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ANNUAL ACCESSIBILITY PLAN

*under the provisions of the
Ontarians with Disabilities Act, 2001 (ODA)*

September 2006 - August 2007

Prepared: February 2007

Submitted to:

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Director of Education
Northeastern Catholic District School Board
Timmins, Ontario**

Submitted by:

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Executive Summary

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.

This is the fourth year plan (2006-2007) prepared by the Accessibility Working Group of the Northeastern Catholic District School Board (NCDSB). The report describes (1) the measures that the NCDSB has taken in the past, and (2) the measures that the Board will take during the current school year (2006-2007), to identify, remove and prevent barriers to people with disabilities who use the facilities and services of the Board, including staff, day students, summer students, parents of students and other members of the community.

This year, NCDSB committed itself to the continual improvement of access to school premises, facilities and services for student and staff with disabilities; the participation of people with disabilities in the development and review of its annual access plans; and the provision of quality services to all students, parents and members of the community with disabilities.

The Accessibility Working Group identified a number of barriers to people with disabilities. The most significant findings were that some of our facilities are not fully wheelchair accessible. Over the next several years, the Working Group recommends focussing on several different barriers. This year, the Working Group recommends addressing two (2) barriers.

Aim

This report describes (1) the measures that the Northeastern Catholic District School Board (NCDSB) has taken in the past, and (2) the measures that the Board will take during the current school year (2005-2006), to identify, remove and prevent barriers to people with disabilities who use the facilities and services of the Board, including staff, day students, summer students, volunteers, parents of students and other members of the community.

Objectives

This report:

1. Describes the process by which the Northeastern Catholic District School Board (NCDSB) will identify, remove and prevent barriers to people with disabilities.
2. Reviews earlier efforts to remove and prevent barriers to people with disabilities.
3. Lists the facilities, policies, programs, practices, and services that the Board will review in the coming year to identify barriers to people with disabilities.
4. Describes the measures the Board will take in the coming year to identify, remove and prevent barriers to people with disabilities.
5. Describes how the Board will make this accessibility plan available to the public.

Description of the Northeastern Catholic District School Board

At the NCDSB, we believe that public education creates a dynamic environment for learning that prepares students to face a changing world as life-long learners and informed, responsible citizens. Our school district includes facilities in Cobalt, New Liskeard, Englehart, Kirkland Lake, Timmins, Cochrane, Iroquois Falls and Kapuskasing.

Our Board serves 2,712 students at thirteen (13) schools with a total of 621 employees. We have twelve (12) elementary schools and one (1) secondary school. Our administrative offices are located in Timmins and Kirkland Lake.

The Accessibility Working Group

Establishment of the Accessibility Working Group

Paul Toffanello, Director of Education, in consultation with the Board of Trustees formally constituted the Accessibility Working Group in March 2003. The Director authorized the Accessibility Working Group to

- Conduct research on barriers to people with disabilities in all facilities, regulations, policies, programs, practices and services offered by the Northeastern Catholic District School Board.
- List facilities, regulations, policies, programs, practices and services that cause or may cause barriers to people with disabilities.
- Identify barriers that will be removed or prevented in the coming year.
- Describe how these barriers will be removed or prevented in the coming year.
- Prepare a report on these activities, and after its approval by the Director, make the Plan available to the public.

Coordinator

The Director of Education appointed Mr. Bob Landry as the Coordinator of the Accessibility Working Group.

Mr. Landry has served as the Manager of Plant for the Board since its inception in 1998. He has broad knowledge of disability issues, especially as they relate to physical and architectural barriers due to his expertise in building matters involving physical renovations and accommodations.

Members of the Working Group

Mr. Landry appointed the following members to the Working Group:

Working Group Member	Department	Contact Information
Karen Rowe	Superintendent of Education	Board Office - Timmins
Luigina Malciw	Manager of Financial Services	Board Office - Kirkland Lake
Tricia Stefanic Weltz	Program Principal for Special Education	Board Office - Timmins
Mrs. Stephanie Duke	Parent Representative	Children's Treatment Centre
Nicole Pontello	Recording Secretary	Board Office - Timmins

NCDSB Commitment to Accessibility Planning

At its meeting on March 22nd, 2003, the Board of Trustees recommended that the Board adopt this Accessibility Planning Policy:

The Northeastern Catholic District School Board is committed to:

- The continual improvement of access to school premises, facilities and services for students and staff with disabilities.
- The participation of people with disabilities in the development and review of its annual access plans.
- The provision of quality services to all students, parents and members of the community with disabilities.

The Director of Education authorized the Working Group to prepare an Accessibility Plan that will enable the NCDSB to meet these commitments.

Recent Barrier-Removal Initiatives

During the last several years, there have been thirty (30) initiatives to identify, remove and prevent barriers to people with disabilities.

Year	Initiative
1999	Installation of elevator at St. Patrick School in Cobalt
2000	Installation of elevator at O’Gorman Intermediate School
2001	Installation of automatic door actuators at O’Gorman High School
2001	Purchase of stair-tracker for St. Patrick School in Kapuskasing
2001	Purchase and installation of air conditioning unit for student suffering from “Hypodrotic Ectodermal Dysplasias” (which means the student’s body must remain at cool temperature)
2002	Installation of a handicap accessible playground at St. Anne School, Iroquois Falls
2003-2004	Built wheelchair ramp for Tech Shop at O’Gorman Intermediate Catholic School
2003-2004	Installation of buzzer for front door at St. Patrick School in Cobalt
2003-2004	Installation of automatic door openers at Holy Family School in Englehart
2003-2004	Wheelchair ramp was built for the Music portable at St. Paul School
2003-2004	Installation of doors in wheelchair accessible boys washroom stalls on first floor at Sacred Heart School in Kirkland Lake

2003-2004	Stairs have been painted yellow for Visually Impaired at St. Patrick in Cobalt
2003-2004	Lighting in washrooms have been changed for Visually Impaired at St. Patrick School in Cobalt
2003-2004	Wheelchair ramp was installed for the music portable at O’Gorman Intermediate Catholic School
2003-2004	Installation of elevator at St. Paul School
2003-2004	Door openers installed at English Catholic Central School
2003-2004	Installation of automatic door openers at St. Paul School
2003-2004	All student washrooms are now barrier free at St. Paul School
2004-2005	Door openers installed at St. Patrick School in Kapuskasing
2004-2005	Elevator renovated at Sacred Heart School in Timmins
2004-2005	Hush-ups purchased for Sacred Heart School in Timmins
2004-2005	Hush-ups purchased for St. Patrick School in Kapuskasing
2004-2005	Hush-ups purchased for St. Jerome School in Kirkland Lake
2005-2006	Hush ups purchased for Sacred Heart School in Kirkland Lake
2005-2006	Hush ups purchased for Sacred Heart School in Timmins
2005-2006	Hush ups purchased for St. Paul School in Timmins
2005-2006	Repositioned track and harness in special needs area at Sacred Heart School in Kirkland Lake
2005-2006	Door openers installed at Holy Family School in Englehart
2005-2006	All classroom doors were retrofitted with lever type door knobs at Sacred Heart School in Kirkland Lake
2005-2006	Handicap parking areas identified

Barrier-Identification Methodologies

The Working Group has used the following barrier-identification methodologies:

Methodology	Description	Status
Letter to Principals	The Accessibility Working Group wrote a letter to Principals. The letter described the Accessibility Working Group's mandate and asked Principals to submit their concerns about barriers in Board facilities and services and their ideas to remove them.	Letter sent May 3rd, 2006. Responses categorized and presented in Letter sent May 3, 2006. Responses added to plan.
Brainstorming exercise	The Working Group used materials from the Accessibility Directorate of Ontario to conduct a brainstorming session.	Exercise done at meeting in September 2004.

The Working Group plans on using the following barrier-identification methodologies:

School Councils	Principals asked councils to submit their concerns about barriers in Board facilities and services and their ideas to remove them.	Done in the Spring of 2004. Done in May of 2006
Presentations at staff meetings	Principals will speak at staff meetings at all schools to describe the mandate of the Working Group and invite staff to voice concerns about barriers in Board facilities, services, policies and regulations and to suggest ways to remove them.	Meetings will be conducted throughout the year.

Barriers Identified

With the assistance of the school Principals, the Working Group has identified a number of barriers board-wide as set out on the following pages. Over the next several years, the Accessibility Working Group will focus on addressing some of the access problems identified.

ONTARIANS WITH DISABILITIES ACT, 2001 (ODA)

AILEEN WRIGHT ENGLISH CATHOLIC SCHOOL

Barriers Identified	Year Identified	Type	Strategy for its removal/prevention
▶ portables are not wheelchair accessible	2003-2004	▶ physical	▶ construct ramps
▶ classrooms do not allow the required space for wheelchair bound individuals	2003-2004	▶ physical	▶ re-configure classroom
▶ only limited handicap access in Library and Computer Room	2003-2004	▶ physical	▶ working group will investigate

ONTARIANS WITH DISABILITIES ACT, 2001 (ODA)

ST. ANNE ENGLISH CATHOLIC SCHOOL

Barriers Identified	Year Identified	Type	Strategy for its removal/prevention
▶ music room and CYW area are inaccessible to wheelchair bound individuals	▶ 2003-2004	▶ physical	▶ possibility of utilizing Stair-Trac

ONTARIANS WITH DISABILITIES ACT, 2001 (ODA)

ST. PATRICK SCHOOL (KAPUSKASING)

Barriers Identified	Year Identified	Type	Strategy for its removal/prevention
▶ lack of accessibility to second floor (other than Stair-Trac)	▶ 2003-2004	▶ architectural/physical	▶ install elevator
▶ no wheelchair accessibility to washroom on second floor	▶ 2003-2004	▶ architectural/physical	▶ investigate possibility of modifying washrooms
▶ no access to playground equipment (yard covered in sand/mud)	▶ 2003-2004	▶ physical	▶ future installations will take this into consideration
▶ no handicap accessible playground equipment	▶ 2003-2004	▶ physical	▶ future installations will take this into consideration
▶ electronic wheelchairs cannot access second floor	▶ 2004-2005	▶ architectural	▶ install elevator
▶ locker not wheelchair reach accessible	▶ 2004-2005	▶ physical	▶ future installations will take this into consideration
▶ excessive noise in certain classes caused by desks being moved. Difficult for hearing impaired students	▶ 2004-2005	▶ physical	▶ some type of ball to cover legs of chairs to muffle noise

ONTARIANS WITH DISABILITIES ACT, 2001 (ODA)

ENGLISH CATHOLIC CENTRAL SCHOOL

Barriers Identified	Year Identified	Type	Strategy for its removal/prevention
▶ playground area not accessible for wheelchair bound individuals	▶ 2003-2004	▶ physical	▶ future installations will take this into consideration
▶ extinguishers not recessed in wall create a hazard for low vision/blind individuals	▶ 2003-2004	▶ architectural	▶ working group will investigate with Fire Department
▶ room numbering and names on classroom doors not in braille	▶ 2004-2005	▶ physical	▶ look at possibility of installing
▶ ramp to gymnasium need permanent structure of proper grade	▶ 2004-2005	▶ architectural	▶ construct ramp
▶ No way of calling for assistance from handicap washroom	▶ 2006-2007	▶ communication	▶ install emergency call bell

ONTARIANS WITH DISABILITIES ACT, 2001 (ODA)

HOLY FAMILY SCHOOL

Barriers Identified	Year Identified	Type	Strategy for its removal/prevention
▶ No barriers identified at present time	▶ 2006-2007		

ONTARIANS WITH DISABILITIES ACT, 2001 (ODA)

ST. JEROME SCHOOL

Barriers Identified	Year Identified	Type	Strategy for its removal/prevention
▶ washrooms not accessible to wheelchairs	▶ 2003-2004	▶ architectural / physical	▶ use handicap designated washrooms
▶ light switches in classrooms too high	▶ 2003-2004	▶ physical	▶ install motion sensors
▶ bathroom hardware too high	▶ 2003-2004	▶ physical	▶ lower the bathroom hardware
▶ stage in gymnasium inaccessible	▶ 2003-2004	▶ architectural / physical	▶ working group will investigate as to possible solutions
▶ fire doors - very heavy for students to open and keep open - especially for students with disabilities	▶ 2006-2007	▶ physical	▶ investigation required
▶ railings on stairs are high for younger students	▶ 2006-2007	▶ physical	▶ investigation required

ONTARIANS WITH DISABILITIES ACT, 2001 (ODA)

ST. PATRICK SCHOOL (COBALT)

Barriers Identified	Year Identified	Type	Strategy for its removal/prevention
▶ interior door handles difficult to operate for someone with a motor control disability	▶ 2003-2004	▶ physical	▶ install levers on doors
▶ washrooms on main and second floor are not wheelchair accessible	▶ 2003-2004	▶ architectural / physical	▶ working group will investigate
▶ fire doors are much too heavy for someone in a wheelchair to navigate	▶ 2003-2004	▶ physical	▶ working group will investigate Fire Codes regarding installing automatic door openers
▶ yellow strips on stair edges need repainting	▶ 2006-2007	▶ physical	▶ repaint lines
▶ elevator not functional on a regular basis	▶ 2006-2007	▶ physical	▶ repair

ONTARIANS WITH DISABILITIES ACT, 2001 (ODA)

SACRED HEART SCHOOL (KIRKLAND LAKE)

Barriers Identified	Year Identified	Type	Strategy for its removal/prevention
▶ access to second level not available to wheelchair bound individuals	▶ 2003-2004	▶ physical	▶ install elevator
▶ washrooms on second level cannot be accessed by wheelchair bound individuals	▶ 2003-2004	▶ physical	▶ working group will investigate

ONTARIANS WITH DISABILITIES ACT, 2001 (ODA)

SACRED HEART SCHOOL (TIMMINS)

Barriers Identified	Year Identified	Type	Strategy for its removal/prevention
▶ fire doors too heavy to be opened by a wheelchair bound individual	▶ 2003-2004	▶ physical	▶ working group will investigate Fire Codes regarding installing automatic door openers
▶ sinks in washrooms are too high for wheelchair bound individuals	▶ 2003-2004	▶ physical	▶ working group will investigate
▶ school is not wheelchair accessible inside/outside	▶ 2004-2005	▶ physical	▶ will investigate

ONTARIANS WITH DISABILITIES ACT, 2001 (ODA)

ST. JOSEPH SCHOOL

Barriers Identified	Year Identified	Type	Strategy for its removal/prevention
▶ washrooms not equipped with support bars for toilet use	▶ 2003-2004	▶ physical	▶ install support bars
▶ exit and entry doors are not equipped with automatic door openers	▶ 2003-2004	▶ physical	▶ install automatic door openers
▶ gymnasium secondary fire exit door not equipped with a ramp	▶ 2006-2007	▶ physical	▶ construct ramp

ONTARIANS WITH DISABILITIES ACT, 2001 (ODA)

ST. PAUL SCHOOL

Barriers Identified	Year Identified	Type	Strategy for its removal/prevention
▶ access from portapac to music room not available to wheelchair bound individuals	2003-2004	▶ physical	▶ build ramp
▶ no automatic door openers at front entrance	2003-2004	▶ physical	▶ install automatic door openers

ONTARIANS WITH DISABILITIES ACT, 2001 (ODA)

O'GORMAN INTERMEDIATE CATHOLIC SCHOOL

Barriers Identified	Year Identified	Type	Strategy for its removal/prevention
▶ aisle in Science Lab are too narrow for a wheelchair	▶ 2003-2004	▶ physical / architectural	▶ modify station closest to door
▶ desks in Science Lab are too high for wheelchair bound individuals	▶ 2003-2004	▶ physical	▶ modify station closest to door
▶ lack of communication system in portable	▶ 2003-2004	▶ communicational	▶ make operational

ONTARIANS WITH DISABILITIES ACT, 2001 (ODA)

O’GORMAN HIGH SCHOOL

Barriers Identified	Year Identified	Type	Strategy for its removal/prevention
NO BARRIERS IDENTIFIED AT PRESENT TIME			

ONTARIANS WITH DISABILITIES ACT, 2001 (ODA)

KIRKLAND LAKE BOARD OFFICE

Barriers Identified	Type	Strategy for its removal/prevention
NO BARRIERS IDENTIFIED AT PRESENT TIME		

ONTARIANS WITH DISABILITIES ACT, 2001 (ODA)

TIMMINS BOARD OFFICE

Barriers Identified	Type	Strategy for its removal/prevention
NO BARRIERS IDENTIFIED AT PRESENT TIME		

ONTARIANS WITH DISABILITIES ACT, 2001 (ODA)

OTHER BARRIERS IDENTIFIED AT NCDSB

Barriers Identified	Year Identified	Type	Strategy for its removal/prevention
▶ staff needs to learn about various disabilities and how to accommodate these students	▶ 2003-2004	▶ informational	▶ offer professional development
▶ lobby crowded with parents at drop off and pick up times making it difficult for wheelchair entries and exits	▶ 2003-2004	▶ practice	▶ ensure lobby is not crowded ▶ inform parents to keep area clear
▶ washroom and classroom not labeled adequately for blind individuals	▶ 2003-2004	▶ practice	▶ install Braille signs
▶ fire alarms could not be heard by hearing impaired individuals	▶ 2003-2004	▶ communicational	▶ working group will investigate visual emergency notification system
▶ documentation only available in print which presents a problem for visually-impaired parent or child	▶ 2003-2004	▶ informational / communicational	▶ ensure Braille records are made available
▶ Staff unable to communicate with hearing-impaired students who wear a hearing aid as they do not have the appropriate device	▶ 2003-2004	▶ communicational / technological	▶ establish procedure to ensure all important announcements are relayed to hearing-impaired students

Barriers which will be addressed 2006-2007

The working Group will address two (2) barriers during the coming year. The list is in descending order of importance.

Barrier	Objective	Means to Remove/Prevention	Performance Criteria	Resources	Timing	Responsibility
St. Patrick School (Kapusksasing) ▶ electric wheelchairs cannot access second floor	▶ allow access to second floor	▶ install elevator	▶ Tender	▶ School Renewal	▶ 2007	▶ Plant
St. Patrick School (Kapusksasing) ▶ classroom doors cannot be opened due to physical disabilities	▶ allow access to various rooms	▶ install new door handles	▶ purchase	▶ school operations	▶ 2007	▶ Plant

Review and Monitoring Process

The Working Group will meet quarterly to review progress. At each meeting, the Working Group will remind staff, either through personal contacts or by e-mail, about their roles in implementing the Plan.

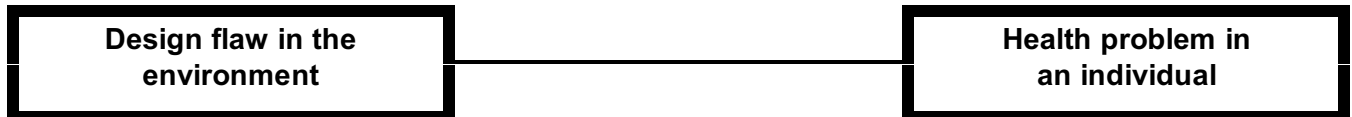
Communication of the Plan

Copies of this Plan are available in the Principal's Office at all schools and on the school board's web site. Upon request, the Plan will be made available on computer disk, in large print, or in Braille.

Appendix A: About Disability

The Disability Continuum

There is no universally accepted meaning for the word “disability”. Most definitions, however, can be placed on a continuum. At one end of the spectrum, disability is explained in terms of medical conditions (medical model). At the opposite end, disability is explained in terms of the social and physical contexts in which it occurs



The medical model focuses on deficiencies, symptoms and treatments. The World Health Organization's (WHO) 1976* definition for disability, for example, is “any restriction or lack (resulting from an impairment) of ability to perform an activity in the manner or within the range considered normal for a human being”. Medical model definitions promote the idea that disability is a deviation from the norm.

Many people with disabilities are troubled by definitions that regard disability as abnormal, preferring instead to portray disability as commonplace, natural, and in fact, inevitable. As people age, they experience gradual declines in visual acuity, auditory sensitivity, range of motion, bodily strength and mental powers. Significant functional limitations affect almost half of people between the ages of 55 and 79, and over 70% of people over 80. Beyond middle age, disability *is* the norm.

The environmental model explains disability in relation to social and physical contexts. In this view, the environment, not an individual's medical condition, causes disability. For example, during an electrical blackout, a person who is completely blind can effortlessly navigate around the home, hammer nails, and, if a Braille user, read a novel. A sighted person would be unable to perform these tasks easily, if at all. In this example, the environment disables the sighted person.

The environmental model emphasizes that people with disabilities are capable human beings, and that it is barriers, not medical conditions, that are disabling. Disability results when people design a world for their way of living only, without taking into account the natural - and foreseeable - variability among human beings. In other words, disability is a consequence of design flaws in the built and human environments.

All barriers are human-made. If design problems cause barriers, then disabilities can be eliminated - or minimized - by modifying how we live, the tools we use, and our intuitions about the proper way to do things. If systemic barriers cause disabilities, the disabilities can be eliminated by modifications to policies, plans and processes. If attitudes cause barriers, then disability awareness, respect and an understanding of positive interaction with people with disabilities will remove barriers.

* World Health Organization. Document A29/INFDOCI/1, Geneva, Switzerland, 1976.

Specialized medical knowledge may be needed to treat diseases and symptoms, but not to address barriers. Barriers, not medical conditions, prevent people with disabilities from participating fully in life.

Types of Disabilities and Functional Limitations

A person's disability may make it physically or cognitively hard to perform everyday tasks such as operating a keyboard, reading a sign, differentiating colours, distinguishing sounds, climbing stairs, grasping small items, remembering words, or doing arithmetic.

Consider the functional limitations associated with twelve (12) different kinds of disabilities and the effects of these limitations on a individual's ability to perform everyday tasks: **

1. Physical

Physical disabilities include minor difficulties moving or coordinating a part of the body, muscle weakness, tremors and in extreme cases, paralysis in one or more parts of the body. Physical disabilities can be congenital, such as Muscular Dystrophy; or acquired, such as tendinitis.

Physical disabilities affect an individual's ability to

- Perform manual tasks, such as hold a pen, grip and turn a key, type on a keyboard, click a mouse button and twist a doorknob
- Control the speed of one's movements
- Coordinate one's movements
- Move rapidly
- Experience balance and orientation
- Move one's arms or legs fully (e.g. climb stairs)
- Move around independently (e.g. walk any distance, easily get into or out of a car, stand for an extended period)
- Reach, pull, push or manipulate objects
- Have strength or endurance

** Canadian Standards Association. *Customer Service Standard for People with Disabilities, B480-02*. Canadian Standards Association, Rexdale, ON, 2002.

2. Hearing

Hearing loss includes problems distinguishing certain frequencies, sounds or words, ringing in the ears and total (profound) deafness.

A person who is deaf, deafened or hard-of-hearing may be unable to use a public telephone, understand speech in noisy environments, or pronounce words clearly enough to be understood by strangers.

3. Speech

Speech disability is a partial or total loss of the ability to speak. Typical voice disorders include problems with

- Pronunciation
- Pitch and loudness
- Hoarseness or breathiness
- Stuttering or slurring

People with severe speech disabilities sometimes use manual or electronic communication devices. Individuals who have never heard may have speech that is hard to understand.

4. Vision

Vision disabilities range from slightly reduced visual acuity to total blindness.

A person with reduced visual acuity may have trouble reading street signs, recognizing faces, or judging distances. They might find it difficult to manoeuvre, especially in an unfamiliar place. He or she may have a very narrow field of vision, be unable to differentiate colours, have difficulties navigating or seeing at night, or require bright lights to read. Most people who are legally blind have some vision.

5. Deaf-blind

Deaf-blindness is a combination of hearing and vision loss. It results in significant difficulties accessing information and performing activities of daily living. Deaf-blind disabilities interfere with communication, learning, orientation and mobility.

Individuals who are deaf-blind communicate using various sign language systems, Braille, standard PCs equipped with Braille displays, telephone devices for the deaf-blind and communication boards. They navigate with the aid of white canes, service animals and electronic navigation devices.

People who are deaf-blind may rely on the services of an intervener. Interveners relay and facilitate auditory and visual information and act as sighted guides. Interveners are skilled in the communication systems used by people who are deaf-blind, including sign language and Braille.

6. Smell

Smell disability is the inability to sense, or a hypersensitivity to, odours and smells.

A person with a smelling disability may have allergies to certain odours, scents or chemicals or may be unable to identify dangerous gases, smoke, fumes and spoiled food.

7. Taste

Taste disability limits the ability to experience the four primary taste sensations: sweetness, bitterness, saltiness and sourness.

A person with a taste disability may be unable to identify ingredients in food, spoiled food, or noxious substances.

8. Touch

Touch disability alters the ability to sense surfaces and their texture or quality, including temperature, vibration and pressure. Touching sensations may be heightened, limited, absent (numbness), or may cause pain or burning.

A person with a touch disability may be unable to detect (or be insensitive to) heat, cold or changing temperatures. Alternatively, a person with a touch disability may be hypersensitive to sound, physical vibrations, or heated surfaces or air.

9. Intellectual

An intellectual disability affects an individual's ability to think and reason. The disability may be caused by genetic factors (e.g. Down's Syndrome), exposure to environmental toxins (as in Fetal Alcohol Syndrome), brain trauma and psychiatric conditions.

A person with an intellectual disability may have difficulty with

- **Language:** understanding and using spoken or written information
- **Concepts:** understanding cause and effect
- **Perception:** taking in and responding to sensory information
- **Memory:** retrieving and recognizing information from short- or long-term memory
- **Recognizing problems, problem solving and reasoning**

10. Mental Health

There are three (3) main kinds of mental health disabilities:

- **Anxiety:** a state of heightened nervousness or fear related to stress
- **Mood:** sadness or depression
- **Behavioural:** being disorganized; making false statements or inappropriate comments; telling distorted or exaggerated stories

People with mental health disabilities may seem edgy or irritated; act aggressively; exhibit blunt behaviour; be perceived as being pushy or abrupt; start laughing or get angry for no apparent reason.

11. Learning

Learning disabilities are disorders that affect verbal and non-verbal information acquisition, retention, understanding, processing, organization and use.

People with learning disabilities have average or above-average intelligence, but take in information, retain it, and express knowledge in different ways. Learning disabilities affect reading comprehension and speed; spelling; the mechanics of writing; manual dexterity; math computation; problem solving; processing speed; the ability to organize space and manage time; and orientation and way finding.

12. Other

Disabilities result from other conditions, accidents, illnesses and diseases, including ALS (Lou Gehrig disease), asthma, diabetes, cancer, HIV/AIDS, environmental sensitivities, seizure disorders, heart disease, stroke and joint replacement.

Appendix B: Where to Look for Barriers

Where to look for barriers to people with disabilities:

The built environment

- Exterior to a building
- Interior of a building
- Parking areas
- Drop-off zones
- Hallways
- Floors
- Carpets
- Lobbies
- Reception areas
- Offices
- Cubicles
- Washrooms
- Cafeterias
- Elevators
- Escalators
- Stairs
- Stairwells
- Closets
- Storage areas
- Lighting

Physical

- Furniture
- Work stations
- Chairs
- Doors
- Door knobs
- Windows
- Planters
- Bathroom hardware
- Locks
- Security systems

Information

- Books
- Printed information
- Web-based resources
- Signage
- Bulletin boards
- Brochures
- Forms
- Manuals
- Fax transmissions
- Equipment labels
- Computer screens

Policies and Practices

- Procurement and purchasing
- Job postings
- Hiring
- Interviewing
- Testing
- Meetings
- Promotion
- By-laws
- Regulations
- Rules
- Protocols
- Safety and evacuation

Technological

- Computers
- Operating systems
- Standard software
- Proprietary software
- Web sites
- Keyboards
- Mice
- Printers
- Fax Machines
- Telephones
- TTYs
- Photocopiers
- Appliances
- Control panels
- Switches

Recreational Facilities

- Playgrounds
- Gymnasiums
- Swimming pools
- Change rooms
- Theatres
- Auditoria - audience
- Auditoria - stage
- Picnic areas
- Tracks (indoors and outdoors)
- Playing fields
- Climbing bars
- Gymnasium equipment
- Toys

Communication

- Training
- Receptionists
- Public announcements
- Security staff

Tools

- Hand tools, manual
- Hand tools, electrical
- Machinery
- Carts and dollies

Service Delivery

- In person
- By telephone
- By mail
- By e-mail
- Via the Web

Transportation

- Buses
- Trains
- Aircraft
- Water craft (e.g. ferries)
- Cars
- Van

