



**Hastings and Prince Edward
District School Board**



MULTI-YEAR ANNUAL ACCESSIBILITY PLAN

For the period

September 2016 – August 2021

Submitted by the Accessibility Advisory Committee

Approved by

Hastings and Prince Edward District School Board

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Executive Summary	Pg. 3
Purpose	Pg. 4
Objectives	Pg. 4
Description of Hastings and Prince Edward District School Board	Pg. 4
Commitment to Accessibility Planning	Pg. 4
Universal Design Philosophy	Pg. 5
Accessibility Advisory Committee Members	Pg. 6
Consultation with Persons with Disabilities	Pg. 6
Recent Barrier Removal Initiatives	Pg. 7
Preventing New Barriers	Pg. 8
Barriers Identified	Pg. 8 - 9
Barriers to be Addressed - 2015 through to 2021	Pg. 10 - 15
Board Review	Pg. 15
Community Input	Pg. 15
Committee Review and Monitoring Process	Pg. 15
Communication of the Plan	Pg. 15
Barriers Removed in Prior Years – Appendix A	Pg. 16 - 21
Building Accessibility Chart Future Needs and Completed Problems – Appendix B.....	Pg. 22 - 24
Glossary	Pg. 25

EXECUTIVE SUMMARY

The *Accessibility for Ontarians with Disabilities Act (AODA)* became law on June 13, 2005. The Annual Accessibility Plan describes the measures that Hastings and Prince Edward District School Board has taken or plans to take to identify, remove and prevent barriers for persons with disabilities.

The purpose of the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* and the *Ontarians with Disabilities Act, 2001 (ODA)* is to improve opportunities for persons 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. To this end, the Acts require school boards to prepare an annual accessibility plan to consult with persons with disabilities in the preparation of this plan and to make the plan public.

The AODA provides an enhanced emphasis on required actions to meet the needs of persons with disabilities. The AODA includes regulations with respect to:

1. Customer Services
2. Transportation
3. Information and Communications
4. Employment
5. Built Environment

The requirement for training under the Customer Service Standard was completed for all Hastings and Prince Edward District School Board employees and trustees by February 2010.

The Transportation, Information and Communication and Employment regulations were enacted June 7, 2011. The requirement for training under these regulations was completed for all Hastings and Prince Edward District School Board employees by January 2014.

The Built Environment standard has been developed by the province. As of January 1, 2015, new construction and renovations will be subject to updated accessibility requirements as part of the *Ontario Building Code*.

Hastings and Prince Edward District School Board is committed to the continual improvement of accessibility to school board facilities, policies, programs, practices and services for students, staff, parents, guardians, volunteers and members of the community with disabilities.

For further information on the *Accessibility for Ontarians Disabilities Act (AODA)* please access the following link: <http://www.mcass.gov.on.ca/en/mcass/programs/accessibility/>

For feedback or inquiries on the Accessibility Plan, access the following link: <http://www.hpedsb.on.ca/feedback/thoughts.cfm>

1. PURPOSE

The plan describes the measures that Hastings and Prince Edward District School Board has taken in the past and the measures that will be taken during the 2016-2021 school years to identify, remove and prevent barriers for persons with disabilities who work in, use or attend school board facilities and services.

2. OBJECTIVES

The plan:

- Describes the process by which Hastings and Prince Edward District School Board will identify, remove and prevent barriers for persons with disabilities.
- Reviews efforts of Hastings and Prince Edward District School board to remove and prevent barriers for persons with disabilities during the past year.
- Identifies policies, procedures, programs, practices and services that Hastings and Prince Edward District School Board will review in the coming year to identify barriers for persons with disabilities.
- Describes the measures Hastings and Prince Edward District School board will take in the coming year to identify, remove and prevent barriers for persons with disabilities.
- Describes how Hastings and Prince Edward District School Board will make this accessibility plan available to the public.

3. DESCRIPTION OF HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

Hastings and Prince Edward District School Board serves approximately 15,100 students each day at 37 elementary and eight secondary schools. Supporting student achievement is the goal of approximately 1,800 teaching and support staff who, in addition to the contributions of caring volunteers and community partners, share their passion for teaching and learning.

The district covers a wide geographic area of 7,221 square kilometres bordered by Maynooth to the north, Deseronto to the east, Prince Edward County to the south and Quinte West to the west.

All students regardless of special talents or challenging needs have the opportunity to become successful when attending schools which offer accessible programs, settings and services.

4. COMMITMENT TO ACCESSIBILITY PLANNING

The original plan was prepared by the Accessibility Advisory Committee (AAC) in consultation with Senior Administration. The Board and Senior Administration continue to approve the plan annually.

Hastings and Prince Edward District School Board continues to commit to:

- The Accessibility Advisory Committee meeting annually to review the plan.
- Consulting with persons with disabilities in the development and review of the plan.
- 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 AAC to prepare and annually update an accessibility plan that will enable Hastings and Prince Edward District School Board to meet these commitments.

5. UNIVERSAL DESIGN PHILOSOPHY

Through the Ontario Ministry of Education document, *Learning for All – A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2011*, school boards in Ontario were directed to follow a universal design for learning (UDL) model.

Universal design for learning was inspired by work in architecture on the planning of buildings with a view to accessibility for people with physical disabilities (Turnbull et al., 2002). Architects observed that the added improvements facilitated access for all users, not just people with physical disabilities. An access ramp, for instance, provides a person using a wheelchair with easier access to a building, but it also makes it easier for a parent with a child's stroller, a traveler with a baggage trolley, or someone using a walker.

Eventually, researchers in other fields noted that specialized technology meant for target population is also useful for others. The notion that assistance targeted at a specific group can help everyone, bolstered by recent research on inclusion and new technologies, has now made its way into the field of education.

Universal design ensures that the classroom and other learning environments are as usable as possible for students, regardless of their age, ability, or situation.

The principle of universal design guides decisions made by Hastings and Prince Edward District School Board in accessibility planning.

Universal design for learning principles:

- equitable use
- appropriately designed space
- flexibility
- simplicity
- safety
- different modes of perception

6. ACCESSIBILITY ADVISORY COMMITTEE MEMBERS

Name	Representing
Jennifer Cobb	Trustee, Hastings and Prince Edward District School Board
Geoff Courneya	System Educational Technology Support, Hastings and Prince Edward District School Board
Bonnie Danes	Trustee, Hastings and Prince Edward District School Board (alternate)
Tracy Demianchuk	Ontario Secondary School Teachers' Federation, Hastings and Prince Edward District School Board
Kerry Donnell	Communications Officer, Hastings and Prince Edward District School Board
Jo-Anne White	CUPE, Hastings and Prince Edward District School Board
Mark Fisher	Superintendent of Education, Hastings and Prince Edward District School Board
Kelvin MacQuarrie	Senior Information and Technology Services Officer, Hastings and Prince Edward District School Board
Gillian McCurdy	Occupational Health and Safety Officer, Hastings and Prince Edward District School Board
Louanne Moore	Child Youth Counselor, Hastings and Prince Edward District School Board
Nick Pfeiffer	Chair, Accessibility Advisory Committee, Hastings and Prince Edward District School Board
Nancy Popovich	School Administration Representative, Hastings and Prince Edward District School Board
Connie Reid	Human Resources Administration, Hastings and Prince Edward District School Board
Dianne Sedore-McCoy	Elementary Teachers' Federation, Hastings and Prince Edward District School Board
Mary Lou Stogre	Deaf and Hard of Hearing Resource Teacher, Hastings and Prince Edward District School Board
Gord Taylor	CEO, Tri-board Student Transportation Services
Jennifer Vincent	Special Education Advisory Committee (SEAC) Representative, Loyalist College
Grant Montgomery	School Administration Representative, Hastings and Prince Edward District School Board
Nicole Aubertin	Tri-board Student Transportation Services

7. CONSULTATION WITH PERSONS WITH DISABILITIES

In maintaining the plan, the Accessibility Advisory Committee invites input from persons with disabilities. In selection of members of the committee, organizations are asked to appoint representatives with disabilities where possible.

Since implementation of the plan, the following suggestions have been received in consultation with persons with disabilities:

- Reduce height of water fountains
- Install audio enhancement equipment
- Improve access to automatic door opener buttons
- Ensure chair lifts are in good repair
- Improve accessibility signage
- Improve training for self-advocacy
- Apply guiding principles to educational assistant staffing
- Continue emphasis on anti-bullying programs
- Ensure clarity in fire safety plans for evacuation of persons with special needs (i.e.: wheelchairs).
- Provide accessibility to school offices such as lower counter heights
- Assist persons with disabilities to strive for independence
- Provide sufficient door access widths
- Install strobe lighting fire alarm horns

8. RECENT BARRIER REMOVAL INITIATIVES

During the last several years, there have been a number of informal initiatives to identify, remove and prevent barriers to persons with disabilities. An itemized list of barriers that were removed in the past is included in Appendix A. More recent projects are listed in the following table. Barriers previously addressed in schools that are now closed are not included in the table.

The Board through its Special Education Plan has addressed access for students with disabilities through modification and accommodation of programs and services.

Automatic door openers have been installed in a number of school interior and exterior doorways, wider exterior doors to allow wheelchair access have been installed, elevators installed in most secondary schools with multiple stories, ramps for school front and rear access points, accessible washrooms, audio and visual emergency alarm systems, and tactile and high contrast signage, etc. have been fitted in schools.

Attitudinal barriers for persons with disabilities are being addressed through staff and student in-service about diversity, inclusive schools, re-writing diversity policy/procedures and examining other policies and procedures for barriers to accessibility.

Architectural features that incorporate principles of universal design have been incorporated into new building design and construction. As well, recent renovations to existing buildings have accessibility for persons with disabilities addressed in the plans.

In 2015-2016, the board allocated over \$400,000 to complete numerous projects to address physical and architectural barriers at existing schools.

In addition, the board recently undertook the following major projects, which all included significant accessibility features:

PROJECT	LOCATION	STATUS
Marmora Sr. Public School – New Addition and Renovation	Marmora, Ontario	Design commenced April 2016
Trent River Public School – New Construction	Trenton, Ontario	Construction commenced 2015
Stirling Public School – New Addition	Stirling, Ontario	Completed September 2015
Harmony Public School – New Construction	Corbyville, Ontario	Completed November 2014
Harry J. Clarke Public School – New Addition	Belleville, Ontario	Completed September 2014
Tyendinaga Public School – New Addition	Shannonville, Ontario	Completed September 2014
Foxboro Public School – New Addition	Foxboro, Ontario	Completed September 2014

Refer to Appendix B for a general overview of future and completed projects.

9. PREVENTING NEW BARRIERS

In accordance with the AODA, 2005 and ODA, 2001, all school board programs, policies, procedures, practices and services, from this point forward, will be subject to the guiding principles of inclusionary practice. The board will strive to create an environment that is accessible to all people regardless of age or ability. Through the annual accessibility planning process, the board commits to ensuring continual improvement in accessibility.

10. BARRIERS IDENTIFIED

In its initial review, the Accessibility Advisory Committee (AAC) identified many barriers. On an annual basis, in consultation with persons with disabilities, the AAC will review the following:

BARRIERS IDENTIFIED		
TYPE OF BARRIER	DESCRIPTION OF BARRIER	STRATEGY FOR ITS REMOVAL / OR PREVENTION
Architectural	Obstructions in hallways i.e. boots, coats	Reduce obstructions in corridors for safe egress
	Lack of window coverings to reduce glare from windows	Install window coverings where possible
	Acoustic barriers i.e. background noise, reverberation	Address issues as required.
	Reception counters at several schools are not at eye level for wheelchair users.	Re-configure reception counters.
	Wheelchair access required at various buildings	Install wheel chair ramps, elevators and chair lifts at specific locations. Investigate portable stage lift. Ensure exterior doors are suitable width.
	Inaccessible washrooms in various schools.	Remodel washrooms.
	Many switches, buttons and water fountains are too high for wheel chair access.	Relocate switches, buttons and water fountains to a lower height.
	Protruding objects, e.g. Water fountains, fire extinguishers, doors opening into hallway and steps that are not a standard height and width can create a problem for the visually impaired walking with cane.	Remodel water fountains that are protruding from wall, recess newly installed fountains, and provide consistency of height and width when installing steps.
	Access to handrails on both sides of stairs.	Remodel to ensure consistency of handrails.
Attitudinal	Awareness or lack of knowledge of disabilities (e.g. hearing, vision, mental health)	Provide information and education and direction on how to get help. HPEDSB now has a mental health lead on staff whose mandate is to increase mental health awareness.
	Students, staff and parents have identified bullying and social isolation as a concern in schools.	Continue with existing programs such as equity and inclusivity program. Safe school legislation, safe workplace legislation and school climate survey. Explore other possibilities for disability sensitivity and awareness programming and provide direction on how to get help.
	Awareness of needs and achievements of all students. After school activities and clubs may seem they do not welcome students with disabilities. Students may be nervous to be involved due to their disability.	Involve students with disabilities in extra-curricular and out of school learning activities and student council and award ceremonies.
	Lack of knowledge or awareness on how to advocate for oneself.	Develop self-advocacy skills. Ensure awareness of accessibility link on the board's web site: www.hpedsb.on.ca/ec/accessibility and Director's Comments mailbox: www.hpedsb.on.ca/feedback/thoughts

BARRIERS IDENTIFIED		
		Encourage communication and receive suggestions re accessibility.
	Students with medical conditions and other disabilities face challenges when participating in school and field trips	Provide information on programs to inform and assist with resources to ensure inclusionary practices. When planning or developing school or field trips ensure students with medical and other disabilities are considered.
Communication	People who are deaf and hard of hearing cannot detect audio fire alarms.	Install visual strobe fire alarms.
	People who are deaf and hard of hearing have difficulty participating in meetings	Install audio enhancement equipment and/or provide an interpreter.
	Identification of facilities.	Develop procedure and provide tactile and high contrast signage with universal symbols. Locate signs in accessible positions.
	Awareness of access to buildings.	Practice fire drills
	Fire Safety Plans need to be updated to show accessible egress.	Post on board website and communicate through newsletters. Include plans for students with disabilities. Schools need to consult with local fire chief for approval of accessibility features in fire safety plan.
	Announcements cannot be heard in all locations	Repair or install and ensure PA systems are functional in all locations. Install visual indicators for lockdowns. Investigate smartphones, texting, pagers as options.
Information	Many forms and records are only available in print. Student information and brochures are sometimes difficult to obtain in alternative formats.	Make all forms and information available upon request on the Board's web site, or in other formats including Braille.
Physical	Interior and exterior doors of several schools are very heavy and may be difficult to open for a wheelchair user or someone with limited strength. Door widths are sometimes too narrow for wheelchair access.	Install automatic door openers or change the doors to a lighter weight model. Ensure opener operators are easy to use. Ensure door widths comply with building code.
	Some gyms, stages and auditoriums have steps which may prevent persons with disabilities from participating.	Adapt policy/procedures to include persons with disabilities e.g. Present all awards in front of stage, provide ramp or chair lift.
	Accessibility to playground equipment for students/caregivers	Consult with playground suppliers and schools to determine availability and needs, making paths accessible
Policy/Procedure	Lack of awareness of accessibility issues and who is responsible to address employee, student or community concerns.	Clarify procedure for raising and addressing barrier issues.
	Board policies and procedures need to be reviewed to ensure compliance with the ODA, human rights legislation and harassment policy.	Ongoing review of policies and procedures to ensure compliance.
Technological	Availability of specialized equipment and assistive technology for staff and students with identified disabilities	Procedure 215: Special Equipment Amount (SEA) and Resource Guide provides information on funding for equipment for students with special education needs. Workplace accommodation process through HR for staff.
Transportation	Students with disabilities need to be able to access transportation that accommodates their needs.	Provide transportation options such as wheelchair accessible cabs and buses. Attempt to minimize interruption to classes.

In May, 2012, the Ontario Public School Boards' Association (OPSBA) created and distributed documents to school boards to assist boards in providing training as required by the AODA Integrated Accessibility Standards Regulations. The documents cover various provisions of the regulation as it relates to developing procedures in the following areas:

1. Procedure for Accessible Information and Communications
2. Procedure for Accessible Employment
3. Procedure for Accessible Student Transportation
4. Development of Individual Student Transportation Plan

11. BARRIERS TO BE ADDRESSED

BARRIERS TO BE ADDRESSED IN 2016-2017			
BARRIER	ACTION	DATE	RESPONSIBILITY
<p>Architectural</p> <p>Renovation Plan to existing buildings/ new construction</p>	<p>Renovations to existing facilities are accessible to all people with exceptionalities.</p> <p>Consult with facility services for planning and re-design</p>	<p>2016-2017 & Ongoing each year, review & report</p>	<p>System</p> <p>Facility Services</p>
<p>Communication & Information</p> <p>School Board/Student Forms</p> <p>Signage identification of facilities (upon request)</p> <p>Staff & students not always able to hear announcements and emergency information</p>	<p>Provide, upon request, non-print alternative formats for board forms, i.e. Student record forms and student information brochures.</p> <p>Develop procedure & provide tactile and high contrast signage with universal symbols & locate in accessible positions to enable staff and students with disabilities to be able to communicate, move about school and be aware of announcements</p> <p>Repair or install to ensure that PA systems are functional in all locations.</p> <p>Research visual indicators for lockdowns and provide pagers as needed.</p>	<p>2016-2017 & Ongoing</p> <p>2016-2017 & Ongoing</p> <p>2016-2017 & Ongoing</p>	<p>Information and Technology Services Communication Officer Schools</p> <p>Facility Services / Special Education Services</p> <p>Facility Services Information and Technology Services Special Education Services</p>
<p>Physical</p> <p>School reception stations are accessible</p> <p>Fire safety plans show accessibility features on floor plans and requirements for students with special needs and for staff with accessibility issues.</p>	<p>Consultation with architects / contractors to remodel school reception stations in order that persons in wheelchairs will be able to speak to school receptionist at eye level</p> <p>Consult with fire department and health & safety officer to determine if floor plans include accessibility features. Provide student and staff awareness</p>	<p>2016-2017 & Ongoing</p> <p>September, 2017 Review and report & Ongoing</p>	<p>Facility Services</p> <p>Facility Services Health & Safety Officer Fire Department</p>
<p>Board Policies/Procedures</p> <p>Board policies and procedures to be reviewed to ensure</p>	<p>Ensure all board policies and procedures meet legislative requirements and include a specific</p>	<p>2016-2017 & Ongoing</p>	<p>Director of Education</p>

MULTI-YEAR ANNUAL ACCESSIBILITY PLAN 2016-2021

compliance with the AODA, 2005 and the OAD Act, 2001 Review and audit process to ensure compliance with accessibility requirements	procedure to state the board's commitment to address accessibility issues and barriers to persons with disabilities.	2016-2017 & Ongoing	Director of Education
Technological Access to assistive technology	Provide assistive technology such as mobile devices for students and employees to provide access to multi-functional operations	2016-2017 & Ongoing	Special Education Services Information and Technology Services
Transportation Staff awareness of processes for student transportation and accommodation needs	Provide accommodation needs to allow students and other persons with disabilities access to board and school activities and events	2016-2017 & Ongoing	Schools Tri-Board Transportation Services Special Education Services
	Continue the procurement of buses equipped with accessible equipment, i.e. wheelchair lifts.	2016-2017 & Ongoing	Tri-Board Transportation Services
BARRIERS TO BE ADDRESSED IN 2017-2018			
BARRIER	ACTION	DATE	RESPONSIBILITY
Communication & Information School Board/Student Forms Signage identification of facilities (upon request)	Provide, upon request, non-print alternative formats for board forms, i.e. Student record forms and student information brochures.	2017-2018 & ongoing	Information and Technology Services Communication Officer Schools
	Develop procedure & provide tactile and high contrast signage with universal symbols & locate in accessible positions to enable staff and students with disabilities to be able to communicate, move about school and be aware of announcements	2017-2018 & Ongoing	Facility Services Special Education Services
Physical Accessible washrooms Playground Equipment	Consult with architects / contractors to remodel washrooms to ensure that washrooms are accessible in designated locations for use by persons with disabilities.	2017-2018 & Ongoing	Facility Services
	Ensure new playground equipment is accessible.	2017-2018 & Ongoing	Facility Services
Board Policies/Procedures Board policies and procedures to be reviewed to ensure compliance with the AODA, 2005 and the OAD Act, 2001 Review and audit process to ensure compliance with accessibility requirements	Ensure all board policies and procedures meet legislative requirements and include a specific procedure to state the board's commitment to address accessibility issues and barriers to persons with disabilities.	2017-2018 & ongoing	Director of Education
		2017-2018 & Ongoing	Director of Education
Technological Staff awareness of processes for accommodation needs.	Continue to develop a procedure, re - funding of specialized equipment for staff with disabilities. This will enable those persons to have improved access to workplaces when provided with specialized equipment.	2017-2018 & Ongoing	Information & Technology Services Human Resources Facility Services Health & Safety Officer
		2017-2018 &	Special Education Services

MULTI-YEAR ANNUAL ACCESSIBILITY PLAN 2016-2021

	Continue to provide assistive technology such as mobile devices for students and employees to provide access to multi-functional operations	Ongoing	Information and Technology Services
Transportation Staff awareness of processes for student transportation and accommodation needs	Continue to provide accommodation needs to allow students and other persons with disabilities access to board and school activities and events Continue procurement of buses equipped with accessible equipment, i.e. wheelchair lifts.	2017-2018 & Ongoing 2017-2018 & Ongoing	Schools Tri-Board Transportation Services Special Education Services Tri-Board Transportation Services
BARRIERS TO BE ADDRESSED IN 2018-2019			
BARRIER	ACTION	DATE	RESPONSIBILITY
Communication & Information School Board/Student Forms	Provide, upon request, non-print alternative formats for board forms, i.e. Student record forms and student information brochures.	2018-2019 & ongoing	Information and Technology Services Communication Officer Schools
Signage identification of facilities (upon request)	Develop procedure & provide tactile and high contrast signage with universal symbols & locate in accessible positions to enable staff and students with disabilities to be able to communicate, move about school and be aware of announcements.	2018-2019 & Ongoing	Facility Services Special Education Services
Improve access to accessibility support	Add links to all school websites for accessibility. Update accessibility webpage.	2018-2019 & Ongoing	ITS/Communications Officer
Physical Accessible washrooms	Consult with architects / contractors to remodel washrooms to ensure that washrooms are accessible in designated locations for use by persons with disabilities.	2018-2019 & ongoing	Facility Services
Playground Equipment	Ensure new playground equipment is accessible.	2018-2019 & Ongoing	Facility Services
Board Policies/Procedures Board policies and procedures to be reviewed to ensure compliance with the AODA, 2005 and the OAD Act, 2001	Ensure all board policies and procedures meet legislative requirements and include a specific procedure to state the board's commitment to address accessibility issues and barriers to persons with disabilities.	2018-2019 & ongoing	Director of Education
Review and audit process to ensure compliance with accessibility requirements		2018-2019 & Ongoing	Director of Education
Technological Staff awareness of processes for accommodation needs.	Continue to develop a procedure, re - funding of specialized equipment for staff with disabilities. This will enable those persons to have improved access to workplaces when provided with specialized equipment. Continue to provide assistive technology such as mobile devices for students and employees to	2018-2019 & Ongoing 2018-2019 & Ongoing	Information & Technology Services Human Resources Facility Services Health & Safety Officer Special Education Services Information and Technology Services

MULTI-YEAR ANNUAL ACCESSIBILITY PLAN 2016-2021

	provide access to multi-functional operations		
Transportation Staff awareness of processes for student transportation and accommodation needs	Continue to provide accommodation needs to allow students and other persons with disabilities access to board and school activities and events Continue the procurement of buses equipped with accessible equipment, i.e. wheelchair lifts.	2018-2019 & Ongoing 2018-2019 & Ongoing	Schools Tri-Board Transportation Services Special Education Services Tri-Board Transportation Services
BARRIERS TO BE ADDRESSED IN 2019-2020			
BARRIER	ACTION	DATE	RESPONSIBILITY
Communication & Information School Board/Student Forms	Provide, upon request, non-print alternative formats for board forms, i.e. Student record forms and student information brochures.	2019-2020 & ongoing	Information and Technology Services Communication Officer Schools
Signage identification of facilities (upon request)	Develop procedure & provide tactile and high contrast signage with universal symbols & locate in accessible positions to enable staff and students with disabilities to be able to communicate, move about school and be aware of announcements	2019-2020 & Ongoing	Facility Services Special Education Services
Physical Accessible washrooms	Consult with architects / contractors to remodel washrooms to ensure that washrooms are accessible in designated locations for use by persons with disabilities.	2019-2020 & ongoing	Facility Services
Playground Equipment	Ensure new playground equipment is accessible.	2019-2020 & Ongoing	Facility Services
Board Policies/Procedures Board policies and procedures to be reviewed to ensure compliance with the AODA, 2005 and the OAD Act, 2001	Ensure all board policies and procedures meet legislative requirements and include a specific procedure to state the board's commitment to address accessibility issues and barriers to persons with disabilities.	2019-2020 & ongoing	Director of Education
Review and audit process to ensure compliance with accessibility requirements		2019-2020 & Ongoing	Director of Education
Technological Staff awareness of processes for accommodation needs.	Continue to develop a procedure, re - funding of specialized equipment for staff with disabilities. This will enable those persons to have improved access to workplaces when provided with specialized equipment. Continue to provide assistive technology such as mobile devices for students and employees to provide access to multi-functional operations	2019-2020 & Ongoing 2019-2020 & Ongoing	Information & Technology Services Human Resources Facility Services Health & Safety Officer Special Education Services Information and Technology Services
Transportation Staff awareness of processes for student transportation and accommodation needs	Continue to provide accommodation needs to allow students and other persons with disabilities access to	2019-2020 & Ongoing	Schools Tri-Board Transportation Services Special Education Services

MULTI-YEAR ANNUAL ACCESSIBILITY PLAN 2016-2021

	board and school activities and events Continue procurement of buses equipped with accessible equipment, i.e. wheelchair lifts.	2019-2020 & Ongoing	Tri-Board Transportation Services
BARRIERS TO BE ADDRESSED IN 2020-2021			
BARRIER	ACTION	DATE	RESPONSIBILITY
Communication & Information School Board/Student Forms	Provide, upon request, non-print alternative formats for board forms, i.e. Student record forms and student information brochures.	2020-2021 & ongoing	Information and Technology Services Communication Officer Schools
Signage identification of facilities (upon request)	Develop procedure & provide tactile and high contrast signage with universal symbols & locate in accessible positions to enable staff and students with disabilities to be able to communicate, move about school and be aware of announcements	2020-2021 & Ongoing	Facility Services Special Education Services
Physical Accessible washrooms	Consult with architects / contractors to remodel washrooms to ensure that washrooms are accessible in designated locations for use by persons with disabilities.	2020-2021 & ongoing	Facility Services
Playground Equipment	Ensure new playground equipment is accessible.	2020-2021 & Ongoing	Facility Services
Board Policies/Procedures Board policies and procedures to be reviewed to ensure compliance with the AODA, 2005 and the OAD Act, 2001	Ensure all board policies and procedures meet legislative requirements and include a specific procedure to state the board's commitment to address accessibility issues and barriers to persons with disabilities.	2020-2021 & ongoing	Director of Education
Review and audit process to ensure compliance with accessibility requirements		2020-2021 & Ongoing	Director of Education
Technological Staff awareness of processes for accommodation needs.	Continue to develop a procedure, re - funding of specialized equipment for staff with disabilities. This will enable those persons to have improved access to workplaces when provided with specialized equipment.	2020-2021 & Ongoing	Information & Technology Services Human Resources Facility Services Health & Safety Officer
	Continue to provide assistive technology such as mobile devices for students and employees to provide access to multi-functional operations	2020-2021 & Ongoing	Special Education Services Information and Technology Services
Transportation Staff awareness of processes for student transportation and accommodation needs	Continue to provide accommodation needs to allow students and other persons with disabilities access to board and school activities and events	2020-2021 & Ongoing	Schools Tri-Board Transportation Services Special Education Services
	Continue procurement of buses equipped with accessible equipment, i.e. wheelchair lifts.	2020-2021 & Ongoing	Tri-Board Transportation Services

12. BOARD REVIEW

The Accessibility Plan will continue to be updated on an annual basis with new barriers being identified and eliminated as time and funding permits. The Accessibility Advisory Committee with representation from all employee groups, students, the Special Education Advisory Committee and community partners will continue to provide direction to address accessibility issues with the approval of the Board.

13. COMMUNITY INPUT

The Special Education Advisory Committee (SEAC) consists of various community organizations representing persons with disabilities and is established through a public consultation process. SEAC was consulted by the AAC to provide broad-based input prior to the establishment and approval of the original plan by the Board.

Representation was invited from all employee groups and from Special Education Services and Tri-Board Student Transportation Services.

14. COMMITTEE REVIEW AND MONITORING PROCESS

The Accessibility Advisory Committee will meet annually to review progress of the plan. Throughout the year, evaluation of the effectiveness in implementing barrier removal and prevention strategies will be ongoing in preparation for subsequent years of accessibility planning.

15. COMMUNICATION OF THE PLAN

The **ANNUAL ACCESSIBILITY PLAN** for the period September 2016 – August 2021 is posted on the board's website at: <http://www.hpedsb.on.ca/ec/services/fcs/documents/ACCESSIBILITYPLAN 2016-2021.pdf>

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BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
Communication - Continue	Specific school sites	Interpreters for the deaf supplied to assist in communication for school related meetings and events; TTY service for deaf citizens to have telephone access if required; FM and sound field systems to assist student focusing on curriculum; itinerant teacher of the deaf; interpreting (educational assistant support); sound field systems "Writing With Symbols" program; assistive technology; educational assistants; social stories; communication supports.
Information	All secondary schools	Assistive technology and Educational Assistant in rest room to assist students with special needs.
Physical	All schools	Signage updated and located in accessible positions to provide tactile and high contrast signage with universal symbols.
	Athol-South Marysburgh Public School	Boys' washroom converted, wheelchair accessible. Two classroom addition and renovation constructed to latest accessibility standards.
	Bayside Public School	Ramp at front entrance installed; Bayside upper is wheelchair accessible. Painting for enhanced contrast for low-vision needs. Full day kindergarten classroom renovation constructed to latest accessibility standards.
	Bayside Secondary School	Washrooms converted; Ramps installed; Elevator installed; wheelchair accessible; Special Education area renovations; Magnetic hold openers installed on fire doors. New exterior doors with auto door openers. Bus entrance exterior doors. Curb removal. Strobe lighting fire alarm horns installed.
	Bird's Creek Public School	Washrooms converted; Ramps installed; Wheelchair accessible; Magnetic hold openers installed on fire doors. Automatic door openers installed. Full day kindergarten classroom renovation and library addition constructed to latest accessibility standards.
	Breadner Elementary School	Washrooms converted; Ramps installed; Chair lift installed; Automatic door openers installed; Wheelchair accessible.
	Centennial Secondary School	Washrooms converted; Ramps, elevator and automatic door openers installed; Wheelchair accessible; Chair lift installed for stage; Strobe lighting fire alarm horns installed. Magnetic hold openers installed on fire doors; Main entrance ramped and accessible door openers installed. Accessible door openers installed on north entrance doors. Exterior doors replaced with wider doors. Accessible washrooms installed.
	Centre Hastings Secondary School	Washrooms converted – accessible washroom renovations; Ramps and elevators installed; Wheelchair accessible; Enhanced chairlift agreements (chairlift moved to Quinte Secondary School); Accessible door openers installed on north and west entrances; LSP/PLP rooms 142 and 143 have been renovated with additional storage cupboards, electrical receptacles, new counter tops, wall and door, etc. Accessible work stations installed. Main entrance upgrade. Strobe lighting fire alarm horns installed.

BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
	C.M.L. Snider Elementary School	Washrooms converted; Ramps and chair lift installed; Wheelchair accessible; Access in multi-purpose room improved. Work stations modified; Washrooms converted. Full day kindergarten classroom renovation constructed to latest accessibility standards. Chair lift replaced.
Physical - Continued	Coe Hill School	Washrooms converted; Ramps installed; Wheelchair accessible.
	College Street Public School	Washroom made accessible.
	Deseronto Public School	Washrooms converted; chair lift installed; Front entrance ramped; Accessible doors installed. Exterior doors replaced with wider doors.
	Earl Prentice Public School	Ramps installed; Washrooms converted; Wheelchair accessible. Automatic door openers installed.
	Education Centre	Kirk cafeteria kitchen enlarged; Elevator installed; Accessible washrooms installed.
	Foxboro Public School	Washroom converted and ramps installed; Wheelchair accessible. Automatic door openers installed at several entrances. Full day kindergarten classroom addition constructed to latest accessibility standards.
	Frankford Public School	Washrooms converted in building addition. Wheelchair accessible in addition only; Chair lift installed to basement; Concrete ramps on east side installed; Accessible door openers installed at front entrance; Accessible washroom installed. Full day kindergarten classroom renovation constructed to latest accessibility standards.
	Harmony Public School	New school constructed to latest accessibility standards.
	Harry J. Clarke Public School	Accessible door openers on main entrance installed; Accessible ramp on south doors installed; Washrooms converted; Ramps, elevators, automatic door openers installed; Wheelchair accessible. New barrier-free washroom in new south addition. Doors removed to improve accessibility. Six classroom addition and new barrier-free washroom constructed to latest accessibility standards.
	Harry J. Clarke Public School – Sir Winston Churchill site	Totally accessible after washrooms converted; Wheelchair ramp; Door openers installed.
	Hermon Public School	Wheelchair accessible; Accessible washroom installed in township library; Accessible door opener installed on library entrance door.
Hillcrest School	Sunken area in open area has been filled in and walls installed with glass in top half; Carpet/tile has been replaced in open areas; Accessible ramps have been installed at two fire exit doors and ramp has been remodeled at south west entrance; Automatic doors have been installed on the front and west entrance for wheelchairs. Entire area has been painted; Shelving, storage cupboards, bulletin boards installed; Storage room has been converted into a teacher work room; Automatic door openers on washroom doors have been installed. Sidewalks improved.	

BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
	Kente Public School	Doorway between special education room and computer lab installed; Computer tables modified with power and data cabling for special education students; Accessible washroom installed. Full day kindergarten classroom renovation constructed to latest accessibility standards. Exterior doors replaced with wider doors.
Physical - Continued	Madoc Public School	Asphalt ramp has been installed at main entrance. Accessible washroom modified to accommodate change table; Washrooms converted; Ramps installed; Wheelchair accessible. Full day kindergarten classroom addition and lobby constructed to latest accessibility standards. Main office door is accessible with automatic door opener. Relocate front door remote access button to improve access.
	Madoc Township Public School	Washrooms converted; Wheelchair accessible; Accessible washroom created; Grab bars installed; Asphalt ramps at front and west entrances installed. Sidewalk improved.
	Marmorata Senior Public School	Washrooms converted; Ramps, chair lift, automatic door openers installed; Wheelchair accessible; resource area has been upgraded with kitchen cupboards and sinks; Automatic door openers have been installed, west entrance;
	Massassaga-Rednersville Public School	Washrooms converted; Wheelchair accessible; Chair lift on stage installed. Child care classroom, office, and new barrier-free washroom renovation constructed to latest accessibility standards. Main entrance and south entrance exterior doors replaced with wider doors.
	Maynooth Public School	Wheelchair accessible; Washrooms converted; Accessible washroom installed. Full day kindergarten classroom and library renovation constructed to latest accessibility standards.
	Moira Secondary School	Washrooms converted; First floor wheelchair accessible; Accessible door openers installed on main entrance. Strobe lighting fire alarm horns installed.
	North Hastings High School	Upper and lower cupboards in room 130 have been replaced complete with electrical and plumbing upgrades; Washrooms converted; Ramps, elevators, chair lift and automatic door openers installed. Wheelchair accessible; Magnetic hold openers on fire doors; Asphalt paving to improve accessibility. Strobe lighting fire alarm horns installed.
	North Trenton Public School	Ramps installed; Wheelchair accessible; Automatic door openers.
	Park Dale School	Washrooms converted and ramps installed; Wheelchair accessible. Automatic door openers. Full day kindergarten addition constructed to latest accessibility standards.
	Pinecrest Memorial Elementary School	Washrooms converted and ramps installed; Wheelchair accessible; Automatic door openers installed at main entrance.
Prince Charles School (Belleville)	Washrooms converted and ramps installed; Wheelchair accessible; Automatic door opener installed. Significant classroom and gym addition and renovation of remainder of school constructed to latest accessibility standards.	

BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
	Prince Charles Public School (Trenton)	Washrooms converted; Ramps and chair lift to stage installed; Wheelchair accessible. Automatic door openers installed at several entrances. Four classroom addition constructed to latest accessibility standards and washroom converted. Sidewalk improved.
	Prince Edward Collegiate Institute	Automatic door openers installed at the main entrance, cafeteria and library; Magnetic hold open arms installed on the corridor fire doors; Washrooms converted; Elevator and chair lift installed. Wheelchair accessible. Strobe lighting fire alarm horns installed.
Physical - Continued	Prince of Wales Public School	Washrooms converted; Ramps installed; Wheelchair accessible; Automatic door openers installed on primary washroom doors; Hold open arms installed on hall doors. Computer lab/library modified. Full day kindergarten classroom renovation constructed to latest accessibility standards.
	Queen Elizabeth School (Belleville)	Automatic door openers on main entrance installed; Washrooms converted, ramps installed; Wheelchair accessible. Full day kindergarten classroom renovation constructed to latest accessibility standards. Acoustic ceiling installed in FDK classroom.
	Queen Elizabeth School (Picton)	Larger door installed on the washroom off the library; Kindergarten washroom door modified; Washrooms converted; Ramps and automatic door openers installed at main entrance; Wheelchair accessible.
	Queen Elizabeth Public School (Trenton)	Washrooms converted and ramps installed; Wheelchair accessible; Door openers have been installed on the main entrance doors and boys washroom; Magnetic hold openers on fire doors.
	Quinte Secondary School	Exhaust fan has been installed over the stove in classroom; Washrooms converted; Ramps, elevators and automatic door openers installed; Wheelchair accessible; Magnetic hold openers installed on fire doors. Science lab renovations constructed to latest accessibility standards. Strobe lighting fire alarm horns installed.
	Sir John A. Macdonald School	Washrooms converted; Ramps installed; Wheelchair accessible; Door opener installed at west entrance; Magnetic hold openers installed on fire doors. Significant classroom and gym addition and renovation of remainder of school constructed to latest accessibility standards.
	Sophiasburgh Central School	Wheelchair accessible. Full day kindergarten classroom renovation constructed to latest accessibility standards. Ramp installed at front entrance.
	Stirling Public School	New school constructed to latest accessibility standards. Child care and full day kindergarten addition constructed to latest accessibility standards.
	Susanna Moodie Elementary School	Accessible washroom installed; Magnetic hold devices and door openers installed; Washrooms converted; Ramps installed; Wheelchair accessible. Painting for enhanced contrast for low-vision needs.

BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
	Trenton High School	Room 110 expanded into room 108; Upper cupboards installed; Washrooms converted; Chair lift installed; Wheelchair accessible; Steps to sports field converted to ramp. Sports track resurfaced. Elevator installed; Magnetic hold devices installed on fire doors. Additional ramp to sports field installed. Science lab renovations constructed to latest accessibility standards. Strobe lighting fire alarm horns installed.
	Tweed Elementary School	New school constructed to latest accessibility standards.
Physical - Continued	Tyendinaga Public School	Accessible washroom installed; Ramps and chair lift installed; Walkway/ramp resurfaced at front entrance; Wheelchair accessible. New barrier-free washroom in north-east addition. Automatic door openers installed. Full day kindergarten three classroom addition and new barrier-free washroom constructed to latest accessibility standards.
	V.P. Carswell Elementary	Washrooms converted; Wheelchair accessible; Automatic door openers installed at front entrance. New barrier-free washroom in west addition. Strobe lighting fire alarm horns installed. Full day kindergarten classroom addition and new barrier-free washroom constructed to latest accessibility standards.
	William R. Kirk School	Washrooms converted; Automatic door openers installed; Wheelchair accessible.
	York River	Washrooms converted, ramps and chair lift installed; Wheelchair accessible. Significant classroom and library addition and renovation of remainder of school constructed to latest accessibility standards.

APPENDIX B

GENERAL OVERVIEW BUILDING ACCESSIBILITY CHART AS OF SEPTEMBER 2016 FUTURE NEEDS AND COMPLETED PROJECTS									
Future needs * Completed projects ✓ Not applicable (blank)									
SCHOOL	Washrooms Converted or Accessible Washroom installed	Ramps	Elevators	Electric Chair Lifts	Auto Door Openers	Signage	Parking	Buttons, switches	Stair Climbers
Athol-South Marysburgh Public School	✓	✓			✓	✓	✓	✓	
Bayside Secondary School	✓	✓	✓		✓	✓	*	*	✓
Bayside Public School		✓				✓	*	*	
Bayside Public School (Annex)	*				*	✓	*	*	
Bird's Creek Public School	✓	✓			✓	✓	*	*	
Breadner Public School	✓	✓		✓	✓	✓	✓	✓	
C.M.L. Snider Elementary School	✓	✓		✓		✓	*	*	✓
Centennial Secondary School	✓	✓	✓	✓	✓	✓	*	✓	
Centre Hastings Secondary School	✓	✓	✓		✓	✓	*	*	
Coe Hill Public School	✓	✓				✓	✓	*	
College Street Public School	*	*	*	*	*	✓	*	*	
Deseronto Public School	✓	✓		✓	✓	✓	✓	*	
Earl Prentice Public School	✓	✓			✓	✓	*	*	
Foxboro Public School	✓	✓			✓	✓	*	*	
Frankford Public School	✓	✓	*	✓	✓	✓	✓	*	
Harmony Public School <i>(new school constructed, effective September, 2014)</i>	✓	✓		✓	✓	✓	✓	✓	
Harry J. Clarke Public School	✓	✓	✓		✓	✓	✓	✓	
Hermon Public School	✓	✓			✓	✓	*	*	
Hillcrest Public School	✓	✓	*		✓	✓	*	*	
Kente Public School	✓				✓	✓	*	*	
Madoc Public School	✓	✓			✓	✓	✓	*	

GENERAL OVERVIEW BUILDING ACCESSIBILITY CHART AS OF SEPTEMBER 2016 FUTURE NEEDS AND COMPLETED PROJECTS									
Future needs * Completed projects ✓ Not applicable (blank)									
SCHOOL	Washrooms Converted or Accessible Washroom installed	Ramps	Elevators	Electric Chair Lifts	Auto Door Openers	Signage	Parking	Buttons, switches	Stair Climbers
Madoc Township Public School	✓	✓			*	✓	*	*	
Marmora Sr. School	✓	✓		✓	✓	✓	*	*	
Massassaga-Rednersville	✓			✓	✓	✓	*	*	
Maynooth Public School	✓	✓			✓	✓	*	*	
Moira Secondary School	✓	*	*		✓	✓	*	*	
North Hastings H.S.	✓	✓	✓	✓	✓	✓	✓	*	
North Trenton Public School	*	✓			✓	✓	*	*	
Park Dale Public School	✓	✓			✓	✓	✓	✓	
Pinecrest Public School	✓	✓			✓	✓	*	*	
Prince Charles (B)	✓	✓			✓	✓	✓	✓	
Prince Charles Public School (T)	✓	✓		✓	✓	✓	✓	*	
Prince Edward Collegiate	✓	✓	✓	✓	✓	✓	✓	*	✓
Prince of Wales Public School	✓	✓			✓	✓	✓	*	
Queen Elizabeth Public School (B)	✓	✓			✓	✓	*	*	
Queen Elizabeth Public School (P)	✓	✓		✓	✓	✓	*	*	
Queen Victoria Public School	*	*	*		*	✓	*	*	
Quinte Secondary School	✓	✓	✓		✓	✓	*	*	
Sir John A. Macdonald Public School	✓	✓		✓	✓	✓	✓		
Sophiasburgh Central Public School	✓	✓			*	✓	*	*	
Stirling Public School	✓	✓	✓		✓	✓	✓	✓	
Susanna Moodie Elementary School	✓	✓			✓	✓	✓	*	
Trenton High School	✓	✓	✓	✓	✓	✓	✓	*	
Tweed Elementary School	✓	✓			✓	✓	✓	✓	
Tyendinaga Public School	✓	✓		✓	✓	✓	*	*	

GENERAL OVERVIEW BUILDING ACCESSIBILITY CHART AS OF SEPTEMBER 2016 FUTURE NEEDS AND COMPLETED PROJECTS									
Future needs * Completed projects ✓ Not applicable (blank)									
SCHOOL	Washrooms Converted or Accessible Washroom installed	Ramps	Elevators	Electric Chair Lifts	Auto Door Openers	Signage	Parking	Buttons, switches	Stair Climbers
V.P. Carswell Public School	✓	✓			✓	✓	✓	*	
York River Public School	✓	✓		✓	✓	✓	✓	✓	
William R. Kirk Building	✓	✓			✓	✓	*	*	
Education Centre	✓	✓	✓		✓	✓	✓	*	

GLOSSARY

TERM	DEFINITION
AAC	Accessibility Advisory Committee
AAP	Accessibility Advisory Plan
AODA	Accessibility for Ontarians with Disabilities Act (2005)
APSSP	Association of Professional Student Services Personnel
ASG	Administrative Support Group
CAVEAT	Canadians Against Violence Everywhere Advocating its Termination
CYC	Child and Youth Counselor
FM	Frequency Modulation
HAPE	Hastings and Prince Edward
HPEDSB	Hastings and Prince Edward District School Board
IEP	Individual Education Plan
ISEH	Interdepartmental Special Education Head (secondary)
ISRT	In-School Resource Teacher (elementary)
ITS	Information and Technology Services
IMD/IDD	Intellectual Mild Disability/Intellectual Developmental Disability
ODA	Ontarians with Disabilities Act, 2001
OPC	Ontario Principals Council
OPP	Ontario Provincial Police
OSSTF	Ontario Secondary School Teachers Federation
OTL	Occasional Teachers Local
SAL	Supervised Alternative Learning
SEAC	Special Education Advisory Committee
UDL	Universal Design for Learning
TTY	Teletypewriter (can be used by deaf individuals with Bell Relay Services)
VIP	Very Important Person
VIQ	Volunteer Information Quinte