



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
2. At the Board Office.
3. In accessible formats upon request.
Please contact Mary Lise Rowat,
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 Catholic Elementary Schools and 2 English Catholic 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’ certain 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
Mary-Lise Rowat	Superintendent of Education, RCCDSB	613-735-1031
Katherine McLaughlin	Chairperson Coordinator of Special Education, RCCDSB	613-735-5496 x. 227
Sally Douglas	Vice-Principal, St. Francis of Assisi Catholic School, RCCDSB	613-687-4167
Jillian Burchart	Manager of Human Resources Services, 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
Lino DeGasperis, Justin Jeffrey	Renfrew County Joint Transportation Consortium	613-732-8419
Jodi Cotnam, Taunia Clouthier	Occupational Therapists – Champlain Local Health Integration Network – LHIN - (formerly CCAC)	613-732-7008
Open	Student	
Open	COPE member	

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 each year. These include: Hearing Awareness Workshop, 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, Blind/Low Vision Professional Development, Learning Disabilities Professional Development, 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 (LHIN). Further representation will be added to the Committee (e.g. Educational Assistant, Parent, Student)
- 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:

- Accessible Washrooms in two of our schools.
- Updates to Accessible washrooms in many of our schools.
- Purchase and installation of Accessible Door openers in many of our schools.
- Sensory room built at St. Michael's school, Douglas, ON.
- Sensory room updates in some of our schools.
- Accessible showers at both high schools.

Note: Please see Appendix C for a **Special Needs/Accessibility Work Summary** (March 2016 - March 2018) 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 Suite For Education, Read & Write Extension, Mindomo, iWord Q, speech-to-text features, text-to-speech features, specialized Speech and Language Applications, etc.;
 - ✓ Hushhups;
 - ✓ 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 2018, each school was able to secure a SEA trainer, which allows for in-house assistance when a student or staff member is having technical difficulties or requires some refresher training.
- Throughout the 2017-2018 school year, SERTs collaborated with their school's SEA trainer in order to provide class-wide Read and Write training for students in grades 4 to 8.
- Training in the fall of 2018 for all junior-grade classrooms on Google Read and Write by our Inclusions SPATS.

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.
- 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>Attitudinal The Renfrew County Catholic DSB will continue to promote inclusionary practices for all students, staff and community members.</p>	<p>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.</p>	<p>ongoing 2016-2019</p>
	<p>Train all new employees and volunteers in Accessibility Standards for Customer Service. (“How May I Help You?”) Creation of a “Hire Package” for volunteers with a checklist for Principals to review with volunteers.</p>	<p>Annually 2016-2019</p>
	<p>Review status of Board accessibility policies and procedures and update as required.</p>	<p>ongoing 2016-2019</p>
	<p>Provide professional development opportunities for staff as outlined in the Mental Health Strategy.</p>	<p>ongoing 2016-2019</p>
	<p>Maintain broad representation on the Accessibility Committee.</p>	<p>ongoing 2016-2019</p>
	<p>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.</p>	<p>2016-2018</p>
	<p>Hearing Awareness Inservice for our SERTs from the Outreach Services Program, Ministry of Education Deaf/Hard-of-Hearing Branch.</p>	<p>November 2017</p>
	<p>Board/COPE sponsored Special Olympics event for students with Special Needs across the system.</p>	<p>June 2017 June 2018</p>
	<p>“Mental Health in the Workplace” (video and discussion) in-service for all staff.</p>	<p>September 2018</p>
	<p>RCJTC Drivers receive training on Autism Spectrum Disorders.</p>	<p>September 2018</p>

Type of Barrier	Action	Timeline
Architectural and Physical The Renfrew County Catholic DSB is committed to greater accessibility in, out of and around the buildings for which we are responsible. *Plant services continues to monitor and address identified barriers as budget and timelines permit.*	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.	Summer 2018
	Plan in place to provide accessible water fountains in all schools.	2016-2017 2017-2018 school years
	Review of Fire Alarm Strobe lights, particularly in classrooms with considerable noise (e.g. Music rooms, Kitchens, Tech rooms)	2018-2019 school year
Technological The Renfrew County Catholic DSB will continue to support exceptional learners through the use of adaptive equipment and programs.	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)	March 2016

	offers support with everyday tasks like reading text out 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&Write was purchased as a board license, making it accessible to all students.	
	Principal of Special Education and Coordinators of Special Education will monitor and ensure that SEA equipment is upgraded as needed - a "re-greening" process.	ongoing 2016-2019
Type of Barrier	Action	Timeline
Information and Communication The Renfrew County Catholic DSB will continue to enhance the accessibility of board and school communication	Continue to enhance the board website.	ongoing 2016-2019
	Improve communication to the public about the availability of Renfrew County Catholic DSB materials in accessible formats upon request.	ongoing 2016-2019
	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 Mary-Lise Rowat, Superintendent of Education.	ongoing 2016-2019
	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.	ongoing 2016-2019
	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.	ongoing 2016-2019

POLICY The Renfrew County Catholic DSB ensures that all policies and procedures will be reviewed to ensure Equity and Inclusion and Accessibility for all.	All policies are reviewed on a cyclical basis and will include consideration of Equity and Inclusion and Accessibility legislation.	ongoing 2016-2019
	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
	All hiring policies are currently under review for legislative compliance and inclusion, and aligned with the Ontario Human Rights Code and the Ontarians with Disabilities Act.	Ongoing 2016-2019
	Attendance Support Program – The goals of this non-disciplinary program is to support regular, punctual attendance at work and to treat absences consistently and equitably across the organization.	Ongoing 2017-2019
	RCCDSB Employee Handbook will include a page on providing Accessible environments	September 2019

Type of Barrier	Action	Timeline
OTHER (e.g. Transportation)	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
	RCJTC can access Medical information from Maplewood (RCCDSB student information system).	September 2018

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 2018 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 Mary Lise Rowat regarding these requests.

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

Mary Lise Rowat
Superintendent of Education
Renfrew County Catholic District School Board
499 Pembroke Street West,
Pembroke, ON K8A 5P1
(613) 735-1031
mrowat@rccdsb.edu.on.ca

GLOSSARY

AODA - Accessibility for Ontarians with Disabilities Act (2005)

IEP - Individual Education Plan

LHIN – Local Health Integration Network (formerly CCAC)

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
Workstations	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 for Ontarians with Disabilities Act, 2005

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

- Access Forward

<https://www.accessforward.ca/>

- Accessibility Ontario

<https://accessontario.com/>

- 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

- 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, 2018 to November 1, 2019)

ORDER NUMBER	DATE OF ORDER	COMPANY	DESCRIPTION
St. Joseph's, Arnprior			
WO#7137	September 21, 2018	Own Forces	Install a sidewalk to the portable classroom
PO#112000000010	October 2, 2018	Pembroke Glass	Repair Handicap button in Room 23
St. John Bosco, Barry's Bay			
PO#114000006931	October 25, 2019	Pembroke Glass	Repair Handicap button for main entrance
St. Anthony's, Chalk River			
PO#118000001053	November 5, 2018	Pembroke Glass	Repair Handicap button for main entrance
PO#118000005124	June 21, 2019	Drew's Security	Repair Handicap button for main entrance
St. James, Eganville			
PO#126000004909	June 11, 2019	Drew's Security	Repair Handicap button for Room 2
St. Andrew's, Killaloe			
PO#132000007036	October 25, 2019	Pembroke Glass	Repair Handicap button for accessible washroom
St. Francis of Assisi, Petawawa			
WO#7584	June 7, 2018	Own Forces	Repair the Handicap doors in Daycare
Cathedral, Pembroke			
PO#136000005243	June 21, 2019	Drew's Security	Repair Handicap button at Exit 5
Our Lady of Grace, Westmeath			
WO#7528	June 19, 2018	Own Forces	Install Handicap Parking Sign
St. Thomas the Apostle, Renfrew			
WO#8347	November 16, 2018	Own Forces	Install half doors on Kindergarten Room
St. Joseph's Catholic High School, Renfrew			
PO#251000001381	December 4, 2018	Pembroke Glass	Repair Handicap button for main entrance
PO#251000002790	February 25, 2019	Yemen Electric	Repair Handicap button for Room 211
PO#251000006582	October 15, 2019	Pembroke Glass	Repair Handicap button for Gym doors
PO#251000006425	October 15, 2019	Pembroke Glass	Repair Handicap button for main entrance

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	Playgrounds
ST. JOHN XXIII	X	X	N/A	X			X	X	X	
ST. JOSEPH'S, ARNPRIOR	X	X	X	X	X		X	X		
ST. JOHN BOSCO	X	X	N/A	X	X	X	X	X		Swings Upper Body
ST. JOSEPH'S, CALABOGIE			X				X			
ST. ANTHONY'S	X	X	N/A	X			X	X		
GEORGE VANIER			N/A				X			X
ST. MARY'S OLCG	X	X					X	X	X	
ST. MICHAEL'S	X	X	N/A	X	X		X	X		2 Swing sets
ST. JAMES	X	X	X	X			X	X		
ST. ANDREW'S		X	N/A	X	X		X	X	X	
ST. FRANCIS OF ASSISI	X	X	N/A	X	X		X	X	X	Climber
CATHEDRAL	X	X		X			X	X		Small structure
HOLY NAME							x			Small structure
OUR LADY OF LOURDES	X	X	N/A	X	X	X	X	X	X	2 Swing sets 2020
OUR LADY OF SORROWS	X	X	X	X	X	X	X	X	X	X
OUR LADY OF FATIMA	X	X	X	X	X	X	X	X	X	
ST. THOMAS THE APOSTLE	X	X	X	X	X	X	X	X	X	
OUR LADY OF GRACE	X	X	N/A	X			X	X		
BISHOP SMITH CHS	X	X	X	X	X	X	X	X	X	N/A
ST. JOSEPH'S CHS, RENFREW	X	X	X	X	X	X	X	X		N/A
ADMINISTRATION	X	X		X				X		
PLANT/TRANS/W-HOUSE WAREHOUSE		X		X						

