



# GRAND ERIE DISTRICT SCHOOL BOARD

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## MULTI-YEAR ACCESSIBILITY PLAN

NOVEMBER 2012 TO NOVEMBER 2017

Annual Update, November 14, 2016

## MULTI-YEAR ACCESSIBILITY PLAN

### GRAND ERIE DISTRICT SCHOOL BOARD November 2012 – November 2017

Prepared by  
Accessibility Committee

In accordance with:

*Ontarians with Disabilities Act (ODA)*  
*Accessibility for Ontarians with Disabilities Act (AODA)*  
Integrated Accessibility Standards Regulation (IASR)

Annual Update, November 14, 2016

This publication is available through the Grand Erie District School Board's

- website ([www.granderie.ca](http://www.granderie.ca) → Community → Accessibility)
- Education Centre/Head Office
- Three Regional School Board Offices/School Support Centres – please see below  
– also available at –
- Participation House, 10 Bell Lane, Brantford 519-756-1430
- Regional Public Libraries
- In accessible formats upon request \*

\* Contact the Education Centre/Head Office

Regional School Board Offices/School Support Centres

BSSC: 108 Tollgate Road, Brantford, ON N3R 4Z6  
HSSC: 70 Parkview Road, P.O. Box 760 Hagersville, ON N0A 1H0  
NSSC: 227 Main St. S., Waterford, ON N0E 1Y0

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## TABLE OF CONTENTS

	<b>Page</b>
Cover Page	1
Plan Availability	2
Table of Contents	3
<b>Section</b>	
1. Aim	4
2. Objectives	4
3. Commitment to Accessibility Planning	4
4. Description of the Grand Erie District School Board	5
5. Members of Accessibility Committee	6
6. Strategy for Prevention and Removal of Barriers	7
7. Barrier-Identification Methodologies	7
8. Recent Barrier Removal Achievements	8
9. Barriers to be Addressed in 2012-2017 Multi-Year Plan	9-12
10. Review and Monitoring Process	13
11. Communication of the Plan	13

## Aim

This Multi-Year Accessibility Plan (the Plan) is developed in accordance with the Integrated Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act (AODA), 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act (ODA), 2001*. The Plan describes the measures that the Grand Erie District School Board (the Board) will take over the five year period from 2012-2017 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The Plan will be guided by the Board's Accessibility Policies and Procedures.

[Integrated Accessibility Standard Regulation \(IASR\), Ontario Regulation 191/11](#)

### 1.0 Objectives

This Plan:

- 1.1 Describes the process by which the Board will identify, remove and prevent barriers;
- 1.2 Reviews recent efforts of the Board to remove and prevent barriers;
- 1.3 Describes the measures the Board will take in the period 2012-2017 to identify, remove and prevent barriers;
- 1.4 Makes a commitment to provide an annual status report on the Board's implementation of the Multi-Year Accessibility Plan;
- 1.5 Makes a commitment to review and update the Plan at least once every 5 years;
- 1.6 Describes how the Board will make this Accessibility Plan available to the public.

### 2.0 Commitment to Accessibility Planning

This Plan will be established, reviewed and updated in consultation with persons with disabilities, the Board's Special Education Advisory Committee (SEAC), and the Accessibility Committee. It is the Board's role to consider and approve the Plan.

The Grand Erie District School Board is committed to:

- 2.1 Maintaining an Accessibility Committee;
- 2.2 Continuing the process of consulting with the Special Education Advisory Committee and persons with disabilities;

- 2.3 Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Committee will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 2.4 Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Committee and will, wherever practicable, be incorporated in the Multi-Year Accessibility Plan.

The Director of Education has authorized the Accessibility Committee to review and update the Multi-Year Accessibility Plan that will enable the Grand Erie District School Board to meet these commitments.

### 3.0 Description of the Grand Erie District School Board

The Grand Erie District School Board is a medium-sized school board in the Province of Ontario. It encompasses an area of 4,067 sq. km. in south-central Ontario and includes the City of Brantford and the Counties of Brant, Haldimand and Norfolk. Major cities and towns are: Brantford, Caledonia, Cayuga, Delhi, Dunnville, Hagersville, Paris, Port Dover, Simcoe and Waterford. The area’s population is approximately 223,000.

### 4.0 Board Strategic Direction

SUCCESS for every student.

We will achieve this through a focus on students and staff in a culture of high expectations.

### 5.0 Members of Accessibility Committee

Working Group Member	Department	Contact Information
Lesley Boudreault - Program Coordinator	Special Education	519-756-6306 ext. 287219 <a href="mailto:lesley.boudreault@granderie.ca">lesley.boudreault@granderie.ca</a>
Bell, Sharon - Manager Human Resource Services	Human Resource Services	(519) 756-6306, ext. 281289 <a href="mailto:sharon.bell@granderie.ca">sharon.bell@granderie.ca</a>
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Hunt, Doug-Participation House	Community	(519) 756-1430 ext. 273 <a href="mailto:dhunt@participationhousebrantford.org">dhunt@participationhousebrantford.org</a>
Krukowski, Tom Division Manager Maintenance & Energy	Facilities Services	(519) 756-6306, ext. 281115 tom.krukowski@granderie.ca
Chair - Mertins, Karin, School and Program Supports Lead	Student Support Services	519-756-6306, ext. 287219 <a href="mailto:Karin.mertins@granderie.ca">Karin.mertins@granderie.ca</a>
Richardson, James-Trustee	Board of Trustees	905-975-9538 <a href="mailto:James.richardson@granderie.ca">James.richardson@granderie.ca</a>
McKillop, Shawn, – Manager of Communications and Community Relations	Communications and Community Relations	(519)756-6306, x-281147 <a href="mailto:shawn.mckillop@granderie.ca">shawn.mckillop@granderie.ca</a>
Senior, Jeff – Principal, Cobblestone School	School Administration	(519) 442-2500, ext. 102001 <a href="mailto:jeff.senior@granderie.ca">jeff.senior@granderie.ca</a>
Thompson, Liana – Superintendent of Education	Senior Management Special Education/Student Support Services	(519)765-6306, ext. 281122 <a href="mailto:liana.thompson@granderie.ca">liana.thompson@granderie.ca</a>
Wong, Rob – Vice-Principal, North Park Collegiate	School Administration	(519) 759-2560, ext. 274002 <a href="mailto:rob.wong@granderie.ca">rob.wong@granderie.ca</a>

The Accessibility Committee held 3 meetings in the last year to review and update the Multi-Year Accessibility Plan for 2012-17.

## 6.0 Strategy for prevention and removal of barriers

Beginning in September 1, 2001, the principles of inclusionary practice, freedom from barriers and accessible environments have informed all Grand Erie District School Board policies, programs, procedures and services. Through the annual accessibility plan status report process implemented under the *Ontarians with Disabilities Act, 2001*, the Grand Erie District School Board’s programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a Multi-Year Accessibility Plan which places particular emphasis on the regulations made under the AODA with regard to Customer Service, Information and Communications, Employment, School Transportation, and the Design of Public Spaces.

## 7.0 Barrier Identification

The Accessibility Committee uses the following barrier-identification methods:

Group	Methods
Students	Barriers to accessibility are identified by students, parents and school staff. Facilities, Special Education, Safe and Inclusive Schools and Transportation Departments work with stakeholders to remove/prevent barriers and develop accommodation plans.
Staff	Staff, the Health and Disability Officer, and Human Resource Services identify barriers, restrictions and limitations and develop accommodation plans.

Public	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 Support Centres, or the Education Centre. The Board website also provides an opportunity for feedback. Development of the Multi-Year Accessibility Plan and ongoing feedback opportunities are additional important methods to identify barriers to accessibility.
Board Wide	Ongoing liaison with bargaining partners, provincial associations, school boards, and public sector agencies provides updates on emerging barriers to accessibility. SEAC and the Ontario Public School Boards Association are examples of some of the resources used for barrier identification. Review of our facilities provides up-to-date identification of barriers and permits planning to remove/prevent such barriers. Barriers to accessibility are referred to the Board's Accessibility Committee for review and recommendations.

### 8.0 Recent Barrier Removal Achievements

The most recent Annual Accessibility Plan developed in accordance with the *Accessibility for Ontarians with Disabilities Act (AODA)* identified a range of barriers and appropriate strategies for their removal. The following chart details some of the recent barrier-removal achievements:

Type of Barrier	Location	Action Taken
Physical	Branlyn	Front entrance upgrade
Physical	GELA-Rawdon	Front entrance accessible ramp and door upgrade
Physical	Delhi	Operators installed to office, library and exterior door. Hold open device on cafeteria. Removed interior wall to accommodate bed.
Physical	Houghton	Accessible bathroom
Physical	Langton	Installation of Life in bathroom
Physical	North Park	Accessible washrooms and change rooms as part of NP Turf Field
Physical	Pauline Johnson	Accessible washrooms and change rooms as part of PJ Turf Field
Physical	Oneida	Front entrance upgrade
Attitudinal	Board-wide	Mental Health Week addressing awareness
Attitudinal	Board-wide	Behaviour Management Systems Training
Attitudinal	Board-wide	Training re Integrated Accessibility Standards Regulation and Ontario Human Rights Code

\* New school construction has adhered to the current building code and includes level access to schools, automatic door operators, elevators in schools of more than one floor, and accessible washrooms. Revisions to the Building Code came into effect January 1, 2015 and included things such as: amended mounting heights and location for washroom accessories, increased

minimum clear floor areas for turning space in washrooms and power door operators on all barrier free washrooms.

## 9.0 Barriers to be addressed under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service which came into force in 2007.

Through this 2012-2017 Multi-Year Accessibility Plan, the Grand Erie District School Board intends to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work with regard to identification and removal of barriers in the Board's physical environment.

### 2012-2013

Type of Barrier	Location	Action	Effective Date and Compliance Update *Indicates Compliance
Systemic	Board-wide	Develop Accessibility Policy Statement	Jan. 1, 2013 *SO23 Jan. 28, 2013
Attitudinal – Information and Communications	Board-wide	Develop Procedure re Accessible Information and Communications	Jan. 1, 2013 *SO138 Jan. 28, 2013
Attitudinal – Employment	Board-wide	Develop Procedure re Accessible Employment	Jan. 1, 2013 *SO139 Jan. 28, 2013
Attitudinal-Transportation	Board-wide	Develop Procedure re Student Transportation	Jan. 1, 2013 *SO137 Jan. 28, 2013
Systemic	Board-wide	Review procurement practices to incorporate accessibility criteria for goods, services and facilities	Jan. 1, 2013 *Purchasing Dept. requires successful bidders to provide proof
Information and Communications	Board-wide	Provide accessibility awareness training for all educators and classroom-based staff on accessible instruction and program delivery	Ongoing 2012-2013 *Training to be completed Fall of 2013. Accessibility Compliance Report to be filed by Dec. 31, 2013
Information and Communications	Board-wide	Review practices to ensure readiness to provide educational resources or materials, student records and information on program requirements in accessible formats upon request	Jan. 1, 2013 *Administrators informed of this requirement, 2012-13



2013-2014

Type of Barrier	Location	Action	Effective Date and Compliance Update
Systemic - attitudinal	Board-wide	Provide training to all staff, volunteers on accessibility standards requirements and on Human Rights Code provisions re disabilities and ensure third-party providers have similar training	Ongoing 2013-2014 *Training to be completed in Fall 2013
Information and Communications	Board Offices	Review process for receiving/responding to feedback to ensure accessibility to persons with disabilities and readiness to provide accessible formats and communication supports upon request. Notify the public re above	January 1, 2014 *Board website message under "Contact Us"
Information and Communications	Board-wide	Review Board and school websites to assess level of accessibility. Ensure that new sites and web content meet Web Content Accessibility Guidelines (WCAG) 2.0, Level A standards	January 1, 2014 *Communications and Community Relations Dept. working with schools to ensure compliance, effective 2012-13
Systemic - Employment	Board-wide	Review and update Human Resources procedures and practices with regard to recruitment, job accommodations, alternative accessible formats and communication supports, individual accommodation plans, return to work, performance management, career or professional development, redeployment	January 1, 2014 *Human Resource Services has adopted procedures and practices to achieve compliance, 2012-13
Information and Communications – Student Transportation	Board-wide (Student Transportation and Special Education)	Consult with parents and develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities	January 1, 2014 *Transportation Dept. and Special Education Implemented Sept. 3, 2013
Information and Communications	School Libraries	Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	Ongoing 2013-2014 in anticipation of the 2015 compliance date
Physical	Various Sites	Install accessibility features	Ongoing 2013-2014*refer to page 8 for recent improvements

**2014-2015**

Type of Barrier	Location	Action	Effective Date
Information and Communications	Board-wide	Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities. (Consider access to board meetings/school events)	January 1, 2015
Information and Communications	School Libraries	Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	January 1, 2015
Information and Communications	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Various Sites	Install accessibility features	Ongoing 2014-2015

**2015-2016**

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing
Information and Communications	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline	Ongoing preparation for 2020 deadline
Information and Communications	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Various Sites	Install accessibility features	Ongoing 2015-2016

**2016-2017**

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained Develop capacity to train volunteers as appropriate Accessibility Awareness Day	Ongoing 2016-2017  Tied to Accessible Website design November 25, 2016
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing 2016-2017
Information and Communications	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request Evaluating Centre for Equitable Library Access (CELA) digital library	Ongoing preparation for 2020 deadline  2016-17
Information and Communications	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards Process for developing GEDSB Accessible Website has been initiated	Ongoing preparation for 2021 deadline  2016-17
Physical	Various Sites	Install accessibility features  Developing a process for tracking requests related to improved built environments	Ongoing 2016-2017  2016-17

**10.0 Review and Monitoring Process**

The Accessibility Committee meets regularly during the year to consider feedback received, review progress, evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Committee will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the Plan is brought to the Board for approval at the Committee of the Whole meeting in November;
- (b) At least once every 5 years the Plan is reviewed and updated in consultation with persons with disabilities, with the Board’s Special Education Advisory Committee and other relevant stakeholders. The Plan will be brought to the Board for consideration and approval.
- (c) Development of a new Multi-year Plan will be undertaken in 2016-17.

## 11.0 Communication of the Plan

In addition to the public availability of the Plan as referenced earlier on Page 2, the Grand Erie District School Board will post an annual status report on the progress of the Multi-year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:

Chair  
Accessibility Committee  
Grand Erie District School Board  
Or  
[www.granderie.ca](http://www.granderie.ca) → "Contact Us"