

**Windsor-Essex Catholic**  
DISTRICT SCHOOL BOARD

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**MULTI-YEAR  
ACCESSIBILITY PLAN**

**FOR THE PERIOD DECEMBER 2017 TO DECEMBER 2022**

# **MULTI-YEAR ACCESSIBILITY PLAN**

## **WINDSOR-ESSEX CATHOLIC DISTRICT SCHOOL BOARD December 2017 – December 2022**

**Prepared by**

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

Reviewed and revised  
May 2018

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

- website ([www.wecdsb.on.ca](http://www.wecdsb.on.ca) → BOARD → Accessibility)
- Catholic Education Centre
- In accessible formats upon request\*

\*Contact the Catholic Education Centre

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### **Glossary of Terms**

AODA – Accessibility for Ontarians with 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 2017-2022 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:

- 2.1** Describes the process by which the WINDSOR-ESSEX CATHOLIC District School Board will identify, remove and prevent barriers;
- 2.2** Reviews recent efforts of the WINDSOR-ESSEX CATHOLIC District School Board to remove and prevent barriers;
- 2.3** Describes the measures the WINDSOR-ESSEX CATHOLIC District School Board will take in the period 2017-2022 to identify, remove and prevent barriers;
- 2.4** Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan;
- 2.5** Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;
- 2.6** 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 Planning 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 Planning Committee and will, wherever practicable, be incorporated in the multi-year plan.

The Director of Education has authorized the Accessibility Planning 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 32 elementary schools, 3 middle schools and 8 secondary schools, as well as an adult education program that provide quality Catholic education to 20,200 students. The board employs 1,170 full time equivalent elementary and secondary teachers as well as 895 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, Priorities and Goals of the Windsor-Essex Catholic District School Board**

### **Mission**

In keeping with the virtues of our Catholic Faith, we are called to know every student, to inspire them to follow the example of Jesus, and empower them with the knowledge and skills they need to live purposeful and meaningful lives.

### **PRIORITIES & GOALS**

#### **Our Students**

- To understand and know each student, in order to better promote their intellectual, spiritual, emotional, and physical well-being
- To guide and direct our students towards the pathways that work best for them, while helping them establish goals that are consistent with their individual aspirations
- To focus on the success of our most vulnerable, by creating positive, welcoming, safe learning environments where every child can achieve success

#### **Our Faith**

- To create an atmosphere that nurtures the faith journey of all our students and encourages them to put into practice the virtues inherent in our faith
- To foster mutual respect for other beliefs while remaining true to our core Catholic principles and values
- To seek out creative ways of strengthening connections between faith and academics through curriculum

#### **Our Innovative Programs**

- To create a culture of innovation that embraces the realities of a rapidly changing world
- To expose students to experiential learning that is related to exciting career paths in a variety of sectors, while being ever mindful of the potential for expansion into promising new areas that provide even greater opportunities for our students
- To further the use of advanced technology in our schools, constantly seeking new methods to enhance student learning

#### **Our Resources**

- To be prudent, wise and responsible stewards of our resources
- To focus our resources on providing outstanding learning experiences for our students, while exploring and cultivating new community partnerships that can lead to exciting new learning opportunities
- To ensure that the priorities identified in the multi-year strategic plan shape the board's budget and strategically direct our resources to support evidence-based student achievement initiatives

### Our Team

- To provide meaningful professional development for everyone on our team
- To encourage all our employees, our ratepayers, and the broader Catholic community to commit to the faith formation and achievement of our students
- To foster a culture where we celebrate the success of our staff and students by recognizing their achievements

### 5.0 Members of Accessibility Planning Committee

Working Group Member	Department	Contact Information
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The Accessibility Planning Committee held 3 meetings August 30, 2016, December 14, 2016 and April 12, 2017 to update/review the Multi-Year Accessibility Plan for 2012-17.

The Multi-Year plan was reviewed at the meeting on August 31, 2017. Meetings were also held on December 7, 2017, April 12, 2018, August 27, 2018, and September 10, 2018.

**(Note: The above list is based on typical composition of the Accessibility Planning 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:

<b>Group</b>	<b>Method</b>
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, working with Union representatives and Human Resources, apply the Board’s WSIB/Disability/Management programs, to 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 Planning 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.

### 8.0 Recent Barrier Removal Achievements

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

<b>Type of Barrier</b>	<b>Location</b>	<b>Action Taken</b>
Physical	Sacred Heart Elementary	Installation of accessible exit door and cement leveled to allow for easier access. Threshold was replaced for easy entry and exit to the building. Railing installed to allow access to the music room
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	Continuation 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 2017-2022, 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.

## 2017-2022

<b>Type of Barrier</b>	<b>Location</b>	<b>Action</b>	<b>Effective Date</b>
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing
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

### **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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