Annual Accessibility Plan

Hamilton-Wentworth District School Board

2011 – 2012

This publication is available at: www.hwdsb.on.ca

And in accessible formats upon request

HAMILTON-WENTWORTH DISTRICT SCHOOL BOARD

Table of Contents

	Page
Hamilton-Wentworth District School Board Vision, Mission, Values and Directions	1
Executive Summary	2
Definitions	3
Hamilton-Wentworth District School Board Quick Facts	4
The Accessibility Committee Members	4
Purpose	5
Processes	6
Policies/Procedures	8
Programs and Services	9
Integrated Accessibility Standard Regulations Work Plan	11
Plan Availability	13
Appendix A: Assistive Materials/Equipment	14
Appendix B: Facilities	16

Hamilton-Wentworth District School Board Annual Accessibility Plan is in compliance with the *Ontarians with Disabilities Act (2001).*

Hamilton-Wentworth District School Board
Annual Accessibility Plan was approved at the Board Meeting of

Monday, October 31, 2011

Hamilton-Wentworth District School Board

Vision: All Students Achieving Their Full Potential

Mission: Providing relevant, responsive education so that each student becomes a life-long learner and contributing citizen in a diverse world.

Values: Respect, Creativity, Excellence, Citizenship

Directions:

ACHIEVEMENT MATTERS

- The HWDSB will prepare all elementary students to be ready for success at the secondary school level.
- The HWDSB will prepare all secondary students to be ready for success in their chosen pathway; apprenticeship, college, university or workplace.
- HWDSB will prepare all adult students to be ready for success in their chosen pathway, apprenticeship, college, university or workplace.

ENGAGEMENT MATTERS

- The HWDSB will achieve high levels of student engagement in our schools.
- The HWDSB will achieve high levels of parent engagement in our school communities.
- The HWDSB will maintain and strengthen collaborative relationships with employee groups.
- The HWDSB will maintain and strengthen collaborative relationships with community partners.

EQUITY MATTERS

- The HWDSB will ensure equitable resource allocation to schools, staff, and students.
- The HWDSB will ensure that our diverse learners receive the appropriate programming and support to achieve their full potential.
- The HWDSB will provide safe, inclusive, and respectful learning environments for all staff and students.

Executive Summary

The purpose of the *Ontarians with Disabilities Act* (ODA) is to improve opportunities for people with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province. To this end, the ODA requires each school board to prepare an annual accessibility plan; to consult with people with disabilities in the preparation of this plan; and to make the plan public.

Bill 118, the *Accessibility for Ontarians with Disabilities Act, 2005*, was passed by unanimous vote by the Ontario Legislature on May 10, 2005. The purpose of the Act is to develop and implement and enforce accessibility standards to "achieve accessibility for Ontarians with disabilities with respect to goods, services, facilities, accommodation, employment, buildings, structures and premises". The Hamilton-Wentworth District School Board is proud of Ontario's advancement in accessibility. We look forward to the collaboration between the Ministry of Community and Social Services and the Ministry of Education for information, direction and funding for accessibility as the standards developed as a result of this Act are released for implementation.

This is the ninth annual plan (2011-12) prepared by the Hamilton-Wentworth District School Board. The plan describes: (1) the measures that Hamilton-Wentworth District School Board has taken in the 2010-11 school year and (2) the measures that Hamilton-Wentworth District School Board will take during the year 2011-2012 to identify, remove and prevent barriers for people with disabilities.

Hamilton-Wentworth District School Board is committed to the continual improvement of access to school board facilities, programs, and services for students, staff, parents/guardians, volunteers and members of the community with disabilities. This is accomplished through collaboration with people with disabilities in the development and review of the annual accessibility plan, and through the continual review of all school board policies and practices.

Definitions

Disability
The Ontarians with Disabilities Act (2001) adopts the broad definition for disability that is set out in the Ontario Human Rights Code. Disability is defined as:

(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, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, 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.

Barrier
A barrier is anything that prevents a person with a disability from fully participating in all aspects of society because of his or her disability.

Architectural barriers may result from the design of the building, shape of rooms, size of doorways, or width of hallways, for example.

Physical barriers refer to objects added to the environment, such as doors, windows, elevators, furniture, bathroom hardware, etc.

Information or communication barriers make it difficult for people to receive or send information. For example, a person with a visual disability may not be able to read print materials, read signs, locate landmarks, or see a hazard. A person with an intellectual disability may not understand information that is not expressed in plain language.

Attitudinal barriers refer to persons who do not know how to communicate with people with disabilities, or persons who display discriminatory behaviours.

Technology barriers refer to devices such as computers, telephones, inadequate or inappropriate assistive technologies.

Systemic barriers can result from an organization's policies, practices and protocols if they restrict persons with disabilities.

(from: Ministry of Community and Social Services: www.mcss.gov.on.ca)

Hamilton-Wentworth District School Board Quick Facts

Total Size:	1,117 square kilometers	
Total Number of Schools:	Elementary: 95	Secondary: 18
Total Number of Students:	Elementary: 31,154	Secondary: 17,739
Total Number of Staff:	Academic: 6,594	Business /Support: 1,162

Students enrolled in French programs:	2,527
Students served through Special Education:	7,555
Students enrolled in English as a Second Language:	3,886
Students traveling by bus:	16,000
Total Hours of Community Use of Schools:	111,314

The Accessibility Committee Members

The accessibility committee was originally established in April 2003 and presently consists of the following members:

Working Group Member	Role	E-mail Address
Vicki Corcoran	Leadership and Learning	vicki.corcoran@hwdsb.on.ca
Kent Orr	Transportation	kent.orr@hamiltonschoolbus.ca
Elio Dicienzo	Transportation	elio.dicienzo@hamiltonschoolbus.ca
Mark Taylor	Corporate Communications	mark.taylor@hwdsb.on.ca
Corey Boyle	Human Resources	corey.boyle@hwdsb.on.ca
Ron Gowland	Capital Operations Division	ron.gowland@hwdsb.on.ca
Tim Story	Facilities Management	tim.story@hwdsb.on.ca

Advisory Group Member	Role	E-mail Address
Judy Colantino	Chair: Special Education Advisory Committee	judycolantino@hotmail.com
Elizabeth Rutherford	Principal: Special Education	elizabeth.rutherford@hwdsb.on.ca
Wanda Bielak	Principal: Mountain Secondary School	wanda.bielak@hwdsb.on.ca
Keith Muldoon	Principal: Glenwood School	keith.muldoon@hwdsb.on.ca
Susan Neville	Principal: King George Elementary School	susan.neville@hwdsb.on.ca
Larry Thomas	Itinerant Teacher: Blind / Low Vision	larry.thomas@hwdsb.on.ca
Jennifer Faulkner	Staff Development Supervisor	jennifer.faulkner@hwdsb.on.ca
Gail Belisario	Principal of Equity	gail.belisario@hwdsb.on.ca
Jane Lee	Director :Customer Service: Access and Equity, City of Hamilton	jlee@hamilton.ca
Don Grant	Superintendent of Business	don.grant@hwdsb.on.ca
Don Hall	Senior Facilities Officer	don.hall@hwdsb.on.ca
Julia Lockhart	Occupational Therapist, Ham. Health Sciences	lockhart@hhsc.ca

Purpose

The purpose of this plan is to describe the measures that Hamilton-Wentworth District School Board has taken, and will continue to take, to identify, remove and prevent barriers for people with disabilities who work in, use or attend school board facilities and services.

Commitment to Accessibility Planning
Hamilton-Wentworth District School Board is committed to:

- Establishing and maintaining an Accessibility Working Group
- Consulting with regard to the development and review of its Annual Accessibility Plan
- Ensuring that the Annual Accessibility Plan is in compliance with the legislation
- Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community.

Components of the Plan

1. **Processes**

This section describes the processes by which Hamilton-Wentworth District School Board will identify, remove and prevent barriers for people with disabilities.

2. **Policies/Procedures**

This section lists Hamilton-Wentworth District School Board policies and procedures that address accessibility in our schools and workplaces.

3. **Programs and Services**

This section lists some of Hamilton-Wentworth District School Board's programs and services that most directly address the needs of students with disabilities.

4. **Integrated Accessibility Standard Regulations Work Plan**

This section describes the plan for Hamilton-Wentworth District School Board to work towards meeting the requirements of the Integrated Accessibility Standard.

5. **Plan Availability**

This section describes how Hamilton-Wentworth District School Board will make this accessibility plan available to the public.

1. Processes

The Hamilton-Wentworth District School Board continues to identify, remove, and prevent barriers for people with disabilities through the following processes:

Architectural
The Board continues to move forward on its vision of School Revitalization by building new schools with accessibility features.

As a feature of the Boards' School Revitalization Program all newly constructed schools incorporate Barrier Free Design. In most cases minimal requirements identified within the Ontario Building Code (OBC) are exceeded to permit improved accessibility for both adult and child occupants.

Wherever possible, major renovation projects undertaken at school sites strive to incorporate OBC requirements, as well as meeting the provisions of the ODA and the AODA.

Physical
Hamilton-Wentworth District School Board continues to access the Ministry of Education Special Equipment Amount (SEA) funding, which assists with the costs of equipment essential to support students with special education needs. This equipment provides students with accommodations to attend school (such as adjustable desks, computer tables, positioning devices for sitting/standing/lying, personal care items, and lifts or harnesses for moving students) and/or access curriculum (such as computers or communication devices).

Each year the HWDSB allocates an amount from the annual School Renewal Grant (SRG), provided by the Ministry of Education, to address school accessibility issues. Identified projects may be part of an annual building renewal program (ie: washroom upgrades, auditorium upgrades), or to meet the emerging needs of a specific handicap (accessibility upgrades – ramps, visible fire alarms, acoustic treatments). This program also includes improvements to Board Administrative Facilities, as required.
Many of the Boards' facilities were constructed when accessibility features were not a high consideration. Consequentially, there are limitations at some sites where accessibility features are not feasible, or practical, to meet all the provisions of the ODA.

Information / Communication
The Board's website continues to be monitored to ensure accessibility to staff, students, and the community, including accessibility to JAWS, a web-page reader.

Hamilton-Wentworth District School Board Special Education Report addresses access for students with disabilities through program modifications, accommodations and alternative expectations. Amendments to the Report are reviewed annually. The Report is available on the Board website. Special Education and Curriculum staff continue to provide support to schools for learning in diverse, inclusive environments through the principles and guidelines provided by universal design and differentiated instruction, as outlined in the Ministry of Education documents Education for All (2005) and Caring and Safe Schools (2010) and the draft document Learning for All (2009).

Attitudinal

In 2011-12, schools will again be provided with websites and information about such dates as World Diabetes Day in November and the International Day of Persons with Disabilities in December, and encouraged to have their staff and students participate in activities associated with these events and others.

Through *Character Builds* (a character development initiative), the Hamilton-Wentworth District School Board endeavours to help every student strengthen their character, become caring and contributing citizens, and reach their full potential. A focus on character development includes student engagement and supporting youth empowerment, which includes building a student's capacity to learn and grow while contributing to a positive school climate and a strong community.

Student Leadership initiatives provide opportunities for students to develop their leadership potential and to assume responsibility for leadership initiatives at their local schools that can address issues such as bullying prevention and raising awareness of issues facing physically and learning disabled youth and adults.

HWDSB believes in and promotes inclusive education as defined by the Ministry of Education: "Education that is based on the principles of acceptance and inclusion of all students. Students see themselves reflected in their curriculum, their physical surroundings, and the broader environment, in which diversity is honoured and all individuals are respected." (Ontario Ministry of Education, 2009)

The Hamilton-Wentworth District School Board Equity Policy states and affirms Hamilton-Wentworth District School Board's commitment to the principles of equity through inclusive programs, curriculum, services, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act. Equity awareness opportunities for both students and staff are provided throughout the school year and on an annual basis the HWDSB staff are provided with numerous opportunities to become informed and active participants in implementing the HWDSB Equity Policy. The Leadership and Learning Department also provides ongoing staff professional development opportunities through the Equity Department, including Equity inservices and training, for staff taking leadership in the area of Equity at the school level. Equity is the lens through which decisions are made.

Technology

Assistive technology plays an increasing role in the provision of differentiated instruction. Hamilton-Wentworth District School Board continues to access the Ministry of Education Special Equipment Amount (SEA) funding to provide students with accommodations to access the Ontario curriculum and/or a board-determined alternative program and/or course. This equipment includes such items as soundfield systems, FM systems, computer hardware, computer software that provides access to curriculum, Braillers, and other communication aids.

The Board continues to provide assistive technologies to staff through its accommodation of personnel policies and return to work procedures. Embedded within these processes are opportunities for dialogue around staff needs, suitable accommodations and required assistive technologies.

Systemic

As policies/procedures are developed and/or revised, they will be examined to reflect Hamilton-Wentworth District School Board directions with regard to accessibility.

2. Policies/Procedures

The following Hamilton-Wentworth District School Board policies, procedures, programs, and services address accessibility in our schools and workplaces:

Policy 1.01 – Equity Policy
Policy Statement: Hamilton-Wentworth District School Board is committed to the principles of equity through inclusive programs, curriculum, services, and operations, in accordance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Act.
Equity Policy Supporting Guidelines: Antiracism and Ethno-cultural Equity; Anti-classism and Socio-economic Equity; Sexual Orientation; Gender Equity; Persons with Disabilities; Interim Religious Accommodation Guideline.

Policy 1.03 – Medical/Health Supports Policy
Policy Statement: The purpose of this policy is to demonstrate the Hamilton-Wentworth District School Board's commitment to ensuring the provision of plans, programs, and/or services that will enable students with health/medical needs to attend and participate in school; share the responsibility for providing such plans, programs, and/or services with families and community agencies/partners; and ensure that key principles of independence, dignity, integration and equality of opportunity are reflected and valued in our learning and working environment.

Policy 1.04 – Accessibility Standards for Customer Service Policy
Policy Statement: The purpose of this policy is to demonstrate the Hamilton-Wentworth District School Board's commitment to providing services to our students, parents/guardians, the public, and our staff that are free of barriers and biases; ensure that key principals of independence, dignity, integration and equality of opportunity are reflected and valued in our learning and working environment; and demonstrate our belief in the strength diversity brings to our communities.

Policy 4.03 - Accessibility (Barrier-Free) "Pathways" Policy
Policy Statement: It is the policy of the Hamilton-Wentworth District School Board to educate all students whenever possible in the home school. The ideal would be to provide the student independent barrier free access to all aspects of the school's programs. The Board is to have an ongoing strategic plan for new construction and renovation projects that includes barrier-free accommodation.

Policy 8.05 - Accommodation of Personnel
Policy Statement: Hamilton-Wentworth District School Board recognizes and accepts its legal responsibilities under the Ontario Human Rights Code and Workplace Safety and Insurance Act to accommodate the individual needs of persons with a disability, as defined under the Ontario Human Rights Code, in order to assist them in performing the duties of their jobs.

Policy 9.03 - Special Class/Program Locations
Policy Statement: It is the policy of The Hamilton-Wentworth District School Board that the special learning needs of all students, wherever possible, be addressed within the home school. When determining the locations for all elementary and secondary school special classes, a number of approved criteria must be analyzed and considered as part of the decision-making process.

3. Programs and Services

Leadership & Learning Department
Hamilton-Wentworth District School Board Leadership & Learning Department is committed to providing appropriate educational opportunities for improved student learning for all students. Many professionals, including classroom teachers, special education teachers, educational assistants, school administrators, special education consultants, special assignment teachers, speech and language consultants, psycho-educational consultants and social workers, provide the support services to students with special needs. The Board endeavours to meet the needs of all special education students in the most enabling environment, in accordance with parental preference. The special learning needs of students, wherever possible, can and should be addressed within the home school. Hamilton-Wentworth District School Board provides a continuum of special education supports and services for exceptional learners which includes this regular class placement and support, as well as special class placement and support, and connections to the community.

Alternative Education
Equitable and inclusive education programs are founded on the belief that success for all students in both secondary and elementary schools begins with a feeling of acceptance and inclusion of all students, and that students learn best when they see themselves reflected their curriculum, their physical surroundings, and the broader environment in which diversity is honoured and all individuals are respected (Ontario Ministry of Education, 2009). Alternative education programs provide opportunities for some students to enhance their personal and academic capabilities in an alternative manner or environment through positive student and teacher relations, and effective academic and social/emotional programming.

Student Engagement
Programs designed based on student interest and engagement include multi-credit packages which address contextualized lessons in academic classes, industry standard certifications, pathway-based field trips, guest speakers, job shadowing, and co-operative education. Specialist High Skills Majors (SHSMs) assist students in customizing course to fit students' career interests. A SHSM is a Ministry-approved specialized program in which students focus their learning on a specific economic sector, while meeting graduation requirements. Students gain job skills with employers, at skills training centres and at schools, all while earning valuable industry certifications such as Standard First Aid or CPR. SHSMs can lead to employment, apprenticeship, college, or university.

Community and Continuing Education

Community & Continuing Education at the Hamilton-Wentworth District School Board is specially designed to offer a variety of programs for learners of any age.

Programs include:

Summer School	programs to help student to repeat, upgrade a mark, transfer courses, or take new credit courses
Credit Programs	programs to make it easier for students to get needed credits by offering different avenues that fit individual lives and situations
ESL	programs designed for adults who require assistance in developing communication skills in English
International Languages (Elementary)	program offers students an opportunity to learn and/or maintain a language other than French or English and to develop an appreciation and sensitivity to the cultural diversity within Canada
Night School	programs to enable students currently attending a day school or adults to complete credit courses at night
Student Improvement	programs to assist elementary and secondary school students struggling with the Ontario curriculum to get the help they need through after school remediation programs

Hamilton-Wentworth Student Transportation Services

Hamilton-Wentworth Student Transportation Services (HWSTS) is committed to the accommodation of persons with disabilities in our student transportation operations. We've also demonstrated that same commitment when we designed our workplace by ensuring accessibility throughout our office location.

In compliance with the Accessibility for Ontarians with Disabilities Act 2005, HWSTS makes all efforts to provide integrated schools transportation available for all students eligible for service. Where integrated school transportation is not possible or is not the best option, HWSTS provides appropriate alternative accessible transportation for students with disabilities. We implement this approach tangibly by utilizing our electronic routing software to examine all available fleet resources and to explore a wide variety of routing solutions to seek out efficient and effective transportation solutions for students.

To ensure we can provide specialized transportation services when required by students, HWSTS maintains service agreements with a number of service providers that include accessible vehicles in their fleet. These service providers also maintain in-depth training programs for their drivers, and their dispatching staff are accustomed to the unique situations that sometimes arise in the provision special needs service.

HWSTS staff also regularly liaises and consults with school staff, parents, and the Special Education Departments at both of our Member Boards to ensure we understand the needs of our students with special needs, and that we are providing appropriate service.

HWSTS will make every effort to commence service the next school day for the student, provided that all the pertinent details are reviewed and confirmation from the bus operator that the service can begin the next school day. Typically, the student's specialized transportation needs can be addressed and implemented as early as two days after receiving notification of the student's transportation needs.

4. Integrated Accessibility Standard Regulations Work Plan

STANDARD	REQUIREMENT	ACTION	BY WHOM	COMPLIANCE DATE
GENERAL				
Accessibility Plans	Multi-year plans for each standard	To be developed	Working Group	January 1, 2013
	Annual Status Report	Prepare yearly – incorporate into existing plan	Working Group	January 1, 2013
Goods, Services, Facilities	More precise incorporation	Purchasing - Facilities to develop report	Facilities Management	2035 - Built Environments Standard
	Explanation if not practical	Purchasing - Facilities to develop report	Facilities Management	2035 - Built Environments Standard
INFORMATION/COMMUNICATION				
Definitions	More detail provided re meaning	Consult with other Boards	Corporate Communications	
	Must explain when "unconvertible"		Corporate Communications	
Accessible Formats	Provide information in accessible formats	Consider a school board consortium	Corporate Communications	January 1, 2015
Access Websites – web content	New to conform to WCAG 2.0A	Collaborate with consortium	Corporate Communications	January 1, 2014
	All to conform to WCAG 2.0AA	Collaborate with consortium	Corporate Communications	January 2, 2021
Education, training, resources, materials	Provide student records and program info in accessible formats	Collaborate with consortium to develop resources	Leadership and Learning	January 1, 2013
Training to Educators	Accessibility awareness for all re program, course, instruction	Collaborate with consortium to develop resources & deliver training	Leadership and Learning	January 1, 2013
School libraries	Provide accessible or conversion ready material	Collaborate with consortium	Leadership and Learning	Print-based: January 1, 2015 Digital/Multi-media: January 1, 2020

STANDARD	REQUIREMENT	ACTION	BY WHOM	COMPLIANCE DATE
EMPLOYMENT				
Recruitment	Availability of accommodations	Develop notification materials-develop accommodation strategy	Human Resources	January 1, 2014
Informing employees	Inform employees re policies and accommodations	Develop methods and strategy to inform	Corporate Communications	January 1, 2014
Accessible formats and communication supports	Provide accessible formats and supports	Develop guidelines	Human Resources	January 1, 2014
Emergency response	Provide individualized information and assistance	Develop procedure	Human Resources	January 1, 2012
Accommodation Plans	Provide for bargaining agent representation	Agenda item for labour-management	Human Resources	January 1, 2012
Return to Work	Does not override processes under other statutes	Clarify with HR	Human Resources	January 1, 2012
Career Development or Advancement	Must consider accessibility needs and accommodations	Clarify with HR	Human Resources	January 1, 2012
SCHOOL TRANSPORTATION				
Integrated accessibility or alternative	Provide integrated accessible transportation or alternative if not possible	Review Student Transportation Policies and Procedures	Transportation Department	July 1, 2011
Individualized Transportation Plans	Identify students with disability	Consult with schools, parents, spec. ed staff re student needs	Transportation Department	July 1, 2014
	Develop individualized transportation plans	Utilize Transportation Request Process	Transportation Department	July 1, 2014
	Clarify roles and responsibilities	Outline roles and responsibilities	Transportation Department	July 1, 2014

5. Plan Availability

The Hamilton-Wentworth District School Board's Accessibility Plan will be posted on the board website at www.hwdsb.on.ca.

From the Main Page, the Plan can be found by following these links:

Program -> Special Education / Student Services -> Accessibility Plan

Archived versions of the Plan are also available on this site.

Hard copies will also be available by contacting the Leadership & Learning Department at 905-527-5092 x2625.

The plan can be made available in accessible formats upon request.

The Accessibility for Ontarians for Disabilities Act (2005) can be accessed at the Ministry of Community and Social Services (MCSS) website at:

www.mcss.gov.on.ca/accessibility/index.html

Appendix A: Assistive Materials / Equipment

The following chart contains a list of the types of materials and/or equipment provided to Hamilton-Wentworth District School Board students with special education needs, in order for them to access the Ontario curriculum and/or a board-determined alternative program and/or course and/or to attend school.

Exceptionality	Types of Equipment Provided
Deaf and Hard-of-Hearing	FM Systems
	Hushh-ups (sound reduction devices)
	Earphones
	Soundfield systems
Mild Intellectual Disability	Alphasmart Dana
	IBM computer, printer, headphones
Autism	IBM computer, printer, headphones
	Magic touch screen monitor
	Writing with Symbols
	digital camera, photo printer
	Weighted vest
	Sensory toys, fidget squeeze balls
Blind and Low Vision	IBM computer, large print keyboard, talking calculator, Daisy Player
	Brailler, Braille paper, Braille translator, Braille Display, speller,
	Jaws, Zoom Text, Open Book, Printer Adapter
	Light box and materials
	Portable video magnifier
Physical Disability	IBM computer, printer, scanner, Kurzweil
	Computer touch screen
	Adjustable computer work station
	High back chairs
	Commode with mobile base
	Toilet safety frame and hardware
	Side lyer, chair positioning cushions / contoured body pad
	Seat sling / standing frame
	Rifton Gait pacer / Hip positioner
	Arm, thigh, and ankle prompts
	Motion Specialities action polymer overlay
	Motion Specialities walker, gluteal and pelvic support
	Fold Up Seat and Seat Belt, position belts
	Electric adjustable change table
	Hoyer power advance patient lift
	Therapy bike; large chest harness
	Waverly Glen Ceiling Lifts and Track
Developmental Disability	Spinner, blocks, object pictures, shape cards
	Intelli-tools software
Learning Disability	IBM computer, scanner, printer, USB keys
	Accessibility programs: Kurzweil, Dragon Naturally Speaking, headsets

Appendix A (cont.)
The following chart contains a list of the types of materials and/or equipment provided to Hamilton-Wentworth District School Board staff with accommodation needs.

Accommodation	Type
Technology	Dragon Naturally Speaking
	Printer
	Laptop
	Telephone Hearing device
	Voice Activation/Amplifier
	CCTV
Equipment	Rolling Case
	Ergonomic Chair
	Foot Stool
	Sit/Stand Stool
	Keypad, keyboard, electric stapler
	Ergonomic Mop, pail, brush, vacuum,
	White/Smartboard
	Easy grip pens
	Anti-fatigue mat
	Flashlight
Work Station	Lighting
	Anti-glare screen
	Ergonomic set up
	Adjustable keyboard
	Task lamps
Other	Physiotherapy
	Modified duties
	Reduced hours/days
	Summer student lifting teams assisting caretaking staff
	Proper lifting techniques sessions
	Job coaching
	Psychiatric consultation
	Scent sensitive environments created as required
Initiatives	Wellness Committee initiatives (healthy living, resources, programs and activities)
	Safe lifting and transfer techniques In-service sessions (Educational Assistants and Caretakers)

Appendix B: Facilities

School Revitalization – Architectural

2011-12
Guy Brown – New Elementary School: September 2011
Winona – New Elementary School: January 2012
Binbrook – New Elementary School: January 2012
Waterdown District High School – Renovations and addition to existing school: September 2012

Improved School Accessibility – Physical

2011-2012
Adelaide Hoodless – Barrier free main entrance and elevator
Rousseau – Barrier free main entrance, interior ramps, and new barrier free washroom
Tapleytown – Barrier free main entrance, interior ramp, and new barrier free washroom