



# SBCI UPDATE

November 2012

NEWSLETTER

## MESSAGE FROM THE CHAIRPERSON

Welcome to our Fall Newsletter. I trust that everyone is coping with all that needs to be done in school boards' present hectic environment. I, for one, have never known anything like it.

One of the main issues that SBCI is dealing with at present, relates to the new sick leave plan. On behalf of Ontario school boards, SBCI is offering a sick leave adjudication and case management service, on a cost-effective not-for-profit basis. The co-operative is offering "substantively identical" services to those offered by OTIP/Manulife, but at a significantly lower price. We will be pleased to adjudicate and case manage all or any cases referred to us by a school board.

The Ministry's changes have meant that SBCI's actuarial department has been required to perform the full PSAB valuations for all of our client boards for this fiscal year end. This has been a very significant amount of work, which they have finally concluded. My congratulations to Wendy and her team for getting all the work done.

Since there will probably be only one more Newsletter before SBCI's April 2013 Conference, I want to draw your attention to it. On April 11 and 12, we will be holding a Conference around the Annual General Meeting. In the past, our Conferences have been well attended and consistently praised. Details will be sent out in the new year, but please mark your calendars. Attendance will be free for all member school board staff.

I wish everyone a safe and enjoyable Holiday Season. Rest up.

If you have any questions, comments or ideas regarding the Co-operative, please give me a call or send me an email. Our aim is always to improve the services that we provide to you. I can be reached at [lynda.coulter@ycdsb.ca](mailto:lynda.coulter@ycdsb.ca) or (905)713-1211 X13850.

Lynda Coulter  
Chairperson

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## ACCIDENT REPORTING

Health and Safety is a critical responsibility for everyone. We describe, below, the specific responsibilities for Accident Reporting.

## WHY MUST AN INCIDENT/ACCIDENT BE REPORTED?

All incidents and/or accidents must be reported so that the school board can investigate the scenario surrounding the event. The purpose of this investigation is to determine the root cause(s) and the necessary corrective actions in order to prevent a recurrence. It is therefore vital that all parties are aware of their respective responsibilities in order to carry out their roles effectively to ensure a healthy workplace.

## ROLES AND RESPONSIBILITIES - EMPLOYEE

As an employee you **MUST** immediately report events to your supervisor or manager if you experience any of the following:

- Critical Injury, Lost Time, Medical/Healthcare Treatment, First Aid Treatment, Near Miss, Occupational Illness, Non-Injury Property Damage Incident, Fire/Explosion, Chemical Spill/Release, Motor Vehicle Accident

## ROLES AND RESPONSIBILITIES - SUPERVISOR/MANAGER

As the manager of the employee(s), you have the following responsibilities:

- Ensure the appropriate arrangements are made for transporting the employee to emergency medical care and/or home if necessary.
- Investigate all incidents/accidents as reported by the employee as soon as possible and when appropriate, take corrective action to prevent further injury.

- Immediately inform the Health and Safety Officer if a critical injury is suspected.
- Complete the Incident/Accident Investigation Report and send copies to the appropriate parties within 48 hours following the incident.

### ROLES AND RESPONSIBILITIES – JOINT HEALTH AND SAFETY COMMITTEE (JHSC)

Upon notice of an incident or accident:

- Assist in the accident/incident investigation process if needed.
- Communicate any information to the Health and Safety Officer.
- Make any necessary recommendations to prevent a recurrence.

### WHAT IS A CRITICAL INJURY?

A Critical Injury as defined by R.R.O. 1990, Reg.834 is an injury that:

- Places life in jeopardy;
- Produces unconsciousness;
- Results in substantial loss of blood;
- Involves the fracture of a leg or arm, but not a finger or toe;
- Involves the amputation of a leg, arm, hand or foot but not a finger or toe;
- Consists of burns to a major portion of the body; or
- Causes the loss of sight in an eye.

### WHO MUST BE NOTIFIED IF A CRITICAL INJURY OCCURS WHILE WORK IS BEING PERFORMED?

Upon determining that the accident likely meets the definition of a critical injury, the Supervisor will:

- Secure the accident site and ensure that further injury is prevented.
- Immediately arrange for medical and emergency assistance by calling 911 if required.
- Immediately Notify the Health and Safety Officer.

The Health and Safety Officer or the designated person as per the school board

communication procedure will immediately notify by telephone or other direct means:

- The Ministry of Labour Health & Safety Contact Centre.
- The Joint Health and Safety Committee certified member (or health and safety representative).
- The applicable union representative if there is one.

Within 48 hours of the incident, the employer must also notify, in writing, a director of the Ministry of Labour, giving the circumstances of the occurrence and any information that may be required by the Occupational Health and Safety Act.

Effective incident/accident reporting forms are an important part of the system. If forms are not correctly and thoroughly completed, it will hamper the accident investigation process. Therefore, it is necessary to provide training and instruction to all staff on this essential component of the incident/accident reporting system.

### HOW TO TAKE CHARGE OF HEALTH AND SAFETY IN YOUR SCHOOL

In order for a school health and safety program to work efficiently, it is essential that the school administration commits and makes program management a priority. This requires that the Principal or Vice-Principal asks the following question: “Where does health and safety fit into my management plan?” Answering this question will reveal the level of administrative **commitment** to the program.

Once a commitment has been made, the next step involves **developing an action plan**. As it is important to involve staff and students in designing these plans, the school principal will need to create a diversified working group that is representative of its organizational structure. Group members should be selected based on their drive, motivation and dedication. A team that has greater stability will develop greater expertise and acquire the strength needed to implement the action plan. Once the team is in place, its role and decision-making powers must be defined and communicated to the rest

of the school staff, as well as to the workplace Joint Health and Safety Committee.

Efficient plans require realistic goals, designated responsibilities and schedules and well-defined essential tasks. The working group will need to:

- Assess the school’s health and safety record by re-examining accident reports
- Review the School Board health and safety policy and related directives and procedures
- Analyze risks and check work site, equipment and machinery standards compliance
- Put in place control mechanisms
- Develop a communications plan
- Promote incorporating health and safety into learning activities

Once the action plan has been set, it needs to be **implemented**. To ensure success, supervision and monitoring are required, as these make it possible to identify problems or difficulties quickly and remedy them forthwith.

Finally, the action plan should be regularly **assessed**, in order to be certain that its objectives are reached, recommended solutions are appropriate and to determine what improvement are needed, if any.

### Comment prendre en charge la santé et la sécurité à son école

Pour qu’un programme de santé et de sécurité au travail soit efficace dans une école, il est essentiel que la direction d’école s’engage dans une telle démarche et en fasse une priorité de gestion. Pour ce faire la direction devrait se poser la question suivante : « Quelle est la place qu’occupe la santé et la sécurité dans mon plan de gestion? ». La réponse à cette question lui permettra d’évaluer où se situe son **engagement** sur ce sujet.

Une fois l’engagement pris, la prochaine étape est **d’élaborer un plan d’action**. Il est important d’impliquer le personnel et les élèves à l’élaboration du plan, ainsi la direction devrait créer une équipe de travail. Cette équipe devra être diversifiée et représenter la structure organisationnelle. Les membres devraient

être choisis selon leur dynamisme, leur motivation et être convaincus. Plus cette équipe sera stable, plus grande sera son expertise et sa force, ce qui facilitera la mise en œuvre du plan d'action. Une fois l'équipe en place, il faudra déterminer leurs rôles et leurs pouvoirs de décision et en faire part au reste du personnel de l'école et au Comité mixte de santé et de sécurité au travail.

Pour que ce plan soit efficace, il faudra établir des objectifs réalistes, désigner des responsabilités et des échéances et déterminer les activités essentielles. Ainsi, l'équipe de travail devra :

- Évaluer la performance en santé et sécurité de l'école (revoir les rapports d'accidents)
- Revoir la politique en santé et sécurité du Conseil scolaire et les directives et procédures qui s'y rattachent.
- Analyser les risques et vérifier la conformité des lieux de travail, de l'équipement et de la machinerie
- Mettre en place des mécanismes de contrôle
- Développer un plan de communication
- Promouvoir l'intégration de la santé et la sécurité dans les activités d'apprentissage

Une fois le plan d'action développé, il restera à **le mettre en œuvre**. Pour assurer son succès, il sera nécessaire qu'il soit supervisé et que les suivis soient faits. Ces deux actions permettront de repérer rapidement les problèmes ou difficultés et de les remédier sans délais.

Finalement, le plan d'action doit être **évalué** sur une base régulière pour s'assurer que les objectifs visés ont été atteints, que les solutions recommandées étaient adéquates et pour déterminer les améliorations à y apporter.

## **SAFETY TIPS WHEN USING ELECTRICAL CORDS**

Did you know that extension cords should only be used as necessary and for a **temporary** purpose? If the purpose goes beyond temporary, the equipment should be permanently hard wired. A piece of equipment can be plugged into a power bar that is plugged directly into the

receptacle. However, as a permanent measure, equipment cannot be plugged into an extension cord that is plugged into a power bar.

Extension cords used in your schools should be certified by a 3<sup>rd</sup> party like CSA or Underwriters Laboratories. If the cords used in your schools are not certified, they should be taken out of service right away. A proper extension cord should be rated for the equipment it will be used for and should never be adapted to fit another purpose. If it has a three prong plug, the third prong should not be broken off. It is prohibited to plug a three prong extension cord into a two prong cord.

For your protection, always inspect cords before each use, check for stretching, a missing ground prong, exposed wires and splitting in the outer casing. Keep cords away from areas where they may be pinched or may pose a tripping hazard. Pull the plug and not the cord when removing from a receptacle. Do not run extension cords through walls or above ceiling tiles. Use one cord only, do not plug two extension cords in to increase distance, instead buy a longer cord. To prevent tripping hazards, tape all extension cords down when in use. Never overstretch the cords.

Finally, always use the manufacturer's instructions for cord strain relief.



## **ATTENDANCE MANAGEMENT PROGRAMS AT ONTARIO SCHOOL BOARDS**

Many school boards in Ontario are in the early stages of implementing SBCI's Attendance Management Program. These programs are supportive and non-disciplinary, provide for discretion, and follow case law principles. We would like

to share some early experience from various clients.

We have seen significant improvements in attendance resulting in considerable cost savings. One of our client boards saved over \$233,000 in salary continuation in 2010-11 over the previous school year since implementing their program in January, 2011. Another Ontario school board indicated that it has reduced its replacement costs significantly in the first quarter of the 2011-12 school year just after they implemented the Attendance Management Program in September, 2011.

While these cost savings and attendance improvement results always tend to garner significant attention from business minds, let us not lose sight of the significant and positive supports and assistance that these programs bring to employees during difficult times in their lives. Here are some early impacts we have seen in supporting employees.

Conducting Preliminary and Coaching Level meetings is frequently identifying employees who struggle to attend work regularly because of a non-occupational disability. These employees are then removed from the Attendance Management Program and transitioned to the school board's Disability Management Program for further assistance. This is a key use of an Attendance Management Program and evidence that the program is truly supportive. Thus, many employees who struggle to attend work regularly do so because of a disability they are either unaware of themselves, in denial of, or never brought to anyone's attention for various reasons. These employees are often appreciative of the services made available to them and go on to get appropriate supports to improve their attendance and career or seek assistance through other needed leaves such as Long Term Disability (LTD).

While early results are very encouraging for the development of Attendance Support Programs at Ontario school boards, we anticipate similar results from our clients who are now in the planning stages of SBCI's Attendance Management Project Plan. Although the benefits of SBCI's Attendance Management Program include improved cost savings and positively affecting student achievement,

we are also seeing the benefits to employees in terms of support.

## **MENTAL HEALTH IN THE WORKPLACE**

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Mental health has always had a powerful impact on the workplace, and today the issues have increasing focus. Despite advances in research, increased public awareness initiatives and improved community resources, many individuals continue to struggle with a lack of understanding of the basic elements of mental health and face common societal fears in addressing mental illness. When we consider that twenty percent of Canadians will personally experience a mental illness during their lifetime (Health Canada, 2002), it is undeniable that mental illnesses will indirectly affect nearly all Canadians through illness in a family member, a friend or perhaps even more commonly – through a colleague.

Many organizational leaders understand the critical role the workplace plays in the psychological health of Canadians, and would like to be able to support their staff during time of psychological strife. However, the most common challenges faced by organizations stem from limited access to relevant knowledge. Organizational leaders may lack the understanding of their roles in fostering psychological health and safety, their legal and regulatory obligations around accommodation, and generally how to provide assistance. Conversely, many employees who are struggling with a mental illness are not disclosing their concerns and are not seeking assistance. Ultimately, everyone has the potential to become more resilient in the face of mental illness, by accessing relevant information and obtaining appropriate education and training.

Organizations should ensure they expressly address mental illness within their Disability Management Programs and Attendance Management Programs and mental health within their Health and Wellness Programs. The development of prevention and promotion policies could help change the corporate culture to a stigma-free workplace environment, which is supportive of individuals who face mental illness. Employers would also benefit from providing organizational

leaders such as Principals and Supervisors with appropriate training and education to recognize that an employee is struggling with a mental health issue, how to approach the issue, where to refer the employee and what type of accommodations to consider. There is no comprehensive list of accommodations for employees who are dealing with mental health issues, and it is important to note that sometimes even small adjustments can make a big difference in employee mental health. There is additionally the consideration of how to address colleagues who express concern after a mental health issue has been disclosed. While the stigma around mental illness may result in well-meaning misunderstandings, these situations need to be diffused before they result in discrimination and harassment.

SBCI can assist your Board with the establishment and implementation of a Mental Health Strategy. From complex case management consultation, review of legal requirements and obligations, policy development and implementation, and workshop and initiative opportunities, SBCI can empower your school board to assist their employees to be resilient in the face of mental illness, and to work towards achieving overall organizational excellence.

## **LOW BACK EXPERT PHYSICIAN EXAMINERS SERVICE**

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Information received from the WSIB eBulletin about this initiative indicates that: “WSIB now has specially trained Low Back Expert Physician Examiners for workers with new low back injuries. Expert examiners will provide early assessments and discuss cases with workers’ family physicians. These expert examiners will assess workers between 6 and 12 weeks following back injuries to establish the diagnosis, treatment and return to work plan.”

SBCI obtained more information on this initiative from WSIB. There is no information about this on the WSIB website.

The Low Back Expert Physician Examiners Service was launched in May 2012 and is an addition to other WSIB

initiatives to improve recovery and return to work outcomes for low back injuries. Other initiatives include: Programs of Care, the Low Back Book and Low Back Specialty Clinics.

The Low Back Expert Physician Examiners are family physicians throughout Ontario that have received formal education and training on low backs from orthopaedic specialists. This training was specifically developed and delivered by these orthopaedic specialists. The purpose of this initiative is to provide an early assessment for workers when the Case Manager identifies medical barriers in recovery. This early assessment is to provide recommendations and assist the Case Manager with the goals by optimizing recovery and return to work. This assessment will usually happen anywhere between 6 to 12 weeks into the claim.

Basically, a worker who has a new low back injury is referred to the Expert Physician Examiner when he is not recovering as anticipated, is still complaining of lots of pain, feels disabled and feels hesitant or fearful of being active in case it would cause more pain. The Case Manager is to have a conversation with the worker around week 6 and if the worker is still reporting high pain and the medical does not support it, a referral to the Expert Physician Examiner is made. It must be noted that the pain may be related to neurological issues and in this case, a referral is not made.

As indicated above, the purpose of the Expert Physician Examiner is to help with recovery and return to work and their emphasis is to focus on the education piece. For example, they provide lots of education on hurt vs. harm. If the Expert Physician Examiner notes red flags, i.e. worker needs an MRI, they will be able to get this service faster.

After they meet with the worker, the Expert Physician Examiner will speak with the treating physician to advise them of the results of their assessment. If the medical on file does not support return to work, this issue will be addressed.

The turnaround time to get the worker seen by the Expert Physician Examiner and to get the results of this assessment is

supposed to be quicker. There are no orthopaedic specialists involved and these Expert Physician Examiners spend a lot of time with the workers. As we know, there have been complaints from workers that the doctors at the Regional Evaluation Centre see them for a couple of minutes and then make a diagnosis and prognosis.

There is a cost for this service but the total cost for this has not been provided.

### Form 8

SBCI has provided lots of feedback on the revised Form 8. As you know, the employer receives page 3 of the Form 8 which provides the functional abilities information.

After working with this new format for a few months, we noted that the area of injury is not on page 3 of the Form 8. SBCI brought this to the attention of WSIB and page 3 has been updated to include the area of injury.

### WSIB DECISION

Section 2 (1) of the Workplace Safety and Insurance Act defines an accident as a willful and intentional act, not being the act of the worker; a chance event occasioned by a physical or natural cause, and; disablement arising out of and in the course of employment.

WSIB Operational Policy 15-02-02: *Accident in the course of employment provides additional details that assist in defining and determining if an incident qualifies as a workplace accident.* This policy assists WSIB decision makers in determining if the injury sustained in the reported accident occurred while the worker was performing a task related to their work duties by examining the place, time and activity performed at the time of the injury.

For entitlement to exist, it is not enough that the employee was in the workplace when the injury occurred, but they must also be doing an activity specifically related to the core function of their employment when the injury occurs. A recent decision in a claim for one of our member school boards illustrates this point.

Recently a teacher sustained an injury (fractured big toe) while playing basketball with students after school hours. Because the injury occurred in the workplace, a claim was submitted to the WSIB.

After considering the available evidence the WSIB denied entitlement in the claim. Some of the key facts considered by the WSIB in their review of the case included:

- although the worker was on school premises when the injury occurred, the injury occurred at 5:00 pm and her normal work day ends at 3:15 pm
- playing basketball is not an activity that is a normal part of her work duties

In their decision letter, the WSIB noted that while the teacher was at the workplace when the accident occurred, she was not engaged in normal work activities during normal work hours and, as a result, was not considered to be in the course of employment when the injury occurred.

This decision illustrates the importance of ensuring that as much detail as possible is provided on the Form 7 in relation to the activity the employee was performing at the time of the injury as well as the employee's normal work duties and work hours.

### MODERNIZATION OF THE WSIB'S APPEALS PROGRAM UPDATE

Earlier this spring the WSIB released its Consultation Paper on modernizing the appeals program. According to the Consultation Paper, the "Case for Change", was driven in large part by the inefficiency of the current set up of the Appeals Branch which has led to a backlog of 6,000 cases (as at July 31, 2012). The backlog is at a point where cases cannot be addressed in a timely manner. Cases are waiting several months and in some cases years for an ARO to finally schedule the hearing. Inefficiencies are related to the following factors:

- Incomplete objection forms
- Poorly written decisions by Claims frontline staff

- Absence of a central depository for recording Objection Forms
- Current reconsideration procedures not followed closely
- Claims prematurely sent to the Appeals Branch when outstanding issues remain at the Claims level
- Appeals Officers spending an inordinate amount of time on administrative tasks

The Consultation Paper concludes with the following proposed changes:

- An easier two-step (Intent to Object and Appeals Readiness Form) process.
- A more "robust" reconsideration process
- Immediate processing of access documents to the parties
- Greater emphasis on paper reviews only with oral hearings reserved for complex entitlement cases

The implementation of the changes is set for January 2013. However, before that can take place, the 6,000 case backlog needs addressing and the Director of Appeals, Slavica Todorovic, is now working to put into place steps that she believes will clean up the backlog in time for the start of the new Appeals procedures. Some of the proposed changes include the following:

- An "Intake Team" under Appeals Manager, Rob Gowans, has been created to take a first look at the issues and determine if cases are appeal-ready. If yes, the claim is assigned to an ARO whose mandate is to communicate with the parties immediately and arrange for written submissions or simply issue a decision based on information already on file.
- If the claim is not appeal-ready, it is sent back to Operations (claims) for further review.
- The emphasis is to move cases forward quickly by issuing a decision as soon as possible through a paper-review only or to get the case off the backlog by sending it back to Operations.
- We understand that they are hiring several additional AROs

to handle simple appeals cases while more experienced AROs would be assigned complex cases.

SBCI is anticipating an influx of appeals cases over the next 6 months, so that WSIB can reduce its backlog. We will be asked to provide Written Submissions on behalf of the School Board within a 21 day timeframe. This may result in your WSIB Claims Manager requesting information to assist with the submission, i.e. copy of an internal incident, witness written statement(s), medical notes related to pre-existing conditions etc. We will require your assistance to provide documentation quickly, as the timelines set by the WSIB Appeals Resolution Officer (ARO) will be firm for the most part.

SBCI is monitoring this initiative closely and taking steps to ensure our member boards are protected against the WSIB ARO issuing decisions without conducting an appropriate review. Firstly, we are evaluating our internal resources to ensure we are fully prepared to handle the anticipated increase in appeals cases that are being fast-tracked through the system at this time.

Secondly, we are reviewing the Consultation Paper on the new Appeals Model to be implemented January 2013 and will be providing feedback (submission) to the WSIB by the October 1, 2012 deadline. A copy of that paper will be shared with our members.

## **2012 WSIB BENEFITS POLICY REVIEW UPDATE**

Commencing in 2012, the WSIB is undertaking a review of all of its major benefit policies. The first four policies under review are:

- Recurrences
- Work Disruptions
- Permanent Impairments
- Aggravation Basis

The WSIB has appointed Jim Thomas to Chair the review and consultation process. Mr. Thomas developed a Consultation Paper which was released in July 2012. Stakeholders and the general public were given until October 11, 2012 to make written submissions. On behalf of our

member boards, SBCI has made a submission on the four policies. Here is a synopsis of our submission:

*Scope* – The Consultation Paper proposes that there be “modern medical adjudicative approaches that could lead to better decision making.” SBCI requested clarification on the meaning and intent of the above noted term. SBCI proposed that there be a more robust review and analysis when claims are adjudicated at the outset so that scope of entitlement is determined and this would include what specifically is excluded from entitlement in order to avoid “entitlement creep”.

*Recurrences* – SBCI proposes that the WSIB adopt the Workplace Safety and Insurance Appeals Tribunal’s (Tribunal) approach to adjudicating recurrence claims which uses a test establishing whether there is a “substantial recovery”. The Tribunal’s evaluation includes:

1. The worker’s pre-accident condition
2. The seriousness of the work accident
3. Evidence of disability after the accident
4. Medical opinions about the nature of the injury and causation, and Relevant WSIAT Medical Discussion Papers on the topic.

SBCI also proposes establishing a definition and context around the meaning of “substantial recovery” in order to assist decision makers maintain consistency across the system.

*Work Disruptions* – The current policies on work disruptions are confusing because there is significant overlap covering terminations that are deemed “seasonal”, “short-term” and “long-term”. SBCI supports the need to streamline the policies to assist decision makers use the most appropriate policies. Furthermore, it is our view that workers who are laid off for economic reasons should not receive entitlement to benefits.

*Permanent Impairment* – The Consultation Paper indicates that there are no “threshold criteria” to help establish whether there is a permanent impairment. It is our position, generally, that establishing threshold criteria is a difficult

proposition noting the lack of comparators, i.e., the state of the affected joint (area of injury) in terms of range of motion. The Consultation Paper mentions other jurisdictions and their approach to determining the presence of permanent impairments. Nova Scotia is mentioned at length for the rigor they show in evaluating the presence of a permanent impairment. The WCB of Nova Scotia compels decision makers to obtain the following when determining whether a Permanent Impairment is present:

- Physician Chart Notes
- Specialists Report
- Diagnostic Test Results (x-ray, CT Scan, MRI)
- Physiotherapy and Occupational Therapy Reports
- Accident Reports
- Information from Disability Providers and/or the employer
- Employer-related Information

Nova Scotia also mandates that where there are non-work related factors that are degenerative in nature, evidence is gathered to assess how the condition would have progressed irrespective of the work injury.

SBCI believes that the Nova Scotia model should be emulated in Ontario.

*Aggravation Basis* – The Consultation Paper speaks to the confusion amongst decision makers when adjudicating these types of claims owing to the vagueness of the criteria used to establish when an injured worker’s pre-accident condition is sufficiently problematic to declare it “symptomatic” and “significant”.

SBCI’s recommendation in these types of cases is to follow the lead of the WSIAT. Tribunal decision makers usually take the position that the purpose of compensation is to “restore a person to the position he/she would have been in had the accident not occurred.” To do so, in our opinion, is to obtain as much medical information as possible in order to make the most informed decision about the state of the pre-existing condition and how it affected the work injury and the recovery thereof.

Starting on October 30, 2012, oral presentations by stakeholders and the

general public have been taking place across the province for two months after which Mr. Thomas will present the new draft policies. SBCI will continue to monitor and participate in the consultation process to ensure our member clients' voices continue to be heard.

If you have any questions, please do not hesitate to contact Robert Orrico at [robert@sbc.org](mailto:robert@sbc.org).

Mr. Thomas's Consultation Paper can be viewed at:  
<http://www.wsib.on.ca/files/Content/PolicyConsultationBenefitsPolicyReviewDiscussionPaper/WSIBBenefitsPolicyReviewDiscussionPaper.pdf>

## **CHANGES TO THE CLEARANCE CERTIFICATE PROCESS**

With recent changes that have mandated that all construction companies be registered with the WSIB, it is important that school boards who use contractors or engage in construction are aware of the following to protect themselves from potential liability.

### **What is a clearance certificate?**

A clearance certificate is a document issued free of charge by the Workplace Safety and Insurance Board (WSIB) or electronically through the WSIB e-clearance on line. It is a tool that provides assurance that a contractor or subcontractor:

- Is registered with the WSIB
- Has filed premium remittance and reconciliation forms and,
- Has paid premiums owing to the WSIB based on reportable payroll.

If you hire a contractor/construction company and they are not registered or are not making payments to the WSIB your school board could be liable for 3<sup>rd</sup> party liability or to pay the premiums.

It is important that school boards ask for a clearance certificate for each job a contracting company does for the school board.

### **How do I obtain a clearance certificate?**

You can ask the WSIB to provide a copy providing you have the contractor firm number.

Ask for one as part of the purchase order to be provided by the contractor.

Online through e-clearance through the WSIB website.

### **Will a clearance certificate protect our board from lawsuits?**

Not in all cases, but contractors who are Schedule 1 registered have coverage, so if someone gets hurt on the job, the school board is protected.

### **Does a clearance certificate have a shelf life?**

Clearance certificates are now good for up to 90 days and need to be renewed if contracts extend beyond that timeframe.

## **SBCI BOARD OF DIRECTORS**

Lynda Coulter (Chair)  
Carolyn Bastien (Vice Chair)  
Ronald Bender  
Judi Goldsworthy  
Mark Musca  
Maura Quish  
Roger Richard  
Mary Lynn Schauer  
Anna Sequeira  
Gerry Thuss

## **DATES OF MEETINGS**

### **Board of Directors Meetings**

Friday, December 14, 2012  
Friday, February 1, 2013  
Friday, March 1, 2013  
Friday, April 12, 2013  
Friday, May 10, 2013

## **SBCI STAFF**

*Brian Brown*, Chief Executive Officer  
*Lynn Porplycia*, Chief Operating Officer  
*Wendy Achoy*, Chief Actuary  
*Joe Huang*, Actuarial Analyst  
*Shawn Tang*, Actuarial Analyst  
*Raazia Haji*, Actuarial Analyst  
*Christopher James*, Senior Claims Manager & Lawyer  
*Mary Luck*, Senior Claims Manager  
*Darlene Iwaszko*, Claims Manager  
*Kelly Melanson*, Claims Manager  
*Robert Orrico*, Claims Manager  
*Figen Dalton*, Claims Manager  
*Louise Bellamy*, Financial/Office Coordinator  
*April Wei*, Executive Assistant  
*Lily Li*, Executive Assistant  
*Melissa Hewit*, Bilingual Supervisor, Data Management  
*Sylvie David*, Bilingual Data Management Assistant  
*Rose Erbay*, Bilingual Data Entry Clerk  
*Audrey O'Connor*, Data Entry Clerk  
*Robbin Lavoie*, Senior Health & Safety Specialist  
*Christina Bick*, Health & Safety Specialist  
*France Germain*, Health & Safety Consultant  
*Julia Barrasso*, Attendance Support Practice Leader  
*Byron Franson*, Attendance Support Consultant  
*Kathleen Gratton*, Attendance Support Consultant  
*Patrick Gani*, Senior Analyst Programmer  
*Rana Khalaf*, Analyst Programmer