



# **MULTI-YEAR ACCESSIBILITY PLAN**

**For the period of December 2020 to December 2023**

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 worldview 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:

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Superintendent of Education

RCCDSB

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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 thirteenth 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 2020 to December 2023) 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 comprises of 21 schools (19 English Catholic Elementary Schools - 1 of these a Virtual Elementary School, and 2 English Catholic Secondary Schools - with a Virtual Secondary school option combining students from both sites) in 16 communities, the majority of which are rural. Our district covers a wide geographical area of more than 7,851 square kilometres from Deep River in the north to Calabogie in the south to Arnprior in the east and Barry's Bay in the west. 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 the 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      |
|----------------------------------|---|--------------|
| Clint Young                      | Superintendent of Education, RCCDSB   | 613-735-1031 |
| Katherine McLaughlin             | Chairperson<br>Coordinator of Special Education, RCCDSB   | 613-735-5496 |
| Sally Douglas                    | Vice-Principal/SERT, St. Francis of Assisi School, RCCDSB   | 613-687-4167 |
| Jillian Burchart                 | Coordinator of Human Resources Services, RCCDSB   | 613-735-1031 |
| Heather Francis                  | Acting Coordinator 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<br>SEA Secretary, RCCDSB                                | 613-735-1031 |
| Susan Taylor,<br>Justin Jeffrey  | Renfrew County Joint Transportation Consortium  | 613-732-8419 |
| Jodi Cotnam,<br>Taunia Clouthier | Occupational Therapists – Home and Community<br>Support Services Champlain (formerly Champlain<br>LHIN) | 613-732-7007 |
| Pierre Beaupre                   | Custodian, Our Lady of Lourdes Catholic School, RCCDSB  | 613-732-4633 |
| Maggie Kelly                     | Student Representative, Bishop Smith Catholic High School   | 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 November 2020 to review the previous 3-year plan and provide updates for the 2020-2023 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 have been provided for staff. These include: Learning Disabilities through Sagonaska Demonstration School, Autism Focused Intervention Resources and Modules (AFIRM), Hearing Awareness Workshops, Everyday Speech (Social Skills Training), Student (de)stress Strategies, Sensory Strategies, Behaviour Management Systems (BMS) Training, Safe Work Practices, Health and Safety Awareness Training, Blind/Low Vision Professional Development, Cognitive Behavioural Therapy.
- Program for the Education and Enrichment of Relationship Skills (PEERS) at both High schools. This is an evidence-based program for teens and young adults with ASD.
- After School Skills Development Program for Elementary students with ASD (e.g. *Mission Cognition*).
- Board/COPE sponsored Special Olympics events for students with Special Needs across the system.
- 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). A student representative as well as a School Custodian have joined the Accessibility Committee.
- RCCDSB Wholeness and Wellness Program, with Wellness Champion representatives at each school and the Board Office. This initiative is to support positive mental health in the workplace. Helping to end the stigma around mental illness can help people seek the help they need and create positive change.

### 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:

- Monitoring of Existing Barrier-Free Installations in all schools (see Appendix D);
- Close monitoring of new playground updates to ensure they meet accessibility requirements.

Note: An itemized list of barriers removed in the past few years is available by contacting our Plant Services Department. Appendix C is included which outlines **Barrier-Free Installations** across the system.

## **TECHNOLOGICAL BARRIERS:**

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

Recent Technological initiatives 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;
  - ✓ C-Pens - a new tool (2019-2020 school year) for students with a Learning Disability that provides quick access to text.
- 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.)
- 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 2020, 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.
- Purchase of Boardmaker and Everyday Speech licenses to primarily support our students with language impairments and ASD, although there have been numerous students who have benefitted from these 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.
- Single Sign-On feature available for staff to ensure easy access to Board resources and information.

### **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 the past few years 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.
- 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.
- The RCCDSB Attendance Support Program (a non-disciplinary program) aims to support regular, punctual attendance at work, and to treat absences consistently and equitably across the organization.
- In response to PPM 163 (School Board Policies on Service Animals), creation of a Service Animal/Guide Dog Policy.

## Areas of Focus for 2020-2023

| Type of Barrier  | Action  | Timeline              |
|--|---|-----------------------|
| <b>Attitudinal</b><br>The Renfrew County Catholic DSB will continue to promote inclusionary practices for all students, staff and community members. | 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.  | 2020-2021 School year |
|  | Review status of Board accessibility policies and procedures and update as required.  | ongoing 2020-2023     |
|  | Maintain broad representation on the Accessibility Committee.   | ongoing 2020-2023     |
|  | Bi-monthly Professional Development opportunities (“Special Education Support Hours”) for SERTs on a wide range of topics (e.g. Learning Disabilities, Cognitive Behaviour Therapy, Deaf/Hard of Hearing, Pathways at the Secondary level, Reading Intervention initiatives, etc.) to build knowledge and support a wide-range of learners with exceptionalities. | 2020-2021 school year |
|  | <i>After School Skills Development Program</i> at the Elementary level for students with ASD.   | Spring 2021           |

| Type of Barrier   | Action  | Timeline          |
|---|---|-------------------|
| <b>Architectural and Physical</b><br>The Renfrew County Catholic DSB is committed to greater accessibility in, out of and around the buildings for which we are responsible.<br>*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 2020-2023 |
|   | Plant Services will work in consultation with the Special Education Coordinators and school communities.  | ongoing 2020-2023 |
|   | Monitoring of Existing Barrier-Free Installations in all schools (See Appendix D).  | ongoing 2020-2023 |
|   | Monitoring of new playground updates to ensure they meet accessibility requirements for the student population at that particular school.   | ongoing 2020-2023 |

|  |  |                      |
|--|--|----------------------|
|  | LED Lighting upgrades in classrooms.   | ongoing<br>2020-2023 |
|  | Monitoring of Fire Alarm Strobe lights, particularly in classrooms with considerable noise (e.g. Music rooms, Kitchens, Tech rooms).   | ongoing<br>2020-2023 |
| <b>Technological</b><br><br><b>The Renfrew County Catholic DSB will continue to support exceptional learners through the use of adaptive equipment and programs.</b> | Continue to provide support 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<br>2020-2023 |
|  | During provincially-mandated school closures (e.g. March 2020 and January 2021), school board staff are able to quickly secure and distribute equipment (e.g. Chromebooks, Sensory equipment, Physiotherapy equipment, etc.) to students with a SEA designation. | ongoing<br>2020-2023 |
|  | Provide training to students with SEA funded assistive technology on the use of specialized equipment and programs.  | ongoing<br>2020-2023 |
|  | 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<br>2020-2023 |

|   | Designated technical support process for troubleshooting of SEA equipment when issues arise for students to ensure limited interruption of use.  | ongoing<br>2020-2023 |
|---|--|----------------------|
|   | The Principal of Special Education and Coordinators of Special Education will monitor and ensure that SEA equipment is upgraded as needed - a “re-greening” process for both students and staff.   | ongoing<br>2020-2023 |
| Type of Barrier   | Action   | Timeline             |
| <b>Information and Communication</b><br><b>The Renfrew County Catholic DSB will continue to enhance the accessibility of board and school communication</b> | Continued promotion of SORA - a digital library offering ebooks and audiobooks at students’ and staff’s fingertips. Learning tools within the app include dyslexic font, enlarged text, read-alongs and audiobooks                               | ongoing<br>2020-2023 |
|   | Continued promotion of the many Accessibility features available through the Google for Education Suite (e.g. contrast between text and background, closed captioning, screen reader, etc.)  | ongoing<br>2020-2023 |
|   | Continue to encourage the public to provide input to the board through the Accessibility web page on issues related to Accommodation and Accessibility. This input could be communicated by contacting Clint Young, Superintendent of Education. | ongoing<br>2020-2023 |
|   | Monitor capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request.  | ongoing<br>2020-2023 |
|   | Monitor 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<br>2020-2023 |

|  |  |           |
|--|--|-----------|
|  | Survey students, parents, staff, and community members regarding our board's website so that we can better respond to the wide diversity of needs of people with disabilities. | Fall 2021 |
|--|--|-----------|

|   |   |                      |
|---|---|----------------------|
|   |   |                      |
| <b>POLICY</b><br><b>The Renfrew County Catholic DSB ensures that all policies and procedures will be reviewed to ensure Equity and Inclusion and Accessibility for all.</b> | All policies are reviewed on a cyclical basis and will include consideration of Equity and Inclusion and Accessibility legislation.   | ongoing<br>2020-2023 |
|   | All new policies will include consideration of Equity and Inclusion and Accessibility legislation.  | ongoing<br>2020-2023 |
|   | Updates to the RCCDSB Employee Handbook to include a revised section on Accessibility Awareness - including how our Board is preventing and removing barriers for its employees with disabilities in accordance with the Accessibility for Ontario with Disabilities Act. | ongoing<br>2020-2023 |

| Type of Barrier                              | Action   | Timeline             |
|--|--|----------------------|
| <b>OTHER</b><br><b>(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<br>2020-2023 |
|  | <p>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 individual needs of the student with a disability.</p> <ul style="list-style-type: none"> <li>→ Individual school AODA transportation plans will be developed or reviewed for each student with a disability.</li> <li>→ Medical safety plans are also developed for students who are identified with a medical condition (e.g. diabetes, anaphylaxis, epilepsy, etc.).</li> </ul> | ongoing<br>2020-2023 |
|  | RCJTC can access Medical information from <i>Maplewood</i> (RCCDSB student information system) and in the near future, <i>Edsembli</i> .   | ongoing<br>2020-2023 |
|  | RCJTC aims to provide flexibility in its communication regarding transportation services to RCCDSB families (e.g. Twitter, Facebook, email addresses).   | ongoing<br>2020-2023 |
|  | Drivers are provided with detailed information regarding students with AODA transportation plans as well any students who may have a Medical Plan to ensure the safety of all riders and drivers.  | ongoing<br>2020-2023 |

## **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 as required 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 share the 2020-2023 Accessibility Plan to the RCCDSB Special Education Advisory Committee 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 2020-2023 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 Clint Young, Superintendent of Education, regarding these requests.

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

**Clint Young**  
**Superintendent of Education**  
**Renfrew County Catholic District School Board**  
**499 Pembroke Street West,**  
**Pembroke, ON K8A 5P1**  
**(613) 735-1031**  
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## **GLOSSARY**

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

**BMS - Behaviour Management System**

**Champlain LHIN – Champlain - Local Health Integration Network**

**IEP - Individual Education Plan**

**IPRC - Identification, Placement, and Review Committee**

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

**PPM - Policy/Program Memoranda**

**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**

**WCAG - 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

### → Physical Barriers:

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

### → 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         |

### → Information/Communication Barriers:

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

### → Attitudinal Barriers:

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

**→Technological Barriers:**

|                      |                   |           |
|----------------------|-------------------|-----------|
| Computers            | Websites          | Keyboards |
| Operating systems    | Standard software | Mice      |
| Proprietary software | Printers          |           |

**→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/>
- Ministry for Seniors and Accessibility <https://www.ontario.ca/page/ministry-seniors-accessibility>
- Accessibility Ontario <https://www.ontario.ca/page/accessibility-in-ontario>
- 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>
- Rick Hansen Foundation <http://www.rickhansen.com/>
- AODA 101 – Introduction to the Accessibility for Ontario with Disabilities Act <https://www.youtube.com/watch?v=zrPLb3N1DBQ&feature=youtu.be>
- The Teachable Project <http://theteachableproject.org>

**APPENDIX C: Existing Barrier Free Installations - (as of December 2020):**

| SCHOOLS                       | Barrier-Free Parking Space | Exterior ramps | Handicap Lift to Other Floor(s) | Barrier-Free Washroom | Wash-room Call Button | Extended Care/ Nursing 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                     | X                     |                              | X                              |                       |                          |                           |
| ST. ANTHONY'S                 | X                          | X              | N/A                             | X                     |                       |                              | X                              | X                     |                          |                           |
| GEORGE VANIER                 |                            |                | N/A                             |                       |                       |                              | X                              |                       |                          | X                         |
| ST. MARY'S OLGC               | 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                     |                          | new structure Spring 2021 |
| HOLY NAME                     |                            |                |                                 |                       |                       |                              | x                              |                       |                          | X                         |
| 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                     |                       |                              |                                |                       |                          |                           |

