

Windsor-Essex Catholic
DISTRICT SCHOOL BOARD

**MULTI-YEAR
ACCESSIBILITY PLAN**

FOR THE PERIOD DECEMBER 2012 TO DECEMBER 2017

MULTI-YEAR ACCESSIBILITY PLAN

WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD December 2012 – December 2017[†]

Prepared by

**Accessibility Planning Committee
In accordance with
Accessibility for Ontarians with Disabilities Act
Integrated Accessibility Standards Regulation**

December 2012
Reviewed and revised
August 30, 2016

This publication is available through the Windsor-Essex Catholic District School Board's

- website (www.wecdsb.on.ca → BOARD → Accessibility)
- Catholic Education Centre
- School Libraries
- In accessible formats upon request*

*Contact the Catholic Education Centre

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Glossary of Terms

AODA – Accessibility for Ontarions Disabilities Act

SEAC – Special Education Advisory Committee

OASBO – Ontario Association of School Business Officials

OCSBOA - Ontario Catholic School Business Officials Association

ODA – Official Development Assistance

IASR – Integrated Accessibility Standards Regulation

WSIB – Workplace Safety and Insurance Board

1.0 Aim

This multi-year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that 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 Standards-Policy Statement (Policy Reference-link).

2.0 Objectives

This Plan:

- 1.1** Describes the process by which the WINDSOR-ESSEX CATHOLIC District School Board will identify, remove and prevent barriers;
- 1.2** Reviews recent efforts of the WINDSOR-ESSEX CATHOLIC District School Board to remove and prevent barriers;
- 1.3** Describes the measures the WINDSOR-ESSEX CATHOLIC District School 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 multi-year accessibility plan at least once every 5 years;
- 1.6** Describes how the WINDSOR-ESSEX CATHOLIC School Board will make this accessibility plan available to the public.

3.0 Commitment to Accessibility Planning

The Director of Education has authorized the Accessibility Committee to prepare an accessibility plan that will enable the Windsor-Essex Catholic District School Board to meet these commitments.

The WINDSOR-ESSEX CATHOLIC District School Board is committed to:

- 3.1** Maintaining an Accessibility Planning Committee;
- 3.2** Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities;
- 3.3** Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Planning Committee will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 3.4** 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 plan.

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

4.0 Description of the Windsor-Essex Catholic District School Board

The Windsor-Essex Catholic District School Board operates 33 elementary schools, 3 middle schools and 8 secondary schools, as well as an adult education program that provide quality Catholic education to 20,565 students. The board employs 1,220 full time equivalent elementary and secondary teachers as well as 888 support staff, which includes principals, vice-principals, educational assistants, child and youth workers, early childhood educators, IT technicians, school office support, custodial and maintenance staff, as well as board office administration and other professional staff.

Mission Statement and Visions and Goals of the Windsor-Essex Catholic District School Board

MISSION STATEMENT

"We will strive, as a partnership of school, family and parish, to provide our students with a quality Catholic education rooted in Gospel teachings, enabling all to grow to their potential."

VISION & GOALS

Faith Development

- We seek to make Catholic faith integral to all aspects of our lives and learning.
- We provide meaningful and ongoing Catholic faith formation for all students and employees.
- We foster, through "Our Journey to Holiness"*, a spirit of kindness, compassion and service to the community.
- We create, in all our places of learning and labour, welcoming, inclusive and safe environments in which the dignity and worth of each individual is valued as being in the image and likeness of Christ.
- We embrace the "Ontario Catholic School Graduate Expectations"* as the desired outcomes for all our students as they pursue educational excellence.

Student Achievement

- We challenge all our students to become critical thinkers, effective communicators and problem-solvers through the development of literacy and numeracy skills.
- We nurture well-rounded, faith-filled and contributing citizens by developing knowledge, understanding and skills in sciences, arts, humanities, languages and technologies.
- We enrich intellectual, physical, emotional, spiritual and health and well-being.
- We encourage effective communication among all partners in Catholic education to enhance students' achievement and spiritual growth.

- We support the professional development of all employees through training, mentoring and sharing best practices, enabling them to enrich the educational experiences of our students.

* *Our Journey to Holiness. Windsor-Essex Catholic District School Board*

* *The Ontario Catholic School Graduate Expectations. Institute for Catholic Education*

5.0 Members of Accessibility Committee

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The Accessibility Planning Committee held 3 meetings September 3, 2015, January 7, 2016 and April 21, 2016 to update/review the Multi-Year Accessibility Plan for 2012-17.

The Multi-Year plan was reviewed at the meeting on August 30, 2016. Meetings will also be held on December 7, 2016 and April 5, 2017.

(Note: The above list is based on typical composition of Accessibility Committee.)

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 WINDSOR-ESSEX CATHOLIC 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 WINDSOR-ESSEX CATHOLIC 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 provisions of the regulations made under the AODA with regard to customer service, information and communications, employment and school transportation.

7.0 **Barrier Identification Methodologies**

The Accessibility Planning Committee uses the following barrier-identification methods:

Group	Method
Students	Barriers to accessibility are identified by students, parents and school staff. Facilities, Special Education and Transportation departments work with stakeholders to remove/prevent barriers and develop accommodation plans.
Staff	Staff, WSIB/Disability/Management Specialist, and Human Resources 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 or the Catholic Education Center. The Board website also provides an opportunity for feedback. Barriers identified by members of the public are referred to the Board’s Accessibility Committee. Development of the Multi-Year Accessibility Plan Committee. Development of the Multi-Year Accessibility Plan and the 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,

	OASBO, OACCSBO, ODA, AODA, IASR, and the Customer Service Regulation 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.
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8.0 Recent Barrier Removal Achievements

The most recent Annual Accessibility Plan developed in accordance with the Ontarians with Disability Act (ODA) identified a range of barriers and appropriate strategies for their removal. The detailed achievements are set out in the following chart:

Type of Barrier	Location	Action Taken
Physical	St. Joseph's Catholic High School	Installation of accessible exit door and ramp in special education classroom.
Information and Communication	Board-Wide	Provision of sign language interpreter: i) where necessary for student to access curriculum programming ii) upon request of parent/guardian, in order to enable communication with staff respecting student's education
Information and Communication	Board-Wide	Expansion of the Mental Health Model
Information and Communication	Secondary schools	Continuation of the B-RAD program in grade 9 – addressing bullying, relationships, alcohol and drug awareness
Information and Communication	Elementary schools	Continuations of Getting along Digitally, a peer model delivery method to grade 7 & 8 students

		on proper netiquette
Information and Communication	Elementary schools	Continuation of VIP (values, influence and peers) program to grade 6 students on good decision making.

New school construction has adhered to the current building code and includes level access to schools, automatic door openers, elevators in schools of more than one floor, accessible 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.

WINDSOR-ESSEX CATHOLIC Board intends, through this Multi-year Accessibility Plan for the period 2012-2017, to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work the Board is undertaking with regard to identification and removal of barriers in the Board’s physical environment.

2012-2013

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Develop Accessibility Policy Statement	January 1, 2013
Attitudinal – Information and Communications	Board-wide	Develop a Procedure re: Accessible Information and Communications	January 1, 2013
Attitudinal – Employment	Board-wide	Develop Procedure re: Accessible Employment	January 1, 2013

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Systemic	Board-wide	Review procurement practices to incorporate accessibility criteria for goods, services, facilities	January 1, 2013
Information and Communication	Board-wide	Provide accessibility awareness training for all educators/ classroom-based staff on accessible instruction and program delivery	Ongoing 2012-2013
Information and Communication	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	January 1, 2013
Type of Barrier	Location	Action	Effective Date
Physical	Various Sites	Installation of accessibility features <i>(Note: Board would include information that was typically included re building upgrades in the Annual Accessibility Plan under ODA – Details could be set out in an Appendix)</i>	Ongoing 2012-2013

2013-2014

Type of Barrier	Location	Action	Effective Date
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
Information and Communication	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
Information and Communications	Board-wide	Review Board and school websites to assess level of accessibility. Ensure that new sites and web content published after Jan 1, 2012 meet WCAG 2.0, Level A standards.	January 1, 2014
Type of Barrier	Location	Action	Effective Date
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 appraisal, career or professional	January 1, 2014

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		development, redeployment	
Information and Communication – 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
Information and Communication	Schools	Review the readiness of schools 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	Installation of accessibility features	Ongoing 2013-2014

2014-2015

Type of Barrier	Location	Action	Effective Date
Information and Communication	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.	January 1, 2015
Type of Barrier	Location	Action	Effective Date
Information and Communication	Schools	Ensure readiness of schools to provide accessible or conversion-ready formats of print resources upon request	January 1, 2015

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Information and Communication	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	Installation of 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 has been trained.	Ongoing
Information and Communication	Schools	Review status of capacity of schools 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 Communication	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	Installation of 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	Ongoing 2016-2017

		trained	
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing 2016-2017
Information and Communication	Schools	Review status of capacity of schools to provide accessible or conversion-ready formats of all resources upon request. Inform principals of the common system approach.	Ongoing preparation for 2020 deadline
Information and Communication	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	Installation of accessibility features	Ongoing 2015-2016

10.0 Review and Monitoring Process

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

The Accessibility Planning 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 prepared.
- (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 committees.

11.0 Communication of the Plan

In addition to the public availability of the plan as referenced earlier on

Page 2, WINDSOR-ESSEX CATHOLIC 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:

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