



2012 – 2017

Revised December 2014





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1. \_\_\_\_\_:

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. \_\_\_\_\_:

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.

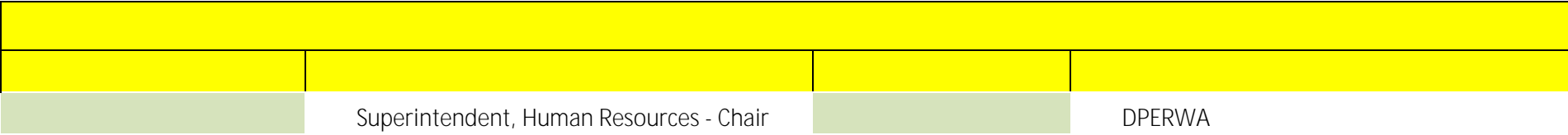
The Director of Education has authorized Access Dufferin-Peel to prepare annual accessibility plans that will enable these commitments to be met.

3. \_\_\_\_\_

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.



\_\_\_\_\_ : The following chart identifies membership for 2014 – 2015.  
2015.



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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:

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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.

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
- Books on tape
- Large print material
- Voice Amplification systems
- Special assistance for visually impaired
- E-mail 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
- Oral exams
- Enlarged text on computers
- FM systems
- Text messaging services
- High volume telephones
- Voicemail access

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



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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

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.

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 Special001F5 11.04 Tf2ETBTo up





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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.









Human Resources- Recruitment	Recruitment - general	When posting/advertising - notify of availability of accommodation for applicants with disabilities. Forms and advertising updated to reflect regulations	January 1 2014	Complete	Human Resources
	Recruitment, assessment or selection process	Notify job applicants that accommodations are available upon request Inform them of materials or processes available to be used	January 1 2014	Complete	Human Resources





8. \_\_\_\_\_:

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. \_\_\_\_\_

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. \_\_\_\_\_:

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

Prepared by: