



PETERBOROUGH VICTORIA NORTHUMBERLAND AND CLARINGTON CATHOLIC DISTRICT SCHOOL BOARD



ACCESSIBILITY and BARRIER FREE PLAN

May 2018

Accessibility and Barrier Free Plan

1. Aim

This Accessibility and Barrier Free Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act*. This Act lays the framework for the development of province-wide mandatory standards on accessibility in all areas of daily life. Its goal is to make Ontario accessible for people with disabilities by 2025 by identifying, breaking down and preventing barriers to accessibility.

2. Commitment to Accessibility Planning

This plan will be established, reviewed and updated in consultation with persons with disabilities and with the Board's Special Education Advisory Committee (SEAC) and Accessibility for All Committee. The Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to:

2.1 Maintaining an Accessibility for All Committee.

2.2 Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities.

2.3 Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design.

2.4 Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community.

By 2020, Statistics Canada estimates that 20% of the population will have disabilities

People with disabilities represent a significant and growing part of our population. According to Statistics Canada, about 1.9 million Ontarians have disabilities - about 16% of the population. Disability tends to increase with age and as such, it is estimated that 20% of the population will have disabilities within the next two decades. Enhancing the ability of people with disabilities to live independently and contribute to the community will not only have positive effects on the future prosperity of Ontario but will contribute toward the overall quality of life of persons with disabilities and their communities.

3. Members of Accessibility for All Committee

The mandate of this committee is to: a) Review current initiatives and successes in identifying, removing and preventing barriers b) Review and ensure audits are completed to ensure accessibility c) Set priorities and develop accessibility strategies d) Provide updates and reports specific to Board departments on the progress of ensuring accessibility and the removal of barriers.

Accessibility Committee Membership	
Committee Member	Department
Chairperson	Special Education Representing Senior Administration
Trustee (Ex-officio)	Board of Trustees
Trustee	Board of Trustees
Manager of Communications	Communications/ Community Relations
Special Education Consultant	Special Education Services
Elementary Teacher Rep	Elementary Teacher
Secondary Teacher Rep	Secondary Teacher
OECTA – Elementary or Secondary Teacher	OECTA Representative
Teacher of the Deaf/Hard of Hearing	Special Education Services
CAO, STSCO	Student Transportation Services of Central Ontario
CUPE President	CUPE 1453
Manager of Facilities Services	Facilities Services
Manager of Human Resource Services	Human Resource Services
Principal	Principal/Vice Principals' Association
Computer Technician	Computer Services
Health and Safety Officer	Human Resource Services
Wellness Coordinator	Human Resource Services
Superintendent of Schools	Special Education/ Accessibility
Recording Secretary	Special Education

4. Definitions:

- 4.1** Accessibility Standard – An accessibility standard made by regulation under the AODA Act, 2005
- 4.2** Assistive Device – An assistive device is any device used by people with disabilities to help with their daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, and electronic communication devices.
- 4.3** Barrier – is anything that prevents a person with a disability from participating in all aspects of society because of his or her disability including a physical barrier, an architectural barrier, an information or communication barrier, an attitudinal barrier, a technological barrier, a policy, or practice:
- 4.4** Customer – A customer is any person who uses the services of the School Board.
- 4.5** Disability – As Defined by the Human Rights Code – Section 10 (1):
- 4.5.1 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
 - 4.5.2 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
 - 4.5.3 a condition of mental impairment or a developmental disability
 - 4.5.4 a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language
 - 4.5.5 a mental disorder
 - 4.5.6 an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997: ("handicap")
- 4.6** Individualized Workplace Emergency Response Plan - A plan that identifies individual workplace emergency response information for those employees who have a disability.
- 4.7** Service Animal – A service animal is an animal that is being used because of a person's disability, and this is either readily apparent or is supported by a letter from an appropriate professional. The animal must be certified and trained by a licensed and registered trainer to support the person's needs.
- 4.8** Support Person – A support person is a person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.

5. Barrier Removal Initiatives:

Accessibility standards are the rules that businesses and organizations in Ontario will follow to identify, remove and prevent barriers to accessibility. During the last several years, there have been a number of formal and informal initiatives at Peterborough Victoria Northumberland and Clarington Catholic District School Board to identify, remove and prevent barrier to people with disabilities. Funding has been provided to assist with making buildings more accessible as well, financial support for specialized equipment for individual students has been purchased. Staff with disabilities have been supported and assisted based on each individual need.

5.1 Accessibility of School Buildings:

Accessibility includes the structure of the school, the playground and the grounds surrounding the school building. This may include an accessible exit to the playground, accessibility to playground equipment and /or accessible playground equipment. To make the grounds accessible, it may involve actual structural modifications or only a few minor adaptations to the existing structures. The ultimate objective is to provide students with opportunities for maximum independence by providing a barrier-free environment.

5.2 Specialized Equipment for Students:

School boards apply for funding for specialized student equipment through SEA claim funding on behalf of individual students. The funding covers the costs of individualized equipment that exceeds \$800 per pupil in a single school year. Claims must be for special, individualized equipment for use at school.

5.3 Transportation:

Students identified with an exceptionality are transported with other students whenever possible. In the event that the needs of the individual student are such that the student's welfare and or the welfare of others is at risk, students may be transported individually or in small groups. All transportation providers used by the Peterborough Victoria Northumberland and Clarington Catholic District School Board must comply with the Ministry of Transportation and Safety regulations and drivers must have a criminal record check.

5.4 Staff Needs:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board employs many talented and qualified staff and accommodates those with disabilities in a variety of ways. Staff are sensitive to the needs of others and recognize their abilities not disabilities. Employees with disabilities must be their own advocates and share their concerns, issues and needs with their supervisors and Human Resources Services. A variety of accommodations have been made to assist staff in becoming more independent.

5.5 Parent and Community Needs:

Parents with disabilities are supported in a variety of ways. Sign-Language interpreters are provided for parent meetings, materials are presented verbally as required and all attempts made to assist parents in supporting their child's education. Requests for these and other types of support need to be made at least two weeks in advance to allow time to make arrangements. Schools have accessible entrances which accommodate for physical challenges.

6. About the Accessibility Standards:

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

The Peterborough Victoria Northumberland and Clarington Catholic District School Board intends, through this Accessibility and Barrier Free Plan, to take action to address barriers to accessibility related to the Standard areas of current Regulations. This is in addition to ongoing work the Board is undertaking with regard to identification and removal of barriers in the Board's physical environment.

7. Barriers Addressed:

The accessibility standards will remove barriers in four areas:

- Employment
- Information and Communications
- Transportation
- Built Environment

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

- PVNC CDSB will review Human Resources procedures and practices
- PVNC CDSB will notify employees and identify through postings the availability of accommodations for applicants with disabilities
- PVNC CDSB will include appropriate language into internal and external job postings
- PVNC CDSB will review status of accessibility awareness training to ensure new staff and supply staff have been trained.

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

- PVNC CDSB will review practices to ensure readiness to provide educational resources , materials, student records and information on program requirements in accessible formats upon request
- PVNC CDSB will review accessibility features of all updates and purchases related to board and school websites
- PVNC CDSB will review process for receiving and responding to feedback
- PVNC CDSB will provide training to all staff, on accessibility requirements, and on Human Rights Code provisions regarding disabilities and ensure third-party providers have similar training
- PVNC CDSB will review status of capacity of Learning Commons to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline
- PVNC CDSB will review status of capacity of Learning Commons to provide accessible or conversion-ready formats of all resources upon request

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

- PVNC CDSB will adhere to Transportation Policy AP 1001
- PVNC CDSB will work with STSCO to provide and support training to staff and transportation providers through the special needs manual

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

- PVNC CDSB will maintain an annual facilities renewal program to maintain board facilities. Annually, the renewal funds are prioritized and when possible consideration is given to support access to all sites and buildings.
- PVNC CDSB will continue to maintain existing equipment such as doors, ramps, rails, curb cuts, handicap parking, evacuation chairs and signage.

8. Review and Monitoring Process:

The Accessibility for All Committee meets regularly during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board. The Accessibility and Barrier Free plan will be reviewed each year to monitor progress on the implementation of the plan.

9. Communication of the Plan:

The Peterborough Victoria Northumberland and Clarington Catholic District School Board's Accessibility and Barrier Free plan will be posted on the board web site at www.pvnccdsb.on.ca and hard copies will be available. The plan can also be made available in accessible formats.

Questions, comments or feedback regarding the Accessibility and Barrier Free plan may be directed to:

Chair of the Accessibility for All Committee
The Peterborough Victoria Northumberland and Clarington
Catholic District School Board
1-800-461-8009 or 705-748-4861

10. Additional Information:

www.pvnccdsb.on.ca
www.ontario.ca
www.aoda.ca
www.accessontario.com