

MULTI-YEAR ACCESSIBILITY PLAN

2022 – 2027

IN ACCORDANCE WITH:

Ontarians with Disabilities Act, 2001

Accessibility for Ontarians with Disabilities Act, 2005

Ontario Regulation 429/07 – Customer Service Accessibility Standard Ontario

Regulation 191/11 – Integrated Accessibility Standards

Available at www.jblssb.ca and all our JBLSSB school sites and in accessible formats upon request.

Feedback on this plan can be provided at: www.jblssb.ca

Last Updated December 5, 2023

Introduction:

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 mandates that each school board prepare an annual accessibility plan.

The plan, prepared by the Accessibility Planning Committee of the James Bay Lowlands Secondary School Board (JBLSSB), describes the measures that the JBLSSB has taken and the measures that the Board will take during the period of the Multi-year Accessibility Plan to identify, remove and prevent barriers to people with disabilities who use the facilities and services of the Board, including staff, day students, parents of students and other members of the community.

This 2022-2027 accessibility plan outlines the policies and actions that the James Bay Lowlands Secondary School Board ("The Board") will put in place to improve opportunities for people with disabilities.

Statement of Commitment

The Board is committed to treating all people in a way that allows them to maintain their dignity and independence. We believe in integration and equal opportunity. We are committed to meeting the needs of people with disabilities in a timely manner, and will do so by preventing and removing barriers to accessibility and meeting accessibility requirements under the Accessibility for Ontarians with Disabilities Act.

Objectives:

To ensure compliance with the *Ontarians with Disabilities Act, 2005, Ontario Regulation 429/07 (Customer Service Accessibility Standard)* and *Ontario Regulation 191/11 (Integrated Accessibility Standards)* this plan:

1. Describes the process by which the James Bay Lowlands Secondary School Board (JBLSSB) will identify, remove and prevent barriers;
2. Reviews efforts to remove and prevent barriers to date;
3. Describes the measures the Board will take in the Multi-year Accessibility Plan to identify, remove and prevent barriers;
4. Describes how the Board will make this accessibility plan available to the public;
5. Makes a commitment to review and update the Multi-year Accessibility Plan at least once every 5 years as a minimum;
6. Makes a commitment to provide an annual status report no later than at the September Board meeting on the Board's implementation of the Multi-year Accessibility Plan.

Description of the James Bay Lowlands Secondary School Board:

Our Board serves approximately 200 students from both Moosonee and Moose Factory. All students attend the one secondary school, Northern Lights Secondary School, which offers grade 9 to 12 programming and is located in Moosonee. Our administrative school board office is located in Moosonee across the road from our secondary school building.

Members of the Accessibility Planning Committee:

Working Group Member	Title	Contact Information
Angela Tozer	Director of Education	Board Office - Moosonee
Shawn Klingenberg	Special Education Coordinator/SEAC Member	Board Office - Moosonee
Lyndsey Allard	Finance and Human Resource Administrator	Board Office - Moosonee
Blain Butterfly	Facilities Manager	Board Office - Moosonee
Doug Sutherland	Facilities Supervisor	Board Office - Moosonee

The coordinator of the Accessibility Planning Committee will be the Director of Education. All decisions of the committee will be by consensus.

Review and Monitoring Process:

The Accessibility Planning Committee will meet annually in May or as required to review progress. Throughout the year, the effectiveness of implementing the barrier-removal and prevention strategies will be discussed in preparation for appropriate revisions. Please note that the recommendations made by the Accessibility Planning Committee are subject to available funding.

Through the Accessibility Planning Committee, the Board will plan for the gradual review of programs, policies, practices and services based on the guiding principles of inclusionary practice. The Board will strive to create an environment that is accessible to all students, employees, family members, volunteers and visitors. The annual accessibility planning process ensures that the Board's programming, policies and procedures are assessed to demonstrate continuous improvement in accessibility.

Barrier-Identification Methodologies:

The Accessibility Working Committee continues to use the following barrier-identification methodologies:

Methodology	Description	Status
Consultation with Principal	Consultation with Principal to inform the Accessibility Planning Committee's mandate and request that concerns be submitted about barriers in Board facilities and services and their ideas to remove barriers.	Consolation session in early May each year, and ideas shared with Accessibility Working Group
Presentations at staff / leadership meetings	Principals will describe the mandate of the Accessibility Planning Committee and invite staff to voice concerns about barriers in Board facilities, services, policies and regulations and to suggest ways to remove barriers.	Open agenda item for staff and leadership meetings throughout the year, feedback to Director of Education
School Council	The principal will ask school council to submit their concerns about barriers in Board facilities and services and their ideas to remove potential barriers.	Carried out annually in updating Multi-year Accessibility Plan
Special Education Staff	Special education staff will be asked to submit their concerns about barriers in Board facilities and services and their ideas to remove potential barriers to Special Education Coordinator.	On-going practice
Working Group	The Accessibility Planning Committee will conduct a brainstorming session using input received.	Brainstorming done annually in the revision of Plan.

Identification of Barriers:

The Ministry of Community and Social Services has categorized types of barriers that stand in the way of people with disabilities doing many day-to-day activities

1. **Architectural and physical barriers** are features of buildings or spaces that cause problems for people with disabilities. Examples are hallways and doorways that are too narrow for a wheel chair, counters too high for a person with short stature, poor lighting for people with low vision, telephones not equipped with telecommunication devices for people who are deaf.
2. **Information or communication barriers** happen when a person cannot easily understand information. Examples are print is too small to read, websites that do not support screen-reading software, signs that are not clear or easily understood.
3. **Attitudinal barriers** are those that discriminate against people with disabilities. Examples are thinking that people with disabilities are inferior, assuming that a person who has a speech impediment cannot hear you.
4. **Technology barriers** occur when technology cannot be modified to support various assistive devices. An example is a website that does not support screen reading software.
5. **Systemic barriers** are an organization's policies, practices or procedures that discriminate against people with disabilities. An example is a hiring process that is not open to people with disabilities.

With the assistance of the school principal, and school staff and using the categories above, the Accessibility Planning Committee has identified a number of barriers within our Board. Over the next several years, the Accessibility Planning Committee will focus on addressing the access problems/barriers identified in our school.

See the following school year tables to ensure follow up and actions to be taken to ensure compliance with the JBLSSB Multi-year Accessibility Plan.

2022-2023

Type of Barrier	Responsibility	Action	Effective Date
Customer Service / Information and Communication	Director / designate	Review status of accessibility awareness training to ensure new staff have been trained.	Ongoing
Information and Communication	Director / designate	Review status of Board accessibility policies and procedures and update as needed or required.	Ongoing
Information and Communication	Director / designate	Review status of capacity of school library to provide accessible or conversion-ready formats of all resources upon request.	Ongoing
Information and Communication	Director / designate	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing
Physical / Architectural	Director / designate	Planning / installation of accessibility features as identified.	Ongoing 2022-2023

2023-2024

Type of Barrier	Responsibility	Action	Effective Date
Customer Service / Information and Communication	Director / designate	Review status of accessibility awareness training to ensure new staff have been trained.	Ongoing
Information and Communication	Director / designate	Review status of Board accessibility policies and procedures and update as needed or required.	Ongoing
Information and Communication	Director / designate	Review status of capacity of school library to provide accessible or conversion-ready formats of all resources upon request.	Ongoing
Information and Communication	Director / designate	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing
Physical / Architectural	Director / designate	Planning / installation of accessibility features as identified.	Ongoing 2023-2024

2024-2025

Type of Barrier	Responsibility	Action	Effective Date
Customer Service / Information and Communication	Director / designate	Review status of accessibility awareness training to ensure new staff have been trained.	Ongoing
Information and Communication	Director / designate	Review status of Board accessibility policies and procedures and update as needed or required.	Ongoing
Information and Communication	Director / designate	Review status of capacity of school library to provide accessible or conversion-ready formats of all resources upon request.	Ongoing
Information and Communication	Director / designate	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing
Physical / Architectural	Director / designate	Planning / installation of accessibility features as identified.	Ongoing 2024-2025

2025-2026

Type of Barrier	Responsibility	Action	Effective Date
Customer Service / Information and Communication	Director / designate	Review status of accessibility awareness training to ensure new staff have been trained.	Ongoing
Information and Communication	Director / designate	Review status of Board accessibility policies and procedures and update as needed or required.	Ongoing
Information and Communication	Director / designate	Review status of capacity of school library to provide accessible or conversion-ready formats of all resources upon request.	Ongoing
Information and Communication	Director / designate	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing

Physical / Architectural	Director / designate	Planning / installation of accessibility features as identified.	Ongoing 2025-2026
--------------------------	----------------------	------------------------------------------------------------------	-------------------

2026-2027

Type of Barrier	Responsibility	Action	Effective Date
Customer Service / Information and Communication	Director / designate	Review status of accessibility awareness training to ensure new staff have been trained.	Ongoing
Information and Communication	Director / designate	Review status of Board accessibility policies and procedures and update as needed or required.	Ongoing
Information and Communication	Director / designate	Review status of capacity of school library to provide accessible or conversion-ready formats of all resources upon request.	Ongoing
Information and Communication	Director / designate	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing
Physical / Architectural	Director / designate	Planning / installation of accessibility features as identified.	Ongoing 2026-2027

Please refer to 'Appendix A' for a listing of school renovations and accommodations that have taken place within the James Bay Lowlands Secondary School Board, included is a listing of Accessibility Features at Northern Lights Secondary School.

Accessible Emergency Information:

The Board is committed to providing students, staff and the public with publicly available emergency information in an accessible way upon request. We will also provide employees with disabilities with individualized emergency response information when necessary to meet their needs.

Training:

The Board will provide training to employees, volunteers and other staff members on Ontario's accessibility laws and on the Human Rights Code as it relates to people with disabilities. Training will be provided in a way that best suits the duties of employees, volunteers and other staff members. (*Refer to GOV-15 Accessibility Standards Policy for training details*)

Existing employees will be trained when changes are made to GOV-15 Accessibility Standards Policy and new employees will be trained during their new employee orientation session.

Recruitment:

The Board is committed to fair accessible employment practices. The Board will take the following steps to notify the public and staff that, when requested, the Board will accommodate people with disabilities during the recruitment and assessment processes and when people are hired.

- a) Notice to Successful Applicants - When making posting and or offers of employment, The Board will notify the applicant of its policies for accommodating employees with disabilities.
- b) Informing Employees of Supports - The Board will continue to inform its employees of its policies (and any updates to those policies) used to support employees with disabilities, including policies on the provision of job accommodations that take into account an employee's accessibility needs due

to disability. This information will be provided to new employees as soon as practicable after commencing employment.

Return to Work Process:

The Board maintains a documented return to work process for its employees who have been absent from work due to a disability and who require disability-related accommodations in order to return to work. The return-to-work process outlines the steps The Board will take to facilitate the return-to-work plan and will include documented individual accommodation plans as part of the process. *(Refer to Administrative Procedure #423 Workplace Accommodations).*

This return-to-work process will not replace or override any other return to work process created by or under any other statute (i.e. the *Workplace Safety Insurance Act, 1997*).

Performance Management, Career Development and Advancement & Redeployment:

The Board will take into account the accessibility needs of employees with disabilities, as well as individual accommodation plans, when conducting performance evaluation, providing career development and advancement to employees, or when redeploying employees.

Making New or Redeveloped Public Spaces Accessible:

The Board will meet the Accessibility Standards when building or making major modifications when designing new or redeveloped public spaces. Public spaces include:

- recreational trails and beach access routes
- outdoor public use eating areas
- outdoor play spaces
- public outdoor paths of travel
- on and off-street parking areas
- service counters
- fixed waiting lines
- waiting areas with fixed seating

The Board will put procedures in place to reduce service disruptions to the accessible parts of its public spaces. In the event of a service disruption, we will notify the public of the service disruption and alternatives available.

Multi-Year Capital Expenditures for Accessibility to School Buildings:

Future accessibility plans will be dependent on funding allocations and needs. The Ministry is strongly encouraged to increase allocation in capital funding to enable the Board to develop a long-term plan.

Multi-Year Accessibility Plan Review and Monitoring Process:

The Accessibility Planning Committee meets annually in May or as required to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout within our Board.

The Accessibility Planning Committee will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

1. An annual status report on the progress of the measures taken to implement the plan is prepared at the May committee meeting and to be presented to the Board no later than at its September Meeting.
2. At least once every 5 years the plan is reviewed and updated in consultation with the Town of Moosonee, with the Board's Special Education Advisory Committee and other relevant committees.

Communication of the Plan:

In addition to the public availability of the plan on the Board's website the James Bay Lowlands Secondary School Board will post an annual status report on the progress of the Multi-year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the JBLSSB Multi-year Accessibility Plan may be directed to:

Angela Tozer
Director of Education, JBLSSB
angela.tozer@jblssb.ca
(705) 336 – 2903

or

Lyndsey Allard
Finance and Human Resources Manager
lyndsey.allard@jblssb.ca
(705) 336 – 2903

APPENDIX A

Physical Renovations and Accommodation Tracking:

Year	Renovation / Accommodation	Building
2013-2014	Walkway to main entry of building – repaved / levelled	Northern Lights Secondary School
2015-2016	Door handle replacement in wheelchair accessible washroom	Northern Lights Secondary School – wheelchair accessible washroom
2015-2016	Motion sensor lighting installed in all washrooms in the building	Northern Lights Secondary School – student and staff washrooms
2015-2016	Motion sensor lighting installed in Board office washrooms	James Bay Lowlands Secondary School Board – staff washrooms
2016-2017	Installation of hands-free facet fixtures	Northern Lights Secondary School – student washrooms
2016-2017	Installation of atomic flushing toilets	Northern Lights Secondary School – student washrooms
2017-2018	Wheelchair ramp for outdoor learning space installed	Northern Lights Secondary School – rear of school, off parking lot
2018-2019	Google Read and Write	Northern Lights Secondary School – available for all student and staff
2019-2020	Installation of accessible water-bottle/ fountain drink stations	Northern Lights Secondary School – 3 on main floor and 1 on second floor
2020-2021	Installation for motion sensor hand-sanitizer units in all classrooms and common areas	Northern Lights Secondary School – main and second floor classrooms and common spaces
2021-2022	Upgrades to lighting – LED Tubes with new fixtures in Gym, Foyer and Cafeteria – also removed and replaced existing lamps to LED Tubes in other areas	Northern Lights Secondary School – All areas on main and second floors
2022-2023	Installation of new emergency lighting in whole building (first and second floors)	Northern Lights Secondary School – All areas on main and second floors
2022-2023	Drainage and leveling of school yard, parking lot, new concrete walkways to building, including redoing wheelchair accessible parking spot	Northern Lights Secondary School
Summer 2023	Installation of single use student washrooms	Northern Lights Secondary School – first and second floors

Additional Accessibility Features of Northern Lights Secondary School:

- Designated Handicap Parking Spot
- Wheel chair accessible building
- Elevator that can accommodate a wheelchair
- Wheelchair accessible washroom
- Wheelchair accessible doorways to classrooms / office spaces
- Interactive Smart Boards in all learning spaces with visibility features enabled
- Google Read and Write available / accessible to all students and staff