



MULTI-YEAR ANNUAL ACCESSIBILITY PLAN

**SEPTEMBER 2023
TO AUGUST 2028**

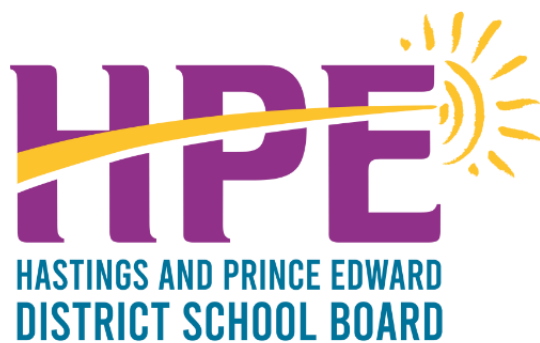


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EXECUTIVE SUMMARY

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

The purpose of the *Accessibility for Ontarians with Disabilities Act, 2005 (AODA)* and the *Ontarians with Disabilities Act, 2001 (ODA)* is to improve opportunities for persons with disabilities and to provide for their involvement in the identification, removal and prevention of barriers to their full participation in the life of the province. To this end, the Acts require school boards to prepare an annual accessibility plan to consult with persons with disabilities in the preparation of this plan and to make the plan public.

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

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

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

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

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

In December 2016, the government committed to development of an accessibility standard for education under the AODA. To support this goal, the government established an Education Standard Development Committee meant to study barriers in the education sector and to make recommendations for a provincial accessibility standard. Following the development and release of proposed Kindergarten to Grade 12 (K-12) education accessibility standards in June 2021, the Ministry of Seniors and Accessibility and the Ministry of Education requested public consultation on the K-12 Education Standards Development Committee's (K-12 SDC) Initial Recommendations Report ([Initial Report](#)). The mandate of the K-12 SDC is to provide recommendations to government on removing and preventing accessibility barriers in the publicly funded education system. The report defines the long-term objective of the K-12 Education Standards and each of the measures, policies, practices and requirements proposed to be implemented before January 1, 2025, as well as the timeframe for implementation.

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

The plan describes the measures that Hastings and Prince Edward District School Board has taken in the past and the measures that will be taken during the 2023-2028 school years to identify, remove and prevent barriers for persons with disabilities who work in, use or attend school board facilities and services.

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

For feedback or inquiries on the Accessibility Plan, contact us by phone toll-free: 1-800-267-4350 / 613-966-1170 or email: student.service@hpedsb.on.ca.

COMMITTMENT TO ACCESSIBILITY

1. Purpose

The plan describes the measures that Hastings and Prince Edward District School Board has taken in the past and the measures that will be taken during the 2023-2028 school years to identify, remove and prevent barriers for persons with disabilities who work in, use or attend school board facilities and services.

2. Objectives

The plan:

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

3. About Hastings and Prince Edward District School Board

Hastings and Prince Edward District School Board serves approximately 15,000 students each day at 39 schools (32 elementary, two K-12, four 7-12, one 9-12). Supporting student achievement is the goal of approximately 1,800 teaching and support staff who, in addition to the contributions of caring volunteers and community partners, share their passion for teaching and learning.

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

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

4. Commitment to accessibility planning

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

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

- The Accessibility Advisory Committee meeting bi-annually to review the plan.
- Consulting with persons with disabilities in the development and review of the plan.
- Ensuring school board policies and procedures are consistent with the principles of accessibility.
- Improving access to facilities, policies, programs, practices and services for students, staff, parents, guardians, volunteers and members of the community.

The Director of Education has authorized the Accessibility Advisory Committee, list of members noted in Appendix A, to prepare and annually update an accessibility plan that will enable Hastings and Prince Edward District School Board to meet these commitments.

5. Universal design philosophy

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

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

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

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

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

Universal design for learning principles:

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

In June 2021, the Ministry of Education requested public consultation on the [K-12 Education Standards Development Committee's \(K-12 SDC\) Initial Recommendations Report](#) (Initial Report). [The deadline for feedback has been extended to November 1, 2021.](#) The mandate of the K-12 SDC is to provide recommendations to government on removing and preventing accessibility barriers in the publicly funded education system. The Initial Report is the result of an extensive joint effort of Government appointed representatives from those with disabilities and the education sector to identify the barriers that students with disabilities face and the measures needed to remove and prevent them.

This Proposed K-12 Education Standards Phase 1 Initial Report defines the long-term objective of the K-12 Education Standards and each of the measures, policies, practices and requirements proposed to be implemented before January 1, 2025, as well as the timeframe for their implementation.

The K-12 SDC is focusing recommendations on the following eight barrier areas: Attitudes, Behaviours, Perceptions and Assumptions, Awareness and Training, Curriculum, Instruction and Assessment, Digital Learning and Technology, Organizational Barriers, Social Realms, Physical and Architectural Barriers and Emergency Planning.

The recommendations of the K-12 SDC will help build an education system that is accessible for persons with disabilities and in turn help people prepare for a lifetime of the fullest possible self-reliance, resilience and participation as citizens.

In April of 2022, an application-based funding process was initiated by the Ministry of Education for school boards to implement initiatives to prevent and remove accessibility barriers experienced by students with disabilities in the 2022-23 school year. Preventing and removing barriers for students with disabilities was a key focus in the [Kindergarten to Grade 12 Standards Development Committee \(K-12 SDC\) Final Report](#) and the [Accessible Transitions for Students with Disabilities in Kindergarten to Grade 12 \(K-12\) Report](#).

School boards were invited to submit application to fund projects that prevent and remove accessibility barriers experienced by students with disabilities. HPEDSB submitted four (4) applications as follows:

1. Universal Design for Learning – approved and funded at \$117,523
2. Consultant to assist with accessibility audits – approved and funded at \$42,000
3. Sound Fields – not funded at this time
4. Flexible Seating Options for Students – not funded at this time

Universal Design for Learning - As the "Development of proposed Kindergarten to Grade 12 (K-12 education standards - 2022 final recommendations report)" indicates, a key premise for barrier free curriculum, instruction and assessment is centered in the research informed principles of Universal Design for Learning (UDL). UDL, as noted, ensures that curriculum and instruction are designed recognizing that there are diverse learners and needs among learners.

This funding was used to build on this concept through training in UDL, and development of a process, resource tools and guidelines for UDL within the Board.

Accessibility Audits - As a pilot project, conduct audits to assist in a needs assessment and gap analysis of a certain number of buildings are audited (certain age, size and type) where the results are transferable to the remainder of the existing buildings, and any proposed new buildings. This would build on ground level work that HPEDSB staff are currently doing in connection with the K-12 education standards - 2022 final recommendations report, where the recommendations are being reviewed in relation to our existing structure to determine where there are gaps.

The knowledge and expertise of an accessibility consultant would assist with informing our Multi Year Accessibility Plan through the identification of gaps within the system. Six schools (out of a total of 40 buildings) were audited through this funding, which would include 2 secondary schools of different age, and 4 elementary schools, also of different age and size.

6. Consultation with persons with disabilities

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

Each school year, projects are identified through consultation with the Committee and board departments. Accessibility is reviewed and taken into consideration to ensure Ontario Building Code requirements are met, for example, in the built environment. Consultation occurs with school administrators, Student Services staff, Facilities Services staff and consultants (i.e. architects) as necessary.

7. Recent barrier removal initiatives

During the last several years, there have been many informal initiatives to identify, remove and prevent barriers to persons with disabilities. To be responsive to emerging student needs (i.e. new registrations), accessibility barriers are assessed, evaluated, and responded to accordingly when identified.

An itemized list of barriers that were removed in the past is included in Appendix B. More recent projects are listed in the table below:

2022-2023 Renovations to accommodate accessibility needs

School	Renovation	Status
Bayside Secondary	Exterior ramp	Complete
	LED Lighting	Complete
	Sensory room	Complete
	Washroom upgrades - accessible stalls	Complete
	Universal washroom	Complete
Centennial Secondary	Additional padded room	Complete
	Universal washroom	Complete

Central Hastings	2 new special education classrooms & accessible washroom	Complete
	New Culinary Arts – accessible workstations	Complete
	New padded room	Complete
	PA System upgrade	Complete
Coe Hill Public	Chair lift	Complete
Eastside Secondary	Addition of 2 elevators	Complete
	Addition of auto door openers	Complete
	Addition of 2 exterior ramps & auto door openers	Complete
	Magnetic hold opens on fire doors	Complete
	New barrier-free washroom (Room 256)	Complete
Foxboro Public	Universal washroom	Complete
Frankford Public	Flooring replacements & new stair treads	Complete
	Paving*	Complete
	Replacement of Stairwell	In progress
Harry J. Clarke Public	LED Lighting	Complete
	Paving*	Design
Madoc Township	Universal washroom	Complete
Prince Charles Belleville	Paving*	Design
Prince Charles Public, Trenton	Paving*	Complete
	New sensory room	Complete
Prince Edward Collegiate Inst.	Concrete sidewalk	Complete
Stirling Public	Fire door hold opens	Complete
Trenton High	LED Lighting	Complete
	New Culinary Arts – accessible workstations	Complete
	PA system upgrade	Complete
	Paving*	Complete
	Universal washroom	Complete

Barriers proposed to be removed in 2023-2024 includes those listed below.

2023-2024 Proposed & Existing renovations to accommodate accessibility needs

School	Renovation	Status
Bayside Secondary	New exterior pathway	In progress
	Paving*	Design
Centennial Secondary	Auditorium Seating including accessible	Design
Central Hastings	Elevator modernization	In progress
Coe Hill Public	Student washroom renewal plus barrier-free stall	In progress
Eastside Secondary	Accessible washroom (Room 132)	In progress
	Barrier-free washroom upgrade (Room 205)	In progress

	LED Lighting	In progress
Frankford Public	Replacement of Stairwell	In progress
Harry J. Clarke Public	Paving*	Design
North Hastings High	Cafeteria exterior access & pathway	Design
Prince Charles Belleville	Paving*	Design
Trenton High	New Culinary Arts – accessible workstations	Complete
	Special Education classrooms & accessible washroom	In progress
	Tech wing accessible ramp	Design

The following improvements have been made in various locations:

- Paving/site improvements
- Various flooring upgrades/repairs
- Telecommunications upgrades
- Interior and exterior lighting upgrades
- Installation of automatic door openers (internal/external)

This represents approximately \$7 Million in projects where accessibility was all or part of a project over the course of 2022-2023.

Funds allocated to complete numerous projects to address physical and architectural barriers at existing schools:

2016-2017	Over \$800,000
2017-2018	Approx. \$2.5 million
2018-2019	Approx. \$1 million
2019-2020	Approx. \$500-600,000
2020-2021	Approx. \$1.4 million
2021-2022	Approx. \$2.8 million
2022-2023	Approx. \$7 million

In addition, the following major projects have been completed, which all included significant accessibility features:

PROJECT	LOCATION	STATUS
Central Hastings School – Addition and Renovations	Madoc, Ontario	Completed August 2021
Marmora Public School – New Addition and Renovation	Marmora, Ontario	Completed March 2018
Trent River Public School – New Construction	Trenton, Ontario	Completed February 2017

Stirling Public School – New Addition	Stirling, Ontario	Completed September 2015
Harmony Public School – New Construction	Corbyville, Ontario	Completed November 2014
Harry J. Clarke Public School – New Addition	Belleville, Ontario	Completed September 2014
Tyendinaga Public School – New Addition	Shannonville, Ontario	Completed September 2014
Foxboro Public School – New Addition	Foxboro, Ontario	Completed September 2014

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

8. Preventing new barriers

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

9. Barriers identified

In its initial review, the Accessibility Advisory Committee (AAC) identified many barriers. Future barriers to be addressed will also depend on forthcoming recommendations from the proposed kindergarten to grade 12 education standards. On an annual basis, in consultation with persons with disabilities, the AAC will review the following:

BARRIERS IDENTIFIED		
TYPE OF BARRIER	DESCRIPTION OF BARRIER	STRATEGY FOR ITS REMOVAL / PREVENTION
Architectural	Obstructions in hallways (e.g., boots, coats).	Reduce obstructions in corridors for safe egress.
	Lack of window coverings to reduce glare from windows.	Install window coverings where possible.
	Acoustic barriers (e.g., background noise, reverberation).	Address issues as required.
	Reception counters at several schools are not at eye level for wheelchair users.	Re-configure reception counters.

Architectural continued	Wheelchair access required at various buildings.	Install wheelchair ramps, elevators and chair lifts at specific locations. Investigate portable stage lift. Ensure exterior doors are suitable a width and auto door openers installed.
	Inaccessible washrooms in various schools.	Remodel washrooms.
	Many switches, buttons and water fountains are too high for wheelchair access.	Relocate switches, buttons and lower water fountain heights.
	Protruding objects, (e.g., water fountains, fire extinguishers, doors opening into hallway and steps that are not a standard height and width) can create a problem for the visually impaired walking with cane.	Remodel water fountains that are protruding from wall, recess newly installed fountains, and provide consistency of height and width when installing steps.
	Access to handrails on both sides of stairs.	Remodel to ensure consistency of handrails.

BARRIERS IDENTIFIED		
TYPE OF BARRIER	DESCRIPTION OF BARRIER	STRATEGY FOR ITS REMOVAL / PREVENTION
Attitudinal	Awareness or lack of knowledge of disabilities (e.g., hearing, vision, mental health).	Provide information and education and direction on how to get help. HPEDSB now has a Mental Health Lead on staff whose mandate is to increase mental health awareness.
	Students, staff and parents have identified bullying and social isolation as a concern in schools.	Continue with existing programs such as equity and inclusivity program, safe school legislation, safe workplace legislation and school climate survey. Explore other possibilities for disability sensitivity and awareness programming and provide direction on how to get help.
	Awareness of needs and achievements of all students. After school activities and clubs may seem they do not welcome students with disabilities. Students may be nervous to be involved due to their disability.	Involve students with disabilities in extra- curricular and out of school learning activities and student council and award ceremonies.
	Lack of knowledge or awareness on how to advocate for oneself.	Develop self-advocacy skills. Ensure awareness of accessibility link on the board's web site: http://www.hpedsb.on.ca/community-families/resources/accessibility/ Encourage communication and receive suggestions re accessibility.
Attitudinal	Students with medical conditions and other disabilities face challenges when participating in school and field trips.	Provide information on programs to inform and assist with resources to ensure inclusionary practices. When planning or developing school or field trips ensure students with medical and other disabilities are considered.
Communication	People who are deaf and hard of hearing cannot detect audio fire alarms.	Install visual strobe fire alarms.

	People who are deaf and hard of hearing have difficulty participating in meetings.	Install audio enhancement equipment and/or provide an interpreter.
Communication - Continued	Identification of facilities.	Develop procedure and provide tactile and high-contrast signage with universal symbols. Locate signs in accessible positions.
	Awareness of access to buildings.	Practice fire drills and lockdown drills.
	Fire Safety Plans need to be updated to show accessible egress.	Post on board website and communicate through newsletters. Include plans for students with disabilities. Schools need to consult with local fire chief for approval of accessibility features in fire safety plan.
	Announcements cannot be heard in all locations.	Repair or install and ensure PA systems are functional in all locations. Install visual indicators for lockdowns. Investigate smartphones, texting, pagers as options.
Information	Many forms and records are only available in print. Student information and brochures are sometimes difficult to obtain in alternative formats.	Make all forms and information available upon request on the Board's web site, or in other formats including Braille.
Physical	Interior and exterior doors of several schools are very heavy and may be difficult to open for a wheelchair user or someone with limited strength. Door widths are sometimes too narrow for wheelchair access.	Install automatic door openers or change the doors to a lighter weight model. Ensure opener operators are easy to use. Ensure door widths comply with building code.
	Some gyms, stages and auditoriums have steps which may prevent persons with disabilities from participating.	Adapt policy/procedures to include persons with disabilities e.g. Present all awards in front of stage, provide ramp or chair lift.
	Accessibility to playground equipment for students/caregivers.	Consult with playground suppliers and schools to determine availability and needs, making paths accessible.

Policy/ Procedure	Lack of awareness of accessibility issues and who is responsible to address employee, student or community concerns.	Clarify procedure for raising and addressing barrier issues.
Policy/ Procedure continued	Board policies and procedures need to be reviewed to ensure compliance with the AODA & ODA, human rights legislation and harassment policy.	On-going review of policies and procedures to ensure compliance.
Technological	Availability of specialized equipment and assistive technology for staff and students with identified disabilities.	Procedure 215: Special Equipment Amount (SEA) and Resource Guide provides information on funding for equipment for students with special education needs. Workplace accommodation process through Human Resources for staff.
Transportation	Students with disabilities need to be able to access transportation that accommodates their needs.	Provide transportation options such as wheelchair accessible cabs and buses. Attempt to minimize interruption to classes.

10. Barriers to be addressed

BARRIERS TO BE ADDRESSED IN 2023-2024			
BARRIER	ACTION	DATE	RESPONSIBILITY
Architectural Renovation Plan to existing buildings/ new construction	Renovations to existing facilities are accessible to all people with exceptionalities.	2023-2024 & Ongoing	System
	Consult with Facility Services for planning and re-design.		Facility Services

<p>Communication & Information School Board/Student Forms</p> <p>Signage identification of facilities (upon request)</p> <p>Staff & students not always able to hear announcements and emergency information</p>	<p>Provide, upon request, non-print alternative formats for board forms, e.g., Student record forms and student information brochures.</p> <p>Develop procedure & provide tactile and high contrast signage with universal symbols & locate in accessible positions to enable staff and students with disabilities to be able to communicate, move about school and be aware of announcements.</p> <p>Repair or install to ensure that PA systems are functional in all locations.</p> <p>Research visual indicators for lockdowns and provide pagers as needed.</p>	<p>2023-2024 & Ongoing</p> <p>2023-2024 & Ongoing</p> <p>2023-2024 & Ongoing</p>	<p>Information and Technology Services Communications Manager Schools</p> <p>Facility Services Student Services</p> <p>Facility Services Information and Technology Services Student Services</p>
<p>Physical School reception stations are accessible</p> <p>Fire safety plans show accessibility features on floor plans and requirements for students with special needs and for staff with accessibility issues.</p>	<p>Consultation with architects / contractors to remodel school reception stations in order that persons in wheelchairs will be able to speak to school receptionist at eye level.</p> <p>Consult with local fire department and board Health & Safety Officer to determine if floor plans include accessibility features. Provide student and staff awareness.</p>	<p>2023-2024 & Ongoing</p> <p>2023-2024 & Ongoing</p>	<p>Facility Services</p> <p>Facility Services Health & Safety Officer Fire Department</p>

Board Policies/Procedures Board policies and procedures to be reviewed to ensure compliance with the AODA, 2005 and the OAD Act, 2001 Review and audit process to ensure compliance with accessibility requirements	Ensure all board policies and procedures meet legislative requirements and include a specific procedure to state the board's commitment to address accessibility issues and barriers to persons with disabilities.	2023-2024 & Ongoing	Director of Education
		2023-2024 & Ongoing	Director of Education
Technological Access to assistive technology	Provide assistive technology such as mobile devices for students and employees to provide access to multi-functional operations.	2023-2024 & Ongoing	Student Services Information and Technology Services
Transportation Staff awareness of processes for student transportation and accommodation needs	Provide accommodation needs to allow students and other persons with disabilities access to board and school activities and events.	2023-2024 & Ongoing	Schools Tri-Board Transportation Services Student Services
	Continue the procurement of buses equipped with accessible equipment, i.e., wheelchair lifts.	2023-2024 & Ongoing	Tri-Board Transportation Services

BARRIERS TO BE ADDRESSED IN 2024-2025			
Communication & Information School Board/Student Forms Signage identification of facilities (upon request)	Provide, upon request, non-print alternative formats for board forms, e.g., Student record forms and student information brochures. Develop procedure & provide tactile and high contrast signage with universal symbols & locate in accessible positions to enable staff and students with disabilities to be able to communicate, move about school and be aware of announcements.	2024-2025 & Ongoing 2024-2025 & Ongoing	Information and Technology Services Communication s Manager Schools Facility Services Student Services
Physical Accessible washrooms Playground Equipment	Consult with architects / contractors to remodel washrooms to ensure that washrooms are accessible in designated locations for use by persons with disabilities. Ensure new playground equipment is accessible.	2024-2025 & Ongoing 2024-2025 & Ongoing	Facility Services Facility Services
Board Policies/ Procedures Board policies and procedures to be reviewed to ensure compliance with the AODA, 2005 and the OAD Act, 2001 Review and audit process to ensure compliance with accessibility requirements	Ensure all board policies and procedures meet legislative requirements and include a specific procedure to state the board's commitment to address accessibility issues and barriers to persons with disabilities.	2024-2025 & Ongoing 2024-2025 & Ongoing	Director of Education Director of Education

Technological Staff awareness of processes for accommodation needs.	Continue to develop a procedure, for funding of specialized equipment for staff with disabilities. This will enable those persons to have improved access to workplaces when provided with specialized equipment.	2024-2025 & Ongoing	Information & Technology Services Human Resources Facility Services Health & Safety Officer
	Continue to provide assistive technology such as mobile devices for students and employees to provide access to multi-functional operations.	2024-2025 & Ongoing	Student Services Information and Technology Services
Transportation Staff awareness of processes for student transportation and accommodation needs	Continue to provide accommodation needs to allow students and other persons with disabilities access to board and school activities and events.	2024-2025 & Ongoing	Schools Tri-Board Transportation Services Student Services
	Continue procurement of buses equipped with accessible equipment, i.e., wheelchair lifts.	2024-2025 & Ongoing	Tri-Board Transportation Services

BARRIERS TO BE ADDRESSED IN 2025-2026			
BARRIER	ACTION	DATE	RESPONSIBILITY
Communication & Information School Board/Student Forms Signage identification of facilities (upon request) Improve access to accessibility support	Provide, upon request, non-print alternative formats for board forms, e.g., Student record forms and student information brochures. Develop procedure & provide tactile and high contrast signage with universal symbols & locate in accessible positions to enable staff and students with disabilities to be able to communicate, move about school and be aware of announcements. Add links to all school websites for accessibility. Update accessibility webpage.	2025-2026 & Ongoing 2025-2026 & Ongoing 2025-2026 & Ongoing	Information and Technology Services Communications Manager Schools Facility Services Student Services ITS/Communications Manager
Physical Accessible washrooms Playground Equipment	Consult with architects / contractors to remodel washrooms to ensure that washrooms are accessible in designated locations for use by persons with disabilities. Ensure new playground equipment is accessible.	2025-2026 & Ongoing 2025-2026 & Ongoing	Facility Services Facility Services

Board Policies/Procedures Board policies and procedures to be reviewed to ensure compliance with the AODA, 2005 and the OAD Act, 2001 Review and audit process to ensure compliance with accessibility requirements	Ensure all board policies and procedures meet legislative requirements and include a specific procedure to state the board's commitment to address accessibility issues and barriers to persons with disabilities.	2025-2026 & Ongoing	Director of Education
		2025-2026 & Ongoing	Director of Education
Technological Staff awareness of processes for accommodation needs.	Continue to develop a procedure, re: funding of specialized equipment for staff with disabilities. This will enable those persons to have improved access to workplaces when provided with specialized equipment.	2025-2026 & Ongoing	Information & Technology Services Human Resources Facility Services Health & Safety Officer
	Continue to provide assistive technology such as mobile devices for students and employees to provide access to multi-functional operations.	2025-2026 & Ongoing	Student Services Information and Technology Services
Transportation Staff awareness of processes for student transportation and accommodation needs	Continue to provide accommodation needs to allow students and other persons with disabilities access to board and school activities and events.	2025-2026 & Ongoing	Schools Tri-Board Transportation Services Student Services
	Continue the procurement of buses equipped with accessible equipment, i.e. wheelchair lifts.	2025-2026 & Ongoing	Tri-Board Transportation Services

BARRIERS TO BE ADDRESSED IN 2026-2027			
BARRIER	ACTION	DATE	RESPONSIBILITY
Communication & Information School Board/Student Forms Signage identification of facilities (upon request)	Provide, upon request, non-print alternative formats for board forms, e.g., Student record forms and student information brochures. Develop procedure & provide tactile and high contrast signage with universal symbols & locate in accessible positions to enable staff and students with disabilities to be able to communicate, move about school and be aware of announcements.	2026-2027 & Ongoing 2026-2027 & Ongoing	Information and Technology Services Communications Manager Schools Facility Services Student Services
Physical Accessible washrooms Playground Equipment	Consult with architects / contractors to remodel washrooms to ensure that washrooms are accessible in designated locations for use by persons with disabilities. Ensure new playground equipment is accessible.	2026-2027 & Ongoing 2026-2027 & Ongoing	Facility Services Facility Services
Board Policies/Procedures Board policies and procedures to be reviewed to ensure compliance with the AODA, 2005 and the OAD Act, 2001 Review and audit process to ensure compliance with accessibility requirements	Ensure all board policies and procedures meet legislative requirements and include a specific procedure to state the board's commitment to address accessibility issues and barriers to persons with disabilities.	2026-2027 & Ongoing 2026-2027 & Ongoing	Director of Education Director of Education

Technological Staff awareness of processes for accommodation needs.	Continue to develop a procedure, re: funding of specialized equipment for staff with disabilities. This will enable those persons to have improved access to workplaces when provided with specialized equipment.	2026-2027 & Ongoing	Information & Technology Services Human Resources Facility Services Health & Safety Officer
	Continue to provide assistive technology such as mobile devices for students and employees to provide access to multi-functional operations.	2026-2027 & Ongoing	Student Services Information and Technology Services
Transportation Staff awareness of processes for student transportation and accommodation needs	Continue to provide accommodation needs to allow students and other persons with disabilities access to board and school activities and events.	2026-2027 & Ongoing	Schools Tri-Board Transportation Services Student Services
	Continue procurement of buses equipped with accessible equipment, i.e. wheelchair lifts.	2026-2027 & Ongoing	Tri-Board Transportation Services

BARRIERS TO BE ADDRESSED IN 2027-2028			
BARRIER	ACTION	DATE	RESPONSIBILITY
Communication & Information School Board/Student Forms Signage identification of facilities (upon request)	Provide, upon request, non-print alternative formats for board forms, e.g., Student record forms and student information brochures. Develop procedure & provide tactile and high contrast signage with universal symbols & locate in accessible positions to enable staff and students with disabilities to be able to communicate, move about school and be aware of announcements.	2027-2028 & Ongoing 2027-2028 & Ongoing	Information and Technology Services Communications Manager Schools Facility Services Student Services
Physical Accessible washrooms Playground Equipment	Consult with architects / contractors to remodel washrooms to ensure that washrooms are accessible in designated locations for use by persons with disabilities. Ensure new playground equipment is accessible.	2027-2028 & Ongoing 2027-2028 & Ongoing	Facility Services Facility Services
Board Policies/Procedures Board policies and procedures to be reviewed to ensure compliance with the AODA, 2005 and the OAD Act, 2001 Review and audit process to ensure compliance with accessibility requirements	Ensure all board policies and procedures meet legislative requirements and include a specific procedure to state the board's commitment to address accessibility issues and barriers to persons with disabilities.	2026-2027 & Ongoing 2027-2028 & Ongoing	Director of Education Director of Education

Technological Staff awareness of processes for accommodation needs.	Continue to develop a procedure, re: funding of specialized equipment for staff with disabilities. This will enable those persons to have improved access to workplaces when provided with specialized equipment.	2027-2028 & Ongoing	Information & Technology Services Human Resources Facility Services Health & Safety Officer
	Continue to provide assistive technology such as mobile devices for students and employees to provide access to multi-functional operations.	2027-2028 & Ongoing	Student Services Information and Technology Services
Transportation Staff awareness of processes for student transportation and accommodation needs	Continue to provide accommodation needs to allow students and other persons with disabilities access to board and school activities and events.	2027-2028 & Ongoing	Schools Tri-Board Transportation Services Student Services
	Continue procurement of buses equipped with accessible equipment, i.e. wheelchair lifts.	2027-2028 & Ongoing	Tri-Board Transportation Services

Review and Monitoring

11. Board review

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

12. Community input

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

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

13. Committee review and monitoring process

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

14. Communication of the plan

This Plan for the period of September 2023 – August 2028 is posted on the board's website at: <http://www.hpedsb.on.ca/>

Contact: **Ken Dostaler, Superintendent of Education**
Chair, Accessibility Advisory Committee
Hastings and Prince Edward District School Board
156 Ann St. Belleville ON K8N 3L3
Tel: 613-966-1170 ext. 62312

APPENDIX A

HPEDSB Accessibility Advisory Committee Members

Geoff Courneya	Learning Support Coordinator, Student Services
Bill Cunningham	Safety Officer, Tri-board Student Transportation Services
Shaena Dearman	Wellness and Disability Management Officer, Human Resources Support Services
Ken Dostaler (Chair)	Superintendent of Education, Student Services
Kim Horrigan	Senior Manager, Facility Services
Twyla Jackson	Ontario Principal's Council (OPC)
Kari Kramp	Trustee, Central Hastings
Tabatha Leonard	Occupational Health and Safety Officer, Human Resources Support Services
Scott Marshall	President, Ontario Secondary School Teachers' Federation Local 29 (OSSTF)
Glenda McComb	Deaf and Hard of Hearing Resource Teacher, Student Services
Darren McFarlane	Superintendent of Education, Human Resources Support Services
Ernie Parsons	Trustee, Sidney and Frankford
Jason Surgent	First Vice-President, Elementary Teachers' Federation Organization (ETFO)
Stephanie Taft	Manager, Accounting Services
Stephanie Taylor-Harvey	System Lead, Student Services
Nadine Thomas	Occupational Therapist, Quinte Children's Treatment Centre
Kerry Webb	President, CUPE Local 1022
Replacement TBD	Communications Officer
Replacement TBD	Director, Quinte Children's Treatment Centre (Alternate)
Replacement TBD	Ontario Secondary School Teachers' Federation – Professional Student Services Personnel (OSSTF-PSSP)

APPENDIX B

BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
Attitudinal	All Schools	<p>To reduce harassment and increase understanding and acceptance of students with disabilities, the following programs have been used:</p> <ul style="list-style-type: none"> • Bully-proofing Your School (book resource in use in many schools) • Don't Laugh at Me • How to Hug a Porcupine • Respect Program • Franklin Fellowship Club (developed by the Early Intervention Team at Queen Victoria Public School) • CYW Programs such as The Bully-Free Classroom • Living Colour, I Care CST • Creative Conflict Resolution Training • Peer Proofing • Stirling Silver Program • OPP Bearhug Band • Dealing with Aggressive At-Risk Children • Cool Solutions – Peer Counselling • VIP; Social Skills Program (primary) <p>In the Health and Physical Education document, there is discussion regarding using the IEP to develop a program for students with disabilities. There is a reference in the Grade 7 Healthy Living Curriculum under Personal Safety and Injury. Prevention that states “identify people and resources that can support someone experiencing harassment”.</p> <p>There is a reference in the Grade 8 Healthy Living Curriculum under Living Skills -“demonstrate respectful behavior towards the feelings and ideas of others”.</p>

BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
Attitudinal - continued	Any school as required	Child and Youth Workers, CAVEAT, Student Alternative Learning (SAL) to assist students in developing strategies and behaviours to deal more effectively with school, societal and peer expectations and to increase student tolerance of others with differences.
Communication	All schools	Regularly scheduled meetings to share resources and support.
	Any school as required	Braille materials and audio books for students who are blind to access the curriculum; orientation and mobility training for blind students; itinerant teacher of the blind; educational assistant support for the blind; assistive technology.
	Specific school sites	Interpreters for the deaf supplied as requested to assist in communication for school related meetings and events; TTY service for deaf citizens to have telephone access if required; FM and sound field systems to assist student focusing on curriculum; itinerant support to students of the deaf; interpreting (educational assistant support); sound field systems.
Information	All secondary schools	Assistive technology.
Physical	All schools	Signage continues to be updated and located in accessible positions to provide tactile and high contrast signage with universal symbols.
	Athol-South Marysburgh Public School	Boys' washroom converted, wheelchair accessible. Two classroom addition and renovation constructed to latest accessibility standards. Auto door openers added at front entrance.
	Bayside Public School	Ramp at front entrance installed; Bayside upper is wheelchair accessible. Painting for enhanced contrast for low-vision needs. Full day kindergarten classroom renovation constructed to latest accessibility standards. Updated door hardware. Sensory room upgrades. Parking lot improvements.

BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
Physical – Continued	Bayside Secondary School	Washrooms converted; Ramps installed; Elevator installed; wheelchair accessible; Special Education area renovations; Magnetic hold openers installed on fire doors. New exterior doors with auto door openers for bus entrance exterior doors. Curb removal. Strobe lighting fire alarm horns installed. Updated door hardware. Parking lot improvements. Lighting upgrades to new LED. Flooring improvements in some classrooms.
	Bird's Creek Public School	Washrooms converted; Ramps installed; Wheelchair accessible; Magnetic hold openers installed on fire doors. Automatic door openers installed. Full day kindergarten classroom renovation and library addition constructed to latest accessibility standards. Parking lot improvements.
	Centennial Secondary School	Washrooms converted; Ramps, elevator and automatic door openers installed; Wheelchair accessible; Chair lift installed for stage; Strobe lighting fire alarm horns installed. Magnetic hold openers installed on fire doors; Main entrance ramped and accessible door openers installed. Accessible door openers installed on north entrance doors. Exterior doors replaced with wider doors. Accessible washrooms installed. Upgrades/paving/curb cut to parking lot.
	Central Hastings School	Washrooms converted – accessible washroom renovations; Ramps and elevators installed; Wheelchair accessible; Accessible door openers installed on north and west entrances; LSP/PLP rooms 142 and 143 have been renovated. Accessible work stations installed. Main entrance upgrade. Strobe lighting fire alarm horns installed. Upgrades/paving/ramps at certain doors. Parking lot improvements. New sound panels installed in gym. Creation of new special education classrooms and washroom. Parking lot improvements.

	C.M.L. Snider Elementary School	Washrooms converted; Ramps and chair lift installed; Wheelchair accessible; Access in multi-purpose room improved. Work stations modified; Washrooms converted. Full day kindergarten classroom renovation constructed to latest accessibility standards. Chair lift replaced. Accessible door opener at door near playground. Sound panels added in gym.
	Coe Hill School	Washrooms converted; Ramps installed; installation of lift in progress.

BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
Physical - Continued	Deseronto Public School	Washrooms converted; chair lift installed; Front entrance ramped; Accessible doors installed. Exterior doors replaced with wider doors.
	Eastside Secondary School	Washrooms converted; First floor wheelchair accessible; Accessible door openers installed on main entrance. Strobe lighting fire alarm horns installed. Design in progress for 2 new elevators.
	Education Centre	Kirk cafeteria kitchen enlarged; Elevator installed; Accessible washroom installed.
	Foxboro Public School	Washroom converted and ramps installed; Wheelchair accessible. Automatic door openers installed at several entrances. Full day kindergarten classroom addition constructed to latest accessibility standards.
	Frankford Public School	Washrooms converted in building addition. Wheelchair accessible in addition only; Chair lift installed to basement; Concrete ramps on east side installed; Accessible door openers installed at front entrance; Accessible washroom installed. Full day kindergarten classroom renovation constructed to latest accessibility standards. Child care space created with accessible washroom.
	Harmony Public School	New school constructed to latest accessibility standards.
	Harry J. Clarke Public School	Accessible door openers on main entrance installed; Accessible ramp on south doors installed; Washrooms converted; Ramps, elevators, automatic door openers installed; Wheelchair accessible. Doors removed to improve accessibility. Six classroom addition and new barrier-free washroom constructed to latest accessibility standards. Playground improvements.
	Hermon Public School	Wheelchair accessible; Accessible washroom installed in township library; Accessible door opener installed on library entrance door.
	Kente Public School	Doorway between special education room and computer lab installed; Computer tables modified with power and data cabling for special education students; Accessible washroom installed. Full day kindergarten classroom renovation constructed to latest accessibility standards. Exterior doors replaced with wider doors. Parking lot improvements.

BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
Physical - Continued	Madoc Township Public School	Washrooms converted; Wheelchair accessible; Accessible washroom created; Grab bars installed; Asphalt ramps at front and west entrances installed. Sidewalk improved. Parking lot improvements. Creation of a regional room. Padding added to calming room.
	Marmora Public School	Washrooms converted; Ramps, chair lift, automatic door openers installed; Wheelchair accessible; resource area has been upgraded with kitchen cupboards and sinks; Automatic door openers have been installed, west entrance; renovations and additions constructed to latest accessibility standards.
	Massassaga-Rednersville Public School	Washrooms converted; Wheelchair accessible; Chair lift on stage installed. Child care classroom, office, and new barrier-free washroom renovation constructed to latest accessibility standards. Main entrance and south entrance exterior doors replaced with wider doors. Expanded child care space with an additional accessible washroom.
	Maynooth Public School	Wheelchair accessible; Washrooms converted; Accessible washroom installed. Full day kindergarten classroom and library renovation constructed to latest accessibility standards. Updated door hardware.
	North Hastings High School	Upper and lower cupboards in room 130 have been replaced complete with electrical and plumbing upgrades; Washrooms converted; Ramps, elevators, chair lift and automatic door openers installed. Wheelchair accessible; Magnetic hold openers on fire doors; Asphalt paving to improve accessibility. Strobe lighting fire alarm horns installed.
	North Trenton Public School	Ramps installed; Wheelchair accessible; Automatic door openers.

	Park Dale School	Washrooms converted and ramps installed; Wheelchair accessible. Automatic door openers. Full day kindergarten addition constructed to latest accessibility standards including outside ramp to play area. Repaired broken bricks in walkway at front entrance. New LED lighting in gym. Gymnasium barrier-free exterior door. Exterior ramp at gymnasium.
BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
Physical - Continued	Prince Charles School (Belleville)	Washrooms converted; ramps installed; Wheelchair accessible; Automatic door opener installed. Significant classroom and gym addition and renovation of remainder of school constructed to latest accessibility standards. Auto door openers added to some washroom doors that were too heavy for younger students.
	Prince Charles Public School (Trenton)	Washrooms converted; Ramps and chair lift to stage installed; Wheelchair accessible. Automatic door openers installed at several entrances. Four classroom addition constructed to latest accessibility standards and washroom converted. Sidewalk improved. Paved walkway.
	Prince Edward Collegiate Institute	Automatic door openers installed at the main entrance, bus entrance, cafeteria and library; Magnetic hold open arms installed on the corridor fire doors; Elevator and chair lift installed. New elevator, new accessible washroom installed. Wheelchair accessible. Strobe lighting fire alarm horns installed. Updated emergency lighting, exterior pathway outside kindergarten area.
	Prince of Wales Public School	Washrooms converted; Ramps installed; Wheelchair accessible; Automatic door openers installed on primary washroom doors; Hold open arms installed on hall doors. Computer lab/library modified. Full day kindergarten classroom renovation constructed to latest accessibility standards. Parking lot improvements.
	Queen Elizabeth School	Automatic door openers on main entrance installed; Washrooms converted, ramps installed; Wheelchair accessible. Full day kindergarten classroom renovation constructed to latest accessibility standards. Acoustic ceiling installed in full day kindergarten classroom.
	Queen Victoria	Painting and Taping for low vision students.

	Sir John A. Macdonald School	Washrooms converted; Ramps installed; Wheelchair accessible; Door opener installed at west entrance; Magnetic hold openers installed on fire doors. Significant classroom and gym addition and renovation of remainder of school constructed to latest accessibility standards. Parking lot improvements, accessible pathway. Painting/taping to support low vision students.
	Sophiasburgh Central School	Wheelchair accessible. Full day kindergarten classroom renovation constructed to latest accessibility standards. Ramp installed at front entrance.
	Stirling Public School	New school constructed to latest accessibility standards. Child care and full day kindergarten addition constructed to latest accessibility standards. Upgrades to fire doors.
	Susanna Moodie Elementary School	Accessible washroom installed; Magnetic hold devices and door openers installed; Washrooms converted; Ramps installed; Wheelchair accessible. Painting for enhanced contrast for low-vision needs.
	Trenton High School	Room 110 expanded into room 108; Upper cupboards installed; Washrooms converted; Chair lift installed; Wheelchair accessible; Steps to sports field converted to ramp. Sports track resurfaced. Elevator installed; Magnetic hold devices installed on fire doors. Additional ramp to sports field installed. Science lab renovations constructed to latest accessibility standards. Strobe lighting fire alarm horns installed. Auto door openers added; renovations to regional room washrooms. New LED lighting project in progress. Paving and pathway renewal.
	Tweed Elementary School	New school constructed to latest accessibility standards.

BARRIERS REMOVED IN PRIOR YEARS		
BARRIER TYPE	LOCATION	STRATEGY TO REMOVE BARRIER
Physical - Continued	Tyendinaga Public School	Accessible washroom installed; Ramps and chair lift installed; Walkway/ramp resurfaced at front entrance; Wheelchair accessible. New barrier-free washroom in north-east addition. Automatic door openers installed. Full day kindergarten three classroom addition and new barrier-free washroom constructed to latest accessibility standards. Parking lot improvements. Creation of a padded room within sensory room.
	V.P. Carswell Elementary School	Washrooms converted; Wheelchair accessible; Automatic door openers installed at front entrance. New barrier-free washroom in west addition. Strobe lighting fire alarm horns installed. Full day kindergarten classroom addition and new barrier-free washroom constructed to latest accessibility standards. New sensory room created.
	William R. Kirk School	Washrooms converted; Automatic door openers installed; Wheelchair accessible entrance.
	York River Public School	Washrooms converted, ramps and chair lift installed; Wheelchair accessible. Significant classroom and library addition and renovation of remainder of school constructed to latest accessibility standards. Playground improvements.

APPENDIX C

GENERAL OVERVIEW BUILDING ACCESSIBILITY CHART AS OF SEPTEMBER 2022 FUTURE NEEDS AND COMPLETED PROJECTS								
Future needs * Completed projects ✓ Not applicable (blank)								
SCHOOL	Washrooms Converted or Accessible Washroom installed	Ramps	Elevators	Electric Chair Lifts	Auto Door Openers	Signage	Parking	Stair Climbers
Athol-South Marysburgh Public School	✓	✓			✓	✓	✓	
Bayside Secondary School	✓	✓	✓		✓	✓	✓	✓
Bayside Public School	*	✓				✓	*	
Bayside Public School (Annex)	*				*	✓	*	
Bird's Creek Public School	✓	✓			✓	✓	✓	
C.M.L. Snider Elementary School	✓	✓		✓	✓	✓	*	✓
Centennial Secondary School	✓	✓	✓	✓	✓	✓	✓	
Central Hastings School	✓	✓	✓		✓	✓	✓	
Coe Hill Public School	✓	✓		✓	✓	✓	✓	
Deseronto Public School	✓	✓		✓	✓	✓	✓	
Eastside Secondary School	✓	✓	*		✓	✓	*	
Foxboro Public School	✓	✓			✓	✓	*	
Frankford Public School	✓	✓	*	✓	✓	✓	✓	
Harmony Public School	✓	✓		✓	✓	✓	✓	
Harry J. Clarke Public School	✓	✓	✓		✓	✓	✓	
Hermon Public School	✓	✓			✓	✓	*	
Kente Public School	✓				✓	✓	✓	
Madoc Township Public School	✓	✓			✓	✓	✓	
Marmora Public School	✓	✓		✓	✓	✓	✓	
Massassaga-Rednersville Public School	✓			✓	✓	✓	*	

SCHOOL	Washrooms Converted or Accessible Washroom installed	Ramps	Elevators	Electric Chair Lifts	Auto Door Openers	Signage	Parking	Stair Climbers
Maynooth Public School	✓	✓			✓	✓	*	
Madoc Township Public School	✓	✓			✓	✓	✓	
Marmora Public School	✓	✓		✓	✓	✓	✓	
Massassaga-Rednersville Public School	✓			✓	✓	✓	*	
Maynooth Public School	✓	✓			✓	✓	*	
North Hastings High School	✓	✓	✓	✓	✓	✓	✓	
North Trenton Public School	*	✓			✓	✓	*	
Park Dale School	✓	✓			✓	✓	✓	
Prince Charles School (Belleville)	✓	✓			✓	✓	✓	
Prince Charles Public School (Trenton)	✓	✓		✓	✓	✓	✓	
Prince Edward Collegiate Institute	✓	✓	✓	✓	✓	✓	✓	✓
Prince of Wales Public School	✓	✓			✓	✓	✓	
Queen Elizabeth School, Belleville	✓	✓			✓	✓	*	
Queen Victoria School	*	*	*		*	✓	*	
Sir John A. Macdonald Public School	✓	✓		✓	✓	✓	✓	
Sophiasburgh Central School	✓	✓			✓	✓	✓	
Stirling Public School	✓	✓	✓		✓	✓	✓	
Susanna Moodie Elementary School	✓	✓			✓	✓	✓	
Trenton High School	✓	✓	✓	✓	✓	✓	✓	
Tweed Elementary School	✓	✓			✓	✓	✓	
Tyendinaga Public School	✓	✓		✓	✓	✓	✓	
V.P. Carswell Elementary School	✓	✓			✓	✓	✓	
York River Public School	✓	✓		✓	✓	✓	✓	
William R. Kirk Building	✓	✓			✓	✓	*	
Education Centre	✓	✓	✓		✓	✓	✓	

GLOSSARY

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