Accessibility Plan

2010 – 2020

District School Board of Niagara

Accessibility Committee

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INTRODUCTION

The mandate of the Accessibility Committee is to assist the District School Board of Niagara (DSBN) in promoting and facilitating universal accessibility by providing input into the preparation of the DSBN Accessibility Plan.

Our Mission: The DSBN is committed to student success by working together to inspire, support and empower all learners to achieve their full potential.

Our Vision: Achieving Success Together.

Relationships: Build a culture of cooperation, collaboration, trust and respect.
Expand our educational community by fostering partnerships among students, staff, family and community.
Implement a healthy, balanced lifestyle and foster wellness.
Strengthen a culture that supports and celebrates success and innovation.

Respect: Value everyone's contribution towards student success.
Acknowledge and celebrate the diversity, dignity, success and worth of all individuals.
Embrace environmental stewardship.

Responsibility: Provide a caring, inclusive, safe and healthy learning and working environment.
Model good citizenship and promote global awareness.
Utilize our resources wisely and efficiently.
Promote creative and critical thinking for life-long learners.
Share and implement best practices and innovative approaches that enhance student achievement.

BACKGROUND

The Accessibility Directorate for the Province of Ontario estimates that 1 in 7 or 15.5% of Ontarians has a disability and as the population ages that number will increase. By 2025, this number is expected to increase to 20%.

Background: The Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

The intent of the AODA 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. The goal is for Ontario to be barrier-free, accessible, by 2025. The AODA requires that school boards:

- Prepare an accessibility plan;
- Consult with people with disabilities in the preparation of the plan;
- Make the plan public;
- Prepare an annual status report on the progress of the plan and post the status on our website.

The Accessibility Committee, which included consulting with people with disabilities in the preparation of the plan, provided input into the Accessibility Plan 2010-2015. A new committee reconvened and provided input into amendments to the plan so that the Accessibility Plan would continue until 2020. The plan describes:

- Measures that the DSBN took from 2010-2015 to identify, remove and prevent barriers for people with disabilities;
- Measures that the DSBN will take during 2016-2020 to identify, remove and prevent barriers for people with disabilities.

This plan describes the measures that the DSBN took during 2010-2015 and measures that will be taken during 2016-2020 to identify, remove and prevent barriers for people with disabilities who work in, use or access school board facilities and services.

OBJECTIVES

This plan:

1. Describes the process by which the DSBN will identify, remove and prevent barriers for people with disabilities;

2. Reviews efforts at the DSBN to remove and prevent barriers for people with disabilities during 2010-2015;

3. Lists the policies, procedures, programs, practices and services that the DSBN will review in the coming years to identify barriers for people with disabilities;

4. Describes the measures the DSBN will take from 2016-2020 to identify, remove and prevent barriers for people with disabilities;

5. Describes how the DSBN will make this Accessibility Plan available to the public.

COMMITMENT TO ACCESSIBILITY PLANNING

The Accessibility Plan of the DSBN will be reviewed by senior administration for information prior to system and public distribution.

The DSBN is committed to:

- Establishing and maintaining an Accessibility Committee;
- Consulting with DSBN staff groups and people with disabilities in the development and review of its Accessibility Plan;
- Ensuring school board policies and administrative procedures are consistent with the principles of accessibility;

- Continually improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community.

The Director of Education has authorized the Accessibility Committee to prepare and revise an Accessibility Plan that will enable the DSBN to meet these commitments.

PROFILE OF THE DSBN

The DSBN serves students and families in the 12 municipalities that make up the Niagara Region. The DSBN operates 80 elementary schools and 19 secondary schools. We service over 36,000 students (25,267 elementary and 11,445 secondary). With a total 2016-2017 budget of approximately $438,200,000 the DSBN is one of the largest employers in the Niagara Region.

Our 1,462 elementary and 945 secondary school teachers are supported by 1,305 support staff. We value relationships and are committed to the principles and practices of inclusion to foster full community participation and integration. We believe all students can "achieve success" and best be prepared by attending schools which offer accessible programs in accessible settings through accessible services.

ACCESSIBILITY COMMITTEE MEMBERS (2016-2020)

The composition of the accessibility committee during 2010-2015 included consultation with people with disabilities in the preparation of the plan to ensure that all interests have a voice. The 2016-2020 is comprised of decision makers to continue the efforts already established by the previous committee. The Accessibility Committee provides input into the Accessibility Plan to determine where attention is needed to improve the accessibility of the DSBN. The committee consults with those who have disabilities and those knowledgeable in the prevention and removal of barriers in order to better improve our schools and other locations.

Committee Composition
Superintendent of Human Resources
Superintendent of Special Education
Communications Department Representative
Elementary Principal/Vice-Principal Representative
Secondary Principal/Vice-Principal Representative
Facility Services Representative
Special Education Representative(s)
Information Technology Services Representative
Purchasing Representative
Health and Safety Representative
DSBN Curriculum Consultant(s)

BARRIER REMOVAL INITIATIVES 2010 – 2020

All DSBN customer service initiatives build on the foundation of the key principles of dignity, independence, integration and equality of opportunity.

During 2010-2015, there was a considerable number of actions taken by the DSBN to identify, remove and prevent barriers for people with disabilities.

The DSBN implemented accessible customer service initiatives in keeping with the Accessibility for Ontarians with Disabilities Act and Regulation 429/07 - Accessible Customer Service standard, which became law in 2010. As of 2016 July 1, 2016 Regulation 429/07 – Accessible Customer Service standard is now under the AODA.

The DSBN Policy C-3: Service Accessibility Standards for Ontarians with Disabilities was developed by and approved by trustees in February 2010. Administrative Procedure 4-11: The Use of Service Dogs within the DSBN was approved and is in place.

As of January 2011, the DSBN and Niagara Student Transportation Services were compliant with legislation, being able to provide integrated school transportation for students where transportation is normally provided.

Additionally in 2011, the DSBN Accessibility Handbook was created and made accessible on the DSBN website in accordance with one our initiative to ensure that all materials be placed online in an easy to obtain manner. It is accessible to all staff of the DSBN and members of the public. The intention of the Accessibility Handbook is as an educational tool alongside the DSBN Accessibility Plan. The Accessibility Plan describes what the DSBN is doing to make our schools and other locations more accessible to those with disabilities. The Accessibility Handbook's purpose is to educate staff on how to and how not to interact with those with a disability. Together the two documents help dispel prejudice surrounding those with disabilities and promotes a healthy and safe work environment for all.

The DSBN has also maintained its commitment to the on-goingidentification and removal of architectural and physical barriers. Nine of our most recent built schools, Power Glen, Forestview , Crossroads, Diamond Trail, Twenty Valley, John Brant, Harriett Tubman, Wellington Heights and Greater Fort Erie have architectural features that incorporate the principles of universal design, meeting government accessibility standards as identified in the Ontario Building Code. The planned addition or renovation to many current facilities will also allow many of these buildings to become barrier free for all people.

School libraries throughout the DSBN, both elementary and secondary, provide students with accessible print based resources or materials upon request. This in conjunction with requirements to have all printed materials accessible or easy to convert to other formats. This will ensure that those with disabilities will have all printable knowledge accessible and understandable.

Technology continues to be one of the main ways for accessibility awareness. Through the DSBN staff portal, staff continue to receive online training. Mandatory completion of 3 modules is required, which includes: Accessibility Standards for Customer Service, Reducing Stigma around Mental Health Problems and Accessibility in the DSBN. All newly hired Staff must receive this training before beginning employment at the DSBN. Furthermore, all current staff must take this training every 3 years as a part

of the DSBN's health and safety training rotation. Information regarding accessibility has been made fully available to both staff and the public on the DSBN website. This includes the C-3 Policy "Service Accessibility Standards for Ontarians with Disabilities," the DSBN Accessibility Plan, the Accessibility Handbook and a list of contacts for further information. General information regarding accessibility at the DSBN has also been made available via the DSBN website.

In addition to training, the DSBN has taken steps towards the acknowledgement of those with disabilities. Throughout the course of the school year, many initiatives are taken at both the school level, and the DSBN system level, to ensure that those with disabilities are included in all activities. One notable initiative is the DSBN's participation in Barrier Free Education that aims to improve the learning experiences of those with a disability in the classroom. Many schools make their own school-based initiatives towards the inclusion of those with disabilities. The DSBN fully encourages all schools to pursue their own initiatives.

Staff are encouraged to bring up barriers that they may encounter at DSBN sites or obstacles that they may believe would be barriers to those with disabilities. They are encouraged to report such findings to their Administrator/Supervisor, which will then be communicated to the Accessibility Committee. Alternatively, it can be communicated directly to a committee member. The accessibility Committee will take into account all recommendations or concerns made known to them, when determining which projects should be taken next to improve accessibility at DSBN schools. Members of the public may also provide recommendations or concerns.

The DSBN is committed to inclusive, barrier-free recruitment and selection processes. The DSBN will offer accommodation for applicants as required throughout the stages of the recruitment and selection process. If an individual is contacted by the DSBN regarding a job opportunity, it is advised that they inquire regarding accommodation. Information relating to accommodation will always be addressed confidentially.

Our Human Resources Department with its Disability Management and Attendance Management staff, in conjunction with affected staff members, school administrators, supervisors and/or union representatives, works to determine accommodation needs for staff with disabilities on a case by case basis so that the staff can fulfill the essential duties of their position with the DSBN.

A number of our schools have been renovated to improve accessibility for people with disabilities.

Accessibility Projects 2010 - 2011	
Facility	Description
Fort Erie Public School	Entrance, Washrooms
Richmond Street Public School	Entrance, Washrooms
Lincoln Centennial Public School	Entrance, Washrooms
Port Weller Public School	Entrance
Sir Winston Churchill Secondary School	Entrance, Washroom, Elevator, Lift

Accessibility Projects 2011 - 2012	
Facility	**Description**
Glendale Public School	Entrance, Washroom
Governor Simcoe Secondary School	Elevator
Heximer Avenue Public School	Entrance, Washroom, Lift
James Morden Public School	School Addition, Entrance, Washrooms
Martha Cullimore Public School	Entrance, Washroom
Prince Philip Public School (STC)	Entrance, Washroom
River View Public School	School Addition, Entrance, Washroom, Lift

Accessibility Projects 2012 - 2013	
Facility	**Description**
Diamond Trail	New school – fully accessible
General Vanier (Peace Bridge)	Entrances, Washrooms, Stage lift
Garrison Road	Entrance, Washroom, Stage lift, Special needs facilities
Gordon	Entrance, Washroom

Accessibility Projects 2013 - 2014	
Facility	**Description**
Martha Cullimore	Entrance, washroom
John Marshall	Entrance, Washroom, Stair lift
Caistor Central	Entrance, Washroom
Lockview	Entrance, Washroom
Prince Philip (SC)	Entrance, Washroom
Walker Living Campus	All entrances, Washrooms, Grounds

Accessibility Projects 2014 - 2015	
Facility	**Description**
Laura Secord Secondary School	Elevator, Entrance
William H. Merritt	New elevator

Accessibility Projects 2015 - 2016	
Facility	**Description**
Prince Philip (NF)	Entrance, Office, Elevator
Princess Margaret	New elevator
Twenty Valley	Complete build
Harriet Tubman	Complete build
St. Johns Adventure Campus	All entrances, Washrooms, Stage lift
Oakridge	Addition/renovation, Elevator, Entrance, Doors, Washrooms
Dewitt Carter	Entrance ramp
Grapeview	Washroom

Starting in 2015, the Accessibility Committee will begin to identify barriers that may exist outdoors. This may include parking lots, playgrounds, paths, hiking trails, etc.

Accessibility Projects 2016 - 2017	
Facility	**Description**
Wellington Heights	All entrances, Washrooms, Stage lift
Glynn A. Green	Elevator, Entrance
Dalewood	Elevator, Entrance
Greater Fort Erie Secondary School	New school – fully accessible

Accessibility Projects 2017 - 2018	
Facility	**Description**
Lakeview	New elevator, Entrance
Prince of Wales (SC)	Elevator

The DSBN, through its Special Education Report, has addressed accessibility for students with special needs through modifications and accommodations of programs and services. The DSBN continues to access the Ministry of Education Special Equipment Amount (SEA) funding, which assists with the costs of equipment essential to support students with special needs. This equipment includes such items as adjustable desks, computer tables, positioning devices for sitting/standing/lying, personal care items, lifts or harnesses, as well as sensory supports.

Assistive technology also plays an increasing role in the provision of differentiated instruction. We continue to access Ministry of Education SEA funding to provide students with accommodations to access the Ontario curriculum and/or a DSBN-determined alternative program and/or course. This equipment includes such items as soundfield systems, FM systems, computer hardware, and computer software that provides access to curriculum. The Special Education Report, which is updated and revised yearly, is available on the DSBN website at www.dsbn.org.

PREVENTING BARRIERS

All DSBN programs, policies, practices and services are subject to the guiding principles of inclusionary practice. The DSBN will continually strive to create an environment that is accessible to all people. Through the continual accessibility planning process, the DSBN's programming, policies, and practices will be assessed to ensure continuous improvement in accessibility.

Barrier – Identification Methodology

Methodology	Description	Status
Presentation to Senior Administration	Senior Administration Planning	June 2011
Presentation to SEAC	2010-2015 Accessibility Plan	Fall 2011
Information to Principals	Electronic Posting of Plan	Fall 2011
Information to Staff Groups	Electronic Posting of Plan	Fall 2011
Accessibility Committee	Review and Provide Input	On-going meetings
Accessibility Plan Made Available to Public	DSBN Website	Fall 2011

Type of Barrier	Strategy for Barrier Removal	Action Taken
Policy/Practice	Develop Policy/Procedure around Equity and Inclusive Education Admin. Procedure – Use of Service Dogs	Policy E-11: Equity and Inclusive Education Admin. Procedure 6-6: Equity and Inclusive Education Compliance Guidelines Admin. Procedure 4-11: The Use of Service Dogs Within the DSBN
Communication Information	Board Room Not Accessible for Deaf and hard of hearing	Specialized PA System in Board Room for Deaf and hard of hearing General Usage Headset Available for Public for Board Meetings
Physical	Facilities Continue to be Assessed for Accessibility	Facilities are Upgraded as Per DSBN Planning

Attitudinal	All DSBN staff Received Training in Customer Service Procedures	On-line Training
Architectural		Crossroads Public School Built Fully Accessible
Policy/Practice	Review procurement procedures for acquiring goods, services, or facilities	Accessibility criteria and features incorporated into procurement procedures
Communication Information	Information about accessibility is not easy to locate on DSBN website	Information regarding accessibility made easily accessible on DSBN website
Physical	Reduce the number of identified barriers within school buildings	A reduction in the number of barriers within school buildings
Attitudinal	All staff will complete on-line training for Accessibility Standards for Customer Service	On-line Training
Architectural		Diamond Trail Built Fully Accessible
Transportation	Develop individual student plans for each student with a disability	Provide plans for new students with disabilities.

Barriers Addressed during 2010–2015

The Accessibility Committee addressed six barrier groupings. The focus was to continue to raise awareness about the Accessibility for Ontarians with Disabilities Act and the DSBN Accessibility Plan, as well as prepare for the implementation of Ontario Regulation 191/11 (Integrated Accessibility Standards).

The Regulation, made under the Accessibility for Ontarians with Disabilities Act, 2005, establishes accessibility standards and applies to every designated public sector organization and to every other person or organization that provides goods or services to members of the public or other third parties that has at least one staff in Ontario.

Barriers to be Addressed from 2016-2020

The Accessibility Committee continues to address the six barrier groups identified in 2010-2015. Our focus this year will be to raise awareness of the *Education Accessibility Standard Engagement* and have staff become involved in its creation.

Prior to the implementation of the Education Accessibility Standard (ESDC), the Ontario government wants feedback from the education sectors on the scope and complementation of the ESDC. This feedback will assist the Ontario government with the implementation of the ESDC and ensure that those working in the education sector have a voice in the matter. All staff are strongly encouraged to participate in the Ontario government survey, once it is sent out via email. Doing so will help make the implementation of the ESDC more effective in eliminating barriers in the education sector.

REVIEW AND MONITORING PROCESS

The Accessibility Committee will meet on an as need basis to review progress and to monitor the effectiveness of barrier-removal and prevention strategies on an on-going basis. This will include monitoring the input and comments gathered through the accessible customer service feedback process.

COMMUNICATION OF THE PLAN

The DSBN's Accessibility Plan, and Policy C-3: Service Accessibility Standards for Ontarians with Disabilities are posted on the DSBN website at www.dsbn.org. Hard copies will be available in the future in accessible formats.

Contact information for accessible format requests: Human Resources 905-641-1550

APPENDICES

SECTION:	COMMUNITY RELATIONS		POLICY:	**C-3**
TOPIC:	**SERVICE ACCESSIBILITY STANDARDS FOR ONTARIANS WITH DISABILITIES**		PAGE:	1 of 1
			DATE:	February 2014
REVIEW DATE: February 2019			REVISED:	

INTRODUCTION

In order to implement Accessibility Standards for Customer Service in accordance with O. Reg. 429/07 Accessibility Standards for Customer Service, the District School Board of Niagara (DSBN) is committed to making every effort to provide services to students, parents/guardians/wards, the public and staff that are free of barriers and biases.

DEFINITIONS

Customer	Is any person who uses the services of the school board.
Assistive Device	Is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.
Service Animal	Is an animal that is being used because of a person's disability and this is either readily apparent or is supported by documentation from a medical practitioner.
Support Person	Is a person who assists or interprets for a person with a disability as they access the services of the DSBN. A support person is distinct from an staff who supports a student in the system.
Third Party Contractors	Is any person or organization acting on behalf of or as an agent of the DSBN (e.g., bus operators, psychologists).
Barriers to Accessibility	Means anything that prevents a person with a disability from fully participating in all aspects of the services of the DSBN. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, a technological barrier.
Accommodation	A reasonable effort of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the DSBN.

POLICIES, PRACTICES AND PROCEDURES

The DSBN will:
- Make reasonable efforts to ensure that all policies, practices and procedures are consistent with the core principles of independence, dignity, integration, and equality of opportunity to all with particular attention for persons with disabilities
- Establish procedures that allow people to use their own personal assistive devices to access our services. This would include allowing people with disabilities to be accompanied by their guide dog or service animal in the areas that are open to the public, and permitting people with disabilities who use a support person to bring that person with them while accessing our services

When purchasing new equipment, designing new systems or planning new initiatives, the impact on persons with disabilities shall be taken into account

TRAINING

The DSBN will provide appropriate training to its staff who deal with the public or other third parties on behalf of the DSBN to ensure greater awareness and responsiveness to the needs of a person with disabilities.

COMMUNICATIONS

The DSBN will:
- Ensure that its policy related to the Accessibility for Ontarians with Disabilities Act is available to the public in a format that takes into account a person's disability
- Ensure that when facilities or services that people with disabilities rely on to access our services are temporarily disrupted, notice be given on the DSBN website or by a posting at the site or through an appropriate means of communication
- Develop a process to receive feedback from the public in order to monitor the implementation of the Accessibility Standards for Customer Service
- Provide, ahead of time, notice of any admission fees that would be charged for a support person of a person with a disability

Accessibility for Ontarians with Disabilities – Guide to Annual Accessibility Planning
http://www.mcss.gov.on.ca/en/mcss/programs/accessibility/index.aspx

Human Resources Development Canada, *A Way with Words and Images*
https://www.canada.ca/en/employment-social-development/programs/disability/arc/words-images.html

Canadian Abilities Foundation
http://www.abilities.ca

Inclusive Design Research Centre http://idrc.ocad.ca/

The Canadian Hearing Society http://www.chs.ca/

Canadian Standards Association: http://www.csa.ca
B6521-95 Barrier-Free Design
B480-02 – Customer Service Standard for People with Disabilities

Playability Tool Kit: Building Accessible Playspaces
http://lin.ca/resources/playability-tool-kit-building-inclusive-playspaces

Accessibility for Ontarians with Disabilities Act (AODA) Contact Centre *(ServiceOntario)*
Toll-free: 1-866-515-2025
TTY: 416-325-3408 / Toll Free: 1-800-268-7095
Fax: 416-325-3407
www.AccessON.ca
www.mcss.gov.on.ca (Click on "Accessibility for Ontarians with Disabilities")

Definition of Accessibility: The term accessibility means giving people of all abilities opportunities to participate fully in everyday life. It is used to describe how widely a service, product, device, or environment is available to as many people as possible. Accessibility can be seen as the ability to access and benefit from a system, service, product or environment.

Definition of Disability: the *Accessibility for Ontarians with Disabilities Act* adopts the broad definition for disability that is set out in the *Ontario Human Rights Code*. "Disability" is:

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 or paralysis, amputation, lack of physical co-ordination, 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 development 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.

Definition of a 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, including a physical barrier, an architectural barrier, an informational or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice.

Physical Barrier: objects added to the environment – doors, windows, elevators, furniture, etc.

Architectural Barrier: building design, area adjacent to the building, shape of room, size of doorways, etc.

Information Barrier: inadequate or incomprehensible signage, difficulties reading brochures, forms, manuals, websites, fax transmissions, equipment labels, computer screens, etc.

Communication Barrier: difficulties receiving information in person or by telephone, difficulties interacting with receptionists or other staff, difficulties receiving training.

Attitudinal Barrier: staff who do not know how to communicate with people with disabilities, discriminatory behaviours.

Technological Barrier: computers, photocopiers, fax machines, telephones and switches, assistive technologies.

Policy or Practice Barrier: rules, regulations and protocols that prevent one from performing their job satisfactorily, or from serving the public, or that restrict participation

1. **Physical Barriers:**

- Furniture
- Chairs
- Door Knobs
- Classroom Design
- Planters
- Locks
- Drinking Fountains
- Telephones

- Work Stations
- Doors
- Handrails
- Windows
- Bathroom Hardware
- Security Systems
- Seats, Tables, Counters

2. **Architectural Barriers:**

- Exterior to a Building
- Parking Areas
- Hallways
- Carpets
- Reception Areas
- Classrooms
- Cubicles
- Cafeterias
- Escalators
- Stairwells
- Storage Areas
- Entrances

- Interior of a Building
- Drop-off Zones
- Floors
- Lobbies
- Offices
- Athletic Facilities
- Washrooms
- Elevators
- Stairs
- Closets
- Lighting
- Assembly Halls

3. **Information/Communication Barriers:**

- Books
- Web-based Resources
- Bulletin Boards
- Training
- Forms
- Fax Transmissions
- Computer Screens

- Printed Information
- Signage
- Brochures
- Receptionists
- Manuals
- Equipment Labels
- Public Announcements

4. **Attitudinal Barriers:**

- Biases and Beliefs
- Lack of Understanding
- Stigmatization - *Also see "Policy/Practice" below

- Lack of Information/Knowledge
- Lack of Sensitivity/Intolerance

5. **Technological Barriers:**

- Computers
- Standard Software
- Websites
- Mice
- Fax Machines
- TTYs
- Appliances
- Switches

- Operating Systems
- Proprietary Software
- Keyboards
- Printers
- Telephones
- Photocopiers
- Control Panels

6. **Policy/Practice Barriers:**

- Procurement and Purchasing
- Hiring
- Testing
- Promotion
- Regulations
- Protocols
- Community Use of Facilities

- Job Postings
- Interviewing
- Meetings
- By-Laws
- Rules
- Safety and Evacuation

Initiative	*Description*	*Means to Review or Prevent Barriers*	*Timing*	*Responsibility*
ARCHITECTURAL Built environment	• Design new schools to be accessible	• New schools incorporate accessibility factors	• Completed	• Facility Services
PHYSICAL Improved school accessibility	• Reduce the number of identified barriers within school buildings	• A reduction in the number of barriers within school buildings	• Completed	• Facility Services • School Support Services
INFORMATION / COMMUNICATION Improved information areas on the DSBN website	• Information about accessibility is not easy to locate on DSBN website	• Placement of plan along with customer service policy and feedback process • Post disruption of service • Review feedback process and ensure process is accessible by providing accessible formats and communication support • Provide or arrange for the provision of accessible formats and communication support upon request • Accessible websites and web content	• Completed	• Information Technology Services • Communications Department
Assistive technology	• Continue to provide assistive technology to enable increased information accessibility for our students	• Work with school administration and School Support Services to review student needs	• Completed	• Chief Information Officer • School Support Services

Initiative	*Description*	*Means to Review or Prevent Barriers*	*Timing*	*Responsibility*

INFORMATION / **COMMUNICATION** Emergency Procedure Plans / Public Safety	• Provide emergency procedures, plans or public safety information in an accessible format with appropriate communication supports	• Review present situation • Investigate how to obtain alternate accessible formats or with appropriate communication supports	• Completed	• Information Technology Services • Communications Department • Health and Safety Officer
	• Internet websites and web content conform with World Wide Web Consortium, Web Content Accessibility Guidelines (WCAG) 2.0	• Review DSBN website/school websites for compliance • New websites and web content must conform with WCAG 2.0 level A	• Completed	• Information Technology Services • Communications Department
School libraries provide accessible print based resources or materials for a person with a disability upon request	• School libraries provide, procure or otherwise acquire an accessible or "conversion ready" format of print, digital or multimedia resources or materials, upon request	• Investigate how to acquire print based resources or "conversion ready" formats of educational resources	• Completed	• Area Superintendents

Initiative	Description	Means to Review or Prevent Barriers	Timing	Responsibility
INFORMATION / <u>COMMUNICATION</u> Provide educational resources/materials, student records and program information in accessible formats	• Provide educational or training resources or materials in an accessible format that takes into account the accessibility needs due to a disability of the person with a disability to whom the material is to be provided by: procuring through purchase or obtaining by other means an accessible or "conversion ready" electronic format or arranging for the provision of a comparable resource in an accessible or "conversion ready" electronic format • Provide student records and information on program requirements, availability and descriptions in an accessible format to persons with disabilities	• Review current practices – investigate outside sources for these types of requests (other school boards)	• Completed • Completed	• Area Superintendents • Superintendent of Planning

Initiative	Description	Means to Review or Prevent Barriers	Timing	Responsibility
ATTITUDINAL/POLICY TRAINING Importance of continually educating our staff and students about thinking inclusively	• All staff will complete on-line training for Accessibility Standards for Customer Service • Distribution of Accessibility Handbook	• Staff trained/educated around this issue for second time – first training in 2010	• Completed	• Human Resources
	• Develop policy around how we will achieve accessibility in accordance with IAR • Provide training around IAR and Human Rights Code to staff, volunteers, others who provide goods, services and facilities on behalf of the DSBN	• Develop policy around IAR • Obtain and implement training • Curriculum Services Canada have been approved to provide a general awareness training and will be developing products on-line and in print which can be used by the DSBN	• Completed • Completed	• Senior Administration/OESC • Area Superintendents • Policies and Procedures Committee • Policy Advisory Committee
	• Provide educators with accessibility awareness training related to accessible program, course and delivery of instruction	• Working with OPSBA and OESC to produce training	• Completed	
	• Review procurement procedures for acquiring goods, services, or facilities	• Ensure accessibility criteria and features are incorporated into procurement procedures	• Completed	• Superintendent of Business Services • Manager of Procurement and Central Services

Initiative	Description	Means to Review or Prevent Barriers	Timing	Responsibility
ATTITUDINAL/POLICY TRAINING Importance of continually educating our staff and students about thinking inclusively	• Students and staff need on-going education around how to communicate with people with disabilities or persons who display discriminating behaviours	• All new teachers, educational assistants and child care workers receive Accessibility Handbook during August in-service • On-going professional development to teaching and non-teaching staff, as well as peer awareness to students through collaboration with outside agencies and DSBN personnel (i.e. Tribes, Harmony, Me to We) • Continue to offer school workshops and courses on Equity Based Leadership	• Completed	• Superintendent of Human Resources • Area Superintendents
	• Sensitivity training for staff and students	• School Support Services (SSS) to provide sensitivity training – at classroom level or school-wide based depending on the needs of the school • Menu of sensitivity training provided by SSS	• Completed	• School Support Services
	• Promote and celebrate existing accessibility initiatives that the DSBN currently has in place	• Accessibility committee review existing initiatives	• Completed	• Accessibility Committee
	• Accessibility Committee to take part in Barrier Free Education Initiatives (The Canadian Hearing Society) workshop funded by the Ministry of Education	• Committee to take part in workshop to expand their understanding of Audism and Ableism and how to remove barriers for all students but more specifically for students who are Deaf, deafened, or hard of hearing	• Completed	• Accessibility Committee

Initiative	Description	Means to Review or Prevent Barriers	Timing	Responsibility
TRANSPORTATION Develop individual student plans for each student with a disability	• Provide plans for students with disabilities. Plan must include: • Detailed student assistance needs • Individual student boarding, securement and deboarding plans • Roles and responsibilities of the transportation provider, parents or guardians, the operator of the vehicle, appropriate school staff and the student	• Review mechanisms to provide Niagara Student Transportation Services (NSTS) with necessary information • Review action protocols and provide to NSTS • Verify student records/requirements, at least twice annually with SSS • On-going discussions with NSTS, SSS and schools regarding specific student transportation needs	• Completed	• Area Superintendents • Superintendent of Planning • NSTS staff
EMPLOYMENT	• Individualized workplace emergency response information for staff with disabilities	• Employers provide "individualized" workplace emergency response information to disabled staff if individualized information is necessary based on type of disability and if employer is aware of the need for accommodation	• Completed	• Superintendent of Human Resources • Health and Safety Officer • Disability Management/ Attendance Management Department

Initiative	Description	Means to Review or Prevent Barriers	Timing	Responsibility
EMPLOYMENT	• Review employment practices with respect to recruitment, assessment, selection process, documented individual accommodation plans, performance management and career development and return to work process	• Employers are required to notify public about the availability of accommodations for applicants with disabilities in recruitment process • When making offers of employment, all employers must notify successful applicant of their policies for accommodating persons with disabilities • Employers are required to inform all their staff of their policies (including updates) used to support staff with disabilities, including information on accommodation. New staff are to receive this information as soon as practical after they start employment • Where a disabled staff requests it, every employer will be required to consult with the staff to provide or arrange accessible formats and communication supports for information needed to perform his or her job and information that is generally available to other staff (employer shall consult with staff making request) • Employers must develop a written process to develop documented individual accommodation plans for disabled staff	• Completed	• Superintendent of Human Resources • Communications Department • Chief Information Officer • Disability Management/ Attendance Management Department • Human Resources Managers

Initiative	Description	Means to Review or Prevent Barriers	Timing	Responsibility
EMPLOYMENT		• Develop, implement and document a return to work process for staff who have been absent from work due to a disability and who require disability related accommodations in order to return to work • Employer will take into account accessibility needs of staff with disabilities, as well as individual accommodation plans when using its performance management process and when providing career development and advancement		

Initiative	Description	Means to Review or Prevent Barriers	Timing	Responsibility
ARCHITECTURAL Outdoor environment	• Construct new, or redevelop, public spaces accessible	• New public spaces will incorporate accessibility factors	• On-going	• Facility Services
PHYSICAL Improved public spaces	• Reduce the number of identified barriers within public spaces	• A reduction in the number of barriers in public spaces	• On-going	• Facility Services • Curriculum Support Services
Accessible Work Stations	• Provide accessible work stations to staff when needed	• Identify staff whose physical needs require adjustments to their workstations • Provide new staff with workstations that suit their needs	• On-going • On-going	• Curriculum Support Services • Facility Services • Health and Safety Officer
INFORMATION / COMMUNICATION Compliance	• Accessibility Compliance Report	• An accessibility compliance report will be drafted, reviewed and submitted by the Accessibility Committee	• December 31, 2017 • December 31, 2020	• Superintendent of Human Resources • Health and Safety Officer
Make printed learning materials accessible	• Make all printed learning materials accessible or easy to convert into other formats	• Acquisition of accessible program formats	• On-going	• Information Technology Services • Communication Department • Area Superintendents

Initiative	Description	Means to Review or Prevent Barriers	Timing	Responsibility
INFORMATION / <u>COMMUNICATION</u> Emergency Procedure Plans / Public Safety	• Provide emergency procedures, plans or public safety information in an accessible format with appropriate communication supports	• Review emergency procedures plans • Draft emergency plans specific for students with disabilities	• On-going • On-going	• Information Technology Services • Communication Department • Health and Safety Officer
Assistive technology	• Continue to provide assistive technology to enable increased information accessibility for our students	• Work with school administration and School Support Services to review student needs	• On-going	• Chief Information Officer • Curriculum Support Services
	• Incorporate accessibility information via website	• Provide additional information to those with disabilities, beyond Accessibility Plan • Add language on the DSBN website advising those with a disability that accessible formats for information can be provided upon request	• On-going • On-going	• Accessibility Committee • Information Technology Services • Communication Department
	• Create online poll for staff via email	• Staff to provide information to the Accessibility Committee to determine anonymous opinion on accessibility at the DSBN	• 2018 – 2019	• Information Technology Services • Communication Department • Curriculum Support Services
	• Provide means for staff to communicate with Accessibility Committee	• Creation of online ticket submission for comments/requests to Accessibility Committee	• 2018 - 2019	• Information Technology Services • Communication Department • School Support Services • Health and Safety

INFORMATION / COMMUNICATION				
Education Accessibility Standard	• Review Education Accessibility Standard creation	• Participate in Education Accessibility Standard engagement initiative • Encourage all staff to complete Ministry of Education survey	• On-going	• Accessibility Committee • Curriculum Support Services
Meetings	• Ensure DSBN meetings and events are accessible	• Ensure all meetings or events are accessible • Provide information at events/meetings in all accessible formats • Provide assistance via support workers when necessary • Ensure inclusion at events	• On-going	• Curriculum Support Services • Communication Department
	• Improve communication with staff with disabilities	• Develop a process for consulting with staff to determine accommodation needs • Develop processes for advising staff on solutions	• On-going	

ATTITUDINAL/POLICY TRAINING				
Importance of continually educating our staff and students about thinking inclusively	• All staff will complete on-line training for Accessibility Standards for Customer Service • Distribution of Accessibility Handbook	• Staff trained/educated around this issue - first training in 2010	• On-going	• Human Resources
Importance of continually educating our staff and students about thinking inclusively	• Students and staff need on-going education around how to communicate with people with disabilities or persons who display discriminating behaviours	• All new teachers, educational assistants and child care workers receive Accessibility Handbook during August in-service • On-going professional development to teaching and non-teaching staff, as well as peer awareness to students through collaboration with outside agencies and DSBN personnel (i.e. Tribes, Harmony, Me to We) • Continue to offer school workshops and courses on Equity Based Leadership	• On-going	• Superintendent of Human Resources • Area Superintendents
	• Promote and celebrate existing accessibility initiatives that the DSBN has in place	• Accessibility committee review existing initiatives	• On-going	• Accessibility Committee
	• Revise policy "Service Accessibility Standards for Ontarians with Disabilities"		• November 2019	• Health and Safety Officer • Policies and Procedures Committee • Policy Advisory Committee
	• Conduct a focus group for the *Education Accessibility Standard Engagement*	• Discuss the changes that the Education Accessibility Standard will bring to the DSBN • Plan for any changes that may need to be achieved once the new standard is implemented	• May – July 2017	• Accessibility Committee • Curriculum Support Services

Initiative	Description	Means to Review or Prevent Barriers	Timing	Responsibility
EMPLOYMENT	• Individualized workplace emergency response information for staff with disabilities	• Employers provide "individualized" workplace emergency response information to disabled staff if individualized information is necessary based on type of disability and if employer is aware of the need for accommodation	• On-going	• Superintendent of Human Resources • Health and Safety Officer • Disability Management/ Attendance Management Department
	• Review employment practices and communication.	• All methods for the posting of new employment positions at the DSBN will be reviewed to ensure that all applicants, and DSBN staff, have a means to access information. • Review return to work process.	• September 2018	• Human Resources
TRANSPORTATION Develop individual student plans for each student with a disability	• Provide plans for new students with disabilities.	• On-going discussions with NSTS, CSS and schools regarding specific student transportation needs	• On-going	• Curriculum Support Services • Superintendent of Planning • NSTS staff