



# MULTI-YEAR ACCESSIBILITY PLAN

For the period of December 2016 to December 2019

prepared by the

**Accessibility Planning Committee**

In accordance with the

***Accessibility for Ontarians with Disabilities Act  
Integrated Accessibility Standards Regulation***

**Renfrew County Catholic District School Board  
499 Pembroke Street West  
Pembroke, ON, K8A 5P1**



## RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD

### OUR VISION

INSPIRED BY OUR RICH HERITAGE AND CHALLENGED BY THE STRUGGLES OF OUR PAST, WE ARE AN INCLUSIVE CATHOLIC EDUCATIONAL COMMUNITY CALLED TO EXPRESS OUR MISSION AS CHURCH TO PASS ON THE GOOD NEWS OF JESUS CHRIST, TO MAKE IT RELEVANT IN THE WORLD TODAY, AND TO BE THE HOPE FOR THE FUTURE.

#### **IN A SPIRIT OF FREEDOM, AFFIRMATION AND CELEBRATION TODAY, WE STRIVE TO...**

- Facilitate an active faith journey rooted in prayer and the sacraments.
- Enhance relationships among members of the home, school, parish and extended community.
- Foster a world view shaped by the Catholic conversation about life's meaning and purpose.
- Nurture the giftedness, self-worth and potential of each individual.
- Reverence the dignity of the whole person.
- Integrate the Catholic faith tradition in a critical analysis of the arts, media and technology.
- Sustain safe school environments characterized by warmth, hospitality, good humour and joy.

#### **OPEN TO MYSTERY AND ENDLESS DISCOVERY IN THE LORD, WE ARE CALLED TO...**

- Develop and implement a distinctive Catholic curriculum based on the Ontario Catholic School Graduate Expectations.
- Make a difference as faith-filled community builders.
- Challenge the consumer culture with lives dedicated to the principles of social justice in the spirit of gospel values.
- Model a servant leadership style following the example of Jesus.
- Claim our role as global stewards cherishing the environment and all life in it.
- Engage in the pursuit of life-long learning.
- Love unconditionally.

*This is what Yahweh asks of you: only this,  
to act justly, to love tenderly, and to walk humbly with your God.  
Micah 6:8*

### Availability of the Plan:

1. On the board's website – [www.rccdsb.edu.on.ca](http://www.rccdsb.edu.on.ca)
2. At the Board Office.
3. In accessible formats upon request.  
Please contact Mr. Mark Searson,  
Superintendent of Education.

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## Executive Summary

The purpose of 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 and to promote their full participation in the life of the province. To this end, the AODA requires each school board to prepare a multi-year accessibility plan, to consult with people with disabilities in the preparation of this plan, and to make the plan public.

This is the twelfth plan prepared by the Accessibility Working Group of the Renfrew County Catholic District School Board (RCCDSB). The report describes:

1. the measures that the Renfrew County Catholic District School Board has taken in the past, and,
2. the measures that the Board will take in the next three school years (December 2016 to December 2019) to identify, remove and prevent barriers for people with disabilities who use the facilities and services of the Board - including students, staff, parents and other members of the community.

**The RCCDSB remains committed to the continual improvement of access to school board facilities, policies, programs, practices and services for those with disabilities; including, students, staff, parents/guardians, volunteers, and members of the community.** To demonstrate our commitment, our plan provides for the participation of people with disabilities and various disability groups.

## Aim

This report describes the measures that the RCCDSB has taken in the past number of years and the continued efforts that will be made over the next three year period in order to identify, prevent and remove barriers for those individuals with disabilities as they access our services and facilities within the RCCDSB.

## **Objectives**

This plan:

1. Describes the process by which the Renfrew County Catholic District School Board will identify, remove and prevent barriers for people with disabilities.
2. Reviews efforts at the Renfrew County Catholic District School Board to remove and prevent barriers for people with disabilities during the past year(s).
3. Outlines the policies, procedures, programs, practices and services that the Renfrew County Catholic DSB will review in the upcoming year(s) to identify barriers for people with disabilities.
4. Describes the measures the Renfrew County Catholic DSB will take in the upcoming year to identify, remove and prevent barriers for people with disabilities.
5. Describes how the Renfrew County Catholic DSB will make this accessibility plan available to the public.

## **Commitment to Accessibility Planning**

The Renfrew County Catholic District School Board is committed to:

1. Establishing an Accessibility Working Group;
2. Consulting with people with disabilities and community-based agencies that advocate on behalf of those with disabilities;
3. Ensuring school board policies and procedures are consistent with the principles of accessibility; and,
4. Improving access to facilities, policies, programs, practices, and services for students, staff, parents/guardians, volunteers, and members of the community.

## **DESCRIPTION OF THE RENFREW COUNTY CATHOLIC DISTRICT SCHOOL BOARD**

Located in Eastern Ontario, approximately 100 km northwest of Ottawa, the Renfrew County Catholic District School Board is comprised of 20 schools (18 English Elementary Schools and 2 English Secondary Schools) in 16 communities, the majority of which are rural. The Board covers a large geographical area with low population density. There are 550 employees providing education for approximately 4600 students.

## UNIVERSAL DESIGN PHILOSOPHY

Through the Ontario Ministry of Education document, “**Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2011**”, school boards in Ontario were directed to follow a universal design for learning (UDL) model.

Universal design for learning was inspired by work in architecture on the planning of buildings with a view to accessibility for people with physical disabilities (Turnbull et al., 2002). Architects observed that the added improvements facilitated access for all users, not just people with physical disabilities. An access ramp, for instance, provides a person using a wheelchair with easier access to a building, but it also makes it easier for a parent with a child’s stroller, a traveler with a baggage trolley, or someone using a walker.

Eventually, researchers in other fields noted that specialized technology meant for target population is also useful for others. The notion that assistance targeted at a specific group can help everyone, bolstered by recent research on inclusion and new technologies, has now made its way into the field of education.

Universal design ensures that the classroom and other learning environments are as usable as possible for students, regardless of their age, ability, or situation.

The principle of universal design guides decisions made by the Renfrew County Catholic District School Board.

### Universal design for learning principles:

- ✓ **equitable use**
- ✓ **appropriately designed space**
- ✓ **flexibility**
- ✓ **simplicity**
- ✓ **safety**
- ✓ **different modes of perception**

## Accessibility Working Group

The focus and commitment of the Accessibility Working Group includes:

- Conducting surveys and consulting with schools, staff and students to determine present barriers with respect to supports, services and facilities in the school board;
- Examining the reasons ‘why’ particular barriers exist and determining how these barriers will be addressed, prevented and removed;
- Preparing reports and supporting documentation regarding current states and practices with regards to barriers and services for those with disabilities;
- Updating and presenting the Accessibility Plan to the Special Education Advisory Committee and the Board of Education for approval at least once every five years;
- Making the plan available and accessible to the public.

### Accessibility Working Group - Members

Member	Role/Position	Contact
Mark Searson	Superintendent of Education, RCCDSB	613-735-1031
Katherine McLaughlin	Chairperson Coordinator of Special Education, RCCDSB	613-735-6945
Sally Douglas	Vice-Principal/SERT, RCCDSB	613-589-2775
Jillian Burchart	Human Resources Supervisor, RCCDSB	613-735-1031
Renee Rivard	Community Use of Schools/Plant Services Officer, RCCDSB	613-735-1031
Jaime Russell	Health and Safety/Plant Services Officer, RCCDSB	613-735-1031
Tom Carroll	Technology Enabled Learning and Teaching Contact, RCCDSB	613-735-1031
Linda Arsenault	Administrative Assistant to the Superintendents SEA Secretary, RCCDSB	613-735-1031
Kim Clouthier, Lino DeGasperis, Justin Jeffries	Renfrew County Joint Transportation Consortium	613-732-8419
Jodi Cotnam	Occupational Therapist – Champlain Local Health Integration Network – LHIN - (formerly CCAC)	613-732-7008
Lily Thompson	Student – Bishop Smith Catholic High School, RCCDSB	613-735-5496



## Barriers

A number of barriers have been identified for people with disabilities. The categories include:

- ❖ **attitudinal barriers**, for example, assuming people with a disability can't perform a certain task when in fact they can;
- ❖ **architectural and physical barriers**, for example, a step at the entrance to a building or counters that are too high;
- ❖ **technological barriers**, such as websites not formatted for screen readers or font adjusters;
- ❖ **information or communication barriers**, for example a publication that is not available in large print; and
- ❖ **policies or practices** which create barriers, for instance not offering different ways to complete a test.

For further information on the Accessibility for Ontarians Disabilities Act (AODA) please access the following link:

<https://www.ontario.ca/page/accessibility-laws>

### Barrier Identification Process

The Accessibility Working Group met in May of 2016 to review the previous 3-year plan and provide updates for the 2016-2019 Accessibility Plan. The goals of this meeting included:

- discussing barriers that were addressed in the previous year(s)/plan;
- identifying new barriers to be addressed or areas that require focus;
- re-designing the Accessibility Plan – including the continuation of a multi-year plan.

### Process for Reporting Barriers

1. Complainant makes their complaint with the principal or manager of the facility within which the issue exists.
2. The principal or manager notifies the Chair of the Accessibility Committee of the complaint.
3. The appropriate course of action will be recommended:
  - a) work order
  - b) resources
  - c) consultation for direction

## **Recent Barrier-Removal Initiatives**

### **ATTITUDINAL BARRIERS:**

The Renfrew County Catholic DSB continues to promote inclusionary practices for all students, staff and community members.

- A number of professional development opportunities and training have been provided for staff throughout the year. These include: Assistive Technology training, Applied Behaviour Analysis Certificate Training for Educators, Social Skills Training, Student (de)stress Strategies, Behaviour Management Systems Training, Safe Work Practices, Health and Safety Awareness Training, Non-violence Crisis Intervention, etc.
- The Renfrew County Catholic DSB continues to work in partnership with local associations and community partners to provide professional development opportunities for students, parents, and staff.
- A broad representation of members has been maintained on the Accessibility Committee. Members include staff from Plant Services, Human Resources, Transportation Consortium, Principals, Senior Administration, Special Education Department, and Community partners (CCAC).
- Equity and Inclusion Plan for the Renfrew County Catholic DSB has been shared with many groups including Principals, Senior Management, Principal's Qualification Program candidates, as well as some High school students.
- An Equity and Inclusion Student Forum where students in Pembroke schools and Renfrew schools had the opportunity to discuss, in a round-table format, topics such as: inclusion, engagement & faith.

### **ARCHITECTURAL AND PHYSICAL BARRIERS:**

The Plant Services Department is committed to greater accessibility in, out of and around the buildings for which we are responsible. They will continue to monitor and address identified barriers as budget and timelines permit.

Focus areas included:

- Upgrades to the Sensory Room at St. Joseph's Catholic School in Arnprior.
- Installation of an accessible door opener at St. John Bosco Catholic School in Barry's Bay.
- Installation of a Sensory Room at Cathedral Catholic School in Pembroke and at Our Lady of Grace Catholic School in Westmeath.
- Provided more accessible washroom areas at Bishop Smith Catholic High School in Pembroke.
- Accessible school yard, including paved walkway, at St. John Bosco Catholic School in Barry's Bay.

Note: Please see Appendix C for a **Special Needs/Accessibility Work Summary** (March 2013 - March 2016) as well as Appendix D for **Existing Barrier-Free Installations**.

### **TECHNOLOGICAL BARRIERS:**

We continue to support exceptional learners through the use of adaptive equipment and programs.

Focus areas included:

- **SEA Equipment Claims** for students within the school board. Equipment includes, but is not limited to:
  - ✓ Sensory equipment;
  - ✓ FM systems;

- ✓ Computer technology (laptops, tablets, Chromebooks);
  - ✓ Programs and applications include: Google Apps For Education (GAFE), Read & Write Extension, Mindomo, Speak Q, iWord Q, speech-to-text features, Kurzweil 3000, specialized Speech and Language Applications, etc.;
  - ✓ Hush ups and
  - ✓ Light Box equipment.
- Students with a Special Equipment Amount (SEA) for assistive technology continue to be provided with several hours of individualized training by one of our RCCDSB Assistive Technology Trainers.
  - School staff and parents are also invited to participate in the training with students in order to provide a continuity of support for the exceptional learner in the classroom and at home.
  - SEA equipment is upgraded as needed. (Equipment is upgraded if there are changes in a student's needs or if the equipment is outdated.)
  - Designated technical support is provided for SEA equipment.
  - Both small and large group training sessions on assistive technology have been provided upon request to staff and students by our RCCDSB Assistive Technology Trainers.
  - During the fall of 2015, all grades 3-8 elementary classroom teachers were provided with a half-day training session to become more familiar with Assistive Technology platforms, applications, and programs.

## **INFORMATION AND COMMUNICATION BARRIERS**

The Renfrew County Catholic DSB is committed to making our information and communications accessible to people with disabilities.

Focus areas included:

- Board and school websites have been reviewed to assess level of accessibility.
- New sites and web meet WCAG 2.0 (Web Content Accessibility Guidelines), Level A standards.
- High school libraries to provide accessible or conversion-ready formats of print resources upon request within a reasonable amount of time.
- Upon request, the Renfrew County Catholic DSB will provide information and communication supports in a timely manner to persons with disabilities.

## **POLICY BARRIERS**

The Renfrew County Catholic DSB ensures that all policies and procedures will be reviewed to ensure Equity & Inclusion and Accessibility for all.

Focus areas included:

- Ensuring implementation of Human Resources' bias-free hiring policies.
- Making recruitment and hiring practices accessible - making applicants aware of accessibility accommodations and notifying successful applicants of policies for accommodating employees.

- Yearly updates to Administrators and Managers regarding changes to our Board's Accessibility Plan.
- Safety, accommodation and emergency/evacuation plans for staff and/or students with disabilities requiring these supports. Individualized workplace emergency response information will be provided to employees who have a disability and plans will be updated as necessary (i.e., changes in responsibilities, work location and necessary accommodations).
- Employees with an occupational or non-occupational illness or injury who require accommodations to return to work are supported through the Board's Return to Work programs. The objective of the program is to return employees to their pre-illness/injury status as soon as possible, consistent with their medical condition.
- Review of policies on a cyclical basis, including the consideration of Equity & Inclusion and Accessibility legislation.

## Areas of Focus for 2016-2019

Type of Barrier	Action	Timeline
<p><b>Attitudinal</b> The Renfrew County Catholic DSB will continue to promote inclusionary practices for all students, staff and community members.</p>	Review status of Accessibility Awareness Training to ensure new staff have been trained.	ongoing 2016-2019
	Train all new employees and volunteers in Accessibility Standards for Customer Service	Annually 2016-2019
	Review status of Board accessibility policies and procedures and update as required.	ongoing 2016-2019
	Provide professional development opportunities for staff as outlined in the Mental Health Strategy.	ongoing 2016-2019
	Maintain broad representation on the Accessibility Committee.	ongoing 2016-2019
	A SERT Effective Practices Committee will take a focused look at research into inclusionary practices, as well as the role of the SERT in the Renfrew County Catholic DSB.	2016-2018
	Inservice for our SERTs about the LD@school website. The presentation would include showcasing the resources available for staff working with students with LDs.	2017-2018 school year
	Given our increasing enrollment of students with ASD, provide Professional Development for staff with regards to ABA Strategies, techniques and principles to bring about meaningful and positive change in behavior, as well as supporting students with ASD.	ongoing 2016-2019

Type of Barrier	Action	Timeline
<b>Architectural and Physical</b> <b>The Renfrew County Catholic DSB is committed to greater accessibility in, out of and around the buildings for which we are responsible.</b> <b>*Plant services continues to monitor and address identified barriers as budget and timelines permit.*</b>	Plant Services will continue to plan and provide accessible facilities ensuring all renovations and additions meet building code requirements (Ontario Regulation 368/13 & AODA Design of Public Spaces Standards).	ongoing 2016-2019
	Plant Services will work in consultation with the Special Education Coordinators and school communities.	ongoing 2016-2019
	Monitoring of Existing Barrier-Free Installations in all schools (See Appendix D).	ongoing 2016-2019
	Review of current playgrounds to see if they meet the needs of the student population at that particular school.	2017-2018 school year
	Plan in place to provide accessible water fountains in all schools.	2016-2017 2017-2018 school years
<b>Technological</b> <b>The Renfrew County Catholic DSB will continue to support exceptional learners through the use of adaptive equipment and programs.</b>	Continue to provide in-service to our Board's Assistive Technology trainers on the utilization of assistive technology for SEA students (e.g. iWordQ, Read and Write, Mindomo, PDF Markup, speech-to-text features, accessibility features on the iPad, etc.).	ongoing 2016-2019
	Provide training to students with SEA funded assistive technology on the use of specialized equipment and programs.	ongoing 2016-2019
	Continue to invite parents to student training sessions in order to provide a continuity of support for exceptional learners between the school and home settings.	ongoing 2016-2019
	Maintain communication between the Coordinators of Special Education and the Information Technology Department to ensure prompt delivery, setup and maintenance of the assistive technology.	ongoing 2016-2019
	Upon request, provide professional development for staff on effective use of assistive technology in the classroom.	ongoing 2016-2019
	Read&Write literacy toolbar (through Google Chrome) offers support with everyday tasks like reading text out	March 2016

	<p>loud, understanding unfamiliar words, researching assignments and proofing written work. It's designed in line with the principles of UDL (Universal Design for Learning), so it fits right in with a wide range of educational technology strategies and personalized learning plans. Read&amp;Write was purchased as a board license, making it accessible to all students.</p>	
	<p>A protocol will be developed between the Information Technology Department and the Coordinators of Special Education to ensure that SEA equipment is upgraded as needed - a "re-greening" process.</p>	2017 school year
Type of Barrier	Action	Timeline
<p><b>Information and Communication</b> The Renfrew County Catholic DSB will continue to enhance the accessibility of board and school communication</p>	<p>Continue to enhance the board website.</p>	ongoing 2016-2019
	<p>Improve communication to the public about the availability of Renfrew County Catholic DSB materials in accessible formats upon request.</p>	ongoing 2016-2019
	<p>Continue to encourage the public to provide input to the board through the Accessibility webpage on issues related to Accommodation and Accessibility. This input could be communicated by using an "Accessibility Feedback Form" or by contacting Mr. Mark Searson, Superintendent of Education.</p>	ongoing 2016-2019
	<p>Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline.</p>	ongoing 2016-2019
	<p>Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards 2021 deadline.</p>	ongoing 2016-2019
<p><b>POLICY</b> The Renfrew County Catholic DSB</p>	<p>All policies are reviewed on a cyclical basis and will include consideration of Equity and Inclusion and Accessibility legislation.</p>	ongoing 2016-2019

<b>ensures that all policies and procedures will be reviewed to ensure Equity and Inclusion and Accessibility for all.</b>	All new policies will include consideration of Equity and Inclusion and Accessibility legislation.	ongoing 2016-2019
	Review status of accessibility awareness training to ensure new staff and volunteers have been trained.	ongoing 2016-2019



Type of Barrier	Action	Timeline
<b>OTHER (e.g. Transportation)</b>	Providing accessible school transportation services or accessible alternative transportation to students with disabilities as well as review policies with the Renfrew County Joint Transportation Consortium.	ongoing 2016-2019
	In consultation with Principals and the Coordinators of Special Education, the Renfrew County Joint Transportation Consortium will identify students with disabilities before the commencement of each school year or during the school year, based on the needs of the student with a disability; i) develop individual school AODA transportation plans for each student with a disability ii) detail student assistance needs for each student with a disability, and iii) include plans for individual student boarding, securement, and de-boarding.	ongoing 2016-2019

## **Review and Monitoring Process**

- The Accessibility Working Group will meet a minimum once per year to discuss and address barriers with respect to accessibility.
- The Chair of the Accessibility Committee will meet on an “as need” basis with Management and Senior Administration to discuss and address items specific to the implementation of the requirements and standards outlined within the AODA.
- The Chair of the Accessibility Committee, in consultation with Plant Services, will seek input and recommendations from Principals and Vice Principals within the various schools in order to prioritize and designate areas for improvement.
- The Accessibility Plan will be updated at least once every five years.

## **Presentation of the Plan**

The Chair of the Accessibility Committee will present the 2016-2019 Accessibility Plan to the RCCDSB Special Education Advisory Committee in the Fall of 2016 for recommendations and suggestions. After which time, the Plan will then be presented to the trustees at a Board Meeting. School Principals will then be asked to share the Accessibility Plan with their staff and school council members.

## **Communication of the Plan**

As a commitment to the RCCDSB’s stewardship for the environment, the 2016-2019 Accessibility Plan will be made available to the public on the board’s website. Paper copies of the plan are available upon request and in accessible format. Please contact Mark Searson regarding these requests.

Questions and concerns can be directed to the board contact provided below.

**Mr. Mark Searson**  
**Superintendent of Education**  
**Renfrew County Catholic District School Board**  
**499 Pembroke Street West,**  
**Pembroke, ON K8A 5P1**  
**(613) 735-1031**  
[msearson@rccdsb.edu.on.ca](mailto:msearson@rccdsb.edu.on.ca)

## **GLOSSARY**

**AODA - Accessibility for Ontarians with Disabilities Act (2005)**

**CCAC - Community Care Access Centre**

**IEP - Individual Education Plan**

**ODA - Ontarians with Disabilities Act, 2001**

**RCJTC - Renfrew County Joint Transportation Consortium**

**SEA – Special Equipment Amount**

**SEAC - Special Education Advisory Committee**

**SERT - Special Education Resource Teacher**

**UDL - Universal Design for Learning**

**WGAC - Web Content Accessibility Guidelines**

## **Appendix A: Where to Look for Barriers**

### **Definition of disability:**

The ODA adopts the broad definition for disability that is set out in the Ontario Human Rights Code. Disability is:

- (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 coordination, 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.

### **What is a barrier?**

A barrier is 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 informational or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice.

## Where to Look for Barriers

### 1. Physical Barriers:

Furniture	Classroom design	Windows
Work stations	Planters	Chairs
Bathroom hardware	Doors	Doorknobs
Locks	Security systems	Handrails
Drinking fountains	Seats, tables, counters	Telephones

### 2. Architectural Barriers:

Exterior to a building	Storage Areas	Lighting
Classrooms	Athletic Facilities	Entrances
Interior of a building	Cubicles	Assembly Halls
Parking areas	Drop-off zones	Washrooms
Hallways	Cafeterias	Elevators
Floors	Carpets	Escalators
Lobbies	Stairs	Reception areas
Stairwells	Offices	Closets

### 3. Information/Communication Barriers:

Books	Forms	Signage
Printed information	Manuals	Equipment labels
Web-based resources	Fax transmissions	Brochures
Bulletin boards	Computer screens	Public announcements
Training		

### 4. Attitudinal Barriers:

Biases and beliefs	Lack of information/knowledge	Lack of understanding
Lack of sensitivity/intolerance	Stigmatization	See also Policy/practice below

## 5. Technological Barriers:

Computers	Websites	Keyboards
Operating systems	Standard software	Mice
Proprietary software	Printers	

## 6. Policy/Practice Barriers:

Procurement and purchasing	Job postings	Hiring
Interviewing	Testing	Meeting
Promotion	By-laws	Regulations
Rules	Protocols	Safety and evacuation
Community use of facilities	Fax machines	Telephones
TTYs	Photocopiers	Appliances
Control panels	Switches	

## Appendix B: Suggested Reference Material/Resources

- The Path to 2025: Ontario's Accessibility Action Plan

<https://www.ontario.ca/page/path-2025-ontarios-accessibility-action-plan>

- Accessibility Laws

<https://www.ontario.ca/page/accessibility-laws>

- Accessibility for Ontarians with Disabilities Act, 2005

<http://www.aoda.ca/>

- The Ontarians with Disabilities Act, 2005

<https://www.ontario.ca/laws/statute/01o32>

- Ontario Human Rights Commission - Policy and Guidelines on Disability and the Duty to Accommodate

<http://www.ohrc.on.ca/english/publications/disability-policy.shtml>

- Enablelink (Canadian Abilities Foundation) Directory of Canadian Disability Links

[http://www.enablelink.org/resources/links\\_to.html](http://www.enablelink.org/resources/links_to.html)

- Directory for Accessibility

<http://www.accessibilitydirectory.ca>

- Rick Hansen Foundation

<http://www.rickhansen.com/>

- The Teachable Project

<http://theteachableproject.org/>

**APPENDIX C: Special Needs/Accessibility Work Summary**  
**(Work Completed from March 1, 2013 to March 1, 2016)**

ORDER NUMBER	DATE OF ORDER	COMPANY	DESCRIPTION
<b>St. John XXIII</b>			
A1213204	7-Jan-13	OWN FORCES	CREATE A SENSORY ROOM
G1213321	1-May-13	OWN FORCES	INSTALL SHUTTLE SWING IN SENSORY ROOM
WO#000641	21-Oct-15	OWN FORCES	CUPBOARD BUILT FOR SPECIAL NEEDS STUDENT IN ROOM 107
WO#001050	3-Dec-15	OWN FORCES	INSTALL HALF DOOR FOR A SPECIAL NEEDS STUDENT ROOM 108
WO#001407	5-Feb-16	OWN FORCES	INSTALL HALF DOOR FOR A SPECIAL NEEDS STUDENT ROOM 109
<b>St. Joseph's Elementary</b>			
1120032486	9-Mar-16	MURDOCH ELECTRIC	ELECTRICAL WORK ON THE SENSORY ROOM
1120032487	23-Mar-16	BEAMEN WASTE MANAGEMENT	DUMPSTER FOR THE CONSTRUCTION OF THE SENSORY ROOM
A1213206	7-Jan-13	OWN FORCES	INSTALL CABINET FOR SPECIAL NEEDS STUDENT AND BLACKOUT CURTAINS
G1314042	4-Sep-13	OWN FORCES	INSTALL HANDICAP RAIL IN JUNIOR GIRLS WASHROOM
G1314359	3-Jun-14	OWN FORCES	PAINT YELLOW LINES ON STAIRS
G1415137	23-Oct-14	OWN FORCES	RECOMMENDATIONS FROM CCAC FOR JUNIOR EXIT DOOR TO MAKE IT ACCESSIBLE FOR A SPECIAL NEEDS STUDENT
G1415324	6-Mar-15	OWN FORCES	INSTALL HALF DOOR FOR A SPECIAL NEEDS STUDENT
WO#000904	24-Nov-15	OWN FORCES	INSTALL A BAR IN PRIMARY GIRLS WASHROOM FOR USE OF A SPECIAL NEEDS STUDENT
WO#001533	29-Feb-16	OWN FORCES	CREATE A SENSORY ROOM



<b>St. John Bosco</b>			
1140023886	22-Sep-13	DREW'S SECURITY LTD.	INSTALL HANDICAP DOOR OPENER
1140024071	4-Oct-13	YANTHA ELECTRIC LTD.	HOOK UP ELECTRICAL FOR HANDICAP DOOR OPENER
G1213381	2-Jul-13	OWN FORCES	UPGRADES TO A CLASSROOM FOR A SPECIAL NEEDS STUDENT
G1314249	5-Feb-14	OWN FORCES	MODIFICATIONS FOR SPECIAL NEEDS STUDENTS IN KINDERGARTEN CLASS
<b>St. Mary's</b>			
WO#001294	27-Jan-16	OWN FORCES	ROUND EDGES ON SENSORY SWING
<b>St. James</b>			
1260025934	6-May-14	RENFREW AUTO GLASS & UPHOLSTERY	SUPPLY PADDING FOR TIME OUT ROOM
1260025813	23-Apr-14	YEMEN ELECTRIC	ELECTRICAL WORK FOR THE TIME OUT ROOM
G1213288	28-Mar-13	OWN FORCES	INSTALL SWING IN SENSORY ROOM
G1314293	2-Apr-14	OWN FORCES	BUILT A TIME OUT ROOM
WO#001392	3-Feb-16	OWN FORCES	BUILD A QUIET CUBE FOR THE KINDERGARTEN CLASSROOM
<b>Cathedral</b>			
1360032526	11-Mar-16	DREW'S SECURITY LTD.	DOOR AND WINDOW FOR SENSORY ROOM
1360032448	4-Mar-16	PANKE ELECTRIC LTD.	ELECTRICAL WORK FOR SENSORY ROOM
1360032525	11-Mar-16	PEMBROKE GLASS & MIRROR	GLASS FOR THE WINDOW AND DOOR IN SENSORY ROOM
WO#001500	25-Feb-16	OWN FORCES	BUILD A SENSORY ROOM

<b>Holy Name</b>			
1380025901	1-May-14	WATSON MECHANICAL	REPAIR LEAKING SINK IN HANDICAP WASHROOM
<b>Our Lady of Lourdes</b>			
1400024469	13-Nov-13	C. A. REICHE AND SONS LTD.	SUPPLY DRYWALL FOR THE SENSORY ROOM
1400025626	27-Mar-14	DREW'S SECURITY LTD.	REPAIR HANDICAP DOOR OPENER FOR FRONT DOOR
G1314047	4-Sep-13	OWN FORCES	MOVE CHANGE TABLE TO PRIMARY HANDICAP WASHROOM
<b>Our Lady of Sorrows</b>			
1460024069	17-Oct-13	DREW'S SECURITY LTD.	REPAIRS TO HANDICAP DOOR OPENER AT FRONT ENTRANCE
<b>Our Lady of Fatima</b>			
1480023207	25-Jun-13	RENFREW HOME HARDWARE BUILDING CENTRE	SUPPLY DRYWALL AND BUILDING SUPPLIES FOR SPECIAL NEEDS AREA
1480023197	24-Jun-13	YEMEN ELECTRIC	ELECTRICAL WORK FOR THE SPECIAL NEEDS AREA
<b>St. Thomas the Apostle</b>			
1500024138	15-Oct-13	DREW'S SECURITY LTD.	REPAIR THE HANDICAP DOOR OPENER AT FRONT ENTRANCE
1500024326	29-Oct-13	RENFREW AUTO GLASS & UPHOLSTERY	TO PAD THE TIME OUT ROOM
G1314222	23-Jan-14	OWN FORCES	MAKE TIME OUT ROOM SOUND PROOF
G1415244	13-Jan-15	OWN FORCES	INSTALL ABSTRACT TACTILE PANEL IN Sensory ROOM AND ASSEMBLE TRAMPOLINE
WO#001402	5-Feb-16	OWN FORCES	REMOVE SPECIALIZED HANDLE FROM TIME OUT ROOM

<b>Our Lady of Grace</b>			
1540032247	16-Feb-16	DREW'S SECURITY	DOOR & FRAME TO SEPARATE PORTABLE FOR SENSORY RM
1540032354	25-Feb-16	C. A. REICHE AND SONS LTD.	SUPPLY BUILDING SUPPLIES FOR SENSORY ROOM
1540032351	25-Feb-16	PANKE ELECTRIC LTD.	ELECTRICAL WORK FOR SENSORY ROOM
WO#001414	8-Feb-16	OWN FORCES	BUILD A DIVIDING WALL FOR SENSORY ROOM
<b>Bishop Smith Catholic High School</b>			
2500022991	31-May-13	DREW'S SECURITY LTD.	INSTALL TWO DOOR OPENER ON ELEVATORS
2500023328	8-Jul-13	PEMBROKE GLASS & MIRROR	GLASS PANE FOR SPECIAL EDUCATION ROOM
2500023484	19-Aug-13	DREW'S SECURITY LTD.	SUPPLY DOORS FOR SPECIAL NEEDS ROOM 118A & B, PLUS DOOR OPERATORS
2500023242	27-Jun-13	WATSON MECHANICAL	CAP A WATERLINE FOR THE HANDICAP ROOM 118B
2500023483	31-Jul-13	W. C. ELECTRIC	HOOK UP ELECTRICAL FOR HANDICAP DOOR OPENER
2500023923	24-Sep-13	DREW'S SECURITY LTD.	REPLACE CONTACT ON HANDICAP DOOR OPENER
6100024352	4-Nov-13	STANLEY CANADA CORP.	DEAD BOLTS, KEYED ONE SIDE ONLY FOR ROOM 118 RENO
2500024778	13-Dec-13	DREW'S SECURITY LTD.	REPAIR THE HANDICAP DOOR OPENER IN THE LIBRARY
6100023122	17-Jun-13	STANLEY CANADA CORP.	SUPPLY A SINGLE POINT CONSTANT SUPERVISION KIT, FOR OUTSWING DOORS
2500025887	30-Apr-14	DREW'S SECURITY LTD.	REPAIR HANDICAP DOOR OPENER ON GRADE 8 ELEVATOR
2500032168	8-Feb-16	DREW'S SECURITY LTD.	REPAIR THE HANDICAP DOOR OPENER AT THE FRONT ENTRANCE
G1213267	1-Mar-13	OWN FORCES	RELOCATE STORAGE UNIT IN ROOM 118B

G1213359	3-Jun-13	OWN FORCES	BUILD A WORKING AND QUIET SPACE IN ROOM 117
G1213177	27-Nov-12	OWN FORCES	INSTALL A PADDLE SECURITY LOCK ON THE TIME OUT ROOM
G1314181	26-Nov-13	OWN FORCES	LOWER LOCKER HOOK FOR A SPECIAL NEEDS STUDENT
<b>St. Joseph's High School</b>			
G1213272	8-Mar-13	OWN FORCES	RE-INSTALL DOOR ON ROOM 103

**APPENDIX D: Existing Barrier Free Installations** - The following is a description of the status of each building in the school board (Fall 2016):

SCHOOLS	Barrier-Free Parking Space	Exterior ramps	Handicap Lift to Other Floor(s)	Barrier-Free Washroom	Wash-room Call Button	Extended Care Space	Barrier Free Drinking Fountain	Automatic Door Opener	Fire Alarm Strobe Lights
ST. JOHN XXIII	X	X	N/A	X			XX		X
ST. JOSEPH'S, ARNPRIOR	X	X	X	X	X		XX		
ST. JOHN BOSCO	X	X	N/A	X		X	X	X	
ST. JOSEPH'S, CALABOGIE							XX		
ST. ANTHONY'S	X	X	N/A	X			X	X	
GEORGE VANIER			N/A				X		
ST. MARY'S OLGC	X	X					XXX	X	X
ST. MICHAEL'S	X	X	N/A	X	X		XX	X	
ST. JAMES	X	X	X	X			XX	X	
ST. ANDREW'S		X	N/A	X			XX	X	X
ST. FRANCIS OF ASSISI	X	X	N/A	X	X	X	X	X	X
CATHEDRAL		X		X			X	X	
HOLY NAME				X			XX		
OUR LADY OF LOURDES	X	X	N/A	X	X	X	XX	X	X
OUR LADY OF SORROWS	X	X	X	X	X	X	X	X	X
OUR LADY OF FATIMA	X	X	X	X	X	X	XX	X	X
ST. THOMAS THE APOSTLE	X	X	X	X	X	X	XX	X	X
OUR LADY OF GRACE		X	N/A	X			X	X	
BISHOP SMITH CHS	X	X	X	X	X	X	XX	X	X
ST. JOSEPH'S CHS, RENFREW	X	X	X	X	X	X	X	X	X
ADMINISTRATION	X	X		X				X	
PLANT/TRANS/W-HOUSE WAREHOUSE		X		X					

