



Annual Accessibility Status Report

2018 - 2019



Prepared by the

Halton District School Board

Accessibility Coordinating Committee

September 2019

This publication is available on the Halton District School Board website at www.hdsb.ca and available in alternate formats upon request.

Introduction

The Halton District School Board remains committed to supporting and meeting the objectives and requirements of the Accessibility for Ontarians Disabilities Act 2005 (AODA). The Board continues to meet all of the accessibility requirements outlined by the AODA.

The purpose of the Annual Accessibility Report is to highlight the progress made during the 2018-19 school year in providing an environment in all its facilities that builds independence, dignity, integration and equality of opportunity for students, parents/guardians, staff and the public. The Halton District School Board is committed to the goal of giving persons with disabilities the same opportunity of access to its services, in the same location, and in a similar way as these services are available to all others we serve.

Objectives

The Annual Accessibility Status Report 2018-2019 supports and reflects the objectives of the HDSB Multi-Year Accessibility Plan (2017-2022) to:

- describe the process by which the Board will identify, remove and prevent barriers for persons with disabilities;
- review recent efforts of the Board to remove and prevent barriers for persons with disabilities;
- describe the measures the Board has taken in the specified time period to identify, remove and prevent barriers for persons with disabilities;
- provide an annual status report on the Board's implementation of the multi-year accessibility plan;
- provide an update on the status of the multi-year accessibility plan; and
- make the accessibility plan available to the public.

Policy & Procedures

During the 2018-19 school year, the following HDSB Administrative Procedures were reviewed and update:

[Accessibility Planning \(2018\)](#)

[Accessibility Standards for Customer Service \(2019\)](#)

[School, Staff and Student Websites \(2019\)](#)

Training

Providing training about accessibility and inclusion is necessary in order to facilitate change. During the 2018-2019 school year, the following training opportunities were provided for HDSB employee and community groups:

- Anti-bias Training for Administrators & Superintendents as part of the Administrator Pool Hire Process - September 2018
- Parent Involvement Committee Conference - October 2018
- OCTU PD Day: November 2018
- HDSB Human Rights Symposium: December 2019
- Accessibility Boot Camp for Facilities Services: February 2019
- HDEAA: February and June 2019
- Equity Lead Teachers - September 2018 - April 2019
- Sunrise Administrator Equity; Series - October 2018 - April 2019
- Canadian Race Relations Federation - March - April 2019

Required Training:

All employee groups completed required re-training for *OHRC and AODA - Working Together* in March 2018, and moving forward all new employees will complete this required training module. Finally, all school based staff completed *Accessibility Awareness Training* in the 2019 Fall Start-up online training.

Education (Students)

Under the coordination of the Student Services department guidelines and protocols were developed and shared at all Administrator Family of Schools meetings (January 2018). The following materials are available to all staff on the internal website as support documents under School Operations at the point of room booking for Professional Development sessions and meetings; as well as the Equity & Inclusive Education resources tab:

- Resource Guide for Accommodations for Presentations and Meetings
- Accommodations for Presentations and Meetings
- Accessible Event Planning Checklist
- Inclusive Language Statement

Additionally, the following is a summary of the largest items for SEA ordering in the area of technology:

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For 2018-19

Equipment Requests:

C- Pen:	140
Chromebooks:	854
Laptops (small):	156
Laptops (large):	22
Ipads:	102
Total:	1274

Training at SERT Networkings included Assistive Technology (AT) training regarding how to order technology, the information provided around AT software training, and AT Web page.

Student/ School Specific Training was undertaken on a needs or requested basis, and pilot program basis.

Fifty-four training sessions were held board wide to build capacity and included on:

- Supporting Students during EQAO Elementary & Secondary (10 sessions)
- Collaboration & Leadership for Student with Special Needs (6 sessions)
- Community Pathways Program Specific Training (3 sessions)
- Ordering devices and software training (4 sessions)
- Special Education Networking and software training around literacy, numeracy and organizations (21 sessions)
- Specific software and hardware training (10 sessions)

Information & Communication

During the 2018-19 school year, an AODA scanning tool (Dynomapper) was purchased for implementation in Communications and IT departments. The intent is through pilot work and testing to develop recommendations for system wide use. Additionally, Communications & IT teams are working on new Google Sites standard templates and preparing school templates to meet AODA requirements. The AODA scanning tool will be used on new sites to ensure compliance with materials included on school websites

Employment

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA), the Halton District School Board strives to ensure that all recruiting processes are non-discriminatory and barrier-free. If required, applicants may contact the staffing

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and recruiting team in advance of a scheduled interview or scheduled testing to ensure access to necessary accommodation.

Wording as been added to all Job Postings:

Equity:

We believe that every person has a right to equitable treatment and freedom from discrimination. The Halton District School Board recognizes the intents contained in the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code.

Upon request, we will make reasonable interview and employment accommodations during the selection process, based on any of the human rights protected grounds.

Through the support of the Health & Wellness department, ongoing support for employees is provided for temporary or permanent disabilities, including accommodations on a temporary or permanent basis.

Built Environment

During the 2018-19 school year a System Memo was developed and shared with Administrators and site facility staff providing direction and messaging for sites to use when a barrier-free element is not functioning or available (requires repair). The protocol also includes directions for central facility staff to contact partners who use the HDSB facilities through rental agreements.

Barrier Free projects completed during the 2018/2019 School include:

- Barrier free washrooms
Harrison (Georgetown)

New elevators installed in the following sites:

- Brookdale (Oakville)
- Clarksdale (Burlington)
- Frontenac (Burlington)
- John T Tuck (Burlington)
- Rolling Meadows (Burlington)

Accessibility Coordinating Committee Membership (2018-19)

Robert Eatough	Superintendent Sponsor Superintendent
Mary Marshall	Co-Chair System Principal, Equity and Inclusive Education
Sari Taha	Co-Chair General Manager, Human Resources
Lisa Cadotte	Manager, Health and Wellness Services
Marnie Denton	Manager, Communication Services
Joanne Eliuk	Halton Secondary Principals Association Representative
Lynn Goodwin	Manager, Instructional Media
Gail Gortmaker	Manager, Director's office
Karen Lacroix	General Manager, Halton Student Transportation Services
Danielle MacDonald	Halton Elementary Principals Association Representative
Sean Marks	System Principal, Student Services
Jim Moher	Assistant Manager, Plant Operations
Sandy Morgan	Manager, Halton Student Transportation
Joanna Oliver	Trustee, Halton District School Board
Maia Puccetti	Superintendent, Facility Services
Marsha Sulewski	Supervisor, Staffing and Recruiting
Cathy Thier	General Manager, Information Services
Gord Truffen	Superintendent, Information Services
Vacant	Special Education Advisory Committee (SEAC)