

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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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

main website page under the heading *Accessibility*. More information regarding the [Multi-Year Accessibility Plan](#) and the [Annual Accessibility Status Reports](#) are available there.

Information and Communication

The GECDSB trustees approved the board's Communications Team and IT Department's migration of board and school websites to a new platform in February 2022. This new platform provides greater ability to meet AODA requirements and achieve compliance with Web Content Accessibility Guidelines (WCAG 2.0). The IT Department, in conjunction with the Superintendent responsible for AODA, purchased additional software to monitor AODA compliance of the GECDSB websites. The GECDSB developed a WCAG 2.0 compliant staff Intranet, which was launched in 2022.

Social media communications use accessibility tools available on main social media platforms – Facebook, Twitter and Instagram.

Throughout the 2021-22 school year, AODA website

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

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 and develop accommodation plans for individuals to support their success.

Public Barriers

Barriers to accessibility are identified by individuals accessing programs and services offered by the school board. Members of the public may bring concerns to the attention of the school, school board satellite sites, the Board Office or may use the board website Accessibility link to share concerns or comments. Barriers identified by members of the public are referred to the Board's Accessibility Planning Committee. Development of the Multi-Year Accessibility Plan and the Annual Status Report as well as ongoing feedback opportunities from individuals are important methods to identify barriers to accessibility.

Board Wide

The GECDSB Multi-Year Accessibility Plan and the Annual Accessibility Status Report provides updates on emerging barriers to accessibility. SEAC, ODA reports, AODA, IASR, and Customer Service Regulation are examples of some of the lenses used for barrier identification. Bi-annual meetings of the Accessibility Planning Committee will allow the committee to review concerns brought forward by the public and our staff through the [accessibility reporting process](#) on our website. Once a barrier is identified through either Facilities Services, Special Education or John McGivney Children's Centre staff, these groups work together to develop a plan to remove the barrier or accommodate the needs of the individual(s) involved.

11. Barriers Identified

The AODA (2005) identifies specific barriers to accessibility through the [Integrated Accessibility](#)



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