



Greater Essex County District School Board Annual Accessibility Status Report 2020 to 2021

Prepared by

Greater Essex County District School Board Accessibility Planning Committee



Please note that this document is available in alternative formats upon request. Please contact Peggy Russette at 519-255-3200 (Ext. 10219) and/or email peggy.russette@publicboard.ca.

This year, to further demonstrate our commitment to encourage applications from members of groups with historical and/or current barriers, our postings now contain the following statement:

We actively encourage applications from members of groups with historical and/or current barriers to equity, including, but not limited to:

- *First Nations, Métis and Inuit peoples, and all other Indigenous peoples;*
- *members of groups that commonly experience discrimination due to race, ancestry, colour, religion and/or spiritual beliefs, or place of origin;*
- *persons with visible and/or invisible (physical and/or mental) disabilities;*
- *persons who identify as women; and*
- *persons of marginalized sexual orientations, gender identities, and gender expressions.*

We recognize that many of these identities intersect and therefore, equity, diversity and inclusion can be complex. We value and respect the contributions that each person brings to enriching the Board and are committed to ensuring full and equal participation for all in communities that we serve.

The offer to provide accommodations in the job application process for applicants is stated in all postings. Applicants are directed to contact the Human Resources Department to make their accommodations known. Our Human Resources Department has processes in place to support accommodation requests from potential applicants and will continue to review and revise with the goal of providing optimal support.

Our Board's Employee Assistance Programs (EAPs) provide information and support to individuals who may be experiencing either temporary or permanent disabilities through information regarding supports and/or programs aimed at improving overall wellness.

Our Human Resources Department regularly reviews their practices and procedures in the areas of recruitment, accommodations, return to work plans, and re-deployment to ensure compliance with the AODA standards.

The GECD SB, in conjunction with our Transportation Consortium, conducts employee and volunteer training on the safe use of accessibility equipment and features of the Consortium's transportation vehicles.

Our Special Education Department developed our *AODA Student Transportation Plan* form to support students who require accommodations on buses when being transported. The *AODA Student Transportation Plan* is developed for all students who require accommodations and then is updated, as needed, when accommodations change.

J. A. McWilliam Public

The Board will also utilize constituency groups such as the Special Education Advisory Committee (SEAC) to gather feedback.

All feedback gathered will be shared with the Accessibility Planning Committee to determine how we can better support students, staff, parents/caregivers, and members of the community who are identified as having a disability.

The Special Education Department in conjunction with the other departments of the GECSB, continues to monitor the needs of our students, our staff and our community with the intent of identifying, prioritizing and removing existing barriers.