MULTI-YEAR ACCESSIBILITY PLAN

January 2020 to January 2025

MULTI-YEAR ACCESSIBILITY PLAN

Elmwood School
January 2020-2025

Prepared by the
Elmwood School Joint Health and Safety Committee

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

January 2020

This publication is available through Elmwood School's website in accessible formats upon request.

TABLE OF CONTENTS

Content Area	Page Number
Cover Page	1
Plan Availability	2
Table of Contents	3
Section 1: Overview	4
Section 2: Statement of Commitment to Accessibility Planning	5
Section 3: Definitions	6
Section 4: Description of Elmwood School	7
Section 5: Members of "Accessibility Planning Committee"	8
Section 6: Processes	9
Section 7: Accessibility Standards-Policy Statement	12
Section 8: Multi-Year Integrated Accessibility Regulations Implementation Plan	14
Section 9: Review and Monitoring Process	23
Section 10: Communication of the Plan	

SECTION 1: Overview

Background

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 School to meet its obligations under the Ontarians with Disabilities Act, 2001. The Plan describes the measures that Elmwood School has taken, and will take, over the six-year period from 2014 - 2020 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School community and environment including students, staff, parents and guardians, volunteers and visitors to the school. The Elmwood School Accessibility Standards-Policy Statement will guide the plan.

Purpose

The purpose of this plan is to describe the measures that Elmwood School has taken, and will continue to take, to identify, remove and prevent barriers for people with disabilities who work in, use or attend school facilities and services.

The purpose of the Ontarians with Disabilities Act (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 that institutions with more than fifty employees prepare an annual accessibility plan, consult with people with disabilities in the preparation of this plan, and make the plan public.

The Accessibility for Ontarians with Disabilities Act, 2005, was passed by unanimous vote by the Ontario Legislature on May 10, 2005. The purpose of the Act is to develop and implement and enforce accessibility standards to “achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises”.

SECTION 2: Statement of Commitment to Accessibility Planning

Elmwood School is committed to:

- Establishing and maintaining an Accessibility Working Group
- Consulting with regard to the development and review of its Annual Accessibility Plan
- Ensuring that the Annual Accessibility Plan is in compliance with the legislation
- Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community as mission appropriate

This Plan:

- Reviews current practices by Elmwood School used to remove and prevent barriers
- Describes the measures Elmwood School will take in the period 2014-2020 to identify, remove and prevent barriers
- Makes a commitment to provide an annual status report on the School's implementation of the multi-year accessibility plan
- Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years in line with the school's strategic planning process.
- Describes how Elmwood School will make this accessibility plan available to the public

SECTION 3: Definitions

Disability

The Ontarians with Disabilities Act (2001) adopts the broad definition for disability that is set out in the Ontario Human Rights Code. Disability is defined as:

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 coordination, 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. (Not applicable at Elmwood School)

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.
- Architectural barriers may result from the design of the building, shape of rooms, size of doorways, or width of hallways, for example.
- Physical barriers refer to objects added to the environment, such as doors, windows, elevators, furniture, bathroom hardware, etc.
- Information or communication barriers make it difficult for people to receive or send information. For example, a person with a visual disability may not be able to read print materials, read signs, locate landmarks, or see a hazard. A person with an intellectual disability may not understand information that is not expressed in plain language.
- Attitudinal barriers refer to persons who do not know how to communicate with people with disabilities, or persons who display discriminatory behaviors.
- Technology barriers refer to devices such as computers, telephones, and inadequate or inappropriate assistive technologies.
- Systemic barriers can result from an organization's policies, practices and protocols if they restrict persons with disabilities.

(From: Ministry of Community and Social Services: www.mcss.gov.on.ca)
Description of Elmwood School

SECTION 4: Description of Elmwood

Our Mission

"Inspiring each girl to reach her full potential"

Elmwood

- Develops inquiring lifelong learners
- Creates compassionate engaged global citizens
- Builds confident, caring leaders

Our Values

The following beliefs and principles guide our behaviour and decision-making:

- Respect: We recognize and value the unique qualities and diversity of the individuals in our community, and are respectful of the broader community and environment in which we live.
- Innovation: We are committed to exploring and implementing new, creative and effective ways of doing things both locally and globally.
- Collaboration: Teamwork and partnership are fundamental to everything we do inside and outside the school.
- Responsibility: We recognize our commitment to, and responsibilities for, our community, our society and the world.
- Integrity: We believe that honesty and truthfulness are fundamental to everything we do.

Geographically, Elmwood School is located in Rockcliffe Park, Ottawa. Elmwood School is the pre-eminent all-girls school in the National Capital region. It is an independent day school of approximately 360 students from Junior Kindergarten to Grade 12, as well as a daycare. Our diverse student community welcomes students from over 30 different nationalities, and Elmwood is proud to celebrate the heritage of all of our students. The school has been a fixture in Ottawa's Rockcliffe Park since its inception in 1915.

Elmwood's faculty draws on best practices unique to all girls' education. The school employs approximately 81 exceptional staff members.

SECTION 5: Members of Accessibility Planning Committee (Health and Safety Committee)

The accessibility committee was created using current Joint Health and Safety Committee members. The Joint Health and Safety Committee has been established for more than a decade and presently consists of the following members:

Working Group Member	Department	Contact Information
Frances Marchand	Director Health, Safety, and Wellness; Risk Management, School Nurse/Counsellor	Phone x-296 fmarchand@elmwood.ca
Meagan Enticknap	MS-SS Deputy Head/ Sr. Leadership Team	Phone x-235 menticknap@elmwood.ca
Samir Gresbic	Facilities Manager	Phone x-286 sgrbesic@elmwood.ca
Toosje Delaney	Health and Safety Coordinator/ Committee secretary	Phone x 292 tdelaney@elmwood.ca
Ali MacDougall	Junior School Staff	amacdougall@elmwood.ca
Christine Blackadar	Junior School Deputy Head/ Sr. Leadership Team	Phone x-303
Erin Derbyshire	MS/SS Staff	ederbyshire@elmwood.ca

Advisory Group Member	Department	Contact Information
Janet Wlodarczyk	Director of Finance	Phone x-223 jwlodarczyk@elmwood.ca
Jennifer Irwin-Jackson	Director of Marketing and Community Relations	Phone x-226 jirwinjackson@elmwood.ca
Matt Perrault	Director of Technology	mperraeult@elmwood.ca
Katie Fraser	Director of Student Success	Phone x-451 kfraser@elmwood.ca

SECTION 6: Processes

Beginning in January 2014, Elmwood School will consider the principles of inclusionary practice, freedom from barriers and accessible environments when creating policies, programs, procedures and services. Policies and practices will be reviewed 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, school transportation and the built environment (Integrated Accessibility Standards Regulation).

Barrier Identification Methodologies

The Accessibility Planning Committee selected the following barriers to accessibility as a focus and as guided under the AODA:

Type of barriers	Identified School Barrier
Attitudinal barriers are those that discriminate against people with disabilities.	• Input received from representatives from all areas of the school and none were identified
Information/communications barriers happen when a person can't easily understand information.	• Input requested from Technology, Communications and Learning Specialist. Website modifications required and further development on learning software
Technology barriers occur when a technology can't be modified to support various assistive devices.	• Consulted, obtained feedback from Communications and Technology areas and none were none identified
Organizational barriers are an organization's policies, practices or procedures that discriminate against people with disabilities.	• Input from Human Resources received. Inclusion of accommodations made for persons with disabilities in the hiring process
Architectural and physical barriers are features of buildings or spaces that cause problems for people with disabilities.	• Facilities Manager consulted and Deputy Head for consideration in new building plans. Old building not fully accessible by wheelchair, doorways small, counter height.

The Accessibility Planning Committee, in collaboration with the advisory group, identified the methodology utilized to identify existing barriers as well as outlined what barriers have already been removed.

Methodology	Description	Status
Accessibility Planning Committee considers results of review	Potential actions regarding identified barriers discussed within multi-year strategy	Complete
Accessibility Planning Committee also considers Facilities Report regarding physical environment	Surveys of buildings considered and identification of criteria for action within multi-year strategy	Complete
Communication, faculty, non-teaching staff, management, disabled employee consultation completed	Opportunity for input or feedback prior to approval and posting on website	Complete

Barrier Removal Actions

The most recent actions assumed by Elmwood School prior to the creation of the Multi-Year Accessibility Plan to remove barriers are set out in the following chart:

Type of Barrier	Location	Action Taken
Physical	Junior and Senior school main door	Automatic door opener for accessible entrance
Physical	Parking lot	Wheelchair parking space created
Information & Communication	Junior and Senior School hallways	Signage for accessible bathrooms and elevator posted, braille as well.
Information & Communication	Middle and Senior school	Provision of ipads and laptop computers which can provide accommodations as required
Attitudinal	School-wide	Baseline training in Accessible Customer Service for all employees conducted in August 2012
Physical	Junior and Senior school	Accessible washrooms available
Physical	Junior and Senior school	elevators

SECTION 7: Accessibility Standards-Policy Statement

Accessibility Policy

Policy Statement

Elmwood School will provide an environment, throughout all of its facilities, that fosters independence, dignity, respect, integration and equality of opportunity for our students, parents/guardians, the public and our staff. Elmwood School is committed to the continual improvement of accessibility and the ongoing removal of barriers in order to provide greater equity for all in accordance with the Accessibility for Ontarians with Disabilities Act (AODA). Elmwood School will take direction from AODA, The Human Right's Code and the legislative requirements as outlines in the Integrated Accessibility Standard Regulation (IASR 191/11). Elmwood School is committed to including and serving a managed number of people representing a diverse range of needs.

Details

- It is the responsibility of the Head of School to provide leadership and support for the administration, implementation and review of this policy
- It is the responsibility of the Director of Finance to ensure policies meet the legislative requirements as outlined by the Accessibility for Ontarians with Disabilities Act, 2005
- It is the responsibility of the Deputy Heads and Facilities Manager to implement this policy at a school operational level
- It is the responsibility of the Risk Management Officer to provide training opportunities for all staff to ensure greater awareness and responsiveness to the needs of individuals with disabilities
- It is the responsibility of the school's Health and Safety Committee to promote accessibility awareness throughout the organization, and to ensure that school's policies and procedures are consistent with the principles of accessibility
- It is the responsibility of the Head of School and Director of Finance to inform the Health and Safety Committee of any change to or new legislation pertaining to Accessibility as well as review the obligations as outlined by the AODA and advise the Health and Safety Committee accordingly, to meet the legislative requirements
- It is the responsibility of the Health and Safety Committee to ensure that the policies and procedures related to the Accessibility for Ontarians with Disabilities Act, 2005 are made available to the public and also ensure there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability

Guiding principles

- The school will make all reasonable efforts to ensure that all policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration and equality of opportunity for all with particular attention for persons with disabilities

- The school will welcome all members of the school and broader community to our facilities by committing our staff to providing services that respect the independence and dignity of persons with disabilities, such service to incorporate measures that include but are not limited to the use of assistive devices and service animals

- The school will ensure greater awareness and responsiveness to the needs of persons with disabilities through appropriate training for all staff. As new staff are hired, the training will become a component of their orientation training and will be provided within a reasonable timeframe

SECTION 8: Multi-Year Integrated Accessibility Regulations Implementation Plan

The Integrated Accessibility Standards Regulation 191/11 filed in June 2011 pursuant to the Accessibility for Ontarians with Disabilities Act, 2005 identified specific requirements to achieve accessibility in the areas of:

- General Requirements
- Information and Communications Requirements
- Employment Requirements
- Transportation
- Built Environment Requirements

These requirements build on the Accessibility Standards for Customer Service, which came into force in 2007.

Elmwood School intends, through this Multi-year Accessibility Plan for the period 2014-2020, to take action to address barriers to accessibility related to the Standards areas of current Regulations, the Customer Service Standards and the school's physical environment

Unless otherwise indicated the responsibility for the actions falls primarily to the Health and Safety Committee (H&S) and/or the Human Resources Director (HR).

Regulation #1: General

The General Requirements are those regulatory requirements that apply across all standards in this regulation. For this reason, these requirements will require action annually as they are ongoing.

- Requirement #1: Develop your organization's accessibility plan
- Requirement #2: Develop accessibility policies for your organization
- Requirement #3: Training your employees and volunteers
- Requirement #4: Incorporate accessibility when procuring goods, services and facilities

Requirement	Action	'14	'15	'16	'17	'18	'19	'20
#1: Develop Accessibility Plan	Multi-year accessibility plan is created (with identified barriers) and available on school website. Annual status report prepared yearly to report on the plan	X	X	X	X	X	X	X
#2: Develop accessibility policies	All existing/new school policies incorporate disability awareness criteria where applicable	X	X	X	X	X	X	X
#3: Train employees	Employees are informed about accessibility policies and complete training	X	X	X	X	X	X	X
#4 Procurement	Develop a procedure to assess the accessibility criteria, technical features and structural features of the goods, services and/or facilities procured by the school. Inform appropriate staff of these guidelines and practice	X	X	X	X	X	X	X

Regulation #2: Information and Communication

The Accessibility Standard for Information and Communications will help organizations make their information accessible for people with disabilities.

- Requirement #1: Make the website and web content accessible
- Requirement #2: Provide accessible formats and communications supports
- Requirement #3: Make feedback processes accessible by providing accessible formats and communications supports when requested.
- Requirement #4: Make public emergency information accessible
- Requirement #5: Provide educators with accessibility awareness training related to accessible program
- Requirement #6: Libraries must provide access to or arrange access to accessible materials where they exist.

Requirement	Action	2014	2015	2016	2017	2018	2019	2020
#1: Websites	The school's web page is redesigned to accommodate disabilities such as the need for larger print and captions (Communications)	X						
#2: Formats	1. Website will support screen-reading software, publications available on-line or in larger font upon request. Student success center uses software and technology to accommodate visual, motor and cognitive disabilities 2. Review practices to ensure readiness to provide resources or materials in accessible formats upon request (Communications)		X					
#3: Feedback	1. Create a system to provide our clientele with information on how our school accommodates for those with disabilities. 2. H&S will consult people with disabilities to determine their			X	X			

	information and communication needs 3. Review process for receiving/responding to feedback to ensure accessibility to persons with disabilities		X					
#4: ER Info	Annual review of emergency procedures and protocols with specifics for accommodations required	X	X	X	X	X	X	X
#5 Training/policy	On-line training done for all new employees, H&S can update on what services the school offers Develop a procedure re: Accessible Information and Communications and share with community (Director of Communications)	X	X	X	X	X	X	X
#6 School library	Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request (TBD)		X					

Regulation #3: Employment

The purpose of the Accessibility Standard for Employment is to make accessibility a regular part of finding, hiring and supporting employees with disabilities.

- Requirement #1: Inform job applicants that recruitment and hiring processes will be modified to accommodate their disabilities.
- Requirement #2: Include accessibility needs of employees into human resources practices.
- Requirement #3: Create a written process for developing and documenting individual accommodation plans for employees with disabilities.
- Requirement #4: Assist employees to stay safe in an emergency by providing them with individualized emergency response information when necessary

Requirement	Action	2014	2015	2016	2017	2018	2019	2020
#1: Hiring Process	Revise existing policies and add disability awareness where applicable (HR), i.e. Job advertisements state that accommodations can be made for those with disabilities		X					
#2: HR practices	1. Create/Revise human resource practices to include disability awareness and accommodations. 2. (HR) Review and update Human Resources procedures and practices with regard to recruitment, job accommodations, alternative accessible formats and communication supports, individual accommodation plans, return to work (HR)		X	X				
#3: Individual Accommodation Plan	Develop processes to accommodate disabled employees (HR)		X					

#4: Individual ER plan	Develop processes to accommodate disabled employees and create individualized plans as required (HR). Design inclusively, favor integration and involve the person in need of the accommodation.	X	X	X	X	X	X	x

Regulation #4: Transportation (not applicable)

Regulation #5: Built Environment

The Accessibility Standards for the Built Environment focus on removing barriers in two areas: public spaces, and buildings.

- Requirement #1: Outdoor public eating areas
- Requirement #2: Outdoor play spaces, like playgrounds
- Requirement #3: Outdoor paths of travel, like sidewalks, ramps, stairs, curb ramps, rest areas and accessible pedestrian signals
- Requirement #4: Accessible parking
- Requirement #5: Service-related elements like service counters, and waiting areas. The standard for the design of public spaces only applies to new construction.

Requirement	Action	2014	2015	2016	2017	2018	2019	2020
#1: Outdoor Eating	Table at wheelchair height with removable seat to pull up a wheelchair. Provide a minimum number of accessible tables						X	
#2: Play spaces	As updates are required, consideration of accessibility in future safety updates and purchases		X	X	X	X	X	X
#3: School yard, pathways	Assess incline of pathway to junior school. New pathways around front of senior school to be accessible by wheelchair. Consider a light flashing button to unlock the senior /junior school doors to accommodate hearing impairments		X		X			
#4: Parking	Wheelchair accessible space. Make at least four percent of spaces accessible in new lots with 1-100 parking spaces	*Completed						
#5 Service related elements	New building plans will consider counter heights in reception areas to accommodate for a person at wheelchair height, waiting areas that are accessible, door frames and						X	

	bathrooms that accommodate mobility aids, door knobs that are easier to open with impaired hand mobility. Second floor bathrooms							
#6 Accessibility equipment	Maintenance and servicing of accessibility equipment. Make sure accessibility-related equipment and features are maintained. Bathroom automatic door opener.	X	X	X	X	X	X	X

Regulation #6-Customer Service Standard

To provide accessible customer service, organizations need to:

- Requirement #1: Create and implement a Customer Service Plan
- Requirement #2: Train staff on accessible customer service
- Requirement #3: Put plan in writing
- Requirement #4: Report progress on-line

Requirement	Action	2014	2015	2016	2017	2018	2019	2020
#1: Create a Plan (use template at http://www.mcss.gov.on.ca/en/mcss/programs/accessibility/customerService/over_20_get_start.aspx)	1. Plan includes: Communication, assistive devices, service animals, support persons, service disruption notification and invites customers to provide feedback 2. Event forms and Events that require a RSVP include a section inquiring as to whether or not people attending the event will require special accommodations such as seating, auditory, visual, parking etc.	X X						
#2: Training	Offer AODA training to all new employees	X	X	X	X	X	X	X
#3: Create written plan	Let customers know how to find their plan (e.g., on their website) Offer their plan in accessible formats, like large print, if requested	X						
#4: Reporting of plan	Online	X						

SECTION 9: Review and Monitoring Process

The Joint Health and Safety 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 school.

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, Human Resources, Health and Safety, and other relevant committees.

SECTION 10: Communication of the Plan

In addition to the public availability of the plan as referenced earlier on Page 2, Elmwood School will post the status within the plan on the progress of the Multi-year Accessibility Plan on the website. Elmwood School will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:
Frances Marchand, Risk Management Officer at fmarchand@elmwood.ca, 613-749-6761

Requests and feedback

If you require information in a different format (e.g. braille), or to provide feedback, or for any questions about Elmwood School's Accessibility policy and standards please contact Frances Marchand, Risk Management Officer at fmarchand@elmwood.ca, 613-749-6761, 261 Buena Vista Drive, Ottawa, Ontario, K1V 0M9

Reviewed May 2023