



# **YORK CATHOLIC DISTRICT SCHOOL BOARD**

## **ANNUAL ACCESSIBILITY REPORT 2014 – 2015**

**Presented on: December 15, 2015**

**Patricia Preston  
Director of Education**

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Presiding Chair of the Board**

**YORK CATHOLIC DISTRICT SCHOOL BOARD  
ANNUAL ACCESSIBILITY REPORT FOR 2014-2015**

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## 1.0 Aim

The Multi-year Accessibility Plan (Plan) was developed in accordance with the Integrated Accessibility Standards Regulation (IASR) under the *Accessibility for Ontarians with Disabilities Act (AODA), 2005*. It incorporates the intentions of the York Catholic District School Board (Board) to meet its obligations under the *Ontarians with Disabilities Act (ODA), 2001*. The Plan describes the measures that the Board will implement over the five-year period from 2013-2018 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the Board's community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The Multi-year Accessibility Plan will further support Board Policy 415, "Accessibility Standards for Employment", Board Policy 601, "Accessibility Standards for Customer Service" and Board Policy 609, "Accessibility Standards for Information and Communication" which can be found on the board's website at [www.ycdsb.ca](http://www.ycdsb.ca).

The Annual Accessibility Report describes the measures that the York Catholic District School Board (YCDSB) has implemented during the 2014-2015 school year and measures that will be taken during the 2015-2016 school year to identify, remove, and prevent barriers for people with disabilities who work in , use or attend School Board facilities and services.

## 2.0 Objectives

This report:

- a. Describes the process by which the Board will identify, remove and prevent barriers;
- b. Reviews recent efforts of the Board to remove and prevent barriers;
- c. Describes the measures the Board plans to take in the period 2013 – 2018 to identify, remove and prevent barriers;
- d. Makes a commitment to provide an annual status report on the Board's implementation of the Multi-year Accessibility Plan;
- e. Makes a commitment to review and update the Multi-year Accessibility Plan annually; and,
- f. Describes how the Board will make this Multi-year Accessibility Plan available to the public.

## 3.0 Description of the Board

York Catholic District School Board has 104 schools (89 Elementary and 15 Secondary), approximately 55,000 students and 8469 employees. The York Catholic District School Board serves one of the fastest growing areas in North America: the Regional Municipality of York, located in the Greater Toronto Area.

The Board has schools in each of the Region's nine area municipalities: Aurora, East Gwillimbury, Georgina, Markham, Newmarket, Richmond Hill, Vaughan, Whitchurch-Stouffville, and the Township of King.

The Board is a community focused on enhancing the spiritual and educational development and well-being of students. The Board offers excellent programs, resources and supports so that students are provided with every opportunity to be successful in their achievement and reach their future goals and aspirations.

#### 4.0 York Catholic District School Board Multi-Year Strategic Plan

The Board began the planning and preparation of the 2014-2018 Multi-year Strategic Plan in March 2013. With stakeholder feedback and input, the Board launched its official Multi-year Strategic Plan on October 22, 2014. We are proud that York Catholic is consistently one of the top-performing School Boards in the Province of Ontario. Our Multi-year Strategic Plan will continue to build on this long-standing success.

In partnership with our Parishes and Parents/Guardians, our goal is to prepare our students for success now and in the future – this is the fundamental purpose of our Mission, Vision, Core Values and Strategic Commitments outlined below.

##### Mission

Guided by Gospel Values and Catholic Virtues, in partnership with home and Church, we educate and inspire all students to reach their full potential in a safe and caring environment.

##### Vision

Our students will become creative and critical thinkers who integrate Catholic values into their daily lives, as socially responsible global citizens.

##### Core Values

Catholicity, Excellence, Equity, Fiscal Responsibility, Inclusion, Integrity, Respect

##### Strategic Commitments

###### Integration of Our Catholic Faith

- Nurture the Catholic faith and spirituality of all through relevant and engaging religious education programs and experiences.
- Foster a culture in which daily interactions and practices are respectful and inclusive, and inspired by Gospel Values.
- Support members of our community on their faith journeys.

###### Continuous Improvement of Student Achievement

- Nurture well-being by supporting students to become resilient, optimistic and responsible.
- Promote academic excellence through programs and educational experiences that prepare students for success in the 21st century.
- Foster a culture of instructional excellence that is welcoming, engaging and inclusive.
- Provide a safe, supportive and healthy environment.

###### Effective Use of Our Resources

- Ensure that the budget is shaped by strategic priorities.
- Manage our resources in a sustainable and effective manner.

###### Engaging Our Communities

- Provide stakeholders with opportunities for input and/or feedback that supports or informs Board decision-making.
- Develop and implement communication practices and procedures that improve the quality and timeliness of Board communication.
- Establish community partnerships that assist with the achievement of the Board's strategic commitments.

## 5.0 Commitment to Accessibility Planning

The York Catholic District School Board is committed to:

- a. Maintaining an Integrated Accessibility Standards Committee (IASC);
- b. Continuing the process of consulting with the Special Education Advisory Committee (SEAC), outside agencies and with persons who have disabilities as necessary;
- c. Ensuring that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The IASC will provide input regarding accessibility issues, where appropriate, with regard to new policies and procedures and to those under review; and,
- 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 shared with the IASC and will, wherever practicable, be incorporated in the Multi-year Accessibility Plan.

The Director of Education has authorized the IASC to review and update the Multi-year Accessibility Plan on an annual basis to ensure these commitments are met.

The Annual Accessibility Report will be submitted to the Director of Education, and presented to the Board of Trustees each year. The Annual Accessibility Report is available to the public on the York Catholic District School Board website ([www.ycdsb.ca](http://www.ycdsb.ca)).

**6.0 Members of IASC for 2014-2015**

| <b>MEMBER</b>   | <b>DEPARTMENT/REPRESENTATION</b>  | <b>MEMBER</b>   | <b>DEPARTMENT/REPRESENTATION</b>                   |
|---|-----------------------------------|---|--|
| Frances Bagley<br>(IASC Chair)  | Director's Office                 | Patricia Dignard  | CUPE 2331-01-02                                    |
| Marlene Mogado  | Board of Trustees                 | Bryce Eldridge<br>(Sub-Committee Chair)<br>Joe McLoughlin | Plant & Planning Department                        |
| Charmain Barker   | Secondary Vice-Principal          | Jamal Warda   | OECTA-YOTBU  |
| Greg Bolton   | O.E.C.T.A. York Unit              | Dan McCowell  | Planning Department                                |
| Diana Candido-Cafazzo   | Elementary Principal              | Sonia Gallo<br>(Sub-Committee Co-Chair)                   | Communications Department                          |
| Anna Chan<br>Kevin Moyle  | Purchasing Department             | Diane Murgaski  | Curriculum & Assessment Department                 |
| Darlene Clapham<br>(Sub-Committee Co-Chair)   | Information Technology Department | Jackie Porter<br>(Sub-Committee Chair)                    | Budget & Audit Services Department                 |
| Janet Clarke<br>(Sub-Committee Chair)<br>Lynda Coulter  | Human Resources Department        | Patricia Rybka  | York Catholic Parent Involvement Committee (YCPIC) |
| Tamara Glazier<br>(Sub-Committee Chair)<br>(replaced by Stacie Christie –<br>September 2015)<br>Tina D'Acunto | Student Services Department       | Helga Sirola  | Parent/SEAC/Community                              |
| Nancy Di Nardo  | School Leadership: Elementary     | Norm Vezina   | Environmental & Office Services Department         |

## 7.0 Role of the IASC

The Director of Education has established the IASC to carry out the Board's commitment to accessibility planning. The IASC meets on an annual basis. Sub-committees are established and operate as specific needs are identified.

The IASC is authorized to:

1. Oversee the development and review of a multi-year Accessibility Plan for the Board including:
  - a. Strategic directions and key strategies addressing the identification, removal and prevention of barriers to people with disabilities and meet its requirements under the enacted regulations of the ODA and AODA;
  - b. Confirming the establishment of measureable goals and objectives to assess progress in fulfilling those strategic directions;
  - c. Fulfilling its mission over the planning period;
  - d. Annual reporting to the Board of Trustees and community members;
  - e. Perform other functions that are specified in the Regulations to these Acts when they are developed; and,
  - f. Direct liaison with the Director of Education.
  
2. Develop a Strategic Assessment by:
  - a. Reviewing significant changes in the operating environment, identifying new risks and opportunities;
  - b. Acting as champions of the integrated accessibility standards planning process within the organization;
  - c. Evaluating progress in fulfilling its strategic goals and objectives;
  - d. Evaluating the suitability of the current strategic direction in view of evolving circumstances; and,
  - e. Recommending any necessary changes in strategic direction or strategies.
  
3. Monitor and direct the activities of any Integrated Accessibility Standards sub-committees that may be established, as deemed necessary, by the Board and/or the IAS committee to address specific issues connected to the accessibility of persons with disabilities.
  
4. Provide the Board of Trustees with:
  - a. An Annual report assessing the progress of the Integrated Accessibility Standards Committee; and,
  - b. Recommendations with respect to any of the above matters and carry out other duties assigned by the Board.

## 8.0 Barrier Removal Achievements

The *ODA*, the *AODA* and this Plan apply to barriers and disabilities that extend well beyond those that are physical. The *ODA* and *AODA* contain the following broad definitions of “barrier” and “disability:”

**Barrier** means:

Anything that prevents a person with a disability from fully participating in all aspects of society because of her/his disability, including a physical barrier, architectural barrier, information or communications barrier, attitudinal barrier, technological barrier, policy or practice (“obstacle”).

**Disability** means:

- i) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness, and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device;
- ii) a condition of mental impairment or development disability; and
- iii) a learning disability or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language.

## 9.0 Strategy for Prevention and Removal of Barriers

Through the Board’s IASC, stakeholders meet to investigate accessibility barriers, identify areas of concern, develop strategies for responding to concerns, oversee the *AODA* requirements and communicate plans, responsibilities and accomplishments to the board.

## 10.0 Barriers to be addressed under the 2013-2018 Multi-year Accessibility Plan

Pursuant to the *AODA 2005*, identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

are addressed within the 2013-2018 Multi-year Accessibility Plan. Measures taken throughout the 2014-2015 year are noted in the charts on the following pages.

These requirements build on the YCDSB “Accessibility Standards for Customer Service” policy that came into effect in 2009 and was updated in February 2015, as well as the YCDSB “Accessibility Standards for Employment” policy approved by the Board on December 17, 2013 and the Board’s “Accessibility Standards for Information and Communication” policy approved by the Board on May 27, 2014.



The York Catholic District School Board community includes members who are disabled. In keeping with our commitment to inclusivity, suitable accommodations have been provided and will continue to be improved.

The Annual Accessibility Report describes measures the Board has implemented during the previous school year (2014-2015), and the measures the Board will take during the coming school year (2015-2016) to identify, remove and prevent barriers to people with disabilities as described on the following pages.

**2014 – 2015**

| Type of Barrier        | Location   | Action  | Effective Date                 | Responsibility             |
|------------------------|------------|---|--------------------------------|----------------------------|
| Systemic               | Board-wide | Audit of Board site specific needs through the Facility Renewal Plan (RFP)  | Annually                       | Plant Department           |
|                        |            | Annual Status Report presented to the Director/Board of Trustees  | December 2015                  | IAS Committee              |
|                        |            | Update Multi-year Accessibility Plan as required  | November 2015                  | IAS Committee              |
|                        |            | Annual Status Report for 2014-2015 presented to SEAC  | January 2016                   | IAS Committee Chair        |
| Systemic – attitudinal | Board-wide | Provide training to all Board staff, volunteers on accessibility standards requirements and on Human Rights Code provisions re disabilities and ensure third-party providers have similar training.   |                                | Human Resources Department |
|                        |            | <ul style="list-style-type: none"> <li>- Orientation session for all new employees on annual basis</li> <li>- Development of a “Welcome to the YCDSB Catholic Education Centre” pamphlet outlining services offered to staff and visitors, including information related to accessibility needs/requests</li> </ul> | August 2015<br><br>August 2015 |                            |

|                               |               |  |   |  |
|-------------------------------|---------------|--|---|--|
|                               |               | Develop a Board/School event-planning checklist to address accessibility issues.   | October 2015<br>(posted on Board website: Policies and Procedures)  | Accessibility Sub-Committee in consultation with Senior Administration and Principals/Vice Principals  |
| Information and Communication | Board Offices | <p>Review the availability and provision of:</p> <ul style="list-style-type: none"> <li>- educational resources or materials</li> <li>- student records and information on program requirements in accessible formats upon request</li> </ul> <p>Provide accessibility awareness training for all educators/classroom-based staff on accessible instruction and program delivery</p> <p>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.</p> <p>Notify the public in relation to the above process</p> <p>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.</p> | <p>Annual update of e-learning Library (Summer 2015)</p> <p>As Requested</p> <p>Ongoing<br/>(Integrated into PD sessions)</p> <p>February 2015</p> <p>February 2015</p> <p>March 2015</p> | <p>Student Services Department in collaboration with Curriculum &amp; Assessment Department</p> <p>Curriculum &amp; Assessment Department in collaboration with Information Technology Department</p> <p>Student Services Department in collaboration with the Curriculum &amp; Assessment Department</p> <p>Communications Department</p> <p>Communications Department</p> <p>Communications Department in conjunction with Information Technology Department</p> |

|                       |            |   |  |   |
|-----------------------|------------|---|--|---|
|                       |            | <p>Review accessibility features of all updates and purchases related to Board and school websites in anticipation of WCAG, 2.0, Level AA standards</p>   | <p>July 2015: Elementary School websites meet WCAG 2.0 Level A standards wherever possible within the limitations of the RWD Platform</p> <p>August 2015: Board website is compliant with WCAG Level 2AA</p> | <p>Communications Department in conjunction with Information Technology Department</p>              |
|                       |            | <p>Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request.</p>  | <p>Ongoing as requested through e-learning resources and/or through central referral process to third party</p>  | <p>Student Services Department in collaboration with the Curriculum &amp; Assessment Department</p> |
| Systemic - Employment | Board-wide | <p>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 development, redeployment</p> <p>- <i>Accessibility Standards for Employment Policy &amp; Procedure Review with HR Personnel</i></p> | <p>Annually - August 2015</p>  | <p>Human Resources Department</p>   |

|   |                   |  |  |                                   |
|---|-------------------|--|--|-----------------------------------|
| <p>Physical</p> <p><b>Accessibility Project Categories:</b></p> <p><b>1. Planned</b><br/>       Ongoing &amp; specifically identified annual projects with a designated budget (i.e.: braille signage).</p> <p><b>2. Support</b><br/>       These projects support department initiatives, in particular Student Services as well as school requirements. These projects are generally implemented in one year and are based on identified immediate needs (i.e.: Safe Rooms; widening of doorways, installation of chair lifts or ramps or any other structural accommodation or retrofit related to specific student needs, etc.).</p> <p><b>3. Facility Renewal Program</b><br/>       Projects that incorporate accessibility features. FRP projects are determined annually. Where required by Code or otherwise feasible, barrier free features are incorporated into the project(s) (i.e.: stair replacements, parking lot enhancements, fire alarm enhancements, etc.).</p> | <p>Board-wide</p> | <p>Automatic door openers / hold open devices in main corridors of St. Patrick CES (Schomberg)</p> <p>Stair replacements – St. Bernadette CES, Father Henri Nouwen CES, Divine Mercy CES</p> <p>Barrier Free Lifts – St. Robert CHS, St. Anthony CES</p> <p>Barrier Free Washroom Facilities – St. Brigid CES, St. Anthony CES, St. Patrick CES (Schomberg), Our Lady of the Rosary CES</p> <p>Braille signage at CEC and Father Michael McGivney CHS</p> <p>Fire Alarm enhancement – St. Mark CES, St. Margaret Mary CES, Mother Teresa CES</p> <p>Sidewalk / Parking Lot Enhancements – St. Joan of Arc CHS, St. Anne CES, Prince of Peace CES</p> <p>Installation of accessibility features as required by Student Services</p> | <p>June 2015</p> <p>July 2015</p> <p>July/August 2015</p> <p>July/August 2015</p> <p>August 2015</p> <p>August 2015</p> <p>August 2015</p> <p>Ongoing upon request</p> | <p>Plant and Capital Projects</p> |
|---|-------------------|--|--|-----------------------------------|

|                        |            |   |   |                    |
|------------------------|------------|---|---|--------------------|
| Student Transportation | Board-wide | Individual student transportation plans for students with disabilities<br><br>Evacuation Plans – occurs during school bus safety week | Ongoing as requested<br><br>October 20-24, 2014 | STSYR<br><br>STSYR |
|------------------------|------------|---|---|--------------------|

2015 - 2016

| Type of Barrier               | Location   | Action   | Effective Date  | Responsibility   |
|-------------------------------|------------|--|---|--|
| Systemic                      | Board-wide | <p>ONAP Audit Assessment Tool presented to IASC for input; reviewed with Senior Admin &amp; Plant to determine suitability in relation to accessibility requirements for all Board premises</p> <p>Continue to audit Board site specific needs through Facility Renewal Plan (FRP)</p> <p>Annual Report presented to Director/Board of Trustees</p> <p>Update Multi-year Accessibility Plan as required</p>  | <p>Completion of ONAP Audit Assessment Tool:<br/>Estimated target date has been revised to late Spring 2016</p> <p>Annually</p> <p>Annually (December 2015)</p> <p>Annually</p> | <p>IAS Committee Chair in conjunction with the Ontario Network of Accessibility Professionals (ONAP)</p> <p>Plant Department</p> <p>IAS Committee</p> <p>IAS Committee</p> |
| Information and Communication | Board-wide | <p>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. (Consider access to board meetings/school events).</p> <p>Update to the Board's Visual Identity Branding Manual to include Accessibility Standards (Documentation Standard/Template Brochures, Catalogues, Reports, Memos, Surveys, Emails, Presentations)</p> <p>Signage for schools; school newsletter inserts regarding the availability of accessible formats</p> | <p>TBD</p> <p>November 2015</p> <p>January 2016</p>   | <p>Communications Department</p> <p>Communications Department</p> <p>Communications Department</p>   |

|             |                  |  |  |   |
|-------------|------------------|--|--|---|
|             | Board Offices    | <p>Review the availability and provision of student records and information on program requirements in accessible formats upon request</p> <p>Provide accessibility awareness training for all educators/classroom-based staff on accessible instruction and program delivery through the:</p> <ul style="list-style-type: none"> <li>- launch of google “read &amp; write” as an accessibility tool for students &amp; teachers</li> <li>- EQAO testing to have additional method offered on the google “read &amp; write” platform</li> <li>- development of an on-line training module</li> </ul> | <p>Ongoing upon request</p> <p>September 2015</p> <p>Spring 2016</p> <p>June 2016</p>  | <p>Curriculum &amp; Assessment Department in collaboration with Information Technology Department</p> <p>Student Services Department (Special Education Assistive Technology Team) in collaboration with Curriculum &amp; Assessment Department</p> |
|             | School Libraries | <p>Initiation of a pilot project to explore the use of evacuation chairs for students with disabilities (Schools TBD)</p> <p>Provide accessible or conversion-ready formats of print resources upon request</p>  | <p>September 2015</p> <p>Ongoing as requested through e-learning resources and/or through central referral process to third party agency</p>   | <p>Student Services Department (Physical Management Personnel)</p> <p>Student Services Department in collaboration with Curriculum &amp; Assessment Department</p>  |
| Attitudinal | Board-wide       | <p>Provide training to all Board staff, volunteers on accessibility standards requirements and on Human Rights Code provisions re disabilities and ensure third-party providers have similar training</p>  | <p>Ongoing recruitment, professional development and redeployment will be addressed in Spring 2016 through work with a 3<sup>rd</sup> party consultant pending available resources</p> | <p>Human Resources Department</p>   |

|   |  |   |   |  |
|---|--|---|---|--|
| <p>Physical</p> <p><b>Accessibility Project Categories:</b><br/> <b>1. Planned</b><br/>       Ongoing &amp; specifically identified annual projects with a designated budget (i.e.: braille signage).</p> <p><b>2. Support</b><br/>       These projects support department initiatives, in particular Student Services as well as school requirements. These projects are generally implemented in one year and are based on identified immediate needs (i.e.: Safe Rooms; widening of doorways, installation of chair lifts or ramps or any other structural accommodation or retrofit related to specific student needs, etc.).</p> <p><b>3. Facility Renewal Program</b><br/>       Projects that incorporate accessibility features. FRP projects are determined annually. Where required by Code or otherwise feasible, barrier free features are incorporated into the project(s) (i.e.: stair replacements, parking lot enhancements, fire alarm enhancements, etc.).</p> |  | <p>Barrier free washroom facilities (St. Elizabeth Seton CES)</p> <p>Automatic door openers / hold open devices in main corridors – Our Lady of the Rosary CES</p> <p>Fire alarm enhancements – Immaculate Conception CES, St. Charles Garnier CES</p> <p>Sidewalk/parking lot enhancements – Cardinal Carter CHS, Father John Kelly CES, St. Margaret Mary CES</p> <p>Stair replacements – St. Bernadette CES, Prince of Peace CES, Holy Spirit CES, St. Angela Merici CES</p> <p>Braille signage at various schools (Schools TBD)</p> <p>Elevator lift – Light of Christ CES, St. Mary Nobleton CES</p> <p>Installation of accessibility features as required by Student Services</p> <p>Safe Rooms – Development of a new Safe Room Protocol</p> | <p>December 2015</p> <p>January 2016</p> <p>July/August 2016</p> <p>July/August 2016</p> <p>July/August 2016</p> <p>August 2016</p> <p>August 2016</p> <p>Ongoing as requested</p> <p>TBD</p> | <p>Plant and Capital Projects</p> <p>Student Services Department in consultation with Plant Department</p> |
|---|--|---|---|--|



|                        |            |   |                      |       |
|------------------------|------------|---|----------------------|-------|
| Student Transportation | Board-wide | Individual student transportation plans for students with disabilities. | Ongoing as requested | STSYR |
|                        |            | Evacuation Plans – occurs during school bus safety week.                | October 19-23, 2015  | STSYR |

### 12.0 Review and Monitoring Process

With the approval of the York Catholic District School Board Multi-year Accessibility Plan in 2013 the work of the IASC will now occur in the form of sub-committee work on an as needed basis. Action items outlined in the Board’s Multi-year Accessibility Plan are now integrated into departmental plans accordingly.

The IASC has had an opportunity to review the draft report prior to its presentation to Board with a focus on reviewing progress and evaluating the effectiveness of barrier-removal and prevention strategies and to offer further input/feedback to the IASC Committee Chairperson for increased accessibility throughout the Board.

The IASC Committee Chairperson will ensure that in respect of the Board’s Multi-year Accessibility Plan the following steps take place:

- (a) At least once yearly, the plan is reviewed and updated in consultation with Sub-Committee Chairpersons, the IAS Committee, Senior Administration, and the Board’s SEAC; and,
- (b) An annual status report on the progress of the measures taken to implement the plan is prepared and communicated to the Board and relevant stakeholders.

### 13.0 Communication of the Plan

The Annual Accessibility Plan is posted on the Board’s website at [www.ycdsb.ca](http://www.ycdsb.ca). The Board will accommodate requests for accessible formats of the Annual Accessibility Report upon request. Accessibility Feedback and Requests are available online at: [http://www.ycdsb.ca/parents\\_students/accessibility.htm](http://www.ycdsb.ca/parents_students/accessibility.htm)

Questions, comments or feedback regarding the Annual Accessibility Report may be directed to:

Frances Bagley  
 Coordinating Superintendent  
 Integrated Accessibility Standards Committee Chairperson  
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 York Catholic District School Board