



# Standard 19

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



**Kawartha Pine Ridge District School Board**  
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## Standard 19 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.

A copy of the 2019-2020 Accessibility Features of Kawartha Pine Ridge School Board’s Buildings may be obtained by visiting the Board website [at this link](#).

### Accommodations to School Facilities

Accommodations 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. For changes to school facilities, parents/guardians contact the school Principal to initiate this process. A discussion of student needs and often consultation with an occupational therapist for assessment of specific needs will be the starting point for accommodations. Given the limited budget for accommodations, critical changes to facilities will be given first priority, and the next best accommodations will be used in the meantime where feasible.

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 Principal of Facilities Services and Operations.	
3. System Principal of Special Education Services meets with Principal of Facilities to establish costing and an action plan. Typically, Principal of Facilities follows up with School Principal also.	
4. System Principal of Special Education or Principal of Facilities advises School Principal of plan.	
5. System Principal of Special Education and Principal of Facilities follow project until completion.	