



YORK CATHOLIC DISTRICT SCHOOL BOARD

MULTI-YEAR ACCESSIBILITY PLAN 2013 – 2018

Prepared: December 2013

**YORK CATHOLIC DISTRICT SCHOOL BOARD
MULTI-YEAR ACCESSIBILITY PLAN
December 2013 – December 2018**

Table of Contents

1. Aim
2. Objectives
3. Description of York Catholic District School Board
4. Commitment to Accessibility Planning
5. Members of the Accessibility Planning Committee
6. Role of Accessibility Planning Committee
7. Barrier Removal Achievements
 - a) Physical and Architectural Barriers
 - b) Informational and Communication Barriers
 - c) Attitudinal Barriers
 - d) Systematic Barriers
 - e) Transportation Barriers
8. Identification of Existing Barriers and Barrier – Identification Methodologies
9. Strategy for Prevention and Removal of Barriers
10. Barriers to be addressed under the Multi-year Accessibility Plan
11. Review and Monitoring
12. Communication of the Multi-year Accessibility Plan

1.0 Aim

This Multi-year Accessibility Plan (Plan) is developed in accordance with the Integration 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 #601, “Accessibility Standards for Customer Service”, which can be found on the board’s website at www.ycdsb.ca.

2.0 Objectives

This Plan:

- 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;
- f. Describes how the Board will make this Multi-year Accessibility Plan available to the public.

3.0 Description of the Board

Our Shared 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.'

Journey Towards Our Shared Vision

We are committed to continually improving our schools, creating environments where everyone interacts and innovation and improvement are built into our daily activities; where we, as a Catholic Learning Community, can come together to reflect on our best practices, assess our effectiveness and make decisions about what we need to do to become even more effective; where we are all engaged in a common purpose; and where we rely on each other to reach agreed upon goals that we could not achieve independently.

Our Principles of Equity and Inclusivity

Are rooted in the Gospel,
Form a foundation of excellence,
Meet individual needs,
Identifies and eliminates barriers,
Promotes a sense of belonging,
Involves the broad community,
Builds and enhances previous existing initiatives, and,
Are demonstrated throughout the system.

The Board has 103 schools, approximately 55,000 students and 8471 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.

We have 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 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 Commitment to Accessibility Planning

The 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;
- 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. The Plan will be submitted to the Director of Education, and presented to the Board of Trustees for approval. The Plan will then be communicated to the public.

5.0 Members of IASC for 2013-2014

MEMBER	DEPARTMENT/REPRESENTATION	MEMBER	DEPARTMENT/REPRESENTATION
Frances Bagley, Chair	Chairperson	Patricia Dignard	CUPE 2331-01-02
Marlene Mogado	Board of Trustees	Bryce Eldridge Joe McLoughlin	Construction & Facility Renewal Facilities & Maintenance Services
Charmaine Barker	Secondary Vice-Principal	Silvana Faieta	OECTA-YOTBU
Greg Bolton	O.E.C.T.A. York Unit	Dan McCowell	Planning Department
Diana Candido-Cafazzo	Elementary Principal	May Moore (LOA) Sonia Gallo (Acting)	Communications Department
Anna Chan Kevin Moyle	Business Services Purchasing Department	Diane Murgaski	Curriculum & Assessment Department
Darlene Clapham	Information Systems Department	Jackie Porter	Budget & Audit Services Department
Janet Clarke Lynda Coulter	Human Resources Department	Patricia Rybka	York Catholic Parent Involvement Committee (YCPIC)
Catherine Craig Tina D'Acunto	Student Services Department	Helga Sirola	Parent/SEAC/Community
Nancy Di Nardo	School Leadership: Elementary	Norm Vezina	Environmental & Office Services Department

6.0 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 3-4 times during the school year. Sub-committees will be established and operate as specific needs are identified. Meetings are scheduled as needed.

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.
 - 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;
 - 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.
 - b. Recommendations with respect to any of the above matters and carry out other duties assigned by the Board.

7.0 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.

7.1 Physical and Architectural Barriers

A physical barrier refers to objects added to the environment, such as doors, windows, elevators, furniture, and bathroom hardware. Examples of barriers that may result from the design of the building may include the shape of rooms, size of doorways or width of hallways.

There are many ways in which the Board has recognized the need to ensure access to all Board facilities and services, including the provision of student transportation and accommodation of employees and students with disabilities in a manner appropriate to their needs. Specialized health support services are provided for students in consultation with the Board’s Physical Management Services and/or local health agencies, and for employees in consultation with the Board’s Health and Wellness Department (Disability Support Management). Injured/ill employees who are returning to work are provided with individual vocational rehabilitation plans to promote integration into the workplace. Some of the resources used and the physical barrier removal initiatives implemented to date include:

- Emergency Evacuation Chairs
- Ergonomic modifications
- Barrier-free washroom facilities, including ceiling lifts where needed
- Workstation accessibility
- Specialized equipment (transfers and lifts)
- Designated handicap parking and curb cuts at all sites

- Automatic external door openers
- Door hold open devices.
- Ramps
- Elevator/Lift Installations

Individual schools and sites monitor the needs and advise the Board’s Plant Department and/or Health and Wellness Department when modifications are required. These types of projects are funded through the Board’s general Facilities Renewal Budget.

The Board has purchased two emergency evacuation chairs. The chairs assist staff, students and visitors with the efficient, safe, effective and timely removal of disabled persons during emergencies and during the practice of emergencies e.g., fire drills, lockdown drills.

Board design guidelines for new elementary and secondary schools identify many components to aid access for those with physical disabilities, including designated barrier-free parking, ramps, power-assisted entrance doors, lifts, elevators and barrier-free washrooms. Doors and washroom sinks have lever handles, while some built-in workstations and student lockers are wheelchair accessible. Certain classrooms have a barrier-free kitchen, accessible washroom and barrier-free millwork components where appropriate. Board design guidelines address the needs of those with hearing and vision impairments by providing braille elevator signage; highly visual strips on stair edges; strobe lights near fire alarm discharges.

After the province introduced design standards for government buildings, each municipality finalized their local design guidelines. The Plant Department continues to work with Programme and Services staff to make renovations to existing facilities to accommodate students as appropriate. Some examples of the Universal Design accommodations made are as follows:

- Installation of ramps and automatic door openers
- Installation of sound system in classrooms and Board offices to address hearing needs
- Enlarge several existing washrooms to accommodate electric change tables
- Update several barrier free washrooms to make accommodation for hydraulic change tables
- Braille signage installed in various schools
- Safe Rooms constructed in various schools
- Fire Alarm systems upgraded for audibility and visibility

7.2 Information and Communication Barriers

The Board’s Communications Department works collaboratively with Board stakeholders to develop and implement an action plan that continues to realize the Board’s short and long-term web services objectives. This includes the ongoing review of the Board’s website to ensure that it is accessible to those with disabilities. Currently the Board’s website meets much of the criteria outlined in the Web Content Accessibility Guidelines (WCAG) 2.0 requirements including Level A and some AA and AAA success criteria.

The Board’s website accessibility WCAG 2.0 success criteria include:

READABLE

- Text alternatives for any non-text content (“alt tag” captions)
- Ability to increase/decrease text size
- Avoiding use of centrally-aligned text
- Clearly distinguishable and identifiable links
- Use of images and illustrations to clarify meaning

DISTINGUISHABLE:

- Contrast options between text and image and/or background; contrast on/off link
- Ensuring all info conveyed with colour is also available without colour

NAVIGABLE:

- Multiple navigation options to find content, and website location
- Use of ‘breadcrumbs’
- Create a site map
- Page titles
- Search function
- List of links to all related pages in the site

PREDICTABLE:

- Opening new windows only when necessary
- Consistent navigation
- Providing consistent identification through the use of document icons (Word, PDF…) checkmarks, etc.

COMPATIBLE:

- Proper site display and functions using various platforms and devices (PC, Mac, tablets, mobile)
- Compatibility with assistive technologies
- Audio captions for video files

ACCESSIBLE:

- Keyboard accessible

TIMING:

- Ample time limits for rotating and time-based content.
- Ability to pause scrolling content
- Allowing moving pictures to be paused and restarted from where it was paused
- Re-authentication options allowing users to continue their activity on the site without loss of data

SEIZURE

- Recreating image files that are known to cause screen flickering
- Removing flash component from website
- Avoiding use of animated GIF images and any other images with rapid movements/effects

In the future, between 2014 and 2021, the Board will continue to update current websites and content to meet the standards outlined by the *AODA* to conform to WCAG2.0, initially at Level A and moving toward Level AAA, whenever possible. The Board uses software, i.e., a vendor specific Content Management System, to develop and maintain its websites and so it is recognized that any future tendering for upgrades and/or revamping of the websites will meet all WCAG 2.0 Level AA requirements (with an aim toward Level AAA requirements if feasible).

Technology upgrades may include the provision of devices and programs that provide support to those who would benefit from these accommodations. The Board continues to support annual plans to increase access to technology to the students within a framework of the Universal Design for Learning and Differentiated Instruction for students as needed. Their actions reflect Ministry directions to increase general access to assistive technology for all students and support requirements to provide technology to access curriculum that is essential for some students, e.g., Special Equipment Amount (SEA).

The Board, through the Student Services Department, has developed a process to review student needs for special equipment including computer hardware, software and training. Board staff (administration, teachers, and support staff) is annually updated regarding the process. Updates include policies related to Ministry funded access to technology SEA.

Initiatives that have been implemented include:

- Accessible Formats for Documents - an agreement was struck in September 2012 with W. Ross. MacDonald School for the Blind, Visually Impaired and Blind Deaf. The Board, upon request, may submit board documents to Alternative Education Resources Ontario who will, in turn, provide them in an accessible format such as braille (e.g.) the creation of an E-Library for students with a print disability. This service will be accessed on an as needed basis.
- Hiring Practices – the Human Resources Department will amend its postings, advertising and hiring practices for teaching and support staff. All postings and advertising for employment include information advising that the Board will make efforts to meet the needs of disabled candidates and eliminate barriers wherever possible, upon request. Upon hire, new staff is advised of the Board’s policy on Workplace Accommodations (#411). When a staff member identifies him/herself as having special needs, the Board provides assistance (as required). The Health and Wellness Department works with the employee to resolve any areas of identified need.
- Performance Appraisals, Career Development/Re-Deployment – The Board’s policy will ensure that performance appraisals, career development and re-deployment all take into consideration any special needs as identified by the employee.
- Emergency Response Plan – the Health and Wellness Department in consultation with the school Principal will ensure that all workplace emergency response plans for staff, while the Student Services Department will ensure that emergency response plans for students with a disability are crafted appropriately and reviewed annually according to the individual’s need(s) and site specifications.
- Accommodation Plans – these are developed in conjunction with the individual, physicians and the Human Resources Department. These are reviewed as needed and monitored regularly. The Board’s Return to Work process for staff with disabilities is an ongoing process. The Return to Work plan is developed and monitored on an as-needed basis and takes into consideration all disabilities identified by the worker and their physician. All Accommodation Plans are reviewed with school Administration.
- Awareness Training – the Human Resources Department provides ongoing awareness training for all staff. All staff has been trained according to the customer service regulation in 2009-2010 school year. Specially trained staff works with students to teach skills and provide opportunities that will improve their current and future ability to access information. Some of the available services, resources and technologies are:
 - Braille available on request
 - American Sign Language interpreter services available on request
 - Picture Exchange Communications System
 - Board Maker software and/or other specialized technology support
 - Access to Special Education and Support Services Department (including special education consultants; psychologists; child & youth workers; social workers; speech, language, hearing, vision and physical/medical resource staff)

- Special education and support services staff assigned to each school
- Equity, diversity, and inclusive education superintendent (Safe Schools)
- Parent information nights - Junior and Senior Kindergarten information sessions are held annually for parents of children who have special needs. Information regarding the session is sent to local childcare centres, nursery schools and to parishes and highlighted in school newsletters. At the session, parents are provided with a general orientation to our schools and more specific information regarding available programs and services to ensure smooth transitions. Community agency representatives, special education staff and Board staff, may be available at the session to answer questions
- Assistive technology software
- Books on tape
- Large print material
- Voice amplification systems
- Special assistance for visually impaired
- E-Library for school text.

7.3 Attitudinal Barriers

Attitudinal barriers refer to persons who do not know how to communicate with people with disabilities, or persons who display discriminatory behaviours.

The Superintendents responsible for Equity, Diversity and Inclusive education, Safe Schools, Employee Relations and Student Services are responsible for ensuring that human rights, including the rights of people with disabilities, are respected in all dealings of the board. A variety of programs and services are offered to students and staff to increase their understanding of the needs of those with disabilities.

Attitudinal barrier removal initiatives include:

- On-going Board training
- Bullying prevention programs
- Conflict resolution programs
- Public awareness programs
- Employee and Family Assistance Program
- Religion and family life programs
- Mental health initiatives.

7.4 Systemic Barriers

Systemic barriers can result from an organization’s policies, practices and protocols if they restrict persons with disabilities.

Through the Student Services, Health and Safety, Plan, Planning, Curriculum and Assessment, Budget and Finance as well as the Communications Department, the Board’s policies and practices are reviewed and amended on an on-going basis in order to ensure that students and staff with disabilities are able to access all board services and programs. Some of these reviews are mandated, by and subject to, the *Education Act*, *Workplace Safety and Insurance Act* and the Human Rights Code. Resources to assist in removing policy and practice barriers include:

- Board Improvement Plan
- SEAC
- Identification Program and Review Committees (IPRC)
- Special education teachers, resource teachers, consultants and support staff (physical/medical, behaviour, autism, hearing, vision, speech, language)
- Alternative education programs
- Disability management practice and workplace accommodation
- Health & Safety Department
- Superintendent responsible for diversity, equity and inclusive education
- General administrative procedures
- By-laws and policies of the Board
- Superintendent of Exceptional Learners.

The *Education Act* also requires that school boards develop an annual Special Education Plan. The Board’s Special Education Plan outlines actions taken to address access for students with disabilities. As per Ministry of Education direction, special education programmes and services are referred to in the Annual Board Improvement Plan. Additional information on the Special Education Plan is highlighted on the Board website.

A safe, caring, inclusive and accepting school is indispensable in sustaining student learning, achievement, engagement and wellbeing. Bill 13, the *Accepting Schools Act*, requires each board to address inappropriate behaviour, including bullying, and to develop preventative measures to respond to bullying. The Education Act requires supports for suspended and expelled students, information for staff and training about bullying prevention, and supports for positive school climate as part of multi-year plans.

Board’s response to safe schools legislation is framed within the Catholic Community, Culture and Caring pillar of the Board’s Improvement Plan. This pillar supports the implementation of legislation, including a review of board processes related to the Catholic code of conduct, progressive discipline and bullying prevention. As well, aligned supports for lockdown procedures, Police School Board Protocols, positive school climate, restorative practice, and other priorities related to school safety, are considered in the plan.

7.5 Transportation Barriers

Transportation barriers may result from the design and layout of the vehicles and accessibility to the vehicles in relation to the school facilities.

Student Transportation Services of York Region (STSYR)

Mission Statement:

STSYR is committed to supporting student achievement by planning and managing safe, efficient transportation that focuses on customer service and utilizes innovative resources.

The Student Transportation Services of York Region (STSYR) provides safe and efficient student transportation services within York Region for our member district school boards including the York Catholic District School Board. The role of the STSYR includes contracting bus and vehicle operators to provide this service. The STSYR transports over 50,000 (fifty thousand) students to and from school on a daily basis with our contacted operators.

In compliance with the *AODA* 2005, STSYR makes all efforts to provide integrated school transportation available for all students eligible for service. Where integrated school transportation is not possible or is not the best option, STSYR provides appropriate alternative accessible transportation for all students with disabilities. We implement this approach tangibly by utilizing our electronic routing software. STSYR examines all available fleet resources and explores a wide variety of routing solutions to seek out efficient and effective transportation solutions for students.

To ensure the provision of specialized transportation services when required by students, the SCSTC maintains service agreements with a number of service providers that include accessible vehicles in their fleet. These service providers also maintain training programs for their drivers. The dispatch staff are accustomed to the unique situations that sometimes arise in the provision of special needs service.

STSYR staff regularly liaises and consults with school staff, parents and the student services department to ensure the needs of our students with special needs are appropriately addressed.

8.0 Identification of Existing Barriers and Methodologies

The principles of inclusion, accessible environments and freedom from barriers inform all Board policies, programs, procedures and services. Through the annual Accessibility Plan Status Report process implemented under the *ODA, 2001*, the Board’s programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a multi-year accessibility plan which places particular emphasis on the provisions of the regulations made under the *AODA* with regard to customer service, information and communications, employment and school transportation.

The IASC has used the following barrier-identification methods since 2005:

Methodology	Description	Status
Survey to stakeholders	A survey was developed and sent out to all stakeholders via Board and school websites	Completed in 2005
Review of Survey results	The results of the surveys were tabulated, analyzed and reviewed by the IASC	Review by IASC 2005-2006
Action Plans	Actions regarding identified accessibility issues were discussed by the IASC and included as part of the Board’s Facility Renewal Plan as it related to customer service standards	Facility Renewal Plan 2007 - ongoing
Ongoing consideration of the Facilities Renewal Plan / Report re: physical environment	Surveys of buildings continue to be considered through the operations and maintenance reports. The identification of criteria for action is reviewed by Plant Services staff (who conducts routine inspections), school custodians and school Principals.	Ongoing
Feedback from stakeholders	Stakeholders may contact the Board directly related to ongoing identification of accessibility barriers and/or concerns	Ongoing
Review of the Multi-Year Plan	The IASC reviews the multi-year plan to discuss action items and accomplishments, to identify new concerns / barriers and to update the Plan	Annually in June
Prepare Annual Status Report	The IASC will complete an Annual Status Report for presentation to the Director and Board of Trustees for review and approval.	Annually in June
Communicate to stakeholders	Posting on Board website	Annually in June
External Audit Report	To secure an external audit report on all Board-owned facilities to identify accessibility barriers or areas of concern related to AODA requirements	Inclusion of the external Audit Report in the 2014-15 Board budget

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

will be addressed within the 2013-2018 Multi-year Accessibility Plan as 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.

York Catholic District School Board intends, through this Multi-year Accessibility Plan, to take action to address barriers to accessibility.

2013-2014

Type of Barrier	Location	Action	Effective Date	Responsibility
Systemic	Board-wide	Present for Board approval the Accessibility: Employment Standards Policy with related guidelines.	January 2014	Policy Steering & Policy Review Committee
		Communication of the Accessibility: Employment Standards Policy to the public	January 2014	Human Resources Department
		Develop guidelines and procedures for accessible employment (recruiting, selection and hiring processes)	January 2014	Human Resources Department
		Training related to the Employment Standards legislative requirements for all Board employees who participate in the recruitment, selection and hiring of individuals	January 2014	Human Resources Department
		Annual Status Report to Director	Annually (June)	IAS Committee
Information and Communications	Board-wide	Present to Policy Steering and Policy Review Committee for Board approval the Accessibility: Information and Communications Standards Policy	January 2014	Communications Department
		Review practices to ensure readiness for the provision of educational resources or materials, student records and information on program requirements in accessible formats upon request	On-going	Student Services Department in collaboration with the Curriculum & Assessment Department
		Provide accessibility awareness training for all educators and classroom-based staff on accessible instruction and program delivery	On-going	Student Services Department in collaboration with the Curriculum & Assessment Department

		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. Notify the public re above.	January 2014	Communications Department
		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.	January 2014	Communications Department in conjunction with Information Technology Department
		Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	January 2014	Student Services Department in collaboration with Curriculum & Assessment Department
Attitudinal Employment	Board-wide	Develop procedures related to training, recruitment, selection and hiring for accessible employment	On-going	Human Resources Department
Physical		Lift/Chair Lift (St. Anthony CES / St. Robert CHS)	September 2014	Plant and Capital Projects
		Fire Alarm enhancement (St. Edward CES / Mother Teresa CES)	September 2014	
		Parking lot enhancement (St. Monica CES)	September 2014	
		Braille signage at various schools	September 2014	
		Safe rooms as identified by Student Services Department	September 2014	
		Installation of accessibility features as required by Student Services	Ongoing	
Student Transportation		Website compliant to current standards.	June 2013	STSYR
		Evacuation training – occurs in all schools – JK to Gr 8	June 2013	STSYR
		Individual service plans for all required students.	Ongoing	STSYR

2014 – 2015

Type of Barrier	Location	Action	Effective Date	Responsibility
Systemic	Board-wide	Internal Audit Report related to accessibility requirements for all Board premises	2014-15	Plant Department
		Annual Status Report presented to the Director	Annually (June)	IAS Committee
		Update Multi-year Accessibility Plan as required	Annually (June)	IAS Committee
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.	Ongoing	Human Resources Department
		Create a school and event-planning checklist to address accessibility issues.	September/October 2014	Accessibility Sub-Committee
Information and Communication	Board Offices	Review practices to ensure readiness for the provision of educational resources or materials, student records and information on program requirements in accessible formats upon request	Ongoing	Student Services Department in collaboration with Curriculum & Assessment Department
		Provide accessibility awareness training for all educators/classroom-based staff on accessible instruction and program delivery	Ongoing	Student Services Department in collaboration with the Curriculum & Assessment Department
		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. Notify the public re above.	Ongoing	Communications Department
		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.	Ongoing	Communications Department in conjunction with Information Technology Department
		Review the readiness of school libraries to provide accessible or	Ongoing	Student Services Department in

		conversion-ready formats of print resources upon request.		collaboration with the Curriculum & Assessment Department
Systemic - Employment	Board-wide	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	Ongoing	Human Resources Department
Physical		Braille signage at various schools	September 2015	Plant and Capital Projects
		Fire Alarm enhancement – TBD	September 2015	
		Stair replacements	September 2015	
		Automatic door openers / hold open devices in main corridors	September 2015	
		Accessible washrooms with grab bars	September 2015	
		Sidewalk / parking lot enhancements	Ongoing	
		Braille signage at various schools	Ongoing	
		Safe rooms as identified by Student Services Department	Ongoing	
Student Transportation	Board-wide	Consult with schools and develop individual student transportation plans for students with disabilities, clarifying roles and responsibilities.	Ongoing	STSYR
		Evacuation Plans – occurs during school bus safety week.	Annually	STSYR

2015 - 2016

Type of Barrier	Location	Action	Effective Date	Responsibility
Systemic	Board-wide	Review of Internal Audit Report results & presentation of same to Director / Board of Trustees/IASC	TBD	Plant Department
		Update Multi-year Accessibility Plan based on recommendations in the Internal Audit Report	TBD	IAS Committee
		External Audit Review of all board-owned premises	TBD	Plant Department
		Annual Status Report presented to Director	Annually (June)	IAS Committee
		Update Multi-year Accessibility Plan as required	Annually (June)	IAS Committee
Information and Communication	Board-wide	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).	TBD	Communications Department
	School Libraries	Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request	TBD	Student Services Department in collaboration with Curriculum & Assessment Department
		Review accessibility features of all updates and purchases related to Board and school websites in anticipation of WCAG, 2.0, Level AA standards	TBD	Communications Department in conjunction with Information Technology Department
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.	Ongoing	Human Resources Department

Physical		Barrier-free washroom facilities	September 2016	Plant and Capital Projects
		Stair replacements	September 2016	
		Automatic door openers / hold open devices in main corridors	September 2016	
		Braille signage at various schools	September 2016	
		Safe rooms as identified by Student Services Department	September 2016	
		Installation of accessibility features as required by Student Services	September 2016	

2016 - 2017

Type of Barrier	Location	Action	Effective Date	Responsibility
Systemic	Board-wide	Review status of accessibility awareness training to ensure all new staff has been trained.	Ongoing	Human Resources
		Annual Status Report presented to the Director	Annually (June)	IAS Committee
		Update Multi-year Accessibility Plan as required	Annually (June)	IAS Committee
Information and Communication	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline	Ongoing preparation for 2020 deadline	Student Services Department in collaboration with Curriculum & Assessment Department
		Review accessibility features of all updates and purchases related to board's and schools' websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline	Communication Department in conjunction with Information Technology Department
Attitudinal		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.	Ongoing	Human Resources Department
Physical		Braille signage at various schools	September 2017	Plant and Capital Projects
		Safe rooms as identified by Student Services Department	September 2017	
		Installation of accessibility features as required by Student Services Department	September 2017	

2017 - 2018

Type of Barrier	Location	Action	Effective Date	Responsibility
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing	Human Resources Department
		Annual Status Report presented to Director	Annually (June)	IAS Committee
		Update Multi-year Accessibility Plan as required	Annually (June)	IAS Committee
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing	Policy Steering & Policy Review Committees
		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.	Ongoing	Human Resources
Information and Communication	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request	Ongoing preparation for 2020 deadline	Student Services Department in collaboration with Curriculum & Assessment Department
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline	Communication Department in conjunction with Information Technology Department
Physical		Braille signage at various schools	September 2018	Plant and Capital Projects
		Stair replacements	September 2018	
		Automatic door openers / hold open devices in main corridors	September 2018	
		Safe room as identified by Student Services Department	September 2018	
		Installation of accessibility features as required by Student Services Department	September 2018	

11.0 Review and Monitoring Process

The IASC meets regularly during the year 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 IASC 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;
- (b) At least once yearly, the plan is reviewed and updated in consultation with persons with disabilities, with the Board's SEAC and other relevant stakeholders;
- (c) The plan is shared with the Board yearly.

12.0 Communication of the Plan

The Multi-year Accessibility Plan will be posted on the Board's website.
The Board will accommodate requests for accessible formats of the Plan.

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

Frances Bagley, Chairperson
(frances.bagley@ycdsb.ca)
Integrated Accessibility Standards Committee
York Catholic District School Board