

Special Education Advisory Committee Meeting

Wednesday, December 14, 2022

11:45 p.m.

Northeastern Catholic District School Board

MINUTES

PRESENT: Sabrina Gravel, Cochrane Temiskaming Resource Centre
Billie Richer, VOICE for Deaf and Hard of Hearing Children
Mackenzie Carrier, YMCA
Heather Demers, The Lord's Kitchen
Ryley Reis, Canadian Mental Health Association
Colleen Landers, NCDSB Trustee
Stan Skalecki, NCDSB Trustee
Daphne Brumwell, Superintendent of Education
Catherine Hoven, Special Assignment Teacher
Katie Mundle, Special Assignment Teacher
Kim McEntee, Mental Health Supervisor
Lisa Lamarche, Behavior & Autism Specialist
Jean Ethier, Education Services Officer / Recorder

EXCUSED: Karla Gagnon, Autism Ontario
Ellen Renaud, North Eastern Ontario Family and Children's Services

1. Welcome, Prayer and Land Acknowledgment

Daphne welcomed everyone and led the group in prayer and land acknowledgement.

2. Approval of Agenda

MOVED BY: R. Reis

BY: H. Demers SECONDED

THAT the agenda be approved as presented.

CARRIED.

3. Approval of Minutes

MOVED BY: S. Skalecki

BY: M. Carrier SECONDED

THAT the agenda be approved as presented.

CARRIED.

4. Elections – Chair

Daphne Brumwell opened the nomination process. Heather Demers nominated Karla Gagnon as Chair of SEAC. Karla accepted the nomination. Nominations were closed and Daphne Brumwell declared Karla Gagnon, Chair of SEAC from December 2022 to June 2023.

Motion

MOVED BY: C. Landers

SECONDED BY: M. Carrier

BE IT RESOLVED THAT the members of Northeastern Catholic District School Board’s Special Education Advisory Committee (SEAC) appoint Karla Gagnon as Chair of SEAC from December 2022 to June 2023.

CARRIED

Election of Vice-Chair

Daphne opened the nomination process. Stan Skalecki nominated Colleen Landers as Vice-Chair of SEAC. Nominations were closed and Daphne Brumwell declared Colleen Landers, Vice-Chair of SEAC from December 2022 to June 2023.

Motion

MOVED BY: S. Skalecki

SECONDED BY: M. Carrier

BE IT RESOLVED THAT the members of Northeastern Catholic District School Board’s Special Education Advisory Committee (SEAC) appoint Colleen Landers as Vice-Chair of SEAC from December 2022 to June 2023.

CARRIED

5. Special Incidence Portion (SIP) Update

Catherine provided to the committee information on the SIP process for the NCDSB.

What is SIP?

Special Incidence Portion funding for staff support is additional funding used to ensure the health and safety both of students who have extraordinary high needs related to their disabilities and / or exceptionalities.

Where approved, the Ministry will grant up to a maximum of \$28 803 per full-time student per year. A student in a modified half-day program is eligible for a maximum of \$14 401.50 in funding.

For all SIP claims, the Ministry requires that the identified additional supports be in place to respond to the student’s needs prior to submitting an application for additional funding for staff support. Submissions for 2022-2023 SIP funding are due shortly.

What are the eligibility criteria for SIP?

School Boards may apply for SIP funding on behalf of students who require more than 2 full time equivalent board- paid staff providing intensive support for the health and safety of the applicant student, other students and / or staff. Behavioral assistants, educational assistants, child and youth workers, health / personal care assistants or any other equivalent assistants may provide this additional support.

What is the difference between a Health claim and a Safety claim?

A Health claim may be submitted on behalf of a student who, as a consequence of their diagnosis medical condition, is dependent on more than two full-time board paid staff to provide intensive support for activities of daily living including health and / or safety at an age when they would not otherwise be so dependent.

A Safety claim may be submitted on behalf of a student who requires more than two full-time board paid staff to provide intensive support for the safety of the student and / or students from behavior that is injurious to self and / or others.

Health and Safety claims are those combining aspects of both Health and Safety claims.

What documents are required to support a SIP claim?

Various documents are required to support a SIP funding application including those listed below:

- Checklist of Documentation
- A summary of the students need for intensive staff support
- SIP application form that outlines student information, agency involvement, SEA equipment, and other information generated from the timetable.
- The staff support level timetable uses a formula to calculate the amount of support that is presently being provided. School boards are required to demonstrate through a timetable the various activities and supports provided to students throughout the day. The timetable calculates the minutes of each time slot, and based on the person providing support, provides a support equivalent.
- Characteristics for Health Claims checklist, for those claims that are Health or Health and Safety.
- Individual Education Plan for the current school year demonstrating that the support is currently in place.
- Behavior Support Plan and/or Health / Medical Management Plan if one is in place.
- Safety Plan where applicable
- Current assessments if available
- Documentation of inter-agency involvement

6. Increase in ESL students

Catherine provided to the committee an update by school the number of ESL students within the Board for this year. There are currently 17 students being supported in learning English as a second language (ESL). The students come from several countries including the Ukraine, Nigeria, Africa and Columbia. Then students are working with tutors in the schools to support learning English.

The breakdown is as follows:

St. Patrick Kapuskasing	6
St. Jerome	2
Sacred Heart	1
Pope Francis	6
O’Gorman Intermediate	2

7. Referrals

Katie presented to the committee the process for ASD/Behaviour/Speech and Language referrals.

ASD Referrals: NCDSBs Autism and Behaviour Support Services Team is Lead by Daphne and is made up of: Brittany Counter, District Team Lead, as well as Jasmine Fox in the South and Lisa Lamarche in the North/Central Region, both who are Autism and Behaviour Specialists.

The team meets every Friday to review and discuss any new referrals received and adds them to Jasmine or Lisa's caseload.

Since September, we have had 12 new students identified with ASD. (8 in the South, 4 in North/Central)

Behaviour Referrals: In some cases, schools are seeking observation of the student or a school visit by Autism and Behaviour Specialist, extra support and ideas for managing behaviours, support in creating or modifying an existing Behaviour Support Plan, or requesting a specific assessment performed by the Team.

The Team also reviews these referrals on Friday.

Since September 16 Behaviour Referrals have been shared with the team. (3 in the South, 13 in North/Central)

Speech and Language (John Stark) Referrals: 28 Board-wide (14 in the South/14 in North/Central)

8. Agency Reports

The Lords Kitchen

Dinner service will be offered from 8 community agencies across the City of Timmins daily from Dec 14-Dec 25. This will ensure any families or individuals who may be experiencing food insecurity will have access to daily meals.

Canadian Mental Health Association

Rylie spoke to the committee regarding the rising concerns of risky drug based behaviours in the community. Drug use is beginning at a younger age and more easily accessible and be watchful of it in the schools. Opioids and amphetamines are prevalent now more than ever.

9. Date of Next Meeting – January 25, 2023 at 11:45

10. Other Business – NCDSB Accessibility Plan

The committee was provided annual report for 2021-2022, the multi-year plan for 2021-2025 and an Accessibility letter from Keld Scott the Accessibility Planning Committee Chair. Copies of each of the documents have been included in the meeting minutes.

11. Adjournment

MOVED BY: S.Skalecki

THAT the meeting be adjourned at 1:00 p.m.

CARRIED



November 15, 2022

Dear Special Education Advisory Committee (SEAC)

We are pleased to be able to present the Accessibility Annual Report for 2021-2022 to the Special Education Advisory Committee (SEAC). We have made great strides over the past year in re-establishing the NCDSB Accessibility aims, objectives and direction that will serve as our foundation moving forward. It is our goal to eliminate all accessibility barriers and enhance all NCDSB employees' knowledge regarding attitudinal, organizational or systemic, architectural or physical, information or communications, and technology identified barriers to accessibility for persons with disabilities.

The Accessibility Planning Committee has also prepared the Northeastern Catholic District School Board's Multi-Year Accessibility Plan which describes the measures that the Northeastern Catholic District School Board (NCDSB) has taken and the measures (aims) that the Board will take during the period of the Multi-Year Accessibility Plan to identify, remove and prevent barriers to people with disabilities who use the facilities and services of the Board, including staff, day students, summer students, volunteers, parents of students and other members of the community.

The NCDSB Multi-Year Accessibility Plan can be found on our website at [NCDSB Accessibility Plan 2021-2025](#) .

As outlined in the plan and as a component of the AODA compliance requirements, we are asking the Special Education Advisory Committee to review the Multi-Year Accessibility Plan and provide any feedback, direction and/or updates that we can incorporate to enhance the multi-year plan. We hope to consult annually, if not more frequently, with SEAC.

If you have any questions or would like us to make a future presentation to SEAC, we would be happy to comply.

Regards

Keld Scott


Superintendent of Business and Accessibility Planning Committee Chair.

Northeastern Catholic District School Board

Accessibility Annual Report

2021-2022

Prepared by the NCDSB Accessibility Planning Committee in accordance with the NCDSB Multi-Year Accessibility Plan.



Message from Keld Scott, Superintendent of Business and Accessibility
Planning Committee Chair,

“We are pleased to be able to present the Accessibility Annual Report for 2021-2022 to the NCDSB Trustees. We have made great strides over the past year in re-establishing the NCDSB Accessibility aims, objectives and direction that will serve as our foundation moving forward. It is our goal to eliminate all accessibility barriers and enhance all NCDSB employees’ knowledge regarding attitudinal, organizational or systemic, architectural or physical, information or communications, and technology identified barriers to accessibility for persons with disabilities.”

Introduction:

The Northeastern Catholic District School Board’s Multi-year Accessibility Plan describes the measures that the Northeastern Catholic District School Board (NCDSB) has taken and the measures (aims) that the Board will take during the period of the Multi-year Accessibility Plan to identify, remove and prevent barriers to people with disabilities who use the facilities and services of the Board, including staff, day students, summer students, volunteers, parents of students and other members of the community.

The NCDSB Multi-year Accessibility Plan can be found on our website at [NCDSB Accessibility Plan 2021-2025](#) .

As outlined in the plan and as a component of the AODA compliance requirements, an annual status report on the progress of the measures taken to implement the plan is to be prepared at the June committee meeting and to be presented to the Board of Trustees no later than at its September Meeting.

The 2021-2022 school year was a very busy year for the newly reconstituted NCDSB Accessibility Planning Committee. A revised and updated Multi-year Accessibility Plan (2021-2025) was drafted and approved by the Accessibility Planning Committee.

Furthermore, NCDSB completed the Ministry of Seniors and Accessibility 2021 Accessibility Compliance Report, submitted it and received notification from the Ministry of Seniors and Accessibility that “Your report indicates that your organization is in compliance with Ontario’s accessibility law.”

The following actions/items serve to highlight the 2021-2022 NCDSB Accessibility measures taken:

- Successfully completed AODA Accessibility Compliance Report. Received approval from the Ministry for Seniors and Accessibility on May 10, 2022.
- Creation of new NCDSB Multi-Year Accessibility Plan (2021-2025)
 - Objectives of the NCDSB Multi-Year Accessibility Plan include:
To ensure compliance with the Ontarians with Disabilities Act, 2005, Ontario Regulation 429/07 (Customer Service Accessibility Standard) and Ontario Regulation 191/11 (Integrated Accessibility Standards) this plan:
 1. Describes the process by which the Northeastern Catholic District School Board (NCDSB) will identify, remove and prevent barriers;
 2. Reviews efforts to remove and prevent barriers to date;
 3. Describes the measures the Board will take in the Multi-year Accessibility Plan to identify, remove and prevent barriers;
 4. Describes how the Board will make this accessibility plan available to the public;
 5. Makes a commitment to review and update the Multi-year Accessibility Plan at least once every 5 years as a minimum;
 6. Makes a commitment to provide an annual status report no later than at the September Board meeting on the Board’s implementation of the Multi-year Accessibility Plan.
- Revised, updated and improved Accessibility webpage [NCDSB Accessibility Feedback Form](#)
- The formation of the Accessibility Planning Committee
 - Current members of the Accessibility Planning Committee include:
David Horton, Facility & Plant Manager Board Office
Catherine Hoven, Special Assignment Teacher, Special Education Board Office
Keld Scott, Superintendent of Business - Chair Board Office
Shelley McGee, Parent/Public Representative Board Office
Michele Mahaffy, Policy & Director's Office Representative Board Office Erica

Raymond, Principal Representative Board Office
Andrew Marks, Recording Secretary Board Office

Note: The coordinator of the Accessibility Planning Committee will be the Superintendent of Business.

- The review of the current NCDSB Accessibility Standards for Customer Service and Planning Policy (F-1)
 - [NCDSB Accessibility Standards for Customer Service and Planning Policy](#)
- The inaugural meeting of the Accessibility Planning Committee on April 8, 2022 at which the following agenda items were reviewed:
 - Multi-Year Accessibility Plan 2021-2025
 - Aim, Objectives & Accessibility Planning Committee Membership
 - Accessibility Standards for Customer Service and Planning Policy F-1
 - Barrier-Identification Methodologies
 - Annual School Year Accountability Tables
 - Multi-Year Accessibility Plan Review and Monitoring Process
- In May/June, consultation with all NCDSB schools and Board office took place identifying physical accessibility barriers located in their respective facilities. The barrier list was reviewed by the Accessibility Planning Committee and will be prioritized. This list serves as the foundation for future renovation or capital repairs to address identified barriers in reaching AODA compliance.
- Each school and the Board office undertook the completion of the *Accessibility Features by School at the NCDSB* document. This checklist identified which schools have Handicapped Parking Signs, Wheelchair/van accessible parking, school accessible access, automatic door opener, etc.
- The second meeting of the Accessibility Planning Committee on June 16, 2022 at which the following agenda items were reviewed:
 - Accessibility Features by School review
 - Accessibility Barriers by School
 - Review of Fall 2022 timelines/ actions
 - Preparation of Annual Report
- The creation and completion of the first NCDSB Accessibility Annual Report (2021-2022).

Conclusion:

Please accept the Northeastern Catholic District School Board Accessibility Annual Report 2021-2022 as presented. The NCDSB Accessibility Planning Committee looks forward to continue working with you to ensure that all accessibility barriers are eliminated for all NCDSB students and employees.

MULTI-YEAR ACCESSIBILITY PLAN

2021 – 2025

IN ACCORDANCE WITH:

Ontarians with Disabilities Act, 2001

Accessibility for Ontarians with Disabilities Act, 2005

Ontario Regulation 429/07 – Customer Service Accessibility Standard

Ontario Regulation 191/11 – Integrated Accessibility Standards

Available at www.ncdsb.on.ca and all our NCDSB school sites and in accessible formats upon request.

Feedback on this plan can be provided at:

[NCDSB Accessibility Feedback Form](#)

Updated June 22, 2021

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Executive Summary

The purpose of the *Ontarians with Disabilities Act, 2001* (ODA) is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province. To this end, the ODA mandates that each school board prepare an annual accessibility plan.

The plan, prepared by the Accessibility Planning Committee of the Northeastern Catholic District School Board (NCDSB), describes the measures that the NCDSB has taken and the measures that the Board will take during the period of the Multi-year Accessibility Plan to identify, remove and prevent barriers to people with disabilities who use the facilities and services of the Board, including staff, day students, summer students, parents of students and other members of the community.

The NCDSB has committed itself to the continual improvement of access to school premises, facilities and services for students and staff with disabilities; the participation of people with disabilities in the development and review of its annual access plans; and the provision of quality services to all students, parents and members of the community with disabilities.

The Accessibility Planning Committee has identified a number of barriers to people with disabilities. The most significant findings were that some of our facilities are not fully wheelchair accessible. Over the next several years, the Accessibility Planning Committee recommends focusing on several different barriers.

Multi-Year Accessibility Plan (2021-2025)
Message from the Director of Education

The Northeastern Catholic District School Board (NCDSB) is a Catholic learning community that values the dignity and worth of every individual in its care. We strive to fulfill our vision of being faithful and thoughtful learners, working together to transform the world.

In this context, the NCDSB remains committed to the development, implementation, and monitoring of various action plans that support the health, safety, and well-being of all its members. The Multi-Year Accessibility Plan is just one important example of our collective efforts to address the needs and abilities of all people who visit our facilities or who work and learn in NCDSB schools.

The NCDSB is deeply committed to working in partnership with individual stakeholders, community groups, and people with disabilities to ensure that our buildings, programs, and services are responsive to the needs of all. Our commitments, like our plans, continue to grow and evolve. We value the lessons we have learned through consultation opportunities and the experiences of our stakeholders. We are using this information to shape our future and to develop our accessibility goals in a way that promotes and ensures respect for every person's human right, dignity, and independence.

It is our hope that all students, their families, and all employee groups become familiar with accessibility issues and work together to fulfill our mission of building and sustaining a community that is safe, welcoming and highly accessible for all.

Tricia Stefanic Weltz
Director of Education

Aim:

This Multi-year Accessibility Plan describes the measures that the Northeastern Catholic District School Board (NCDSB) has taken and the measures that the Board will take during the period of the Multi-year Accessibility Plan to identify, remove and prevent barriers to people with disabilities who use the facilities and services of the Board, including staff, day students, summer students, volunteers, parents of students and other members of the community.

Objectives:

To ensure compliance with the *Ontarians with Disabilities Act, 2005, Ontario Regulation 429/07 (Customer Service Accessibility Standard)* and *Ontario Regulation 191/11 (Integrated Accessibility Standards)* this plan:

1. Describes the process by which the Northeastern Catholic District School Board (NCDSB) will identify, remove and prevent barriers;
2. Reviews efforts to remove and prevent barriers to date;
3. Describes the measures the Board will take in the Multi-year Accessibility Plan to identify, remove and prevent barriers;
4. Describes how the Board will make this accessibility plan available to the public;
5. Makes a commitment to review and update the Multi-year Accessibility Plan at least once every 5 years as a minimum;
6. Makes a commitment to provide an annual status report no later than at the September Board meeting on the Board's implementation of the Multi-year Accessibility Plan.

Description of the Northeastern Catholic District School Board:

At the NCDSB, we believe that public education creates a dynamic environment for learning that prepares students to face a changing world as life-long learners and informed, responsible citizens. Our school district includes facilities in Cobalt, New Liskeard, Englehart, Kirkland Lake, Timmins, Cochrane, Iroquois Falls and Kapuskasing and Moosonee.

Our Board serves approximately 2600 at fourteen (14) schools with a total of approximately 500 employees. We have twelve (12) elementary schools, one (1) secondary school and one (1) secondary school focusing on at risk secondary students (ACCESS Centre). Our administrative school board office is located in Timmins.

Northeastern Catholic District School Board Mission Statement

Learning together. Striving for excellence. In service to God and each other.

Northeastern Catholic District School Board Vision Statement

Fiducially and thoughtfully learners, working together to transform the world.

Members of the Accessibility Planning Committee:

Working Group Member	Department	Contact Information
David Horton	Facility & Plant Manager	Board Office - Timmins
Catherine Hoven	Special Assignment Teacher, Special Education	Board Office - Timmins
Keld Scott	Superintendent of Business - Chair	Board Office – Timmins
Shelley McGee	Parent/Public Representative	Board Office - Timmins
Michele Mahaffy	Policy & Director's Office Representative	Board Office – Timmins
Erica Raymond	Principal Representative	Board Office – Timmins
Andrew Marks	Recording Secretary	Board Office – Timmins

The coordinator of the Accessibility Planning Committee will be the Superintendent of Business.

All decisions of the committee will be by consensus.

Review and Monitoring Process:

The Accessibility Planning Committee will meet annually in June or as required to review progress. Throughout the year, the effectiveness of implementing the barrier-removal and prevention strategies will be discussed in preparation for appropriate revisions. Please note that the recommendations made by the Accessibility Planning Committee are subject to available funding.

Through the Accessibility Planning Committee the Board will plan for the gradual review of programs, policies, practices and services based on the guiding principles of inclusionary practice. The Board will strive to create an environment that is accessible to all students, employees, family members, volunteers and visitors. The annual accessibility planning process ensures that the Board’s programming, policies and procedures are assessed to demonstrate continuous improvement in accessibility.

NCDSB Commitment to Accessibility Planning:

This plan will be established, reviewed and updated in consultation with the Municipal Accessibility Committee and with the Board's Special Education Advisory Committee. It will be presented to the Board. The Northeastern Catholic District School Board is committed to:

- a) Maintaining an Accessibility Planning Committee;
- b) Continuing the process of consulting with the Special Education Advisory Committee and with the Municipal Accessibility Committee;
- c) 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;
- d) 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 Northeastern Catholic District School Board to meet these commitments.

The NCDSB policy *Accessibility Standards for Customer Service and Planning (F-1)*, currently reviewed and updated in 2020, stipulates: (see Appendix A for complete Board policy)

The Northeastern Catholic District School Board (NCDSB) is committed to providing services to our students, parents, guardians, staff, and our community partners that are free of barriers and biases. The NCDSB strives to ensure that key principles of independence, dignity, integration and equality of opportunity are reflected and valued in our learning and working environments. The NCDSB is also committed to ensuring that all people have the same access to our services. The NCDSB commits to the continuous improvement of access to our facilities, schools, and services for all members of our communities.

Planning & Facilities:

The NCDSB has undertaken a number of initiatives to identify, remove and prevent barriers to people with disabilities.

The Capital Development and Planning services department continues to ensure all schools that are in the design and construction phase, or any additions made to existing schools, meet or exceed accessibility standards.

The Facilities Department ensures that procedures are in place for preventative and emergency maintenance of the accessible elements in public spaces, and for dealing with temporary disruptions

when accessible elements are not in working order. This includes providing notice of the temporary disruptions and contact information both on-site and electronically, when possible. Malfunctioning or broken accessibility components will be prioritized on work orders.

The following accessibility features have also been installed in some schools several years ago from existing capital budgets and/or grants:

- Washroom modifications
- Ramps
- Automatic Door Openers
- Elevator Repairs
- Lifting Devices
- Accessibility Parking

Barrier-Identification Methodologies

The Accessibility Working Committee continues to use the following barrier-identification methodologies:

Methodology	Description	Status
Letter to Principals	A letter is sent to Principals describing the Accessibility Planning Committee's mandate and asking Principals to submit their concerns about barriers in Board facilities and services and their ideas to remove	Letter sent annually. Responses categorized and presented to Accessibility Working Group's
Presentations at staff meetings	Principals will describe the mandate of the Accessibility Planning Committee and invite staff to voice concerns about barriers in Board facilities, services, policies and regulations and to suggest ways to remove them.	Meetings will be conducted throughout the year with feedback to the Manager of Plant
School Councils	Principals will ask councils to submit their concerns about barriers in Board facilities and services and their ideas to remove them.	Carried out annually in updating Accessibility Plan
Special Education staff	Special education staff will be asked to submit their concerns about barriers in Board facilities and services and their ideas to remove them.	On-going practice
Working Group	The Accessibility Planning Committee will conduct a brainstorming session using input received.	Brainstorming exercise done annually in the revision of Plan.

Identification of Barriers:

The Ministry of Community and Social Services has categorized types of barriers that stand in the way of people with disabilities doing many day-to-day activities

1. Architectural and physical barriers are features of buildings or spaces that cause problems for people with disabilities. Examples are hallways and doorways that are too narrow for a wheel chair, counters too high for a person with short stature, poor lighting for people with low vision, telephones not equipped with telecommunication devices for people who are deaf.
2. Information or communication barriers happen when a person cannot easily understand information. Examples are print is too small to read, websites that do not support screen-reading software, signs that are not clear or easily understood.
3. Attitudinal barriers are those that discriminate against people with disabilities. Examples are thinking that people with disabilities are inferior, assuming that a person who has a speech impediment cannot hear you.
4. Technology barriers occur when technology cannot be modified to support various assistive devices. An example is a website that does not support screen reading software.
5. Systemic barriers are an organization's policies, practices or procedures that discriminate against people with disabilities. An example is a hiring process that is not open to people with disabilities.

With the assistance of the School Principals, the staff in each school and using the categories above, the Accessibility Planning Committee has identified a number of barriers board-wide. Over the next several years, the Accessibility Planning Committee will focus on addressing the access problems/barriers identified in each of our schools.

Annual School Year Accountability Tables:

See the following school year tables to ensure follow up and actions to be taken to ensure compliance with the Multi-year Accessibility Plan.

2021-2022

Type of Barrier	Responsibility	Action	Effective Date
Customer Service / Information and Communication	Director / designate	Review status of accessibility awareness training to ensure new staff have been trained.	Ongoing
Information and Communication	Director / designate	Review status of Board accessibility policies and procedures and update as	Ongoing
Information and Communication	Director / designate	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon	Ongoing
Information and Communication	Director / designate	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing
Physical / Architectural	Director / designate	Installation of accessibility features. (Appendix attached)	Ongoing 2021-2022

2022-2023

Type of Barrier	Responsibility	Action	Effective Date
Customer Service / Information and Communication	Director / designate	Review status of accessibility awareness training to ensure new staff have been trained.	Ongoing
Information and Communication	Director / designate	Review status of Board accessibility policies and procedures and update as	Ongoing
Information and Communication	Director / designate	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon	Ongoing
Information and Communication	Director / designate	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing
Physical / Architectural	Director / designate	Installation of accessibility features. (Appendix attached)	Ongoing 2022-2023

2023-2024

Type of Barrier	Responsibility	Action	Effective Date
Customer Service / Information and Communication	Director / designate	Review status of accessibility awareness training to ensure new staff have been trained.	Ongoing
Information and Communication	Director / designate	Review status of Board accessibility policies and procedures and update as	Ongoing
Information and Communication	Director / designate	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon	Ongoing
Information and Communication	Director / designate	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing
Physical / Architectural	Director / designate	Installation of accessibility features. (Appendix attached)	Ongoing 2023-2024

2024-2025

Type of Barrier	Responsibility	Action	Effective Date
Customer Service / Information and Communication	Director / designate	Review status of accessibility awareness training to ensure new staff have been trained.	Ongoing
Information and Communication	Director / designate	Review status of Board accessibility policies and procedures and update as	Ongoing
Information and Communication	Director / designate	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon	Ongoing
Information and Communication	Director / designate	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing
Physical / Architectural	Director / designate	Installation of accessibility features. (Appendix attached)	Ongoing 2024-2025

Please refer to Appendix B for a listing of school renovations and accommodations that have taken place within the Northeastern Catholic District School Board. Also, a listing of Accessibility Features by School at our Board are provided.

Multi-Year Capital Expenditures for Accessibility to School Buildings

Future accessibility plans will be dependent on funding allocations and needs. The Ministry is strongly encouraged to increase allocation in capital funding to enable the Board to develop a long-term plan.

A copy of the Board's budget is available upon request. The budget is also posted on the Board's website.

Multi-Year Accessibility Plan Review and Monitoring Process:

The Accessibility Planning Committee meets annually in June or as required 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 at the June committee meeting and to be presented to the Board no later than at its September Meeting.
- b) At least once every 5 years the plan is reviewed and updated in consultation with the Municipal Accessibility Committee, with the Board's Special Education Advisory Committee and other relevant committees.

Communication of the Plan:

In addition to the public availability of the plan on the Board's website the Northeastern 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 Multi-year Accessibility Plan may be directed to:

Keld Scott,
Superintendent of Business, NCDSB
keldscott@ncdsb.on.ca
705-268-7443, ext. 3244

Or

Andrew Marks,
Community Relations Officer, NCDSB
amarks@ncdsb.on.ca
705-268-7443. ext. 3213

Multi-Year Accessibility Plan Appendixes:

Appendix A: NCDSB Policy F-1 Accessibility Standards for Customer Service and Planning

Appendix B: NCDSB Listing of School Renovations and Accommodations