



POLICY

SO31

Accessibility

Board Received: January 25, 2021 Review Date: February 2025

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