

# Annual Accessibility Plan Status Report 2014



December 2014

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## **Executive Summary**

People with disabilities represent a significant and growing part of our population. According to Statistics Canada, about 1.5 million Ontarians (13.5% of Ontario's population) have disabilities. This number is expected to increase to 20% by 2020 as the population ages.

The *Accessibility for Ontarians with Disabilities Act, 2005* (AODA) and *Ontarians with Disabilities Act, 2001*, (ODA) were enacted to ensure improved opportunities for people with disabilities and provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the Province. To this end, the ODA requires that school boards prepare annual accessibility plans.

This is the Dufferin-Peel Catholic District School Board's (the "Board") annual accessibility plan (the "Plan"). This plan describes measures the Board has taken to date and those to be taken in 2015 to identify, remove and prevent barriers for people with disabilities who use the Board's facilities and services.

### **1. Aim**

This Plan describes the many measures that the Board has taken to date and those that will be taken in the future to identify, remove and prevent barriers for people with disabilities who work in, use, or attend board facilities and services.

### **2. Objectives**

This Plan:

- a) Describes initiatives previously implemented by the Board that identify, remove and prevent barriers for people with disabilities.
- b) Describes efforts made to date to identify, remove and prevent barriers to people with disabilities.
- c) Describes measures the Board will take in the future to identify, remove and prevent barriers for people with disabilities.

### **3. Description of the Dufferin-Peel Catholic District School Board**

The Dufferin-Peel Catholic District School Board is the successor to the Dufferin-Peel Roman Catholic District Board, which was established by the merger of eight small separate boards in 1969. The Board's jurisdiction covers over 1,000 square miles, extending through the municipalities of Mississauga, Brampton, Bolton, Caledon, Orangeville and Dufferin County.

The Dufferin-Peel Catholic District School Board is one of the largest school boards in Ontario and one of the largest employers in the region. Its 149 elementary and secondary schools service a day school enrolment of approximately 82,792 students. In addition, over 46,000 students are enrolled in Continuing Education and Alternative Education programs.

## Our Mission

*The Mission of the Dufferin-Peel Catholic District School Board, in partnership with the family and church, is to provide, in a responsible manner, a Catholic education which develops spiritual, intellectual, aesthetic, emotional, social, and physical capabilities of each individual to live fully today and to meet the challenges of the future, thus enriching the community.*

### **4. Definitions**

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:

- a) 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;
- b) a condition of mental impairment or development disability;
- c) a learning disability or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- d) a mental disorder or;
- e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997 (“handicap”).

A disability may be a temporary or permanent infirmity.

The identification, removal and prevention of barriers for people with disabilities have significant impact for Board departments, locations and general operations.

### **5. Commitment to Accessibility Planning**

The Board reconfirmed its commitment to accessibility planning in 2004 by adopting the following Commitment to Accessibility Planning Mission Statement:

## **Commitment to Accessibility Planning Mission Statement**

*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.*

*The Board continues to meet the requirements of the AODA 2005 using existing Board resources. In the absence of financial resources from the government the Board will continue to make every effort to continue to meet the requirements.*

## Access Dufferin-Peel – Members

Access Dufferin-Peel was formally constituted by the Board in 2003. The following identifies membership for 2014 - 2015.

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

In 2004, Trustees confirmed the role of Access Dufferin-Peel as follows:

### 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. Access Dufferin-Peel is authorized to:

- 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.

Access Dufferin-Peel meets regularly during the school year. Sub-Committees also continue to be established and operate as specific needs are identified. Meetings are scheduled as needed. Accessibility Coordinator responsibilities are currently assigned to Michelle Coutinho Principal, Equity Diversity and Inclusive Education.

## **6. 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:

- Installation of elevator lifts to gymnasium stages
- Emergency Evacuation Chairs (new in September 2012)
- New construction of an interior elevator system for barrier-free access St. Anne
- Automatic door openers installed at main entrance to buildings
- Appropriate student transportation opportunities
- Specialized health support services
- Assistance with mobility
- Ergonomic modifications
- Workstation accessibility
- Designated handicap parking and curb cuts at all sites
- Barrier-free washroom facilities, including ceiling lifts where needed
- Lightweight/customized tools for learning
- Individualized vocational rehabilitation plans for employees
- Specialized equipment (transfers and lifts)
- Access to appropriate supports through outside agency supports (e.g. CCAC)
- Special Education and Support Services Department- system supports for students
- Health Promotion & Wellness Department – system supports for staff
- Health & Safety Department – system support for staff and students
- Health & Safety Plant audits

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 the September 2012, the Health and Safety Department oversaw the purchase of Emergency Evacuation Chairs by the Board and these were installed in board sites which have 2 or more floors (including schools and board administrative offices). The chairs are there to assist staff, students and visitors in the efficient, safe, effective and timely removal of disabled persons during emergencies and during practice of emergencies i.e. fire drills, lockdown drills etc. Training of staff in each location is currently ongoing. ACCESS DP, along with the Health and Safety Department continue to monitor the installation and training necessary for this new equipment.

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 spring 2014 with revisions made to the website and the poster..

Strong and consistent efforts are made throughout the Board to provide inclusive activities and breakdown physical barriers for students with diverse learning needs including special education needs. These activities not only break down physical barriers but provide opportunity for inclusive relationships, mentoring, information sharing for parents and physical activity. Some examples of activities which occur throughout the Board, involving students, staff and parents are as follows:

#### **b) Architectural Barriers**

On January 1, 2013, the Integrated Accessibility Standard Regulation was amended to include accessibility requirements for the Design of Public Spaces. (Accessibility Standards for the Built Environment).

Beginning in 2014, all organizations (public, private and nonprofit) will have to meet accessibility requirements when constructing and maintaining new or redeveloped elements of public spaces including: Recreational trails and beach access routes; outdoor eating areas for public use; outdoor play spaces (such as playgrounds); exterior paths of travel (such as walkways across parks or between buildings); accessible on and off-street parking; service counters and waiting areas. Organizations are not required to make changes to their public spaces. The standard only applies when organizations build new structures or make major changes to existing elements of public spaces.

Dufferin-Peel CDSB is compliant with the new standard and will continue to be compliant as we move forward into 2015. All renovations and new buildings meet accessibility standards as outlined in the IASR.

### c) **Informational Barriers**

The 2004 survey results identified a need to increase public awareness of accessibility issues and to communicate the Board's accessibility planning initiatives as an on-going priority. 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:

- New Website – The new DPCDSB website rolled out in fall 2013 meets all the necessary requirements for accessibility under 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 BRAILLE etc. This service will be accessed on an “as needed” basis.
- Hiring Practices –
  - In 2011/2012 the Human Resources Department amended its postings, advertising and hiring practices for teaching and support staff. All postings and advertising for employment include information advising that Dufferin-Peel C.D.S.B. will make efforts to meet the needs of disabled candidates and eliminate barriers wherever possible, upon request.
  - Upon hire, new staff is advised of the Board's policy on Accessibility and Disability Awareness. Staff that self-identify special needs are provided with assistance (as required). The Health Promotion and Wellness Department, and the Health and Safety Department, work together with the employee to resolve any areas of identified need.
- Performance Appraisals, Career Development/Re-Deployment - Board policy now ensures that performance appraisals, career development and re-deployment all take into consideration any special needs as identified by the employee.
- Emergency Response Plan - The Health and Safety Department, department supervisory and principals ensure that all workplace emergency response plans for staff and students with disabilities are crafted appropriately and reviewed annually according to the individual need and site specifications.
- Accommodations Plans - These are developed in conjunction with the individual, physicians, Human Resources Department, the department supervisors, and Health Promotion and Wellness Department. These are reviewed as needed and monitored regularly.
- The Return to Work process for staff with disabilities is an ongoing process - The plan is developed and monitored on an as-needed basis and takes into consideration all disabilities as identified by the individual and their physician.
- Awareness Training -The Human Resources Department provides ongoing awareness training for employees on Accessibility for Ontarians with Disabilities. Employees have been trained most recently in 2013. The Customer Service Training PowerPoint was amended to include IASR and is accessible in PD Place; and for employees without intranet access an external website. Training is also conducted at staff meetings and professional development in-services. A video will be developed in 2015 to replace the current PowerPoint.
- SEAC (Special Education Advisory Committee) in 2011 provided the Parent Information Guide (for parents with special needs children). In 2012/2014 accessibility was increased

by providing the guide in various languages upon request. This will be supported financially by the Dufferin-Peel C.D.S.B. and a Ministry of Education grant.

- 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.
- An accessibility logo appears on board communications regarding accessibility to provide brand recognition and a quick visual indication of the subject matter.
- Access Dufferin-Peel website with prominent links from main board website.
- Access Dufferin-Peel newsletter is published and widely distributed to staff, community partners, local MPPs, municipalities and others and is posted on the Board website. Newsletter articles include updates on new legislation, Board accessibility initiatives and various topics of interest such as a "toy guide for differently-abled kids" publication.
- Accessibility symbols have been incorporated into the Board's Directory of Schools and Occasional Teachers' Atlas.
- Periodic updates regarding accessibility issues are provided in the Director of Education Bulletin to staff and other Board publications.
- Participation in North American Occupational Safety and Health Week.
- Through the Equity, Diversity and Inclusive Education office of the Communications & Community Relations Department, the "Diversity Workshop Series" continues to provide opportunities for all employees to participate in a variety of workshops with topics ranging from racism to disability awareness. Some of the initiatives include: Diversity and Equity related workshops, Invisible Disabilities Awareness workshops, Challenges (In)Equity Conference and also the PossAbilities Conference.
- Since its inception in 1996, the Central Committee for Catholic School Council's provides parent information evenings and workshops throughout the year. Each year, in the spring at the annual Workshops and Marketplace, they provide a special workshop which is geared to parents of students with special needs. Guest speakers to this workshop include trained Dufferin-Peel teachers, superintendents of special education and Ministry of Education staff. Parents are offered the opportunity to address their questions, learn new information and network with other parents who have similar concerns. This event has proved to be extremely successful each year.

ACCESS DP, in an ongoing effort to bring awareness to the Dufferin-Peel community and keep accessibility issues in the forefront, issued a new Disabilities Awareness Campaign poster which was refreshed and revised, and distributed to all board sites in the early months of 2012 as a reminder to all. The poster highlights and informs the community regarding the various types of disabilities, and identifies tools for interaction between people with disabilities and those who are non-disabled.

Many other provisions are also in place to provide alternatives to assist those with disabilities to access information. Specially trained staff work with students to teach skills and provide opportunities that will improve their current and future ability to access information. Some of the available service, resources and technologies are:

- Braille available on request
- ASL (American Sign Language) interpreter services for students available upon request
- Picture Exchange Communications System
- BoardMaker Software and/or other specialized technology support
- Staff development and training

- Access to Special Education and Support Services Department (including Special Education Consultants; Psychologists; Child & Youth Workers; Social Workers; Speech, Language, Hearing, Vision and Physical/Medical resource staff)
- Special Education and Support Services staff assigned to each school
- Equity, Diversity, and Inclusive Education Principal
- Dufferin-Peel co-chairs the Transitions Advisory Committee with Peel and Dufferin stakeholders: when formed, was the first committee of its kind in the province.

#### **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:

- Employees have been trained on the Accessibility for Ontarians with Disabilities, most recently in 2013. A PowerPoint was developed as a means to train employees on the Accessibility for Ontarians with Disabilities – Customer Service Requirement. Training is ongoing through PD Place, an external website, staff meetings and at Professional

Development sessions. The IASR Standard was added to this training in 2013. The PowerPoint will be developed into a video in 2015.

- 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
- 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 2013, 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 new websites and content meet the standards outlined by the AODA to conform to WCAG 2.0 initially at Level A. It will also work to ensure future new websites meet the full requirements as set out by the AODA.

Monies are included in the Board’s annual budget to support school technological investments. Technology upgrades may include the provision of devices and programs that provide support to those who would benefit from these accommodations. The Board, through Instructional Council, continues to support annual plans to increase access to technology to the students within a framework of Universal Design for Learning and Differentiated Instruction for students as needed. Their actions reflect Ministry directions to increase general access to assistive technology for all students and supports requirements to provide technology to access curriculum that is essential for some students, e.g., Special Equipment Amount (SEA).

The Board, through the Special Education and Support Services Department, has developed a process to review student needs for special equipment including computer hardware, software and training. Board staff (administration, teachers, and support staff) is annually updated regarding the process. Updates include policies related to Ministry funded access to technology (Special Equipment Amount).

#### **g) Policy/Practice Barriers**

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 the 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)

The Board has developed Policy 11.0 and Policy 11.01 to address accessibility issues. Policy 11.00 addressed the Customer Service Regulation and was adopted by the Board in January 2010. Also adopted at that time were General Administrative Procedures 9.01, 9.02, 9.04 and 9.05 which address the Board's procedures for implementing the Customer Service Regulation. Policy 11.01, the Integrated Accessibility Standard regulation was adopted by the Board in January 2012 and revised in January 28, 2014 to include the Built Environment Standard that came into effect in 2013. General Administrative Procedures 901.06 was adopted in January 2014 outlining the procedures for implementing the IASR under Policy 11.01.

The Education Act also requires that school boards develop annual Special Education Plans. 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.

## **7. Identification of Existing Barriers**

ACCESS DP, in conjunction with the Board's 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 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.

In 2006-2007, an ACCESS Dufferin-Peel Sub-Committee worked on developing a poster that confirmed that service and assistance is available for people with disabilities and indicated where to access such assistance. This poster was finalized and circulated to all schools and board offices in the fall of 2008. This poster was recently updated and refreshed and circulated in 2011/2012 to all board sites.

## **8. Ontarians with Disabilities Act, 2005**

The Ministry of Community and Social Services has developed standards under the Ontario Disabilities Act. They are:

- Customer service
- Employment
- Information and Communications
- Public Transportation
- Built Environment (buildings and other structures)

The Customer Service Standard is the first standard developed under the ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT, 2005 (AODA).

As a public sector organization providing goods and services externally to the public, the Board must comply with Regulation 429/07, *Accessibility Standards for Customer Service*, which has a deadline for compliance of January 1, 2010. As required under the standard, policies and procedures were developed by the Freedom of Information / By-Laws / Policies & Procedures Officer.

In 2011, the Ministry of Community and Social Services amalgamated the next standards: Transportation, Information and Communication and Employment. They now all fall under the new regulation, the Integrated Accessibility Regulation. The Board developed a Policy and a procedure which was approved by the Board of Trustees in January 2013. Policy 11.01, was revised in January 2014 to include the Built Environment Standard.

## **9. Next Steps: 2015 Work Plans**

### **a) Customer Service Standard**

All requirements of the Customer Service Standard have been met in a timely fashion. The Status Update Report for the Customer Service Standard was submitted to the Ministry of Economic Development, Trade and Employment in December 2013.

### **b) IAS Requirements Completed**

The AODA deadlines for the Integrated Accessibilities Standard must be met between January 2011 up to and including January 2021. To date the following IAS requirements have been met, and in some cases, are ongoing:

- Transportation Standard requirements
- Emergency Procedures, Plans or Public Safety information requirements
- Education Training and Resources
- Accessible Formats and Communication Supports
- Training to Educators
- Feedback
- Recruitment – general
- Recruitment assessment or selection process
- Notify successful applicants

- Inform employees of supports
- Accessible formats and communication supports
- Workplace emergency response information
- Accommodation Plans
- Return to work process
- Performance management
- Career development and advancement – complete and ongoing
- Re-deployment – complete and ongoing
- Accessible websites and content step 1– new sites to be complete Jan 1, 2014
- All new construction and major renovations meet the Built Environment Standard – complete and ongoing
- Libraries – The needs of students with disabilities or diverse needs are being met (under the Ontarians with Disabilities Act, 2005). Any resource such as library, literacy room, online, can be translated and made accessible to students on an “as needed, case by case” basis and coordinated through an itinerant teacher.

**c) IAS Future Requirement/Actions:**

The following are actions within the Integrated Accessibility Standard that are required to be met by 2021.

- Libraries multimedia material – to be complete January 1, 2020
- Accessible websites and content step 2 - new sites to be complete January 1, 2021

The Board has already initiated and implemented many measures to improve opportunities for people with disabilities, many of which are outlined in this report. ACCESS Dufferin-Peel will continue to expand these earlier initiatives in 2015 with a primary focus on ensuring the regulations in the Integrated Accessibility Standard are met in a timely fashion.

Training of staff, both current and new, will be ongoing throughout 2015. As well, the Information, Communication and Technology Department is ensuring continued compliance with the requirements for new websites.

All major renovations to structures, playgrounds and parking facilities as well as new buildings are continually monitored by the Plant Department to ensure compliance with the Built Environment Standard.

The Special Education Department, Plant Department, Health and Safety Department, and the Health Promotion and Wellness Department continue to work with identified staff and students to ensure accommodations are made as needed and appropriate. The Board Communication and Community Relations Department continues to monitor the on-line questionnaire to respond to questions and complaints and meet the needs of the visitors and public. Human Resources Department will continue to train staff and ensure employment in Dufferin-Peel reflects the Integrated Accessibility Standards as outlined in the AODA Act 2005. The ACCESS DP committee will continue to be a monitoring body as mandated by the Board, addressing current issues, ensuring the Board’s compliance with the regulation and surveying the needs of the Dufferin-Peel Community in regards to accessibility.

## 10. Communication of the Annual Accessibility Plan Status Report 2014

The Dufferin-Peel Catholic District School Board's Annual Accessibility Plan Status Report 2014 will be posted on the Board website at [www.dpdsb.org](http://www.dpdsb.org). Hard copies and copies in accessible format will also be available upon request by contacting the Board's Communications Department.

**Prepared by:** Nick Milanetti  
Superintendent of Human Resources

**Submitted by:** Nick Milanetti, Superintendent, on behalf of ACCESS Dufferin-Peel

**Date:** December 1, 2014