

Multi-Year Accessibility Plan

2012 – 2017

Annual Review Fall 2015



Prepared by:
Halton District School Board

Accessibility Coordinating Committee

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

School Year 2014/15 annual review of Multi Year Plan.

TABLE OF CONTENTS

	Page
Halton District School Board: Mission, Vision and Values, 2012-2016	1
Background: AODA, 2005	2
Aim	2
Objectives	2
Commitment to accessibility planning	3
Description of the Halton District School Board.....	3
The Accessibility Coordinating Committee Members	4
Barrier-removal initiatives during 2011-2012	5
Measures in Place: Preventing new barriers.....	12
Barrier-identification methodologies.....	12
Barriers that will be addressed: 2012-2017 Multi-Year Plans	13
Review and monitoring process	13
Communication of the plan	13
Definitions: Disability, Barriers – Description of Barriers.....	13
Accessibility Plans for 2012-2017.....	15
At a Glance: Multi-Year Plans for School Boards to 2025	20
Appendix A: Suggested Reference/Resource Materials.....	21
Appendix B: About Disability – the Disability Continuum	23
Appendix C: Where to Look for Barriers.....	30
Appendix D: Individual Student Transportation Plan	32

Halton District School Board Mission and Values: 2012 to 2016

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

- Inspire and support learning*
- Create safe, healthy, inclusive and engaging environments*
- Provide opportunities for challenge and choice*
- Prepare students for success*

The Halton District School Board values and respects: Relationships, Responsibility and Ingenuity

The multi-year plan, approved by the Board of Trustees in 2012, includes specific goals that address **students, staff and system:**

Goals for Students:

1. Every student will be socially engaged in their school and intellectually engaged in their learning.
2. Every student will realize their potential through an integrated and coordinated system of supports and resources.
3. Every student will learn in a safe and inclusive school environment.
4. Every Kindergarten to Grade 3 student will receive intensive guided instruction in reading. Students who do not demonstrate movement towards their grade level target will be assessed and supported by a second tier of support.
5. Every student will receive research-based instructional strategies, differentiated to the needs of students.

Goals for Staff:

1. Staff will participate in collaborative, supportive, and inclusive working and learning communities focused on innovation and research.
2. Staff will support safe, respectful, and inclusive relationships with students, staff, families, and communities.
3. Staff will use systematic data to inform actions and validate decision-making and resource allocation.

Goals for System:

1. The Halton District School board will integrate proactive and strategic communications with the Board's initiatives and achievements in order to increase public confidence and understanding.
2. The Halton District School Board will plan, provide, and maintain facilities as safe, accessible, comfortable, and engaging learning environments for all students and staff.

The mission, values and goals of the Halton District School Board are reflected in the Multi-Year Accessibility Plan for the 2012-2017. 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 annual review of our Multi-Year Accessibility Plan 2012-2017.

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:

- review and revise the Multi-Year Accessibility Plan 2012-2017 annually,
- consult with people with disabilities in the review and revision of Multi-Year Accessibility Plan 2012-2017,
- make the revision of the Multi-Year Accessibility Plan 2012-2017 public.

The Act allows organizations to determine their own priorities and implement them within existing planning processes and using existing resources. The Provincial Education Standards working group has set out the first series of five-year plans, and our Multi-Year plan has been designed to reflect changes in priorities.

The Accessibility Plan 2012 - 2017 has been prepared by the Accessibility Coordinating Committee 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 2012 - 2017 to identify, remove, and prevent barriers for people with disabilities.

The Accessibility Coordinating Committee 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, employment, and transportation for the 2012-2017 school years.

The Accessibility Coordinating Committee continues to explore strategies to put in place for the following areas covered by *O. Regulation 191/11 Integrated Accessibility Regulation (IAR)* addressing Information and Communication, Transportation, and Employment. This Regulation came into effect June 3, 2011. The *Built Environment* Standard is still in discussion at the provincial level.

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 five year period (2012 - 2017) 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. Lists the policies, procedures, programs, practices and services that the Halton District School Board will review in the *coming years* to identify barriers for people with disabilities.
3. Describes the *actions* the Halton District School Board will take in the coming years to identify, remove and prevent barriers for people with disabilities.
4. Describes how the Halton District School Board will make this accessibility plan *available to the public*.

3. **Commitment to Accessibility Planning**

The annual review of the Multi-Year Accessibility Plan 2012-2017 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 and input 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 Coordinating Committee
- 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 Coordinating Committee 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 60,000 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 and alternative curriculum (*The Carolina Curriculum* and *A Functional Assessment and Curricula*) includes a wide range of topics including – but not limited to – core French, technology, employment, living skills, music and arts programs. Information about other programs offered within the Halton District School Board can be accessed at www.hdsb.ca. Special education programs are also provided by the Halton District School Board for students with special education needs.

With total budget revenues of approximately \$603 million the Halton District School Board operates 83 elementary schools and 18 secondary schools. This represents a \$43m increase and enrolment growth of 3.9% over last year. A team of 201 principals and vice-principals, 13 senior staff as well as more than 3,828 teaching staff, and 1,725 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. 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, L7I 5A8.

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

5. **The Accessibility Coordinating Committee Members**

The Accessibility Working Group was formally constituted in May 2003 and was transitioned into the Accessibility Coordinating Committee in September 2013. Current members of the Accessibility Coordinating Committee are:

<i>Member</i>	<i>Department</i>	<i>Contact Information</i>
Chair: Yaw Obeng, Superintendent Sponsor	Superintendent, Education and Safe and Inclusive Schools	obengy@hdsb.ca 905 335-3663 x 3282
Mary Jane Farrish, Co-Chair	System Principal, Equity and Inclusive Education	farrishm@hdsb.ca (905) 335-3663 x3208
Sari Taha, Co-Chair	Acting Senior Manager, Human Resources	tahas@hdsb.ca 905 335-3663 x 3287
Bruce Smith	Chief Information Officer (Information Technology, Libraries, Information Centre, Records Management)	smithbru@hdsb.ca 905-335-3663 x3434
Gail Gortmaker	Manager - Director's office	gortmakerg@hdsb.ca 905-335-3663 x 3296
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
Richelle Papin	Trustee	papinri@hdsb.ca
Jane Lewis	System Principal, Special Education	lewisj@hdsb.ca 905-631-6120 x 336
Sophie Geffros	Special Education Advisory Committee (SEAC); Easter Seals Ontario	sophie.geffros@gmail.com
Marsha Sulewski	Human Resources Supervisor of Staffing and Recruiting	sulewskim@hdsb.ca 905-335-3663 x 3379
Judi Goldsworthy	Manager, Health & Safety Human Resources	goldsworthyj@hdsb.ca 905-335-3663 x 3221
Chris Rowe	HEPA Representative Vice Principal, Captain R. Wilson P.S.	rowc@hdsb.ca 905-465-3881
Lucy Marion	HSPA Representative Vice Principal, CTCC Programs	marionlu@hdsb.ca 905-844-4111 x2833
Sal Bertin	Manager of Employee Health and Wellness	bertins@hdsb.ca 905-335-3665 x 3317
Sandy Morgan	Manager, Halton Student Transportation	morgans@haltonbus.ca 1-888-803-8660
Karen Lacroix	General Manager, Halton Student Transportation Services	lacroixk@hdsb.ca 1-888-803-8660 x 259

6. **Barrier-removal Initiatives during 2011-2014**

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.

From 1987 to 2012, the Halton District School Board ran the Special Athletes' Track Meet during which elementary students with physical and/or intellectual disabilities participated alongside their typically able peers. The Special Athletes' Track Meet celebrated its 25th anniversary in 2012. Since 2013 the Special Athletes Track Meet has run independently for students with disabilities.

We partner with Community Living, ErinoakKids, and other community service providers and the Halton Catholic District School Board to design and deliver an annual Halton accessibility fair featuring agencies and service providers in Halton Region. The fair features displays by more than 60 community groups addressing accessibility services and support programs for people with disabilities of all ages.

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/Operation%20Docs/HALTON_DSB_NOV27-09%20FINAL%20AUDIT%20REPORT.pdf

The Creating a Culture of Accessibility, 2010, booklet gives an overview of the AODA Customer Service Standard, and focuses on inclusive, respectful language and ways of interaction with people with disabilities. 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. As of November 2012, Board meetings are available in webcast on the Board website.

The following chart is a synopsis of some of the major accomplishments during the 2011-2012.

Type of Barrier	Strategy for Barrier Removal	Action Taken 2011-2012
Policy/Practice	Address equity and inclusion in our schools and workplaces	<i>Equity and Inclusive Education</i> policy revised June 2012
		Equity and Inclusive Education Steering Advisory Committee – Meets 5 x/yr. and vetted the revised policy and the draft Employment Equity policy.
		Faith Accommodation Guidelines completed.
		Explored the Employment Standards Regulation clauses in O.Reg. 191/11 – established a committee to develop the Employment Equity Policy. Reviewed the timelines for the Integrated Accessibility Regulation and created the 5 year plan as per the Regulation (p. 16)
		Employee Workplace Emergency Response Plan completed Jan. 1, 2012 as per O. Reg. 191/11
Communication and Information	Halton Accessibility Showcase featuring services and programs for people with disabilities.	Held April 2012 – 300 attendees and 60+ vendor product and services displays.
	Employee awareness of mental health disabilities and barriers to participation.	Student Services Professional Support staff created and in-serviced school teams about their publication <i>Child and Mental Health Addictions: A Guide for Educators</i> – Marsh 2012.
	Review the Integrated Accessibility and Built Environment draft Regulations	FOS April 2012 meetings focused on Mental Health with carousels and workshops by PSSP professionals on a variety of mental health topics.
		Children’s Mental Health Week, May 7-11/12 featured many events across the system.
		Both Standards reviewed and provided input to OESC re: Integrated Accessibility Regulation. HDSB staff part of the provincial table. The TeachAble Project completed.

Type of Barrier	Strategy for Barrier Removal	Action Taken 2011-2012
		The Transportation Standard for integrated transportation has been met and is in compliance with the Standard s.75 (2a, b)
		All Managers and Administrators in-serviced re: Employee Workplace Emergency Response Plan, April 2012.
		Various components of IT reviewing IASR for compliance dates.
Physical	Continuously upgrading of facilities to accommodate students and staff with accessibility needs.	Facility Services – Ongoing
Attitudinal	New employees participate in the Customer Service training.	Ongoing
Architectural	HDSB Building Manual is continuously updated to reflect accessible design.	Ongoing

2012-2013

Type of Barrier	Location	Action to be Taken	Effective Date	Status
Systemic	Board-Wide	Develop Accessibility Policy Statement	January 1, 2013	
Attitudinal – Information and Communications	Board-Wide	Develop a procedure re: Accessible Information and Communications	January 1, 2013	
Attitudinal – Employment	Board-Wide	Employment Equity Policy implementation Develop procedure re: Accessible Employment	January 1, 2013	
Systemic	Board-Wide	Review procurement practices to incorporate accessibility criteria for goods, services & facilities.	January 1, 2013	Integration of AODA
Information and Communication	Board-Wide	Provide accessibility awareness training for all educators / classroom-based staff on accessible instruction and program delivery	Ongoing 2012 – 2013	
Information and Communication	Board-Wide	Review practices to ensure readiness to provide educational resources or materials, student records and information on program requirements in accessible formats upon request	January 1, 2013	That will provide accessible formats through the Information Centre
Physical	To be Determined	Installation of accessibility features in all new schools and schools being renovated etc. to meet Section 3.8 of the (Barrier Free Design) of the 2006 Ontario Building Code	Ongoing 2012 - 2013	

2013-2014

Type of Barrier	Location	Action to be Taken	Status
Systemic – Attitudinal	Board-Wide	Provide training to all staff, volunteers on accessibility standards requirements and on <i>Human Rights Code</i> provisions re: disabilities and ensure third-party providers have similar training.	Completed as of December 2013
Systemic - Attitudinal	Board-Wide	Competing Rights Learning Session with officer from the OHRC. With focus on our responsibility for a preventative approach to barriers and consideration of inclusivity of all protected grounds when making decisions.	January 2014 and April 2014
Systemic - Attitudinal	Board-Wide	Conferences highlighting HDSB & Equity Lenses	December 2013 and May 2014
Systemic - Attitudinal	Board-Wide	Special Education Legal Issues workshop with a focus on accommodation for students with disabilities requiring service animals and prescribed medications.	May 2014
Systemic - Attitudinal	Board-Wide	Learning series with one session focused on ‘ability’ as an equity lens to be incorporated into planning, programming, procedures, operations and policy creation.	May 2014
Systemic - Attitudinal	Board-Wide	Stakeholder review of HDSB documents: Equity Review Tool for policy, procedure, program and practices; HDSB Equity Lenses; Inclusive Language Guidelines	March 2014
Systemic - Attitudinal	Board-Wide	Professional Development on embedding Equity Lenses into classroom instruction and school operations.	September 2013 – June 2014
Systemic - Attitudinal	Board-Wide	Mental Health and Addictions Strategy: 4 target areas: Mental Health Literacy, Pathway to Care, Promoting Positive Mental Health, Making Connections (curriculum, developmental assets culturally responsive teaching, CPS, restorative practices)	September 2013 – June 2014

Type of Barrier	Location	Action to be Taken	Status
Systemic - Attitudinal	Board-Wide	Children's Mental Health Week celebration and Symposium providing strategies and Symposium providing strategies and resources to create a greater awareness of mental health issues in youth and a mental health promotion toolkit.	May 2014
Systemic - Attitudinal	Board-Wide	Pathway to Care Document outlines services within the board and the community, and access points to reduce barriers	May 2014 and on-going
Information and Communication	Board Offices	Review process for receiving/responding to feedback to ensure accessibility to persons with disabilities and readiness to provide accessible formats and communication supports upon request. Notify the public re above.	Process is being developed that will provide accessible formats through Information Centre. Ongoing work. A notification will be added to the Board Website to indicate the availability of this service for September 2014.
Information and Communications	Board-wide	Review Board and school websites to assess level of accessibility. Ensure that new sites and web content published after Jan 1, 2014 meet WCAG 2.0, Level A standards.	A vendor is reviewing all Board Websites. Work is on-going.
Systemic - Employment	Board-wide	Review and update Human Resources procedures and practices with regard to recruitment, job accommodations, alternative accessible formats and communication supports, individual accommodation plans, return to work, performance appraisal, career or professional development, redeployment.	
Information and Communication – Student Transportation	Board-wide (Student Transportation and Special Education)	Consult with parents and develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities.	Forms have been completed and implemented. Review of use and format of the form is on-going.

Type of Barrier	Location	Action to be Taken	Status
Information and Communication	School Libraries	Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request.	A vendor is reviewing library readiness.
Physical	To be determined	Installation of accessibility features in all new schools and schools being renovated, etc. to meet Section 3.8 (Barrier Free Design) of the 2006 Ontario Building Code.	

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 Coordinating Committee is using the following barrier-identification methods:

<i>Methodology</i>	<i>Description</i>	<i>Status</i>
Presentation to Senior Administration	Opportunity for input and feedback	Fall 2015
Presentation to Trustees	For information	Fall 2015
Presentation to SEAC	Opportunity for input and feedback	Fall 2015
Presentations to Employee Groups (HUC)	For information	Fall 2015
Communication with Public	Plan posted on board website	Fall 2015
Accessibility Coordinating Committee	Review Multi-Year Plan annually. Update and report on AODA compliance.	Ongoing Meetings

9. **Barriers to be addressed under the Multi-year Accessibility Plan**

The Accessibility Coordinating Committee will address the barrier groupings during the coming years. Our focus 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 Coordinating Committee will continue to plan for the stages of implementation of the Integrated Accessibility Standard through the Multi-Year Plan (Information and Communication, Transportation, Employment). The Built Environment Standard is still in committee. 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 Planning Committee meets regularly during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Planning Committee will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- a) An annual status report on the progress of the measures taken to implement the plan is prepared.

At least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant committees.

11. **Communication of the Plan**

In addition to the public availability of the plan as referenced earlier, Halton District School Board will post an annual status report on the progress of the Multi-year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:

Yaw Obeng, Superintendent Sponsor, Accessibility Coordinating Committee
MaryJane Farrish, Co-Chair, Accessibility Coordinating Committee
Sari Taha, Co-Chair, Accessibility Coordinating Committee
Halton District School Board

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*.

The Halton District School Board assesses accommodation requirements on a case by case basis and uses all relevant information to respond to, and to achieve resolution, in each scenario.

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, procedure or a practice.

Physical Barrier: objects added to the environment – doors, windows, elevators, furniture, playgrounds, school yards, portables, 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 teachers, peers, receptionists or other staff, difficulties receiving training

Attitudinal Barrier: staff, students and school community who do not know how to communicate with people with disabilities, discriminatory behaviours, disability awareness

Technological Barrier: computers, photocopiers, fax machines, telephones and switches, (lack of) assistive technologies

Policy or Practice Barrier: rules, regulations and protocols that prevent a person performing their job satisfactorily, or from serving the public, or that restrict participation. Policy, practice and procedures that prevent a student from accessing the curriculum and fully participating in the school community.

2014-2015

Type of Barrier	Location	Action	Effective Date	Status
Attitudinal	Board-wide	<p>Support teachers in implementation of lesson plans under the Teachable Project and others to raise disability awareness for students.</p> <p>Continue to provide training to all staff, volunteers on the Customer Service Standards.</p> <p>Continue to provide training to all staff, volunteers on accessibility standards requirements and on <i>Human Rights Code</i> provisions regarding disabilities and ensure third- party providers have similar training.</p> <p>Continue to highlight AODA language guidelines to system.</p> <p>Continue to provide access to ‘competing rights’ learning modules through the OHRC webinars and e-learning sessions.</p> <p>Continue and expand learning workshops for HDSB Equity Lenses to address issues relevant to each employee group. Offer community learning workshops for HDSB Equity Lenses.</p> <p>Continue to offer student and staff learning conferences that promote and celebrate all HDSB Equity Lenses.</p> <p>Partner with community organizations that promote positive varied ‘able-bodied’ and diverse ‘ability’ learning to offer learning and Professional Development.</p> <p>Continue with Professional Development on embedding Equity Lenses into classroom instruction and school operations.</p>	On-going	

Type of Barrier	Location	Action	Effective Date	Status
Systemic -	Board-Wide	Mental Health and Addictions Strategy: 4 target areas: Mental Health Literacy, Pathway to Care, Promoting Positive Mental Health, Making Connections (curriculum, developmental assets, culturally responsive teaching, CPS, restorative practices).		
Systemic – Attitudinal	Board-Wide	Children’s Mental Health Week celebration and symposium (April 2015) providing strategies and resources to create a greater awareness of mental health issues in youth and a mental health promotion toolkit.		
Systemic – Attitudinal	School	Pathway to Care Document outlines services within the board and the community, and access points to reduce barriers.	On-going 2014-2015	
Systemic – Attitudinal	School	Continued support of Service Dog use in schools and board buildings		
Systemic – Attitudinal	School	Increase in external agency partnerships related to Children’s Mental Health	2015	
Information and Communication	Board-Wide	Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely matter to persons with disabilities. (Consider access to Board meetings/school events). Board meeting broadcasted through the internet. Provided “Text Read and Write” to all staff and students to enhance accessibility to electronic information.	January 1, 2015	
Information and Communication	School Libraries	Ensure readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request.	January 1, 2015	Vendor review to be completed August 2014
Information and Communication	Board-Wide	Review accessibility features of all updates and purchase related to Board and school websites and anticipated of WCAG, 2.0, Level AA standards.	On-going preparation for 2021 deadline	Vendor review to be completed August 2014
Physical	To be determined	Installation of accessibility features in all new schools and schools being renovated, etc. to meet Section 3.8 (Barrier Free Design) of the 2006 Ontario Building Code.	On-going 2014-2015	
Physical		Student Services will be consulted in new school building designs.		

2015-2016

Type of Barrier	Location	Action	Effective Date	Status
Systemic	Board-Wide	Review status of accessibility awareness training to ensure new staff have been trained. Support teachers in implementation of lesson plans under the Teachable Project and others to raise disability awareness for students.		
		Continue to provide training to all staff, volunteers on the Customer Service Standards.		
		Continue to provide training to all staff, volunteers on accessibility standards requirements and on <i>Human Rights Code</i> provisions re: disabilities and ensure third-party providers have similar training.		
		Continue to highlight AODA language guidelines to system.		
		Continue to provide access to ‘competing rights’ learning modules through the OHRC webinars and e-learning sessions.		
		Continue and expand learning workshops for HDSB Equity Lenses to address issues relevant to each employee group.		
		Offer community learning workshops for HDSB Equity Lenses.		
		Continue to offer student and staff learning conferences that promote and celebrate all HDSB Equity Lenses.		
		Partner with community organizations that promote positive varied ‘able-bodied’ and diverse ‘ability’ learning to offer learning and Professional Development.		
		Continue with Professional Development on embedding Equity Lenses into classroom instruction and school operations.		
Information and Communication	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadlines	Ongoing preparation for 2020 deadline.	
Information and Communication	Board-Wide	Review accessibility features of all updates and purchases related to Board and school websites in anticipation of WCAG, 2.0, Level AA standards.	Ongoing preparation for August 2016 deadline.	

Type of Barrier	Location	Action	Effective Date	Status
Physical	To be determined	Installation of accessibility features in all new schools and schools being renovated, etc. to meet Section 3.8 (Barrier Free Design of the 2006 Ontario Building Code.	Ongoing 2015-2016	
		Continued response to requests for accessibility in schools and board buildings.		

2016-2017				
Type of Barrier	Location	Action	Effective Date	Status
Systemic	Board-Wide	Review status of accessibility awareness training to ensure new staff have been trained.	Ongoing 2016-2017	
		Support teachers in implementation of lesson plans under the Teachable Project and others to raise disability awareness for students.		
		Continue to provide training to all staff, volunteers on the Customer Service Standards.		
		Continue to provide training to all staff, volunteers on accessibility standards requirements and on <i>Human Rights Code</i> provisions re: disabilities and ensure third-party providers have similar training.		
		Continue to highlight AODA language guidelines to system.		
		Continue to provide access to ‘competing rights’ learning modules through the OHRC webinars and e-learning modules through the OHRC webinars and e-learning sessions.		
		Continue to expand learning workshops for HDSB Equity Lenses to address issues relevant to each employee group.		
		Offer community learning workshops for HDSB Equity Lenses.		
		Continue to offer student and staff learning conferences that promote and celebrate all HDSB Equity Lenses.		
		Partner with community organizations that promote positive varied ‘able-bodies’ and diverse ‘ability’ learning to offer learning and Professional Development.		

Type of Barrier	Location	Action	Effective Date	Status
		Continue with Professional Development on embedding Equity Lenses into classroom instruction and school operations.		
Systemic – Attitudinal	Board-Wide	Mental Health and Addictions Strategy - 4 target areas: Mental Health Literacy, Pathway to Care, Promoting Positive Mental Health, Making Connections (curriculum, developmental assets, culturally responsive teaching, CPS, restorative practices)	September 2015 – June 2016	
Systemic – Attitudinal	Board-Wide	Children’s Mental Health Week celebration and Symposium providing strategies and resources to create a greater awareness of mental health issues in youth and mental health promotion toolkit.	May 2016	
Systemic – Attitudinal	School	Pathway to Care Document outlines services within the Board and the community, and access points to reduce barriers.	September 2014 – June 2016	
Systemic – Attitudinal	School	Increase in external agency partnerships related to Children’s Mental Health.	September 2014 – June 2016	
Systemic	Board-Wide	Review status of Board accessibility policies and procedures and update as required.	Ongoing 2016-2017	
Information and Communication	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request	Ongoing preparation for 2020 deadline	
Information and Communication	Board-Wide	Review accessibility features of all updates and purchases related to Board and school websites in anticipation of WCAG, 2.0, Level AA standards Plan to template all school websites to ensure accessible format as well as consistent format.	Ongoing preparation for 2021 deadline	
Physical	To be determined	Installation of accessibility features in all new schools and schools being renovated, etc. to meet Section 3.8 (Barrier Free Design) on the 2006 Ontario Building Code.	Ongoing 2015-2016	

At –A-GLANCE

REQUIREMENTS OF THE INTEGRATED ACCESSIBILITY REGULATON – SCHOOL BOARDS

July 1, 2011	January 1, 2012	January 1, 2013	January 1, 2014	January 1, 2015	January 1, 2020 2025
Transportation School Boards to provide accessible transportation services for students with disabilities	Information & Communications Emergency procedure, plans and public safety information to be available in accessible formats.	General Develop policies and organizational commitment on achieving accessibility. Review/update.	General training of employees and volunteers on accessibility standards and Human Rights Code Self-service Kiosks to be accessible.	Information & Communications Provide accessible formats and communication supports producers of textbooks to provide accessible or conversion-ready versions	Information & Communications School libraries to provide digital and multimedia resources in accessible format by 2020.
	Employment individualized workplace emergency response information for employees with disabilities.	Accessibility Plans In consultation with persons with disabilities.	Information and Communication Feedback Processes to be accessible. New internet websites and web content to conform with WCAG 2.0 Level A.	School Libraries to provide accessible or conversion-ready versions of print materials.	Producers of print-based education supplementary learning resources to provide accessible or conversion-ready versions.
		Accessibility criteria for acquiring goods, services, facilities.	Employment Accommodation in recruitment. Job information in accessible formats and communication supports individual employee accommodation plans.		All internet websites and web content to conform with WCAG 2.0, Level AA (By 2021).
		Information and Communications School Boards to provide: educational resources/materials, student records, and program information in accessible formats.	Accessibility in performance management, career development and redeployment		
		School Boards to provide all educators with accessibility awareness training re: accessible program, course delivery instruction.	Transportation School Boards develop individual student transportation plans.		

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/hrhb/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>

Enablelink (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 Play Spaces
<http://www.opassoc.on.ca/toolkit.asp>

A Few Key Ontario 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 – Ont. 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
Tourette Syndrome Association of Ontario	http://www.tourettesyndromeontario.ca
Association for Bright Children	http://www.abcontario.ca
Halton Down Syndrome Association	http://www.haltondownsyndrome.ca
IEWS: Support for the Families of Blind and Visually Impaired Children	http://viewson.ca
Autism Ontario – Halton Chapter	http://www.autismhalton.com/

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.

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. The Ontario Human Rights Commission sites environmental sensitivities and nut allergies as conditions that may need to be accommodated as disabilities.

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 words 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 the person.

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.
- Recognize that some people with communication difficulties use augmentative communication systems such as Signed English and Picture Exchange System.
- 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 him or her 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, sign language 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 intervener, a professional who helps with communicating. Interveners 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 intervener.
- Identify yourself to the intervener 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.

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.

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

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
- Desk

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
- Lack of information / knowledge
- Lack of sensitivity / intolerance

Stigmatization - * See also Policy / Practice below

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
- Recruiting
- Testing
- Promotion
- Regulations
- Protocols
- Community use of facilities
- Job postings – Hiring
- Interviewing
- Meetings
- By-laws
- Rules
- Safety and evacuation
- Accommodating students with disabilities

STUDENT TRAVEL PLAN 2014-15

(For Special Needs/SPED 11 Students with/without Medical)



PRIOR to completing this form, please ensure the student is eligible for transportation and / or has received approval from the Superintendent of Special Education.

Type of Plan
(Select all that apply)

- Special Needs
 SPED 11 (for requests outside regular Policy, Superintendent Approved)
 Medical

School Board

- HDSB HCDSB

Submitted by:

Submitter's Email

Submitter's Tel #:

SECTION A - STUDENT INFORMATION

STUDENT'S FIRST NAME:

LAST NAME:

SCHOOL

GRADE

PROGRAM:

EMERGENCY CONTACT INFORMATION:

Parent/
Guardian

Home:

Cell:

Work:

Parent/
Guardian 2

Home:

Cell:

Work:

SECTION B: INFORMATION FOR DRIVER

TRANSPORTATION

Start Date

End Date:

Transportation Details: AM
 PM

Alternate Times Required - Details Below Yes
 No

AM Pickup from: Not Required
 Home
 Bus Stop / Central location
 School / Program
 Caregiver / Daycare
 Other - Details below

AM Pickup Details

Alternate Scheduled Pickup from: Not Required
 Home
 Bus Stop / Central Location
 Caregiver / Daycare
 Other - Details below

Alternate Pickup Details

Alternate Scheduled Drop Off at: Not Required
 Home
 Bus Stop / Central Location
 Caregiver / Daycare
 Other - Details below

Alternate Drop Off Details

- PM Drop Off at:**
- Not Required
 - Home
 - Bus stop / central location
 - Caregiver/Daycare
 - Other - Details below

PM Drop Off Details

SPECIAL NEEDS:

- Areas of Need:**
- Blind / Low Vision
 - Developmental Delay
 - Communication / Non-Verbal
 - Deaf / Hard of Hearing
 - Mobility
 - Other

Other Details of Special Needs:

- Areas of Accommodation:**
- Safety Vest
 - Booster/Car Seat
 - Walker
 - Additional Needs
 - Service Animal
 - Standard Wheelchair
 - Electric Wheelchair

Please explain

- Other special Needs**
- Accompanied by EA
 - Must be met
 - Can enter home without Parent/Guardian
- EA Details

Please provide Strategies to Assist Driver/Student:

MEDICAL CONDITIONS

Does the student have any condition that the driver should be aware of?

- Anaphylaxis Seizure Disorder
- Asthma Diabetes
- Other

Brief Description

Action Required by Driver?

- Medical - Actions
- None
 - Call 911
 - Yes

- Actions - Medical
- Administer Epi-Pen Other

Actions - Medical1

The appropriate medical form must be submitted to HSTS by the school if a medical condition is indicated above.

Please confirm the school has received the form from the family and submitted it to HSTS.

- YES

**Potential
Emergency
Situation**

Personal information contained on this form is collected under Sections 170 and 171 of the Education Act and is to be used by HSTS, schools and bus drivers to provide transportation services for students. The specific use of this information shall be for route planning, transportation service delivery and a student's health and safety in an emergency situation. The collection of this personal information meets the requirements of the Municipal Freedom of Information and Protection of Individual Privacy Act, Section 29(2).

School Boards shall ensure consult with parents or guardians of students with disabilities to develop individual student transportation plans that detail student assistance need for each student with a disability, where that student is unable to independently access integrated accessible services, or where assistance may be required.

- Parent Notified?**
- Yes
 - Not Required

Date Parent
Notified: