



Halton District School Board

Annual Accessibility Plan 2010 - 2011

Prepared by:
Halton District School Board
Accessibility Working Group

This publication is available on the Halton District School Board website
www.hdsb.ca and in alternate formats upon request.

TABLE OF CONTENTS

	Page
Halton District School Board: Mission, Vision and Values	3
Background: AODA, 2005	4
1. Aim	5
2. Objectives	5
3. Commitment to accessibility planning	5
4. Description of the Halton District School Board	6
5. The Accessibility Working Group Members	7
6. Barrier-removal initiatives during 2009-2010	8
7. Measures in Place: Preventing new barriers	9
8. Barrier-identification methodologies	9
9. Barriers that will be addressed 2010-2011	10
10. Review and monitoring process	10
11. Communication of the plan	11
12. Definitions: Disability, Barriers – Description of Barriers	11
Appendix A: School Accessibility, June 2010	15
Appendix B: Suggested Reference/Resource Materials	19
Appendix C: About Disability – the disability continuum	21
Appendix D: Where to Look for Barriers	27

Halton District School Board Mission and Values: 2007 to 2010

The Halton District School Board is committed to every student. We will...

- *Inspire learning;*
- *Create safe, healthy, and engaging environments; and*
- *Provide opportunities for challenge and choice.*

The Halton District School Board values:

Relationships Respect Responsibility Ingenuity

The operational plan, approved by the Board of Trustees in May 2007, includes nine specific goals which address **students**, **staff** and **system**:

- *Literacy and numeracy achievement*
- *Student success for all students*
- *Safety and well-being*
- *Staff development*
- *Staff wellness*
- *Leadership development*
- *Program accommodation*
- *Communication*
- *Technology*

Of particular note in relation to accessibility is the Safety and Well-being goal. One of the specific targets of this goal is:

- *all students will indicate a positive response on the “belonging” and “communication and community” domains of the annual School Effectiveness survey by 2010.*

The following are some of the strategies to be implemented to accomplish these goals:

- Positive and inclusive learning environments
- Progressive Discipline and School Safety, Education Act (amended)
- Bullying Prevention and Intervention
- Threat Assessment
- Restorative Justice practices
- Collaborative Problem Solving
- Cultural proficiency development
- Social skills development (ex Tribes, LINK-Crew, etc)
- Equity and Inclusive Education policy and guidelines
- Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12

The mission, values and goals of the Halton District School Board are reflected in the Annual Accessibility Plan for the 2010-2011 school year. The Halton District School Board is committed to the continual improvement of access to school board facilities, policies, programs, practices and services for students, staff, parents/ guardians, volunteers and members of the community with disabilities. It is our intent to expand our focus by including more avenues for collaboration with people with disabilities in the review of our annual plan.

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 annual accessibility plan,
- consult with people with disabilities in the preparation of the plan,
- make the plan public.

The Act allows organizations to determine their own priorities and implement them within existing planning processes and using existing resources. Once the Provincial Education Standards working group sets out the series of five year plans, our plan will be adjusted to reflect any changes in priorities.

The Accessibility Plan 2010 - 2011 has been prepared by the Accessibility Working Group (see participant list page 7) of the Halton District School Board. The plan describes:

- measures that the Halton District School Board has taken in the past,
- measures that the Halton District School Board will take during 2010 - 2011 to identify, remove and prevent barriers for people with disabilities.

The Accessibility Working Group identified a number of barriers for people with disabilities, and recommends continued focus on identifying, removing and preventing barriers in the areas of attitudinal, policy/practice, physical, architectural, information and communication for the 2010-2011 school year.

The Accessibility Working Group is currently exploring strategies to put in place for the following additional areas covered by Regulation: Information and Communication, Transportation, Employment (Integrated Accessibility Regulation) and the Built Environment. For details of these new Regulations, please see

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

1. Aim

This plan describes the measures that the Halton District School Board has taken in the past and measures that will be taken during the next year (2010 - 2011) to identify, remove and prevent barriers for people with disabilities who work in, use or access school board facilities and services.

2. Objectives

This plan:

1. Describes the *process* by which the Halton District School Board will identify, remove and prevent barriers for people with disabilities
2. Reviews efforts at the Halton District School Board 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 Halton District School Board will review in the *coming year* to identify barriers for people with disabilities
4. Describes the *measures* the Halton District School Board will take in the coming year to identify, remove and prevent barriers for people with disabilities
5. Describes how the Halton District School Board will make this accessibility plan *available to the public*

3. Commitment to Accessibility Planning

The Annual Accessibility Plan of the Halton District School Board will be approved by Administrative Council and shared with Trustees and the Special Education Advisory Committee (SEAC) for information in line with the Halton District School Board's governance policy prior to being posted on the Board website.

The Halton District School Board is committed to:

- Establishing an Accessibility Working Group
- Consulting with board employee groups and people with disabilities in the development and review of its annual accessibility plans
- Ensuring school board policies and procedures are consistent with the principles of accessibility
- 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 Working Group to prepare an accessibility plan that will enable the Halton District School Board to meet these commitments.

4. Description of the Halton District School Board

The Halton District School Board is a regional school board serving approximately 54,000 public school students in the municipalities of Burlington, Halton Hills, Milton and Oakville in southern Ontario. All four municipalities form the Regional Municipality of Halton. The Region of Halton and the Halton District School Board share the same boundaries encompassing 232,000 acres of land, 25 kilometres of which are along the shore of Lake Ontario.

Regular curriculum includes a wide range of topics including – but not limited to – core French, technology, vocational, music and arts programs. Other programs offered within the Halton District School Board include French Immersion, English-as-a-Second-Language, adult and continuing education programs. Special education programs are also provided by the Halton District School Board for students with special education needs.

With total budget revenues of approximately \$490 million the Halton District School Board operates 80 elementary schools and 17 secondary schools. A team of 181 principals and vice-principals, 14 senior staff as well as more than 3,200 teaching staff, and 1,350 support/non-teaching staff make the Halton District School Board one of the region's largest employers.

Public school supporters in the Region of Halton elect a board of 11 trustees, who establish policies and direction of the Halton District School Board. Two student trustees have been appointed for 2010-2011. Board meetings occur on the first and third Wednesday of each month. Public session for all meetings begins at 7 pm. All meetings take place in the boardroom of the J.W. Singleton Education Centre, 2050 Guelph Line, Burlington, L7R 3Z2.

The Halton District School Board believes that public education is one of the major cornerstones of a prosperous and democratic Canada. Its essential and critical role must continue through commitment to our mission and guiding principles.

5. The Accessibility Working Group Members

The accessibility working group was formally constituted in May 2003 and currently consists of the following members:

Member	Department	Contact Information
Chair: Jacki Oxley	System Administrator, Community Engagement	oxleyj@hdsb.ca (905) 335-3663 x3208
Cathy Thier	Manager, Systems Development Information Technology	thierc@hdsb.ca 905-335-3663 x 3338
Nick Maandag	Regional Supervisor, Plant Operations Facility Services	maandagn@hdsb.ca (905) 335-3663 x 3333
John McEgan	Assistant Manager, Plant Operations Facility Services	mceganj@hdsb.ca 905-335-3663 x 3227
Mike Wildfong	Project Coordinator, Facility Services	wildfongm@hdsb.ca 905-335-3663 x 3236
Diana Bower	Special Education Advisory Committee (SEAC)	dcbower@cogeco.ca
Sue Roszell	System Principal, Student Services	roszells@hdsb.ca 905-631-6120 x 336
Janet Barton	Special Education Advisory Committee (SEAC)	janetbarton@bellnet.ca
Marian Thorpe	Coordinator, Special Education Student Services	thorpem@hdsb.ca (905) 631-6120 ext 331
Judi Goldsworthy	Manager, Employee Health Services Human Resources	goldsworthyj@hdsb.ca 905-335-3663 x 3221
HEPA representative	Tony Dileo, Vice Principal Brookville Public School	dileot@hdsb.ca 905-854-2424

HSPA representative	Claire Ailey, Vice Principal White Oaks Secondary School	aileyc@hdsb.ca 905-845-5200
---------------------	---	--

6. Barrier-removal Initiatives during 2009-2010

During the last several years, there have been a number of initiatives in the Halton District School Board to identify, remove and prevent barriers for people with disabilities.

The Halton District School Board, through its Special Education Plan addresses access for students with disabilities through modifications and accommodations of programs and services. The Special Education Plan is available on the board website at www.hdsb.ca.

Since 1998, the Halton District School Board has run an integrated Track and Field Meet where elementary students with physical and/or intellectual disabilities participate alongside their peers. Each year over 100 students with disabilities participate in the event.

We partnered with Community Living Oakville, Erinoak, other community service providers and the Halton Catholic District School Board to design the 4th Annual Halton Accessibility Showcase for agencies and service providers in Halton Region. The Showcase, held on April 22, 2010 at the Halton Regional auditorium, featured displays by more than 60 community groups addressing accessibility services and support programs for people with disabilities of all ages. With more than 350 members of the public attending the 2010 Showcase, this event will be held again in the Spring of 2011 with more vendors to address the service/programs gaps identified by the Showcase participants.

During the Spring 2009 through to Fall 2009, Harrison Consulting was hired to perform an accessibility audit on all our schools, J. W. Singleton Education Centre and New Street Education Centre. The extensive report is posted on the board website. It is this report that guides our facility renovations to accommodate the needs of our students and staff with disabilities.

http://www.hdsb.ca/AboutUs/FacilityServices/Operations%20Docs/HALTON_DSB_NOV_27-09%20FINAL%20AUDIT%20REPORT.pdf

To further awareness of supporting members of the general public, including our parents with disabilities the AODA Customer Service regulation focusing on inclusive, respectful language and ways of interacting with people with disabilities is addressed in the *Creating a Culture of Accessibility* booklet. The booklet was vetted by a variety of persons and groups in Halton. The booklet is available at all HDSB venues and on the website at www.hdsb.ca.

Many of our schools have been renovated to improve accessibility with the inclusion of automatic door openers on school interior and exterior doorways, elevators in most schools with multiple stories, ramps for school front and rear access points, accessible washrooms, parking spaces designated for people with disabilities and renovations to

some schools to accommodate track lifting for students with physical disabilities, to name a few.

Since 1991, the design of new schools includes architectural features that incorporate the principles of universal design meeting government accessibility requirements. Renovations to existing buildings have accessibility for people with disabilities addressed in the plans, as resources permit.

The Board Room at J. W. Singleton Education Centre has a Hearing Assist system in place for people who are deaf or hard of hearing to facilitate their participation when attending Board Meetings.

The following chart is a synopsis of some of the major accomplishments during the 2009-2010.

Type of Barrier	Strategy for Barrier Removal	Action Taken 2009-2010
Policy/Practice	Customer Service Policy and Procedures completed and posted on board website	January 2010
Communication and Information	Halton Accessibility Showcase featuring services and programs for people with disabilities.	Held April 22, 2010 – 350 attendees and 60+ vendor product and services displays
Physical	Facilities audit for accessibility to board facilities – planning in place	Audit completed and made public November 2009
Attitudinal	<i>Creating a Culture of Accessibility</i> booklet made available to all new employees All board employees received training in the Customer Service policy and procedures	September 2010 January and February 2010
Architectural	HDSB building Manual is continuously updated to reflect accessible design	ongoing

7. Measures in Place: Preventing new barriers

The guiding principles of inclusive practice inform school board programs, policies, practices and services to reduce and minimize barriers to accessibility for people with disabilities. We strive to create an environment that is accessible through the annual accessibility planning process to ensure continuous improvement in accessibility.

8. Barrier-identification Methodologies

The Accessibility Working Group is using the following barrier-identification methods:

Methodology	Description	Status
Presentation to Senior Administration	Opportunity for input and feedback	ongoing
Presentation to Trustees	For information, input and feedback	October 6, 2010
Presentation to SEAC	Opportunity for input and feedback	October 5, 2010
Presentations to Employee Groups (HUC)	For information	October 2010
Communication with Public	Plan posted on board website	October 2010
Accessibility Working Group	Review, plan, and make recommendations for year 7 plan; report progress about Year 6 plan	ongoing meetings

9. Barriers to be addressed in 2010 - 2011

The Accessibility Working Group 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.

It is our intent to expand our focus by including more avenues to collaborate with people with disabilities in the review of our annual accessibility plan.

This plan will address at least one area in each of communication, information, attitude, physical, policy/practice and architecture.

In addition, the Accessibility Working Group will review and begin planning for 2 new Regulations addressing the Built Environment and the Integrated Accessibility (Information and Communication, Transportation, Employment). These Regulations, made under the *Accessibility for Ontarians with Disabilities Act, 2005*, establish accessibility standards and apply 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.

10. Review and monitoring process

The Accessibility Working Group meets regularly during the planning year to review progress. Throughout the year, the effectiveness of implementing the barrier-removal and prevention strategies will be discussed in preparation for appropriate revisions for the seventh year of accessibility planning.

11. Communication of the plan

The Halton District School Board's accessibility plan is posted on the board website at www.hdsb.ca and hard copies are available. The plan can be made available in accessible formats, on request.

12. **Definition of Disability:** The AODA 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 of 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 developmental 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 performing their job satisfactorily, or from serving the public, or that restrict participation.

Accessibility Action Plans for 2010-2011

Barrier	Objective	Means to remove or prevent barriers	Timing	Responsibility
<p>Information</p> <p>Increase system understanding about mental health disabilities</p>	<p>Every employee will be aware of mental health disabilities, and barriers to participation.</p>	<p>Research resources, educational materials, services, attitudinal barriers for people with mental health disabilities.</p> <p>Design a brochure <i>Creating Mental Health-Friendly School Environments for Employees and Students</i> addressing findings and share with system</p> <p>Update Student Health conference on chatt with current information about Mental Health supports.</p>	<p>Spring 2011</p> <p>ongoing</p>	<p>Accessibility Working Group</p> <p>Student Services Support Staff</p>
<p>Communication and Information</p> <p>Strategy to keep members of the community updated with regard to programs and services for people with disabilities in Halton</p>	<p>Community groups, staff and agencies have the opportunity to showcase programs and services for people with disabilities in Halton</p>	<p>Organize and implement the Annual Halton Accessibility Showcase featuring displays by community groups addressing accessibility services and support programs</p>	<p>Spring 2011</p>	<p>Accessibility Working Group to organize with HDSB Student Services and HCDSB Special Education Services with support from community agencies providing programs and services for people with disabilities.</p>
<p>Physical</p> <p>Long range planning required to bring all HDSB facilities up to</p>	<p>Continued upgrading of facilities to accommodate students and staff with</p>	<p>Facilities Checklist database updated as physical plant accommodations made</p>	<p>May 2011</p>	<p>Student Services</p> <p>Facility Services</p>

Barrier	Objective	Means to remove or prevent barriers	Timing	Responsibility
accessible standards	accessibility needs	Develop an <i>Accessibility Planning Guide for Schools</i> to consult when requesting facility renovations to accommodate the accessibility needs of students, staff, volunteers, etc.	Spring 2011	Accessibility Working Group
Attitude Importance of continually educating our employees about people with disabilities and inclusive practices that remove barriers	All new board employees must be in-serviced about accessibility topics to increase awareness and sensitivity towards people with disabilities Accessibility Standards for Customer Service (Reg. 429/07 training)	All new teachers receive the <i>Creating A Culture of Accessibility</i> booklet during August in-service. Other new board employees receive handbook and training by supervisors All new employees to receive Customer Service Training as a condition of employment	Ongoing ongoing	Every employee group supervisors
Architectural	Continue to update Halton DSB Building Manual to reflect best practice in accessible building design	Halton DSB Building manual is continuously updated with input from SEAC.	ongoing	Facility Services

HDSB SCHOOL ACCESSIBILITY JUNE 2010 – EAST AREA ELEMENTARY

SCHOOLS	Accessible cubicle in washroom	Separate accessible washroom	Designated accessible parking spaces	Automatic door opener on exterior door	Automatic interior door openers	Exterior ramp to main entrance	Flat grade main entrance	Other ramp locations	Single story building	Elevator in multi-story building	Elevating lift device	Stair lift	Other Accessible Features
Abbey Lane	✓	✓	2	✓	✓	✓	✓		✓		✓	✓	Sightlines, eye wash stations, acoustic paneling
Brantwood			2										Sightlines, eye wash stations
Brookdale	✓		2			✓		✓					Eye wash stations, sightlines
Captain R. Wilson		✓	✓	✓	✓	✓	✓	✓		✓			Eye wash stations
Chisholm		✓	1	✓		✓		✓			✓	✓	Stage access, sightlines
E.J. James	✓	✓	2	✓	✓	✓		✓	✓				Eye wash stations, drinking fountains, sightlines
Eastview	✓	✓	2			✓						✓	Sightlines
Emily Carr		✓	4	✓	✓		✓			✓			
Falgarwood	✓	✓	2	✓	✓		✓					✓	Eye wash stations
Forest Trail	✓	✓	4	✓	✓	✓		✓		✓			
Gladys Speers		✓	1				✓	✓	✓				Sightlines, drinking fountains
Heritage Glen	✓	✓	2	✓	✓	✓	✓	✓		✓	✓		Eye wash stations, sightlines, sound field system, drinking fountains, acoustic paneling
James W. Hill	✓	✓	3	✓	✓	✓	✓	✓		✓			
Joshua Creek		✓	3	✓	✓		✓	✓		✓			Eye wash stations, drinking fountains, acoustic panelling, sound fielding system, sightlines
Linbrook			2					✓					Eye wash stations, sightlines
Maplegrave	✓	✓	1			✓		✓					Sightlines, drinking fountains
Montclair		✓	1	✓		✓				✓			
Munn's	✓	✓	1	✓	✓	✓	✓		✓				Drinking fountains
New Central			1						✓				Sightlines, acoustic paneling
Oakwood	✓	✓	2			✓		✓	✓				Drinking fountains, sightlines, eye wash station
Palermo	✓	✓	5	✓	✓	✓	✓	✓		✓			Sightlines, drinking fountains
Pilgrim Wood	✓	✓	2	✓	✓		✓			✓			Eye wash stations, drinking fountains
Pinegrove			1				✓		✓				Sightlines, drinking fountains
Post's Corners	✓	✓	2	✓	✓	✓	✓			✓			Eye wash stations, sightlines, 2 Evac+Chairs, drinking fountains
River Oaks	✓	✓	2	✓	✓		✓	✓		✓			Eye wash stations, sightlines
Sheridan		✓	1	✓					✓				Acoustic paneling, sightlines, drinking fountains
Sunningdale		✓	1				✓						Sightlines
W.H. Morden	✓	✓	2		✓	✓		✓	✓				Sightlines, drinking fountains, eye wash stations
West Oak		✓	3	✓	✓		✓			✓			Drinking fountains, sightlines, sound field system, eye wash stations

HDSB SCHOOL ACCESSIBILITY JUNE 2010 – NORTH AREA ELEMENTARY

SCHOOLS	Accessible cubicle in washroom	Separate accessible washroom	Designated accessible parking spaces	Automatic door opener on exterior door	Automatic interior door openers	Exterior ramp to main entrance	Flat grade main entrance	Other ramp locations	Single story building	Elevator in multi-story building	Elevating lift device	Stair lift	Other Accessible Features
Brookville			2	✓		✓	✓	✓	✓				Sightlines, drinking fountains
Bruce Trail	✓	✓	2	✓	✓	✓	✓	✓		✓			Eye wash stations, sightlines, drinking fountains, 3 Evac+Chairs
Centennial	✓		1	✓	✓	✓		✓	✓				Eye wash stations
Chris Hadfield	✓	✓	2	✓	✓	✓		✓		✓			Drinking fountains, sound field system, eye wash stations, 2 Evac+Chairs
E.W. Foster	✓	✓	2				✓		✓				Sightlines, drinking fountains
Escarpment View	✓	✓	✓	✓	✓		✓				✓		Sightlines, drinking fountains, acoustic panels
Gardiner	✓	✓	7	✓	✓	✓	✓	✓			✓		
George Kennedy	✓		1			✓	✓	✓					Eye wash stations, sightlines, drinking fountains
Glen Williams		✓	1	✓			✓		✓				Eye wash stations, drinking fountains, sightlines
Harrison	✓		2	✓			✓	✓	✓				Sightlines
Hawthorne Village		✓	3	✓	✓		✓			✓			Eye wash stations, acoustic paneling, sound field, sightlines
J.M. Denyes	✓		1	✓			✓		✓				Sightlines, drinking fountains, eye wash stations
Joseph Gibbons		✓	1	✓	✓	✓			✓				Drinking fountains
Limehouse	✓		1				✓	✓	✓				Eye wash stations, sightlines
Martin Street			2					✓	✓				Eye wash stations, drinking fountains, sightlines
McKenzie	✓	✓	2	✓	✓		✓					✓	Eye wash stations, stage access, sightlines
P.L. Robertson	✓	✓	✓	✓	✓	✓	✓			✓			Eyewash stations, drinking fountains, acoustic panels in gym/music room
Park	✓	✓	1	✓			✓	✓	✓				Eye wash stations, drinking fountains, sightlines
Pineview		✓	1	✓	✓		✓	✓	✓				Sightlines, drinking fountains, eye wash stations
Robert Baldwin		✓	1			✓	✓		✓				Sightlines
Robert Little	✓	✓	2	✓	✓	✓	✓	✓	✓				Drinking fountains, sightlines, eye wash stations
Sam Sherratt	✓		2	✓	✓		✓	✓	✓				Sightlines, 1 Evac+Chair
Silver Creek	✓	✓	1	✓	✓		✓			✓			Drinking fountains, sound field system, sightlines, eye wash stations, 2 Evac+Chairs
Stewarttown	✓	✓	1	✓	✓	✓		✓	✓				Eye wash stations, sightlines, drinking fountains
Tiger Jeet Singh	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	
W.I.Dick	✓	✓	1			✓	✓		✓				Eye wash stations, stage access, acoustic paneling

HDSB SCHOOL ACCESSIBILITY JUNE 2010 – WEST AREA ELEMENTARY

SCHOOLS	Accessible cubicle in washroom	Separate accessible washroom	Designated accessible parking spaces	Automatic door opener on exterior door	Automatic interior door openers	Exterior ramp to main entrance	Flat grade main entrance	Other ramp locations	Single story building	Elevator in multi-story building	Elevating lift device	Stair lift	Other Accessible Features
Alexander's	✓	✓	1	✓	✓	✓	✓	✓		✓			Eye wash stations, sightlines, drinking fountains, 3 Evac+Chairs
B.T. Lindley	✓		2			✓			✓				Eye wash stations
Brant Hills	✓		1				✓	✓	✓				Sightlines, drinking fountains, eyewash
Burlington Central Elementary	✓		1										Stage access, drinking fountains, acoustic panelling, sightlines
Central			1										Drinking fountains
Charles Beaudoin	✓	✓	4	✓	✓	✓		✓		✓	✓		Drinking fountains, eye wash stations, acoustic panelling, sound field, sightlines, 6 Evac+Chairs
C.H. Norton		✓	2	✓	✓	✓	✓			✓			Sightlines, evac chairs
Clarksdale		✓	2	✓	✓			✓					Sightlines, sound field system
Dr. Charles Best	✓	✓	1				✓		✓				Sightlines, drinking fountains
Florence Meares	✓	✓	2	✓	✓		✓	✓		✓			Sound field system, drinking fountains, stage access, 1 Evac+Chair
Frontenac		✓	1				✓	✓					Drinking fountains, sightlines
Glenview	✓	✓	2	✓	✓	✓			✓				Drinking fountains, sightlines
John T. Tuck			1	✓		✓		✓					Acoustic panelling, sightlines, drinking fountains
Kilbride	✓	✓	2	✓	✓	✓		✓	✓				Sightlines, drinking fountains
King's Road		✓	1	✓		✓		✓					
Lakeshore		✓	1	✓	✓	✓	✓	✓		✓			Sightlines
Maplehurst		✓	1			✓							
Mohawk Gardens	✓		2	✓	✓	✓		✓	✓				Sightlines, drinking fountains
Orchard Park	✓	✓	2	✓	✓	✓	✓	✓		✓			Drinking fountains, eye wash stations, acoustic paneling, sound field system, 2 Evac+Chairs
Paul A. Fisher		✓	2	✓	✓	✓	✓	✓	✓				Sightlines, drinking fountains
Pauline Johnson			2										Sightlines
Pineland	✓		2					✓					Sightlines, drink fountains, eye wash stations
Rolling Meadows	✓		2	✓				✓					Drinking fountains, eye wash stations, sightlines
Ryerson	✓		1			✓		✓					Drinking fountains, sightlines, eye wash
Sir Ernest MacMillan	✓		2	✓	✓		✓	✓	✓				Sightlines, eye wash stations
Tecumseh		✓	2	✓	✓		✓	✓		✓			Eye wash stations, sightlines, 2 Evac+Chairs
Tom Thomson		✓	2	✓	✓	✓		✓	✓				Stage access, sightlines, drinking fountains
J.W. Singleton Ed. Ctr.		✓	6	✓			✓	✓					Sightlines

HDSB SCHOOL ACCESSIBILITY JUNE 2010 – SECONDARY

SCHOOLS	Accessible cubicle in washroom	Separate accessible washroom	Designated accessible parking spaces	Automatic door opener on exterior door	Automatic interior door openers	Exterior ramp to main entrance	Flat grade main entrance	Other ramp locations	Single story building	Elevator in multi-story building	Elevating lift device	Stair lift	Other Accessible Features
Abbey Park H.S.	✓	✓	4	✓	✓	✓	✓	✓		✓			Stage access, acoustic panelling, sightlines
Acton District HS	✓		2					✓					Eye wash stations, sightlines
Aldershot HS	✓	✓	3	✓	✓		✓	✓		✓		✓	Eye wash stations, stage access, sightlines, drinking fountains
Burlington Central HS	✓		1										Stage access, drinking fountains, acoustic panelling, sightlines
E.C. Drury HS	✓	✓	4	✓			✓	✓		✓			Eye wash stations, sightlines
Georgetown District HS	✓		3	✓			✓	✓		✓			Eye wash stations, sightlines, drinking fountains
Iroquois Ridge HS	✓		6	✓	✓		✓	✓		✓			Eye wash stations, sightlines, stage access, acoustic panelling, drinking fountains
L.B. Pearson HS	✓		2	✓			✓	✓		✓			Sightlines
M.M. Robinson HS	✓	✓	4	✓	✓		✓	✓		✓		✓	Eye wash stations, stage access, sightlines, drinking fountains
Milton District HS		✓	2	✓	✓	✓	✓	✓		✓			Stage access, acoustic panelling, sightlines
Nelson HS	✓	✓	2	✓	✓	✓		✓		✓			Stage access, eye wash stations, 5 Evac+Chairs
Oakville Trafalgar HS	✓	✓	2	✓	✓	✓		✓		✓			Eye wash stations, stage access, acoustic panelling, sightlines
Robert Bateman HS	✓	✓	8	✓	✓	✓		✓		✓	✓		Acoustic panelling, sound field system, sightlines, drinking fountains, eye wash stations, stage access
T.A. Blakelock HS	✓	✓	3	✓	✓	✓	✓	✓		✓	✓	✓	Eye wash stations, sightlines, acoustic panelling (theatre, gym only)
White Oaks SS South Campus	✓		2	✓	✓		✓				✓		Eye wash stations, sightlines
White Oaks SS North Campus		✓	1	✓			✓			✓			Drinking fountains, sightlines

**Renovations at Georgetown District High School not yet reflected

Suggested Reference Material/Resources

Note:

In addition to the following resources, school boards are encouraged to consult the links provided on the Ministry of Citizenship's website (<http://www.gov.on.ca/citizenship/accessibility/index.html>) and on the Paths to Equal Opportunity website (www.equalopportunity.on.ca/eng_g/links)

Accessibility Planning Resources for School Boards:

Accessibility Ontario – Guide to Annual Accessibility Planning
<http://www.gov.on.ca/citizenship/accessibility/english/accessibleplanningguide.htm>

The *Ontarians with Disabilities Act, 2001*
<http://www.gov.on.ca/citizenship/accessibility/english/act2001.htm>

Human Resources Development Canada, *A Way With Words*
http://www.hrdc-drhc.gc.ca/hrib/sdd-dds/odi/documents/waywithwords_tmp/purpose.shtml

Community Resources for Independence, *Using Words With Dignity*
<http://www.crinet.org/dignity.php>

Government of Ontario – Paths to Equal Opportunity
 A-Z index – Accessibility in Educational environments
http://www.equalopportunity.on.ca/eng_g/subject/index.asp?action=search_4&dir_id=1071

Ontario Human Rights Commission - *Policy and Guidelines on Disability and the Duty to Accommodate*
<http://www.ohrc.on.ca/english/publications/disability-policy.shtml>

Enable/link (Canadian Abilities Foundation) Directory of Canadian Disability Links
http://www.enablelink.org/resources/links_to.html

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

Adaptive Technology Resource Centre <http://www.utoronto.ca/atrc>

Ontario Interpreter Services (OIS) <http://www.chs.ca/services/ois.html>

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>

A Few Key Ontario Disability Organizations:

Canadian National Institute for the Blind (CNIB)
<http://www.cnib.ca>

Canadian Hearing Society
<http://www.chs.ca>

Canadian Mental Health Association – Ontario
<http://www.ontario.cmha.ca>

Community Living Ontario
<http://www.oacl.on.ca>

Multiple Sclerosis Society of Canada – Ontario Division
<http://www.mssociety.ca/ontario>

Learning Disabilities Association of Ontario
<http://www.ldao.on.ca>

Little People of Ontario
<http://www.lpo.on.ca>

Ontario Brain Injury Association
<http://www.obia.on.ca>

Canadian Paraplegic Association – Ontario
<http://www.canparaplegic.org/on>

Le Phénix
<http://www.lephenix.on.ca>

Ontario March of Dimes
<http://www.dimes.on.ca>

The Easter Seal Society – Ontario
<http://www.easterseals.org>

AboutFace International
<http://www.aboutfaceinternational.org>

ABOUT DISABILITY

The Disability Continuum

There is no universally accepted meaning for the word "disability". However, the Ontario Human Rights Code provides definitions of disability that form our guiding principles.

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 (environmental model).

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.¹

Types of Disability and Functional Limitations

A person's disability may make it physically or cognitively challenging 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.

Disability and the Ontario Human Rights Code

Persons with disabilities may face challenges because of the physical or mental limitations. But the attitudes of other people may also create barriers. Understanding this social aspect of disability is essential.

The Ontario Human Rights Code protects the rights of persons with disabilities to equal treatment in employment, housing, goods, services, facilities, contracts and membership in trades or vocational associations. The Code provides a basic definition of “handicap” to include conditions that have developed over time, those that result from an accident, or have been present from birth. It includes physical, mental, and learning disabilities and it does not matter whether the condition is visible. For example, persons with mental disorders, sensory disabilities (such as hearing or vision limitations) and epilepsy are all protected under the Code.

Protection for persons with mental disabilities deserves special attention. These persons have the same rights as persons with any other kind of disability. They may, however, have trouble expressing themselves or even identifying that they have a disability.

The Code protects people from the unequal effects of discrimination. For example, a person may not actually have a disability, but may be perceived to have one. The Code will protect a person who is the victim of discrimination because another thinks that the person has a disability.

(This information is provided as a public service by the Ontario Human Rights Commission.)

There are many kinds of disabilities, including physical, sensory, hearing, mental health, developmental and learning. Disabilities can be visible or non-visible.

Visual disabilities

Visual disabilities reduce one’s ability to see clearly. Very few people are totally blind. Some have limited vision such as tunnel vision, where a person has a loss of peripheral or side vision, or a lack of central vision, which means they cannot see straight ahead. Some can see the outline of objects while others can see the direction of light.

Impaired vision can restrict a person’s ability to read signs, locate landmarks or see hazards. In some cases, it may be difficult to tell if a person has a visual disability. Others may use a guide dog or white cane.

Here are some suggestions to help you interact with people with visual disabilities.

- Identify yourself when you approach the person and speak directly to them.
- Speak normally and clearly.
- Don’t refer to the disability, and never use phrases like “handicapped”.
- Never touch the person without asking permission, unless it’s an emergency.
- If you offer assistance, wait until you receive permission.
- Offer your arm (the elbow) to guide the person and walk slowly.
- Don’t touch service animals – they are working and have to pay attention at all times.
- If you’re giving directions or verbal information, be precise and clear. For example, if you’re approaching a door or an obstacle, say so.
- Don’t just assume the individual can’t see you.

- Don't leave the person in the middle of a room. Show them to a chair, or guide them to a comfortable location.
- Identify landmarks or other details to orient the person to the environment around them.
- Don't walk away without saying good-bye.
- Be patient. Things may take a little longer.

Hearing impairments

People who have hearing loss may be deaf or hard of hearing. Like other disabilities, hearing loss has a wide variety of degrees. People who are hearing impaired may require assistive devices when communicating. While some people may use sign language, notes or hearing aids when communicating, others may also use e-mail, pagers, TTY telephone service or Bell Canada Relay Service.

Here are some suggestions to help you interact with people who have hearing impairments.

- Always ask how you can help. Don't shout.
- Don't refer to the disability, and never use phrases like "handicapped".
- Attract the person's attention before speaking. The best way is a gentle touch on the shoulder or gently waving your hand.
- Make sure you are in a well-lighted area where the person can see your face.
- Look at and speak directly to the person. Address the person, not their interpreter.
- If necessary, ask if another method of communicating would be easier, for example a pen and paper.
- Don't put your hands in front of your face when speaking.
- Be clear and precise when giving directions, and repeat or rephrase if necessary. Make sure you have been understood.
- Don't touch service animals — they are working and have to pay attention at all times.
- Any personal (e.g., financial) matters should be discussed in a private room to avoid other people overhearing.
- Be patient. Communication for people who are deaf is different because their first language may not be English. It may be American Sign Language (ASL).
- If the person uses a hearing aid, try to speak in an area with few competing sounds.

Physical disabilities

There are many types and degrees of physical disabilities and not all require a wheelchair. For example, people who have arthritis, heart or lung conditions, or amputations may also have difficulty moving, standing or sitting. It may be difficult to identify a person with a physical disability.

Here are some suggestions to help you interact with people with physical disabilities.

- Speak normally and directly to the person. Don't speak to someone who is with them.
- People with physical disabilities often have their own ways of doing things. Ask before you help.
- Don't refer to the disability, and never use phrases like "handicapped".
- Be patient and be sure you understand their needs.
- Don't touch any assistive devices, including wheelchairs, unnecessarily unless it's an emergency.
- Provide the person with information about accessible features of the immediate environment (automatic doors, accessible washrooms, etc.).

Intellectual disabilities

People with intellectual or developmental disabilities may have difficulty doing many things most of us take for granted. These disabilities can mildly or profoundly limit one's ability to learn. You may not be able to know that someone has one of these disabilities unless you are told, or you notice the way people act, ask questions or body language.

Here are some suggestions to help you interact with people with intellectual disabilities.

As much as possible, treat the person with an intellectual disability like anyone else. They may understand more than you think, and they will appreciate you treating them with respect.

- Don't assume what a person can or cannot do.
- Don't refer to the disability, and never use phrases like "handicapped".
- Use simple words and short sentences.
- Make sure the person understands what you've said.
- If you can't understand what's being said, don't pretend. Just ask again.
- Give one piece of information at a time.
- Be polite and patient.
- Speak directly to the person, not to someone who's with them.

Learning or cognitive disabilities

Learning or cognitive disabilities can result in a host of different communications difficulties for people. They can be subtle, as in having difficulty reading, or more pronounced, but they can interfere with the person's ability to receive, express or process information. You may not be able to know that someone has one of these disabilities unless you are told, or you notice the way people act, ask questions or body language.

Here are some suggestions to help you interact with people with learning or cognitive disabilities.

- Patience and a willingness to find a way to communicate are your best tools.

- When you know that someone with a learning disability needs help, ask how you can best help.
- Speak normally and clearly, and directly to the person
- Take some time — people with some kinds of disabilities may take a little longer to understand and respond.
- Try to find ways to provide information in a way that works best for them. For example, have a paper and pen handy.
- If you're dealing with a child, be patient, encouraging and supportive.
- Don't refer to the disability, and never use phrases like "handicapped".
- Be courteous and patient and the person will let you know how to best provide service in a way that works for them.

Mental health disabilities

People with mental health disabilities look like anyone else. You won't know that the person has a mental health disability unless you're informed of it. But if someone is experiencing difficulty in controlling their symptoms or is in a crisis, you may need to help out. Be calm and professional and let the person tell you how you can best help.

Here are some suggestions to help you interact with people with mental health disabilities.

- Treat people with a mental health disability with the same respect and consideration you have for everyone else.
- Be confident and reassuring, and listen to persons with a mental health disability and their needs.
- If someone appears to be in a crisis, ask them to tell you the best way to help.
- Take the person with a mental health disability seriously, and work with them to meet their needs.

Speech and language disabilities

Some people have problems communicating. It could be the result of cerebral palsy, hearing loss, or another condition that makes it difficult to pronounce words, causes slurring or stuttering, or not being able to express oneself or understand written or spoken language. Some people who have severe difficulties may use communication boards or other assistive devices.

Here are some suggestions to help you interact with people with speech and language disabilities.

- Just because a person has one disability doesn't mean they have another. For example, if a person has difficulty speaking; don't assume they have an intellectual disability as well.
- If you don't understand, ask the person to repeat the information.
- Don't refer to the disability, and never use phrases like "handicapped".
- If you are able, ask questions that can be answered 'yes' or 'no'.

- Take some time. Be patient and polite, and give the person whatever time he/she needs to get his/her point across.
- Don't interrupt or finish the person's sentences. Wait for them to finish.

Patience, respect and a willingness to find a way to communicate are your best tools.

Deaf-blind disabilities

A deaf-blind person cannot see or hear to some extent. This results in greater difficulties in accessing information and managing daily activities. Most people who are deaf-blind will be accompanied by an intervenor, a professional who helps with communicating. Intervenors are trained in special sign language that involves touching the hands of the client in a two-hand, manual alphabet or finger spelling, and may guide and interpret for their client.

Here are some suggestions to help you interact with people who are deaf-blind.

- Don't assume what a person can or cannot do. Some deaf-blind people have some sight or hearing, while others have neither.
- Don't refer to the disability, and never use phrases like "handicapped".
- A deaf-blind person is likely to explain to you how to communicate with them or give you an assistance card or a note explaining how to communicate with them.
- Speak directly to the person as you normally would, not to the intervenor.
- Identify yourself to the intervenor when you approach the person who is deaf-blind.
- Don't touch service animals – they are working and have to pay attention at all times.
- Never touch a deaf-blind person suddenly or without permission unless it's an emergency.²

Other

Disabilities result from other conditions, accidents, illnesses, and diseases, including ALS (Lou Gehrig disease), M.S. (Multiple Sclerosis), allergies, anaphylaxis, asthma, diabetes, cancer, HIV/AIDS, environmental sensitivities, seizure disorders, heart disease, stroke and joint replacement to name a few.

² Retrieved August 2006 from http://www.mcass.gov.on.ca/mcass/english/topics/pop_ado_needs.htm

Where to Look for Barriers

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 - *See also "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