



Committee of the Whole Board Meeting

Monday, October 05, 2020
Board Room, Education Centre

AGENDA

- A - 1 **Opening**
- (a) Roll Call
 - (b) Declaration of Conflict of Interest
 - (c) In Camera Session (**6:30 p.m.**)
 - (i) Personnel Matters
 - (ii) Legal Matters
 - (d) Welcome to Open Session / Land Acknowledgement Statement (**7:15 p.m.**)
 - (e) Agenda Additions/Deletions/Approval
 - (f) In Camera Report
- B - 1 **Business Arising from Minutes and/or Previous Meetings**
- * (a) Modified School Year Calendar Ad Hoc Committee Report W. Baker
- C - 1 **Director's Report**
- D - 1 **New Business - Action/Decision Items**
- * (a) Trustee Replacement Process J. Roberto
 - * (b) Contract Award – Lexia Licenses R. Wyszynski
- D - 2 **New Business - Information Items**
- * (a) Learner Invention Tracking for Excellence (LITE) L. Thompson
 - * (b) Public Consultation Plan for Special Education Annual Review L. Thompson
 - * (c) Voluntary Indigenous Self-Identification D. Martins
- E - 1 **Bylaw/Policy/Procedure Consideration - Action/Decision Items**
- * (a) Bylaws 19 Use of Board Logo and Grand Erie Name (**A**) J. Roberto
 - * (b) Bylaw 26 Chairs' Committee (**A**) J. Roberto
 - * (c) SO9 Cyberbullying (**C**) W. Baker
 - * (d) SO25 Visual Identity (**C**) J. Roberto
 - * (e) SO31 Accessibility (**C**) L Thompson
- E - 2 **Procedure Consideration - Information Items**
- * (a) HR110 Hiring Procedures (**C**) S. Sincerbox
- F - 1 **Other Business**
- * (a) OPSBA Report D. Werden
 - * (b) Student Trustee Report – Orange Shirt Day I. Doxtader-Swamp
- G - 1 **Correspondence**
- H - 1 **Adjournment**

SUCCESS for Every Student



Committee of the Whole Board Meeting

Monday, October 05, 2020
Board Room, Education Centre

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

Native Advisory Committee (NAC)	October 6, 2020	1:00 PM	MS Teams Virtual Meeting
Safe and Inclusive Schools Committee (SIS)	October 15, 2020	1:00 PM	MS Teams Virtual Meeting
Special Education Advisory Committee (SEAC)	October 15, 2020	6:00 PM	MS Teams Virtual Meeting
Indigenous Education Advisory Committee (IEAC)	October 21, 2020	6:00 PM	MS Teams Virtual Meeting
Grand Erie Parent Involvement Committee (GEPIC)	October 22, 2020	6:30 PM	MS Teams Virtual Meeting
Chairs' Committee	October 26, 2020	5:45 PM	Norfolk Room
Board Meeting	October 26, 2020	7:15 PM	Board Room
Student Transportation Services Brant Haldimand Norfolk (STSBHN)	November 3, 2020	8:30 AM	MS Teams Virtual Meeting
Native Advisory Committee (NAC)	November 3, 2020	1:00 PM	MS Teams Virtual Meeting
Audit Committee	November 3, 2020	4:00 PM	MS Teams Virtual Meeting
Committee of the Whole	November 9, 2020	7:15 PM	Board Room
Privacy and Information Management Committee (PIM)	November 12, 2020	3:00 PM	MS Teams Virtual Meeting
Safe and Inclusive Schools Committee (SIS)	November 19, 2020	1:00 PM	MS Teams Virtual Meeting
Special Education Advisory Committee (SEAC)	November 19, 2020	6:00 PM	Board Room

SUCCESS for Every Student



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **Modified School Year Calendar – Ad Hoc Committee Report**
DATE: October 5, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive Modified School Year Calendar – Ad Hoc Committee Report as information.</p>
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Background

On February 10, 2020, Trustees approved the creation of an ad hoc committee to explore the options related to a modified school year calendar wherein the school year would begin in August, rather than September. There are several other possible calendar modifications, but they were not considered by the committee.

There are different names associated with this model, including Year-Round Schooling and a Modified School Year. The committee felt that “Year-Round Schooling” gives the impression that there would not be any of the traditional summer holidays; in reality, the Balanced Year has a five-week summer vacation. “Modified School Year” gives the impression that the school caters strictly to special education students; in reality, a Balanced Year relates to scheduling, not programming.

Additional Information

History

“Balancing” the school year has a significant history, but it has been most prominent within the past twenty-five years. It is practised throughout the world, including the United States and Canada. In the 2020-21 school year, there are twenty-three Ontario school boards that include a Balanced Year option, which could include elementary schools only, secondary schools only, or a combination of both panels. In all cases, only a few schools, at most, within a board will use the Balanced School Year. As one presenter to the committee stated, “the Balanced School Year isn’t for everyone, but those involved with it love it.”

The Balanced Year has its origins in the discussion of summer learning loss, which describes student regression during the summer months; this regression relates not only to academic achievement, but also student behaviour. Research indicates that the impact in academic terms is most prominent in math and language, and especially for at-risk students.

Committee Membership

According to the Terms of Reference, the members of the ad hoc committee were: Carol Ann Sloat (Trustee), Shawn Martin (ETFO); Bruce Hazlewood (OSSTF); Joe Tice (Indigenous Engagement and Support Teacher); Graham Purcell (OPC – Elementary); Jeff Brinson (OPC – Secondary); Zachary Garbaty (Student Trustee); Jennifer Faulkner (CUPE); Nancy Waldschmidt (GEPIC); Greg Rowe (Principal Leader – Elementary Program); Heather-Jo Causyn (Recording Secretary); Wayne Baker (Chairperson).

Meetings

According to the Terms of Reference, the schedule of committee meetings included one meeting per month from March until June, with one additional meeting possible in June. Coincidental with the creation of the ad hoc committee was an escalation of provincial labour sanctions; consequently, members of ETFO, OSSTF and CUPE were unable to participate on the committee at that time. Given the significant impact of potential calendar changes on Grand Erie employees, their representation on the committee was critical. For that reason, the committee began its work after tentative agreements were struck with all unions; the meeting schedule was compressed into two months, with the scheduled reporting date extended to October 5, 2020. The committee met, virtually, on May 15, May 29, June 12, June 19, and June 26.

Presenters to the Committee

- Diannah Dean (Principal – Woodman-Cainsville P.S.)
Diannah presented to Executive Council the findings of an informal survey of sixteen Brantford schools and advocated for consideration of a pilot balanced year calendar.
- Phil Kuckyt (Manager of Transportation)
Phil reported on issues related to bussing students during August. The consortium cost for one bus strictly for Grand Erie students is \$255.00 per day. Busses are not presently air conditioned, however, such busses could be ordered. Phil doesn't anticipate difficulties in getting bus drivers for the August portion of a Balanced Year; traditionally there has been no problem with other summer programs. Phil described the Houghton-Langton situation, whereby students from each of these schools are provided transportation to the other for cultural reasons. It should be noted that transportation was generally not provided by Boards offering a Balanced Year option.
- Domenic Maniccia (Manager of Facilities Services)
Domenic presented a spreadsheet outlining the schools with and without air conditioning. He also reported that the costs associated with retrofitting a school for air conditioning are prohibitive.
- Sharon Bell (Manager of Human Resources)
Sharon spoke to the issue of CUPE staff receiving employment insurance during traditional summer vacations and the impact of the Balanced Year on this process; there is no impact on employees' ability to access employment insurance.
- Sheryl Johnston (Principal – Tony Pontes P.S., Peel District School Board)
Sheryl has been involved with a Balanced Year Calendar since its inception in Peel DSB, both as a teacher and administrator. Tony Pontes P.S. is her second experience with the Balanced Year Calendar. She is a very strong proponent of this model.
- Mike Steer (Teacher – Tony Pontes P.S., Peel District School Board)
Mike has been involved with the Balanced Year Calendar for several years and is a strong proponent.
- Joan Hamilton (Retired Principal – Roberta Bondar P.S., Peel District School Board)
Joan applied to the PDSB Trustees to introduce a pilot Balanced Year Calendar in 1999. She was the first principal of a school with a Balanced Year Calendar – Roberta Bondar P.S. – and was the driving force in spreading the model to other schools in Peel, as well as throughout Ontario. She is a very strong proponent of the model.
- Georgette Davis (Superintendent of Education – Durham DSB)
Georgette was invited to speak to the group because we wanted to hear from a board that once employed the Balanced Year Calendar, but that had stopped. She reported that the program wasn't put on pause because of dissatisfaction; rather, most of the students in the pilot school came from the pilot school's natural attendance area; as the students timed out of elementary-school age, there were insufficient numbers to maintain the pilot. The shut-down of the pilot is for one year, with the goal of re-establishing it in the near future.

Benefits/Challenges of the Balanced Year

Several benefits and challenges related to a Balanced Year were shared with the committee, some the result of research and some anecdotal. Rather than attempt to develop an exhaustive list of both, the predominant and most frequently cited information will be presented for consideration. There was also no attempt to evaluate the information; it is simply presented as reported.

Benefits

- Reduction in summer learning loss.
 - This phenomenon is most prevalent in lower-SES households, among students with more significant academic and ELL needs, and in the areas of mathematics and language.
- Increase in time on task.
 - With the Balanced Year, the first month is not needed to re-establish practices, routines, rules, etc. “Looping” can also occur; this refers to a student remaining with a teacher for the next grade or two, where beneficial. Some students benefit from a well-established relationship with a teacher.
- Reduced stress for students and staff.
 - The extended holidays and work periods of the traditional school calendar are evened out by inserting holidays into longer work periods. Staff at Balanced Year schools report feeling “refreshed” and “renewed” after more frequent breaks. Younger, immature or at-risk students manage shorter blocks of time more easily. Students with behavioural challenges “keep it together” more easily.
- The year-end of the Balanced Year calendar aligns with the regular calendar.
 - There are many year-end activities that must be completed at the end of the school year. This alignment allows Balanced Year school administrators to complete class organizations, report cards, IEPs, IPRCs, OSRs, and grade and school transitions in time for the following school year.
- Reduced absenteeism among staff and students was reported.
 - One report indicated a 75% approval rating of teachers working in a Balanced Year school.
- Improved student achievement was reported.
 - Improved achievement could be the result of the instructional practices of the teachers applying to Balanced Year schools, not just the change in model.
- Staff and students may opt out of the Balanced Year school.
 - The Balanced Year is not for every family or staff member. Having at least one school nearby allows for families or staff to move to another school.
- Lifestyle needs can be met.
 - Some families and staff have interests that could be met more effectively by having holidays at times other than summer. For example, Asian families that visit their homelands during the traditional Christmas break often extend their vacations beyond the two-week period. A third week of school holidays could better accommodate extended vacations.

Challenges

- Schools will be hot in August, even if mitigated with fans.
- Professional development planning and sports scheduling must consider the Balanced Year calendar.
 - Students and staff at a Balanced Year school must have the same opportunities as all others.

- Reporting periods will have to be modified.
- The Balanced Year is a drastic change to 150 years of the traditional agrarian model of education.
- Junior Kindergarten students are one month younger when they begin school.
- The Balanced Year stream in a dual-stream school could be considered as preferable.
 - There have been waiting lists of teachers and families requesting an opportunity to work at or attend Balanced Year schools; this could give the impression that Balanced Schools are better, which is not true.
- Staffing considerations will be reviewed with impacted unions and agreements reached wherever necessary.

Recommendations

- The committee recommends establishing a pilot Balanced Year school at one Brantford elementary school.
 - In Brantford, schools are geographically closer, so a nearby school to the pilot school could be used for students opting out (or in) of the balanced year option.
 - A single-school pilot will limit disruption to the system.
 - An elementary school will present fewer obstacles to establishing a pilot than would a secondary school.
 - The committee requests that Trustees determine whether a specific school would be designated as a Balanced Year school entirely, or a dual-stream situation would be created.

Next Steps

If approved by Trustees, a working group would be formed to manage the logistics of establishing a pilot Balanced Year school for the 2021-22 school year.

Grand Erie Multi-Year Plan

This report supports the Well-Being indicator of Success for Every Student and the following statement: we will create environments that are healthy and that recognize the well-being of mind, body, emotion and spirit of students and staff.

Respectfully submitted,

Wayne Baker
Superintendent of Education

Sample Balanced School Year Calendar 2021 - 2022

Legend ▶ **H** - Statutory Holiday Schedule
E - Scheduled Examination Day
P - Professional Activity Day
B - Board Designated Holiday
☒ Half Day

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2021	0/21			2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
September 2021	18/18	2/2				1 P	2 P	3 B	6 H	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
October 2021	19/12	1/1						1	4	5 P	6 V	7 V	8 V	11 H	12 V	13 V	14 V	15 V	18	19	20	21	22	25	26	27	28	29
November 2021	21/21	1/1		1	2	3	4	5	8	9	10	11	12 P	15	16	17	18	19	22	23	24	25	26	29	30			
December 2021	13/13					1	2	3	6	7	8	9	10	13	14	15	16	17	20 B	21 B	22 B	23 B	24 B	27 H	28 H	29 B	30 B	31 B
January 2022	20/15	1/1		3 V	4 V	5 V	6 V	7 V	10	11	12	13	14	17 P	18	19	20	21	24	25	26	27	28	31				
February 2022	19/19				1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 H	22	23	24	25	28				
March 2022	18/13				1	2	3	4	7 V	8 V	9 V	10 V	11 V	14 B	15 B	16 B	17 B	18 B	21	22	23	24	25	28	29	30	31	
April 2022	19/19							1	4	5	6	7	8	11	12	13	14	15 H	18 H	19	20	21	22	25	26	27	28	29
May 2022	21/17			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 H	24 V	25 V	26 V	27 V	30	31			
June 2022	19/19	2/2				1	2	3	6 P	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29 P	30 B	
July 2022								1 H	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
TOTAL	187/187	7/7		Note: The 2021-2022 calendar provides for 196 possible school days between September 1, 2021 and June 30, 2022. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days																								



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: **Trustee Replacement Process**
DATE: October 5, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the **(initiation of a process)** to replace the Trustee for the County of Brant and Norfolk County Wards 3 and 7.

Background

On Thursday October 1, 2020, Trustee Christina Speers (County of Brant and Norfolk County - Wards 3 and 7) informed the Chair of the Board, Greg Anderson via email that she was resigning from the Grand Erie District School Board. Trustee Speers' resignation was acknowledged by the Board.

Trustee Speers' resignation resulted in a trustee vacancy in the Grand Erie District School Board. This report outlines the Education Act provisions and outlines options for trustee decision-making to fill the vacancy.

Education Act Provisions

"All vacancies to the board must be filled, unless the vacancy occurs within one month of the next municipal election (224(a)). A vacancy that occurs after the election but before the new board is organized shall be filled after the new board is organized (224(b)). Vacancies can be filled in two manners, by appointment or in a by-election. If a majority of the trustees remain in office, the remaining trustees can appoint a qualified person within 90 days of the vacancy.

Options for filling a Trustee vacancy

1) By-election

A vacancy may be filled in a by-election held in accordance with the Municipal Elections Act, 1996, if the vacancy occurs:

- in a year where there is no election under the Municipal Elections Act, 1996
- prior to April in a year where there is an election under the Municipal Elections Act, 1996, or after the school board election, in a year where there is an election under the Municipal Elections Act, 1996.

If a majority of the trustees do not remain in office following a vacancy, a by-election must be held.

If trustees choose to hold a by-election, the Secretary of the Board is required to promptly send to the clerk of the appropriate municipality a copy of the Board resolution indicating a by-election is required for the purposes of section 65 of the Municipal Elections Act, 1996.

The Director, in her capacity as Secretary of the Board, discussed the vacancy with the County clerks in both the County of Brant and Norfolk County. The cost of the by-election option is estimated to be in of \$75,000 and this cost would be incurred by the Board.

2) **Appointment of a qualified person**

Below are two commonly used options for trustee consideration

- a) Appoint the third runner up from the 2018 election in the County of Brant and Norfolk County - Wards 3 and 7.
- b) Advertise the trustee position vacancy and request qualified individuals to declare an interest. If this option is chosen the Director, in her capacity as Secretary of the Board, will prepare a report for October 26, 2020 which will include a sample advertisement, application form and critical dates for the process. The Director has confirmed with the county that they need five working days to verify that a candidate is qualified to be appointed.

Additional Information:

At the October 26, 2020 Board meeting, a schedule to approve the strategy, process and timelines to fill the vacancy will be presented.

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary



OFFICE OF THE CHIEF ADMINISTRATIVE OFFICER

October 5, 2020

Chair and Members of the
Grand Erie District School Board
Board of Trustees
c/o JoAnna Roberto, Director of Education
via e-mail to Joanna.roberto@granderie.ca

Re: Board of Trustees Vacancy

It has come to our attention that the Board of Trustees will be considering a declaration of vacancy for one of its trustee positions this evening and options to either appoint a qualified member directly to the Board or to require a by-election. The County of Brant fully supports and respects the democratic election of Municipal School Board Trustees and the need to ensure that a fair process, resulting in adequate and appropriate community representation, is established to fill the pending vacancy. However, given the extenuating circumstances of the COVID-19 Global Pandemic, we have serious concerns about our ability to conduct an efficient and effective by-election at this time and as such would like to offer our support for a direct appointment process.

The County of Brant is currently under a Declared Emergency, relating to the global pandemic. As the Emergency Operations Centre Commander, I would like to offer the following considerations with respect to conducting a by-election at this time:

1. Education Act Election Requirements – Under the Act, the nominations and polling would have to be conducted in the same manner as was done for the office that became vacant. The municipalities would have to conduct in-person voting for this by-election. There would not be an option to move to a full electronic / remote voting process for the by-election.
2. COVID-19 Guidelines – The County of Brant Emergency Operations Centre has been focusing municipal resources and efforts to make decisions about service levels, facilities, programs and restrictions based on guiding principles to prevent the spread of COVID-19, to ensure the continuation of essential services and to manage the emergency situation in the community. We have concerns about the amount of facilities, resources, equipment and processes that will be required to make an in-person voting experience that is comfortable and safe for the approximately 37,000 eligible electors for this position. It is expected that consultation with the Brant County Health Unit will be required to establish appropriate procedures.



OFFICE OF THE CHIEF ADMINISTRATIVE OFFICER

3. Municipal Resources – Conducting a School Board Election is a significant undertaking, requiring coordination between the County of Brant and County of Norfolk Clerk's Divisions, Health Units, facilities' staff and equipment and supply vendors. Municipalities have traditionally relied on public resources to provide temporary elections staffing. It is questionable how much of these traditional sources can be relied upon for a by-election during a pandemic.
4. Cost to Taxpayers – It is difficult to estimate what the cost of a by-election might be, however, based on the 2018 Election, the Clerk's office advises that it may be in the order of \$50,000 to \$75,000. The School Board will have to reimburse the local municipality for the costs of the election.

We look forward to hearing the results of your discussion and deliberation this evening. Please note that this correspondence has been shared with Election Officials from Norfolk County, who are in agreement with the comments and concerns outlined above. If I can be of further assistance in this process or if additional information is required, please contact our Clerk's Division at 519-44-BRANT or heather.boyd@brant.ca.

Respectfully,

Michael Bradley
Chief Administrative Officer / EOC Commander
County of Brant



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Rafal Wyszynski, Superintendent of Business & Treasurer
RE: **Contract Award - Lexia Licenses**
DATE: October 5, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board approve the Purchase of 3,500 Lexia licenses for a three (3) year term from **Greenfield Learning Inc.** in the amount of \$447,237.65.

Background

Lexia Core5 Reading and Lexia Power Up are online reading decoding and comprehension interventions that support Grand Erie District School Board educators by providing differentiated literacy instruction for students of all abilities in grades JK through to secondary school. It ensures that students have mastered one level before allowing them to move on. It provides teachers with data about areas of struggle so that they can provide targeted lessons in response. Home participation is available.

Grand Erie schools have been using Lexia increasingly over the past two years. In April of 2020, The Ministry of Education partnered with Greenfield Learning Inc. to provide Lexia licenses to any school board that had been using Lexia to all students of the board. From April to June there was a significant uptake in the successful use of the Lexia program while students were learning at home in the elementary panel. Four secondary schools also used the program with fidelity and intention.

Moving into this school year, there is an increased demand for Lexia licenses in most of our elementary schools in Grand Erie. Many teachers in the Virtual Learning Academy have also requested Lexia licenses for students that meet the criteria for the intervention. Recognizing that it is essential to be prepared to pivot to a remote learning model as quickly as possible, we will continue to use this intervention as it can be successfully implemented in both face-to-face and virtual models of delivery, with little to no transition time required.

Additional Information

Details of the proposed purchase are as follows:

Three (3) Year Lexia Term License			
3,500 Lexia Licenses. Includes 14 Live Online Learning Sessions for Educators for one (1) year.	Year 1 Cost	Year 2 Optional Renewal Cost	Year 3 Optional Renewal Cost
	\$297,892.69	\$74,672.48	\$74,672.48
School Year	2020-2021	2021-2022	2022-2023

Financial Impact:

By signing on for a three (3) year term the Board is saving an estimated \$65,000 when compared to a year-over-year term. For the 2020-21 school year, the \$297,893 will be funded through the following, previously established, budgets:

- \$132,000 from existing COVID-19 funding
- \$105,000 from the Literacy Intervention budget
- \$51,000 from 51 elementary school budgets
- \$10,000 from the Special Equipment Amount funding

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Rafal Wyszynski
Superintendent of Business & Treasurer



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Learner Intervention Tracking for Excellence (LITE)**
DATE: October 5, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the report Learner Intervention Tracking for Excellence (LITE) as information.

Background

Grand Erie partners with Cardinal Software Systems Inc. to implement the Learner Intervention Tracking for Excellence (LITE) electronic software system. The LITE platform is used in many areas in special education and is also used by the student success department.

LITE allows system support staff to process paperwork for consent forms, assessments, Identification, Placement and Review Committee paperwork, and Supervised Alternative Learning paperwork. Data can be extracted from the LITE platform at the school or the system level depending on purpose or need.

Additional Information

Below is an overview of data collected in various LITE modules currently being used in Grand Erie. In previous years, data for the first six months of the current year was shared. 2018-19 and 2019-20 information is full year data.

Individual Education Plan Writer (IEP Writer)

Individual Education Plans are created in LITE. Alternate Report Cards and Transition Plans are also part of the IEP Writer module.

- 2014-15 → 5,079 active IEPs
- 2015-16 → 5,192 active IEPs
- 2016-17 → 5,257 active IEPs
- 2017-18 → 5,284 active IEPs
- 2018-19 → 5,078 active IEPs
- 2019-20 → 4,752 active IEPs

Year Total IEPs	Total IEPs	Identified	Non-Identified
2014-15	5,079	2,269	2,810
2015-16	5,192	2,253	2,939
2016-17	5,257	2,167	3,090
2017-18	5,284	2,326	2,958
2018-19	5,078	2,141	2,937
2019-20	4,752	1,992	2,760

Interventions - Professional Support Services Personnel (PSSP) Referral Data

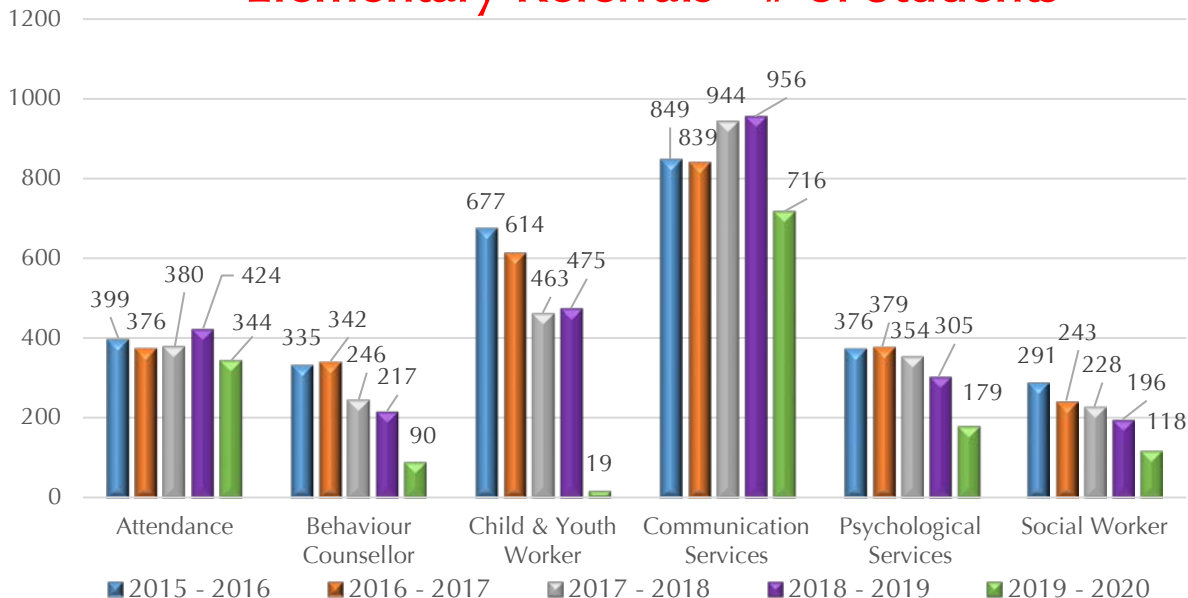
Total Number of Referrals and Total Number of Students by Discipline

2015-16						
Attendance	Behaviour Counsellor	Child & Youth Worker	Communication Services	Psychological Services	Social Worker	Total
# of Referrals						
1817	386	881	876	441	587	4988
# of Students						
1174	379	868	860	424	580	4285
2016-17						
Attendance	Behaviour Counsellor	Child & Youth Worker	Communication Services	Psychological Services	Social Worker	Total
# of Referrals						
1948	371	836	862	444	545	5006
# of Students						
1225	367	823	861	431	538	4245
2017-18						
Attendance	Behaviour Counsellor	Child & Youth Worker	Communication Services	Psychological Services	Social Worker	Total
# of Referrals						
2050	272	678	959	397	512	4869
# of Students						
1297	263	669	959	386	510	4086
2018-19						
Attendance	Behaviour Counsellor	Child & Youth Worker	Communication Services	Psychological Services	Social Worker	Total
# of Referrals						
2166	247	693	994	351	568	5019
# of Students						
1412	237	683	984	347	533	4196
2019-20						
Attendance	Behaviour Counsellor	Child & Youth Worker	Communication Services	Psychological Services	Social Worker	Total
# of Referrals						
1692	109	24	726	208	296	3055
# of Students						
1199	105	24	725	206	279	2538

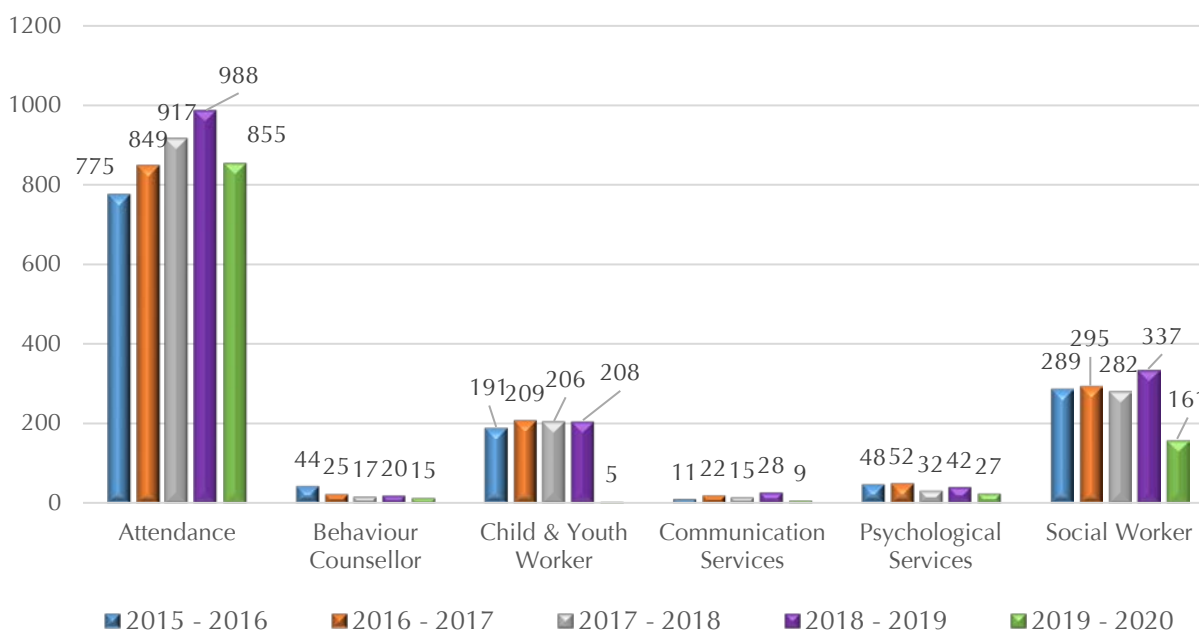
There were 323 Individual Class Referrals to CYWs for Social/Emotional Learning Workshops.

Total Number of Referrals for Elementary and Secondary Schools

Elementary Referrals - # of Students



Secondary Referrals - # of Students



Cumulative student profiles

- 2016-17 3972 student profiles
- 2017-18 5507 student profiles
- 2018-19 3571 student profiles
- 2019-20 3996 student profiles

Meeting Management (MMM Module)

- 2014-15 → 2,275 IPRCs
- 2015-16 → 2,255 IPRCs
- 2016-17 → 2,189 IPRCs
- 2017-18 → 2,222 IPRCs
- 2018-19 → 2141 IPRCs
- 2019-20 → 1,992 IPRCs

The number of IPRC meetings includes both school-based and area or system level IPRC meetings and Waivers.

Supervised Alternative Learning (SAL Module)

- 319 SAL Plans were submitted in 2016-17
- 117 SAL Plans were submitted in 2017-18
- 115 SAL Plans were submitted in 2018-19
- 95 SAL Plans were submitted in 2019-20

The Medical Plan Module replaced the Student Support and Transportation Plans in September 2019.

- 2019-20 1329 Medical and Personal Care Plans were created

Special Education Classrooms 2020-21

Elementary Self-Contained Classrooms		Secondary Self-Contained Classrooms	
Type of Class	Number	Type of Class	Number
Multi-Handicap	2	Multi-Handicap	3
Strategies (Behaviour)	4	Autism	4
Gifted	2	Life Skills	11
Autism	11	Vocational Skills	9
Life Skills	7	Bridge	10
Transition	5		

Special Education Referrals

Special Education referrals are submitted to access support from system teaching staff and Lead Educational Assistants. Referrals can be for individual student support or classroom-based support.

- 2017 – 2018 1084 referrals
- 2018 – 2019 1082 referrals
- 2019 – 2020 625 referrals

Behaviour/Safety Plan

A Be/Safe Plan is an individualized plan that is implemented by staff in situations where prevention and intervention strategies are required. A Behaviour Plan can include a Safety Plan for crisis - response when current strategies have been unsuccessful in preventing behaviours that present an immediate risk of injury to staff and/or students. The Safety Plan details specific actions for staff to minimize or prevent injury.

- 2018-19 618 Behaviour/Safety Plans were created
- 2020-21 748 Behaviour/Safety Plans were created

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **Public Consultation Plan for Special Education Plan Annual Review**
DATE: October 5, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board receive the report Public Consultation Plan for Special Education Plan Annual Review as information.</p>

Background:

Regulation 306 Special Education Programs and Services requires that all school boards create a plan that outlines the methods by which the needs of exceptional pupils will be met and that the special education plan is amended to meet the current needs of special education pupils of the board. School boards must ensure that the special education plan is reviewed annually and consultation with the public must occur.

Consultation questions are available on Grand Erie website and the public is prompted to respond to the survey when accessing Grand Erie's Special Education Plan on the website.

Input provided by the public is shared at a spring SEAC meeting annually and summarized in the Special Education Plan.

Recommended Next Steps:

Continue with this consultation process in the 2020-21 school year.

Grand Erie Multi-Year Plan

This report supports the Community indicator of Success for Every Student and the following statement: we will facilitate opportunities for and encourage families to be involved in our schools.

Respectfully submitted,

Liana Thompson
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Denise Martins, Superintendent of Education
RE: **Voluntary Indigenous Self-Identification Report**
DATE: October 5, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board receive the Voluntary Indigenous Self-Identification Report as information.

Background

As noted in SO16 – Voluntary Aboriginal Self-Identification Policy, the Board is required to collect data on Indigenous student achievement to determine if programs currently delivered are successful and to provide information for the development of future programs and courses to better meet the needs of Indigenous students. In order to collect this data, the Board needs to ensure that all parents/guardians for Indigenous students under the age of 18 and students over the age of 18 have the right to voluntarily self-identify as First Nation, Métis or Inuit. The data collected is shared with the schools, Board, and the Ministry of Education in order to assess the progress in improving Indigenous student achievement.

Voluntary self-identification cards are provided to every school on a regular basis. In addition, self-identification forms are available on the Grand Erie website under both the Elementary and Secondary tabs in the Indigenous Education section. Voluntary self-identification is also included on both the Elementary and Secondary Registration Forms. As a result of our continued efforts to build awareness of the self-identification process, we continue to see an increase in the number of self-identified students.

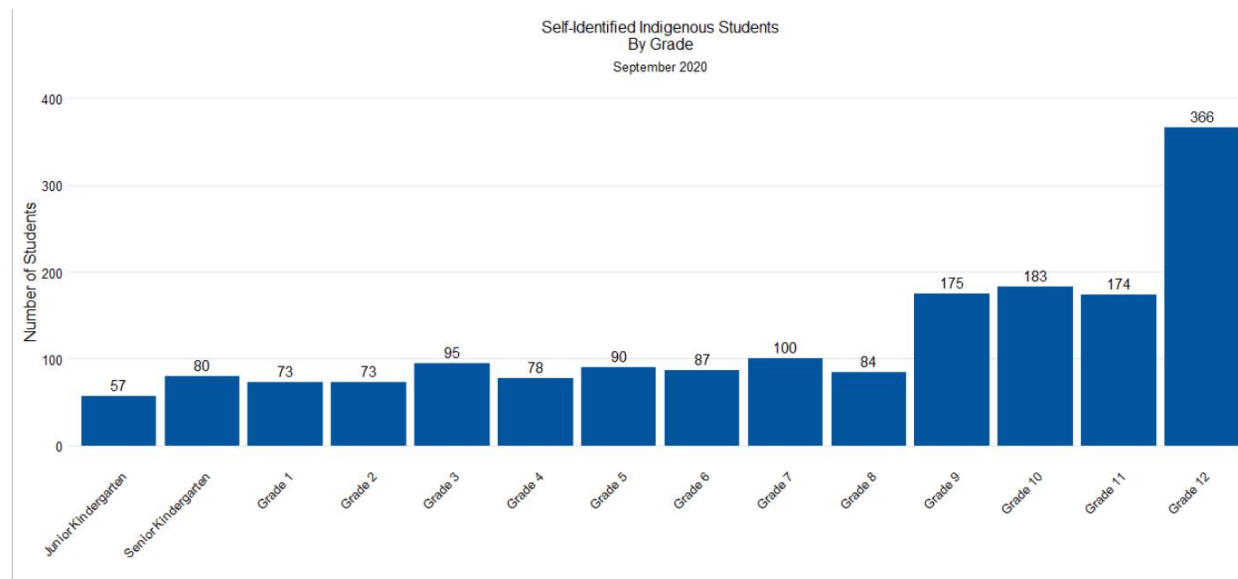
Additional Information

Table 1 of this report provides a summary of Indigenous self-identified students in the Grand Erie District School Board for the 2020-21 school year. Chart 1 shows the number of self-identified Indigenous students by grade.

Table 1 – Number of Students Self-Identified

Elementary Students					
	2016	2017	2018	2019	2020
Brant/Brantford	609	583	606	569	427
Haldimand	139	135	136	134	105
Norfolk	93	89	84	95	71
Virtual Academy					214
Total	841	807	826	798	817

Secondary Students					
	2016	2017	2018	2019	2020
Brant/Brantford	367	410	390	392	308
Haldimand	385	465	477	490	298
Norfolk	52	55	52	53	44
Virtual Academy					248
Total	804	930	919	935	898

Chart 1**Summary**

Self-identification information has been tracked on an annual basis. In total there were 1715 students who identified themselves as First Nation, Métis or Inuit by September 25, 2020. This is 6.5% of the total student population which has remained relatively static since 2017.

Of the self-identified Indigenous students, 49% are female and 51% are male. The tables above show that between September 2019 and September 2020, the number of elementary self-identified students increased by 2.3% while the number of secondary students decreased by 4%. The overall numbers remain relatively stable due to the efforts of our Native Advisor and Indigenous Education Team in working with school teams to accurately report and encourage students who are from a First Nation, Six Nations, Métis and Inuit heritage to self-identify.

During the 2018-19 school year, the Grand Erie District School Board conducted its first ever Student Census. Students in Grades 4-12 were able to self-identify as First Nation, Six Nations, Métis or Inuit. Given the challenges of the 2019-20 school year of ongoing job action and closure of schools due to COVID-19 the Indigenous Education team was unable to engage actively with schools and community partners to encourage, foster and enhance why this information is imperative for the boards plan to support Indigenous students to increase student achievement.

Next Steps

The Indigenous Education team will endeavor to continue to build awareness and trust with our parents and families with respect to this process.

The team will continue to work to see how consistent and reliable our annual data collection process has been.

Over time, it is expected that our overall numbers may not increase substantially as families/students only need to self-identify once.

Grand Erie Multi-Year Plan

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

Respectfully submitted,

Denise Martins
Superintendent of Education



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: **Bylaw 19 Use of Board Logo and Grand Erie Name**
DATE: October 5, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 19 Use of Board Logo and Grand Erie Name.</p>

Background

Bylaw 19 Use of Board Logo and Grand Erie Name was received in October 2015 and has been identified for review.

No comments were received, draft revisions to the Bylaw have been made for Trustee consideration.

Next Steps

Bylaw 19 Use of Board Logo and Grand Erie Name will be distributed in accordance with Board process.

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary



BYLAW

BL19

Use of Board Logo and Grand Erie Name

Board Received: October 24, 2016

Review Date: October 2020

Board Name

The name *Grand Erie* is the copyrighted property of the Grand Erie District School Board and may only be used with the permission of the Board.

Logo

The Grand Erie Logo is the copyrighted property of the Grand Erie District School Board.

The Board recognizes that the logo is a key visual element in representing the Grand Erie District School Board to its public.

1. The logo consists of a coniferous tree symbolizing the importance of nature and the green areas encompassed by our jurisdiction; waves symbolizing Lake Erie and the many rivers and streams; an open book denoting lifelong learning and the importance of education to our community; and a broad band containing the Board's name which encompasses all other elements contained in the logo.
2. No variation in the design and colour of the logo as shown below is permitted, except as explicitly approved by the Board.



3. Reproduction of the logo in various sizes is permitted if the constraint proportions are not compromised and the logo appears in original form.
4. Use of the Board Logo is restricted to internal use by Board staff, except where approved by the Director of Education or the Manager of Communications and Community Relations.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: JoAnna Roberto, Director of Education & Secretary
RE: **Bylaw 26 Chairs' Committee**
DATE: October 5, 2020

Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board approve Bylaw 26 Chairs' Committee .
--

Background

Bylaw 26 Chairs' Committee was received in October 2015 and has been identified for review.

No comments were received, draft revisions to the Bylaw have been made for Trustee consideration.

Next Steps

Bylaw 26 Chairs' Committee will be distributed in accordance with Board process.

Respectfully submitted,

JoAnna Roberto
Director of Education & Secretary



BYLAW

BL26

Chairs' Committee

Board Received: October 24, 2016 Review Date: October 2020

1. **Purpose**

The Chairs' Committee is formed annually to act as liaison between the Director of Education and the Board of Trustees. The committee's work will focus on the operation and agendas of Committee of the Whole and Board Meetings.

2. **Membership**

The Chairs' Committee is comprised of:

- Board Chair
- Board Vice-Chair
- Past Chair (as appropriate)
- Committee of the Whole Chair
- Committee of the Whole Vice-Chair
- Director of Education

3. **Terms of Reference**

- a) The Chairs' Committee shall meet with the Director on a monthly basis, with the exception of June and July.
- b) The Chairs' Committee shall provide input and advice to the Director on issues related to professional development opportunities for trustees and Caucus agenda creation.
- c) The Chairs' Committee may discuss Board meeting operations/processes in order to suggest revisions/refinements to Board practices.
- d) The Chairs' Committee shall review future agendas to create a smooth workflow of information.
- e) The Chairs' Committee shall not presume an action of the Board.
- f) Minutes of Chairs' Committee meetings will be distributed to all Board members.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Wayne Baker, Superintendent of Education
RE: **SO9 - Cyberbullying**
DATE: October 5, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Policy SO9 - Cyberbullying to all appropriate stakeholders for comments to be received by November 25, 2020.</p>

Background

Policy SO9 - Cyberbullying was approved by the Board in 2016 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Wayne Baker
Superintendent of Education



Cyberbullying

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

Policy Statement

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

Accountability

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

Definition of Cyberbullying

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

Cyberbullying adversely affects:

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

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

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

References:

- SO10 Bullying Prevention and Intervention



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board

FROM: JoAnna Roberto, Director of Education and Secretary

RE: **Policy SO25 Visual Identity**

DATE: October 5, 2020

Recommended Action: Moved by _____ Seconded by _____
 THAT the Grand Erie District School Board forward **Policy SO25 Visual Identity** to all appropriate stakeholders for comments to be received by **November 25, 2020**.

Background

Policy SO25 Visual Identity was approved by the Board in October 2016 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

JoAnna Roberto,
 Director of Education and Secretary



POLICY

SO25

Visual Identity

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

Policy Statement

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

Accountability

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

Procedures

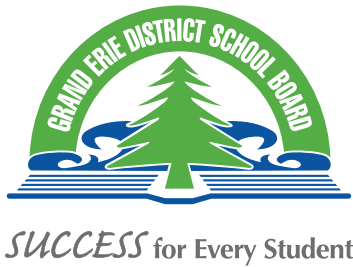
1. Grand Erie District School Board's visual identity is comprised of the following: Board Name, Logo, Colours, Tagline, Styles, Typography (Typefaces/Fonts), and co-branding guidelines with school logos and when featured with other non-Grand Erie logos.
2. This policy governs: all signage, advertisements,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

Definitions

(See Visual Identity Manual)

Board Resources

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



GRAND ERIE VISUAL IDENTITY MANUAL

Last Revised: September 2016 | Reflects: Multi-Year Plan 2016-2020



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GENERAL OVERVIEW

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

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

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

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

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

BOARD NAME

The name Grand Erie is the copyrighted property of the Grand Erie District School Board (See Copyright Certificate on website).

When written, Grand Erie should be used as the abbreviated version as often as possible. GEDSB is accepted as a second, but less preferred option.

The Board name shall be included on all district-produced publications. The name is to be associated with the font of the publication title.

Examples of a publication include:

- A Guide
- A Course Calendar
- A View-book
- A multi-page document printed for external use

The Grand Erie logo is the copyrighted property of the Grand Erie District School Board (See Copyright Certificate on website) and governed by Bylaw 19. The logo is a key visual element in representing the Grand Erie District School Board to the public.



1. The logo consists of a coniferous tree symbolizing the importance of nature and the green areas encompassed by our jurisdiction; waves symbolizing Lake Erie and the many rivers and streams; an open book denoting lifelong learning and the importance of education to our community; and a broad band containing the Board's name which encompasses all other elements contained in the logo.
2. No variation in the design and colour of the logo as shown below is permitted, except as explicitly approved by the Board.
3. Reproduction of the logo in various sizes is permitted if the constrain proportions* are not compromised and the logo appears in original form.
4. Use of the Board Logo is restricted to internal use by Board staff, except where approved by the Director of Education or the Manager of Communications and Community Relations.

** Constrain proportions link the width and height of the image together so that if you make a change to the width of the image the height will automatically change as well, and vice versa, so that the proportions of the image remain the same and do not get distorted.*

WHO CAN USE THE LOGO?

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

LOGO - PRIMARY:

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

Usage

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



LOGO - SECONDARY:

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

Usage

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



REVERSED LOGO:

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



** The reverse version of the logo can only appear on items reflecting the four Grand Erie colours. See below.*

SAFETY ZONE:

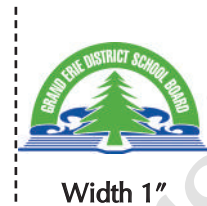
When using the GEDSB logo, an adequate white space or “safety zone” must surround the logo. The size of the safety zone is equal to the measure of 0.25”. The safety zone provides for aesthetically consistent incorporation of white space between the logo and other elements, such as the edge of a page.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



Clear space is equal to the measure of 0.25”.

MINIMUM SIZE:

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



Print: 1”w x 0.5797”h (inches)
Web: 183px x 106px (pixels)

MAINTAINING ASPECT RATIO:

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

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

INCORRECT USAGE:

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

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



TAGLINE

The Grand Erie tagline is “Success for Every Student.” Always use the wording exactly as it appears here, without changing the order, or adding or substituting other words. It can appear on either one line or two.

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

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

SUCCESS for Every Student

SUCCESS
for Every Student

SUCCESS for Every Student

SUCCESS for Every Student

SUCCESS for Every Student

SUCCESS for Every Student

SUCCESS for Every Student



SUCCESS for Every Student

SUCCESS for Every Student

STICKER TAG

Programs and departments can identify themselves using the sticker option. These stickers can be added to any document or publication in keeping with the visual identity standards. Departments and programs have been given a word mark that is to be used with the logo, see below. Learn more about word marks on page 20.



SUCCESS for Every Student



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



Indigenous Education
A Grand Erie Program

The following departments and program areas have a sticker tag:

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

COLOUR PALETTE

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



Green: PMS 362 C
CMYK: 70-8-100-.25
RGB: 89-173-70
HEX: #59ad46



Blue: PMS 7455 C
CMYK: 95-75-5-0
RGB: 4-85-159
HEX: #04559f



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



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

TYPOGRAPHY

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

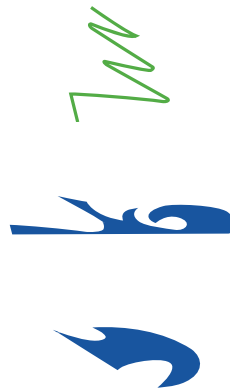
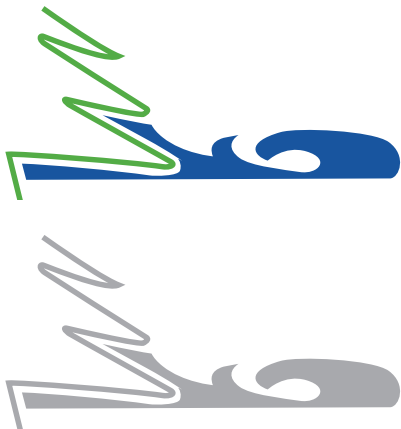
When Optima Roman is unavailable, the recommended alternate fonts include: Arial, Verdana, Calibri or Helvetica.

Optima Roman
Optima Italic
Optima Bold
Optima Bold Italic

Impact

Caflisch Script Web

DESIGN ELEMENT



1. A stylistic representation of the coniferous tree.
2. A stylistic representation of the bottom wave.
3. A stylistic representation of the top wave.

Examples:



Certificate



Brenda Blancher

SUCCESS for Every Student

Name Tag

VALUES

Grand Erie's character attributes align with its values:

- Compassion
- Cooperation
- Humanity
- Inclusiveness
- Integrity
- Perseverance
- Respect
- Responsibility

PHOTOGRAPHY

Imagery style is designed to reflect GEDSB commitments to its character attributes and values.

Resources include:

- FOI Parent Information Sheet and Registration Form/Current Information
- Consent forms are also available in the Communications and Community Relations section on the Staff Portal.

PARTNERSHIPS

The Grand Erie logo should appear clear and undisturbed by other logos. Approval from the Director of Education and the Manager of Communications and Community Relations is required.

It is preferred that the Grand Erie colour logo be placed on a white background. However, colours on partnered materials are often out of Grand Erie's control. In these cases, the black or white (reversed) logo can be used, with permission.

Consider visibility when choosing between the black logo or the reverse logo with partner material.

School colours will take precedence as a background colour when using the Board logo. In these cases, the black or white logo can be used, with permission.



GRAND ERIE AND THE ENVIRONMENT

In support of Grand Erie's continued effort toward being environmentally responsible, the use of environmentally-friendly papers and processes are encouraged whenever possible. This reflects our commitment to a sustainable global environment while ensuring Grand Erie represents itself in a professional manner.

ACCESSIBILITY

Grand Erie District School Board is committed to providing services to our students, parents, the public and our staff that are free of barriers and biases. The Board strives to ensure that the key principles of independence, dignity, integration and equality of opportunity are reflected in our learning and working environments.

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

Accessibility Symbol: Grand Erie uses the following symbol to communicate accessibility. The symbol will be displayed on all publications.



Accessibility Commitment: The accessibility commitment statement can be used with or without the symbol, but must always appear on all publications.

Committed to Accessibility

Under Review

TRANSLATION SERVICES

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

To translate this document, please call 1.888.548.8878 ext.281043

A copy of 'This Document Is Important', translated in multiple languages is located in the Visual Identity Section on the Staff Portal.

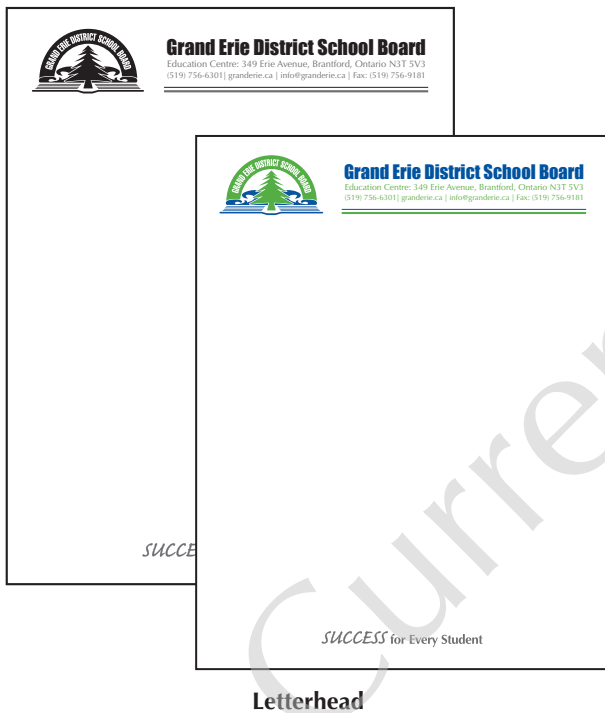
Grand Erie publication styles are divided into two categories, Formal and Informal.

FORMAL:

Formal Style applies to material directly related to the entire organization.

Examples include:

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

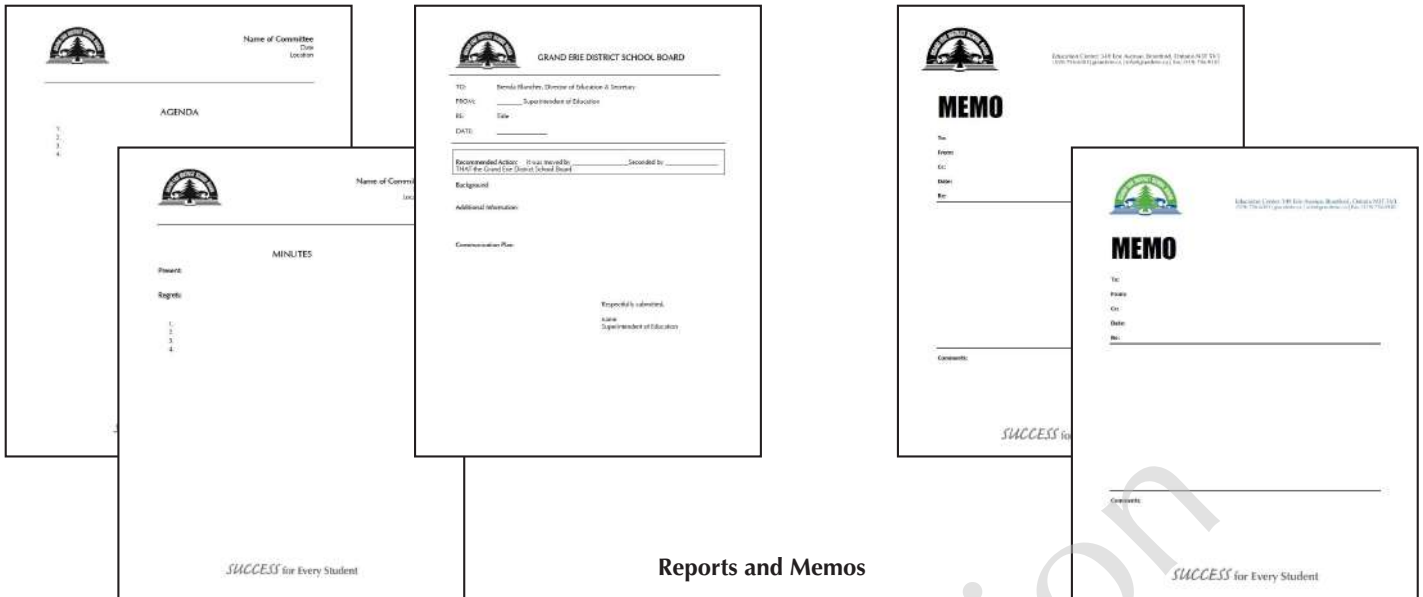


Stationery projects are strong and dynamic images that promote the Formal Style. It is important that Grand Erie has a consistent visual identity that presents a unified image in order to build trust and loyalty. Through our correspondence, stationery makes a first impression and should be consistent in its presentation.

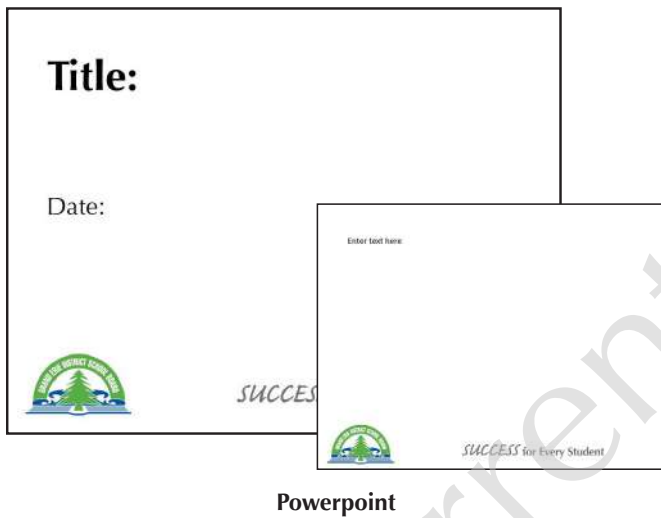
The use of Grand Erie District School Board letterhead is restricted to official correspondence by employees. Official Grand Erie District School Board letterhead includes the Grand Erie logo in official colours.



Grand Erie District School Board's business card uses a consistent format for content and layout.



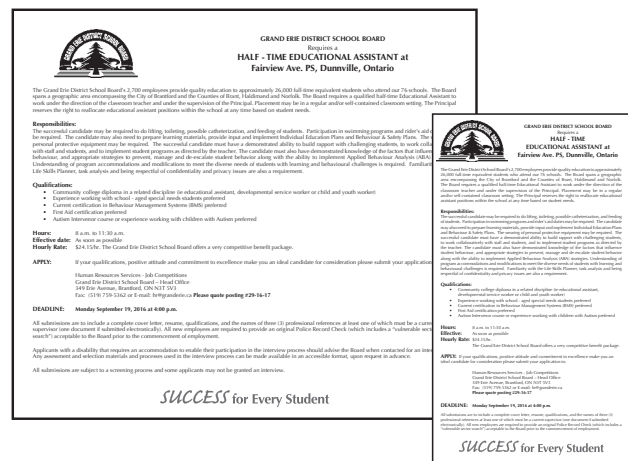
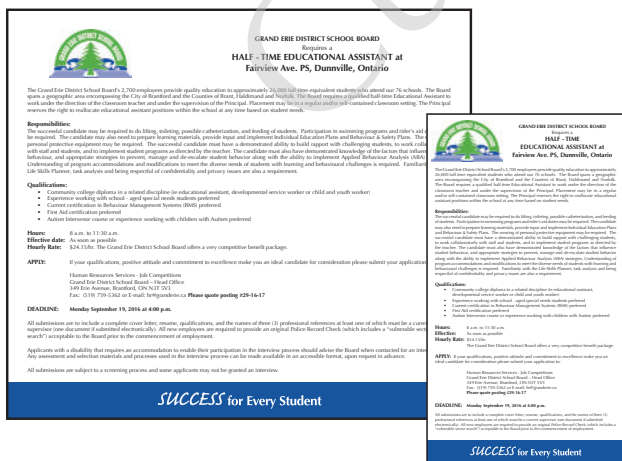
Reports and Memos



Powerpoint

PowerPoint templates should always reflect the Grand Erie brand when delivering a presentation on behalf of the Board in a public forum.

No substitute shall be used without permission. Templates for school PowerPoints can be made available with co-branding elements upon request.



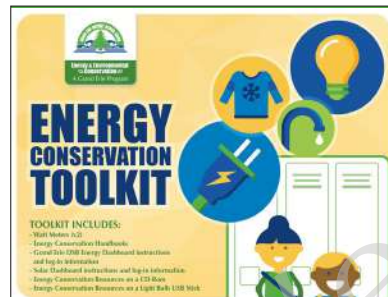
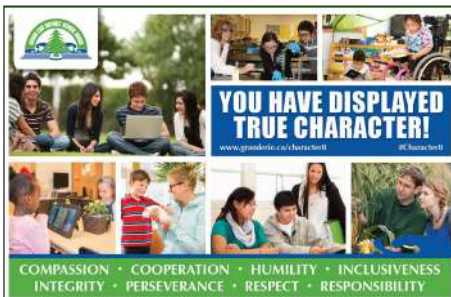
Job Postings

INFORMAL:

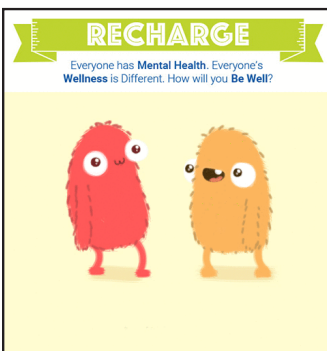
Informal Style applies to material for a specific target audience (e.g. youth, parents, staff, etc.). Elements continue to reflect the Grand Erie visual identity with modifications to backgrounds, photos and other graphic details.

Examples include:

- Kindergarten / Transition Guide
- Course Calendars
- Student Success
- Parent Guide
- Posters reflecting student campaigns



Digital Images: Photos and graphics shared via social media do not always require the Grand Erie logo as it is being shared by a Grand Erie social media account.



MULTI-YEAR PLAN 2016-2020

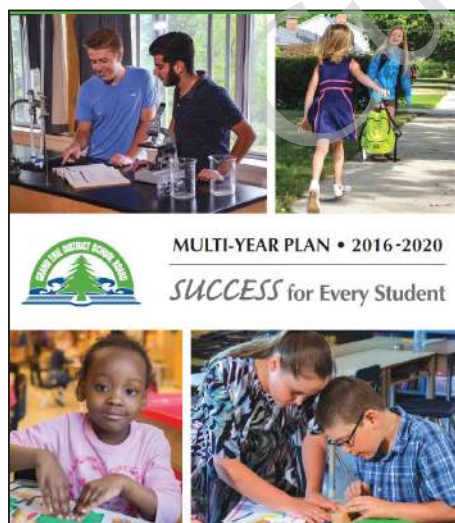
Grand Erie Trustees approved a new strategic direction to guide the work we are doing. In the centre of this 2016-2020 Multi-Year Plan is SUCCESS for Every Student. This is our mission, vision and goal statement.

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



Multi-Year Plan Infographic

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



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

Goals:

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

Multi-Year Plan Viewbook



MULTI-YEAR PLAN • 2016-2020

www.granderie.ca

Multi-Year Plan Poster



Multi-Year Plan Display Banners

ADVERTISEMENTS

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

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

- For more information, refer to F104, Advertising Procedure

PRINT ADVERTISEMENTS:

All 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).

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.

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

All advertising using Board funds, or raised under the auspices of the Board, must include an authorized version of the Grand Erie logo. All Board advertising shall be coordinated through the Board's Manager of Communications and Community Relations

AUDIO ADVERTISEMENTS:

All audio advertisements must include the statement based on the tagline, "Success for Every Student." In addition, Grand Erie District School Board's website (granderie.ca) is required.

VIDEOS:

All videos created by students, schools, parents or staff and for the purposes of showing external audiences or posted on social media sites such as YouTube must include the Grand Erie logo and/or the name and/or word mark in the credits, or during the end credit and/or a scene of the video.




Register for Kindergarten!

Telephone: 519-756-6301 | Toll Free: 1-888-548-8878 | Email: info@granderie.ca

Learn what you need to register, locate the program and school of choice, and order your *Welcome to Kindergarten* guide online... granderie.ca

SUCCESS for Every Student

Follow and join the conversation @GEDSB on Twitter and Facebook.  



NOTICE OF PROJECT

REQUEST FOR PROPOSAL

Reference No. 2013-85-P

VEHICLE FLEET MAINTENANCE SERVICES

CLOSING DATE: Tuesday, March 5, 2013
BEFORE 2:00 pm

RFP documents are available at the Education Centre or can be emailed upon request.
PURCHASING SERVICES
info@granderie.ca or 1-888-548-8878

Contractor Information Session
Date: Wednesday, February 20, 2013 **Time:** 5 pm - 6 pm
Location: Education Centre, 349 Erie Avenue, Brantford

Dave Dean, Chair Brenda Blancher, Director

SUCCESS for Every Student




Grand Erie District School Board SUMMER REGISTRATION



Our school is currently closed for summer break
 We will re-open on Monday, August 29th, 2016


IF YOU NEED TO REGISTER YOUR CHILD FOR SCHOOL STARTING IN SEPTEMBER PLEASE CONTACT

GRAND ERIE DISTRICT SCHOOL BOARD
 SUMMER REGISTRATION SERVICES

(519) 756-6301 • 1-888-548-8878
 349 Erie Avenue, Brantford, ON N3T 5V3
granderie.ca

SUCCESS for Every Student

Follow and join the conversation @GEDSB on Twitter and Facebook.  



NOTICE OF PUBLIC MEETING

SOUTH EAST NORFOLK ELEMENTARY

Accommodation Review

Grand Erie District School Board approved a Pupil Accommodation Review for elementary schools in the South East Norfolk area.
 Elementary schools included in the review are:

- Elgin Avenue Public School
- Lakewood Elementary School
- Lynndale Heights Public School
- Walsh Public School
- West Lynn Public School

An Accommodation Review Committee (ARC) has been established.
 Interested parents and community members are invited to attend the fourth Accommodation Review Committee meeting.

Date: Tuesday, May 31, 2016
Time: 7:00 p.m. – 9:00 p.m.
Location: Walsh Public School
933 St John's Rd W, Simcoe, ON N3Y 4K1

Public consultation is at the heart of this accommodation review process.
 We value your input and look forward to hearing how best we can accommodate elementary students in the South East Norfolk area.

Visit the ARC banner at www.granderie.ca for information and agenda.

David Dean, Chair Brenda Blancher, Director

SUCCESS for Every Student

PROMOTIONAL MATERIALS

The Grand Erie visual identity may be used on a number of products to advertise the Board such as Mugs, Tee Shirts, hats, pens, bags, USB, etc. The logo should never be reproduced in any colour other than specified in the Grand Erie Colour Section. The exception to the rule would be printing a white logo on a dark mug. In the case of the pen or pin, the minimum size of the logo would have to be altered to fit. Approval from the Manager of Communications and Community Relations for promotional material and the use of the logo is required.



ENGRAVING:

Engraved items are an acceptable method of reproduction as it represents a formal, elegant element. Fonts should be clearly identified on the engraved item.

VEHICLE SIGNAGE

The Grand Erie logo and tagline shall be used on vehicle signage.

Facilities Services fleet vehicles present a great opportunity for full wraps or magnetic signage that communicate timely campaigns such as Kindergarten Registration or the new Multi-Year Plan.



SUCCESS for Every Student

CO-BRANDING

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

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

EXAMPLES OF GRAND ERIE WORD MARKS:

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

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

WHEN TO CO-BRAND:

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

OPPORTUNITIES FOR SCHOOLS TO INCLUDE GRAND ERIE'S BRAND INCLUDE:

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

TIP: For student-made posters that will be showcased outside the school, staff can print the school logo and the Board logo on a label and insert it on the artistic poster.

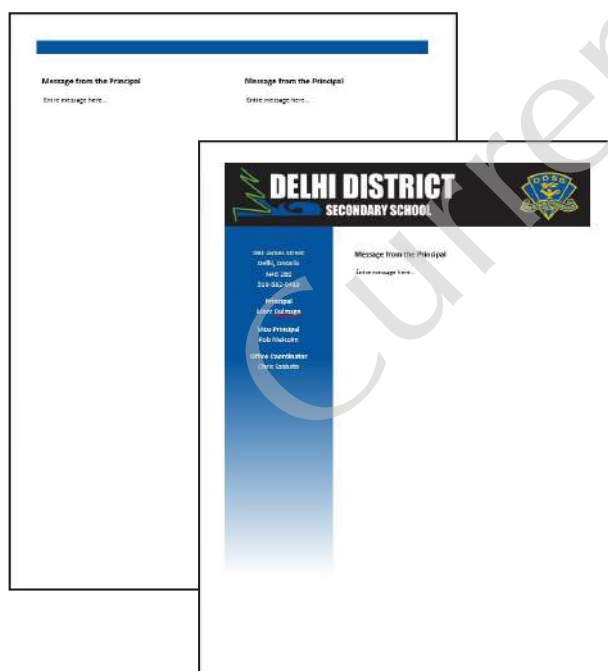
CO-BRANDED MATERIAL:



Letterhead

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

Board and school letterheads are to be used for official Board or school business only. Letterhead produced should not have names of officials highlighted in a section other than signature; however, if a principal wishes to insert their name, they can do so under the dividing line located at the top of the page.



Newsletter

Newsletters are one of the best ways to communicate with parents and a good communication tool between schools and our stakeholders. To reflect the co-branding standards, the cover page of the newsletter should have the Grand Erie design element. The second and subsequent pages following will be provided in the template.

PRINT ADVERTISEMENTS:

All graphic design work for brochures, ads, invitations, etc., must follow the steps set out in this manual, including co-branding.

School-specific, co-branded promotional materials will have the school logo identified on the product.

REDESIGN THESE



The Grand Erie Parent Involvement Committee is pleased to support the School Councils of Paris District High School and Burford District Elementary School in Grand Erie District School Board.

ENGAGING SCHOOL COMMUNITIES

An evening with Annie Kidder

Attend a FREE talk and learn more about parent involvement in education and strategies to engage with your school to support your child. Everyone is welcome.

Tuesday, November 20, 2012 • 7:00 pm
Burford District Elementary School
 35 Alexander Street, Burford

RSVP to info@granderie.ca | For more information visit granderie.ca or contact Shayne Mann, Principal of Paris District High School at Shayne.Mann@granderie.ca

Annie Kidder
 Executive Director

Annie Kidder is the Executive Director of People for Education. Annie was born in Quebec and has lived in Labrador, British Columbia and Ontario. Her father was in mining so her family moved frequently. As a result, Annie attended 12 schools between kindergarten and grade 12, which may have been how she acquired her passion for public education.

Annie is a former theatre director and became involved in education through her children's school. She has two daughters, one in her first year of university and the other a university graduate. Annie is the recipient of numerous awards for her advocacy work, including awards from the Canadian Teachers' Federation, the Ontario Principals' Council, the Toronto Community Foundation and the Ontario Teachers' Federation. She has spoken at conferences across the country and is regularly quoted in the media as an expert on education issues.

GRAND ERIE
 Growing Excellence... Inspiring Success



The Grand Erie Parent Involvement Committee is pleased to support the School Councils in Norfolk to present:

REMOVING BARRIERS TO LEARNING

- PARENT SPEAKER SERIES -

• Free Transportation • Free Child Care • Light Refreshments

November 28, 2012 • 6:30 pm - 8:00 pm
Simcoe Composite School, Music Room
 40 Wilson Drive, Simcoe

A Streetwise Approach to Bullying Prevention
Special Guest: Saidat

Students can achieve their full potential in schools when there is a positive school climate in which they feel safe and supported. This session will provide parents with tips and resources about bullying, cyber-bullying, and preventive strategies to be able to deal with the situation.

Saidat has presented in hundreds of schools across Ontario on the topics of bullying, inclusion and safe environments. Saidat's unique style will deliver an engaging session for parents with a powerful message that can help your child.

GRAND ERIE
 Growing Excellence... Inspiring Success

Future sessions include:

February 21, 2013	April 2013	May, 2013
Turning Disabilities into Abilities	Cyberbullying and Social Media	Children's Mental Health and Supports
Special guest: Todd Cunningham		

RSVP for the November 28, 2012 Session: Streetwise Approach to Bullying Prevention

Name: _____

Phone Number: _____

Do you require childcare? YES NO Number of children _____

Do you require Transportation? YES NO Number of people transporting _____

Please return to the school by November 23, 2012 or email info@granderie.ca

Visit granderie.ca



Grand Erie Parent Involvement Committee and the School Council of Central Public School present:

LEAD BY EXAMPLE: SIMPLE WAYS TO BUILD SELF-WORTH IN YOUR KIDS

An evening with Michael Eisen, Wellness Leader

Wednesday, May 1, 2013 • Central Public School
 135 George Street, Brantford

Complimentary Dinner: 4:15-5:00 pm
 Information Session: 5:00-7:00 pm

FEATURED EVENTS

For Parents: Michael Eisen, Wellness Leader
 Child and Youth Mental Health Strategy Update

For Children: Mad Science (ages 4 and up)
 Infant and Toddler Care

This is a FREE, family-friendly event.
Bookfair in Library • DOOR PRIZES •

Michael Eisen, Wellness Leader

Michael is a passionate, charismatic and inspirational speaker, author and social entrepreneur. After positively transforming his own life at the age of 19 and overcoming challenges with stress, anxiety, depression and sickness, he is now driven to share the principles, strategies, and practices that empowered him to start living a happier and healthier life.

RSVP by April 26 to info@granderie.ca or call 519-756-6301 ext. 281169

Please indicate: Age of child(ren) • If you require bus tickets
 • Any dietary concerns for you or your child

granderie.ca

GRAND ERIE
 Growing Excellence... Inspiring Success



Grand Erie Parent Involvement Committee and the School Council of Jarvis Public School present:

PARENTS AS PARTNERS IN STUDENT SUCCESS

An Evening with Avis Glaze

Tuesday, May 14, 2013 • 6:30 – 8:00 p.m.
Jarvis Public School, 14 Monson Street

RSVP by May 10 to info@granderie.ca or call (519) 756-6301 ex. 281169

Topics include:

- How parents can support their child's success in school
- Changes and trends in education
- Character education and the impact on learning

Get practical tips to help you support your child's achievement!

FREE Event
FREE Childcare by Qualified Childminders
 Visit granderie.ca

Avis Glaze, President, Edu-quest International Inc.

Avis is one of Canada's outstanding educators and a recognized international leader in education. As Ontario's first Chief Student Achievement Officer and founding CEO of the Literacy and Numeracy Secretariat at the Ministry of Education, she played a pivotal role in improving student achievement in Ontario. Avis also co-authored *Breaking Barriers: Excellence and Equity for All*.

GRAND ERIE
 Growing Excellence... Inspiring Success

SIGNAGE:

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

A school can determine the type of sign they wish based on a criteria. In a heritage-designation neighbourhood, for example, or if the school is built prior to 1950, a school can work with Facilities to choose a historical sign. Historical brick signs will be in black and follow the design shown to the right.

Location of the school sign should be in a highly visible location.

Electronic signs are permissible.

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

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

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





PLAQUES AND AWARDS:

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

PROMOTIONAL MATERIAL:

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

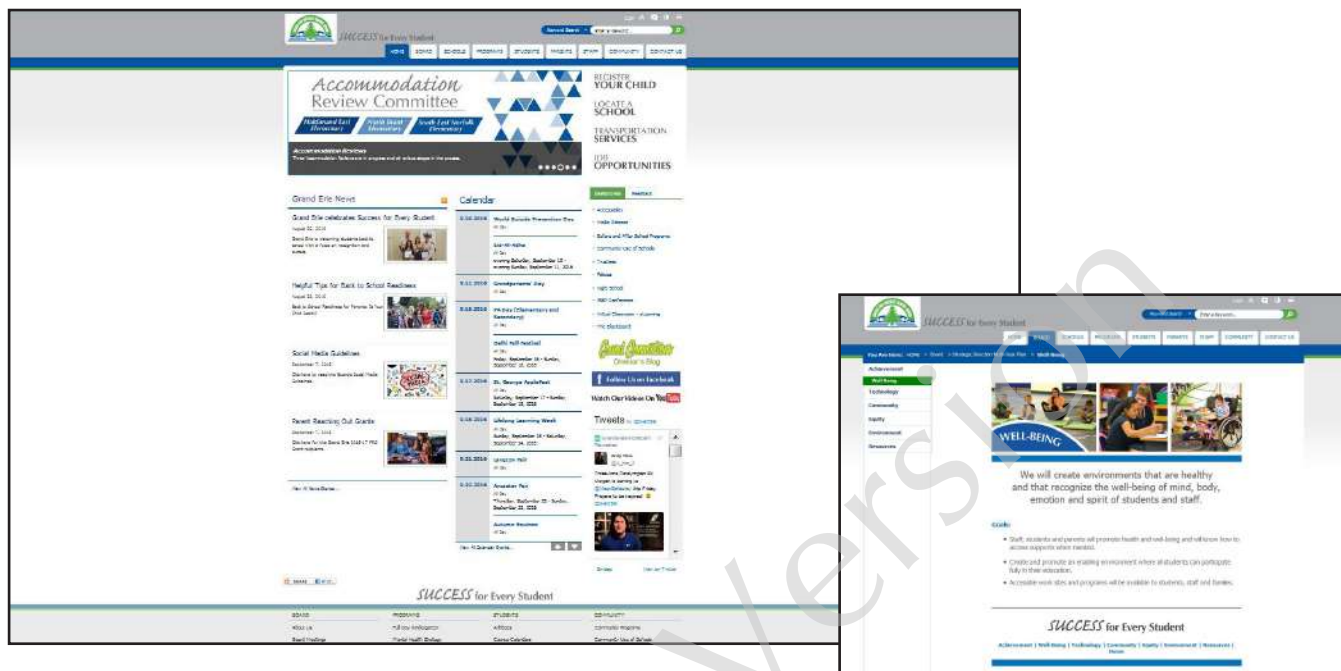


The Visual Identity Policy does not require schools to co-brand on spirit wear, clothing and team uniforms. If schools wish to co-brand, samples may look like the following:

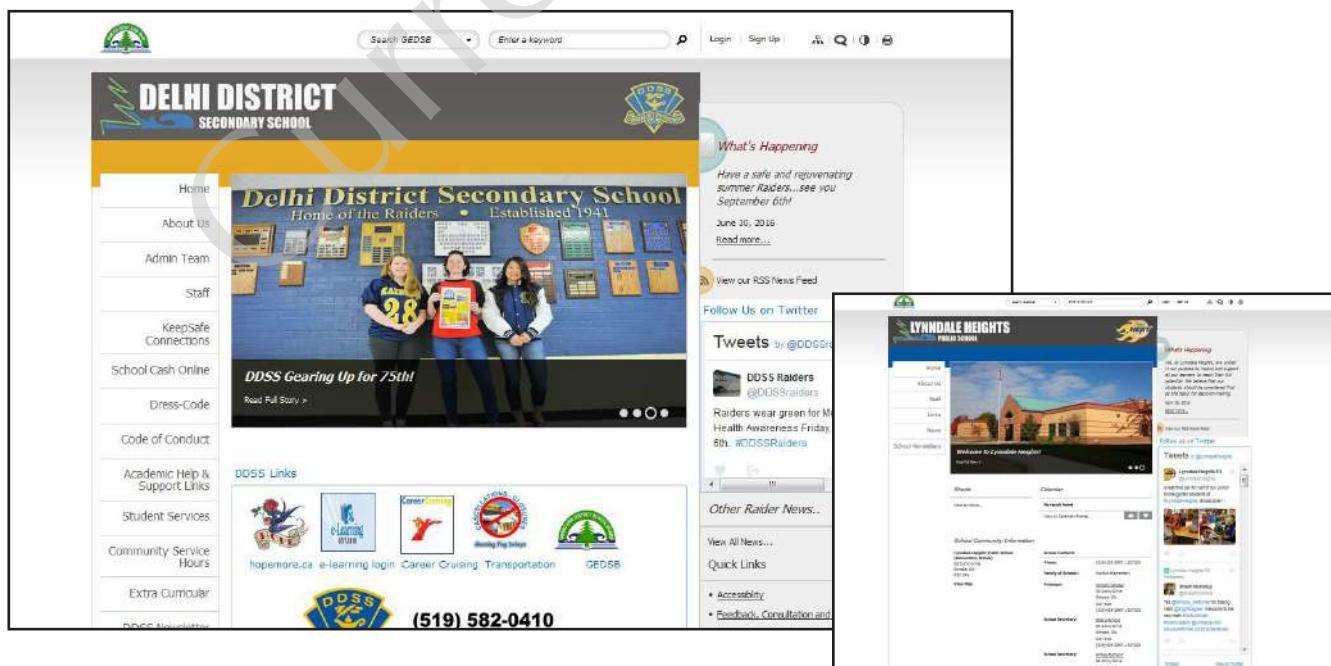


WEBSITE

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



Note: This template will be modified as school sites are developed. Important visual elements include the school's electronic banner and the band of colour located under the school banner.



GELA Phonetic Pronunciation: gee-la



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

Purple:
CMYK 75-100-0-15



Pink:
CMYK 13-40-02-0

It's Never Too Late to Graduate!

Over 21? Need your Ontario Secondary School Diploma? Upgrade existing credits for Post-Secondary?

Next term begins September 12, 2016.

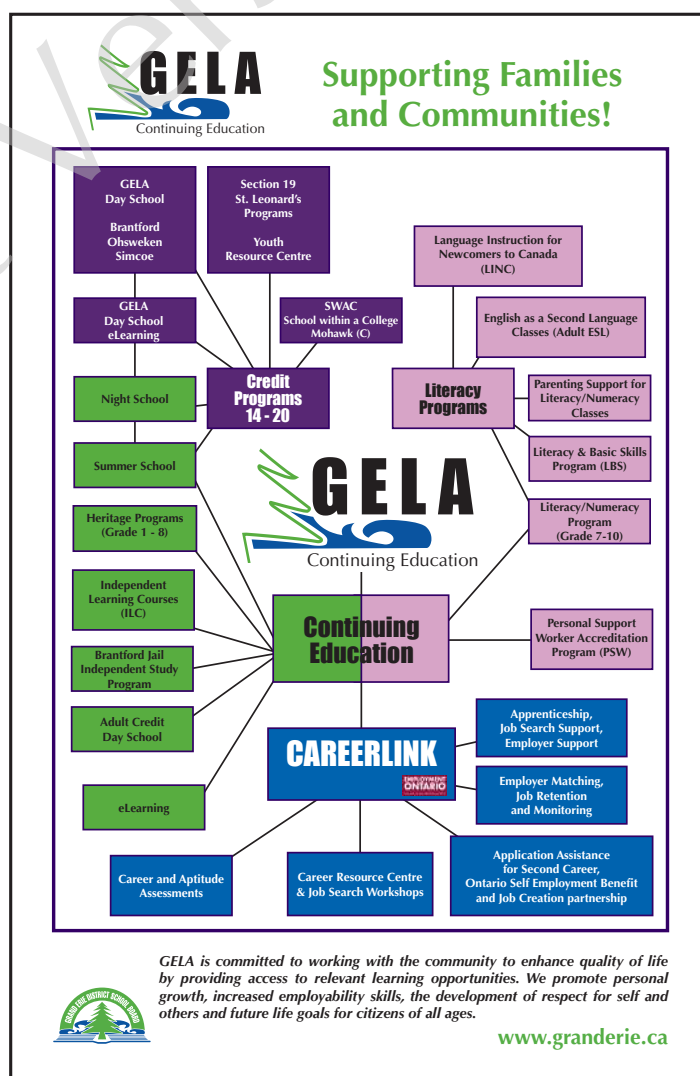
Attend full or part-time, earn credits in a teacher taught, adult environment. Register now for Adult Education Day School Classes.

To schedule an intake appointment, please call 519-759-0000, or visit our location at 1 Market Square, Lower Level, Brantford.

You will need to provide an up-to-date copy of your Ontario Student Transcript. Cost: \$20.00 for the Educational Assessment

Find out more about how we're making a difference... visit granderie.ca

SUCCESS for Every Student



Logo: CAREERLINK, all uppercase

Written: CareerLink, the L is in uppercase

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



A GRAND ERIE SERVICE
CAREERLINK
EMPLOYMENT CENTRE

JOB FAIR on behalf of **WIPRO**

Friday, February 1, 2013 - 9:00am - 3:30pm

Job Fair Location: CareerLink, 1 Market Street, Brantford
Bring resume, interviews on site.
80 positions for Technical Support Representatives - Smart Phones

CareerLink will host the workshop
HOW TO SUCCEED AT A JOB FAIR
Wednesday, January 30, 2013 10:30am-12:00pm
Please call CareerLink to register for the workshop

For more information, contact CareerLink
@ 519-759-1412 www.careerlink.ca

WIPRO
Applying Thought

Employment Ontario Emploi Ontario CareerLink is a service of Employment Ontario and funded in part by the Government of Canada.

A GRAND ERIE SERVICE
CAREERLINK
EMPLOYMENT CENTRE

- Resumes and cover letters
- Access to the hidden job market
- Apprenticeship assistance
- Employer matching service
- Job interview assistance
- Second Career application assistance
- Accessible resource centre with computers and fax machines
- Free workshops

CAREERLINK
1 Market Street, Upper Level
Brantford, Ontario N3T 6C8
T: 519.759.1412
F: 519.759.7246
www.careerlink.ca

EMPLOYMENT ONTARIO EMPLOI ONTARIO This Employment Ontario program is funded in part by the Government of Canada. Ce programme d'Emploi Ontario est financé en partie par le gouvernement du Canada.

CAREERLINK CONNECTION NEWSLETTER
Volume 1, Issue 1
June 2012

A Leading Edge Workforce is...

To be a leading edge in the workforce in Brantford, Brant, the following skills have been identified:

- Innovative
- Flexible
- Collaborative
- Trend setter
- Adaptable
- Relevant skills for jobs
- Strong financial and basic literacy skills
- Globally competitive
- Diverse
- Strong basic skills
- Creative
- Risk taker
- Cross trained

2012 Local Labour Market Plan
Workforce Planning Board of Grand Erie / Commission de planification de la main-d'œuvre de Grand Erie

Customer Service Training
July 16, 2012
9:00 a.m. - 12:00 p.m.
Contact CareerLink to register @ 519-759-1412
Space is limited
Training and Certificate provided by Six Star Performance Management
www.careerlink.ca

Client / Employer Appreciation Event
PLEASE JOIN US
JUNE 21, 2012
3:00p.m. - 6:00p.m.
Refreshments provided
CareerLink would like to thank all the clients and employers we have worked with!
1 Market Street, Upper Level
Brantford, ON N3T 6C8
519-759-1412
www.careerlink.ca
careerlink@granderie.ca
Follow us on Twitter and Facebook

New businesses in Brantford

1) Romco Industries Inc. and SaniChill Inc.	9) Vive Mechanical Inc.
2) Northwest Rubber Mats Inc.	10) Canadian Candle
3) Crumb Rubber Manufacturers or CRM	11) Roll-Tite Corp.
4) Casey's Welding Service	12) Fort Henry Self Storage
5) Skid Line Enterprises Inc.	13) Thermal Pro Insulation
6) Brantford Self Storage	14) Clik-Clk Systems Inc.
7) Home and Leisure Group Ltd.	15) Automodular Corporation
8) Ocean Rugs	16) Green Step Recycling Inc.

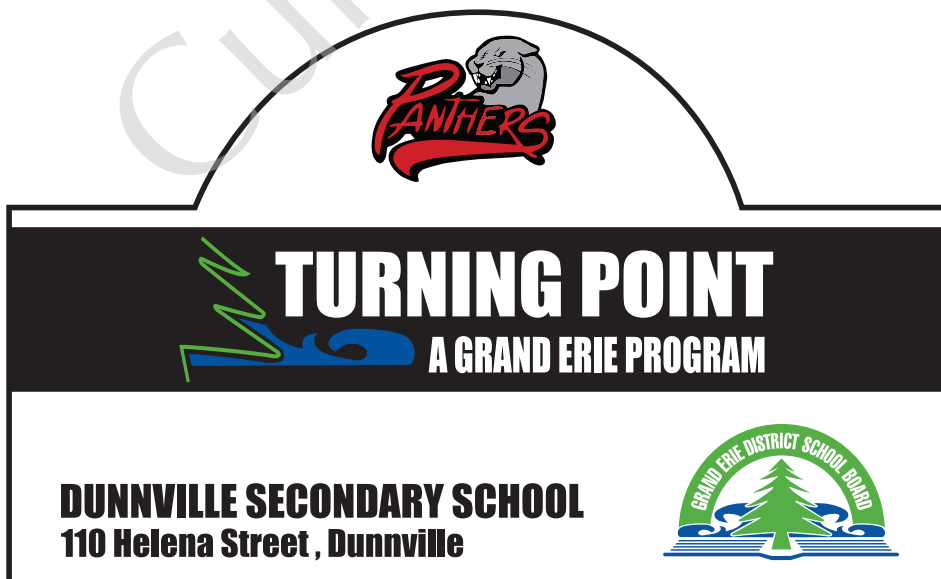
CAREERLINK
COMMUNITY EMPLOYMENT CENTRE
CENTRE D'EMPLOI DE VOTRE COMMUNAUTÉ

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

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



School-Specific Signage



PARENTING AND FAMILY LITERACY CENTRES

Parenting and Family Literacy Centres



Teal:
CMYK 95-0-60-0



Purple:
CMYK 75-100-0-15



Typography (Typeface/Font)

The font is as follows:

Palatino - **Parenting** – the P is Palatino Italic and the rest of the word is Palatino Roman (or regular)
Family – same as parenting
Centre(s) – same as parenting

Palatino Italic

Comic Sans - and – this is Comic Sans, teal, and always in lower case

Examples of how to use PFLC type and colour:

Parenting and Family Literacy Centres

Parenting and Family Literacy Centres

Parenting and Family Literacy Centres

Parenting and Family Literacy Centres

When naming is on the teal background the 'and' can be in yellow and the words in white.

Partner Logo



Word Mark:

Grand Erie District School Board

All products must be approved by the Ministry. The Ontario logo should be on all products.

SCHOOL CRESTS VS. SCHOOL LOGOS:

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

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

DESIGNING A SCHOOL LOGO:

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

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

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

The design of the logo is a great opportunity to engage your school community by holding a contest and receiving input from students and parents.

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

Choose appealing colours:

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

Opt for Relevant Icons or Symbols:

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

Select Simple Fonts:

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

Please contact the Graphic Designer / Website Coordinator at extension 281251 to convert your new or revitalized school logo drawing into an electronic format suitable for publication.

CERTIFICATION OF TRADEMARK/COPYRIGHT



Office de la propriété
intellectuelle
du Canada

Un organisme
d'Industrie Canada

Canadian
Intellectual Property
Office

An Agency of
Industry Canada

Certificat

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



Certificate

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

GRAND ERIE

Numéro de dossier
File Number

918209

Autorité publique
Public Authority

Grand Erie District School Board

Registraire des marques de commerce
Registrar of Trade-marks

(CIPO 100/08-07)

Canada





Office de la propriété
intellectuelle
du Canada

Un organisme
d'Industrie Canada

Canadian
Intellectual Property
Office

An Agency of
Industry Canada

Certificat

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



Numéro de dossier
File Number
Autorité publique
Public Authority

918055

Grand Erie District School Board

Registraire des marques de commerce
Registrar of Trademarks

Canada

Certificate

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OPIC  CIPO



349 Erie Avenue, Brantford ON N3T 5V3
Telephone: 519.756.6301 • Toll Free: 1.888.548.8878
Fax: 519.756.9181 • Email: info@granderie.ca
www.granderie.ca



Follow and join the conversation @GEDSB on Twitter and Facebook.



Success For
Every Student



GRAND ERIE VISUAL IDENTITY MANUAL

LAST REVISED: SEPTEMBER 2020



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GENERAL OVERVIEW



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

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

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

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

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

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

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

To translate this document, please call 1-888-548-8878 ext. 281043.

BOARD NAME

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

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

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



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

Who Can Use the Logo?

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

GRAND ERIE LOGO



Logo - Full Colour

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

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



Logo - Black and White

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

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



Reversed Logo

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

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



Safety Zone

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



Clear space is equal to the measure of 0.25”.

Minimum Size

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



Print: 1 inch wide x 0.6 inches tall

Web: 183 pixels wide x 106 pixels tall

Maintaining Aspect Ratio

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

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

Incorrect Usage

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

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



GRAND ERIE TAGLINE



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

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

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

SUCCESS for Every Student

SUCCESS
for Every Student

SUCCESS for Every Student

SUCCESS for Every Student

SUCCESS for Every Student

SUCCESS for Every Student

SUCCESS for Every Student



SUCCESS for Every Student

SUCCESS for Every Student

STICKER OPTIONS

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



SUCCESS for Every Student



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



Indigenous Education
A Grand Erie Program

- Business Services
- Communications & Community Relations
- Educational Technology
- Elementary Program
- Facility Services
- Health and Safety

- Human Resources
- Indigenous Education
- Information Technology Services
- Leadership Training Development
- Mental Health and Well-Being
- Research

- Safe and Inclusive Schools
- School Effectiveness Framework
- Special Education
- Student Success

GRAND ERIE COLOURS

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



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



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



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



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

TYPOGRAPHY

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

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

Impact

Optima Roman

Optima Italic

Optima Bold

Optima Bold Italic



1. A stylistic representation of the coniferous tree.
2. A stylistic representation of the bottom wave.
3. A stylistic representation of the top wave.

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

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



Multi-Year Plan Infographic

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



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

OUR GOALS

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

Multi-Year Plan Viewbook

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

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

For more information, refer to F104 – Advertising Procedure.

Advertisements:

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

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

PROMOTIONAL MATERIALS

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

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



VEHICLE SIGNAGE



The Grand Erie logo shall be used on vehicle signage.



SUCCESS for Every Student

About Co-Branding

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

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

The board has templates for the following items:

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

Examples of Grand Erie wordmarks

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

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

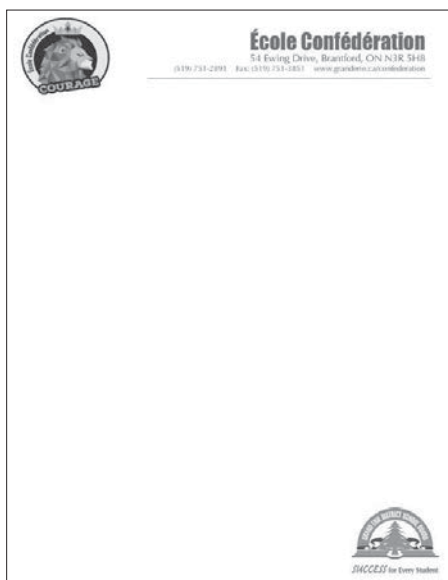
When to Co-Brand

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

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

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

Co-Branded Material



Letterhead

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

Signage:

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

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

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

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

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

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

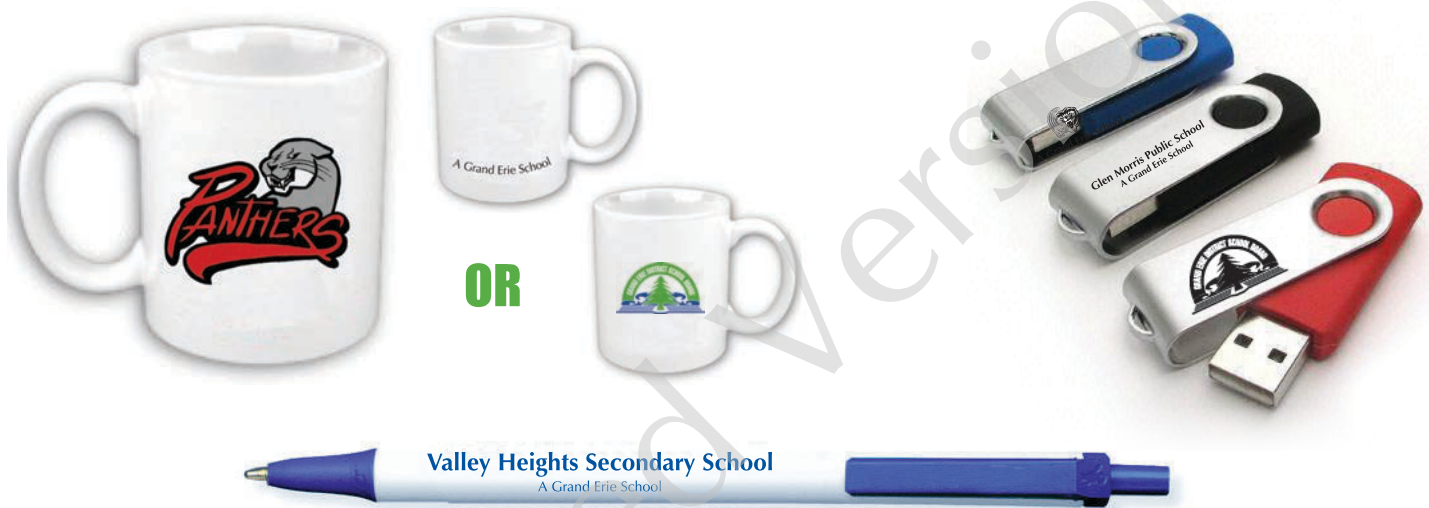


Plaques and Awards:

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

Promotional Material:

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



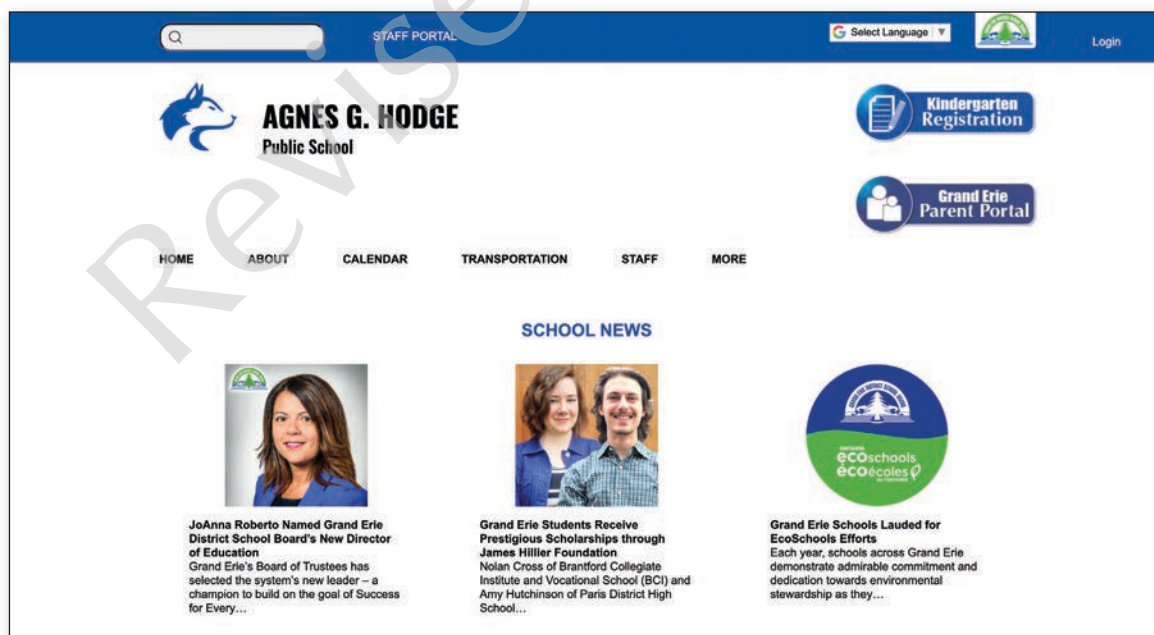
The Visual Identity Policy does not require schools to co-brand on spirit wear, clothing and team uniforms. If schools wish to co-brand, samples may look like the following:



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



Schools must follow Grand Erie's web template



GRAND ERIE LEARNING ALTERNATIVES (GELA)



SUCCESS for Every Student

GELA Phonetic Pronunciation: gee-la



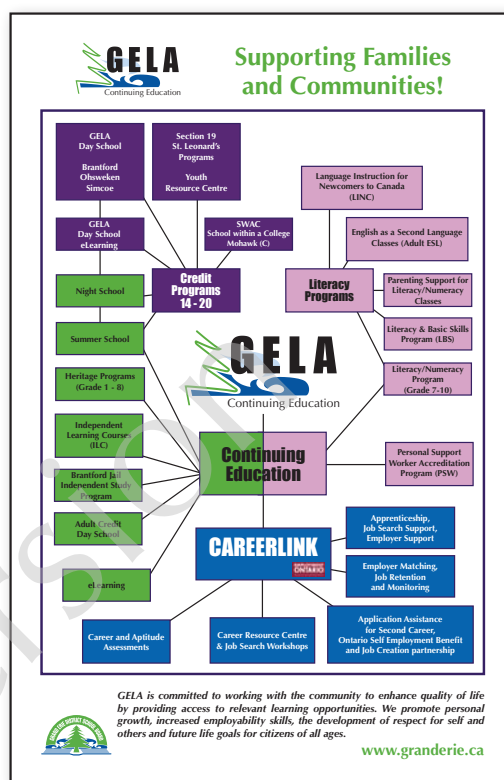
GELA has the opportunity to use purple as their supporting colour on ads and promotional materials.



Purple:
CMYK 75-100-0-15



Pink:
CMYK 13-40-02-0



CAREERLINK



Logo: CAREERLINK, all uppercase

Written: CareerLink, the L is in uppercase

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

A GRAND ERIE SERVICE

CAREERLINK
EMPLOYMENT CENTRE

JOB FAIR on behalf of **WIPRO**

Friday, February 1, 2013 - 9:00am - 3:30pm

Job Fair Location: CareerLink, 1 Market Street, Brantford
Bring resume, interviews on site.
80 positions for Technical Support Representatives - Smart Phones

CareerLink will host the workshop
HOW TO SUCCEED AT A JOB FAIR
Wednesday, January 30, 2013 10:30am-12:00pm
Please call CareerLink to register for the workshop

For more information, contact CareerLink
@ 519-759-1412 www.careerlink.ca

WIPRO
Applying Thought

EMPLOYMENT ONTARIO

CareerLink is a service of Employment Ontario and funded in part by the Government of Canada.

TURNING POINT

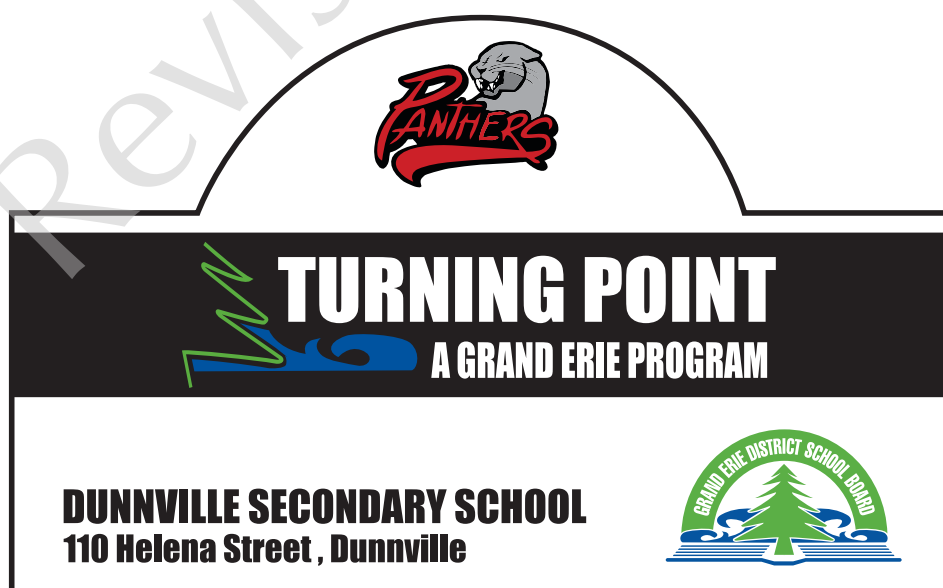


Essential components of Turning Point include the co-branding elements with the school at all times with or without the school logo.

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



School-Specific Signage



School Crests vs. School Logos:

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

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

Designing a School Logo:

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

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

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

The design of the logo is a great opportunity to engage your school community by holding a contest and receiving input from students and parents.

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

Choose appealing colours:

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

Opt for relevant icons or symbols:

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

Select simple fonts:

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

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

CERTIFICATION OF TRADEMARK/COPYRIGHT



**Canadian
Intellectual Property
Office**

An Agency of
Industry Canada

**Office de la propriété
intellectuelle
du Canada**

Un organisme
d'Industrie Canada

Certificat

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



Certificate

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

GRAND ERIE

Numéro de dossier
File Number

918209

Autorité publique
Public Authority

Grand Erie District School Board

Registraire des marques de commerce
Registrar of Trade-marks

Canada 

(CIPO 116/GS-07)



CERTIFICATION OF TRADEMARK/COPYRIGHT



**Canadian
Intellectual Property
Office**

An Agency of
Industry Canada

**Office de la propriété
intellectuelle
du Canada**

Un organisme
d'Industrie Canada

Certificat

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



Numéro de dossier
File Number
Autorité publique
Public Authority

918055

Grand Erie District School Board

Canada

Registraire des marques de commerce
Registrar of Trademarks

Certificate

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





349 Erie Avenue, Brantford ON N3T 5V3

Telephone: 519.756.6301

Toll Free: 1.888.548.8878

Fax: 519.756.9181

Email: info@granderie.ca

www.granderie.ca



Follow and join the conversation @GEDSB on Twitter and Facebook.



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Liana Thompson, Superintendent of Education
RE: **SO31 Accessibility**
DATE: October 5, 2020

Recommended Action: Moved by _____ Seconded by _____
THAT the Grand Erie District School Board forward **Policy SO31 Accessibility** to all appropriate stakeholders for comments to be received by **November 25, 2020**.

Background

Policy SO31 Accessibility was approved by the Board in September 2016 and has been identified for review.

Additional Information

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

Next Steps

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

Respectfully submitted,

Liana Thompson
Superintendent of Education



POLICY

SO31

Accessibility

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

Policy Statement

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

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

Accountability

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

Legal Framework

Accessibility for Ontarians with Disabilities Act 2005 (AODA)

Accessibility Standards for Customer Service, Ontario Regulation 429/07

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

Ontario Human Rights Code

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

Procedures

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

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

Definitions**Disability:**

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

Accessibility:

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

Barrier:

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

Accommodation:

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

Board Resources

- Policy SO14 – Equity and Inclusive Education
- ~~Procedure SO 124 – Use of Service Dogs in Schools~~
- SO33 – Animals in Schools, Including Student Use of Service Dogs and Service Animals



Integrated Accessibility Awareness Manual

September 20~~2016~~²⁰¹⁶

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1.0 Introduction to Accessibility Awareness

1.1 Legal Framework

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

1.2 Related Policies/Procedures

- Policy SO31 Accessibility
- Policy SO14 – Equity and Inclusive Education
- ~~Procedure SO124 – Use of Service Dogs in Schools~~
- SO33 – Animals in Schools, Including Student Use of Service Dogs and Service Animals

2.0 Customer Service Standards

2.1 Monitoring and Feedback on Accessible Customer Service

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

2.2 Use of a Service Dog ~~b~~By The General Public

2.2.1 Recognizing service dogs:

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

Examples of service animals include dogs used by people who have vision loss,

hearing-alert animals for people who are deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and lead them to safety.

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

2.2.2 Responsibilities:

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

2.2.3 Exclusion of Service Dog:

- a) A service dog can only be excluded from access to the premises where this is required by another law. Examples include the Health Protection and Promotion Act and the Food Safety and Quality Act. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g., kitchen of school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom).
- b) Where there is a risk to the health and safety of another person as a result of the presence of a service dog, consideration must be given to options available prior to exclusion of a service dog. An example would be a situation where an individual has a severe allergy to the service dog. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g., creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.
- c) A service ~~animal~~-dog can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario Dog Owners' Liability Act, which places restrictions on pit bull terriers.
- d) In the rare instance where a service dog must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the service dog in a secure area where it is permitted by law and discussing with the person

how best to serve her/him, e.g., a person with a vision disability might need someone (a member of staff or volunteer) to guide ~~them~~ her/him.

2.2.4 Confirming the Status of a Service Dog:

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

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

2.3 Use of Support Persons by the General Public

- 2.3.1 A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from a Board employee who provides support services to a student or staff person – separate and specific procedures apply. A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual's health or providing medical support by being available in the event of a seizure. The support person could be a paid professional, a volunteer, a friend or a family member.
- 2.3.2 Supervisory Officers, Principals and Managers will ensure that staff members receive training in interacting with people with disabilities who are accessing Board services accompanied by a support person.
- 2.3.3 Access to Board premises and school events:
 - a) Any person with a disability who is accompanied by a support person will be welcomed on Board premises with his or her support person. Access will be in accordance with normal security procedures.
 - b) This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or Board offices where the public does not have access.
 - c) Where an individual with a disability who is accompanied by a support person wishes to attend a school, Family of Schools or Board-organized event for which a fee is charged, the notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.

- d) The Board may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

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

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

2.3.4 Confidentiality

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

2.4 Use of Assistive Devices by the General Public

- 2.4.1 Supervisory Officers, Principals, Vice-Principals and Managers will ensure that staff are trained to support parents and the general public who may use assistive devices while accessing Board services.
- 2.4.2 Training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices. (See Appendix B – Information on Interacting with People Using Assistive Devices.)
- 2.4.3 Students and staff have separate and specific procedures related to their personal use of assistive devices.
- 2.4.4 Communication with respect to the use of assistive devices:
 - a) The Board website and each school website will indicate that all Board facilities provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices.

- b) Each Board facility that is open to the public will post information in the front office/reception area that welcomes the use of assistive devices and encourages users to seek support from staff and volunteers as they require it.
- c) The Board website and school websites, as applicable, will indicate the availability of assistive devices provided by the Board* or school to assist in provision of services to people with disabilities.
- d) Each Board facility that is open to the public will, as applicable, post information in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support from staff and volunteers as they require it.

*Note – these could include:

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

2.5 Notice of Disruption of Service

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

3.0 Information & Communications

3.1 Regulation

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

3.2 Definitions

3.2.1 Information

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

3.2.2 Communication

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

3.2.3 Accessible Formats

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

3.2.4 Conversion-ready

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

3.3 Responsibility

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

3.4 Feedback

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

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

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

3.5 Procurement

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

3.6 Provision of Information and Communications in Accessible Formats

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

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

than the regular cost charged to other persons.

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

3.7 Accessible Websites

3.7.1 ~~All Grand Erie internet websites and web content conforms with WCAG 2.0 at Level AA. The Communications & Community Relations Manager will ensure that all new websites and web content on these sites will conform with WCAG 2.0 at Level A.~~

3.7.2 ~~The Communications & Community Relations Manager will ensure that all new websites and web content on these sites will conform with WCAG 2.0 at Level A.~~

~~3.7.23.7.3 The Communications & Community Relations Manager will ensure that, as of January 1, 2021, all its internet websites and web content will conform with WCAG 2.0 at Level AA.~~

~~3.7.33.7.4~~ These requirements do not include Live Captions or Pre-recorded Audio Descriptions.

~~3.7.43.7.5~~ These requirements apply to:

- a) websites and web content, including web-based applications, that the Board controls directly or controls through a contractual relationship that allows for modifications of the product;
- b) web content published on a website after January 1, 2012

~~3.7.53.7.6~~ Where the Communications & Community Relations Manager determines that meeting these requirements is not practicable, such determination will include consideration of:

- a) the availability of commercial software or tools or both; and
- b) significant impact on an implementation timeline that was planned or initiated before January 1, 2012.

3.8 Educational and Training Resources and Materials

3.8.1 Administrators/managers will, upon notification of need, provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person to whom the material is to be provided.

3.8.2 To do so, the Accessibility Committee will procure through purchase, or obtain by other means, an accessible or conversion-ready electronic format, where available.

3.8.3 If the resources cannot be procured or converted into an accessible format, administrators/managers will arrange for the provision of comparable resources.

3.8.4 Administrators/Managers will, upon notification of need, provide information on the requirements, availability and descriptions of programs in an accessible format to persons with disabilities.

3.8.5 School administrators will, upon notification of need, provide student records in an accessible format to persons with disabilities.

3.8.6 Training materials are available [on](#) ~~in~~ the [Grand Erie GEDSB](#) Staff Portal.

3.9 Training for Program/Classroom Staff

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

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

3.10 School Libraries

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

4.0 Employment

4.1 Regulation

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

4.2 Definitions

4.2.1 Performance management

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

4.2.2 Career development and advancement

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

4.2.3 Redeployment

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

4.2.4 Information

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

4.2.5 Communication

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

4.2.6 Accessible formats

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

4.2.7 Conversion-ready

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

4.2.8 WCAG

Refers to the Web Content Accessibility Guidelines.

4.3 Procedures

4.3.1 Responsibility

4.3.2 All staff who have responsibility for hiring and employee selection and/or supervise the work of employees of the Board will ensure that the provisions in this procedure are implemented.

4.3.3 Human Resource Services will ensure that the provisions of this procedure are incorporated in the Board's hiring practices.

4.4 Recruitment

4.4.1 Human Resource Services will ensure that in its recruitment outreach practices the public is made aware that the Board will provide accommodation for applicants with disabilities in its recruitment processes.

4.4.2 Applicants to the Board will be made aware that Human Resource Services provides accommodation for applicants with disabilities in its recruitment processes.

4.4.3 For a job selection process, the principal/supervisor will make applicants aware that, upon request, they have access to accommodations in relation to materials and processes that will be used for applicant selection and that they will be consulted about the necessary accommodations that take into account their accessibility needs due to disability.

4.4.4 When making an offer of employment, the principal/supervisor will notify the successful applicant of its policy of accommodating employees with disabilities.

4.5 Supports for Employees

4.5.1 Human Resource Services will inform employees of the Board's policy of supporting employees with disabilities and procedures that provide for job accommodations.

4.5.2 Human Resource Services will make this information available as soon as practicable to new employees and will provide updated information as policies are revised.

4.6 Accessible Formats and Communication Supports

4.6.1 Where an employee with a disability so requests, the principal/supervisor will consult with the employee to provide or arrange for accessible formats and communication supports in relation to information that is generally available to employees in the workplace and that the employee needs to perform the employee's job.

4.6.2 The principal/supervisor, in determining the suitability of an accessible format or communication as required in 4.1, will consult with the employee.

4.7 Workplace Emergency Response Information

4.7.1 The principal/supervisor will ensure that individualized workplace emergency response information is provided to employees who have a disability, provided the disability is such that individualized information is necessary and the principal/supervisor has been made aware of the need for accommodation due to the disability. The principal/supervisor will provide the necessary information as soon as practicable after becoming aware of the need for accommodation.

4.7.2 If an employee who receives individualized workplace emergency response information requires assistance, the principal/supervisor will, with the consent of the

employee, provide such information to the person(s) designated to provide assistance to the employee.

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

4.8 Individual Accommodation Plans

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

- 4.8.2 The Board's written process will address:

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

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

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

4.9 Return to Work Process

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

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

- 4.9.3 The return-to-work process will:

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

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

4.10 Performance Management

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

4.11 Career Development

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

4.12 Redeployment

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

5.0 Transportation

5.1 Regulation

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

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

5.2 Definitions

5.2.1 Individual school transportation plan

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

5.2.2 Operator

Means the driver of the school transportation vehicle.

5.2.3 Transportation Provider

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

5.2.4 Transportation Services

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

5.3 Responsibility

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

5.4 Individual School Transportation Plans

- 5.4.1 The Superintendent of Education responsible for Special Education, or ~~his/her~~ designate, will, in consultation with parents or guardians, annually identify students who require specific transportation services and provide a Student Support Plan; such identification will, wherever possible, be made prior to the commencement of the school year.
- 5.4.2 Following consultation with parents or guardians, the Superintendent of Education responsible for Special Education, or ~~his/her~~ designate, will work with the Manager of Transportation Services, or his/her designate, to implement recommendations within an individual student transportation plan for each student who requires specific transportation services.

5.5 Content of Individual School Transportation Plans

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

- 5.5.1 Details of the student's assistance needs with respect to transportation to and from school.
- 5.5.2 Provisions for the boarding, securement and debarking of the student, as applicable.

5.6 Communication of Responsibilities re Individual School Transportation Plans

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

- a) The Transportation Provider
- b) The parents or guardians of the student
- c) The operator (driver) of the student transportation vehicle
- d) The appropriate members of the school staff (e.g., principal, teacher, educational assistant)
- e) The student

6.0 Design of Public Spaces

6.1 Regulation

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

6.2 Definitions

- 6.2.1 **Accessible Public Spaces:**
Include special features that make it easier for everyone, especially people with disabilities, seniors and families to use public spaces.
- 6.2.2 **Public Recreational Spaces:**
Can also include recreational elements such as outdoor eating areas & play spaces that people of all abilities can enjoy.
- 6.2.3 **Accessibility by Design:**
Benefits everyone; good public spaces are planned and designed from the beginning with accessibility in mind and can provide people with disabilities with more

opportunities to work and play independently.

6.3 Responsibility

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

6.4 Public Design Standards

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

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

6.5 Features of Accessible Public Spaces

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

6.5.2 Gentler ramp slopes

6.5.3 Wider accessible parking spaces for people with mobility limitations.

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

Appendix A – 1

Grand Erie District School Board
Integrated Accessibility Awareness ManualConsent Form for Student Support Persons
(to be filed in the student's OSR)

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

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

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

Name (print please)

Position
School Administrator (Principal)
Classroom Teacher

b) **Consent for Student Support Person**

Signature _____ Date _____

Printed Name of Parent/Guardian _____

Printed Name of Student (if applicable) _____

c) **Support Person - Declaration of Confidentiality Agreement**

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

Signature _____ Date _____

Printed Name of Support Person _____

Witness (Principal/Staff Member)

Signature _____ Date _____

Printed Name of Witness _____

Appendix A – 2

Grand Erie District School Board
Integrated Accessibility Awareness Manual

Information on Interacting with People Using Assistive Devices

1. Assistive Devices:

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

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

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

2. Moving Personal Assistive Devices

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

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

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

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

a) How to communicate using the Relay Service

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

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

b) How to use a TTY (Teletypewriter)

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

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

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

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

To make a TTY call:

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

Note:

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

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Appendix A –3

Grand Erie District School Board
Integrated Accessibility Awareness Manual

Sample Notices of Disruption to Services

Sample 1 – Access to School Building

(On School Letterhead)

Date:

To: Parents, Guardians and Community Users of our School

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

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

- ☐ East
- ☐ West
- ☐ South
- ☐ North

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

Thank you,

(School Administrator Signature and Name)

Sample 2 – Accessible Washroom

Date:

To: Visitors to the Education Centre

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

Thank you,

Name: _____,

Division Manager of Facility Services – Maintenance

Grand Erie District School Board



GRAND ERIE DISTRICT SCHOOL BOARD

TO: JoAnna Roberto, Director of Education & Secretary
FROM: Scott Sincerbox, Superintendent of Education
RE: HR110 Hiring Procedures
DATE: October 5, 2020

<p>Recommended Action: Moved by _____ Seconded by _____ THAT the Grand Erie District School Board forward Procedure HR110 Hiring Procedures to all appropriate stakeholders for comments to be received by November 25, 2020.</p>
--

Background

Procedure HR110 Hiring Procedures was approved by the Board in September 2016 and has been identified for review.

Additional Information

No revisions have been made to the Procedure and procedure is attached for circulation to stakeholders for comment.

Next Steps

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

Respectfully submitted,

Scott Sincerbox
Superintendent of Education



PROCEDURE

HR110

Hiring Procedures

Board Received: September 26, 2016

Review Date: October 2020

Accountability:

1. Frequency of Reports – As needed
2. Criteria for Success – Hiring is fair, equitable and transparent

Procedures:

1. Preparation for the Hiring Process

- a) Collective Agreements or legislation supersede these provisions.
- b) New positions or additional staff require approval from Human Resources Services, and the Board where required, and must be consistent with collective agreements.
- c) Positions shall be posted internally and/or advertised externally as required. Postings are prepared by Human Resources Services and will provide instructions on the application process.
- d) The principal/supervisor, or designate, shall ensure that the principles of equity and inclusive education are incorporated into all aspects of the hiring/selection process. It is important that students see themselves reflected in their curriculum, their physical surroundings, the broader environment and in the adults with whom they interact while at school.

2. Processing of Applications

- a) The principal/supervisor, or designate, shall screen applications to ensure candidates are qualified for the position. Job related criteria must be developed and consistently applied.
- b) Screening of candidates for the interview is based on job criteria and in accordance with HR9 – Hiring, Supervision and Placement of a Family Member.
- c) Individuals to be interviewed will be given reasonable notice of time and location. Information concerning the make-up of the interview team will not be made available to the candidates or to the public.

3. Interview Process (Guidelines for Conducting Interviews [Appendix A])

- a) When contacting applicants to set up an interview, the principal/supervisor, or designate, must consult with each candidate regarding any necessary accommodation to enable their participation in the interview process. If the candidate indicates that they do require accommodation, the principal/supervisor, or designate, must determine the nature of that accommodation and make arrangements to provide a suitable accommodation to meet the needs of the applicant. Selected applicants must also be notified that any assessment and selection materials and processes used will be available in an accessible format upon request.
- b) The principal/supervisor, or designate, shall develop interview questions and an evaluation tool consistent with job criteria and relevant legislation such as the Human Rights Code. The interview questions should include some behavioural-based questions.
- c) The interview team shall contain diversity of gender, if at all possible. A minimum of three principals/supervisors, or designate, will serve on the team. If, at times of the year, three principals/supervisors, or designate, are not available, a contact with the appropriate Superintendent to obtain consent to have two principals/supervisors (or non-union supervisors) on the team is an option.

- d) The principal/supervisor, or designate, will direct the team.
- e) Each team member will be provided with a package of information consisting of resumes of candidates and the posting, preferably in advance of the interviews.
- f) The team will meet to discuss the questions and selection criteria to ensure that there is a common understanding of the process and the criteria.
- g) Each candidate shall be asked the same questions.
- h) The questions posed should be based on the job criteria and be of such a nature as to probe the candidate's actual performance and degree of success in past roles. The candidate should demonstrate specific areas of strength and the ability to grow professionally.
- i) Although appropriate to ask a candidate to clarify, expand on an idea, or to pursue a particular line of thinking, it is not acceptable to prompt or lead a candidate in his/her response.
- j) During the interview, team members should record only the factual responses of the candidates.
- k) Based on the interview, the principal/supervisor, or designate, will be responsible for developing an evaluative summary for each candidate.
- l) The candidate will complete and sign a Reference Consent Form to authorize contacting of references. The candidate may be asked to provide references in addition to those they have provided on the Reference Consent Form.

4. Selection Process

- a) The interview team will determine the successful candidate as soon as possible following the interviews. At least two appropriate references (one of whom must be the current/most recent supervisor) for every candidate who is recommended to be hired for a permanent position will be checked before a final recommendation is made.
- b) The principal/supervisor, or designate, is responsible for collecting all materials, including the job posting. These must be filed in a secure area as per the *Municipal Freedom of Information and Protection of Privacy Act* and Board guidelines and retained for two years from the date of the interview.
- c) Prior to offering the successful candidate the position, the principal/supervisor, or designate, must contact Human Resources Services.
- d) New employees will receive a conditional offer of employment until such time as they have submitted a Police Record Check including a vulnerable sector search that is acceptable to the Board as per HR108 Police Record Checks for Employees.
- e) In making the job offer, the principal/supervisor, or designate, must also notify the successful applicant of the Board's Policy/Procedure HR116 for accommodating employees with disabilities.
- f) Human Resources Services will coordinate the formal sign up and orientation for successful candidates.

5. Follow Up Procedures

- a) The principal/supervisor, or designate, will notify all candidates who were interviewed of the competition results in a timely manner, preferably through personal contact.
- b) An interview debriefing may be initiated by either the principal/supervisor, or designate, or candidate.

Appendix A

GUIDELINES FOR CONDUCTING INTERVIEWS

With the emphasis on human rights in the workplace, it becomes increasingly important that interviewing teams be aware of legislative requirements related to hiring staff. Every effort should be made to ensure the interview process is objective.

Some basic do's and don'ts are outlined here to assist interviewing teams charged with the responsibility of selecting Board staff.

DO

1. Have a minimum of three people involved in the interview. This provides for more individual perspectives and a better assessment of applicants.
2. Establish questions based on job-related criteria to be asked of each candidate. This allows a better evaluation of each candidate's responses and ensures that everyone is treated equally.
3. Ensure that each candidate possesses the basic required skills/experience for the position. Interviewers should be familiar with the essential job requirements before the interviews take place.
4. Check references after the interviews, but prior to offering the position. While this can be time consuming, reference checks, particularly with former supervisors, provide important information about the candidate's work habits and interpersonal relationships. Only those references listed by the candidate may be contacted. Additional references may be requested.
5. Contact Human Resource Services before offering any position.
6. Be aware of human rights legislation that expects a "duty of accommodation" by employers, when considering a candidate. Unless the accommodation would provide "undue hardship" for the employer, some accommodation must be made. It is important to remember that although there may be no intent to discriminate, the Human Rights Commission will be concerned with the outcome of an employer's action.
7. All new employees to Grand Erie must submit a satisfactory Police Record Check including a vulnerable sector search prior to commencement of duties, as per HR108 Police Record Checks for Employees.

DON'T

1. Make any assumption about the type of candidate being sought for a particular position. For example, if a candidate has indicated to you that they have a disability, or if that is evident to you, do not assume that the disability will prevent the applicant from carrying out the essential duties of the position.
2. Screen applicants or ask questions during the interview relating to:
 - marital status
 - dependents
 - plans for a family
 - ethnic origin
 - age or date of birth
 - religion
 - schools attended
 - health problems
 - or any other prohibited ground under the Ontario Human Rights Code
3. Participate on an interview team if you have a conflict of interest with any applicant (refer to HR9 Hiring, Supervision and Placement of a Family Member if applicable).



GRAND ERIE DISTRICT SCHOOL BOARD

TO: Trustees of the Grand Erie District School Board
FROM: la'teieka:nereh Doxtader-Swamp, Student Trustee
RE: **Student Trustee Report**
DATE: October 5, 2020

Orange Shirt Day

September 30th is known as Orange Shirt Day which is a day to acknowledge the events that have taken place within Residential Schools. The main goal of the residential school system was to isolate children from their families, communities, and culture, and to assimilate them into the dominant culture by any means necessary. It is estimated that over 150,000 Indigenous children attended residential schools, and that there were even more deaths than the 6,000 reported deaths. The effects of these schools are still negatively impacting Indigenous people to this day.

Many teachers, students, and staff throughout the Grand Erie District School Board have participated by wearing an orange shirt on this day. Orange Shirt Day helps the remaining survivors know that they are heard and believed, and by wearing an orange shirt you will contribute to their healing by showing your respect. Although it is only one day out of the year, it is a step towards reconciliation and healing for Indigenous people. The Grand Erie District School Board honours the survivors by acknowledging this day through spreading awareness about the residential school system, and in participating by wearing an orange shirt, especially with a residential school still standing close by in Brantford.

On a personal note, had a great-great grandparent of mine not have survived in the residential school system, I would not be here today. I have living family members that have attended Indian day schools and I proudly wear an orange shirt to acknowledge all that they went through and to show respect for the ones who did not make it out. In today's time, there are very little Indigenous people immersed in their cultural ways and traditions. It is a huge weight that I put upon myself to be able to continue my people's traditional ways, and that at a point in time all of it could have been lost because of residential schools. There are many people in my own community that I see who are lost and have no idea who they are and what it means to be an Onkwehon:we person. To me, Orange Shirt Day is not just a day where everyone wears an orange shirt because of residential schools, but because of what also would have been lost and would have continued still to this day if they were not shut down. To have Orange Shirt Day widely recognised not just between Indigenous people, but between everyone means a lot to me. I am greatly appreciative for this day to have been acknowledged in all Grand Erie schools, simply by the act of wearing a single orange shirt.

Respectfully submitted,

la'teieka:nereh Doxtador-Swamp
Student Trustee