

Multi-Year Accessibility Plan Durham Catholic District School Board



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The Accessibility Advisory Committee

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Table of Contents

Introduction.....	1
Definitions.....	2
Purpose, Principles and Requirement.....	3
Accessibility Advisory Committee – Terms of Reference.....	4
Multi-year Accessibility Plan.....	7
Durham Catholic District School Board–Inventory of Accessible Facilities	23
Communications.....	24

Policies and Administrative Procedures

Durham Catholic District School Board Policies:

- [Emergency Preparedness – PO414](#)
- [Durham Student Transportation Services – Transportation Policy and Procedures](#)
- [Accessibility Policy – PO434](#)
- [Customer Service Accessibility Standards, AP434-1](#)
- [Notice of Disruption of Service, AP434-2](#)
- [Use of Assistive Devices by the General Public, AP434-3](#)
- [Use of Support Person by the General Public, AP434-4](#)
- [Monitoring Feedback on Accessible Customer Service, AP434-5](#)
- [Use of Service Animals by the General Public, AP434-6](#)
- [Use of Service Dogs by Students in Schools - Draft, AP434-7](#)
- [Accessible Information and Communication, AP434-8](#)
- [Accessible Employment, AP434-9](#)
- [Accessible Student Transportation, AP434-10](#)
- [Emergency Evacuation of Students Requiring Specialized Assistance, AP414-10](#)

Resources

- [Bill 125 – Ontarians with Disabilities Act, 2001](#)
- [Accessibility for Ontarians with Disabilities Act, 2005](#)
- [Accessibility Standards for Customer Service, Ontario Regulation 429/07](#)
- [Integrated Accessibility Standards, Ontario Regulation 191/11](#)

Introduction

We are called to celebrate and nurture the God-given talents of each student as we serve with excellence in the light of Christ.

Consistent with Gospel Values, the Durham Catholic District School Board shall promote the dignity and value of the whole person. As such, the Durham Catholic District School Board is committed to ensuring compliance with the Ontarians with Disabilities Act, 2001 (ODA), the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) and all associated Regulations.

Definitions

Accessibility Standard – means an accessibility standard made by regulation under the of AODA Act, 2005

Barrier – means anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice; (“obstacle”)

Disability – means:

- (a) any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- (b) a condition of mental impairment or a developmental disability,
- (c) a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- (d) a mental disorder, or
- (e) an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997; (“handicap”)

Purpose, Principles and Requirements

Purpose:

The objective of the Ontarians with Disabilities Act, 2001 (ODA) and the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal, and prevention of barriers to their full participation in the life of the province. The Multi-year Accessibility Plan will provide an overall direction that governs the Durham Catholic District School Board's compliance with the Ontarians with Disabilities Act, 2001 and Accessibility for Ontarians with Disabilities Act, 2005. The AODA also includes the following regulations:

- Customer Service – described in Ontario Regulation 429/07, effective January 2010
- Regulation 191/11 – Integrated Accessibility Standards, effective June 2011

Principles:

The Durham Catholic District School Board is committed to the continual improvement of accessibility and the ongoing removal of barriers to Board facilities, policies, programs, practices and services for students, staff, parent/guardians, volunteers and members of the community with disabilities.

Requirements:

The Director of Education or Designate shall:

- establish an Accessibility Advisory Committee;
- consult with people with disabilities in the development and review of its annual accessibility plan;
- ensure that Board policies and procedures are consistent and maintained up-to-date with the principles of accessibility; and
- plan continual improvement of access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community.

Accessibility Advisory Committee – Terms of Reference

Vision

The Accessibility Advisory Committee's vision is centered on the continued development of a Catholic learning community that provides quality Catholic education to all students. This Catholic learning community is founded on our relationship with Jesus and our commitment to live the Gospel.

Description of Durham Catholic District School Board

Durham Catholic District School Board covers the municipalities of the City of Oshawa, Town of Whitby, Town of Ajax, City of Pickering and the Townships of Scugog, Uxbridge and Brock.

Durham Catholic District School Board embraces the philosophy of inclusion, where all students, regardless of their abilities, are included in the regular classrooms in their neighbourhood school. The schools are Catholic learning communities led by Principals, Vice-Principals, teachers and support staff committed to providing educational experiences that allow students to meet Catholic Graduate Expectations.

Executive Summary

The purpose of the Accessibility For Ontarians with Disabilities Act, 2001, 2005, (AODA) and related Regulations is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province. To this end, the AODA requires each school board to prepare an annual accessibility plan; to consult with people with disabilities in the preparation of this plan; and to make the plan public.

In accordance with our philosophy of inclusion, the Durham 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.

Committee Objectives

- Identify, and recommend prevention strategies to remove barriers for people with disabilities who work in, use or attend school board facilities
- Describe the initiatives previously implemented by Durham Catholic District School Board that identify, remove and prevent barriers for people with disabilities
- List the policies, procedures, programs, practices and services that Durham Catholic District School Board in place are being developed to identify barriers for people with disabilities
- Coordinate and maintain the Durham Catholic District School Board Multi-Year Accessibility Plan.
- Assist the Durham Catholic District School Board in ensuring the Multi-Year Accessibility Plan is available to the public
- Coordinate and respond to all communications received relating to accessibility concerns, suggestions and recommendations.

Commitment to Accessibility Planning

Durham Catholic District School Board makes a commitment to:

- Improve access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community
- Meet as an Accessibility Advisory Committee on a regular basis
- Partnering with persons with disabilities and service organizations in the development and review of its annual accessibility plans
- Monitor school board policies and procedures to ensure they are consistent with the legislative requirements as outlined in the ODA, 2001 and Accessibility for Ontarians with Disabilities Act, 2005, 2011.

The Accessibility Advisory Committee

The committee consists of the following members:

Accessibility Advisory Committee Member	Department
Manager of Custodial & Maintenance Services	Facilities Services
Consultant	Student Services
Principal	School
Resource Teacher for Hearing Services	Student Services
Resource Teacher for Vision Services	Student Services
WSIB/Disability Claims Management Officer	Human Resources
Program Support Teacher	Secondary School
Service Quality Supervisor	Facilities Services
Manager	Information, Communications and Technology
Operations Manager	Durham Student Transportation Services
Manager	Business Services
Communications Officer	Communications
Community Representative	Community

Role of Accessibility Advisory Committee

Establish a framework that ensures compliance with the AODA legislative Acts and related regulations to further identify the barriers to people with disabilities in all facilities, procedures, policies, programs, practices and services offered by the Board.

Review and Monitoring Process

The Accessibility Advisory Committee will meet a minimum of three times a year (September, January and May) to review progress. Throughout the year, a review of the effectiveness of the implementation of the barrier-removal and prevention strategies will assist in preparation for the following year of accessibility planning. Recorded minutes of these meetings will be available.

DURHAM CATHOLIC DISTRICT SCHOOL BOARD

MULTI-YEAR ACCESSIBILITY PLAN

The government enacted the Accessibility for Ontarians with Disabilities Act in 2005. This Act lays the framework for the development of province-wide mandatory standards on accessibility in all areas of daily life. Its goal is to make Ontario accessible for people with disabilities by 2025. Through the application of province-wide accessibility standards, will improve access to all Ontarians by identifying, breaking down and preventing barriers to accessibility.

About the Standards

Accessibility standards are the rules that businesses and organizations in Ontario will follow to identify, remove and prevent barriers to accessibility.

The Accessibility Standard for **Customer Service** applies to all organizations that provide goods or services either directly to the public or to other organizations in Ontario that have one or more employees in Ontario. Accessible customer service is about changes to how we serve customers with disabilities.

Ontario's next four standards are all part of the **Integrated Accessibility Standards Regulation**. The regulation sets out the requirements for each of the standards, as well as general requirements that apply to all, such as:

- developing accessibility policies and plans
- training employees and volunteers, and
- considering accessibility when purchasing goods or services.

These standards will remove barriers in four areas:

- **Employment** - expanding Ontario's labour pool and welcoming people with disabilities into more workplaces
- **Information and Communications** - giving people with disabilities access to more of the information we all depend on
- **Transportation** - making it easier for people with disabilities to get to where they need to go
- **Built Environment** – will help remove barriers in new construction and extensive renovation of buildings and outdoor spaces for people with disabilities

The regulation applies to public, private, and not-for-profit businesses and organizations that:

- provide goods, services or facilities either directly to the public or to other businesses or organizations, and
- have at least one employee in Ontario.

Customer Service Standard

The Accessibility Standard for Customer Service applies to all organizations (public, private and non-profit) that provide goods or services either directly to the public or to other organizations in Ontario and that have one or more employees in Ontario.

Policies/practices and procedures have been established to provide services to people with disabilities.

Reference: Ontario Regulation 429/07

Administrative Procedure AP#434-1, AP#434-2, AP#434-3, AP#434-4, AP#434-5, AP#434-6, AP#434-7, AP#434-8, AP#434-9, AP#434-10

Action Plan

The Board will make all reasonable efforts to ensure that all services, policies, and procedures are consistent with the principles of independence, dignity, integration and equality of opportunity to all with particular attention for persons with disabilities

The Board will welcome all members of the school and broader community to its facilities by committing staff and volunteers to providing services that respect the independence and dignity of persons with disabilities. Such services will incorporate measures that include but are not limited to the use of assistive devices and service animals.

To ensure greater awareness and responsiveness to the needs of a person with disabilities, the Board will provide appropriate training for all staff and volunteers who interact with the public or other third parties on behalf of the board. As new staff are hired, the training will become a component of their orientation training and will be provided within a reasonable timeframe.

So that adherence to this policy can be achieved efficiently and effectively, the Board, its managers and school based administrators will take into account the impact on persons with disabilities when purchasing new equipment, designing new systems or planning initiatives.

Employment

The Accessibility Standard for Employment will help organizations support and keep more skilled employees. It will make accessibility a normal part of finding, hiring and communicating with employees who have disabilities.

Recruitment

Required to notify employees and identify through postings the availability of accommodations for applicants with disabilities in the recruitment process.

Action Plan

Post appropriate wording/notice on Board website in both the Accessibility Section and the Career Section.

Include appropriate language into internal and external job postings – **Proposed Language** – Pursuant to the Accessibility for Ontarians with Disabilities Act, 2005 (AODA), if you require accommodation at any time throughout the application process, please refer to the Careers Section on the Board web site for details and/or contact (name of person who will be receiving applications) prior to the posting closing date so that appropriate arrangements can be made.

Recruitment/Assessment and Selection Processes

Required to notify job applicants when qualified candidate is invited to participate in the selection process that accommodation is available upon request in relation to materials or processes to be utilized. The Board must consult with the applicant invited to participate in the selection process who requests an accommodation and must provide for/arrange for the provision of suitable accommodations.

Action Plan

Include appropriate language in internal and external postings and re-state to candidates invited to participate in the selection process.

Update relevant policies and procedures.

Train HR/AS departmental staff and other resource staff who are involved in recruitment/selection process.

Notification to Successful Applicants:

When making offers of employment, Board must notify successful applicant of their policies for accommodating persons with disabilities.

Action Plan

Fold into job offer letters language advising employees of disability management policy and procedure and duty to accommodate in employment

Ensure HR/AS staff are aware of requirements
Incorporate into employee orientation

Document sign-off (Training Confirmation Form)

Accessible Formats/Communication Supports:

Where a disabled employee requests, the Board is required to consult with the employee to provide or arrange to provide accessible formats and communication supports for information needed to perform their job and information that is generally available to other employees.

Action Plan

Ensure staff consults with disabled employees to determine most suitable and accessible communication format

Work in collaboration with Communication and ICT departments regarding technological solutions re: formats

Amend policies and procedures as necessary

Workplace Emergency Response Information

The Board is required to provide individualized workplace emergency response information to employees with disabilities if individualized information is necessary based on the type of disability and if the Board is aware of the need for accommodation.

The Board must provide the information as soon as practicable after becoming aware of the need for such accommodation. The individualized workplace response information may be shared with the person designated by the Board to provide assistance to employees with disabilities if the employee consents (eg. Principal). This information must be reviewed if the employee moves to a different work location, when their overall accommodations needs in place are reviewed and when the employer reviews its general emergency response plans

Action Plan

Distribute numbered memo with Individual Emergency Response Plan form annually to all employees and provide to new employees through orientation process.

Review and/or amend Emergency Preparedness (PO414) and related Administrative Procedure (414-10) to adapt to Persons requiring specialized assistance instead of referring only to Students (procedure may need to be specific relative to employees and students and generic relative to visitors, Community Use, etc.)

Modify Fire Plan as applicable

Train site based managers on requirement

Documented Individual Accommodation Plans

Need to define a written process to develop documented accommodation plans for employees with disabilities which involves employee participation. Subsequently plan the means by which the employee is involved on an individual basis and the process by which an employee can request an evaluation through an outside medical expert at the Board's expense to assist in the determination regarding the Board's ability to achieve a suitable accommodation.

Action Plan

Include in annual sign off process of policies and procedures the Disability Management Policy and Administrative Procedure.

Return to Work Process:

The Board needs to ensure its Return to Work processes vis-à-vis Disability Management Policy and Administrative Procedure properly document a Return to Work process for employees absent from work due to disability and who require disability related accommodations in order to return to work.

Action Plan

See Disability Management Policy and Administrative Procedure

Increase employee/manager awareness of Policy and Administrative Procedure

Continue to educate union/employee groups on Disability Management best practices, case law and Board processes

Performance Management/Career Development/Succession Planning/Redeployment:

For these processes and practices the Board must take into account the accessibility needs of disabled employees and their individual accommodation needs.

Action Plan

Ensure leadership/succession processes properly consider such needs by way of documents, practices, etc.

Ensure performance management takes into consideration accessibility requirements.

Policies and Practices

Numbered policy directives are issued to district school boards and school authorities to outline Ministry of Education's expectation regarding implementation of ministry policies and programs.

Action Plan

Policy/Procedures Committee will review all relevant policies and procedures and update accordingly.

Transportation

On July 1, 2011 the Transportation Standard came into effect for public transportation providers.

The Accessibility Standard for Transportation will make public transportation services more accessible by making it easier for people with disabilities to get to where they need to go.

Action Plan

The Durham CDSB and Durham Student Transportation Services are committed to providing integrated and accessible transportation to all students. The DCDSB has a transportation policy and administrative procedure for accessibility, for more information visit: <http://www.dsts.on.ca>. These focused services are attained through an application process governed by student services and transportation departments.

Appropriate alternative accessible transportation services are provided for students with disabilities. Students with disabilities are identified before the commencement of each school year or during the school year, based on the needs of the students with the disability.

An individual student transportation plan is required for all students receiving accessibility related transport. Documentation has been provided to all stake holders with regards to the communication process for the Individual Student Transportation Plan.

Reference: Section 75, Accessibility For Ontarians with Disabilities Act
Accessible Student Transportation AP434-10
DSTS – Student Transportation <http://www.dsts.on.ca>

Information and Communication

The Accessibility Standard for Information and Communications will help people with disabilities access sources of information that many of us rely on every day.

For example, it will:

- help people with vision loss access more websites using their screen readers
- expand large print and digital collections in public libraries
- provide students with course information and learning materials in accessible formats.

Information regarding emergency procedures, plans or public safety information, will be provided in accessible formats, such as large print, starting January 1, 2012. Other requirements will be phased in between January 2012 and 2025.

Action Plan

Feedback

DCDSB has a process for receiving and responding to feedback that ensures that the processes are accessible to persons with disabilities by providing or arranging for the provision of accessible formats and communications supports, upon request. Reference: Section 13, Accessibility For Ontarians with Disabilities Act

Accessible websites and web content

DCDSB website and web content is accessible and conforms with WCAG 2.0 level AA

Accessible formats usable by persons with disabilities and communication supports that facilitate effective communication.

Reference: Section 14, Accessibility for Ontarians with Disabilities Act

Guidelines for writing accessible documents

Keep these guidelines in mind when writing accessible documents:

- Know your audience;
- Be relevant and objective with your content;
- KISS – Keep it simple and succinct; and
- Good writing means rewriting and editing.

Making documents more accessible

There are several items to consider when creating written communication materials such as newsletters, flyers, brochures, email messages, presentations, projects, videos and more. The goal is to make the content easier for people to read and understand.

Plain Language

Plain language is text that the reader can understand the first time they read it. Text that is clear and easy to read helps readers with learning disabilities and low literacy skills. You want to ensure that language is free from acronyms, jargon and complex sentence structures.

When writing in plain language, remember to:

- Keep your audience in mind;
- Use an active voice;
- Write simple and short sentences;
- Use a friendly and approachable tone;
- Use common everyday language; and
- Eliminate jargon and acronyms.

Documents should be Clear, Organized and Readable

Use the following guidelines to make documents more accessible:

- Clarity
 - Do not provide too much information;
 - Use bullet point summaries, rather than complete paragraphs.
- Organization
 - Do not place text over cluttered backgrounds;
 - Use wide margins (min. 0.5 inches);
 - Use large line spacing;
 - Leave larger spaces between sections than between paragraphs.
- Readability
 - Printed materials such as newsletters, brochures, flyers, etc must be **printed on a matte finish**, not glossy.

Font, Design and Accessible formats

Use “Sans-Serif” fonts such as Arial. These fonts have easily recognizable upper, lower-case and numerical characters. Narrow versions of these fonts **should be avoided**.

Durham Catholic District School Board’s “corporate” font is **Arial**.

Avoid complicated, decorative or handwriting fonts.

Arial This font is accessible

Garamond This font is not accessible

Montotype Corsiva This font is not accessible

Appropriate Font Size

The font size is an important factor in legibility. Font size 12 is DCDSB’s standard for main body text.

A minimum font size 16 is the standard for DCDSB presentation documents.

Font size of 10 points or smaller is **not** accessible and should be avoided where possible.

Use **Bold** for emphasis, not italics or underlining

- **Avoid *italics* and underlining to improve readability.**
- Italic fonts are difficult to read, due to the output of angled characters. Many exceptions to using italics exists, such as when required to meet standard formatting (eg. Citation in legal documents).
- As a rule, **avoid italics where possible.**
- Underlining interferes with lower-case letters and **should be avoided for emphasis**. Only use underlining when describing links, such as email addresses and web pages. For example: dcdsb.ca
- Microsoft Office products typically recognize email addresses and web page links and automatically apply this format.

Avoid sentences in all UPPER CASE letters

The use of ALL CAPS is not accessible.

A sentence with a combination of upper and lower case letters is easier to read. A sentence in all upper-case letters gives a reader the impression of shouting and therefore should be avoid where possible.

Text Alignment

All text must be aligned to the left margin. This makes it easier to find the start of the line and keeps spacing between the words even. It is also the standard format used by screen reader technology.

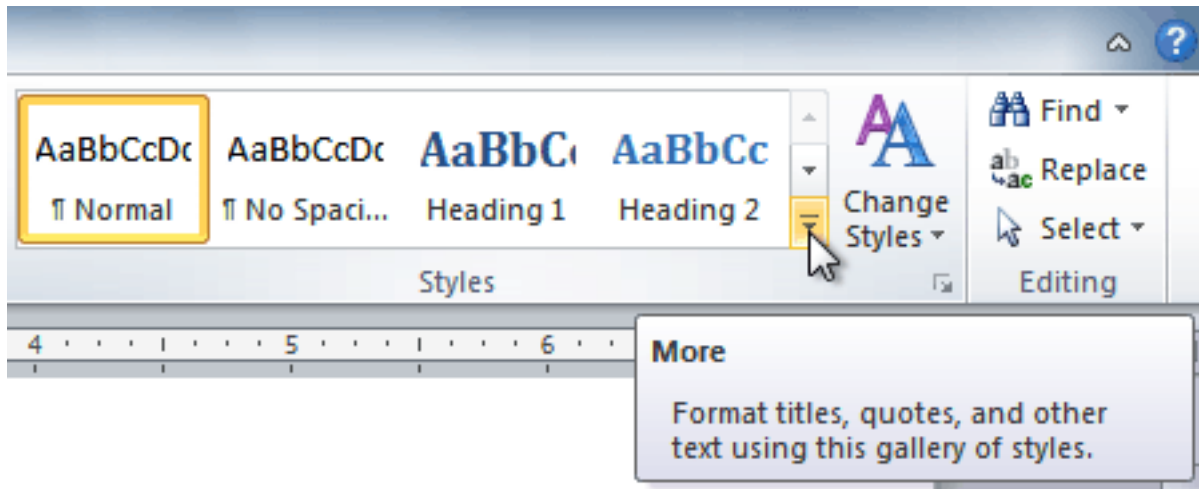
Centre alignment is not accessible.

Full alignment is not accessible. It creates extra spaces between words and makes it difficult to read.

Use Navigational Aids

When using Microsoft Office, use the “Styles” tool to format document headings and body. Benefits to using “Styles” include:

- Increased readability;
- Screen readers can identify and navigate sections;
- A table of contents with links to document sections can be automatically generated; and
- Formatting is consistent throughout the document.



Styles are formatting instructions, such as:

- Heading 1 for the title of your document;
- Heading 2 for the top-level heading;
- Heading 3 for sub-headings; and
- Body Text for the body text in your document.

Clean Design and Simplicity

Use distinctive colours, sizes and shapes on the covers of materials to make them easier to tell apart. Don't overlap too many images and/or text. Reduce distractions by not using watermarks, clipart graphics, WordArt or complicated background designs.

Use High Contrast

Black text on a white background provides the best contrast, but is not the only option. Use a minimum 7:1 contrast ratio between the background and the foreground.

Online contrast testing tools are also available, which allow you to test colour combinations to determine the exact contrast ratio. https://snook.ca/technical/colour_contrast/colour

Use Alt Tags for Graphics



**DURHAM CATHOLIC
DISTRICT SCHOOL BOARD**
Learning and Living in Faith

All

pictures and graphics must include a short description in a document.

An "Alt Tag", or alternative text, is a brief description of any graphic inserted into a document. It can be read by a screen reader to allow someone with a vision disability to understand what the graphic is.

The tag is also displayed in place of the image when software does not support the display of images or when the user has chosen not to view the images.

Additional Information

For additional information, please email communications@dcdsb.ca or contact a member of DCDSB's Accessibility Committee.

Accessible Format and Communication Supports

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 that is no more than the regular cost charged to other persons.

Consult with the person making the request in determining the suitability of an accessible format or communication support, with the final determination as to which accessible format or communication support shall be used, rests with DCDSB.

Notification to the public about the availability of accessible formats and communication supports.

Accessibility training for all educators

Reference: Section 16, Accessibility For Ontarians with Disabilities Act

DCDSB shall provide educators with accessibility awareness training related to accessible program or course delivery and instruction.

Resource: www.theteachableproject.org

DCDSB shall keep a record of the training provided under this section including the dates on which the training is provided and the number of individuals to whom it is provided.

Reference: Section 16, Accessibility For Ontarians with Disabilities Act

Training resources to support accessibility awareness training for teachers and other classroom staff related to accessible program or course delivery.

Create curriculum resources K-12 that promote student awareness of accessibility issues.

Building effective professional learning communities together requires that partners at all levels of the education system create the conditions that provide all students with the best possible opportunities to learn and to maximize their potential. DCDSB is committed to providing ongoing professional development opportunities for teachers and support staff to improve learning outcomes for all students. DCDSB is guided by the principles outlined in Learning For All K- 12 to implement Universal Design For Learning, Differentiated Instruction and the Tiered Approach to prevention and intervention.

Educational and Training Resources and Materials

Reference: Section 15, Accessibility For Ontarians with Disabilities Act

Educational or training materials are provided in an accessible format.

DCDSB receives Special Equipment Amount (SEA) funding to assist with the costs of equipment essential to support students with special education needs where the need for specific equipment is recommended by a qualified professional. This equipment is to provide students with accommodations that are directly required and essential to access the Ontario curriculum and/or a board determined alternative program and/or course and/or to attend school.

Built Environment

The Accessibility Standard for the Built Environment will help remove barriers in buildings and outdoor spaces for people with disabilities. The standard will only apply to new construction and extensive renovation.

Action Plan

DCDSB maintains an annual facilities renewal program to upgrade board facilities to support access to all sites and building.

Refer to Inventory of Accessible Facilities.

Ongoing compliance to maintain existing equipment (doors, ramps, rails, curb-cuts, handicap parking, signage).

Contingency funds to address student/staff accessibility projects during current year.

DURHAM CATHOLIC DISTRICT SCHOOL BOARD
INVENTORY OF ACCESSIBLE FACILITIES

DURHAM CATHOLIC DISTRICT SCHOOL BOARD - INVENTORY OF ACCESSIBLE FACILITIES

SCHOOL	TYPE OF STRUCTURE	ACCESSIBLE ENTRANCES (RAMPS)	DOOR OPERATOR		ELEVATORS, LIFTS & STAGE ACCESS			INSTRUCTIONAL AREAS NOT ACCESSIBLE	BARRIER FREE WASHROOM
			FRONT	ALTERNATE	Elevators	LIFT	Stage Access		
Adult Education-Ajax	2 storey	All Entrances	Yes	Yes	Yes		N/A	ALL AREAS ACCESSIBLE	Yes
Adult Continuing Education-Oshawa	2 storey	All Entrances	Yes	Yes	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
All Saints	3 storey	All Entrances	Yes	Yes	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
Archbishop Denis O'Connor	2 storey	All Entrances	Yes	Yes	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
Father Fenelon	2 storey	All Entrances	Yes	Yes	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
Father Joseph Venini	1 storey	All Entrances	Yes	No	N/A		No	ALL AREAS ACCESSIBLE	Yes
Father Leo J. Austin	2 storey	All Entrances	Yes	No	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
Good Shepherd	1 storey	All Entrances	Yes	Yes		Yes	Yes	ALL AREAS ACCESSIBLE	Yes
Holy Family	1 storey	All Entrances	Yes	No	N/A		Yes	ALL AREAS ACCESSIBLE	Yes
Monsignor John Pereyema	2 storey	All Entrances	Yes	No	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
Monsignor Paul Dwyer	1 storey	All Entrances	Yes	No	N/A		Yes	ALL AREAS ACCESSIBLE	Yes
Monsignor Philip Coffey	1 storey	All Entrances	Yes	Yes	N/A		N/A	ALL AREAS ACCESSIBLE	Yes
Notre Dame	3 storey	All Entrances	Yes	Yes	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
Sir Albert Love	1 storey	All Entrances	Yes	No	N/A		N/A	ALL AREAS ACCESSIBLE	Yes
St. Andre Bessette	2 storey	All Entrances	Yes	Yes	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
St. Bernadette	2 storey	All Entrances	Yes	No	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
St. Bernard	1 storey	All Entrances	Yes	No		Yes	Yes	ALL AREAS ACCESSIBLE	Yes
St. Bridget	1 storey	All Entrances	Yes	No	No		Yes	ALL AREAS ACCESSIBLE	Yes
St. Catherine of Siena	1 storey	All Entrances	Yes	Yes	No	No	No	ALL AREAS ACCESSIBLE	Yes
St. Christopher	1 storey	All Entrances	Yes	No	N/A		N/A	ALL AREAS ACCESSIBLE	Yes
St. Elizabeth Seton	2 storey	All Entrances	Yes	Yes	Yes		No	ALL AREAS ACCESSIBLE	Yes
St. Francis de Sales	1 storey	All Entrances	Yes	No	N/A		N/A	ALL AREAS ACCESSIBLE	Yes
St. Hedwig	1 storey	All Entrances	Yes	No	N/A		Yes	ALL AREAS ACCESSIBLE	Yes
St. Isaac Jogues	1 storey	All Entrances	Yes	No	No		No	ALL AREAS ACCESSIBLE	Yes
St. James	1 storey	All Entrances	Yes	Yes	N/A		No	ALL AREAS ACCESSIBLE	Yes
St. John Bosco	2 storey	All Entrances	Yes	Yes	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
St. John Paul II	2 storey	All Entrances	Yes	Yes	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
St. John the Evangelist	1 storey	All Entrances	Yes	Yes		Yes	No	ALL AREAS ACCESSIBLE	No
St. John XXIII	1 storey	All Entrances	Yes	No		Yes	Yes	ALL AREAS ACCESSIBLE	Yes
St. Joseph (Oshawa)	2 storey	All Entrances	Yes	Yes	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
St. Joseph (Uxbridge)	1 storey	All Entrances	Yes	No		Yes	Yes	ALL AREAS ACCESSIBLE	Yes
St. Josephine Bakhita	2 storey	All Entrances	Yes	No	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
St. Jude	1 storey	All Entrances	Yes	Yes	N/A		No	ALL AREAS ACCESSIBLE	No
St. Kateri Tekakwitha	2 storey	All Entrances	Yes	Yes	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
St. Leo	1 storey	All Entrances	Yes	No	N/A		Yes	ALL AREAS ACCESSIBLE	Yes
St. Luke the Evangelist	2 storey	All Entrances	Yes	No	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
St. Marguerite d'Youville	2 storey	All Entrances	Yes	Yes	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
St. Mark the Evangelist	1 storey	All Entrances	Yes	No	N/A		No	ALL AREAS ACCESSIBLE	Yes
St. Mary	2 storey	All Entrances	Yes	No	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
St. Matthew the Evangelist	1 storey	All Entrances	Yes	No	N/A		No	ALL AREAS ACCESSIBLE	Yes
St. Monica	1 storey	All Entrances	Yes	No	N/A		No	ALL AREAS ACCESSIBLE	Yes
St. Patrick	2 storey	All Entrances	Yes	No	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
St. Paul	1 storey	All Entrances	Yes	No		Yes	Yes	ALL AREAS ACCESSIBLE	Yes
St. Teresa of Calcutta	2 storey	All Entrances	Yes	No	Yes		Yes	ALL AREAS ACCESSIBLE	Yes
St. Theresa	2 storey	All Entrances	Yes	No	N/A		No	ALL AREAS ACCESSIBLE	Yes
St. Thomas Aquinas	1 storey	All Entrances	Yes	No	N/A		N/A	ALL AREAS ACCESSIBLE	Yes
St. Wilfrid	2 storey	All Entrances	Yes	Yes	Yes		No	ALL AREAS ACCESSIBLE	Yes
Catholic Education Centre	2 storey	All Entrances	Yes	Yes	Yes		N/A	ALL AREAS ACCESSIBLE	Yes
Catholic Education Centre -BS/FS/ICT	2 storey	All Entrances	No	Yes	N/A		Yes	ALL AREAS ACCESSIBLE	Yes
Giffard Centre	1 storey		Yes		N/A		No	ALL AREAS ACCESSIBLE	Yes
OMAC	1 storey	All Entrances	Yes	No	N/A		N/A	ALL AREAS ACCESSIBLE	Yes

Communications

The Accessibility Advisory Committee would like to provide an on-going opportunity for all staff, parents, and community partners of the Durham Catholic District School Board to communicate accessibility concerns to the Accessibility Committee.

The Accessibility Advisory Committee has established a webpage found at www.dcdsb.ca. Please refer to this website for information relating to the Durham Catholic District School Board's Multi-Year Accessibility Plan and to communicate with the committee, through the on-line form, any concerns, suggestion, and recommendations for review.