

Accessibility Plan

January 2013 to December 2017



Presented by the
Peel District School Board
Accessibility Advisory Committee

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1. Introduction

Peel District School Board Accessibility Policy Statement

It is the policy of the Peel District School Board District School Board (the Board) to provide an environment in all of its facilities that builds independence, dignity and respect for our students, parents/guardians, the public and our staff. The Board is committed to the continual improvement of accessibility and the on-going removal of barriers in order to provide greater equity for all in accordance with the Accessibility for Ontarians with Disabilities Act (AODA). Our conduct will demonstrate our belief in the strength diversity brings to our communities.

The Board serves a large and growing population of students, staff and community members, of which some have differing needs. The service expectations of this growing population has led to an increasing need for accessible environments, both inside and outside: classrooms, schools and office settings. Addressing accessibility issues has been and continues to be a priority given the Board's system goal of equity, as stipulated in both the Board's Accessibility Policy and the Report Card for Student Success.

Connection to the Peel District School Board's Overall System Goals

The Board's Accessibility Policy is one of the many policies comprising the building blocks of the Board's Report Card for Student Success. The Report Card for Student Success is the strategic plan for the Peel Board, based on a proven, research-based methodology called the balanced scorecard. Its power is in using data to transform our strategic plan into action. It demonstrates the cause-and-effect relationship between our actions and what we're trying to achieve. It helps us answer the question - is what we are doing having a direct impact on what we are trying to achieve? The Report Card for Student Success shows us whether our actions are having an impact, because each goal clearly sets out targets for improvement. There are eight goals in the strategic plan. The goals represent the most important areas of focus for our Board and are developed based on broad consultation with and consensus from all of our stakeholders¹.

Report Card for Student Success Goals:

- | | |
|--|--|
| <ul style="list-style-type: none">• <i>Set High Expectations</i>• <i>Positive Relationships</i>• <i>Use Resources Effectively</i>• <i>Achieve Equity</i>• <i>Safe and Appropriate Places to Learn and Work</i>• <i>School Success Planning</i>• <i>Effective Use of Technology</i> | <ul style="list-style-type: none">• <i>Attract, develop and Retain Staff</i> |
|--|--|

Each one of the goals has a direct impact on accessibility within the Board and any initiative taken to improve a goal is a step towards a fully accessible School Board.

The importance and relevance of accessibility planning is not only tied to the Board's values of equity and inclusion, but also to demographics. Research indicates that approximately 1 in 7 Ontarians has a disability and this number will increase as the population ages. By the year 2025 approximately 20% of the population of Canada will have a disability. Under the AODA the school Board must consider students, their parents, grandparents or guardians, the general public and its staff who may also use or otherwise have access to Board services and facilities.

*Source – Ministry of Community & Social Services

Board staff and Accessibility Advisory Committee (AAC) have worked together in preparing this Accessibility Plan, which details:

- past measures that the Board has taken (please refer to section 10 "*Barriers Addressed*" and Appendix B);
- ongoing measures that the Board is taking during the year, as well as;
- new initiatives, priorities and requirements for the Board to identify, remove and prevent barriers for people with disabilities.

Beyond the continued barrier identification and removal work carried out each year by the Board (Section 10 "*Barriers Addressed*" and Appendix B), the Board AAC and staff also work towards Board compliance with the Accessibility for Ontarians with Disabilities Act (AODA) and the standards enacted under it including the Accessible Customer Service Standards, and the Integrated Accessibility Standards Regulation (IASR) (Sections 11 and 12). The Board also works towards compliance with the proposed Built Environment Standard which is expected to become law under the AODA in the near future.

2. Overview of the Accessibility Standards under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

Ontarians with Disabilities Act, 2001

The Ontarians with Disabilities Act (ODA) applies to the public and broader public sectors (i.e. school Boards) and requires these sectors to prepare annual accessibility plans for the purpose of identifying barriers and developing strategies to remove and prevent them from occurring in the future.

Accessibility for Ontarians with Disabilities Act, 2005

The Accessibility for Ontarians with Disabilities Act (AODA) applies to public, broader public and private sector organizations. It calls for the development of enforceable accessibility standards in the areas of: customer service; the built environment; employment; information and communication; and transportation.



While the Ontario government is moving forward to implement the AODA, there will be a transition period where government and the broader public sector will continue to meet their obligations under the ODA. This obligation will remain in effect until the ODA is repealed which should occur when the proposed AODA standards are enacted. The AODA does require both public and private sector organizations to develop multiple year accessibility plans.

Accessibility Standards under the AODA

a. Accessibility Standards for Customer Service

This Standard addresses the manner in which goods and services are delivered to the public and other third parties. The public sector and broader public sector were required to fulfill their obligations under this standard no later than January 1, 2010. Compliance involves, but is not limited to, the development of specific policies, procedures and practices, and fulfilling training requirements.

b. Integrated Accessibility Standard Regulation

The Integrated Accessibility Standard (IASR) establishes standards for accessibility in the areas of information and communication, employment and transportation. An overview of the requirements for each topic is provided below.

i. Accessibility Standards for Information and Communication

This Standard establishes requirements for providing accessible information and communication to persons with disabilities. Compliance involves, but is not limited to: the development of specific policies and procedures; incorporating accessibility criteria into the procurement process, adherence to technical requirements including W3C WCAG 2.0 guidelines for website accessibility; training, providing emergency and public safety information in accessible formats upon request and the need to consider accessibility features in self serve kiosks. School Boards, including school libraries and other educational institutions must provide educational materials in accessible formats.

ii. Accessibility Standards for Employment

This Standard addresses the hiring and retaining of paid employees. Compliance involves, but is not limited to, the development of specific employment related policies and procedures, providing accessible job postings and accommodation for job applicants during the recruitment process, developing and implementing employee accommodation plans and disability related return to work procedures, providing employee information in accessible formats and developing individual emergency plans for employees with disabilities.

iii. Accessibility Standards for Transportation

The Standard applies to school Boards and providers of transportation services in Ontario including fixed route, public transit services, as well as cab and limousine services. Compliance involves, but is not limited to developing individual transportation accommodation plans for students with disabilities, communicating the plans to appropriate parties, specific



operator/driver responsibilities, adherence to technical requirements, and fulfilling training obligations.

c. Proposed Accessibility Standards for the Built Environment

The proposed Built Environment Standard under the AODA calls for enhanced accessibility of interior and exterior spaces and applies to new construction and areas undergoing change of use or extensive renovations.

Guiding Principles of AODA and Accessibility Standards

The following guiding principles are the foundation of the AODA and the accessibility standards enacted under it. Organizations such as the Board must make reasonable efforts to ensure that its policies, procedures and practices are consistent with these principles. The principles include demonstrating respect for the dignity and independence of persons with disabilities; providing goods and services to persons with disabilities in a manner that is integrated with others unless another method is required due to the person's disability; and equality of opportunity.

3. Aim

This multi-year Accessibility Plan is developed in accordance with the Integrated Accessibility Standards Regulation under the AODA. The plan lists the initiatives the Board took in the past to remove barriers for persons with disabilities (Section 10). In addition, the Plan also outlines initiatives that will be taken over the next five years to identify, remove and prevent barriers for persons with disabilities who work, use or attend school Board facilities and services. Barriers to accessibility may be found in, but not limited to structures, policies, practices, modes of communication and curriculum (Section 9 Table 2 and Section 10). The Plan will be guided by the Board's Accessibility Standards Policy Statement.

4. Objective

The objectives of the Multi-Year Accessibility Plan are to:

- Describe the process the Board will use to identify, remove and prevent barriers to accessibility.
- Review Board's past initiatives that have identified and removed barriers, in order to refine ongoing work with the objective of achieving equity and accessibility;
- Outline the ongoing and future work that will take be taken so that programs are implemented to meet the spirit and intent of the AODA ;



- Communicate accessibility issues and initiatives to interested parties (see Appendix A) identified by the AAC and establish work plans for meeting the objectives and requirements;
- Make a commitment to provide an annual status report on the Board's implementation of the Multi-Year Accessibility Plan;
- Outline a communication plan to make the Multi-Year Accessibility Plan available to staff, students and the public.

5. Commitment to Accessibility Planning

The Board is committed to accessibility for persons with disabilities and in achieving its obligations under the AODA. To this end the Board works toward ongoing improvements in accessibility for its staff, students, volunteers, and other members of the public. As a demonstration of this commitment the Board has recently hired an accessibility coordinator to facilitate compliance to the AODA and to work towards other accessibility achievements.

The plan will be reviewed and updated in consultation with persons with disabilities and with the Board's AAC. The Board is committed to:

- Maintaining the AAC;
- Continuing to work with the Special Education Department;
- Making reasonable efforts to ensure that the Board's policies, procedures and practices are consistent with the principles of integration/inclusion; equality of opportunity; and respect for the dignity and independence of persons with disabilities.
- Contribute to the preparation of the Multi Year Accessibility Plan and its annual status reports.

6. Overview of the Peel District School Board

The Board is one of Canada's largest public school Boards, serving approximately 1.3 million residents (Mississauga – 713,443, Brampton – 523,911, Caledon – 59,460) within the 1,254 square kilometres of the Peel Region (Region of Peel 2011 Census data). Presently, the Board serves a total of 153,066 students in 239 schools (109,063 elementary students in 202 elementary schools and 44,003 secondary students in 37 secondary schools) with 15,381 staff (10,548 academic and 4,833 business staff) (August 2012 School Board data).

In such a large region, accessibility is a very important part of the Board's system improvement process and part of its goals, which are to:

- encourage positive Board/staff and school/community relationships;
- set high expectations for achievement of students and staff, and measure the outcomes;



- achieve equity for students, staff and the community;
- ensure students and staff have safe and appropriate places to learn and work;
- use technology effectively with students and staff;
- attract, develop and retain diverse staff of committed, dedicated and caring individuals for a diverse staff team;
- use resources effectively, and;
- maximize student achievement through school success planning.

* Region of Peel, <http://www.region.peel.on.ca/planning/pdc/data/quickfacts.htm>

7. Members of the Accessibility Advisory Committee (AAC)

The AAC is comprised of staff, administrators, Special Education Advisory Committee (SEAC) members and community members which convene to create, monitor and improve the objectives of the Board Accessibility Plan as well as accessibility standards stipulated in the AODA.

Committee Co-Chairs:

- Louise Sirisko (*Superintendent, Special Education Support Services*)
- Jaspal Gill (*Controller, Facilities and Maintenance Support Services*)

Peel District School Board Trustee

- David Green (*Board Trustee*)
- Sue Lawton (*alternate Trustee*)

Peel District School Board Staff:

- Louise Barker (*Manager, Health, Wellness & Safety*)
- Mary Anne MacArthur (*Manager, Human Rights*)
- Phillip Sousa (*Planning Officer*)
- Jennifer Miller (*Accessibility Coordinator*)

Special Education Advisory Committee (SEAC):

- Carol Ogilvie (*SEAC Representative*)
- Shelley Foster (*alternate SEAC Representative*)

Community Representatives:

- Karen Rivera
- Kirsten Barnes
- Nancy Diane Barry



8. Providing Groundwork - Definitions of Terms Used

The ODA and AODA provide definitions for terms stipulated within the Acts, terms which are required to be included in the Board's Annual Accessibility Plan.

"Barrier" means,

anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability, including a physical barrier, an architectural barrier, an information or communications barrier, an attitudinal barrier, a technological barrier, a policy or a practice; ("obstacle")².

"Disability" means,

- a. any degree of physical disability, infirmity, malformation or disfigurement that is caused by bodily injury, birth defect or illness and, without limiting the generality of the foregoing, includes diabetes mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical co-ordination, visual impairment, hearing impairment, speech impairment, or physical reliance on a guide dog or other animal or on a wheelchair or other remedial appliance or device,
- b. a condition of mental impairment or a developmental disability,
- c. a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language,
- d. a mental disorder, or
- e. an injury or disability for which benefits were claimed or received under the insurance plan established under the *Workplace Safety and Insurance Act, 1997*; ("handicap")³.

9. Barriers to Accessibility

In order to eliminate barriers, an understanding of what a barrier consists of is required. The ODA and AODA both outline requirements of barrier-removal, with the ultimate goal of eliminating obstacles for persons with disabilities. Examples of the different types of barriers stipulated in the provincial requirements and addressed by the Board in its Accessibility Plan are provided in *Table 2*.



Table 2

Different Types of Barriers and Possible Solutions

(The following table provides samples of possible solutions)

Barrier type	Example of Barrier	Possible Solution
Architectural and Physical	No elevators in a building with more than one floor. Hardware, fitments, narrow corridors and doorways. For example, round door knobs or heavy doors that cannot be operated or opened by a person with limited dexterity, or upper body strength. Corridors or doorways that are too narrow for a person using a wheelchair or scooter.	A lever handle should be installed and used. The widths of both the corridor and door should meet accepted accessible dimension standards.
Information and Communication	Documents that are not accessible to persons with disabilities. Documents produced in small print that are too small for persons with visual disabilities to read. The use of inaccessible documents. Not communicating appropriately when addressing a student or parent who has a hearing disability. Using complex terminology when speaking to the public	All typeface/style, point size and heading should meet a standard of legibility with an additional alternative larger print document. Accessible PDF documents, the use of HTML and plain text documents. Electronic format such as text, email., etc. Audio format The use of assistive devices (such as sound field equipment), signing, written resources or speaking with clearer enunciation while facing the person (currently applied in Board classrooms).
Attitudinal / Awareness	Ignoring the needs and abilities of students, parents or staff with various disabilities. Underestimating the abilities of persons with disabilities.	Training students and Board staff with such resources as: <i>The Future We Want</i> and web based Customer Service resources expand knowledge and understanding on how to assist persons with disabilities.
Technological	A paper tray on a laser printer that requires two strong hands to open. A website that does not support screen reading software.	Purchasing specifications for equipment should identify required accessibility and usability characteristics. Modifying websites to support screen reading software and to conform to W3C Guidelines.
Organizational Policies, Procedures and Practices	A hiring process that is not accessible to persons with disabilities.	Providing accessible job postings and accommodations during the hiring process when requested.



10. Barriers Addressed in 2011 to 2012

Prior to the enactment of the ODA and AODA the Board has identified, acknowledged and been proactive in addressing accessibility issues within its organization and facilities. During this past year, the Board has focused efforts in improvements to the following:

a. Policy and Procedure Barriers

The Board has been and continues to be committed in providing an accessible environment for persons with disabilities, by making reasonable efforts to ensure that Board programs, policies, practices and services are free from barriers and are subject to the guiding principles of the AODA. These principles include making reasonable efforts to demonstrate respect for the dignity and independence of persons with disabilities, inclusion and equality of opportunity.

The Board's policies and procedures that address individuals with disabilities and their needs are identified in the following three sections of Table 3:



Table 3
**Peel District School Board Policies and Procedures that Address
 Individuals with Disabilities and Their Needs**

For Staff		
Accommodation of Staff with Disabilities	<u>Policy 59</u>	<u>EHS 2.11.1</u>
Change in Job Status	<u>Policy 6</u>	
Claims Management and Rehabilitation		<u>EHS 3.1.3</u>
CUPE 1628 Working Conditions Banking, Mail, Transportation and Medication		<u>HRS 8</u>
Leaves of Absence	<u>Policy 23</u> and Operating Procedure	<u>HRS 42</u>



For Students	
Absence – Prolonged Student	<u>SEPS 15</u>
Alternative Programs / Schools	<u>Policy 64</u>
Creative Learning Choices	<u>Policy 64</u>
In-School and In-Classroom Assistance Provided By a Third Party and Reporting a Child in Need of Protection	<u>SEPS 16</u> ; <u>SEPS 5</u>
Identification Placement and Review Committee (IPRC)	<u>SEPS 3</u> ; <u>SEPS 4</u>
In-School Review Committee (ISRC)	<u>SEPS 1</u>
Student Assessment, Evaluation and Grade Placement	<u>PRS 7</u>
Procedures for Administration of Prescribed Medication to Pupils in Schools	<u>SEPS 8</u>
Provision of School Health Support Services	<u>SEPS 9</u>
Selection of School Learning Resources and Procedures for Considering Objections to School Learning Resources	<u>PRS 4</u> & <u>PRS 5</u>
Travel Assistants	<u>HRS 15</u>
Transportation Special Education	<u>Policy 17</u> ; <u>Policy 18</u> ; <u>Policy 39</u> ; <u>FATS 7</u> ; <u>SEPS 13</u>



Both for Staff and Students		
Accessibility (AODA)	<u>Policy 76</u>	
Common Communicable Diseases & Universal Precautions		<u>EHS 2.26.5</u> <u>EHS 2.26.4</u>
Building Renovations and Modifications	<u>Policy 33</u>	<u>EHS 2.10.1</u>
Customer Service Operating Procedure (AODA)		<u>Operating Procedure</u>
Human Rights; Human Rights Complaints Made by Staff, Parents or Visitors; Human Rights Complaints Made by Students	<u>Policy 51</u>	<u>HRS 38</u> ; <u>HRS 39</u>
Emergency Evacuation		<u>EHS 2.7.0</u>
Health and Safety	<u>Policy 56</u>	
Safe Schools; Suspension/Expulsion of Pupils; Assaults	<u>Policy 48</u>	<u>SS 4</u> ; <u>SS 6</u> ; <u>EHS 2.27.1</u>
Dealing with Students Exhibiting High Risk Behavioural Difficulties		<u>SEPS 17</u>

*** SEPS – Special Education Program Services Operating Procedure; FIN – Finance Operating Procedure; EHS – Environmental Health and Safety; HRS – Human Resources Operating Procedure; SS – School Services Operating Procedures; FATS – Facilities and Transportation Operating Procedures*

Additional Board practices that foster accessibility include the ongoing collaboration and partnerships between the Board Special Education Support Services Curriculum and Instruction Support Services and Alternative Programs. This collaboration addresses accessibility in the classroom for students and teachers and strives to ensure that curriculum accommodations and modifications are provided for students and that all staff have access to professional development in areas of special needs and accommodation - ranging from the use of Epipens to Premier Technology.

The current and continuing instructional focus is on "Transformational Practices K-12". It is an instructional support tool that builds the capacity of teachers to ensure that the achievement of



the expectations of the Ontario curriculum is accessible not just for those who are identified as having special needs, but to each and every student.

In the area of athletics, the Board's Health and Physical Education staff in conjunction with the Dufferin Peel Catholic District School Board (DPCDSB) and the Region of Peel Secondary School Athletic Association (ROPSSAA) hold an annual two day-long track event "*Special Events Track and Field Meet*". The event is similar the Special Olympics model and geared for secondary students with a disability.

b. Attitudinal / Awareness Barriers

The Board has implemented numerous ongoing programs and documents to educate staff around equity-related issues and develop the necessary tools and skills to make both learning and working environments more inclusive and accessible. The Board's educators have received training on developing respectful and inclusive curriculum which includes incorporating persons with disabilities (ableism) into student learning.

The following section includes documents and programs that proactively address disability and accessibility issues.



**Ongoing Documents, Training, and Programs that Address
Attitudinal / Awareness Barriers and the Needs of Students with Disabilities**
(Staff Training Programs & Information Items that Address Accessibility & the Target Group(s)*)

Annual Planning Document (APD)

The APD is an annual information report produced by Planning and Accommodations Support Services. It is the Board's major capital planning report for the current and the upcoming year. The report, published in late November, provides information on what has been constructed, is currently under construction and what new schools and additions are approved to be built in the upcoming year. This document also details information pertaining to initiatives addressing, disability and accessibility construction projects.

Target Group(s)*: All Employees

C.A.R.E.

Communication, Assistance, Return-to-work planning and Encouragement are the standards to be met when accommodating staff with disabilities. The C.A.R.E. program offers assistance to employees with physical, emotional or cognitive disabilities. Accommodation options include, but are not limited to: providing an assistive device; modifying tasks, assignments or hours of work; reassignment or retraining; and graduated return-to-work programs.

Target Group(s)*: All Employees

Customer Service Training

As part of the first accessibility standard enacted under the AODA, the Board developed a customer service training program with the intent of educating staff with general knowledge on how to assist individuals with disabilities, with the intent of improving assistance to individuals that rely on Board services. The training draws from the requirements outlined in the customer service standards as well as information provided by the Ministry of Community and Social Services. The training program has been made available online for employees to both review and refer to as a source of information. The training remains mandatory for all Board staff, Board members, and applicable volunteers.

Target Group(s)*: All Employees

Hearing Without Sound

In 2008, Curriculum, Instruction and Special Education Support Services launched the first in a series of resources (DVD and/or video streaming) entitled Hearing Without Sound. The resources will model how to teach inclusively and make connections to curriculum expectations, subject matter, instructional strategies and TFWW. Hearing Without Sound demonstrates how a grade 5 teacher incorporates issues of ableism and respect for differences within a science unit on sound. This resource is available The Equity page of the Curriculum and Instruction website (<http://portal.peelschools.org/sites/tfww/default.aspx>) and Peel TV.

Target Group(s)*: Teachers



Incorporating Methods of Applied Behaviour Analysis (ABA) and Transition Planning into Programs for Students with Special Learning Needs

A training opportunity for teaching teams; teachers, teaching assistants, resource staff, and administrators who have responsibility for students with special needs is being provided. This foundational series of training sessions will demonstrate how ABA methods, developing a collaborative “team”, and planning for transitions can potentially benefit all students, but is critical for students with Autism Spectrum Disorder and students who exhibit challenging behaviour. Additional site based learning opportunities such as; assessment and data collection, structured teaching, reinforcement, social/communication skills, visual supports, managing interfering behaviours and generalization of skills, are facilitated by special education resource staff to further support the implementation of ABA methods. These opportunities are intended to better prepare school Boards to successfully implement PPM 140.

Target Group(s)*: Teachers, Teaching Assistants (TAs), Support Staff and Administration

Learning For All:

This resource guide outlines an integrated process of assessment and instruction designed to improve student learning at both the elementary and secondary levels. It assists educators from

Kindergarten through Grade 12 who can use this process to help plan and deliver instruction that benefits all students, from high achievers to those who need additional support.

The key beliefs that drive the process outlined in this resource are:

- All students can succeed.
- Each student has his or her own unique patterns of learning.
- Successful instructional practices are founded on evidence-based research

Target Groups: K to 12 teachers, Support Staff, Administrators

Mental Health Strategy

The Peel District School Board is committed to promoting positive mental health for all students. Student mental health is identified as a Board priority within the Community, Culture and Caring pillar of the Board Improvement Plan. The intention of the Mental Health Strategy is to articulate an action plan that will meet the mental health needs of all students.

Based on the World Health Organization, “Mental Health refers to a broad array of activities directly or indirectly related to the mental well-being component included in the WHO’s definition of health: ‘A state of complete physical, mental and social well-being, and not merely the absence of disease’. It is related to the promotion of well-being, the prevention of mental disorders, and the treatment and rehabilitation of people affected by mental disorders.”

[http://www.who.int/topics/mental_health/en/]

Target Groups: All System Personnel, Students and Parents



Individualized Education Plan (IEP)

IEPs are written plans describing the special education program and/or services required to meet an individual student's learning needs. It identifies learning expectations that are modified from or alternatives to the expectations given in the curriculum policy document for the appropriate grade and subject or course, and/or any accommodations and special education services needed to assist the student in achieving the learning expectations.

Target Group(s)*: Teachers, Teaching Assistants (TAs), Support Staff and Administration

Individual Student Transportation Plans (ISTP)

Well before the IASR required the provision of ISTP the Board has been and will continue to develop transportation plans for students with disabilities. ISTP detail individual school transportation assistance needs for students with disabilities and include plans for individual student boarding, securement and deboarding. Furthermore the Board is working to enhance consultation with parents/guardians of students with disabilities in the development of ISTP as required by the IASR as well as communication of the roles and responsibilities of the parties involved in the student's transportation experience, including transportation providers, parents/guardians, vehicle operators, school staff, and the students with disabilities.

Target Group(s)*: Students, Parents/Guardians, School Staff, Transportation Providers, Transportation Operators

Instructional Intelligence Institute also known as Beyond Monet: The Artful Science of Instructional Integration

This institute is a special Curriculum & Instruction and Special Education Support Services learning team opportunity that provides training for resource teachers. The purpose of these sessions are to provide the opportunity for a four-person school team to strengthen and support their understanding of the teaching and learning process as a key component of the school's plan for enhancing opportunities for student success. This will be supported by the following strategies: concept attainment, concept formation, mind maps and concept maps, graphic organizers and effective group work with connections to expectations and assessment.

Target Group(s)*: Teachers

Literacy & Values Through Music: The Future We Want (TFWW) Initiative

This program promotes linkages between the arts (music, drama, visual arts, literacy) and TFWW. The program is currently open to 10 schools and incorporates teacher PD, classroom preparation work, song writing with a professional singer/songwriter and a performance at the Living Arts Centre. The students explore the isms including (ableism/ability) through literary texts: poetry, scripts, novels, newspaper articles and picture books. LVM: TFWW concludes with a gala performance and art exhibit at the Living Arts Centre. The performance also provides an opportunity for the Board to encourage parents to embrace TFWW.

Target Group(s)*: Grade 5 Teachers



Manifesting Encouraging and Respectful Environments (MERE)

A resource document that helps examine values, assumptions and beliefs around equity, including ableism (the cultural, institutional and individual set of practices and beliefs that assign inferior values to people who have developmental, emotional, physical or psychiatric disabilities). This resource is available The Equity page of the Curriculum and Instruction website (<http://portal.peelschools.org/sites/tfww/default.aspx>)

Target Group(s)*: Teachers, Teaching Assistants (TAs), Support Staff and Administration

PD Module: Overview of Special Needs

Special Education Support Services provide an overview of the range of educational needs and services related to students with disabilities. Simulations are provided by hard of hearing and vision itinerant teachers. An overview of specialized equipment and assistive devices are presented by the special needs itinerant teachers.

Target Group(s)*: Teaching Assistants (TAs)

Teaching for Diversity and Social Justice

Part one of this program is composed of a four-part workshop series intended to support school teams in developing an inclusive curriculum. Started in 1997/98, to introduce MERE & TFWW, it seeks to raise awareness and challenge participants to adopt a more transformative and social action approach to their teaching strategies. Participants are provided with practical strategies and resources that will help them address the curriculum needs of their school community. Ableism is one of the "isms" explored through readings, activities and critical dialogue. This workshop (4 sessions) is run twice a year starting in October and repeated in February and can be accessed through My Learning Plan.

Part two explores, in greater detail, the application of the principle and strategies from part one. There is a focus on action research and an in depth examination of equity theory and practice in the classroom and the school environment, around issues of inclusion, instructional strategies, selection and use of resource materials and assessment. This workshop (6 sessions) is run once a year starting in October and can be accessed through My Learning Plan.

Target Group(s)*: Teachers, Teaching Assistants TAs and Administrators

The Future We Want: Building an Inclusive Curriculum (TFWW)

This resource describes how we change the curriculum to achieve the Board's vision with respect to equity issues. TFWW provides a teaching context for MERE and challenges staff to create equitable and respectful classrooms by examining how assumptions, values and beliefs impact on the curriculum and the engagement and success of students. This resource is



available The Equity page of the Curriculum and Instruction website
(<http://portal.peelschools.org/sites/tfww/default.aspx>)

Target Group(s)*: Teachers, Teaching Assistants (TAs), Support Staff and Administration

Workshops run by SLP staff:

- Language and Behaviour
- Language for The Early Years
- Talk to Your Child Series
- Ready Set Go: in conjunction with Social Workers
- Oral Language and Links to Literacy
- Talk To Your Child In Your First Language
- Development of Questions

Target Groups: TAs, teachers, parents, PLASP staff, Best Start Team

Workshops run by SLPs on ASD Resource Team:

- Introduction to Verbal Behaviour and the Assessment of Basic Language an Learning Skills
- Teaching ASD Students to Communicate Effectively
- Teaching Communication to Special Needs and ASD Students
- Fundamentals of Communications for Students with ASD\Supporting Students with Special Needs and Autism Spectrum Disorders
- Communication: MORE than Just Words – Best Practices: Working with Students with ASD/PDD

Target Audience: Itinerant teachers, SLPs, TAs, Teaching Teams

“Directing Mind” Obligations and Ensuring Procedural Fairness in Investigations

Training is provided for administrators and business managers in order to increase their understanding and knowledge base to manage workplace/school environments and ensure that the human rights of all stakeholders are honoured. To date, approximately 1000 administrators, managers or supervisors have attended the workshop.

Target Group(s)*: All Administrators

Leaders in Action

This is a conference opportunity for newly appointed principals and vice principals, along with the director, associate directors, superintendents and controllers, to forge a strong, dynamic and lasting network of support. Focusing on relationships as the key foundational building block for working together, the conference allows participants to collectively engage in interactive dialogue to exchange perspectives, beliefs and understandings.

Target Group(s)*: Administrators



Parent Literacy Conference

At the Board's parent literacy conference: "Make a Difference in Literacy & Beyond – practical ways parents can boost learning". Workshops were provided on special education.

These workshops were intended to help parents of students with special education needs support their child's learning at home. Topics included:

- "Help Your Child With a Learning Disability Succeed in School"
- "Help Your Child With ADHD Succeed in School"
- "Help your child develop social skills"
- "Help your child with autism and developmental disabilities cope with routines and transitions"
- "Language, math, card and computer game activities for students with autism"
- "Special Education Advisory Committee (SEAC) awareness"
- "Strategies to help your child with autism and/or developmental delays build communication, reading and writing skills"

Target Group(s)*: Parents, Guardians and Caregivers

* K-1 – Kindergarten and Grade 1; PCOM – Primary Communications; PGLD – Primary General Learning Disabilities; KTLC – Kindergarten Transition Language Class



c. Technological Barriers: Programs and Supports

Various assistive technologies and devices are provided by the Board to improve the accessibility of Board information and services for staff, Board members, students and the public. This section lists examples of Board initiatives to improve accessibility.

- Premier Assist applications are available on all computers in the Board to allow accessibility applications to be used on any website through the Internet Browser.
- The Board is continuously reviewing its website's design and upgrading content to comply with the Web Content Accessibility Guidelines (WCAG) as required under the IASR. This would improve the ability of persons with disabilities to access Board and individual school website information.
- The Board is moving towards a new website platform based on Microsoft SharePoint which will allow the accessibility features of SharePoint to be used on all the Board's websites.
- The use of PDF files on the Board's website has been discouraged and existing PDF files are being converted to a reader friendly format. This is an ongoing process.
- Where possible, postings on the Board's internal and external websites will be available in plain text.
- The Board provides assistive technology to support students in schools. Text to speech software is provided to all Board schools to support student learning. Student's needs for assistive technology are met following the Ministry guidelines for providing special equipment.
- Assistive technologies and assistive devices are provided to accommodate staff on a more individual basis, such as voice amplification systems, voice activated word processing software and ergonomic aids on the recommendation of a medical practitioner.

d. Information and Communication Barriers

The Board strives to improve the accessibility of its communication practices and information. The following list provides examples of its information and communication practices.

Staff, Board members, and others interacting with the public on behalf of the Board and individuals involved in developing the Board's policies, procedures and practices that deal with



providing goods and services to the public receive accessible customer service training which includes accessible communication strategies.

The Board provides student teaching materials and teaching supports in accessible formats for students with disabilities. The Board also provides employee information in accessible formats when aware of a need and where applicable.

Parents or guardians with disabilities receive student progress reports and Board information in accessible formats upon request.

As required under the IASR the Board provides individualized emergency response information to employees with disabilities where the Board is aware of the need. If someone is designated to assist the employee due to their disability, the Board will provide information to the person designated to assist them, with the employee's consent.

e. Architectural and Physical Barriers

The Board continuously works to improve access to its facilities and services through ongoing improvements to its existing facilities, adhering to accessible design guidelines for new buildings and through the provision of accessible transportation services for eligible students with disabilities.

Numerous accessibility improvements have been, and continue to be made to Board offices and schools. Please refer to Appendix B for an inventory of ongoing accessibility improvements and for the level of accessibility in Board facilities.

i. New School Construction

For more than ten years the Board applies accessibility design features to school construction and renovation projects.

Current accessibility standards applied by the Board to new school facilities both meet and exceed requirements stipulated in the Ontario Building Code (OBC) and suggestions made by the Canadian Standards Association Standard B651-04. For example, Board expectations related to elevator requirements are higher than required by the OBC as well as the provision of one roll-in shower stall in orthopaedic washrooms at each school (which is also not required by the OBC).

Table 4 lists the new schools that are currently under construction or planned in the upcoming years:



Table 4
New School Projected Opening Dates

2013 – 2015 School Year

1. Alloa P.S. (2013/2014)
2. Alton P.S. (2013)
3. Brameast #4 P.S. (2013)
4. Brameast #5 P.S. (2013)
5. Bramwest Sub Area 1 #1 P.S. (2013/2014)
6. Fairlawn P.S. (2013/2014)
7. Credit Valley Sub Area 2 #2 P.S. (2013/2014)
8. Credit Valley Sub Area 5 #1 P.S. (2015)
9. Credit Valley #2 S.S. (2015)
10. Fletcher's Meadow #7 P.S. (2014)
11. Springdale 703 P.S. (2014)
12. Springdale 1001 P.S. (2014)
13. Dundas-Fairview P.S. (2014)

ii. School Accessibility Improvements and Additions

In addition to the new school construction projects the Board continues to expand, update and renovate existing school facilities to address various capacity issues. Among these issues are:

- the continued enrolment growth experienced in the Peel Region;
- the replacement of portables and other Board program initiatives (e.g. early years hubs and readiness centres, and full day kindergarten).

These construction opportunities have been used proactively to address physical accessibility issues, such as: the requirement of elevators/lifts, slopes, ramps, handrails, automatic door openers, washroom improvements, etc.

During the upcoming year, the plans for school additions will be redefined, as further projects undergo feasibility analysis. As for now, the proposed school additions are:



Table 5

School Accessibility Improvements and Additions 2011 - 2012

Construct Barrier Free Washrooms and/or Orthopaedic Washrooms

- Dunrankin Drive PS
- Glenforest SS
- Gordon Graydon SS
- Judith Nyman SS
- Parkholme School
- Queenston Drive PS
- Ridgeview PS

Construct Elevator and/or Install Stair Lift

- Corliss PS
- Glenforest SS
- Judith Nyman SS
- Parkholme School
- Queenston Drive PS
- William G. Davis SR PS

Entrance or Doorway Improvements including installation of Automatic Door Openers, Holding Devices for Emergency Exits, and Entrance Modifications to improve Accessibility

- McHugh PS
- Parkholme School
- Turner Fenton SS
- Corliss PS
- William G. Davis SR PS
- Various Sites

Ramp Construction or Improvements

- Brampton Centennial SS
- Fletcher's Meadow SS
- Glenforest SS
- Mississauga SS

Barrier Free Parking Improvements

- Glenforest SS

Install Braille Signage

- Beatty-Fleming SR. PS
- Central Peel SS



- Earnscliff SR PS
- Floradale PS
- Glenforest SS
- Gordon Graydon Memorial SS
- Kingswood Drive PS
- Parkholme School
- Rick Hansen SS
- Red Willow PS
- Rowntree PS
- Sir John A. MacDonald SR PS
- Sir Wilfred Laurier PS
- Sir Winston Churchill PS
- Terry Fox PS
- Turner Fenton SS (North)
- Turner Fenton SS (South)
- Williams Parkway PS

Construction of or Improvements to Alternative Learning Environments

- Gordon Graydon SS
- Lisgar Middle School
- Parkholme School
- Sherwood Mills PS
- T.L. Kennedy SS



Table 6

Ongoing School Accessibility Improvements and Additions 2013 – 2015

Construct Barrier Free Washrooms and/or Orthopaedic Washrooms

- Brampton Centennial SS
- Dunrankin Drive PS
- Grenoble PS

Construct Elevator and/or Install Stair Lift

- Brampton Centennial SS
- Corliss PS
- Dunrankin Drive PS
- Grenoble PS

Entrance or Doorway Improvements including installation of Automatic Door Openers, Holding Devices for Emergency Exits, and Entrance Modifications to improve Accessibility

- Brampton Centennial SS
- Massey Street PS
- William G. Davis SR PS
- Various Sites

Ramp Construction or Improvements

- Brampton Centennial SS

Install Braille Signage

- Erindale SS
- Fletcher's Meadow SS
- T.L. Kennedy SS

Construction of or Improvements to Alternative Learning Environments

- Goldcrest PS
- T.L. Kennedy SS

Bus Entrance, Walkway and Curb Cuts

- William G. Davis SR PS



11. AODA Compliance to Date

The Board is committed to equity, inclusion and accessibility and in fulfilling its obligations under the AODA. The Board has successfully met its obligations under the Accessibility Standards for Customer Service and continues to provide accessible customer service training to applicable Board members, staff and volunteers as required under the Standard. The Board has also begun the process of complying with the AODA IASR requirements for web content and website accessibility

The following charts show a high level overview of AODA compliance to date.

a. Accessibility Standards for Customer Service

Requirement	Compliance Date	Status
Develop and implement Accessible Customer Service Policies, Procedures and Practices	Jan. 1, 2010	Completed
Provide accessible customer service training to applicable staff, Board members and volunteers.	Jan. 1, 2010	Completed for existing personnel. Ongoing for new hires and with changes to applicable policies, procedures and practices.
Ensure Third Parties providing services on behalf or involved in developing Board policies and procedures are trained.	Jan 1, 2010	Completed for existing applicable contractors. Ongoing for new contractors.



b. Integrated Accessibility Standard Regulation (IASR)

Requirement	Compliance Date	Status
S 13 Provide Emergency Procedures, Plans and Public Safety Information in Accessible Formats upon request if information is available to the public.	Jan. 1, 2012	Completed
S 27 Provide individualized employee workplace emergency response information when aware of need.	Jan. 1, 2012	Completed
S 75 Ensure integrated accessible transportation services are provided to students with disabilities or accessible alternatives if safety concerns exist.	July 1, 2011	Completed

12. New Accessibility Initiatives and AODA Compliance Strategies

The guiding principles of the AODA have and will continue to influence the Board’s programming, policies, and practices to facilitate continuous improvements in accessibility. The Board’s commitment to removing and preventing barriers and improving the ability of persons with disabilities to access the opportunities it provides is evident in its ongoing actions for barrier removal and prevention and in its development of a tentative high level work plan for ongoing AODA compliance to the Integrated Accessibility Standards.

Furthermore the Board will continue with a proactive strategy of barrier identification through design reviews for school additions and new schools and the review of staff and public feedback. These practices will facilitate the prevention of future barriers in schools, offices, policies, practices, curriculum and modes of communication.



a. Information and Communication Barriers

The Board continues to install Braille Signage throughout many schools and the Board offices.

New hires and other applicable personnel receive accessible customer service training as required under the AODA which emphasises strategies to assist when interacting with persons with disabilities.

The Board continues to make reasonable efforts to provide accessible formats to the public upon request.

The Board continues to accommodate employees and provide information in accessible formats when aware of a need.

b. Technological Barriers

Postings on the Board's internal and external websites continue to be made available in plain text. PDF is used when necessary or when conversion is not reasonable. The Board will continue to convert website items from PDF format to plain text, so that they can be read using the user's preferred view (including screen readers).

The Board continues to prepare for WCAG 2.0 compliance of existing website content.

The Board Central Office Communication and Strategic Partnerships Support Services has worked with schools to create new websites for each school. To date all elementary school websites have been deployed. The new websites meet the website accessibility standards set out in the IASR requirements of WCAG 2.0 Level A ahead of the January 1, 2014 compliance deadline for new websites.

Learning Technology Support Services will continue replacing outdated computers, as part of its six-year replacement cycle program.

c. Attitudinal / Awareness Barriers

The Board will continue to provide the programs in listed in Section 10, Sub-Section b, "Ongoing Documents, Training and Programs that Address Attitudinal/ Awareness Barriers and the Needs of Students with Disabilities". In addition applicable personnel receive Accessible Customer Service training as required under the Accessibility Standards for Customer Service.

d. Barriers in Organizational Policies, Procedures and Practices

Existing and newly developed policies, procedures and practices continue to be reviewed against the principles and other requirements of the AODA and the needs of persons for the purpose of achieving compatibility with AODA requirements.



e. Architectural and Physical Barriers

The Board will work to increase the AAC's knowledge of the accessibility standards for the built environment and, when enacted, will incorporate the AODA Built Environment Standards into new constructions and renovations where required.



Ongoing Accessibility Initiatives: 2013 – 2017

Legend

AODA - Accessibility for Ontarians with Disabilities Act; HRSS - Human Resources Support Services;
IASR - Integrated Accessibility Standards Regulation; OHRC - Ontario Human Rights Code; WCAG - Web Content Accessibility Guidelines

Year	Awareness	Information and Communication	Policies and Procedures	Facilities	Transportation	Ongoing
2013 - 2014	<p>Continue to provide training on accessibility awareness and incorporating accessibility into educational curriculums (2012 -2013).</p> <p>Provide training to employees and volunteers on AODA IASR requirements and OHRC as it applies to persons with disabilities.</p>	<p>Continue to provide accessible educational materials and supports of educational resources, records and reports.</p> <p>Provide communication on the availability of accessible formats and communication supports.</p> <p>January 2013 Submit multi –year accessibility plan.</p> <p>New school websites continue to work towards WCAG 2.0 Level A for website accessibility in preparation for 2014 compliance as required by IASR.</p> <p>Review and ensure feedback process is accessible.</p>	<p>Review Accessibility Statement for IASR compliance.</p> <p>Document and communicate Board alternative formats procedures.</p> <p>Continue to communicate to staff regarding the need to incorporate accessibility features when purchasing or acquiring goods, services and facilities where possible.</p> <p>Audit existing HRSS recruitment, hiring and employment policies and procedures in preparation for 2014 IASR requirements. Modify policies and practices as required.</p>	<p>New Board facilities and renovations address accessibility guidelines.</p> <p>The Board continues to improve accessibility of schools and other facilities as an ongoing process.</p>	<p>Continue to consult with parents/ guardians regarding transportation needs of students with disabilities and in the development of individual student transportation plans.</p> <p>Review and revise existing process if necessary for compliance to IASR Transportation Standard. Communicate requirements to Transportation Support Services.</p>	<p>Ongoing communication with staff regarding accessibility awareness and AODA compliance preparedness regarding policies and procedures.</p> <p>Maintain AODA training records for applicable staff and volunteers.</p> <p>Continue to request proof of applicable third party training.</p> <p>Ongoing accessibility improvements to existing facilities.</p> <p>New schools meet accessibility guidelines and AODA requirements.</p>



Year	Awareness	Information and Communication	Policies and Practices	Facilities	Transportation	Ongoing
2014 - 2015	Continue to build staff and volunteer awareness of new AODA policies and procedures.	<p>Provide accessible formats and communication supports, provide notice to the public as required under IASR by 2015.</p> <p>Educational and training materials (textbooks) produced by the Board make accessible or conversion ready as required under IASR by 2015.</p> <p>Revise alternative format process for library print based materials as required under IASR by 2015.</p>	Revise or develop where needed alternative format policies as required by IASR for: accessible formats and communication supports; accessible or conversion ready materials (Board produced materials); and library materials;	Applicable Board staff build awareness of Accessibility Standards for the Built Environment when enacted.	<p>Continue to provide individual student transportation plans.</p> <p>Make certain process exists to communicate individual responsibilities to Transportation providers, parents/guardians, vehicle operators, school staff and students.</p>	<p>Continue to review and respond to accessibility related feedback regarding Board services and facilities</p> <p>Monitor Board awareness of incorporating accessibility features in goods, services and facilities acquired or purchased.</p> <p>Annually provide status reports on accessibility plan achievements.</p> <p>Continuously address AODA requirements and observe areas requiring accessibility improvements and strive to address barriers.</p>



Year	Awareness	Information and Communication	Policies and Practices	Facilities	Transportation	Ongoing
2015 - 2017	<p>Continue to provide accessibility awareness information. Investigate methods of providing accessibility tips for Board activities and services to Board staff & volunteers.</p> <p>Continue to investigate methods of incorporating accessibility into educational curriculum.</p>	<p>Investigate the use of the Board's Intranet to provide staff with accessibility related information geared to a range of Board operations and services.</p> <p>Review status of school libraries to provide accessible or conversion ready formats of digital or multi-media resources upon request in preparation of 2020 AODA deadline.</p> <p>Monitor Board accessibility features of purchase related to Board and school websites in preparation of WCAG Level AA Standards.</p>	<p>Continue to consider the affect of Board policies and procedures on persons with disabilities.</p>			<p>Work towards the completion of the Board's 2017 Accessibility Plan.</p> <p>School libraries work towards compliance preparedness for accessible or conversion ready material for 2020.</p>



13. Moving Forward

The Board will continue to demonstrate its commitment to accessibility and compliance to the AODA through the following methods:

- The requirements of the AODA and the needs of persons with disabilities will influence Board policies, procedures and practices.
- Once enacted, future new construction and renovations of Board facilities will comply with the AODA Built Environment Standards.
- Accessibility related feedback from Board members, staff, students, parents, guardians and other members of the public will provide insights into areas where the Board meets or exceeds accessibility needs as well as areas that may require change.

In addition the following methods have helped identify accessibility barriers within the Board:

Methodology	Description	Status
Pupil Accommodation Grant - Renewal Initiative	The Board's Pupil Accommodation Grant is calculated using separate formulas, amongst which is the formula for school renewal (i.e. repairs and renovations). Through this fund, accessibility improvements to existing facilities are undertaken.	Ongoing – Annual
Special Education Advisory Committee	The Special Education Advisory Committee (S.E.A.C.) is a committee of the Board which provides advice on issues related to, amongst other things, topics of accessibility.	Ongoing – Annual
Capital Strategic Plan	A report produced and updated yearly by the Board, which outlines the objectives of the school Board pertaining to new school accommodation for the upcoming 15 years as well as enrolment projections and expected funding for capital projects. Within this report, which is approved by the Board and required by the Ministry, projects are approved for implementation, including accessibility improvements.	Ongoing – Annual



14. Beyond the Plan

The Board continues to strive to provide facilities and services that minimize or eliminate barriers. These resources include: accessible facilities; classes that are intellectually engaging and that recognize students with different learning styles, needs and a varied knowledge base; policies that shape the learning and working environment; and also the way information is shared and made available. The Board is aware of the accessibility issues it faces on a daily basis and seeks to incorporate improvements in its ongoing system goal of barrier elimination, in order to be fully accessible to all students, staff and visitors.

15. Communicating the Multi-Year Accessibility Plan

The Board's Multi-Year Accessibility Plan will be posted on the Peel Board's website and copies will also be made available to the public in accessible formats upon request.

The availability of the Multi-Year Accessibility Plan will also be communicated through the Board's intranet and newsletters.

16. Review and Monitoring Process

The Board will continuously evaluate the effectiveness of the implementation of barrier removal and prevention strategies.

The AAC will make certain that with regard to the Multi-Year Accessibility Plan the following take place:

- An annual status report is produced on the progress of measures taken to implement the plan.
- At least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities.



Appendix A

The interested parties identified by the AAC are not limited to but include:

- Students
- Parents/Guardians
- The community
 - Community sports groups/recreation leagues
 - Social and educational groups
- Employees
- Education stakeholders
 -
 - Educational Resource Facilitators of Peel
 - Peel Lunch and After School Program (PLASP)
 - Young Men's Christian Association (YMCA)
- Trustees
- Board committees
- Outside agency & associations
 - Association of Bright Children
 - Brampton-Caledon Community Living
 - Canadian Mental Health Association
 - Community Living Mississauga
 - Easter Seals Society
 - Fragile X Research Foundation of Canada
 - Learning Disabilities Association of Mississauga
 - Learning Disabilities Association of North Peel
 - Peel Principals and Vice-Principals Association
 - Peel Association of Secondary School Principals
 - Peel Parents for Hearing Impaired Children
 - Ontario Secondary School Teachers Federation
 - Tourette Syndrome Association of Ontario
 - VIEWS for Blind and Visually Impaired Children
 - VOICE for Hearing Impaired Children



Appendix B

All schools built after 1998 adhere to the accessibility design guidelines of the Canadian Standards Association (CSA) and the Ontario Building Code (OBC) and are rated "A". The "Details" section of the table below provides a small sample of the accessibility features found in these schools.

Extensive renovations have resulted in Glenforest Secondary School improving its accessibility rating from C to B and William G. Davis Public School improving its rating from D to C. Additional schools will also improve their ratings when renovations are completed in the near future. Accessibility improvements have and continue to take place in numerous schools but not all improvements result in a change to their accessibility ratings as defined in the chart at the end of this appendix.

Peel District School Board Facilities - Inventory of Accessibility Facilities -

Elementary Schools			
School	# of Floors	Details	2012 Rating
Agnes Taylor PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Allan A Martin Sr. PS	2	No Elevator Barrier Free Washroom (old guidance office converted) Automatic door opener installed in main entrance	C
Allan Drive Middle School	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Alloa PS	1	Stair Lift to the Gym floor Barrier Free Washroom	B
Alloa PS (replacement)	-	Proposed replacement school Sept. 2014	TBD
Aloma Crescent PS	1	Barrier Free Washroom	B
Alton PS	2 (basement & 1 st floor)	No Elevator Barrier Free Washroom	C
Alton PS (replacement)	-	Proposed replacement school Sept. 2013	TBD
Arnott Charlton PS	1 (& 2 nd floor mech.)	Barrier Free Washroom & Orthopaedic Washroom	B
Artesian Drive PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Ashgrove PS	1 (& 2 nd floor mech.)	Orthopaedic Washroom Ramp installed (including automatic door opener)	B
Balmoral Drive Sr. PS	1	Stair Lift to the Gym corridor Orthopaedic Washroom	B
Barondale PS	2	Elevator Orthopaedic Washroom	A
Beatty-Fleming Sr PS	2	Elevator, Braille Signage Barrier Free Washroom & Orthopaedic Washroom Automatic door opener installed	B
Belfountain PS	1	Barrier Free Washroom	B
Beryl Ford PS	2		A
Birchbank PS	1		B
BramEast # 4 PS	-	Proposed New School Sept. 2013	TBD
BramEast # 5 PS	-	Proposed New School Sept. 2013	TBD
BramWest Sub Area 1 # 1 PS	-	Proposed New School Sept. 2013	TBD



Brandon Gate PS	2	Elevator Barrier Free Washroom	B
Briarwood PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Brisdale PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Bristol Road Middle School	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Britannia PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Britannia Farm	1		TBD
Britannia School House	1		TBD
Brookmede PS	2 (basement & 1 st floor)	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Burnhamthorpe PS	2	No Elevator	C
Burnt Elm PS	2	Elevator Barrier Free Washroom	A
Calderstone Middle School	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Caledon Central PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom Alternative Learning Environment (ALE) room	B
Caledon East PS	1	Barrier Free Washroom Ramp installed (at the main school entrance) Alternative Learning Environment (ALE) room	B
Camilla Road Sr. PS	2 (& 3 rd floor mech.)	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Carberry PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Cashmere Avenue PS	1	Orthopaedic Washroom	B
Castlebridge PS	2	Elevator Orthopaedic Washroom	A
Castlemore PS (Holding School)	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Centennial Sr. PS	2	Elevator Barrier Free Washroom Alternative Learning Environment (ALE) room	B
CET Office (Robert Speck)	-		TBD
Champlain Trail PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Cherrytree PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Cheyne Middle School	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Churchill Meadows PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Claireville PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Clark Boulevard PS	1		B
Clarkson PS	2	No Elevator	C
Clifton PS	1	Barrier Free Washroom & Orthopaedic Washroom	B
Conestoga PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Cooksville Creek PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Copeland PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Corliss PS	2	No Elevator	C



		Orthopaedic Washroom, Automatic Door Opener, Modified Front Entrance	
Corsair PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Countryside Villages #1 PS	-	Proposed New School Sept. 2014	TBD
Credit Valley PS	1 (& 2 nd floor mech.)	Elevator Orthopaedic Washroom	A
Credit Valley Sub Area 2 # 2 PS	-	Proposed New School Sept. 2013	TBD
Credit Valley Sub Area 3 # 1 PS	-	Proposed New School Sept. 2016	TBD
Credit Valley Sub Area 3 # 2 PS	-	Proposed New School Sept. 2015	TBD
Credit Valley Sub Area 5 # 1 PS	-	Proposed New School Sept. 2014	TBD
Credit View PS	1		B
Darcel Avenue Sr. PS	1	Automatic door opener installed	B
David Leeder Middle School	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Derry West Village PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Dixie PS	2	No Elevator Barrier Free Washroom Barrier free improvements to main entrance, Automatic Door Opener Alternative Learning Environment (ALE) room	C
Dolphin Sr. PS	2 (basement & 1 st floor)	Elevator Orthopaedic Washroom	B
Dorset Drive PS	1 (addn. crawl space basement)	Orthopaedic Washroom	B
Dundas – Fairview PS	-	Proposed New School Sept. 2014	TBD
Dunrankin Drive PS	2	No Elevator Barrier Free Washroom	C
Dunton House, The Gardner-	-		TBD
Eagle Plains PS	2	Elevator, Braille Signage Barrier Free Washroom & Orthopaedic Washroom	A
Earncliffe Sr. PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom Automatic door opener installed in main entrance	B
Eastbourne Drive PS	1	Orthopaedic Washroom	B
Edenbrook Hill PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Edenrose PS	1	Orthopaedic Washroom	B
Edenwood Middle School	2	Elevator	B
Ellengale PS	2	No Elevator Orthopaedic Washroom	C
Ellwood Memorial PS	2 (basement & 1 st floor)	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Elmcrest PS	2	No Elevator Barrier Free Washroom Alternative Learning Environment (ALE) room	C
Erin Centre Middle School	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Erin Mills Middle School	2	Elevator Barrier Free Washroom & Orthopaedic Washroom Barrier Free improvements to the main entrance, Automatic Door Opener	B
Esker Lake PS	1 (& 2 nd floor mech.)	Orthopaedic Washroom	B
Fairlawn PS (Holding at James Grieve PS)		Proposed New School Sept. 2012	TBD



Fairview PS	2	Elevator Barrier Free Washroom	B
Fairwind Sr. PS	2	Elevator Barrier Free Washroom	B
Fallingbrook Middle School	2	Elevator Barrier Free Washroom & Orthopaedic Washroom Alternative Learning Environment (ALE) room	B
Fallingdale PS	1 (& 2 nd floor mech.)	Orthopaedic Washroom	B
Fernforest PS	2	Elevator Orthopaedic Washroom	A
Fletcher's Creek Sr. PS	2	Elevator Orthopaedic Washroom	A
Floradale PS	2	Elevator, Braille Signage Barrier Free Washroom	B
Folkstone PS	1		B
Forest Avenue PS	1	Barrier Free Washroom	B
Forest Glen PS	1	Barrier Free Washroom	B
Garthwood Park PS	1 (& 2 nd floor mech.)	Orthopaedic Washroom Alternative Learning Environment (ALE) room	B
Glendale PS	1 (& basement floor mech.)	Barrier Free Washroom	B
Glenhaven Sr. PS	1	Stair Lift; Orthopaedic Washroom	B
Goldcrest PS	2	Elevator, Alternative Learning Environment room (ALE), Barrier Free Washroom and Orthopaedic Washroom	B
Gordon Graydon Sr. PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Great Lakes PS	2	Elevator Orthopaedic Washroom	A
Green Glade Sr. PS	2 (& 3 rd floor mech.)	No Elevator	D
Greenbriar Sr. PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom Alternative Learning Environment (ALE) room	B
Grenoble PS	2	Elevator, Barrier Free Washroom Alternative Learning Environment (ALE) room	C
GW Finlayson Field Study Centre	-		TBD
Hanover PS	1 (& 2 nd floor mech.)		B
Harold F. Loughin PS	2	No Elevator Barrier Free Washroom	C
Havenwood PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Hawthorn PS	1		B
Hazel McCallion Sr. PS	2 (& 3 rd floor mech.)	Elevator Barrier Free Washroom Alternative Learning Environment (ALE) room	B
Helen Wilson PS	1	Barrier Free Washroom Alternative Learning Environment (ALE) room	B
Herb Campbell PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Hewson PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Hickory Wood PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Hillcrest PS	2	No Elevator; No Stair Lift	D
Hilldale PS	1 (2 nd floor mech.)		B



Hillside Sr. PS	3 (basement & 2 floors)	No Elevator, Braille Signage	D
H.J.A. Brown Education Centre	4 (basement & 3 floors)		B
Homelands Sr. PS	2	No Elevator Braille Signage	C
Homestead PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Huntington Ridge PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Huttonville PS	1 (2 in old building)	No Elevator; No Stair Lift Barrier Free Washrooms	C
Ingleborough PS	2	Elevator; Barrier Free Washroom & Orthopaedic Washroom	A
Jack Smythe Field Study Centre	-		TBD
James Bolton PS	2	Elevator Barrier Free Washroom	B
James Grieve PS (a Holding School for Fairlawn PS)	2	Elevator; Barrier Free Washroom & Orthopaedic Washroom	A
James Potter PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Janet I. McDougald PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Jefferson PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Joint Transportation Office (Keaton Cres.)	-		TBD
Kenollie PS	2 (basement & 1 st floor)	No Elevator; No Stair Lift	D
Kindree PS	2	Elevator Orthopaedic Washroom	A
Kings Masting PS	2	No Elevator Barrier Free Washroom	C
Kingswood Drive PS	2	Elevator, Braille Signage Alternative Learning Environment (ALE) room	B
Lancaster PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Larkspur PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Levi Creek PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom Alternative Learning Environment (ALE) room	A
Lisgar Middle School	2	Elevator, Barrier Free Washroom and Orthopaedic Washroom, Alternative Learning Environment (ALE) room	A
Lorne Park PS	1	Barrier Free Washroom	B
Lougheed Middle School	2	Elevator Barrier Free Washroom & Orthopaedic Washroom Alternative Learning Environment (ALE) room	A
Macville PS	1	Barrier Free Washroom	B
Madoc Drive PS	1 (& 2 nd floor mech.)		C
Maintenance Services – North (Regan Rd)	-		TBD
Maintenance Services – South (Cent. Pkwy)	-		TBD
Maple Wood PS	1 (& 2 nd floor mech.)	Automatic door opener installed	B



Marvin Heights PS	2 (& 3 rd floor mech.)	No Elevator (2 separate 2 nd floor areas) Barrier Free Washroom & Orthopaedic Washroom	C
Massey Street PS	2	Elevator, Barrier Free Main Entrance with Automatic Doors, Barrier Free Washroom & Orthopaedic Washroom	B
Mayfield West PS	-	Proposed New School Sept. 2012	TBD
McBride Avenue PS	2	Elevator Barrier Free Washroom	B
McCrimmon Middle School	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
McHugh PS	3 (basement & 2 floors)	No Elevator; No Stair Lift, Barrier Free Door Opener, Modified Entrance, Alternative Learning Environment (ALE) room	D
McKinnon PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Meadowvale Village PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Middlebury PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom Alternative Learning Environment (ALE) room	B
Miller's Grove PS	1 (2 nd floor mech.)	Orthopaedic Washroom	B
Mineola PS	2 (basement & 1 st floor)	No Elevator; No Stair Lift, Barrier Free Washroom Barrier Free improvements to the Main Entrance, Main Door Automatic Opener	C
Morning Star Middle School	2	No Elevator	C
Morton Way PS	2	Elevator Barrier Free Washroom	B
Mount Pleasant Village PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Mount Pleasant # 2 PS	-	Proposed New School Sept. 2015	TBD
Mount Pleasant # 3 PS	-	Proposed New School Sept. 2014	TBD
Mount Royal PS	2	Barrier Free Washroom & Orthopaedic Washroom	A
Mountain Ash Middle School	2	Barrier Free Washroom & Orthopaedic Washroom	A
Munden Park PS	2	No Elevator	C
Nahani Way PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Neil C. Matheson PS	1	Orthopaedic Washroom Automatic door opener installed in main entrance Alternative Learning Environment (ALE) room	B
North Field Office	-		TBD
Northwood PS	1	Barrier Free Washroom & Orthopaedic Washroom	B
Oakridge PS	1	Barrier Free Washroom	B
Oscar Peterson PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Osprey Woods PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Owenwood PS	1		C
Palgrave PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Parkway PS	1	Barrier Free Washroom & Orthopaedic Washroom	B
Pheasant Run PS	1 (2 nd floor mech.)		B
Plowman's Park PS	1 (2 nd floor mech.)	Ortho Washroom	B
Plum Tree Park PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Queen Elizabeth Sr. PS	1	No Stair Lift;	B



		Barrier Free Washroom & Orthopaedic Washroom Automatic door opener installed in main entrance	
Queen Street PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Queenston Drive PS	3 (basement & 2 floors)	No Elevator; Chairlift in Main Corridor, Orthopaedic Washroom,	C
Ray Lawson PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Ray Underhill PS	1	Barrier Free Washroom & Orthopaedic Washroom	B
Red Willow PS	2	Elevator , Braille Signage Barrier Free Washroom & Orthopaedic Washroom	A
Ridgeview PS	2	Elevator Barrier Free Washroom	B
Ridgewood PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom Automatic door opener installed in main entrance Alternative Learning Environment (ALE) room	B
Riverside PS	2	No Elevator Barrier Free Washroom Alternative Learning Environment (ALE) room	C
Robert H. Lagerquist Sr. PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom Automatic door opener installed	B
Robert J Lee PS	2	Elevator Orthopaedic Washroom	A
Roberta Bondar PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Rowntree PS	2	Elevator, Braille Signage Barrier Free Washroom & Orthopaedic Washroom	A
Royal Orchard Middle School	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Russell D. Barber PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Ruth Thompson Middle School	2	Elevator Barrier Free Washroom & Orthopaedic Washroom Alternative Learning Environment (ALE) room	A
Sawmill Valley PS	1 (& 2 nd floor mech.)	Orthopaedic Washroom Alternative Learning Environment (ALE) room	B
Settler's Green PS	2	Elevator Installation of a handicap parking spot, ramp and automatic door opener to the front entrance	B
Shaw PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Shelter Bay PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	B
Sheridan Park PS	2	No Elevator; No Stair Lift; Barrier Free Washroom & Orthopaedic Washroom	C
Sherwood Mills PS	2	Elevator, Alternative Learning Environment (ALE) room, Barrier Free Washroom & Orthopaedic Washroom	A
Silver Creek PS	1		B
Silverthorn PS	2	No Elevator	C
Sir John A. Macdonald Sr. PS	2	Elevator, Braille Signage Alternative Learning Environment (ALE) room	B
Sir Wilfrid Laurier PS	1	Orthopaedic Washroom Call alarm system installed, Braille Signage	B
Sir William Gage Middle School	2	Elevator	A



		Barrier Free Washroom & Orthopaedic Washroom	
Sir Winston Churchill PS	3 (Storage basement & 2 floors)	Elevator, Braille Signage, Barrier Free Washroom and Orthopaedic Washroom	B
Somerset Drive PS	2	Elevator Orthopaedic Washroom	B
South Field Office	1	Barrier Free Washroom	B
South Field Village PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Springdale PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Springfield PS	2	No Elevator Barrier Free Washroom & Orthopaedic Washroom Alternative Learning Environment (ALE) room	C
Stanley Mills PS	2	Elevator Orthopaedic Washroom	A
Sunny View Middle School	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Tecumseh PS	2	No Elevator	C
Terry Fox PS	1 (2 nd floor mech.)	Barrier Free Washroom & Orthopaedic Washroom, Braille Signage	B
Thomas Street Middle School	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Thorn Lodge PS	2	No Elevator	C
Thorndale PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Thornwood PS	2	Elevator Barrier Free Washroom	B
Tomken Road Middle School - North Building	2	No Elevator Alternative Learning Environment (ALE) room	C
Tomken Road Middle School – South Building	1		C
Treeline PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Trelawny PS	2	Orthopaedic Washroom	B
Fairlawn PS	-	Proposed New School Sept. 2012	TBD
Valleys Sr. PS, The	2	Elevator Barrier Free Washroom	B
Vista Heights PS	1	Barrier Free Washroom	B
Westacres PS	1	Barrier Free Washroom	B
Westervelts Corners PS	2	Elevator Orthopaedic Washroom	A
Whitehorn PS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Whiteoaks PS	2	Stair Lift Barrier Free Washroom	C
William G. Davis Sr. PS	2	No Elevator , Barrier Free Washroom, Barrier Free Entrance, Automatic Door Openers,	C
Williams Parkway Sr. PS	2	Elevator Barrier Free Washroom Alternative Learning Environment (ALE) room	B
Willow Glen PS	1		C
Willow Way PS	1 (2 nd floor mech.)	Orthopaedic Washroom	B



Secondary Schools

School	# of Floors	Details	2012 Rating
Applewood Acres School DC	1	Barrier Free Entrance – Ramp, Automatic Door, Barrier Free Washroom & Orthopaedic Washroom	B
Applewood School DC @ Stephen Lewis SS	3	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Applewood Heights SS	3	No Elevator Barrier free improvements to the main entrance Alternative Learning Environment (ALE) room	C
Bramalea SS	2	Elevator, Braille Signage Automatic door opener installed (to student exit doors by the girls gym hall)	B
Brampton Centennial SS	3	Elevator & Stair Lift; Ramp in Library Orthopaedic Washroom	B
Cawthra Park SS	3	Elevator 3 Barrier Free Washrooms Automatic door opener installed (to the rear entrance front south parking lot)	B
Castlebrooke SS	3	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Central Peel SS	2	Elevator, Braille Signage	B
Chinguacousy SS	2	Elevator Barrier Free Washroom	B
Clarkson SS	2 (3 rd floor mech.)	No Elevator; No Stair Lift Braille Signage	D
Credit Valley (Brampton) # 2 SS	-	Proposed New School Sept. 2015	TBD
David Suzuki SS	3	New School Sept. 2011 Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Erindale SS	3	Elevator, Braille Signage 3 Barrier Free Washrooms & 1 Orthopaedic Washroom Ramp installation to the main school entrance	B
Fletcher's Meadow SS	3	Elevator, Improved Ramping to Rear Exists, Barrier Free Washroom	A
Glenforest SS	2	Elevator; Stair Lifts, Ramps, Barrier Free and Orthopaedic Washrooms, Automatic door opener installed, Braille Signage	B
Gordon Graydon Memorial SS	2	Elevator, Braille Signage, Barrier Free and Orthopaedic Washrooms, Alternative Learning Environment (ALE) room, Life-Skills classroom for students with mild intellectual and developmental disabilities (room 229)	B
Harold M. Brathwaite SS	2	Elevator Barrier Free Washroom	A
Heart Lake SS	2	2 Elevators Ramp & curb alterations to provide barrier free access from the parking lot to the school	B
Humberview SS	2	Elevator Barrier Free Washrooms	B
John Fraser SS	2 (3 rd floor mech.)	Elevator, Barrier Free Washroom Braille Signage	B
Judith Nyman SS (former North Peel SS)	2	Elevator, Personal Lift, Barrier Free Washroom and Orthopaedic Washroom, Life-Skills classroom for students with mild Intellectual and	B



		Developmental Disabilities (rooms 114 & 115)	
Lincoln M. Alexander SS	3	Elevator	B
Lorne Park SS	2	Elevator, Barrier Free Washrooms Barrier Free improvements to the main entrance (including automatic door openers)	B
Louise Arbour SS	3	Elevator Barrier Free Washroom & Orthopaedic Washroom	A
Mayfield SS	3	2 Elevator, Braille Signage	B
Meadowvale SS	2	2 Elevator Barrier Free Washroom	B
Mississauga SS	3	Elevator, Improved Ramping to rear Exists, Barrier Free Washroom & Orthopaedic Washroom	A
Mount Pleasant # 1 SS	-	Proposed New School Sept. 2016	TBD
North Park SS	2	No Elevator	C
Parkholme School DC @ Fletcher's Meadow SS	3	Elevator Barrier Free Washroom	A
Peel Alt. School North @ old Parkholme	1	Barrier Free Washroom	B
Peel Alt. School South @ Lakeview Park	4 (basement & 3 floors)	No Elevator; No Stair Lift	D
Peel Alt. School West			TBD
Port Credit SS	3	Elevator Barrier Free Washroom	B
Rick Hansen SS	3	Elevator, Rick Hansen Barrier Free Washroom	A
Sandalwood Heights SS	3	Elevator Barrier Free Washroom	A
Stephen Lewis SS	3	Elevator Barrier Free Washroom	A
Streetsville SS	2	No Elevator Barrier Free Washroom	C
Thomas L Kennedy SS	2	Elevator Barrier Free Washroom & Orthopaedic Washroom Barrier Free improvements to the main Entrance 2 Alternative Learning Environment (ALE) rooms	B
Turner Fenton SS North	2	Elevator , Braille Signage Barrier Free Washroom	B
Turner Fenton SS South	2	No Elevator, Barrier Free Door Opener to Side Entrance.	C
West Credit SS	2 (basement & 1 st floor)	Elevator, Braille Signage Barrier Free Washroom & Orthopaedic Washroom Life-Skills classroom for students with mild intellectual and developmental disabilities (2 new rooms for VOC1 students)	B
Woodlands School, The	2	No Elevator	C



Accessibility Rating Legend

A	Students in wheelchairs can access all classrooms and all program facilities (shops, labs). Washrooms, drinking fountains, counter all accessible. Area for medical procedures. (Elevators or lifts where necessary). All schools <u>built after 1998</u> meet this standard.
B	Students in wheelchairs can access all classrooms. Washrooms are accessible, Designated handicap parking.
C	Students in wheelchairs can access the school building and washrooms. May have inaccessible areas causing timetable constraints.
D	Not accessible
TBD	To be determined



Appendix C

ACCESSIBILITY

Statement of Policy

It is the policy of the Peel District School Board District School Board (Board) to provide an environment in all of its facilities that builds independence, dignity and respect for our students, parents/guardians, the public and our staff. The Board is committed to the continual improvement of accessibility and the on-going removal of barriers in order to provide greater equity for all in accordance with the Accessibility for Ontarians with Disabilities Act (AODA). Our conduct will demonstrate our belief in the strength diversity brings to our communities.

Guiding Principles

1. The Board will make all reasonable efforts to ensure that all policies, practices and procedures from the date of this policy forward are consistent with the principles of independence, dignity, integration and equality of opportunity to all with particular attention for persons with disabilities.
2. The Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of persons with disabilities, such service to incorporate measures that include but are not limited to the use of assistive devices and service animals.
3. To ensure greater awareness and responsiveness to the needs of persons with disabilities, the Board will provide appropriate training for all staff who deal with the public or other third parties on behalf of the Board.
4. Training will be provided to all staff and, when appropriate, to volunteers. As new staff are hired, the training will become a component of their orientation training and will be provided within a reasonable timeframe.
5. The Board will ensure that its policies and procedures related to the Accessibility for Ontarians with Disabilities Act, 2005 are made available to the public and also ensure there is capacity to provide communication about these policies and procedures in a format that takes into account a person's disability.
6. In order to monitor the effectiveness of implementation of the Accessible Standards, the Board will develop a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people to provide feedback using a number of methods.
7. So that adherence to this policy can be achieved efficiently and effectively, the Board and all its managers and school-based administrators will take into account the impact on persons with disabilities when purchasing new equipment, designing new systems constructing new buildings or planning a new initiative.
8. The Board's Accessibility Advisory Committee will review the obligations as outlined by the AODA and advise the Board accordingly, to meet the legislative requirements.
9. The Board will also establish a process for consulting with staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness.



Customer Service Operating Procedure

In compliance with the Accessibility Standards for Customer Service, Ontario Regulation 429/07, created under the Accessibility for Ontarians with Disabilities Act, 2005, the Peel District School Board is committed to providing goods and services in a way that is accessible to all customers.

The Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of people with disabilities. Such services incorporate a set of guidelines that deal with measures that facilitate access by people with disabilities to the services and facilities of the Board, including, but not limited to:

- Use of assistive devices
- Use of a support person services
- Use of service animals
- Use of notification of disruption of service
- Feedback on access to services

Definition of Terms Used

Customer	any person who uses the goods and services of the school Board.
Assistive Device	any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.
Service Dog	a dog that is being used because of a person's disability. The dog's certification complies with the Peel District School Board's Policy for the 'Use of Service Dogs in Schools.'
Support Person	a person who assists or interprets for a person with a disability as he/she accesses the services of the Board. A support person is distinct from an employee who supports a student in the system.
Third Party Contractors	is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).
Barriers to Accessibility	anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, or a technological barrier.
Accommodation	a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.

References:

- Accommodation of Staff with Disabilities Policy #59
- Accessibility Policy #76



Notification of Disruption of Service Guideline

When services that are normally provided to a person with a disability are temporarily unavailable such as access to an elevator, a disruption of service notice will be communicated.

Definition/Explanation of Disruption of Service

As members of the general public, people with disabilities may rely on certain facilities, services or systems in order to access the services of the school or Board offices. Escalators and elevators, for example, are important to people with mobility disabilities because that may be the only way they can access the premises. Other systems and services designed to meet the needs of people with disabilities can include accessible washrooms, amplification systems, and note-taking or TTY services. When those facilities or services are temporarily unavailable or if they are expected to be temporarily unavailable in the near future, a notice of disruption of service is required.

Generally, disruptions to all of the Board's services, such as during a major storm or power outage, do not require this special notice. However, if the disruption has a significant impact on people with disabilities, a notice of the disruption should be provided.

Administrative Procedure

1.0 Responsibility

1.1 Supervisory Officers, Principals, Departmental Managers or designates will ensure that the users of Board and school services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities.

2.0 How Must the Notice of Disruption of Services be Provided?

2.1 The notice of disruption of services will be communicated by the specific location by multiple means appropriate to the location to ensure the general public is aware of the disruption.

2.2 If the disruption is planned, notice should be provided in advance of the disruption. If the disruption is unplanned, notice should be provided as soon as possible after the disruption has been identified.

3.0 What Must be Included in Notice of Disruption of Services

3.1 The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

References:

- *Accessibility Policy #76*
- *Customer Service Operating Procedure*



Notification Form For Disruption of Service

School/Office Location:

Principal / Supervisor contact information

Name:

Phone/email:

Superintendent:

Facilities/Services/System that will be Out of Service

Reason for Disruption

Start Date (including time) of Disruption

End Date (including time) of Disruption

Description of alternative facilities or services (if any) that are available

- Notice should be posted in multiple visible locations for everyone to see
 - ex: main entrance to the building, in the office, meeting places, online (if possible, etc)
- Notice should be made available to ALL staff, students at the particular location & to the public as soon as possible



Use of Assistive Devices by the General Public Guideline

The Peel District School Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of people with disabilities. Such services incorporate measures that include but are not limited to the use of assistive devices.

Definition/Explanation of Assistive Devices

An assistive device is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

Administrative Procedure

1.0 Responsibility

- 1.1 Supervisory Officers, Principals and Departmental Managers will ensure that staff are trained to support parents and the general public who may use assistive devices while accessing Board services.
- 1.2 Training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices.

2.0 Communication re Use of Assistive Devices

Assistive Devices Carried by Persons with Disabilities

- 2.1 The Board website and each school website will indicate that Board facilities provide services that respect the independence and dignity of people with disabilities and offer services that include the use of assistive devices.
- 2.2 Each Board facility that is open to the public will post information in the front office/reception area that welcomes the use of assistive devices and encourages users to seek support from staff and volunteers as they require it.

*Assistive Devices/Services – Made Available by the Board**

- 2.3 The Board website and school websites, as applicable, will indicate the availability of assistive devices provided by the Board or school to assist in provision of services to people with disabilities.
- 2.4 Each Board facility that is open to the public will, as applicable, post information in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support from staff and volunteers as they require it.

*NOTE – these could include:

- Assistive devices: amplifiers, lifts
- Services: Sign language interpretation, oral interpretation, real-time captioning



- Alternate service methods: Assistance of a staff person to complete a transaction, e.g., school registration

Tips for Helping Someone with an Assistive Device

Many users of Board services and facilities who have disabilities will have their own personal assistive devices.

Examples of personal assistive devices include:

- wheelchairs,
- scooters
- walker
- amplification devices that boost sound for listeners who are hard-of-hearing without reducing background noise
- hearing aids
- oxygen tanks
- electronic notebooks or laptop computers
- personal data managers
- communication Boards used to communicate using symbols, words or pictures
- speech-generating devices that “speak” when a symbol, word or picture is pressed

Key Point To Remember

One should not touch or handle an assistive device without permission

Moving Personal Assistive Devices

If you have permission to move a person in a wheelchair remember to:

- wait for and follow the person’s instructions;
- confirm that the person is ready to move;
- describe what you are going to do before you do it;
- avoid uneven ground and objects that create bumpy and unsafe ride; and
- practice consideration and safety – do not leave the person in an awkward, dangerous or undignified position such as facing a wall or in the path of opening doors.

Do not move items or equipment, such as canes and walkers, out of the user’s reach.

Respect personal space. Do not lean over a person with a disability or lean on their assistive device.

Let the person know about accessible features in the immediate environment (automatic doors, accessible washrooms, etc.).

References:

- *Accessibility Policy #76*
- *Customer Service Operating Procedure*



Use of Service Animals by General Public Guideline

The Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of people with disabilities, such service to incorporate measures that include but are not limited to the use of service animals.

Definition/Explanation of Service Animal

A service animal is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a physician or nurse.

Additional Information

Examples of service animals include dogs used by people who have vision loss, hearing alert animals for people who are deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and lead them to safety. The customer service standard's provisions also apply to animals providing other services to people with disabilities.

It is "readily apparent" that an animal is a service animal when it is obvious by its appearance or by what it is doing. For example, it may be readily apparent that an animal is a service animal if it is wearing a harness, saddle bags, a sign that identifies it as a service animal or has a certificate or identification card from a service animal training school or an identification card from the Attorney General of Ontario. It may also be readily apparent if a person is using the animal to assist him or her in doing things, such as opening doors or retrieving items.

Administrative Procedure

1.0 Responsibility

- 1.1 Supervisory Officers, Principals and Departmental Managers will ensure that all staff, volunteers and others dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a service animal

2.0 Access to Board premises

- 2.1 Any person with a disability who is accompanied by a service animal will be welcomed on Board and/or school premises with his or her service animal and will be accompanied by the service animal while on the premises. Access will be in accordance with normal security procedures.
- 2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or Board offices where the public does not have access.
- 2.3 This procedure deals solely with the individual's right to be accompanied by a service animal. Access to classrooms for service animals used by students and staff is covered under separate procedures.

3.0 Exclusion of Service Animal



- 3.1 A service animal can only be excluded from access to the premises where this is required by another law. Examples include the *Health Protection and Promotion Act* and the *Food Safety and Quality Act*. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g., kitchen of school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom).
- 3.2 Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g. creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.
- 3.3 A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario *Dog Owners' Liability Act* which places restrictions on pit bull terriers.
- 4.0 Alternative measures if Service Animal must be excluded
- 4.1 In the rare instance where a service animal must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the animal in a secure area where it is permitted by law and discussing with the person how best to serve them, e.g., a person with a vision disability might need someone (a member of staff or volunteer) to guide them.
- 5.0 When it is necessary to confirm an animal is a Service Animal
- 5.1 Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or Board staff member may ask the person using the service animal for a letter from a physician or nurse confirming that the animal is needed because of a disability. The letter does not need to identify the disability, why the animal is needed or how it is used.
- 5.2 Where the person using the service animal regularly attends at the school or Board facility, the principal or departmental manager may request to keep a copy of the letter on file but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises. The principal or departmental manager shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, cM56, or as otherwise required by law.

References:

- *Accessibility Policy #76*
- *Customer Service Operating Procedure*
- *Environmental Health and Safety Operating Procedure 2.1.5 – Animals In The Classroom*
- *Guidelines for Use of Service Dogs with Students Diagnosed with Autism and Other Exceptionalities and by Visitors to the School*



Use of Support Person by the General Public Guideline

The Peel District School Board will welcome all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of people with disabilities, such service to incorporate measures that include but are not limited to the use of support persons.

Definition/Explanation of Support Person

A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from an employee who provides support services to a student or staff person in the system – separate and specific procedures apply.

A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual's health or providing medical support by being available in the event of a seizure.

The support person could be a paid professional, a volunteer, a friend or a family member. He or she does not necessarily need to have special training or qualifications.

Administrative Procedure

1.0 Responsibility

1.1 Supervisory Officers, Principals and Departmental Managers will ensure that staff receive training in interacting with people with disabilities who are accessing Board services accompanied by a support person.

2.0 Access to Board premises

2.1 Any person with a disability who is accompanied by a support person will be welcomed on Board and/or school premises with his or her support person. Access will be in accordance with normal security procedures.

2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or Board offices where the public does not have access.

3.0 Confidentiality

3.1 Where a support person is accompanying a person with a disability, who is the parent/guardian of a student, for the purpose of assisting in a discussion that may involve confidential information concerning the student, the superintendent, principal or other staff member must first secure the consent of the parent/guardian regarding such disclosure.

3.2 Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent or guardian.



- 3.3 The support person must also provide assurance in writing to safeguard the confidentiality of information disclosed in the discussion.
- 3.4 A copy of the signed consent document will be retained in the school/Board office.
- 3.5 If the parent/guardian uses a different support person for subsequent meetings, a new signed consent will be required.
- 4.0 Support Persons Accompanying a Person with a Disability at School Events for which there is an admission fee
- 4.1 Where an individual with a disability who is accompanied by a support person wishes to attend a school, family of schools or Board-organized event for which a fee is charged, the notice of the event will include information as to whether support persons will be charged a fee and specify the amount of the fee.
- 5.0 Where the Board may require the presence of a Support Person
- 5.1 The Board may require a person with a disability to be accompanied by a support person when on the premises, but only if a support person is necessary to protect the health or safety of the person with a disability or the health or safety of others on the premises.

NOTE: This would be a highly rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises and, at the same time, fulfill the Board's obligations to protect the health or safety of the person with a disability or of others on the premises.

It is further noted that people with disabilities are free to accept a reasonable risk of injury to themselves just as other people do. Different individuals will have a different tolerance for risk. Risk should be weighed against any benefit for the person with a disability. It is not enough that the support person might help to protect health and safety; a support person must be necessary or essential to protect health and safety before you can require one – the risk cannot be eliminated or reduced by other means. Any considerations on protecting health or safety should be based on specific factors and not on assumptions. Just because someone has a disability doesn't mean they're not capable of meeting health or safety requirements.)

References:

- *Accessibility Policy #76*
- *Customer Service Operating Procedure*
- *Special Education Program Services 16*



Feedback on Access to Services Guideline

The Board will monitor the effectiveness of implementation of the Accessibility Standards through a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people with disabilities to provide feedback using a number of methods.

The Board will create a feedback process that will review the implementation of the Accessibility Standards with the Board's various community groups.

Administrative Procedure

1.0 Feedback on Accessible Customer Service

1.1 A process for Feedback on Accessible Customer Service that has the following component:

- (a) Information on the Board's website inviting users of Board services to provide feedback on their experience with or concerns about access to services for people with disabilities;
 - i. A general feedback form (appended to this guideline). This form provides an alternative option to invite people to provide feedback on their experience with or concerns about access to services for people with disabilities.

2.0 Methods for Feedback

2.1 The Board will ensure accessible methods for soliciting feedback will be employed.

2.2 Feedback methods include (but are not limited to): e-mail, fax, mail or verbal input.

2.3 The feedback received will be collected by the Board's accessibility coordinator and reviewed by the Accessibility Advisory Committee (AAC).

2.4 Subsequent responses to the feedback will be reviewed by the AAC and implemented as required.

3.0 Proactive Measures for Accessibility Standards

3.1 To ensure ongoing efficient and effective adherence to the Board's policy on Accessibility Standards, the Board will take into account the impact on people with disabilities when purchasing new equipment, designing new systems or planning a new initiative.

References:

- *Accessibility Policy #76*
- *Customer Service Operating Procedure*



Feedback Pertaining to Accessibility Services Provided by the Peel District School Board



Your Name:

Your Role:

Your Contact information:

Summary of Your Comments / Concerns / Requests:

Date: _____

Please return to the attention of Phillip Sousa, Accessibility Coordinator, by either:

Mail:

*HJA Brown Education Centre
5650 Hurontario Street
Mississauga, Ont.
Canada
L5R 1C6
assistance)*

E-mail: accessibility@peelsb.com

Fax: (905) 890-5295

Phone: (905) 890-1010 (for additional



References

Accessibility for Ontarians with Disabilities Act, 2005,
http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_05a11_e.htm

Accessibility for Ontarians with Disabilities Act, 2005, Integrated Accessibility Standards
http://www.e-laws.gov.on.ca/html/source/regs/english/2011/elaws_src_regs_r11191_e.htm

Region of Peel – 2011 Census: Population and Dwelling Counts
<http://www.peelregion.ca/planning/pdc/data/census/2011-Census/summary.htm>

Region of Peel Planning Documents,
<http://www.region.peel.on.ca/planning/pdc/data/quickfacts.htm>

Report Card for Student Success
<http://www.reportcardforstudentsuccess.org/aboutRCSS.jsp>

