



**ALGOMA
DISTRICT SCHOOL BOARD**

**MULTI-YEAR
ACCESSIBILITY PLAN**

FOR THE PERIOD SEPTEMBER 2013 - DECEMBER 2018

MULTI-YEAR ACCESSIBILITY PLAN

ALGOMA DISTRICT SCHOOL BOARD September 2013 – December 2018

Prepared by Accessibility Committee

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

September 2013

This publication is available through the Algoma District School Board's

- ADSB website (www.adsb.on.ca → BOARD → Accessibility)
- ADSB Education Centre/Head Office, 644 Albert Street East, Sault Ste. Marie, ON

-also available at-

- ADSB East Office – Adult Learning Centre, 50 Roman Ave, Elliot Lake, ON
- ADSB North Office – Sir James Dunn PS, 36 McKinley Ave, Wawa, ON
- Sault Ste. Marie Accessibility Office located in the John Rhodes Community Centre, 260 Elizabeth Street, Sault Ste. Marie, ON

****In accessible formats upon request****

Contact the Education Centre/Head Office

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1.0 Executive Summary

This multi-year Accessibility Plan is developed under the *Accessibility for Ontarians with Disability Act* (AODA, 2005) and includes the requirements of the Integrated Accessibility Standard Regulations (2001). This plan incorporates how the Algoma District School Board plans to meet its obligations and describes the measures it will take over the five year period from 2012 to 2017 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 offices and its schools.

This plan is guided by the Boards Accessibility Standards-Policy Statement and the OAD 2001. The purpose of the *Ontarians with Disabilities Act, 2001 (ODA)* is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province. To this end, the ODA requires each school board to prepare an annual accessibility plan; to consult with people with disabilities in the preparation of this plan; and to make the plan public.

The implementation of this multi-year Accessibility Plan requires significantly greater detail, reporting and accountability than previous annual Accessibility Plans developed by the Algoma District School Board and will replace the annual Accessibility Plan.

The government enacted the Accessibility for Ontarians with Disabilities Act in 2005. 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. Through the application of province-wide accessibility standards, will improve access to all Ontarians by identifying, breaking down and preventing barriers to accessibility.

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. Accessible Customer Service is about changes to how we serve customers with disabilities. It was implemented during the 2011-2012 school year and information can be found on the Board's website (www.adsb.on.ca).

There are four additional areas, or Standards, of focus for the multi-year Accessibility Plan:

- 1.1 **Information and Communications** – giving people with disabilities access to more of the information we all depend on;
- 1.2 **Transportation** – making it easier for people with disabilities to get where they need to go;
- 1.3 **Employment** – expanding Ontario's labour pool and welcoming people with disabilities into more workplaces;
- 1.4 **Built Environment** – removing barriers in new buildings and outdoor spaces for people with disabilities. The regulation applies to public, private, and not-for-profit businesses and organizations that provide goods, services or facilities either directly to the public or to other businesses or organizations, and have at least one employee in Ontario.

Ministry of Community and Social Services link:

<http://www.mcsc.gov.on.ca/en/mcsc/programs/accessibility/index.aspx>

These standards are all part of the new **Integrated Accessibility Standards Regulations**. The regulation sets out the requirements for each of the standards, as well as general requirements that apply to all, such as:

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- Develop accessibility policies and plans
 - Training employees and volunteers, and
 - Considering accessibility when purchasing goods or services.

The 2013 -2018 Accessibility Plan also describes the measure that the Algoma District School Board has taken in the past, and the measure that the Board will take in the future to identify, remove, and prevent barriers for people with disabilities.

For the next five years, the Board will work toward the continual improvement of access to school board facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers, and members of the community with disabilities.

2.0 Definitions

Accessibility Standard – an accessibility standard made by regulation under the AODA Act, 2005.

Barrier - 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 information or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice; “obstacle”.

Disability- The ODA adopts the broad definition for disability that is set out in the *Ontario Human Rights Code*. “Disability” is:

- 2.1 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 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.
- 2.2 A condition of mental impairment or a developmental disability;
- 2.3 A learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- 2.4 A mental disorder, or
- 2.5 An injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act 1997*.

3.0 Description of the Algoma District School Board

In January 1, 1998 the Algoma District School Board was formed through the amalgamation of six former school boards: The Sault Ste. Marie Board of Education, The North Shore Board of Education, the Central Algoma Board of Education, The Hornepayne Board of Education, The Chapleau Board of Education and The Wawa Board of Education.

The Algoma District School Board currently serves approximately 11,000 students and their parents in 14 communities providing elementary and secondary schools, 3 administration buildings and covers a geographic area of approximately 71,000 square kilometers. ADSB has approximately 2100 permanent and casual employees. Our school community stretches from Hornepayne on the North West to Chapleau on the North and East to Spanish with our Board Office located in Sault Ste. Marie.

The Algoma District School Board is one of the largest geographical English Public School Boards in Ontario. It employs a diverse staff to ensure quality education and a positive environment for teaching

and learning. Our appreciation is extended to all organizations within the Sault Ste. Marie and District area that partner with us to enhance the learning opportunities for all our students.

The ADSB is faced with and is committed to deal with the many difficulties that the diverse weather, lack of available public transportation, narrow rural road and a large complement of aging facilities provides. The ADSB will work with our diverse communities to ensure that emergency evacuation sites provide the proper access and appropriate facilities to meet the needs of students and staff requiring accessibility.

The ADSB is committed to providing educational opportunities that will assist every child in personal and intellectual development. In an effort to ensure that programs and services are meeting student needs, regular program reviews are conducted.

Annual Budget is approximately \$148,000,000.

Student Enrolment Breakdown for 2012-2013 (as of October 31, 2012):

5914 - Elementary Students (Headcount)	3703 - Secondary Students (Headcount)	223 - Adult and Continuing Education
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Schools and Facilities for 2012-2013:

39 - Elementary Schools	1 – Urban Aboriginal School
10 - Secondary Schools	3 - Developmental Programs
6 - Adult Education Centres	2 - Field Schools
1 – Algoma Education Centre (Alternative Programs)	5 - Child Care Centres
	4 - Parenting and Family Literacy Centres

Some Special Programs/Initiatives for 2012-2013:

Anti-Bullying Project	Full Day Junior Kindergarten
Apprenticeship Training (Level I) in 3 sectors	International Baccalaureate Program
Balanced School Day	New Teacher Induction Program (NTIP)
Character Education	Primary Intervention
Dual Credit opportunities for Grades 11 and 12	Three 7-12 Intermediate Programs
Early Reading/Early Math	Specialist High Skills Majors in six sectors
E-learning	Strict Discipline Project
Field Schools	Students-At-Risk
First Nations Mentoring	Student Success Teachers at all ADSB secondary schools
French Immersion	Transition Programs at all ADSB secondary schools
Full Day Early Learning Program	
Full Day Senior Kindergarten	

ADSB Motto:

Reaching to the Future

ADSB Mission Statement

The Algoma District School Board exists to provide positive learning opportunities of the highest standard for all learners to realize their full potential.

4.0 Objectives

This plan:

- 4.1 Describes the process and measures by which the Algoma District School Board will identify, remove and prevent barriers and review recent efforts to remove and prevent barriers;
- 4.2 Makes a commitment (as requested) to provide an annual status report on the Board's implementation of the multi-year accessibility plan;
- 4.3 Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;
- 4.4 Describes how the ADSB will make this accessibility plan available to the public.

5.0 Commitment to Accessibility Planning

This plan will be established and shared with the Board's Special Education Advisory Committee, the Accessibility Committee, and with community partners. It will be presented to the Board of Trustees for approval.

The Algoma District School Board is committed to:

- 5.1 Maintaining an Accessibility Committee;
- 5.2 Ensuring, wherever practical, that Board policies, procedures, and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Committee will provide input, where appropriate, about accessibility issues relating to new policies and procedures, and to those under review;
- 5.3 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 Accessibility Committee and will, wherever practical, be incorporated in the multi-year plan.

The Director of Education has authorized the Accessibility Committee to review and update the multi-year Accessibility Plan that will enable the Algoma District School Board to meet these commitments.

6.0 Members of Accessibility Committee

The role of the Accessibility Committee is to establish a framework that ensures compliance with the AODA legislative Acts and related regulations to further identify the barriers to people with disabilities in all facilities, procedures, policies, programs, practices and services offered by the board.

The Accessibility Committee will meet a minimum of three times a year to plan and review progress. Minutes of the meetings will be available on the board website.

The Algoma District School Board's Accessibility Committee was formally constituted in January 2003 and consists of the following active members:

Working Group Member	Department	Contact Information
Kime Collver	Superintendent of Education Chair	Phone: 705-945-7111 x10103 e-mail: collverk@adsb.on.ca
Joe Santa Maria	Superintendent of Business	Phone: 705-945-7111 x10212 e-mail: santamj@adsb.on.ca
Kelly Colter	System Administrator – Special Education	Phone: 705-945-7111 x10258
Teresa Vavala	Human Resource Services	Phone: 705-945-7111 x10316 e-mail: vavalat@adsb.on.ca
Dan Swystun	Health & Safety Officer	Phone: 705-945-7111 x10320 e-mail: swystud@adsb.on.ca
Jennifer Barbeau	Special Education – Special Assignment Teacher & Student Support Services	Phone: 705-945-7111 x10260 e-mail: barbeaj@adsb.on.ca
Dave Steele	Facilities Services – Manager of Plant	Phone: 705-945-7111 x11313 e-mail: steeled@adsb.on.ca
Frank Greco	Elementary School Administrator - Greenwood Public School, Sault Ste. Marie	Phone: 705-945-7118 e-mail: grecof@adsb.on.ca
Chris Rous	Elementary School Administrator - Rockhaven School for Exceptional Children, Serpent River, ON	Phone: 705-844-2168 e-mail: rousc@adsb.on.ca
Rick Juuti	Secondary School Administrator - Vice Principal - Elliot Lake Secondary School, Elliot Lake, ON	Phone: 705-848-7162 e-mail: juutir@adsb.on.ca
Diane Morrell	Community Member – Spinal Cord Injury Ontario, Regional Services Coordinator	Phone: 705-759-0333 e-mail: Diane.Morrell@sciontario.org

Supporting Members:

ADSB Transportation Services
ADSB Information Technology
ADSB Human Resources
SEAC Members

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The Accessibility Committee will meet a minimum of three times a year to plan and review progress. Minutes of the meetings will be available on the board website.

7.0 Algoma District School Board Multi-Year Accessibility Plan

This plan includes how the ADSB will meet the deadlines of the Integrated Accessibility Standards Regulations and the requirements for school boards. In addition, Algoma District School Board intends, through this multi-year Accessibility Plan for the period 2013-2018, to take action to address barriers to accessibility related to the Standards 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.

8.0 Strategy for Prevention and Removal of Barriers

Beginning in September 1, 2004 the principles of inclusionary practice, freedom from barriers and accessible environments have informed all Algoma District School Board policies, programs, procedures and services. Through the annual accessibility plan status report process implemented under the *Ontarians with Disabilities Act, 2001*, the Algoma District School Board's programming, policies and practices have been assessed 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.

8.1 Barrier Removal Initiatives

Within the last several years, there have been a number of initiatives that the Algoma District School Board has identified to remove and prevent barriers for people with disabilities. These include:

- i. **Physical/Architectural Barriers** - Accessibility for people with physical disabilities has been facilitated with the installation of ramps to facilitate entry to buildings, barrier free parking and the renovations of washrooms for barrier-free access. Renovations to existing buildings to necessitate the need for track lifting for students with physical disabilities.
- ii. **Attitudinal Barriers** - Attitudinal barriers for people with disabilities are being addressed through ongoing staff and student in-service about diversity, assessing diversity policy/procedures and examining other policies and procedures for impediments to accessibility.

8.2 Barriers Identified

In its annual review, the Accessibility Committee will identify barriers. Over the next several years, the Committee will focus on specific barriers. The list is divided into the following areas:

1. **Physical Barrier** - objects added to the environment – doors, windows, elevators, furniture, etc.
2. **Architectural Barrier** - building design, area adjacent to the building, shape of room, size of doorways, etc.
3. **Information Barrier** - inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, websites, fax transmissions, equipment labels, computer screens, etc.
4. **Attitudinal Barrier** – staff who do not know how to communicate with people with disabilities, staff who refuse to provide service, discriminatory behaviour.
5. **Technological Barrier** – computers, photocopiers, fax machines, telephone switches, assistive technology.
6. **Policy or Practice Barrier** – rules, regulations and protocols that prevent one performing their job satisfactorily, or from serving the public, or that restrict participation.
7. **Communication Barrier** – difficulties receiving information in person, or by telephone, difficulties interacting with receptionists or other staff, difficulties receiving training.

In the first years of the ADSB Accessibility Plan we have focused on the immediate needs of students and staff. We will continue to assess the status of our facilities and the accessibility that is provided.

8.3 Barrier Identification Methodologies

The Accessibility Planning Committee uses the following barrier-identification methods annually: Accessibility Plan Presentation to SEAC, Accessibility Plan Approval by Trustees, Accessibility Plan Presentation to Employee Groups for general information, Communication with Public via posting on ADSB website, discussed at the spring Public Board Meeting, and finally review, plan and recommendations for following year through various Accessibility Committee meetings where the active members report on progress and status updates.

8.4 Recent Barrier Removal Achievements

The 2012 – 2013 Accessibility Plan developed in accordance with the Ontarians with Disability Act (ODA) identified a range of barriers and appropriate strategies for their removal. The detailed achievements are set out in the following chart:

Type of Barrier	Location	Action Taken
Physical	Grandview PS – Elementary School	Addition of 2 new washrooms and 3 ELKP rooms. Revise column location to improve BF access in new girls' washroom.
Physical	Chapleau PS – Elementary School	Exterior BF ramp providing access to rear door.
Physical	Chapleau Secondary School	Washroom renovations to accommodate mobility needs of students.
Physical	Korah Collegiate – Secondary School	Removal of stairs impeding barrier free travel.
Physical	Eliot Lake Secondary School	Replaced chair lift with elevator.
Physical	Central Algoma Secondary School	New elevator installed, replaced BF ramp in cafeteria; upgraded other ramps.
Information & Communication	Superior Heights - Secondary School	Provision of enlargers for computers to address needs of students with visual challenges
Attitudinal	System-wide	Ongoing training in Accessible Customer Service for new employees

New school construction has adhered to the current building code and includes level access to schools, automatic door openers, elevators in schools of more than one floor, and accessible washrooms.

9.0 Ongoing Initiatives

The Algoma District School Board, through its Special Education Plan, has addressed access for students with disabilities through modifications and accommodations of programs and services. The Special Education Plan is available on the Board website under the Special Education tab.

Attitudinal, learning, and policy/practice barriers for people with disabilities will be addressed on an ongoing basis through staff and student in-service, and by examining policies and procedures for impediments to accessibility.

One of the Algoma District School Board focuses for the 2012-2013 school year is Mental Health. The Algoma Model was developed to promote and support the positive behaviour, well-being and mental health of all children and youth in our community in order to maximize their full potential. It is a collaborative school and community based approach to child and youth problem behaviour and mental health issues. The Algoma District School Board has acquired a Mental Health Leader (MHL) to help facilitate the delivery of the Mental Health and Addictions initiative with the Ministry of Health and Long Term Care, Ministry of Child and Youth Services and Ministry of Education. The ADSB MHL works collaboratively with community partners developing protocols for service delivery, defining roles and responsibilities, workshops for staff members, assisting in the development of transition plans for students recently discharged from the Sault Area Hospital and returning to school, and supporting the professional learning of teachers in the area of mental health. The ADSB MHL is part of the Mental Health ASSIST team and is working on developing training modules.

Involvement in various community service planning groups permits the Board to network and collaborate around programs and services of mutual interest. Participation in Ministry surveys, collaborative work with regional school boards, and sharing effective practices with other boards ensure the Algoma District School Board has the most up-to-date information on improving access for students with special needs.

10.0 Review and Monitoring Process

The Accessibility 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 Committee will ensure that an annual status report on the progress of the measures taken to implement the plan is prepared and shared with both staff and the public.

11.0 Communication of the Plan

In addition to the public availability of the plan as referenced earlier, the Algoma District School Board will post an annual status report on the progress of the multi-year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

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

**Chair
Accessibility Committee**
District School Board
644 Albert Street East
Sault Ste. Marie, ON P6A 2K7
Telephone: 705-945-7111
Fax: 705-942-2540

Or

www.adsb.on.ca →"Contact Us"

FOR ACCESSIBLE FORMAT REQUESTS:

Please contact the Special Education Department at 705-945-7111 x10297

Suggested Reference Material/Resources

Suggested Reference Materials/Resources

Accessibility Ontario – Guide to Annual Accessibility Planning

<http://www.gov.on.ca/citizenship/accessibility/english/accessibleplanningguide.htm>

Accessibility for Ontarians with Disabilities Act (AODA), 2005

http://www.cfcs.gov.on.ca/mcss/english/pillars/accessibilityOntario/what/AODA_guide

Government of Ontario – Paths to Equal Opportunity A-Z index – Accessibility in Educational Environments

http://www.equalopportunity.on.ca/eng_g/subject/index.asp?action=search_4&dir_id=1071

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

Directory for Accessibility

<http://www.accessibilitydirectory.ca>

Adaptive Technology Resource Centre

<http://www.utoronto.ca/atrc>

Ontario Interpreter Services (OIS)

<http://www.chs.ca/services/ois.html>

Canadian Standards Association:

B6521-95 Barrier-Free Design

B480-02 – Customer Service Standard for People with Disabilities

<http://www.csa.ca>

Playability Tool Kit: Building Accessible Playspaces

<http://www.opassoc.on.ca/toolkit.asp>

Ontario Disability Organizations:

ATN (Accommodation, Training & Networking for persons with disabilities)

<http://www.atn.on.ca>

Canadian National Institute for the Blind (CNIB)

<http://www.cnib.ca>

Canadian Hearing Society

<http://www.chs.ca>

Canadian Mental Health Association – Ontario
<http://www.ontario.cmha.ca>

Community Living Ontario
<http://www.oacl.on.ca>

Multiple Sclerosis Society of Canada – Ontario Division
<http://www.mssociety.ca/ontario>

Learning Disabilities Association of Ontario
<http://www.ldao.on.ca>

Little People of Ontario
<http://www.lpo.on.ca>

Ontario Brain Injury Association
<http://www.obia.on.ca>

Canadian Paraplegic Association – Ontario
<http://www.canparaplegic.org/on>

Le Phénix
<http://www.lephenix.on.ca>

Ontario March of Dimes
<http://www.dimes.on.ca>

The Easter Seal Society – Ontario
<http://www.easterseals.org>

AboutFace International
<http://www.aboutfaceinternational.org>

Ontarians with Disabilities Act – ODA Committee
<http://www.odacommittee.net/>

Ontario Coalition for Inclusive Education
<http://www.inclusive-education.ca/>

Accessibility Ontario
<http://www.gov.on.ca/citizenship/accessibility/>