

BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD



MULTI-YEAR INTEGRATED ACCESSIBILITY PLAN

2018-2023

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BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

Prepared by

Accessibility Planning Committee

In accordance with:

Ontarians with Disabilities Act (ODA)

Accessibility for Ontarians with Disabilities Act (AODA)

Integrated Accessibility Standards Regulation (IASR)

Plan Availability:

The Brant Haldimand Norfolk Catholic District School Board's Multi-Year Integrated Accessibility Plan 2018-2023 is posted on the Board website at www.bhncdsb.ca and hard copies will be made available upon request. The plan can also be made in accessible formats by contacting:

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AT-A-GLANCE REQUIREMENTS OF THE INTEGRATED ACCESSIBILITY REGULATION – All School Boards

July 1, 2011	January 1, 2012	January 1, 2013	January 1, 2014	January 1, 2015	January 1, 2016	January 1, 2020-2025
<p>Transportation</p> <p>1. School boards to provide accessible transportation services for students with disabilities.</p>	<p>Information & Communications</p> <p>1. Emergency procedure, plans and public safety information to be available in accessible formats.</p> <p>Employment</p> <p>1. Individualized workplace emergency response information for employees with disabilities.</p> <p>Customer Service</p> <p>1. Provide accessible customer service as a result of staff training, welcoming service animals, to offer feedback for those with disabilities.</p>	<p>General</p> <p>1. Develop policies and organizational commitment on achieving accessibility. 2. Review/update Accessibility Plans in consultation with persons with disabilities. 3. Accessibility criteria for acquiring goods, services, facilities.</p> <p>Information & Communications</p> <p>1. School boards to provide: educational resources/ materials, student records, and program information upon request in accessible formats. 2. School boards to provide all educators with accessibility awareness training re accessible program, course delivery, instruction and shall keep a record of the training provided.</p>	<p>General</p> <p>1. Training of employees and volunteers on accessibility standards and 2. Human Rights Code 3. Self-Service Kiosks to be accessible.</p> <p>Information & Communications</p> <p>1. Feedback processes to be accessible. 2. New internet websites and web content to conform to WCAG 2.0, Level A.</p> <p>Employment</p> <p>1. Accommodation in recruitment. 2. Job information in accessible formats and communication supports. 3. Workplace emergency response information 4. Individual employee accommodation plans Return to work process. 5. Accessibility in performance management, career development /advancement and redeployment.</p> <p>Transportation</p> <p>1. School boards develop individual student transportation plans.</p>	<p>Information & Communications</p> <p>1. Provide accessible formats and communication supports. 2. Producers of textbooks to provide accessible or conversion ready versions. 3. School libraries to provide accessible or conversion-ready versions of print materials upon request. 4. Accessible means for people with disabilities to provide feedback upon request.</p>	<p>Design of Public Spaces (Built Environment)</p> <p>1. Make new or redeveloped public spaces accessible and AODA compliant including: outdoor play spaces; public outdoor paths of travel; parking lots; service counters; and waiting areas with fixed seating</p>	<p>Information & Communications</p> <p>1. School libraries to provide digital and multimedia resources in accessible format upon request (by January 1, 2020). 2. Producers of print-based education supplementary learning resources to provide accessible or conversion-ready versions upon request (January 1, 2020). 3. All internet websites and web content to conform to WCAG 2.0, Level AA (By January 1, 2021).</p>

* WCAG: Web Content Accessibility Guidelines

1.0 Definitions and Terminology:

Disability:

Disability covers a broad range and degree of conditions, some visible and some not visible. A disability may be present from birth, caused by an accident, or developed over time.

Barrier:

A “barrier” means anything that prevents a person with a disability from fully participating in all aspects of society because of their disability, including a physical barrier, an architectural barrier, an information or communication barrier, an attitudinal barrier, a technological barrier, policy or practice.

Accessibility:

Accessibility is defined as that which enables people to achieve their full potential.

Accommodations:

An accommodation is a means, through reasonable efforts, of preventing and removing in a timely manner, barriers that impede individuals with disability from participating fully in the services of the Board.

2.0 Aim:

The Integrated Accessibility Plan (the Plan) has been developed in accordance with Ontario Regulation 191/11 Integration Accessibility Standards under the Accessibility for Ontarians with Disabilities Act 2005 (AODA). This plan describes the measures the Brant Haldimand Norfolk Catholic School Board has taken in the past and the measures that will be taken moving forward in order to identify, remove and prevent barriers for people with disabilities who work, learn, use or attend board facilities and services including students, staff, parents, guardians, volunteers and visitors. The Plan will be guided by the Board’s Accessibility Policies and Administrative Procedures including but not limited to:

- Policy 200.33 Accessibility Standards
- Administrative Procedure 200.34 Integrated Accessibility Standards Regulation – Customer Service
- Administrative Procedure 200.35 Integrated Accessibility Standards Regulation – Employment
- Administrative Procedure 200.36 Integrated Accessibility Standards Regulation – Information and Communications
- Administrative Procedure 200.37 Integrated Accessibility Standards Regulation – Transportation
- Administrative Procedure 200.38 Integrated Accessibility Standards Regulation – Design of Public Spaces

3.0 Objectives:

This Plan:

- Reviews the efforts of the Brant Haldimand Norfolk Catholic District School Board to remove and prevent barriers for people with disabilities;
- Describes the process by which the Board will identify, remove and prevent barriers;
- Describes the measures the Board will take in the period 2018-2023 to identify, remove and prevent barriers;
- Makes a commitment to provide an annual status report on the Board's implementation of the Multi-Year Integrated Accessibility Plan;
- Makes a commitment to review and update the Plan at least once every 5 years; and
- Describes how the Board will make this Accessibility Plan available to the public.

4.0 Commitment to Accessibility Planning:

This Plan will be reviewed and updated in consultation with persons with disabilities, the Board's Special Education Advisory Committee (SEAC), the Accessibility Committee and other relevant stakeholders. It is the Board's role to consider and approve the plan. The final plan will be posted on the Board's website as a public document.

The Brant Haldimand Norfolk Catholic District School Board is committed to:

- Maintaining an Accessibility Planning Committee;
- Continuing consultation with various stakeholders, in particular those with disabilities and with the Special Education Advisory Committee in the development and review of accessibility plans;
- Ensuring Board policies and procedures are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Planning Committee will provide input re: accessibility issues, where appropriate, to new policies and procedures and to those under review;
- Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Ongoing identification of barriers must be brought to the Accessibility Planning Committee for due consideration and incorporation into the Multi-Year Integrated Accessibility Plan; and

The Director of Education has authorized the Accessibility Planning Committee to review and update the Multi-Year Integrated Accessibility Plan that will enable the Board to meet these commitments.

5.0 Description of the Brant Haldimand Norfolk Catholic District School Board:

In January 1998, the Brant Haldimand Norfolk Catholic District School Board was founded through the amalgamation of two former school boards: The Brant County Catholic Board of Education and the Haldimand Norfolk Catholic District School Board.

The Brant Haldimand Norfolk Catholic District School Board currently serves approximately 10,000 students and their parents/guardians in three counties (Brant, Haldimand and Norfolk), providing elementary education in 28 schools, secondary education in 3 schools and offering alternative educational programming at St. Mary's Catholic Learning Centre. The Brant Haldimand Norfolk Catholic District School Board provides all students with appropriate learning experiences in an inclusive, faith community setting. Such experiences provide the opportunities for personal growth and prepare all students for active participation in the community. Additionally, numerous volunteers and community partners assist in providing the opportunity for all students regardless of talents and needs to experience success while attending schools within the district. There are six Trustees in the Board and one student Trustee.

I. Board Mission

As a Catholic Learning Community, we provide faith formation and academic excellence, which enables our graduates to live a life of love and service in Christ.

II. Board Core Values

- We respect the dignity of the human person, created in the image and likeness of God;
- We exercise a preferential option for the poor (financial, intellectual, social and spiritual); and
- We continually strive to deepen our relationship with God and one another.

III. Board Strategic Commitments

Catholic Faith Formation:

When we support the family and the parish in forming the faith of our students and we commit ourselves to the principles of our gospel values, as expressed through the example of Catholic Social Teaching, we help build the Kingdom of God.

Student Achievement

When we know, understand and respond to the unique learning needs using assessment-rich learning, we can respond to the individual needs of our students and improve their outcomes.

Safe and Accepting Schools

When we foster positive relationships that emphasize mutual respect understanding and trust we are able to improve the cohesion of our community.

Communication and Community Engagement

When we communicate effectively to our internal and external stakeholders, we enhance the engagement of our community, which improves our ability to generate support for our system.

6.0 Accessibility Planning Committee Members

Member	Position	Contact
Chopp, Bill	Trustee	bchopp@bhncdsb.ca
Austin, Tracey	Manager, Communications & Public Relations	taustin@bhncdsb.ca
Cicci, Norm	Manager, Information Technology	ncicci@bhncdsb.ca
DeJesus, Fatima	Elementary School Secretary/President OSSTF Support	fdejesus@bhncdsb.ca
Esposito, Jill	Chairperson of SEAC/Director of Services Brant FACS	Jill.esposito@brantfacs.ca
Figueiredo, Anah	Human Resources Coordinator (Non-Academic)	afigueiredo@bhncdsb.ca
Fortino, Carlo	Teacher/OECTA President	cfortino@bhncdsb.ca
Freibauer, Caroline	Librarian, Secondary- Assumption College School	cfreibauer@bhncdsb.ca
Grice, Tom	Superintendent of Business	tgrice@bhncdsb.ca
King-Bonifacio, Debbie	Disability Management & Safety Coordinator	dkingbonifacio@bhncdsb.ca
Kuckyt, Phil	Manager of Transportation Services	pkuckyt@stsbhn.ca
Laracy Jr., Tom	Teacher/OECTA Elementary Bargaining Unit President	tclaracy@bhncdsb.ca
Marchand, Peter	Principal, St. Theresa Elementary School & Principal Lead- Library Services	pmarchand@bhncdsb.ca
Maunder, Donald	Custodian/President, OSSTF Plan	dmaunder@bhncdsb.ca
McDermid, Carmen	Student Achievement Lead, Special Education	cmcdermid@bhncdsb.ca
McDermid, John	Elementary School Principal	jmcdermid@bhncdsb.ca
Oldman, Colleen	Manager of Human Resources	coldman@bhncdsb.ca
Phee, Colin	RCPIC Chairperson	Bpat_chair@bhncdsb.ca
Shypula, Michelle	Superintendent of Education	mshypula@bhncdsb.ca
Slaght, Terre	Principal of Continuing Education	tslaght@bhncsb.ca
Wdowczyk, Dianne	Mental Health Lead	dwdowczyk@bhncdsb.ca
Wu, Guo	Teacher of Hearing Impaired	gwu@bhncdsb.ca
Zelem (Moreau), Rachel	Orientation & Mobility Instructor	rzelem@bhncdsb.ca
Zelem, Don	Manager of Facilities	dzelem@bhncdsb.ca

The Accessibility Planning Committee will meet 3 times during the school year to review and update the Multi-Year Integrated Accessibility Plan for 2018-2023.

7.0 Strategy for Prevention and Removal of Barriers

The principles of inclusionary practice, freedom from barriers and accessible environments inform all Brant Haldimand Norfolk Catholic District School Board policies, procedures and services. Through the annual Accessibility Plan Status Report implemented under the Ontarians with Disabilities Act (ODA), 2001, the Brant Haldimand Norfolk Catholic District School Board’s programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of the renewed Multi-Year Integrated Accessibility Plan, which places particular emphasis on the regulations made under the AODA with regard to Customer Service, Information and Communications, Employment, School Transportation, and the Design of Public Spaces, in accordance with legislation.

8.0 Barrier Identification

The Accessibility Planning Committee uses the following barrier-identification methods:

Group	Methods
Students	Barriers to accessibility are identified by students and parents. Staff in Elementary and Secondary Programs, Student Success, Special Education, Safe and Inclusive Schools, Facilities and Transportation Departments work with stakeholders to remove/prevent barriers and develop accommodation plans.
Staff	In consultation with staff, Human Resources and Health and Safety, identify barriers, restrictions and limitations and develop accommodation plans.
Public	Barriers to accessibility are identified by individuals accessing programs and services offered by the school board. Members of the public may bring concerns to the attention of the school, the Catholic Education Centre or may use the Board website: http://www.bhncdsb.ca/page/accommodations-employees-and-applicants-disabilities . Barriers identified by members of the public are referred to the Board’s Accessibility Planning Committee. Development of the Multi-Year Integrated Accessibility Plan and the ongoing feedback opportunities are additional important methods to identify barriers to accessibility.
Board Wide	Ongoing liaison with bargaining partners, provincial associations, school boards, and public sector agencies provides updates on emerging barriers to accessibility. SEAC, OCSOA, ODA, AODA, IASR, and the Customer Service Regulation are examples of some of the resources used for barrier identification. Review of our facilities provides up-to-date identification of barriers and plans to remove/prevent such barriers and permits planning to remove/prevent such barriers. Barriers to accessibility are referred to the Board’s Accessibility Planning Committee for review.

9.0 Barrier Removal Achievements:

Equipment:

The Brant Haldimand Norfolk Catholic District School Board is committed to ensuring that students with special needs have the accommodations essential to access the Ontario Curriculum and/or attend school. The Special Equipment Amount (SEA) funding provided by the Ministry of Education assists school boards to support these accommodations for students with special needs. Any student with a recommendation from a qualified professional is eligible to receive equipment through the SEA process. These recommendations are based on the results of professional assessments. The recommendation determines the type of equipment the student requires to access school programs. The following include, but are not limited to, recognized qualified professionals able to recommend appropriate equipment based on their expertise: Psychologist; Physician; Audiologist; Speech-Language Pathologist; Occupational Therapist; Physiotherapist and Optometrist/Ophthalmologist. To support the implementation of appropriate computer hardware, software, training etc. Ministry of Education funding amounts are made available to meet these needs.

Access to Program:

Our Education Technology, Elementary Program, Student Success and Special Education staff work collaboratively to ensure that classroom programs are accessible to all students by using universal design and differentiated instructional strategies. Improvements to digital library resources with accessible conversion ready formats of print, digital or multi-media resources for full compliance with the Integrated Accessibility Standards, January 2020 are on-going and will be available upon request.

Accessible Website:

As per IASR, Brant Haldimand Norfolk Catholic District School Board website and web content will conform to WCAG (Web Content Accessibility Guidelines) 2.0, Level A and will meet WCAG 2.0 AA compliance by January 1, 2021.

Early and Safe Return to Work:

The Board is committed to early intervention and return to work for all employees, as well as, the successful recovery of injured and ill employees by assisting in early intervention and return to safe work. Employees with an occupational or non-occupational illness or injury who require accommodation to return to work are supported through the Board's *Modified Work Policy*. The objective of the Policy is to return employees to their pre-illness/injury status as soon as possible, consistent with their medical condition. *The Ontario Human Rights Commission Policy and Guidelines of Disability and Duty to Accommodate* have guided the development.

Transportation Services:

The needs of each student, registered in the Brant Haldimand Norfolk Catholic District School Board, is reviewed annually to determine what services and supports need to be implemented to meet their needs as they relate to transportation services. Although full integration is our ultimate goal, vehicles of a variety of sizes and other assistive/safety devices are made available to meet the integrated, accessible needs of each student of the Board.

Systemic:

As policies and procedures are developed and/or revised, they are examined to reflect the Brant Haldimand Norfolk Catholic District Schools Board direction with regards to accessibility.

Accessibility of School Buildings:

The Brant Haldimand Norfolk Catholic District School Board's Facilities Services Department takes a portion of their annual budget and dedicates funds to address building accessibility opportunities. Proposals for upgrades are submitted through the School Renewal/Annual Improvements process. The capital plan proposes alterations to ensure that all our facilities will be compliant with AODA by 2025. Special Education Staff and Principals identify immediate and anticipated needs for barrier free participation in learning at specific school sites based upon existing and anticipated student needs at each school. Renovations are completed and new buildings are constructed to meet accessibility standards as defined in the Ontario Building Code. A list of accessibility features in all Brant Haldimand Norfolk Catholic District School Board facilities has been created and informs planning.

10.0 Barriers to be Addressed under the Multi-Year Integrated Accessibility Plan 2018- 2023

The Integrated Accessibility Standards Regulation 191/11 filed in June 2011 pursuant to the *Accessibility for Ontarians with Disabilities Act, 2005* identified specific requirements to achieve accessibility in the areas of:

- Information and Communications
- Employment
- Transportation

These requirements build on the Accessibility Standards for Customer Service, which came into force in 2007. In January 2013, the IASR was amended to include accessibility requirements for the Design of Public Spaces.

Through this 2018-2023 Multi-Year Integrated Accessibility Plan, the Brant Haldimand Norfolk Catholic District School Board intends to take action to address barriers to accessibility related to the Standards areas of current Regulations. This is in addition to ongoing work with regard to identification and removal of barriers in the Board's physical environment.

TYPE OF BARRIER	LOCATION	ACTION	RECENT ACTIVITY	EFFECTIVE DATE
Systemic	Board-Wide	Newly developed and revised policies/procedures will be reviewed by the Integrated Accessibility Committee or through Equity and Inclusive Schools to provide input from an accessibility lens.		Ongoing
Attitudinal	Board-Wide	Provide training for all staff and volunteers on accessibility standards requirements and on Human Rights Code provisions re: disabilities and ensure third-party providers have similar training.	Mandatory AODA volunteer training and certification is now required and available on the Board Website. Policy 400.05 Community Use of Schools being revised in the Spring/Summer 2018 and will reflect that permit holders are aware of AODA and have the responsibility of understanding and complying with the Act. Comments, questions, concerns and feedback pertaining to accessibility can be emailed to info@bhncdsb.ca .	Ongoing
Attitudinal	Board-Wide	With the support of Student Achievement, Special Education, Student Success, Mental Health, FNMI, Equity and Inclusion Teams, etc., school staff design program content, assessment and instruction in an inclusive design framework.	Board supports and interventions have been and will continue to be developed using a tiered approach. Differentiated learning in Literacy and Numeracy is a focus and eliminating barriers to accessing this curriculum will enable all students to reach their full potential.	Ongoing

TYPE OF BARRIER	LOCATION	ACTION	RECENT ACTIVITY	EFFECTIVE DATE
Information and Communications	School Libraries	Elementary and Secondary Library teams are able to provide accessible formats or conversion-ready versions of print materials upon request and are developing the capacity to provide digital and multimedia resources.		Ongoing in preparation of 2020 deadline
Information and Communication	Board-Wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG 2.0 Level AA standards.	Board public websites have the ability to allow the viewer to select the language in which the pages are displayed in.	Ongoing
Technology	Board-Wide	Educational Technology and Special Education staff provide training and support to teachers, support staff and students. This includes such supports as access to assistive technology, assistance for students who are hard of hearing, blind or low vision, training in the use of <i>Brightspace</i> (D2L) and development of Individual Education Plans (IEP).	<p>The Brightspace platform is being used across the district and has adaptive features built into the program.</p> <p>Staff have received training to provide effective support for students requiring SEA equipment.</p>	Ongoing
Architectural	Board-Wide	Evaluate accessibility at schools, work sites, and incorporate recommendations into the capital plan: working toward full compliance with AODA standards at all sites by 2025.	<p>Blessed Sacrament: Asphalt Ramp 2017</p> <p>Holy Trinity: Handicap Door Operator 2017</p> <p>St. Frances Cabrini: Handicap Door Operator 2017</p> <p>St. John's College: AODA Ramp to Portable Pack 2017 AODA Sidewalk to North Entrance 2017 New Front Doors with Handicap Door Operator 2017</p>	

TYPE OF BARRIER	LOCATION	ACTION	RECENT ACTIVITY	EFFECTIVE DATE
			Assumption College School: Rebuilt paved lot 2017 St. Theresa's: Rebuilt paved lot 2017 <u>Future Activity:</u> Rebuilt paved lots: St. John's College St. Joseph's Accessible Elevator St. John's College Accessible Service Counter: St. John's College Assumption College School Universal/ Accessible Washroom: St. Frances Cabrini Resurrection St. Leo St. Patrick (B) AODA Ramp: St. Frances Cabrini Our Lady of Fatima St. Stephen's Front Door Handicap Operator: Christ the King Our Lady of Fatima Resurrection Sacred Heart Langton St. Bernard of Clairvaux St. Leo St. Michael's Walsh St. Patrick (B) St. Patrick's (C) St. Stephen's St. Theresa Additional Handicap Door Operators: St. John's College Assumption College School AODA Sidewalks: Our Lady of Fatima St. Stephen's	 2018 2018 2018 2018 2018 2018 2018 2018 2018

TYPE OF BARRIER	LOCATION	ACTION	RECENT ACTIVITY	EFFECTIVE DATE
Physical	Board-Wide	Continued evaluation of accessibility at schools and work sites and incorporate recommendations into the capital plan for school renewal using the Integrated Accessibility Plan checklist tool	Refer to Integrated Accessibility Plan Annual Report 2016-2017	Ongoing

11.0 Review and Monitoring Process

The Accessibility Committee meets regularly during the year to consider feedback received, review progress, evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

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

- (a) An annual status report on the progress of the measures taken to implement the Plan is brought to the Board for approval at the Committee of the Whole meeting in November;
- (b) At least once every 5 years the Plan is reviewed and updated in consultation with persons with disabilities, with the Board’s Special Education Advisory Committee and other relevant stakeholders. The Plan will be brought to the Board for consideration and approval.

12.0 Communication of the Plan

In addition to the public availability of the Plan as referenced earlier on Page 2, the Brant Haldimand Norfolk Catholic District School Board will post an annual status report on the progress of the Multi-Year Integrated Accessibility Plan on the Board’s website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Multi-Year Integrated Accessibility Plan may be directed to:

Chair
 Accessibility Committee
 Brant Haldimand Norfolk Catholic District School Board
 322 Fairview Drive
 Brantford, ON N3T 5M8
webmaster@bhncdsb.ca