



MULTI-YEAR ACCESSIBILITY PLAN

FOR THE PERIOD DECEMBER 2013 TO DECEMBER 2018

MULTI-YEAR ACCESSIBILITY PLAN

Superior-Greenstone District School Board

December 2013 – December 2018

Prepared:

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

December 2013

This publication is available through the Superior-Greenstone District School Board:

- Website - www.sgdsb.on.ca
- In accessible formats upon request.

For more information, please contact:

boardoffice@sgdsb.on.ca

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Introduction

The Multi-Year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005*. It incorporates the intentions of the Board to meet its obligations under the current *Ontarians with Disabilities Act*, and associated regulations.

The Plan describes the measures that the Superior-Greenstone District School Board will take over the five year period from 2013-2018 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Board's Accessibility Policies and Procedures.

Objectives

This Plan:

- Describes the process by which the Superior-Greenstone District School Board will identify, remove and prevent barriers;
- Reviews recent efforts of the Superior-Greenstone District School Board to remove and prevent barriers;
- Describes the measures the Superior-Greenstone District School Board will take in the period 2013-2018 to identify, remove and prevent barriers;
- Makes a commitment to provide an annual status report on the Board's implementation of the Multi-Year Accessibility Plan;
- Makes a commitment to review and update the Multi-Year Accessibility Plan at least once every 5 years;
- Describes how the Superior-Greenstone District School Board will make this accessibility plan available to the public.

Commitment to Accessibility Planning

This plan will be reviewed and updated in consultation with persons with disabilities, the Board's Special Education Advisory Committee, parents, students, and staff.

The Superior-Greenstone District School Board is committed to:

- Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities;
- Ensuring, wherever practical, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design;
- Receiving feedback on how the board is doing regarding accessibility issues, and where improvements might be made;
- Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community.

Consideration of ongoing identification of barriers will be the responsibility of the Plant Services Department, in consultation with site administration, and other stakeholders, and will, wherever practicable, incorporate solutions into the multi-year plan.

The Director of Education has authorized the ongoing review and update of the Multi-Year Accessibility Plan to ensure that the Superior-Greenstone District School Board will meet these commitments.

Description of Superior-Greenstone District School Board

Superior-Greenstone District School Board is located in Northwestern Ontario and covers a vast area of 45,100 square kilometers. The board is responsible for providing public education, and its 17 schools serve the communities of Beardmore, Geraldton, Longlac, Nakina, Caramat, Dorion, Nipigon, Red Rock, Schreiber, Terrace Bay, Marathon and Manitouwadge. The board office is located in Marathon on the north shore of Lake Superior.

Barrier Identification

Through the annual Plant Services budget preparation process, the existence of barriers is reviewed on site to ensure continuous improvement in accessibility. This process will continue through the establishment of a multi-year accessibility plan which places particular emphasis on the provisions of the regulations made under the AODA with regard to customer service, information and communications, employment and school transportation.

Students: Barriers to accessibility are identified by students, parents and school administration and staff. Facilities, Special Education and school staff work with stakeholders to remove/prevent barriers and develop accommodation plans.

Staff: Employee and Human Resources staff identifies barriers, restrictions and limitations and help develop accommodation plans.

Public: Barriers to accessibility are identified by individuals accessing programs and services offered by the school board. Members of the public may bring concerns to the attention of the school or the Board Office. The Superior-Greenstone District School Board website also provides an opportunity for feedback.

Barriers identified by members of the public are referred to the Board's Plant Services Department by administration via workorder system, or for larger more costly needs, the budget process.

Recent Barrier Removal Achievements

The current Plant Services budget identified a range of barriers and set budgets and appropriate strategies for their removal. The detailed achievements for the 2012/2013 budget year are as follows:

- Beardmore Public School – Installed powered entrance door operators on main door to school.
- Nakina Public School – Installed powered entrance door operators on main door to school.
- Manitouwadge Public School – Replaced handicap lift to service the gymnasium to main hallway.

- George O'Neill Public School – Installed emergency evacuation system to provide emergency evacuation from second floor (Evacutrac).

Barriers to be addressed under the Multi-Year Accessibility Plan

The Superior-Greenstone District School Board intends, through the Multi-Year Accessibility Plan for the period 2013-2018, to take action to address barriers to accessibility related to the requirements of current regulations.

The following list outlines the future needs with regard to identification and removal of barriers in the Board's physical environment.

2013-2014: Type of Barrier Location Action Effective Date

- Board Office (Marathon) – Study and design barrier removal for service to the lower level offices.
- All Schools (across Board) – Review and identify performance of existing access systems and create an inventory of needs for coming budget year (2014-2015).
- Marathon High School – Door and hardware replacement (accessibility).
- Schreiber Public School – Main entrance powered operator installation, signage.
- Beardmore Public School – Accessibility upgrades, signage, door hardware.
- Geraldton Composite High School – Door hardware (accessibility).
- Nakina PS – Door hardware, signage (accessibility).

2014-2015: Type of Barrier Location Action Effective Date

- Board Office (Marathon) – Installation of multiple level floor access system – lift, ramps, etc.
- All Schools (across Board) – Enhancement to signage, and general accessibility improvements based on study carried out in prior year.

2015-2016: Type of Barrier Location Action Effective Date

- All Schools (across Board) – Improvements to designated parking spots with focus on improving surface, path of travel to main door, and signage.

2016-2017: Type of Barrier Location Action Effective Date

- All Elementary Schools (across Board) – Improvements to playgrounds and accessible play equipment for an improved experience.
- All Secondary Schools (across Board) – Improvements to Tech Shops and Labs to ensure suitable accessible learning environments.

2017-2018: Type of Barrier Location Action Effective Date

- All Schools (across Board) – Improvements to Fire Alarm and Intercom systems for accessibility.

Review and Monitoring Process

The Plant Department meets regularly with board and school administration 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 Superior-Greenstone District School Board will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- An annual status report on the progress of the measures taken to implement the plan is prepared.

- At least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant committees.

Communication of the Plan

This Multi-Year Accessibility Plan and the Annual Reports prepared by the Superior-Greenstone District School Board will be posted on the Superior-Greenstone District School Board's website at:

<http://www.sgdsb.on.ca/article/meeting-the-standards-of-accessibility-329.asp> and, along with being downloadable, will be made available to the public in accessible formats upon request.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:

boardoffice@sgdsb.on.ca

Phone: 807-229-0436 ext 0

For more information on providing feedback, please visit: www.sgdsb.on.ca

APPENDICES

Definitions:

Accommodation is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.

Assistive Device is any device used by people with disabilities to help with daily living. Assistive devices include products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices, etc.

Barriers to Accessibility means anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, and/or a technological barrier.

Customer is any person who uses the services of the school board.

Disability (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 co-ordination, 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; ("handicap")

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 a medical practitioner.

Support Person is a person who assists or interprets for a person with a disability. A support person is distinct from an employee who supports a student in the system.

Third Party Contractor is any person or organization acting on behalf of, or as an agent of, the Board (e.g. bus operators, psychologists).