

York Catholic District School Board

Annual Accessibility Plan



The Mission of the York Catholic District School Board is to educate each student to reach full potential in a dynamic, Christ-centred learning community which accentuates our unique Canadian identity in partnership with home and Church

E. Crowe
Chair of the Board

Susan LaRosa
Director of Education

Revised for
2008-2009

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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 requires each school board to prepare an annual accessibility plan; to consult with people with disabilities in the preparation of this plan; and to make the plan public.

The first annual plan prepared by the Accessibility Working Group of the York Catholic District School Board was published 2003-04. The plan described the measures that the York Catholic District School Board have taken in the past; the measures that the York Catholic District School Board took during the 2003-04 year to identify, remove and prevent barriers for people with disabilities; and outlined the measures that the Board will take in the future years.

This year, the York Catholic District School Board re-committed to the continual improvement of access to school board facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community with disabilities. A School Hearing and Vision survey was completed during the 2005-2006 school year. This survey involved students and adults, caretakers, staff and visitors with hearing and vision disabilities.

The timeline established for the Working Group is as follows:

- Year 1 (2002-2003) the development of a survey to aid in the identification of barriers to people with disabilities at school sites;
- Year 2 (2003-2004) survey distributed, compiled and action taken on survey results;
- Year 3 (2004-2005) continued action of the school survey results and the development of a survey to aid in the identification of barriers to people with disabilities at the Catholic Education Centre, Board Office.
- Year 4 (2005-2006) survey schools for hearing, vision barriers in the schools; and
- Year 5 (2006-2007) address attitudinal barriers in the system and review the process.
- Year 6 (2007-2008) monitor, review, measure and respond to ongoing needs.
- Year 7 (2008-2009) write Policy – Accessibility Standards for Customer Service and Guidelines
Make website accessible.
- Year 8 (2009-2010) Monitor, review, measure and respond to ongoing needs.

In addition to the five year plan, individual requests are addressed as needed e.g. in the 2008-2009 school year accessibility requests have been generated and the necessary accommodations have been put in place. The Board responds effectively and in a timely manner to individual requests.

Aim

This Plan describes the measures that the York Catholic District School Board has taken in the past and measures that will be taken during the year 2008-2009 to identify, remove and prevent barriers for people with disabilities who work in, use or attend school board facilities and services.

Objectives

This Plan:

1. Describes the process by which the York Catholic District School Board will identify, remove and prevent barriers for people with disabilities;
2. Reviews efforts at the York Catholic District School Board to remove and prevent barriers for people with disabilities during the past year(s);
3. Lists the policies that are continually being implemented and reviewed, as necessary;
4. Describes the measures the York Catholic District School Board will take in the coming year to identify, remove and prevent barriers for people with disabilities;
5. Describes how the York Catholic District School Board will make this accessibility plan available to the public.

Commitment to Accessibility Planning

The York Catholic District School Board's Accessibility Working Group will seek input from its' OECTA and CUPE units, Senior Administration, SEAC (Special Education Advisory Committee), and Director's Council (involves all the Principals), prior to being sent to the Board for information.

The York Catholic District School Board is committed to:

1. Continuing to work with the established Accessibility Committee;
2. Consulting with people with disabilities in the development review of its annual accessibility plans.
3. Ensuring school board policies and procedures are consistent with the principles of accessibility.
4. Improving access to facilities, programs, policies, practices and services for students, staff, parents/guardians, volunteers and members of the community.

The Director of Education has authorized the Accessibility Committee to prepare an annual accessibility plan that will enable the York Catholic District School Board to meet these commitments.

Description of the York Catholic District School Board

The York Catholic District School Board traces its roots to 1969, when 11 (eleven) small Catholic school boards in 9 (nine) municipalities were asked by the Ministry of Education to establish one central Catholic board to administer the education programs for children in the region.

The York County Roman Catholic Separate School Board was formally established in 1969.

In 1973 the first Catholic high school was established in York Region.

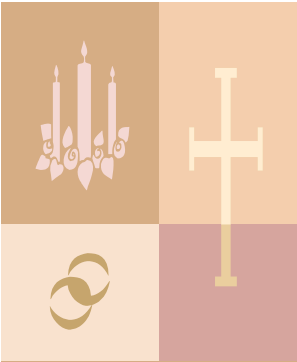
In 1974 the Board name changed from York County to York Region. This was in part, a response to a large and growing community, which continues to this day.

In 1998, the York Region Roman Catholic Separate School Board became the York Catholic District School Board.

Today, the York Catholic District School Board serves 37,676 elementary and 17,244 secondary students, for a total of 54,920 students through 13 (thirteen) secondary and 83 (eighty-three) elementary schools.

The philosophy of the York Catholic District School Board is one of mainstreaming. All students, regardless of special talents or challenging needs can grow, and they can grow best by attending schools, with their peers, which offer accessible programs in accessible settings through accessible services.

YORK CATHOLIC DISTRICT SCHOOL BOARD



VISION

We are a Catholic Learning Community of collaborative partners, called to serve one another by being committed to and accountable for quality learning by all, with Jesus as our inspiration.



BELIEFS

We believe that

We are all “in service to” students

We believe that

We are all learners; we are all born with unique gifts; the healthy functioning of any community depends on its capacity to develop each gift.

We believe that

What has been learned and how learning occurs, are the two main determinants of students reaching their full potential.

We believe that

Students, teachers, principals, parents, staff, clergy and administrators value outcomes that are achieved through working in partnership.

We believe that

Challenges have many interdependent facets that require collaboration and integrated knowledge.

We believe that

System-wide thinking is essential to facilitate our information flow for the benefit of learning, development and achievement for all partners.

We believe that

An organization cannot be a community without practicing agreed-upon values that contribute directly to achieving our Shared Vision.

We believe that

By working together, we have the capacity to realize significantly greater value for each dollar that we receive.



Annual Accessibility Plan Working Group Membership 2008-2009

Maggie Corner	Administrator, Director's Office
Kerry Dupuis	OECTA Office
Susan Gear	Physical Management
Shari Godel	Well-being Co-ordinator
Joann MacDonald	Communications Officers
Joe McLoughlin	Manager, Maintenance Services
Schrine Persad	Chief Psychologist
Toni Pinelli	Principal on Special Assignment
Richard Scott	Manager, Health & Safety
Lawrence Tavalacci	Vice Principal, Holy Cross CHS
Ellen Walters	Leadership Development
Paul Whittam	SEAC (Special Education Advisory Committee) ex officio
Lee Wilson	Chair, Superintendent of Student Services

Existing Board Policies Supporting Accessibility

- Policy #203 Student Transportation Services
- Policy #207 Administration of Medication to Students
- Policy #208 Student Disability Accommodation Policy
- Policy #209 Protection of Anaphylactic Students
- Policy #217 Sexual Harassment – Students
- Policy #302 International Languages programs – Extended Day School
- Policy #409 Occupational Health & Safety
- Policy #410 Smoke-Free Environment
- Policy #416 Business & Services Recruitment/Appointments to Positions of Added Responsibility
- Policy #417 Teacher Recruitment
- Policy #420 Respectful Workplace
- Policy #422 Workplace Accommodation Policy
- Policy #502 Use of Motorized Vehicles on School Property
- Policy #504 Selection of Architects
- Policy #705 School Based Child Care – Programs in York Catholic District Schools
- Policy #810A Sexual Harassment – Workplace
- Policy #810B Racial and Ethnocultural Harassment
- Policy #811 Affirmative Action/Gender Equity in Employment and Curriculum

Recent Barrier-Removal Initiatives

During the last several years, there have been a number of informal initiatives at the York Catholic District School Board to identify, remove and prevent barriers to people with disabilities.

Accessibility has been facilitated with the inclusion of automatic door openers on major school interior and exterior doorways, elevators in all secondary schools and some elementary schools with multiple stories, ramps for all school front and rear access points, accessible washrooms, audio and visual emergency alarm system and tactile and high contrast signage, etc.

Attitudinal barriers for people are being addressed through staff and student inservice about diversity, updating diversity policy and procedures and examining other policies and procedures for barriers to accessibility. The Accessibility Committee will continue to examine in detail the attitudinal barriers in Year 6 of the accessibility plan.

The designs of new schools have architectural features that incorporate principles of universal design as much as possible. Current renovations to existing buildings have accessibility for people with disabilities addressed in the plans.

Communicating in a variety of formats has been accomplished on a limited basis and this area will continue to be addressed.

**PLANT DEPARTMENT SPECIAL NEEDS
AND ACCESSIBILITY PROJECTS
2008-2009**

Note: 2007/2008 budget is allocation \$150,000. The projects are listed in priority order.

Schools	Project	Budget	Total
Father John Kelly	Special Needs Washroom	\$30,000	
Holy Family	Special Needs Washroom	\$30,000	
Brother Andre CHS	Special Needs Washroom	\$10,000	
Canadian Martyrs	Special Needs Washroom	\$30,000	
			\$100,000
St. Theresa of Lisieux CHS	Calming Rooms	\$3,500	
St. Robert CHS	Calming Rooms	\$5,000	
St. Catherine of Sienna	Calming Rooms	\$10,000	
			\$18,500
St. Joan of Arc CHS	Automatic Door Openers	\$10,000	
St. Joseph, Richmond Hill	Automatic Door Openers	\$10,000	
Divine Mercy - tentative	Automatic Door Openers - 5 doors	\$30,000	
St. Catherine of Siena - tentative	Automatic Door Openers	\$10,000	
St. Joseph the Worker - tentative	Automatic Door Openers	\$10,000	
			\$20,000
Total 2007-2008			\$138,500

SCHOOLS WITH ELEVATORS

School	School
Our Lady of Grace	Blessed Trinity
St. Thomas Aquinas	Mother Teresa
St. Bernadette	Corpus Christi
Holy Name	St. Francis Xavier
Notre Dame	St. Justin Martyr
All Saints	St. Angela Merici
Fr. Henri Nouwen	St. Monica
Canadian Martyrs	St. Brigid
St. Elizabeth Seton	Sir Richard Scott
Light of Christ	St. Andrew
Good Shepherd	St. Emily
St. Nicholas	Divine Mercy
St. Joseph, Aurora	St. Francis of Assisi
Prince of Peace	St. David
Holy Spirit	Holy Jubilee
St. Mary	Our Lady of Fatima
St. Joseph, Markham	Immaculate Conception
St. Joseph, Richmond Hill	St. Gregory the Great
Holy Family	San Marco
St. Charles Garnier	Fr. John Kelly
Christ the King	St. Gabriel the Archangel
St. Robert CHS	St. Clare
St. Elizabeth CHS	Holy Cross CHS
Br. Andre CHS	Father Bressani CHS
Sacred Heart CHS	St. Joan of Arc CHS
Our Lady of the Lake CHS	Fr. Michael McGivney CHS
St. Theresa of Lisieux CHS	St. Augustine CHS
Cardinal Carter CHS	Catholic Education Centre

Preventing New Barriers

All York Catholic District School Board programs, policies, practices and services will be subject to the guiding principles of inclusionary practice. We will continue to strive to create an environment that is accessible to all people, regardless of age and ability. Through the annual accessibility planning process, York Catholic District School Board's programming, policies and practices will be assessed to ensure continuous improvement in accessibility.

Barrier Identification Methods

The Accessibility Working Group used the following barrier identification methodologies:

Formation of Working Group	September 2002	On-going
Year 1 & 2		
Survey to Schools	May 2003	Analysis On-going
Presentation of Plan to Interested Parties	October/November 2003	Completed
Community Consultation	October/November 2003	Completed
Presentation to Board	November 2003	
Year 3		
Survey for Catholic Education Centre		Completed
Year 4		
Survey - Hearing & Vision in Schools	February-June 2006	Completed
Year 5		
Attitudinal (Pg. 14 of this Plan)	September 2006	On-going
Year 6		
Monitor, review, measure and respond to ongoing needs.	Sept 2008- June 2009	On-going

YORK CATHOLIC DISTRICT SCHOOL BOARD



BOARD POLICY	
<i>Policy Section</i> Students	<i>Policy Number</i> 208
<i>Former Policy #:</i>	<i>Page</i> 13 of 8
<i>Original Approved Date:</i>	<i>Subsequent Approval Dates:</i>
July 2nd, 2003	July 2nd, 2008 October 7th, 2008

STUDENT DISABILITY ACCOMMODATION**SECTION A****1. PURPOSE**

The York Catholic District School Board recognizes that there are students of the Board who because of a disability, (as defined in Section 10(1) of the *Ontario Human Rights Code*) require accommodation in order to be successful learners. These students do not meet the criteria of an 'exceptional' learner (Ministry of Education definition) and therefore their needs would not be addressed through Special Education. This policy is intended to clarify the Board's commitment to the principle of equal opportunity and treatment without discrimination for all students including the right to reasonable accommodation.

2. POLICY STATEMENT

It is the policy of the York Catholic District School Board that a student with a disability shall be accommodated in such a way as to enable success while preserving and enhancing the student's personal dignity, self-respect and self-worth.

3. PARAMETERS

This policy and related guidelines apply to the accommodation of student disabilities not addressed through the Special Education process.

- 3.1 The individual needs of each student must be considered and assessed prior to developing an accommodation plan.
- 3.2 Accommodation(s) shall support the student's academic achievement and/or participation in the learning process.
- 3.3 The needs of a student with a disability are to be accommodated in a manner that respects their dignity and self-worth, to the point of undue hardship.
- 3.4 Confidentiality is to be maintained.

4. RESPONSIBILITIES

- 4.1 The principal is responsible for:
 - a. Initiating/accepting the request for accommodation in good faith unless there are legitimate reasons for acting otherwise.
 - b. Overseeing the development of the student disability accommodation plan.
 - c. Tracking and monitoring the implementation of the plan.
 - d. Advocating for the student and representing the parent in the accommodation process.

- 4.2 The parent/guardian or student over 18 years of age is responsible for:
- a. Requesting an accommodation, due to a disability, to the Principal.
 - b. Completing “Application for Student Disability Accommodation” *Appendix A*.
 - c. Providing the “Physician’s Report re Medical Accommodation” *Appendix B*, if appropriate.
 - d. Ensuring that up-to-date current and accurate information is provided by a licensed physician/specialist, on an ongoing basis.
 - e. Participating in discussions regarding possible accommodation solutions.
 - f. Collaborating with experts whose assistance is required to manage the accommodation process or when information is required.
 - g. Communicating with the principal/teacher on an ongoing basis to manage the accommodation process.
 - h. A parent/guardian or student is encouraged to share specific details of the disability so that proper accommodations can be designed.
- 4.3 The classroom teacher is responsible for:
- a. Being a collaborative partner in the accommodation plan development and implementation.
 - b. Ensuring the accommodations are made in accordance with the plan.

5. DEFINITIONS

5.1 **Disability:**

Excerpts from Section 10(1) of the *Ontario Human Rights Code*:

- a. any degree of physical disability such as epilepsy, diabetes, a brain injury, any degree of paralysis etc.
- b. physical injury or impairment.
- c. a condition of mental impairment or mental disorder, such as students suffering from phobias, anxiety, etc.

5.2 **Exceptional Student:**

A student whose behavioural, intellectual, physical, communication or multiple exceptionalities are such that he or she is considered to need placement in a special education program by an I.P.R.C. of the Board - the Education Act s.1.

5.3 **Student**

The term student when used with parent/guardian refers to a student over 18 years of age.

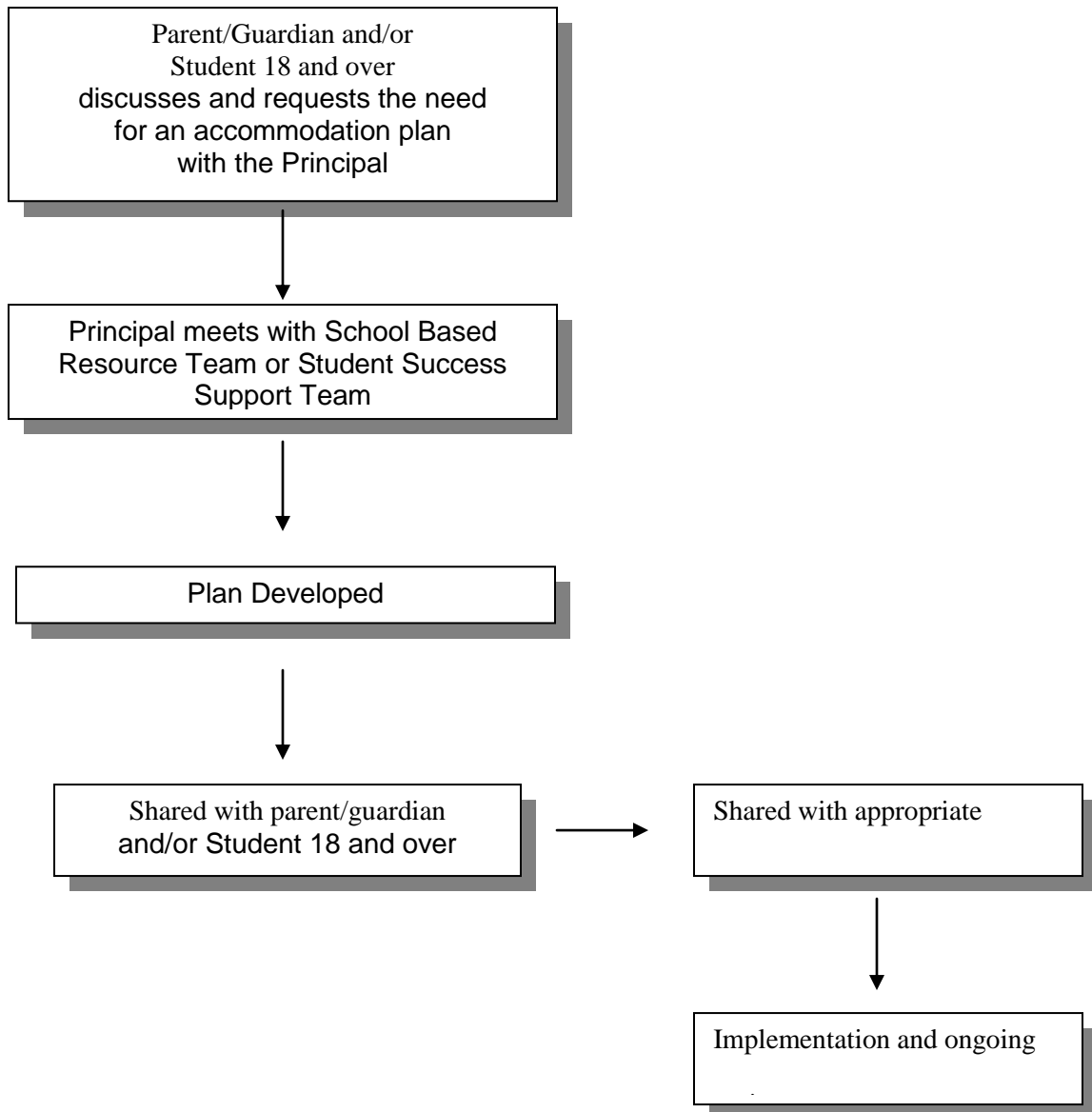
All the terms used in this Policy and procedures hereunder shall bear the meanings ascribed to them under the *Human Rights Code* and the *Education Act*, as applicable. The Board reserves to itself all defenses available at law.

6. CROSS REFERENCES

Accessibility for Ontarians with Disabilities Act, 2005
Ontario Human Rights Code

YORK CATHOLIC DISTRICT SCHOOL BOARD

A. Accommodating a Student with a Disability



SAMPLE LETTER ON SCHOOL LETTERHEAD

B. Accommodating a Student with a Disability

Dear Parent/Guardian/Student (over 18):

It is the policy of the York Catholic District School Board that a student with a disability shall be accommodated in such a way as to enable success while preserving and enhancing the student's personal dignity, self-respect and self-worth.

In order to support the request for accommodation of a disability, we ask that you complete the attached forms.

Once the attached forms have been completed, please return them to the school office to my attention. An accommodation plan will be developed and a copy will be shared with you.

If you have any questions regarding the student disability accommodation process and/or plan, please do not hesitate to contact me.

Regards,

Principal



YORK CATHOLIC DISTRICT SCHOOL BOARD

REQUEST FOR STUDENT DISABILITY ACCOMMODATION

(To be completed by Parent/Guardian or Student 18 years and over)

STUDENT'S PERSONAL DATA

Surname: _____	Home Address: _____
First Name: _____	_____
Date of Birth: _____ month/day/year	Home Phone Number: _____

1. Have there been any previous formal requests for accommodations? If yes, please indicate what the accommodations were, or provide a copy of the accommodation plan.

2. Describe the signs and/or symptoms of the disability.

3. Describe any barrier(s) and/or obstacle(s) that may hinder the learning process, in relation to the disability.

4. Is this request a temporary or permanent accommodation? (Please check appropriate box)
If it is temporary, please state the necessary time period. _____

5. What accommodations do you think might be useful to assist the student learner?

The Board reserves the right to obtain expert opinion or advice where needed.

Name of Person Completing Form: _____
Date Completed: _____
Signature: _____

Freedom of Information

Personal information contained on this form is collected pursuant to the *Education Act* and the *Municipal Freedom of Information and Protection of Privacy Act*. Questions about the collection and the use of this personal information should be directed to the Freedom of Information Coordinator, York Catholic District School Board, 320 Bloomington Rd. W., Aurora, Ontario, L4G 3G8 or (905) 713-2711.

PHYSICIAN'S REPORT RE: MEDICAL ACCOMMODATION

Dear Attending Physician:

Please complete the information requested below. This information, and any future requests for information, will be used to develop an appropriate accommodation plan for this student. Please release the report to your patient so they can forward to his/her school.

SECTION A: STUDENT INFORMATION (please print)

Surname: _____ Given Name: _____

Date of Birth: _____

SECTION B: PARENT OR STUDENT (IF 18 YEARS OF AGE) AUTHORIZATION

I hereby authorize you to provide the information requested below to the York Catholic District School Board.

Signature: _____

SECTION C: ATTENDING PHYSICIAN'S REPORT

Current clinical findings causing barriers in the education system related to their disability:

Is this a temporary or permanent disability? (Please check appropriate box)
Please state the time period if temporary.

Physician's stamp: _____

Telephone #: _____ Fax #: _____

MD Signature: _____ Date: _____

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STUDENT DISABILITY ACCOMMODATION PLAN

Date: _____

Student Name: _____

Student Number: _____

School: _____

Objectives	Actions	Person Responsible for Actions	Who needs to be aware of Action	Review date	Updates

Place Copy in Student O.S.R. (Ontario Student Record)

cc: **Parent/Guardian**
Student (if over 18)
Teacher(s)

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YORK CATHOLIC DISTRICT SCHOOL BOARD

No. 422

Section: Staff

Approved: February 3, 2004

Revision Date:

Implementation: Superintendent of Human Resources

POLICY:

Workplace Accommodation Policy

STATEMENT OF COMMITMENT

The York Catholic District School Board is a Catholic educational community committed to the principle of equal opportunity. All employees of the York Catholic District School Board have the right to equal treatment with respect to employment without discrimination because of disability or a perceived disability. The right to be free from discrimination includes the right to reasonable accommodation.

It is the policy of the York Catholic District School Board that the accommodation of every employee with a disability requiring accommodation, should be accomplished in such a way as to preserve and enhance the employee's personal dignity, self-respect and self-worth. The accommodation process is an individualized process, which takes account of all relevant circumstances.

Notwithstanding the existence of this policy, every person has the right to seek assistance from the Ontario Human Rights Commission.

PURPOSE OF THE POLICY

This policy is designed to:

- Clearly state the Board's commitment to providing an environment for employees to work free from discrimination on the basis of disability;
- Establish accommodation procedures for employees with either a physical or mental disability.

APPLICATION OF THIS POLICY

Who is covered?

For the purposes of this Policy "employee" refers to all employees currently employed by the York Catholic District School Board.

WHAT IS A DISABILITY? The definition of “disability” at section 10(1) of the *Ontario Human Rights Code* is as follows:

“Because of disability” means for the reason that the person has or has had, or is believed to have or have had,

- a) *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, including diabetes mellitus, epilepsy, and degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or on a wheelchair or other remedial appliance or device,*
- b) *A condition of mental retardation or impairment,*
- c) *A learning disability, or a dysfunction in one or more processes involved in understanding or using symbols or spoken language,*
- d) *A mental disorder, or*
- e) *An injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.*

DUTY TO ACCOMMODATE

Section 17 of the *Ontario Human Rights Code* creates an obligation to accommodate, specifically under the ground of disability. The Board is legally obliged to accommodate employees with a disability to the point of undue hardship.

TERMINOLOGY

All the terms used in this Policy and procedures hereunder shall bear the meanings ascribed to them under the *Human Rights Code* as applicable. The Board reserves to itself all defenses available at law.

CROSS REFERENCE

- Workplace Accommodation Procedures

WORKPLACE ACCOMMODATION PROCEDURES

The following guiding principles of disability accommodation shall apply:

- Accommodation is to facilitate the employee's achievement of essential job requirements in the workplace environment.
- The responsibility for providing accommodation rests with the Board; the employee is responsible to request accommodation and to participate in the provision of accommodation.
- The needs of employees with disabilities are to be accommodated in a manner that respects their dignity, to the point of undue hardship.
- There is no set formula for accommodation. Each person has unique needs and it is important to consult with the employee and his/her union representatives, if applicable.
- Taking responsibility and showing willingness to explore solutions is a key part of treating people respectfully and with dignity.

DUTIES AND RESPONSIBILITIES IN THE ACCOMMODATION PROCESS

The employee with a disability is required to:

- Request accommodation of a disability under these procedures to the Principal/Supervisor (although the Principal/Supervisor need not necessarily know what the disability is);
- Make their needs known to the best of their abilities, in writing, in order that the requested accommodation can be considered;
- Participate in discussions regarding possible accommodation solutions;
- Cooperate with any experts whose assistance is required to manage the accommodation process;
- Work with the accommodation provider on an ongoing basis to manage the accommodation process;
- Answer questions or provide information regarding relevant restrictions or limitations including information from health care professional(s), where appropriate, and as needed;
- Discuss the disability with only persons who need to know.

Unions and professional associations are required to:

- Respond to an employee seeking support regarding a workplace accommodation.

The Board is required to:

- Accept the request for accommodation in good faith, unless there are legitimate reasons for acting otherwise;
- Obtain expert opinion or advice where needed;
- Take an active role in ensuring that alternative approaches and possible accommodation solutions are investigated and canvass various forms of possible accommodation and alternative solutions, as part of the duty to accommodate;
- Keep a record of the accommodation request and action taken;
- Maintain confidentiality;
- Limit requests for information to those related to the nature of the limitation or restriction so as to be able to respond to the accommodation request;
- Grant accommodation requests in a timely manner, to the point of undue hardship, even when the request for accommodation does not use any specific formal language; and
- Establish "essential" from the "non-essential" duties of the job through a collaborative process.

ACCOMMODATION PROCESS:

1. Employee documents request for an accommodation due to a disability and submits request to Principal/ Supervisor or directly to Wellbeing Coordinator if there are complex needs/requirements.
2. Specific barriers are to be discussed between the employee and Principal/Supervisor (and/or Wellbeing Coordinator) with possible solutions to remove the barriers.
3. In many cases, the Principal/Supervisor will be able to accommodate the request and will document the accommodation plan.
4. If the Principal/Supervisor requires further assistance due to greater complexity of needs, he/she will consult with the Wellbeing Coordinator to further assist with the accommodation.
5. At the request of the Employee, Principal/Supervisor or Superintendent of Human Resources or designate, the Wellbeing Coordinator will assist with needs assessment and/or initiate assessment and coordination of accommodation through utilization of external professional sources, when necessary.
6. The Wellbeing Coordinator will discuss the plan of action with the employee, the Principal/Supervisor and the Superintendent of Human Resources or designate to obtain approval.
7. The accommodation provider (Principal/Supervisor or Wellbeing Coordinator) shall prepare a written accommodation plan (see appendix I, Accommodation Plan). The accommodation plan should identify the objectives of the plan, the accommodation measures put in place to attain those objectives, the allocation of responsibilities under the plan and provide a timetable and measurements for the success of the plan.
8. If at any time the employee is dissatisfied with the accommodation plan and he/she has been unable to resolve the issue through discussions with the Principal/Supervisor or the Wellbeing Coordinator he/she may submit any concerns in writing to the Superintendent of Human Resources or designate for resolution.
9. The Superintendent of Human Resources or designate shall review the letter of concern and make inquiries in order to determine whether the requirements of the Board's policy and this procedure have been met. On request of the employee, the Superintendent of Human Resources or designate will provide a decision in writing.
10. If the employee is dissatisfied with the decision of the Superintendent of Human Resources or designate then he/she may submit any concerns in writing to the Director of Education.

The decision of the Director of Education is final.

NB: An employee may involve his/her union representative at any point in the accommodation process to assist the employee when exercising their rights under the collective agreement or any other relevant legislation.

Appendix I: Accommodation Plan

Received request for accommodation: _____(date).

Met with employee on _____(date) to discuss barrier(s)/obstacle(s) and discussed possible solution:

Accommodation plan:

Objectives:

Actions and Responsibilities to Obtain Objectives:

Timetable and Measurements Successful Completion:

If further assistance is required, please notify the Wellbeing Coordinator at PH: (416) 221-5051 ext. 3815 and inform the employee that you have forwarded a request.

Signature of Accommodation Provider _____ **Date** _____

cc: Superintendent of Human Resources or designate

cc: Employee

Personal information on this form is collected under the authority of the *Education Act*, R.S.O. 1990, c. E.2., and the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c.M.56 . All personal information collected on this form will be stored in accordance with the Board's protocol on collection, storage and retention. Questions about this collection should be directed to the F.O.I. Coordinator at the Catholic Education Centre (905) 713-1211.