



YORK CATHOLIC DISTRICT SCHOOL BOARD

ANNUAL ACCESSIBILITY REPORT 2013 – 2014

December 16, 2014

**Patricia Preston
Director of Education**

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Chair of the Board**

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1.0 Aim

The Multi-year Accessibility Plan (Plan) is 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 601, "Accessibility Standards for Customer Service" and Board Policy 415, "Accessibility Standards for Employment" 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 2013-2014 year and measures that will be taken during the 2014-2015 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;
- f. Describes how the Board will make this Multi-year Accessibility Plan available to the public.

3.0 Description of the Board

York Catholic District School Board has 104 schools (89 Elementary and 15 Secondary), approximately 55,000 students and 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.

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

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

4.0 York Catholic District School Board Multi-Year Strategic Plan

The Board began the planning and preparation of the 2014-2017 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 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;
- 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 2013-2014

MEMBER	DEPARTMENT/REPRESENTATION	MEMBER	DEPARTMENT/REPRESENTATION
Frances Bagley, Chair	Human Resources Department	Patricia Dignard	CUPE 2331-01-02
Marlene Mogado	Board of Trustees	Bryce Eldridge Joe McLoughlin	Plant & Planning Department
Charmaine Barker	Secondary Vice-Principal	Silvana Faieta (replaced by Jamal Warda, June 2014)	OECTA-YOTBU
Greg Bolton	O.E.C.T.A. York Unit	Dan McCowell	Planning Department
Diana Candido-Cafazzo	Elementary Principal	May Moore (Sonia Gallo, Acting, March 2014)	Communications Department
Anna Chan Kevin Moyle	Purchasing Department	Diane Murgaski	Curriculum & Assessment Department
Darlene Clapham	Information Technology Department	Jackie Porter	Budget & Audit Services Department
Janet Clarke Lynda Coulter	Human Resources Department	Patricia Rybka	York Catholic Parent Involvement Committee (YCPIC)
Catherine Craig (replaced by Tamara Glazier – June 2014) Tina D’Acunto	Student Services Department	Helga Sirola	Parent/SEAC/Community
Nancy Di Nardo	School Leadership: Elementary	Norm Vezina	Environmental & Office Services Department

7.0 Role of the IASC

The Director of Education has established the IASC to carry out the Board's commitment to accessibility planning. The IASC meets 2-3 times during the school year. 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.
 - 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.

8.0 Barrier Removal Achievements

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

Barrier means:

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

Disability means:

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

9.0 Strategy for Prevention and Removal of Barriers

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

10.0 Barriers to be Addressed Under the 2013-2018 Multi-year Accessibility Plan

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

- Information and Communications
- Employment
- Transportation

are addressed within the 2013-2018 Multi-year Accessibility Plan. Measures taken throughout the 2013-2014 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 as well as the YCDSB Accessibility Standards for Employment approved by the Board on December 17, 2013 and the Accessibility Standards for Information and Communication 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 year (2013-2014), and the measures the Board will take during the coming school year (2014-2015) to identify, remove and prevent barriers to people with disabilities as described on the following pages.

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.	December 2013	Policy Steering & Policy Review Committee
		Communication of the Accessibility: Employment Standards Policy to the public	December 2013	Human Resources Department
		Develop guidelines and procedures for accessible employment (recruiting, selection and hiring processes)	December 2013	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	December 2014	IAS Committee
Information and Communications	Board-wide	Present for Board approval the Accessibility Standards for Information & Communications Policy	May 2014	Communications Department/IT Department
		Communication of the Accessibility Standards for Information & Communications Policy to the public	May 2014	Communications Department/IT Department

		<p>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</p> <p>Provide accessibility awareness training for all educators and classroom-based staff on accessible instruction and program delivery</p> <p>Review process for receiving/responding to feedback to ensure accessibility to persons with disabilities and readiness to provide accessible formats and communication supports upon request. Notify the public re above.</p> <p>Review Board and school websites to assess level of accessibility. Ensure that new sites and web content published after Jan. 1, 2012 meet WCAG 2.0, Level A standards.</p> <p>Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request</p>	<p>On-going</p> <p>On-going</p> <p>January 2014</p> <p>January 2014</p> <p>January 2014 – ongoing based on requests</p>	<p>Student Services Department in collaboration with the Curriculum & Assessment Department</p> <p>Student Services Department in collaboration with the Curriculum & Assessment Department</p> <p>Communications Department</p> <p>Communications Department in conjunction with Information Technology Department</p> <p>Student Services Department in collaboration with Curriculum & Assessment Department</p>
Attitudinal Employment	Board-wide	Develop procedures related to training, recruitment, selection and hiring for accessible employment	On-going	Human Resources Department
Physical Accessibility Project Categories: 1. Planned: Ongoing & specifically identified annual projects with a designated budget (i.e.: braille signage).	Board-wide	<p>Fire Alarm enhancement (upgrades include auditory & visual components) - St. Edward CES, Mother Teresa CES</p> <p>Stair Replacements (visual stair strips) - St. Elizabeth Seton CES, St. John Chrysostom CES, St. David CES</p> <p>Parking lot enhancements (curb cuts & handicapped parking spaces) - St. Monica CES</p>	<p>August 2014</p> <p>SDD –March 2014 SES & SJC – August 2014</p> <p>August 2014</p>	Plant and Capital Projects

<p>2. Support: These projects support departmental initiatives, in particular Student Services as well as school requirements requested by the Principal. These projects are generally implemented in one year and are based on identified immediate needs (i.e.: Safe Rooms; widening of doorways, installation of chair lifts or ramps or any other structural accommodation or retrofit related to specific student needs, etc.).</p> <p>3. Facility Renewal Program Projects that incorporate accessibility features. FRP projects are determined annually. Where required by Code or otherwise feasible, barrier free features are incorporated into the project(s) (i.e.: stair replacements, parking lot enhancements, fire alarm enhancements, etc.).</p>		<p>Braille signage – CEC (elevators), St. Peter CES, Kateri Tekakwitha CES, St. John Paul II CES</p> <p>Automatic Door Operators – CEC main floor washrooms, Father John Kelly CES</p> <p>Barrier Free Fountains - CEC</p> <p>Safe Rooms – St. Clare CES, Our Lady of Fatima CES, Father Bressani CHS</p> <p>Installation of accessibility features as required by Student Services</p>	<p>June-August 2014</p> <p>CEC-April 2014 FJK-August 2014</p> <p>May 2014</p> <p>SCE & OLF-March 2014 FB CHS–August 2014</p> <p>Ongoing</p>	
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Student Transportation		Website compliant to current standards.	June 2013	STSYR
		Evacuation training – occurs in all schools – JK to Gr 8	June 2013	STSYR
		Individual student transportation plans for students with disabilities.	Ongoing as needed	STSYR

2014 – 2015

Type of Barrier	Location	Action	Effective Date	Responsibility
Systemic	Board-wide	Internal Audit Report (Draft) related to accessibility requirements for all Board premises	2014-15 (May 2015 implementation date)	IAS Committee in conjunction with the Ontario Network of Accessibility Professionals (ONAP) & Plant Department
		Annual Status Report presented to the Director	Annually (TBD)	IAS Committee
		Update Multi-year Accessibility Plan as required	Annually (TBD)	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.	Board Training Plan currently in development; implementation date of Spring 2015	Human Resources Department
		Create a school and event-planning checklist to address accessibility issues.	January 2015	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 (Integrated into PD sessions)	Student Services Department in collaboration with the Curriculum & Assessment Department

		<p>Review process for receiving/responding to feedback to ensure accessibility to persons with disabilities and readiness to provide accessible formats and communication supports upon request.</p> <p>Notify the public re above.</p> <p>Review Board and school websites to assess level of accessibility. Ensure that new sites and web content published after Jan. 1, 2012 meet WCAG 2.0, Level A standards.</p> <p>Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>March 2014</p> <p>Ongoing as requested</p>	<p>Communications Department</p> <p>Communication Department</p> <p>Communications Department in conjunction with Information Technology Department</p> <p>Student Services Department in collaboration with the Curriculum & Assessment Department</p>
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 Accessibility Project Categories: 1. Planned: Ongoing & specifically identified annual projects with a designated budget (i.e.: braille signage).	Board-wide	<p>Braille signage at CEC and 2 Elementary schools (TBD)</p> <p>Fire Alarm enhancement – St. Edward CES, Mother Teresa CES</p> <p>Stair replacements – St. Bernadette CES, St. Angela Merici CES, Sir Richard Scott CES, Our Lady of the Rosary CES</p>	<p>By June 2015</p> <p>By June 2015</p> <p>By June 2015</p>	Plant and Capital Projects

<p>2. Support: These projects support departmental initiatives, in particular Student Services as well as school requirements. These projects are generally implemented in one year and are based on identified immediate needs (i.e.: Safe Rooms; widening of doorways, installation of chair lifts or ramps or any other structural accommodation or retrofit related to specific student needs, etc.).</p> <p>3. Facility Renewal Program Projects that incorporate accessibility features. FRP projects are determined annually. Where required by Code or otherwise feasible, barrier free features are incorporated into the project(s) (i.e.: stair replacements, parking lot enhancements, fire alarm enhancements, etc.).</p>		<p>Automatic door openers / hold open devices in main corridors of St. Patrick CES (Schomberg)</p> <p>Barrier Free Lifts – St. Robert CHS, St. Anthony CES</p> <p>Sidewalk / Parking Lot Enhancements – St. Veronica CES, All Saints CES, Father Michael McGivney CHS, Holy Cross CHS</p> <p>Safe Rooms – Holy Spirit CES, St. Jean de Brebeuf CHS</p> <p>Installation of accessibility features as required by Student Services</p>	<p>By June 2015</p> <p>By June 2015</p> <p>By June 2015</p> <p>By June 2015</p> <p>Ongoing</p>	
<p>Student Transportation</p>	<p>Board-wide</p>	<p>Individual student transportation plans for students with disabilities.</p> <p>Evacuation Plans – occurs during school bus safety week.</p>	<p>Ongoing</p> <p>Annually</p>	<p>STSYR</p> <p>STSYR</p>

12.0 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.

13.0 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 Report upon request.

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

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