



Multi-Year Accessibility Plan

Rainy River District School Board December 2017 – December 2022

Submitted to:

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Rainy River District School Board

Prepared by:

Rainy River District School Board
Accessibility Committee

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

December 2017

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1.0 Overview of Accessibility-Related Legislation

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 *Accessibility for Ontarians with Disabilities Act, 2005* (AODA) was established with the purpose of developing, implementing and enforcing accessibility standards in order to achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, building, structures and premises by January 1, 2025. The AODA outlines a 25-year plan to achieve complete accessibility in the province.

Under the AODA, the *Integrated Accessibility Standards, O. Reg. 191/11* (IASR), establish accessibility standards for each of Information and Communications, Employment, Transportation, the Design of Public Spaces and Customer Service. This regulation applies to any person or organization that provides goods, services or facilities to the public or other third parties and that has at least one employee in Ontario – this includes our school board which is a designated public sector organization.

The IASR standards for Information and Communications includes standards for feedback; accessible formats and communication supports; emergency procedure, plans or public safety information; accessible websites and web content; educational and training resources and materials; training to educators; and libraries of educational and training institutions.

Employment standards under IASR include requirements for recruitment, assessment or selection; notice to successful applicants; informing employees of supports; accessible formats and communication supports for employees; workplace emergency response information; documented individual accommodation plans; return to work process; performance management; career development and advancement; and redeployment.

School Transportation standards through IASR state that school boards shall ensure integrated accessible school transportation services are provided for students or ensure that appropriate alternative accessible transportation services are provided for students with disabilities. In consultation with parents or guardians, school board shall identify students with disabilities

prior to the commencement of each school year or during the school year, develop individual school transportation plans, and identify and communicate to the appropriate parties the roles and responsibilities of the transportation provider, the parents or guardians, the operator of the vehicle, appropriate school staff and the student with the disability.

The standards for Design of Public Spaces apply to public spaces that are newly constructed or redeveloped. The standards govern trails and beach routes, parking, service counters and waiting areas, outdoor eating areas, outdoor play spaces, outdoor paths, and the regular and emergency maintenance of accessible parts of public spaces, including service disruptions.

2.0 Aim

This 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 *Ontarians with Disabilities Act, 2001*. The Plan describes the measures that the Board has taken in the past and the measures that the Board will take over the five-year period from 2018-2022 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 Rainy River District School Board is committed to the continual improvement of access to school board facilities, policies, programs, practices and services for people with disabilities. The plan will be guided by the Board's Accessibility Standards-Policy Statement ([Policy 2.30 Accessibility Standards](#)).

3.0 Objectives

This Plan:

- 3.1** Describes the process by which the Rainy River District School Board will identify, remove and prevent barriers;
- 3.2** Reviews recent efforts of the Rainy River District School Board to remove and prevent barriers;
- 3.3** Describes the measures the Rainy River District School Board will take in the period 2018-2022 to identify, remove and prevent barriers;
- 3.4** Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan;

3.5 Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;

3.6 Describes how the Rainy River School Board will make this accessibility plan available to the public.

4.0 Commitment to Accessibility Planning

This plan will be established, reviewed and updated in consultation with persons with disabilities and with representatives of the Board’s Special Education Advisory Committee and Accessibility Committee. The Rainy River District School Board is committed to:

4.1 Maintaining an Accessibility Committee;

4.2 Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities;

4.3 Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Committee will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;

4.4 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 practicable, 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 Rainy River District School Board to meet these commitments.

5.0 Description of the Rainy River District School Board

Mission:

Together, we empower all students to believe in themselves, to achieve, and to dream.

Vision:

The Rainy River District School Board is an innovative community, nurturing hearts and minds, to build a foundation for tomorrow, today.

Commitment Statements:

At the Rainy River District School Board, we are committed to providing our students with the highest quality learning experiences, to support them as lifelong learners. Our knowledgeable and skillful staff work daily in support of student achievement and well-being. Our schools are welcoming, supportive learning environments for students and their families. There’s no better place for your child to learn, grow and succeed. In the Rainy River District School Board:

- We are committed to the well-being, safety and success of your children.
- We set high expectations for achievement. Our students consistently achieve academic and personal excellence.
- We offer a variety of programs of choice and extracurricular activities to meet the needs of every student and support creativity and innovation through technology to engage each student.
- Our schools are safe, welcoming, and inclusive.
- Our dedicated, caring staff help students achieve to their full potential.
- We welcome and value parent and community involvement.

Profile:

The Rainy River District School Board was formally established in 1998 following the amalgamation of the Atikokan Board of Education and the Fort Frances – Rainy River Board of Education. Mine Centre District School Board Authority amalgamated with the Rainy River District School Board on September 1, 2008.

The Rainy River District School Board serves 2696 students through three secondary and twelve elementary schools. Our schools are dedicated to lifelong learning by “believing, achieving, and dreaming” in an accessible learning environment. All students, regardless of special talents or challenging needs, can believe, achieve, and dream in accessible school community which offers accessible programs through accessible services.

6.0 Members of Accessibility Committee

Committee Member	Department	Contact Information
Gabrielle Farrah, CHRP	Human Resources	807-275-4981 gabrielle.farrah@mail.rrdsb.com
Kevin Knutsen	Human Resources	807-275-4980 kevin.knutsen@mail.rrdsb.com
Travis Enge	Plant Operations & Maintenance	807-275-4983 travis.enge@mail.rrdsb.com
Charlayne Bliss	Special Education Administrator and Vice	807-274-9855 ext. 5015 charlayne.bliss@mail.rrdsb.com

	Principal of School Support Services, SEAC Representative	
Heather Latter	Community Outreach	807-275-4989 heather.latter@mail.rrdsb.com
Cindy Homer	Information Technology Services	807-274-9855 ext. 5402 cindy.homer@mail.rrdsb.com
Nikki Armstrong	Student Transportation Services	807-274-9855 ext. 5101 nikki.armstrong@mail.rrdsb.com
Matt Armstrong	Finance/Purchasing	807-274-9855 ext. 5205 matthew.armstrong@mail.rrdsb.com

7.0 Strategy for Prevention and Removal of Barriers

Beginning in September 1, 2003, the principles of inclusionary practice, freedom from barriers and accessible environments have informed all Rainy River 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 Rainy River District School Board’s programming, policies and practices have been assessed to ensure continuous improvement in accessibility.

The multi-year accessibility plan addresses provisions for the Accessibility of Ontarians with Disabilities Act (2005) and Ontario Regulation 191/11 Integrated Accessibility Standards with regard to customer service, information and communications, employment, school transportation, and the design of public spaces.

8.0 Barrier-Identification Methodologies

The Accessibility Committee uses the following barrier-identification methods:

Methodology	Description	Status
School Consultation	Principals were asked to provide feedback on any existing barriers they are currently aware of for anyone.	Completed
Community Consultations and Focus Groups	The committee has consulted and/or formed focus groups with the Rainy River District for Community Living, Riverside Healthcare Facilities, Northwest Catholic District School Board, and Elections Ontario.	Completed

Training to Employee Groups	Customer Service Training Module completed by all employees, volunteers, and third-party contractors Teachable Project training completed by educators	Completed – ongoing for new members of our Board
Inspections	Committee members inspected every site for barriers Monthly Health & Safety inspections	Ongoing
Special Education Advisory Committee (SEAC)	Opportunity for input and feedback, and constituent input from their representative groups.	Ongoing
Accessibility Feedback Form	Form available on the Board website, can be completed and submitted in-person, by mail by fax, or by email. The Accessibility Committee to review input received and make recommendations.	Ongoing
Website Audit Program	A series of automated and manual testing which regularly produces a comprehensive audit report that identifies areas for improved accessibility on our Board websites.	Ongoing
Individual Requests for Accommodation	The Human Resources Department responds to individual requests for accommodation, including participating in the identification of restrictions and limitations and the development of accommodation plans and individualized emergency response plans.	Ongoing

9.0 Recent Barrier Removal Achievements

As required by the Accessibility for Ontarians with Disabilities Act (2005), the Accessibility Committee recognized a variety of barriers which were grouped into the following five categories: Attitudinal; Informational and Communication; Technological; Systemic; Physical and Architectural. The Rainy River District School Board is committed to the ongoing identification, removal and prevention of barriers for persons with disabilities. The following chart identifies recent actions implemented to remove barriers:

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SITE	BARRIER ADDRESSED	YEAR
Atikokan High School	Automatic door opener with accessible washroom with grab bars	2000
	Accessible desks added	2003
	Special “smart room” added with audio system	2006
	Front parking lot was paved	2008
	Transfer bars installed in main washroom	2009
	New battery and servicing of the Hoyer Lift and wheelchair lift	2009
	Track lift system installed in boys’ change room to lift and support people in wheelchairs	2009
	Doorway transition into Grayson Hall renovated to increase accessibility	2009
	Out-swing hinge installed on doorway to accommodate wheelchair access	2009
	Two handicap washrooms (one in main office and one near the science wing) upgraded	2011
	Renovation and addition of the school’s main entrance so that it is now fully accessible	2015
Crossroads School	Handicap parking spots added	2004
	Rooms are clearly labeled with room numbers	2009
	Uneven concrete sidewalks were repaired	2016
Donald Young School	Accessible washroom completed	2004
	Increased access to playgrounds	2005
	New partitioned room built to increase privacy	2009
	Mirrors and counters adjusted to increase accessibility	2009
	Secondary bathroom renovated to increase accessibility	2009
	Two classrooms equipped with FM sound systems	2009
	Bathroom and playground have been made fully accessible	2012
	New accessible main entrance with safe welcome equipment and security enhancements was established to accommodate new classroom wing construction activities	2016
	15000 sq. ft. Barrier free school section constructed to replace old section built in 1955	2017
Education Centre	Opened fully accessible new Education Centre with accessible signage, sidewalks, washrooms, door openers	2011

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Fort Frances High School	Science Lab modifications - reconstruction of sink, installation of accessible eye wash, addition of convention oven and hot plate, installation of Evacu-Trac and adjustable tables, support handles in accessible washroom , adjustments to shelves, hooks in lockers and soap dispensers in washrooms	2003
	Automatic door opener in north east entrance of building + audio systems in several classrooms	2006
	FM systems in all core lecture classrooms	2007
	Powered door operator was installed to the main doors	2014
	Installation of new football field bleachers that include an accessible space for spectators	2015
	Curb modifications were completed to allow a barrier free pathway from J. W. Walker School to Fort Frances High School	2015
	Installation of sidewalks in order to create a safe path from McIrvine Road to Fort Frances High School was completed	2016
J. W. Walker School	Two barrier free portable classrooms equipped with ramps and sound field amplification	2007
	Ramp to access portable	2009
	The Early Years playground had sidewalks installed to improve accessibility	2013
	Curb modifications were completed to allow a barrier free pathway from J. W. Walker School to Fort Frances High School	2015
	Installation of a new play structure with accessible panels	2016
	Installation of large hard surfaced areas and additional accessible panels.	2017
Mine Centre School	Opened fully accessible new school with accessible signage, sidewalks, washrooms, door openers on exterior doors and FM audio systems in all classrooms	2011
	Installation of hard surfacing under the existing outdoor shelter	2017
North Star Community School	Accessible desks added	2003
	Asphalt extended in playground to increase access	2005
Rainy River High School	Two ramps installed at east and west doors	2004
	Accessible washroom completed	2005
	Special "smart room" added with audio system	2006
	Removed steps and provided concrete ramp at main entrance	2007
	Installed automatic doors at main entrance	2007
	Paved parking lot and added designated handicap parking	2011
	Wheelchair accessible water fountain has been installed	2012

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	Handicap parking spaces have been identified	2012
	Addition of a central fully accessible washroom	2015
Riverview	Ramp installed at front entrance	2004
	Washroom vanities were lowered	2008
	Paved parking lot and added designated handicap parking	2011
	Wheelchair accessible water fountain has been installed	2012
	Installation of a new play structure with accessible sensory equipment panels and an outdoor classroom shelter	2016
Robert Moore School	Washroom upgrade, handicap elevator and automatic door at entrance	1999
	Asphalt entrance with handicap parking designation	2000
	Improved lighting downstairs and in main entrance	2004
	Three amplification systems added to classrooms and playground	2005
	Special “smart room” added with audio system	2005
	Wood ramp at north entrance	2007
	New accessible school: barrier free entrances and washrooms, sound amplification systems in all classrooms, clear and accessible signage, designated handicap parking	2010
	Completion of the Robert Moore Site plan which includes sidewalks and hard surfacing to allow accessible spaces	2013
	Outdoor hard surfacing was expanded	2016
Sturgeon Creek School	Walkway repair	2000
	Completed accessible washroom	2004
	Two ramps added to north entrance	2004
	Front desk lowered to increase visibility	2005
	Two classroom equipped with FM sound systems	2009
	Replaced front entrance sidewalk to include ramp to paved parking lot	2011
	Handicap parking space identified	2012
	Powered door operator was installed to the main doors for the school	2014
	Installation of hard surfacing under the existing outdoor shelter	2017

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Board-Wide	Provide accessible customer service, including: train staff and volunteers to serve customers of all abilities; keep a written record of the training; welcome service animals and support persons; create accessible ways for people to provide feedback; put an accessibility policy in place so employees, volunteers and community members can know what to expect. See Procedure 2.37 Accessibility Standards for Information and Communication	2010
	File an Accessibility Compliance Report	2010, 2013, 2015, 2017
	Provide accessible integrated transportation services	2011
	Provide accessible emergency and public information	2011
	Provide accessible emergency information to staff	2012
	Create accessibility policies and a multi-year accessibility plan	2013
	Where possible, buy goods, services or facilities that are accessible to people with disabilities. See Procedure 2.37 Accessibility Standards for Information and Communication	2013
	Provide accessibility awareness training to educators	2013
	Provide educational information in an accessible format upon request	2013
	Provide accessible school library resources when asked and if available. See Procedure 2.37 Accessibility Standards for Information and Communication	2013
	Train staff and volunteers on Ontario’s accessibility laws	2014
	Provide a mechanism for people with disabilities to provide feedback. See Accessibility Feedback Form	2014
	Make new and significantly updated internet websites and web content conform with WCAG 2.0 Level A. See Procedure 2.37 Accessibility Standards for Information and Communication	2014
	Make employment practices accessible, including how we hire, retain, redeploy, conduct performance management and provide career development opportunities. See Procedure 2.36 Accessibility Standards for Employment	2014
	Document our Board processes for development individual accommodation plans and return-to-work plans. See Procedure 3.58 Disability Management – Intervention, Accommodations and Return to Work	2014
	Develop individual school transportation plans for students with disabilities in consultation with parents or guardians	2014
	Subscribe annually to a service that crawls our websites to report on accessibility issues and offer suggestions to resolve the issues	2014

	Make our public information accessible when asked. See Procedure 2.37 Accessibility Standards for Information and Communication	2015
	Make new or re-developed public spaces accessible, including outdoor public use eating areas, outdoor play spaces, public outdoor paths of travel, on- and off-street parking areas, service counters, and waiting areas with fixed seating	2016
	Development of the Board’s 2017-2022 Strategic Plan including a Culture of Caring: our students, staff, and communities are supported in safe, inclusive & collaborative learning environments	2017
	FM Sound Systems installed in all classrooms to address needs of students with hearing impairment	2017
	Interactive SMARTboards have been installed in all classrooms to assist with barriers caused by learning disabilities	2017
	One-to-one Chromebooks deployed for all grade 4-12 students to assist with barriers caused by learning disabilities without singling certain students out	2017
	Implementation of the Board’s Accessible and Healthy Workplace Program	Ongoing
	Incorporating methods of Applied Behaviour Analysis (ABA) and transition planning for students with special learning needs	Ongoing
	PD for teachers, ESPs, ECEs, transportation, behaviour therapists, speech pathologists related to special needs	Ongoing
	Board mental health strategy	Ongoing
	Bullying prevention programs and training	Ongoing
	Provide Cultural Competency Training for Board employees	Ongoing

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

10.0 Barriers Identified

Upon analysis for the results of the barrier-identification methodologies, the Accessibility Committee identified many barriers. Over the next several years, the Accessibility Committee will consult with the Rainy River District School Board to reduce the number of barriers listed below, as well as address new barriers if they arise.

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Atikokan High School			
<u>Type of Barrier</u>	<u>Description of Barrier</u>	<u>Strategy for its removal/prevention</u>	<u>Status</u>
Information	No signs identifying rooms.	Install signs for room identification.	Outstanding
Physical	Windows are not low enough for people using wheelchairs or people of short stature to use.	Adjust windows for improved access.	Outstanding

Crossroads School			
<u>Type of Barrier</u>	<u>Description of Barrier</u>	<u>Strategy for its removal/prevention</u>	<u>Status</u>
Architectural	Staff and office area has inaccessible controls, sinks, cupboards and counters.	Redesign/reconfigure office and staff areas.	Outstanding
Physical	Windows and light switches require adjustment for people using wheelchairs or people of short stature to use.	Adjust windows to improve access.	Outstanding

Donald Young School			
<u>Type of Barrier</u>	<u>Description of Barrier</u>	<u>Strategy for its removal/prevention</u>	<u>Status</u>
Physical	Playground is not accessible for persons in wheelchairs.	Redesign/reconfigure recreational spaces to improve access.	Outstanding

Education Centre			
<u>Type of Barrier</u>	<u>Description of Barrier</u>	<u>Strategy for its removal/prevention</u>	<u>Status</u>
Physical	The outdoor seating/eating area is not accessible for persons in wheelchairs.	Redesign/reconfigure public eating spaces to improve access.	Outstanding

Fort Frances High School			
<u>Type of Barrier</u>	<u>Description of Barrier</u>	<u>Strategy for its removal/prevention</u>	<u>Status</u>
None identified			

J. W. Walker School			
<u>Type of Barrier</u>	<u>Description of Barrier</u>	<u>Strategy for its removal/prevention</u>	<u>Status</u>
Physical	Door to main office	Install automatic door opener	Outstanding

McCroscon-Tovell School			
<u>Type of Barrier</u>	<u>Description of Barrier</u>	<u>Strategy for its removal/prevention</u>	<u>Status</u>
Physical	Tables in lunchroom are not adjustable.	Install some adjustable tables for the lunchroom.	Outstanding
Architectural	There is a lip in the floor where the new addition begins.	Level the floor where the new addition begins.	Outstanding
Physical	The front doors are very heavy and may be difficult to open for a wheelchair user or someone with limited strength.	Install power-operated doors or change the doors to lighter ones.	Outstanding

Mine Centre School			
<u>Type of Barrier</u>	<u>Description of Barrier</u>	<u>Strategy for its removal/prevention</u>	<u>Status</u>
None identified			

Nestor Falls School			
<u>Type of Barrier</u>	<u>Description of Barrier</u>	<u>Strategy for its removal/prevention</u>	<u>Status</u>
Physical	The front doors are very heavy and may be difficult to open for a wheelchair user or someone with limited strength.	Install power-operated doors or change the doors to lighter ones.	Outstanding
Architectural	There are lips and steps leading to the front doors and are not accessible to a wheelchair user	Install a ramp at the main entrance doors.	Outstanding
Physical	Inaccessible washrooms for the handicap.	Construct a handicap washroom.	Outstanding
Physical	Drinking fountains are not accessible to a wheelchair user.	Install an accessible drinking fountain.	Outstanding
Information	No signs identifying rooms.	Install signs to for proper room identification.	Outstanding
Physical	Playground is not accessible for persons in wheelchairs.	Improvements required redesign/reconfigure recreational spaces to improve access.	Outstanding

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Physical	Windows and light switches are not low enough for people using wheelchairs or people of short stature to use.	Lower windows for improved access.	Outstanding
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<u>North Star Community School</u>			
<u>Type of Barrier</u>	<u>Description of Barrier</u>	<u>Strategy for its removal/prevention</u>	<u>Status</u>
Information	No signs identifying rooms.	Install signs to for proper room id.	Outstanding
Physical	Playground is not accessible for persons in wheelchairs.	Redesign/reconfigure recreational spaces to improve access.	Outstanding

<u>Rainy River High School</u>			
<u>Type of Barrier</u>	<u>Description of Barrier</u>	<u>Strategy for its removal/prevention</u>	<u>Status</u>
Communication	Telephones are not accessible from a wheelchair.	Install an accessible telephone with signage.	Outstanding
Information	No signs identifying rooms.	Install signs to for identification.	Outstanding
Architectural	Staff area has inaccessible controls, sinks, cupboards and counters.	Redesign/reconfigure office area.	Outstanding
Physical	Light switches are not low enough for people using wheelchairs or people of short stature to use.	Adjust light switches for improved access.	Outstanding

<u>Riverview School</u>			
<u>Type of Barrier</u>	<u>Description of Barrier</u>	<u>Strategy for its removal/prevention</u>	<u>Status</u>
Information	No signs identifying rooms.	Install signs to for proper room identification.	Outstanding
Architectural	Staff and office area has inaccessible controls, sinks, cupboards and counters.	Redesign/reconfigure office and staff areas to increase access.	Outstanding

<u>Robert Moore School</u>			
<u>Type of Barrier</u>	<u>Description of Barrier</u>	<u>Strategy for its removal/prevention</u>	<u>Status</u>
Communication	Telephones are not accessible from a wheelchair.	Install an accessible telephone with signage.	Outstanding

<u>Sturgeon Creek Alternative Program</u>			
<u>Type of Barrier</u>	<u>Description of Barrier</u>	<u>Strategy for its removal/prevention</u>	<u>Status</u>
None identified			

<u>Sturgeon Creek School</u>			
<u>Type of Barrier</u>	<u>Description of Barrier</u>	<u>Strategy for its removal/prevention</u>	<u>Status</u>
Information	No signs identifying rooms.	Install signs to for clear room identification	Outstanding
Physical	Front desk area is very high.	Lower part of the desk.	Outstanding
Physical	Playground is not accessible for persons in wheelchairs.	Redesign/reconfigure recreational spaces to improve access.	Outstanding

11.0 Barriers to Be Addressed Under the Multi-Year Accessibility Plan

The Integrated Accessibility Standards Regulation 191/11 pursuant to the Accessibility for Ontarians with Disabilities Act (2005) identified specific requirements to achieve accessibility in the areas of:

- Customer Service
- Information and Communications
- Employment
- Transportation
- Design of Public Spaces

The Rainy River District School Board intends, through this Multi-Year Accessibility Plan for the period 2017-2022, to take action to address barriers to accessibility related to the Standards areas of current Regulations.

2017-2018

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review policies, procedures, practices and forms to ensure compliance in preparation for completing the Accessibility Compliance Report	December 31, 2017
Information and Communication	Board-wide	Review and update the Multi-Year Accessibility Plan by January 1, 2018	December 31, 2017
Systemic	Human Resources Department	Review the Board’s Emergency Response procedure to consider providing greater clarity regarding the capability of the Board to develop individualized emergency response plans	February 1, 2018

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Systemic/ Attitudinal	Human Resources Department	Appointment of an Employee Wellness, Support and Safety Officer to support employees and improve awareness of Board well-being programs, the Accessible and Healthy workplace program, and health & safety	2018
Systemic/ Attitudinal	Board-wide	Review status of accessible customer service standard training to ensure new staff, volunteers, third party contractors/ consultants, students/ interns, persons who participate in policy development, and any other members of our organization have been trained	Ongoing
Systemic/ Attitudinal	Board-wide	Provide awareness and training for managers and principals. Implement psychological health & safety standard	Ongoing
Systemic/ Attitudinal	Board-wide	Continue to promote a fragrance-free workplace. Health & Safety newsletter, posters, staff meeting topics	Ongoing
Physical/ Architectural	Donald Young School	Incorporate accessibility features into the renovation of the existing gym and classroom section. Make new or re-developed public spaces accessible	Ongoing 2017/2018
Physical/ Architectural	Rainy River K-12	Incorporate accessibility features into the renovation of the new K-12 facility. Make new or re-developed public spaces accessible	Ongoing 2018
Systemic	Board-Wide	Annual Status Update on Multi-Year Accessibility Plan	May 2018

2018-2019

Type of Barrier	Location	Action	Effective Date
Attitudinal/ Systemic	Human Resources Department	Implementation of an Attendance Support Program	2018-2019
Information and Communication/ Technological	School Libraries	Review status of capacity of school libraries to provide, procure or acquire an accessible or conversion-ready format of digital or multimedia resources upon request in anticipation of 2020 deadline	Ongoing preparation for January 1, 2020 deadline
Information and Communication/ Technological	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of conforming to WCAG, 2.0, Level AA standards (excluding live captions and audio descriptions)	Ongoing preparation for January 1, 2021 deadline
Systemic/ Attitudinal	Board-wide	Review status of accessible customer service standard training to ensure new staff, volunteers, third party contractors/	Ongoing

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		consultants, students/ interns, persons who participate in policy development, and any other members of our organization have been trained	
Physical	JW Walker	Installation of an automatic door opening for the main office	2018
Physical/ Architectural	Rainy River High School/Riverview School	Incorporate accessibility features into the renovation of the new K-12 facility. Make new or re-developed public spaces accessible	Ongoing 2018-2019
Systemic	Board-Wide	Annual Status Update on Multi-Year Accessibility Plan	May 2019

2019-2020

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review policies, procedures, practices and forms to ensure compliance in preparation for completing the Accessibility Compliance Report	December 31, 2019
Information and Communication/ Technological	School Libraries	Review status of capacity of school libraries to provide, procure or acquire an accessible or conversion-ready format of digital or multimedia resources upon request in anticipation of 2020 deadline	Ongoing preparation for January 1, 2020 deadline
Information and Communication/ Technological	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of conforming to WCAG, 2.0, Level AA standards (excluding live captions and audio descriptions)	Ongoing preparation for January 1, 2021 deadline
Systemic/ Attitudinal	Board-wide	Review status of accessible customer service standard training to ensure new staff, volunteers, third party contractors/ consultants, students/ interns, persons who participate in policy development, and any other members of our organization have been trained	Ongoing
Physical	Board-Wide	Installation of accessibility features as required based on need	Ongoing
Systemic	Board-Wide	Annual Status Update on Multi-Year Accessibility Plan	May 2020

2020-2021

Type of Barrier	Location	Action	Effective Date
Information and Communication/ Technological	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of	Ongoing preparation for

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For the years December 2017-2022**

		conforming to WCAG, 2.0, Level AA standards (excluding live captions and audio descriptions)	January 1, 2021 deadline
Systemic/ Attitudinal	Board-wide	Review status of accessible customer service standard training to ensure new staff, volunteers, third party contractors/ consultants, students/ interns, persons who participate in policy development, and any other members of our organization have been trained	Ongoing
Physical	Board-Wide	Installation of accessibility features as required based on need	Ongoing
Systemic	Board-Wide	Annual Status Update on Multi-Year Accessibility Plan	May 2021

2021-2022

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review policies, procedures, practices and forms to ensure compliance in preparation for completing the Accessibility Compliance Report	December 31, 2021
Systemic/ Attitudinal	Board-wide	Review status of accessible customer service standard training to ensure new staff, volunteers, third party contractors/ consultants, students/ interns, persons who participate in policy development, and any other members of our organization have been trained	Ongoing
Physical	Board-Wide	Installation of accessibility features as required based on need	Ongoing
Systemic	Board-Wide	Annual Status Update on Multi-Year Accessibility Plan	May 2022

2022-2023

Type of Barrier	Location	Action	Effective Date
Systemic/ Attitudinal	Board-wide	Review status of accessible customer service standard training to ensure new staff, volunteers, third party contractors/ consultants, students/ interns, persons who participate in policy development, and any other members of our organization have been trained	Ongoing
Physical	Board-Wide	Installation of accessibility features as required based on need	Ongoing
Systemic	Board-Wide	Annual Status Update on Multi-Year Accessibility Plan	May 2023

12.0 Review and Monitoring Process

The Accessibility Committee will continue to work in partnership with the Rainy River District School Board and the community to review, revise and implement this Accessibility Plan. 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 Planning Committee will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the plan is prepared.
- (b) At least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities, the Board's Special Education Advisory Committee, the Accessibility Committee and other relevant committees.

13.0 Communication of the Plan

The Rainy River District School Board's Multi-Year Accessibility Plan will be posted on the Board website at www.rrdsb.com and hard copies will be available at the Education Centre. The plan can be made available in accessible formats upon request. The plan may be included within the Board's orientation package to new staff. Barrier identification is encourage through the Accessibility Feedback form located in all of the Board's schools and at www.rrdsb.com. Contact information for Accessibility Feedback Form requests is Sherri Belluz, Administrative Assistant/Privacy Information Officer, at (807) 275-4979 or sherri.belluz@mail.rrdsb.com.

Appendix A: Policy 2.30 Accessibility Standards

To view the most recent version of the policy [click here](#).

Appendix B: Procedure 2.31 Disruption of Services

To view the most recent version of the procedure [click here](#).

Appendix C: Procedure 2.32 Assistive Devices

To view the most recent version of the procedure [click here](#).

Appendix D: Procedure 2.33 Service Animals

To view the most recent version of the procedure [click here](#).

Appendix E: Procedure 2.34 Support Person

To view the most recent version of the procedure [click here](#).

Appendix F: Procedure 2.35 Monitoring Service

To view the most recent version of the procedure [click here](#).

Appendix G: Procedure 2.36 Employment

To view the most recent version of the procedure [click here](#).

Appendix H: Procedure 2.37 Information and Communication

To view the most recent version of the procedure [click here](#).

Appendix I: Accessibility Feedback form

To view the most recent version of the Accessibility Feedback Form [click here](#).

Appendix J: Accessibility Resources

[Bill 125 – Ontarians with Disabilities Act \(2001\)](#)

[Accessibility for Ontarians with Disabilities Act \(2005\)](#)

[Integrated Accessibility Standards, Ontario Regulation 191/11](#)