations of the classroom component of the course that apply to the placement.

The 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. 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 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](#).



## 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 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 teacher to ensure the suitability of the placement for the 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 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.)

## APPENDIX A



## Co-operative Education and Work Experience Roles and Responsibilities

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

**File Location & Retention:**

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

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

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)*



## Report School

## Experiential Learning Teacher

Reporting Period

**From:**

**To:**

Date \_\_\_\_\_

---

Experiential Learning Teacher Signature \_\_\_\_\_

---

Date

Principal Signature

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

## 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)

65-1970E (2016/07)

© Queen's Printer for Ontario, 2016

Disponible en français

Page 1 of 4



## 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)	
<b>1. Parties to the Agreement</b>					
<b>Student Trainee</b>					
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			
<b>Placement</b>					
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	
<b>School</b>					
Name of School			Name of Teacher		
School Address					
Unit Number	Street Number	Street Name		PO Box	
City/Town		Province	Postal Code	Telephone Number	
<b>2. Specific Time at Placement</b>					
<b>Period of Agreement</b>					
The student shall, from _____ to _____ faithfully, honestly and diligently perform the duties					
Date (yyyy/mm/dd)      Date (yyyy/mm/dd)					
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.					
<b>Placement Hours</b>					
The normal hours at the placement shall be from _____ to _____					
<b>Schedule</b>					
Identify the days when the student will be at the placement (or attach student's schedule).					
_____ (days of placement)					

File Location &amp; Retention:

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

63-1970E (2016/07)

Page 3 of 4

## APPENDIX C

**3. Workplace Safety & Insurance Board Coverage**

Workplace Safety &amp; 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 &amp; 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)

63-1970E (2016/07)

**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

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

## APPENDIX D



## 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?		
2. Does the company have a Harassment Policy?		
3. Will the student be provided with an orientation of the facility, personnel, and procedures? e.g., fire alarm procedures		
4. Is the supervisor familiar with accident reporting procedures for the student?		
5. Will the student be working at additional placement sites?		
If yes, will transportation be provided?		
6. Does the company have any restrictions (e.g., clothing, piercing, immunization, security checks) unique to this placement?		
Details:		
7. Is a qualified/accredited employee willing and available to act as a supervisor and to follow the student's progress		
8. Will this placement provide the student with a variety of learning experiences?		
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?		
Have appropriate Board provided vehicle forms been completed?		

**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)		
2. Are there handicapped accessible washroom facilities?		

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?		
2. If needed, is there an Eye Wash and Shower station?		
3. Is there a Joint Health and Safety Committee? (20 or more employees)		
4. Is there a Workplace Health and Safety Rep.? (6 – 10 employees)		
5. Are copies of the Ontario Workplace Health and Safety Act and employer COVID protocol readily available?		
6. Are health and safety posters displayed?		
7. Will the student participate in relevant health and safety orientation and training including COVID requirements?		
If no, provide explanation:		

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:		
2. Do all hazardous material containers carry WHMIS labels?		
3. Are the Safety Data Sheets readily available (SDS)?		
4. Are the WHMIS posters displayed in the workplace?		
5. Will student receive necessary training and/or certification where appropriate?		

## File Location &amp; Retention:

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

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)**

## APPENDIX E



## 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 &amp; 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"> <li>• demonstrate an understanding of workplace health and safety rules, including placement specific workplace health and safety considerations and the procedure for reporting accidents</li> </ul>	<ul style="list-style-type: none"> <li>• complete a workplace Health and Safety questionnaire/ assignment</li> <li>• complete a placement safety assignment</li> </ul>
<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• complete a placement communication assignment communicate using the terminology of the placement</li> </ul>

Employer:

Placement Supervisor:

**File Location & Retention:**

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

The student will:

Related Course Expectations (Overall and specific Expectations)	Opportunities at the Placement (description of tasks to be performed at the workplace)



The student will:

Related Course Expectations (Overall and specific Expectations)	Opportunities at the Placement (description of tasks to be performed at the workplace)

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



## 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

1

WITHOUT-PREJUDICE

1

Parent/Guardian Name

Student Name

Street Address

City, ON Postal Code

1

Dear Parent or student name

1

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).

1

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.

1

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:

1

Grand Erie District School Board

c/o Superintendent of Business and Treasurer

349 Erie Avenue

Brantford, ON N3T 5V3

1

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

1

Sincerely,

1

Executive Assistant to the Superintendent of Business and Treasurer

1

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

1

SUCCESS for Every Student

1

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

**Please PRINT in black ink**

**A. Worker Information**

1. 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 \_\_\_\_\_

2. Please check if this worker is a: ☐ executive ☐ elected official ☐ owner ☐ spouse or relative of the employer

3. Is the worker covered by a Union/Collective Agreement? ☐ yes ☒ no

4. Worker's preferred language: ☒ English ☐ French

5. Date of Birth: dd mm yy \_\_\_\_\_ Telephone: \_\_\_\_\_

6. 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): ☒ Rm Number **2** OR ☐ Account Number **250379-FJ** Provide Number \_\_\_\_\_

Mailing Address: **349 Erie Avenue** Rate Group Number **2** Classification Unit Code \_\_\_\_\_

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) ☐ Struck/Caught ☐ Fall ☐ Slip/Trip ☐ Overexertion ☐ Repetition ☐ Assault ☐ Motor Vehicle Incident ☐ Fire/Explosion ☐ 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 ☐ Face ☐ Neck ☐ Lowerback ☐ Shoulder ☐ Arm ☐ Forearm ☐ Hand ☐ Finger(s) ☐ Thigh ☐ Knee ☐ Lower Leg ☐ Foot ☐ Toe(s) ☐ Chest ☐ Abdomen ☐ Pelvis ☐ Other \_\_\_\_\_

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, temperature, 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 cspaat** **print** **reset** **APPENDIX G** **7** **Employer's Report of Injury/Disease (Form 7)**

**Please PRINT in black ink**

**Accident/Illness Dates and Details (Continued)**

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

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): \_\_\_\_\_

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: \_\_\_\_\_

5. Are you aware of any prior similar or related problem, injury or condition? ☐ yes ☒ no If yes, please explain: \_\_\_\_\_

6. 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? ☐ 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: ☐ Myself ☐ Other \_\_\_\_\_ Telephone: \_\_\_\_\_ Ext. \_\_\_\_\_

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

**Please PRINT in black ink**

**G. Gross Wage / Compensation Information (Do not include overtime pay)**

1. Is the worker (Please check all that apply): ☐ Permanent Full Time ☐ Permanent Part Time ☐ Temporary Full Time ☐ Temporary Part Time ☐ Student ☐ Registered Apprentice ☐ Other (Specify): \_\_\_\_\_

2. Regular rate of pay: \$ \_\_\_\_\_ per hour ☐ per day ☐ per week ☐ other \_\_\_\_\_

**H. Additional Wage Information**

1. Has claim date occurred: ☐ Federal ☐ Provincial ☐ No claim pay ☐ or each other? ☐ yes ☒ no Provide gross wage: \$ \_\_\_\_\_

2. Date of last regular work: dd mm yy \_\_\_\_\_ 3. No work was done on last day of work: ☐ yes ☒ no 4. A claim was made for last day of work: ☐ yes ☒ no 5. Number of days for last day of work: \_\_\_\_\_

6. Additional wages for last day of work: \$ \_\_\_\_\_

7. Address no wage: ☐ yes ☒ no If yes, is due to: ☐ No regular work ☐ No regular work

8. Other Earnings (For Regular Wage): Provide the total of additional earnings for each week for the 4 weeks before the accident/illness.

For Regular Staff worker - If the worker is a new hire, please attach to this report a copy of the worker's last pay stub or other documentation for the period of 4 weeks before the accident/illness.

Use the following for regular staff workers:

Period	From Date (MM/DD/YYYY)	To Date (MM/DD/YYYY)	Weekly Gross Pay	Number of Days Worked	Comments	Comments	Comments
Week 1							
Week 2							
Week 3							
Week 4							

**I. Work Schedule (Complete either A, B or C. Do not include overtime pay)**

☐ (A) Regular Schedule - Indicate normal work days and hours.

Day: Monday Tuesday Wednesday Thursday Friday Saturday

Example: Monday 9:00 am - 5:00 pm

☐ (B) Respite/Non-Regular Shift Worker - Provide

NUMBER OF DAYS ON: \_\_\_\_\_ NUMBER OF DAYS OFF: \_\_\_\_\_ Approx. (per shift): \_\_\_\_\_ NUMBER OF WEEKS IN CYCLE: \_\_\_\_\_

Example: 4 days on, 4 days off, 32 hours per week, 8 weeks in cycle.

☐ (C) Varied or Irregular Work Schedule - Provide the total number of regular hours and shifts worked in 4 weeks prior to the accident/illness. (Do not include overtime pay or shift pay).

Week 1 Week 2 Week 3 Week 4

Days To Date (day only) 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

Days To Date (day only) 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

Days To Date (day only) 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

Days To Date (day only) 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

**J. I am an officer who declares that the information provided on pages 1, 2, and 3 is true.**

Name of person completing this report (please print): \_\_\_\_\_ Official title: \_\_\_\_\_

Signature: \_\_\_\_\_ Superintendent of Business \_\_\_\_\_ Date: dd mm yy

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

OSRA (E+1/2) File Location & Retention: \_\_\_\_\_

Co-op Office (E+1/2) = completion of placement; then transferred to OSR (E+6) = retirement of student

Page 3 of 4

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

**Please PRINT in black ink**

**K. Add Earnings Information**

1. Provide the total of additional earnings for each week for the 4 weeks before the accident/illness.

For Regular Staff worker - If the worker is a new hire, please attach to this report a copy of the worker's last pay stub or other documentation for the period of 4 weeks before the accident/illness.

Use the following for regular staff workers:

Period	From Date (MM/DD/YYYY)	To Date (MM/DD/YYYY)	Weekly Gross Pay	Number of Days Worked	Comments	Comments	Comments
Week 1							
Week 2							
Week 3							
Week 4							

**L. Work Schedule (Complete either A, B or C. Do not include overtime pay)**

☐ (A) Regular Schedule - Indicate normal work days and hours.

Day: Monday Tuesday Wednesday Thursday Friday Saturday

Example: Monday 9:00 am - 5:00 pm

☐ (B) Respite/Non-Regular Shift Worker - Provide

NUMBER OF DAYS ON: \_\_\_\_\_ NUMBER OF DAYS OFF: \_\_\_\_\_ Approx. (per shift): \_\_\_\_\_ NUMBER OF WEEKS IN CYCLE: \_\_\_\_\_

Example: 4 days on, 4 days off, 32 hours per week, 8 weeks in cycle.

☐ (C) Varied or Irregular Work Schedule - Provide the total number of regular hours and shifts worked in 4 weeks prior to the accident/illness. (Do not include overtime pay or shift pay).

Week 1 Week 2 Week 3 Week 4

Days To Date (day only) 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

Days To Date (day only) 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

Days To Date (day only) 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

Days To Date (day only) 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

**M. I am an officer who declares that the information provided on pages 1, 2, and 3 is true.**

Name of person completing this report (please print): \_\_\_\_\_ Official title: \_\_\_\_\_

Signature: \_\_\_\_\_ Superintendent of Business \_\_\_\_\_ Date: dd mm yy

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

OSRA (E+1/2) File Location & Retention: \_\_\_\_\_

Co-op Office (E+1/2) = completion of placement; then transferred to OSR (E+6) = 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		Date and hour accident reported Date et heure où fut signalé l'accident		Nature of Injury/Nature de la lésion			
	dd/mm/yy	time/heure	dd/mm/yy	time/heure				
		am	pm	am	pm			
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 see other side/Voir au verso.

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 OSR E+6 (E = retirement of student)

## Appendix H

**Injured Worker**

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).

**Health Professional**

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.

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.

**Travailleur blessé**

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).

**Professionnel de la santé,**

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.

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.

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

## APPENDIX J



## Experiential Learning 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 an experiential learning capacity.

Date	Starting Time	Finishing Time	Total Hours/Day
Total Hours			

	Print Name	Signature	Date
Student			
Workplace Supervisor			
Experiential Learning 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 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 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 learning plan 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 will be offered 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. The purchase of the insurance is the sole responsibility of the parent/guardian or the student if they are 18 years of age or older.

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 program outlined in the student's learning plan.*

**File Location & Retention:**

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



## Risk Management Advisory and Consent Student Transportation to Experiential Learning Placement

### APPENDIX L

#### 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 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 students to their placements.~~ Students can only be transported in privately-owned vehicles by staff or volunteers who possess a valid G Licence and a minimum of \$2 million of liability insurance.
4. Students whose job placements require them to operate a non-owned (company) vehicle must have this documented on their 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

## APPENDIX M



## Student Transportation by Workplace Supervisor Experiential Learning Placements Requiring OnThe Job Travel

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

DATE \_\_\_\_\_

<b>Student's Name</b>		<b>Workplace Name</b>	
<b>Student's Home School</b>		<b>Workplace Supervisor</b>	
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 student's learning plan.			

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 student's learning plan.

***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 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 Experiential Learning students.

This area must be completed and signed before the placement begins. Transportation as a condition must be indicated on the student's learning plan.			
<b>Student's Signature</b>	<b>Parent's Signature</b>	<b>Teacher's Signature</b>	<b>Employer's Signature</b>
<b>Student's Name (printed)</b>	<b>Parent's Name (printed)</b>	<b>Teacher's Name (printed)</b>	<b>Employer's Name (printed)</b>

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)*

**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 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 student's learning plan.*

Copy 1: Teacher,  
Copy 2: Workplace

**File Location & Retention:**

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

## APPENDIX N



## 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 \_\_\_\_\_

<b>Student's Name</b>		<b>Workplace Name</b>	
<b>Student's Home School</b>		<b>Workplace Supervisor</b>	
<i>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 student's learning plan.</i>			

The undersigned declares that student operation of the employer vehicle is a requirement of the placement as outlined in the student's learning plan. 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 have 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 agree 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.

<b>This area must be completed and signed before the placement begins. Operation of the Employer vehicle as a condition must be indicated on the student's learning plan</b>			
<b>Student's Signature</b>	<b>Parent's Signature</b>	<b>Teacher's Signature</b>	<b>Employer's Signature</b>
<b>Student's Name (printed)</b>	<b>Parent's Name (printed)</b>	<b>Teacher's Name (printed)</b>	<b>Employer's Name (printed)</b>

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



## 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:

1. Be symptom free of respiratory illness.
2. Have not travelled outside of Canada within the last 14 days from the date of entry to the Employer's Facility.
3. 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).
4. 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 Experiential Learning teacher ~~school supervisor~~ and the employer to discuss other arrangements that may be made. If, at any time, the student informs ~~their~~his/her school supervisor and employer that ~~they~~he/she ~~have~~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 ~~their~~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

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

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

**File Location & Retention:**

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

STUDENT	SUPERVISOR	EXPERIENTIAL LEARNING TEACHER
<b>HEALTH AND SAFETY</b>		
<ul style="list-style-type: none"> <li>Comply with all company rules pertaining to appropriate work attire, safety rules, work schedule, and health and safety policies</li> <li>Notify the experiential learning teacher promptly of safety concerns or problems that cannot be resolved by the placement supervisor</li> <li>Ensure you have a Health Card and coverage before starting work</li> </ul>	<ul style="list-style-type: none"> <li>Provide a safe working and learning environment</li> <li>Provide orientation and workplace health and safety training within the student's competencies</li> <li>Sign the Work Education Agreement for WSIB student coverage</li> <li>Be familiar with and follow accident reporting procedures</li> <li>Provide specific safety training if required based on the student's competencies</li> <li>Provide adequate and appropriate insurance for vehicles occupied by students while the student is involved in placement activities as per board policy</li> </ul>	<ul style="list-style-type: none"> <li>Follow the school board's placement procedures for all community-based learning programs</li> <li>Assess placements for suitability</li> <li>Assess whether placement supervision is appropriate</li> <li>Provide health and safety instruction and information on insurance coverage</li> <li>Follow Workplace Safety and Insurance Board and school board procedures for accident reports</li> <li>Ensure pre-placement learning safety orientation has been provided by the teacher based on the student's tasks at the placement</li> </ul>
<b>STUDENT ASSESSMENT AND EVALUATION</b>		
<ul style="list-style-type: none"> <li>Participate in the development and implementation of the Student Community Engagement Placement Plan</li> <li>Participate with your supervisor and teacher in performance review</li> <li>Keep a Daily Activity Report as well as a record of your experience as required by the experiential learning teacher</li> </ul>	<ul style="list-style-type: none"> <li>Provide the teacher and student with written or oral feedback as part of the learning experience</li> <li>Help develop the student's Community Engagement Placement Plan in consultation with the student and teacher</li> <li>Assist in developing a realistic and challenging learning experience for their students</li> <li>Become familiar with students' strengths and the areas that need improvement</li> <li>Jointly assess student progress with teachers and provide written performance appraisals</li> </ul>	<ul style="list-style-type: none"> <li>Develop a Community Engagement Placement Plan for each student in collaboration with the school team and the supervisor</li> <li>Make regular on-site learning assessments of students at their placements as per the Student Community Engagement Placement Plan</li> <li>Assess and evaluate student performance</li> <li>Update and adjust the Student Community Engagement Placement Plan as required to include added responsibilities and expectations</li> <li>Keep dated, anecdotal records on student placement learning</li> </ul>
<b>ACCIDENT REPORTING PROCEDURES</b>		
<ul style="list-style-type: none"> <li>Report immediately to the supervisor and experiential learning teacher any personal injuries that happen during placement</li> </ul>	<ul style="list-style-type: none"> <li>If student is unable, report accident immediately to the student's teacher</li> </ul>	<ul style="list-style-type: none"> <li>In the event of an accident where a student requires medical attention by a professional, the supervising teacher must complete required 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.</li> </ul>

The above responsibilities and liabilities have been explained to me and I accept these conditions. I hereby agree to participate in a Community Engagement Placement 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	Supervisor Name	Supervisor Signature

**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)*



## 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.

**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:

<b>I.E.P. Goals</b>	<b>Opportunities at the Placement</b>

The student will:

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

**File Location & Retention:**

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

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



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary  
 FROM: Rafal Wyszynski, Superintendent of Business & Treasurer  
 RE: **FT107 Asbestos**  
 DATE: March 8, 2021

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT Bylaw 9 – Process for Development of Bylaws, Policies and Procedures be waived with respect to circulating **Procedure FT107 Asbestos** to all appropriate stakeholders for comments.

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive **Procedure FT107 Asbestos** as information.

### Background

Procedure FT107 Asbestos was approved by the Board on February 24, 2020. During a recent Ministry of Labour visit, it was requested the Notice of Project piece be clearly identified in the Procedure.

### Additional Information

As a result of this feedback, suggested revisions have been made to the Procedure and a draft revised procedure is attached. We are requesting Bylaw 9 be waived with respect to circulating for stakeholder comments.

### Next Steps

This Procedure will be distributed in keeping with Board Bylaw BL9.

Respectfully submitted,

Rafal Wyszynski  
 Superintendent of Business & Treasurer





# PROCEDURE

FT107

## Asbestos

Board Received: February 24, 2020 Review Date: March 2024

### Accountability

1. Frequency of Reports – As needed
2. Criteria for Success – Enhanced safety in workplace

### Background

The Grand Erie District School Board is committed to taking every reasonable precaution to protect the health and safety of its employees and students through its Health and Safety Policy and the general provisions of the *Occupational Health and Safety Act of Ontario*. Further, work liable to disturb asbestos is governed by the “Asbestos on Construction Projects and in Buildings and Repair Operations Ont. Reg. 278/05” which specifies the strict conditions under which asbestos work can be performed. This legislation is a minimum standard of care that must always be respected and, in certain instances, exceeded in order to meet the needs of the Grand Erie District School Board.

Every Grand Erie District School Board building may contain asbestos in the form of floor tile, pipe wrap, transite pipe or wall panels, acoustic or texture plaster, any ceiling tile this can include 2x2 and 2x4 suspended tile in grid, drywall compound and possibly in other building materials.

Where an employee fails to comply with this procedure, the Board’s progressive discipline Procedure HR119 will be applied.

### Definitions

**Asbestos** is a generic term describing a number of naturally occurring fibrous, hydrated mineral silicates that differ in chemical composition and are suitable for use as non-combustible, non-conducting and chemically resistant materials. Different types of asbestos which may be found in buildings are chrysotile, crocidolite, amosite, tremolite, actinolite or anthophyllite.

**Asbestos Abatement/Remediation** - Corrective action taken to minimize or eliminate the hazards associated with asbestos-containing materials, including repair, encapsulation, enclosure or removal.

**Asbestos-Containing Material** - Any material found to contain 0.5% or greater content of asbestos by dry weight.

**Asbestos Survey Report** - The Asbestos Survey Report is a record of the location of all asbestos-containing materials present within a building, or those suspected of containing asbestos. The Survey Report is available to any employee or contractor whose work may result in the disturbance of such materials. The Survey Report will be made available online at <http://gedsb.ebasefm.com/login>.

**Friable Material** - Asbestos containing materials may be classified as friable or non-friable. A friable material is defined as; material that, when dry, can be crumbled, pulverized or powdered by hand pressure. This category includes material that falls apart at the slightest touch, as well as products with a relatively hard surface.

Friable materials present a greater hazard of releasing asbestos fibres than non-friable materials. Common friable asbestos-containing building materials include sprayed fibrous fireproofing, thermal pipe insulation, and decorative or acoustic texture plasters. Common non-friable asbestos-containing building materials include asbestos cement boards, ceiling tiles and vinyl floor tiles.

**Non-Friable Material** - A non-friable asbestos product is one in which the asbestos fibres are bound or locked into the product matrix, so that the fibres are not readily released. Such a product would present a risk for fibre release only when it is subject to sanding or cutting with electric power tools. Examples of non-friable asbestos products include vinyl asbestos floor tiles, acoustic ceiling tiles, and asbestos cement products.

Notice of Project – According to Section 6 of the Regulation for Construction Projects (O. Reg. 213/91) constructors are required to notify the Ministry of Labour before construction begins of any project meeting any of the requirements applicable. A signed copy of the completed form, whether done online or on the paper form, must be posted in a conspicuous place at the project or be available at the project for review by an inspector.

### Responsibilities:

#### A. Manager of Facility Services or Designate will:

1. Act as the Asbestos Coordinator for the Grand Erie District School Board.
2. Ensure that pertinent construction project managers, supervisors and employees are notified of their responsibilities for working with asbestos.
3. Ensure that all Facility Services employees who may come in contact with asbestos have received instruction in asbestos through awareness training offered by the Health and Safety Office, and departmental instruction on the specific locations of asbestos
4. Ensure that procedures, equipment and materials appropriate for the specific work locations under their authority is provided to protect the health and safety of all employees.
5. Ensure that the components of this Procedure and the *Occupational Health and Safety Act* and Regulations are implemented in all Grand Erie District School Board facilities.
6. Ensure Administrators and Building Managers are advised when updated copies of the Asbestos Survey report are available online.
7. Ensure that all Facility Services employees are informed about the online Asbestos Survey Report and can access the database.
- 7-8. Ensure a Notice of Project is completed and submitted if required by Regulation.

#### B. Facility Division Managers, Facility Supervisors and IT Managers will:

1. Managers and Supervisors must be knowledgeable about the locations of, hazards and standard operating procedures associated with working with asbestos, the education and training requirements for working with asbestos, the appropriate standard operating procedures for all such locations under their authority.
2. Ensure that all employees under their authority are familiar with the hazards and the standard operating procedures for working with asbestos and act in accordance with the standard operating procedures for asbestos.
3. Ensure that employees and building occupants are notified of all asbestos work within their workplace.
4. Ensure that all employees under their authority are informed about the location of asbestos-containing materials that may be disturbed in the course of their duties.
5. Ensure that all employees under their authority who may come in contact with asbestos have received instruction in asbestos through awareness training offered by the Health and Safety Office, and departmental instruction on the specific locations of asbestos and only perform

- work in accordance with the level of training received.
6. Ensure that all employees use appropriate equipment and materials for working with asbestos at all times.
  7. Arrange for the cleanup, sealing, enclosure or removal of any fallen or deteriorated asbestos.
  8. Ensure that no employee of the Grand Erie District School Board is assigned to perform Type 2 or Type 3 asbestos work.
  9. Ensure that any Type 2 or Type 3 asbestos work is done by qualified external contractor, who specializes in such work and has a well-established reputation for quality workmanship in the field of asbestos control and remediation. (Contractor Qualifications are outlined in Appendix A of this Procedure). Ensure a Notice of Project is completed by the contractor and submitted if required by Regulation.
  10. Prior to the commencement of any construction related activity or repair work on any building component, equipment or machinery by board employees or qualified contractors, engage a qualified consultant to provide a designated substance report for the building area(s) to be affected by the planned work.
  11. Prior to calling for tenders for any construction-related activity, or repair work on equipment or machinery, determine whether any asbestos containing material will be disturbed. Building asbestos containing material and suspect asbestos containing material is identified in the online Asbestos Survey Report database at <http://gedsb.ebasefm.com/login>. Material that has been identified as "suspect" will require sampling by the Board's Asbestos Consultant.
  12. Prior to any building demolition, ensure that all designated substances including asbestos have been removed from the structure.
  13. Provide any contractor, in advance of receiving tenders, a copy of all drawings, plans or specifications showing the location of asbestos containing material from the current Asbestos Survey Report.
  14. Classify all asbestos work under their jurisdiction as Type 1, Type 2 or Type 3, in consultation with the Board's asbestos consultant.
  15. Provide notification via email or phone call to the appropriate building Administrator/Manager and the Health and Safety Officer prior to the commencement of asbestos removal and repair operations.
  16. Provide assistance and information to the Board's Asbestos Consultant regarding the location of, or removal of, asbestos-containing material in Board buildings to be used in the development and updating of the Asbestos Survey Report.
  17. In the event that previously unidentified asbestos-containing material is discovered in the course of work, ensure that employees immediately stop all work and notify the Asbestos Coordinator and Health and Safety Officer.

**C. Administrators or Department Managers will:**

1. Be familiar with; the hazards associated with asbestos, this Procedure and the location of asbestos within their building environment. Ensure an up-to-date copy of your Asbestos Survey Report is accessible to all.
2. Ensure that all employees under their supervision who may come in contact with asbestos have received instruction in asbestos through awareness training offered by the Health and Safety Office, and departmental instruction on the specific locations of asbestos.
3. On an annual basis review the contents of your Asbestos Survey Report with ALL staff and ensure they know the location of the report. Ensure ALL staff works in manner that does NOT DISTURB OR DAMAGE ANY product that does or may contain asbestos.
4. Promptly report any damage to material that is known or suspected to contain asbestos and ensure that it is reported immediately to Facility Services Dispatch at extension 281282 or the Maintenance Supervisor for your location.

**D. The Health and Safety Officer will:**

1. Provide guidance and training options to each department on their responsibilities under this Procedure.
2. Review this Procedure annually in conjunction with the Joint Occupational Health & Safety Committee (JOHSC) to ensure that it meets all legislative requirements and make recommendations as necessary.
3. Share copies of all testing done in relation to asbestos sampling or asbestos clearance reports with the JOHSC.
4. Liaise with Facility Services on issues involving accidental release of asbestos fibres and any involvement with the Ministry of Labour.

**E. Facility Services Operations, Maintenance Employees and IT Employees:**

1. Be familiar with the hazards associated with working with asbestos, the pertinent standard operating procedures for asbestos. Work in accordance with written policy and procedures for asbestos.
2. Ensure reading and acknowledgment of asbestos reports in the work order system.
3. Use the appropriate equipment and materials provided for working in the proximity of known or suspected asbestos containing material.
4. Promptly report any known or suspected asbestos-containing material to their supervisor.

**F. Teaching, Office and All Other Support Staff will:**

1. Be familiar with; the hazards associated with asbestos, this Procedure and the location of asbestos within their work environment by checking the current Asbestos Survey Report for their facility.
2. Work in manner that does NOT DISTURB OR DAMAGE ANY product that does or may contain asbestos.
3. Promptly report any damage to known or suspected asbestos-containing material to their supervisor.

**G. External Contractors will:**

1. Review the current Asbestos Survey Report before starting any work.
2. Provide written acknowledgement that they have read and will comply with the requirements of the "Asbestos on Construction Projects and in Buildings and Repair Operations Ont. Reg. 278/05" and the Grand Erie District School Board Asbestos Procedure
3. Ensure that all employees under their control are trained in asbestos hazards and control procedures prior to conducting any work which may disturb asbestos, and provide documentation of training to the department which is contracting the work.
4. In the event that ANY asbestos removal (Type 1, 2 or 3) needs to occur, external contractors conducting or supervising such work will provide documentation of training for all employees, supervisors and trades under their control. The training must meet the requirements of "Asbestos on Construction Projects and in Buildings and Repair Operations Ont. Reg. 278/05" under the *Occupational Health and Safety Act* and be approved by the Ministry of Training, Colleges and Universities (MTCU) effective November 1, 2007.
5. Ensure that all employees, supervisors and trades under their control are informed about the location of asbestos-containing materials that may be disturbed.
6. In the event that previously unidentified asbestos-containing material is discovered in the course of work, ensure that employees immediately stop all work and notify the department contracting the work.
7. Only perform Type 2 and Type 3 Asbestos work as authorized under approved contract.
8. Ensure that all asbestos waste is safely packaged and properly disposed of in accordance with legislative requirements.
9. Ensure a Notice of Project is completed and submitted if required by Regulation.

**H. Awareness:**

1. All Board employees who work around and who may disturb friable asbestos containing material shall receive awareness training and education commensurate with their degree and risk of exposure.
2. Prior to commencing such activities, all Board employees who will be responsible for managing, overseeing or coordinating work that may disturb asbestos-containing material shall receive appropriate training and education in keeping with the level of asbestos work they may be involved with.
3. Annual asbestos awareness sessions, designed to make employees aware of the uses, locations and hazards of asbestos, work practices around asbestos and asbestos management policies in the workplace is mandatory for all Facility Services, and Information Technology Service employees who may come into contact with asbestos through the course of the work, and may be required to perform Type 1 procedures.
4. Annual asbestos management, designed to provide information on the uses, locations and hazards of asbestos, discuss the different impacts of friable and non-friable asbestos materials, outline work practices around asbestos and asbestos management in the workplace, is mandatory for all management employees responsible for both day-to-day management of the facility and for ongoing modifications, renovations or ultimately demolition of facilities. This will include all Facility Services Division Managers, Health and Safety Officers, Maintenance Supervisors, Operations Supervisors and Information Technology Services (ITS) Managers and Supervisors.

**I. Air Testing:**

1. Additional testing not required under the Regulation can be authorized at any time by the Division Manager of Operations/Health and Safety or the Health and Safety Officer.

**J. Communications:**

1. All communications related to work on asbestos must be transparent and open to the Grand Erie District School Board community. Prior to conducting any asbestos work it is Grand Erie District School Board Policy to inform the building occupants by way of advising the Administrator/Manager of the work to be done, the methods to be used, the precautions to be followed, what to do if problems are observed, and the schedule of the work to be performed. All test results and reports of the work are to be made available on a timely basis to the Administrator/Manager and any other members of the community who ask for information. Prior to any formal release of information or document (i.e. letters to parents, or media release) it shall be reviewed by the Board's Manager of Communications and Community Relations.

**K. Record of Training and Information Shared with Staff and Contractors.**

1. A record of training required under this procedure will be signed and dated by both parties and is to be retained for a period of two years as a record by the employee's supervisor
2. Distribution and sharing of reports and documents and other acknowledgements required under this procedure will be tracked in eBase and retained for a period of two years.

**L. Asbestos Management ~~Program~~Plan:**

1. The Board must maintain an Asbestos Management ~~Program~~Plan (See Appendix B) that includes a Survey Report of the locations of known or suspected Asbestos-containing material, the condition of this material, and detailed procedures that must be followed to reduce the health risk of asbestos exposure to staff students and others.
2. Information for the Asbestos Survey Report will be compiled from a room-by-room survey conducted by a specialized consultant, recognized for expertise in the field of asbestos.

3. The Asbestos Management [ProgramPlan](#) and Survey Report will be accessible online to Grand Erie District School Board employees, building occupants, and contractors.
4. The Survey Report for each building will contain the following information:
  - building address
  - location within the building of the material and its condition
  - indication of if it is known to be asbestos, or suspect
5. Inspections will be conducted annually as per the Board's Asbestos Management [ProgramPlan](#) and the online Survey Report will be updated annually or as required.

**Applicable Legislation**

- Occupational Health and Safety Act
- O. Reg. 490/09: Designated Substances
- Asbestos on Construction Projects and in Buildings and Repair Operations R.R.O. 278/05
- Canadian Standards Association (CSA) Z94.4-02

**Reference:**

Policy F6 - Purchasing



## APPENDIX A

## CONTRACTOR QUALIFICATIONS

Only those contractors with established reputations for quality workmanship in the field of asbestos control and remediation will be considered for work at any Board owned or occupied facility.

Before a contractor may be considered for work at any Board owned or occupied facility, the contractor must first be able to demonstrate compliance with all of the following requirements.

- ☐ The firm and all supervisory staff must have a minimum of three (3) years prior experience in the field of asbestos control and remediation.
- ☐ All supervisory staff must have a recognized certificate proving attendance at an asbestos removal training course (2 day minimum duration).
- ☐ The firm must carry and/or be able to provide Commercial General Liability Insurance endorsed specifically to provide coverage in respect of any claim arising from the exposure, clean-up, removal, containment, testing or monitoring of asbestos. Said Policy must provide coverage in an amount not less than two (2) million dollars (\$2,000,000.00) per occurrence and must also be issued on an Occurrence-based form.
- ☐ The firm must provide a valid WSIB Clearance Certificate for the period of time that the work is occurring.
- ☐ The firm must provide information outlining the company's Health and Safety Program including an indicator of their accident frequency in comparison to their WSIB Rate Group.
- ☐ Be licensed to transport asbestos waste and/or demonstrate that sufficient arrangements have been secured with a licensed waste hauler to ensure proper handling and final disposal of all waste at a licensed landfill site.
- ☐ Provide proof that all employees have had instruction on the hazards of asbestos exposure, the use of respirators and training on all other aspects of asbestos controls and procedures.
- ☐ Provide proof that all employees (workers and supervisors) who will be involved in Type 3 Asbestos work have received training in accordance with O. Regulation 278/05 under the Occupational Health and Safety Act.
- ☐ Provide written acknowledgement that they have read and will comply with the requirements of the Ontario Regulation respecting Asbestos on Construction Projects and in Building and Repair Operations and the Grand Erie District School Board Procedure FT107.
- ☐ Ensure they submit a Notice of Project when required under Regulation.



# ASBESTOS MANAGEMENT PROGRAM DOCUMENT



Presented to:

**Grand Erie District School Board**

349 Erie Avenue Brantford, Ontario N3T 5V3

December 2020~~June 2015~~



## TABLE OF CONTENTS

<b>1.0</b>	<b>INTRODUCTION TO THE PROGRAM</b>	<b>3</b>
1.1	Objectives	3
1.2	Asbestos Coordinator:	3
1.3	Regulatory Requirements:	3
1.4	Definition of Friable Asbestos Products:	3
1.5	Detection Limit of Bulk Analysis:	3
<b>2.0</b>	<b>ASBESTOS SURVEY</b>	<b>4</b>
<b>3.0</b>	<b>NOTIFICATION</b>	<b>4</b>
<b>4.0</b>	<b>RE-ASSESSMENT</b>	<b>4</b>
<b>5.0</b>	<b>TRAINING</b>	<b>5</b>
5.1	Asbestos Management	5
5.2	Asbestos Procedures Training	5
5.3	Asbestos Awareness Training	5
<b>6.0</b>	<b>CLASSIFICATION OF ASBESTOS WORK</b>	<b>5</b>
<b>7.0</b>	<b>IDENTIFICATION AND CONTROL OF ASBESTOS-RELATED WORK</b>	<b>6</b>
7.1	Maintenance Work:	6
7.2	Renovations and Construction Work:	7
7.3	Type 1, Type 2, and Glove Bag Procedures:	7
7.4	Project Inspection and Air Monitoring:	7
7.5	Emergency Asbestos Work:	8
7.6	Notice of Project:	8
<b>8.0</b>	<b>AIR MONITORING AND BULK ANALYSIS</b>	<b>8</b>
8.1	Air Monitoring for Hazard Assessment:	8
8.2	Air Monitoring during Asbestos Work Procedures	8
8.3	Bulk Sample Collection and Analysis	8
<b>9.0</b>	<b>FACILITIES AND WASTE DISPOSAL</b>	<b>9</b>
9.1	Equipment and Supplies	9
9.2	Waste Disposal	9
	Appendix A: Evaluation And Recommendation Criteria For Control Of Asbestos-Containing Materials	10
	Appendix B: Type 1 Asbestos Work Procedure	11
	Appendix C: Type 2 Asbestos Work Procedures	14
	Appendix D: Glove Bag Asbestos Removal Procedures	18
	Appendix E Respirator Procedures	22
	Appendix F: Procedures For Emergency Asbestos Response	24
	Appendix G: Contractor Notification And Acknowledgement Form	25
	Appendix H: Bulk Sample Collection Procedures	26

## 1.0 INTRODUCTION TO THE PROGRAM

### 1.1 Objectives

The Asbestos Management Program (“AMP”) is formulated to meet the following objectives and is inclusive for all buildings under the ownership of the Grand Erie District School Board (GEDSB).

- To identify all friable and major non-friable asbestos materials. Friable asbestos materials are defined in the program.
- To maintain all accessible friable asbestos materials in Good condition.
- To minimize asbestos exposures to staff, visitors, occupants, and contractors.
- To manage all construction and maintenance activities that might disturb asbestos materials.
- To comply with all federal, provincial, and municipal laws for occupational health and safety, and environmental control with respect to asbestos materials.

### 1.2 Asbestos Coordinator:

GEDSB will designate an individual who will be assigned the responsibility of “Asbestos Coordinator” to facilitate and upkeep this AMP. The associated responsibilities of the role of Asbestos Coordinator are outlined throughout the AMP and reference the title of “Asbestos Coordinator”.

### 1.3 Regulatory Requirements:

GEDSB has responsibilities as building owners under the following regulations and statutes:

- Ministry of Labour, the Occupational Health and Safety Act.
- Ontario Ministry of Environment legislation.

### 1.4 Definition of Friable Asbestos Products:

For the purposes of the AMP, and as defined by Ontario Regulation 278/05, a friable asbestos material is a material that when dry can be crumbled, pulverized or powdered by hand pressure, and includes dust or debris arising from non-friable materials that is or will become crumbled, pulverized or powdered (such as asbestos-containing plaster disturbed by demolition). Friable asbestos-suspect products include:

- Sprayed asbestos products
- Acoustic or texture plaster
- Mechanical insulation
- Compressed mineral fibre ceiling tiles

### 1.5 Detection Limit of Bulk Analysis:

Asbestos-containing material is defined as any material found to contain asbestos at or above the detection limit of asbestos fibres set provincially, as determined by the standard Polarized Light Microscopy method for the analysis of bulk samples. The provincial detection limit for Ontario is currently 0.5% by volume using the “Code for the

Determination of Asbestos from Bulk Samples” as cited under The Ontario Ministry of Labour Occupational Health and Safety Division and Ontario Regulation 278/05.

## 2.0 ASBESTOS SURVEY

- 2.1 GEDSB will arrange for a complete survey for asbestos materials in the property.
- 2.2 The survey will address all friable and major non-friable asbestos materials, as defined in the AMP.
- 2.3 The evaluation of asbestos materials will follow the criteria given in Appendix A.
- 2.4 The analysis of bulk samples will be performed by laboratories accredited by the NIST National Voluntary Laboratory Accreditation Program (NVLAP) for Polarized Light Microscopy analysis of asbestos materials.
- 2.5 GEDSB will arrange for copies of the completed Asbestos Survey reports and annual re- assessments to be held in a secure location and accessible location on site. On site reports will be made accessible to maintenance staff and contractors.

## 3.0 NOTIFICATION

- 3.1 GEDSB, will provide notice of the presence of asbestos materials, as known at the time the AMP comes into effect and how to access the electronic database to the following groups:
  - Joint Occupational Health and Safety Committee (JOHSC)
  - GEDSB employees.
  - Service and General Contractors with service agreements who enter GEDSB facilities. Refer to Appendix G for the contractor notification and acknowledgement form.
  - Copies of these notices will be maintained by GEDSB.

## 4.0 RE-ASSESSMENT

- 4.1 GEDSB will arrange for annual re-assessments of all asbestos materials in exposed locations.
- 4.2 Copies of the re-assessment reports will be made available to all applicable parties through the electronic database.
- 4.3 GEDSB will arrange for removal or repair of damaged or deteriorated asbestos materials identified by the annual re-assessments
- 4.4 GEDSB will review, on an annual basis, possible changes to regulatory requirements.

## 5.0 TRAINING

Training will be provided to all GEDSB personnel who have responsibilities under the Asbestos Management Program. Training must be provided by competent person(s) or company

### 5.1 Asbestos Management

Asbestos Management Training will be provided to GEDSB to prepare staff for responsibilities under the Asbestos Management Program. The training will include an introduction to the Asbestos Survey reports, health hazards of asbestos exposure, regulations, the Asbestos Management Program, classification of asbestos work, asbestos project control, and emergency procedures.

### 5.2 Asbestos Procedures Training

It is the intention at this time that no asbestos related work will be performed by GEDSB staff and that all work that is likely to disturb asbestos will be performed by trained outside contractors<sup>[LL1]</sup>.

### 5.3 Asbestos Awareness Training

Training will be provided to all maintenance and operations personnel who may work around asbestos materials, or who supervise workers or contractors. The training will introduce the Asbestos Survey reports, health hazards of asbestos exposure, the Asbestos Management Program, and emergency procedures.

## 6.0 CLASSIFICATION OF ASBESTOS WORK

Asbestos work will be classified as Type 1, 2, or 3 according to the following criteria based on Reg. 278/05.

### TYPE 1 WORK

- Installing or removing less than 80 square feet of asbestos-containing (ACM) ceiling tiles (10
- 2x4 tiles). Tiles must not be broken, cut, drilled, sanded, or vibrated.
- Installing or removing any amount of other non-friable ACM as long as the material is not broken, cut, drilled, sanded, or vibrated.
- Breaking, cutting, drilling, abrading, grinding, sanding, or vibrating non-friable ACM if;
  - The material is wetted, and
  - Power tools are not used.
- Removal of up to one square metre of drywall with ACM joint compound.
- Installing or removal of a non-friable asbestos material with a hand tool.
- Disturbance of a non-friable asbestos material with a powered tool equipped with a HEPA dust collection device.
- Collecting samples of asbestos-suspect friable materials.

### TYPE 2 WORK

- Minor removal of friable asbestos materials. Type 2 removal is limited to a maximum of:
  - Removal of one square metre or less of friable ACM (sprayed fireproofing, plaster or texture coat).
  - Up to 8 pipe fittings
  - Up to 8 feet of straight pipe insulation
- Repair of asbestos mechanical insulation. Any amount of repair is permitted under Type 2 conditions.
- Clean up of asbestos debris.
- Entry into ceiling spaces, crawlspaces, pipe tunnels, etc., where friable asbestos debris is present.
- Installation or removal of more than 80 square feet of ACM ceiling tiles (more than 10 tiles).
- Breaking, cutting, grinding, etc., of non-friable ACM that cannot be wetted. Power tools are not permitted.
- Removing more than 1 square metre of drywall with ACM drywall joint compound.
- Cutting, grinding, or drilling non-friable ACM with power tools equipped with HEPA filtered collection device. This equipment is rarely used.
- Removal of ACM mechanical insulation using Glove Bags.
- Removing or cleaning filters from HVAC system in a building with sprayed asbestos

### TYPE 3 WORK

- More than minor removal or disturbance of friable asbestos material.
- Use of a power tool on non-friable materials without HEPA exhausted dust collection.

## 7.0 IDENTIFICATION AND CONTROL OF ASBESTOS-RELATED WORK

### 7.1 Maintenance Work:

1. GEDSB is responsible to review all maintenance work for the possibility of disturbance of asbestos materials.
2. If there are asbestos materials in the area of maintenance, but GEDSB judges that the friable materials will not likely be disturbed by the maintenance work, the Asbestos Co-ordinator must caution the maintenance staff or the contractor of the presence of asbestos materials.
3. If there are asbestos materials in the area of maintenance and this will be disturbed by the intended work, GEDSB will engage to services of the Designated Substances Consultant to classify the work as Type 1, Type 2, or Type 3.
4. At the completion of any work, which involves asbestos removal or repair, a report will be provided to the Asbestos Coordinator from the Designated Substances Consultant.

**7.2 Renovations and Construction Work:**

1. GEDSB will review the asbestos survey reports prior to all renovation and construction work for the possible impact on asbestos materials.
2. If there are asbestos materials in the renovation area, but GEDSB judges that the materials will not likely be disturbed by the work, GEDSB must notify the maintenance staff or the contractor of the presence of friable asbestos materials.
3. GEDSB will provide a Designated Substance Report (a prescribed listing of asbestos, lead, silica, and other hazardous materials) prior to tendering work to all General Contractors.
4. GEDSB with guidance of the Designated Substances Consultant, will classify the disturbance of asbestos materials as Type 1, Type 2, or Type 3.
5. GEDSB in consultation with the Designated Substances Consultant, will arrange for specifications to be prepared as required.
6. At the completion of project work, which alters the amount or condition of asbestos materials, the Designated Substances Consultant will alter the Asbestos Survey and Assessment report to reflect the changes. This alteration will be noted in the building survey and made available electronically to all applicable parties.
7. The Designated Substances Consultant will provide post abatement reports to the Health and Safety Officer and Asbestos Co-ordinator.

**7.3 Type 1, Type 2, and Glove Bag Procedures:**

Appendices B, C, and D give standard practices for performing Type 1, Type 2, and glove bag asbestos work, respectively.

**7.4 Project Inspection and Air Monitoring:**

1. GEDSB, through the Designated Substances Consultant, will arrange for the inspection of Type 1 and Type 2 removal work areas. Should air monitoring be requested by GEDSB for Type 1 or Type 2 removals, the criteria of a maximum fibre concentration of 0.05 fibre/cc of air, as determined by the standard PCM method
2. GEDSB, through the Designated Substances Consultant, will arrange for inspection and air monitoring of Type 3 asbestos projects. In an occupied area of the building, inspection and air monitoring will be provided on a daily basis. If the area is not occupied, inspection shall be at critical stages of the work. In addition, all Type 3 removal projects will be subject to final clearance air testing. The clearance criteria will be a maximum fibre concentration of 0.01 fibre/cc of air, as determined by the standard PCM method and Regulation 278/05. Samples shall be collected at the following minimum frequency.

AIR MONITORING FREQUENCY (Type 3 Operations)	
Min. No. Samples	Area of Type 3
2	10 sq. metres or less
3	10 – 500 sq. metres
5	500 sq. meters or more

**7.5 Emergency Asbestos Work:**

Procedures for immediate response to floods, pipe breaks, ceiling collapses, or other emergencies that affect asbestos materials, are given in Appendix F. The general principles of emergency asbestos work are to protect the responder and prevent occupants and visitors from being exposed to airborne asbestos fibres.

**7.6 Notice of Project:**

The constructor must provide a Notice of Project to the ministry (of Labour) prior to starting projects that meet the standards set out in section 6(1) of the Regulation for Construction Projects, O. Reg. 213/91 (the Regulation).

Advance notice re Type 3 operations and certain Type 2 operations

11. (1) Before commencing a Type 3 operation, the constructor, in the case of a project, and the employer, in any other case, shall notify, orally and in writing, an inspector at the office of the Ministry of Labour nearest the workplace of the operation. O. Reg. 278/05, s. 11 (1).

(2) Subsection (1) also applies with respect to a Type 2 operation described in paragraph 9 of subsection 12 (3) in which one square metre or more of insulation is to be removed. O. Reg. 278/05, s. 11 (2).

**8.0 AIR MONITORING AND BULK ANALYSIS**

**8.1 Air Monitoring for Hazard Assessment:**

When the Division Manager of Operations/Health & Safety or Health and Safety Officer determines that testing is required to further investigate a potential asbestos hazard, the air monitoring method will be made by the Transmission Electron Microscopy (TEM) analytical method. All air monitoring will be carried out by the Designated Substances Consultant.

**8.2 Air Monitoring during Asbestos Work Procedures**

GEDSB may arrange for air monitoring following Type 1 and Type 2 asbestos work as outlined in Section 7.4. These measurements would be made by the Phase Contrast Microscope method recognized by the Ontario Ministry of Labour. PCM measurements will be made following NIOSH method 7400.

**8.3 Bulk Sample Collection and Analysis**

Appendix J gives procedures for collection and labelling of bulk samples for asbestos analysis.

Analyses of materials to determine asbestos content will be performed by laboratories accredited by the National Voluntary Laboratory Accreditation Program of the U.S. National Institute of Science and Technology.

In order to prove a material is non-asbestos, the number of samples indicated in the table below are required. If any one of the samples indicates the material contains asbestos, then all of that same materials must be considered as asbestos-containing.

Type of Material	Area of Material	Min. No. Samples
Sprayed or Trowelled Material	> 90 sq. m	3
	90 – 450 sq. m	5
	< 450 sq. m	7
Thermal Insul.	Any Area	3
Patching	> 0.5 sq. m	1
Other	Any size	3

## 9.0 FACILITIES AND WASTE DISPOSAL

### 9.1 Equipment and Supplies

Applicable Personal Protective Equipment (PPE) will be supplied by the GEDSB to staff to comply with all current Standard Operating Procedures (SOP's) for work within the proximity of known ACM's

### 9.2 Waste Disposal

Disposal of asbestos waste is the responsibility of individual contractors providing asbestos removal services to GEDSB. Asbestos waste will not be permitted to be stored on site except temporary storage during the completion of a project.



## APPENDIX A: EVALUATION AND RECOMMENDATION CRITERIA FOR CONTROL OF ASBESTOS-CONTAINING MATERIALS

The recommendations made as part of the asbestos survey report take into account several considerations described below. The evaluation takes into consideration the condition and accessibility of the asbestos material as well as other factors such as water damage, vibration, air movement, and general activities in the area.

Recommendations usually fall into one of the following categories unless site conditions dictate otherwise:

Where asbestos-containing material is found to be in GOOD condition and not likely to deteriorate or fall, the general recommendation would be to re-evaluate the condition of the material on an annual basis (required by Regulation 278/05). This recommendation can be subject to change if the material is located in a manner that persons untrained in asbestos awareness could physically damage it.

Damage to ACM can be caused by several factors such as water damage, deterioration from age, or physical contact. In situations where the asbestos-containing materials are found to be damaged, a recommendation to have the material cleaned-up, repaired, removed, enclosed, or encapsulated is offered. The recommendation will also indicate which asbestos procedure should be used to perform the remedial work (i.e., Type 1, Type 2, Type 3, or Glove Bag Removal Methods).

## APPENDIX B: TYPE 1 ASBESTOS WORK PROCEDURE

Type 1 related work will be performed by qualified, trained personnel and authorized contractors only.

For locations of non-friable asbestos materials, refer to the current version of the Asbestos Survey Report.

NOTE: These Type 1 procedures assume the non-friable material can be removed with relatively little loose dry dust released. Generation of debris is permissible as long as the debris can be well wetted before being removed. If the work will release more than a trivial amount of dry loose dust, do not proceed. GEDSB will determine which of Type 1, 2 or 3 procedures are appropriate.

### 1. EQUIPMENT

All equipment must be on site before proceeding.

#### 1.1. VACUUM

Use of a vacuum is optional. Wet cleaning methods may be used in place of a vacuum. If a vacuum is used it must be equipped with a high efficiency particulate (HEPA) filter and all brushes, fittings, etc. The vacuum must only be opened in an enclosure following Type 2 procedures, or in a laboratory exhaust hood. The vacuum exterior should be carefully wet cleaned after emptying.

#### 1.2. RESPIRATORS

Use of a respirator is optional. However, a respirator is strongly advised for work on sheet flooring, any type of ceiling tile, and any other work-performed overhead. GEDSB will supply at the workers request a half face respirator with HEPA filters, with training on use and qualitative fit testing. Respirator must be used according to written use procedures provided to worker as per training procedures. Filters must be changed after 24 hours of wear or sooner if breathing resistance increases. No person-using respirator shall wear facial hair, which affects the seal between respirator and face.

#### 1.3. PROTECTIVE CLOTHING

Reusable or disposable clothing may be used. Non-disposable clothing with visible asbestos contamination shall be cleaned with a HEPA vacuum and laundered as asbestos contaminated. Disposable clothing and respirator filters to be disposed of as asbestos waste.

#### 1.4. OTHER EQUIPMENT

- Plastic sheet (6 mil polyethylene) - to serve as a drop sheet.
- Pump sprayer with mister nozzle or alternative method to wet material.
- Labelled yellow asbestos waste bags (6 mil) - for all asbestos waste, disposable equipment, plastic, etc.
- Small tools and cleaning supplies – e.g., scouring pads, sponges, brushes, buckets, etc.

2. OTHER PROTECTIVE MEASURES

- 2.1. Do not eat, drink or smoke in the work area.
- 2.2. On leaving work area, proceed to washroom and wash all exposed skin on hands and face.

3. PREPARATION

- 3.1. Before disturbing non-friable asbestos materials, wherever practical cover floor and surfaces below work with polyethylene sheeting to catch debris.
- 3.2. Wherever dust on a surface is likely to be disturbed remove with HEPA vacuum or damp cloth.

4. EXECUTION

4.1. INSTALLING, CUTTING OR DRILLING NON-FRIABLE ASBESTOS MATERIALS

- 4.1.1. Work using power tools not fitted with a HEPA filter dust collector, must not be performed as Type 1 work.
- 4.1.2. Where possible wet all materials to be disturbed.
- 4.1.3. Immediately place waste in asbestos waste receptor. Clean area frequently during work with HEPA vacuum or by wet methods.
- 4.1.4. At completion of work, clean drop sheets to be reused with HEPA vacuum or by wet methods.
- 4.1.5. Drop sheets shall be disposed of as asbestos waste.

4.2. REMOVAL OF OTHER NON-FRIABLE ASBESTOS MATERIALS

- 4.2.1. The Type 1 procedures apply only to materials, which can be removed intact, or in sections, without producing a pulverized or powdered waste. This method is most applicable to asbestos-cement board products, acoustic ceiling tiles, gaskets, etc.
- 4.2.2. Where possible wet all material to be disturbed.
- 4.2.3. Undo fasteners necessary to remove material. Whenever possible remove asbestos cement panels intact. Break only if unavoidable. If broken, wet freshly exposed edges.
- 4.2.4. Where sections are adhered to the substrate, wet material and use hand scraping to remove adhering material.
- 4.2.5. Place removed material into asbestos waste receptor. Clean surrounding surfaces and asbestos work area frequently with HEPA vacuum or with wet methods (i.e., damp cloth disposed of as asbestos waste after cleaning).
- 4.2.6. Drop sheets shall be disposed of as asbestos waste.

5. WASTE TRANSPORT AND DISPOSAL

- 5.1. Place waste into asbestos labelled disposal bag, seal with tape, clean the exterior of the bag with a clean cloth, and place into a second clean bag, also to be sealed with tape.
- 5.2. Provide storage area for holding minor amounts of asbestos waste in sealed containers. Garbage containers shall be labelled and assigned exclusively for asbestos waste.
- 5.3. Dispose of the waste in compliance with provincial regulations. GEDSB will arrange for disposal.

## APPENDIX C: TYPE 2 ASBESTOS WORK PROCEDURES

Type 2 related work will be performed by qualified, trained personnel and authorized contractors only.

### 1. EQUIPMENT

Equipment required for the work must be on-site before proceeding.

#### 1.1. VACUUM

An asbestos-approved vacuum (HEPA filtered), equipped with brushes, fittings, etc. Vacuum must not be opened except by a fully protected worker within a Type 2 enclosure.

#### 1.2. RESPIRATORS

Workers within the work area shall wear approved respirator. Respirators and filters will be provided by the employer, and individually assigned to workers. Respirator shall be a half- facepiece respirator with high efficiency filters. Respirators must be kept in position throughout the entire time the worker is in the area of the work from first disturbance of the ceiling tile or asbestos material until the final cleaning of the area and bagging of waste is complete. Change filters after 24 hours of wear or sooner if breathing resistance increases. No person using respirator shall wear facial hair, which affects seal between respirator and face.

#### 1.3. PROTECTIVE CLOTHING

All workers shall wear disposable coveralls with attached elasticized hood. Coveralls should be worn with the hood in place at all times. Coveralls may be vacuumed or wet wiped clean for re-use, for a maximum of 8 hours cumulative wear. Suit and head cover shall remain in place until worker leaves work area or the enclosure is dismantled. Boot covers or dedicated boots are recommended.

#### 1.4. OTHER EQUIPMENT

- plastic sheet (6 mil polyethylene) - to erect a total enclosure or to serve as drop sheet.
- wood framing or clips to support polyethylene sheeting, as appropriate to work area.
- tape - to fasten plastic enclosure to ceiling or to tape drop sheet to floor; 3/4" double- sided tape recommended for attaching polyethylene to T-bar ceiling.
- labelled asbestos waste bag (6 mil) - for all asbestos waste, disposable suit, plastic for disposal, etc.
- pump sprayer containing water with wetting agent to wet asbestos as necessary; dilute wetting agent 2 oz per gallon of water.
- asbestos warning signs.
- cleaning supplies – e.g., scouring pads, sponges, brushes, buckets, etc.
- insulation repair supplies (lagging compound, cloth, PVC covers).
- encapsulating sealer, for brush or airless spray application.

2. OTHER PROTECTIVE MEASURES

- 2.1. Do not eat, drink or smoke in the work area.
- 2.2. On completing clean up of work area, use vacuum or wet cloth to clean hands, face, respirator and boots. Remove protective equipment and proceed to nearest washroom to wash exposed skin on hands and face.

3. SCHEDULING OF WORK

- 3.1. Schedule work when occupants are absent. If persons are present, do not start work.
- 3.2. If work above ceiling is required on an emergency basis when area is occupied, have GEDSB advise staff and students to vacate area until work is complete and clearance is given to return.

4. PREPARATION

- 4.1. Shut down ventilation systems to and from the work area. Seal over all ventilation openings, diffusers, grilles, etc. with plastic and tape.
- 4.2. Where practical, clear areas of movable furnishings or equipment. This should include anything, which occupants may wish to use during work period. Any furnishings or equipment not removed shall be adequately covered and sealed using 6-mil polyethylene and tape. The intent of the protection is to provide an airtight envelope to protect the articles from airborne dust or splashed debris.
- 4.3. Post signs or barrier tape to indicate asbestos hazard and requirement for protective clothing for anyone entering the space.
- 4.4. For small rooms, cover walls with plastic such that the complete room becomes the work area. For larger rooms, erect enclosure of 6-mil polyethylene of suitable dimensions to enclose the work area and scaffolds and ladders required to gain access. If a suspended ceiling is present, the enclosure shall extend to the ceiling line. The enclosure shall be as airtight as conditions permit including the provision of a double overlapping flap at the entrance. The floor of the work area shall be a layer of 6-mil polyethylene sealed to the plastic walls of the enclosure.
- 4.5. Don protective clothing and respirator prior to removing ceiling tile or disturbing pipe jacketing or sprayed fireproofing.

5. EXECUTION

5.1. REMOVAL OF ASBESTOS-CONTAINING SHEET FLOORING

- 5.1.1. Remove binding strips or other restrictive mouldings. Workers shall wear air-purifying respirator fitted with high efficiency filter, and coveralls at all times.
- 5.1.2. Make series of cuts 100 mm to 200 mm (4" to 8") apart through top layers and about halfway through felt backing, parallel to wall.
- 5.1.3. Start at end of room furthest from door and pry up corner of strip, separating top sheet from backing layer. Pull top layer back upon itself slowly and evenly,

and half backing and top layers should pull free. After it is removed, roll up strip face out into tight roll, tape or tie securely, and place into asbestos waste receptor. Wet the asbestos felt underlay remaining on floor as soon as exposed.

- 5.1.4. Continue with successive strips. Avoid walking on exposed asbestos felt. Seal asbestos waste receptors when filled. Remove maximum of three strips before wet scraping exposed felt underlay.
- 5.1.5. Remove remaining adhered underlay by wet scraping. Soak area with water applied by sprayer. Allow water to penetrate felt. Scrape off remaining material. Maintain material wet by applying more water. Place scrapings in asbestos waste receptor.
- 5.1.6. Continue this procedure alternately removing top sheets and then wet scraping felt, three strips at a time. Be careful not to walk on stripped floor.
- 5.1.7. When whole floor has been cleaned of asbestos felt, allow it to dry and vacuum up any dirt with a HEPA vacuum or wet mop. Do not dry sweep. Dispose of the mop head as contaminated waste.
- 5.1.8. Thoroughly clean tools and equipment with a damp cloth before being put back into regular service. Dispose of cloth as contaminated waste.

5.2. REMOVAL OF ALL OTHER FRIABLE ACM

- 5.2.1. To remove fireproofing or texture plaster, saturate using amended water solution, by use of a pump sprayer. Do not remove the asbestos material until the material is thoroughly wetted to the substrate. Do not use water where electrical hazard exists.
- 5.2.2. To remove pipe insulation, first wet any area of damage, then carefully cut jacket. Keep insulation surface wetted by mist of water with wetting agent. Remove insulation in large sections and place immediately in disposal bag. After large pieces have been removed, saturate debris on mechanical equipment and clean all exposed surfaces with abrasive pads, sponges, cloths, etc.
- 5.2.3. To repair pipe insulation, use drop sheet under area of work to aid clean up of any dislodged material. Plastic enclosure is not required. Mist any exposed insulation to wet surface and apply lagging paint and canvas or PVC jacketing as required.
- 5.2.4. For removal of suspended ceiling tiles (where asbestos debris is present on top of tiles or equipment to be accessed) remove the first tile carefully and vacuum all surfaces. Vacuum the upper surface of each subsequent tile prior to removal. Store tiles in the work area.
- 5.2.5. Remove dust and loose friable material likely to be disturbed in the process of doing the work, with a HEPA vacuum or by damp wiping.

- 5.2.6. When asbestos material is removed, all pieces should be placed directly into 6 mil polyethylene bags as they are removed. Avoid dropping material to floor wherever possible. After bulk removal is complete, wet wash the exposed surface.
- 5.2.7. Frequently, and at regular intervals during the work, clean up dust and waste in the work area by wet mopping, placing in disposal bags, or by HEPA vacuuming.
- 5.2.8. After completion of removal, seal exposed ends of fireproofing, texture plaster, or mechanical insulation with heavy layer of encapsulating sealer. Apply sealer coat to surfaces from which asbestos material was removed.
- 5.2.9. At completion of work, decontaminate equipment, tools and materials used in the work area by wet cleaning or HEPA vacuum.
- 5.2.10. Dispose of drop sheets and enclosures by wetting the polyethylene, then folding into disposal bags. Do not reuse drop sheets or enclosures.
- 5.2.11. Before leaving work area, decontaminate shoes and protective clothing by using HEPA vacuum or damp wiping. When protective clothing is to be disposed of, it shall be decontaminated as above and placed in labelled disposal bags. Workers shall vacuum all exposed skin, suit and respirator, and proceed to nearest washroom to wash hands and face.

6. WASTE TRANSPORT AND DISPOSAL

- 6.1. Place waste into asbestos labelled disposal bag, seal with tape, clean the bag, and place into a second clean bag, also to be sealed with tape. Use a barrel, fibre drum, or cardboard or wooden box in place of the second bag when the asbestos waste material is likely to tear the inner bag. Seal the rigid outer container.
- 6.2. Provide storage area for holding minor amounts of asbestos waste in sealed containers. Containers shall be labelled and assigned exclusively for asbestos waste.
- 6.3. Dispose of waste in compliance with provincial regulations. GEDSB will arrange for disposal.



## APPENDIX D: GLOVE BAG ASBESTOS REMOVAL PROCEDURES

Glove bag removal will only be completed by authorized contractors.

### 1. EQUIPMENT

All equipment must be on site before proceeding with the work.

#### 1.1. GLOVE BAG

Prefabricated, 0.25 m (10 mil) minimum thickness polyvinyl chloride bag with integral 0.25 m (10 mil) thick polyvinyl-chloride gloves and elasticised port. Bag shall be equipped with reversible double-pull double throw zipper on top. Bag must incorporate internal closure strip if it is to be removed from pipe for re-use elsewhere. Provide size and configuration appropriate for insulation to be removed. The bag must be disposed of once filled. Bag shall not be emptied and reused.

#### 1.2. SECURING STRAPS

Reusable nylon straps at least 1" wide with metal buckle for sealing ends of bags around pipe and/or insulation.

#### 1.3. WATER SPRAYER

Garden reservoir type, low velocity, capable of producing mist or fine spray with water containing wetting agent. Wetting agent shall be diluted 2 oz. per gallon of water.

#### 1.4. HEPA VACUUM

High Efficiency Particulate Air (HEPA) filtered, with various fittings (brush, floor, wand, crevice), (i.e., Nilfisk GS81).

#### 1.5. RESPIRATORS

Workers using glove bag must wear approved respiratory protection. Respirators and filters must be provided by the employer, and individually assigned to workers. Respiratory protection must be equal to or exceed protection of half-face respirator with high efficiency filters. Respirators must be kept in position from the time the work is attaching bag to pipe until final cleaning of the pipe and bagging of waste is completed. Filters shall be changed after 24 hours of wear or sooner if breathing resistance increases. No person-using respirator shall wear facial hair, which affects the seal between respirator and face.

#### 1.6. PROTECTIVE CLOTHING

Workers shall wear disposable coveralls with attached elasticised hood. Coveralls and hood shall remain in place until worker completes cleaning of pipe. Suit may be cleaned for re-use or disposed of as asbestos waste.

#### 1.7. OTHER EQUIPMENT

- labelled asbestos waste bags (6 mil) - for all asbestos waste in glove bag, disposable suit, cleaning materials, etc.
- asbestos warning signs.

- wire saw - saw with flexible serrated wire blade and handles to allow use inside glove bag.
- knife with fully retractable blade for use inside glove bag.
- plastic sheet (2 mil polyethylene) to cover exposed or damaged section of pipe prior to attaching glove bag and to cover exposed openings or voids in the proximity of the glove bag operation.
- plastic drop sheet (6 mil polyethylene) to use as a drop sheet to protect furnishings, flooring or equipment in the event of a spill.
- tape - to fasten plastic.
- cleaning supplies e.g., scouring pads, sponges, brushes, buckets, etc.
- high temperature sealer.
- wire cutters, snips.

2. OTHER PROTECTIVE MEASURES

2.1. Do not eat, drink or smoke in the work area.

2.2. On completing clean up of work area, use HEPA vacuum or wet cloth to clean hands, face, respirator and boots. Remove protective equipment and proceed to nearest washroom to wash all exposed skin on hands and face.

3. SCHEDULING OF WORK

3.1. Schedule work when occupants are absent. If persons are present, do not start work.

4. PREPARATION

4.1. Where practical, clear area below pipe of moveable furnishing or equipment. Provide scaffold as required to reach pipe.

4.2. Install plastic drop sheet over furnishings, flooring or equipment for protection in the event of a spill.

4.3. Post an asbestos warning sign at all entrances to room in which the procedure is being used. If necessary, use rope or tape barriers to separate work area.

4.4. Disable ventilation system in area of glove bag operation.

4.5. Seal voids and openings in the proximity of the glove bag operation, including ventilation ducts.

4.6. Pre-clean with HEPA vacuum or wet methods any loose material on surface of pipe or any material on the floor. If significant amount of material is on floor, Type 2 procedures may be required for clean-up. (See Type 2 Procedures)

4.7. Check condition of pipe insulation where removal will be performed. If the insulation has minor damage, mist surface and patch with tape. If damage is more extensive, wrap pipe with plastic and "candy stripe" with duct tape first. If pipe insulation is severely damaged and cannot be simply repaired, glove bag is not appropriate. (Use Type 2 Procedures)

- 4.8. Place necessary tools in bottom of glove bag.

5. EXECUTION

- 5.1. Zip the bag onto the pipe and seal each end to the pipe with the securing straps. Do not pull the bag tightly to the ends - a small amount of slack allows better room to work within the bag. If a vertical bag is in use, ensure lower strap passes through plastic grommet and cloth tab on zipper.
- 5.2. Place hands into gloves and use necessary tools (wire saw, utility knife, wire cutters) to remove insulation from pipe. Arrange insulation in bottom of bag to obtain full capacity of bag. Roll metal jacketing carefully to ~~minimise~~minimize ripping or puncturing of the bag.
- 5.3. Insert nozzle of spray pump into bag through valve and wash pipe and interior of upper section of bag thoroughly. Use one hand to aid washing process. Wet surface of insulation in lower section of bag and any exposed ends of asbestos insulation remaining on pipe.
- 5.4. If bag is to be removed from a pipe for use on a new section of pipe, seal internal zip-lock closure. Insert HEPA vacuum hose into glove bag through the ~~elasticesed~~elastitized valve and extract air from within the bag. Re-install and seal in new location before reopening closure.
- 5.5. If bag is to be moved along the same pipe, loosen securing straps, move bag, re-seal to pipe using double-pull zipper to pass hangers. Repeat insulation removal operation.
- 5.6. If during use the glove bag is ripped, cut or opened in any way, cease work and repair opening before continuing work. All spilled material must be cleaned up and removed with a HEPA vacuum or wet cleaning.
- 5.7. To remove bag after completion of insulation removal, thoroughly wash top section of bag and tools and seal internal zip-lock closure. Place tools in one glove, pull hand out inverted, twist to create a separate pouch, tape inside-out glove at two separate locations 1" apart to seal pouch. Remove inside-out glove and tools by cutting between the tape seals. Insert HEPA vacuum hose into glove bag through the ~~elasticesed~~elastitized valve and extract air from within the bag.
- 5.8. Pull a 6-mil polyethylene bag over glove bag before removing from pipe. Remove securing straps. Unfasten zipper. Seal glove bag and seal 6-mil polyethylene bag to create an asbestos waste container.
- 5.9. Place glove pouch and tools into the next clean glove bag to be used. Alternately, place the tool pouch into water bucket, open pouch underwater and clean tools, then allow to dry.
- 5.10. After removal of bag ensure pipe is clean of all residue. If necessary, after removal of each section of asbestos, vacuum all surfaces of pipe, using HEPA filtered vacuum equipment or wipe with wet cloth.

- 5.11. Seal all surfaces of freshly exposed pipe with encapsulating sealer to tack-down any residual dust. Cover exposed ends of any remaining asbestos insulation with lagging cloth or tape.
- 5.12. Before leaving work area, a worker shall decontaminate his shoes and protective clothing by using HEPA vacuum or damp wiping. When protective clothing is to be disposed of, it shall be decontaminated as above and placed in labelled disposal bags. Workers shall vacuum all exposed skin, suit, respirator and hair (after removing hood) and proceed to nearest washroom to wash hands and face.

6. WASTE TRANSPORT AND DISPOSAL

- 6.1. Provide storage area for holding minor amounts of asbestos waste in sealed containers. Containers shall be labelled and assigned exclusively for asbestos waste.
- 6.2. When waste is removed from site, collect the completed waste waybills from the disposal firm. For work performed by a contractor, the contractor will complete and transfer copies of the waste manifest, on behalf of the owner.

## APPENDIX E RESPIRATOR PROCEDURES

### NOTES FOR AIR PURIFYING HALF FACEPIECE RESPIRATORS

**WARNING:** This respirator does not supply oxygen. It must not be used in oxygen deficient atmospheres (less than 19.5%); in poorly ventilated areas or enclosed spaces such as tanks or small rooms; for abrasive blasting or firefighting; or for protection against contaminants excluded or not covered by the applicable Approval Label.

Respirators must be approved for protection against asbestos. Check for NIOSH certification.

### RESPIRATOR FITTING

1. Persons required to wear respirators must first pass a qualitative fit-test administered according to the current version of CSA standard Z-94.4. The fit-test should be repeated yearly.
2. The respirator wearer must be clean-shaven along all the seal points for proper protection. Even stubble growth may be sufficient to reduce the seal of the facepiece, and therefore the protection. The respirator approval is voided for users with facial hair, which interferes with the seal.

### INSPECTION ITEMS PRIOR TO EACH USE:

1. Examine facepiece for:
  - dirt
  - cracks, tears or holes distortion and inflexibility
  - crack or breaks in filter holders, worn threads and missing gaskets
2. Examine head straps for:
  - breaks or tears
  - loss of elasticity
  - broken or malfunctioning buckles and attachments
3. Examine valves for:
  - detergent residue, dust or other material on valves or valve seats
  - cracks, tears or distortion in the valve material
  - missing or defective valves or valve covers
4. Examine filter for:
  - proper filter for protection against asbestos (High Efficiency Particulate)
  - incorrect installation, loose connections, missing or worn gaskets or cross threading cracks or dents in filter housing
5. Leak-checks:  
Perform the following tests on each donning
  - negative pressure test: cover inlets to filters, breathe in and hold breath; respirator should be drawn to face for minimum of 10 seconds (if not, check exhalation valve and fit)
  - positive pressure test: cover exhalation valve cover and puff out slightly and hold breath; respirator should slightly pressurize and still hold seal (if not, check inhalation valves and fit)

#### RESPIRATOR CLEANING AND DISINFECTION

1. Remove filters and disassemble facepiece. Discard or repair defective parts.
2. Wash components in warm water (50°C - 60°C) with mild detergent, using a brush. Cleaning and disinfectant solutions are available from respirator manufacturers.
3. Thoroughly rinse components in clean, warm water.
4. Air dry or hand dry components with a clean, lint-free cloth.
5. Reassemble respirator and test to ensure that all components are working properly (see above). Be careful to check that valves are not lost in the cleaning.

#### FILTER CARTRIDGE HANDLING AND REPLACEMENT

1. Filter cartridges should be sealed on the inlet side with tape once used.
2. Filters can be re-used until an increase in breathing resistance is noted. Under typical Type 2 conditions, filter cartridges should last a minimum of 24 hours.

## APPENDIX F: PROCEDURES FOR EMERGENCY ASBESTOS RESPONSE

If Type 2 procedures cannot be strictly observed due to the urgency, the following procedures will be followed by AUTHORIZED GEDSB FACILITY SERVICES employees. The general principle of emergency response procedures is to protect the workers responding and to minimize the exposure of others to airborne asbestos.

1. Clear area of all occupants.
2. Notify the Building Administrator, Asbestos Co-ordinator, Health and Safety Officer and on site facility staff of the asbestos disturbance.
3. Shut down the ventilation system serving the immediate area.
4. The Asbestos Co-ordinator will consult the Designated Substances Consultant, defining the next appropriate measures.

## APPENDIX G: CONTRACTOR NOTIFICATION AND ACKNOWLEDGEMENT FORM

WORKING WITH ASBESTOS CAN BE DANGEROUS UNLESS APPROPRIATE WORK PRACTICES AND PERSONAL PROTECTIVE EQUIPMENT ARE UTILIZED. INHALING ASBESTOS FIBRES CAN CAUSE VARIOUS TYPES OF LUNG DISEASE INCLUDING CANCER. SMOKING INCREASES THE RISK OF LUNG CANCER FROM ASBESTOS EXPOSURE.

GEDSB has identified the presence of various friable and non-friable asbestos materials in all of their buildings. An asbestos inventory report showing the locations and amounts of these materials is available for viewing from GEDSB.

GEDSB Asbestos Management Program applies to all maintenance and renovation work that may disturb asbestos materials. The disturbance of asbestos building materials may only be undertaken by contractors who have received training in asbestos-related precautions.

As a condition of our contract to provide services and materials to GEDSB, this company will not disturb asbestos-containing materials without prior notification to GEDSB. This firm and its workers while working on GEDSB property will follow all procedures specified by GEDSB Asbestos Management Program.

I have been provided with a copy of the applicable asbestos survey, and information on how to access electronic copies of all asbestos surveys for GEDSB.

COMPANY NAME: \_\_\_\_\_

SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

NAME AND TITLE \_\_\_\_\_



## APPENDIX H: BULK SAMPLE COLLECTION PROCEDURES

1. Sample the material when the area is not in use. Only those persons needed for sampling should be present in the immediate area.
2. Spray the material with a light mist of water to prevent fibre release during sampling. Do not disturb the material any more than necessary.
3. Materials of different appearance should be sampled separately. Mechanical insulation must be sampled separately on all systems, tanks, vessels, etc. Sample both the straight sections of pre-formed insulation and the insulating cement typically present at elbows, fittings, etc. (unless visually identified as fibreglass).
4. Collect the sample by penetrating the entire depth of the material, as the insulation may have been applied in more than one layer or covered with paint or other protective coating.
5. Depending on the condition of the material, significant amounts of airborne fibres can be generated during sampling. The use of a respirator is recommended for all sampling.
6. If pieces of material break off during sampling, the contaminated area must be cleaned up with a HEPA vacuum cleaner or by wet cleaning. Any debris generated must be placed in plastic bags, labelled, sealed and disposed of as asbestos waste.
7. Place samples in labelled plastic bags with a zip-lock closure or in sealed plastic vials. Samples shall be identified with the following information:
  - Sample Number
  - Building Name
  - Room Number or Name
  - Date of Sampling
  - Name of Sampler
  - Source of sample e.g., Cold Water Pipe, Cold Water Fitting, etc.
8. Temporarily seal any openings created to collect the sample, for example, with metal foil tape or duct tape, wrapped completely around the pipe. Advise GEDSB.
9. Analysis must be performed by a laboratory accredited by the National Voluntary Laboratory Accreditation Program (NVLAP). Contact GEDSB for a list of acceptable laboratories.
9. In order to prove a material is non-asbestos the number of samples indicated in the table below are required. If any one of the samples indicates the material contains asbestos, then all of that same materials must be considered as asbestos-containing.

Type of Material	Area of Material	Min. No. Samples
Sprayed Material	> 90 sq. m	3
	90 – 450 sq. m	5
	< 450 sq. m	7
Thermal Insul.	Any Area	3
Patching	> 0.5 sq. m	1
Other	Any size	3