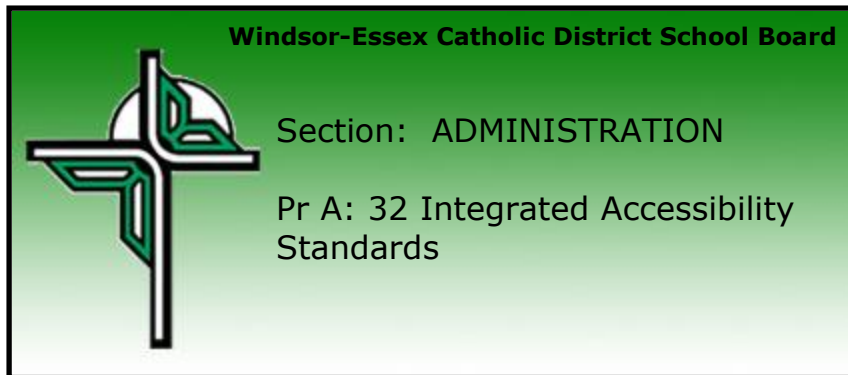




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1.0 ACCESSIBILITY STANDARDS FOR INFORMATION AND COMMUNICATION

1.1 Commitment to Accessible Information and Communication Services

The Board is committed to ensuring that people with disabilities have the same opportunity of access to our services as do all others we serve. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to information and communications.

1.2 Definitions:

Information: Includes data, facts and knowledge that exist in any format, including text, audio, digital or images and that conveys meaning.

Communications: means the interaction between two or more persons or entities, or any combination of them, where information is provided, sent, or received.

Accessible formats: include but are not limited to options such as large print, screen readers, braille, audio format, captioning.

Conversion-ready: is an electronic or digital format that facilitates conversion into an accessible format.

WCAG: refers to the World Wide Web Consortium Web Content Accessibility Guidelines.

1.3 Responsibility

- i) Supervisory Officers, Principals and Departmental Managers will ensure that all staff, volunteers and others providing services and programs on behalf of the board have received training in the requirements of the Integrated Accessibility Standards including the Standards related to Information and Communications.
- ii) Initial training will be completed by January 1, 2014.

1.4 Feedback

- i) The Board will ensure that its processes for receiving and responding to feedback are accessible to persons with disabilities.

- ii) Upon request the Board will provide or arrange for the provision of accessible formats and/or communication supports to facilitate feedback.
- iii) The Board will notify the public about the availability of accessible formats and communications supports with regard to its feedback processes.
- iv) The above provisions will be in place by January 1, 2014.

1.5 **Procurement**

- i) The Board and all its managers and school-based administrators will, wherever practicable, incorporate accessibility criteria and features when procuring or acquiring goods and services, designing new systems or planning a new initiative that are related to provision of information and communication services.
- ii) The above approach will be in place by January 1, 2013.

1.6 **Provision of information and communications in accessible formats**

- i) Upon request, the Board will provide, or arrange for the provision of, accessible formats and communications supports for persons with disabilities to facilitate their access to the services of the Board.
- ii) Accessible formats and communications supports will be provided in a timely manner that takes into account the person's accessibility needs and at a cost no greater than the regular cost charged to other persons.
- iii) The Board will determine the suitability of an accessible format or communication support and, in so doing, will consult with the person making the request.
- iv) The Board will notify the public, through websites, general publications and other relevant means, about the availability of accessible formats and communications supports.
- v) The Board will ensure that the provisions of section 1.6 are in place by January 1, 2014.

1.7 **Accessible Websites**

- i) The Board will ensure that, as of January 1, 2014, all new websites and web content on these sites will conform with the WCAG 2.0 at Level A.
- ii) The Board will ensure that, as of January 1, 2021, all its internet websites and web content will conform with WCAG 2.0 at Level AA.
- iii) These requirements do not include Live Captions or Pre-recorded Audio Descriptions.
- iv) These requirements apply to:

- (a) websites and web content, including web-based applications, that the Board controls directly or controls through a contractual relationship that allows for modifications of the product; and
 - (b) web content published on a website after January 1, 2012.
- v) Where the Board determines that meeting these requirements is not practicable, such determination will include consideration of:
 - (a) the availability of commercial software or tools or both; and
 - (b) significant impact on an implementation timeline that was planned or initiated before January 1, 2012.

1.8 Educational and training resources and materials

- i) The Board will, upon notification of need, 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.
- ii) To do so, the Board will procure through purchase or obtain by other means an accessible or conversion-ready electronic format, where available.
- iii) If the resources cannot be procured or converted into an accessible format the Board will arrange for the provision of comparable resources.
- iv) The Board will, upon notification of need, provide information on the requirements, availability and descriptions of programs in an accessible format to persons with disabilities.
- v) The Board will, upon notification of need, provide student records in an accessible format to persons with disabilities.
- vi) The Board will ensure these services are in place as of January 1, 2013.

1.9 Training for Program/Classroom Staff

- i) The Board will ensure that all staff involved in program or course design delivery and instruction will be provided with accessibility awareness training related to these responsibilities.
- ii) The Board will keep a record of the training provided including the dates on which training was provided and the number of individuals to whom training was provided.
- iii) The effective date for provision of this training is January 1, 2013.

1.10 School Libraries

- i) The Board will ensure that school libraries are able to provide, procure or acquire an accessible or conversion ready format of print resources upon request by a

person with a disability.

- ii) The effective date of the provision in 1.10 (i) is January 1, 2015.
- iii) The Board will ensure that school libraries are able to provide, procure or acquire an accessible or conversion ready format of digital or multimedia resources materials upon request by a person with a disability.
- iv) The effective date of the provision in 1.10 (iii) is January 1, 2020.

2.0 Accessibility Standards for Employment

2.1 Access to Employment Opportunities

The Board is committed to ensuring that people with disabilities have the same opportunity of access to employment opportunities and services as do all employees and prospective employees. The Board is committed to meeting the accessibility needs of people with disabilities, in a timely manner, in the provision of services related to employment.

2.2 Definitions:

Those Excluded from Application of Procedure: The procedure with regard to Accessibility in Employment applies only to employees and does not apply to volunteers and other non-paid individuals.

Performance management: means activities related to assessing and improving employee performance, productivity and effectiveness with the goal of facilitating employee success.

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 that may be higher in pay, provide greater responsibility or be at a higher level, or a combination of these. For both additional responsibilities and employee movement this is usually based on merit or seniority or a combination of these.

Redeployment: means the reassignment of employees to other departments or jobs as an alternative to layoff when a particular job or department has been eliminated.

2.3 Responsibility

- i) Supervisory Officers, Principals, Departmental Managers and other staff 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.
- ii) Staff of the Board's Human Resources department will ensure that the provisions of this procedure are incorporated in their practices.

- iii) Unless otherwise stated, the provisions of this procedure will be in place by January 1, 2014.

2.4 **Recruitment**

- i) The Board will ensure that in its recruitment outreach practices the public is made aware that the Board will provide accommodation for applicants with disabilities in its recruitment processes.
- ii) Employees of the Board will be made aware that the Board provides accommodation for applicants with disabilities in its recruitment processes.
- iii) When the Board selects job applicants for a job selection process, the Board will make applicants aware that, upon request, they have access to accommodations in relation to materials and processes that will be used for applicant selection and that they will be consulted about the necessary accommodations that take into account their accessibility needs due to disability.
- iv) When the Board makes an offer of employment, the Board will notify the successful applicant of its policy of accommodating employees with disabilities.

2.5 **Supports for Employees**

- i) The Board will inform employees of the Board's policy of supporting employees with disabilities and procedures that provide for job accommodations.
- ii) The Board will make this information available as soon as practicable to new employees and will provide updated information as policies are revised.

2.6 **Accessible Formats and Communication Supports**

- i) Where an employee with a disability so requests, the Board will consult with the employee to provide or arrange for accessible formats and communication supports in relation to information that is generally available to employees in the workplace and that the employee needs to perform the employee's job.
- ii) The Board will consult with the employee, in determining the suitability of an accessible format or communication.

2.7 **Workplace emergency response information**

- i) The Board will ensure that individualized workplace emergency response information is provided to employees who have a disability provided the disability is such that individualized information is necessary and the Board has been made aware of the need for accommodation due to the disability. The Board will provide the necessary information as soon as practicable after becoming aware of the need for accommodation.
- ii) If an employee who receives individualized workplace emergency response

information requires assistance, the Board will, with the consent of the employee, provide such information to the person designated to provide assistance to the employee.

- iii) The Board will review individualized workplace emergency response information:
 - (a) when the employee moves to a different location in the board;
 - (b) when the employee's overall accommodations needs or plans are reviewed; and
 - (c) when the Board reviews its general emergency response procedures.
- iv) The Board will ensure that the requirements of this section are in place as of January 1, 2012.

2.8 **Individual Accommodation Plans**

- i) The Board will have in place a written process for the development of documented individual accommodation plans for employees with disabilities.
- ii) The Board's written process will address:
 - (a) How the employee requesting accommodation can participate in the development of the individual accommodation plan.
 - (b) The means by which the employee is assessed on an individual basis.
 - (c) How the Board can request an evaluation by an outside medical or other expert, at the Board's expense, to assist in determining if accommodation can be achieved and, if so, how it can be achieved.
 - (d) How the employee can request to have a representative of their bargaining unit or another workplace representative if the employee is not a member of a bargaining unit, participate in the development of the accommodation plan.
 - (e) The steps taken to protect the privacy of the employee's personal information.
 - (f) The frequency with which the individual accommodation plan will be reviewed and updated and how this will be done.
 - (g) How the reasons for denying an individual accommodation plan will be provided to an employee, if accommodation is denied.
 - (h) How the Board will ensure that the individual accommodation plan is provided in a format that takes into account the employee's accessibility needs due to disability.
- iii) The Board will provide individual accommodation plans that:
 - (a) Include, if requested any information regarding accessible formats and accommodation supports provided;

- (b) Include, if required, individualized workplace emergency response information; and
- (c) Identify any other accommodation to be provided.

2.9 **Return to Work Process**

This return to work process does not replace or override any other return to work process created as a result of any other statutory compliance, e.g. under the Workplace Safety and Insurance Act:

- i) The Board will develop, put in place and document 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.
- ii) The return to work process will:
 - (a) outline the steps the Board will take to facilitate the return to work of employees who were absent because their disability required them to be away from work; and
 - (b) use documented individual accommodation plans (as in 2.8) as part of the process to ensure that all staff involved in program or course design, delivery and instruction will be provided with accessibility awareness training related to these responsibilities.

2.10 **Performance Management**

- i) In administering performance appraisal processes in respect of employees with disabilities, the Board will take into account the accessibility needs of employees with disabilities as well as individual accommodation plans.

2.11 **Career Development**

- i) Where the Board provides career development and advancement to its employees, the Board will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans.

2.12 **Redeployment**

- i) Where the Board has in place a redeployment process, the Board will take into account the accessibility needs of employees with disabilities as well as any individual accommodation plans during the redeployment process.

3.0 **ACCESSIBILITY STANDARDS FOR SCHOOL TRANSPORTATION**

3.1 **Provision of Accessible Student Transportation Services**

The Windsor-Essex Catholic District School Board is committed to ensuring that people with disabilities have the same opportunity of access to our services in a similar way as these services are available to all others we serve. We are committed to meeting, in a timely manner, the accessibility needs of students with disabilities in the provision of services related to student transportation.

The Windsor-Essex Catholic District School Board will ensure that accessible school transportation services are provided for students with disabilities in a manner that meets their unique needs and ensures their safety. Where appropriate and practicable, integrated accessible school transportation services will be provided.

The provision of accessible student transportation services will include the development of an individual school transportation plan for each student who has a disability that affects their transportation to and from school. The plan will be developed by the Board's Special Education Services in collaboration with the Transportation Operator and in consultation with the student's parents or guardians.

3.2 **Definitions:**

Individual school transportation plan: is a plan that provides details of the arrangements that meet the transportation needs of an individual student who has a disability.

Driver: means the driver of the school transportation vehicle.

Operator: is an entity or person who has entered into an agreement with the board for the transportation of students in accordance with the *Education Act*.

Transportation Services: means transportation that a board provides for students in accordance with the *Education Act*.

3.3 **Responsibility**

- i) The Board will ensure that the provisions of this Administrative Procedure are in place by January 1, 2014.
- ii) The Superintendent responsible for Special Education and the managerial staff responsible for student transportation will ensure that the provisions of this administrative procedure are implemented.

3.4 **Individual School Transportation Plans**

- i) The Superintendent responsible for Special Education, or his/her designate, will, in consultation with parents or guardians, annually identify students with disabilities who require specific transportation services; such identification will, wherever possible, be made prior to the commencement of the school year.
- ii) Following consultation with parents or guardians, the Superintendent responsible for Special Education, or his/her designate, will work with the Student Transportation Manager, or his/her designate, to develop an individual student

transportation plan for each student with a disability who requires specific transportation services.

- iii) The individual student transportation plan will be attached to the student's transportation record.

3.5 **Content of Individual School Transportation Plans**

- i) An individual school transportation plan shall, in respect of each student with a disability requiring specific transportation services, include the following:
 - a) Details of the student's assistance needs with respect to transportation to and from school.
 - b) Provisions for the boarding, securement and debarking of the student as applicable.

3.6 **Communication of responsibilities re Individual School Transportation Plans**

- i) The Superintendent responsible for Special Education and, where appropriate, the Student Transportation Manager, will identify and communicate roles and responsibilities with regard to the implementation of the individual school transportation plan to the following:
 - a) the Operator;
 - b) the parents or guardians of the student with the disability;
 - c) the driver of the student transportation vehicle;
 - d) the appropriate members of the school staff (e.g., principal, teacher, educational assistant); and
 - e) the student with the disability.