



# **YORK CATHOLIC DISTRICT SCHOOL BOARD**

## **ANNUAL ACCESSIBILITY REPORT 2016 – 2017**

**Presented on: December 18, 2017**

**Patricia Preston  
Director of Education**

**Elizabeth Crowe  
Chair of the Board**

**YORK CATHOLIC DISTRICT SCHOOL BOARD  
ANNUAL ACCESSIBILITY REPORT FOR 2016-2017**

**Table of Contents**

1. Aim
2. Objectives
3. Description of York Catholic District School Board
4. York Catholic Mission & Vision Statements, Core Values and Strategic Commitments
5. Commitment to Accessibility Planning
6. Members of the Accessibility Planning Committee
7. Role of Accessibility Planning Committee
8. Barrier Removal Achievements
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

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

The Annual Accessibility Report describes the measures that the York Catholic District School Board (YCDSB) has implemented during the 2016-2017 school year and measures that will be taken during the 2017-2018 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 102 schools (87 Elementary and 15 Secondary), approximately 54,000 students and 8762 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](http://www.ycdsb.ca)).

**6.0 Members of IASC for 2016-2017**

<b>MEMBER</b>	<b>DEPARTMENT/REPRESENTATION</b>	<b>MEMBER</b>	<b>DEPARTMENT/REPRESENTATION</b>
Frances Bagley (IASC Chair)	Associate Director, Strategic Leadership	Maria Ferrulli	OECTA-YOTBU President
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	Stacie Christie 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. Sub-committees are established and operate as specific needs are identified. The annual meeting for the IAS Committee was held on Friday, December 2, 2016 at the Catholic Education Centre.

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. Performing other functions that are specified in the Regulations to these Acts when they are developed; and,
  - f. Direct liaising 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 2016-2017 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 (2016-2017), and the measures the Board will take during the coming school year (2017-2018) to identify, remove and prevent barriers to people with disabilities as described on the following pages.

**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.  <i>An HR staff member was assigned the training portfolio with one of the responsibilities being to develop a board employee training matrix. The training matrix will be completed by February 2018.</i>  <i>Scenario Learning modules purchased by the Board in Spring 2017 for full implementation by February 2018.</i>  <i>Annual Accessibility Policy review @ school level.</i>	Ongoing	Human Resources
		Annual Status Report presented to the Director  <i>December 12, 2016</i>	Annually (December)	IAS Committee
		Update Multi-year Accessibility Plan as required  <i>December 20, 2016</i>	Annually (December)	IAS Committee

Information and Communication	School Libraries	<p>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</p> <p><i>Investigating technology platforms to meet the legislated expectations.</i></p>	Ongoing preparation for 2020 deadline	Student Services Department in collaboration with Curriculum & Assessment Department
		<p>Review accessibility features of all updates and purchases related to board's and schools' websites in anticipation of WCAG, 2.0, Level AA standards</p> <p><i>Board, Elementary and secondary school websites meet WCAG 2.0 Level AA standards wherever possible within the limitations of the Wordpress and Google platforms</i></p>	Ongoing preparation for 2021 deadline	Communication Department in conjunction with Information Technology 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><i>An HR staff member has been assigned the training portfolio, and has compiled a list of all stakeholders and the training they require to align with the development of the Board's training matrix.</i></p> <p><i>Provide all new employees, during orientation with supplementary resources published by; Access Ontario, youtube.com/AccessOntario and Ontario Education Services Corporation (OESC); What is Accessibility? and Tips on Serving Customers with Disabilities and Accessible Schools Leading the Way, (Brochures available)</i></p>	Ongoing	Human Resources Department

		<i>Online training matrix through Scenario Learning, in progress, to be available February 2018.</i>		
Physical		Braille signage at various schools:  <i>St. Mark, St. Emily, St. Michael the Archangel, St. John Paul II, St. Joan of Arc</i>	September 2017	Plant and Capital Projects In Cooperation with Student Services
		Safe rooms/Calming Space as identified by Student Services Department  <i>Previously designated calming spaces in 56 Schools.  Most recent, Pope Francis and Our Lady of Good Counsel</i>	September 2017	Plant and Capital Projects In consultation with Student Services
		<i>Development of YCDSB Calming Space Independent Procedure, Guidelines for the Use of a Calming Room/Space. Implementation 2018/19 School Year.</i>	December 2017	Student Services Department
		Installation of accessibility features as required by Student Services Department  <i>Barrier Free Washroom: St. Matthew, Divine Mercy, St. Patrick, Markham.  Addition of Second floor Staff Washroom: Canadian Martyrs.  Stage Lift: Light of Christ, Fr. Bressani  Science Room Millwork: Holy Cross</i>	September 2017	Plant and Capital Projects

		<p><i>Stairs: Our Lady Help of Christians, St. Bernadette</i></p> <p><i>Exit doors (3 sets): Our Lady Help of Christians, St. Marguerite D'Youville</i></p> <p><i>Grounds: St. Elizabeth Seton, Good Shepherd, St. Joseph, Richmond Hill, St. Rene Goupil/St. Luke, All Saints, St. Margaret Mary, St. Patrick, Markham, St. Kateri Tekakwitha, Cardinal Carter</i></p>		
--	--	---	--	--

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  <i>An HR staff member has been assigned the training portfolio with implementation of the Board's training matrix to be completed by February 2018</i>	Ongoing	Human Resources Department
		Annual Status Report presented to Director	Annually (December)	IAS Committee
		Update Multi-year Accessibility Plan as required	Annually (December)	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.  <i>An on-line system, Scenario Learning, has been purchased to deliver training modules in alignment with the Board's training matrix.</i>	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.  <i>Investigating technology platforms to meet the legislated expectations.</i>	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  <i>Board, Elementary and secondary school websites meet WCAG 2.0 Level AA standards wherever possible within the limitations of the Wordpress and Google platforms</i>	Ongoing preparation for 2021 deadline	Communication Department in conjunction with Information Technology Department
Physical		Braille signage at various schools (TBD in consultation with Student Services)	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  <i>Barrier Free-Washroom: Prince of Peace, St. Robert</i>  <i>Kitchen: St. Elizabeth CHS</i>	September 2018	

## 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 now occurs 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](http://www.ycdsb.ca). The Board will accommodate requests for accessible formats of the Annual Accessibility Report upon request. Accessibility Feedback and Requests are available online at: <http://www.ycdsb.ca/about/accessibility.htm>

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

Frances Bagley  
Associate Director, Strategic Leadership  
Integrated Accessibility Standards Committee Chairperson  
([frances.bagley@ycdsb.ca](mailto:frances.bagley@ycdsb.ca))  
York Catholic District School Board