

BOARD ADMINISTRATIVE PROCEDURE	
<i>Administrative Procedure</i>	<i>Administrative Procedure Number</i>
Accessibility and Barrier Free Learning and Work Environment: Design of Public Spaces	821 (NEW) 705 (OLD)
<i>Directional Policy</i>	
Healthy Schools and Workplaces 800	

TITLE OF ADMINISTRATIVE PROCEDURE:

ACCESSIBILITY AND BARRIER-FREE WORK ENVIRONMENTS: DESIGN OF PUBLIC SPACES

DATE APPROVED:

April 2021

PROJECTED REVIEW DATE:

April 2026

DIRECTIONAL POLICY ALIGNMENT:

This Administrative Procedure aligns with the Healthy Schools and Workplaces Directional Policy by ensuring the board complies with the Accessibility for Ontarians Disability Act (2005) in its design of public spaces as required post 2016.

ALIGNMENT WITH MULTI-YEAR STRATEGIC PLAN:

The Accessibility and Barrier-Free Work Environments: Design of Public Spaces Administrative Procedure supports our Vision of achieving Excellence in Catholic Education by ensuring our structures, processes, relationships and actions reflect our Gospel values and Catholic Social Teachings. This vision calls the Board to these Strategic Priorities:



Strategic Priorities 2017-2020

Vision

Achieving Excellence in Catholic Education
LEARN • LEAD • SERVE

Mission

To educate students in faith-filled, safe, inclusive Catholic learning communities by nurturing the mind, body and spirit of all.

LEARN

Achieve excellence in instruction and assessment to enable all students to become reflective, self-directed, lifelong learners.

LEAD

Foster critical thinking, creativity, collaboration, and communication, to enable all students to realize their God-given potential.

SERVE

Inspire engagement and commitment to stewardship for creation to enable all students to become caring and responsible citizens.

ACTION REQUIRED:

The Director of Education will designate a staff member as chairperson and invite system representation to be members of the Accessibility For All Committee.

The Committee will be composed of a trustee, a superintendent, a student, a representative from Finance, Communications, Human Resources, Plant, Student Transportation Services of Ontario (STSCO), Information Technology, a principal, resource staff, Special Education Advisory Committee member, and community agency representative(s).

The mandate of the Accessibility For All Committee is as follows:

- to meet once a term (or up to three times a year);
- to review, at each meeting, current initiatives and successes in identifying, removing, and preventing barriers;
- to review and ensure bi-annually accessibility and barrier free checklists are completed as required to promote accessibility and the removal of barriers;
- to set priorities and develop accessibility strategies annually;
- to monitor progress of the Accessibility Plan through reports from Committee members and updates from Board departments at each meeting.

BACKGROUND:

Peterborough Victoria Northumberland and Clarington Catholic District School Board is committed to improving opportunities and providing services to our students, staff, parents/guardians, volunteers, clergy, and the public that are free of barriers and biases.

The Board strives to ensure that key principles of independence, dignity, integration, and equality of opportunity are reflected and valued in our learning and working environments.

On the International Day of Persons with Disabilities, His Holiness, Pope Francis calls all of us to the importance of accessibility as all persons with disabilities *have been grafted onto Christ in baptism. They share with him, in their own particular way, the priestly, prophetic, and royal mission of evangelizing through, with and in the Church.* (CNA, 2020).

RESPONSIBILITIES:**The Board of Trustees is responsible for:**

- reviewing this Administrative Procedure to ensure its alignment with the Healthy Schools and Workplaces Directional Policy;
- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

The Director of Education is responsible for:

- establishing and implementing a multi-year strategic plan (vision and goals) which reflects Accessibility and Barrier-Free Learning and Workplace Environments;
- overseeing implementation of the Accessibility and Barrier Free Administrative Procedure – Design of Public Spaces;
- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Superintendent of Learning/Special Education is responsible for:

- resourcing the Accessibility for All Committee and overseeing the development and review of five relevant administrative procedures, each adhering to the AODA (2005).

Superintendent of Business and Finance/Plant is responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Design of Public Spaces;
- ensuring that, as annual plans for renewal, renovation and retrofits are contemplated that appropriate consideration for removing existing barriers to accessibility are included by Facilities Services;
- ensuring that any new construction contemplated by Facility Services includes plans that conform to existing building code requirements regarding accessibility.

Superintendents of Schools and System Portfolios are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Design of Public Spaces.

Principals, Vice Principals, and Managers are responsible for:

- supporting implementation of the Accessibility and Barrier Free Administrative Procedure – Design of Public Spaces;
- ensuring that all purchases do not create physical barriers;
- ensuring that their site Accessibility Checklist is completed and submitted as required;
- ensuring that annual facility renewal requests give due regard to identifying projects that address physical barriers. These requests will be prioritized in accordance with available funding;
- ensuring that there is proper exterior and interior signage (including accessible parking and signage), using the international symbol for accessibility;
- ensuring that when services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be posted at the site;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Teachers and Staff are responsible for:

- ensuring that they communicate barriers they are experiencing or their special needs to their supervisor;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Students are responsible for:

- articulating their strengths, their needs, and barriers to access which they are experiencing;
- modelling an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

Parents are responsible for:

- articulating their children's strengths, their needs, and barriers to access which they are experiencing;
- articulating barriers to access which they are experiencing themselves;
- modelling of an awareness and responsiveness to the needs of a person with disabilities, in order to support a culture of acceptance.

PROGRESS INDICATORS:

- annual plans for renewal, renovations, and retrofits identify accessibility projects for funding consideration;
- completion of bi-annual accessibility checklists (Appendix A).

DEFINITIONS:

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, electronic communication devices.

Barrier – A 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: (“obstacle”).

Disability – As Defined by the Human Rights Code – Section 10 (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;
- 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;
- a condition of mental impairment or a developmental disability;

- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- a mental disorder;
- 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").

Individualized workplace emergency response plan – A plan that identifies individual workplace emergency response information for those employees who have a disability.

Physical Accessibility Criteria – The Catholic Education Centre, each secondary school, and a minimum of one school for each region where a Catholic school exists, must be physically accessible according to the following criteria noted below. The criteria will be extended to additional schools in each region as funding allows.

- designated parking areas with appropriate signage;
- cut-away curb;
- exterior and/or interior ramps with appropriate slopes and handrails as required;
- a minimum of one automatic door entrance;
- accessible gym;
- accessible library;
- a minimum of one accessible washroom;
- a minimum of one accessible classroom;
- clear path of travel in entrances and hallways leading to gym, library, washroom, and classroom;
- visually defined contrasts when any change of level occurs.

REFERENCES:

Accessibility for Ontarians With Disabilities Act, 2005
<https://www.ontario.ca/laws/statute/05a11>

Access Ontario <http://accessontario.com>

Blind Persons' Rights Act <https://www.ontario.ca/laws/statute/90b07>

Catholic News Agency. Pope Francis: Disabled People Must Have Access to the Sacraments, Parish Life, December 2020. Retrieved from <https://www.catholicnewsagency.com/news/pope-francis-disabled-must-have-access-to-the-sacraments-parish-life-52850>

Human Rights Code - Duty to Accommodate <http://www.ohrc.on.ca/en/policy-and-guidelines-disability-and-duty-accommodate>

Ontario Catholic Graduate Expectations
<http://www.pvnccdsb.on.ca/en/ourboard/catholicGraduate.asp>

The Building Code Act, 1992 <https://www.ontario.ca/laws/statute/92b23>

The Canadian Charter of Rights and Freedoms <http://laws-lois.justice.gc.ca/eng/Const/page-15.html>