

# Greater Essex County District School Board

## Multi-Year Accessibility Plan 2022-2026

Developed by the Accessibility Planning Committee in accordance with:  
Accessibility for Ontarians with Disabilities Act (2005)  
Integrated Accessibility Standards Regulation (IASR)  
and the Ontario Human Rights Code (OHRC)



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## Greater Essex County District School Board Multi-Year Accessibility Plan

- barriers;
- describes the measures the GECDSB will take in the next four years to identify, remove and prevent barriers;
- makes a commitment to provide an annual status report on the implementation of the Multi-Year Accessibility Plan;
- makes a commitment to review and update the Multi-Year Accessibility Plan at least once every five years; and
- describes how the GECDSB will make

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## 7. Board Strategic Plan

### **Vision**

Building tomorrow together

### **Mission**

Leading excellence in public education by creating confident learners, engaging diverse communities and demonstrating ethical stewardship

### **Strategic Priorities**

Student success and well-being:

- Creating confident learners through personalized learning, supportive environments and trusting relationships.
- Engaging communities through equitable and reflective practices that respect and honour our diversity.
- Demonstrating ethical stewardship through thoughtful and intentional use of financial, human, environmental and community resources.



## **8. Accessibility Planning Committee Members:**

The Accessibility Planning Committee (APC) provides input and responses to identified accessibility issues, provides input into new policies, regulations and administrative procedures involving accessibility and is responsible for identifying barriers and possible solutions.

Mike Wilcox, Superintendent of Special Education - Chair  
Shelley Armstrong, Superintendent of Business  
Chris Mills, Superintendent of Technology Integration  
Ros Salvador, Human Rights and Equity System Advisor  
Amie MacKinnon, Human Resources Coordinator  
Kristie Sweet, Supervising Principal of Special Education  
Giuliana Hinchliffe, Manager of Facility Services  
Madeline McEachern, Communications Officer  
Rob Romano, Elementary Principal  
Jennifer Newton, Special Education Coordinator  
Allison Forbes, Teacher  
Peggy Russette, Administrative Assistant, Special Education

## **9. Work Towards Barrier Removal and Prevention**

The following has occurred as part of the GECDSB commitment to accessibility:

- Formation of an Accessibility Planning Committee (2012)
- Development of a Multi-Year Accessibility Plan (2012)
- Development of an Annual Accessibility Status Report (annually updated)

Ongoing work is occurring in the following areas:

### **Customer Service**

The goal of customer service is to provide an environment consistent with the principles of independence, dignity, integration and the equality of opportunity for all, with particular attention on persons with disabilities.

The GECDSB provides mandatory online accessibility training to all staff on a cyclical basis. The AODA/TeachAble training e-learning module is located in Brightspace, an online learning platform that staff can access, and was last updated in 2019. The module will be further updated for spring 2024. This course is an orientation to the Integrated Accessibility Standards for GECDSB employees. The training focuses on the requirements of the accessibility standards set out in the IASR and the Ontario Human Rights Code as it pertains to persons with disabilities. All new staff are required to complete it as part of their new employee orientation. The GECDSB is committed to responding effectively to requests for materials in alternative accessible formats as well as being responsive to community feedback through our





catholique Providence. In keeping with its policies and procedures which ensure compliance with accessibility standards, the WESTS develops, monitors and provides student transportation. All students requiring accommodated transportation must have the Special Education Transportation Application and the AODA form completed. This form was developed collaboratively with the Special Education Department and the WESTS. The AODA form identifies any equipment requirements or accommodations required for transportation.

### **Design of Public Spaces**

The GECDSB Special Education and Facility Services departments work collaboratively to determine accessibility project priorities throughout the year. Where possible work is completed through the school year and where necessary due to the impact of the construction, some projects are completed over the summer months.

Individual student accessibility needs are determined by school administrators, Special Education Coordinators and/or John McGivney Children's Centre occupational therapists who share the needs with the Special Education Department. This information is shared with Facility Services

## **Group Methods**

### **Students**

Barriers to accessibility are identified by students, parents, guardians and school staff. Facilities Services, Special Education and Transportation departments work with stakeholders to develop accommodation plans.

### **Staff**

Human Resources staff, specifically Wellness Officers, identify restrictions and limitations for staff an



## 12. Accessibility Outcomes

The following chart indicates accessibility outcomes and reports that the Board either has already put in place or will put in place over the next 4 years. Please note the accessibility outcomes, where applicable, are taken from the Accessibility for Ontarians with Disabilities Act (2005) and the Ontario Human Rights Commission Policy: accessible education for students with disabilities (2018).

DEPARTMENT RESPONSIBLE	OUTCOME	TIME FRAME	Reference
Accessibility Planning Committee	Maintain and update		





DEPARTMENT RESPONSIBLE	OUTCOME	TIME FRAME	Reference
	practices, a diverse workforce and an inclusive work environment		

### **13. Review and Monitoring Process**

Throughout the year, evaluation of the effectiveness in n te 010.510