

Standard 19

Accessibility of Buildings under the Accessibility for Ontarians with Disabilities Act (AODA)

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Accessibility of School Buildings

Summary of the Board’s Multi-Year Capital Expenditure Plan for Improving Accessibility

The Board’s plan revolves around an analysis of the accessibility of each of its schools. Priority is given each year to addressing those projects which will provide accessibility to those buildings requiring it, to allow students to attend school.

Further information on the accessibility of Kawartha Pine Ridge School Board’s (KPRs) buildings, and the Board’s Accessibility Plan, may be obtained by visiting KPR external website under [Accessibility](#).

Accommodations to School Facilities

Modifications/additions are required to some of our school buildings in order to accommodate students with special needs. This may include ramps, wheelchair accessible washrooms, handrails, grab bars in washrooms, change tables, etc.

Changes to school facilities required to accommodate student need start with a sharing of information between the parents/guardians and the school principal, including discussion of student needs and possible consultation with an occupational therapist for assessment of specific needs. Critical changes to facilities will be given first priority.

The following checklist outlines the process established between the Special Education Department and Facilities Services to ensure an efficient and timely response to requests for changes to facilities.

Procedure	Date
1. The school is made aware of special needs requiring modification to the school facility. Note: These recommendations are often made by an Occupational Therapist. It is critical that any design plans be included with the request.	
2. School Principal forwards request for accommodations and required documentation to System Principal of Special Education, copied to the Executive Officer of Facilities Services.	
3. The System Principal of Special Education meets with the Executive Officer of Facilities to establish costing and an action plan.	
4. The Superintendent of Education with responsibility for Special Education approves the plan and budget request.	
5. System Principal of Special Education or Executive Officer of Facilities advises School Principal of plan.	
6. The Executive Officer of Facilities follows the project until completion.	