# Multi-Year Accessibility Plan

## 2018-2023

## Avon Maitland District School Board

**This document is available in alternate formats, upon request.**

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# A Message from the Director of Education

As part of our Strategic Plan 2016-2020 we will create positive inclusive learning environments and in doing so, will be guided by the principles of equity, character and stewardship.

An inclusive education system is key to helping all children and students in Ontario reach their potential, and participate in our society and in the job market. In December 2016, the government committed to developing an accessibility standard for education, under the AODA. To support this important goal, the government has been working to establish an Education Standard Development Committee (ESDC) in the fall of 2017.

Dr. Lisa Walsh, Director of Education
Avon Maitland District School Board

# A Message from the Chair

The Avon Maitland District School Board is please to present our Joint Multi-Year Accessibility Plan 2018-2023.

The road to building an accessible school system since Ontarians with Disabilities legislation was first introduced in 2001 has been an important task involving many departments. We have seen much progress over time and are pleased to share this latest 5-year plan in this journey to creating an inclusive education system.

Randy Wagler, Chair
Avon Maitland District School Board

# Joint Multi-Year Accessibility Plan

# 2018 – 2023

## Avon Maitland District School Board

Prepared by

Accessibility Working Group
In accordance with
Accessibility for Ontarians with Disabilities Act
Integrated Accessibility Standards Regulation

This publication is available in alternate formats, upon request through:

- AMDSB website (Annual Accessibility Plan[1])
- School websites under “Accessibility”
- Education Centre/Head Office
- School Support Centres i.e. COPE, Learning Resource Centre, AMDEC
- Community Groups – a hard copy or electronic link will be sent to the following groups:
    - Associations for Community Living
    - Community Support for Families
    - Family Services Perth
    - Community Care Access Centre (CCAC)
    - Huron/Perth Accessibility Committees – County
    - Huron/Perth Health Units – County
    - Rural Response for Healthy Children

[1] http://yourschools.ca/school-board/accessibility-information/

# 1.0 Purpose

It is important that we address barriers in education that prevent students and children from reaching their full potential. The Ministry of Education confirms that Ontario is committed to supporting the accessibility for Ontarians with Disabilities Act (AODA), and its goal of an accessible Ontario by 2025.

Under this Act, the government has created enforceable standards for accessible customer service, information and communications, transportation, the design of public spaces, and employment.

Avon Maitland's Multi-Year Accessibility Plan is developed in accordance with the Integrated 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*. This Plan describes the measures that the Board will take over the five-year period from 2018-2023 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Board's Accessibility Standards-Customer Service practice.

# 2.0 Objectives

This Plan:

**2.1** Describes the process by which the Avon Maitland District School Board will identify, remove and prevent barriers;

**2.2** Reviews recent efforts of the Avon Maitland District School Board to remove and prevent barriers;

**2.3** Describes the measures the Avon Maitland District School Board will take in the period 2018-2023 to identify, remove and prevent barriers;

**2.4** Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan;

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

**2.6** Describes how the Avon Maitland School Board will make this accessibility plan available to the public.

**2.7** Maintains an Accessibility Working Group;

**2.8** Makes a commitment to continue the process of consulting with the Special Education Advisory Committee and with persons with disabilities;

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

**2.10** Illustrates how the Board is improving access to facilities, procedures, 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 Working Group and will, wherever practicable, be incorporated in the multi-year plan.

The Director of Education has authorized the Accessibility Working Group to review and update the Multi-Year Accessibility Plan that will enable the Avon Maitland District School Board to meet these obligations and commitments.

# 3.0 Obligations

## Ontarians with Disabilities Act, 2001 (ODA)

The ODA was passed into law “to improve opportunities for persons with disabilities and to provide for their full involvement in the identification, prevention and removal of barriers to their full participation in the life of the Province.”

The ODA requires school board to prepare annual accessibility plans and to consult with persons with disabilities and others when preparing the plan. The purpose of the plan is to identify, remove and prevent barriers to accessibility in each school board’s, policies, procedures, practices and services. The accessibility plan must be made available to the public, and in alternative formats, upon request. – consult with people with disability

## Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

The AODA sets out a road map to achieve the goal of an accessible Ontario by 2025 with mandatory and enforceable standards including:

- Customer Service Standards
- Information and Communications Standards
- Employment Standards
- Transportation Standards
- Built Environment Standards

The Customer Service Standard became law (Ontario Regulation 429/07) on January 1, 2008, and the Avon Maitland District School Board has complied with this standard since January 1, 2008, incorporating training for all staff during that school year and ongoing since.

The next three standards – Information and Communication, Employment and Transportation – are all part of the Integrated Accessibility Standard Regulation or IASR (Ontario Regulation 191/11), which became law on June 7, 2011. The requirements for this standard are being phased in over time up to 2021. Our Board departments continue to meet the standards as the compliance dates arise.

The Built Environment Standard for large organizations became law January 1, 2017, and will help remove barriers in buildings and outdoor spaces for people with disabilities. The Standards for Public Spaces (Ontario Regulation 413/12) only apply to new construction and planned redevelopment. Enhancements to accessibility in buildings will happen at a later date through Ontario's Building Code, which governs new construction and renovations in buildings.

# 4.0 Commitment to Accessibility Planning

This plan will be established, reviewed and updated in consultation with persons with disabilities and with the Board's Special Education Advisory Committee and Accessibility Working Group. It will be presented to the Board for information.

# 5.0 Description of the Avon Maitland District School Board

The Avon Maitland District School Board has a total of thirty-nine (39) school locations consisting of 30 elementary schools and 9 secondary schools located throughout Perth and Huron Counties in Southwestern Ontario. Seven of our secondary schools have grade 7 and 8 students and we have an on-line secondary school. Our Board is also contracted to provide continuing learning and employment services in 7 communities. We continue to work with our Community Municipal Service Managers (CMSMs) for the provision of Childcare and Before and After Programs in a number of our schools.

Despite the vagaries of budget year over year, the Board continues to focus its activities on the needs of its students, as witnessed by our Strategic Plan developed for 2016 – 2020.

Strategic Plan 2016-2020[2]

[2] http://iamalwayslearning.ca/

## Strategic Plan 2016-2020

Engage, Inspire, Innovate ... Always Learning

### The Avon Maitland District School Board

The Avon Maitland District School Board offers first class education to students and families throughout Huron and Perth Counties. After extensive consultation, our work is guided by a four-year strategic plan that calls for us to focus on two priorities: We are committed to creating positive, inclusive learning environments and maximizing outcomes for students. Our values and our principles help us define this work.

Our children are entering a world vastly different from that of their parents. Avon Maitland Schools are preparing students for this world through engagement, inspiration and innovation. We will use this website to provide details of our plan and update our progress as the school year moves forward. We are always learning.

# 6.0 Members of Accessibility Working Group

The Board's Accessibility Working Group was formally created in early 2003, with the team suggesting additional individual work group members to reflect their needs. Since the AODA legislation passed in 2005 has heightened the requirement that Accessibility plans be prepared in consultation with people with disabilities, the Working Group continues to expand the membership to include more individuals who may have disabilities.

The focus of the Working Group will be developing and implementing a new 5-year plan based on the Integrated Accessibility Standards Regulation requirements. The Avon Maitland Accessibility Working Group consists of the following members:

## List of Working Group Members

| Member | Department | Contact Info | Working Group |
|---|---|---|---|
| Janet Baird-Jackson (co-chair)* | Supt. Of Corporate Services | Ed Centre | Built Environment |
| Hugh Cox | Facilities Administrator | Ed Centre | Built Environment |
| Laurel Mitchell | Facilities Officer | Ed Centre | Built Environment |

| Member | Department | Contact Info | Working Group |
|---|---|---|---|
| Lorne Strasser | Custodial Supervisor | Ed Centre | Built Environment |
| Martin Ritsma | Principal, Secondary | Ed Centre | Built Environment |
| Terry Marklevitz | Architect | Marklevitz | Built Environment |
| Debbie Green* | System Principal Learning Services | Ed Centre | Customer Services |
| Adrienne Jacques | Teaching/Learning Coordinator | Ed Centre | Customer Services |
| Cheryl Peach | Community Representative and Accessibility Advocate | Ed Centre | Customer Services |
| Jamie Gibbings | Health & Safety Advisor | Ed Centre | Customer Services |
| Julia Opie | County of Perth Accessibility Coordinator | County of Perth | Customer Services |
| Lynette Geddes | Trustee | Ed Centre | Customer Services |
| Shelley King* | Human Resource Services Admin. | Ed Centre | Employment |
| Kathy Sebastian | Human Resource Services | Ed Centre | Employment |
| Rob Simmons | Vice-Principal, Secondary | SCSS | Employment |
| Amy Kipfer | Equity & Indigenous Education Lead | Ed Centre | Employment |
| Wendy Case | Human Resource Services | Ed Centre | Employment |
| Jason Hillier* | Information Technology Manager | LRC | Information & Technology |
| Diana Doctor | System Trainer | LRC | Information & Technology |
| Mary-Jane | IT Supervisor | LRC | Information & Technology |

| Member | Department | Contact Info | Working Group |
|---|---|---|---|
| Karkheck | | | |
| Janice Richmond | Communications Manager | Ed Centre | Information & Technology |
| Ralf Mesenbrink | Principal, AMDEC, Adult and Alternative Education | AMDEC | Information & Technology |
| Susan Hushen | Teacher Librarian | DCVI | Information & Technology |
| Vince Trocchi | System Principal, Info Technology | Ed Centre | Information & Technology |
| David Frier (co-chair)* | Transportation Manager | Ed Centre | Transportation |
| Anne Copeland | Principal, Elementary | SPS | Transportation |
| MaryLou Bilcke | Transportation Associate Route Planner | Ed Centre | Transportation |
| Michelle Murphy-Bukala | 8/36 Bus Association Operators Rep | J & T Murphy Ltd. Arva | Transportation |
| Randy Wagler | Trustee | Ed Centre | Transportation |
| Barb Pepper | UNIFOR | HUR | |
| Kathy Campbell | Secretary-UNIFOR | BRO | |
| Mike Hakkers | Chair-UNIFOR | Ed Centre | |

## Upcoming Requirements – Timelines

The following requirements are taken from the Ontario Government Document which address accessibility rules for educational and institutions.

| Dates | Requirements |
|---|---|
| January 1, 2018 | Make new or redeveloped public spaces accessible<br>• Recreational trails and beach access routes<br>• Parking lots<br>• Service counters<br>• Fixed waiting lines<br>• Waiting areas with fixed seating |
| December 31, 2019 | File an Accessibility Compliance Report |
| January 1, 2020 | Provide accessible school library resources when asked<br>Note: If available, provide accessible versions of print resources and materials such as large print, electronic or audio versions.<br>Make printed learning material accessible<br>Note: If you produce other printed learning materials, make them accessible or easy to convert into other formats like accessible Microsoft Word files. |
| January 1, 2021 | Make websites and web content accessible |
| December 31, 2021 | File an Accessibility Compliance Report |
| December 31, 2023 | File an Accessibility Compliance Report |
| January 1, 2025 | File an Accessibility Compliance Report |

# 7.0 Our Progress on the AODA Regulations

The following outlines our commitments and our progress in meeting accessibility standards in five key areas:

- Customer Service
- Information & Communication
- Employment
- Transportation
- Built Environment

## Customer Service

### Commitment

At the Avon Maitland District School Board, we are committed to providing services and support to people with disabilities with respect to the use and benefit of Board services, programs and facilities in a manner that respects their dignity and independence. This commitment extends to students, staff, volunteers, visitors and other stakeholders with visible and non-visible disabilities.

#### How to achieve

- Ongoing training of staff and volunteers on Accessible Customer Service
- Embedding accessibility requirements into staff training and orientation materials to ensure a strong organizational commitment.
- Consulting with the Ministry, other Board departments, advisory groups and the public to ensure the Board is current with regards to emerging and changing requirements.
- Reviewing customer feedback and taking action when required.
- Reviewing and updating procedures to ensure that they are accessible and reflect quality customer service.

### Progress

#### Customer Service Accomplishments

- All existing and new employees were required to complete AODA training. New employees are required to complete the training within 3 months of being hired as part of the new hire orientation program. As of December 31, 2018 over 2000 AODA courses have been completed by employees.

- Launched a communication campaign on proper use of terms to meet AODA best practices
- We are very fortunate to have the Accessibility Coordinator from the County of Perth and City of Stratford join the Board's AODA committee as a resource and to help apply consistency with community initiatives across the district.
- We have responded to customer feedback, which has resulted in building modifications for accessibility e.g. Stair Railing alterations at Stratford Central Secondary School.

### Goals

- Training - review the demographics of our students and school community and use this information to enhance the training, building more capacity within our staff to better serve our customers.
- Training - Continue to develop communications that inform the school community about best practices in accessibility.

## Information and Communication

### Commitment

The Avon Maitland District School Board is committed to ensuring that information and communications about our range of services and facilities are available and accessible to people with disabilities. The Board continues to follow the Ministry's universal design principles, the Ontario Human Rights Code and the Information and Communications Standard of the IASR, when developing, implementing and maintaining information and communication strategies and products. This includes websites, intranet sites, communication materials, telephone communications and face-to-face interactions. We understand that if it is not technically feasible to convert requested information or communications, or the technology to convert the information is not readily available, we will be obligated to provide the person who requires the information with an explanation as to why the information or communications are unconvertible, and with a summary of the unconvertible information or communications.

#### How to achieve

- Develop guidelines and best practices for creating accessible documents for common desktop applications such as MS Word, Excel and PowerPoint.

- Continue to comply with the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG 2.0) Level AA, to ensure that websites are accessible to people with disabilities and work toward Level AAA.
- Ensure that information, including emergency procedures, plans and public safety is available as soon as practicable, in a variety of alternate formats, upon request.
- Refine the process for receiving and responding to feedback in an accessible manner, and with communication supports, upon request.
- Ensure that employees also have access to a variety of accessible formats and individualized emergency information, when requested.
- Develop a training strategy to ensure that staff has the knowledge, tools and technical advice to create accessible materials.
- Continue to expand knowledge and use of accessible devices and applications.

## Progress

### Information and Communication Accomplishments

- Conducted an assessment on current web functionality to ensure compliance and adequate accessibility features.
- Created mandatory training parameters within our Safe School software to ensure AMDSB staff are aware of IASR requirements for existing web content, and that new sites meet WCAG 2.0, Level AA standards.
- Provided a district model of Google “Read and Write". This program is an easy-to-use toolbar to make documents, files and web pages more accessible.
- Continue to ensure any websites and web content meet WCAG 2.0 accessibility standards.
- Purchased a Siteimprove contract as a web page accessibility checker.

## Goals

- Develop Google and Office 365 document platforms to introduce more inclusivity as accessibility capabilities are built into Office 365 and Google.
- Build and implement an employee training program for creating accessible documents and email communication.
- Continue to provide assistive technology to ensure increased information accessibility for our students, staff and community.

- Continue to provide Google “Read and Write” training.
- Provide or arrange for accessible formats and communication support upon request.
- Provide accessible or conversion-ready formats of print, digital, or multi-media resources in school libraries, upon request.
- Procure accessible or conversion-ready electronic formats, where available.
- Expand our use of Siteimprove to ensure all AMDSB websites are compliant.

# Employment

## Commitment

Avon Maitland District School Board is committed to inclusive and accessible employment practices that ensure the process of recruiting, hiring and retaining employees who have disabilities reflects equity and inclusivity.

### How to Achieve

Managers and staff involved in the recruitment process and employee management receive training and in-service following the goals of the AODA, including such topics as:

- How to make accessibility a standard part of finding, hiring and communicating with employees, whether they have disabilities or not.
- The identification and removal of barriers in the workplace for staff and customers.
- Understanding and accommodating various types of disabilities and their impact on work performance.
- Understanding employer obligations to provide employment accommodation.
- Understanding the Avon Maitland District School Board obligations and leadership under Equity requirements and AODA regulations.
- Enhancing workplace emergency responses through individualized emergency response information and assistance, as required.
- Revising individual work plans and developing guidelines, tools and templates, as required to remove barriers from screening practices.

## Progress

### Recruitment, Assessment and Selection

The Human Resource Services (HRS) department of the AMDSB notifies employees and the public about the availability of accommodations for job applicants with disabilities on job postings as well as the AMDSB website.

During the recruitment process when job applicants are individually selected to participate in an assessment or selection process, if a selected applicant requests an accommodation, the HRS recruitment staff shall consult with the applicant and provide and arrange for provision of suitable accommodations in a manner that takes into account the applicant's accessibility needs due to disability.

The HRS Department partners with the Communications Department to ensure accessible formats for general information is available to applicants.

In addition, diversity training for HRS staff was provided in the fall of 2016 to help raise self-awareness of hidden bias and how to manage appropriately when interacting with people of other backgrounds or persons with disabilities.

### Training of Employees

All staff and volunteers receive training in accessibility standards requirements and on Human Rights Code provisions regarding disabilities on a periodic basis. Completion of training is tracked on the electronic employee training record. Compulsory training is provided on an as-needed basis in concert with legislative changes. Elective refresher training is available at all times to staff via the Safe Schools Training system.

### Accessible Formats and Communication Supports for Employees

Where an employee with a disability requests it, the AMDSB will consult with the employee to provide or arrange for the provision of accessible formats and communication supports for:

- Information that is needed in order to perform the employee's job;
- Information that is generally available to employees in the work place; and,
- Determining the suitability of an accessible format or communication support.

### Workplace Emergency Response Plans

A memo with accompanying forms is issued periodically directing supervisors to advise/remind employees of the availability of individual emergency response plans. The memo/forms provide individualized workplace emergency response information to employees for the purpose of disclosing a disability. If the employee has provided

consent, the AMDSB shall provide the workplace emergency information to the person designated by the AMDSB to provide assistance to the employee as soon as practicable after becoming aware of the need for accommodation due to the employee's disability.

Individual emergency response plans are incorporated into all modified/permanent accommodations as required.

**Documented Individual Accommodation Plans**

A memo with accompanying forms is issued periodically directing supervisors to advise/remind employees of the availability of individual accommodation plans. Employees requiring individual accommodation may self-identify and advise the AMDSB of the requirement. The AMDSB assesses the need in an individual basis and identifies the accommodation to be provided and the timelines of the accommodations. The accommodation plan will include the frequency with which the individual accommodation plan should be reviewed or updated and how it should be done. Appropriate steps will be taken to protect the privacy of the employee's personal information in development and deployment of the accommodation plans. If an individual accommodation plan is denied, the manner in which the reasons for the denial will be provided to the employee.

**Return to Work Processes**

The AMDSB follows AP 416 Early and Safe Return to Work for employees who are absent from work due to a disability and require disability-related accommodations, in order to return to work. Individual plans are incorporated into all transitional modified work and permanent accommodation programs. Employees are encouraged to contact the AMDSB HRS Health and Wellness staff regarding any unmet needs regarding disability accommodation at any time during their employment. The Disability Management Program is reviewed periodically to ensure compliance with AODA requirements.

**Performance Management, Career Development, Redeployment and Advancement**

The AMDSB will take into account the accessibility needs of employees with disabilities and/or individual accommodation plans of employees when:

- Using performance management processes;
- Providing career development and advancement information; and,
- Using redeployment procedures.

## Goals

Document processes to ensure that communication to all employees occurs annually regarding the availability of individual accommodation and emergency response plans where required due to disability. Although the forms are currently available in hard copy format at each site, a future goal will be to provide and communicate that the forms are available electronically via the Core and as part of annual refresher training via the Safe Schools training system. In addition, the HRS department will include the Individual Accommodation and Workplace Emergency Response Information forms in all new hire packages.

The HRS department will continue to expand the breadth of alternative accessible formats and communication supports for availability in a timely fashion to meet staff and applicant needs where required.

# Transportation

## Commitment

The Avon Maitland District School Board is committed to ensuring that transportation-eligible students with disabilities have access to accessible transportation.

### How to Achieve

- Develop guidelines and best practices.
- Continue to comply with the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG 2.0) Level AA, to ensure that websites are accessible to people with disabilities and work toward Level AAA.
- Refine the process for receiving and responding to accommodation requests.
- Create Individual Transportation Plans for students requiring accommodations.
- Provide multiple travel options to meet the accommodation needs of the child.
- Provide assistance where and when required.
- Develop a training strategy to ensure that staff has the knowledge, tools to assist with the student's accommodation needs.
- Continue to expand stakeholder knowledge.
- Share resources based on Transportation requirements and how they relate to requirements of the other 4 key areas.

## Progress

### Transportation Accomplishments

#### 2010

- Provided customer service training for current Huron Perth Student Transportation Services (HPSTS) Staff and all new staff.
- Ensured School Bus Companies provided customer service training to current staff.
- Ensured School Bus Companies provided customer service training to all new staff whom they hire.
- Welcome Service Animals and support persons.
- Provided input to 2010 Compliance Report.

#### 2011

- Provided integrated transportation services when required.
- Provide an appropriate alternative in cases where they determine that integrated transportation was not possible or when integrated transportation was not in the best interests of the child or was unsafe.
- Developed the framework for Individual Transportation Plans (ITP) and plans were created as required.
    - Medical Management Plan
    - Student Support Plan
    - Bus Safety Plan

#### 2012

- Integration of Emergency Procedures for students with an Individual Transportation Plan (ITP).
    - Participation in school vehicle evacuation drills.

#### 2013

- Provided standardized training to bus company managers, safety trainers, and ensured provision of standardized training to drivers of Specialized vehicles.
    - Evacuation
    - Manual operation of vehicle equipment

        - wheelchair lift
    - Use of safety equipment
        - seatbelt cutter
        - fire extinguisher
        - “Rescue Randy”
    - Student support equipment
        - Walker
        - Crutches
        - lap belt
        - safety vests
        - wheelchair
- Provided input into the Board Multi-year plan.
- Provided input into the 2013 Compliance Report.

**2014**

- Ensured provision of standardized training to all drivers.
- Provided standardized training to all HPSTS staff.
    - Evacuation
        - Manual operation of vehicle equipment
        - wheelchair lift
    - Use of safety equipment
        - seatbelt cutter
        - fire extinguisher
        - “Rescue Randy”
    - Student support equipment
        - Walker
        - Crutches
        - lap belt
        - safety vests
        - wheelchair
- Initiated EA support program on school purpose vehicles.
    - started transition from bus company monitors to Board EA’s
        - Additional special needs knowledge
        - Enhances safety through continuity of student/EA support

**2015**

- Provided standardized training to all Education Assistants during PD sessions.
- Ensured provision of standardized training to all drivers.
    - Evacuation
        - Manual operation of vehicle equipment
        - wheelchair lift
    - Use of safety equipment
        - seatbelt cutter
        - fire extinguisher
        - “Rescue Randy”
    - Student support equipment
        - walker
        - crutches
        - lap belt
        - safety vests
        - wheelchair
- First support animal (dog) to start riding a bus to assist a student with seizures.
- Website AODA compliance verified.
- Provided input into the 2015 Compliance Report.

**2016**

- Provided standardized training to all safety trainers and ensured drivers related to student personality traits and accommodation issues.
- Provided input into placement of designated parking space at Goderich PS.
- Provided BMS training for bus company managers, supervisors, safety trainers, and HPSTS staff.
- Updated Transportation AP-589 to include new references to student accommodation during school charters.

**2017**

- New on-line Individual Transportation Plan program was created that will allow student plans to travel more effectively as students move to new schools or transition to high school.
    - New student plans created using the program.

        - Existing student plans could use paper format or be moved to the new on-line program.
            - Many schools supported the new program for the development of all plans
    - Website updated and AODA compliance verified.
    - Provided input into the 2017 Compliance Report.

## Goals

### 2018

- Utilize on-line programs for creation all Individual Transportation Plan (ITP Documentation.
- Update ITP parameters
    - Update ITP Plan names
        - Medical Management Plan
            - Now: Transportation Individual Medical Management Plan Poster and Cards
        - Student Support Plan
            - Now: Transportation Support Plan
        - Bus Safety Plan
            - Now: Transportation Behaviour Intervention Plan
    - Update HPSTS Procedures to reflect new plan names
- Support student transportation accommodation requests.
- Update transportation EA support parameters.
- Provide integrated seating support/accommodation for students.
- Support HPSTS website content compliance.
- Support initiatives regarding school parking and transportation accommodation requirements.
    - school bus loading zones
    - accessible parking spaces
    - continued support of accessible vehicles for charter trips

# The Built Environment

## Commitment

The Avon Maitland District School Board is committed to meeting the requirements of the Built Environment Standard. The goal of the Accessibility Standard for the Built Environment is to remove barriers in public spaces and buildings. This standard for public spaces only applies to new construction and planned major retrofit. We endeavour to meet the accessibility requirements of all who enter our buildings, but our priority is to the students and employees of our Board.

Enhancements to accessibility in buildings will happen at a later date through Ontario's Building Code, which governs new construction and renovations in buildings.

### How to Achieve

- Meet minimum requirements for exterior paths of travel such as sidewalks, ramps, stairs, curb ramps.
- Ensure there is accessible parking.
- Determine accessibility requirements for service-related elements like counters in school offices when major retrofits occur.
- Ensure that accessibility-related equipment and features are maintained.
- Develop standardized signage for accessibility – related features (e.g. lifting devices, accessibility washrooms).

## Progress

### Built Environment Accomplishments

#### 2016 – 2017

- Created an accessible washroom at Downie Public School.
- Installed a power door operator for accessible entrance at Listowel Eastdale PS.
- Installed a power door operator for accessible entrance at Upper Thames PS.
- Installed a power door operator for accessible entrance and sloped concrete ramp to northwest entrance; replacement of lift in small gym at FEMSS.
- Created an accessible washroom on second floor of St. Marys DCVI.

- Created an accessible washroom on first floor of South Huron District High School.

## Goals

### 2017 – 2018

- Create an accessible washroom at Bedford PS.
- Create an accessible washroom at Brookside PS.
- Create and accessible washroom at Milverton PS.
- Renovate the accessible washroom and install a power door operator to front entrance at Huron Centennial PS.
- Create an accessible washroom at Mornington PS.
- Create an accessible washroom and renovation to office area to comply with service standard at Seaforth PS.
- Create an accessible washroom at Shakespeare PS.
- Upgrade the main elevator at FEMSS.
- Create an accessible washroom; sloped ramp to entrance and install a power door operator at GDCI.
- Create an accessible washroom and renovation to change rooms for accessibility at LDSS.
- Install a power door operator to exterior cafeteria door and ramp to entrance at DCVI.
- Create an accessible washroom on second floor of SHDHS.

### Projected past 2018

- Create an accessible washroom and install a power door operator at the front entrance on Sprucedale PS.
- Create an accessible washroom(s) and upgrade elevator at CHSS.
- Install a power door operator on the office door at FEMSS.
- Upgrade elevator at SHDHS.
- Create an accessible washroom at Central Perth PS.
- Install an elevator at Shakespeare PS.

- Create an accessible washroom on both floors and install an elevator at Romeo PS.
- Miscellaneous - Investigation of stage lifts.
- Accessible Studies - Being completed at all locations.

- Outdoor Play Spaces - Work with schools and playground consultants to incorporate accessibility features (e.g. sensory and active play). Consideration will be given to firm, stable and slip resistant ground surface with impact absorbing properties. Moving to wood fibre surfacing to replace existing pea stone.
- Outdoor Public Use Eating - Where new construction of a pavilion, accessible picnic tables are being incorporated in the design and there is firm stable ground surfacing leading to and under such tables with appropriate knee clearances.
- Service-related Elements – when renovations undertaken to administration areas, service counters with appropriate countertop height and clear floor space in front are being incorporated in the design.
- Maintenance - This includes having procedures in place for preventative and emergency maintenance of accessible elements and procedures for dealing with temporary obstructions when accessible elements are not in working order. A review of existing facilities procedures and updating as appropriate is being conducted.