

# ***HIGH SCHOOL APPRENTICESHIP PROGRAM***

## ***Professional Learning Group***

### ***Meeting Agenda***

**DATE:** Friday, December 7, 2018  
**TIME:** 9:30 a.m. (Coffee, Pastries at 9:00 a.m.)  
**LOCATION:** Lord Selkirk Comprehensive School (221 Mercy St. Selkirk, Mb)

1. Call to Order - Steve Proskurnik
  - a. Place Cards, Sign in and Introductions
  - b. Review Agenda
2. Welcome and facility orientation - Carla Mroz / LSSD admin
3. Introductions - Steve Proskurnik
4. Review Notes of Previous Meeting - Andy Reimer
  - a. HSAP PLG meeting in March details
5. Reports and Updates - Kim Poirier
  - a. Education and Training
    - i. SSEEF Update:
      - MET has finalized the adjudication of The Skills Strategy Equipment Enhancement Fund grants for the 2018-19 school year. Once again, 1.5M is available to be distributed to support equipment purchases for Technical Vocational Education Programming and Industrial Arts programming in Manitoba. MET received 84 applications totaling 3.7M in requested funding. Recommendations have been sent forward for Ministerial approval. Delays in Ministerial approvals are occurring in various areas and the SSEEF results are included. We hope the results will be available shortly. Results and claiming information will be sent to school divisions soon. If your school was successful, claims and invoices will be due by April 1, 2019.

How do schools process the claim?

- Schools order the items listed on the budget form (school divisions have the budget form, please ask them for it). Only order items listed on the budget form.
  - At times, these items may need a down payment, please work this out with your division secretary treasurer.
  - Once the item arrives in the school, complete the budget form with the actual invoice amounts. Forward the budget form and the invoice to your division office for signature. Your claim cannot exceed the maximum approved amount.
  - The division submits the signed budget form and invoice to Kim Poirier for reimbursement.
  - All claims need to be in by April 1st, 2019. Please order items ASAP and keep following up with suppliers to ensure items will be delivered on time.
  - If you are concerned about a late delivery date, please inform Kim.
- ii. TEER funding:

- The department has experienced delays in providing information to school divisions in some areas. The TEER budget letters are scheduled to be out shortly. We apologize for this delay and if you have questions regarding this year's budgets, please contact Kim directly.
- iii. Subject Table Handbook and 2019-20 school year.
- Please be sure to review the new handbooks for course codes and ending course codes for the 2019-2020 school year. Particular attention is required with new course codes to avoid duplication of a similar course. This should be available in the new year.
  - Pre-authorization is required if you are planning to offer a new course from the Technology Education Subject Table Handbook. This is to ensure that schools understand the criteria required when offering these courses and to ensure schools are included in the Technology Education Funding formula.
- iv. Trades Training Advisory Committee (TTAC)
- No update is available currently. Information may be forwarded to members over the next while or may wait until the next meeting.
- v. Technology Education Funding and Facility Review:
- MET in collaboration with PSFB and the Finance unit are looking at ways to update our files for all Technology Education programs and facilities in Manitoba. An audit is underway to see what programming and facilities exist as well as which facilities are sharing programming/facilities. FB115 reporting has changed for the 2018-19 school year. The first report has asked that you provide information on current facilities and course offerings/teacher certification. MET is still logging this information and may contact schools if information is incomplete or missing. The second report will consist of counting enrollment in the programs. Schools will report on 1<sup>st</sup> semester and 2<sup>nd</sup> semester numbers as of May 31.
- vi. Curriculum and Programs:
- No new curriculum currently. The scope of the educational review has not come out yet. Curriculum is be put on hold until the educational review is released. Hoping to be back to normal operations in the new year.
  - MET is looking at ways to increase awareness of Technology Education programs, in particular, awareness of HSAP opportunities. We are encouraging schools and school divisions to share information about HSAP to other teachers, parents and students. More information can be found on the Apprenticeship Manitoba website or by contacting the department. MET has been working together with AM and Skills Manitoba to promote HSAP. Skills MB does a great job at showing the HSAP pathways in their updated handbook.
  - MET is currently working with stakeholders to discuss overall career and educational pathways and transitions between K-12, Post-Secondary and Employment. More information will be shared on these discussions in the New Year. There are many one-off agreements between secondary and post-secondary schools that could possibly made into one, to provide consistent and clear pathways.
- vii. New Hire:
- Manitoba Education and Training has hired Technology Education Consultant. This person will be working in the Learning Support and Technology Unit in the areas of Technical Vocational programming, Industrial Arts programming, Human Ecology programming and Applied Commerce Education. More information will be provided in the New Year.
- viii. Promotional Items:

- Information from the October 25th, 2018 forum will be posted on the Technology Education, Curriculum Development and Maple soon. This will include slides, examples, documents and links will be made available. The CD PLG has made a request for the key points that school divisions should work on to ensure safety of work experience students. There will be two postings of resources, 1) October 25 Meeting slides/documents, and 2) SD key points for safe work experiences/frequently asked questions. Please forward frequently asked questions to me.
  - The Department of Manitoba Education and Training, Safe Work Manitoba and Safe Workers of Tomorrow are working together to prepare students for safe work experiences and assist school Administrators with Workplace Safety and Health roles and responsibilities to ensure safe work experiences for all Manitoba students. Manitoba Education and Training– Safety Preparation for Student Work Experiences Forum was hosted on Thursday, October 25th, 2018 at 1567 Dublin Avenue, Winnipeg, MB. The purpose of the forum was to share information about the requirements, roles and responsibilities in preparing students for safe work experiences.
  - The Manitoba government is launching a new online Young Worker Readiness Certificate Course to teach youth the basics about workers' and employers' rights and responsibilities for safety and health in the workplace. This course will be replacing the under 16 work permit. Please see attached announcement. The link for the course is <https://ywrcc.safemanitoba.com/>.
- ix. Safety Document, "Safety Preparation for Student Work Experience Roles and Responsibilities" Q and A
- Q – (Andy Reimer) Will there be another meeting to address specific concerns for HSAP?
  - A – (Kim Poirier) I will bring this request to the next committee meeting.

MET is trying to get the message across that it does not matter what type of work experience credit we are looking at; the over-arching message is – what is the school doing to prepare that student for that placement? We want school divisions to have those conversations and develop a plan that will suit the needs of those programs and what is happening with the student, in terms of safety. MET can supply a list of key general points that SD's can use to create their own plan that HSAP students will need to have before students can go to that work experience program.

For HSAP students, we know that employer has a responsibility because they pay the student and they are ultimately the person responsible for the safety of that student, however HSAP teachers also have a role in student safety. My first question for HSAP teachers is, how do you know what the employer has in place for safety? What have HSAP teachers done to ensure that they know that the employer provides a safe place to work?

R - (Torin Proulx) Can you, as HSAP teachers, prove that you have documentation to back up your knowledge of a safe working environment? It is these processes that are going to be the key.

R - (Kim Poirier) If I were the inspector or a parent, I would want to know what the employer has done and what the school has done to ensure safety. HSAP teachers/SD's need to ask, what are we sure that we know about student work placement safety while setting it up? If students are

already employed, HSAP teachers/SD's are still responsible. HSAP teachers/SD's will need to backtrack and ask students, "tell me about your work environment; tell me about the safety training you have had; tell me if there is a work place safety and health committee that you can go to if you need to." Safety knowledge should be considered a part of employability skills. This means that there need to be checklists. There needs to be walkthroughs of the employer's facilities. There needs to be clarification between the employer and HSAP teacher/SD about the tasks that the student will be asked to do. If a student is expected to operate a fork lift, that is a huge concern, so HSAP teachers/SD's need to know what the employer expects of the student. This may happen with a checklist or a follow up with the employer.

Make a package that outlines tasks. Make a list of tasks with the employer that both the school and employer agree to and outline the safety training that the student will receive. There are different ways to approach it and we will not tell you how to do it because it must fit your situation.

MET wants you to utilize Safe Workers of Tomorrow to provide training and resources.

Workplace Safety and Health are the regulators who will do the inspections and ask for specific proofs on how you are doing your safety work with students and employers. Your school division may get an inspection and will have to provide reports on where they are at with different safety requirements in school and out. I encourage HSAP teachers to gain more information about safety knowledge so that they can share it with your students and administration. Safe Work Manitoba provides many workshops for free that you can attend to get more knowledge of the safety world. This is not new information. MET is aware that there is a gap in Workplace Safety and Health knowledge in the schools.

Our committee is committed to helping you on this journey, but if you are waiting for MET to outline the steps that you need to take to get there, we are not able to do that right now because, 1) MET is not the regulator/police, and 2) we are not the experts at Workplace Safety and Health. We can, however, point you in the direction of the resources that you need. Each SD is an employee and must have their own safety plan. The plan will outline your WSH committee, inspections, regulations, and meeting minutes. Not every SD safety plan is identical, so MET will not dictate what you need for your SD. MET can give you resources and an outline of what is needed but not the specifics for your situation. The plan must come out of your own plan from your own school divisions.

Q – (Nick Verras) Does AM have a role in the safety discussion because the Executive Director signs off on the apprenticeship agreement?

A – (Tiffany Stepaniuk) We register apprenticeship agreements and the employers pay the wages of the apprentices.

Q – (Nick Verras) AM ATC's have visited worksites in the past.

A – (Tiffany Stepaniuk) We are not safety inspectors.

R – (Nick Verras) Neither are we.

R – (Kim Poirier) We are not expecting you to be safety inspectors.

R – (Torin Proulx) We don't expect teachers to be safety inspectors but within your school division you will have workplace safety officers whose role it is to do things like inspections. It isn't the teacher's job to build a safety plan, it is the role of the SD to create a safety plan for student placements. You can reach out to the superintendent and your workplace safety officer to look at the current safety program for educators in your SD to look at the information about how to do an inspection and apply that information to the kinds of questions we could ask an employer and a supervisor of a student when they are put on a work placement. It might not become an inspection a teacher would perform on a work placement work site, but it could become the place to develop questions that we ask of an employer to ensure that it is a safe place for students to work.

R – (Kim Poirier) You would not do an inspection, you would be doing an assessment of that placement. As a parent you would have a few questions of an employer about the safety of your son/daughter and have a look at what that facility looks like. You might provide your contact information and ask what the plan is if there is an injury. An assessment is to get a sense if the employer is on top of their safety requirements. If the employer is not able to meet some bottom lines, I would not allow my son/daughter to work there. You don't get a good sense of the employer's level of safety through a phone call. You need to meet them in person and see the business. A couple of key questions should help you to rule out if an employer is suitable based on your professional judgement. Employers have been hit hard by safety inspections in the last 5-7 years in this province. Employers that are on top of safety regulations will direct employees to PPE, first aid kit, fire exits, extinguishers. These are some of the key things I look for. Start making a list that you, as a coordinator/HSAP teacher want to know is in place before starting a work placement. It may not be 20 items but start with five.

Q – (Justin Lawson) I want to make two points for you (Kim Poirier) to reflect on. First, if we are expected to make assessments, there should be training for teachers. There needs to be more team work between AM, MET and SD's so that teachers are supported and can be confident in what they are looking for. Second, stepping into relationships with new businesses where students are already hired and imposing a safety requirement from the SD may result in a huge reduction in work placements. Will employers be willing to make agreements with SD's when the student is already working there and there is the added safety assessments and checklists? It is in situations where I have already developed relationships that I can keep the communication open, but that may be very difficult if there is not an established relationship.

R – (Kim Poirier) Could you have the conversation with those new employers to say we have certain safety requirements – Could we work together to meet them?

R – (Justin Lawson) In the case where I already have a relationship this is not a problem, however, when I am coming in “cold” and trying to create a relationship, this becomes a major problem in deciding to be a partner. I worry that such a situation may have major impact on a student employee.

R – (Kim Poirier) The work placement is a partnership. We need to take the approach that we want to work together. We can not take the approach that we avoid responsibility for student safety.

R – (Justin Lawson) In the case of an HSAP student that is already working and is not signed up, we come to the business in the awkward position to educate the employer as to their safety responsibilities. This could have a bad impact on the relationship.

R – (Torin Proulx) Another Safety Forum is being planned. The forum will be based on the feedback that the SD’s provide on what they are already doing. We have discussed the possibility of Safe Work MB to come in and do a full day seminar on Supervisor Basics. Supervisor Basics is a full day course describing the role of a supervisor, which is essentially what HSAP teachers/SD are taking on when you are supervising a student on a work placement. HSAP teachers would get a checklist to go check in with the supervisor to make sure that the businesses are doing their due diligence. There is an inspection course and many others that you can do on your own time. I think that this would be a good forum to send educators to.

Q – (Darry Stevens) Could you develop one simple form (like AM’s four-page application) that would satisfy everyone’s needs instead of having an unwieldy one that will difficult for employers? Also, could the document be created by one group so that 30+ school divisions do not waste resources on creating their own documents?

R – (Nick Verras) A standard form from MET has more authority to it than me bringing my forms to the employer.

R – (Reg Toews) This also speaks to creating red tape for school divisions. Having each SD create their own documents is waste of resources and time.

A – (Kim Poirier) MET may be able to assist in creating a document but does not want to carry the responsibility for saying that their way is the 100% right way to do it because we are not the regulator. Interpretation of what SD’s do, always comes back to Workplace Safety and Health. Since Workplace Safety and Health is a part of the Forum Committee, MET will bring the idea of a “common starting point document” to them and see what their thoughts are about creating a template to assist you in some the bottom line items HSAP teachers/SD’s should do. Keep in mind that your school division will need to customize the document. Your superintendent will need to have the final say on what they want. Superintendents may want more or fewer items on their own form.

R – (Torin Proulx) To give you some insights as to why the responsibility of a work placement safety plan needs to be held by the SD is because there

will always need to be reassessment and improvement. HSAP teachers/SD's are the ones that are going to use the safety plan, not MET. I know that you want a seal of approval, but you are the ones that will know where the problems/issues are and will need to improve the plan as you go along. Each worksite develops their own safety program and internally monitors it.

R – (Kim Poirier) Please go to Safe Work MB to get resources that you can use tomorrow. Also, please send us your questions and feedback in the next week or so because there is Forum Committee meeting coming up soon to decide what the content of the next forum will be.

Q – (Lisa Gibb) I want to go back to clarify the comment on the HSAP teacher becoming a supervisor and getting supervisor training.

R – (Torin Proulx) You are not the direct supervisors.

R. – (Lisa Gibb) We are not the supervisors. The supervisor is our principal and that principal may pass on the responsibility to our superintendent. Supervisor training will not help us because we will not be overseeing students directly.

R – (Torin Proulx) Supervisor training will not make you a legal supervisor. The course would give you insight as to what the workplace supervisor's jobs are.

R- (Lisa Gibb) Supervisors are a legal title given to someone to oversee work. I, a former math teacher, cannot be the legal supervisor for overseeing a student operating a piece of equipment. Having attended Work Place Safety and Health seminars with Jack Slessor, I know that it is not the role of a teacher to be a legal work supervisor.

R – (Kim Poirier) That is why you need to meet with your school and SD to develop a plan. Teachers will operate the SD's safety plan for students in work placements. I would like us to move the focus away from who is ultimately responsible for students, to a discussion on an overall plan for student safety. Just like a teacher taking a group of students on a field trip, you don't just get a signature from a parent. It is our job, as educators, to make sure that the learning is as safe as possible. MET wants you to have the discussions with your SD about a plan for student safety. You want a plan for your students to do their work placement safely. If we get into the weeds about who is ultimately responsible, SD's are ultimately responsible. SD's will need to have a plan and documented evidence that they have a plan for student safety. The conversations are not easy, and it is not expected that every SD have the perfect package. It needs to be more than just a stack of documents. I have seen some plans that have three pages and meet the mark. It has a checklist. It has a form for the employer to fill out that explains the tasks that they are going to have a student do, and the safety awareness training that the employer is going to provide. To me that hits the mark.

Q – (Lindsay Rubinek) How are you going to forward this work placement safety information to all the other teachers doing the other work

experiences?

R – (Kim Poirier) I sit on many PLG's. I assume that when a staff member sits on the PLG, that they are responsible to take this information back to the people that they think should know. That may be your principal, superintendent, director of learning and maybe your workplace safety and health committee.

R – (Lindsay Rubinek) We can share the information but there is no guarantee that SD's will implement the scope and sequence of these reforms.

R – (Kim Poirier) The purpose of the meeting on Oct. 25 was to make sure that Superintendents were aware that they have responsibilities in student work placements. There may need to be an additional meeting with superintendents to discuss their responsibilities.

R – (Justin Lawson) I agree with Lindsay that it is difficult for HSAP teachers and coordinators to send the information up the hierarchy of school divisions.

R – (Kim Poirier) We were tasked through the Assistant Deputy Minister to start this process. I will talk to the Assistant Deputy Minister about how the information might be directed. There is going to be a huge emphasis on increasing work placement, coops, internships, and HSAP in schools. What you are doing is very important. If we are going to do this, we are going to have to do this correctly.

b. Apprenticeship Manitoba

-Tiffany Stepaniuk

- i. ATC contact list is updated to include emails. Located on rrtvs.ca.  
<https://www.blsd.ca/school/rrt/HSAP/hsapplgresources/Documents/ATC%20Trade%20Distribution%20-%20November%202018.pdf>
- ii. Common HSAP Forms: Application - Ian Smith  
Ian Smith is the Apprenticeship Trades Coordinator for Auto Service Tech, Construction Craft Worker, Electric Motor Systems, Automotive Painter, Motor Vehicle Body Repair, and Painter & Decorator.
  - The application was updated in October. As of November 9<sup>th</sup> old applications not accepted.
  - The new application is streamlined and must be filled out correctly. It includes a checklist of mandatory items. Incomplete applications will be sent back to students.
  - Proper trade names (as listed by AM) are important to reduce confusion.
  - Addresses are important. Students don't always know their correct address. HSAP teachers should double check addresses.
  - SIN is important because it is needed in order to pay the colleges for the student's tuition.
  - Alternate contact person is important for parents to discuss their child with AM. If no contact person is listed AM may not release the information to parents.
  - Vocational training is not necessary for a high school student to list. This is only important after the student has received an AC number after high



school graduation.

- HSAP contact person can include multiple names if more than one teacher is working with that student.
- \$50 payment is the responsibility of the HSAP student.
- If a receipt is required by someone other than the payer listed, a note can be made on the application if a receipt needs to be issued to a different person or group.
- Incomplete applications are being sent back to the student creates a challenge in tracking confirmation.
  - The actual application is only signed by the parent, student and employee. The teacher listed is not a part of the contract and under FIPPA legislation cannot send back to the teacher.
  - Possible solutions suggested
    - A line that releases information to the instructor on the document
    - Informing clerical staff to flag HSAP applications if missing information and contact the ATC who will then, contact the teacher.
    - Action – Tiffany will work on a solution at her next meeting with all ATC's
- If a DT name and number is needed, the ATC could be called/emailed.
- It is important to fill in the signing authority blank even if it is the same as the employer. All blanks should be filled.
- Minimum wage requirements need to follow the trade regulations for that trade. The minimum wage for HSAP is 110% of MB minimum wage. Employers are agreeing to the trade regulation's when they sign the apprenticeship application. There was a request to simplify the minimum wage requirements on to one page that is easy for employers to reference and find on the AM website.
- The business tax incentive often makes it easier to hire an apprentice.
- It is quicker to sign up a DT then make a ratio adjustment. Ratios can take months to get signed. If two students are working on different shifts, a letter can be written to describe the situation and you could then have two different students with one trainer.
- Action – Tiffany will work on adding DT name and # back on the confirmation letters of the apprentice.
- Action – Tiffany will investigate wage information request.
- Action - Request for a new HSAP Teacher orientation session for the fall.

c. Safe Workers of Tomorrow (SWoT)

-Torin Proulx

- i. Norm the safety contest. It is for students to create a safety project. The top prize is \$2500. Recommended to avoid video. See link to poster. PDF available. <https://www.safemanitoba.com/Resources/Pages/Norm-the-Safety-Contest.aspx>
- ii. Young Worker Readiness Course - <https://ywrcc.ca/>.
  - Before December 2018 anyone under the age of 16 had to apply to Employment Standards for a Youth Worker Permit. Now students are to complete the course on their own and submit the certificate to the employer as proof of course completion instead of the Youth Worker Permit. Employers are expected to ask for the certificate before work begins.

- The course is free and mandatory. The course takes 1.5-2 hours. There are three modules: 1) Describing the Workplace, 2) Safety and Health Module, and 3) Employment Standards Module. Students can log in and do the course in multiple sittings and need not do it all at once. Students need a score of 80%.
- This certificate should be sent in with an apprenticeship application if the student is under 16 (cook trade).
- The Safety and Health Module goes over, 1) worker rights, 2) process in the event of a safety incident, 3) hazard assessment recognition, 4) methods of hazard control, 5) responsibility for PPE, 6) supervisor responsibilities, 7) a worker's legal responsibilities, and 8) management's legal responsibilities. This complements SWoT's in-school workshops.
- By law, employers are not permitted to employ the young person without the permit.
- It is unclear as to how and when employers are notified of changes from the permit to the readiness certificate.
- I would recommend that all students in grade 9 take this course.
- The certificate is an awareness of safety information. Students are not certified in anything.

d. Skills Manitoba Competition

-Lori Royal

- Skills Manitoba is April 11, 2019 at RRC. Promotion Video available online and contest registration packages were handed out. Deadline for contest registration is Feb. 15, 2019.

6. New Business

a. Liaison Officer – Home School MET

-Alan Schroeder

- More than 10% of eligible school age population is outside of the public-school system. This represents 21,000 students. 15,000 are in the funded private system (certified teachers teaching MB curriculum, supported by some tax money), 4000 are homeschooled (some MB Curriculum through Distance Ed but most through religious curricula), 1600 are in non-funded independent schools (uncertified teachers with own curricula).
- Alan works with some HSAP students.
- History of homeschooling: has been available since 1916 (MB Schools Question) and has grown alongside the internet age. It has been doubling in numbers every year for the last 7 years. In the 1990's after changes in the MB Schools Act, non-funded private schools fell under the same category as home schools. There are no regulations for home schools and non-funded private schools as the Ed Minister did not give him/her rights to do so when the act was changed.
- In order to be a homeschooling family, families need to notify and are required to provide 2 reports per year. The education is supposed to be equivalent to public schools, but this is not defined. There is no funding for these families despite having to contribute to education taxes.
- Reasons for homeschooling: control over ideological/religious views, control over how education is taught, health reasons, and because it is viewed as a viable option.
- Homeschool students are identified by our office and lists are sent to each school division. The hope is that school divisions look at these lists and track where these students are at and are also connect with the home.
- Homeschool challenges: 1) there is no funding, 2) no resources are provided, 3) academic standing is all over the place and not standardized, 4) parents do not have to have any academic standing to teach, 5) social interaction and education

needs to be intentional, 6) course credibility is not standardized, 7) students earn no credits, and 8) do not earn MB credit or MB diploma (unless using Distance Ed).

- viii. The Home School Department does not provide any educational standing and only exempts students from the public system.
  - ix. If home school students return to school some of what they have done at home could be turned into credits if the school is willing to test in each area. An “S” would be in the place of a grade to show academic standing.
  - x. Action – Alan will return to another meeting to discuss funding options for homeschool students wanting to do HSAP in your school divisions.
- b. Auto Collision Repair Industry -Tom Stucky
- i. Unable to attend.
- c. Successful Communication – providing feedback for AM - Andy Reimer
- i. The plan is to have AM respond to the feedback at our meetings.
  - ii. Action – Andy will collect written feedback from HSAP PLG attendees and forward to AM and MET.
  - iii. Concerns:
    - Not a uniform response from ATC’s recognizing that HSAP students are not adults.
    - Confirmation letters are not uniform across ATC’s. Each ATC has their own method.
    - The lack of a single contact person for HSAP creates a multiplicity of communication challenges and the need for procedures between teachers and ATC’s.
    - Need for a new teacher orientation on how to do the HSAP job.
    - Need for HSAP advocacy, and enthusiasm for the program.
- d. Safety Preparation Meeting follow up - Steve Proskurnik
- i. Discussion about reflections and actions coming out of the Oct. 25 Safety Forum.
    - Concern that a school division “down played” the seriousness of safety and, instead, asked the teacher to do their due diligence. Would prefer the message to come to higher levels of decision makers, rather than coming from the teacher going up to convince school division decision makers.
    - One school division adapted the document shared by Pembina Trails. The safety document may have an impact on the number of students enrolled in work placements in that school division.
    - Concern that the seriousness of student safety is downplayed and not honored as good practice, in one school division. Instead, there is pressure to get as many students into the work place as possible. The workplace safety officer of the division recognized the urgency and the need for divisional staff to get the information. The workplace safety officer had the influence to get the school division to move quickly. The reality of firming up safety practices and policies may result in some loss of business relationships. There is frustration that there are no guidelines to follow, resulting in each individual school division working to figure out their own work experience safety bottom lines.
    - Concern that there is no top down approach to work placement safety implementation. Concern that protocol for hierarchical decision-making structure is not being followed.
    - It was recommended that HSAP teachers consult with workplace safety representatives as well as workplace safety officers when creating a work placement safety plan.
    - Concern that school division safety officer writes a policy without

consulting the teachers that it affects.

- Concern that the forum did not meet the expectations. The forum presented a problem but posed no solutions or even a recommended pathway/next steps. Concern that superintendent saw the forum as a waste of time resulting in inaction.
- The need for a core document to be developed as a starting point for all school divisions that could be adapted to meet specific needs of individual school divisions was expressed. Perhaps a document could be created by MET, Province of MB and SW of MB.
- Suggested that the Work placement Safety Forum Committee meet with Barb Isaak, Executive Director of the Manitoba Association of School Superintendents (MASS), and Josh Watt, Executive Director of Manitoba School Boards Association (MSBA). This could also include the safety officers at MASS and MSBA to get this topic on the table when superintendents and school board trustees meet, so that the issue can be made a priority. The Government of Manitoba will may not require that school divisions change, but MASS and MSBA likely would. The Safety Officer (Darren Thomas??) of the MSBA is probably able to make a document that would meet the needs of all school divisions.
- Concern that HSAP teachers will be held responsible in the event of an accident while SD's and MET do little to change processes.
- Concern that liability be better defined. A better understanding of legal liabilities is needed so that clear lines of responsibilities are drawn up. SD's understand that they have a legal obligation, however it is not clear what they are liable for and how that liability is shared with the employer.

e. Service Canada grants for Women

- Steve Proskurnik

<https://www.canada.ca/en/employment-social-development/services/apprentices/grants.html>

i. Tabled

7. Discussion on Funding future PLG Meetings

- Steve Proskurnik

i. Table Discussion

8. Tour of Kinetic Machine @ 2pm

- Carla Mroz

i. Dale Place – President/CEO

9. Business out of the notes

i. Meeting 3:	March 6 <sup>th</sup> , 2019	191 Harcourt (MTS)
ii. Skills Manitoba Competition	April 11, 2019	RRC
iii. Meeting 4:	May 31, 2019	Pinawa Secondary School

#### **HSAP PLG Members Valued Activities - From March 9, 2018 HSAP-PLG Meeting notes**

1. Members appreciate the networking aspect of the HSAP-PLG and there should be even more time allotted to networking/sharing of ideas structured or otherwise.
2. Members appreciate the professional support and advice from AM, ICAB and experienced HSAP teachers.
3. There is great value in being current with the most recent information regarding HSAP through meeting and email notifications.
4. Continue to review the trades at meetings especially the tricky ones, have more newbie sessions. Intentional mentorship?
5. We all appreciate the value of HSAP and continually find ways to share it with everyone.
6. Employers should continue to be an important part of the HSAP-PLG meetings.

Action Items:

Wi-Fi
Account:
Password:

1. Kim Poirier - MET will bring the idea of a “common starting point document” to them and see what their thoughts are about creating a template to assist you in some the bottom line items HSAP teachers/SD’s should do.
2. Kim Poirier – will take HSAP concerns and questions back to the Safety Forum Committee.
3. MET will bring the idea of a “common starting point document” to them and see what their thoughts are about creating a template to assist you in some the bottom line items HSAP teachers/SD’s should do.
4. Tiffany Stepaniuk - will work on adding DT name and # back on the confirmation letters of the apprentice.
5. Tiffany Stepaniuk - will investigate a possible web page for making the minimum wage for each trade easier for teachers and employers to find (instead of having them difficult to find in the trade regs).
6. Tiffany Stepaniuk - look into providing a new HSAP Teacher orientation session for the fall.
7. Andy Reimer – send out survey for membership/meal costs.
8. Alan Schroeder - will return to another meeting to discuss funding options for homeschool students wanting to do HSAP in your school divisions.
9. Andy Reimer - will collect written feedback about communication from HSAP PLG attendees and forward to AM and MET.
10. Tiffany Stepaniuk/Cheryl Lavellee – will respond to written feedback about communication from HSAP PLG attendees at the next meeting.