



Multi-Year Accessibility Plan

2024-25 UPDATE



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Grand Erie Multi-Year Accessibility Plan

2022-27

October 2025 Update

Prepared in accordance with:

Ontarians with Disabilities Act (ODA)

Accessibility for Ontarians with Disabilities Act (AODA)

Integrated Accessibility Standards Regulation (IASR)

Plan Availability:

Grand Erie District School Board's Accessibility Plan is posted on the Board website at:

<https://granderie.ca/board/community/accessibility> and hard copies will be made available upon request.

The plan can be made in accessible formats by contacting:

Manager of Communications and Community Relations

Grand Erie District School Board

349 Erie Avenue, Brantford ON

Telephone: 519-756-6301

E-mail: info@granderie.ca

Aim:

Grand Erie's Multi-Year Accessibility Plan (the Plan) describes the measures that Grand Erie will take over the five-year period from 2022-27 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the district including students, staff, parents and caregivers, volunteers and visitors to Grand Erie and its schools.

The Plan is developed in accordance with the [Integrated Accessibility Standard Regulation \(IASR\)](#), [Ontario Regulation 191/11](#) under the Accessibility for Ontarians with Disabilities Act (AODA), 2005 and has been guided by the Ministry of Seniors and Accessibility

K-12 Education Standards Initial Report: <https://www.ontario.ca/document/development-proposed-kindergarten-grade-12-k-12-education-standards-2021-initial-recommendations>

Implementation of the Plan is guided by [Grand Erie's Policy - Accessibility \(SO-31\)](#).

1.0 Definitions and Terminology

Ableism: Attitudes in society that devalue and limit the potential of persons with disabilities. Ableism occurs when persons with disabilities are assumed to be less worthy of respect and consideration, less able to contribute and take part, and of less value than other people. Ableism can be conscious or unconscious and is embedded in institutions, systems or the broader culture of a society.

Ableism refers to discrimination towards persons with disabilities. It can be through actions as well as underlying beliefs and attitudes. Ableism involves systemic barriers as well as person-to-person interactions, stereotypes and negative attitudes that devalue and limit the potential of persons with disabilities.

Accessibility: Accessibility is defined as that which enables people to achieve their full potential.

AODA: Accessibility for Ontarian's Disability Act

Accommodation: An accommodation is a means, through reasonable efforts, of preventing and removing – in a timely manner – barriers that impede individuals with disability from participating fully in the services of the Board.

AAC: Augmentative and Alternative Communication

Barrier: A “barrier” means anything that prevents a person with a disability from fully participating in all aspects of society because of their disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, policy or a practice; (“obstacle”)

CRRP: Culturally Relevant and Responsive Pedagogy

Disability: Disability covers a broad range and degree of conditions, some visible and some not visible. A disability may be present from birth, caused by an accident, or developed over time.

GEMAAP: Grand Erie's Math Achievement Action Plan

SEAC: Special Education Advisory Committee

UDL: Universal Design for Learning

2.0 Objectives

This Plan:

- 2.1** Describes the process by which Grand Erie will identify, remove and prevent barriers;
- 2.2** Reviews recent efforts in Grand Erie to remove and prevent barriers;
- 2.3** Describes the measures Grand Erie will take in the period 2022-2027 to identify, remove and prevent barriers;
- 2.4** Makes a commitment to provide an annual progress report on Grand Erie's implementation of the Multi-Year Accessibility Plan;
- 2.5** Makes a commitment to review and update the Plan at least once every 5 years;
- 2.6** Describes how Grand Erie will make this Accessibility Plan available to the public.

3.0 Commitment to Accessibility Planning

Grand Erie's Board of Trustees will receive updates to progress on the Plan annually and be provided with a fulsome overview of the revised and updated Plan every 5 years.

Grand Erie is committed to:

- 3.1** Forming an Accessibility Committee when input re: accessibility issues are required
- 3.2** Continuing the process of consulting with the Special Education Advisory Committee, the Superintendents for Curriculum and School Culture and Well-Being and persons with disabilities;
- 3.3** Ensuring, wherever practicable, that Grand Erie policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design.
- 3.4** Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community.

4.0 Description of the Grand Erie District School Board

Grand Erie District School Board represents approximately 28,000 students in 58 elementary and 14 secondary schools within the City of Brantford and the Counties of Brant, Haldimand, and Norfolk as well as students from Six Nations of the Grand River and Mississaugas of the Credit First Nation. Grand Erie is committed to its vision of creating and maintaining accessible learning and workspaces that promote all learners to Learn Lead and Inspire.

5.0 Grand Erie's Multi-Year Strategic Plan

Our Vision

Learn

Lead

Inspire

Our Mission

Together, we build a culture of
learning, well-being and **belonging**
 to inspire each learner.

6.0 Strategy for Prevention and Removal of Barriers

The principles of inclusionary practice, freedom from barriers and accessible environments inform all Grand Erie policies, procedures, programs, and services. Through the annual accessibility plan progress report process implemented under the *Ontarians with Disabilities Act, 2005*, Grand Erie's programming, policies and practices have been assessed to ensure continuous improvement in accessibility.

7.0 Barrier Identification

Group	Methods
Students	Barriers to accessibility are identified by students and parents through school administrators or educators, or by contacting info@granderie.ca
Staff	Barriers to accessibility are identified by employees through school, program or facility supervisors and in consultation with bargaining partners, Health and Wellness and Human Resource Services.
Public	Barriers to accessibility are identified by members of the public accessing programs and services offered by Grand Erie in Grand Erie schools or facilities by contacting info@granderie.ca
District 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 Education Services Corporation are examples of some of the resources used for barrier identification. Review of Grand Erie facilities provide up-to-date identification of barriers and permits planning to remove/prevent such barriers. Barriers to accessibility are addressed as they are received.

8.0 Barriers to be Addressed under the Multi-Year Accessibility Plan 2022-27

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.

8.0 Barriers to be Addressed under the Multi-Year Accessibility Plan 2022-27

In addition to ongoing work regarding identification and removal of barriers in Grand Erie's schools and worksites, through the Plan, Grand Erie addresses the following types of barriers:

- Information and Communication
- Program and Professional Development
- Physical Space
- Technology

Information and Communication	
Action	Status
Review newly developed and revised policies/ procedures by departments to provide input from an accessibility lens.	Ongoing
Develop school/work site "How can we help you" signage to invite input regarding accommodation requests from the public.	Complete
Review and revise all system-wide publications to ensure they are 100% AODA compliant.	Ongoing
Re-design and launch an updated Grand Erie website that enhances the user experience by including easily readable fonts and colour contrast, clear and consistent navigation, alternative text for images, language translations, and user testing to identify areas for improvement.	Complete
Re-design and launch updated Grand Erie school websites and Staff Portal platform that enhances the user experience by including easily readable fonts and colour contrast, clear and consistent navigation, alternative text for images, language translations, and user testing to identify areas for improvement.	2024-26
Translate public materials needed for transitions into, between, and out of school into the five most common languages used in Grand Erie other than English or French.	Complete
Continually review statistical data to identify and provide additional translations required.	Ongoing

8.0 Barriers to be Addressed under the Multi-Year Accessibility Plan 2022-27

Program and Professional Development	
Action	Status
Adopt new online professional learning platform to ensure notification of, access to, and tracking of mandatory annual training.	Annual Training each September. New professional learning platform fully implemented.
Design and embed CRRP and UDL approaches in all professional learning opportunities to support educator knowledge and skill development in applying a UDL framework when designing lessons, instruction and assessment.	Ongoing
Create and provide resources and professional learning opportunities to support educator and site-based employee knowledge in the provision of accessible opportunities and bias-free approaches that support full participation.	Ongoing

Physical Space	
Action	Status
Complete accessibility projects in schools and work sites in all geographic areas that address physical barriers such as accessible washrooms, door operators, sinks, reception desks, parking spaces, modification of ramps to meet accessibility standards, visual fire alarms, etc.	Ongoing

Technology	
Action	Status
Provide professional learning opportunities for educators, educational assistants and students to support improved understanding of accessibility features available in Grand Erie software.	Ongoing

8.0 Barriers to be Addressed under the Multi-Year Accessibility Plan 2022-27

Technology	
Action	Status
Review accessibility features available in Grand Erie learning and meeting spaces to ensure closed captioning features are available and turned on during meetings and learning sessions.	To be completed in 2025-26

9.0 Review and Monitoring Process

Review:

Accessibility issues are addressed on an ongoing basis in Grand Erie. Wherever possible, proactive measures are put in place to ensure accessible working and learning environments. Feedback and input is provided by students, employees, families and community members.

Monitoring:

An annual report on the progress of the measures taken to implement the action items in the Plan is brought to the Board of Trustees for information.

10.0 Plan Updates

At least once every five years the Plan is reviewed and updated in consultation with Grand Erie students, employees, SEAC, persons with disabilities, and other stakeholders. The new Plan is brought to the Board of Trustees for information.

11.0 Communication of the Plan

An annual update on the progress toward the actions outlined in the Plan will be posted on Grand Erie's website:

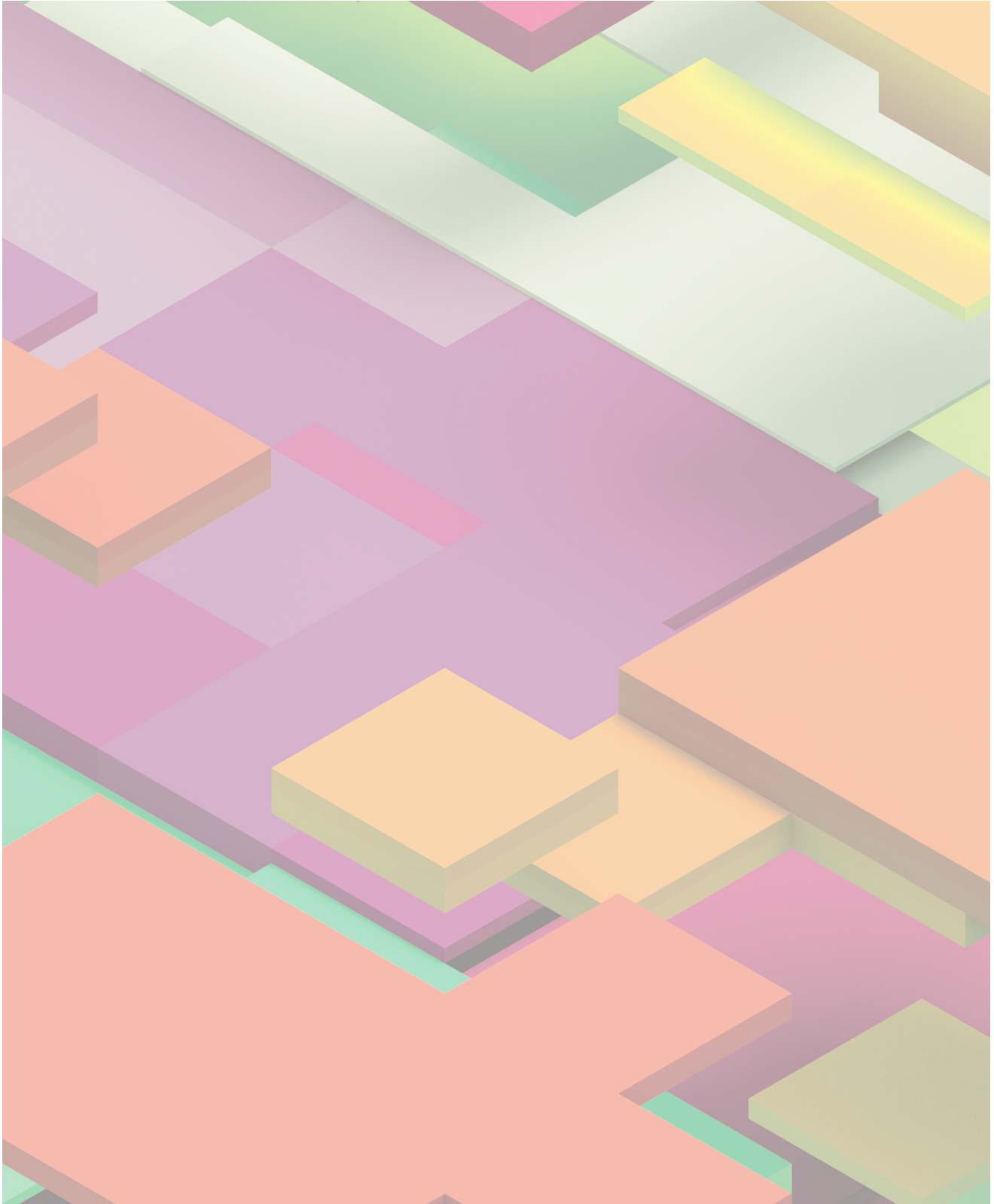
<https://granderie.ca/community/accessibility>

Grand Erie will accommodate requests for accessible formats of the Plan.

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

info@granderie.ca

Attn: Accessibility Plan





Grand Erie District School Board

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