



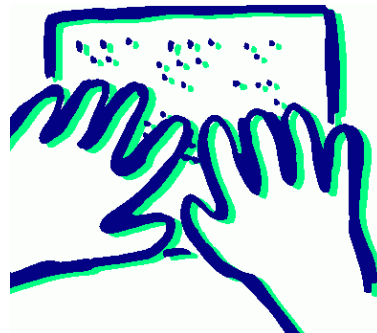
Hastings and Prince Edward
District School Board



ANNUAL ACCESSIBILITY PLAN

*for the period
September 2011 - August 2012*

Submitted by the
Accessibility Advisory Committee
and approved by
Hastings and Prince Edward District School Board
at its Board meeting of June 20, 2011



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Published by Grace Saunders, Facility Services



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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 in the past and plans to take during the period 2011-2012 to identify, remove and prevent barriers for people 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 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. To this end, the Acts require school boards to prepare an annual accessibility plan to consult with people 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, once fully implemented, will include regulations with respect to:

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

The first standard for Customer Service is now law. Public sector organizations were required by law to comply with the standard by January 1, 2010. All Hastings and Prince Edward District School Board employees and trustees received and completed their Customer Service training by February 2010.

The Transportation, Information and Communication and Employment regulations were enacted June 7, 2011. School board obligations under the regulations include accessibility awareness training for all employees by January 1, 2013.

The Built Environment standard has been developed by the province and is now being circulated for public review. It is expected that the standard will be enacted over the next year. School boards will have obligations including improved accessibility implemented over a prescribed time period.

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.

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1.0 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 2011-2012 school year to identify, remove and prevent barriers for people with disabilities who work in, use or attend school board facilities and services.

2.0 OBJECTIVES

The plan:

1. Describes the process by which Hastings and Prince Edward District School Board will identify, remove and prevent barriers for people with disabilities.
2. Reviews efforts of Hastings and Prince Edward District School Board to remove and prevent barriers for people with disabilities during the past year.
3. 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 people with disabilities.
4. Describes the measures Hastings and Prince Edward District School Board will take in the coming year to identify, remove and prevent barriers for people with disabilities.
5. Describes how Hastings and Prince Edward District School Board will make this accessibility plan available to the public.

3.0 DESCRIPTION OF HASTINGS AND PRINCE EDWARD DISTRICT SCHOOL BOARD

Hastings and Prince Edward District School Board was formally established in 1998 as a result of the amalgamation of the former Hastings County Board of Education and Prince Edward County Board of Education.

Hastings and Prince Edward District School Board serves more than 16,000 students each day at 46 elementary and 8 secondary schools. Supporting student achievement is the goal of approximately 1,900 teaching and support staff who, in addition to the contributions of caring volunteers and community partners, provide the best opportunity for students to learn. The District covers a wide geographical area of 7,221 square kilometres bordered by Maynooth to the north, Deseronto 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.

4.0 COMMITMENT TO ACCESSIBILITY PLANNING

The original plan was prepared in consultation with Senior Administration and Trustees of the Board. 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 (AAC) meeting annually to review the plan.
- consulting with people 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.

5.0 UNIVERSAL DESIGN PHILOSOPHY

Through the Ontario Ministry of Education document, the Expert Panel Report on Special Education: Education for All, 2004, 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 traveller with a baggage trolley, or someone using a walker.

Eventually, researchers in other fields noted that specialized technology meant for a 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

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6.0 ACCESSIBILITY ADVISORY COMMITTEE MEMBERS

NAME	REPRESENTING
Deborah Allen	Canadian Union of Public Employees (CUPE) - HPEDSB
Laurence Bédard	Student Senator - HPEDSB
Susan Carleton-Maines	Ontario Principals Council (OPC) - HPEDSB
Matthew Charles	Elementary Teachers Federation Organization (ETFO) Vision Teacher, Special Education Services - HPEDSB
Karen Chow	President, Hastings and Prince Edward Occasional Teacher Local (HAPE-OTL)
Kerry Donnell	Communications Officer - HPEDSB
Mary Hall	Vice-Chair of Hastings and Prince Edward District School Board (HPEDSB)
Sandra Hill	Association of Professional Student Services Personnel (APSSP) - HPEDSB, Special Education Services
Tom Johnston	Health & Safety Officer - HPEDSB
Kelvin MacQuarrie	Information and Technology Services Administrative Support Group (ASG) - HPEDSB
Gillian McCurdy	Safe Workplace Coordinator - HPEDSB
Ally Martin	Student Senator - HPEDSB
Jennifer Meade	Ontario Secondary School Teachers Federation (OSSTF) - HPEDSB
Cathy Portt	Assistant Superintendent of Education, Special Education Services - HPEDSB
Neil Purcell	Elementary Teachers Federation Organization (ETFO) Coordinator and Resource Teacher (Hearing) - HPEDSB
Sandy Smith	Community Engagement Coordinator - HPEDSB
Kathy Soule	Director of Education - HPEDSB
Don Tregenza	Chair of Accessibility Advisory Committee Controller of Facility Services - HPEDSB
Jennifer Vincent	Manager Disability Services - Loyalist College Special Education Advisory Committee (SEAC) - HPEDSB
Steve Wowk	Tri-Board Student Transportation Services

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7.0 CONSULTATION WITH PERSONS WITH DISABILITIES

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

Suggestions received since implementation of the plan include:

- 1) reduce height of water fountains
- 2) install audio enhancement equipment in board public meeting rooms
- 3) improve access to automatic door opener buttons
- 4) ensure chair lifts are in good repair
- 5) improve accessibility signage
- 6) improve training for self advocacy
- 7) ensure consistency of educational assistant staffing
- 8) continue emphasis on anti-bullying programs
- 9) ensure clarity in fire safety plans for evacuation of persons using wheelchairs
- 10) provide accessibility to school offices such as lower counter heights
- 11) assist persons with disabilities to strive for independence
- 12) provide sufficient door access widths

8.0 RECENT BARRIER REMOVAL INITIATIVES

During the last several years, there have been a number of informal initiatives to identify, remove and prevent barriers to people 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 table below.

The board through its Special Education Plan has addressed access for students with disabilities through modifications and accommodations of programs and services.

Schools have been facilitated with the inclusion of automatic door openers on major school interior and exterior doorways, elevators 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.

Attitudinal barriers for people 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 building construction where possible. Current renovations to existing buildings have accessibility for people with disabilities addressed in the plans wherever possible.

In 2010-2011, the board spent in excess of \$100,000 to complete the numerous projects noted below to address physical and architectural barriers.

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The following major projects were completed in 2010-2011.

MAJOR PROJECTS COMPLETED IN 2010-2011	
PROJECTS COMPLETED UP TO THIS PERIOD:	DESCRIPTION OF PROJECT
Automatic door openers	Centennial Secondary School Bayside Secondary School Foxboro Public School
Pagers and training provided to hard of hearing students in secondary schools.	Provided in secondary schools with hard of hearing students to alert them during emergency situations.
Major renovations and additions including features such as: <ul style="list-style-type: none">- accessible washrooms- accessible parking- accessible front entrances- offices renovated to provide lower height access	Athol-South Marysburgh Public School Prince Charles School (Belleville) Sir John A. Macdonald School York River Public School

9.0 PREVENTING NEW BARRIERS

In accordance with the AODA, 2005 and ODA, 2001, all school board programs, policies, 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's programming, policies and practices will be assessed to ensure continuous improvement in accessibility.

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10.0 BARRIER IDENTIFICATION METHODOLOGIES

To prepare the original plan, the activities of the AAC included:

BARRIER IDENTIFICATION METHODOLOGIES	
METHODOLOGY	DESCRIPTION
Presentation to Senior Administration	Opportunity for input and feedback and creation of an administrative working committee.
Presentation to Trustees of the Board	Draft plan prepared by working committee and presented to Trustees.
Advisory committee established	Advisory committee including representatives from employee groups, committees such as SEAC, was established and met to review and finalize draft plan.
Community consultations	Committee presentation to SEAC.
Stakeholders communication and presentations to employees	Describe the AAC composition and initiatives for coming year.
Plan feedback	The AAC will seek stakeholders' input to the plan and revise the plan as necessary.

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11.0 BARRIERS IDENTIFIED

In its initial review, the Accessibility Advisory Committee (AAC) identified many barriers. Over the next several years, in consultation with persons with disabilities, the AAC will focus on the following:

BARRIERS IDENTIFIED		
TYPE OF BARRIER	DESCRIPTION OF BARRIER	STRATEGY FOR ITS REMOVAL OR PREVENTION
ARCHITECTURAL	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.
	Inaccessible washrooms in various schools.	Re-model 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, eg. water fountains, fire extinguishers, doors opening into hallway and steps that are not a standard height and width can create problem for 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 (eg. hearing, vision, mental health).	Provide information and education and direction on how to get help.
	Students, staff and parents have identified bullying and social isolation as a minor 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: http://www.hpedsb.on.ca/ec/accessibility/Accessibility.html and Director's Comments mailbox: http://www.hpedsb.on.ca/feedback/thoughts.cfm to encourage communication and receive suggestions re accessibility.
	Children 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.

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BARRIERS IDENTIFIED		
TYPE OF BARRIER	DESCRIPTION OF BARRIER	STRATEGY FOR ITS REMOVAL OR PREVENTION
COMMUNICATION	People who are deaf and hard of hearing cannot detect audio fire alarms.	Investigate visual emergency notification system and install. Provide pagers as needed.
	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. Provide pagers as needed.
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 available on the Board's Web site, on disk, 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 practices to include persons with disabilities, ie. - present all awards in front of stage.
POLICY / PRACTICE	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.	Establish an advisory committee to review policies to ensure compliance.
TECHNOLOGICAL	Availability of specialized equipment and assistive technology for staff and students with identified disabilities.	Procedure 215 Special Equipment Amount (SEA) & Resource Guide provides information on funding for equipment for students with Special Education needs. Need to establish board procedure 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.

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12.0 BARRIERS TO BE ADDRESSED IN 2011-2012

The Accessibility Advisory Committee has identified the following barriers to be addressed by priority:

BARRIERS TO BE ADDRESSED IN 2011-2012				
BARRIER	OBJECTIVE	INDICATORS OF SUCCESS	TIMING	RESPONSIBILITY
ARCHITECTURAL Renovation Plan to existing buildings.	Ensure renovations to existing facilities are accessible for all people with exceptionalities.	Consult with facilities planning and re-design. Completed renovations are accessible.	Review and report by Sept. 2012	Facility Services
ATTITUDINAL Increase awareness about disabilities and inclusionary practices.	Better understand how to accommodate those with various types of disabilities eg. students, staff, parents	Equity and Inclusivity Awareness workshops and materials prepared and communicated. Awareness of ways to accommodate persons with physical & non-physical disabilities. Equity and Inclusivity Procedures. Safe School Climate Survey data. Inclusive Education Symposium.	Review and report by Sept. 2012	System
ATTITUDINAL Identify bullying and social isolation as problem in schools	Increase awareness that bullying and social isolation is not acceptable	Continue with existing programs such as Growing with Character. Explore other possibilities for exceptionality, sensitivity and awareness programming for classmates. Incidents of bullying have decreased in the school environment and schools are more inclusive.	Review and report by Sept. 2012	All schools and assigned Superintendent
COMMUNICATION/ INFORMATION Most school board forms, records and student information brochures only available in print format	Provide non-print, alternative formats for school board forms, records and student information brochures.	Produce non-print format for school board forms, records and student information brochures. Forms, records and student information brochures available in non-print format or other formats upon request. eg. - Web site, large print.	Review and report by Sept. 2012	ITS and Communications Officer
COMMUNICATION/ INFORMATION Signage identification of facilities.	Develop procedure and provide tactile and high contrast signage with universal symbols. Locate signs in accessible positions.	Staff and students with disabilities able to communicate, move about school, and be made aware of announcements.	Review and report by Sept. 2012	Facility Services Spec Ed Services

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BARRIERS TO BE ADDRESSED IN 2011-2012				
BARRIER	OBJECTIVE	INDICATORS OF SUCCESS	TIMING	RESPONSIBILITY
<p>COMMUNICATION/ INFORMATION</p> <p>Staff and students not always able to hear announcements and emergency information.</p>	<p>Repair or install and ensure PA systems are functional in all locations. Install visual indicators for lockdowns. Provide pagers as needed.</p>	<p>Staff and students in all areas of building can obtain announcements.</p>	<p>Review and report by Sept. 2012</p>	<p>Information and Technology Services</p> <p>Schools</p>
<p>PHYSICAL</p> <p>School reception stations are too high for wheelchair users</p>	<p>Reconfigure school reception areas</p>	<p>Consult with architect and contractor to remodel station. Persons in wheelchairs will be able to speak to school receptionist at eye level at counter.</p>	<p>Review and report by Sept. 2012</p>	<p>Facility Services</p>
<p>PHYSICAL</p> <p>Inaccessible washrooms in various buildings.</p>	<p>Ensure washrooms in designated locations are accessible.</p>	<p>Consult with architect and contractor to remodel washrooms. Washrooms are accessible in designated locations.</p>	<p>Review and report by Sept. 2012</p>	<p>Facility Services</p>
<p>PHYSICAL</p> <p>Fire safety plans showing accessibility features on floor plans.</p>	<p>Ensure all staff and students aware of locations that are accessible in case of emergency.</p>	<p>Consult with fire chief and health & safety officer to determine. Floor plans include accessibility features.</p>	<p>Review and report by Sept. 2012</p>	<p>Health & Safety Officer, Fire Chief and Facility Services</p>
<p>PHYSICAL</p> <p>Access to playground equipment for students and caregivers</p>	<p>Consider need for accessible playground equipment.</p>	<p>Consult with playground suppliers and schools to determine availability and needs.</p>	<p>Review and report by Sept. 2012</p>	<p>Facility Services</p>
<p>POLICIES</p> <p>Board policies and procedures need to be reviewed to ensure compliance with the AODA and ODA.</p>	<p>Ensure all board policies are inclusive and address accessibility issues</p>	<p>Establish committee to review policies to ensure compliance. Policy and procedures meet legislative requirements including a specific procedure to state the board's commitment to address barriers to persons with disabilities.</p>	<p>Review and report by Sept. 2012</p>	<p>Director of Education</p>
<p>TECHNOLOGICAL</p> <p>Lack of procedure re specialized equipment for staff.</p>	<p>Develop a procedure re funding for specialized equipment for staff.</p>	<p>Staff with disabilities will have improved access to workplace when provided with specialized equipment.</p>	<p>Review and report by Sept. 2012</p>	<p>Information and Technology Services, Human Resources Services, Health & Safety Officer</p>
<p>TRANSPORTATION</p> <p>Access to board and school activities can be restricted.</p>	<p>Students with disabilities need access that accommodates their needs.</p>	<p>Provide means to allow access to board activities. Persons with disabilities have access to all school and board events.</p>	<p>Review and report by Sept. 2012</p>	<p>School, Tri-Board Transportation Student Services and Special Education Services</p>

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13.0 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, departments, the Special Education Advisory Committee and outside organizations will continue to provide direction to address accessibility issues with the approval of the Board of Trustees.

14.0 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 of Trustees.

Representation was invited from all employee groups and from Special Education Services, the Parent Involvement Committee and Tri-Board Transportation Student Services.

15.0 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.

16.0 COMMUNICATION OF THE PLAN

The **ANNUAL ACCESSIBILITY PLAN** *for the period September 2011 - August 2012* is posted on the board's website at www.hpedsb.on.ca.

CONTACT:

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17.0 APPENDIX A		
BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	DESCRIPTION OF BARRIER
ATTITUDINAL	all schools	<p>To reduce harassment and increase understanding and acceptance of students with disabilities, the following programs have been used:</p> <ul style="list-style-type: none"> • Bully-proofing Your School (book resource in use in many schools); • Don't Laugh at Me; • How to Hug a Porcupine; • Respect Program; • Franklin Fellowship Club (developed by the Early Intervention Team at Queen Victoria P.S.); • CYC Programs such as The Bully-Free Classroom; • Living Colour, I Care CST; • Creative Conflict Resolution Training; • Peer Proofing; • Stirling Silver Program; • OPP Bearhug Band; • Dealing with Aggressive At-Risk Children; • Cool Solutions - Peer Counselling; • VIP; Social Skills Program (primary).
ATTITUDINAL	all schools	<p>In the Health & Physical Education document, there is discussion regarding using the IEP to develop a program for students with disabilities. There is a reference in the Grade 7 Healthy Living Curriculum under Personal Safety and Injury Prevention that states "identify people and resources that can support someone experiencing harassment".</p> <p>There is a reference in the Grade 8 Healthy Living Curriculum under Living Skills that reads "demonstrate respectful behaviour towards the feelings and ideas of others".</p>
ATTITUDINAL	any school as required	Child and Youth Counsellors; CAVEAT; SALEP; Alternate Programs, to assist students in developing strategies and behaviours to deal more effectively with school, societal, and peer expectations and to increase student tolerance of others with differences.
COMMUNICATION	all schools	Special Education website, PRIM and other resources to assist ISEHs and ISRTs as they work with teachers in programming for students with disabilities; partnerships with outside agencies.
COMMUNICATION	any school as required	Braille materials and books on tape for blind students to access the curriculum; orientation and mobility training for blind students; itinerant teacher of the blind; educational assistant support for the blind; coloured overlays.

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17.0 APPENDIX A		
BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	DESCRIPTION OF BARRIER
COMMUNICATION	any school as required	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 focussing on curriculum; itinerant teacher of the deaf; interpreting-educational assistant support; sound field system.
COMMUNICATION	specific school sites	"Writing With Symbols" program; assistive technology; educational assistants; social stories; communication supports.
INFORMATION	All secondary schools	For the learning disabled: Inspiration, Dragon Naturally Speaking, Kurzweil 3000, Essential Skills, etc., software with scanners and printers in the resource room to assist learning disabled students with written communication and organization skills; Educational assistant support for scribing and to reinforce communication, organization and work completion skills.
PHYSICAL	Athol Central	Boys washrooms converted. Wheelchair accessible.
PHYSICAL	Bancroft P.S.	Air conditioning units in the special education room have been installed.
PHYSICAL	Bancroft P.S.	Washrooms converted. Elevators installed. Ramps installed. Wheelchair accessible.
PHYSICAL	Bancroft P.S.	Seminar rooms have been modified to accommodate Special Education staff.
PHYSICAL	Bayside P.S.	Ramp at front entrance installed. Bayside Upper is wheelchair accessible.
PHYSICAL	Bayside S.S.	Washrooms converted. Ramps installed. Elevator installed. Wheelchair accessible. Special Education area renovations. Magnetic hold openers installed on fire doors.
PHYSICAL	Bird's Creek P.S.	Washrooms converted. Ramps installed. Wheelchair accessible. Magnetic hold openers installed on fire doors.
PHYSICAL	Breadner Elementary School	Washrooms converted. Ramps installed. Chair lift installed. Automatic door openers installed. Wheelchair accessible.
PHYSICAL	Centennial S.S.	Washrooms converted. Ramps, elevator and automatic door openers installed. Wheelchair accessible. Chair lift installed for stage. Magnetic hold openers installed on fire doors.
PHYSICAL	Centennial S.S.	Main entrance ramped and handicapped door openers installed. Handicapped door openers installed on north entrance doors.

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17.0 APPENDIX A		
BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	DESCRIPTION OF BARRIER
PHYSICAL	Centre Hastings S.S.	Washrooms converted - accessible washroom renovations. Ramps and elevators installed. Wheelchair accessible. Enhanced chairlift agreements - <i>chairlift moved to Quinte Secondary School</i> . Handicapped door openers installed on north and west entrances.
PHYSICAL	Centre Hastings S.S.	Kirk rooms 142 and 143 have been renovated with additional storage cupboards, electrical receptacles, new counter tops, wall and door, etc. Accessible work stations installed.
PHYSICAL	C.M.L. Snider School	Washrooms converted. Ramps and chair lift installed. Wheelchair accessible.
PHYSICAL	C.M.L. Snider School	Access in multi-purpose room improved. Work stations modified. Washrooms converted.
PHYSICAL	Coe Hill School	Washrooms converted. Ramps installed. Wheelchair accessible.
PHYSICAL	Deseronto P.S.	Washrooms converted. Chair lift installed, front entrance ramped and handicapped door openers installed.
PHYSICAL	Earl Prentice P.S.	Ramps installed. Washrooms converted. Wheelchair accessible.
PHYSICAL	Education Centre	Kirk cafeteria kitchen has been enlarged.
PHYSICAL	Education Centre	Elevator installed. Handicapped washrooms installed.
PHYSICAL	Foxboro P.S.	Washroom converted and ramps installed. Wheelchair accessible.
PHYSICAL	Frankford P.S.	Washrooms converted in building addition. Wheelchair accessible in addition only.
PHYSICAL	Frankford P.S.	Chair lift installed to basement.
PHYSICAL	Frankford P.S.	Ramps have been installed at fire exit doors in the open area and east entrance.
PHYSICAL	Frankford P.S.	Concrete ramps on east side installed. Handicapped door openers installed at front entrance. Handicapped washroom installed.
PHYSICAL	Harmony P.S.	Washrooms converted. Wheelchair accessible. Magnetic hold-open devices installed.
PHYSICAL	Harry J. Clarke P.S.	Handicapped door openers on main entrance installed. Handicapped ramp on south doors installed.
PHYSICAL	Harry J. Clarke P.S.	Washrooms converted. Ramps, elevators, automatic door openers installed - wheelchair accessible.

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17.0 APPENDIX A		
BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	DESCRIPTION OF BARRIER
PHYSICAL	Harry J. Clarke P.S. Sir Winston Churchill site	Totally accessible after washrooms converted, wheelchair ramp, door openers installed.
PHYSICAL	Hermon P.S.	Wheelchair accessible. Handicapped washroom installed in township library. Handicapped door opener installed on library entrance door.
PHYSICAL	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 area. Handicapped ramps have been installed at two fire exit doors and ramp has been remodelled at south west entrance. Automatic doors have been installed on the front entrance and west entrance for wheelchairs. Entire area has been painted. Shelving, storage cupboards, bulletin boards have been installed. Storage room has been converted into a teacher work room. Automatic door openers on washroom doors have been installed.
PHYSICAL	Kente P.S.	Doorway between special education room and computer lab installed. Computer tables modified with power and data cabling for special education students. Handicapped washroom installed.
PHYSICAL	Madoc P.S.	Asphalt ramp has been installed at main entrance.
PHYSICAL	Madoc P.S.	Window and door between Kirk rooms 21 and 21A have been installed. Windows in corridor walls in Kirk rooms 22 and 21A have been installed.
PHYSICAL	Madoc P.S.	Handicapped washroom modified to accommodate change table.
PHYSICAL	Madoc P.S.	Washrooms converted. Ramps installed. Wheelchair accessible.
PHYSICAL	Madoc Township P.S.	Washrooms converted. Wheelchair accessible.
PHYSICAL	Madoc Township P.S.	Handicapped washroom created. Grab bars installed. Asphalt ramps at front and west entrances installed.
PHYSICAL	Marmorra Senior P.S.	Washrooms converted. Ramps, chair lift, automatic door openers installed. Wheelchair accessible.
PHYSICAL	Marmorra Senior P.S.	IMD / IDD resource area has been upgraded with kitchen cupboards and sinks. Automatic door openers have been installed at the west entrance.
PHYSICAL	Marmorra Senior P.S.	Auto door openers on north doors and library doors installed. Landing and ramp at north entrance installed. Asphalt at bottom of ramp installed.
PHYSICAL	Marmorra Senior P.S.	Auto door openers on west entrance installed. Cupboards and sinks in the resource room modified.

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17.0 APPENDIX A		
BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	DESCRIPTION OF BARRIER
PHYSICAL	Massassaga-Rednersville P.S.	Washrooms converted. Wheelchair accessible. Chair lift onto stage installed.
PHYSICAL	Maynooth P.S.	Wheelchair accessible. Washrooms converted. Handicapped washroom installed.
PHYSICAL	Moira S.S.	Renovations have been made in Kirk room 151.
PHYSICAL	Moira S.S.	Washrooms converted. 1 st floor wheelchair accessible. Handicapped door openers installed on main entrance.
PHYSICAL	North Hastings H.S.	Upper and lower cupboards in room 130 have been replaced complete with electrical and plumbing upgrades.
PHYSICAL	North Hastings H.S.	Washrooms converted. Ramps, elevators, chair lift and automatic door openers installed. Wheelchair accessible. Magnetic hold openers on fire doors.
PHYSICAL	North Hastings H.S.	Main entrance doors, automatic door openers and ramp installed.
PHYSICAL	North Hastings H.S.	Ramp installed at the bus loading entrance doors.
PHYSICAL	North Hastings Senior Elementary School	Washrooms converted, ramps and chair lift installed. Wheelchair accessible.
PHYSICAL	North Trenton P.S.	Ramps installed. Wheelchair accessible. Automatic door openers.
PHYSICAL	Park Dale School	Washrooms converted and ramps installed. Wheelchair accessible.
PHYSICAL	Pinecrest Memorial Elementary School	A withdrawal room has been created in the JK Room.
PHYSICAL	Pinecrest Memorial Elementary School	Washrooms converted and ramps installed - wheelchair accessible. Automatic door openers installed on main entrance.
PHYSICAL	Prince Charles School (B)	Washrooms converted and ramps installed - wheelchair accessible.
PHYSICAL	Prince Charles School (B)	Automatic door opener installed.
PHYSICAL	Prince Charles Public School (T)	Washrooms converted, ramps and chair lift installed - wheelchair accessible.
PHYSICAL	Prince Edward Collegiate Institute	Automatic door openers on the main entrance, cafeterias and library have been installed. Magnetic hold open arms on the corridor fire doors have been installed. Washrooms converted. Elevator and chair lift installed. Wheelchair accessible.

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17.0 APPENDIX A		
BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	DESCRIPTION OF BARRIER
PHYSICAL	Prince of Wales P.S.	Washrooms converted, ramps installed - wheelchair accessible.
PHYSICAL	Prince of Wales P.S.	Automatic door openers on primary washroom doors both boys and girls have been installed. Hold open arms on the hall doors at the top of ramp have been installed.
PHYSICAL	Prince of Wales P.S.	The computer lab / library has been modified.
PHYSICAL	Queen Elizabeth School (B)	Handicapped automatic door openers on main entrance installed. Washrooms converted, ramps installed. Wheelchair accessible.
PHYSICAL	Queen Elizabeth School (P)	Renovations have been made for a dwarf student. As well, a larger door has been installed on the washroom off the library and the kindergarten washroom door has been modified.
PHYSICAL	Queen Elizabeth School (P)	Washrooms converted, ramps and automatic door openers installed on main entrance. Wheelchair accessible.
PHYSICAL	Queen Elizabeth School (P)	Handicapped washroom in open area modified.
PHYSICAL	Queen Elizabeth Public School (T)	Washrooms converted and ramps installed - wheelchair accessible.
PHYSICAL	Queen Elizabeth Public School (T)	Handicapped door openers have been installed on the main entrance doors and boys washroom door. Magnetic hold openers on fire doors.
PHYSICAL	Quinte Secondary School	Exhaust fan has been installed over the stove in Kirk classroom #114.
PHYSICAL	Quinte Secondary School	Washrooms converted. Ramps, elevators and automatic door openers installed. Wheelchair accessible. Magnetic hold openers install on fire doors.
PHYSICAL	S. H. Connor School	Washrooms converted and ramps installed - wheelchair accessible
PHYSICAL	Secondary and Elementary schools	Elevators to permit access to most areas of the buildings (BSS, CSS, CHSS, NHHS, PEI, QSS, THS). Washroom modifications and automatic door openers in several schools (CSS, CHHS, THS, NHHS, PEI). Occupational therapy in certain cases for students requiring it in school to increase student mobility. Educational assistant support for personal care, to increase student independence. Garavanta chairlift in several sites.
PHYSICAL	Secondary schools	Handicapped accessible science labs at CHSS, CSS, MSS, NHHS, PEI, QSS,

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17.0 APPENDIX A		
BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	DESCRIPTION OF BARRIER
PHYSICAL	Sir John A. Macdonald School	Washrooms converted and ramps installed - wheelchair accessible. Handicapped door opener installed at west entrance. Magnetic hold openers installed on fire doors.
PHYSICAL	Sir Mackenzie Bowell P.S.	Ramp installed to portable.
PHYSICAL	Sir Mackenzie Bowell P.S.	Washrooms converted and ramps installed - wheelchair accessible. Handicapped door openers installed on west entrance and boys washroom.
PHYSICAL	Sir Mackenzie Bowell P.S.	Handicapped door openers have been installed on the east entrance doors with keypad.
PHYSICAL	Sir Mackenzie Bowell P.S.	Wheelchair walkway installed from portable to school.
PHYSICAL	Sophiasburgh Central School	Wheelchair accessible.
PHYSICAL	South Marysburgh Central School	Washrooms converted - girls only.
PHYSICAL	Stirling Junior P.S.	Washrooms converted and stair climber installed. 1 st floor wheelchair accessible. Magnetic hold-open devices installed.
PHYSICAL	Stirling Primary School	Washrooms converted. Ramps and chair lift installed - wheelchair accessible.
PHYSICAL	Stirling Senior P.S.	Kirk room 105 has been renovated. A wall and door, basin, and grab bars have been installed. A second lower hand rail on the stairs has been installed.
PHYSICAL	Stirling Senior P.S.	Washrooms converted.
PHYSICAL	Stirling Senior P.S.	Handrails by staff modified. Washroom toilets modified.
PHYSICAL	Susanna Moodie Elementary School	Handicapped washroom created. Installed handicapped door openers on south entrance. Magnetic hold-open devices installed.
PHYSICAL	Susanna Moodie Elementary School	Washrooms converted and ramps installed - wheelchair accessible. Handicapped door openers installed on south main entrance.
PHYSICAL	Trenton H.S.	Kirk room #110 has been expanded into room #108 and upper cupboards have been installed.
PHYSICAL	Trenton H.S.	Washrooms converted. Chair lift installed. Wheelchair accessible.

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17.0 APPENDIX A		
BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	DESCRIPTION OF BARRIER
PHYSICAL	Trenton H.S.	Steps converted to ramp at King St. doors. Elevator was installed. Magnetic hold openers installed on fire doors. Handicapped washroom installed.
PHYSICAL	Tweed-Hungerford Senior Public School	Washrooms converted - wheelchair accessible. Handicapped door openers install on north entrance and on library door. Handicapped washroom installed.
PHYSICAL	Tyendinaga P.S.	Handicapped washroom created.
PHYSICAL	Tyendinaga P.S.	Ramps and chair lift installed. Walkway / ramp resurfaced at front entrance. Wheelchair accessible.
PHYSICAL	V. P. Carswell Elementary School	Washrooms converted - wheelchair accessible. Automatic door openers on front entrance.
PHYSICAL	William R. Kirk School	Washrooms converted. Automatic door openers installed - wheelchair accessible.

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18.0 APPENDIX B									
BUILDING ACCESSIBILITY CHART AS OF SEPTEMBER 2011 FUTURE NEEDS & COMPLETED PROJECTS									
SCHOOL * <i>Future needs</i> ✓ <i>Completed projects</i>	Washrooms Converted or Handicapped Washroom installed	Ramps	Elevators	Chair Lifts	Auto Door Openers	Signage	Parking	Buttons, switches	Stair Climbers
Athol-South Marysburgh	✓					*	*	*	
Bancroft closing June 2011									
Bayside SS	✓	✓	✓			*	*	*	
Bayside Upper		✓				*	*	*	
Bayside Annex	*				*	*	*	*	
Bird's Creek	✓	✓				*	*	*	
Breadner	✓	✓		✓	✓	*	✓		
CML Snider	✓	✓		✓		*	*	*	
Centennial	✓	✓	✓	✓	✓	*	*	*	
CHSS	✓	✓	✓		✓	*	*	*	
Coe Hill	✓	✓				✓	✓	*	
College St.	*	*	*	*	*	*	*	*	
Deseronto	✓	✓		✓	✓	*	✓	*	
Earl Prentice	✓	✓				*	*	*	
Foxboro	✓	✓				*	*	*	
Frankford	✓	✓	*	✓	✓	*	✓	*	
Harmony	✓				*	*	*	*	
Harry J. Clarke	✓	✓	✓		✓	✓	✓	*	
Harry J. Clarke - Sir Winston Churchill site	✓	✓			✓	✓	✓		
Hermon	✓	✓			*	*	*	*	

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18.0 APPENDIX B									
BUILDING ACCESSIBILITY CHART AS OF SEPTEMBER 2011 FUTURE NEEDS & COMPLETED PROJECTS									
SCHOOL * <i>Future needs</i> ✓ <i>Completed projects</i>	Washrooms Converted or Handicapped Washroom installed	Ramps	Elevators	Chair Lifts	Auto Door Openers	Signage	Parking	Buttons, switches	Stair Climbers
Hillcrest	✓	✓	*		✓	*	*	*	
Kente	✓				*	*	*	*	
Madoc	✓	✓			*	*	*	*	
Madoc Township	✓				*	*	*	*	
Marmora Sr.	✓	✓		✓	✓	*	*	*	
Massassaga Rednersville	✓			✓	*	*	*	*	
Maynooth	✓	✓			*	*	*	*	
Moira SS	✓	*	*		✓	*	*	*	
NHHS	✓	✓	✓	✓	✓	*	✓	*	
N.H.Senior Elementary- renamed York River	✓	✓		✓	*	*	*	*	
North Trenton	*	✓			✓	*	*	*	
Park Dale	✓	✓			*	*	*	*	
Pinecrest	✓	✓			✓	*	*	*	
Prince Charles (B)	✓	✓			✓	*	*	*	
Prince Charles (T)	✓	✓		✓	*	*	*	*	
PECI	✓	✓	✓	✓	✓	*	*	*	
Prince of Wales	✓	✓			✓	*	*	*	
Queen Elizabeth (B)	✓	✓			✓	*	*	*	
Queen Elizabeth (P)	✓	✓		✓	✓	*	*	*	
Queen Elizabeth (T)	✓	✓			✓	*	*	*	

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18.0 APPENDIX B

BUILDING ACCESSIBILITY CHART AS OF SEPTEMBER 2011 FUTURE NEEDS & COMPLETED PROJECTS

SCHOOL <i>* Future needs</i> <i>✓ Completed projects</i>	Washrooms Converted or Handicapped Washroom installed	Ramps	Elevators	Chair Lifts	Auto Door Openers	Signage	Parking	Buttons, switches	Stair Climbers
Queen Victoria	*	*	*		*	*	*	*	
Quinte SS	✓	✓	✓		✓	*	*	*	
S.H.Connor	✓	✓			*	*	*	*	
Sir John A Macdonald	✓	✓			✓	*	*	*	
Sir Mackenzie Bowell closing June 2011									
Sophiasburgh	✓	✓			*	*	*	*	
South Marysburgh closing June 2011									
Stirling Junior	✓	*	*		*	*	*	*	✓
Stirling Primary	✓	✓		✓	*	*	*	*	
Stirling Senior	✓	*	*		*	*	*	*	
Susanna Moodie	✓	✓			✓	*	*	*	
Trenton High School	✓	✓	✓	✓	✓	✓	✓	*	
Tweed Hungerford	✓	*			✓	*	*	*	
Tyendinaga	✓	✓		✓	✓	*	*	*	
V.P.Carswell	✓	*			✓	*	*	*	
York River (prev NHSrEI)	✓	✓		✓	*	*	*	*	
William R. Kirk	✓	✓			✓	*	*	*	
Education Centre	✓	✓	✓		✓	✓	✓	*	

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19.0 APPENDIX C - NAMES OF OUTSIDE AGENCIES AND ORGANIZATIONS INVOLVED WITH SPECIAL EDUCATION

The list of agencies in Appendix C has been obtained from the following Ministry of Education Special Education website: <http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide.html>, under "Part H: APPENDICES".

If you require assistance and wish to contact an agency, please refer to the Ministry's list of agencies on Pages 27 - 31 of the plan or visit **Volunteer Information Quinte (VIQ)** at <http://www.viq.ca>, a local non-profit agency for further information.

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<p>Emotional/Behavioural Disorders</p> <p>Ontario Association of Children's Mental Health Centres 40 St. Clair Avenue East, Suite 309 Toronto, Ontario M4T 1M9 Tel: (416) 921-2109 Fax: (416) 921-7600</p> <p>Ontario Council for Children with Behaviour Disorders R.R.#1 Sunderland, Ontario LOC 1HO Tel: (905) 324-5300, ext. 157 (Bus.) (905) 852-9289 (Res.)</p> <p>Ontario Mental Health Foundation 365 Bloor Street East, Suite 1708 Toronto, Ontario M4W 3L4 Tel: (416) 920-7721 Fax: (416) 920- 0026</p> <p>Tourette Syndrome Foundation of Canada c/o 194 Jarvis Street, Suite 206 Toronto, Ontario M5B 2B7 Tel: (416) 861-8398 or 1-800-361-3126 Fax: (416) 861-2472</p> <p>Pervasive Developmental Disorders</p> <p>Autism Society Ontario 1 Greensboro Drive, Suite 306 Etobicoke, Ontario M9W 1C8 Tel: (416) 246-9592 Fax: (416) 246-9417</p> <p>Geneva Centre for Autism 250 Davisville Avenue, Suite 200 Toronto, Ontario M4S 1H2 Tel: (416) 322-7877 Fax: (416) 322-5894</p>	<p>Learning Disabilities</p> <p>ADDO Toronto 66 Rykert Crescent Toronto, Ontario M4G 2S9 Tel: (416) 813-6858 Fax: (416) 488-3743</p> <p>Canadian Association of Independent Living Centres 350 Sparks Street, Suite 1004 Ottawa, Ontario K1R 7S8 Tel: (613) 563-2581 Fax: (613) 235-4497</p> <p>Council for Exceptional Children Ontario Subdivision for Children's Communication Development c/o Huron-Superior District Catholic School Board Special Education Department 90 Ontario Avenue Sault Ste. Marie, Ontario P6B 6G7 Tel: (705) 945-5677 Fax: (705) 945-5681</p> <p>Council for Exceptional Children Ontario Subdivision for Learning Disabilities 1 Norma Crescent Toronto, Ontario M6P 3G9 Tel: (416) 766-0163 (Res.)</p> <p>Learning Disabilities Association of Ontario 365 Bloor Street East, Suite 1004 P.O. Box 39 Toronto, Ontario M4W 3L4 Tel: (416) 929-4311 Fax: (416) 929-3905</p>	<p>Ontario Association for Families of Children with Communication Disorders 13 Segal Drive Tillsonburg, Ontario N4G 4P4 Tel: (519) 842-9506 Fax: (519) 842-3228</p> <p>Recommitteement des committees francophones d'alphabetisation populaire de l'Ontario 20 Nelson Street West, Suite 303 Brampton, Ontario L6X 2M5 Tel: (905) 457-7884 Fax: (905) 457-0411</p> <p>Spina Bifida and Hydrocephalus Association of Ontario 69 Yonge Street, Suite 500 Toronto, Ontario M5E 1K3 Tel: (416) 214-1056 or 1-800-387-1575 Fax: (416) 214-1446</p> <p>Training Coordinating Committee for Linkup Employment Services for Persons with Disabilities 1075 Bay Street, Suite 801 Toronto, Ontario M5S 2B1 Tel: (416) 413-4922 TTY: (416) 413-4926 Fax: (416) 413-4927</p>
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19.0 APPENDIX C OUTSIDE AGENCIES AND ORGANIZATIONS INVOLVED WITH SPECIAL EDUCATION

<p>Deaf/Hard of Hearing</p> <p>Bob Rumball Centre for the Deaf 2395 Bayview Avenue North York, Ontario M2L 1A2 Tel: (416) 449-9651 TTY: (416) 449-2728 Tax: (416) 449-8881</p> <p>Canadian Association of the Deaf 251 Bank Street, Suite 203 Ottawa, Ontario K2P 1X3 Tel: (613) 565-2882 TTY: (613) 565-8882 Fax: (613) 565-1207</p> <p>Canadian Hard of Hearing Association 2435 Holly Lane, Suite 205 Ottawa, Ontario K1V 7P2 Tel: (613) 526-1584 (voice mail) TTY: (613) 526-2692 Toll free: 1-800-263-8068</p> <p>Canadian Hearing Society 271 Spadina Road Toronto, Ontario M5R 2V5 Tel: (416) 964-9595 TTY: (416) 964-0023 Fax: (416) 928-2506</p> <p>Ontario Association of the Deaf c/o 489 College Street, Suite 407 Toronto, Ontario M6G 1A5</p> <p>Tel: (416) 413-0944 TTY: (416) 513-1893 or (416) 513-1894 Fax: (416) 413-4822 E-mail: oad@globalserve.net</p> <p>Coordonnateur Programme de la surdicécité Ministère de l'Éducation Centre Jules-Léger 281, rue Lanark Ottawa, Ontario K1Z 6R8 Tel: (613) 761-9300 TTY: (613) 761-9302 Fax: (613) 761-9301</p>	<p>Association ontarienne des sourdes et des sourds francophones 20, chemin Sainte Anne, Local 219 Sudbury, Ontario P3C 5N4 Tel: (705) 670-2705 TTY: 1-800-855-0511 Fax: (705) 670-9320</p> <p>VOICE for Hearing Impaired Children 161 Eglinton Avenue East, Suite 701 Toronto, Ontario M4P 1G5 Tel: (416) 487-7719 Fax: (416) 487-7423</p> <p>Gifted</p> <p>Association for Bright Children c/o 2 Bloor Street West P.O. Box 156, Suite 100 Toronto, Ontario M4W 2G7 Tel: (416) 925-6136 (voice mail)</p> <p>Douance-Ontario Université d'Ottawa Pavillon Lamoureux c/o Gilles Clouthier 145, rue Jean-Jacques Lussier Ottawa, Ontario K1N 6N5 Tel: (613) 562-5800, poste 4148</p> <p>Developmental Disabilities</p> <p>Council for Exceptional Children Ontario Subdivision for Individuals with Developmental Challenges 52 Barr Crescent Brampton, Ontario L6X 2L2 Tel: (905) 840-5442 (Bus) (905) 840-0288 (Res) Fax: (905) 840-0102</p> <p>Down Syndrome Association of Ontario P.O. Box 215 Freelton, Ontario L0R 1K0 Tel: (905) 659-3946 Fax: (905) 659-3946 + Star 51</p>	<p>Ontario Association for Community Living 240 Duncan Mill Road, Suite 403 Toronto, Ontario M3B 1Z4 Tel: (416) 447-4348 Fax: (416) 447-8974</p> <p>Ontario Association for Developmental Education (OADE) P.O. Box 32 8 Wilson Street Tottenham, Ontario L0G 1W0 Tel: (905) 936-9102</p> <p>Ontario Coalition for Inclusive Education 13 Birchcliffe Crescent R.R.#4 Orillia, Ontario L3V 6H4 Tel: (705) 329-3316 Fax: (705) 329-0479</p> <p>People First of Ontario 75 The Donway West, Suite 140 Toronto, Ontario M3C 2E9 Tel: (416) 441-1805 Fax: (416) 441-3059</p> <p>The Roeher Institute York University Kinsmen Building 4700 Keele Street North York, Ontario M3J 1P3 Tel: (416) 661-9611 Fax: (416) 661-5701</p> <p>Blind / Low Vision</p> <p>Blind Adults Learning About Normal Community Environments (BALANCE) 4920 Dundas Street West, Suite 302 Etobicoke, Ontario M9A 1B7 Tel: (416) 236-1796 Fax: (416) 236-4280</p>
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<p>BOOST Niagara (Blind of Ontario Organized with Self-help Tactics) 29 Eastwood Drive Welland, Ontario L3C 6W3 Tel: (905) 732-9746 Fax: (905) 732-9558</p> <p>Canadian Council of the Blind Ontario Division 207 North Christina Street P.O. Box 2323 Sarnia, Ontario N7T 5V1 Tel: (519) 337-3606 or 1-888-818-4845 Fax: (519) 337-6502 + Star 51</p> <p>Canadian National Institute for the Blind, Ontario Division Director, Rehabilitation 1929 Bayview Avenue Toronto, Ontario M4G 3E8 Tel: (416) 486-2500 Fax: (416) 480-7503</p> <p>John Milton Society for the Blind in Canada 40 St. Clair Avenue East, Suite 202 Toronto, Ontario M4T 1M9 Tel: (416) 960-3953 Fax: (416) 921-7478</p> <p>Low Vision Association of Ontario 180 St. Clair Avenue East Toronto, Ontario M4T 1N8 Tel: (416) 486-3442 Fax: (416) 486-3442</p> <p>Ontario Foundation for Visually Impaired Children Incorporated P.O. Box 1116, Station "D" Toronto, Ontario M6P 3K2 Tel: (416) 767-5977 Fax: (416) 767-5530</p>	<p>VIEWES for Visually Impaired 95 Wareside Road Etobicoke, Ontario M9C 3B5 Tel: (416) 620-1410 Fax: (416) 620-1472</p> <p>Physical Disabilities</p> <p>Bloorview MacMillan Centre 350 Rumsey Road Toronto, Ontario M4G 1R8 Tel: (416) 425-6220 Fax: (416) 425-6591</p> <p>Bloorview School 25 Buchan Court Willowdale, Ontario M2J 4S9 Tel: (416) 425-6220 Fax: (416) 494-9985</p> <p>Canadian Paraplegic Association Ontario Division 520 Sutherland Drive Toronto, Ontario M4G 3V9 Tel: (416) 422-5644 Fax: (416) 422-5943</p> <p>Easter Seal Society 1185 Eglinton Avenue East, Suite 800 Toronto, Ontario M3C 3C6 Tel: (416) 421-8377 Fax: (416) 696-1035</p> <p>Handicapped Action Committee Incorporated 1201 Jasper Drive, Suite A Thunder Bay, Ontario P7B 6R2 Tel: (807) 343-0414 Fax: (807) 344-6140</p> <p>Hugh MacMillan School 25 Buchan Court Willowdale, Ontario M2J 4S9 Tel: (416) 425-6220 Fax: (416) 494-9985</p>	<p>Muscular Dystrophy Association of Canada 2345 Yonge Street, Suite 900 Toronto, Ontario M4P 2E5 Tel: (416) 488-0030 Fax: (416) 488-7523</p> <p>Ontario Association of Children's Rehabilitation Services 350 Rumsey Road Toronto, Ontario M4G 1R8 Tel: (416) 424-3864 Fax: (416) 467-7083</p> <p>Ontario Brain Injury Association Executive Director P.O. Box 2338 St. Catharines, Ontario L2R 7R9 Tel: (905) 641-8877 or 1-800263-5404 Fax: (905) 641-0323</p> <p>Ontario Division for Physical and Health Disabilities President C/o Bloorview MacMillan Centre 25 Buchan Court Toronto, Ontario M2J 4S9 Tel: (416) 425-6220 Fax: (416) 494-4754</p> <p>Ontario Federation for Cerebral Palsy 1630 Lawrence Avenue West, Suite 104 Toronto, Ontario M6L 1C5 Tel: (416) 244-9686 Fax: (416) 244-6543</p> <p>Ontario March of Dimes 10 Overlea Boulevard Toronto, Ontario M4H 1A4 Tel: (416) 425-3463 Fax: (416) 425-1920</p>
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19.0 APPENDIX C OUTSIDE AGENCIES AND ORGANIZATIONS INVOLVED WITH SPECIAL EDUCATION

<p>Spina Bifida and Hydrocephalus Association of Ontario 69 Yonge Street, Suite 500 Toronto, Ontario M5E 1K3 Tel: (416) 214-1056 or 1-800-387-1575 Fax: (416) 214-1446</p> <p>Multiple Disabilities</p> <p>Easter Seal Society 1185 Eglinton Avenue East, Suite 800 Toronto, Ontario M3C 3C6 Tel: (416) 421-8377 Fax: (416) 696-1035</p> <p>Ontario Association of Children's Rehabilitation Services 350 Rumsey Road Toronto, Ontario M4G 1R8 Tel: (416) 424-3864 Fax: (416) 467-7083</p> <p>Ontario Brain Injury Association Executive Director P.O. Box 2338 St. Catharines, Ontario L2R 7R9 Tel: (905) 641-8877 or 1-800-263-5404 Fax: (905) 641-0323</p> <p>Spina Bifida and Hydrocephalus Association of Ontario 69 Yonge Street, Suite 500 Toronto, Ontario M5E 1K3 Tel: (416) 214-1056 or 1-800-387-1575 Fax: (416) 214-1446</p> <p>Students / Youth</p> <p>Council for Exceptional Children Ontario Federation of Chapters President 480 Mary Street Pembroke, Ontario K8A 5W9 Tel: (613) 735-0151 (Bus); (613) 732-9336 (Res); Fax (613) 732-1898</p>	<p>Fédération de la jeunesse franco-ontarienne 839, rue Quinlan Ottawa, Ontario K1G 1R8 Tel: (613) 260-8055 Fax: (613) 260-5346</p> <p>National Educational Association of Disabled Students Unicentre, Room 426 Carleton University Ottawa, Ontario K1S 5B6 Tel: (613) 526-8008 Fax: (613) 520-3704</p> <p>Ontario Catholic Student Council Federation 4001 Don Mills Road, Unit 139 North York, Ontario M2H 3J8 Tel: (416) 499-8547</p> <p>Ontario Secondary School Students' Association 507 Gibson Street P.O. Box 1979 Walkerton, Ontario N0G 2V0 Tel: (519) 881-2541</p> <p>Medical</p> <p>The College of Family Physicians of Canada 2630 Skymark Avenue Mississauga, Ontario L4W 5A4 Tel: (905) 629-0900 Fax: (905) 629-0893</p> <p>Psychology</p> <p>Ontario Psychological Association 730 Yonge Street, Suite 221 Toronto, Ontario M4Y 2B7 Tel: (416) 961-5552 Fax: (416) 961-5516</p>	<p>Social Work</p> <p>Ontario Association of Social Workers 410 Jarvis Street Toronto, Ontario M4Y 2G6 Tel: (416) 923-4848 Fax: (416) 923-5279</p> <p>Speech and Language Pathology</p> <p>Ontario Association of Speech-Language Pathologists and Audiologists (OASLA) 410 Jarvis Street Toronto, Ontario M4Y 2G6 Tel: (416) 9210-3676 Fax: (416) 920-6214</p> <p>Educational Assistants</p> <p>Canadian Union of Public Employees, Ontario Division 305 Milner Avenue, Suite 902 Scarborough, Ontario M1B 3V4 Tel: (416) 299-9739 Fax: (416) 299-3480</p> <p>Canadian Union of Public Employees, Ontario Division 305 Milner Avenue, Suite 902 Scarborough, Ontario M1B 3V4 Tel: (416) 299-9739 Fax: (416) 299-3480</p> <p>Dufferin-Peel Educational Resource Workers' Association 5805 Whittle Road, Suite 106 Mississauga, Ontario L4Z 2J1 Tel: (905) 501-1622 Fax: (905) 501-1623</p> <p>Ontario Teachers' Federation 1300 Yonge Street, Suite 200 Toronto, Ontario M4T 1X3 Tel: (416) 966-3424 Fax: (416) 966-5450</p>
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<p>Ontario English Catholic Teachers' Association 65 St. Clair Avenue East, Suite 400 Toronto, Ontario M4T 2Y8 Tel: (416) 925-2493 Fax: (416) 925-7764</p> <p>General</p> <p>The Canadian Council for Exceptional Children P.O. Box 56012, Fiesta Mall Stoney Creek, Ontario L8G 5C9 Tel: (905) 643-0451 Fax: (905) 643-8925</p> <p>Centre for Integrated Education and Community 24 Thome Crescent Toronto, Ontario M6H 2S5 Tel: (416) 658-5363 Fax: (416) 658-5067</p>	<p>Council for Exceptional Children, Ontario Federation 9 Eston Court Richmond Hill, Ontario L4C 8A6 Tel: (905) 884-7933 (Bus) Fax: (905) 770-9377</p> <p>Ethno Racial People with Disabilities Coalition of Ontario 2 Carlton Street, Suite 64 Toronto, Ontario M5B 1J3 Tel: (416) 657-2211 or 1-888-988-3999</p> <p>Ontarians with Disabilities Issues 700 Bay Street, 10th Floor Toronto, Ontario M4G 2K1 Tel: (416) 326-0011 Fax: (416) 326-2546</p>	<p>Ontario Federation of Home and School Associations 240 Bay Street, Suite 206 Toronto, Ontario M5R 2A7 Tel: (416) 924-7491 Fax: (416) 924-5354</p> <p>Provincial Parent Association Advisory Committee on Special Education Advisory Committee 12 Courtwood Place Willowdale, Ontario M2K 1Z9 Tel: (905) 221-6697 Fax: (05) 221-9371</p>
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ANNUAL ACCESSIBILITY PLAN 2011-2012

20.0 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 / Youth Counsellor
FM	Frequency Modulation
HAPE	Hastings and Prince Edward
HPEDSB	Hastings and Prince Edward District School Board
IEP	Individual Educational Plan
ISEH	Interdepartmental Special Education Head (secondary)
ISRT	In School Resource Teacher (elementary)
ITS	Information 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
PECI	Prince Edward Collegiate Institute
PRIM	Pre Referral Intervention Manual
SALEP	Supervised Alternative Learning for Excused Pupils
SEAC	Special Education Advisory Committee
UDL	Universal Design for Learning
TTY	Teletypewriter (can be used by deaf individuals with Bell Relay Service)
VIP	Very Important Person
VIQ	Volunteer Information Quinte