



Dufferin-Peel Catholic District School Board



Multi-Year Accessibility Plan

Integrated Accessibility Standards

Nick Milanetti, Superintendent, Human Resources

2012 – 2017

Revised December 2014

Dufferin-Peel Catholic District School Board
IASR MULTI-YEAR ACCESSIBILITY PLAN

INTEGRATED ACCESSIBILITY STANDARDS REGULATION – Revised and Updated December 2014

Table of Contents

	Item	Page
1	Aim	3
2	Commitment to Accessibility Planning	3
3	Role of Access Dufferin-Peel	3
	Members of the ACCESS Dufferin-Peel Committee	4
4	Barrier Removal Initiatives	5
	a) Physical Barriers	5
	b) Architectural Barriers	6
	c) Informational Barriers	6
	d) Communication Barriers	7
	e) Attitudinal Barriers	7
	f) Technological Barriers	8
	g) Policy/Practice Barriers	8
5	Identification of Existing Barriers and Barrier-Identification Methodologies	9
6	Strategy for Prevention and Removal of Barriers	9
7	IASR Accessibility Multi-Year Plan	9-14
8	Review and Monitoring Process	15
9	Communication of the IASR Multi-Year Accessibility Plan	15
10	References	15

Dufferin-Peel Catholic District School Board
IASR MULTI-YEAR ACCESSIBILITY PLAN
INTEGRATED ACCESSIBILITY STANDARDS REGULATION – Revised and Updated December 2014

1. **Aim:**

This multi-year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board will take over the five year period from 2012 – 2017 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Board’s Accessibility Standards Policy Statement (Policy reference TBD).

2. **Commitment to Accessibility Planning:**

The Dufferin-Peel Catholic District School Board is committed to:

- a) The continual improvement of access to school premises, facilities and services for students, employees and members of the community with disabilities;
- b) The participation of people with disabilities in the development and review of its Annual Accessibility Plan;
- c) The provision of quality services to all students, parents and members of the community to meet the needs of a wide range of people, including people with disabilities.

The Director of Education has authorized Access Dufferin-Peel to prepare annual accessibility plans that will enable these commitments to be met.

3. **Role of Access Dufferin-Peel**

The Director of Education has established the Accessibility Planning Working Group (Access Dufferin-Peel) to carry out the Dufferin-Peel Catholic District School Board’s commitment to accessibility planning. In 2004, Trustees confirmed the role of Access Dufferin-Peel as follows:

- a) Conduct research on barriers to people with disabilities in all facilities, regulations, policies, programs practices and services offered by the Board.
- b) List facilities, regulations, policies, programs practices and services that cause or may cause barriers to people with disabilities.
- c) Recommend barriers to be removed or prevented.
- d) Describe how these barriers would be removed or prevented.
- e) Prepare an annual report on these activities, and after its approval by the Board of Trustees, make the plan available to the public.

Accessibility Coordinator responsibilities are currently assigned to Michelle Coutinho Principal, Equity Diversity and Inclusive Education.

Dufferin-Peel Catholic District School Board
IASR MULTI-YEAR ACCESSIBILITY PLAN
INTEGRATED ACCESSIBILITY STANDARDS REGULATION – Revised and Updated December 2014

Members of the ACCESS Dufferin-Peel Committee: The following chart identifies membership for 2014 – 2015.

ACCESS DUFFERIN-PEEL COMMITTEE 2014 - 2015			
MEMBER	UNION/ASSOCIATION/REPRESENTATION	MEMBER	UNION/ASSOCIATION/REPRESENTATION
Nick Milanetti	Superintendent, Human Resources - Chair	Kathleen Cooper	DPERWA
Sandi Ham/ Italia Carbone	Recorder	Nancy Marshall	Public Relations Department
Doris Marcon	APSSP	Silvana Gos	P/VP Association Secondary
Sue Magditsch	OECTA Elementary	Eric Fischer	Asst. Superintendent, Special Education
Margaret Emery	Central Committee for Catholic School Councils	Richard Moriah	Plant Department
Joseph (Pino) Sestito	P/VP Association Elementary	TBD	CUPE 1483
Lucy Papaloni	Superintendent, representing Supervisory Officers	Lesia Teply	OECTA OT
Clara Pitoscia	Superintendent representing Employee Relations	Larry Stevenson	Mid-Management Association
Wendy Welsh	Health Promotion & Wellness	Alison White	OPSEU
Carol Tatangelo	CUPE 2026	Lynn Schaule	Health and Safety
Michelle Coutinho	Principal-CEC Diversity, Equity and Inclusive Education	Roberto Eberhardt	ICT
Bruce Campbell	Public Relations Department	Thérèse Fioravanti	HR General Manager
Michelle Ouellette	OECTA Secondary	Anna Tardella	Program Department

Dufferin-Peel Catholic District School Board
IASR MULTI-YEAR ACCESSIBILITY PLAN

INTEGRATED ACCESSIBILITY STANDARDS REGULATION – Revised and Updated December 2014

4. Barrier-Removal Initiatives

a) Physical Barriers

The Board has recognized in many ways 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 local health agencies. 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 (new in September 2012)	Appropriate student transportation opportunities
Assistance with mobility	Specialized health support services
Ergonomic modifications	Barrier-free washroom facilities, including ceiling lifts where needed
Workstation accessibility	Individualized vocational rehabilitation plans for staff
Lightweight/customized tools for learning	Health & Safety Plant audits
Orthopedic facilities	Health & Safety Department – system supports for staff and students
Health Promotion & Wellness Department – supports for staff	Special Education and Support Services Department - system support for students
Specialized equipment (transfers and lifts)	Designated handicap parking and curb cuts at all sites
Installation of elevator lifts to gymnasium stages	Automatic door openers installed at main entrance to buildings

Special Education and Support Services and Health Promotion & Wellness Department staff monitor the needs of individual student and staff with disabilities respectively and advises the Board’s Plant Department when modifications are required, e.g., accessible washrooms, installation of ramps, curb cuts, change tables, automatic door openers or additional handicapped parking at a particular facility. These types of projects are funded through the general Facilities Renewal budget.

In June 2007, the Board’s Joint Health and Safety (Secondary) Committee passed a motion that a Scent Sensitivity Awareness Campaign be developed and implemented in all board facilities in order to heighten staff and student understanding of this issue. This initiative was assigned to Access Dufferin-Peel. The sub-committee was successful in obtaining permission to use both the “We Share the Air” label and the associated logo from the scent sensitivity awareness campaign of the same name that originated at Dalhousie University and was similarly adopted by both McMaster University and the University of Calgary. The awareness campaign is a broad based one that will be accessed through web-document hosted on the ACCESS Dufferin-Peel website. The web-document includes directions on how to handle scent sensitive situations from the perspective of a board employee, parent/guardian/student or site supervisor. The resource document also provides answers to frequently asked questions as well as other promotional material such as posters, teacher lesson plans, scent free alternatives as well as links to further web-based information. ACCESS DP has promoted their “We Share The Air” campaign since its inception and in an effort to bring it to the forefront once again, the campaign was refreshed and revised in Fall 2014 with new posters and a newsletter going out to all sites throughout Dufferin-Peel.

Dufferin-Peel Catholic District School Board
IASR MULTI-YEAR ACCESSIBILITY PLAN

INTEGRATED ACCESSIBILITY STANDARDS REGULATION – Revised and Updated December 2014

b) Architectural Barriers

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; and installation of sound field amplification systems to accommodate those with hearing loss.

The Plant Department continues to work with Special Education and Support Services staff to make renovations to existing facilities to accommodate students as appropriate. Some examples of the Universal Design accommodations made since 2011 are as follows:

- New construction of a second Planning Programs for Independence classroom at St. Marcellinus Secondary School
- Installation of rubber bumpers to library services counter St. Nicholas
- Alterations to various Planning for Independence Programs classrooms to improve room function
- Enlargement of several existing washrooms to accommodate electric change tables
- Updates to several barrier free washrooms to make accommodation for hydraulic “hi-lo” change tables.

c) Informational Barriers

ACCESS DP has remained active in promoting issues, events and activities related to accessibility through its various channels for information dissemination. Initiatives that have been implemented include:

- All new board websites meet the requirements set out by the IASR – WCAG 2.0 – Level A
- Accessible Formats for documents - An agreement was reached in September 2012 with W. Ross. MacDonald School for the Blind, Visually Impaired and BlindDeaf, where-in upon request, Dufferin-Peel, may submit board documents to AERO who will in turn, provide them in an accessible format such as BRAILE etc. This service will be accessed on an “as needed” basis.
- Hiring practices, including postings and advertisements meet the requirements set out by the IASF
- Performance Appraisals, Career Development/Re-Deployment - Board policy now ensures that consideration of any special needs as identified by employees, is taken into consideration.
- Emergency Response Plan (staff and students) - plans are crafted appropriately and reviewed annually according to individual need and site specification.
- Accommodations Plans are developed in conjunction with all stakeholders, reviewed as needed and monitored regularly.
- The Return to Work process for staff with disabilities is an ongoing process. Plans are developed and monitored on an as-needed basis and take into consideration all disabilities as identified by the individual and their physician.

Dufferin-Peel Catholic District School Board
IASR MULTI-YEAR ACCESSIBILITY PLAN

INTEGRATED ACCESSIBILITY STANDARDS REGULATION – Revised and Updated December 2014

- Awareness Training - ongoing awareness training for all staff through the Human Resources, Corporate Services Training Department. Training is provided in the Customer Service Regulation and the Integrated Accessibility Standard Regulation. Training is conducted on-line, in staff meetings and at professional development sessions.
- SEAC (Special Education Advisory Committee) provides a Parent Information Guide for parents with special needs children. This is available in various languages upon request.
- SEAC also held parent information sessions with parents of students with special needs in April 2013. These meetings were geared to help support student’s transition.

d) Communication Barriers

Several initiatives to reduce communication barriers have been established. Teachers are able to provide alternatives that are tailored for students with special needs. New assistive technology is also offered to employees who have specific disabilities that interfere with communication. Initiatives to remove communicational barriers include:

- | | |
|--|------------------------------|
| - Kurzweil | - Oral exams |
| - Books on tape | - Enlarged text on computers |
| - Large print material | - FM systems |
| - Voice Amplification systems | - Text messaging services |
| - Special assistance for visually impaired | - High volume telephones |
| - E-mail access | - Voicemail access |
| - Special Education Department (including Special Education Consultants; Psychologists; Child & Youth Workers; Social Workers; and Speech, Language, Hearing and Vision specialists) | |
| - Special Education staff assigned to school sites to work with students and staff | |

e) Attitudinal Barriers

The Board’s longtime commitment to the elimination of attitudinal barriers is evidenced by the establishment and maintenance of an Equity, Diversity and Inclusive Education Principal position. The Equity, Diversity and Inclusive Education Principal is 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 also offered to students and staff to increase their understanding of the needs of those with disabilities. Attitudinal barrier removal initiatives include:

- Board training of all staff Regarding the Customer Service Regulation and the Integrated Accessibility Standard Regulation via the internet, staff meetings and professional development sessions
- Staff and student focused presentations by Equity, Diversity and Inclusive Education Principal
- Bullying prevention programs
- Conflict resolution programs
- Public awareness programs (e.g., Access Dufferin-Peel newsletter and poster series)
- Employee Assistance Program

Dufferin-Peel Catholic District School Board
IASR MULTI-YEAR ACCESSIBILITY PLAN

INTEGRATED ACCESSIBILITY STANDARDS REGULATION – Revised and Updated December 2014

- Religion and Family Life programs
- “We Share The Air” Campaign focusing on Scent Sensitivity was revised, refreshed and reissued to all board sites in Fall 2014

f) Technological Barriers

The Board’s ICT 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. In 2007-2008, further updating of the website occurred. Accessibility as part of equity and diversity was highlighted through links between the Equity and Access Dufferin-Peel websites. The Board provides options within Windows that provide text-to-speech for students and staff with reading and writing challenges and text magnification for students and staff with visual impairments.

The Board’s website currently conforms to WCAG 2.0 Level A. The Board will continue to update current websites and to ensure new websites meet the full requirements as set out by the AODA.

g) Policy/Practice Barriers

Through the Special Education and Support Services Department, the Health Promotion & Wellness Department, the Health & Safety Department, and the Communications & Community Relations Department represented by the Diversity, Equity and Inclusive Education Principal, many of 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:

- Catholic Board Learning Plan including supports for all students
- Special Education Advisory Committee
- Identification Program and Review Committees (IPRC)
- Itinerant Special Education teachers, Itinerant Resource teachers and support staff (Physical/Medical, Behaviour, Autism, Hearing, Vision, Speech, Language)
- Alternative Education Programs
- Disability Management Practice
- Workplace Accommodation
- Health Promotion & Wellness Department
- Health & Safety Department
- Access to Special Education and Support Services Department in support of student needs
- Diversity and Equity Officer
- General Administrative Procedures
- By-Laws and Policies of the board (including anaphylactic policy)

Dufferin-Peel Catholic District School Board
IASR MULTI-YEAR ACCESSIBILITY PLAN
INTEGRATED ACCESSIBILITY STANDARDS REGULATION – Revised and Updated December 2014

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 direction, Special Education programs and services are referred to in the Catholic Board Learning Plan. Additional information on the Special Education Plan is highlighted on the Board website.

5. Identification of Existing Barriers and Barrier-Identification Methodologies

The principles of inclusionary practice, freedom from barriers and accessible environments have informed all Dufferin Peel C.D.S.B. Board policies, programs, procedures and services. Through the annual accessibility plan status report process implemented under the *Ontarians with Disabilities Act, 2001*, the Dufferin-Peel C. D. S. Board's 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.

ACCESS DP, in conjunction with our Board Communications and Community Relations Department developed an on-line tool that can be used by all, including the public, to advise the Board of barriers experienced at our Board sites or, to make inquiries and requests to provide information in an accessible format. Currently this site is monitored by our Diversity, Equity and Inclusive Education Principal. All inquiries and questions are logged and responded to in a timely and appropriate fashion.

6. Strategy for Prevention and Removal of Barriers

Through the Board's ACCESS Dufferin-Peel committee, stakeholders continue to meet on a regularly scheduled basis 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. Further, the Communications Office of the Board, via the Principal of Diversity, Equity and Inclusive Education, monitors the Board's accessibility feedback process which is available on the Board website and provides a venue for staff, students, and the public to make known specific barriers to accessibility and request accommodations as needed.

7. IASR Accessibility Multi-Year Plan

The enclosed chart (pages 11-15) outlines the responsibilities of the Dufferin-Peel Catholic District School Board in relation to the Integrated Accessibility Standards Regulation based on the AODA of 2005 Timelines for School Boards. This multi-year plan identifies areas that have been completed, areas which are completed but will be monitored and updated on an ongoing basis and areas that are yet to be completed. Areas that have been completed are highlighted in grey. Future projects and initiatives are distinguished by varying colours and the required completion dates noted.

**Dufferin-Peel Catholic District School Board
IASR MULTI-YEAR ACCESSIBILITY PLAN**

INTEGRATED ACCESSIBILITY STANDARDS REGULATION – Revised and Updated December 2014

Status Update of Barriers being addressed in the Multi-Year Accessibility Plan by the ACCESS DP Committee:

STANDARD	GENERAL ACTION	SPECIFIC DETAIL ACTION	DATE DUE	COMPLETION DATE	RESPONSIBILITY
<u>TRANSPORTATION STANDARD</u>					
All transportation for which the school board is responsible. – Reg. 191/11	<ul style="list-style-type: none"> Ensure integrated accessible student transportation provided to students (or appropriate alternative accessible transportation) (s75(2)) 	<ul style="list-style-type: none"> completed 	July 1 2011	July 1 2011	<ul style="list-style-type: none"> Transportation Dept.
	<ul style="list-style-type: none"> Identify students with disabilities and develop transportation plan 	<ul style="list-style-type: none"> Completed – plans are in place but can be reviewed as necessary Special Education Dept. and Transportation Dept. collaborate Collaborative process 	July 1 2011	July 1 2011	<ul style="list-style-type: none"> Superintendent of Special Education Special Education Consultants, Principals, Family Superintendent Transportation Dept.
	<ul style="list-style-type: none"> Identify and communicate to the appropriate parties the roles and responsibilities of the transportation provider, parents / guardians, operator of vehicle, staff and identified student 	<ul style="list-style-type: none"> Transportation Dept. deals with transportation provider Principal to communicate with staff, parents/guardians and student STOPR develops transportation schedules and posts the schedules on-line Travel assistants are the responsibility of the Special Education Dept. to make arrangements (at the school level for specifics and details) 	July 1 2011	July 1 2011	<ul style="list-style-type: none"> Transportation Dept. Principals Special Education Dept.

Dufferin-Peel Catholic District School Board
IASR MULTI-YEAR ACCESSIBILITY PLAN

INTEGRATED ACCESSIBILITY STANDARDS REGULATION – Revised and Updated December 2014

STANDARD	GENERAL ACTION	SPECIFIC DETAIL ACTION	DATE DUE	COMPLETION DATE	RESPONSIBILITY
<u>INFORMATION & COMMUNICATION STANDARD</u>					
Emergency Procedure, Plans or Public Safety Information – Reg. 191/11	<ul style="list-style-type: none"> Emergency Procedures, plans or Public safety information 	<ul style="list-style-type: none"> Make plans and info available in accessible format. Items included are: i.e. Fire safety plan, pandemic plans, transportation cancellations, school closures, bomb threats, lockdown/hold and secure procedures Reasonable efforts are to be made to respond to requests for accommodation in a timely fashion - the Board needs to be proactive and prepared to respond to requests Formats could include: Braille, larger font, audio format etc. 	January 1 2012	January 1 2012	<ul style="list-style-type: none"> Health and Safety Principals Communications and Community Relations ICT
Reg. 191/11	<ul style="list-style-type: none"> Accessible Formats & Communication Supports 	<ul style="list-style-type: none"> Documents, websites, communication devices to be made accessible as needed/requested Audio and Braille (for documents), Zoom text program, Text & Write program 	January 1 2015	Ongoing – as requested	<ul style="list-style-type: none"> ICT Communications and Community Relations All Departments and Schools
Reg. 191/11	<ul style="list-style-type: none"> Educational & Training resources & materials etc. 	<ul style="list-style-type: none"> Provide training and training resources/ materials in accessible format Provide OSR and program requirements etc. in accessible format as needed 	January 1 2013	Ongoing – as requested	<ul style="list-style-type: none"> Program Department
Reg. 191/11	<ul style="list-style-type: none"> Training to educators 	<ul style="list-style-type: none"> Provide Accessibility Awareness Training to educators (and keep a record of training) Integrated Accessibilities Standard Training will be provided to all staff 	January 1 2013	Customer Service Training completed. IASR Training completed	<ul style="list-style-type: none"> Corporate Services Training HR

**Dufferin-Peel Catholic District School Board
IASR MULTI-YEAR ACCESSIBILITY PLAN**

INTEGRATED ACCESSIBILITY STANDARDS REGULATION – Revised and Updated December 2014

STANDARD	GENERAL ACTION	SPECIFIC DETAIL ACTION	DATE DUE	COMPLETION DATE	RESPONSIBILITY
Reg. 191/11	<ul style="list-style-type: none"> Libraries 	<ul style="list-style-type: none"> Acquire a conversion ready format of print, digital or multimedia resources or materials upon request 	Print-based Jan 2015	Print-based needs - Completed and ongoing as needed	<ul style="list-style-type: none"> Program Department A/V Department
Reg. 191/11	<ul style="list-style-type: none"> Libraries continued 	<ul style="list-style-type: none"> Multimedia resources 	Multimedia resources Jan 1, 2020		<ul style="list-style-type: none"> Special Education and Support Services Department and Program Department
Reg. 191/11	<ul style="list-style-type: none"> Feedback 	<ul style="list-style-type: none"> Consult with and notify public of provision of accessible formats Feedback Form and process is on Board website advising how to request accommodation in order to provide feedback i.e. if there are issues related to accessibility, they are initially addressed and vetted by Michelle Coutinho Principal of Diversity, Equity and Inclusive Education 	January 1 2014	Completed 2011	<ul style="list-style-type: none"> Communications and Community Relations
Reg. 191/11	<ul style="list-style-type: none"> Accessible websites and content – STEP 1 	<ul style="list-style-type: none"> Inter/intranet sites & contents must meet accessibility standards 	new sites content on those sites- Jan 2014 step 1	New sites – completed and ongoing	<ul style="list-style-type: none"> ICT
Reg. 191/11	<ul style="list-style-type: none"> Accessible websites and content – STEP 2 	<ul style="list-style-type: none"> Inter/intranet sites & contents must meet accessibility standards 	Jan 2021 step 2		<ul style="list-style-type: none"> ICT

**Dufferin-Peel Catholic District School Board
IASR MULTI-YEAR ACCESSIBILITY PLAN**

INTEGRATED ACCESSIBILITY STANDARDS REGULATION – Revised and Updated December 2014

STANDARD	GENERAL ACTION	SPECIFIC DETAIL ACTION	DATE DUE	COMPLETION DATE	RESPONSIBILITY
<u>EMPLOYMENT STANDARD</u>					
<ul style="list-style-type: none"> Human Resources- Recruitment Reg. 191/11	<ul style="list-style-type: none"> Recruitment - general 	<ul style="list-style-type: none"> When posting/advertising - notify of availability of accommodation for applicants with disabilities. Forms and advertising updated to reflect regulations 	January 1 2014	Complete	<ul style="list-style-type: none"> Human Resources
Reg. 191/11	<ul style="list-style-type: none"> Recruitment, assessment or selection process 	<ul style="list-style-type: none"> Notify job applicants that accommodations are available upon request Inform them of materials or processes available to be used 	January 1 2014	Complete	<ul style="list-style-type: none"> Human Resources
Reg. 191/11	<ul style="list-style-type: none"> Notify successful applicants 	<ul style="list-style-type: none"> When making offers of employment, notify successful applicant of the Board's policies for accommodating employees with disabilities. Information included in a packaged handout as part of an offer of employment 	January 1, 2014	Complete	<ul style="list-style-type: none"> Human Resources
Reg. 191/11	<ul style="list-style-type: none"> Inform employees of supports 	<ul style="list-style-type: none"> Inform current and new employees of supports available. Poster of available supports is posted in every board location HP & W discusses issues when contacted by employees. HR also involved 	January 1, 2014	Complete	<ul style="list-style-type: none"> Health Promotion & Wellness Human Resources
Reg. 191/11	<ul style="list-style-type: none"> Accessible formats and communication supports for employees 	<ul style="list-style-type: none"> Consult with employee upon request to advise of accommodations available 	January 1, 2014	Complete	<ul style="list-style-type: none"> Health Promotion and Wellness Supervisor of employee
Reg. 191/11	<ul style="list-style-type: none"> Workplace emergency response information 	<ul style="list-style-type: none"> Provide individualized workplace emergency response information to employees with disabilities as necessary and made known to employer 	January 1 2012	Complete	<ul style="list-style-type: none"> Health and Safety Principals Health Promotion and Wellness

Dufferin-Peel Catholic District School Board
IASR MULTI-YEAR ACCESSIBILITY PLAN

INTEGRATED ACCESSIBILITY STANDARDS REGULATION – Revised and Updated December 2014

STANDARD	GENERAL ACTION	SPECIFIC DETAIL ACTION	DATE DUE	COMPLETION DATE	RESPONSIBILITY
		<ul style="list-style-type: none"> Review emergency response information plan with each location the employee moves to The emergency response plan moves with employee to their new location – adjusted as necessary 			
Reg. 191/11	<ul style="list-style-type: none"> Accommodation Plans 	<ul style="list-style-type: none"> HP&W creates accommodation plans for employees with disabilities 	January 1 2014	Complete	<ul style="list-style-type: none"> Health Promotion and Wellness
Reg. 191/11	<ul style="list-style-type: none"> Return to work process 	<ul style="list-style-type: none"> HP&W develops individualized return to work process for employees who need accommodations 	January 1 2014	Complete	<ul style="list-style-type: none"> Health Promotion and Wellness
Reg. 191/11	<ul style="list-style-type: none"> Performance management 	<ul style="list-style-type: none"> Performance Appraisal Plans must take into account accessibility needs of employee and individual accommodation plans which are in place 	January 1 2014	Complete - ongoing	<ul style="list-style-type: none"> Health Promotion and Wellness
Reg. 191/11	<ul style="list-style-type: none"> Career development & advancement 	<ul style="list-style-type: none"> Take accessibility needs and accommodation plans into consideration when providing career development and advancement to employees with disabilities Bring awareness to the system 	January 1 2014	Complete - ongoing	<ul style="list-style-type: none"> Human Resources Health Promotion & Wellness Supervisory of Employee
Reg. 191/11	<ul style="list-style-type: none"> Re-deployment 	<ul style="list-style-type: none"> Take accessibility needs into consideration when re-deploying staff. Staff need to self-identify and Board needs to be aware and understand those needs, (may need to make physical plant changes to accommodate) 	January 1 2014	Complete - ongoing	<ul style="list-style-type: none"> Health and Safety Health Promotion & Wellness Human Resources ICT Plant

Dufferin-Peel Catholic District School Board
IASR MULTI-YEAR ACCESSIBILITY PLAN

INTEGRATED ACCESSIBILITY STANDARDS REGULATION – Revised and Updated December 2014

8. Review and Monitoring Process:

The ACCESS DP committee meets regularly during the school 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 ACCESS DP committee will ensure the following:

- a) An annual status report on the progress of the measures taken to implement the plan is prepared.
- b) At least once every five 5 years the plan is reviewed and updated in consultation with persons with disabilities, with the Board’s Special Education Advisory Committee and other appropriate committees.

9. Communication of the IASR Multi-Year Accessibility Plan

The Board commits to posting the Multi-year Accessibility Plan and the Integrated Accessibility Standards Policy on the Board’s website. The Board will accommodate requests for accessible formats of the Plan.

10. References:

- Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- Ontarians with Disabilities Act, 2001 (ODA)
- Integrated Accessibilities Standard Regulations

Prepared by: Nick Milanetti, Superintendent, Chair of ACCESS Dufferin-Peel

On behalf of: ACCESS Dufferin-Peel

December 15, 2014