



ANNUAL

ACCESSIBILITY

PLAN

GRAND ERIE DISTRICT

SCHOOL BOARD

September 2012 – August 2013



Grand Erie District School Board
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GRAND ERIE DISTRICT SCHOOL BOARD September 2012 – August 2013

**Prepared by Accessibility
Planning Committee**
September, 2012

This publication is available through the Grand Erie District School Board's

- website (www.granderie.ca → BOARD → Accessibility)
- Education Centre/Head Office
- Three Regional School Board offices/School Support Centres-please see below
-also available at-
- Participation House, 10 Bell Lane, Brantford 519-756-1430
- Regional Public Libraries
- In accessible formats upon request*

*Contact the Education Centre/Head Office

Regional School Board Offices/School Support Centres

BSSC: 108 Tollgate Road, Brantford, ON N3R 4Z6	(519) 754-1600 Fax: (519) 754-4842
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Aim

This plan describes the measures that the Grand Erie District School Board has taken in the past and measures that will be taken during the next year (2012-2013) to identify barriers and enhance accessibility for individuals who work, learn and participate in the School Board community and environment.

1.0 Objectives

This Plan:

- 1.1** Describes the process by which the Grand Erie District School Board will identify, remove and prevent barriers;
- 1.2** Reviews recent efforts of the Grand Erie District School Board to remove and prevent barriers; (*Appendix A*)
- 1.3** Describes the measures the Grand Erie District School Board will take in the coming year to identify, remove and prevent barriers;
- 1.4** Describes how the Grand Erie District School Board will make this accessibility plan available to the public.

2.0 Commitment to Accessibility Planning

This plan will be presented to the Special Education Advisory Committee for information and to Executive Council and the Board for approval. The Grand Erie District School Board is committed to:

- 2.1** Maintaining an Accessibility Planning Committee;
- 2.2** Continuing the process of consulting with the Special Education Advisory Committee and people with disabilities;
- 2.3** Ensuring School Board policies and procedures are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Planning Committee will provide input re: accessibility issues, where appropriate, to new policies and procedures and to those under review;
- 2.4** 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 Planning Committee to review and update the Accessibility Plan that will enable the Grand Erie District School Board to meet these commitments.

3.0 Description of the Grand Erie District School Board

The Grand Erie District School Board is a medium-sized school board in the province of Ontario. It encompasses an area of 4,067 sq. km. in south- central Ontario and includes the City of Brantford and the Counties of Brant, Haldimand and Norfolk. Major cities and towns are: Brantford, Caledonia, Cayuga, Delhi, Dunnville, Hagersville, Paris, Port Dover, Simcoe and Waterford. The area's population is approximately 223,000.

Board Mission Statement

Engage, support, and inspire all learners to achieve and succeed.

Board Vision Statement

GRAND ERIE

Growing Excellence... Inspiring Success

Board Belief Statement

We believe that our students should be considered first as the basis for decision-making.

5.0 Accessibility Planning Committee Members

Working Group Member	Department	Contact Information
Adams, Faye - Program Coordinator	Special Education	(519) 754-1606, ext. 287217 faye.adams@granderie.ca
Baker, Wayne - Superintendent of Education	Senior Management	(519)756-6301, ext. 281149 wayne.baker@granderie.ca
Bell, Sharon - Manager Human Resource Services	Human Resource Services	(519) 756-6306, ext. 281289 sharon.bell@granderie.ca
Burke, Stephanie - Parent	Community	(519) 304-1445 Misty_kal@rogers.com
Glueheisen, Gabrielle – Web Designer	Communications And Community Relations	(519) 756-6306-281251 gabrielle.glueheisen@granderie.ca
Hobbs, Wayne -Executive Supervisor Student Support Services (Chair)	Student Support Services	(519)754-1606, ext. 287237 wayne.hobbs@granderie.ca
Hunt, Doug – Participation House	Community	(519) 756-1430, ext. 273 dhunt@participationhousebrantford.org
Kuckyt, Phil –Manager of Transportation Services	Student Transportation Services	(519)751-7532, ext. 5 philip.kuckyt@granderie.ca
Mawson, Dene - Supervisor of Information Technology for Learners	Information Technology	(519)754-1606, ext. 287032 dene.mawson@granderie.ca
MacDonald, Marion – Trustee	Board of Trustees	(519) 445-0953 marion.macdonald@granderie.ca
McKillop, Shawn – Manager of Communications and Community Relations	Communications and Community Relations	(519)756-6301, ext. 281147 shawn.mckillop@granderie.ca
John Moore/Sandra Clement - Supervisor of Purchasing	Purchasing	(519) 756-6306, ext. 281194 john.moore@granderie.ca (519) 756-6306, ext. 281229 sandra.clement@granderie.ca
Pitt, David/Sean McAfee – Division Manager , Construction and Renewal	Facilities Services	(519) 756-6306, ext. 281228 david.pitt@granderie.ca sean.mcafee@granderie.ca
Windle, Mark – Supervisor of Operations and Development	Information Technology	(519) 756-6301, ext. 287028 mark.windle@granderie.ca
Wong, Rob – Vice-Principal, North Park Secondary School	School Administrator	(519) 759-2560 rob.wong@granderie.ca

The Accessibility Planning Committee had six meetings during the past year to develop the Accessibility Plan for 2012-13.

6.0 Measures in Place

Beginning in September 1, 2003, all Grand Erie District School Board policies, programs, procedures and services have been subject to the principles of inclusionary practice, free from barriers, to provide an accessible environment for people. Through the annual accessibility planning process, the Grand Erie District School Board's programming, policies and practices will be assessed to ensure continuous improvement in accessibility.

7.0 Barrier-Identification Methodologies

The Accessibility Planning Committee used the following barrier-identification methodologies to prepare a working document.

Methodology	Description
Presentations to Senior Administration	Opportunity for input and feedback
Information to stakeholders	Each school will be asked to refer to the Accessibility Plan in a newsletter and indicate where it can be found on the Board's website.
Information to employee groups/administrators	For information
Special Education Advisory Committee	Vetting process – review the annual Accessibility Plan for information and feedback
Liaison with provincial associations, professional bodies, school boards, public sector agencies	Sharing of information, sharing of successful practices. GEDSB hosted all boards in Southwest Ontario in April to discuss changes to accessibility legislation.

8.0 Barriers Identified

Beginning in 2002-03, the Accessibility Planning Committee first identified over 150 barriers which can be grouped into the following nine types:

Architectural; Attitudinal; Built Environment; Informational; Learning; Physical; Policy/Practice; Technological; Transportation.

The following Facility-related barriers have been identified. When required at a specific date, or when completing major renovations or constructing new facilities, the Board will attempt to remove the identified barriers.

Barrier Type	Barrier Description	Strategy for Removal/Prevention
Physical	Appropriate parking areas and drop-off areas not provided	Provide appropriate locations at all sites
Physical	Appropriate signage	Provide appropriate signage at all sites
Physical	Access from parking to main entrance not barrier-free	Provide appropriate access at all sites
Physical	Main entrance not accessible	Provide appropriate ramp and hand-rail with controls
Physical	Inadequate illumination on walk and entrance	Upgrade existing lighting on all parking/entrances
Physical	Exterior doors heavy and difficult to open	Provide power door openers
Physical	Interior doors in corridors often heavy and difficult to access	Provide hold-open devices in areas required: provide in all new spaces
Physical/architectural	Height of counters, equipment services can't accommodate wheelchair	Modify in key areas when required; design all new installations at appropriate height
Physical/architectural	Washrooms inaccessible	Modify in areas when required
Physical/architectural	Washrooms for special needs	Provide in areas when required; design all new facilities with appropriate sized spaces
Physical/architectural	Hardware design not appropriate	Change to lever where required; in all renovations install lever handles; door pulls should be "D" shaped
Physical/architectural	Drinking fountains too high to access controls	Replace where required; all new to be accessible
Physical/architectural	Shelves/millwork too high	Adjust when required; install all new with appropriate heights
Physical/architectural	Controls	Adjust where required; install all new in accessible locations
Physical/architectural	Emergency Signal Devices (horn/strobes)	To be installed in all new facilities as per code
Policy/procedure	Entrance and corridors cluttered with material and equipment	Issue directive to remove and keep areas clear
Policy/procedure	Insufficient aisle width in non-fixed seating areas	Issue directive to reorganize room to provide accessible width

9.0 Ongoing Initiatives

9.1 Special Services

The Grand Erie District School Board, through its Special Education Model, has addressed access for students with disabilities through modifications and accommodations of programs and services. The Special Education Model is available on the Board website at www.granderie.ca. (PARENTS → SPECIAL EDUCATION → Spec Ed Annual Review 11-12.pdf→ The Board's General Model for Special Education) *to be posted

Attitudinal, learning, and policy/practice barriers for people with disabilities will be addressed on an ongoing basis through staff and student in-service, and by examining policies and procedures for impediments to accessibility.

Initiatives to date have included:

1. Participation in the development of the Board's Multi-Year Plan 2011-15.
Participation in the Board Improvement Plan for Student Achievement.
2. The development and use of Guiding Principles in Special Education to make decisions for and about students with special needs.
3. Enhanced access to Assistive Technology (AT)/Educational Technology and adaptive technology (i.e. Special Equipment Amount (SEA) funding to gain access to FM systems, assistive and adaptive technology; improved access to trial equipment/software; installation, training and maintenance of SEA adaptive technology; development of a SEA Manual; access to SEA System Learning Resource Teacher; implementation of more stringent SEA procedures, increased access to Assistive Technology and computers in special education classrooms).
4. Professional development and improved programs and services which increase awareness and accessibility for students with special needs. The following areas were the focus of initiatives during the 2011-2012 school year:
 - Children's Mental Health/Behaviour (Launched the Child and Youth Mental Health Strategy including working with Champion Schools, Awareness posters developed by the Name It 2 Change It student group, hosting Dr. Ian Manion, implementing mental health workers in schools (Reaching out to Kids in Schools (ROKS), establishing the GEDSB Child and Youth Mental Health Steering Committee, Continuation of Behaviour Management Systems Training-a positive approach to supporting students with behavioural needs; Continued implementation of the Strategies self-contained class model for students with behaviour challenges-an approach emphasizing focused intervention toward helping students return to home school; development of Social skills curriculum for Strategies classrooms, re-prioritizing the role of Child and Youth Workers to enable rapid, flexible supports for students, particularly around transitions; professional workshops; public information sessions; Educational Assistant Support; smaller numbers in classroom; Learning Resource Teacher (LRT) support; flexibility in placement; participation in the Community Case Resolution process for students with urgent needs; hosted a major conference with Dr. Gabor Mate October 2011; participation in Student Support Leadership Initiatives; partnership in the Crown Ward Education Championship Team and related Forum for students)

- Autism Spectrum Disorder (i.e. flexibility in placement, the development of Autism Spectrum Disorder (ASD) Program Standards, access to System LRT-Autism, access to Autism Spectrum Disorder School Support Program, hiring of staff with ABA Expertise, implementation of the Connections Program, training of kindergarten teachers of students receiving ABA, extensive transition planning, twelve staff attended advanced training through Geneva Centre in August)
 - Learning Disabilities (i.e., flexibility in placement, access to application to Provincial Demonstration Schools, access to assistive/educational technology, etc.)
 - Mild Intellectual Disabilities and Developmental Disabilities (i.e. staff access to training in the Life Skills Planner, access to System LRT-Developmental Disability; collaboration with community associations and partners to explore workplace options for students leaving school (Pathways Program), working with the newly created Developmental Services Ontario (DSO) to help students transition to adult services)
 - Speech/Language Impairment - access to Communicative Disorders Assistant support, Expansion of the Kindergarten Literacy and Language in the Classroom (KLLIC) early intervention program, ongoing meetings with community partners re improved integration of S/L programs and services
 - The Gifted Learner (i.e. flexibility in placement, the development of Gifted Program Standards. Scoring of C-CAT testing administered to all grade 3 students done centrally and consistent method of reporting developed.
 - Deaf-Blind Impairments (i.e. pamphlets produced in Braille and on audiotape)
 - Specific program training in Tribes ®, Life Skills Planner to enhance community, build inclusive culture, and to help students move towards independence.
7. Board wide in-service on the Individual Educational Plan (IEP) Collaborative Review (i.e. working with the Ministry of Education to develop a school-wide understanding of the collaboration required to create and implement the necessary components of an effective IEP, implementation of the IEP Exemplars from the Ministry of Education, continuous improvement through internal audit of IEPs)

8. Ongoing Training on the use of IEP Writer and L.I.T.E. (Learner Intervention Tracking for Excellence) to support effective, efficient development of IEPs and facilitate IPRC processes, tracking of referrals to Student Support Services, facilitating referrals to Mental Health Workers in schools).
9. Development of a TERT protocol with Six Nations.
10. Development of a Revised Child Protection protocol with local Children's Aid Societies and school boards.

In addition, ongoing meetings have occurred with various community stakeholders and partners to review and discuss solutions to a range of barriers to accessibility (i.e. access to programs and services, eligibility criteria, identification of gaps in service, clarifying mandates etc). An Administrative Procedure (AP), "Community Service Providers in Schools", was developed to clarify the roles and responsibilities of Schools and community agencies. Involvement in various community service planning groups also permits the board to network and collaborate around programs and services of mutual interest. Participation in Ministry surveys, collaborative work with regional school boards and the London Region office of the Ministry, and sharing effective practices with other boards ensures Grand Erie has the most up-to-date information on improving access for students with special needs. The Regional Special Education Council is a particularly valuable connection for the sharing of best practices and resources. The GEDSB participated in a Professional Learning Community (PLC) to study and better understand mental health knowledge and literacy of educators which will also be a valuable resource in support of our multi-year plan. The Board was invited to the Ministry of Education's Applied Education Research Conference to share their work with the PLC.

9.2 Other

	Barrier & Barrier Type	Strategies for Removal/prevention	Timing	Responsibility	Applies to	Status
1.*	Access of individuals from cultures other than the dominant norm or those with unique learning needs to information and services provided by the Board. This may include those with English as a Second Language (ESL) needs, English Language Delay, Learning Disabilities or lack of literacy.	Liaise with community partners to provide translators and interpreters when required	Assess translation software; could be available through existing staff; assess language learning software.	School Administration	Public, Employees, Students, Parents and Guardians	On-going

* If an employee encounters a barrier in the workplace, contact should be made with either their supervisor or the Health & Disability Officer.

9.3 Information Technology

	Barrier & Barrier Type	Strategies for Removal/prevention	Timing	Responsibility	Applies to	Status
1.	Multiple barriers as identified by speech-language and psychology professionals	Install and maintain SEA adaptive technology	Since February 2002	Information Technology Services	Students	Ongoing
2.	Multiple barriers as identified by speech-language and psychology professionals	Training for SEA adaptive technology	Since September 2004	Trainer for SEA	Students Staff	Ongoing

10.0 Barriers Identified for 2012-2013

	Barrier & BarrierType	Strategies for Removal/prevention	Timing	Responsibility	Applies to	Status
1.	Access to Mental Health services (attitudinal/policy/practice)	Developing collaborative partnerships with third party service providers.	Since 2008	Student Support Services	Students Staff Parents Community Partners	New Mental Health Lead will help develop community protocols. Meetings with Service Providers ongoing. Revision of Child Protection Protocol completed. Training with system staff necessary. The Child and Youth Mental Health Strategy will need to be refined based on our Multi-Year Plan. The Mental Health Workers in Schools program will be refined based on learning from the first 8 months
2.	Access to assistive/educational technology for all students (informational/learning/technological)		Implementation on-going	Student Support Services	Students Staff	On-going. Enhanced access in Special Education classrooms

Upcoming professional development for the 2012-13 school year addressing attitudinal and practice barriers includes:

- Encouragement and guidance to plan accessible events (e.g., "This event is accessible for people with disabilities. Accessible Parking is available. If you require assistance to attend or participate in this meeting, or to access information in alternative formats, please contact...at least 5 days prior to the meeting.")

<ul style="list-style-type: none"> • 2 Pilot Projects with Grades 6 and 9 with LEARNStyle to better prepare students using Assistive Technology (AT) for EQAO success. Train Grade 9 students to model and champion AT use
<ul style="list-style-type: none"> • Partner with Student Success to enhance AT usage by Grade 10 students identified as Learning Disabled
<ul style="list-style-type: none"> • Participation in Profession Learning Community for Child and Youth Mental Health-add additional Grand Erie staff
<ul style="list-style-type: none"> • Anxious Kids, Anxious Families Conference October 22, 2012
<ul style="list-style-type: none"> • Behaviour Management Systems Training - Ongoing Training of staff • Dynamic Classroom Management Training for Central, Grandview Central and Strategies Classes. Implement the Social Skills Curriculum in Strategies classrooms
<ul style="list-style-type: none"> • Encouraging the use of "People First Language"
<ul style="list-style-type: none"> • Regional Special Education Council Meetings October, February, May
<ul style="list-style-type: none"> • Implementing the new Child and Youth Mental Health and Addictions Lead Position
<ul style="list-style-type: none"> • Child Protection Protocol Revision will require training and PD for staff
<ul style="list-style-type: none"> • Implementing the new Mental Health and Addictions Nurses in schools
<ul style="list-style-type: none"> • Continue enhancement of staff expertise in the areas of ADHD, Anxiety and Depression
<ul style="list-style-type: none"> • Continuing the expansion of the Ed Tech initiative to special education classrooms
<ul style="list-style-type: none"> • Continue training for L.I.T.E. (Learner Intervention Tracking for Excellence)
<ul style="list-style-type: none"> • Through the Board Improvement Plan, focus on findings from the IEP audit to identify inconsistencies and consistencies

NOTE: Appendix A Addresses Recent Accessibility Upgrades

Review and Monitoring Process

The Accessibility Planning Committee meets during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to make future plans to increase accessibility in GEDSB.

The Accessibility Planning Committee reminds staff about roles in implementing the plan. Agendas and minutes of meetings will be available.

12.0 Communication of the Plan

In addition to the public availability of the plan as referenced on Page 2 of the Plan, the Grand Erie District School Board's Annual Accessibility Plan will also be communicated through updates in school, department and board newsletters, meetings, and public presentations.

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

Chair
Accessibility Planning Committee
Grand Erie District School Board
349 Erie Ave.
Brantford, ON
N3T 5V3
Or www.granderie.ca → "Contact Us"

Facilities Accessibility Upgrades - Appendix A

The Board has developed the following four-level system for identifying and grouping schools regarding their accessibility status:

- Level One: The building cannot reasonably be made accessible for persons with disabilities.
- Level One A: School accessible but requires ramp or door or Washroom (s) upgrades.
- Level Two: The building and washrooms are accessible for persons with disabilities but access to all interior space may be limited.
- Level Three: Level Two, plus entire building is accessible. The school would have the necessary ramps, rails, elevators and washrooms to allow the students to participate in the full program.
- Level Four: The building would meet the Level Three standards and would have additional facilities to address treatment needs.

The following chart outlines some of the recent initiatives that have been completed:

Completion Date	Location	Accessibility Upgrade
2012	James Hillier	Snoezelen Room Installed
2012	Bellview	Preparation for the new OnTrack Pilot
2012	Tollgate TSC	Prepared a quiet space in the Autism portable
2012	Various	Install Change tables to accommodate needs
2012	North Park CVS	Renovation to accommodate special class
2012	Paris District HS	Washer and Dryer installed for special class
2012	Russell Reid	Additional accessible parking, 4 power door operators, new entrance ramps, barrier free washrooms, emergency signal devices (horn/strobes)
2012	Princess Elizabeth	New power door operator proposed for main entrance (on-going), new accessible parking, emergency signal devices (horn/strobes)
2012	Glen Morris	Barrier-free washroom
2012	Oakland Scotland	Accessible parking, barrier-free washroom
2012	Pauline Johnson CVS	New access being provided to the courtyard (on-going), barrier-free washroom
2012	Walter Gretzky	Full barrier-free construction, includes washrooms, elevator to second floor, work stations, parking, ramps, emergency signal devices (horn/strobes)

All new facilities will meet Accessibility Standards.