



**GRAND ERIE DISTRICT SCHOOL BOARD**  
**Committee of the Whole Board No. 1**  
**October 7, 2013**  
**Education Centre, Board Room**

## **A G E N D A**

**A – 1 Opening**

- (a) Roll Call
- (b) Declaration of Conflict of Interest
- (c) In Camera Session (**6:30 p.m.**)
- (d) Welcome to Open Session (**7:15 p.m.**)
- (e) Agenda Additions/Deletions/Approval
- (f) In Camera Report

**B – 1 Business Arising from Minutes and/or Previous Meetings**

- (a)

**C – 1 Director's Report**

- (a) Broader Public Sector (BPS) Presentation

**D – 1 Bylaw/Policy/Procedure Consideration — Action/Decision Items**

- |       |   |            |
|-------|---|------------|
| * (a) | F4 Trustee Honoraria ( <b>C</b> )                             | J. Gunn    |
| * (b) | HR4 Health & Safety ( <b>C</b> )                              | J. Gunn    |
| * (c) | SO3 Involvement of Schools in Community Events ( <b>A</b> )   | J. Forbeck |
| * (d) | SO5 School/Site Security and Lockdown in Schools ( <b>A</b> ) | W. Baker   |

**D – 2 Administrative Procedure Consideration — Information Items**

- |       |  |              |
|-------|--|--------------|
| * (a) | HR118 Occasional Teacher Evaluation ( <b>C</b> )   | M. McDonald  |
| * (b) | SO105 Out-of-Classroom Trips and Tours for Students;<br>Insurance Requirements for Trips and Excursions ( <b>C</b> ) | J. Forbeck   |
| * (c) | F104 Board Advertising ( <b>I</b> )  | J. Forbeck   |
| * (d) | HR108 Police Record Checks for Employees ( <b>I</b> )  | M. McDonald  |
| * (e) | HR109 Offence Declaration ( <b>I</b> )   | M. McDonald  |
| * (f) | SO108 Community Service Providers and Schools<br>Working Together ( <b>I</b> )                                       | S. Sincerbox |
| * (g) | SO126 Volunteers ( <b>I</b> )  | J. Forbeck   |

**E – 1 Other Business**

**F – 1 Correspondence**

- \* (a)

G – 1      **Adjournment****Future Meetings** (held at the Education Centre unless noted otherwise)

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School Council Orientation Session	October 9, 2013, 6:15 p.m.	Joseph Brant Learning Centre
Native Advisory Committee	October 15, 2013, 1:00 p.m.	Brantford Collegiate Institute
Grand Erie Parent Involvement Committee	October 17, 2013, 6:30 p.m.	Waterford District High School – Dogwood Room
Communications and Engagement Committee	October 21, 2013, 3:30 p.m.	Norfolk Room
Committee of the Whole No. 2	October 21, 2013, 7:15 p.m.	Board Room
Student Senate	October 22, 2013, 10:30 a.m.	Board Room
Chairs' Committee	October 28, 2013, 5:45 p.m.	Director's Office
Regular Board	October 28, 2013, 7:15 p.m.	Board Room
Native Advisory Committee	November 5, 2013, 1:00 p.m.	McKinnon Park Secondary School



## **GRAND ERIE DISTRICT SCHOOL BOARD**

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TO: John Forbeck, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **F4 – Trustee Honoraria**

DATE: October 7, 2013

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy F4 – Trustee Honoraria to all appropriate stakeholders for comment to be received by January 10, 2014.</p>
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### **Background**

Policy F4 – Trustee Honoraria was approved by the Board in September 2010 and has been identified for review by administration.

### **Additional Information**

No revisions to the Policy have been suggested and a draft is attached for circulation to stakeholders for comment.

### **Proposed Changes**

<b>Original Wording</b>	<b>Proposed Wording</b>

### **Communication Plan**

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

Respectfully submitted,

Jamie Gunn  
Superintendent of Business and Treasurer



## POLICY

F4

### Trustee Honoraria

**Board Received:**

**Review Date:** October 2013

#### **Policy Statement:**

The Grand Erie District School Board is committed to providing fair levels of honoraria for Board Members.

#### **Accountability**

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Compliance with Ministry Regulation 357/06

#### **Definitions**

**ADE:** The average daily enrolment for the fiscal year that ends in the year in which the term of office begins.

**Term of Office:** A year of a member's term of office begins on December 1 and ends on the following November 30th, as described in the Education Act.

**Procedures:** The Honorarium for a member of the Grand Erie District School Board for any year of his or her term of office shall consist of the following components:

#### **Base Amount**

1. Each member of the Board, for each year of their term of office, beginning December 1, 2006, shall receive the base amount of five thousand nine hundred dollars (\$5,900.00).
2. For each year of the term of office beginning on or after December 1, 2010, the base amount calculated for the first year of the previous term of office, increased by the percentage increase in the Ontario Consumer Price Index as published by Statistics Canada for the period between,
  - i. July 1 of the calendar year in which the previous term started, and
  - ii. June 30 of the calendar year in which the term of office starts
3. The chair shall receive the base amount plus five thousand dollars (\$5,000.00).
4. The vice-chair shall receive the base amount plus two thousand five hundred dollars (\$2,500.00).

**Enrolment Amount**

1. The enrolment amount shall be calculated as follows:
  - \$1.75 times the ADE enrolment (see definitions) divided by the number of Trustees.
2. The enrolment amount for the chair shall be calculated as follows:
  - The enrolment amount (see above) plus \$0.05 times the ADE enrolment with a minimum amount of five hundred dollars (\$500.00) and a maximum amount of five thousand dollars (\$5,000.00).
3. The enrolment for the vice-chair shall be calculated as follows:
  - The initial enrolment amount plus \$0.025 times the ADE enrolment with a minimum amount of two hundred and fifty dollars (\$250.00) and a maximum amount of two thousand five hundred dollars (\$2,500.00).

**Distance and Attendance Amounts**

1. The distance amount as set out in Regulation 357/06 does not apply to the Grand Erie District School Board.
2. The attendance amount as set out in Regulation 357/06 will not be included as a component in the determination of Trustee honoraria.



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: John Forbeck, Director of Education and Secretary

FROM: Jamie Gunn, Superintendent of Business and Treasurer

RE: **HR4 – Health and Safety**

DATE: October 7, 2013

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<p><b>Recommended Action:</b> Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy HR4 – Health and Safety to all appropriate stakeholders for comment to be received by January 10, 2014.</p>
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### Background

Policy HR4 – Health and Safety was approved by the Board in October 2012. The policy is scheduled for annual review as required by regulation.

### Additional Information

No revisions to the Policy have been suggested and a draft is attached for circulation to stakeholders for comment.

### Proposed Changes

Original Wording	Proposed Wording

### Communication Plan

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

Respectfully submitted,

Jamie Gunn  
Superintendent of Business and Treasurer



## POLICY

HR4

### Health and Safety

**Board Received:**

**Review Date:** Annually (legislated)

#### **Policy Statement:**

It is the policy of the Grand Erie District School Board to be committed to the protection of its employees from injury, and its property from damage caused by accidents.

#### **Accountability:**

1. Frequency of Reports – Annual/Monthly
2. Severity Threshold – As needed (eg. Ministry of Labour orders, serious injury of employees(s))
3. Criteria for Success –
  - Enhanced safety in workplace
  - Elimination of unsafe work practices and procedures
  - Reduction in near misses
  - Reduction in accidents of all kinds up to and including lost time
  - Enhanced co-operation with employee groups

#### **Background:**

The Grand Erie District School Board is committed to preventing occupational illness and injury to students and staff by implementing and maintaining a safe and healthy working and learning environment. It is in the best interest of all parties to consider health and safety in every activity. Commitment to health and safety must form an integral part of the Grand Erie District School Board. The Grand Erie District School Board will make every reasonable effort to provide and maintain a safe and healthy work environment. The Grand Erie District School Board's staff must all be committed to reducing the risk of injury in the workplace.

All staff are required to meet or exceed all statutory requirements concerning the health and safety of workers, as well as all safe work policies and procedures established by the Grand Erie District School Board, staff will be held accountable when they fail to do so. Staff are required to work safely and report any unsafe condition to their supervisor immediately. The Grand Erie District School Board's supervisors are responsible for ensuring that staff work in a safe manner and employees receive adequate training in their specific work tasks to protect their health and safety. The Grand Erie District School Board and its supervisors must also take every precaution reasonable in the circumstances for the protection of the worker.

This Health and Safety Policy is implemented through the Grand Erie District School Board Health and Safety Program, developed and amended yearly, through consultation with the Joint Health and Safety Committee.

The Joint Health and Safety Committee shall review the Policy and Program annually and make recommendations, to ensure that all legislative requirements and practices are maintained and the Policy and Program remain relevant and appropriate.

**Procedures:**

1. In fulfilling this commitment, the Board will provide and maintain a safe workplace and healthy environment, as indicated by accepted safety practices and in compliance with legislative requirements of the Acts, Regulations, and Codes.
2. The Board will strive to eliminate foreseeable hazards that could result in fires, loss of security, damage to property, and which could cause personal injuries or illness.
3. Lost employee time due to accident or injury can be controlled through effective management in combination with active involvement of all employees. Prevention of accidents is the direct responsibility of all managers and employees alike.
4. Those in supervisory positions will comply with the Board's health and safety requirements to prevent accidents and lost time. These requirements apply to the design, operation, and maintenance of facilities and equipment.
5. All employees will perform their tasks properly in accordance with established procedures and operating philosophy.
6. The Board is committed to the highest degree of safety and acknowledges that this can be achieved by co-operation with the Joint Health and Safety Committee and other groups.
7. See Appendix 'A' for Guidelines for the Structure and Function of the Joint Occupational Health and Safety Committee.





## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education

RE: **Policy SO3 - Involvement of Schools in Community Events**

DATE: October 7, 2013

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve Policy SO3 – “Involvement of School in Community Events”.

### Background

Policy SO3 – “Involvement of Schools in Community Events” was circulated to all appropriate stakeholders for comments to be received by September 13, 2013.

### Comments Received

**Comment #1:** I am writing you due to a concern I have with policy draft S03, Involvement of Schools in Community Events.

The draft states that each school may have one designated day for community events. My concern is that each school should have 2. The reason for this is the fact that most small communities in the area have individual, small fairs that the students love participating in. Currently most schools use this one day for the Simcoe County Fair.

While I agree that it is important to participate and enjoy Norfolk County events and compete with all schools in the board at the Fair, I believe it is equally important to support our close community events. It is a wonderful tradition within Langton Public School to enter the various competitions and I am sure the same can be said throughout the Grand Erie District School Boards schools.

***Response – This day is designed for multiple schools to be involved in a county/community event. In addition to this one day, individual classes and/ or schools are able to arrange out of classroom learning experiences identified in the Student Trips Policy (SO15).***

**Comment #2:** Suggest a timeline for submission under the procedure i.e. not submitted to the SO the day before an event. Should this event be tied to the curriculum?

***Response – amended***

### Additional Information

The draft is attached to this report.

**Proposed Changes**

<b>Wording Approved for Circulation</b>	<b>Proposed Wording</b>
Intention to designate a day must be submitted in writing by the principal to the appropriate superintendent. Notification must include the purpose, the nature of the educational activities involved, and the strategies to ensure appropriate supervision of students for the day.	Intention to designate a day must be submitted in writing by the principal to the appropriate superintendent <b>one month prior to the event.</b> Notification must include the purpose, the nature of the educational activities involved, <b>links to the curriculum</b> and the strategies to ensure appropriate supervision of students for the day.

**Communication Plan**

This policy will be distributed in accordance with Board Bylaw BL9.

Respectfully submitted,

John Forbeck  
Director of Education



## Involvement of Schools in Community Events

**Board Received:**

**Review Date:**

### **Policy Statement:**

The Grand Erie District School Board supports the concept of the involvement of schools in community events that are significant to a local area.

Principals may, in consultation with the appropriate Superintendent and with the support of the School Council and the staff, designate a maximum of one instructional day per school year for the purpose of the school participating in such a community event.

### **Accountability:**

1. Frequency of Reports – As needed
2. Severity Threshold – Anything beyond the limits set out in Policy/Changes in Regulations
3. Criteria for Success – Connection to educational program  
– Safety precautions addressed  
– Supervision addressed

### **Procedures:**

Intention to designate a day must be submitted in writing by the principal to the appropriate superintendent one month prior to the event. Notification must include the purpose, the nature of the educational activities involved, links to the curriculum and the strategies to ensure appropriate supervision of students for the day.



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck, Director of Education and Secretary

FROM: Wayne Baker, Superintendent of Education

RE: **SO5 – School/Site Security and Lockdown in Schools**

DATE: October 7, 2013

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board approve Policy SO5 — “School/Site Security and Lockdown in Schools”.

### Background

Policy SO5 — “School/Site Security and Lockdown in Schools” was circulated to all appropriate stakeholders for comments to be received by September 13, 2013.

### Comments Received

1. “Once secured, student movement ceases until the school is deemed safe, by the principal and/or police. The lockdown is then cancelled over the P.A. system.” Is it more advisable for classrooms to remain locked or barricaded until a uniformed police officer, VP, or P comes directly to the class to cancel the lockdown? If this is the understanding of staff and students, it eliminates possibility of a school wide response (i.e. thinking the building is secure) when in actuality staff have no real way to discern if it is truly a police officer making the announcement or if their principal is being forced to make the announcement by the intruder.  
**Response:** *While an infallible safety plan is impossible, best practice is to adhere to the policy. In any specific situation, the adult in charge will have to make decisions in the best interest of the students in his/her charge; in the example cited, a teacher might not comply with the “lockdown over” directive, and wait for an authority figure to come to the door.*
2. The policy statement states all schools and sites – does the term sites refer to all other sites like turning point or all board sites like TRC and JBLC?  
**Response:** *The policy refers to all sites in the Board.*
3. Procedure #1 needs to be rewritten to include sites  
**Response:** *Amendment*
4. Under **Procedures**, “**Hold and Secure**”, .....“with the exterior doors being locked until such time as the situation near the school is resolved.” This statement implies that exterior doors would not be locked unless there is a situation of “hold and secure”. All GEDSB elementary schools have been equipped with door security and a system for screening admittance. Is it not the expectation of GEDSB that schools, at least elementary schools, will be secured and entrance controlled at all times?  
**Response:** *Amendment*
5. 1...Change the heading “Procedures” to read “Definitions” Following the three definitions as printed include “Procedures”

**Response: Amendment**

6. Procedure #2 - delete the sentence "During a lockdown...rooms blocked" as it is already included in the definition

**Response: Amendment**

7. Procedure #3 needs some more explanation - do the principals know what these circumstances are? - is this to provide for police/emergency intervention?

**Response: Amendment**

8. Procedure #4 - should avoid the passive voice and indicate who is responsible and how eg do schools use a supply teacher handbook?

**Response: Amendment**

9. Procedure #5 - "the principal or designate shall announce.....system, then immediately call 911.....requested"

**Response: Amendment**

10. Procedure #7 - " The principal or designate will then cancel the lockdown over the P.A. system"

**Response: Amendment****Additional Information**

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

**Proposed Changes**

Wording Approved for Circulation	Proposed Wording
<p><u>Procedures</u></p> <p>"Hold and Secure"- In this situation,<del>the school continues</del> to function normally, with the exterior doors being locked until such time as the situation near the school is resolved.</p>	<p><u>Definitions</u></p> <p>"Hold and Secure" – In this situation, a <u>secondary school would continue</u> to function normally, with the exterior doors being locked until such time as the situation near the school is resolved. <u>The exterior doors in elementary schools are locked at all times, in compliance with the Safe Welcome Program.</u></p>
<p><u>Procedures</u></p> <p>1. Each school shall develop, as part of a safe schools plan, ...</p> <p>2. <del>During a lockdown students and staff are directed to a secure room, doors locked, windows and curtains closed, and all sight lines into rooms blocked.</del></p> <p>3. The Principal or designate has the responsibility of implementing a school security protocol <del>dependent on circumstances.</del></p> <p>4. Occasional teachers must be made aware of school security and lockdown plans.</p>	<p><u>Procedures</u></p> <p>1. Each school/<u>site</u> shall develop, as part of a safe schools plan, ...</p> <p>3. The Principal or designate has the responsibility of implementing a school security protocol <u>that reflects the specific circumstances of the site.</u></p> <p>4. <u>Principals will ensure that all occasional staff members are made aware of school</u></p>

<p>5. <del>A lockdown is announced on the P.A. system.</del></p> <p>7. <del>The lockdown is then cancelled over the P.A. system.</del></p>	<p>security and lockdown plans.</p> <p>5. The Principal, or designate, will announce a lockdown on the P.A. system.</p> <p>7. The Principal, or designate, will then cancel the lockdown over the P.A. system.</p>
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**Communication Plan**

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

Respectfully submitted,

Wayne Baker  
Superintendent of Education



## School/Site Security and Lockdown

**Board Received:**

**Review Date:** April 2013

### Policy Statement:

The Grand Erie District School Board is committed to providing a safe and secure learning environment for all its students and staff. School and site security protocols are an essential part of this commitment to safety. All Grand Erie District School Board schools and sites will have and practise protocols for *lockdown, hold and secure* and *shelter in place*.

### Accountability:

Frequency of Reports	– As needed
Severity Threshold	– As needed (e.g. dangerous situation present, shooting, etc.)
Criteria for Success	– All staff/students trained in procedures
	– Safety protocols are practiced
	– Safety protocols are implemented with maximum effectiveness.

### Procedures: Definitions:

Each school site will have three security protocols including a lockdown plan. The three protocols are set out below:

#### *School Security Protocols*

“**Lockdown**” should only be used when there is a major incident or threat of school violence within the school, or in relation to the school. During a lockdown students and staff are directed to a secure room, doors locked, windows and curtains closed, and all sight lines into rooms blocked. The over or misuse of lockdowns, will result in staff/students becoming desensitized and they will not take lockdowns seriously.

“**Hold and Secure**” should be used when it is desirable to secure the school due to an ongoing situation outside and not related to the school (e.g. a bank robbery occurs near a school but not on school property). In this situation, the school continues a secondary school would continue to function normally, with the exterior doors being locked until such time as the situation near the school is resolved. The exterior doors in elementary schools are locked at all times, in compliance with the Safe Welcome Program.

“**Shelter in Place**” should be used for an environmental or weather-related situation, where it is necessary to keep all occupants within the school, to protect them from an external situation (e.g. chemical spills, blackouts, explosions or extreme weather conditions).

### Procedures:

1. Each school/site shall develop, as part of a safe schools plan, a lockdown, hold and secure and shelter in place procedure. The lockdown plan must be practised in the fall and spring (and logged) during the school year and reviewed annually. These procedures and plans must be reviewed with staff at the beginning of each school year. Lockdown drills shall be conducted in a

manner that will not unduly upset younger students. Early in the school year, parents/guardians shall be informed that lockdown drills will be conducted.

Draft



2. This plan shall consider students and staff inside, as well as those outside the school. The plans should include a process for dealing with situations where classes are in progress and at break. ~~During a lockdown students and staff are directed to a secure room, doors locked, windows and curtains closed, and all sight lines into rooms blocked.~~ Plans must take into account communication systems within the school and for those who may be outside the building.
3. The Principal or designate has the responsibility of implementing a school security protocol ~~dependent on circumstances~~ that reflects the specific circumstances of the site.
4. ~~Occasional teachers must be made aware of school security and lockdown plans.~~ Principals will ensure that all occasional staff members are made aware of school security and lockdown plans.
5. ~~A lockdown is announced~~ The Principal, or designate, will announce a lockdown on the P.A. system. Following this, call 911 (unless the police are already involved) and stay on the line to provide information requested. The appropriate Superintendent of Education and the Manager of Communications and Community Relations should be notified of the situation as soon as possible.
6. During a lockdown, if a controlled evacuation is necessary, it must be conducted in consultation with the police.
7. Once secured, student movement ceases until the school is deemed safe, by the principal and/or police. ~~The lockdown is then cancelled~~ The Principal, or designate, will then cancel the lockdown over the P.A. system.
8. De-briefing of staff, students, and parents should occur as soon as possible after a lockdown has been implemented. Communication is important to avoid rumours and misinformation.
9. After a school security protocol has been invoked, a written report will be prepared by the Principal and submitted to the appropriate Superintendent of Education.



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: John Forbeck, Director of Education & Secretary

FROM: Mike McDonald, Superintendent of Education

RE: **HR 118 Occasional Teacher Evaluation**

DATE: October 7, 2013

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**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board forward Administrative Procedure HR118 - "Occasional Teacher Evaluation" to all appropriate stakeholders for comment to be received by January 10, 2014.

### **Rationale/Background:**

Ontario Regulation 274/12 outlines major changes in the hiring of teachers into long-term occasional and permanent teaching positions. This Regulation contains reference to "evaluation" as part of the requirements for an occasional teacher to be placed on the Long-term Occasional (LTO) List.

In January of 2013, the Ministry of Education consulted with provincial stakeholders regarding occasional teachers' evaluations and from that, developed a framework and template for evaluation. This framework was shared with Boards with a message encouraging collaboration with local unions to develop a local framework and process. To this end, the Ministry provided funding for this to occur and a committee was convened to work through this process.

This committee was made up of two federation representatives from each of the ETFO and OSSTF Occasional Teacher bargaining units, two principals, the Superintendent of Human Resources and the Manager of Human Resources. The committee met on three occasions to review our current process as compared to the Ministry template in order to determine a new Grand Erie process. The accompanying procedure outlines the new process and tool which was developed by this committee.

Respectfully submitted,

Mike McDonald  
Superintendent of Education



### Occasional Teacher Performance Appraisal

**Board Received:** May 31, 2010

**Review Date:** June 2013

#### **Accountability:**

1. Frequency of Report – As needed
2. Severity Threshold – As needed (eg. significant challenges created by occasional teachers)
3. Criteria for Success – All occasional teachers participate in performance appraisal  
– Occasional teachers improve teaching/learning through performance appraisal process

#### **Procedures:**

##### **Purpose**

It is the responsibility of administration to ensure that the quality of education in the classrooms of the system is of high calibre. A process is presently in place which aims to assist the regular classroom teachers in achieving a high standard of professional competence. It is essential that all persons who may be in charge of a class should receive the same assistance and monitoring to maintain a consistently high level of effectiveness.

##### **Expectations**

In order to ensure the effectiveness of occasional teachers, expectations have been established. These expectations are consistent with those of contract teachers. Occasional Teachers are expected to:

- (a) perform the duties of the regular teacher, as outlined in the *Education Act* and the Regulations;
- (b) arrive at the school, as outlined in the *Education Act* and the Regulations, to have sufficient time to become familiar with daily plans, yard duty and supervision responsibilities, as outlined in the school timetable;
- (c) prepare daily plans for the next day, if required;
- (d) utilize appropriate classroom management strategies and implement disciplinary practices appropriate to the particular school and grade;
- (e) carry out assignments left by the regular teacher or assigned by the principal, subject to the terms of the Collective Agreement;
- (f) exhibit a professional approach in relationships with staff, students and parents;
- (g) ensure that upon leaving the school, the room, assignments, etc., are in such condition that there will be minimal interruption for the students when the regular teacher returns;
- (h) utilize appropriate instructional strategies;
- (i) provide at all times for the safety of the students and take all necessary steps to prevent injury;
- (j) contact parents, if necessary, in consultation with the classroom teacher, if available, or principal.

In addition, long-term occasional teachers are also expected to:

- (a) participate in the ongoing operation of the school (committee meetings, staff meetings, school events, parent meetings);
- (b) complete report cards and IEP's in co-operation with the classroom teacher, if available, or principal.

### Basic Assumptions

The following are basic assumptions which can be made for the evaluation process:

- (a) principals/vice-principals will be expected to assist the occasional teachers in their schools;
- (b) the classroom teacher should ensure that up-to-date seating plans and daily plans are available. If a lesson plan is not available, it is the principal's/vice-principal's responsibility to plan the day with the occasional teacher;
- (c) the quality of work achieved by a casual occasional teacher may be affected by the regular teacher's plan and the material left to be covered.
- (d) factors such as length of assignment, experience and qualifications should be considered by the evaluator.
- (e) some occasional teachers are more suitable to work in certain schools or grades.
- (f) some occasional teachers may be unsuitable for classroom work, and should not continue.
- (g) a long-term occasional teacher shall have a pre-conference meeting prior to an evaluation.

### The Evaluation Process

The evaluation of an occasional teacher can be initiated by:

- (a) a principal/vice-principal of a school
- (b) the occasional teacher
- (c) a superintendent of schools (Human Resources) or designate

Principals must complete the Occasional Teacher Performance Appraisal (see Appendix A), which is to be used in conjunction with the procedure.

Principals must share the results of the evaluation with the occasional teacher, making suggestions for improvement where required. Copies will be distributed as follows:

- (a) original to Human Resources for inclusion in teacher's personnel file
- (b) copy to school principal
- (c) copy to occasional teacher

### Evaluation Requirements

It is the responsibility of the principal to complete a minimum of one evaluation in a school year for all long-term occasional teachers who have an assignment of at least five months duration.

Casual occasional teachers shall have one evaluation completed during their probationary period not to exceed one year. Under extenuating circumstances, the evaluation period may be extended beyond one year. For casual teachers, the Occasional Teacher Performance Appraisal process can be initiated beyond their first year, at the discretion of a principal and in consultation with a superintendent.

### Probationary Occasional Teachers

Toward the end of the probationary period, the Superintendent of Education (Human Resources), or designate, will determine one of the following:

- (a) the probationary occasional teacher's status becomes permanent, or
- (b) the occasional teacher's name be removed from the occasional list, or
- (c) the probationary period be extended (i.e. for unsatisfactory performance)

Criteria used in making the decision whether to allow a probationary occasional teacher to remain on the list shall include a review of all completed Occasional Teacher Performance Appraisals, classroom visits and all discussions that occurred between the principal(s) and the occasional teacher.

Should the Superintendent of Education (Human Resources), or designate, determine that the occasional teacher's name be removed from the list, it will be the responsibility of the Superintendent of Education (Human Resources), or designate, to meet with the occasional teacher and discuss the reasons for the removal from the occasional teachers' list. The occasional teacher will be informed, with sufficient notice, that they may have Federation representation at the meeting.

### **Permanent Occasional Teachers**

If a permanent occasional teacher receives an unsatisfactory report and/or evaluation, the principal must provide clear conclusions and recommendations for improvement. The principal must notify the teacher in writing of unsatisfactory performance, provide assistance and allow reasonable time for improvement. If the nature of the performance is of such seriousness that it may result in disciplinary action up to and including removal from the Occasional Teacher's List, the principal must advise the occasional teacher to seek Federation representation.

### **Additional Information**

If any critical situations arise, the principal should notify the Family of Schools Superintendent and Superintendent of Education (Human Resources), or designate, immediately.

At any time, the assistance of one of the Family of Schools Superintendents may be sought to aid school principals in improving the work done by occasional teachers, or in making decisions concerning quality of work.

It must be noted that the above process in no way impedes the removal of an occasional teacher from the Occasional Teachers' List for just cause.

## Appendix A

### The Grand Erie District School Board OCCASIONAL TEACHER PERFORMANCE APPRAISAL

Evaluation Requested by \_\_\_\_\_  
 Occasional Teacher \_\_\_\_\_ School \_\_\_\_\_  
 Evaluator \_\_\_\_\_ Date(s) Evaluated \_\_\_\_\_  
 Length of Assignment to Date \_\_\_\_\_ Grade(s) \_\_\_\_\_ Assignment \_\_\_\_\_

NOTE: This form is to be used for casual and long term occasional teachers. Some criteria may not be applicable.

<b>I</b>	<b>INSTRUCTION</b> <ul style="list-style-type: none"> <li>Needs of individual students are met</li> <li>Required programs are being implemented</li> <li>Students are motivated to learn</li> <li>Provides understandable instructions</li> <li>Uses appropriate teaching techniques</li> <li>Completes appropriate and required marking</li> <li>Provides feed-back to regular teacher</li> </ul>	<b>Satisfactory</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Unsatisfactory</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>N/A</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Comments</b>
<b>II</b>	<b>CLASSROOM MANAGEMENT</b> <ul style="list-style-type: none"> <li>Maintains established routines</li> <li>Employs effective classroom control strategies</li> <li>Outlines classroom expectations</li> <li>Addresses discipline problems</li> <li>Leaves classroom in acceptable condition</li> </ul>	<b>Satisfactory</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Unsatisfactory</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>N/A</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Comments</b>
<b>III</b>	<b>PREPARATION</b> <ul style="list-style-type: none"> <li>Arrives in time to prepare for the day, if possible</li> <li>Follows plans/teacher directions</li> <li>If necessary, assumes planning responsibility</li> </ul>	<b>Satisfactory</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Unsatisfactory</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>N/A</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Comments</b>
<b>IV</b>	<b>PROFESSIONALISM</b> <ul style="list-style-type: none"> <li>Works cooperatively with colleagues and support staff</li> <li>Fulfills supervision duties</li> <li>Assumes responsibilities for professional growth</li> <li>Demonstrates flexibility in accepting assignments</li> </ul>	<b>Satisfactory</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Unsatisfactory</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>N/A</b> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<b>Comments</b>
<b>V</b>	<b>COMMUNICATION</b> <ul style="list-style-type: none"> <li>Communicates appropriately with members of school community</li> </ul>	<b>Satisfactory</b> <input type="checkbox"/>	<b>Unsatisfactory</b> <input type="checkbox"/>	<b>N/A</b> <input type="checkbox"/>	<b>Comments</b>

#### Evaluator's Summary

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#### Occasional Teacher's Comments

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\_\_\_\_\_  
 Signature of Occasional Teacher  
 (to acknowledge receipt of evaluation)

\_\_\_\_\_  
 Signature of Evaluator

\_\_\_\_\_  
 Date

Original: Human Resources-Personnel File  
 Copy: Teacher & School Principal

Post Conference Requested ☐

Not Requested ☐



## Occasional Teacher Evaluation

Board Received:

Review Date:

**Accountability:**

1. Frequency of Report – As needed
2. Severity Threshold – As needed (eg. Changes in Ministry Guidelines)
3. Criteria for Success – All occasional teachers participate in an evaluation  
– Occasional teachers improve teaching/learning through the evaluation process

**Procedures:****Purpose**

The Occasional Teacher Evaluation is designed to support the ongoing professional growth of occasional teachers through dialogue and feedback with the principal on their teaching practice and to increase confidence in the publicly funded education system. Principals and vice-principals have the responsibility to ensure that the quality of education in the classrooms of the system is of high calibre. The Performance Appraisal process in place aims to assist the regular classroom teacher in achieving a high standard of professional competence. It is essential that all occasional teachers in charge of a class should receive the same assistance and monitoring to maintain a consistently high level of effectiveness.

**Expectations**

In order to ensure the effectiveness of occasional teachers, expectations have been established. These expectations are consistent with those of contract teachers. Occasional teachers are expected to:

- (a) perform the duties of the regular teacher, as outlined in the *Education Act* and the Regulations;
- (b) arrive at the school, as outlined in the *Education Act* and the Regulations, to have sufficient time to become familiar with daily plans and supervision responsibilities, as outlined in the school timetable;
- (c) prepare daily plans for the next day, if required;
- (d) utilize appropriate classroom management strategies and implement disciplinary practices appropriate to the particular school and grade;
- (e) carry out assignments left by the regular teacher or assigned by the principal, subject to the terms of the Collective Agreement;
- (f) exhibit a professional approach in relationships with staff, students and parents;
- (g) ensure that upon leaving the school, the room, assignments, etc., are in such condition that there will be minimal interruption for the students when the regular teacher returns;
- (h) utilize appropriate instructional strategies;
- (i) provide at all times for the safety of the students and take all necessary steps to prevent injury;
- (j) contact parents, if necessary, in consultation with the classroom teacher, if available, or principal.

In addition, long-term occasional teachers are also expected to:

- (a) participate in the ongoing operation of the school (committee meetings, staff meetings, school events, parent meetings);
- (b) complete report cards and IEP's in co-operation with the classroom teacher, if available, or principal.

**Basic Assumptions**

The following are basic assumptions which can be made for the evaluation process:

- (a) the observable indicators listed for each performance expectation are **possible** ways the occasional teacher could demonstrate the expectation; these indicators are not intended to be an exhaustive list and do **not all** need to be demonstrated during the teacher's assignment.
- (b) principals/vice-principals will be expected to assist the occasional teachers in their schools.
- (c) the classroom teacher should ensure that up-to-date seating plans and daily plans are available. If a lesson plan is not available, it is the principal's/vice-principal's responsibility to plan the day with the occasional teacher; the quality of work achieved by a casual occasional teacher may be affected by the regular teacher's plan and the material left to be covered.
- (d) factors such as length of assignment, experience and qualifications should be considered by the evaluator.
- (e) some occasional teachers are more suitable to work in certain schools or grades.
- (f) some occasional teachers may be unsuitable for classroom work, and should not continue.

**Evaluation Requirements**

It is the responsibility of the principal to complete a minimum of one evaluation for every occasional teacher in their first long-term assignment of four (4) months or more in duration.

A Principal may conduct additional evaluations at the request of the occasional teacher, or if the principal, in consultation with a superintendent, considers it advisable to do so in light of the circumstances related to the occasional teacher's performance.

Casual occasional teachers shall have one evaluation completed during their first ten (10) months on the Occasional Teachers' Roster.

**The Evaluation Process**

The evaluation of an occasional teacher can be initiated by:

- (a) a principal/vice-principal of a school
- (b) the occasional teacher
- (c) a superintendent of schools (Human Resources) or designate

Principals must complete the Occasional Teacher Evaluation form (see Appendix A), which is to be used in conjunction with the procedure.

The timing of the evaluation is at the discretion of the principal. Consideration should be given to the duration of the long-term assignment, the opportunity for the occasional teacher to adjust to the teaching assignment and the time required to complete the evaluation process. However, the complete evaluation process is to occur within the duration of the long-term assignment, including providing the completed Occasional Teacher Evaluation form to the occasional teacher.

The meetings in the evaluation process promote professional dialogue between the principal and the occasional teacher.

Prior to the classroom observation, the principal and occasional teacher meet to discuss an overview of the evaluation process and evidence that will be considered in the evaluation (e.g., classroom observation, planning records, and assessment and evaluation records). If there is more than one occasional teacher at the school who requires an evaluation, the principal may host one meeting with all such occasional teachers. The occasional teacher may request a one-on-one meeting with the principal in advance of the classroom observation to discuss items related to the evaluation that are specific to his or her evaluation.

The date of the classroom observation is pre-determined by both parties and recorded on the Occasional Teacher Evaluation form.



Following the observation, the principal and the occasional teacher will meet to debrief the classroom observation, discuss the outcome of the evaluation and provide recommendations on areas for professional growth.

Copies will be distributed as follows:

- (a) original to Human Resources for inclusion in the occasional teacher's personnel file
- (b) copy to school principal
- (c) copy to occasional teacher

### **Unsatisfactory Evaluations**

If an occasional teacher receives an "unsatisfactory" evaluation, the principal must provide clear evidence and suggest strategies for professional development. The principal must notify the teacher in writing of an unsatisfactory evaluation, provide assistance and allow reasonable time for professional growth to occur.

Another occasional teacher evaluation process occurs when the occasional teacher requests it in a subsequent long-term occasional assignment of four (4) months or more, or where time allows for the occasional teacher to engage in some professional growth opportunities to address the area(s) needing improvement in the same long-term assignment of seven (7) months or longer.

If the nature of the performance is of such seriousness that it may result in disciplinary action up to and including removal from the Occasional Teachers' Roster, the occasional teacher will be informed that they may have Federation representation at the meeting.

Grand Erie District School Board  
Occasional Teacher Evaluation

Occasional Teacher's Name (First and Last)		Principal's Name (First and Last)		Name of School	
Description of Occasional Teacher's Assignment					
Term of Assignment (from yyyy/mm/dd to yyyy/mm/dd)					
Meeting and Classroom Observation Dates (yyyy/mm/dd)					
Overview:		Classroom Observation:		De-brief:	

Performance Expectations	Possible Observable Indicators (not exhaustive, not all indicators need to be demonstrated)	Outcome
<u>Creates a safe and inclusive learning environment</u>	<ul style="list-style-type: none"> <li>Follows appropriate legislation, local policies and procedures with regard to student safety and welfare</li> <li>Ensures and models bias-free assessment</li> <li>Values and promotes fairness and justice and adopts anti-discriminatory practices with respect to gender, sexual orientation, race, disability, age, religion, culture or similar factors</li> <li>Communicates information from a bias-free, multicultural perspective</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
<u>Models and promotes positive and respectful student interactions</u>	<ul style="list-style-type: none"> <li>Models and promotes the joy of learning</li> <li>Effectively motivates students to improve student learning</li> <li>Demonstrates a positive rapport with students</li> <li>Promotes polite and respectful student interactions</li> <li>Develops clear and achievable classroom expectations with the students</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
<u>Demonstrates effective classroom management strategies</u>	<ul style="list-style-type: none"> <li>Demonstrates care and respect for students by maintaining positive interactions</li> <li>Addresses inappropriate student behaviour in a positive manner</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
<u>Demonstrates knowledge of the Ontario curriculum</u>	<ul style="list-style-type: none"> <li>Exhibits an understanding of the Ontario curriculum when teaching</li> <li>Presents accurate and up-to-date information</li> <li>Demonstrates subject knowledge and related skills</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>
Comment (optional):		
<u>Plans and implements meaningful learning experiences for all students</u>	<ul style="list-style-type: none"> <li>Applies knowledge about how students develop and learn physically, socially and cognitively</li> <li>Chooses pertinent resources for development of instruction</li> <li>Organizes subject matter into meaningful units of study and lessons</li> <li>Uses a clear and consistent format to plan and present instruction</li> <li>Uses a variety of effective instructional strategies</li> <li>Models and promotes effective communication skills</li> <li>Uses instructional time in a focused, purposeful way</li> </ul>	Meets Expectation <input type="checkbox"/> Development Needed <input type="checkbox"/> Not Applicable <input type="checkbox"/>

	<ul style="list-style-type: none"><li>Assists students to develop and use ways to access and critically assess information</li><li>Uses available technology effectively</li></ul>	
Comment (optional):		
<u>Differentiates instructional and assessment strategies based on student needs, interests and learning profiles</u>	<ul style="list-style-type: none"><li>Shapes instruction so that it is helpful to all students, who learn in a variety of ways</li><li>Responds to learning exceptionalities and special needs by modifying assessment processes to ensure needs of special students are met</li></ul>	<div>Meets Expectation<input type="checkbox"/></div> <div>Development Needed<input type="checkbox"/></div> <div>Not Applicable<input type="checkbox"/></div>
Comment (optional):		
<u>Utilizes a variety of evidence-based assessment and evaluation strategies</u>	<ul style="list-style-type: none"><li>Uses a variety of techniques to report student progress</li><li>Engages in meaningful dialogue with students to provide feedback during the teaching/learning process</li><li>Gathers accurate data on student performance and keeps comprehensive records of student achievement</li><li>Uses a variety of appropriate assessment and evaluation techniques</li><li>Uses ongoing reporting to keep both students and parents informed and to chart student progress</li></ul>	<div>Meets Expectation<input type="checkbox"/></div> <div>Development Needed<input type="checkbox"/></div> <div>Not Applicable<input type="checkbox"/></div>
Comment (optional):		
Summary Comments:		

Outcome of Evaluation

<input type="checkbox"/>	Satisfactory	Recommendations for Professional Growth:
<input type="checkbox"/>	Unsatisfactory	

Principal's Signature (My signature indicates that this evaluation was conducted in accordance with the requirements of the Occasional Teacher Evaluation Procedure)

Occasional Teacher's Signature (My signature indicates the receipt of this evaluation)

	Date: yyyy/mm/dd		Date: yyyy/mm/dd
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Occasional Teacher's Comments on the Evaluation (optional):



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education

RE: **SO105 Out-of-Classroom Trips and Tours for Students; Insurance Requirements for Trips and Excursions**

DATE: October 7, 2013

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive Administrative Procedure SO105 Out-of-Classroom Trips and Tours for Students; Insurance Requirements for Trips and Excursions for information.

### Background

Administrative Procedure SO105 Out-of-Classroom Trips and Tours for Students; Insurance Requirements for Trips and Excursions was circulated to all appropriate stakeholders and proposed amendments were approved by the Board January 2012. Appendix G regarding insurance requirements for in-province trips remained unclear and the process needed to be streamlined for school staff, adult students and parents/guardians. Recently, we consulted with a principals and OSBIE to design a “declaration” form to replace the Appendix G-1 and G-2 “waiver” forms. Declaration forms will be included in the September student information package and completed by parents/guardians/adult students once annually and kept on file for easy access during the school year. As designed, the Declaration forms are not an Appendix in this procedure

### Additional Information

The procedures have been revised to clarify the requirements for in-province trips and other language or pages affected by these changes have been modified to agree. A revised procedure is attached.

### Proposed Changes

Wording Approved for Circulation	Proposed Wording
Page 4 6. c) A specific permission form is required for skating (see Appendix E), and another is required for skiing, and snow-boarding, snowblading and tubing (see Appendix I- Form #1. 8. <b><u>Insurance Requirements for Out-of-Classroom Trips/Tours</u></b> Students taking authorized trips outside the Province of Ontario are required to have individual insurance coverage as	Page 4 6. e) <del>A specific permission form is required for skating (see Appendix E), and another is required for skiing, and snow-boarding, snowblading and tubing (see Appendix I- Form #1.</del> 8. <b><u>Insurance Requirements for Out-of-Classroom Trips/Tours</u></b> Students taking authorized trips outside the Province of Ontario are required to have individual insurance coverage as

indicated in Section 9-B and 9-C <i>or</i> a signed waiver as provided in Appendix G-2. The Board does not provide insurance for students or volunteers injured in an accident. Employees are covered under WSIB while engaged in work activities.	indicated in Section 9-B and 9-C <i>or</i> a signed <del>waiver</del> declaration as provided in Appendix F. The Board does not provide insurance for students or volunteers injured in an accident. Employees are covered under WSIB while engaged in work activities.
<p>Page 6</p> <p>ii) <u>Waiver of Student Accident Insurance (SAI) form (Appendix G1)</u></p> <p>Parents, guardians, and adult students who have sufficient accident insurance through workplace benefits or a private policy or who choose not to purchase SAI must complete a “Waiver of Student Accident Insurance” form (Appendix G1) and return it to the organizing teacher at least 30 days before the departure date.</p>	<p>Delete Appendix G1 and all reference to it. “Replace with new statement and Chart c): Parents, guardians and adult students are required to submit an annual declaration of accident insurance for school trips within Ontario. Forms will be distributed in September with the student information packages and must be returned to the school with other student information.”</p>
<p>Page 8</p> <p>Tour and travel agents and companies such as Educational Travel Services, will have an insurance package available for purchase, and may be included in the cost of the trip.</p>	<p>Page 8</p> <p>Tour and travel agents and companies <del>such as Educational Travel Services</del>, will have an insurance package available for purchase, and may be included in the cost of the trip.</p>
<p>Page 9</p> <p>d) <u>Waiver of Student Travel Insurance – for Travel outside Ontario</u></p> <p>Parents, guardians, and adult students who have sufficient travel insurance or plan to purchase travel insurance meeting the Board’s minimum requirements as set out in Section b) above must complete a “<u>Waiver of Student Travel Insurance</u>” form (Appendix G2) and return it to the organizing teacher at least 30 days before the departure date.</p> <p>A copy of the policy must be provided to the organizing teacher at least two weeks before the departure date</p>	<p>Page 9</p> <p>d) <del>Declaration-Waiver</del> <u>Declaration-Waiver of Student Travel Insurance – for Travel outside Ontario</u></p> <p>Parents, guardians, and adult students who have sufficient travel insurance or plan to purchase travel insurance meeting the Board’s minimum requirements as set out in Section b) above must complete a “<del>Declaration-Waiver</del> of Student Travel Insurance” form (Appendix F) and return it to the organizing teacher at least 30 days before the departure date.</p> <p><del>A copy of the policy must be provided to the organizing teacher at least two weeks before the departure date.</del></p>
<p>Page 11</p> <p>7. Appendix G-1 Waiver of Student Accident Insurance (page 23 )</p>	<p>Page 11</p> <p>Delete Appendix E, Appendix G-1, G2 and all reference to them. Page number references have all been changed.</p>
<p>Page 19 Appendix E</p> <p>If I choose not to participate in the Student Accident Plan, I will provide a signed waiver of insurance (Appendix G-1)</p>	<p>Page 19</p> <p>Delete Appendix E. Helmets are mandatory for skating.</p>
<p>Page 22</p> <p>Appendix G-1</p>	<p>Page 22</p> <p>Delete Appendix G1</p>
<p>Appendix G-2</p>	<p>Completely Revised as a Declaration form</p>
	<p>Appendix J</p>

	Add “Zip-Lining” to list of High Risk Activities
	Update lists of Appendices with correct page numbers wherever referenced (see attached)

**Communication Plan**

This Administrative Procedure will be circulated in keeping with Board Bylaw BL9.

Respectfully submitted,

John Forbeck  
Director of Education

## Annual Declaration of Student Accident Insurance

**This form is used for School Events/Trips/Travel within the Province of Ontario  
(for students under the age of 18)**

This form is used for school events/trips/travel involving activities requiring special skill or that involve increased inherent risks, e.g., skating, skiing, swimming, boating (canoeing, kayaking, sailing, rafting), hockey, snowmobiling, horseback riding, hiking, camping, cycling, mountain/rock climbing, football, rugby, etc.

Student accident insurance is a condition of participation in any and all school trips that include high risk activities sponsored by the Grand Erie District School Board. Student participation in certain high risk activities without proof of accident insurance may be approved at the discretion of the appropriate Superintendent of Education.

Student:  Grade:   
School:  Teacher:

PLEASE CHECK ONE OPTION ONLY:

- ☐ I/We certify I have purchased Student Accident Insurance for my/our child for this school year.
- ☐ I/We certify having purchased comparable accident insurance with an alternate carrier \_\_\_\_\_ (name of insurance Company) for my/our child for this school year which meets the Board's minimum requirements as compared to current basic Student Accident Insurance (SAI). See below.

Accidental Death and Dismemberment	\$2,000 Any Cause
	\$5,000 Accidental
Dismemberment / Loss of Use	\$50,000
Total and Permanent Disability (TPD)	\$50,000
Future Dental Benefit	\$1,000

\* Exceptions to this requirement shall be subject to the approval of the Superintendent of Business

- ☐ I/We decline to purchase Student Accident Insurance (SAI) and affirm I/We do not have alternate accident insurance. I/We certify having been made aware of and fully understanding the components of SAI made available to us through packages distributed by the school or obtained from the Board. I/We understand that 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.

I/ have read and understand the above and confirm the information provided is accurate and further agree to inform the school administrator of any changes to coverage that occurs before a planned school trip.

\_\_\_\_\_  
(Signature of Parent/Guardian)

\_\_\_\_\_  
(Printed Name of Parent/Guardian)

\_\_\_\_\_  
Date

Reference SO105 Out-of-Classroom Trips and Tours for Students;  
Insurance Requirements for Trips and Excursions

**A signed copy of this form is to be kept on file at the above school.**

**Annual Declaration of Student Accident Insurance & Indemnification**

**This form is used for School Events/Trips/Travel within the Province of Ontario  
(for students 18 years of age and older)**

This form is used for school events/trips/travel involving activities requiring special skill or that involve increased inherent risks, e.g., skating, skiing, swimming, boating (canoeing, kayaking, sailing, rafting), hockey, snowmobiling, horseback riding, hiking, camping, cycling, mountain/rock climbing, football, rugby, etc.

Student accident insurance is a condition of participation in any and all school trips that include high risk activities sponsored by the Grand Erie District School Board. Student participation in certain high risk activities without proof of accident insurance may be approved at the discretion of the appropriate Superintendent of Education.

Student:  Grade:

School:  Teacher:

PLEASE CHECK ONE OPTION ONLY:

- ☐ I certify I have purchased Student Accident Insurance for this school year.
- ☐ I certify having purchased comparable accident insurance with an alternate carrier \_\_\_\_\_ (name of insurance Company) for this school year which meets the Board's minimum requirements (See below).

Accidental Death and Dismemberment	\$2,000 Any Cause \$5,000 Accidental
Dismemberment / Loss of Use	\$50,000
Total and Permanent Disability (TPD)	\$50,000
Future Dental Benefit	\$1,000

\* Exceptions to this requirement shall be subject to the approval of the Superintendent of Business

- ☐ I decline to purchase Student Accident Insurance (SAI) and affirm I do not have alternate accident insurance. I certify having been made aware of and fully understanding the components of SAI made available to me through packages distributed by the school or obtained from the Board.

I understand that 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 and I further agree to indemnify and save harmless the Grand Erie District School Board and its staff and agents from and against any and all suits, demands, torts, and actions of any kind which may be brought against its staff or agents for which it/they may become liable by reason of any injury, loss, damage or death resulting from, or occasioned to, or suffered by any person or any property, by reason of any act, neglect or default of mine.

I have read and understand the above and confirm the information provided is accurate and further agree to inform the school administrator of any changes to coverage that occurs before a planned school trip.

\_\_\_\_\_  
(Signature of Student aged 18 or older)

\_\_\_\_\_  
(Printed Name of Student)

\_\_\_\_\_  
Date

**Reference SO105 Out-of-Classroom Trips and Tours for Students;  
Insurance Requirements for Trips and Excursions**

**A signed copy of this form is to be kept on file at the above school.**



## **SO105 APPENDICES AND PAGES**

### **September 2013**

- Appendix A** Request for Approval Page 12 and 13
- Appendix B** Informed Consent for under 18 Page 14 and 15
- Appendix C** Release & Indemnification for over 18 Page 16 and 17
- Appendix D** Volunteer Supervisor Page 18
- Appendix E** Authorization to Transport Students page 19 and 20
- Appendix F** Declaration of Student Travel Insurance page 21
- Appendix G** Teacher Checklist – Planning Out-of-Classroom Trips/ Tours page 22
- Appendix H** Ski Manual Pages 23 – 36
- Appendix I** Examples of Inherent Risk Statements pages 37 and 38
- Appendix J** Various Languages to Inform Non-English/Non-French Speaking Parents page 39



### **Out-of-Classroom Trips and Tours for Students; Insurance Requirements for Trips and Excursions**

**Board Received:** January 30, 2012

**Review Date:** February 2015

#### **Accountability:**

1. Frequency of Reports – Semi-annual – Cat III Trips
2. Severity Threshold – As needed (eg. Safety issues due to world tensions and natural catastrophic events)
3. Criteria for Success – Trips are relevant out-of-classroom educational opportunities related to the curricular or extra-curricular program.  
– Staff adhere to relevant regulations.  
– Proper supervision is addressed.

#### **Procedures:**

In order to maximize the value of such field studies, appropriate advanced planning and follow-up shall occur and every care shall be taken to ensure the health and safety of the participants in such field studies through the provision of appropriate and adequate supervision.

1. **Guidelines:** *It is the responsibility of all participants to follow approved guidelines.*
  - a) It is the intention of the Board that out-of-classroom trips be for sound educational reasons which provide a learning experience that cannot be duplicated in the classroom.
  - b) Canadian destinations should be promoted over international destinations.
  - c) Schools will ensure that all students across the Board have the opportunity to participate in meaningful, curriculum-related educational out of classroom trips and tours.
  - d) A student trip is any approved and teacher-supervised activity or program off school premises.
  - e) The location and activity must be appropriate in terms of accessibility, age, and learning development of the students.
  - f) OPHEA Safety Guidelines are the minimum standard for all activities covered by these guidelines.
  - g) An out-of-classroom activity shall include classroom preparation and follow-up.
  - h) Any activity off school premises or travel tour which is not approved by the Principal as part of the school program shall not be promoted or organized during school hours or in association whatsoever with the school or Board.
  - i) A student may be denied participation on a school trip based on a demonstrated inability to follow school behaviour guidelines.
  - j) Meaningful alternative activities must be provided for students who are not participating in the field study which provide an in-school opportunity to meet the learning expectations of the out-of-classroom trip or tour.
  - k) Reasonable precautions should be taken to minimize the inherent element of risk in field studies. Some educational activities such as water sports and ropes activities involve increased elements of risk. When a trip activity involves increased inherent risk parents/guardians need to be made aware and fully informed of such risks. These inherent risks must be fully disclosed on the Acknowledgement and Permission Form (Appendix B) given to parents/guardians and to students, aged 18 and older, on the Release and Indemnification Form (Appendix C).

- l) Prior to pre-trip planning, organization or payment, approval requirements must be met.
- m) Unless prior arrangements are made, all students must travel by the approved mode of transportation.

## 2. **Application and Approval Process**

Approval is required in accordance with this procedure (see Appendix A) and with the category of the trip being planned. Off-campus requests for team tournaments, music festivals and drama are special extra-ordinary activities and must be limited to official school or system representatives as a part of the school's annual program or activities. Such trips must follow category guidelines as set out below. Normally, these activities would be within Ontario; however, they may also be unique opportunities or exchanges supported by the school and Superintendent which involve travel outside the province.

The chart below outlines approval requirements.

<b>Category</b>	<b>I</b> In-province, departing and returning on the same day and not involving activities of increased inherent risk	<b>II</b> Activities involving elements of increased inherent risk as outlined in the OPHEA Safety Guidelines (e.g., but not limited to water sports, camping, skiing, cycling, snow boarding, canoeing, rock climbing and ropes activities)  All overnight trips up to and including five days within Canada  All one-day trips to USA	<b>III</b> All overnight trips out of country  All trips over five (5) days  All trips involving air transportation and marine travel
<b>Approved By</b>	Principal	Principal, <i>then</i> Superintendent of Education	Principal, <i>then</i> Superintendent of Education, <i>then</i> Director of Education
<b>Final Approval Timeline</b>	Minimum of two (2) weeks prior to the trip.	Minimum of one month prior to the trip.	Minimum of three (3) months prior to the trip.
Category timelines may need to be flexible for special activities such as drama, music festivals, and sports events.			

## 3. **Ratio of Supervisors to Students:**

A supervisor is defined as a teacher or other responsible adult approved by the Principal.

- a) An adequate number of supervisors must be provided to cover situations such as accidents, discipline problems, health concerns, and late arrivals (missed deadlines). Male and female chaperones are necessary for all overnight co-ed trips. Non-staff supervisors are considered to be volunteers and they must conform to the Board's Volunteer Procedure SO126.
- b) Alternative arrangements must be made with the parent/guardian should it be necessary to return a student to the school/home or to a medical centre prior to the completion of the trip. No student would be sent home until sending and receiving arrangements had been made with the parents, ensuring the safe transport and reception of the student. Arrangements and costs incurred shall be the responsibility of the parent/guardian or by the student if the student is 18 years of age or older.
- c) The following minimum supervisor-to-student ratios are required. Consideration must be given to the possibility that a student may have to return to the school/home prior to the completion of the

trip. Principals and Teachers may lower the supervision ratio to improve student safety when they deem it necessary.

<b><u>CATEGORY I</u></b> Elementary 1:10 Secondary 1:15	<b><u>CATEGORY II</u></b> Elementary 1:10 Secondary 1:15	<b><u>CATEGORY III</u></b> Elementary 1:10 Secondary 1:15
Supervision ratios for walking trips in the neighborhood may be at the discretion of the Principal.	OPHEA Safety Guideline supervision ratios must be adhered to wherever they are lower than in this Policy.	OPHEA Safety Guideline supervision ratios must be adhered to wherever they are lower than in this Policy.

4. **Specific Limitations and Restrictions:**

Field studies shall not include any high risk activity such as white-water rafting or white-water kayaking, flights in small aircraft, bungee-jumping or other activities not recommended by OPHEA or OSBIE. All activities must conform to OPHEA Safety Guidelines.

5. **Responsibilities:**

- a) It is the responsibility of the Principal to ensure that all Board policies and procedures related to out-of-classroom experiences are followed.
- b) It is the responsibility of the teacher when planning out-of-classroom experiences to follow all Board policies and procedures. Trips that include multiple activities (e.g. travel out-of-country, including a high ropes activity) must ensure that separate permission is received for all activities with increased inherent risk.
- c) When planning an out-of-country trip teachers must check Canada's Foreign Affairs and International Trade website for travel advisories at [www.voyage.gc.ca/](http://www.voyage.gc.ca/) to ensure it is safe to travel in the selected country. One month prior to departure, teachers must check for changes in the travel advisory and must check again one week prior to departure. Changes of a serious nature must be reported to the Principal, Superintendent and Director of Education who will review the information and will reaffirm or withdraw permission for a trip if the location becomes unstable or unsafe for travel.
- d) Duties of non-teaching personnel, adult volunteers, and coaches will be assigned by the Principal and/or teacher and may include specific supervision responsibilities. For the purposes of SO105, the term "supervisor" refers to both teaching staff and to non-teaching adult volunteers. Non-teaching personnel, adult volunteers, and coaches may have specific supervision responsibilities assigned to them by the Principal and/or teacher.
- e) Some activities require supervisors to hold specific certification in order to supervise the activity. This is especially significant for higher inherent risk activities. OPHEA Safety Guidelines should be followed with regard to certification.
- f) The Principal or a teacher shall accompany the students and shall act as head supervisor for all out-of-classroom activities.
- g) Teacher's Checklist (Appendix H) must be completed for every trip by the supervising teacher and submitted to the Principal.
- h) Transportation must be appropriate to the age of the students. Provincial legislation regarding child car-seats must followed.

6. **Parent/Legal Guardian Consent and Release/Indemnification**

- a) Parents/legal guardians must be informed of any occasion when students leave the school site.
- b) A signed Informed Parent/Guardian Consent Form must be obtained for all out-of-school activities for students under 18 years of age (see Appendix B). Students aged 18 years of age and older must complete a Release and Indemnification Form (see Appendix C).
- ~~e) A specific permission form is required for skating (see Appendix E), and another is required for skiing, and snow boarding, snowblading and tubing (see Appendix I Form #1.)~~
- ~~c) d)~~ For short excursions within normal school hours or programs that involve several events, a multiple event parent/legal guardian consent form may be obtained at the beginning of the school year or semester (e.g., neighbourhood walks, skating programs, and outdoor education programs).

7. **Off Campus - Non Board-Sponsored Trips:**

- a) Teachers, parents and/or students involved in arranging trips outside of the Board's three categories are doing so as private citizens and, as such, should consider the following:
  - i) The Grand Erie District School Board neither sponsors nor accepts responsibility for any student trips that do not qualify according to established Board procedures (Categories I, II, or III) or that have not received the required approvals. Organizers of non-board sponsored trips will advise all teachers, parents/guardians and students that the Board assumes no liability whatsoever related to the trip.
  - ii) Principals shall inform parents through the school newsletters in September and in January that the Board does not sponsor nor accept responsibility for trips organized by teachers, parents and/or students acting as private citizens. Since a teacher, parent and/or student, acting as a private citizen may become involved in the organization of a trip of this nature parents frequently assume that the trip is a Board-approved activity. In order to clarify the situation for all parties, it is important that the teacher, parent and/or student inform the school Principal of any plan to conduct a non-Board student trip. Once informed, the Principal shall make parents aware the Board is not sponsoring that trip.
  - iii) All promotional material intended for students must be pre-approved by the Director per SO4 Advertising and Material Distribution in Schools. Promotional material intended for parents and guardians must not include the names of the school(s) or the Board and there shall be no reference to the school(s) or the Board in any correspondence or communication related to non-board sponsored trips.
  - iv) In the case of a non-Board sponsored trip, the staff members are not provided with WSIB benefits or protection from the Board's liability policy.
  - v) In the case of a non-Board sponsored trip, the teacher, parent and/or student is acting as a private citizen and, therefore, no use of Board resources or, materials, is permitted to promote, organize or facilitate the trip. A Grand Erie District School Board permit is required for any use of Board facilities outside regular school hours and according to Board policy FT4 Use of School Facilities.

8. **Insurance Requirements for Out-of-Classroom Trips/Tours**

Students taking authorized trips outside the Province of Ontario are required to have individual insurance coverage as indicated in Section 9-B and 9-C ~~or a signed waiver declaration~~ as provided in Appendix ~~G-2 F~~. The Board does not provide insurance for students or volunteers injured in an accident. Employees are covered under WSIB while engaged in work activities.

9-A **Teacher Responsibility, Insurance and Liability for Trips/Tours within Ontario**

**a) Planning, Organization and Permission:****i) Planning**

Trips, teams and tournaments are all activities that require organization and planning. Proper planning and organization ensures that school activities such as trips, participation of teams, and traveling to tournaments result in safe and enjoyable activities for students. Teachers must complete the Teacher Checklist (see Appendix H) and submit it to the principal before departure.

**ii) Compliance with Travel Industry Council of Ontario (TICO)**

The Ontario Travel Industry Act states teachers must arrange trips through a registered TICO travel service, except for one-day trips which meet certain criteria or where a provider is selling its own service/product directly to the consumer. The complete regulation can be found at [www.tico.ca/consumers/introduction/legislation.html](http://www.tico.ca/consumers/introduction/legislation.html) or more information can be gained by contacting the Travel Industry Council of Ontario via email to [tico@tico.ca](mailto:tico@tico.ca) or by calling toll free to 1-888-451-8426.

**iii) Marine Travel Documentation & Guidelines**

Transport Canada regulates commercial operators; the following requirements must be obtained from the travel agent / tour operator and included with any trip approval request:

- 1) current certificate of operator competence
- 2) proof of current seaworthiness of the vessel, i.e., valid inspection certificate
- 3) proof of current liability insurance
- 4) demonstration the vessel is operated in compliance with Transport Canada or local marine laws

Small commercial vessel operators are required:

- a) to provide a safety briefing to all passengers about safety equipment and emergency procedures;
- b) to provide the sufficient number of appropriately sized lifejackets for all staff and students when you board the vessel; and
- c) to inform staff and students of location of lifejackets and survival craft and have an emergency plan.

The above guidelines are the minimum to be followed for the students undertaking a trip involving travel over moving water. As well, if the above documentation cannot be obtained one week before embarking on this trip, an alternate activity must be found or the trip must be cancelled.

**iv) Informed Consent**

A signed Informed Parent/Guardian Consent Form must be obtained for all out-of-school activities for students under 18 years of age (see Appendix B). Students aged 18 years of age and older must complete a Release and Indemnification Form (See Appendix C).

Parents, guardians and adult students must be made fully aware of the risks involved in each trip/excursion and particular activity. The more specific and extensive information that is provided, the better prepared they will be to make informed choices.

**v) Supervision**

Teachers are deemed in law to have authority over students by virtue of their positions as teachers. Teachers are expected to manifest the same standard of behaviour in out-of-classroom program supervision as is expected during in-school programs.

**b) Insurance Coverage – Personal Injury:****i) Students:**

It is important for parents to understand that the Board does not provide insurance for students against any accidental death, disability, dismemberment or medical/dental expenses that might occur as a result of accidents during school activities, including sporting events and field trips. A Student Accident Insurance (SAI) plan is offered to every family at the beginning of each school year. Student accident insurance policies are regularly reviewed by the Board's benefit consultants to find the most comprehensive, affordable plans available, including a travel policy option. Parents and guardians are advised to consider purchasing Student Accident Insurance for the school year, but are advised travel insurance is mandatory for trips outside Ontario and that SAI is required for participation in high risk activities. SAI packages are available from schools or from the Board office.

ii) **Declaration Waiver of Student Accident Insurance (SAI) form (Appendix G1)**

The Board takes every precaution to provide safe out-of-classroom activities for students, but accidents can and do happen. It is important for parents to understand that the Board does not provide insurance for students against any accidental death, disability, dismemberment or medical expenses that might occur as a result of accidents during school activities, including sporting events and field trips.

Student Accident Insurance may be mandatory for participation in out-of-classroom trips involving activities requiring special skill or that involve increased inherent risks.

~~Parents, guardians, and adult students who have sufficient accident insurance through workplace benefits or a private policy or who choose not to purchase SAI must complete a "Waiver of Student Accident Insurance" form (Appendix G1) and return it to the organizing teacher at least 30 days before the departure date.~~

Parents should be advised that students without some form of accident insurance may be prohibited from participating in activities requiring special skill or in activities that involve increased inherent risks.

**c) Minimum Student Accident Insurance Coverage:**

The standard will be that of the current Limited Plan available in the Student Accident Insurance policy or other board approved SAI carrier.

Accidental Death and Dismemberment	\$2,000.00 Any Cause \$5,000 Accidental
Dismemberment / Loss of Use	\$50,000
Total and Permanent Disability (TPD)	\$50,000
Future Dental Benefit	\$1,000

\* Exceptions to this requirement shall be subject to the approval of the Superintendent of Business

iii) **Grand Erie DSB Employees:**

Employees are provided with Workplace Insurance benefits provided by the Workplace Safety and Insurance Board (WSIB) while acting within the scope of their duties on behalf of the board. All employee accidents must be reported according to Administrative Procedure HR121.

iv) **Volunteers and Chaperones:**

The Board does not provide insurance for volunteers or chaperones against any accidental death, disability, dismemberment or medical/dental expenses that might occur as a result of accidents during their involvement in school activities, including sporting events and field trips. Volunteers are encouraged to obtain accident insurance before participating in school events and must have travel insurance before participating in out of province trips.

**d) Insurance Coverage – Third Party Liability:**

- i) The Board provides liability coverage through the Ontario School Boards' Insurance Exchange (OSBIE) for employees and volunteers acting within the scope of their duties on behalf of the Board. This policy is in effect for twelve months of the year and is subject to the terms and conditions contained therein. Coverage is not extended to anyone for liability arising from involvement in criminal activities.

**e) Transportation in Privately-owned or Rented Vehicles**i) Authorization

Students can only be transported in privately-owned or rented vehicles by staff or volunteers who have completed Appendix F ~~E~~ - Authorization to Transport Students - Volunteer Drivers (page 20 and 21) and who have been approved by the school principal.

ii) Vehicle Restriction

In accordance with a recommendation from the Ontario School Board Insurance Exchange (OSBIE), 9+ passenger vans (driver plus eight students) are not permitted for student transportation. Board staff shall not use or rent such vehicles for student transportation.

iii) Student Drivers

Student drivers are not permitted to transport other students except in certain situations when students over 18 years of age, with a valid G level driver's license and with the principal's approval, may drive students from one school/building to another school/building, weather permitting.

iv) Vehicle Liability Insurance

Staff and Volunteers should be aware that under the Insurance Act of Ontario the insurance of the driver/owner of the vehicle is the primary policy accessed for claims. The Board does provide non-owned automobile excess liability coverage to the limits of the Board's policy, in the event a claim exceeds the auto owner's policy limits, for employees and volunteers providing transportation on approved out-of-classroom programs.

Vehicle owners should check with their insurance providers to ensure their policy permits them to transport students for "educational purposes".



## 9-B Teacher Responsibility, Insurance and Liability for Trips/Tours in Continental North America, Outside the Province of Ontario

All guidelines and requirements of 9-A must be followed, plus the additional requirements:

a) **Travel Insurance Required:**

- i) Due to the high cost of health services in other countries, all students travelling on board approved trips in Continental North America, outside the province of Ontario are required to have individual insurance coverage, as established by the Board, regardless of the length of the trip, even if it is only a one day trip. **All students must have the minimum travel insurance coverage as set out below.\***
- ii) Principals should ensure all chaperones and volunteers have sufficient travel/health insurance coverage.

b) **Minimum Travel Insurance Coverage:**

The minimum travel coverage for students travelling on board approved trips in Continental North America, outside the province of Ontario that is required by the Grand Erie District School Board shall be as follows:

Accidental Death and Dismemberment	\$10,000.00
Medical Benefits	10,000.00
Dental Reimbursement	1,500.00
Cancellation and Repatriation Coverage	1,000.00
Baggage Coverage (where applicable)	1,000.00
Additional Expenses and Hotel Accommodation (per day)	150.00
Deductible Maximum	50.00

\* Exceptions to this requirement shall be subject to the approval of the Superintendent of Business

c) **Options Available for Purchasing Travel Insurance Coverage:**

i) Travel or Tour Services:

Tour and travel agents and companies ~~such as Educational Travel Services~~, will have an insurance package available for purchase, and may be included in the cost of the trip. Teachers should make this information available to parents, guardians and adult students after ensuring it meets the Board's minimum requirements as set out in Section b) above.

ii) Student Accident Insurance (SAI) – Platinum Plan:

SAI is offered to every family at the beginning of each school year. SAI packages are available from schools, the Board office, or by calling the Reliable Life Client Service at 800-463-5437. Information on policies and premiums can be found online at [www.insuremykids.com](http://www.insuremykids.com)

This plan can be purchased throughout the year, but applications must be submitted at least six (6) weeks prior to trip departure. The Platinum Plan does not include Lost Luggage coverage and if parents, guardians or adult students wish this coverage must purchase it through a private insurance company or travel agent if they select the SAI through Reliable Life.

iii) Private Accident Coverage:

Parents of a student participating in a trip may have sufficient coverage through one of the following vehicles:

- a) Employer Travel Benefits
- b) Private travel/health insurance they have purchased on their own
- c) Homeowners Policy Travel Benefits
- d) Credit Card Travel Benefits

d) Declaration-Waiver of Student Travel Insurance – for Travel outside Ontario

Parents, guardians, and adult students who have sufficient travel insurance or plan to purchase travel insurance meeting the Board's minimum requirements as set out in Section b) above must complete a "Declaration-Waiver of Student Travel Insurance" form (Appendix G2) and return it to the organizing teacher at least 30 days before the departure date.

~~A copy of the policy must be provided to the organizing teacher at least two weeks before the departure date.~~

e) School Board-Owned Equipment:

Staff who arrange trips which include taking school equipment outside Ontario are required to submit a list of the equipment to the office of the Superintendent of Business at least six (6) weeks prior to departure. The list should include:

- i) name of each piece of equipment,
- ii) serial number (if applicable),
- iii) make/model, and
- iv) replacement value.

Schools may incur a fee for taking Board equipment outside of Ontario on authorized school trips.

### **9-C Teacher Responsibility, Insurance and Liability for Trips/Tours Outside Canada and Continental USA**

All guidelines and requirements of 9-A and 9-B must be followed, plus the additional requirements:

a) Travel Advisories

When planning an out-of-country trip teachers must check Canada's Foreign Affairs and International Trade website for travel advisories at [www.voyage.gc.ca/](http://www.voyage.gc.ca/) to ensure it is safe to travel in the selected country. One month prior to departure, teachers must check for changes in the travel advisory and must check again one week prior to departure. Changes of a serious nature must be reported to the Principal, Superintendent and Director of Education who will review the information and will reaffirm or withdraw permission for a trip if the location becomes unstable or unsafe for travel.

b) Ground Transportation

License and insurance coverage requirements vary widely around the world. Staff and volunteers are not permitted to transport students in rental vehicles. Only certified ground transit as meeting the official standards of the destination and/or as recommended by a qualified travel agent, is to be used during authorized school trips outside Canada and the continental USA.

c) Immunizations Required for Travel

Staff, students and volunteers are to consult their family health care provider at least three (3) months before departure to obtain immunizations which may be required for travel to the planned destination.

**10-A Winter Sport Trips/Excursions – Skating**

- a) As of September 2012, each student must wear a CSA approved hockey helmet when skating.

Skating Helmets – Parental Permission Form for Skating Program – (Appendix E)

~~This form must be used for all Elementary students participating in a school skating program. It requires parents to acknowledge the risks involved in the activity regardless of whether the child has the recommended equipment or not. OPHEA guidelines indicate that teachers must communicate to students and parents the importance of:~~

- ~~i) wearing a CSA approved hockey helmet (helmets when skating will become mandatory for Grand Erie DSB students as of September 2012);~~
- ~~i) ii) wearing properly fitted skates,~~
  - ~~ii) iii) wearing gloves or mitts, and~~
  - ~~iii) iv) transporting skates safely.~~
  - ~~iv) v) If skating outside, dress for weather conditions.~~

It is important to note that OPHEA makes only CSA hockey helmets appropriate for skating, i.e. bicycle helmets, etc. are not to be used for skating activities.

**10-B Winter Sport Trips/Excursions – Skiing, Snowboarding, etc.**

- a) Approved Resorts

The Grand Erie District School Board approves skiing excursions in Ontario to only the Ski Resorts that are members of the Ontario Ski Resort Association (OSRA). A list of these Resorts is available at [www.skiontario.ca](http://www.skiontario.ca).

Ski trips which are approved by the school principals to travel outside of Ontario MUST meet the guidelines set out in the OSBIE Ski Package (see Appendix I Ski Manual). Scheduled trips to resorts not prepared to undertake the classification and lesson component will not be permitted.

- b) Guidelines for Winter Sports Education Programs

All ski/snowboarding excursions or trips that include skiing/snowboarding as part of the trip agenda must follow the “School Board/ Snow Resort Safety Guidelines for Out-of-School Trips for Winter Sports Education Programs (Ski Manual)” developed by OSBIE (Ontario School Boards’ Insurance Exchange) and the Ontario Ski Resort Associations (OSRA). Excerpts and forms are included below (see Appendix I Ski Manual). A full copy of the Ski Manual is available at [www.osbie.on.ca/pdf/English-Ski-Package.pdf](http://www.osbie.on.ca/pdf/English-Ski-Package.pdf)

- c) OPHEA Guidelines

Ontario Physical Health Education Association (OPHEA) guidelines are the minimum standard for physical activities and are a good source of supplementary information on appropriate ratios, equipment and activities.

- d) Ski Competitions, Racing, Training, Competitive Programs

All conditions and forms in the OSBIE Ski Manual must be followed and Release and Indemnity Agreement For School Ski/Snowboarding Competitions - Racing- Training - Competitive Programs – Ski Appendix # 5 MUST be completed and returned to the school principals prior to the competition or training.

**11. Permission/Acknowledgment Forms for Safety and Insurance Purposes**

All applicable forms must be completed, signed and returned to the appropriate school supervisor at least one week prior to trip departure, except for overnight or out of province trips which must be returned no less than two weeks prior to trip departure.

1. Appendix A -Request for Approval of Out-of-Classroom Trips/Tours (page ~~11~~ 12 and ~~12~~ 13)
2. Appendix B - Informed Parent/Legal Guardian Consent (for students under 18 years of age); must contain the inherent elements of risk that parent must consent to before permitting student to participate (pages ~~13~~ 14 and ~~14~~ 15)
3. Appendix C - Release and Indemnification Form (for students 18 years of age and older) must contain the inherent elements of risk that student must consent to before being permitted to participate (pages ~~15~~ 16 and ~~16~~ 17)
4. Appendix D - Release and Indemnification Form for Volunteer Supervisors (page 18)
- ~~5. Appendix E – Elementary Skating Program Permission (page 19)~~  
This form is mandatory for all elementary student ice skating activities
6. Appendix F - Authorization to Transport Students - Volunteer Drivers  
The appropriate form must be completed by all volunteer drivers regardless of the type or length of the trip. Parents who make their own arrangements for student transportation, must inform the principal in writing prior to departure. (pages 20 and 21)
- ~~7. Appendix G 1 – Waiver of Student Accident Insurance (page 23)~~  
This form is used for classroom trips involving high risk activities, e.g., skating, skiing, etc.
8. Appendix G-2 – Declaration ~~Waiver~~ of Student Travel Insurance (page 22)  
This form is used for travel outside Ontario
9. Appendix H - Teacher's Checklist (page 25)  
This form must be completed by the teacher and submitted to the principal prior to departure
- ~~10. Appendix I - Guidelines for Winter Sports Education Programs (Ski Manual) (pages 27-40 33-37)~~  
Minimum safety guidelines and special forms for snow sport activities.
  - Appendix I Form # 1 – Acknowledgement, Permission and Classification (page ~~33~~ 36)
  - Appendix I Form # 2 – Skill Classification Appendix (page ~~34~~ 37)
  - Appendix I Form # 3 – Equipment Rental Agreement (page ~~35~~ 38)
  - Appendix I Form # 4 – Lift Use Guidelines (page ~~36~~ 39)
  - Appendix I Form # 5 – Release and Indemnity Agreement For School Ski/Snowboarding Competitions - Racing- Training - Competitive Programs Permission (page ~~37~~ 40)
11. Appendix J - Examples of Inherent Risk Statements (pages ~~38-39~~ 41-42)  
This form contains some examples of Inherent Risk Statements to assist staff when completing informed consent and release forms. It is not a complete list and is only a guideline.
12. Appendix K-Multi Language Notice (page ~~40~~ 43)

Information for insurance requirements for student trips/excursions has been provided by:

- Ontario School Boards' Insurance Exchange (OSBIE)
- Reliable Life Insurance Company (Student Accident Program)
- A. W. Schreiber Benefit Consultants Ltd.

**Out-of-Classroom Education Programs**  
**Request For Approval of Out-Of-Classroom Trips/Tours (Page 1 of 2)**

SCHOOL: \_\_\_\_\_

**A. Approval Requirements:**

Category	I	II	III
	In-province, departing and returning on the same day and not involving activities of increased inherent risk	Activities involving elements of increased inherent risk as outlined in the OPHEA Safety Guidelines (e.g., but not limited to water sports, camping, skiing, cycling, snowboarding, canoeing, rock climbing or ropes activities)  All overnight trips up to and including five days within Canada  All one-day trips to USA	All overnight trips out of country  All trips over five (5) days  All trips involving air transportation and marine travel
Approved By	Principal	Principal, <i>then</i> Superintendent of Education	Principal, <i>then</i> Superintendent of Education, <i>then</i> Director of Education
Final Approval Timeline	Minimum of two (2) weeks prior to the trip.	Minimum of one (1) month prior to the trip.	Minimum of three (3) months prior to the trip.
<i>Category timelines may need to be flexible for special activities such as drama, music festivals, and sports events.</i>			

**B. Proposed Trip/Tour:**

1. Destination and Description:

\_\_\_\_\_

\_\_\_\_\_

2. Educational Purpose and Outcomes:

\_\_\_\_\_

\_\_\_\_\_

3. Teacher(s) In Charge:

\_\_\_\_\_

4. Number of Students: \_\_\_\_\_ Grade(s): \_\_\_\_\_

5. Number of Adult Supervisors: Teachers \_\_\_\_\_ Parents/Volunteers \_\_\_\_\_ (see SO126)

Ratio of Adult Supervisors to Students: \_\_\_\_\_

(For Overnight Trips: No. of Female Supervisors \_\_\_\_\_ No. of Male Supervisors \_\_\_\_\_)

6. Departure Day, Date and Time: \_\_\_\_\_

Return Day, Date and Time: \_\_\_\_\_

7. Transportation: Contracted Bus ☐ Private Vehicle(s) ☐ Other ☐

8. Total Cost of Trip: \_\_\_\_\_ Contribution Per Pupil \_\_\_\_\_

**C. Staff Signatures:**

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Teacher in Charge

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Date

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Department Head (if applicable)

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Date**D. Approval of the Principal (required for ALL Categories):**

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Principal

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Date**E. Approval of the Designated Superintendent of Education (required for Categories II and III):**

---

Superintendent of Education

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Date**F. Approval of the Director of Education required for Category III (attach school trip/tour itinerary):**

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Director of Education

---

Date

## Appendix B

**Out-of-Classroom Education Programs**  
**Informed Parent/Guardian Consent Form (Page 1 of 2)**  
(for students under 18 years of age)

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**PART A – Parental Information Form**

School: \_\_\_\_\_

Destination of Trip: \_\_\_\_\_

Purpose of Trip: \_\_\_\_\_

\* Departure From: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

\* Return To: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Activities: \_\_\_\_\_

Method of Transportation: \_\_\_\_\_

Teacher(s) In Charge: \_\_\_\_\_

Emergency Contact Number: \_\_\_\_\_

Cost To Student: \_\_\_\_\_

*\* For extended trips, a detailed time and activity schedule is attached.***Ontario Health Cards:**

Students are responsible for carrying their Ontario Health Cards with them when going outside their local school community.

**Behaviour:**

Students participating in Out-Of-Classroom Education Programs are expected to meet the same standards of behaviour as are required in the regular school setting. Alternative arrangements will be made with the parent/guardian should it be necessary to return a student to the school/home prior to the completion of the trip as a result of inappropriate behaviour as outlined in the school's Code of Conduct or Board Policies. No student would be sent home until sending and receiving arrangements had been made with the parent/guardian, ensuring the safe transport and reception of the student. Arrangements and costs incurred shall be the responsibility of the parent/guardian or the student, if the student is 18 years of age or older.

**Part B - For Trips of Increased Inherent Risk**

Educational activity programs, such as (type of activity) \_\_\_\_\_, which are being offered involve certain elements of risk. Accidents may occur while participating in these activities. These accidents may cause injury. A few examples (the list is not exhaustive) of the type of injury which one is at risk of having, occur while participating in the above mentioned activity/ies include:

1. \_\_\_\_\_ 2. \_\_\_\_\_

3. \_\_\_\_\_ 4. \_\_\_\_\_

These accidents may result from the nature of the activity and may occur without any fault on either the part of the student or the Grand Erie District School Board or its employees or agents, or the facility where the activity is taking place. By allowing your child to participate in the activity, you are accepting the risk of an accident occurring. The chance of an accident occurring can be reduced by carefully following instructions at all times while engaged in the activity. If you choose to allow your child to participate in the aforementioned activity on the date/s mentioned, you must understand that you will bear the responsibility for any accident that might occur.

The Grand Erie District School Board does NOT provide any accidental death, disability, dismemberment or medical expenses insurance on behalf of the students participating in these activities.

**Please retain this page for future reference**

## Appendix B

## Out-of-Classroom Education Programs

**Acknowledgement and Permission Form (Page 2 of 2)**

(for students under 18 years of age)

**PART C – Parental Consent Form***(This section to be retained by Principal. Please complete Part C and return to the school immediately.)*

Student's Name: \_\_\_\_\_ Grade/Class: \_\_\_\_\_

Destination of Trip: \_\_\_\_\_ Date(s): \_\_\_\_\_

**For Extended Trips Only:**Detailed time and activity schedule received? Yes ☐ No ☐**Medical and Emergency Information:**

Please note any medical and emergency information below that you have not previously provided to the school this year:

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I hereby consent to the use of any personal information on file at the school by the persons authorized by the Principal to supervise this activity and by such other officers or employees of the Grand Erie District School Board who may need the personal information in the performance of their duties as employees of the Grand Erie District School Board.

I have read the information supplied, understand and accept the conditions, including the inherent risks, outlined above in *Parts A and B* of the *Parental Information Form* and agree that my son/daughter may participate in the trip and the related activities.

\_\_\_\_\_  
Signature of Parent/Guardian\_\_\_\_\_  
Date\_\_\_\_\_  
Printed Name\_\_\_\_\_  
Home Address\_\_\_\_\_  
Telephone

I would be willing to go on the trip as a supervisor:

Yes ☐ No ☐***Note: Volunteer Supervisors must have a police record check as required by the Board's Volunteer Procedure SO126.***

Use of personal information collected on this form is authorized under Section 31 (a) of the *Municipal Freedom of Information and Protection of Privacy Act* and will be used for the purpose of conducting Out-of-Classroom education program outlined in Part A of this form.



## Appendix C

**Out-of-Classroom Education Programs**  
**Release and Indemnification Form (Page 1 of 2)**  
 (for students 18 years of age and older)

**PART A – Trip Information**

*(This section to be retained by student. Please detach Part A and keep for reference.)*

School: \_\_\_\_\_  
 Destination of Trip: \_\_\_\_\_  
 Purpose of Trip: \_\_\_\_\_  
 \* Departure From: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 \* Return To: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Activities: \_\_\_\_\_  
 Method of Transportation: \_\_\_\_\_  
 Teacher(s) In Charge: \_\_\_\_\_  
 Emergency Contact Number: \_\_\_\_\_  
 Cost To Student: \_\_\_\_\_

*\* For extended trips, a detailed time and activity schedule is attached.*

**Ontario Health Cards:**

Students are responsible for carrying their Ontario Health Cards with them when going outside their local school community.

**Behaviour:**

Students participating in Out-Of-Classroom Education Programs are expected to meet the same standards of behaviour as are required in the regular school setting. Alternative arrangements will be made with the student should it be necessary to return him/her to the school/home prior to the completion of the trip as a result of inappropriate behaviour as outlined in the school's Code of Conduct or Board Policies. No student would be sent home until appropriate sending and receiving arrangements had been made ensuring the safety of transport and reception of the student. Arrangements and costs incurred shall be the responsibility of the student.

**PART B – For Trips of Increased Inherent Risk**

*This Form must be read and signed by all students (18 years and older) who wish to participate in this activity.*

Educational activity programs, such as (type of activity) \_\_\_\_\_, which are being offered involve certain elements of risk. Accidents may occur while participating in these activities. These accidents may cause injury. A few examples (the list is not exhaustive) of the type of injury which one is at risk of having, occur while participating in the above mentioned activity/ies include:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

The Grand Erie District School Board does NOT provide any accidental death, disability, dismemberment or medical expenses insurance for students participating in these activities.

**Acknowledgement:**

I, (student) \_\_\_\_\_, understand and accept the above risks and provide the Grand Erie District School Board with the following waiver of liability and indemnification agreement.

\_\_\_\_\_  
 Signature of Student (18 years of age or older)

\_\_\_\_\_  
 Date

**Please retain this page for future reference**

## Appendix C

**Out-of-Classroom Education Programs**  
**PART C – Release and Indemnification Form (Page 2 of 2)**  
(for students 18 years of age and older)

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**RELEASE AND INDEMNIFICATION AGREEMENT:**

I, (print student name) \_\_\_\_\_, hereby release the Grand Erie District School Board and its staff and agents from any and all liability for any injury sustained by me, regardless of how caused, resulting from my participation in the (activity) \_\_\_\_\_, arranged through the Grand Erie District School Board on or about (date/s) \_\_\_\_\_.

I further agree to indemnify and save harmless the Grand Erie District School Board and its staff and agents from and against any and all suits, demands, torts, and actions of any kind which may be brought against its staff or agents for which it/they may become liable by reason of any injury, loss, damage or death resulting from, or occasioned to, or suffered by any person or any property, by reason of any act, neglect or default of mine.

I hereby consent to the use of any personal information on file at the school by the persons authorized by the Principal to supervise this activity and by such other officers or employees of the Grand Erie District School Board who may need the personal information in the performance of their duties as employees of the Grand Erie District School Board.

---

Signature of Student (*18 years of age or older*)

---

Date

***Appendix C Parts B (when applicable) & C are to be signed and returned to the organizing teacher at least one week prior to trip departure.***

Use of the personal information collected on this form is authorized under Section 31(a) of the *Municipal Freedom of Information and Protection of Privacy Act* and will be used for the purpose of conducting the out-of-classroom education program outlined in Part A of this form.

## Appendix D

**Out-of-Classroom Education Programs**  
**Release and Indemnification Form**  
(for Volunteer Supervisors)

***This Form must be read and signed by all volunteers accompanying students on out of classroom trips.***

The Grand Erie District School Board does NOT provide any WSIB, accidental death, disability, dismemberment or medical expenses insurance for volunteers participating in these activities.

**PART A – Acknowledgement of Increased Inherent Risk:**

Educational activity programs, such as (type of activity) \_\_\_\_\_, involve certain elements of risk. Accidents may occur while supervising these activities. These accidents may cause injury. A few examples (the list is not exhaustive) of the type of injury which one is at risk of having, occur while supervising the above mentioned activity/ies include:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

I, (volunteer supervisor) \_\_\_\_\_, understand and accept the above risks and provide the Grand Erie District School Board with the following waiver of liability and indemnification agreement.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

**PART B – Release and Indemnification Agreement:**

I, (print volunteer name) \_\_\_\_\_, hereby release the Grand Erie District School Board and its staff and agents from any and all liability for any injury sustained by me, regardless of how caused, resulting from my supervision of the (activity) \_\_\_\_\_, arranged through the Grand Erie District School Board on or about (date/s) \_\_\_\_\_.

I understand the Board does not provide accident or WSIB insurance for me.

I hereby consent to the use of any personal information on file at the school by the persons authorized by the Principal to supervise this activity and by such other officers or employees of the Grand Erie District School Board who may need the personal information in the performance of their duties as employees of the Grand Erie District School Board.

\_\_\_\_\_  
Signature of Volunteer Supervisor

\_\_\_\_\_  
Date

Use of the personal information collected on this form is authorized under Section 31(a) of the *Municipal Freedom of Information and Protection of Privacy Act* and will be used for the purpose of conducting the out-of-classroom education program outlined in Part A of this form.

***Form is to be signed and returned to the organizing teacher at least one week prior to trip departure.***

**Appendix E****Grand Erie District School Board  
Out-of-Classroom Education Programs****Parental Permission Form for Elementary Skating Program**

Student's Name: \_\_\_\_\_  
(Please print)

School Name: \_\_\_\_\_

I understand that the Grand Erie District School Board provides opportunities for students to participate in skating activities at local arenas from time to time. I understand this activity involves certain elements of risk of injury and that accidents may occur while participating in any skating activity. I acknowledge that the Grand Erie District School Board requires my child to wear the appropriate safety equipment, including a CSA approved hockey helmet, while participating in the skating activity and that the School Board and my child's individual school do not provide this equipment for my child.

I hereby acknowledge that by choosing to have my child participate in this activity, I am assuming the risk of an accident happening resulting in injury to my child.

I acknowledge that the Grand Erie District School Board does not provide any accidental death, disability, dismemberment or medical expense insurance on behalf of students who participate in school activities and I hereby acknowledge and accept the risks inherent in this activity and assume responsibility for my child's own personal health, medical, dental and accidental insurance coverage. I have been made aware of the Student Accident Insurance available to every family. If I choose not to participate in the Student Accident Plan, I will provide or a signed waiver of insurance (Appendix G-1)

I hereby grant permission for my child to participate in the school skating activity program and to be transported, when required, by any teacher, parent, guardian or other persons authorized by the school principal to provide student transportation, in accordance with Board procedures.

Parent/Guardian Signature: \_\_\_\_\_

Parent/Guardian Name (please print): \_\_\_\_\_

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

PLEASE RETURN THIS FORM TO THE SCHOOL BY \_\_\_\_\_.



## Authorization to Transport Students Participating in School Events/Trips/ Volunteer Drivers (Page 1 of 2)

**Appendix FE**

The School Board values your contribution as a volunteer driver and thanks you for providing your time.

Please ensure you are aware of and understand the Board's insurance coverage.

### PART A – Trip Information and Driver Instruction

**Date:** \_\_\_\_\_ **School:** \_\_\_\_\_

This will authorize (Name of teacher/other volunteer driver) \_\_\_\_\_:

1. to transport students participating in the events/trip listed on the attached school schedule,

**OR**

2. to transport students participating in the following school activity/trip:

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All Volunteer drivers, including school staff who transport students on out-of-classroom trips:

- a) must conform to the Board's Volunteer Procedure SO126;
- b) must possess a valid "G" license for the operation of a vehicle in Ontario;
- c) must use a licenced automobile that is in good repair;
- d) must carry valid third-party liability insurance as required under legislation in the Province of Ontario;
- e) must insure each person in the vehicle wears a seat belt during transit;
- f) must not permit children twelve (12) years of age and under to sit in the front seat if the vehicle is equipped with a passenger air bag;
- g) must refrain from smoking and/or using a cell phone, including hands-free models, while driving;
- h) must always practice safe driving habits while transporting students; and
- i) must inform the Board with prompt written notice, including all available particulars, of any accident arising out of the use of a licenced automobile during a trip on business of the Board.

Staff and Volunteers should be aware that under the Insurance Act of Ontario the insurance of the driver/owner of the vehicle is the primary policy accessed for claims. The Board does provide non-owned automobile excess liability coverage to the limits of the Board's policy, in the event a claim exceeds the auto owner's policy limits, for employees and volunteers providing transportation on approved out-of-classroom programs.

Vehicle owners should check with their insurance providers to ensure their policy permits them to transport students for "educational purposes".

*N.B. A "Volunteer Driver" is defined as any person authorized by the Board who has agreed to be a driver for a certain trip while they are driving their own or another licenced automobile. This includes, but is not limited to: Trustees, employees, teachers, students, parents, volunteers, officials of the School Board.*

**Authorization to Transport Students Participating in  
School Events/Trips Volunteer Drivers (Page 2 of 2)**

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**PART B – Driver / Vehicle Owner Declarations**

**1) Driver Information:**

Name: \_\_\_\_\_ Driver's Licence Number: \_\_\_\_\_

**2) Insurance Information:**

Insurance Company: \_\_\_\_\_ Policy Number: \_\_\_\_\_

**3) Vehicle Information:**

Make \_\_\_\_\_ Year \_\_\_\_\_ Licence Plate # \_\_\_\_\_

I do hereby declare the above-information is true.

Driver's Signature \_\_\_\_\_ Date \_\_\_\_\_

Principal's Signature \_\_\_\_\_

**Declaration to be Signed by the Owner of the Vehicle,  
if the Volunteer Driver does not own the Vehicle:**

I declare that I have authorized (driver's name) \_\_\_\_\_ to drive my vehicle to transport students participating in the school event(s) listed on Part A of this form.

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

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

Vehicle Owner's Signature \_\_\_\_\_ Date \_\_\_\_\_

Vehicle Owner's Name (please print) \_\_\_\_\_

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 out-of-classroom education program.

**Appendix G-1****Grand Erie District School Board  
Waiver of Student Accident Insurance Form**

**This form is used for School Events/Trips/Travel within the Province of Ontario**

~~This form is used for classroom trips involving activities requiring special skill or that involve increased inherent risks, e.g., skating, skiing, swimming, boating (canoeing, kayaking, sailing, rafting), hockey, skating, snowmobiling, horseback riding, hiking, camping, cycling, mountain/rock climbing, football, rugby, soccer etc~~

School: \_\_\_\_\_

Location of Trip: \_\_\_\_\_

Nature of The Event: \_\_\_\_\_

Date/s of Trip: From \_\_\_\_\_ To \_\_\_\_\_

Student's Name: \_\_\_\_\_

~~I/We have been made aware of and fully understand the benefits available through the Student Accident Insurance coverage that has been offered to us through packages distributed by the school or obtained from the Board.~~

~~I/We decline to insure the above mentioned student/s under all of the provisions that have been offered. I/We further understand that insurance is a mandatory condition of participation in any and all school trips that include high risk activities sponsored by the Grand Erie District School Board. In declining to purchase Student Accident Insurance I/we hereby release the Grand Erie District School Board and its staff and agents from any and all liability for any occurrence sustained by the above student/s, regardless of how caused.~~

~~I/We further agree to indemnify and save harmless the Grand Erie District School Board and its staff and agents from and against any and all suits, demands, torts, and actions of any kind which may be brought against its staff or agents for which it/they may become liable by reason of any injury, loss, damage or death resulting from, or occasioned to, or suffered by any person or any property, by reason of any act, neglect or default of mine.~~

~~I/We confirm that the appropriate insurance coverage, which meets the School Board's minimum coverage, for the student named and the above activity / trip has been arranged by me/us through \_\_\_\_\_ (Name of Parent's Insurance Company). Please provide the school with a copy of the policy no less than 30 days in advance of departure along with this form.~~

\_\_\_\_\_  
(Signature of Parent/Guardian or Student [if age 18 or older])

\_\_\_\_\_  
(Printed Name of Parent/Guardian/Student) \_\_\_\_\_ Date

**A signed copy of this form is to be kept on file at the above school.**

## Appendix G-2F

**Grand Erie District School Board**  
**Declaration ~~Waiver~~ of Student Travel Insurance**

**This form is used for Travel Outside the Province of Ontario**

Student's Name: \_\_\_\_\_ School: \_\_\_\_\_

Location of Trip: \_\_\_\_\_

Nature of The Event: \_\_\_\_\_

Date/S of Trip: From \_\_\_\_\_ To \_\_\_\_\_

~~Student's Name: \_\_\_\_\_~~

Student travel insurance is a condition of participation in any and all school trips that involve travel outside the province of Ontario, sponsored by the Grand Erie District School Board. Student participation in out of province trips without proof of sufficient travel insurance may be approved at the discretion of the appropriate Superintendent of Education.

Students travelling outside the province of Ontario without appropriate insurance are advised they may not have access to medical or health care or transportation home in the event of an emergency or may sustain substantial costs for these services. The travel agent arranging out of province trips is responsible for explaining the coverage provided in trip packages.

~~I/We have been made aware of and fully understand the benefits available through the Travel Insurance coverage that has been offered to us through \_\_\_\_\_~~

The ~~benefits~~ components of the Travel Insurance offered by \_\_\_\_\_ (name of the Tour Company or Travel Agent) include (please list):

(a)		(b)	
(c)		(d)	
(e)		(f)	

~~I/We decline to insure the above-mentioned student/s under all of the provisions that have been offered. I/We further understand that insurance is a mandatory condition of participation in any and all school trips with destinations outside the province of Ontario sponsored by the Grand Erie District School Board. In declining to purchase the Travel Insurance I/we hereby release the Grand Erie District School Board and its staff and agents from any and all liability for any occurrence sustained by the above student/s, regardless of how caused.~~

~~I/We further agree to indemnify and save harmless the Grand Erie District School Board and its staff and agents from and against any and all suits, demands, torts, and actions of any kind which may be brought against its staff or agents for which it/they may become liable by reason of any injury, loss, damage or death resulting from, or occasioned to, or suffered by any person or any property, by reason of any act, neglect or default of mine.~~

~~I/We confirm that the appropriate insurance coverage, which meets the School Board's minimum coverage, for the student named and the above trip has been arranged by me/us~~



through \_\_\_\_\_ (Name of Parent's Insurance Company). Please provide the school with a copy of the policy two weeks in advance of departure along with this form.

I certify having purchased the Travel Insurance made available by the Tour Company or Travel Agent for this trip through \_\_\_\_\_ (name of insurance company).

I certify having included a travel option in the package purchased through the Student Accident Insurance plan made available through the school or Board.

I certify having purchased travel insurance with an alternate carrier \_\_\_\_\_ (name of insurance Company) for this trip which is comparable to the Travel Insurance offered (See above).

I decline to purchase Travel Insurance and affirm I do not have alternate travel, medical, health or accident insurance for myself / my child, for this trip. I certify having been made aware of and fully understanding the components of travel insurance made available to me through packages distributed by the school or obtained from the Travel Agent.

I/We have read and understand the above and confirm the information provided is accurate.

\_\_\_\_\_  
(Signature of Parent/Guardian or Student [if age 18 or older])

\_\_\_\_\_  
(Print Name of Parent/Guardian or Student [if age 18 or older])

\_\_\_\_\_  
Date

**A signed copy of this form is to be kept on file at the above school.**

**Grand Erie District School Board**  
**Teacher Checklist – Planning Out-of-Classroom Trips/ Tours**

Trip Destination: \_\_\_\_\_

Dates: \_\_\_\_\_

PLEASE CHECK

1. Itinerary planned and completed. <ul style="list-style-type: none"> <li>• <i>Ensure OPHEA Safety Guideline Compliance</i></li> <li>• <i>Ensure TICO Regulation 26/05 Compliance</i></li> <li>• <i>Check Travel Warnings on <a href="http://www.voyage.gc.ca">www.voyage.gc.ca</a> website for out of country trips</i></li> </ul>	
2. Trip Approval form completed.	
3. Are there any students with special needs who need to be accommodated (including transportation) on this trip?	
4. Principal's approval obtained.	
5. Superintendent's approval for Category II and III Trips obtained.	
6. Director's approval for Category III Trips obtained.	
7. Staff, students and volunteers provide proof of immunizations required for travel to the planned destination at least one month prior to departure.	
8. Number of adult supervisors determined and identified (Supervisor/Student Ratio met; male and female chaperones for overnight co-ed trips as required; (see Appendix D- Release and Indemnification Form for Volunteer Supervisors.)	
9. Meeting(s) held with parents/legal guardians (for overnight or extended trips).	
10. Appropriate Consent and/or Indemnification Forms – Sent Home.	
11. Appropriate Consent and/or Indemnification Forms – Returned.	
12. Proper forms for trips involving skating, skiing and snowboarding are completed.	
13. Health/Emergency information collected for all students (allergies, medical form[s], emergency phone numbers). Students under the age of 18 are encouraged to carry their Ontario Health Card numbers with them when going outside of their local school community. Students 18 years or over are to carry their Ontario Health Card with them when going outside of their local school community. <b><i>Review Procedure SO115 – Anaphylaxis and resource package.</i></b>	
14. Proof student insurance coverage has been obtained when travelling outside the Province of Ontario (refer to Insurance Requirements for Student Trips/Excursions). Sections 8 and 9	
15. Arrange transportation <b><i>SO 106 – Field Trip/Team Travel Booking</i></b> <b><i>Volunteer Driver Form completed as required and approved</i></b> <b><i>Children under 40 pounds are at-risk in private vehicles unless they are in approved tethered car seats; the Board recommends that for JK/K and primary out-of-classroom trips, students travel by bus only.</i></b>	
16. Money collected.	
17. Coverage of teacher's classes and supervision duties arranged.	
18. Provision in place for the early return of a student and accompanying supervisor after the scheduled departure of the group, if required. Parents informed of their responsibility for assuming costs which could be incurred for an early return.	
19. Post-trip activities planned; to be implemented upon return.	
20. Detailed program of activities, approval form, and itinerary filed with the Principal (pre-trip, en route, on site, and follow-up, including contact names, phone numbers, and approximate times). Copies of student and chaperone attendance lists, (bus/car seating plan) and copy of completed Appendix H Teacher Checklist delivered to office prior to departure.	
21. Provision for emergency first aid made.	

Teacher's Signature: \_\_\_\_\_

 Date: \_\_\_\_\_  
 Submit to the Principal prior to departure

**Grand Erie District School Board****Guidelines for Winter Sports Education Programs (Ski Manual)****I-A Rational for Winter Sports Education Programs**

*The School Board/ Snow Resort Safety Guidelines for Out-Of-School Trips for Winter Sports Education Programs* were developed in conjunction between the Ontario School Boards' Insurance Exchange (OSBIE) and the participating members of the Ontario Ski Resorts Association (OSRA)

It is intended that the guidelines as detailed be followed by all Principals and staff involved in the planning of outdoor ski/snowboarding education programs.

Out-of class winter sports excursions, including skiing, snowboarding, tubing, snowblading, among others, are designed to be an extension of the classroom and are provided for the purpose of instructing and enhancing the skills and knowledge of students. Accordingly, an instructional component should be designed and be mandatory for students at all levels of ability.

The safety of students while participating in out-of school winter sports education programs must be one of the most important considerations. Over the past few years, winter excursions involving skiing and snowboarding have resulted in serious injuries and death. As a result, some schools cancelled these trips. Others are finding ways to continue the excursions and make them safer for students through education. Classes highlight the safety aspect of skiing and snowboarding and other permitted activities. Students learn how to ski and snowboard in control for their own safety and the safety of others.

Following lessons, students must use trails commensurate with their abilities. While skiing in groups is recommended, it should be recognized that one-on-one supervision is not possible. Because of the nature of skiing, schools should be using an "in the area" supervision format which requires the teacher and parent volunteer (supervisor) to maintain a presence in the area of trails or ski runs for use by the students as determined by the resort instructors.

The Ontario Physical and Health Education Association (OPHEA) provides that "in the area" supervision means: *"the teacher must be readily accessible and at least one of the following criteria is in place:*

- *Teacher is circulating;*
- *Exact location of teacher is known and location is nearby; or*
- *Teacher is visible.*

The OPHEA guidelines provide that "in the area" supervision applies for Skiing (Alpine), Snowboarding, Snowblading and Cross-Country Skiing.

**Effective September, 2009, all participants must wear an appropriate snow sport helmet for school excursions to OSRA member facilities. (NOTE: Helmet use is not required for Cross Country Ski programs).**

A list of OSRA member ski resorts is available at [www.skiontario.ca](http://www.skiontario.ca)

**Grand Erie District School Board****Guidelines for Winter Sports Education Programs (Ski Manual)****I-B Planning for Outdoor Ski and Snowboarding Education Programs**

All guidelines in “9-A Teacher Responsibility, Insurance and Liability for Trips/Tours within Ontario” must be followed in addition to any information and forms specific to Winter Sports Education programs.

Information packages provided to parents and adult students should include what is offered in the education program: lessons, progressive sticker procedure, upgrading, assigned groups by ability and the need for students to utilize runs and terrain commensurate with the student’s ability as determined by the snow resort’s teaching staff. The documents contained in the Ski Manual are available in English or French.

A template informing non-English/French speaking parents and students is available to ensure they understand the importance of consent forms and the risks involved and that they seek translation assistance before consenting to the activity.

It must be emphasized that the Principal and staff are responsible for the students’ safety and orientation. Ski resorts may have classroom orientation material available for this purpose. The person responsible for coordinating the venture must make certain that all applicable recommendations are adhered to. The Principal and staff are also responsible for ensuring that important aspects, such as pupil/teacher ratios, telephone contacts, and emergency procedures are provided for and in place prior to the trip. Teachers are expected to be responsible for student supervision and control at all times – the ski resort reserves the right to revoke the ski ticket of any skier for infractions of rules, policy regulations or unacceptable conduct.

**I-C Informed Consent /Permission Forms**

Parents must sign the Acknowledgement, Permission and Classification Forms (Appendix I – Ski Manual Form # 1 and Form #2) for the specific activity the student will be participating in on the ski hill. If students are snowboarding rather than skiing this should be indicated on the Consent Form. If other activities such as tubing are being allowed, parents should sign permission forms that allow the child to participate in tubing.

OSBIE does not encourage nor endorse activities other than the traditional winter sports. High risk non-traditional activities, require permission forms specifically related to the activity, which outline the specific risks.

**I-D Volunteer Supervisor Disclaimer**

Volunteer Supervisors will be asked to sign a disclaimer holding the school board harmless from claims for injuries they sustain while supervising snow sport education trips. The disclaimer will advise the volunteer that the school board does not have accident or WSIB insurance for them.

**Grand Erie District School Board****Guidelines for Winter Sports Education Programs (Ski Manual)****I-E Ski Trip Preparation Kit:**

1. All requirements of “9-A Teacher Responsibility, Insurance and Liability for Trips/Tours within Ontario”
2. Volunteer supervisor orientation for snow sport trips. Supervisors of excursions should be experienced in the activities being permitted – i.e. skiing, snowboarding, snowblading or tubing.
3. Book date and numbers with resort. Ensure resort can accommodate lessons for all students. Non-skiers/snowboarders and/or beginners must have lessons **before** being permitted on trails.
4. Provide information package to parents and adult students including:
  - a. “Acknowledgement, Permission and Classification” Appendix I Form # 1 and Form # 2 in duplicate.
  - b. Equipment Rental Agreement Appendix I – Form # 3
  - c. Appropriate Responsibility Code (Alpine, Nordic, Snowboarding)
5. Establish ski/snowboarding classification groups (see Appendix I Form # 2). Assign supervisors in appropriate ratios to groups. The ratio of students to supervisors must not be higher than the ratios in the OPHEA Physical Education Ontario Safety Guidelines. Improvement on ratios can be achieved with more qualified supervisors, including volunteer parents who are experienced in the sport.
6. Inform resort of group sizes and number of rentals required
7. Prepare written instructions for Volunteer Supervisors. Review supervision of snow sport trips and provide supervisors a copy of Section I-F Volunteer Supervisor Orientation for Snow Sport Trips (Appendix I – Page 4).
8. Meet with students to discuss and establish:
  - a. Teacher/Student/Volunteer Supervision
  - b. Behavioral Expectations – Alpine, Nordic and Snowboard Responsibility Codes
  - c. Share safety information – Check with the resort for local safety rules and resources
  - d. Identification of Groups and name of supervisor assigned to each group
  - e. Compulsory lesson schedule
  - f. After-lesson Expectations
  - g. Student I.D. on the course

**Grand Erie District School Board****Guidelines for Winter Sports Education Programs (Ski Manual)****I-F Volunteer Supervisor Orientation for Snow Sport Trips:**

- 1) A meeting with the principal and/or teacher in charge, the volunteer supervisors and other teaching staff is highly recommended. The purpose of this meeting is to review the duties of supervisors, and what is expected of supervisors on snow sport trips.
- 2) Volunteers must be competent in the sport they are supervising. Ability should be assessed prior to assigning volunteer duties. The most experienced volunteers should be assigned to the more advanced groups of students. If activities such as snowboarding, tubing or snowblading are permitted, the supervisors assigned to these activities should have experience in the activity.
- 3) One supervisor will be assigned to base camp for emergencies, and to assist with supervision over lunch. **This is the only supervisory position that can be filled by a non-skier/snowboarder.** The supervisor at the base camp should identify where the emergency facilities are located, have a list of students with emergency contact numbers, know the location of a phone, identify and understand the resort's emergency procedures for transporting injured students to hospital.
- 4) Supervisors will circulate and maintain a visible presence on the trails/runs commensurate with the abilities of students. Supervisors should arrange "check-in" times during the day for their groups to meet and review progress.
- 5) While students are receiving their lessons, supervisors will review instructions provided by the resort previously referred to in Section I-B Planning for Outdoor Ski and Snowboarding Education Programs (Appendix I – Page 2).
- 6) When completed, the supervisors will proceed to the trails/runs to conduct "in the area" supervision for their group.
- 7) The volunteer supervisors will be instructed on the school and the resort's code of behavior. The supervisor will be informed as to what to do in the event of misconduct on the part of the student and that the ski resort will cancel the lift pass for any offenders. Supervisors are expected to **assist** (not replace) resort staff in enforcing rules and safety practices. Volunteer supervisors should bring persistent offenses to the attention of teachers or resort staff. **Do not ignore dangerous behavior!**
- 8) Both parent volunteer and teacher supervisors should be identified with high visibility fluorescent orange (or similar color) arm bands or vests provided by the resort.
- 9) Volunteer Supervisors will be asked to sign a disclaimer holding the school board harmless from claims for injuries they sustain while supervising snow sport education trips. (see Appendix D - Release and Indemnification Form for Volunteer Supervisors.)
- 10) All participants must wear an appropriate snow sport helmet for school excursions to OSRA member facilities. (NOTE: Helmet use is not required for Cross Country Ski Programs).

**Grand Erie District School Board**  
**Guidelines for Winter Sports Education Programs (Ski Manual)**

**I-G Ski Day Control Procedures****1. ALPINE (DOWNHILL) SPORTS**

The teacher in charge must make contact with the ski resort operator prior to the trip in order to arrange student identification and controls procedure:

- a) Supervising teachers will divide students into levels of ability as described by the parent's signed acknowledgement of the student's ability classification detailed in Appendix I – Form #2 The teacher in charge will, along with ski resort staff, emphasize to students that once they receive permission to use specified trails, they must not go on those trails above their ability.
- b) Effective September, 2009, all participants must wear an appropriate snow sport helmet for school excursions to OSRA member facilities.
- c) All students will have their abilities verified by a certified (CSIA/CSCF/CASI) ski/snowboard instructor by having students demonstrate their skills on suitable beginner/novice terrain at the start of the day. Classifications must be based on visual assessment of performance prior to, or on the morning of, the trip.
- d) Students will be placed in groups according to ability. The snow school instructors will make the final determination of the participant's ability and will provide each student with a color coded mark or sticker which will indicate the designation of trails/runs a student may use. Students who have been identified by a school or resort member as having an **ADVANCED** level of competence will be taking separate lessons and will receive color coding to allow them on the more difficult hills/runs as determined by the resort instructors.

**OSRA  
Trail  
Marking  
System:**



- e) Students who are **NON-SKIERS/SNOWBOARDERS, NOVICES or BEGINNERS**, will be directed to their lessons immediately following the ski-off. After their lessons, they will be assigned to work on the skills introduced in the lesson on trails commensurate with their abilities.
- f) Teacher and parent volunteer/supervisors will conduct “in the area” supervision on the hills/runs used by the students. If a student is found to be on a trail not permitted by the student's classification, the supervisor shall direct the student to the correct hill/run. The resort staff, including lift operators, instructors and ski patrol are primarily responsible to ensure students receive proper instructions and to enforce that students only use hills/runs identified by the color coded mark or sticker.
- g) It is recommended that if a serious injury situation should arise, the teacher, or volunteer supervisor, in cooperation with the ski resort Duty manager, will follow the resort's emergency procedures. It should be determined, in advance, what the procedures are and what first aid assistance is available. The teacher in charge of their delegates should follow school board procedures regarding notification of parents and completing incident reports.

**Grand Erie District School Board**  
**Guidelines for Winter Sports Education Programs (Ski Manual)**

**I-G Ski Day Control Procedures****2. NORDIC (CROSS COUNTRY) SPORTS**

The teacher in charge must make contact with the resort operator prior to the trip in order to confirm final number of students participating in the program and all other details about the group's visit.

- a) Students are to be divided by the supervising teachers into levels of ability as described by the parent's signed acknowledgement of the student's ability classification detailed in Appendix I – Form #2. The teacher in charge will, along with ski resort staff, emphasize to the students that once they receive permission to use specified trails, that they must not go on those trails above their ability.
- b) After their lessons, the student will be informed whether their ability will permit them to ski more advanced trails. The snow school instructors, in consultation with the teacher, will identify the trail(s) the students are permitted to use. Students may be re-assessed to a more advanced trail later in the day as they improve. Supervisors will be assigned to each group in order to provide "in the area" supervision and will use the same trails as the group for the remainder of the day. On trails where it is possible to lose sight of students, it is recommended that the supervisors be positioned at the front and the back of the group.
- c) It is recommended that if a serious injury situation should arise, the teacher, in cooperation with the resort manager, will follow the resort's emergency procedures. It should be determined in advance what procedures are, and what first aid assistance is available. The teacher in charge or their delegate should follow school board procedures with respect to notifying parents and completing incident reports.
- d) The teacher in charge of the students is responsible for the students at all times during the visit except when students are in their lesson. Teachers and volunteer supervisors should accompany their assigned group of students to their lessons to be able to reinforce the instructor's lessons over the course of the day.

**3. ARRIVAL PROCEDURES**

The following guidelines pertain to ALL SNOW SPORT EDUCATION PROGRAMS:

1. Teacher advises Reception/Information desk of arrival and obtains tickets. Students are to remain on the bus or follow procedures as previously arranged.
2. Ski resort staff board bus or assembles students in base lodge chalet to welcome and explain in detail - resort area procedure, organize groups for rental equipment, lessons by ski ability. Trail conditions will be reviewed, the lifts in operation will be identified, as well as the number of trails open. Trail maps will be provided, along with equipment locker storage, ski school assembly area will be identified, and departure instructions will be outlined.
3. Resort staff will review the Alpine Responsibility Code and other related rules and regulations. Resort staff will advise group of the ticket removal penalty for violations of the Alpine Responsibility Code. Resort staff will explain signage on the trails. Teachers will sign the resort form acknowledging receipt of resort information and instructions.



**Grand Erie District School Board**  
**Guidelines for Winter Sports Education Programs (Ski Manual)**

4. Resort staff and teacher take students renting equipment to rental shop, where applicable. Signed copies of the Equipment Rental Agreement will be collected from students who are renting equipment.
5. Students are tested to determine and verify classification at the snow school area. All snow sport education programs must include this component and have a built-in instructional period. ***No school program is to be organized without this important aspect.*** Non-skiers/snowboarders, etc. ***must*** have lessons prior to being permitted on the trails.
6. Teacher will assign supervisors to designated trails/runs commensurate with student abilities as described by the parent's signed acknowledgement of the student's ability classification detailed in Appendix I – Form #2
7. **All participants must wear an appropriate snow sport helmet for school excursions to OSRA member facilities. (NOTE: Helmet use is not required for Cross Country ski programs). OSBIE recommends that schools adopt a similar mandatory snow sport helmet use policy as noted above, regardless of ski facility locations.**

**I-H Skier Responsibility Codes**

**1. SKIER'S RESPONSIBILITY CODE – ALPINE (DOWNHILL)**

Officially endorsed by: ONTARIO SNOW RESORTS ASSOCIATION

There are elements of risk in skiing and snowboarding that common sense and personal awareness can help reduce. Regardless of how you decide to use the trails, always Show courtesy to others. Please adhere to the code listed below and share with others the responsibility for a great outdoor experience.

1. Always stay in control. You must be able to stop or avoid other people or objects.
2. People ahead of you have the right-of way. It is your responsibility to avoid them.
3. Do not stop where you obstruct a trail or are not visible from above.
4. Before starting downhill or merging onto a trail, look uphill and yield to others.
5. If you are involved in or witness a collision or accident, you must remain at the scene and identify yourself to the Ski Patrol.
6. Always use proper devices to help prevent runaway equipment.
7. Observe and obey all posted signs and warnings.
8. Keep off closed trails and closed areas.
9. You must not use lifts or terrain if your ability is impaired through use of alcohol or drugs.
10. You must have sufficient physical dexterity, ability and knowledge to safely load, ride and unload lifts. If in doubt, ask the lift attendant
11. All participants must wear an appropriate snow sport helmet for school excursions to OSRA member facilities.

**KNOW THE CODE – BE SAFETY CONCIOUS – IT IS YOUR RESPONSIBILITY**

**Grand Erie District School Board**  
**Guidelines for Winter Sports Education Programs (Ski Manual)**

**I-H Skier Responsibility Codes**

**2. SKIER'S RESPONSIBILITY CODE - NORDIC (CROSS COUNTRY)**

Officially endorsed by: ONTARIO SNOW RESORTS ASSOCIATION

There are elements of risk that common sense and personal awareness can help reduce. Regardless of how you decide to use the trails, always show courtesy to others. Please adhere to the code listed below and share with others the responsibility for a great outdoor experience.

1. You must remain in control and proceed in such a manner that you can stop or avoid other people or objects.
2. As you proceed downhill or overtake another person, you must avoid the persons below or beside you.
3. Do not stop where you obstruct a trail or are not visible from above.
4. When entering a trail or starting downhill, look uphill and yield to others.
5. If you are involved in or witness a collision or accident you must remain at the scene and identify yourself to the Ski Patrol.
6. Ski only on the marked trails and in the proper direction as indicated by the trail markers.
7. You must keep off closed trails and observe and obey all signs and warnings.
8. Please leave the wilderness area for others to enjoy as you have.

***KNOW THE CODE - BE SAFETY CONSCIOUS - IT IS YOUR RESPONSIBILITY***  
***BE AWARE – CROSS COUNTRY SKI WITH CARE!***

**Grand Erie District School Board**  
**Guidelines for Winter Sports Education Programs (Ski Manual)**

**I-H Skier Responsibility Codes**

**3. SKIER'S RESPONSIBILITY CODE – SNOWBOARDING**

Officially endorsed by: ONTARIO SNOW RESORTS ASSOCIATION

The same guidelines that apply for Downhill (Alpine) skiing will apply for snowboard skiing including the requirement that a ski brake or retention devise is mandatory for snowboard use. In addition, snowboarders should also be aware of the following:

**Freestyle terrain signage**

These symbols represent a ski resort trail designation system that categorizes ski and snowboard slopes by difficulty. Resorts throughout North America (and much of the world) use green circles, blue squares and black diamonds to indicate difficulty. Nordic trail systems also often use these symbols. Each resort ranks it's own trails based on the relative difficulty of their specific area. Normally about 25 percent of the trails are designated green, 50 percent blue, and 25 percent black.



**Freestyle Terrain Designations**

Freestyle Terrain has four levels of progression and designation for size. It is the snowboarder's responsibility to be familiar with the terrain before attempting the run. Start small and work your way up.



All participants must wear an appropriate snow sport helmet  
 and wrist guards for school excursions to OSRA member facilities.

***KNOW THE CODE - BE SAFETY CONSCIOUS IT IS YOUR RESPONSIBILITY***  
***BE AWARE – SNOWBOARD WITH CARE!***

Appendix **II** – Form #1  
Ski Manual Page 10 of 14**Grand Erie District School Board**  
**Guidelines for Winter Sports Education Programs (Ski Manual)**  
**Acknowledgement, Permission and Classification**

Student or Volunteer Supervisor Name: \_\_\_\_\_ (please print)

School Name: \_\_\_\_\_

I understand the above named school is arranging a trip for students to go to \_\_\_\_\_ Resort (herein after referred to as the “Resort”) to ski/snowboard/snowblade/tubing. This signed form is required for all students and volunteer supervisors (except base camp supervisors) who wish to participate in this outdoor recreation and snow sport education program. It should be understood that the purpose of this excursion is educational. Lessons are mandatory.

**INHERENT RISK**

The activity described above is a sport with physical demands and inherent risks which are beyond the control of the “Resort” and the Grand Erie District School Board. Falls, collisions and other incidents may occur which result in serious injury or death. Participants **MUST ASSUME** the inherent risks of the sport. Following all rules and procedures can reduce the risk of injury. Failure to follow the rules will result in the student losing their lift ticket and future resort privileges.

**EQUIPMENT**

The above-mentioned Resort provides rental equipment. Bindings on equipment reduce the risk of injury when falling. They will not release under all circumstances and they do not guarantee safety in all cases. Parents must accept responsibility for equipment that is lost or damaged (other than reasonable wear and tear). **All participants must wear an appropriate snow sport helmet for school excursions to OSRA member facilities. (NOTE: Helmet use is not required for Cross Country ski programs).**

**ALPINE / NORDIC / SNOWBOARD RESPONSIBILITY CODE**

The Ontario Snow Resorts Association has produced a Responsibility Code which the “Resort” and the Grand Erie District School Board requires that you know and obey. Skiers (Snowboarders) always must be in control and be able to stop and change direction to avoid collisions with people or objects. The “Resort” may revoke a ski ticket for violation of the Code or other unacceptable conduct.

**ACKNOWLEDGEMENT**

I/we have read and understand these warnings and have identified the skill classification (page 2) of the student or volunteer supervisor named above as: \_\_\_\_\_

Choose one only a) Non-Skier/Snowboarder/Snowblader b) Beginner c) Intermediate d) Advanced

Dated: \_\_\_\_\_

Signature of Student or Volunteer Supervisor : \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_

(for students under 18 years of age):

**PERMISSION**

I give my child permission to participate in (state specific activity) \_\_\_\_\_ snow activities at the \_\_\_\_\_ Resort on \_\_\_\_\_, 20\_\_\_\_.

Signature of Parent/Guardian \_\_\_\_\_ Dated: \_\_\_\_\_

TO BE COMPLETED IN DUPLICATE - 1 COPY FOR SCHOOL FILE /1 COPY FOR SKI RESORT

**Appendix IH – Form #2  
Ski Manual Page 11 of 14****Grand Erie District School Board  
Guidelines for Winter Sports Education Programs (Ski Manual)****Skill Classification Appendix**

All students and volunteer supervisors, except base camp supervisors must be classified according to the following plan. These stages are consistent with the operations of member ski resorts of the Ontario Ski Resorts Association. The classifications must appear on the Parent Consent Form and be checked off by the parents.

Student or Volunteer Supervisor Name: (Print) \_\_\_\_\_

School Name: (Print) \_\_\_\_\_

**CHECK ONE ONLY:****☐ NON-SKIER/NON-SNOWBOARDER**

The above student has never before skied ☐ snowboarded ☐ snowbladed ☐ (check one).

**☐ BEGINNER**

The above student has skied/snowboarded/snowbladed once or twice or a few times per year and has experienced and maintained control on a number of novice hills of varying difficulty. He/She is able to stop and turn with some success.

**☐ INTERMEDIATE**

The above student has skied/snowboarded/snowbladed on many occasions and has experienced a variety of hills and different ski areas. He/She can turn and stop under control using recognized formal techniques.

**☐ ADVANCED**

The above student is an experienced and competent skier/snowboarder/snowblader. He/She has received formal instruction, knows and understands the Skier's Responsibility Code and can demonstrate ability at an advanced level. Such students can be called upon to assist supervisors.

**SKI HELMETS MAY PREVENT HEAD INJURIES!**  
**All participants must wear an appropriate snow sport helmet**  
**for school excursions to OSRA member facilities.**

**Appendix 4H – Form #3  
Ski Manual Page 12 of 14****Grand Erie District School Board  
Guidelines for Winter Sports Education Programs (Ski Manual)****Equipment Rental Agreement**

School Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

Resort Name: \_\_\_\_\_

Date of Rental: \_\_\_\_\_

THE UNDERSIGNED AGREES to accept full responsibility for the care of the equipment listed in this form while it is in his/her possession or in the possession of his/her group.

THE UNDERSIGNED AGREES to reimburse the resort for any loss or damage to the equipment other than reasonable wear resulting from his/her use.

**INDICATE EQUIPMENT TO BE RENTED:**

EQUIPMENT	YES	NO
Skis		
Boots		
Poles		
Snowboard		
Helmet		
Will bring appropriate snow sport helmet		
Other – Please Indicate		

\_\_\_\_\_  
Signature of Student\_\_\_\_\_  
Signature of Parent/Guardian (for students under 18 years of age)\_\_\_\_\_  
Print Parent/Guardian Name\_\_\_\_\_  
Date

**Grand Erie District School Board**  
**Guidelines for Winter Sports Education Programs (Ski Manual)**

**Lift Use Guidelines**

To ensure that all school students enjoy a good day of skiing/snowboarding also means that they use both chairlifts and surface lifts safely.

1. Where applicable only those students who received an approval from the snow school staff, may use other lifts than those designated as beginner lifts.
2. All students must be aware and obey signs posted around the lift loading and unloading areas and along the tow path.
3. While waiting their turn in a lift line, students must refrain from horseplay and prepare themselves for loading.
4. When approaching a loading area, obey instructions given by a lift operator and make sure the ski/lift ticket is properly displayed.
5.
  - a) When riding a chairlift, **students must always use the restraining bar.**
  - b) Students must never bounce or rock chair in any way, and must remain seated facing uphill at all times.
  - c) Students must never, under any circumstances, jump from chairs.
  - d) If a chairlift stops, remain calm and wait until it restarts. In case of an emergency evacuation students are to remain calm and follow all instructions given by resort employees.
  - e) When approaching an unloading area students must not lift restraining bar until instructed to do so by posted signs.
  - f) When students clear the ramp, they must move away from the area adjacent to unloading ramp immediately.
6.
  - a) When riding a surface lift, students must always remain in the designated tow path and never attempt to slalom or to zigzag on the way to the top.
  - b) To unload anywhere outside of a designated unloading area must be avoided unless the lift stops and students are instructed to do so by the patrol or resort employees. In such an event, everyone is to leave the tow path as quickly as possible.
  - c) Any student who falls while riding a surface lift, must clear the path immediately, so as not to interfere with others.
  - d) To ski/snowboard down a lift tow path is dangerous and strictly prohibited.
7. Students must always:
  - a) display their ski/lift ticket;
  - b) follow all instruction given by resort staff;
  - c) behave in a responsible manner;
  - d) be courteous to other students, other skiers, and resort personnel;
  - e) be aware of and abide by posted Alpine Responsibility Code.
  - f) use only trails identified by the snow school instructor as appropriate for your ability. Know your group and the teacher or volunteer supervisor assigned to your group.

Behavior contrary to the above instruction will endanger offenders just the same as other users and may result in a serious injury. **With no exception any and all offenders will lose their lift and trail privileges.**

**Appendix IH – Form #5  
Ski Manual Page 14 of 14****Grand Erie District School Board  
Guidelines for Winter Sports Education Programs (Ski Manual)****Release and Indemnity Agreement for  
School Ski/Snowboarding Competitions - Racing- Training - Competitive Programs*****READ VERY CAREFULLY BEFORE SIGNING***

I, \_\_\_\_\_ (Name of Participant) , in consideration of being allowed to participate in the \_\_\_\_\_ (Name of Competition or Program) at \_\_\_\_\_ (Resort Name) and any preparatory training therefore, do hereby release and agree to hold harmless and indemnify the directors, officers, shareholders, agents, servants, employees of, \_\_\_\_\_ (Name of Resort), and the Grand Erie District School Board, from all claims, actions, or damages without any limitation whatsoever, whether consisting of loss, personal injury, property damage, or death, that does or may result in any way from my participation in these competitive sporting events or programs, assuming myself any and all responsibility and liability for same. I further agree to indemnify and hold harmless all of those above names from any damages or costs or expenses whatsoever which they or any of them may sustain as a result of any claim brought by anyone against any of them as a result of my preparation for and/or participation in these competitive sporting events or programs. I specifically agree that before any given competition takes place I will, if I so desire, inspect all areas involved in the competition, fully realizing, accepting and understanding that competitive skiing/snowboarding in general and of this type in particular is inherently risky and dangerous, as are preparations, practice, or training for such events.

I, as a participant, completely understand that the above paragraphs constitute a covenant and a promise on my part to fully discharge all of the above named parties from any and all liability of any kind for any injuries, loss, damage, or death which may result from my participation in these competitive sporting events or programs.

This release is binding, and I so understand, not only upon myself but upon my heirs, administrators, executors, and assigns, and I herewith again reaffirm my free and willing intent to exercise it, acknowledging a complete understanding of its terms and conditions and the totality of its effect, and the totalness of the waiver of any rights that I would otherwise have had, had this agreement not been executed For day skiers/snowboarders: I acknowledge and acceptance is hereby made of the waiver printed on the ski ticket.

Dated at \_\_\_\_\_, Ontario this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_\_\_

Participant's Signature: \_\_\_\_\_

Print name: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Witness Signature: \_\_\_\_\_

Print Name: \_\_\_\_\_

Must be signed and returned to the school supervisor at least three (3) days prior to the event.



**Grand Erie District School Board  
Out-of-Classroom Education Program**

**Examples of Inherent Risk Statements (page 1 of 2)**

<b>HIGH RISK</b>	
<b>Sports</b>	<b>Field Trips</b>
Alpine Skiing Boarding Boxing Contact Martial Arts Cycling Gymnastics Horseback Riding Horse Related Activities Ice Hockey Kickboxing Lacrosse Rock-climbing Rugby Skateboarding Snowboarding Tackle Football Tobogganing Tubing	Overnight Trips Wilderness Camping Water Based Activities such as: <ul style="list-style-type: none"> <li>• Swimming</li> <li>• Related activities e.g. Snorkelling</li> <li>• Motorized and Non-motorized boating</li> <li>• Water Skiing</li> <li>• Zip-Lining</li> </ul>
<b>Inherent Risks Include:</b> Fractures, strains, sprains, dental, head, neck and back injuries, paralysis, death <b>Inherent Risks Specific to Water Based Activities Include:</b> Fractures of limbs, head or neck injuries, drowning and other risks associated with specific activities.	

<b>MEDIUM RISK</b>	
<b>Sports</b>	<b>Field Trip Activities</b>
Baseball Basketball Field Hockey Floor Hockey Handball Non-contact Touch/Flag Football Racquetball Soccer Softball Squash Track and Field Volleyball X Country skiing	Conservation Areas Theme Parks

**Inherent Risks Include:**

Fractures, strains, sprain, dental, head, neck and back injuries

**Grand Erie District School Board  
Out-of-Classroom Education Program**

**Examples of Inherent Risk Statements (page 2 of 2)**

<b>LOW RISK</b>		
<b>Sports</b>		<b>Field Trip Activities</b>
Badminton		Farms
Bowling		Museums
Curling		Walking Excursions
Dance Lessons		
Horseshoes		
Tennis		
<b>Inherent Risks Include:</b> Strains, Sprains, Bites from insects or farm animals		

**OTHER HIGH RISK ACTIVITIES CATEGORIZED BY TYPE**

**AIR TRAVEL**

**Inherent Risks Include:**

Air Travel Accidents; Terrorism, Disease, Kidnapping

**BILLETING** (Students residing in a private residence during their activity)

**Inherent Risks Include:**

Harassment, molestation and other risks associated with specific activities

**OUTDOOR ACTIVITIES – Summer**

**Inherent Risks Include:**

Sunburn, West Nile Virus, Lyme Disease, wild animals, insect bites (leading to anaphylaxis), heat stroke, and other risks associated with specific activities

**OUTDOOR ACTIVITIES – Winter**

**Inherent Risks Include:**

Frostbite, and other risks associated with specific activities

**INTERNATIONAL EXCURSIONS**

**Inherent Risks Include:**

Accidents related to mode of transportation, Terrorism, Kidnappings for Ransom, Communicable Diseases, Political Unrest, Theft, and other risks associated with specific activities

## Appendix KJ

**Grand Erie District School Board  
Out-of-Classroom Education Program**

**Phrase in Various Languages to Inform Non-English/Non-French Speaking Parents  
of the importance of Consent and Information forms and  
to have the forms translated before signing.**

**This is an important document.  
Please take it to someone who can explain it to you.**

<b>Arabic:</b>	هذه وثيقة مهمة. يرجى منك أخذها لشخص يستطيع شرحها لك.
<b>Chinese:</b>	这是一份重要文件。 请您将它拿给可以向您解释此文件的人。
<b>Farsi:</b>	این مدرک مهم است. لطفاً آنرا نزد شخصی که بتواند در مورد آن به شما توضیح دهد ببرید.
<b>Gujarati:</b>	આ એક અગત્યનું દસ્તાવેજ છે. મહેરબાની કરી તે કોઇ પાસે લઇ જાઓ જે આપને સમજાવી શકે.
<b>Hebrew:</b>	מסמך זה חשוב מאוד. אנא קחו אותו למישהו שיכול להסביר לכם אותו.
<b>Hindi:</b>	यह एक महत्वपूर्ण दस्तावेज़ है. कृपया इसे किसी ऐसे व्यक्ति को दिखाएँ जो इसे आपको समझा सके .
<b>Khmer:</b>	នេះគឺជាឯកសារសំខាន់មួយ សូមយកវាទៅអ្នកណាម្នាក់ដែលអាចពន្យល់វាឱ្យលោកអ្នក
<b>Korean:</b>	이것은 중요한 문서입니다. 내용을 설명해줄 수 있는 분에게 보여드리십시오.
<b>Punjabi:</b>	ਇਹ ਇੱਕ ਜ਼ਰੂਰੀ ਦਸਤਾਵੇਜ਼ ਹੈ . ਕ੍ਰਿਪਾ ਕਰਕੇ ਇਸਨੂੰ ਕਿਸੀ ਅਜਿਹੇ ਵਿਅਕਤੀ ਕੋਲ ਲੇ ਜਾਓ ਜੋ ਇਸਨੂੰ ਆਪ ਨੂੰ ਸਮਝਾ ਸਕੇ.
<b>Romanian:</b>	<b>Acest document este foarte important. Apelati la cineva care va poate ajuta sa-l intelegeti.</b>
<b>Russian:</b>	<b>Это важный документ. Пожалуйста, обратитесь к кому-либо, кто сумеет Вам его разъяснить.</b>
<b>Spanish:</b>	<b>Este es un documento importante. Lléveselo a alguien que pueda explicárselo.</b>
<b>Tamil:</b>	இது ஒரு முக்கிய ஆவணம். தயவுசெய்து இதனை உங்களுக்கு விளங்கப்படுத்தக்கூடிய யாராவது ஒருவரிடம் எடுத்துச் செல்க.
<b>Urdu:</b>	یہ ایک اہم دستاویز ہے۔ براہ مہربانی اسے اس فرد کے پاس لے جائیں جو آپ کیلئے اس کی وضاحت کر سکے۔
<b>Vietnamese:</b>	Tài liệu này quan trọng. Xin đưa tài liệu này cho người nào có thể giải thích nội dung cho quý vị rõ.

**Related Resources**

- SO4 Advertising and Material Distribution in Schools
- SO15 Student Trips
- SO106 Field Trips/Team Travel Booking
- SO115 Anaphylaxis (Life-Threatening Allergic Reactions)
- SO126 Volunteers
- AM35 Field Trips



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education

RE: **Administrative Procedure F104 Board Advertising**

DATE: October 7, 2013

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive Administrative Procedure F104 – “Board Advertising” as information.

### Background

Administrative Procedure F104 – Board Advertising was circulated to all appropriate stakeholders for comments to be received by September 13, 2013.

### Comments

**Comment #1:** Title should be changed to ‘Advertising’

*Response – amended*

**Comment #2:** #1 – remove ‘board’ from the 1st sentence

*Response – amended*

**Comment #3:** #5 – the chair and the directors’ names should be included in all advertising

*Response – The provision to include the names of the Chair and Director was initiated in 2010. Since then there have been some noted challenges and considerations with respect to implementing the provision.*

*We have found adding the names either adds to the cost for more space or causes the message to be abbreviated within the space for advertisements. In some cases, the visual representation including the names interferes with design and/or the overall message. It could also be argued that the inclusion of the logo clearly shows the advertisement is an official advertisement by the Board, thereby not requiring names of the Chair and Director.*

*One for the greatest challenges has been with job postings. As stated in advertisements, applicants are required to submit resumes to an identified person in the Human Resources department. As a result of the inclusion of the Chair and Director in the job advertisement applicants will often call or send an email to inquire if their resume was received.*

*A scan of 16 provincial Boards was completed recently. Five out of 16 Boards include the name of the Chair and Director on advertisements. Many reported they have moved away from the practice for many reasons including name recognition could be seen to have political ramifications, especially in an election year.*

*One Board includes the names only for official public meetings that could have legal implications (boundary reviews, ARC's serving public notice). The proposed change to the policy has taken this into account.*

**Proposed Changes**

<b>Wording Approved for Circulation</b>	<b>Proposed Wording</b>
Administrative Procedure F104 – “Board Advertising”	Administrative Procedure F104 – “ <del>Board</del> Advertising”
1. All board advertising shall be coordinated through the Board’s Manager of Communications and Community Relations. Advertising must adhere to the Visual Identity Policy (SO25) and the Purchasing Policy (F6)	1. All <del>board</del> advertising shall be coordinated through the Board’s Manager of Communications and Community Relations. Advertising must adhere to the Visual Identity Policy (SO25) and the Purchasing Policy (F6).

**Additional Information**

A copy of Administrative Procedure F104 is attached to this report.

**Communication Plan**

This procedure will be distributed in accordance with Board Bylaw BL9.

Respectfully submitted,

John Forbeck  
Director of Education



### **Board Advertising**

**Board Received:**

**Review Date:** February 2013

#### **Accountability:**

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Corporate advertising coordinated centrally  
– communications to stakeholder enhanced  
– advertising reflects equity and inclusiveness

#### **Procedures:**

1. All ~~board~~ advertising shall be coordinated through the Board's Manager of Communications and Community Relations. Advertising must adhere to the Visual Identity Policy (SO25) and the Purchasing Policy (F6).
2. The originating school/department will provide the Manager of Communications and Community Relations a draft of the required print advertisement, script and storyboard for audio and visual advertisements. The draft will be reviewed to ensure adherence to Grand Erie standards.
3. The Board supports advertising expenditures in support of public awareness and information. Appropriate advertising expenditures include, but are not limited to:
  - school registration, including junior/senior kindergarten and secondary school
  - program offerings
  - extracurricular activities
  - public consultations
  - employment opportunities
  - requests for tenders for good and services
  - school board accountability to the public
  - informing a Board decision and/or initiative
  - partnership activities that benefit our students
4. All advertising using Board funds, or raised under the auspices of the Board, must include an authorized version of the GEDSB logo or design banner (see By-Law 19).
5. Advertising for community meetings, commercial bids and other items as required by regulation or statute, shall include the name of the Board Chair (appearing flush left, at bottom of advertisement) and the Director of Education (appearing flush right, at bottom of advertisement).





## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: John Forbeck, Director of Education & Secretary

FROM: Mike McDonald, Superintendent of Education

RE: **HR108 Police Record Checks for Employees**

DATE: October 7, 2013

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**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive Administrative Procedure HR108 - "Police Record Checks for Employees" for information.

### Background

Administrative Procedure HR108 "Police Record Checks for New Employees" was circulated to all appropriate stakeholders for comments to be received by September 13, 2013.

### Comments Received

#### Comment #1

- Should teachers be able to access a police record of their students?

#### **Response**

- HR108 pertains to Police Record Checks for employees. Behavior of students is not part of this procedure.

#### Comment #2

- Remove the brackets around 'vulnerable sector screening'

#### **Response:**

- Change made

#### Comment #3

- Should 'designate' be spelled out in #6 & #7?

#### **Response**

- For the most part it is the Manager of Human Resources that adjudicates this information but depending on the person or whether there is a conflict of interest, it might also be the Director or another Superintendent

#### Comment #4

- Should the issuing place be identified in #11

**Response**

- Currently OESC is the provider, however, this may change.

**Comment #5**

- Can something be added to cover the scenario if a Police Record Check is needed for a current employee

**Response**

- Change made

**Additional Information**

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

**Proposed Changes**

Sections of HR108 have been re-organized and headings have been added.

<b>Original Wording</b>	<b>Proposed Wording</b>
<b><u>Procedures: Rationale</u></b> The Board has a duty to ensure that the environment is safe and secure, and as such, requests Police Record Checks from employees.	<b><u>Procedures: Rationale</u></b> The Board has a duty to ensure that the environment is safe and secure. To that end, the Board requires Police Record Checks from new employees, and may request a Police Record Check from an existing employee.
<b><u>Procedures: New Employees</u></b> 1. The Board requires that all new employees submit to Human Resource Services the original copy of a Police Record Check completed within the previous six (6) months, (which includes a vulnerable sector screening), acceptable to the Board, as a condition of employment.	<b><u>Procedures: New Employees</u></b> 1. The Board requires that all new employees submit to Human Resource Services the original copy of a Police Record Check completed within the previous six (6) months. The Police Record Check includes vulnerable sector screening, which is acceptable to the Board, as a condition of employment.
No Wording	<b><u>Cost/Storage</u></b>

Respectfully submitted,

Mike McDonald  
 Superintendent of Education



### Police Record Checks for Employees

**Board Received:**

**Review Date:** April 2013

#### **Accountability:**

1. Frequency of Reports – As needed
2. Severity Threshold – As needed (eg. Changes in Ministry guidelines.)
3. Criteria for Success – Policy is followed.  
– Safety of students and employees

#### **Procedures:**

##### **Rationale**

The Grand Erie District School Board is in a position of trust with regard to its students, employees and resources. The Board has a duty to ensure that the environment is safe and secure. To that end, the Board requires Police Record Checks from new employees and may request a Police Record Check from an existing employee.

To ensure the safety of pupils, Ontario Regulation 521/01, as amended by Regulation 170/02 and Regulation 49/03, under the *Education Act*, was established.

Obtaining Police Record Checks is a precautionary measure designed to ascertain whether employees have a criminal history which could potentially make them unsuitable for certain positions of trust. Such checks assist the Board in attempting to ensure the safety and well-being of the students and staff.

##### **Definitions**

1. Police Record Check means a document concerning an individual which:
  - a) was prepared by a police force or service from national data on the Canadian Police Information Centre (CPIC) database as well as local records within six (6) months prior to the date of hire, and
  - b) provides information concerning the individual's police record including *Criminal Code* (Canada) convictions, pardoned sexual offences, records of convictions under the *Controlled Drugs and Substances Act*, *Narcotic Control Act* and *Food and Drugs Act* and all outstanding warrants and charges.
2. Vulnerable Sector Screening means, in respect of a Board, a document concerning an individual which includes the above information as well as information resulting from a search of data maintained by the Royal Canadian Mounted Police for sexual offences for which a pardon has been granted or issued.
3. An employee is an individual who agrees to work in a contract for services on a full-time, part-time or casual basis for the Grand Erie District School Board for a specified or indeterminate period of time. Salary or wages are paid to this employee and from this payment deductions are taken for Canada Pension Plan, Income Taxes, and Employment Insurance.

## New Employees

1. The Board requires that all new employees submit to Human Resources Services the original copy of a Police Record Check completed within the previous six (6) months. The Police Record Check includes vulnerable sector screening, which is acceptable to the Board, as a condition of employment. All offers of employment with the Board shall be conditional upon the applicant supplying the required Police Record Check. The Board shall retain the original Police Record Check or a true copy taken from the original by the Board-designated contact. Prospective employees will be given notice that such a check is required.
2. Individuals who have left the employ of the Board and who return to employee status within one year are exempt from this procedure
3. A former employee who returns to the employment of the Board after one year of broken service will be considered a new employee for the purposes of this procedure.
4. Unless approved by the Superintendent of Education (Human Resources), or designate, the employee may not commence employment with the Board until the Police Record Check has been received by Human Resources Services and considered to be acceptable.

## Adjudication

1. Subject to 3. below, the following offences, regardless of whether a pardon has been granted, are considered to compromise the safety and well-being of students, employees and volunteers:
  - a. any sexual offence under the *Criminal Code*;
  - b. any violations under the *Controlled Drug and Substances Act*;
  - c. any criminal offence involving minors;
  - d. crimes of violence which include, but are not limited to threats, assaults, and use, possession or concealment of a weapon or imitation of a weapon;
  - e. propagation of hate literature or incitement to hatred;
  - f. possession, distribution or sale of any pornographic or violent material;
  - g. other offences specifically related to the job.
2. Human Resources Services will examine the Police Record Check. Where there is a concern, the information will be assessed by the Superintendent of Education (Human Resources), or designate. A meeting will be held with the prospective employee and the Superintendent of Education (Human Resources), or designate, before a final recommendation for employment is made.
3. Where evidence is received of a criminal conviction or other relevant conviction, the Superintendent of Education (Human Resources), or designate, will consider at least the following factors in determining an appropriate course of action:
  - a. the length of time since the offence(s);
  - b. any involvement of children and/or sexual activity and/or violence and/or acts of dishonesty in the offence(s);
  - c. the employment history;
  - d. the employee's attitude towards the offence(s);
  - e. any treatment, counselling or other services received since the offence(s);
  - f. other steps taken to rehabilitate;
  - g. any likelihood the offence(s) will be repeated;
  - h. if alcohol or illegal drugs were a factor in the commission of the offence(s);
  - i. the degree of co-operation with the Board's investigation;

- j. if the offence(s) is/are committed while employed by the Board;
- k. if the employee is a teacher, the relevance of the offence(s) to teacher duties as set out in the *Education Act* and Regulations;
- l. if the employee is not a teacher, the relevance of the offence(s) to employment duties; and
- m. whether the offence(s) require(s) any action pursuant to *The Student Protection Act* (including notification to the Ontario College of Teachers)

The course of action may include disciplinary action up to and including dismissal, and/or withdrawal of offer, and shall be in compliance with other Board policies, collective agreements and legislation.

5. If the Board learns of pending charges or convictions under the *Criminal Code* or a related federal statute for which a pardon has been granted, and if the Board believes that the nature and circumstances of the pending charges or pardoned convictions pose a threat to students, staff or volunteers, the Board may revoke the offer of employment to the candidate without liability.

### **Emergency Provision**

Only in an exceptional case will a person be permitted to commence employment with the Board before the Board has received the verification. In such a case, the candidate will be required to provide a completed Offence Declaration which may, at the Board's sole discretion, permit the candidate to commence employment prior to the submission of the Police Record Check. Before any such exception can be made, a binding agreement shall be entered into between the employee and the Board, ensuring that the Police Record Check will be provided without delay and in a timely manner. This agreement will preserve the Board's power to revoke the offer of employment, and dismiss the employee, should the Offence Declaration provided by the employee prove to be false or misleading in any respect.

### **Cost/Storage**

All costs related to the Police Record Check will be the responsibility of the prospective employee.

Police Record Checks shall be filed in a confidential, safe and secure location in Human Resources Services.

### **Students Attending Faculties of Education and Colleges**

While not employees of the Board, students from Faculties of Education, Universities and Colleges who report for practicum placements in Grand Erie District School Board schools, must have a Police Record Check completed. Students' Police Record Checks are in the form of blue identification cards. School principals shall check the ID cards and valid photo identification on the first day of a practicum assignment in their school.



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: John Forbeck, Director of Education & Secretary

FROM: Mike McDonald, Superintendent of Education

RE: **HR109 Offence Declaration**

DATE: October 7, 2013

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**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive Administrative Procedure HR109 - "Offence Declaration" be received as information.

### Background

Administrative Procedure HR109 "Offence Declaration" was circulated to all appropriate stakeholders for comments to be received by September 13, 2013.

### Comments Received

#### Comment #1

- It appears the language regarding 'pardons' in Definitions conflicts with language in HR108

#### **Response**

- The Offence Declaration is done annually. The pardon process takes longer than a year, and therefore an employee will have to declare an offence. At that time the adjudication process in HR108 would be used

#### Comment #2

- Should we state what happens if an Offence Declaration is not received?

#### **Response:**

- Change made

#### Comment #3

- Should the last sentence on the form be removed considering most are done electronically?

#### **Response:**

- Many Offence Declarations are still submitted on paper

**Additional Information**

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

**Proposed Changes**

<b>Original Wording</b>	<b>Proposed Wording</b>
<b><u>Procedures: Requirements</u></b> 1. No wording  2. For Offence Declarations <b><u>with</u></b> convictions, the Superintendent of Education (Human Resources), or designate, will adjudicate these declarations.	<b><u>Procedures: Requirements</u></b> 1. Failure to provide an Offence Declaration by September 1 may result in discipline.  2. For Offence Declarations <b><u>with</u></b> convictions, the Superintendent of Education (Human Resources), or designate, will adjudicate these declarations as per HR108 Police Record Checks for Employees.

Respectfully submitted,

Mike McDonald  
Superintendent of Education



### Offence Declaration

**Board Received:**

**Review Date:** April 2013

**Accountability:**

1. Frequency of Reports – As needed
2. Severity Threshold – As needed (eg. Changes in Ministry Guidelines)
3. Criteria for Success – Policy is followed.  
– Clear communication is present.

**Procedures:**

**Rationale**

To ensure the safety of pupils, Ontario Regulation 521/01, as amended by Regulation 170/02 and Regulation 49/03, under the *Education Act*, was established.

**Definition**

An Offence Declaration means, in respect of a Board, a written declaration signed by an individual listing all of the individual's convictions for offences under the *Criminal Records Act* (Canada) up to the date of the declaration that are not included in the last Police Record Check collected by the Board under this Regulation(s), and for which a pardon under Section 4.1 of the *Criminal Records Act* (Canada) has not been issued or granted.

**Requirements**

1. The Board shall collect an Offence Declaration from every employee by September 1 of each year in which the individual is employed by the Board after that day. **Failure to provide an Offence Declaration by September 1 may result in discipline.**
2. All Offence Declarations must be received by the Superintendent of Education (Human Resources), or designate, the Manager of Human Resources, either electronically or in an envelope marked "confidential and to be opened by addressee only". For Offence Declarations **with** convictions, the Superintendent of Education (Human Resources), or designate, will adjudicate these declarations **as per HR108 Police Record Checks for Employees.**
3. In completing and submitting the Offence Declaration, the employee agrees and understands that any false or misrepresented statements may be grounds for discipline up to and including dismissal.
4. All Offence Declarations shall be filed in a confidential, safe and secure location in Human Resources Services.



# **GRAND ERIE DISTRICT SCHOOL BOARD OFFENCE DECLARATION**

Please complete the following;

<b>Name</b>			
<b>Position</b>		<b>Location</b>	

**I DECLARE**, since the last Police Record Check collected by the Grand Erie District School Board, or since the last Offence Declaration completed by me for this Board, that:

- ☐ I have **no** convictions under the *Criminal Code of Canada* for which a pardon has not been issued or granted under the *Criminal Code (Canada)*.

**OR**

- ☐ I have been convicted of the following criminal offences under the *Criminal Code of Canada*, for which a pardon under Section 4.1 of the *Criminal Records Act (Canada)* **has not been** issued or granted to me.

**List of Offences**

1. (a) Date

(b) Court Location

(c) Conviction

2. (a) Date

(b) Court Location

(c) Conviction

3. (a) Date

(b) Court Location

(c) Conviction

Dated at \_\_\_\_\_ this \_\_\_\_\_ day of \_\_\_\_\_ 20 \_\_\_\_\_

\_\_\_\_\_  
Signature

All Offence declarations must be received by the Superintendent of Education (Human Resources), or designate, the Manager of Human Resources, in an envelope marked "confidential and to be opened by addressee only".



## GRAND ERIE DISTRICT SCHOOL BOARD

TO: John Forbeck , Director of Education and Secretary

FROM: Scott Sincerbox, Superintendent of Program

RE: **Administrative Procedure SO108 – Community Providers and Schools Working Together**

DATE: October 7, 2013

**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
 THAT the Grand Erie District School Board receive Administrative Procedure SO108– “Community Providers and Schools Working Together” as information.

### Background

Administrative Procedure SO108 – “Community Providers and Schools Working Together” was circulated to all appropriate stakeholders for comments to be received by September 13, 2013..

### Comments Received

1. 1<sup>st</sup> sentence, Scope / 2<sup>nd</sup> sentence, Integration with Relevant Board Staff including Professional Support Services Personnel - “would typically be provided by Board staff” / “may augment or enhance (not duplicate) the work of the Board professional staff” – these 2 statements do not seem to be saying the same thing  
**Response: Amendment**
2. 2<sup>nd</sup> sentence, Integration with relevant board staff – “students of common interest”- “students of common interest”- this sounds like they are discussing specific students before any agreements/consents are in place  
**Response: Amendment**
3. Competency & age of consent section - 12 or older consent to counselling...parental approval or consent – should parental knowledge be included in this? If a student requests counselling and says do not tell my parents – are we bound to keep the secret?  
**Response: Consent section will be removed and consultation with various stakeholders will occur to inform the development of a companion document regarding age of consent in the Grand Erie District School Board.**
4. Guidelines for Partnership Agreements – whose responsibility is it to ensure all of these measures are in place?  
**Response: The Joint Advisory Committee will ensure all requirements are in place prior to the approval of an agreement.**

5. Guidelines for Partnership Agreements #11 – why is there a requirement to review the PRC for these service providers yet this is not a requirement for all other providers to the system?  
**Response: Unlike other community partnerships, the programs and services being screened relate to the programs and services provided by Professional Support Services Personnel; therefore the committee will ensure the review of quality and alignment of applicant agencies.**
6. Guidelines for Partnership Agreements #17 – The Joint advisory committee has to be spelled out. Is one of their responsibilities ensuring that the insurance coverage is reviewed annually? Spell out membership  
**Response: Amendment. Yes, applications and requirements will be reviewed by the committee annually before new partnership agreement is signed.**
7. Partnership Agreement – this is after the application (appendix A) – should this be called Appendix B and moved to the end of the AP?  
**Response: Amendment**
8. Partnership Agreement - This document needs to be changed to reflect Grand Erie – not the board  
**Response: Amendment**
9. Confidentiality – is this statement strong enough?  
**Response: Amendment**
10. Appendix A -Needs to have the Grand Erie logo  
**Response: Amendment**
11. Appendix A and item #10 - Name and qualifications of service providers and supervisor's qualification – these are covered under #10 – guidelines  
**Response: Appendix A is where community providers will report/provide an explanation of their provider/employee's credentials.**
12. 3<sup>rd</sup> sentence, Guiding Principles - a suggestion that "(not duplicate)" be amended by addition to read, "(not duplicate or replace).  
**Response: Amendment**

### Proposed Changes

Wording Approved for Circulation	Proposed Wording
would typically be provided by Board staff.	<del>would typically be provided by Board staff.</del> may augment or enhance, (not duplicate or replace) the work of the Board professional staff.
programs/services <sup>1</sup>	programs/services <sup>1</sup> <b>e.g. Counselling, consultation, assessment, social skills training, anger management</b>
various acts <sup>2</sup>	various acts <sup>2</sup>
(not duplicate)	(not duplicate or replace)
Board Professional Staff <sup>3</sup>	Board Professional Staff <sup>3</sup> <b>e.g. Attendance Counselors, Behaviour Counselors, Child and Youth Workers, Communication Disorders Assistants, Psychological Associates/Consultants, Social Workers, and Speech-Language Pathologists</b>
and the third party service provider about students	and the approved third party service provider about

of common interest is essential	students of common interest for whom consent to provide/received service has been provided is essential
The Community Partner and school(s) must submit	The Community Partner and school(s)/Board must submit
Consent as required <sup>4</sup>	Consent as required <sup>4</sup>
<p><b><u>Competency and the Age of Consent<sup>4</sup></u></b></p> <p>Parents have legal responsibility for educational decisions up to age 18 (Education Act) Under the Child and Family Services Act, a three-tiered age of consent is established:</p> <ol style="list-style-type: none"> <li>1. A person 16 years of age or older may consent without parental knowledge or approval to any service</li> <li>2. A person under the age of 16 needs parental consent for residential care services or the administration of psychotropic drugs</li> <li>3. A child who is 12 or older may consent to counseling services without parental approval or consent.</li> </ol> <p>The Health Care Consent Act does not have a minimum age for consenting to care or treatment. Rather, a young person can give or refuse consent, if he/she is competent to do so. The Mental Health Act no longer contains special age of consent provisions.</p> <p>Capacity (competency) is defined as the ability to understand and appreciate the nature of a consent or agreement, and the consequences of giving, withholding or revoking a consent, or making, not making or terminating an agreement.</p> <ol style="list-style-type: none"> <li>1. Solomon, R. Professor, Faculty of Law, University of Western Ontario. "A Primer on Negligence, Record Keeping, Testifying, Confidentiality, Reporting and the Duty to Warn for Social Worker"s, Toronto, February 28, 2003. Used with permission.</li> </ol>	<p><b><u>Competency and the Age of Consent<sup>4</sup></u></b></p> <p><del>Parents have legal responsibility for educational decisions up to age 18 (Education Act) Under the Child and Family Services Act, a three-tiered age of consent is established:</del></p> <ol style="list-style-type: none"> <li><del>1. A person 16 years of age or older may consent without parental knowledge or approval to any service</del></li> <li><del>2. A person under the age of 16 needs parental consent for residential care services or the administration of psychotropic drugs</del></li> <li><del>3. A child who is 12 or older may consent to counseling services without parental approval or consent.</del></li> </ol> <p><del>The Health Care Consent Act does not have a minimum age for consenting to care or treatment. Rather, a young person can give or refuse consent, if he/she is competent to do so. The Mental Health Act no longer contains special age of consent provisions.</del></p> <p><del>Capacity (competency) is defined as the ability to understand and appreciate the nature of a consent or agreement, and the consequences of giving, withholding or revoking a consent, or making, not making or terminating an agreement.</del></p> <ol style="list-style-type: none"> <li><del>2. Solomon, R. Professor, Faculty of Law, University of Western Ontario. "A Primer on Negligence, Record Keeping, Testifying, Confidentiality, Reporting and the Duty to Warn for Social Worker"s, Toronto, February 28, 2003. Used with permission.</del></li> </ol>
school(s) and external agency submit	school(s)/Board and external agency submit
review Police Record Checks	review <b>ensure</b> Police Record Checks
Joint Advisory Committee (PSSP, Board, System, and Community Partners)	Joint Advisory Committee (PSSP, Board, System, and Community Partners) Superintendent of Education with responsibility for supervising Student Support Services, Executive Supervisor, Student Support Services and/or Mental Health Lead, Professional Support Services Personnel

	President, Professional Support Services Personnel Member, Community Representative)
<b>Board Resources</b>	<b>Board Resources- References</b>
<p>ie.g. Counseling, consultation, assessment, social skills training, anger management</p> <p>2Education Act, The Child and Family Services Act, The Ontario Human Rights Commission, The Registered Health Professions Act, the Personal Health Information Protection Act, respective professional Colleges, collective agreements, etc.</p> <p>3Attendance Counselors, Behaviour Counselors, Child and Youth Workers, Communication Disorders Assistants, Psychological Associates/Consultants, Social Workers, and Speech-Language Pathologists</p> <p>4Competency and the Age of Consent</p> <p>Parents have legal responsibility for educational decisions up to age 18 (Education Act).</p> <p>Under the Child and Family Services Act, a three-tiered age of consent is established:</p> <ol style="list-style-type: none"> <li>1. A person 16 years of age or older may consent without parental knowledge or approval to any service.</li> <li>2. A person under the age of 16 needs parental consent for residential care services or the administration of psychotropic drugs.</li> <li>3. A child who is 12 or older may consent to counseling services without parental approval or consent.</li> </ol> <p>The Health Care Consent Act does not have a minimum age for consenting to care or treatment. Rather, a young person can give or refuse consent, if he/she is competent to do so.</p> <p>The Mental Health Act no longer contains special age of consent provisions.</p> <p>Capacity (competency) is defined as the ability to understand and appreciate the nature of a consent or agreement, and the consequences of giving, withholding or revoking a consent, or making, not making or terminating an agreement.</p> <p>1. Solomon, R. Professor, Faculty of Law, University of Western Ontario. "A Primer on Negligence, Record Keeping, Testifying, Confidentiality, Reporting and the Duty to Warn for Social Workers", Toronto, February 28, 2003. Used with permission.</p>	<p><del>ie.g. Counseling, consultation, assessment, social skills training, anger management</del></p> <p><del>2Education Act, The Child and Family Services Act, The Ontario Human Rights Commission, The Registered Health Professions Act, the Personal Health Information Protection Act, respective professional Colleges, collective agreements, etc.</del></p> <p><del>3Attendance Counselors, Behaviour Counselors, Child and Youth Workers, Communication Disorders Assistants, Psychological Associates/Consultants, Social Workers, and Speech-Language Pathologists</del></p> <p><del>4Competency and the Age of Consent</del></p> <p><del>Parents have legal responsibility for educational decisions up to age 18 (Education Act).</del></p> <p><del>Under the Child and Family Services Act, a three-tiered age of consent is established:</del></p> <ol style="list-style-type: none"> <li><del>1. A person 16 years of age or older may consent without parental knowledge or approval to any service.</del></li> <li><del>2. A person under the age of 16 needs parental consent for residential care services or the administration of psychotropic drugs.</del></li> <li><del>3. A child who is 12 or older may consent to counseling services without parental approval or consent.</del></li> </ol> <p><del>The Health Care Consent Act does not have a minimum age for consenting to care or treatment. Rather, a young person can give or refuse consent, if he/she is competent to do so.</del></p> <p><del>The Mental Health Act no longer contains special age of consent provisions.</del></p> <p><del>Capacity (competency) is defined as the ability to understand and appreciate the nature of a consent or agreement, and the consequences of giving, withholding or revoking a consent, or making, not making or terminating an agreement.</del></p> <p><del>1. Solomon, R. Professor, Faculty of Law, University of Western Ontario. "A Primer on Negligence, Record Keeping, Testifying, Confidentiality, Reporting and the Duty to Warn for Social Workers", Toronto, February 28, 2003. Used with permission.</del></p>
<b>Name of School(s)</b>	<b>Name of School(s)/Board</b>
GEDSB/PSSP:	GEDSB/PSSP/CUPE:
Principal Name:	Principal(s) Name:
<b>Name of School/Board</b>	<b>Name of School(s)/ Grand Erie District School Board</b>
agree to protect the confidentiality of client information.	agree to ensure measures are in place that protect the confidentiality of client information.

### Communication Plan

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

Respectfully submitted,

Scott Sincerbox  
Superintendent of Education



**Community Service Providers and Schools Working Together**

**Board Received:**

**Review Date:** May 2013

**Accountability:**

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Partnerships enhance and complement student learning

**Scope:**

This Administrative Procedure applies to those situations in which a community service provider applies to offer programs/services within a school(s) of the Grand Erie District School Board (GEDSB), and, such individual or small group programs/services<sup>1</sup> would typically be provided by Board staff. It does not apply to guest speakers, class presentations, or assemblies (duty of principal to manage). Nor does this procedure apply to services provided under PPM 81 (Provision of Health Support Services in School Settings), PPM 140 (Integrating methods of Applied Behaviour Analysis (ABA) into programs for students with Autism Spectrum Disorder (ASD)), Board-wide protocols with Children's Aid Societies or Police, and FDK Before and After School Programs.

**Guiding Principles:**

The Grand Erie District School Board is committed to promoting effective community-based partnerships with external agencies to support improvement in the delivery of programs and services for all students. Collaborative relationships are based on equal status, characterized by mutual respect, with a common goal of working towards the best interests of the student. This Administrative Procedure is guided by Board Policy SO8 – Community Partnerships and the various acts<sup>2</sup>, regulations, and mandates applying to the respective partners. A partnership agreement with a community service provider may augment or enhance (not duplicate) the work of Board professional staff<sup>3</sup> while respecting the rights, responsibilities, and interests of both students and staff. A written, signed partnership agreement between the parties will help clarify expectations, roles and responsibilities, timelines, procedures, accountability, service quality, compliance with professional standards, integration/coordination, and a dispute resolution process.

**Integration with Relevant Board Staff including Professional Student Services Staff**

When a partnership between a community service provider and the school/Board is being considered, discussion with relevant Board staff will assist in clarifying roles and responsibilities, facilitating the proposed services, and enhancing student learning. Ongoing consultation/collaboration between the Board Professional Staff, the In-School Resource Team, and the third party service provider about students of common interest is essential during all aspects of involvement with the student, including referral, planned service/interventions, case management, integration with the student's day-to-day school program/IEP, and discharge. The principal is responsible for the organization and management of the school *per* the Education Act. Ongoing communication with the principal is essential for effective integration of programs and services.

### **Establishing a Partnership Agreement**

The community partner and school must submit a joint Application to Establish a Partnership Agreement (Appendix A).

Upon approval, the partnership agreement will address:

- The need for programs/services identified by the school/Board
- The specific programs/service offered by the external partner to address the identified need, including scope and any limitations
- The qualifications/credentials/identification of the community service providers and supervisors specific to each location and partnership
- Police Record Checks including vulnerable sector screening
- The role/responsibility of the school/Board
- Supervision, reporting, and accountability
- Ensuring community service providers are informed of relevant-Board protocols, Child Protection requirements, policies, etc.
- Records management related to the services delivered (FOI, OSR regulations, access, retention, storage location, security, etc.)
- Consent as required<sup>4</sup>
- A review/evaluation process with timelines
- A dispute resolution process

### **Legal Framework**

Ontario Ministry of Education Policy/Program Memorandum No. 149 - *Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals* (PPM 149)

### **Competency and the Age of Consent<sup>4</sup>**

Parents have legal responsibility for educational decisions up to age 18 (Education Act).

Under the Child and Family Services Act, a three-tiered age of consent is established:

1. A person 16 years of age or older may consent without parental knowledge or approval to any service.
2. A person under the age of 16 needs parental consent for residential care services or the administration of psychotropic drugs.
3. A child who is 12 or older may consent to counseling services without parental approval or consent.

The Health Care Consent Act does not have a minimum age for consenting to care or treatment. Rather, a young person can give or refuse consent, if he/she is competent to do so.

The Mental Health Act no longer contains special age of consent provisions.

Capacity (competency) is defined as the ability to understand and appreciate the nature of a consent or agreement, and the consequences of giving, withholding or revoking a consent, or making, not making or terminating an agreement.

1. Solomon, R. Professor, Faculty of Law, University of Western Ontario. "A Primer on Negligence, Record Keeping, Testifying, Confidentiality, Reporting and the Duty to Warn for Social Workers", Toronto, February 28, 2003. Used with permission.



## GUIDELINES FOR PARTNERSHIP AGREEMENTS

1. school and external agency submit application (Appendix A) to Superintendent of Education
2. validate external agency status
3. identify specific needs to be addressed
4. identify how specific services provided will address need
5. discuss service delivery plan including roles, frequency, monitoring, documentation and supervision
6. determine how students will be identified to receive programs/services
7. involve appropriate PSSP in initial and on-going discussions
8. describe consent requirements for:
  - (a) Service provision
  - (b) Access to school information (not OSR)
9. develop a plan for communicating with parents / guardians
10. establish minimum credentials of service providers and appropriate supervisor's qualifications *per* PPM 149
11. review Police Record Checks, including vulnerable screening, for all personnel who will be working with students
12. obtain copy of current Certificate of Insurance naming the Grand Erie District School Board and ensuring \$2 million liability coverage for professional liability (errors and omissions) and general liability
13. ensure identification badges for service providers are worn
14. communicate with all stakeholders regarding the program/service being provided
15. discuss dispute resolution process
16. sign service agreement
17. Annually evaluate and review the partnership agreement with the Joint Advisory Committee (PSSP, Board, System, and Community Partners)

### Board Resources

#### Policy SO8-Community Partnerships

<sup>1</sup>e.g. Counseling, consultation, assessment, social skills training, anger management

<sup>2</sup>Education Act, The Child and Family Services Act, The Ontario Human Rights Commission, The Registered Health Professions Act, the Personal Health Information Protection Act, respective professional Colleges, collective agreements, etc.



<sup>3</sup>Attendance Counselors, Behaviour Counselors, Child and Youth Workers, Communication Disorders Assistants, Psychological Associates/Consultants, Social Workers, and Speech-Language Pathologists

### <sup>4</sup>Competency and the Age of Consent

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**PARTNERSHIP AGREEMENT**

**between**  
**Name of School/Board**  
**and**  
**Name of External Partner**

This educational partnership is a mutually supportive reciprocal agreement between school(s)/Board and external partner to provide the following program/service:

description of program/service to meet identified need

Both parties acknowledge and agree that external partner is not an agent of the Grand Erie District School Board (the Board) and none of the program/service providers are employees or agents of the Board.

External partner agree that no fees are payable to it by the Board and neither the Board, students/parents nor staff of the Board are responsible for any expenses of external partner in connection with this provision of program/service.

The program/ service will be provided by external partner effective from date until date ; however, either the school/Board or external partner may terminate this agreement for any reason with reasonable notice to the other. Reasonable notice shall be 30 days. A principal has the authority to limit access to the school or discontinue the partnership service agreement, under the Education Act and policies of the Board.

Any concerns or complaints should be brought to the attention of the principal and the program/ service provider. Ongoing concerns should be discussed with the external agency supervisor and the school superintendent. Disputes will be addressed by the Joint Advisory Committee.

Both the Grand Erie District School Board and external partner agree to protect the confidentiality of client information.

\_\_\_\_\_  
**Superintendent**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**External Partner**

\_\_\_\_\_  
**Date**

cc: Superintendent of Program  
Superintendent of Education  
External Partner  
Principal / School  
Executive Supervisor, Student Support Services

**Annual Review Date:** \_\_\_\_\_

# APPLICATION TO ESTABLISH A PARTNERSHIP AGREEMENT

Appendix A

Date Submitted \_\_\_\_\_

**Description of Program or Service**

<b>School Name</b>	<b>Name of External Partner:</b>	
<b>Program/Service Title:</b>	<b>Rationale for Program/Service in School including evidence:</b>	
<b>Program/Service Description:</b>		
Program/Service Details:	Space/Materials Requirements (if any):	
Anticipated Outcomes, Evaluation:	Name and Qualifications of program/service provider(s):	
<b>Timelines-Specify the frequency, duration, days, times:</b>		
This program/service will be provided _____ _____ Day(s) of the week _____ Month(s) of the school year with the following times: _____		
<b>Collaboration and Coordination Identify those involved</b>		
School:	External Provider:	GEDSB/PSSP :
Principal Name: _____ Signature: _____		
Agency Supervisor's Title and Qualifications Name: _____		
Title _____	Qualifications _____	Signature: _____
<b>Board Use Only:</b>		
<input type="radio"/> Request Approved <input type="radio"/> Request Denied	_____ Superintendent of Education Date	



### Community Service Providers and Schools Working Together

**Board Received:**

**Review Date:** May 2013

**Accountability:**

1. Frequency of Reports – As needed
2. Severity Threshold – As needed
3. Criteria for Success – Partnerships enhance and complement student learning

**Scope:**

This Administrative Procedure applies to those situations in which a community service provider applies to offer programs/services within a school(s) of the Grand Erie District School Board (GEDSB), and, such individual or small group programs/services<sup>+</sup> **e.g. Counselling, consultation, assessment, social skills training, anger management, would typically be provided by Board staff. may augment or enhance, not duplicate or replace the work of the Board professional staff.** It does not apply to guest speakers, class presentations, or assemblies (duty of principal to manage). Nor does this procedure apply to services provided under PPM 81(Provision of Health Support Services in School Settings), PPM 140 (Integrating methods of Applied Behaviour Analysis (ABA) into programs for students with Autism Spectrum Disorder (ASD)), and Board-wide protocols with Children's Aid Societies, and FDK Before and After School Programs.

**Guiding Principles:**

The Grand Erie District School Board is committed to promoting effective community-based partnerships with external agencies to support improvement in the delivery of programs and services for all students. Collaborative relationships are based on equal status, characterized by mutual respect, with a common goal of working towards the best interests of the student. This Administrative Procedure is guided by Board Policy SO8 — Community Partnerships and the various acts<sup>2</sup>, regulations, and mandates applying to the respective partners. A partnership agreement with a community service provider may augment or enhance (not duplicate **or replace**) the work of Board professional staff while respecting the rights, responsibilities, and interests of both students and staff. A written, signed partnership agreement between the parties will help clarify expectations, roles and responsibilities, timelines, procedures, accountability, service quality, compliance with professional standards, integration/coordination, and a dispute resolution process.

**Integration with Relevant Board Staff including Professional Student Services Staff**

When a partnership between a community service provider and the school/Board is being considered, discussion with relevant Board staff will assist in clarifying roles and responsibilities, facilitating the proposed services, and enhancing student learning. Ongoing consultation/collaboration between the Board Professional Staff<sup>3</sup> **e.g. Attendance Counselors, Behaviour Counselors, Child and Youth Workers, Communication Disorders Assistants, Psychological Associates/Consultants, Social Workers, and Speech-Language Pathologists**, the In-School Resource Team, and the **approved** third party service provider about students **of common interest for whom consent to provide/received service has been provided** is essential during all aspects of involvement with the student, including referral,

planned service/interventions, case management, integration with the student's day-to-day school program/IEP, and discharge. The principal is responsible for the organization and management of the school *per* the Education Act. Ongoing communication with the principal is essential for effective integration of programs and services.

### **Establishing a Partnership Agreement**

The Community Partner and school(s)/**Board** must submit a joint Application to Establish a Partnership Agreement (Appendix A).

Upon approval, the partnership agreement will address:

- The need for programs/services identified by the school/Board
- The specific programs/service offered by the external partner to address the identified need, including scope and any limitations
- The qualifications/credentials/identification of the community service providers and supervisors specific to each location and partnership
- Police Record Checks including vulnerable sector screening
- The role/responsibility of the school/Board
- Supervision, reporting, and accountability
- Ensuring community service providers are informed of relevant-Board protocols, Child Protection requirements, policies, etc.
- Records management related to the services delivered (FOI, OSR regulations, access, retention, storage location, security, etc.)
- Consent as required<sup>4</sup>
- A review/evaluation process with timelines
- A dispute resolution process

### **Legal Framework**

Ontario Ministry of Education Policy/Program Memorandum No. 149 - *Protocol for Partnerships with External Agencies for Provision of Services by Regulated Health Professionals, Regulated Social Service Professionals, and Paraprofessionals* (PPM 149)

### **Competency and the Age of Consent<sup>4</sup>**

~~Parents have legal responsibility for educational decisions up to age 18 (Education Act)~~

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- ~~2. A person under the age of 16 needs parental consent for residential care services or the administration of psychotropic drugs~~
- ~~3. A child who is 12 or older may consent to counseling services without parental approval or consent.~~

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## GUIDELINES FOR PARTNERSHIP AGREEMENTS

1. school(s)/Board and external agency submit application (Appendix 1) to Superintendent of Education
2. validate external agency status
3. identify specific needs to be addressed
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7. involve appropriate PSSP in initial and on-going discussions
8. describe consent requirements for:
  - (a) Service provision
  - (b) Access to school information (not OSR)
9. develop a plan for communicating with parents / guardians
10. establish minimum credentials of service providers and appropriate supervisor's qualifications *per* PPM 149
11. ~~review~~ **ensure** Police Record Checks, including vulnerable screening, for all personnel who will be working with students
12. obtain copy of current Certificate of Insurance naming the Grand Erie District School Board and ensuring \$2 million liability coverage for professional liability (errors and omissions) and general liability
13. ensure identification badges for service providers are worn
14. communicate with all stakeholders regarding the program/service being provided
15. discuss dispute resolution process
16. sign service agreement
17. Annually evaluate and review the partnership agreement with the Joint Advisory Committee (PSSP, Board, System, and Community Partners **Superintendent of Education with responsibility for supervising Student Support Services, Executive Supervisor, Student Support Services and/or Mental Health Lead, Professional Support Services Personnel President, Professional Support Services Personnel Member, Community Representative**)

### Board Resources- References

Policy SO8-Community Partnerships

~~ie.g. Counseling, consultation, assessment, social skills training, anger management~~

~~2. Education Act, The Child and Family Services Act, The Ontario Human Rights Commission, The Registered Health Professions Act, the Personal Health Information Protection Act, respective professional Colleges, collective agreements, etc.~~

~~3. Attendance Counselors, Behaviour Counselors, Child and Youth Workers, Communication Disorders Assistants, Psychological Associates/Consultants, Social Workers, and Speech Language Pathologists~~

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## APPLICATION TO ESTABLISH A PARTNERSHIP AGREEMENT

Appendix A

Date Submitted \_\_\_\_\_

### Description of Program or Service

<b>Name of School(s)/Board</b>	<b>Name of External Partner:</b>	
<b>Program/Service Title:</b>	<b>Rationale for Program/Service in School:</b>	
<b>Program/Service Description:</b>		
Program/Service Details:	Space/Materials Requirements (if any):	
Anticipated Outcomes, Evaluation:	Name and Qualifications of program/service provider(s):	
<b>Timelines:</b>		
<p>This program/service will be provided _____</p> <p style="text-align: center;">_____ Day(s) of the week                      Month(s) of the school year</p> <p>with the following times: _____</p>		
<b>Collaboration and Coordination Identify those involved</b>		
School:	External Provider:	GEDSB/PSSP/CUPE:
Principal(s) Name: _____ Signature: _____		
Agency Supervisor's Title and Qualifications Name: _____		
Title _____	Qualifications _____	Signature: _____
<b>Board Use Only:</b>		
<input type="radio"/> Request Approved <input type="radio"/> Request Denied		
_____ Superintendent of Education		_____ Date





## PARTNERSHIP AGREEMENT

Appendix B

between  
Name of School(s)/Board Grand Erie District School Board  
and  
Name of External Partner

This educational partnership is a mutually supportive reciprocal agreement between school(s)/Board and external partner to provide the following program/service:

description of program/service to meet identified need

Both parties acknowledge and agree that external partner is not an agent of the Grand Erie District School Board (the Board) and none of the program/service providers are employees or agents of the Board.

External partner agree that no fees are payable to it by the Board and neither the Board, students/parents nor staff of the Board are responsible for any expenses of external partner in connection with this provision of program/service.

The program/ service will be provided by external partner effective from date until date; however, either the school/Board or external partner may terminate this agreement for any reason with reasonable notice to the other. Reasonable notice shall be 30 days. A principal has the authority to limit access to the school or discontinue the partnership agreement, under the Education Act and policies of the Board.

Any concerns or complaints should be brought to the attention of the principal and the program/ service provider. Ongoing concerns should be discussed with the external agency supervisor and the school superintendent. Disputes will be addressed by the Joint Advisory Committee.

Both the Grand Erie District School Board and external partner agree to **ensure measures are in place that** protect the confidentiality of client information.

\_\_\_\_\_  
**Superintendent**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**External Partner**

\_\_\_\_\_  
**Date**

cc: Superintendent of Program  
Superintendent of Education  
External Partner  
Principal / School  
Executive Supervisor, Student Support Services

**Annual Review Date:** \_\_\_\_\_



## GRAND ERIE DISTRICT SCHOOL BOARD

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TO: Trustees of the Grand Erie District School Board

FROM: John Forbeck, Director of Education

RE: **SO126 Volunteers**

DATE: October 7, 2013

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**Recommended Action:** Moved by \_\_\_\_\_ Seconded by \_\_\_\_\_  
THAT the Grand Erie District School Board receive Administrative Procedure S1O26 –  
“Volunteers” as information.

### Background

Administrative Procedure SO126 – Volunteers was circulated to all appropriate stakeholders for comments to be received by September 13, 2013.

### Comments:

Comment #1: 3.2 – should this be date of receipt at school or date on the Police Records Check?

**Response** – *Volunteers must provide the original copy of a Police Record Check that includes a Vulnerable Sector Search completed within the previous six (6) months and acceptable to the Board, prior to commencement of duties. A Police Record Check submitted to a school that was issued seven months or older is not valid. The most a Police Record Check is valid is two and a half years based on date received in the office and based on the date it was issued.*

Comment #2: 5th bullet – rewrite to be easier to read – The board or school will not pay the costs for a Police Record Check.

**Response** – *Sentenced restructured for clarity.*

Comment #3: Can there be times at the Principal’s discretion that a volunteer does not need a Police Record Check. Example - If a volunteer only comes in once a month to work in the kitchen for a hot lunch and never interacts with children

**Response** – *All volunteers must have a Police Records Check. A volunteer is defined as a parent or guardian who currently has a child enrolled in the system, a member of the community, a student or a Board employee, including coaches, who agrees to undertake, without pay or for academic credit, a designated task which supports a classroom, a classroom excursion, or a school or a system-wide program.*

*Volunteers are also those who work with or supervise children or have responsibilities for children as part of class trips or who drive children other than their own child to field trips/excursions; these individuals are required to complete a Police Records Check and Vulnerable Sector Search.*

Comment #4: Evidence of a criminal conviction – appropriate superintendent or designate – who would the designate be? Think it could only be another SO or the Director.

**Response** – *This is correct. The designate could be another Superintendent. For example, an Family of School Superintendent may designate the Superintendent of HR or the Director.*

Comment #5: 5.2 – refer to policy by number SO15 (or AP SO105)

**Response** – *amended.*

Comment #6: 7.2 – contact info for OSBIE

**Response** – *amended.*

Comment #7: Under Procedures: , 1.0 Definitions, a suggestion that there is a grammatical error which can be fixed by replacing, "coaches" with, "a coach".

**Response** – *as amended*

Comment #8: Under Procedures: 2.0 Roles and Responsibilities, 2.1 Role of Principal and Staff, first paragraph, third bullet; a suggestion that "approving and clarifying the tasks and assignments of volunteers;" be amended by the addition of, "in consultation with, and with regard to the expressed needs of staff working with the volunteers" at the end of the statement.

**Response** – *revised wording includes in consultation with staff members working in the school.*

Comment #9: Under Procedures: 2.0 Roles and Responsibilities, 2.1 Role of Principal and Staff, second paragraph, "The principal and staff of the school will .....", 3rd bullet - "volunteers will not be involved in any evaluation of students," A suggestion that this statement be amended by the insertion of assessment or before the word evaluation.

**Response** – *as amended*

Comment #10: Volunteer checklist is not yet on the portal

**Response** – *The Volunteer Checklist will be posted on the portal when SO126 is approved.*

Comment #11: 2.2 3rd bullet – how is that a role of the volunteer? How are they to know what is in the collective agreements – belongs under 2.1

**Response** – *as amended*

Comment #12: 2.2 4th bullet – should we have parents complete a confidentially form annually/every second year when they bring in their Police Record Check? As a reminder of what is expected

**Response** – *The Privacy and Information Management Committee will be discussing employees and volunteers completing a confidentially form in the future.*

Comment #13: 7th bullet – same questions as the 3rd bullet – is it not the responsibility of staff to let people know about keeping safe?

**Response** – *Administrators inform volunteers about health and safety rules. The role of the volunteer is to follow all Board health and safety rules and ensure that they act in a safe manner for the protection of both themselves and others.*

Comment #14: 3.2 5th bullet – in plain English please. The board does not pay or reimburse for Police Record Checks

**Response** – *Refer to comment #2*

Comment #15: 4.0 could be pared down a little – why have a statement that makes it seems like a lot of info is kept when it is only 1 item. “A file will be kept in a secure location for every volunteer, the file will include the Police Records Check.

**Response** – *as amended*

Comment #16: 5.1 last sentence – take out “it is expected that” to make the statement stronger

**Response** – *as amended*

Comment #17: 5.2 add the policy number here SO15

**Response** – *Refer to comment #5*

Comment #18 6.0 SO105 is not a procedure

**Response** – *Title of procedure is changed to SO105 – Out-of-Classroom Trips/Tours for Students: Insurance Requirements for Trips and Excursions.*

### **Additional Information**

### **Proposed Changes**

<b>Wording Approved for Circulation</b>	<b>Proposed Wording</b>
<ul style="list-style-type: none"> <li>In jurisdictions where volunteers are charged for such Police Checks, the Board will not pay such costs.</li> </ul>	The Board or school will not pay the cost of a Police Record Check in the areas where volunteers are charged.
5.2 A staff member must accompany and be responsible for any team/individuals participating in out-of-town sanctioned competitions. All out-of-town trips will comply with the Board’s Student Trips Policy.	5.2 A staff member must accompany and be responsible for any team/individuals participating in out-of-town sanctioned competitions. All out-of-town trips will comply with the Board’s Student Trips Policy (SO 15) or Administrative Procedure (SO 105).
7.2 The Ontario School Boards’ Insurance	7.2 The Ontario School Boards’ Insurance

Exchange (OSBIE) is able to provide information regarding credentials, in addition to those of teachers, which could satisfy risk concerns around liability insurance for volunteers.	Exchange (OSBIE) is able to provide information regarding credentials, in addition to those of teachers, which could satisfy risk concerns around liability insurance for volunteers. OSBIE can be reached at 519-767-2182 or toll-free at 1-800-668-6724. For more information, visit <a href="http://www.osbie.on.ca">www.osbie.on.ca</a> .
<p>1.0 <u>Definitions</u></p> <p>A volunteer in a school may be a parent or guardian who currently has a child enrolled in the system, a member of the community, a student or a Board employee, including coaches, who agrees to undertake, without pay or for academic credit, a designated task which supports a classroom, a classroom excursion, a school or a system-wide program.</p>	<p>A volunteer in a school may be a parent or guardian who currently has a child enrolled in the system, a member of the community, a student or a Board employee, including coaches, who agrees to undertake, without pay or for academic credit, a designated task which supports a classroom, a classroom excursion, a school or a system-wide program.</p>
<ul style="list-style-type: none"> <li>• approving and clarifying the tasks and assignments of volunteers;</li> </ul>	<ul style="list-style-type: none"> <li>• approving and clarifying the tasks and assignments of volunteers in consultation with staff members working with the volunteers;</li> </ul>
<ul style="list-style-type: none"> <li>• volunteers will not be involved in any evaluation of students, evaluation of students, school personnel or program, and not be given access to personal information regarding students, their families or staff unless it is essential to the performance of their duties as a volunteer;</li> </ul>	<ul style="list-style-type: none"> <li>• volunteers will not be involved in any assessment and evaluation of students, evaluation of students, school personnel or program, and not be given access to personal information regarding students, their families or staff unless it is essential to the performance of their duties as a volunteer;</li> </ul>
<p>2.2. Role of the Volunteer</p> <ul style="list-style-type: none"> <li>• the participation of volunteers will not violate any collective agreement requirements;</li> </ul>	<p>Moved to section 2.1 Role of Principal and Staff</p> <p>The principal and staff of the school will ensure that:</p> <ul style="list-style-type: none"> <li>• the participation of volunteers will not violate any collective agreement requirements.</li> </ul>
<p>4.0 Record Keeping</p> <p>A volunteer's Police Record Check (original or true copy) that includes a Vulnerable Sector Search will be kept in a secure location in the principal's office. Files will be accessed by the principal, vice-principal or designate only.</p> <p>A file will be kept in a secure location in the principal's office for each volunteer. Files will be accessed by the principal, vice-principal or designate only. The following must be kept on</p>	<p>4.0 <u>Record Keeping</u></p> <p>A volunteer's Police Record Check (original or true copy) that includes a Vulnerable Sector Search will be kept in a secure location in the principal's office. Files will be accessed by the principal, vice-principal or designate only.</p> <p><del>A file will be kept in a secure location in the principal's office for each volunteer. Files will be accessed by the principal,</del></p>

<p>file for each volunteer:</p> <ul style="list-style-type: none"> <li>Police Record Check (original or true copy) that includes a Vulnerable Sector Search</li> </ul>	<p><del>vice principal or designate only. The following must be kept on file for each volunteer:</del></p> <ul style="list-style-type: none"> <li><del>Police Record Check (original or true copy) that includes a Vulnerable Sector Search</del></li> </ul>
<p>5.0 <u>Volunteers Acting in the Capacity of Coach</u></p> <p>5.1 All facilities, equipment and activities have inherent risks. Supervisors must be trained to manage those risks. The principal shall appoint a “coach liaison” who is a teacher or administrator for every team with a volunteer coach(es). It is expected that the “liaison coach” will provide supervision for all practices, games and competitions.</p>	<p>5.0 <u>Volunteers Acting in the Capacity of Coach</u></p> <p>5.1 All facilities, equipment and activities have inherent risks. Supervisors must be trained to manage those risks. The principal shall appoint a “coach liaison” who is a teacher or administrator for every team with a volunteer coach(es). <del>It is expected that t</del> The “liaison coach” will provide supervision for all practices, games and competitions.</p>
<p>6.0 <u>Volunteer Drivers</u></p> <p>The Board requires all volunteer drivers to complete the “Volunteer Driver” form as required under the Student Trips Procedure #SO105.</p>	<p>6.0 <u>Volunteer Drivers</u></p> <p>The Board requires all volunteer drivers to complete the “Volunteer Driver” form as required <del>under in the Student Trips Procedure #SO105</del> SO105 – Out-of-Classroom Trips/Tours for Students: Insurance Requirements for Trips and Excursions.</p>

### Communication Plan

This Administrative Procedure will be circulated in keeping with Board Bylaw BL9.

Respectfully submitted,

John Forbeck  
Director of Education



## Volunteers

**Board Received:**

**Review Date:** April 2013

### Accountability:

1. Frequency of Reports – As needed
2. Severity Threshold – As needed (eg. Changes in Ministry guidelines/collective agreements)
3. Criteria for Success – Process adheres to Board Procedure

### Procedures:

#### 1.0 Definitions

A volunteer in a school may be a parent or guardian who currently has a child enrolled in the system, a member of the community, a student or a Board employee, including ~~coaches~~ a coach, who agrees to undertake, without pay or for academic credit, a designated task which supports a classroom, a classroom excursion, a school or a system-wide program.

#### 2.0 Roles and Responsibilities

##### 2.1 Role of Principal and Staff

The principal, or designate, is responsible for the following:

- determining the volunteer needs of a school;
- recruitment, selection and screening of volunteers;
- approving and clarifying the tasks and assignments of volunteers in consultation with staff members working with the volunteers;
- training, orientation and supervision of volunteers;
- ensuring volunteer contributions are formally recognized

The principal and staff of the school will ensure that:

- volunteers are not responsible for the supervision of students or the delivery of programs without teacher direction;
- student volunteers have regular direct supervision by Board staff at all times;
- volunteers will not be involved in any assessment and evaluation of students, school personnel or program, and not be given access to personal information regarding students, their families or staff unless it is essential to the performance of their duties as a volunteer;
- parents are informed if volunteers will be participating in classroom or school-wide activities;
- the participation of volunteers will not violate any collective agreement requirements (Moved from Section 2.2).

Administrators shall refer to the Volunteer Checklist located in the Volunteer section on the staff portal to guide individual school volunteer plans in the areas of recruitment, selection, orientation, and recognition.

## 2.2 Role of the Volunteer

- volunteers will perform their assigned duties as directed by Board staff;
- volunteers will neither be responsible for the discipline or evaluation of students, or for the identification or diagnosis of their learning strengths or difficulties;
- ~~the participation of volunteers will not violate any collective agreement requirements;~~
- volunteers will maintain in confidence any personal information which is shared with them in the performance of their duties, in compliance with the *Municipal Freedom of Information and Protection of Privacy Act*;
- volunteers will follow dress and behaviour codes as established by the school, will report to the school office on arrival, and, if applicable, will wear an identification badge at all times while in the school;
- volunteers will notify their supervising teacher/staff member of any unexpected absence, as far in advance as possible;
- volunteers will follow all Board health and safety rules and ensure that they act in a safe manner for the protection of both themselves and others.

## 3.0 Screening and Risk Management

### 3.1 The Principal will:

- arrange a school orientation session for all volunteers, as appropriate;
- provide in-service in relevant school and Board policies for volunteers;
- pursuant to 3.2, obtain from the volunteer the original copy of a Police Record Check (completed within the past six months) that includes a Vulnerable Sector Screening

### 3.2 Police Record Check:

Volunteers must provide the original copy of a Police Record Check that includes a Vulnerable Sector Search completed within the previous six (6) months and acceptable to the Board, prior to commencement of duties.

- Police Record Checks will remain valid for a two year period from the date they are received by the school.
- Police Record Checks can be transferred within the two year period between schools.
- Current employees are not required to provide a Police Record Check.
- The principal shall provide the prospective volunteer with a copy of the appropriate forms to be taken to the Police Service in the jurisdiction in which the volunteer resides.
- ~~In jurisdictions where volunteers are charged for such Police Checks, the Board will not pay such costs. The Board or school will not pay the cost of a Police Record Check in the areas where volunteers are charged.~~
- The principal shall retain the original, or a true copy taken from the original copy of the Police Record Check, in accordance with Section 4.0.

The principal will not knowingly offer a volunteer position to any person with a record of criminal conviction for which a pardon has not been granted. The following offences, regardless of whether a pardon has been granted, are considered to compromise the safety and well-being of students, employees and other volunteers:

- any sexual offence under the *Criminal Code*;
- any violations under the *Controlled Drug and Substances Act*;
- any criminal offence involving minors;
- crimes of violence which include, but are not limited to threats, assaults, and use, possession or concealment of a weapon or imitation of a weapon;



- propagation of hate literature or incitement to hatred;
- possession, distribution or sale of any pornographic or violent material;
- other offences specifically related to the job.

Where evidence is received of a criminal conviction or other relevant conviction, the principal will consult with the appropriate Superintendent, or designate, to consider the following factors before deciding whether or not to accept the volunteer:

- specific duties and responsibilities of the volunteer position and relevance of the police record, charge or conviction to that position;
- the length of time since the offence(s);
- any involvement of children and/or sexual activity and/or violence and/or acts of dishonesty in the offence(s);
- the volunteer's attitude towards the offence(s);
- any treatment, counseling or other services received since the offence(s);
- other steps taken to rehabilitate;
- any likelihood the offence(s) will be repeated;
- if alcohol or illegal drugs were a factor in the commission of the offence(s);
- the level of risk posed to the safety and security of students, staff, other volunteers and Board property.

#### 4.0 Record Keeping

A volunteer's Police Record Check (original or true copy) that includes a Vulnerable Sector Search will be kept in a secure location in the principal's office. Files will be accessed by the principal, vice-principal or designate only.

~~A file will be kept in a secure location in the principal's office for each volunteer. Files will be accessed by the principal, vice-principal or designate only. The following must be kept on file for each volunteer:~~

- ~~• Police Record Check (original or true copy) that includes a Vulnerable Sector Search~~

Files will be maintained while the volunteer provides services to the school and for a two-year period thereafter, after which time they will be shredded.

#### 5.0 Volunteers Acting in the Capacity of Coach

5.1 All facilities, equipment and activities have inherent risks. Supervisors must be trained to manage those risks. The principal shall appoint a "coach liaison" who is a teacher or administrator for every team with a volunteer coach(es). ~~It is expected that t~~ The "liaison coach" will provide supervision for all practices, games and competitions.

5.2 A staff member must accompany and be responsible for any team/individuals participating in out-of-town sanctioned competitions. All out-of-town trips will comply with the Board's Student Trips Policy (SO 15) or Out-of-Classroom Trips/Tours for Students: Insurance Requirements for Trips and Excursions Procedure (SO 105). A supervisory adult, as approved by the principal of the school and of the same gender as the athletes, must be present and on site for the duration of the competition.

#### 6.0 Volunteer Drivers

The Board requires all volunteer drivers to complete the “Volunteer Driver” form as required under in the Student Trips Procedure #SO105–SO105 – Out-of-Classroom Trips/Tours for Students: Insurance Requirements for Trips and Excursions.

## 7.0 Insurance

- 7.1 Volunteers are insured under the Board’s Public Liability Insurance Policy when performing assigned duties in good faith and in a reasonable manner. Volunteers should be aware that the Board’s insurance does not include a loss of income provision (i.e. Workers’ Safety Insurance Board) should the volunteer sustain an injury that prevents him/her from resuming normal employment.
- 7.2 The Ontario School Boards’ Insurance Exchange (OSBIE) is able to provide information regarding credentials, in addition to those of teachers, which could satisfy risk concerns around liability insurance for volunteers. OSBIE can be reached at 519-767-2182 or toll-free at 1-800-668-6724. For more information, visit [www.osbie.on.ca](http://www.osbie.on.ca).

## 8.0 Termination

Volunteers who do not adhere to the policies and procedures of the Grand Erie District School Board, or undertake an unauthorized role, or fail to satisfactorily perform their volunteer assignment, may have their assignment terminated at the sole discretion of the principal or the appropriate superintendent.