



Kawartha Pine Ridge District School Board

2024-2025 COHREA Annual Report



March 2026

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How do I access the COHREA Annual Report?

The COHREA Annual Report is available in any of the following ways:

- **Online to the public:** Go to [COHREA Annual Reports](#) on the KPR web page.
- **By email:** cohrea@kprdsb.ca.
- **By telephone:** Leave a voicemail at 705-742-9773 ext. 2023, and the COHREA will follow up with you.
- **This report can be made available in an alternate format upon request.**

How do I provide feedback?

To provide feedback or send questions about any section of this Annual Report, please contact the Commissioner's Office of Human Rights, Equity and Accessibility (COHREA) at:

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1994 Fisher Drive
Peterborough, Ontario
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COMMISSIONER'S OFFICE OF
HUMAN RIGHTS,
EQUITY & ACCESSIBILITY

1.0 About the Commissioner’s Office of Human Rights, Equity and Accessibility

1.1 COHREA’s Mandate

The Commissioner’s Office of Human Rights, Equity and Accessibility (COHREA) at the Kawartha Pine Ridge District School Board (KPR) has completed its annual report for the 2024–2025 school year. Operating independently and at arm’s length from the Board, COHREA provides a transparent and impartial process for addressing concerns related to discrimination, harassment, and other matters under Ontario’s *Human Rights Code*.

The office provides system level guidance on the legal application of equity, including obligations related to accommodation and special programs. While educational equity tied to curriculum and broader social equity initiatives remains under the Superintendent responsible for Equity, Diversity and Inclusion (EDI), COHREA collaborates with EDI initiatives where human rights related intersections arise. COHREA also works with Human Resources on matters connected to employment equity and specifically regarding hiring policies. In addition, COHREA oversees KPR’s obligations under the *Accessibility for Ontarians with Disabilities Act (AODA)*, supporting efforts to identify, prevent, and remove systemic barriers affecting individuals with disabilities across the school system.

1.2 Legal Compliance and Human Rights Education

The COHREA exists to ensure that KPR complies with the *Human Rights Code* (“the Code”), Ontario’s primary anti discrimination law protecting the dignity and worth of every person. In alignment with the Code, COHREA endeavours to maintain a clear, transparent, confidential, and accessible internal complaints process—an essential component of fostering an educational environment where concerns about discrimination and harassment can be addressed effectively.

The delivery of education is considered a service under the Code, and the *Education Act* further establishes that education must help students realize their potential and development into skilled, knowledgeable, and caring citizens. The Education Act also requires school boards to create inclusive and accepting school environments, consistent with the spirit and obligations of the Code. As such, KPR is expected to implement the *Education Act* in full compliance with human rights law.

In advancing its mandate, COHREA leads system wide human rights education and training. This work focuses on:

- Ensuring that senior leaders and educators, acting as duty bearers, provide services to students (rights holders) in a non discriminatory manner consistent with the Code.
- Fulfilling KPR’s proactive duty to identify, prevent, and address discrimination experienced by students, staff, and community members.

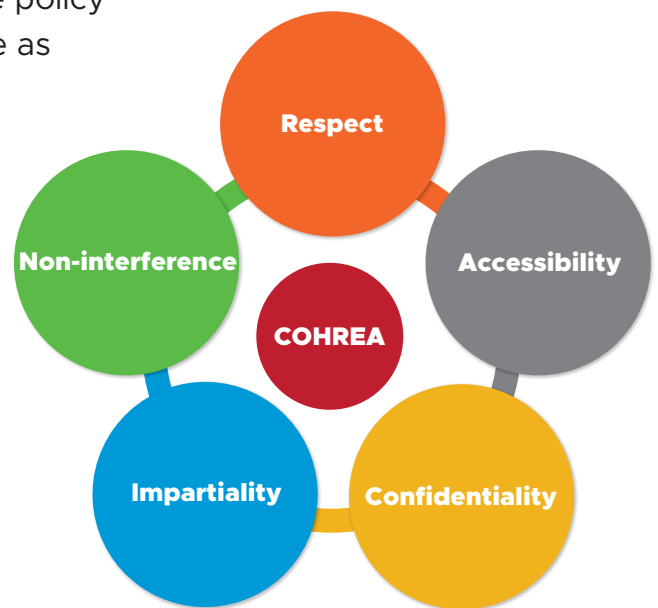
- Supporting the development of special programs, when needed, to remedy unintentional or legacy discriminatory practices.

Through these efforts, COHREA advances human rights learning across KPR and supports the Board’s mission of inspiring students to excel, succeed, and contribute positively to the wider KPR community.

1.3 Human Rights Policy

COHREA operates under Board Policy B-3.3, *Human Rights: Code Based Discrimination and Harassment*,¹ and its corresponding Administrative Regulation, B-3.3.1, Human Rights - Code Based Discrimination and Harassment (Policy B-3.3). Upholding an educational environment free from discrimination and harassment is essential to upholding the guiding principles of KPR’s Board Action Plan.² This requires accountability from all members of the KPR community and a steadfast commitment to maintaining a welcoming, inclusive, anti-discriminatory, and affirming environment. To meet its legal obligations, KPR relies on a fair, effective, and accessible internal complaints process for addressing Code based discrimination and harassment. The Report IT! confidential online tool supports this requirement.³

Policy B-3.3 outlines the processes for identifying and addressing reported or known instances of Code based discrimination or harassment, ensuring responses are prompt, fair, judicious, and respectful of confidentiality. The policy is organized into seven sections detailing the Code as it applies within KPR, including an overview of the five social areas and definitions of the seventeen protected grounds.



1.4 Governing Principles

The COHREA is committed to its five governing principles: Respect, Accessibility, Confidentiality, Impartiality and Non-Interference which specifically guide its work regarding complaints management.

¹Board [Policy B-3.3](#), Human Rights Code-Based Discrimination and Harassment and Administrative [Regulation B-3.3.1](#), Human Rights-Code-Based Discrimination and Harassment.

²The three (3) Guiding Principles of the [Board Action Plan](#) are Learning Matters, Belonging Matters and Relationship Matters.

³[Report IT!](#) is available to all members of the KPR community to bring forward a concern to be addressed that may (or may not have) have Code implications.

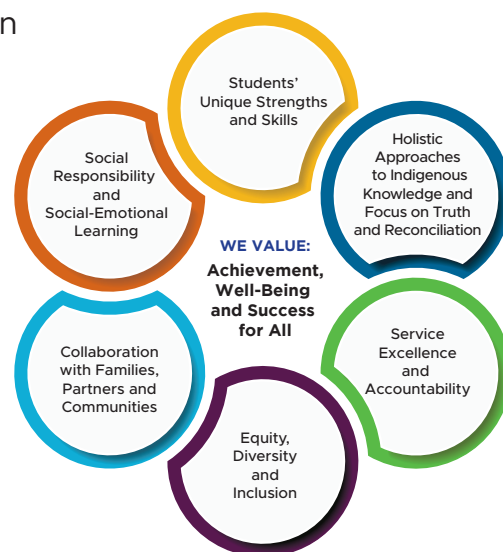
³For example, the Code grants every person with a right to equal treatment with respect to services, goods and facilities without discrimination based on race (i.e., common descent or external features such as skin colour, hair texture, facial characteristics), gender identity (i.e., a person’s conscious sense of maleness and/or femaleness, separate and distinct from biological sex), or sexual orientation (includes lesbian, gay, bisexual, heterosexual, two-spirited, questioning, etc.).

The following details how each principle is actioned by the COHREA:

- a. Respect:** COHREA approaches all matters through a human rights lens, ensuring dignity, worth, careful review, and impartial consideration free from bias. Respect and dignity are two different, but closely related concepts. The actions of the COHREA are aligned with the Preamble to the Universal Declaration of Human Rights (proclaimed in 1948) which emphasizes the importance of recognizing the inherent dignity of an individual in the following terms: “...recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice, and peace in the world.”⁴
- b. Accessibility** – COHREA works to identify and remove systemic and attitudinal barriers so individuals—particularly persons with disabilities—can fully access its complaint processes, education, and training.
- c. Confidentiality** – All interactions with COHREA are private. Information is only shared with written consent, except in situations where safety concerns require limited disclosure.
- d. Impartiality** – COHREA operates independently of formal administrative structures to ensure objective, unbiased, and procedurally fair handling of issues.
- e. Non Interference** – Although COHREA reports to the Director of Education, it conducts complaint management independently to maintain fairness, trust, and confidence.

1.5 COHREA’s Alignment with the Board Action Plan

The COHREA’s goals are closely aligned with the Board Action Plan (BAP), which centres on the three interconnected pillars of Excel in Learning, Succeed in Life, and Enrich Communities. These pillars are premised on fostering human rights, equity, and accessibility supports by ensuring that all learning and well being initiatives are grounded in a human rights–based approach. By embedding equity and accessibility into policies, practices, and decision making, COHREA helps create learning environments where excelling in learning is achievable for every student and staff member. Its focus on human rights ensures that the conditions necessary for succeeding in life, including dignity, safety, respect, and belonging, are intentionally cultivated. Likewise, COHREA’s work reinforces the BAP’s commitment to enriching communities by promoting inclusive relationships, eliminating systemic barriers, and affirming the diverse identities and experiences within KPR. Together, the integration of COHREA’s mandate with the three pillars of the Board Action Plan underscores a shared commitment to achievement, well being, and success for all. This alignment also reinforces the responsibility of duty bearers to understand and uphold their obligations in addressing the concerns and rights of all rights holders, ensuring equitable outcomes across the system.



⁴The [Universal Declaration of Human Rights](#) is also identified in the Preamble of the Code itself.

1.6 Organizational Structure

In March 2020, the Ontario Ministry of Education launched an initiative to introduce Human Rights and Equity Advisor (HREA) roles across several school districts province wide. Before this initiative, only a few school boards had established offices with a designated human rights lead.

At KPR, the COHREA operates with significant autonomy and independence, particularly when reviewing and investigating Code based complaints. However, the HREA Commissioner remains accountable to the Director of Education within KPR's leadership structure.

To preserve this independence and ensure confidentiality, all COHREA consultations, complaint files, and specific investigation files or reviews are kept separate from routine engagement between the HREA Commissioner and the Director of Education. Nonetheless, discussions about COHREA's budget, human rights education and training, policy review and renewal, and the role COHREA plays in advancing the BAP, along with other key deliverables, remain integral to the ongoing working relationship between the HREA Commissioner and the Director of Education.

2.0 Human Rights, Equity and Accessibility Case Management

2.1 Role of Report IT!

The *Report IT!* confidential online reporting tool was introduced across Kawartha Pine Ridge District School Board (KPR) during the 2022–2023 reporting year. Developed in house in collaboration with KPR's Information and Communications Technology (ICT) department, it officially launched in

June 2022. The primary goal of *Report IT!* is to offer members of the wider KPR community a safe, confidential, voluntary, and transparent way to report concerns. These may include discrimination, harassment, bullying, threats, targeting or intimidation, failure to accommodate, and other related issues negatively affecting them.

The tool is accessible to anyone in the KPR community and is available year round through the KPR website. Importantly, concerns submitted through *Report IT!* are not limited to matters explicitly identified by the reporter as violations of the Code or Policy B-3.3. During intake, review, and assessment, staff determine the most appropriate policy framework and where the matter should ultimately be addressed.

2.2 Handover, Referrals and Consultations

The COHREA's approach to complaint matters is with the understanding that not everyone making a Report IT! submission may always be comfortable reporting incidents of discrimination and harassment, either directly to their supervisor or senior administrator, or to the school administration (in the case of students and parents). With written consent,

information supplied by a complainant is forwarded to the appropriate Family of Schools Superintendent (FOS-SO), if deemed necessary, following the review and assessment. In the case of school-based issues, they would go to the appropriate FOS-SO through a handover process. This is the standard process for complaints arising from schools which allows the relevant FOS-SO the first opportunity to look at options for early intervention and resolution since they would already have important and established preexisting relationships with school administration and the community at large.

The process of officially forwarding a file to the FOS-SO is referred to as a “handover”. This allows the relevant FOS-SO to manage the file and then take appropriate action following their own review of the Report IT! file. However, there may be some instances in which the relevant FOS-SO is not able to successfully resolve the complaint because they have determined that a decision involves a complex human rights issue with potential legal implications for the board. In such circumstances, upon receiving consent from the complaining party, the relevant FOS-SO may suspend their review and send the matter back to the COHREA for its review and to conduct its own investigation. The return of a complaint to COHREA is known as an “official referral”. Alternatively, a complainant may not be satisfied with the outcome of a handover and can choose, on their own, to engage with the COHREA for additional discussion, provided that the issue in question is deemed to be Code-based discrimination and harassment and falling within one or more of the protected grounds. Unlike the case with school-based matters, a confidential consultation usually takes place with a KPR staff member before any determination is made to proceed with a handover to either the union (if applicable) and/or the Labour Relations team within Human Resource Services.

While it is preferred that individuals submit issues/concerns using the Report IT! confidential online reporting tool for the purpose of accurate tracking and record-keeping, it is not mandatory. It is equally understood that various situations may sometimes be complex, multi-tiered and not necessarily clear to someone on how best to proceed and thus making it difficult to decide whether one should make a Report IT! submission online. In such instances, the COHREA staff may opt to engage in a brief consultation to support the individual in their decision on whether they wish to proceed with making a Report IT! submission.

2.3 Report IT! Classifications

When reviewing and assessing issues following the intake process, the COHREA employs a standardized set of classifications to identify the types of issues and concerns received through the Report IT! submissions. Each Report IT! submission is reviewed individually by the COHREA staff, and, based on the information provided or obtained through further fact-finding, a classification is assigned at the conclusion of the intake and assessment process. This classification is determined solely on the information supplied in the initial Report IT! submission, responses to additional clarifying questions sent to the complainant (if applicable), and any other evidence shared by the complainant during the fact-finding process.

Similar to 2023-2024 the standard set of classifications used during the 2024-2025 Reporting Year included the following:

• Bullying	• Hate incident	• Service complaint
• Accessibility barrier	• Human rights violation	• Sexual harassment
• Code-based complaint (one of 17 grounds)	• Non-Code based complaint	• Targeting
• Disciplinary action	• Reprisal	• Workplace misconduct
• Duty to Accommodate	• Poisoned environment	• N/A (Not applicable)

Historically the Not Applicable (N/A) classification was applied to Report IT! submissions that did not fit neatly into the standard classifications. In such instances, after careful review, the COHREA used a comprehensive sub-set of classifications for any submission under a broad N/A classification to provide additional explanation. These sub-classifications included:

• N/A – Anonymous (party not identified)	• N/A – Duplicate Report	• N/A – Out of Scope
• N/A – Bad faith submission	• N/A – Incorrect Reporting Tool	• N/A – Resolved locally
• N/A – Community-based issue	• N/A – Missing or incorrect information	
• N/A – Complainant follow through	• N/A – Other (does fit N/A sub-classifications)	

For the 2024-2025 Reporting Year the N/A classification will be limited to the following areas:

• N/A – Bad faith submission	• N/A – Duplicate Report
• N/A – Incorrect Reporting Tool	• N/A – Missing or incorrect information

Classifications	# Classifications	% Classifications
* Accessibility Barrier	5	1.29%
Bullying	140	36.08%
* Code Based Complaints	10	2.58%
* Disciplinary Action	0	0%
* Duty to Accommodate	11	2.84%
* Hate Incident	4	1.03%
* Human Rights Violation	1	0.26%
Non-Code Based Complaint	79	20.36%
* Poisoned Environment	27	6.96%
* Reprisal	0	0%
Service Complaint	30	7.73%
* Sexual Harassment	6	1.55%
* Targeting	1	0.26%
* Workplace Misconduct	0	0%
*N/A	74	19.07%
Total	388	100%

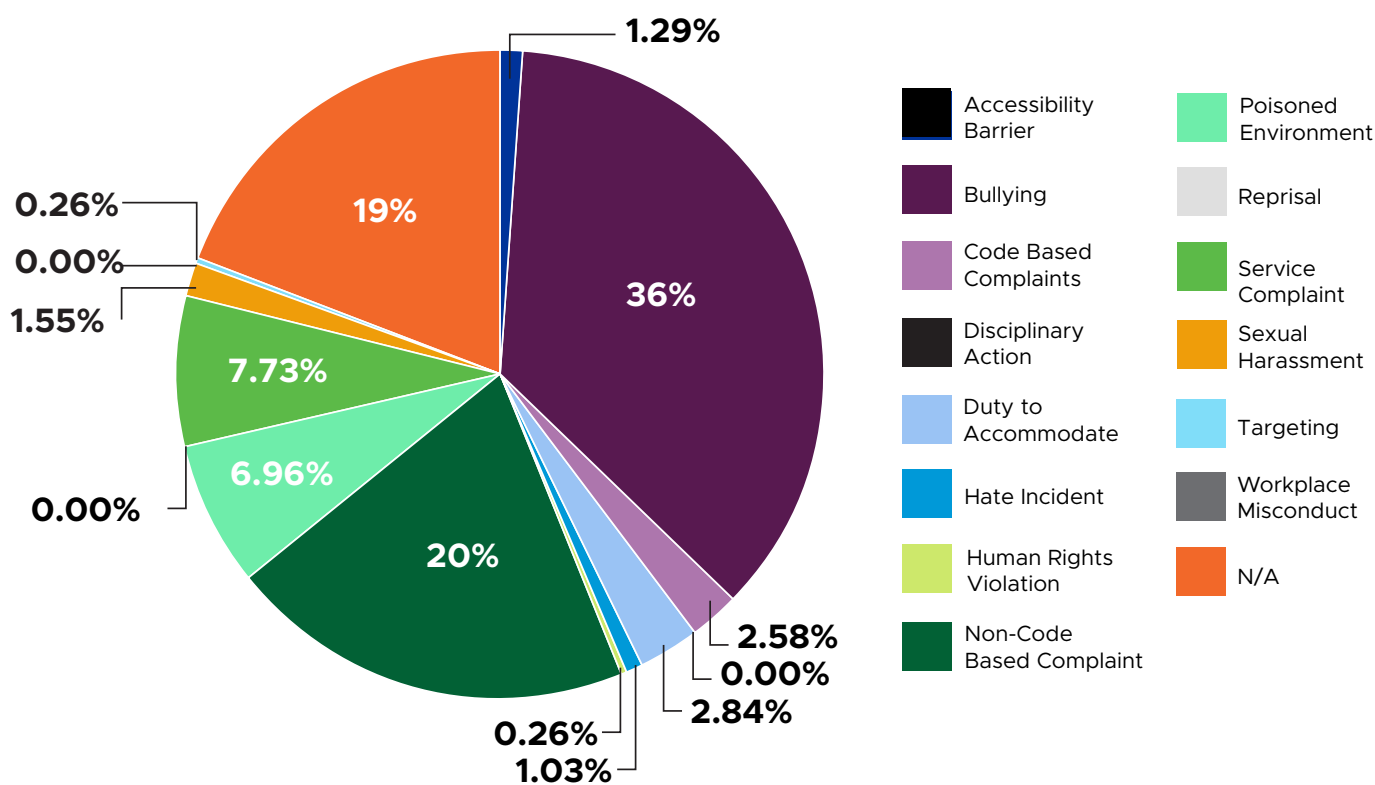
The asterisk (*) indicates categories that were previously consolidated under “Other,” as their individual frequencies did not rank among the three most commonly reported classifications.

As noted above, the N/A classification encompasses submissions that could not be assigned to a standard category. Specifically, this group includes N/A classifications identified as:

- Bad-faith with 3 submissions,
- Duplicate reports with 59 submissions,
- Incorrect Reporting Tool was used for two submissions, and
- Missing or Inaccurate Information with 10 submissions.

Report IT! Submission Classifications

September 1, 2024 - August 31, 2025



2.4 Report IT! Data Review and Analysis (September 1, 2024 – August 31, 2025)

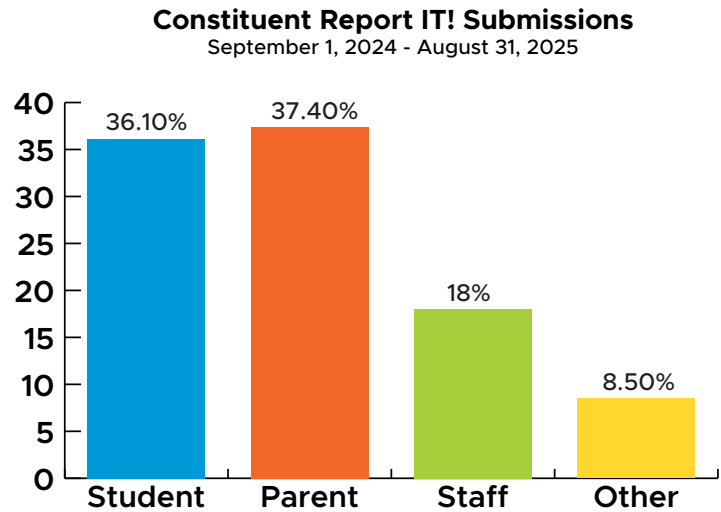
This section reviews data collected from the second full year of service and covers the period starting on September 1, 2024 and ending on August 31, 2025. It essentially serves as a snapshot in time of all complaint matters on file that fall within this timeframe.

It is important to make clear that the presented data should be viewed and interpreted as issues/concerns in which parties have made their own designation of the matter in bringing a concern forward via utilization of Report IT!. It is not based on a COHREA determination that discrimination or harassment has been designated and/or proven with a finding of fault on the part of the party (board unit) to which the complaint is directed.

Constituent Report IT! Submissions

During the 2024-2025 Reporting Year, the COHREA received a total of 388 submissions. Of those, a majority came from parties identifying as a parent/guardian of a KPR student at 145 (or 37.4%). Those who submitted and identified as a student stood at 140 (or 36.1%). When combined, as in previous reporting years, parents/guardians and students made up the overwhelming majority (73.5%) of the total submissions for the 2024-2025 Reporting Year. Staff submissions were at 70 (18%), whereas other constituents were at 33 (8.5%) which came primarily from community members having a connection with KPR but not parents of specific students.

Constituents	# of Reports	% of Reports
Student	140	36.10%
Parent/Guardian	145	37.40%
Staff	70	18%
Other	33	8.50%
Total	388	100%



Students as the primary recipients of KPR educational services are deemed “rights-holders” and, correspondingly, parents, by virtue of having a direct interest in their child’s education, also act as “right-holders.” This determination is also attributable by extension as a result of their advocacy role for the overall learning needs and well-being of their children. When combined, they constitute the largest group served by the COHREA through Report IT! submissions.

The data showing constituent submissions makes very clear that the COHREA received a higher proportion of submissions from these two groups compared to other groups, including staff and others during the 2024-2025 Reporting Year.

Report IT! Submission Classifications

During the 2024-2025 Reporting Year, all Report IT! submission classifications were determined through the initial intake process that considers complainant’s understanding of the issue, prior to COHREA’s assessment. Therefore, an individual, with a connection to KPR, making a Report IT! submission is assigned a classification, either directly or indirectly, based on how they describe their concern, the issue(s) involved, and any wording they use to characterize the situation.

Second, after receiving the submission, COHREA conducts its own review and assessment. This internal evaluation may confirm the complainant’s chosen classification or, if necessary, adjust it to more accurately reflect the nature of the issue based on all available information.

In this way, every Report IT! submission has a single classification which might change depending the stage of each submission from intake to handover. The following is how the how this information is requested on the online Report IT! from:

What best describes your reason for making this report *

Date of alleged incident/issue *

yyyy-mm-dd ☰

Description of where (location) incident occurred *	Please provide a brief summary of your issue/concerns

A key factor in this process is the difference in how information is entered into the Report IT! tool by adults (such as parents/guardians, staff, or other community members) versus students. Adults must provide their concerns through open ended text boxes, requiring them to describe the incident or issue in their own words. COHREA then analyzes the details, looking for key terms, descriptions, or contextual cues that indicate the correct classification. For example, if a parent uses phrases such as “bullying,” “racist comment,” “anti LGBT slur,” or “harassment by another student,” the matter would be categorized under Bullying. Similarly, submissions describing situations where staff allegedly failed to follow a student’s Individual Education Plan (IEP), or where concerns are raised about educational or workplace accommodations, would be categorized under Duty to Accommodate. Students, however, are provided with an additional option that adults do not have: they may self select one or more classification categories from a predefined list that best describe their concerns. They can also enter supporting details in accompanying text boxes to provide context. Students are the only constituents who have the option to self-select classifications (see screenshot titled, “The issue/concerns I am reporting involves”) that best describe their concerns, while also having the option to enter more information in text boxes to provide more context for their selections.

The issue/concerns I am reporting on involves *

(please check all that apply)

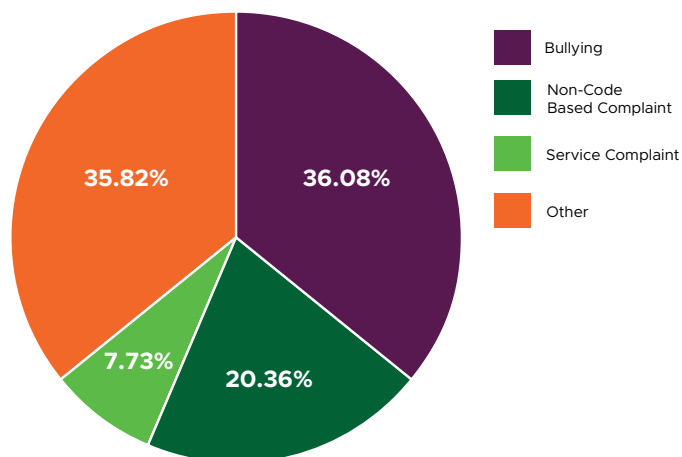
<input type="checkbox"/> Accident/Injury	<input type="checkbox"/> Alcohol/Drugs/Cannabis	<input type="checkbox"/> Assault/Abuse
<input type="checkbox"/> Bullying/Cyber Bullying	<input type="checkbox"/> Complaint about board/school/staff	<input type="checkbox"/> Conflict
<input type="checkbox"/> Discrimination/Hate	<input type="checkbox"/> Harassment	<input type="checkbox"/> Privacy Breach
<input type="checkbox"/> Sex Trafficking	<input type="checkbox"/> Smoking/Vaping on premises	<input type="checkbox"/> Theft/Lost Item
<input type="checkbox"/> Vandalism	<input type="checkbox"/> Violence	<input type="checkbox"/> Weapons
<input type="checkbox"/> Other (Not Listed)		

In summary, students were accorded a wider latitude in being provided with an additional option that adults do not have. Students have the ability to self select one or more classification categories from a predefined list that best describe their concerns. They can also enter supporting details in accompanying text boxes to provide context. This design feature is intentional. COHREA determined that students require greater flexibility due to developmental differences in comprehension, communication skills, and their ability to articulate complex human rights or procedural issues. As a result, classifications for student submissions are assigned using one of three approaches:

- they may be assigned directly according to the categories selected by the student (who is not limited to choosing only one), or
- if no categories were selected, COHREA assigns classifications based on keyword analysis and contextual information provided in the student’s written description, or
- if the student selected classification categories that do not match or accurately reflect the details in their narrative, COHREA assigns a revised classification that best corresponds to the facts described.

Consolidated Classifications	# of Classifications	% of Classifications
Bullying	140	36.08%
Non-Code Based Complaint	79	20.36%
Service Complaint	30	7.73%
Other	139	35.82%
Total	388	100%

Report IT! Submission Classifications
September 1, 2024 - August 31, 2025



The chart illustrates how Report IT! submissions were categorized during the 2024–2025 Reporting Year, providing a clear picture of the types of issues brought forward by students, parents/guardians, staff, and other community members. The largest category, **Bullying**, accounts for **140 submissions (36.08%)**, highlighting its continued prevalence as the most significant concern reported through the system. Cases categorized under bullying included incidents occurring at school, on buses, online, and within the broader community, and frequently involved repeated or ongoing peer to peer harm. This reflects the reality that bullying remains a persistent challenge across multiple environments in which students interact.

The next two major categories that include **Non Code Based Complaints (79 submissions; 20.36%)** and **Service Complaints (30 submissions; 7.73%)** capture issues that fell outside the 17 protected grounds of the Code but still raised concerns about student well being, mental health, school operations, or service delivery. Non Code Based Complaints commonly involved matters such as vandalism, disruptive student behaviour, or general safety issues, whereas Service Complaints related to operational concerns such as building maintenance, classroom management, transportation issues, and procedural dissatisfaction. Together, these categories shed light on the day to day operational pressures experienced within schools and the broader KPR system.

The final category, **Other (139 submissions; 35.82%)**, aggregates all classifications that occurred fewer than ten times, including Accessibility Barriers, Code Based Complaints, Duty

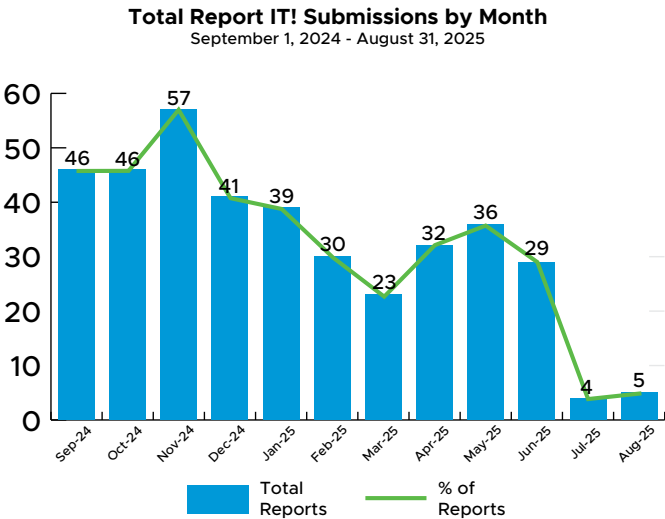
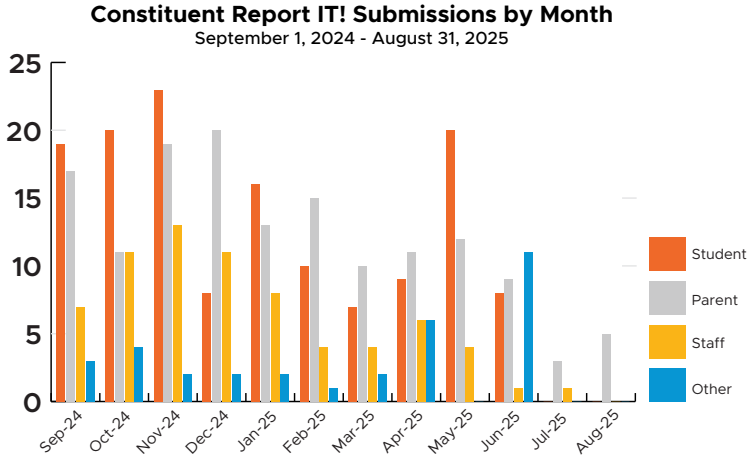
to Accommodate, Hate Incidents, Sexual Harassment, Poisoned Environment, Workplace Misconduct, Targeting, Human Rights Violations, and N/A classifications such as duplicate reports or missing information. While individually smaller, these submissions collectively represent a substantial portion of the reporting landscape. Their breadth demonstrates the diverse range of human rights related and operational issues that community members experience. Including them as a single combined category ensures the graph remains readable while still capturing the complexity of the concerns raised through Report IT!

2.5 Report IT! Monthly Data Review and Analysis

This section considers monthly trends from September 1, 2024 to August 31, 2025. The **Constituent Report IT! Submissions by Month (September 1, 2024 – August 31, 2025)** graph demonstrates a clear and predictable reporting cycle that aligns closely with the rhythm of the KPR academic year.

Submissions in the first half utilizing the Report IT! tool were nearly equal amongst students and parents. Peak student submissions were 23 in November, 20 in October and 19 in September. By comparison, peak parent/guardian submissions were 20 in December, 19 in November and 17 in September. The early months that include September through November 2024 show a steady rise in submissions, reflecting the period when students and parents are adjusting to the school environment, academic expectations, and social dynamics. This increase culminates in a peak in November, a trend consistent with the timing of elementary progress reports. During this phase, parents frequently submit concerns related to academic performance, social issues, or emerging school based challenges, while student submissions generally focus on interpersonal issues such as bullying or conflict occurring at school, online, or in the community.

Following this fall peak, report volumes dip through December, January, and February before rising sharply again in April. This second increase mirrors the arrival of mid year assessments and term two performance reports, which historically generate heightened communication between families and schools. Student submissions also rise in the spring months, partly due to heightened peer to peer conflict, increased social pressures, and



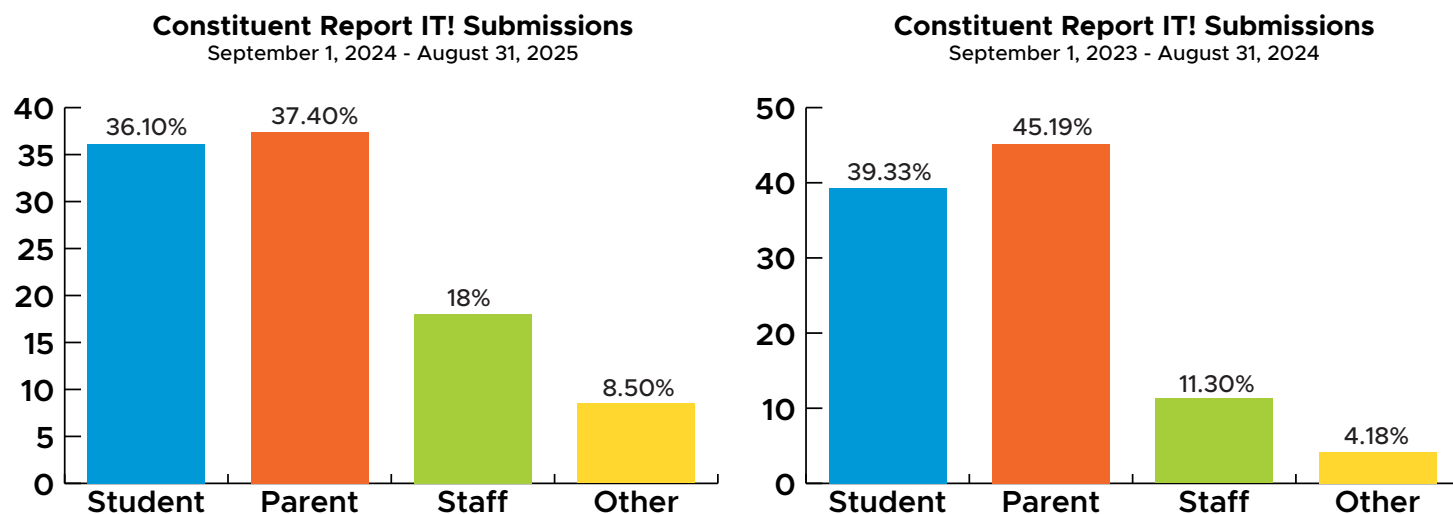
transitions associated with the latter half of the school year. The late spring/early summer spike—particularly in May and June—reflects both accumulating unresolved issues and the natural intensification of school activity as the academic year nears completion.

Submissions then decline noticeably through July and August, reflecting reduced activity during the summer break and decreased direct engagement with the school system. Overall, the monthly trendline in the graph illustrates a reporting pattern shaped by assessment cycles, school based transitions, and the lived experiences of students and families. These patterns provide valuable insight into when additional proactive outreach, communication, and preventative interventions may be most effective—for example, reinforcing awareness of Report IT! early in the fall, enhancing school based support systems approaching term reporting periods, and strengthening social emotional programming during the spring months when student driven submissions typically rise.

The data presented in the adjacent graph illustrates a consistent and predictable reporting pattern throughout the 2024–2025 school year. Report IT! submissions increase steadily from September to November, reaching their highest point in November, a period that coincides with the release of elementary progress reports and heightened academic and social adjustment. Following this peak, submission volumes decline between December and March, reflecting a comparatively stable phase of the school year. Beginning in April, reports rise markedly once again, aligning with mid year assessments and the emergence of spring term concerns. A subsequent increase is observed in the final months of the school year before submissions decrease sharply during July and August, when regular school operations pause for the summer break. Overall, the reporting trend aligns closely with key academic milestones, including progress reporting, mid year evaluations, and final report card distribution.

2.6 Comparative Data Review and Analysis with 2023-2024 Reporting Period

This section considers trends between the current and the 2023-2024 Reporting Years.



The comparative data between the 2024–2025 and 2023–2024 Reporting Years demonstrates a significant increase in Report IT! submissions, with **388 reports in 2024–2025**, substantially more than the **239 submissions recorded in 2023–2024**.

2024 - 2025 Constituents	# of Reports	% of Reports
Student	140	36.10%
Parent/Guardian	145	37.40%
Staff	70	18%
Other	33	8.50%
Total	388	100%

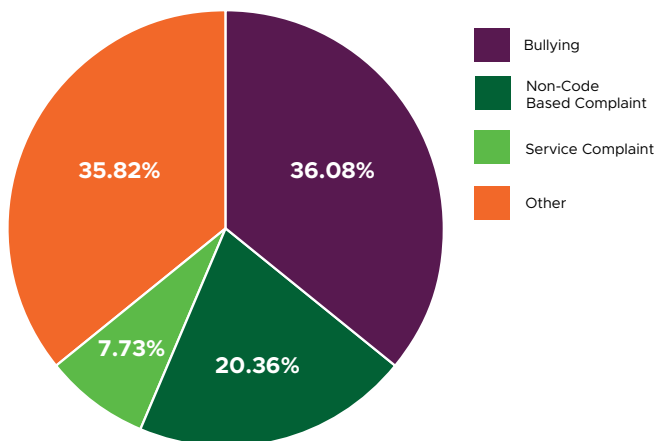
2023 - 2024 Constituents	# of Reports	% of Reports
Student	94	39.33%
Parent/Guardian	108	45.19%
Staff	27	11.30%
Other	10	4.18%
Total	239	100%

Parents and guardians continued to constitute the largest proportion of submissions in both years at **45.19% (2023–2024)** of all submissions and **37.40% (2024–2025)**. Student submissions increased in overall volume; however, they comprised a slightly smaller share of total submissions, declining from **39.33% in 2023–2024** to **36.10% in 2024–2025**. This shift reflects broader awareness and increased use of the reporting tool across all constituent groups. Staff submissions rose notably, increasing from **11.30%** to **18.0%** between the two reporting periods. Submissions categorized as “**Other**” more than doubled, rising from **4.18%** in **2023–2024** to **8.50%** in **2024–2025**, indicating expanded engagement from community members beyond students, parents, and staff.

A closer examination of classification trends reveals further distinctions. Bullying remained the most frequently identified issue in both years; however, while it represented roughly **one third of submissions in 2023–2024**, it accounted for **36.08% (140 submissions)** in 2024–2025. Non Code Based Complaints increased to **20.36% (79 submissions)**, becoming more prominent than in the previous year, while Service Complaints comprised **7.73% (30 submissions)**. Notably, the **N/A category grew to 150 instances in 2024–2025**—driven largely by **Complainant Follow Through (57.33%, 86 cases)**—reflecting both increased reporting volume and the implementation of a shorter two to three day response window compared to the one week period previously used in 2023–2024. Categories that appeared more frequently in 2023–2024, such as Accessibility Barrier, Duty to Accommodate, and Targeting, were comparatively lower in 2024–2025 due to the concentration of cases in fewer, more clearly defined classifications.

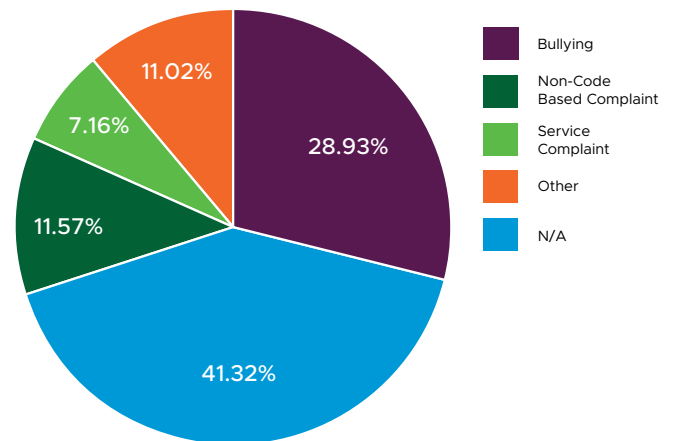
Report IT! Submission Classifications

September 1, 2024 - August 31, 2025

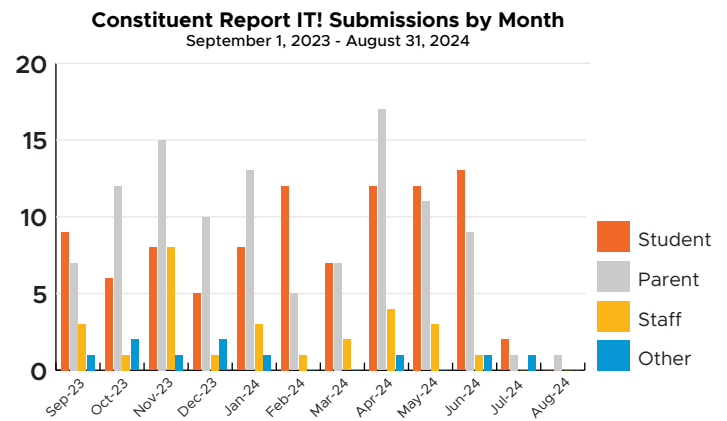
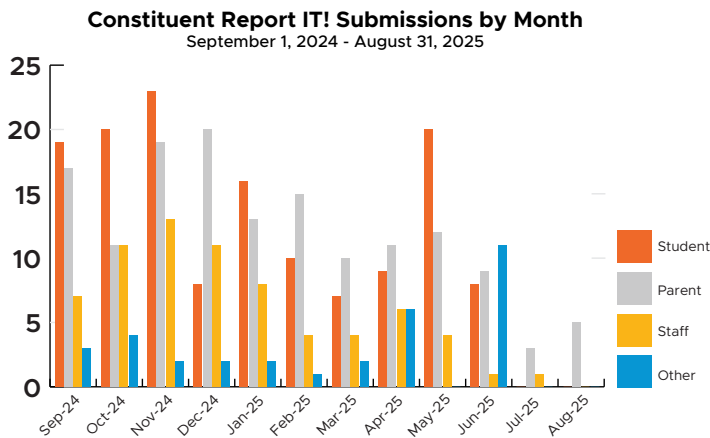


Report IT! Submission Classifications

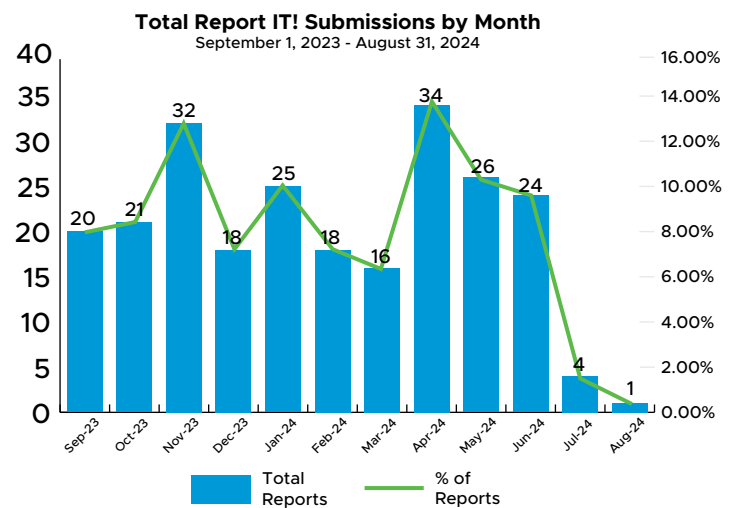
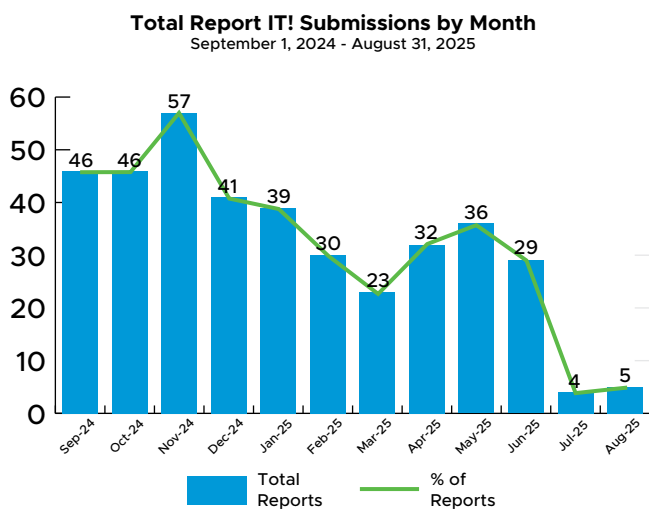
September 1, 2023 - August 31, 2024



Monthly submission patterns across both years continued to align closely with key milestones but displayed important quantitative differences. Both reporting periods saw peaks in **November**, corresponding with the release of elementary progress reports; however, the 2024–2025 monthly totals were consistently higher, with student submissions peaking at **23 in November** and parent submissions reaching **20 in December**. Similar to 2023–2024, reports declined between **December and March**, then rose again sharply in **April** during mid year evaluations. The late spring increase that occurred in May and June was also observed in both years, although 2024–2025 exhibited a higher baseline level of activity, resulting in a less pronounced upward curve. These quantitative differences reinforce the conclusion that overall awareness, access, and utilization of the Report IT! system increased significantly in 2024–2025, while the cyclical pattern of reporting remained consistent across both years.



Report submissions for the 2024-2025 Reporting Year follow a similar pattern to the 2023-2024 Reporting Year with some minor differences. Most reports were submitted during the school year between September and June that once again show a build-up alongside key points in the year.



During the 2023–2024 school year, Report IT! submissions followed a noticeable cycle, rising in November and again in April. A similar pattern appears in the 2024–2025 school year; however, it is less distinct due to a slight overall increase in submissions and more consistent reporting from month to month. As COHREA continues to gather Report IT! data over time, emerging trends will become clearer and further inform COHREA’s ongoing work at KPR.

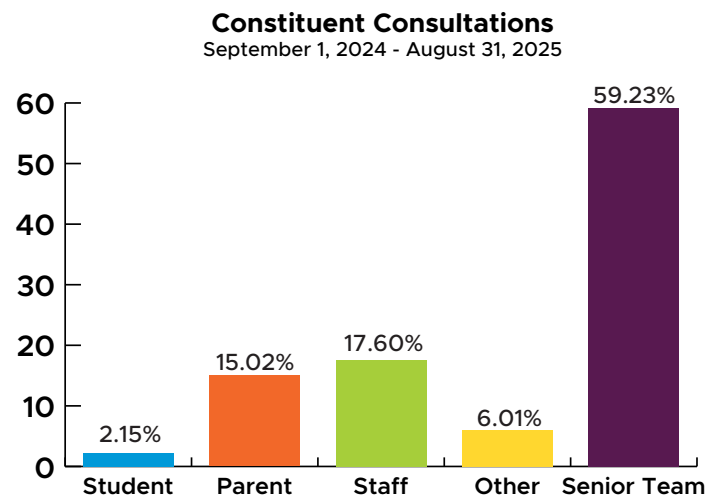
2.7 Constituent Consultations

In addition to the submissions received through the Report IT! submissions, the COHREA also responded to direct requests for consultations from members of the KPR community. These consultations were confidential conversations intended to provide immediate guidance on emerging or ongoing human rights related issues or concerns. They served as an important mechanism for early intervention, offering constituents an opportunity to discuss sensitive matters in real time with COHREA staff who can help them navigate complex situations. Consultations often involve clarifying the nature of a concern, exploring options for early or informal resolution, understanding relevant obligations under the Code, or determining whether a matter should proceed through a formal complaint process.

This consultation work plays a dual and equally critical role within the broader human rights system at KPR. First, it supports students, parents, staff, and other community members in de-escalating conflicts, resolving misunderstandings, and addressing human rights issues before they escalate into more formal proceedings. Second, consultations strengthen system-wide capacity by building human rights awareness, knowledge, and literacy among duty bearers across the board. Through these conversations, COHREA helps individuals better understand their legal responsibilities and rights, the principles of equity and accessibility, and the expectations embedded in Board policies and the Code. Over time, this ongoing advisory function helps cultivate a culture of early resolution, accountability, and inclusive decision making, contributing to a more responsive and equitable educational environment for all members of the KPR community.

During the 2024–2025 reporting period, a total of 233 Report IT! consultations were recorded at KPR, with consult activity heavily concentrated among the Senior Team, accounting for 138 consultations (59.23%), followed by Staff at 41 (17.60%) and Parents at 35 (15.02%). Smaller proportions were attributed to Other constituents at 14 (6.01%), while Students accounted for only 5 consultations (2.15%). This distribution demonstrates that consult engagement is overwhelmingly driven by adults, particularly those in leadership roles, rather than by students, pointing to the consult function being used primarily as an internal support and governance mechanism rather than a direct advice seeking pathway for end users.

Constituents	# of Consults	% of Consults
Student	5	2.15%
Parent	35	15.02%
Staff	41	17.60%
Other	14	6.01%
Senior Team	138	59.23%
Total	233	100%



Confidential consultations with senior team members and the HREA Commissioner occurred through individual meetings. The purpose of these meetings were to review and provide guidance for addressing various complaint matters relating to one or more of the protected grounds in the Code, or for an issue of discrimination and harassment in which someone made the allegation of a failure to accommodate. In all instances, any advisory was premised on seeking every opportunity for early resolution and potential opportunities for restorative outcomes consistent with the remedial and non-punitive nature and objective of the Code.

The predominance of senior team and staff consultations suggests that Report IT! consultations play a key role in supporting organizational decision making, interpretation of obligations, and management of complex or sensitive matters related to human rights, equity, and accessibility. Senior leaders appear to be using the consult process to seek guidance on how concerns should be handled, escalated, or resolved, reinforcing the consult function as a tool for ensuring consistency, risk awareness, and procedural alignment across the system. In contrast, the low number of student consultations, especially when viewed alongside broader Report IT! submission data where students represent a much larger share of reports suggests that KPR students tend to engage the platform primarily through direct reporting rather than seeking consultation.

Based on this analysis, several recommendations may inform COHREA's approach in future. First, given the high volume of senior team consults, KPR should ensure sufficient capacity, clarity, and consistency in consult response processes, including standardized guidance tools to support leadership decision making. Second, targeted resources for staff and parents such as plain language explanations of consult versus reporting pathways and what to expect after submission may improve efficiency and confidence in the system. Third, KPR may wish to review whether consult options are intended or appropriate for students and, if so, assess how awareness, accessibility, and design could be improved to better support early guidance seeking before issues escalate. Collectively, these steps would help strengthen the consult function as a complementary component of Report IT!.

2.8 Early Resolutions and Formal Investigation

Early resolution is a voluntary, collaborative process offered at any stage of a complaint that takes place either before a formal investigation begins or while one is underway, provided that all involved parties agree to participate. This approach reflects COHREA's commitment to restorative, human rights based practices and aims to address concerns as early as possible to prevent escalation. Depending on the circumstances, early resolution may involve a range of strategies, such as:

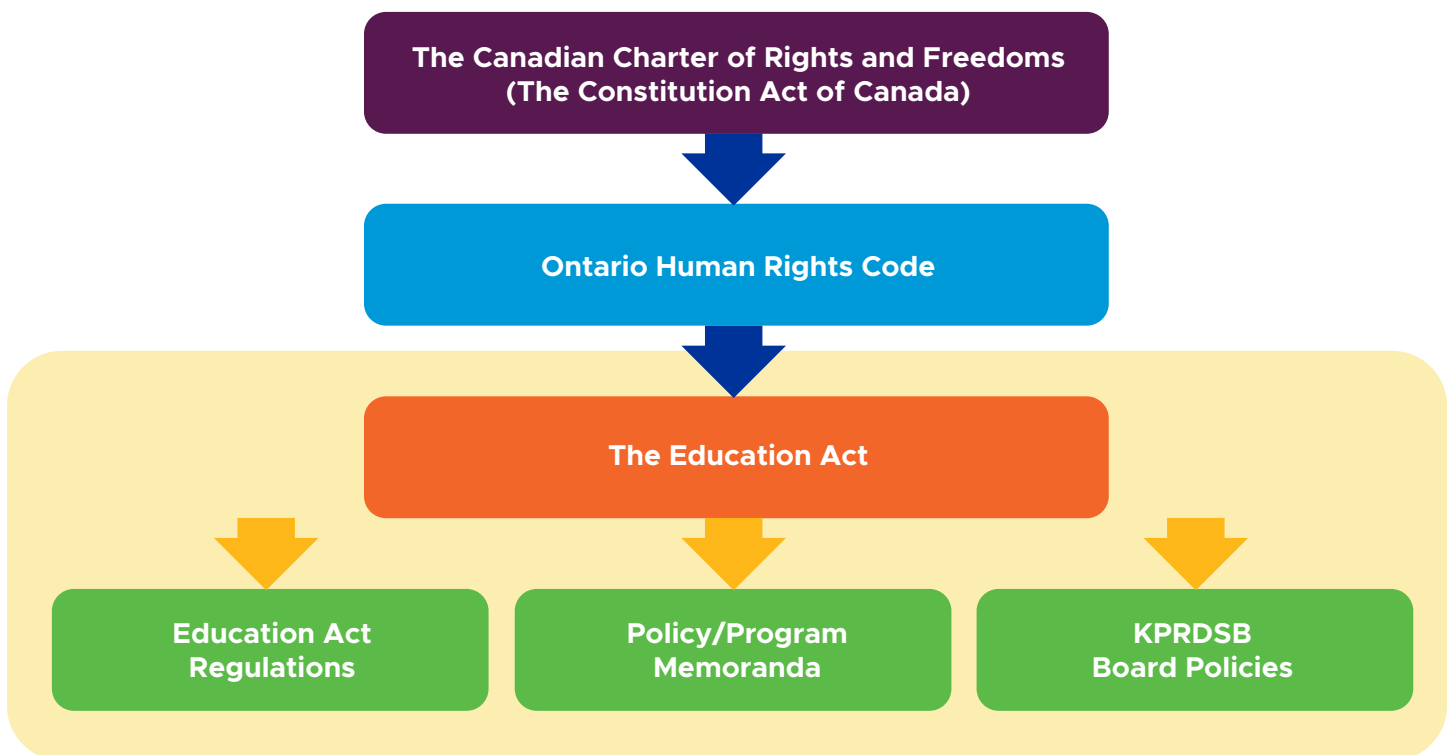
Informal dialogue, where COHREA facilitates a structured conversation between the parties to clarify misunderstandings, repair communication, or agree on next steps;

- **Mediation**, in which COHREA provides neutral, guided support to help the parties identify shared concerns and work toward a mutually acceptable resolution;

- **Site based reviews**, where COHREA staff visit a school or workplace to observe dynamics, gather contextual information, and assist administrators in resolving the issue collaboratively;
- **Restorative practice conversations**, such as circles or facilitated meetings, allowing participants to express impacts, acknowledge harm, and co develop solutions;
- **Action planning discussions**, where COHREA works with educators, administrators, or department leads to develop targeted strategies—such as communication plans, classroom adjustments, or supervisory supports—to resolve the concern without requiring a formal investigation.

Each method is designed to create space for open communication, mutual understanding, and the development of a resolution that is acceptable to all participants.

The conciliation process, by contrast, occurs only after a formal investigation has been completed but before a final determination is issued. At this stage, the parties have been informed of the preliminary findings during a post investigation meeting with the HREA Commissioner, giving them a clear understanding of whether the allegations appear to be substantiated. Conciliation provides a final opportunity for the parties to reach a mutually acceptable resolution with the Commissioner’s guidance. During this process, parties are expected to negotiate respectfully, maintain confidentiality, and engage in good faith as they explore potential remedies. If conciliation does not result in an agreement, the Commissioner finalizes the Investigation Report, which is then submitted to the Director of Education. For matters involving staff, the report may also be referred to the Superintendent of Human Resources for appropriate follow up and action.



3.0 Human Rights Education and Engagement

3.1 Senior Management

Ongoing human rights education was provided to KPR's senior team through individual confidential consultations (see section 2.7), and through several formal engagements and training presentations that took place during the 2024-2025 Reporting Year. This included a detailed learning module at Lakefield District Public School. In addition, with the goal of building greater human rights literacy across KPR, Human Rights 101 learning module was introduced. Prior to development of online learning, the COHREA conducted the Human Rights System Survey ran from October 10 to October 31, 2024, aimed to assess staff knowledge of human rights principles and the Code. It gathered responses from 1,502 staff members, representing 25.2% of KPR's permanent staff. Key findings indicate varying levels of confidence in human rights knowledge, general awareness of KPR's human rights policies, and moderate awareness of COHREA and the complaints process. The report aligns with KPR's Board Action Plan and outlines next steps, including developing a Human Rights Learning Module and enhancing communication channels.

The Human Rights 101 learning module across KPR is grounded in the Board's commitment to proactively addressing and preventing discrimination and harassment, in alignment with the Code and KPR's own Policy B-3.3 and Administrative Regulation B-3.3.1. The module provided a shared, foundational understanding of human rights obligations, the role of the COHREA, and the processes available to staff, students, parents, and community members when concerns arise. By clearly explaining concepts such as Code-based discrimination, poisoned environments, reprisal, and malicious complaints, the module's goal was to demystify what human rights issues look like in practice and to clarify how concerns can be raised safely and confidentially through established reporting mechanisms. This common baseline of knowledge supports consistency, transparency, and trust across KPR, ensuring that everyone understood both their rights and their shared responsibilities in maintaining respectful learning and working environments.

The importance and benefits of the Human Rights 101 module was in its strong preventive and capacity-building focus. By educating the KPR community early and broadly, the learning module supported timely and appropriate responses to human rights concerns, encourages early resolution where possible, and aided prevent issues from escalating due to misunderstanding or lack of knowledge. It also reinforced expectations around confidentiality, fairness, and protection from reprisal, while also strengthening confidence in KPR's human rights framework. Ultimately, this shared learning sought to promote safer, more inclusive schools and workplaces, by empowering individuals to speak up or seek guidance, and supports staff and leaders in meeting their legal and ethical obligations to uphold dignity, equity, and accountability across the Board.

3.2 Principals and Vice-principals

During the 2024–2025 reporting year, principals and vice-principals participated in ongoing human rights education through regular consultations and targeted guidance focused on responding to complaints involving protected Code grounds and the duty to accommodate. As part of this continued learning, the October Principal/Vice-principal meeting included a comprehensive overview delivered by the COHREA outlining the role of the HREA Commissioner and highlighting the purpose and availability of the online Report IT! tool. The session also introduced the Accessibility 101 Training Module, available through KPR Learns, as a foundational professional learning resource. In addition, participants were informed of the launch of the Human Rights System Survey, reinforcing the board’s commitment to strengthening awareness, accountability, and systemwide engagement in human rights practices.

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3.3 Unions

Engagement with union presidents occurred primarily through established advisory and consensual consultation processes. In these contexts, union participation most often took the form of representation as accompanying persons during human rights complaint consultations. In addition to these structured engagements, individual meetings with union presidents were held upon request to address specific human rights concerns affecting their members. These discussions provided an opportunity to explore particular issues in greater depth and to support resolution-oriented dialogue. Where appropriate, engagement also extended to collaboration with the COHREA as a mechanism for addressing and advancing responses to identified human rights concerns.

3.4 Board Staff

Throughout the 2024–2025 reporting year, the COHREA provided ongoing advisory support to the Labour Relations team within Human Resource Services, focusing specifically on questions and issues related to the Code. This work supported the organization’s response to complex human rights matters by clarifying Code-related obligations and distinctions. In addition, COHREA staff delivered multiple presentations to employee groups, including the Labour Relations team and ALG managers, to strengthen shared understanding of human

rights responsibilities across the organization. related obligations and distinctions. In addition, COHREA staff delivered multiple presentations to employee groups, including the Labour Relations team and ALG managers, to strengthen shared understanding of human rights responsibilities across the organization.

As part of this outreach, the COHREA delivered Human Rights and Human Rights Based Approach (HRBA) in Education presentations at Lakefield DPS on June 10 and June 16, 2025. These sessions were designed to address practical challenges faced by staff in educational settings and to build clarity around the distinction between broader EDI practices and matters that fall specifically under the Human Rights Code. Emphasis was placed on how these distinctions affect day to day decision making, interactions with students, and engagement with families and the broader school community.

3.5 Other Constituents

During the 2024–2025 reporting year, the HREA held confidential advisory meetings with Board Trustees, at their request, concerning individual constituents who had contacted Trustees about specific complaint matters. The HREA Commission provided advice and commentary on the Trustee Code of Conduct policy and its application.

During the same period, the COHREA conducted a comprehensive site review in response to concerns related to a school council at a KPR school. The HREA Commissioner conducted interviews and surveys with principals, senior leaders, and parents to understand issues related to culture, environment, leadership, community engagement, and council member interactions. Findings revealed contrasting leadership styles, strained relationships within the school council, concerns about discrimination, and inconsistent participation from teaching staff.

Participants highlighted mixed experiences with school culture, leadership responsiveness, and engagement practices, noting both positive intentions and significant challenges. Survey responses reinforced the need for clearer roles, more inclusive decision making, consistent communication, and improved teacher involvement. The report concluded with ten recommendations aimed at strengthening communication, clarifying objectives, promoting inclusion, improving training, building community relations, and ensuring transparency and accountability within the school council structure.

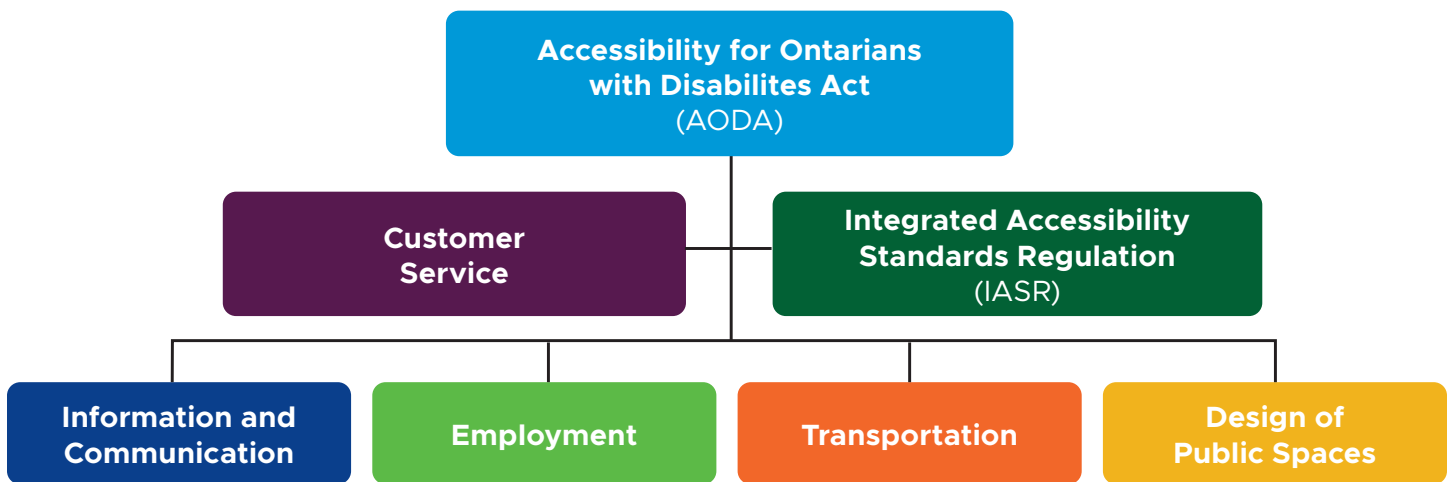
This review resulted in a detailed report with recommendations to be implemented at the start of the 2025–2026 school year.

4.0 Accessibility

4.1 Accessibility Policy

Board Policy B-3.4, Accessibility for Persons with Disabilities, establishes the framework for the board’s compliance with the Accessibility for Ontarians with Disabilities Act, 2005 (AODA) and the Integrated Accessibility Standards Regulation (IASR). This policy underscores

the Board’s commitment to actively removing barriers and enhancing accessibility and participation for all members of the KPR community. KPR is particularly dedicated to accessibility and addressing barriers faced by persons with disabilities, recognizing the importance of learning, belonging, and relationships in public education. Excellence in education is rooted in respect for the dignity and humanity of all individuals and is based on developing human potential by equipping individuals and groups with the necessary tools and skills to fully contribute to a diverse society. KPR’s commitment to a barrier-free working and learning culture requires fostering fair, nurturing, positive, and respectful environments for all board community members. Addressing various aspects of ableism is central to this ongoing work and the board’s commitment to human rights.



The policy includes relevant information on KPR’s compliance with the AODA and the Board’s commitment to ensuring decision-making in areas covered by the AODA Standards. It provides a clear direction that inclusive culture at KPR is one in which barriers to accessibility for persons with disabilities (architectural/structural, attitudinal/social, information or communications, physical systemic, policy or practice and technological) are identified and removed.

4.2 Accessibility Advisory Committee

The Accessibility Advisory Committee (AAC) was created and launched during the 2022- 2023 Reporting Year and entered its first year of meetings during the 2023-2024 Reporting Year. The committee, comprising 21 members from various board constituencies, is dedicated to promoting an inclusive approach to accessibility as outlined in Policy B-3.4, Accessibility for Persons with Disabilities. Their primary focus is to ensure the board adheres to the Accessibility for Ontarians with Disabilities Act (AODA) requirements. This includes providing leadership, conducting reviews, and offering recommendations to different constituencies and departments on AODA compliance. Engagement with the AAC is done using a collaborative approach with the main goal of identifying and eliminating barriers in the service, work and learning environments for all students, staff, volunteers and other relevant stakeholders toward recommending systemic changes.

The AAC consists of seven AODA subcommittees/working groups constituting specialized units tasked with implementing the Board's AODA accessibility plan. They report to and act under the general direction of the AAC and include the following:

- Built Environment and Planning Services Subcommittee (BEP)
- Student Services Subcommittee (SSS)
- Human Resources Subcommittee (HRS)
- Curriculum (Elementary and Secondary) Working Group (CWG)
- Communications and IT Subcommittee (CITS)
- Accessibility Policy Review Subcommittee (APRS) – ad hoc.
- Transportation Working Group (TWG)

During the 2024-2025 Reporting year the AAC met quarterly during the school year in September 2024, November 2024, February 2025 and May 2025 and engaged in a variety of learning activities. Each meeting featured an accessibility inclusion learning exercise facilitated by the COHREA, focusing on supporting students with disabilities. Guest speakers were often in attendance with relevant expertise presenting on specific accessibility-related topics and engaged with AAC members through a question-and-answer session. Additionally, specific readings were sometimes included to supplement discussions and learning, emphasizing key principles of universal design in education. The following provides a breakdown of activities and learning that occurred during the quarterly AAC meetings during the 2024-2025 Reporting Year:

September 2024

- Reading: Accessibility 101 Launch the Accessibility for Ontarians with Disabilities Act (AODA) Desk Audit
- Accessibility Inclusion Exercise: in breakout groups, discussed strategies for inclusion, accommodations, and equity in response to a hypothetical scenario involving a student with dyslexia.
- Guest Speaker: Rory Burke (Director of the Accessibility for Ontarians with Disabilities Act (AODA) Compliance Branch) presented on the significance of accessibility and the AODA, highlighting the vital responsibilities of schools, compliance strategies, current strengths and gaps, and the importance of proactive planning and timely upgrades for accessible school environments.

November 2024

- Reading: Child and Family Services Review Board – mock appeal document.
- Guest Speaker: Lila Refaie (Bilingual Intake Lawyer and Student Programs Lead for ARCH Disability Law Centre) presented an overview of the ARCH Disability Law Center, highlighting its work in legal guidance, law reform, public education, and test case litigation to advance the rights of people with disabilities, with a focus on human rights, accessibility, and decision-making laws. L. Refaie also discussed the issue of student exclusions under the Education Act, emphasizing schools' ongoing duty to accommodate students with disabilities, even during exclusions, and the challenges posed by the lack of mandatory tracking for such cases.

February 2025

- Reading: CBC Article – “An Accessible Ontario by 2025”; CBC Article – “Ontario Accessibility in Crisis”; CBC Article – “Ontario was Supposed to be Accessible in 2025”.
- Accessibility Inclusion Exercise: participants collaborated in groups during a World Café exercise to discuss future accessibility, addressing service delivery crises, structural challenges, and immediate improvement measures, each from their departmental viewpoint.
- No Guest Speaker

May 2025

- No readings presented.
- Accessibility Inclusion Exercise: in breakout groups, the committee participated in an inclusive exercise analyzing a hypothetical student drop-off and pick-up scenario, collaboratively identifying concerns, proposing solutions, and clarifying the responsibilities of school staff, parents, and municipal representatives.
- Guest Speaker: Ian Dyck (KPRDSB Planning GIS Technician) reviewed the use of geographic information system (GIS) in school planning, highlighting the “Find a School” app and proposing the integration of accessibility maps to provide details such as accessible entrances and parking spots. Ian emphasized the need to update site and floor plans with accessibility information, discussed comparisons with similar apps from other school boards, and addressed challenges in georeferencing and maintaining accurate data through collaboration with facilities, as well as the potential for the app to support accessibility reporting and compliance.
- Guest Speaker: José González Güel (Equity and Human Rights Office – Trent University) presented an overview of the Equity and Human Rights Office (EHRO), detailing the structure and key components of its website, including sections on Accessibility Hub, Human Rights Advisory Services, Sexual Violence Prevention Services, Training & Education, Community, and Anti-Racism Supports. The presentation highlighted the comprehensive resources and services available to promote accessibility, prevent sexual violence, advance human rights, and support anti-racism, emphasizing the importance of collaboration and inclusivity in fostering an equitable and accessible community for all members.

During the 2024-2025 Reporting Year, the AAC was instrumental in assisting with the development of key projects including the Multi-year Accessibility Plan (MYAP) as well as the “Accessibility 101” and “Working Together: The Ontario Human Rights Code and the Accessibility for Ontarians with Disabilities Act” online training modules.

4.3 Multi-year Accessibility Plan (MYAP) 2023-2027⁵

During the 2024–2025 reporting year, the COHREA, in collaboration with the AAC, regularly reviewed and monitored progress toward the goals and commitments outlined in the Multi-Year Accessibility Plan (MYAP) for 2023–2027. This ongoing review process was carried out in alignment with KPR’s Strategic Plan 2023–2026, ensuring that accessibility initiatives remained integrated with broader organizational priorities and objectives. To support continuous compliance with legislative obligations under the AODA, accessibility

considerations were embedded into governance and accountability structures. At each AAC meeting, subcommittee leads provided updates on activities underway within their respective departments, highlighting actions taken to address specific items identified in the MYAP. These updates allowed for cross-departmental awareness, shared accountability, and the identification of emerging gaps or opportunities for improvement. This structured and collaborative approach ensured that accessibility commitments were not treated as standalone requirements, but rather as an integral part of organizational planning, service delivery, and continuous improvement efforts across the reporting year.

4.4 Accessibility 101 Online Training Module

In the previous reporting year, COHREA completed the development of a KPR specific online training module for all existing and new staff titled *Accessibility 101*. The Accessibility 101 Online Training Module was launched on KPR Learns in October 2024 and made mandatory for all KPR staff. To support completion, school principals allocated dedicated time during Professional Activity Days, and monthly reminder emails were issued through the end of January 2025. Completion rates were monitored weekly. specific online training module for all existing and new staff titled

December 2025, training records showed that 3,155 staff members, representing 53.56 per cent of all employees had successfully completed the *Accessibility 101* module. The training remains available on KPR Learns for ongoing access and has been incorporated as a required component of the new staff onboarding process.

4.5 Compliance with the Accessibility for Ontarians with Disabilities Act (AODA)

The above accessibility-related projects are key to fostering an educational culture that proactively challenges and addresses system-wide barriers adversely impacting the participation of persons with disabilities with the goal of prevention and removal. These activities are important for ensuring compliance under the AODA. During the reporting period the COHREA collected necessary materials for submission of the AODA Compliance Report of the Ministry for Seniors and to Accessibility which will be detailed in the 2025-2026 Annual Report.

³KPR MYAP 2023-2027 - [standard version](#) and [accessible version](#).