



DURHAM DISTRICT SCHOOL BOARD

IGNITING ACCESSIBILITY

ANNUAL STATUS REPORT 2018-2019

Prepared by:

The Accessibility Committee

Durham District School Board



PURPOSE

The Durham District School Board is committed to ensuring an environment that supports independence, dignity and respect. To achieve this goal, the Durham District School Board undertakes to continually improve accessibility in order to provide greater equity for all in accordance with the Accessibility for Ontarians with Disabilities Act (2005). aoda.ca

The Durham District School Board is committed to the principles and practices of inclusion to foster full community participation and integration. When accommodation is required, it will involve a collaborative process. Not all requests will be met in the manner proposed but option(s) will be provided to meet accessibility needs.

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SUCCESS: Set high expectations and provide support to ensure all students and staff reach their full potential every year

LEAD DEPARTMENT	OUTCOMES	DELIVERABLES for 2018-2019 School Year
Curriculum/ Early Years/ Inclusive Student Services	Identify immediate and anticipated student needs and provide support to ensure equitable outcomes for all <i>As per AODA & OHRC Recommendation 17</i>	<ul style="list-style-type: none"> • FACES on the Data cycle (every 4 – 6 weeks) provides monitoring of student learning needs and interventions • Schools provide support for families of new registrations through Welcome to Kindergarten, High Needs Intake Packages, and transition meeting with community partners (eg. Grandview Children’s Centre, Provincial School Resource Services and Outreach Department, Resources for Exceptional Children etc.) • School Readiness Programs (Great Beginnings, School is Cool, K is for Kindergarten) in 36 locations provides opportunity for families to work with registered ECEs to assess each child, coordinate referrals services and support transition to school • 33 Early Years Hubs are free drop in programs designed for caregivers and children from birth to six years old and open to all families. Caregivers can interact in fun activities that are developmentally appropriate for their child and access advice from professionals trained in early childhood development • Welcome to Kindergarten (WTK) is implemented in all 109 elementary schools across the DDSB. Parents and children attend a Welcome to Kindergarten event in the spring of the year their child starts Kindergarten. Each child receives a kindergarten bag to provide parents and caregivers with early learning literacy resources and game-based activities • 29 Childcare Centres offering 12-month services to children ages 0-3.8. All centers are licenced and staffed by ECEs who consistently observe, program and identify gaps in a child’s development
All	Embed Universal Design for Learning in all professional training <i>As per OHRC Recommendation 19 & 22</i>	<ul style="list-style-type: none"> • Leading Each Day provides professional development for Administrators (3 x year) to be proactive and responsive to accessibility needs of students. Nov 2018: 111 participants, January 2019: 108 participants, Next session: April 2019 • Curriculum is provided in alternative formats as requested (eg. Braille, large print) • Differentiated support and training provided to teachers/ECE/EAs through Technology Facilitators and Trainers, Inclusive Technology Facilitators and Trainers and Special Education Resource Coaches • All grade 7,8, 10 and 11 students have 1:1 technology through Chromebook Initiative • Full school implementation of Chromebooks at G.L.Roberts, Henry Street, and Brock with full roll out to all grade 7 – 12 students by September 2019 • Professional book club based on “Neurodiversity in the Classroom” led by Special Education Resource Coaches. Fall 2018: 50 participants (20 online sessions; 30 in face to face session) Winter 2019: 55 participants (25 online; 30 in face to face sessions). Hearing Resource and Vision Resource Itinerant Teaching Teams utilizing resource (11 teachers) to support programming

All	<p>Ensure timely accommodations are provided to support student success</p> <p><i>As per OHRC Recommendation 17</i></p>	<ul style="list-style-type: none"> • Google Read and Write available for all students (50% increase in use from October 2018 – November 2018) • All grade 7,8, 10 and 11 students have 1:1 technology through Chromebook Initiative • Full school implementation of Chromebooks at G.L.Roberts, Henry Street, and Brock with full roll out to all grade 7 – 12 students by September 2019 • Focus on provision of interventions based on emergent needs. DDSB resource “Pathway to IPRC” to be reviewed and updated as “DDSB Pathway to Intervention”. Revision process to include consultation with SEAC (January 2019 and follow up consultation Spring 2019) • FACES on the Data cycle (every 4 – 6 weeks) provides monitoring of student learning needs and interventions
All	<p>Support Universal Design for Learning(UDL) through initiatives that provide accommodations to support student success</p> <p><i>As per OHRC Recommendation 19</i></p>	<ul style="list-style-type: none"> • Professional development cycle for teachers of each special education class type • SERT(Special Education Resource Teacher) Capacity Building (5x/year) • Educator skills in innovation updated through ongoing professional development and conferences (eg. Professional devices program, Connect Conference, Shift Conference, on-line learning modules) • Differentiated support and training provided to teachers/ECE/EAs through Technology Facilitators and Trainers, Inclusive Technology Facilitators and Trainers and Special Education Resource Coaches

LEADERSHIP: Identify future leaders, actively develop new leaders, and responsively support current leaders

LEAD DEPARTMENT	OUTCOMES	DELIVERABLES for 2018-2019 School Year
Human Resource Services/ Leadership/ Accessibility Committee	<p>Embed accessibility training in all onboarding for new staff</p> <p><i>As per AODA and OHRC Recommendation 19</i></p>	<ul style="list-style-type: none"> • Human Resource Services currently creating an Accessibility and Human Rights Module for Onboarding of all new employees • Human Resource Services will create an online module to be completed annually by all staff on Accessibility and Human Rights
Safe Schools	<p>Ensure proper use of exclusions for all students</p> <p><i>As per OHRC Recommendation 20 and Section 265(1)(m) of the Education Act</i></p>	<ul style="list-style-type: none"> • DDSB has shared process with all Administrators to ensure proper use of exclusions (Procedure 4255 Security and Safety)

WELL-BEING: Set high expectations and provide support to ensure all students and staff reach their full potential every year

LEAD DEPARTMENT	OUTCOMES	DELIVERABLES for 2018-2019 School Year
Facilities Services	Identify and remove architectural and physical barriers <i>As per AODA</i>	<p>Existing Schools – Existing schools are renovated to improve accessibility during all renovation projects and are required to meet student needs for access</p> <ul style="list-style-type: none"> • Claremont PS addition is fully accessible and a corridor ramp was installed in the existing building for accessibility to the gymnasium and library • RS McLaughlin CVI special education classrooms were part of the addition to provide purpose built rooms, improve location for student drop off/pickup and located close to an exit for quick student evacuation • Eastdale CVI purpose built special education classrooms were included as part of the renovations, additional barrier free parking was added in close proximity to the new addition entrances for easy access into the building, including power door operators • Universal barrier free washrooms were added to all of the additions above • Alternative learning spaces, such as calming or quiet rooms, gross motor and individual activity spaces are created for use by students who benefit from being able to access an alternative to the regular classroom. These have been created at many schools including A.G. Bell P.S., Waverly P.S., Anderson CVI, Bellwood P.S., Bobby Orr P.S., Dr. Thornton • Accessible lifts, providing access to floor levels separated by stairs have been installed at Ajax H.S. and Brock H.S. • Vision aids and wayfinding, added at G.L. Roberts, S.A. Cawker P.S. and Cartwright Central P.S. • Accessible front entrance and washrooms at Nonquon Outdoor Education Centre and Pheasant Pen • Replacement of existing boardwalk at Nonquon OEC with barrier-free walkway providing full accessibility • Power Door Operators added to aid student independence and mobility – S.A. Cawker, Pickering H.S.
Facilities Services	Incorporate principles of universal design meeting government accessibility standards in all new buildings <i>As per AODA</i>	<p>New Construction — These features can be found in schools constructed during the last 10 years with the exception of those features noted with an asterisk which will be found in our more recently built projects (last two or three years).</p> <ul style="list-style-type: none"> • Equitable accessibility to all locations in the facility • Interior signage throughout the building includes braille • *Tactile treads in a contrasting colour at the top of every stair landing • *Tactile plates installed at change of grade in concrete side walks • Contrasting colour nosing strip at every stair tread • Purpose built special education classrooms are located on the main floor close to all of the school's facilities. Located near an entrance for ease of drop off/pick up and access to the exterior play area • Alternative learning spaces such as calming/individual activity rooms • Level entry at all entrances/exits • *Power door operators on universal washrooms

<i>(continued from above)</i>		<ul style="list-style-type: none"> • Power door operators at the main school entrance as well as a secondary entrance near the special education classrooms • Barrier free washroom in at least one of the kindergarten classrooms • Barrier free drinking fountain on both floors of the school*Barrier free stall in large student washrooms • Full passenger elevator to all levels of the building. First floor, stage and second floor • Vision panels in all doors of support space, entrances and exits throughout the building • Strobe fire alarm lights for hearing impaired • Assistive hearing system provided for the gymnasium and library • Barrier free parking with direct access to the school's main entrance. No crossing of traffic aisles • Secondary schools have accessible access to sports fields that are at a lower elevation <p><i>*newest schools only</i></p>
All	<p>Provide resources that support inclusion and equitable outcomes by building understanding and sharing best practices</p> <p><i>As per AODA and OHRC Recommendation 18 & 19</i></p>	<ul style="list-style-type: none"> • DDSB Accessibility Guide 2017 available online • Teachable Project linked on board Accessibility page • Update Accessibility Guide (Spring 2019) posted to website May 2019 • Ignite Accessibility Media Campaign (May-June 2019)
Inclusive Student Services/ Well-Being and Mental Health	<p>Monitor and support all staff in responding to disability issues including accommodation requests related to mental health disabilities</p> <p><i>As per AODA and OHRC Recommendation 18 & 19</i></p>	<ul style="list-style-type: none"> • Clinical services (Social Work and Psychological Services) are provided for consultative and/or crisis support as required. Mental Health Addiction Nurses augment, through consent, for liaise with the medical community • Mental Health Support in Secondary Schools focused pilot project (Henry Street HS, Ajax/Pickering FOSs) through provision of augmented clinical support staff (1.0 Social Worker through Henry Street HS Hub and 1.0 Psychological Services staff to augment in Ajax/Pickering areas) • Hub project initiative of Liaison Workers to help students transition successfully from Gr8 to Gr9 associated with above project • Professional Development for teachers and administrators regarding: Self-Regulation, Positive School Climate and Mattering • All schools have a well-being goal in their SIPSAW that supports positive school learning environments that are safe, accepting and inclusive • Use of the student feedback data from School Climate Survey to create conditions for students to feel inclusion and belonging • Use Mental Health survey questions from School Climate surveys (2019) to assess Mental Health initiatives
All	<p>Ensure budget supports removal of barriers for people with disabilities</p> <p><i>As per OHRC Recommendation 21</i></p>	<ul style="list-style-type: none"> • Each year the DDSB endeavours to support the removal of barriers, working in conjunction with Ministry of Education funding and direction

EQUITY: Promote a sense of belonging and increase equitable outcomes for all by identifying and addressing barriers to success and engagement

LEAD DEPARTMENT	OUTCOMES	DELIVERABLES for 2018-2019 School Year
Equity/Human Resource Services	Provide training on Human Rights <i>As per OHRC Recommendation 19</i>	<ul style="list-style-type: none"> • Human Resource Services currently creating an Accessibility and Human Rights Module for Onboarding of all new employees • Human Resource Services will create an online module to be completed annually by all staff on Accessibility and Human Rights • DDSB Cohort of 10 system leaders to be trained over four days on Human Rights for Education Professionals in partnership with Osgoode Law Schools
Durham Student Transportation Systems	Maintain integrated accessible student transportation services as well as alternative services as required <i>As per AODA</i>	<ul style="list-style-type: none"> • Durham Student Transportation Systems provides 59 students with wheelchair accessible transportation
Equity/ Inclusive Student Services	Collect, analyze and make publicly available intersectional demographic data on students with disabilities and accommodations provided <i>As per OHRC Recommendation 23</i>	<ul style="list-style-type: none"> • The number of students with special education needs and placements is shared publicly through SEAC and Board. As of October 31st, 2018 (OnSiS report to the Ministry), the DDSB supports learning for 12 409 students identified with special education needs. Of these students, 2582 students currently access programming through special education class placements • DDSB to Launch Student Census in Spring 2019
Human Resource Services	Ensure workplace and employment practices are accessible to potential or current employees with disabilities <i>As per AODA</i>	<ul style="list-style-type: none"> • The DDSB is in the process of reviewing job-posting language to communicate our existing and ongoing commitment to providing necessary accommodations • Accommodations are offered to applicants when setting up interviews/candidate pre-screening, and consults regarding specific requirements as necessary • Ability Management coordinates provision of accommodations as required for the DDSB workforce • Individual accommodation plans and individual emergency response plans are developed with employee participation and reviewed regularly • Return-to-work processes are utilized consistently for those requiring accommodation prior to return to the workplace

ENGAGEMENT: Engage students, parents, and community members to improve student outcomes and build public confidence

LEAD DEPARTMENT	OUTCOMES	DELIVERABLES for 2018-2019 School Year
Accessibility Committee	Maintain and update Multi-year Accessibility Plan <i>As per AODA</i>	<ul style="list-style-type: none"> • Ignite Accessibility Multi-Year Plan 2019-2021 completed April 2019
Accessibility Committee	Provide annual status report on progress of Multi-year Accessibility Plan <i>As per AODA</i>	<ul style="list-style-type: none"> • Ignite Accessibility Status Report April 2019
All	Create an effective mechanism for reporting and addressing accessibility needs for students, parents/guardians, community and staff <i>As per AODA and OHRC Recommendation 16 & 17</i>	<ul style="list-style-type: none"> • Update contact information (email and phone number) • Update Accessibility Guide (spring 2019)
Accessibility Committee/ Communications	Communicate effectively to students, parents, guardians, staff through multiple platforms about the right to disability related accommodation <i>As per OHRC Recommendation 16</i>	<ul style="list-style-type: none"> • Share Accessibility Plan and Annual Report at PIC and SEAC and Board and post to the website • Ignite Accessibility Media Campaign

INNOVATION: Reimagine learning and teaching spaces through digital technologies and innovative resources

LEAD DEPARTMENT	OUTCOMES	DELIVERABLES for 2018-2019 School Year
Innovation/Technology	Make library print based material available in accessible format upon request <i>As per AODA</i>	<ul style="list-style-type: none"> • Dedicated staff and process to support production of accessible formats for student learning (eg. Speech to text, Braille)
Innovation/Technology	Make library multi-media digital resources available in accessible formats <i>As per AODA</i>	<ul style="list-style-type: none"> • Over 18,000 checkouts through Durham District School Board online library (Overdrive) which provides formats with accessibility features as per student and school requests (eg. Audiobooks)
Technology/ Communications	Make all internet websites and web content conform with internet accessibility standards <i>As per AODA</i>	<ul style="list-style-type: none"> • Board will conduct review of its requirements to ensure we move to compliance with accessibility requirements, in particular, in respect to communication

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To give feedback or request information about accessibility
within the Durham District School Board, please contact