Multi-Year Accessibility Plan

Reviewed August 2023

PREPARED BY:
HALTON CATHOLIC DISTRICT SCHOOL BOARD, ACCESSIBILITY WORK GROUP

This publication is available on the Halton Catholic District School Board's public website, www.hcdsb.org

Achieving   Believing   Belonging

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Executive Summary

The Provincial government enacted The Accessibility for Ontarians with Disabilities Act, 2005 (AODA), which received royal assent on June 13, 2005. The AODA outlines a twenty-five (25) year plan for complete accessibility in Ontario by 2025. The Accessibility Directorate of Ontario was also established, currently through the Ministry of Economic Development, Employment and Infrastructure. The legislation sees the establishment of standard development committees in the five (5) target areas as identified by the AODA. The standard development committees are responsible for recommending accessibility standards to the Ontario cabinet Minister responsible for the AODA. The five (5) target areas include Built Environment, Employment, Information and Communications, Customer Service and Transportation. These standards apply across all sectors in Ontario including school boards. Following recommendations to the Minister, the committee's recommendations go out for public consultation after which they are confirmed into Regulations.

The Customer Service Standard (Ontario Regulation 429/07) became the first accessibility standard to be made into regulation and came into effect as a regulation on January 1, 2008. This standard requires that individuals with disabilities are able "to obtain, use and benefit from goods and services". This includes businesses granting access to service animals and support people in publicly-accessible areas, provide accessible customer service, and implement a feedback system. All service providers had to comply with the standard by January 1, 2012. The AODA requires the review of each accessibility standard five years after it becomes law to determine whether the standard is working as intended and to allow for adjustments to be made as required.

In September 2013, the review commenced for the Customer Service Standard by the Accessibility Standards Advisory Council / Standards Development Committee. The Committee received feedback from the public on the Committee's initial proposed revisions to the Customer Service Standard from March 3, 2014 to May 22, 2014, before developing its final proposed revisions. The Committee delivered its final proposed revisions to the Customer Service Standard to the Government in the Fall of 2014. In November 2014, the Government made public the final proposal for revisions to the Customer Service Standard. The proposed amendments to the Customer Service Standard were largely based on recommendations from the review of the Standard by the Accessibility Standards Advisory Council / Standards Development Committee in 2013-2014. The proposal included incorporating the Customer Service Standard into the Integrated Accessibility Standards Regulation and made changes to requirements of the Standard, housing all the accessibility standards under one comprehensive regulation. The Ministry has prepared a detailed summary of the proposed changes for public review and comment. The Ministry proposed that these changes be enacted on July 1, 2016 and take immediate effect.

On May 31, 2010 the Ontario Government announced that it would integrate three standards into one streamlined regulation. The three standards are Information and Communications, Employment and Transportation. They are now known as the Integrated Accessibility Standards Regulation (IASR). Independently all three of these standards were developed, publicly consulted and submitted to the Government for consideration. The Integrated Standard (Ontario Regulation 191/11) was filed by the Ontario Government on June 3, 2011 and came into effect on July 1, 2011. The requirements are being phased in between 2011 and 2025. It consisted of three component standards addressing accessibility of *Information and Communications*, *Employment*, and *Transportation*. On 1 January 2013, the "*Design of Public Spaces (Built Environment)*" standard took effect and became part of the "*Integrated Accessibility Standards*

Regulation".

Effective July 1, 2016, Accessibility Standards for Customer Service is part of the Integrated Accessibility Standards Regulation (IASR) which includes the standards for: Information and Communications, Employment, Transportation, and Built Environment.

The Information and Communications Standard requires the Halton Catholic District School Board to create, provide and receive information and communications in ways that are accessible for people with disabilities. The Employment Standard requires the Board to make employment practices and workplaces more accessible to potential and existing employees with disabilities. The Transportation Standard ensures that integrated accessible school transportation services are provided. The transportation services for Ontario School Boards have undergone an organizational change in recent years. We have seen the establishment of a Transportation consortium in Halton which has physically paired the public and Catholic boards and moved them to a central location. All of the transportation services for the Halton Catholic District School Board are now run out of the Transportation consortium in Halton.

The Built Environment is the final standard. In December 2012, the Province passed Ontario Regulation 413/12 under the AODA, for the Design of Public Spaces, thereby amending the IASR with this additional content. In addition, the Ontario Building Code (OBC) has been amended to include enhancements to accessibility in buildings. As of January 1, 2015, new construction and renovations will be subject to updated accessibility requirements.

On February 13, 2015, the Ontario Government published a report on the Accessibility for Ontarians with Disabilities Act, 2005 ("AODA") by Mayo Moran, Provost and Vice-Chancellor of Trinity College at the University of Toronto. The report constitutes the second legislative review of the AODA and outlines her recommendations to the Government. The Government indicated that 2015 marks the 10th anniversary of the AODA and provides them with an opportunity to reflect on their accomplishments and renew their commitment to building an accessible Ontario by 2025.

This is the seventeenth (17) annual plan (2019- 2020) prepared by the Accessibility Working Group of the Halton Catholic District School Board.

The plan describes:

(1) the measures that the Board has taken in the past,
(2) the measures that the Board will take during the year (2019 - 2020) to identify, remove and prevent barriers for people with disabilities and
(3) future measures that the Board will take. It outlines how the Halton Catholic District School Board is achieving compliance with the new Accessibility standards and Regulations under the AODA.

The Halton Catholic District School Board is committed to the continual improvement of access to school board facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community with disabilities. The plan also reports on the participation of people with disabilities in the development and review of its annual accessibility plan.

Initially, the Internal Accessibility Work Group identified twelve barriers for people with disabilities. In the years ahead, the mandate of the Boards Accessibility work group may be modified to comply with the legislative requirements put in place by the Government of Ontario.

Aim

This plan describes the measures that the Halton Catholic District School Board has taken in the past and measures that will be taken during the next year and future years in order to identify, remove and prevent barriers for people with disabilities who work in, use or attend school board facilities and services.

Objectives

This plan:

(1) Reviews efforts at the Halton Catholic District School Board to remove and prevent barriers for people with disabilities during the past year(s)

(2) All new policies, procedures, programs, practices and services that the Halton Catholic District School Board will develop, will be reviewed in the coming years to identify barriers for people with disabilities

(3) Describes the process by which the Halton Catholic District School Board will identify, remove and prevent barriers for people with disabilities

(4) Describes the measures the Halton Catholic District School Board will take in the coming years to identify, remove and prevent barriers for people with disabilities

(5) Makes a commitment to review and update the Multi-Year Accessibility Plan at least once every five years and to conduct annual updates on the plan.

(6) Describes how the Halton Catholic District School Board will make this accessibility plan available to the public.

Commitment to Accessibility Planning

Approval Process:

This updated Multi – Year Accessibility plan is reviewed by the Board's Special Education Advisory Committee (SEAC). The Final plan is then presented to the Board of Trustees. The plan will then be posted on the Board's website as a public document.

Currently, all our school buildings, grounds and administration offices, with the exception of 830 Drury Lane and the second floor of 802 Drury, provide barrier-free access. All new structures meet the Ontario Building Code and therefore government accessibility requirements. All two (2) storey schools have elevators installed. This was done through the Ministry Accessibility Grant.

The Halton Catholic District School Board has developed an initial accessibility template to ensure physical accessibility to and within all schools. If schools require accessibility work to be done, they submit the form to the Facility Management Services department. The Board has posted the updated Annual Accessibility Plan on its website.

The Halton Catholic District School Board is committed to:

- Accessibility Work Group;

- Consulting with all people, in particular those with disabilities, in the development and review of its annual accessibility plans;

- Ensuring school board policies and procedures are consistent with the principles of accessibility;

- Commitment to ongoing Improved access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community.

The Director of Education has authorized the Accessibility Work Group to prepare an accessibility plan that will enable the Halton Catholic District School Board to meet these commitments.

Vision Statement

The Halton Catholic District School Board is a model learning community, widely recognized as distinctively Catholic, providing exceptional education, while nurturing the call to love and serve.

Mission Statement

The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centered individuals enabled to transform society.

Governing Values

At the Halton Catholic District School Board, we value:

- *Our Catholic Faith* and aspire to be models of Christ through our actions of love, forgiveness, compassion, and acceptance.

- *The Whole Child* and create conditions that support the spiritual, intellectual, physical and emotional well-being of all students so that they may fulfill their God-given potential.

- *Excellence in Learning* and provide opportunities that meet the needs and aspirations of all learners in a supportive, creative and innovative learning environment.

- *Relationships and Partnerships* and recognize that our success is reflective of the healthy and vibrant partnership of staff, parents, pastors, and members of our broader community.

- *The Importance of Contributing to Our Communities* and respect diversity, celebrate multiculturalism, honour individual rights, and embrace the social values of collective responsibility and the common good.

Description of the Halton Catholic District School Board

The Halton Catholic District School Board traces its roots to 1856, when Father Jeremiah Ryan founded St. Mary's School - the first Catholic elementary school in Oakville - to establish education programs for Catholic children in the town of Oakville. This was, in part, a response to a large influx of Catholic settlers in the Trafalgar area of Oakville.

The Oakville Separate School Board was formally established in 1856. Over the next 102 years, other school boards were established in Halton County and by 1958, there were four boards. These amalgamated into the single regional structure, called the Halton County Roman Catholic Separate School Board, which officially emerged on January 1, 1969. In 1998, the Halton Roman Catholic School Board became the Halton Catholic District School Board.

Presently, the Halton Catholic District School Board serves over 37,000 students through 9 secondary schools, 46 elementary schools and 3 Continuing Education Centres. The Halton Catholic District School Board provides all students with appropriate learning experiences in an inclusive faith community setting. Such experiences provide opportunities for personal growth and prepare all students for active participation in the community. The Halton Catholic District School Board is committed to the principle that all students registered within its schools shall be welcomed into and will attend their neighbourhood/regional school. All students, regardless of special talents or challenging needs can grow best by attending schools which offer accessible programs in accessible settings through accessible services.

The Accessibility Work Group Members

The Accessibility Work Group was formally established in 2003. Currently the work group consists of the following members:

Work Group Member	Department	Email Address
Senior Staff		
Colleen Oldman	Superintendent Human Resources Services	oldmanc@hcdsb.org
Cassandra Jack-Caldeira	Superintendent; Special Education Services	JackCaldeiraC@hcdsb.org
Administration		
Dan Tkalcic	Manager; Purchasing Services	tkalcicd@hcdsb.org
Anthony Cordeiro	Superintendent, Family of Schools	cordeiro@hcdsb.org
Courtney Abrahams	Senior Manager; Capital Projects, Facilities	AbrahamsC@hcdsb.org
Bill Cripps	Senior Manager; I.T. Services	crippsb@hcdsb.org
Linda Murray	Manager; Library Services	murrayl@hcdsb.org
Chris Cobbina	Athletic Conveyor	CobbinaC@hcdsb.org
Bobby Crowe	Secondary Consultant	CroweRo@hcdsb.org
Special Education Advisory Committee (S.E.A.C.)		
Brenda Agnew		brendaagnew@hotmail.com
Employee Groups		
Amber Colonico	CUPE 5200.00 Representative	colonicoa@hcdsb.org
Kirsti Duarte	CUPE 5200.01 Representative	duartek@hcdsb.org
Claire Slaven	OECTA – Elementary Representative	slavenc@hcdsb.org
Tara Hambly	OECTA – Elementary Representative	tarahambly@haltonoecta.ca
Teresa Lorentz	APSSP Representative	lorentzt@hcdsb.org
Vanessa Slee	OECTA – Secondary Representative	vslee@hsuoecta.com
Gloria Thurston	CUPE 3166.00 Representative	Thurstong@hcdsb.org
Alex Norry	CUPE 3166.01 Representative	norrya@hcdsb.org
Vanessa Slee	OECTA – Occasional Teacher Rep	vslee@hsuoecta.com
Tara Hambly	OECTA – Occasional Teacher Rep	tarahambly@haltonoecta.ca
Celeste Bryant	CUPE 5200.02 LINC/ESL Representative	bryantc@hcdsb.org
Human Resources Services		
Angela Stumpo	Manager; Employee Relations	stumpoa@hcdsb.org
Kim George	Health and Safety Officer	georgek@hcdsb.org
Jill Brennan	Employee & Labour Relations Officer	BrennanJ@hcdsb.org

Barrier Removal Initiatives

During the last several years, there have been a number of informal initiatives at the Halton Catholic District School Board to identify, remove and prevent barriers to people with disabilities.

The Halton Catholic District School Board, through its Special Education Annual Plan, has addressed access for students with disabilities through modifications and accommodations of programs and services. The Special Education Plan is available on the board website at **www.hcdsb.org**, accessed through the special education link.

All new structures meet the Ontario Building Code and therefore government accessibility requirements. The Halton Catholic District School Board has installed elevators in all two-story schools through the Ministry Accessibility Grant.

The Halton Catholic District School Board has developed an initial accessibility template to better ensure physical accessibility to and within all schools. If schools require accessibility work to be done, the form is completed and submitted to the Facility Management Services department for processing.

Attitudinal barriers for people with disabilities are being addressed through staff and student in-services about diversity, rewriting diversity policy/procedures and examining other policies and procedures for impediments to accessibility. The HCDSB has developed an equity and inclusive policy.

Measures in Place

From this point forward, all Board programs, policies, practices and services will be subject to the guiding principles of inclusionary practice which reduces and minimizes barriers, thus providing an accessible environment for people with disabilities.

Barrier-identification Methodologies

Since being formed in 2003, the Accessibility Work Group followed the consultation steps outlined below:

- Presentation to Senior Administration

- Presentation/Consultation to Employee Groups

- Focus Groups

- Presentation to Trustees

Barriers Identified

This list of barriers is divided into six types:

(1) physical
(2) architectural
(3) information or communication-based
(4) attitudinal
(5) technological; and
(6) policies and practices

The following information on barriers was provided in September, 2003 from Human Resources Services, Business / Purchasing Services, Curriculum Services, Facility Management Services and the Special Education Services of the Halton Catholic District School Board – 802 and 830 Drury Lane, Burlington and the Education Resource Centre.

This information is collected under the Ministry of Economic Development, Employment and Infrastructure and not under the Education Act.

Physical and Architectural Barriers

HCDSB Facilities Department is committed to ongoing improvement of architectural and physical accessibility within schools. In an effort to improve accessibility, a quantitative assessment has been conducted and utilized within HCSB renewal and capital strategy. As such, schools are tackled annually with the following items for consideration:

- Exterior accessibility of the school, including parking spots, tactile strips, walkways, playgrounds and power operated doors

- Interior accessibility of the schools including tactile strips, elevators, barrier free movement, heights of counters, water fountains, circulation, common spaces (library, gym, office, specialty classrooms) and power door operators

- Visual and audible warnings, including fire alarm systems and lockdown systems

- Washroom accessibility, including universal washrooms

- Special needs, supporting schools and students with specific needs on an ongoing basis

Type of Barrier	Description of Barrier	Strategy for its removal/prevention
Communication / Information	Board communications are required to be available in a variety of formats, providing accessibility.	Administration will investigate alternate and inclusionary strategies

Attitudinal	Understanding of accessibility for persons with disabilities and the knowledge to address the remedies (i.e. Behaviour; Communication; Intellectual; Physical and Multiple)	Investigate training and information programs for the Halton Catholic District School Board community
Policy/Practice	Policies and / or practices in place	Refer for Policy development and investigation
Technological	All equipment may not meet needs of persons with disabilities	Investigate and develop test practices

Barriers to be Addressed in 2019-2020, provides an update on progress undertaken by the Board to remove barriers to accessibility.

Barriers to be Addressed in 2019-2020 And Progress to Date

Barrier	Objective	Means to remove / prevent	Performance criteria	Timing	Responsibility	Progress to date
Attitudinal Will increase staff knowledge about disabilities	Assist staff to understand how to accommodate students and staff with various types of disabilities	Disability awareness workshops and material prepared for staff & the community	Staff will be made aware of ways to accommodate students and staff with physical & non-physical disabilities	Sessions to be offered on Professional Development Days, and to be on-going	Special Education	Training of staff is ongoing and based on the needs of our students. The Special Education Department provides an annual series of Professional Development workshops and in-services to build staff capacity related to meeting the needs of students with various exceptionalities. In addition, based on the immediate needs of students, the Special Education Department provides training to all staff and students on an ongoing basis related to augmentative and alternative communication, braille and use of both hardware and software to support students who are deaf or hard of hearing, blind, as well as students with physical disabilities. Autism, Developmental Disabilities and Learning Disabilities. Stay, Play, Talk embeds diversity awareness/appreciation in the program Twitter activity by educators, BAs, CYC, SLPs/CDAs create awareness of what students with varying abilities can do Mentally healthy schools initiatives reduce stigma and create awareness about supporting well-being in staff and students Schools hosting opportunities for students with

						disabilities to share their experiences
						Dress Loud Day, Down Syndrome Day, Autism Awareness – these events promote understanding and awareness
						FASD awareness presentations to school staff and to principals/vice principals
						HCDSB has partnered with LEARNStyle, to support students with SEA claims and the staff supporting them, in the use of assistive technology. Students in Structured Teaching and Life Skills rooms are equipped, as required, with lifting and mobility devices through SEA funding
						Ongoing collaboration with community partners in the implementation of the Provincial Transition Planning Framework: Transition Planning for Young People with Developmental Disabilities. This work promotes a planned, organized approach to help young people with developmental disabilities prepare for the transition to adulthood and leaving children's services.
						Participated in a Ministry of Education *Transition Pilot for Students with Developmental Disabilities, to explore successful practices in transitioning students with developmental disabilities to work, community or postsecondary education.* (2018-2020)

						March 2010 all staff were in serviced on the Customer Service training presentation either through staff meetings or online.
						Ongoing equity work to build capacity around "equity lens" (including Equity and Inclusion Training on June 20/12)
						Since April 26, 2013 - Online Accessibility Awareness Training for Principals, VPs, Teachers, CYCs, EAs and ECEs. Mandatory for all new hires.
						Since November 12, 2013 – Online Accessibility Training for all staff regarding the Integrated Accessibility Standard (Regulation 191/11) and on Human Rights Code provisions regarding disabilities). Mandatory for all new hires.
						Review and update Human Resources Services procedures and practices with regard to recruitment, job accommodations, individual accommodation plans, return to work, performance appraisal, career or professional development.
Technical	Ensure that website is accessible to people who use screen-reading	Enroll I.T. staff in courses on accessible website design and/or hire external	Persons with disabilities can access school board website	Commenced work in Jan 2004 – ongoing	I.T.	In early 2017, the Board introduced the "Read and Write" software program across the system. This program is an easy-to-use toolbar to make documents, files and web pages more accessible. Read&Write is marketed as a confidence booster for students who require support with their

| | software | consultant to make changes | | | | reading and writing. It further supports English Language Learners, as well as students with Learning Disabilities. From hearing emails or documents read out loud to text prediction, picture dictionaries and summary highlighters, Read&Write is focused on supporting everyday literacy tasks.

All staff and students have access to Read&Write, which supports both text to speech and speech to text, for ease of access. Read&Write is available across all platforms.

HCDSB Internet site has Google Translate capability.

Ensure that the content on the websites are presented in the clearest, most concise methods. For the most part, the Board website is readable by screen readers.

Review Board and school websites to access level of accessibility. Ensure that new sites and web contents on these sites meet WCAG 2.1, Level A standards.

HCDSB started using office 365 platform for various applications. This makes board's digital environment more inclusive as accessibility capabilities are built in to Office 365.

• Partnered with LEARNStyle, in 2017 to |

						support students with SEA claims and the staff and parents supporting them, by increasing their knowledge around supportive programs for students with varying identifications • Partnered with LEARNStyle to support STC/Lifeskills/CLC teachers in using technology to support their SEA students • SEA supported the addition of an Assistive Technology Speech Language Pathologist (AT SLP) to support staff and students using augmentative communication devices • Increase the use of technology through SEA to support communication – specifically iPads to support expressive/receptive language development and to support voice output • Boardmaker online has enhanced ability of all staff to create visuals to support students who have receptive language difficulties • Core communication boards available in classrooms and on playgrounds to support children with complex communication needs be able to communicate across environments

Specific Physical Undertakings

Barrier	Objective	Means to Remove/ prevent	Performance Criteria	Timing	Responsibility	Progress to Date
Barriers created by environmental hazards						Protocols implemented as required i.e. mould
Policies Examine all school board policies for inclusiveness	All board policies are inclusive and address accessibility issues	Administration staff to review relevant policies and procedures	Inclusion for all staff	Commence in Oct 2003 and will be ongoing	Board Administration	All new and updated policies receive three opportunities for input by stakeholders throughout the Board. These policies are reviewed for legislative compliance and inclusiveness. The Board does have an inclusion policy for students, and an obligation to accommodate staff under the Ontario Human Rights Code and the Ontarians with Disabilities Act

Board sponsored events such as the Special Olympics and Cross Country Meets for all students with special needs. The Board has added Accessibility Standards for Customer Service Policy I-18, Procedures for Use of Assistive Devices by the General Public, |

					Use of Service Animals by the General Public, Use of Support Person by the General Public, Accessibility Standards-Notification of Disruption of Services, Monitoring and Feedback on Accessible Customer Service.
					2012 – Equity and Inclusion Policy Review Committee is reviewing and adding inclusive language into existing policies.
					2013 – Developed policy for the Integrated Accessibility Standard

Barrier	Objective	Timing	Responsibility	Progress to Date
Transportation	AODA mandated that school boards annually develop individual accommodation plans for transportation for students who require special transportation.	To be completed by the end of January 2014 and then annually at the beginning of each school year moving forward.	Special Education	As of January 2014 schools: • ensure that integrated accessible school transportation services are provided for their students; or • ensure that appropriate alternative accessible transportation services are provided for students with disabilities, 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. (July 1, 2011)

				• identify students with disabilities before the commencement of each school year or during the school year, based on the needs of the student with a disability;
				i) develop individual school transportation plans for each student with a disability
				ii) detail student assistance needs for each student with a disability, and
				iii) include plans for individual student boarding, securement and de-boarding;
				• identify and communicate to the appropriate parties the roles and responsibilities of the transportation provider, the parents or guardians of the student with the disability, the operator of the vehicle used to transport the student, appropriate school staff and the student with the disability.

Additional Barriers to be addressed under the Multi-Year Accessibility Plan

Type of Barrier	Location	Action	Target Date
Physical	To be determined	Installation of accessibility features in all new schools and schools being renovated.	Ongoing
Information/ Communication	Board-wide	Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities (access to board meetings / school events)	January 2015 (Completed)
Information/ Communication	Board-wide	Review the readiness of school libraries to provide accessible or conversion ready formats of print resources upon request	January 2015 (Completed)
Information / Communication	Board-wide	Review the readiness of school libraries to provide digital and multimedia resources in accessible format upon request	January 2020 (Completed)
Information / Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.1, Level AA Standards	2021 deadline

Review and Monitoring Process

Throughout the year, evaluation of the effectiveness in implementing the barrier-removal and prevention strategies will be ongoing in preparation for the next year of accessibility planning.

The Accessibility Work Group reminds staff about roles in implementing the plan.

Communication of the Plan

The Halton Catholic District School Board's accessibility plan will be posted on the Board's website at www.hcdsb.org and hard copies will be available upon request. The plan can be made available in accessible formats.

Contact information for accessible format requests: Special Education Services -Tel: 905-632-6300 or Fax: 905-632-9516.

School Accessibility Survey September 2020

	Single Storey Building.	Automatic Door Opener on the exterior doors.	Exterior Ramp to main entrance.	Flat Grade to main entrance.	Number of designated Accessible parking spaces.	Other ramp locations; if applicable how many?	Automatic Door openers in the interior of the school.	Accessible cubicles in the washrooms.	Separate accessible washrooms.	Elevator on site / elevating lift device.	EVAC chairs on site. How many?	Visual Alarm System.
Catholic Education Centre 802 Drury Lane	X	√	X	√	3	1	√	√	√	X	1	X
Catholic Education Centre 830 Drury Lane	X	X	X	√	3	X	X	X	X	X	X	X
Thomas Merton Oakville	√	√	√	√	4	X	X	√	X	-	X	X
Thomas Merton Milton	X	X	√	X	2	1	X	√	X	√	1	X
Thomas Merton Burlington	X	X	√	X	0	1	X	√	X	√	X	√
Assumption	X	√	√	X	4	4	√	√	X	√	6	√
Bishop P.F. Reding	X	√	X	√	4	1	X	√	√	√	6	X
Christ the King	X	√	X	√	2	2	√	√	√	√	8	√
Corpus Christi	X	√	X	√	4	X	√	√	√	√	6	√
Holy Trinity	X	√	√	√	6	2	√	√	√	√	7	√
Notre Dame	X	√	-	√	6	1	√	√	√	√	7	√
St. Ignatius of Loyola	X	X	X	X	2	1	X	√	X	√	5	√
St. Thomas Aquinas	X	√	√	√	4	X	√	√	√	√	8	√
St. Francis Xavier	X	√	√	√	11	2	√	√	√	√	5	√
Ascension	X	√	√	√	2	2	√	√	√	√	3	√
Canadian Martyrs	√	√	√	√	2	2	√	√	√	-	-	X
Guardian Angels	X	√	X	√	4	X	√	√	√	√	3	X
Holy Cross	X	√	X	√	2	X	X	X	√	√	2	X
Holy Family	√	√	√	√	2	2	√	√	√	-	-	X
Holy Rosary Burlington	X	√	X	√	1	X	X	√	X	√	4	X
Holy Rosary Milton	X	√	X	√	2	X	√	√	√	√	3	X
Mother Teresa	X	√	X	√	2	X	√	√	√	√	2	X
Our Lady of Fatima	X	√	X	√	3	X	√	√	√	√	3	X
Our Lady of Peace	X	√	X	√	2	X	√	√	√	√	2	√
Our Lady of Victory	√	√	X	√	2	1	√	√	√	√	-	X

	Single Storey Building.	Automatic Door Opener on the exterior doors.	Exterior Ramp to main entrance.	Flat Grade to main entrance.	Number of designated Accessible parking spaces.	Other ramp locations; if applicable how many?	Automatic Door openers in the interior of the school.	Accessible cubicles in the washrooms.	Separate accessible washrooms.	Elevator on site / elevating lift device.	EVAC chairs on site. How many?	Visual Alarm System.
Pope John Paul II	X	√	X	√	3	3	√	√	√	√	3	X
Sacred Heart of Jesus	X	√	X	√	4	X	√	√	√	√	3	√
St. Andrew	X	√	X	√	3	X	√	√	√	√	3	X
St. Anthony of Padua	X	√	X	√	3	X	X	√	√	√	3	√
St. Bernadette	X	√	√	√	3	2	√	√	√	√	3	X
St. Brigid	X	√	√	X	2	3	X	X	√	√	2	X
St. Catherine of Alexandria	X	√	√	√	6	X	√	√	√	√	2	X
St. Christopher	X	√	X	√	2	X	√	√	√	√	3	√
St. Dominic	X	√	X	√	2	X	X	X	√	√	4	X
St. Elizabeth Seton	X	√	X	√	2	X	√	X	√	√	3	X
St. Francis of Assisi	√	X	X	√	1	X	√	√	√	√	X	√
St. Gabriel	X	√	√	√	1	1	√	√	√	√	4	X
St. James	√	√	X	√	2	X	√	X	√	√	1	X
St. Joan of Arc	X	√	X	√	3	X	√	√	√	√	3	X
St. John Burlington	X	√	√	X	2	X	X	√	√	√	3	√
St. John Oakville	X	√	√	√	2	2	X	√	X	√	2	X
St. Joseph Acton	√	√	√	√	2	2	√	√	√	-	-	X
St. Joseph Oakville	X	√	√	X	2	1	X	√	X	√	3	X
St. Luke	X	√	X	√	1	1	X	√	√	√	2	√
St. Marguerite d'Youville	X	√	X	√	2	X	√	√	√	√	3	X
St. Mark	X	√	-	√	2	-	-	√	√	√	2	X
St. Matthew	√	√	-	√	2	X	√	X	√	√	1	√
St. Michael	√	√	X	√	2	X	√	√	√	√	X	X
St. Patrick	√	√	√	√	4	1	X	X	√	√	X	X
St. Paul	X	√	X	√	1	2	X	X	√	√	3	X
St. Peter	X	√	X	√	4	X	√	√	√	√	3	√

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	Single Storey Building.	Automatic Door Opener on the exterior doors.	Exterior Ramp to main entrance.	Flat Grade to main entrance.	Number of designated Accessible parking spaces.	Other ramp locations; if applicable how many?	Automatic Door openers in the interior of the school.	Accessible cubicles in the washrooms.	Separate accessible washrooms.	Elevator on site / elevating lift device.	EVAC chairs on site. How many?	Visual Alarm System.
St. Raphael	X	√	√	X	1	X	√	X	√	√	2	√
St. Timothy	√	√	X	√	2	X	√	X	√	√	1	X
St. Vincent	√	√	√	√	2	X	X	√	√	√	X	X
Lumen Christi	X	√	X	√	4	1	√	√	√	√	3	√
St. Mary	X	√	X	√	4	1	√	√	√	√	3	X
St. Anne	X	√	√	√	4	X	√	√	√	√	3	√
St. Benedict	X	√	√	√	3	3	X	X	√	√	3	√
Queen of Heaven	X	√	√	√	4	3	√	√	√	√	3	√
St. Gregory the Great	X	√	√	√	5	3	X	√	√	√	3	√

√ -Yes   x-no   -Not applicable

Where can I get more information about the *Accessibility for Ontarians with Disabilities Act, 2005*?

Questions can be directed to:

Accessibility Directorate of Ontario
Ministry of Economic Development, Employment and Infrastructure
601A – 777 Bay Street
Toronto ON M7A 2J4

Additional information available on-line at:

www.ontario.ca/accesson

Or via phone:

Phone: 416-849-8276 or 1-866-515-2025
TTY/TDD: 1-800-268-7095 or 416-325-3408

Appendices

Appendix A: **Integrated Accessibility Standards - Customer Service Form**

HALTON CATHOLIC CDSB
DISTRICT SCHOOL BOARD

Integrated Accessibility Standards - Customer Service Form

The purpose of this form is to receive and respond to feedback on how our goods or services are provided to individuals with disabilities. Please send the completed form to the attention of the Superintendent; Human Resources Services 802 Drury Lane Burlington, Ontario L7R 4L3 fax 905-632-3435

Name:

Contact Information:

(state telephone number and the best time to contact you and/or your email address)

Please state your concern:

Please state the location and date pertaining to your concern:

Did you speak with anyone at the facility regarding your concern?   Yes☐   No☐
If yes, please provide the contact name if known (Principal/Manager, Other)

What was their response?

How can we assist you?

Additional Information:

_____   _____
Signature   **Date**

'Personal information on this form is collected under the legal authority of the Accessibility for Ontarians with Disabilities Act and will be used to monitor issues and to receive feedback under the Integrated Accessibility Standards for Customer Service. Questions regarding this collection are to be directed to the Superintendent, Human Resources Services