



# ACCESSIBILITY PLAN

September 2015 - August 2017

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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 to 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.

The plan describes:

- 1) the measures that the Thames Valley District School Board (TVDSB) has taken in recent years;
- 2) the measures that the TVDSB has taken from 2012-2015 to identify, remove and prevent barriers for people with disabilities as well as future efforts to identify and remove barriers.

The TVDSB is committed to 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. The plan also reports on the participation of people with disabilities in the development and review of its accessibility plans.

The Accessibility Working Group identified a number of barriers in six categories for people with disabilities. Those categories are:

- Structural/Architectural;
- Communication;
- Technology;
- Procedures;
- Policies/Practices; and
- Additional Items.

The professional development of staff continues to be a high priority as the TVDSB supports staff in creating inclusive and accessible environments for students, employees and the public.

An Accessibility Working Group sub-committee meets, as required, to review plans for new schools, renovations or additions.

## **1. Aim**

This plan describes the measures that the TVDSB has taken in the past, and measures that will be taken between the years 2015-2017 to identify, remove, and prevent barriers for people with disabilities who work in, use, or attend school board facilities and services.

## **2. Objectives**

This plan:

- Describes the process by which the TVDSB will identify, remove and prevent barriers for people with disabilities;
- Reviews efforts in the TVDSB to remove and prevent barriers for people with disabilities in recent years;
- Lists the policies, procedures, programs, practices and services that the TVDSB will review to identify barriers for people with disabilities;
- Describes how the TVDSB will make this accessibility plan available to the public.

## **3. Commitment to Accessibility Planning**

The TVDSB is committed to:

- Facilitating the work of enhancing accessibility;
- Ongoing consultation with people with disabilities in the development and review of its annual accessibility plans;
- Ensuring school board policies and procedures are consistent with the principles of accessibility;
- Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community.

## **4. Description of the Thames Valley District School Board**

As a public education provider, we offer a full range of programs and services to learners across Thames Valley. We have 158 schools serving approximately 71,000 elementary and secondary school students. Our district covers urban, suburban and rural communities.

### **Our Mission**

- We build each student's tomorrow, every day.

### **Our Vision**

- The Thames Valley learning community inspires innovation, embraces diversity, and celebrates achievements – a strong foundation for all students.

### **Our Commitments**

As a leader in public education, we commit to:

- Putting the needs of students first;
- Recognizing and encouraging leadership in all its forms;
- Ensuring safe, positive learning and working environments;
- Inspiring new ideas and promoting innovation;
- Taking responsibility for the students and resources entrusted to our care;
- Actively engaging our students, staff, families and communities;
- Being inclusive, fair and equitable.

## 5. The Accessibility Working Group Members

Organization/Department	Contact Person	Phone / Email
Thames Valley District School Board	Sheila Builder Superintendent of Student Achievement	(519) 452-2000 ex. 20387 <a href="mailto:s.builder@tvdsb.on.ca">s.builder@tvdsb.on.ca</a>
Thames Valley District School Board	Joyce Bennett Trustee	(519) 452-2000 ex. 22400 <a href="mailto:j.bennett@tvdsb.on.ca">j.bennett@tvdsb.on.ca</a>
Facility Services	Kevin Bushell, Executive Officer – Capital Planning	(519) 452-2000, ex. 21025 <a href="mailto:k.bushell@tvdsb.on.ca">k.bushell@tvdsb.on.ca</a>
	Kevin McMurray Project Coordinator – Architectural	(519) 452-2000, ex. 21034 <a href="mailto:k.mcmurray@tvdsb.on.ca">k.mcmurray@tvdsb.on.ca</a>
Public Affairs and Community Relations	Tania Testa Manager – Communications	(519) 452-2000 ex. 20209 <a href="mailto:t.testa@tvdsb.on.ca">t.testa@tvdsb.on.ca</a>
Information Technology	Steve Young Manager – Information Technology Services	(519) 452-2000, ex. 20125 <a href="mailto:s.young@tvdsb.on.ca">s.young@tvdsb.on.ca</a>
Human Resource Services	Alice McCauley Employee Relations Officer	(519) 452-2000, ex. 20244 <a href="mailto:a.mccauley@tvdsb.on.ca">a.mccauley@tvdsb.on.ca</a>
Learning Support Services	Carolyn Blewett Supervisor – Learning Support Services	(519) 452-2000, ex. 20071 <a href="mailto:c.blewett@tvdsb.on.ca">c.blewett@tvdsb.on.ca</a>
Learning Support Services	Mary Kay Horton Program Services Officer	(519) 452-2000, ex. 20429 <a href="mailto:m.horton@tvdsb.on.ca">m.horton@tvdsb.on.ca</a>
TVDSB - Special Education Advisory Committee	Alison Morse	(519) 290.0834 <a href="mailto:abmorse@kwic.com">abmorse@kwic.com</a>
OPC Elementary	Cathy Johnston Principal – West Nissouri PS	(519) 461-9575 <a href="mailto:c.johnston@tvdsb.on.ca">c.johnston@tvdsb.on.ca</a>
OPC Secondary	Dwayne DeJonge Vice Principal – Central Elgin CI	(519) 631-4460 <a href="mailto:d.dejonge@tvdsb.on.ca">d.dejonge@tvdsb.on.ca</a>
ETFO	Craig Smith	(519) 474-3150 <a href="mailto:csmith@etfothamesvalley.com">csmith@etfothamesvalley.com</a>
OSSTF	Evelyn Daley	(519) 659-6588, ex. 222 <a href="mailto:EvelynDaley@osstf11.com">EvelynDaley@osstf11.com</a>
CUPE 7575	Heather Skolly	(519) 652-1661 <a href="mailto:h.skolly@tvdsb.on.ca">h.skolly@tvdsb.on.ca</a>
CUPE 4222	Linda Gillsonley	(519) 452.2600 ex. 60001 <a href="mailto:l.gillsonley@tvdsb.on.ca">l.gillsonley@tvdsb.on.ca</a>
Ontario March of Dimes	Kathy Glasser Associate Director – Accessibility Services	(519)642-3700, ex.7068 <a href="mailto:kglasser@marchofdimes.ca">kglasser@marchofdimes.ca</a>
Thames Valley Children's Centre	Randy McGivern	<a href="mailto:Randy.mcgivern@tvcc.on.ca">Randy.mcgivern@tvcc.on.ca</a>
Special Education	Andrea Leatham Learning Supervisor – Special Education	(519) 452-2000, ex. 20415 <a href="mailto:a.leatham@tvdsb.on.ca">a.leatham@tvdsb.on.ca</a>
CNIB	Sheila Dinnin Orientation & Mobility Specialist	(519) 685-8420, ext. 5106 <a href="mailto:Sheila.Dinnin@cnib.ca">Sheila.Dinnin@cnib.ca</a>

## **6. Barrier Removal Initiatives**

### **Equipment**

The TVDSB is committed to ensuring that students with special needs have the personalized equipment necessary to access their educational programs. Student equipment needs are identified through the Program Development Team process, as well as by recommendations received in consultation with school administration from community service providers such as: Thames Valley Children's Centre, Community Care Access Centres, Psychologists, Audiologists, Speech and Language Pathologists and Ophthalmologists.

An Equipment Form and accompanying report/recommendation is completed and sent to Learning Support Services – Special Education. A committee of Special Education staff reviews each individual request. For computer hardware and software claims that meet the SEA (Special Equipment Amount) criteria, equipment is purchased with the SEA Per Pupil Allotment funds. For all other equipment (non-computer related) costs that exceed the SEA criteria level of \$800, individual claims-based student SEA claims are submitted to the Ministry of Education. All other equipment needs are purchased with instructional supply funds.

### **Early and Safe Return to Work**

Employees with an occupational or non-occupational illness or injury who require accommodation 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. These programs have been developed with references to the Ontario Human Rights Commission Policy and Guidelines on Disability and the Duty to Accommodate.

### **Accessibility of Board Facilities**

A comprehensive list of all TVDSB facilities has been created. Members of the public can view each structure's Barrier-Free Accessibility Information Sheet through the TVDSB website at: <http://www.tvdsb.ca/board.cfm?subpage=138232>.

### **Accessibility of School Buildings**

The TVDSB provides funds annually to Facility Services specifically targeted to address building accessibility issues.

Learning Support Services staff and principals identify immediate and anticipated needs for barrier-free issues to be addressed at specific school sites based upon existing and anticipated students enrolled at each school.

Recent decisions of the Board to close schools and consolidate the students into new facilities have assisted the Board with the goal of compliance with the AODA within the required timelines. The continuation of this process, in which older schools are being consolidated into renovated or new schools, reduces the Capital expenditures that will be required by TVDSB in the future to gain compliance with respect to barrier-free facilities.

### **Provincial Government Initiatives**

Accessibility for Ontarians with Disabilities Act (AODA) - the draft capital plan proposes alterations to ensure that all of our facilities would be compliant with the AODA by 2025.

## 7. School Renewal Projects

School Name	Project Description	Project Budget
Annandale PS	Install wheelchair platform lift	22,500.00
Arthur Voaden SS	Barrier free washroom proximity cards	300.00
Kensal Park FI PS	Provide three exterior ramps	5,100.00
Lord Elgin PS	Provide barrier free washroom	50,000.00
New Sarum PS	Add receptacle to barrier free washroom	350.00
Northdale Central PS	Renovations for barrier free washroom	50,000.00
Sir Frederick Banting SS	Barrier free washroom renovation – phase 2	320.00
Sir G.E. Cartier PS	Barrier free ramp – east door	845.00
St G.E. Cartier PS	Provide barrier free ramp from parking	2,450.00
Summers’ Corners PS	Provide auto-door operator	6,700.00
White Oaks PS	Special needs washroom	90,000.00
School Name	Project Description	Project Budget
Chippewa PS	Phase 1 – design and tender barrier free	17,615.00
Ekcoe Central PS	Replace door to barrier free washroom	9,510.00
Locke’s PS	Provide power door operator to library	2,140.00
McGillivray Central PS	Provide concrete ramps and power door	10,860.00
Eagle Heights PS	Provide power to barrier free washroom lift	633.00
Sir George Etienne PS	Provide sidewalk/ramp from parking lot	15,555.00
West Nissouri PS	Provide power door operator to barrier free	14,350.00
Sir Frederick Banting SS	Provide corridor door hold-open devices	22,355.00
College Avenue SS	Provide power door operators	5,345.00
Glendale HS	Provide a/c in special needs classroom	58,383.00
Sir Wilfrid Laurier SS	Provide power door operator on Special	4,859.00
Montcalm SS	Install power door operator	2,850.00
Westminster SS	Provide barrier free washroom	76,200.00
School Name	Project Description	Project Budget
Forest Park PS	Provide a/c in special needs room	10,000.00
East Carling PS	Barrier free renovations	391,435.23
Centennial Central PS	Renovate barrier washroom and FDK	92,794.00
Chippewa PS	Construct 2 barrier free washrooms	146,280.00
Oxbow PS	Provide barrier free washroom operators	16,500.00

## 8. Barrier Identification Methodologies

Methodology	Description	Status
Presentation to Administrative Council	Opportunity for input and feedback	Annually
Accessibility Working Group Meetings	Staff and community input into identification and removal of barriers, establishment of Accessibility Plan	Ongoing
Presentation to Trustees	Plan presented for information	Prior to approval and posting
TVDSB Website	Opportunity for input and feedback	Ongoing
Presentation to the Special Education Advisory Committee	Opportunity for input and feedback	Ongoing

## 9. Barriers Identified by the Accessibility Working Group

<b>1. Structural/Architectural</b>	
<ul style="list-style-type: none"> <li>• entrances/exits</li> <li>• elevators/platform lifts/ramps/floor-to-floor access</li> <li>• parking lots</li> <li>• washrooms</li> <li>• new buildings</li> <li>• fire drills</li> </ul>	
<b>Strategies to Remove Barrier</b>	<ol style="list-style-type: none"> <li>1. The TVDSB Facility Services audit data base outlining the physical accessibility of schools is updated yearly and is available on the website at: <a href="http://www.tvdsb.ca/board.cfm?subpage=79051">http://www.tvdsb.ca/board.cfm?subpage=79051</a>.</li> <li>2. An Accessibility Feedback Form is available on the TVDSB website under "Accessibility" for staff and the public to note and identify barriers.</li> <li>3. Share information from principals with families of students regarding potential barriers in the school environment. Families are requested to contact their school regarding barriers (physical, visual, hearing, language, etc.) that would interfere with school activities including concerts, parent/teacher nights, graduation, etc. to allow advance planning.</li> <li>4. Consider renovations that benefit multiple students before those that benefit a single student.</li> <li>5. Ensure that accessible parking spaces at board office and schools comply with municipal bylaws.</li> </ol>
<b>2. Communication</b>	
<b>Strategies to Remove Barrier</b>	<ol style="list-style-type: none"> <li>1. Improve/standardize signage in schools/across system.</li> <li>2. Designate a contact person in the school who will be responsible for communication (VP, Special Education Dept. Head, etc.) who can liaise with students/parents with accessibility needs.</li> <li>3. Train staff regarding accessibility communication issues.</li> <li>4. Provide resources for staff and families (identify a contact person who can assist with communication concerns).</li> <li>5. Provide training to schools and Board staff regarding barriers and communication concerns.</li> <li>6. Improve communication with community agencies and service providers.</li> <li>7. Encourage the public to provide input to the board through the Accessibility webpage on issues related to Accommodation and Accessibility. This input can be communicated by using either the "Accessibility Feedback Form" or the "Community Accommodation Request" form or by contacting the Manager of Communications.</li> </ol>
<b>3. Technology</b>	



<ul style="list-style-type: none"> <li>• adaptive technology</li> <li>• hardware</li> <li>• training for software implementation</li> </ul>	
<b>Strategies to Remove Barrier</b>	<ol style="list-style-type: none"> <li>1. Provide required hardware, software and resources for training.</li> <li>2. Ensure that staff and students are trained to use any specialized equipment and staff are available to assist with any necessary follow-up and troubleshooting.</li> </ol>
<b>Additional Comments</b>	<ol style="list-style-type: none"> <li>1. Continue to develop staff training and staff capacity with the use of a range of technology to support learning.</li> <li>2. Continue to monitor the use of assistive technology to determine the effectiveness of both hardware and software.</li> </ol>
<b>4. Procedures</b> <ul style="list-style-type: none"> <li>• transportation</li> <li>• equity of services across district</li> </ul>	
<b>Strategies to Remove Barrier</b>	<ol style="list-style-type: none"> <li>1. Provide appropriate accessible vehicles for student transport and field trips.</li> <li>2. Ensure equitable access to special education programs in response to individual need.</li> <li>3. Provide services to ensure that all members of a school community have access to school programs, services, etc. (e.g. extra-curricular activities and field trips).</li> <li>4. Communicate to Principals the procedures for accessing funds for field trips and co-curricular activities.</li> </ol>
<b>5. Policies and Practices</b> <ul style="list-style-type: none"> <li>• language used in documents</li> <li>• transition planning</li> <li>• hiring - movement within the system for staff with disabilities is restricted</li> </ul>	
<b>Strategies to Remove Barrier</b>	<ol style="list-style-type: none"> <li>1. Increase knowledge of student disabilities. Provide ongoing training for teacher, school administration or other support staff.</li> <li>2. Ensure that the language and intent in board policies is clear and easy to understand by the public.</li> <li>3. Assign school-based advocate(s) to follow and track student transitions for a successful outcome before, during and after a transition.</li> <li>4. Ensure the availability of information on student's disability for the appropriate staff.</li> <li>5. Ensure implementation of Human Resources bias-free hiring policies.</li> </ol>
<b>6. Additional</b> <ul style="list-style-type: none"> <li>• physical layout of some buildings limits options for employment (e.g., not all schools are accessible)</li> <li>• belief that individuals with disabilities are capable</li> <li>• need to expand beyond direct stakeholders</li> <li>• staff professional development/training to provide inclusionary philosophy</li> </ul>	
<b>Strategies to Remove Barrier</b>	<ol style="list-style-type: none"> <li>1. Provide introduction to our buildings via technology, building maps and floor plans identifying first aid stations, washrooms, 911 phones, security, safety etc. (technology).</li> <li>2. Continue to develop the community accessibility working group which meets three times a year to review and network.</li> <li>3. Utilize outside community resources to help train staff, students, parents etc. as appropriate.</li> <li>4. Develop an Accessibility Resource Directory.</li> </ol>

## 10. Thames Valley DSB Accessibility Plan: Areas of Focus for 2015-2017

Area of Focus	Implementation
Facility Audit of Accessibility in Thames Valley DSB schools (2015-2016)	Independent audit of all Thames Valley DSB schools to determine accessibility needs as per identified criteria (see Appendix A). Development of an Accessibility Plan for School Facilities upon completion of the Facility Audit.
Year One of Implementation of Accessibility for School Facilities Plan (2016-2017)	Implementation of the first year of a multi-year Accessibility Plan for School Facilities in Thames Valley DSB schools. Funding will be allocated from School Renewal and School Condition funding.
Accessibility Supports for Emergent Needs	Ongoing support for accessibility supports for urgent student needs (e.g., ramps, auto door openers, accessible washrooms).
Student Voice Accessibility	Student Voice Accessibility sessions for Grades 7 & 8 students (2015-2016). Continue to provide resources and supports to administrators to assist with development of learning environments that are supportive of individuals of all abilities, based on feedback from Student Voice sessions. These supports include: <ul style="list-style-type: none"> <li>• professional development sessions for administrators through Learning Support Services;</li> <li>• work with individual schools through Learning Coordinators.</li> </ul>
Accessible Formats for Communication	Continue to enhance the accessibility of board and school communication through: <ul style="list-style-type: none"> <li>• enhancements to the board website;</li> <li>• improve communication to the public about the availability of Thames Valley materials in accessible formats upon request.</li> </ul>
Policy Review	Review and revise <i>TVDSB Accessibility for Ontarians with Disabilities</i> policy and related procedures.

## 11. Barriers Addressed

<b>2013-2014</b>		
<b>Barrier</b>	<b>Actions to be Taken</b>	<b>Responsibility</b>
Structural/ Architectural	Continue Accessibility Working Group sub-committee work reviewing plans/blueprints for new buildings and/or additions and making recommendations to Facility Services.	Accessibility Working Group and Facility Services
Communication/ Language Issues	Advertise through newsletters, LINKS, etc. that the TVDSB invites input from the public into the continuous development of the Accessibility Plan. This input will be gathered through a link on the Board's website.	Public Affairs and Community Relations
	Continue to provide alternate communication formats for written documents and meetings.	Learning Support Services
Procedures	Communicate to Principals the procedures for accessing funds for field trips and co-curricular activities.	Learning Support Services
Additional	Continue to advocate for additional funds to be attached to the AODA legislation.	Accessibility Working Group

<b>2014-2015</b>		
<b>Barrier</b>	<b>Actions to be Taken</b>	<b>Responsibility</b>
Structural / Architectural	Improvements to accessibility features in 11 schools. Improved accessibility features resulting from new school construction or significant capital enhancements in 5 additional schools.	Accessibility Working Group and Facility Services
Communication / Language Issues	Advertised through newsletters and social media, etc. that the TVDSB invites input from the public into the continuous development of the Accessibility Plan.	Public Affairs and Community Relations
Technology	Continued to work towards TVDSB website compliance with Web Content Accessibility Guidelines (WGAG)	Information Technology Services
Procedures	Communicated to Principals the procedures for accessing funds for field trips and co-curricular activities.	Learning Support Services
Transportation	Redeveloped individual student transportation plans, through the Southwestern Ontario Student Transportation consortium, for those who require specialized assistance.	Southwestern Transportation Services in collaboration with TVDSB
Student Voice Accessibility	Student Voice Accessibility sessions, via Adobe Connect, sought student input concerning accessibility in secondary schools within the TVDSB. Feedback from students was shared with the Special Education Advisory Committee, Senior Administration, Learning Supervisors, Managers and Learning Coordinators – Special Education.	Senior Administration, Learning and Support Services and School Staff

**12. Review and Monitoring Process**

The Accessibility Working Group will meet as required to review the implementation of the Accessibility Plan. Evaluation of the effectiveness in implementing the barrier removal and prevention strategies will be ongoing in preparation for accessibility planning.

**13. Communication of the Plan**

The TVDSB's Accessibility Plan is posted on the Board website at [www.tvdsb.on.ca](http://www.tvdsb.on.ca) and hard copies are available upon request. The plan can be made in accessible formats by contacting:

Sheila Builder, Superintendent of Student Achievement  
Thames Valley District School Board  
1250 Dundas Street, P.O. Box 5888  
London, Ontario N6A 5L1

Telephone: (519) 452-2000, ex. 20387  
Fax: (519) 452-2329  
E-mail: s.builder@tvdsb.on.ca

## Appendix A: Where to Look for Barriers

### Definition of disability:

The AODA 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 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.

### 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.

An example of each of the different kinds of barriers is shown below:

<b>Barrier Type</b>	<b>Example</b>
<b>Physical</b>	<ul style="list-style-type: none"> <li>▪ Entrances to buildings reviewed for accessibility</li> <li>▪ Signage which is confusing or inadequate</li> <li>▪ Decor which may be confusing or disorienting for disabled pupils with visual impairments</li> </ul>
<b>Architectural</b>	<ul style="list-style-type: none"> <li>▪ A hallway or door that is too narrow for a wheelchair or scooter</li> <li>▪ A portable/modular classroom that does not have an accessible washroom</li> </ul>
<b>Information</b>	<ul style="list-style-type: none"> <li>▪ Typefaces that are too small to be read by a person with low vision</li> </ul>
<b>Communication</b>	<ul style="list-style-type: none"> <li>▪ An employee who talks loudly when addressing a person who is deaf</li> <li>▪ School communications to parents are not provided in accessible formats</li> </ul>
<b>Attitudinal</b>	<ul style="list-style-type: none"> <li>▪ Staff who ignore students/visitor who have disabilities or speak only to the people accompanying them.</li> </ul>
<b>Technological</b>	<ul style="list-style-type: none"> <li>▪ Electrical wiring that is inadequate to support the various versions of assistive instructional technology.</li> </ul>
<b>Policy/Practice</b>	<ul style="list-style-type: none"> <li>▪ A practice of announcing important messages over an intercom that people with hearing impairments cannot hear clearly, or at all.</li> <li>▪ School teaching and non-teaching staff and students are not encouraged to share a philosophy of inclusion</li> <li>▪ School board workplace policies do not accommodate the needs of persons with mental illness.</li> </ul>

## Where to Look for Barriers

### 1. Physical Barriers:

- Furniture
- Work stations
- Chairs
- Doors
- Door knobs
- Handrails
- Classroom design
- Windows
- Planters
- Bathroom hardware
- Locks
- Security systems
- Drinking fountains
- Seats, tables, counters
- Telephones

### 2. Architectural Barriers:

- Exterior to a building
- Interior of a building
- Parking areas
- Drop-off zones
- Hallways
- Floors
- Carpets
- Lobbies
- Reception areas
- Offices
- Classrooms
- Athletic facilities
- Cubicles
- Washrooms
- Cafeterias
- Elevators
- Escalators
- Stairs
- Stairwells
- Closets
- Storage areas
- Lighting
- Entrances
- Assembly halls

### 3. Information/Communication Barriers:

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

### 4. Attitudinal Barriers:

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

### 5. Technological Barriers:

- Computers
- Operating systems
- Standard software
- Proprietary software
- Websites
- Keyboards
- Mice
- Printers
- Policy/Practice Barriers:
  - Procurement and purchasing
  - Job postings
  - Hiring
  - Interviewing
  - Testing
  - Meeting
- Fax machines
- Telephones
- TTYs
- Photocopiers
- Appliances
- Control panels
- Switches

## **Appendix B: Suggested Reference Material/Resources**

### **Accessibility Planning Resources for School Boards:**

Accessibility for Ontarians with Disabilities Act, 2005

[www.accesson.ca/ado/english/](http://www.accesson.ca/ado/english/)

Accessibility Ontario Guide to Annual Accessibility Planning

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

The *Ontarians with Disabilities Act, 2005*

<http://www.gov.on.ca/citizenship/accessibility/english/act2001.htm>

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](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](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>

### **A Few Key Ontario Disability Organizations:**

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>

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

Easter Seals Ontario  
<http://www.easterseals.org>

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