

Accessibility Plan 2011 – 2015

District School Board of Niagara
Accessibility Committee

This publication is available on www.dsbni.org and in alternate formats upon request.

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- Mandate:** The mandate of the Accessibility Committee is to assist the District School Board of Niagara in promoting and facilitating universal accessibility by providing input into the preparation of the District School Board of Niagara Accessibility Plan.
- Our Mission:** The District School Board of Niagara 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

The intent of the *Accessibility for Ontarians with Disabilities Act, 2005* 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 Act 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 has provided input into the Accessibility Plan 2011-2015. The plan describes:

- Measures that the District School Board of Niagara has taken in the past;
- Measures that the District School Board of Niagara will take during 2011-2015 to identify, remove and prevent barriers for people with disabilities.

Aim

This plan describes the measures that the District School Board of Niagara has taken in the past and measures that will be taken during the next five years (2011-2015) 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 District School Board of Niagara will identify, remove and prevent barriers for people with disabilities.
2. Reviews efforts at the District School Board of Niagara to remove and prevent barriers for people with disabilities during the *past year(s)*.
3. Lists the policies, procedures, programs, practices and services that the District School Board of Niagara will review in the *coming years* to identify barriers for people with disabilities.
4. Describes the *measures* the District School Board of Niagara will take in the coming years to identify, remove and prevent barriers for people with disabilities.
5. Describes how the District School Board of Niagara will make this Accessibility Plan *available to the public*.

Commitment to Accessibility Planning

The Accessibility Plan of the District School Board of Niagara will be shared by senior administration with trustees and the Special Education Advisory Committee (SEAC) for information prior to system and public distribution.

The District School Board of Niagara is Committed to:

- Establishing and maintaining an Accessibility Committee;
- Consulting with Board employee groups and people with disabilities in the development and review of its Accessibility Plan;
- Ensuring school board policies and 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 an Accessibility Plan that will enable the District School Board of Niagara to meet these commitments.

Profile of the District School Board of Niagara

The District School Board of Niagara serves students and families in the 12 municipalities that make up the Niagara Region. The Board operates 95 elementary schools and 20 secondary schools. We service over 38,000 students (24,600 elementary and 14,850 secondary). With a total 2010-2011 budget of approximately \$379,860,000 the District School Board of Niagara 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.

Public school supporters in the Niagara Region elect a board of 11 trustees, who establish policies and direction for the District School Board of Niagara. Two student trustees are appointed on an annual basis. Board meetings occur on the second and fourth Tuesday of each month. Public sessions for all meetings take place in the board room of the Education Centre.

Accessibility Committee Members

Committee Member	Department	Contact Information
Todd Bright	Chair	todd.bright@dsbn.org
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The Accessibility Committee provides input into the Accessibility Plan.

Barrier Removal Initiatives 2010 – 2011

All District School Board of Niagara customer service initiatives build on the foundation of the key principles of dignity, independence, integration and equality of opportunity.

During the last several years, there have been a considerable number of actions taken by the District School Board of Niagara to identify, remove and prevent barriers for people with disabilities.

The Board has 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.

The District School Board of Niagara 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 District School Board of Niagara was approved and is in place.

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

The District School Board of Niagara has also maintained its commitment to the on-going identification and removal of architectural and physical barriers. Our 2 newest schools, Forestview and Crossroads Public Schools 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.

Our Board's Disability Management Coordinator, in conjunction with affected staff members, school administrators, supervisors and/or union representatives, works to determine accommodation needs for employees with disabilities on a case by case basis so that the employee can fulfill the essential duties of their position with the District School Board of Niagara. Disability management coordination is conducted in accordance with current applicable legislation.

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

The District School Board of Niagara, through its Special Education Report, has addressed accessibility for students with special needs through modifications and accommodations of programs and services. The District School Board of Niagara 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 board-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 Board website at www.dsbn.org.

Preventing New Barriers

All Board programs, policies, practices and services are subject to the guiding principles of inclusionary practice. The District School Board of Niagara will continually strive to create an environment that is accessible to all people. Through the annual accessibility planning process, the District School Board of Niagara'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	2011-2015 Accessibility Plan	Fall 2011
Information to Principals	Electronic Posting of Plan	Fall 2011
Information to Employee 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

The following chart is a synopsis of the major accomplishments during the 2010 - 2011 school year:

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 Board Planning
Attitudinal	All Board Employees Received Training in Customer Service Procedures	On-line Training
Architectural		Crossroads Public School Built Fully Accessible

Barriers To Be Addressed in 2011–2015

The Accessibility Committee will address six barrier groupings during the coming year. Our focus this year is to continue to raise awareness about the *Accessibility for Ontarians with Disabilities Act* and the Board Accessibility Plan, as well as prepare for the implementation of Ontario Regulation 191/11 (Integrated Accessibility Standards).

This 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 employee in Ontario.

Review and Monitoring Process

The Accessibility Committee will meet throughout the year 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 District School Board of Niagara's Accessibility Plan, and Policy C-3: Service Accessibility Standards for Ontarians with Disabilities are posted on the Board website at www.dsbni.org. Hard copies will be available in the future in accessible formats.

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

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*.

What is 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.

APPENDICES

SECTION:	COMMUNITY RELATIONS	POLICY:	C-3
TOPIC:	SERVICE ACCESSIBILITY STANDARDS FOR ONTARIANS WITH DISABILITIES	PAGE:	1 of 1
		DATE:	February 2010
REVIEW DATE:	February 2015	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 is committed to making every effort to provide services to students, parents/guardians, 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 a letter 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 Board. A support person is distinct from an employee 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 Board (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 Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, a technological barrier.
Accommodation	is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.

POLICIES, PRACTICES AND PROCEDURES

The Board 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.

The Board will 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 or designing new systems or planning new initiatives the impact on persons with disabilities shall be taken into account.

TRAINING

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

COMMUNICATIONS

The Board 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.

The Board will ensure that when facilities or services that people with disabilities rely on to access our services are temporarily disrupted, notice be given on the Board website or by a posting at the site or through an appropriate means of communication.

The Board will develop a process to receive feedback from the public in order to monitor the implementation of the Accessibility Standards for Customer Service.

The Board will provide, ahead of time, notice of any admission fees that would be charged for a support person of a person with a disability.

SUGGESTED REFERENCE MATERIALS / RESOURCES

Accessibility Planning Resources for School Boards:

Accessibility for Ontarians with Disabilities – Guide to Annual Accessibility Planning

<http://www.mcsc.gov.on.ca/en/mcsc/programs/accessibility/index.aspx>

Human Resources Development Canada, *A Way With Words*

http://www.hrsdc.gc.ca/eng/disability_issues/reports/way_with_words/page09.shtml

Canadian Abilities Foundation

<http://www.abilities.ca>

Directory for Accessibility <http://www.accessibilitydirectory.ca>

Adaptive Technology Resource 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://www.opassoc.on.ca/toolkit.asp>

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.mcsc.gov.on.ca (Click on “Accessibility for Ontarians with Disabilities”)

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

<i>Initiative</i>	<i>Description</i>	<i>Means to Review or Prevent Barriers</i>	<i>Timing</i>	<i>Responsibility</i>
<p><u>ARCHITECTURAL</u></p> <p>Built environment</p>	<ul style="list-style-type: none"> Design new schools to be accessible 	<ul style="list-style-type: none"> New schools incorporate accessibility factors 	<ul style="list-style-type: none"> On-going 	<ul style="list-style-type: none"> Facility Services
<p><u>PHYSICAL</u></p> <p>Improved school accessibility</p>	<ul style="list-style-type: none"> Reduce the number of identified barriers within school buildings 	<ul style="list-style-type: none"> A reduction in the number of barriers within school buildings 	<ul style="list-style-type: none"> On-going proposal 2011 – 2015 list 	<ul style="list-style-type: none"> Facility Services School Support Services
<p><u>INFORMATION / COMMUNICATION</u></p> <p>Improved information areas on the Board website</p> <p>Assistive technology</p>	<ul style="list-style-type: none"> Information about accessibility is not easy to locate on Board website Continue to provide assistive technology to enable increased information accessibility for our students 	<ul style="list-style-type: none"> 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 Work with school administration and School Support Services to review student needs 	<ul style="list-style-type: none"> 2011 – 2012 January 1, 2014 On-going 	<ul style="list-style-type: none"> Information Technology Services Communication Department Chief Information Officer School Support Services

<i>Initiative</i>	<i>Description</i>	<i>Means to Review or Prevent Barriers</i>	<i>Timing</i>	<i>Responsibility</i>
<p><u>INFORMATION / COMMUNICATION</u></p> <p>Emergency Procedure Plans / Public Safety</p> <p>School libraries provide accessible print based resources or materials for a person with a disability upon request</p>	<ul style="list-style-type: none"> • Provide emergency procedures, plans or public safety information in an accessible format with appropriate communication supports • Internet websites and web content conform with World Wide Web Consortium, Web Content Accessibility Guidelines (WCAG) 2.0 • School libraries provide, procure or otherwise acquire an accessible or “conversion ready” format of print, digital or multimedia resources or materials, upon request 	<ul style="list-style-type: none"> • Review present situation • Investigate how to obtain alternate accessible formats or with appropriate communication supports • Review board website/school websites for compliance • New websites and web content must conform with WCAG 2.0 level A • Investigate how to acquire print based resources or “conversion ready” formats of educational resources 	<ul style="list-style-type: none"> • Fall 2011 • January 1, 2012 • 2011 – 2013 • January 1, 2014 • 2011 – 2014 review/investigate • January 1, 2015 	<ul style="list-style-type: none"> • Information Technology Services • Communication Department • Health and Safety Officer • Information Technology Services • Communication Department • Superintendent of School Support Services

<i>Initiative</i>	<i>Description</i>	<i>Means to Review or Prevent Barriers</i>	<i>Timing</i>	<i>Responsibility</i>
<p><u>INFORMATION / COMMUNICATION</u></p> <p>Provide educational resources/materials, student records and program information in accessible formats</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Review current practices – investigate outside sources for these types of requests (other school boards) 	<ul style="list-style-type: none"> • 2011 – 2012 review current practices • January 1, 2013 	<ul style="list-style-type: none"> • Superintendent of School Support Services • Superintendent of Planning

<i>Initiative</i>	<i>Description</i>	<i>Means to Review or Prevent Barriers</i>	<i>Timing</i>	<i>Responsibility</i>
<p><u>ATTITUDINAL/POLICY TRAINING</u></p> <p>Importance of continually educating our employees and students about thinking inclusively</p>	<ul style="list-style-type: none"> • All staff will complete on-line training for Accessibility Standards for Customer Service • Distribution of Accessibility Handbook • Develop policy around how we will achieve accessibility in accordance with IAR • Provide training around IAR and Human Rights Code to employees, volunteers, others who provide goods and services on behalf of DSBN • Provide educators with accessibility awareness training related to accessible program, course and delivery of instruction • Review procurement procedures for acquiring goods, services, or facilities 	<ul style="list-style-type: none"> • Staff trained/educated around this issue for second time – first training in 2010 • 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 • Working with OPSBA and OESC to produce training • Ensure accessibility criteria and features are incorporated into procurement procedures 	<ul style="list-style-type: none"> • 2011 – 2012 • 2013 – 2014 • 2015 – 2016 • Develop in 2011–2012 • January 1, 2013 • January 2014 • Fall 2012 • Target January 2013 • Review procedures in 2011 – 2012 • January 1, 2013 	<ul style="list-style-type: none"> • Human Resources • Senior Administration/OESC • Superintendent of School Support Services • Policies and Procedures Committee • Policy Advisory Committee • Superintendent of Business Services • Manager of Procurement and Central Services

<i>Initiative</i>	<i>Description</i>	<i>Means to Review or Prevent Barriers</i>	<i>Timing</i>	<i>Responsibility</i>
<p><u>ATTITUDINAL/POLICY TRAINING</u></p> <p>Importance of continually educating our employees and students about thinking inclusively</p>	<ul style="list-style-type: none"> • Students and staff need on-going education around how to communicate with people with disabilities or persons who display discriminating behaviours • Sensitivity training for staff and students • Promote and celebrate existing accessibility initiatives that the DSBN currently has in place • Accessibility Committee to take part in Barrier Free Education Initiatives (The Canadian Hearing Society) workshop funded by the Ministry of Education 	<ul style="list-style-type: none"> • 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 board personnel (i.e. Tribes, Harmony, Me to We) • Continue to offer school workshops and courses on Equity Based Leadership • 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 • Accessibility committee review existing initiatives • 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 	<ul style="list-style-type: none"> • Fall 2011 on-going • Investigate Fall 2011 • Review and Develop Fall 2011 – on-going • Review Fall 2011 	<ul style="list-style-type: none"> • Superintendent of Human Resources • Superintendent of School Support Services • Area Superintendents • School Support Services • Accessibility Committee • Accessibility Committee

<i>Initiative</i>	<i>Description</i>	<i>Means to Review or Prevent Barriers</i>	<i>Timing</i>	<i>Responsibility</i>
<p><u>TRANSPORTATION</u></p> <p>Develop individual student plans for each student with a disability</p>	<ul style="list-style-type: none"> • Provide plans for students with disabilities. Plan must include: <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Review process 2011 – 2013 • January 1, 2014 	<ul style="list-style-type: none"> • Superintendent of School Support Services • Superintendent of Planning • NSTS staff
<p><u>EMPLOYMENT</u></p>	<ul style="list-style-type: none"> • Individualized workplace emergency response information for employees with disabilities 	<ul style="list-style-type: none"> • Employers provide “individualized” workplace emergency response information to disabled employees if individualized information is necessary based on type of disability and if employer is aware of the need for accommodation 	<ul style="list-style-type: none"> • Review Fall 2011 • January 1, 2012 • On-going 	<ul style="list-style-type: none"> • Superintendent of Human Resources • Health and Safety Officer • Disability Management Coordinator

<i>Initiative</i>	<i>Description</i>	<i>Means to Review or Prevent Barriers</i>	<i>Timing</i>	<i>Responsibility</i>
<p><u>EMPLOYMENT</u></p>	<ul style="list-style-type: none"> Review employment practices with respect to recruitment, assessment, selection process, documented individual accommodation plans, performance management and career development and return to work process 	<ul style="list-style-type: none"> 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 employees of their policies (including updates) used to support employees with disabilities, including information on accommodation. New employees are to receive this information as soon as practical after they start employment Where a disabled employee requests it, every employer will be required to consult with the employee 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 employees (employer shall consult with employee making request) Employers must develop a written process to develop documented individual accommodation plans for disabled employees 	<ul style="list-style-type: none"> Review IAR 191/11 Review present DSBN practices 2011 – 2013 January 1, 2014 	<ul style="list-style-type: none"> Superintendent of Human Resources Manager of Communications Chief Information Officer Disability Management Coordinator Human Resources Senior Manager

<i>Initiative</i>	<i>Description</i>	<i>Means to Review or Prevent Barriers</i>	<i>Timing</i>	<i>Responsibility</i>
<u>EMPLOYMENT</u>		<ul style="list-style-type: none"> • Develop, implement and document a return to work process for employees 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 employees with disabilities, as well as individual accommodation plans when using its performance management process and when providing career development and advancement 		

