MULTI-YEAR ACCESSIBILITY PLAN

FOR THE PERIOD DECEMBER 2012 TO DECEMBER 2017

(Updated May 2016)
MULTI-YEAR ACCESSIBILITY PLAN

WATERLOO REGION DISTRICT SCHOOL BOARD
December 2012 to December 2017

Prepared by

Accessibility Planning Committee
in accordance with
Accessibility for Ontarians with Disabilities Act, 2005

November, 2012
Updated
February, 2014,
January 2015,
June 2015,
May 2016

This publication is available via:

- www.wrdsb.ca
- Education Centre, 51 Ardelt Avenue, Kitchener

Please contact the Communication’s Department to request this document in an alternate format.
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1.0 **Aim**

This multi-year Accessibility Plan is developed under the *Accessibility for Ontarians with Disabilities Act (AODA), 2005* and includes the requirements of the *Integrated Accessibility Standards Regulation (2011)*. Our plan incorporates how we plan to meet its obligations under the *Ontarians with Disabilities Act (ODA), 2001*. Our plan describes the measures that we will take over the five year period from 2012 to 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. Our plan is guided by the Board’s *Accessibility Standards-Policy Statement (Board Policy 1010 - Accessibility for Ontarians with Disabilities)*.

2.0 **Objectives**

This Plan:

2.1 Describes the process by which the Waterloo Region District School Board will identify, remove and prevent barriers;

2.2 Reviews recent efforts of the Waterloo Region District School Board to remove and prevent barriers;

2.3 Describes the measures the Waterloo Region District School Board will take in the period 2012 to 2017 to identify, remove and prevent barriers;

2.4 Makes a commitment (as requested) to provide an annual status report on the Board’s implementation of the multi-year accessibility plan;

2.5 Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;

2.6 Describes how the Waterloo Region School Board will make this accessibility plan available to the public.

3.0 **Commitment to Accessibility Planning**

This plan is established, shared, and updated in consultation with persons with disabilities, internal and external WRDSB stakeholders, and with the Accessibility Advisory Committee. It is presented to the Board of Trustees for approval.
The Waterloo Region District School Board is committed to:

3.1 Maintaining an Accessibility Committee;

3.2 Ensuring, wherever practical, that Board policies, procedures, and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Committee will provide input, where appropriate, about accessibility issues relating to new policies and procedures, and to those under review;

3.3 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 the responsibility of the Accessibility Committee and will, wherever practical, be incorporated in the multi-year plan.

The Director of Education has authorized the Accessibility Committee to review and update the Multi-Year Accessibility Plan to enable the Waterloo Region District School Board to meet these commitments.

4.0 Description of the Waterloo Region District School Board

The Waterloo Region District School Board is one of the larger school districts in Ontario. The WRDSB provides junior kindergarten to grade twelve education to elementary and secondary students in the cities of Cambridge, Kitchener and Waterloo and the townships of North Dumfries, Woolwich, Wellesley and Wilmot. The geographical area of the Board covers 1,345 square kilometers.

For 2012-2013, the Waterloo Region District School Board has a full-time enrolment of 63,088 students (41,719 elementary students and 21,269 secondary students). Average class sizes are 19.32 in the primary division, 22.6 in the elementary overall and 21.73 in secondary schools. The Board also provides Adult and Continuing Education programs and services to more than 7,932 students of all ages. These programs include Night School, Summer School, International Language School, and Alternative Education Programs operating throughout the region. There are presently 2,637 elementary teachers, 1,376 secondary teachers, and 2,016 administrative and support staff employed by the WRDSB.

The Waterloo Region District School Board operates 101 elementary schools, 16 secondary schools, an Adult Education Centre, an administrative Education Centre, and other learning facilities.
The Waterloo Region District School Board’s Vision and Mission statements are:

**Vision:**  Inspired Learners-Tomorrow’s Leaders

**Mission:** The Waterloo Region District School Board prepares, challenges and inspires learners to be engaged, connected and contributing global citizens.

The Board operates within the requirements of the Education Act. The Waterloo Region District School Board has an operating budget of $625 million. The Board of Trustees includes 11 elected Trustees and 2 Student Trustees. The Trustees are accountable to the Ministry of Education and the Waterloo Region. They establish the strategic directions and priorities of the Board, and monitor our progress. Trustees approve an annual budget, and review and approve Board policies.

Note: From this point on, the Waterloo Region District School Board will be written as WRDSB.
5.0 **Members of Accessibility Planning Committee**

Note: Some of the members below are on a consultation basis as per need.

Board liaison will be the Superintendent, Communication & Engagement

<table>
<thead>
<tr>
<th>Working Group Member</th>
<th>Position/Department</th>
<th>Contact Information</th>
</tr>
</thead>
</table>
| Ahluwalia, Deepa     | Equity & Inclusion Officer Learning Services | 519-570-0003 Ext. 4146  
Deepa_Ahluwalia@wrdsb.on.ca |
| Benedetti, Cindy     | System Administrator Special Education | 519-570-0003 Ext. 4141  
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| Bourgault, Benoit     | General Manager Student Transportation Services | 519-650-4934 Ext. 222  
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Robert_Dickson@wrdsb.on.ca |
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| Hansen, Jan          | Vice Principal Edna Staebler PS | 519-880-2646  
Jan_Hansen@wrdsb.on.ca |
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Mark_Hunniford@wrdsb.on.ca |
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Lynne_Osasuyi@wrdsb.on.ca |
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Kathi_Smith@wrdsb.on.ca |
| Watson, Cindy        | Trustee, Cambridge/North Dumfries Board of Trustees | 519-503-0927  
Cindy_Watson@wrdsb.on.ca |
| Wood, Diana          | Human Resources Manager | 519-570-0003 Ext. 4208  
Diana_Wood@wrdsb.on.ca |

Seeking Representation
- Student Representative
- Parent Representative
- Community Representative
The Accessibility Committee held four meetings between January 2012 and November 2012 to develop the Multi-Year Accessibility Plan for 2012 to 2017. There were also meetings held by each sub-committee, continued consultation at the system and provincial level, and meetings with a consortium of school boards.

6.0 Strategy for Prevention and Removal of Barriers

Beginning September 1, 2004, the principles of inclusionary practice, freedom from barriers, and creating accessible environments have informed all Waterloo Region District School Board (WRDSB) policies, programs, procedures and services. Through the annual accessibility plan status report process, implemented under the Ontarians with Disabilities Act (ODA), 2001, the WRDSB’s programming, 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 Accessibility for Ontarians with Disabilities Act, 2005 (AODA) with regard to customer service, information and communications, employment, school transportation and built environment.

7.0 Barrier Identification Methodologies

The list below are examples of what the Accessibility Planning Committee uses for barrier-identification methods:

<table>
<thead>
<tr>
<th>Methodology</th>
<th>Description</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback from Stakeholders internal/external to WRDSB</td>
<td>List of Stakeholders (included in Accessibility Committee list)</td>
<td>Initiated January 2012, and completed October 2012</td>
</tr>
<tr>
<td>Work/feedback and consultation from sub-committees of Accessibility Committee and Transportation</td>
<td>Committees: 1. Built Environment/Facility 2. Information and Communications 3. Employment</td>
<td>Reviewed by Accessibility Planning Committee</td>
</tr>
<tr>
<td>Accessibility Planning Committee considers results of review</td>
<td>Potential actions regarding identified accessibility issues discussed within multi-year strategy</td>
<td>In progress</td>
</tr>
<tr>
<td>Accessibility Planning Committee also considers Facilities report regarding physical environment</td>
<td>Surveys of buildings considered and identification of criteria for action within multi-year strategy</td>
<td>In progress</td>
</tr>
<tr>
<td>Accessibility Planning with Student Transportation Services of Waterloo Region (STSWR)</td>
<td>STSWR Manager considers new regulations and feedback from Committee to ensure passenger accessibility</td>
<td>In progress</td>
</tr>
</tbody>
</table>
8.0 **Recent Barrier Removal Achievements**

The most recent Annual Accessibility Plan developed in accordance with the *Ontarians with Disability Act* (ODA) identified a range of barriers and appropriate strategies for their removal. The achievements for our Board to-date are set out in the following chart:

<table>
<thead>
<tr>
<th>Type of Barrier</th>
<th>Location</th>
<th>Action Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>Waterloo-Oxford District Secondary School</td>
<td>Fully accessible</td>
</tr>
<tr>
<td></td>
<td>January 2011</td>
<td></td>
</tr>
<tr>
<td>Physical</td>
<td>Grand View (C) Public School</td>
<td>Fully accessible, new building replacing a school that was not fully accessible</td>
</tr>
<tr>
<td></td>
<td>September 2012</td>
<td></td>
</tr>
<tr>
<td>Physical</td>
<td>Bluevale Collegiate Institute</td>
<td>Extensive renovations, fully accessible.</td>
</tr>
<tr>
<td></td>
<td>January 2012</td>
<td></td>
</tr>
<tr>
<td>Physical</td>
<td>Board Education Centre</td>
<td>Accessibility improvements made throughout the Education Centre</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(door operators, elevators, parking)</td>
</tr>
<tr>
<td>Information &amp;</td>
<td>System</td>
<td>Work continues on WRDSB website (e.g. moving to a new platform) to meet the</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>standard</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Efficient and timely response to school and student/staff requests</td>
</tr>
<tr>
<td>Information &amp;</td>
<td>System</td>
<td>Ongoing training in Accessible Customer Service for new employees (e.g. New</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td>Teacher Induction Program)</td>
</tr>
<tr>
<td>Attitudinal</td>
<td>System-wide</td>
<td>Ongoing training in Accessible Customer Service for new employees (e.g. New</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher Induction Program)</td>
</tr>
</tbody>
</table>

New school construction adheres to the current building code and includes accessibility features such as automatic door openers, elevators in schools with more than one floor, accessible washrooms, voice amplification systems in primary classrooms and other systems as required.

9.0 **Barriers To Be Addressed Under the Multi-Year Accessibility Plan**

The Integrated Accessibility Standards Regulation 191/11 filed in June, 2011, pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation
These requirements build on the Accessibility Standards for Customer Service (2007).

The WRDSB intends to take action, through our Multi-year Accessibility 2012 to 2017, to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work the Board is undertaking to identify and remove barriers in the Board’s physical environment.

### 2012-2017 BUILT ENVIRONMENT

(Standards are presently under review following public consultation)

<table>
<thead>
<tr>
<th>Built Environment</th>
<th>Location</th>
<th>Action</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facility</td>
<td>Forest Heights Collegiate Institute</td>
<td>Basement (LULA elevator)</td>
<td>Ongoing 2012-2013 Feb/14- Completed 2013</td>
</tr>
<tr>
<td>Facility</td>
<td>Doon Public School (7/8)</td>
<td>First floor (ramps, washrooms, full elevator, LULA elevator) Second floor (washrooms, elevator) Full elevator/sprinkler room, barrier-free washroom</td>
<td>Ongoing 2012-2013 Feb/14- Completed 2013</td>
</tr>
<tr>
<td>Facility</td>
<td>Galt Collegiate Institute (1.1 M)</td>
<td>Elevator to second floor and washrooms</td>
<td>2013 - 2017 June 2015: facility improvements completed</td>
</tr>
<tr>
<td>Facility</td>
<td>Sunnyside Public School ($1.1M)</td>
<td>Elevation device to all levels plus washrooms</td>
<td>2013 - 2017 June 2015: looking into design possibilities beginning 2015-16</td>
</tr>
<tr>
<td>Facility</td>
<td>Margaret Avenue Public School ($1.4M)</td>
<td>Elevation device to all level plus washrooms</td>
<td>2013 - 2017 June 2015: looking into design possibilities beginning 2015-16</td>
</tr>
</tbody>
</table>
### INFORMATION AND COMMUNICATION

<table>
<thead>
<tr>
<th>Standard</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>s.11</td>
<td>Feedback</td>
</tr>
</tbody>
</table>

A) “Every obligated organization that has processes for receiving and responding to feedback shall ensure that the processes are accessible to persons with disabilities by providing or arranging for the provision of accessible formats and communications supports, upon request”

B) “shall notify the public about the availability of accessible formats and communications supports

<table>
<thead>
<tr>
<th>WRDSB Next Steps</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1) Review our processes for responding and receiving feedback</td>
<td>January 2014</td>
</tr>
<tr>
<td>A2) List the kinds of communications supports available that would enable accessible feedback and communication</td>
<td></td>
</tr>
<tr>
<td>A3) Determine who can provide them for us e.g. Large format, sign language, etc.</td>
<td></td>
</tr>
<tr>
<td>A4) Review the kinds of accessible formats we have now and determine what we may also need to have in place to meet a request.</td>
<td></td>
</tr>
<tr>
<td>B1) Consider adding a statement to our public documents (reports, brochures, etc.) that would indicate that the document would be in another format upon request</td>
<td></td>
</tr>
</tbody>
</table>
### Standard | Requirements | WRDSB Next Steps | Effective Date
--- | --- | --- | ---
**s.12**  
*Accessible formats and communication supports*

We “shall, upon request, provide or arrange for the provision of accessible formats and communication supports for persons with disabilities: in a timely manner that takes into account the person’s accessibility needs due to disability, and; at a cost no more than regular cost charged to other persons”

“shall consult with the person making the request in determining the suitability of an accessible format or communication support”

“shall notify the public about the availability of accessible formats and communication supports.”

To be proactive and to assist us in identifying students and or parents who may need alternate formats/communication tools, we may want to consider adding a question to school registration process e.g. “Are there accessibility issues for your child/children/yourself?” and/or: “How may we help you and your child/children/yourself?”

*January 2015*

**s.13**  
*Emergency procedure, plans, public safety*

If emergency procedures, plans or public safety information is made available to the public, the organization shall provide in accessible format or with communication supports as soon as practicable upon request

All schools have a fire and tornado plans and evacuation plan; at schools, plans are in place to address the needs of students who may require assistance. Schools address these plans in various ways, for example, posters throughout the school and discussions in class on safety procedures.

*January 2012*
### 14 Accessible websites and web content

...Shall make internet websites and web content conform with Web Content Accessibility Guidelines (WCAG) 2.0 initially at Level A

...Increase to Level AA for all internet websites and web content except for live captions and audio descriptions.

...Where practicable, applies to websites, content, applications that organization controls directly, or through a contract that allows modification and to content published after January 1, 2012.

To determine if not practicable, consider availability of commercial software/tools, significant impact on a plan initiated before January 2012.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>s.14</td>
<td>Accessible websites and web content</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WRDSB Next Steps</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plans are in place to migrate all WRDSB websites to a platform that conforms to the minimum Level AA accessibility standards.</td>
<td>January 2014</td>
</tr>
<tr>
<td>Instructional websites will be considered and included in accessibility planning.</td>
<td>January 2021</td>
</tr>
<tr>
<td>The extent to which the use of other web-based tools (communication or instructional) is not fully known and an overall policy may be considered to ensure that all tools we use conform to Level AA standards.</td>
<td></td>
</tr>
<tr>
<td>Identify communication and instructional tools that conform to Level AA standards and consider if/how they are used at the Board.</td>
<td></td>
</tr>
<tr>
<td>Standard</td>
<td>Requirements</td>
</tr>
<tr>
<td>----------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| s.15     | *Educational and training resources and materials:*  
Every ...educational or training institution shall, if notification of need is given:  
A) Provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person to whom the material is to be provided by, procuring through purchase or obtaining by other means an accessible or conversion ready electronic format, where available, or arranging for the provision of a comparable resource if resources cannot be procured or converted into an accessible format;  
B) Provide student records and information on program requirements, availability, and descriptions in an accessible format to persons with disabilities. | A) gather information on current practice and document our process if not in place  
Develop a list of vendors, if applicable, who may assist in converting information into an accessible format. Consider including language in our RFQ/P to ensure that accessible formats can be provided, along with timeframes to provide when requested  
B) Student Records: The ability to alter student transcripts is not within the control of the Board (Ministry); process may be needed to assist in converting to an accessible format or in providing an alternate method to communicate a student’s record upon request  
Information on program requirements: gather information on current practice and document | January 2013 |
<table>
<thead>
<tr>
<th>Standard</th>
<th>Requirements</th>
<th>WRDSB Next Steps</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>s.16</td>
<td>School Boards….shall provide educators with accessibility awareness training related to accessible program or course delivery and instruction, and keep a record of training provided (dates and number of individuals trained)</td>
<td>WRDSB provides all staff with an information brochure that addresses accessibility. Consider reviewing the information as part of a regular review process; Provide this information on our website and consider translating the brochure into other language. Jan/15- On-line module in place for all new hires and all existing staff completed module</td>
<td>January 2013</td>
</tr>
<tr>
<td>s.17</td>
<td><strong>Producers of educational or training material</strong></td>
<td>Identify current process</td>
<td>January 2015</td>
</tr>
<tr>
<td></td>
<td>Upon request...accessible or conversion ready versions of textbooks</td>
<td>Gather a list of vendors who may be able to convert or already provide textbooks, and other educational materials into accessible formats; Consider including language in our RFQ/P to ensure that accessible formats can be provided, along with timeframes to provide when requested</td>
<td>January 2020</td>
</tr>
<tr>
<td></td>
<td>Upon request accessible or conversion ready versions of printed based educational or training supplementary learning resources</td>
<td>Look to potentially collaborate with other Boards</td>
<td></td>
</tr>
<tr>
<td>s.18</td>
<td>Libraries of educational or training institutions</td>
<td>Identify current process</td>
<td>January 2015 (print)</td>
</tr>
<tr>
<td>------</td>
<td>-----------------------------------------------</td>
<td>------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td>...shall provide, procure or acquire an accessible or conversion ready format of print, digital or multimedia resources for a person with a disability upon request</td>
<td>Gather a list of vendors who may be able to convert or already provide textbooks, and other educational materials into accessible formats; Consider including language in our RFQ/P to ensure that accessible formats can be provided, along with timeframes to provide when requested</td>
<td>January 2020 (digital /multi-media)</td>
</tr>
<tr>
<td></td>
<td>Identify current process</td>
<td>January 2015 (print)</td>
<td>January 2020 (digital /multi-media)</td>
</tr>
<tr>
<td></td>
<td>Look to potentially collaborate with other Boards</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: The table details the accessibility plan for libraries of educational or training institutions, including steps to identify current processes, gather vendor lists, and ensure accessibility formats are available.*
### EMPLOYMENT
(Human Resource Services presently has a committee review hiring practices)

<table>
<thead>
<tr>
<th>Standard</th>
<th>Requirements</th>
<th>WRDSB Next Steps</th>
<th>Effective Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>s.22</td>
<td><strong>Recruitment, general</strong>&lt;br&gt;Every employer shall notify its employees and the public about the availability of accommodation for applicants with disabilities in its recruitment processes.</td>
<td><strong>Full Compliance</strong></td>
<td>January 1, 2014</td>
</tr>
<tr>
<td></td>
<td>Presently being implemented into the WRDSB recruitment process- Jan/15 now in place as per system memo</td>
<td><strong>Jan/15 now in place as per system memo</strong></td>
<td></td>
</tr>
<tr>
<td>s.23</td>
<td><strong>Recruitment, assessment or selection process</strong>&lt;br&gt;(1) During a recruitment process, an employer shall notify job applicants, when they are individually selected to participate in an assessment or selection process that accommodations are available upon request in relation to the materials or processes to be used.</td>
<td><strong>Presently being implemented into the WRDSB recruitment process- Jan/15 now in place as per system memo</strong></td>
<td>January 1, 2014</td>
</tr>
<tr>
<td></td>
<td>(2) If a selected applicant requests an accommodation, the employer shall consult with the applicant and provide or arrange for the provision of a suitable accommodation in a manner that takes into account the applicant’s accessibility needs due to disability.</td>
<td><strong>Feb/ 14- Full Compliance</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presently being implemented into the WRDSB recruitment process- Jan/15 now in place as per system memo</td>
<td><strong>Feb/ 14- Full Compliance</strong></td>
<td></td>
</tr>
<tr>
<td>s.24</td>
<td><strong>Notice to successful applicants</strong>&lt;br&gt;Every employer shall, when making offers of employment, notify the successful applicant of its policies for accommodating employees with disabilities.</td>
<td><strong>Full Compliance</strong></td>
<td>January 1, 2014</td>
</tr>
<tr>
<td>s.25</td>
<td><strong>Informing employees of supports</strong>&lt;br&gt;(1) Every employer shall inform its employees of its policies used to support its employees with disabilities, including, but not limited to, policies on the provision of job accommodations that take into account an employee’s accessibility needs due to disability.</td>
<td><strong>Full Compliance</strong></td>
<td>January 1, 2014</td>
</tr>
<tr>
<td>Standard</td>
<td>Requirements</td>
<td>WRDSB Next Steps</td>
<td>Effective Date</td>
</tr>
<tr>
<td>----------</td>
<td>--------------</td>
<td>-----------------</td>
<td>----------------</td>
</tr>
<tr>
<td>(2)</td>
<td>Employers shall provide the information required under this section to new employees as soon as practicable after they begin their employment.</td>
<td>Full Compliance</td>
<td>September 2012</td>
</tr>
<tr>
<td>(3)</td>
<td>Employers shall provide updated information to its employees whenever there is a change to existing policies on the provision of job accommodations that take into account an employee’s accessibility needs due to disability.</td>
<td>Full Compliance</td>
<td>September 1, 2012</td>
</tr>
<tr>
<td>s.26</td>
<td><strong>Accessible formats and communication supports for employees</strong>&lt;br&gt;(1) In addition to its obligations under section 12, where an employee with a disability so requests it, every employer shall consult with the employee to provide or arrange for the provision of accessible formats and communication supports for,&lt;br&gt;(a) information that is needed in order to perform the employee’s job; and&lt;br&gt;(b) information that is generally available to employees in the workplace.&lt;br&gt;(2) The employer shall consult with the employee making the request in determining the suitability of an accessible format or communication support.</td>
<td>Full Compliance</td>
<td>January 1, 2014</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>Standard</th>
<th>Requirements</th>
<th>WRDSB Next Steps</th>
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</tr>
</thead>
<tbody>
<tr>
<td>s.27</td>
<td>Workplace emergency response information</td>
<td>Minor revisions to our procedure will need to occur based on our last sub-committee meeting to meet compliance. June/15: Form presented to Cmt June/15 by J Eldred-discussed need for Admin Procedure to drive its use</td>
<td>January 1, 2012</td>
</tr>
<tr>
<td></td>
<td>(1) Every employer shall provide individualized workplace emergency response information to employees who have a disability, if the disability is such that the individualized information is necessary and the employer is aware of the need for accommodation due to the employee’s disability.</td>
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<td>(2) If an employee who receives individualized workplace emergency response information requires assistance and with the employee’s consent, the employer shall provide the workplace emergency response information to the person designated by the employer to provide assistance to the employee.</td>
<td>Full Compliance</td>
<td>January 1, 2012</td>
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<td></td>
<td>(3) Employers shall provide the information required under this section as soon as practicable after the employer becomes aware of the need for accommodation due to the employee’s disability.</td>
<td>Full Compliance</td>
<td>January 1, 2012</td>
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<td>(4) Every employer shall review the individualized workplace emergency response information,</td>
<td>Full Compliance</td>
<td>January 1, 2012</td>
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<td></td>
<td>(a) when the employee moves to a different location in the organization;</td>
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<td>(b) when the employee’s overall accommodations needs or plans are reviewed; and</td>
<td>Full Compliance</td>
<td>January 1, 2012</td>
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<td>(c) when the employer reviews its general emergency response policies.</td>
<td>Full Compliance</td>
<td>January 1, 2012</td>
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<td></td>
<td>(5) Every employer shall meet the requirements of this section by January 1, 2012.</td>
<td>Full Compliance</td>
<td>January 1, 2012</td>
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</tbody>
</table>
### Table 1: Standard Requirements

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>s.28</td>
<td>Documented individual accommodation plans</td>
<td>Full Compliance</td>
<td>January 1, 2014</td>
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<tr>
<td></td>
<td>(1) Employers, other than employers that are small organizations, shall develop and have in place a written process for the development of documented individual accommodation plans for employees with disabilities.</td>
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<td></td>
<td>(2) The process for the development of documented individual accommodation plans shall include the following elements:</td>
<td>Full Compliance</td>
<td>January 1, 2014</td>
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<tr>
<td></td>
<td>(a) The manner in which an employee requesting accommodation can participate in the development of the individual accommodation plan.</td>
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<td></td>
<td>(b) The means by which the employee is assessed on an individual basis.</td>
<td>Full Compliance</td>
<td>January 1, 2014</td>
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<td></td>
<td>(c) The manner in which the employer can request an evaluation by an outside medical or other expert, at the employer’s expense, to assist the employer in determining if accommodation can be achieved and, if so, how accommodation can be achieved.</td>
<td>Full Compliance</td>
<td>January 1, 2012</td>
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<td>(d) The manner in which the employee can request the participation of a representative from their bargaining agent, where the employee is represented by a bargaining agent, or other representative from the workplace, where the employee is not represented by a bargaining agent, in the development of the accommodation plan.</td>
<td>Full Compliance</td>
<td>January 1, 2012</td>
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### Standard

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<tr>
<th>Requirements</th>
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<tr>
<td>(e) The steps taken to protect the privacy of the employee's personal information.</td>
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<tr>
<td>(f) The frequency with which the individual accommodation plan will be reviewed and updated and the manner in which it will be done.</td>
<td>Full Compliance</td>
<td>January 1, 2012</td>
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<td>(g) If an individual accommodation plan is denied, the manner in which the reasons for the denial will be provided to the employee.</td>
<td>Full Compliance</td>
<td>January 1, 2012</td>
</tr>
<tr>
<td>(h) The means of providing the individual accommodation plan in a format that takes into account the employee's accessibility needs due to disability.</td>
<td>Full Compliance</td>
<td>January 1, 2012</td>
</tr>
<tr>
<td>(3) Individual accommodation plans shall, (a) if requested, include any information regarding accessible formats and communications supports provided, as described in section 26;</td>
<td>Full Compliance</td>
<td>January 1, 2012</td>
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<tr>
<td>(b) if required, include individualized workplace emergency response information, as described in section 27; and</td>
<td>Full Compliance</td>
<td>January 1, 2014</td>
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<tr>
<td>(c) identify any other accommodation that is to be provided.</td>
<td>Full Compliance</td>
<td>January 1, 2012</td>
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<td>Standard</td>
<td>Requirements</td>
<td>WRDSB Next Steps</td>
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<td>s.29</td>
<td>Return to work process</td>
<td>Full Compliance</td>
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<td></td>
<td>(1) Every employer, other than an employer that is a small organization, shall develop and have in place a return to work process for its employees who have been absent from work due to a disability and require disability-related accommodations in order to return to work; and</td>
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<td>(b) shall document the process.</td>
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<td>(2) The return to work process shall,</td>
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<td>(a) outline the steps the employer will take to facilitate the return to work of employees who were absent because their disability required them to be away from work; and</td>
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<td></td>
<td>(b) use documented individual accommodation plans, as described in section 28, as part of the process.</td>
<td>Full Compliance</td>
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<td>(3) The return to work process referenced in this section does not replace or override any other return to work process created by or under any other statute.</td>
<td>Full Compliance</td>
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<td>Requirements</td>
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| s.30     | **Performance Management**  
(1) An employer that uses performance management in respect of its employees shall take into account the accessibility needs of employees with disabilities, as well as individual accommodation plans, when using its performance management process in respect of employees with disabilities.  
(2) In this section,  
“performance management” means activities related to assessing and improving employee performance, productivity and effectiveness, with the goal of facilitating employee success. | Full Compliance | January 1, 2012 |
| s.31     | **Career development and advancement**  
(1) An employer that provides career development and advancement to its employees shall take into account the accessibility needs of its employees with disabilities as well as any individual accommodation plans, when providing career development and advancement to its employees with disabilities.  
(2) In this section,  
“career development and advancement” includes providing additional responsibilities within an employee’s current position and the movement of an employee from one job to another in an organization that may be higher in pay, provide greater responsibility or be at a higher level in the organization or any combination of them and, for both additional responsibilities and employee movement, is usually based on merit or seniority, or a combination of them. | Full Compliance | January 1, 2012 |
## Waterloo Region District School Board
### Multi-Year Accessibility Plan
#### For the years December 2012 – 2017

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</table>
| s.32     | **Redeployment**  
  (1) An employer that uses redeployment shall take into account the accessibility needs of its employees with disabilities, as well as individual accommodation plans, when redeploying employees with disabilities.  
  (2) In this section, “redeployment” means the reassignment of employees to other departments or jobs within the organization as an alternative to layoff, when a particular job or department has been eliminated by the organization. |

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### TRANSPORTATION - Standards that apply to the Education setting.

<table>
<thead>
<tr>
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</table>
| s.75     | Provide integrated accessible school transportation services or ensure appropriate alternative accessible transportation services where, in the opinion of the board integrated accessible school transportation services are not possible or not the best option for a student with a disability because of the nature of the disability or safety concerns.  
  Identify students with disabilities before the beginning of each school year or during the school year |

<table>
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<td>Fully Compliance</td>
<td>Jan 1, 2014</td>
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<tr>
<td>Standard</td>
<td>Requirements</td>
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<td></td>
<td>Develop individual school transportation plans that detail student assistance needs and plans for individual student boarding, securement and deboarding.</td>
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<tr>
<td></td>
<td>Identify and communicate to the appropriate parties the roles and responsibilities of the transportation provider, parents or guardians, operator of the vehicle, appropriate school staff and the student with the disability.</td>
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</tbody>
</table>

### 10.0 Communication of the Plan

In addition to the public availability of the plan as referenced earlier on page 2, the WRDSB will post an annual status report on the website. The WRDSB will provide accessible formats of the Plan upon request.

Questions, comments, or feedback about our Accessibility Plan may be directed to:

Superintendent, Communication & Engagement, Or Chair, Accessibility Planning Committee, Waterloo Region District School Board Telephone: (519) 570-0300 Fax: (519) 570-9007 Or By clicking on the feedback link found at www.wrdsb.ca