



**SIMCOE MUSKOKA CATHOLIC  
DISTRICT SCHOOL BOARD**

# **SIMCOE MUSKOKA CATHOLIC DISTRICT SCHOOL BOARD**

## **MULTI-YEAR ACCESSIBILITY PLAN 2019-2025**

## Prepared: January 2019

**SIMCOE MUSKOKA CATHOLIC DISTRICT SCHOOL BOARD  
MULTI-YEAR ACCESSIBILITY PLAN  
January 2019– December 2025<sup>†</sup>**

### Table of Contents

1. Aim
2. Objectives
3. Description of Simcoe Muskoka Catholic District School Board
4. Commitment to Accessibility Planning
5. Members of the Accessibility Planning Committee
6. Role of Accessibility Planning Committee
7. Current Accessibility Standards-Education
8. Identification of Existing Barriers and Barrier – Identification Methodologies
9. Strategy for Prevention and Removal of Barriers
10. Barriers to be addressed under the Multi-year Accessibility Plan
  - a) Physical and Architectural Barriers
  - b) Informational and Communication Barriers
  - c) Attitudinal Barriers
  - d) Systematic Barriers
  - e) Transportation Barriers
11. Communication of the Multi-year Accessibility Plan

## 1.0 Aim

This Multi-year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation (IASR) under the *Accessibility for Ontarians with Disabilities Act (AODA), 2005*. It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act (ODA), 2001*. The Plan describes the measures that the Simcoe Muskoka Catholic District School Board (Board) will implement over the six-year period from 2019-2025 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the Board's 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 Policy Statement Number LE-19 which can be found on the board's website under policies and procedures.

## 2.0 Objectives

This Plan:

- a. Describes the process by which the Board will identify, remove and prevent barriers;
- b. Reviews recent efforts of the Board to remove and prevent barriers;
- c. Describes the measures the Board plans to take in the period 2019-2025 to identify, remove and prevent barriers;
- d. Makes a commitment to provide an annual status report on the Board's implementation of the Multi-year Accessibility Plan;
- e. Makes a commitment to review and update the Multi-year Accessibility Plan annually;
- f. Describes how the Board will make this Multi-year Accessibility Plan available to the public.

### 3.0 Description of the Board

#### Our Vision

**"Nurturing faith, illuminating minds, inspiring hearts, and empowering hands ~ we are working together to transform our world."**

#### Our Mission

**"Our inclusive Catholic learning community is dedicated to excellence. We give witness to the teachings of Jesus Christ, as we journey in faith and learning, to develop the God-given abilities of each person."**

#### Our Philosophy of Inclusion

Inclusion is about relationships and belonging.

Inclusion is about the attitudes that we have and demonstrate through our actions towards each other.

Inclusion is the responsibility of everyone.

Inclusion is rooted in the Gospel.

The Simcoe Muskoka Catholic District School Board has over 21,000 students and 3,500 employees. Our schools are located in some of the most beautiful natural settings in the province and are a part of a large and dynamic region serving small towns, rural areas and urban centres. From Bradford West Gwillimbury to Huntsville and from Collingwood to Brechin, the Board is a community focused on enhancing the educational and spiritual development of students. The Board offers excellent programs, resources and supports so that students are provided with every opportunity to reach their future goals and aspirations.

#### **4.0 Commitment to Accessibility Planning**

The Board is committed to:

- a. Maintaining an Accessibility Planning Committee (APC);
- b. Continuing the process of consulting with the Special Education Advisory Committee (SEAC) and with persons with disabilities;
- c. Ensuring that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The APC will provide input regarding accessibility issues, where appropriate, with regard to new policies and procedures and to those under review; and
- d. 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 shared with the APC and will, wherever practicable, be incorporated in the multi-year plan.

The Director of Education has authorized the APC to review and update the Multi-year Accessibility Plan. The plan will be submitted to the Director of Education and presented to the Board of Trustees for approval and then to the public.

**5.0 Members of APC for 2020**

<b>MEMBER</b>	<b>DEPARTMENT/REPRESENTATION</b>	<b>MEMBER</b>	<b>DEPARTMENT/REPRESENTATION</b>
Lonnie Bolton	Superintendent of Education (Chair)	Steve Morrow	Assistant to Superintendent - Special Education
Peter Fracassi	Trustee	Allen Morrison	Controller of Planning and Facilities
	Superintendent - Human Resources	Graziano Vavala	Principal - Academic Services
Bern Tate	Principal - Academic Services	Dave Drysdale	Information Technology
Lorri Hogarth	SEA Administrator	Pauline Stevenson	Manager of Communications
Chris Woodcroft	Superintendent of Education	Theresa Sanders	SEAC Chair
Jackie Warwick-Mathieu	SEAC		

## 6.0 Role of the APC

The Director of Education has established the APC to carry out the Board's commitment to accessibility planning. The APC meets regularly during the school year. Sub-committees also continue to be established and operate as specific needs are identified. Meetings are scheduled as needed.

The APC is authorized to:

- a) Conduct research on barriers to people with disabilities in all facilities, regulations, policies, programs, practices and services offered by the Board;
- b) List facilities, regulations, policies, programs, practices and services that cause or may cause barriers to people with disabilities;
- c) Recommend the removal and/or the prevention of barriers;
- d) Describe how these barriers would be removed or prevented;
- e) Prepare the Multi-year Accessibility Plan for submission to the Director of Education;
- f) Share the Multi-year Accessibility Plan with the Board;
- g) Ensure the Multi-year Accessibility Plan is accessible to the public; and
- h) Prepare an annual status report.

## 7.0 Current Accessibility Standards for Education

The rules and deadlines educational institutions and their libraries must follow to meet accessibility standards in Ontario.

Current expectations (deadlines have passed)

[Train your staff on Ontario's accessibility laws](#)

[Make it easy for people with disabilities to provide feedback when asked](#)

[Make your employment practices accessible](#)

[Provide accessibility awareness training to educators](#)

[Provide accessible educational information](#)

[Provide accessible school library resources when asked](#)

[Provide accessible textbooks when asked](#)

[Make your public information accessible when asked](#)

[Make new or redeveloped public spaces accessible](#)

**By December 31, 2019:**

- File an Accessibility Compliance Report

**By January 1, 2020**

- [Provide accessible school library resources when asked](#)
- [Make printed learning materials accessible](#)

**By January 1, 2021**

- [Make all websites and web content accessible](#)

**By December 31, 2021**

- File an Accessibility Compliance Report



## 8.0 Identification of Existing Barriers and Methodologies

The principles of inclusion, accessible environments and freedom from barriers inform all Board policies, programs, procedures and services. Through the annual accessibility plan status report process implemented under the *ODA, 2001*, the Board’s programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a multi-year accessibility plan which places particular emphasis on the provisions of the regulations made under the *AODA* with regard to customer service, information and communications, employment and school transportation.

The APC uses the following barrier-identification methods:

Methodology	Description	Status
Send out survey to stakeholders	A survey is developed and sent out to stakeholders via Board and school websites	To be completed on a schedule determined by the APC
Review the survey results	The results of surveys tabulated, analyzed and reviewed by the APC	Review by APC
Consider results of review	Potential actions regarding identified accessibility issues are discussed by the APC within multi-year strategy	Results of review are included in goals for the current year
Consider facilities report re: physical environment	Surveys of buildings are considered through the operations and maintenance reports. The identification of criteria for action is reviewed by Planning and Facilities staff, school custodians and school principals who conduct routine inspections.	Results of review are included in goals for the current year
Feedback from stakeholders	On-line reporting tool - each APC meeting all reports are reviewed by the committee	Reports are considered in development of goals for the current year and future accessibility projects.
Review the Multi-Year Plan	The APC continually reviews the multi-year plan considering any new standards that are introduced.	On-going.
Prepare annual status report	The APC completes the annual status report.	Annually in June
Communicate to stakeholders	Review, approve and posting on Board website	Annually in June

## 9.0 Strategy for Prevention and Removal of Barriers

Through the Board's APC, stakeholders meet to investigate accessibility barriers, identify areas of concern, develop strategies for responding to concerns, oversee the AODA requirements and communicate plans, responsibilities and accomplishments to the board. The APC currently meets three times a year.

## 10.0 Barriers to be addressed under the Multi-year Accessibility Plan

The IASR 191/11 filed in June 2011 pursuant to the *AODA* 2005 identified specific requirements to achieve accessibility in the areas of:

- Information and communications
- Systemic (employment)
- Transportation.

These requirements build on the accessibility standards for customer service that came into force in 2007.

The Board intends, through this Multi-year Accessibility Plan, to take action to address barriers to accessibility.

[Goals for 2017-18 School Year](#)

[Goals for the 2018- 2019 School Year](#)

[Goals for the 2020- 2021 School Year](#)

[Goals for 2020-2025](#) (Overarching Goals)

## 11.0 Communication of the Plan

The Multi-year Accessibility Plan will be posted on the Board's website.

The Board will accommodate requests for accessible formats of the Plan.

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

[info@smcddb.on.ca](mailto:info@smcddb.on.ca)

or

[Accessibility Feedback Form](#)

Simcoe Muskoka Catholic District School Board