

DUFFERIN-PEEL CATHOLIC DISTRICT SCHOOL BOARD

Integrated Accessibility Standards Administration Procedure(s)

STATEMENT OF COMMITMENT

The Dufferin-Peel Catholic District School Board (hereafter referred to as the “Board”) is committed to increasing the accessibility for persons with disabilities who study, visit or work in our facilities. We strive to meet the needs of all members of the community in a respectful manner. We will do this by proactively consulting with, and responding to, individuals with disabilities in order to identify and remove recognized and unrecognized barriers.

We will provide goods, services, resources, facilities, transportation and employment opportunities to persons with disabilities in ways that:

- a) recognize and respect their dignity and independence
- b) are integrated as fully as practicable into methods of delivery
- c) ensures reasonable efforts are made to provide an opportunity equal to that given to others who obtain services and who visit and work in our facilities
- d) allows persons with disabilities to benefit from the same services, in the same place, and in a similar way to other users of our services [the public], applicants and employees

We will continually review internal and external policies, practices and procedures to ensure that we provide accessible services and employment opportunities to all.

SCOPE

The Information and Communication and Transportation Standards apply to all employees, volunteers and others who provide goods, services or facilities for or on behalf of the Board. The Employment Standards apply only to employees and does not apply to volunteers or other non-paid individuals.

ADMINISTRATIVE PROCEDURE

1. RESPONSIBILITY

- 1.1. Supervisory Officers, Principals, Departmental Managers and other staff [employees] who have responsibility for hiring and employee selection and/or supervise the work of employees of the Board will ensure that the provisions in this procedure are implemented.
- 1.2. Staff of the Board’s Human Resources department will ensure that the provisions of this procedure are incorporated in their practices.
- 1.3. Unless otherwise stated, the provisions of this procedure will be in place by 1st January 2014.

GENERAL REQUIREMENTS

2. ACCESSIBILITY POLICIES AND PLANS

- 2.1. We will develop, implement and maintain Accessibility policies and procedures which will outline how we achieve and intend to achieve the accessibility requirements of the Integrated Standards.

- 2.2. We will establish a multi-year Annual Accessibility Plan which will outline how we intend to prevent and remove barriers to accessibility. The plan will be reviewed and updated, as a minimum, every five years and will highlight accomplishments achieved in the intervening period. This will be in place by January 1st, 2013.
- 2.3. We will produce and publish an annual status report each to communicate what we have done since the last update to achieve Accessibility Plans. The report for 2012 will be published by January 1st, 2013.

3. PROCUREMENT OF GOODS, SERVICES AND FACILITIES

- 3.1. Our procurement processes will ensure that all suppliers/vendors will be required to provide satisfactory evidence that they meet their training obligations under the Integrated Accessibility Standards Regulations.

4. SELF SERVICE KIOSKS

- 4.1. We will endeavour to ensure that School and Board Reception areas that provide general access to computer facilities are accessible to all.
- 4.2. Where individuals require alternative supports, communications or arrangements we will work with them to accommodate their needs.

5. TRAINING

- 5.1. We will provide regular and ongoing training on the requirements of the Ontario Human Rights Code and the Integrated Accessibility Standards as they pertain to persons with disabilities. This training will be developed and delivered in various formats to all employees and volunteers, those involved in developing policies for the Board.
- 5.2. Training shall be appropriate to the duties of our employees and volunteers.
- 5.3. Training records will be maintained to record dates of the training as well as numbers who receive the training.

INFORMATION AND COMMUNICATION STANDARDS

6. FEEDBACK PROCESSES

- 6.1. We are committed to ensuring that our feedback processes are accessible to all and specifically to persons with disabilities. Where requested we will arrange for information to be provided in an alternative accessible format and review any additional communication supports that may be required to make the information accessible to the individual requesting it.
- 6.2. The Board implemented a Monitoring and Feedback process in January 2010 (GAP 901.05). We will conduct reviews of this process to ensure it continues to reflect progressive practices and current/future legislative requirements.
- 6.3. We will make people aware that accessible processes are available, on request.

7. ACCESSIBLE FORMATS AND COMMUNICATION SUPPORTS

- 7.1. We will endeavour to design and provide a range of accessible formats and communication supports that specifically meet the needs of persons with disabilities. These may include, but are not limited to, using electronic methods of communication; (e.g. websites, email, internet etc); provision of information in printed format (e.g. school notice boards, libraries etc) and using audio methods to provide feedback information.
- 7.2. In addition to this where we receive a specific request to provide the information in an alternative format we will consult with the individual in a timely manner to agree a suitable format [at a cost that is no more than the regular cost charged to other persons].

8. EMERGENCY PROCEDURE, PLANS OR PUBLIC SAFETY INFORMATION

- 8.1. Where we receive a request to provide our Emergency Plans, procedures or public safety information in an alternative format to that already available, we will endeavour to arrange this as soon as practical.

9. ACCESSIBLE WEBSITES AND WEB CONTENT

- 9.1. We are working towards providing website content that conforms to *The World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0 Level AA*. Documents are already available through Adobe, Acrobat etc.

10. TRAINING TO EDUCATORS

- 10.1. Accessibility awareness training will form part of new hire orientation programs and all employees and volunteers will receive ongoing training as soon as practical when new initiatives or changes are introduced which affect the Board's Accessibility policies, procedures and practices.
- 10.2. All educators employed by the Board will receive Accessibility Awareness training to help them meet the needs of students with disabilities by creating inclusive classroom environments through the use of a variety of resources, materials and delivery. This training will be delivered to all existing employees by January 1st, 2013 and as soon as practical to all new hires after January 1st, 2013.
- 10.3. Training records will be maintained to record dates of the training as well as numbers who receive the training. This will be in place by January 1st, 2013.

EMPLOYMENT STANDARDS

11. RECRUITMENT

- 11.1. We will inform job applicants that recruitment and hiring processes, in relation to materials or processes to be used, **will, upon request**, be modified to accommodate applicants with disabilities.
- 11.2. We will consult with any applicants who make requests for accommodation and we will make a decision, if appropriate, on any adjustments that need to be made to the recruitment process in order to accommodate the **request**.
- 11.3. When making offers of employment we will notify successful applicants of our policies and procedures relating to accommodating employees with disabilities.

12. EMPLOYMENT

- 12.1. We will consult with relevant parties to understand the accessibility needs of our employees and, where relevant and appropriate, build these needs into our human resource practices.
- 12.2. We will establish formal processes to inform current employees and new hires of the existence of policies and procedures used to support employees with disabilities. Any changes to policies and procedures affecting an employee's accessibility needs will be communicated as soon as practicable to the appropriate audiences.
- 12.3. Where requests are received from employees to provide information and communication in accessible formats we will consult with the individual to determine their specific needs and agree **upon a suitable format**.
- 12.4. A Return to Work process will be developed and implemented to support employees in returning to work after a period of long term absence due to a temporary, recurring or permanent disability.
- 12.5. A written process will be created for developing and documenting individual accommodation plans for employees with disabilities. The process will determine the level of participation from individuals and any representative involvement in developing accommodation plans; the means of

assessing individual cases; when and how external evaluation will be utilised; the means by which the individual will be notified of the outcome of their request; the steps the Board will take in respecting an individual's right to privacy. Accommodation Plans will be reviewed and updated on a regular basis as individual circumstances determine.

- 12.6. Where the Board is aware of the need for accommodation due to a disability, the Board will help employees with disabilities stay safe in an emergency by providing them with individualized workplace emergency response information. With the individual's consent we will assign a designated person to assist them in cases of emergency and/or other high level situations such as Lockdown, and Hold and Secure.
- 12.7. Emergencies are defined, but not limited to, partial or full evacuation of premises due to fire, structural damage, flooding, gas leaks and/or any other situations that require containment of a specific area.
- 12.8. Individualized workplace emergency response information arrangements will be reviewed when there is a move to a different location, when an employee's accommodation needs change or when the Board reviews its general emergency response policies.
- 12.9. During normal performance management, career development and advancement programs we shall take into account the accessibility needs of employees with disabilities and any current/existing individual accommodation plans.
- 12.10. Where there may be a requirement to implement redeployment plans affecting employees with disabilities we will take into consideration their individual accessibility needs and accommodation plan where one exists.

TRANSPORTATION STANDARDS

13. TRANSPORTATION

- 13.1. We work closely with transportation providers in ensuring safe and reliable transport arrangements are in place for our students. Over the past 4 years we have taken a number of steps to provide integrated accessible transportation services.
- 13.2. We ensure that our transportation partners are aware of their specific obligations in relation to the Integrated Accessibility Standards.
- 13.3. Where we have been unable to provide this we have ensured that appropriate alternative transportation is provided to students with disabilities.
- 13.4. We have been working with students, parents/guardians and transportation providers to develop individual school transportation plans which address the specific needs of each student with a disability. The individual plans will identify the level of assistance, the modifications required and the roles and responsibilities of the transportation provider, the parent/guardian and student.

LEGAL FRAMEWORK:

- Accessibility for Ontarians with Disabilities Act, 2005 (AODA)
- Integrated Accessibility Standards, Ontario Regulation 191/11
- Ontario Human Rights Code