



YORK CATHOLIC DISTRICT SCHOOL BOARD

ANNUAL ACCESSIBILITY REPORT 2015 – 2016

Presented on: December 20, 2016

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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.

The Annual Accessibility Report describes the measures that the York Catholic District School Board (YCDSB) has implemented during the 2015-2016 school year and measures that will be taken during the 2016-2017 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 106 schools (90 Elementary and 16 Secondary), approximately 54,400 students and 8949 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. Our newest elementary school, Pope Francis which is located in Kleinburg, officially welcomed staff and students on September 6, 2016.

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).

6.0 Members of IASC for 2015-2016

MEMBER	DEPARTMENT/REPRESENTATION	MEMBER	DEPARTMENT/REPRESENTATION
Frances Bagley (IASC Chair)	Associate Director, Strategic Leadership	Jamal Warda (replaced by Maria Ferrulli – September 2016)	OECTA-YOTBU
Marlene Mogado	Board of Trustees	Sonia Gallo (Sub-Committee Co-Chair)	Communications Department
Charmain Barker	Secondary Vice-Principal	Stephanie Gatti, (Learning Disabilities Association-York Region)(replaced Helga Sirola)	Parent/SEAC/Community
Greg Bolton	OECTA York Unit	Tamara Glazier (Sub-Committee Chair) (replaced by Stacie Christie – September 2015) Tina D’Acunto	Student Services Department
Diana Candido-Cafazzo	Elementary Principal	Dan McCowell	Planning & Operations
Anna Chan Kevin Moyle	Purchasing Department	Joe McLoughlin	Plant & Accommodation Services
Darlene Clapham (Sub-Committee Co-Chair)	Information Technology Department	Diane Murgaski	Curriculum & Assessment Department
Janet Clarke (Sub-Committee Chair) Lynda Coulter	Human Resources Department	Marian Pawliszko	CUPE 1571
Jan de Souza	York Catholic Parent Involvement Committee (YCPIC)	Jackie Porter (Sub-Committee Chair)	Budget & Audit Services Department
Patricia Dignard	CUPE 2331-01-02	Norm Vezina	Environmental & Office Services Department
Nancy Di Nardo	School Leadership: Elementary		

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. The annual meeting for the IAS Committee was held on Friday, December 2, 2016 at the Catholic Education Centre. 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; and,

are addressed within the 2013-2018 Multi-Year Accessibility Plan. Measures taken throughout the 2015-2016 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 (2015-2016), and the measures the Board will take during the coming school year (2016-2017) to identify, remove and prevent barriers to people with disabilities as described on the following pages.

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	*Deferred	Plant Department
		Update (<i>updated based on internal requests and identified needs</i>) based on recommendations in the Internal Audit Report	*Deferred	IAS Committee
		External Audit Review of all board-owned premises	*Deferred based on above.	Plant Department
		Annual Status Report presented to the Director.	Annually (December)	IAS Committee
		Update Multi-year Accessibility Plan as required	Annually (December)	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. <i>Our branding materials and templates are accessible by every employee under the “Branding” conference folder</i>	Complete ↓	Communications Department ↓

	School Libraries	<p><i>on the Staff Google Drive. Accessibility Tent Cards (double-sided with braille) sent to all schools for display on all main office desks, and on display at the main desks of various departments around the CEC; Special Events Protocol Updated to reflect that accessible formats are available upon request; website continues to be a tool to communicate that the Board offers accessible formats on request. The Accessibility Report is also posted on the board website.</i></p>		
		<p>Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request</p> <p><i>Presently working with teacher librarians to develop a Library Commons standard website that all schools can use to share resource that are accessible and meet the requirement of the legislation.</i></p>	In Progress	Student Services Department in collaboration with Curriculum & Assessment, IT Departments and the Director's Office
		<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><i>A new tool called Siteimprove. It crawls the site regularly and lets us know about accessibility issues and potential issues as well as broken links, spelling errors and readability. We continue to enhance web code to ensure accessibility for end-users: (ensure images have alternative text available to screen readers, adjusted colours to meet contrast requirements, increase font size). New school website design and WordPress version of site are fully WCAG2.0AA complaint.</i></p>	Complete 	Communications Department in conjunction with Information Technology Department 

		<i>Our standard browser is now Google Chrome. This browser has accessibility functionality built in as well as an extension called "Google Read and Write" to provide functionality for various disabilities.</i>		
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><i>Presently using PowerPoint as a training tool in alignment with policy requirements and a participant verification form.</i></p> <p><i>Welcome to the Catholic Education Centre Brochure – in draft.</i></p>	Ongoing	Human Resources Department
Physical		<p><i>Barrier-free washroom facilities: St. Brigid, St. Elizabeth Seton, Our Lady of the Rosary CES.</i></p> <p><i>Stair replacements: (St. Bernadette, Holy Spirit and St. Angela Merici CES).</i></p> <p><i>Automatic door openers / hold open devices in main corridors: (Our Lady of the Rosary CES, St. Maximilian Kolbe CH).</i></p> <p><i>Braille signage at various schools: Holy Jubilee, Fr. Frederick McGinn, St. Julia Billiard, Divine Mercy CES and CEC</i></p> <p><i>Installation of accessibility features as required by Student Services (refer to Barrier-free washrooms and automatic door openers).</i></p>	<p>September 2015-2016</p> 	<p>Plant and Capital Projects</p> 

		<p>Other projects with an accessibility component:</p> <ol style="list-style-type: none"> 1. <i>Fire Alarm/Field Wiring & Devices – Immaculate Conception CES.</i> 2. <i>Instructional Program/Science Room Retrofit – Holy Cross CA.</i> 3. <i>Exterior Playground Reno – St. Padre Pio CES.</i> 4. <i>FDK Renovations: Larger Spaces, more accommodating for individual with physical needs: St. Mark, St. Joseph the Worker, Our Lady of Fatima, St. Anne, Canadian Martyrs, St. Thomas Aquinas, St. Patrick, Markham CES. Some also had work done in the FDK play areas that was more accommodating.</i> 5. <i>Grounds Curb Cuts, H/C parking, etc.: Cardinal Carter CHS, Father John Kelly, Our Lady of Annunciation, St. Anne, St. John Paul II, St. Margaret Mary CES.</i> 		
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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 (December)	IAS Committee
		Update Multi-year Accessibility Plan as required	Annually (December)	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.	Ongoing	Student Services Department in collaboration with Curriculum & Assessment Department
Attitudinal		<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>New YCDSB online tool purchased, Scenario Learning, is a training and tracking management system specifically designed for school boards. This tool offers a comprehensive course library (Canadian content) which covers a variety of school related topics to properly train staff. The library includes training modules related to Accessibility, Emergency Management, Employment Practices, Environmental, Health, Human Resources, Information Technology, Nutrition, Security, and Transportation.</p>	Full implementation by September 1, 2017	Human Resources Department
Physical		<i>Braille signage at various schools: St. Mark, St. Emily, St. Gabriel the Archangel CES and St. Joan of Arc CHS.</i>	September 2017	Plant and Capital Projects

		<p><i>Installation of accessibility features as required by Student Services Department</i></p> <p><i>Barrier Free Washroom: St. Matthew, Divine Mercy CES.</i></p> <p><i>Evacuation Chairs: Schools to be determined in consultation with Student Services.</i></p> <p><i>Grounds: All Saints, Cardinal Carter, Fr. John Kelly, Good Shepherd, St. Elizabeth Seton, St. Joseph, Richmond Hill, St. Kateri Tekakwitha, St. Rene Goupil.</i></p> <p><i>Stairs: Our Lady Help of Christians, St. Emily, St. Justin Martyr CES, St. Robert CHS.</i></p>	<p>September 2017</p> <p>September 2017</p> <p>September 2017</p>	
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11.0 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.

12.0 Communication of the Plan

The Annual Accessibility Plan is posted on the Board's website at 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/about/accessibility.htm>

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

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Integrated Accessibility Standards Committee Chairperson
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York Catholic District School Board