



DURHAM DISTRICT SCHOOL BOARD

IGNITING ACCESSIBILITY

MULTI-YEAR ACCESSIBILITY PLAN 2019-2021

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.

PROFILE of the DURHAM DISTRICT SCHOOL BOARD

The Durham District School Board is responsible for public education in the rural settings of Uxbridge, Brock and Scugog Townships and the urban settings of Ajax, Whitby, Pickering and Oshawa. The Board employs more than 7,000 teaching and educational services staff. With over 130 elementary and secondary schools and learning centres, the Board accommodates more than 70,000 regular day students and thousands more who take advantage of a wide variety of continuing education and adult credit courses. More information about the DDSB can be found on the Board's website at ddsb.ca.

The Durham District School Board is committed to the principles and practices of inclusion to foster full community participation and integration.

STATEMENT of COMMITMENT

The Durham District School Board ignites success by setting high expectations and providing support to ensure all students and staff reach their full potential. We value your achievement, how you feel, how you grow, who you are, your involvement and forward thinking. We ignite well-being by creating safe, welcoming, inclusive learning spaces as well as promoting a sense of belonging increasing outcomes for all by identifying and addressing barriers to success and engagement.

The Durham District School Board is committed to:

1. Maintaining an Accessibility Committee with representation from across the system.
2. Consulting with all stakeholder groups including people with disabilities (eg. Special Education Advisory Committee) to continuously improve policies, programs, practices and services for all students, staff, parents/guardians, volunteers and members of the community living with disabilities.
3. Ensuring that Board policies, procedures, and practices are consistent with the principles of accessibility and universal design.

OBJECTIVES

The Durham District School Board (DDSB) has developed the Multi-Year Accessibility Plan in accordance with the Integrated Accessibility Standard, Ontario Regulation 191/11 under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA). The plan outlines the intentions of the Board to meet its obligations under the Ontarians with Disabilities Act, 2001 (ODA) www.aoda.ca as well as implement the recommendations from the Ontario Human Rights Commission Policy: Accessible Education for student with disabilities (2018). ohrc.on.ca/en/policy-accessible-education-students-disabilities

This plan reflects the strategic directions outlined in the DDSB Ignite Learning Strategic Plan 2018-2021 and describes the measures the Board will take over the period 2019-2021 to identify, remove and prevent barriers to improve opportunities for people with disabilities.

Ignite Learning Strategic Plan: ddsb.ca/AboutUs/StrategicGoals

COMMUNICATION of the PLAN

The Durham District School Board's Ignite Accessibility Multi-Year Plan, the Accessible Customer Service Policy and Regulation #1305 and Equity and Inclusive Education Policy #4107 are posted on the board website at ddsb.ca and are available in accessible formats upon request.

REVIEW and MONITORING

The Accessibility Committee will:

1. Post the Multi-year Accessibility Plan on the DDSB website.
2. Provide the plan in an accessible format, upon request.
3. Prepare an annual status report on the implementation of the plan.
4. Review and update the plan in 2021.

CONTACT INFORMATION

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

General.Inquiries@ddsb.ca
(905) 666-5500 • 1-800-265-3968

ACCESSIBILITY TERMINOLOGY

It is important to remember that each word in today's terminology has a precise meaning. The language and images used to portray people with disabilities are vitally important in changing perceptions. The Ontario definition of a disability from both the Ontarians with Disabilities Act (2005) and Ontario Human Rights Code (1990) is inclusive of visible and non-visible disabilities.

DISABILITY

The Ontarians with Disabilities Act adopts the broad definition for disability that is set out in the Ontario Human Rights Code. (ontario.ca/laws/statute/90h19)

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 dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- d. a mental disorder
- 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 their disability, including physical barrier, an architectural barrier, an informational or communication barrier, an attitudinal barrier, a technological barrier, environmental barrier, policy or practice.

Types of barriers may include: architectural or structural, information and communications, technology, systemic (eg. practices or routines), and attitudinal.

IGNITING ACCESSIBILITY

The Durham District School Board is committed to ensuring an environment that supports independence, dignity and respect.

The following table identifies accessibility outcomes that the Board has or will put in place.

The DDSB Ignite Accessibility Annual Status Report can be found on our DDSB website.
ddsb.ca

Note: **AODA** = Accessibility for Ontarians with Disabilities Act, 2005

OHRC = Ontario Human Rights Commission Policy: Accessible education for students with disabilities, 2018

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

LEAD DEPARTMENT	OUTCOMES	TIMEFRAME
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>	Implemented and Ongoing
All	Embed Universal Design for Learning in all professional training <i>As per OHRC Recommendation 19 & 22</i>	Implemented and Ongoing
All	Ensure timely accommodations are provided to support student success <i>As per AODA & OHRC Recommendation 17</i>	Implemented and Ongoing
All	Support Universal Design for Learning through initiatives that provide accommodations to support student success <i>As per OHRC Recommendation 19</i>	Implemented and Ongoing

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

LEAD DEPARTMENT	OUTCOMES	TIMEFRAME
Human Resource Services/ Leadership	Embed accessibility training in all onboarding for new staff <i>As per AODA & OHRC Recommendation 19</i>	Currently in development
Safe Schools	Ensure proper use of exclusions for all students <i>As per OHRC Recommendation 20 and Section 265(1)(m) of the Education Act</i>	Implemented and Ongoing

WELL-BEING: Create safe, welcoming, inclusive learning spaces to promote well-being for all students and staff

LEAD DEPARTMENT	OUTCOMES	TIMEFRAME
Facilities Services	Identify and remove architectural and physical barriers <i>As per AODA</i>	Implemented and Ongoing
Safe Schools	Incorporate principles of universal design meeting government accessibility standards in all new buildings <i>As per AODA</i>	Implemented and Ongoing
All	Provide resources that support inclusion and equitable outcomes by building understanding and sharing best practices <i>As per AODA & OHRC Recommendation 18 & 19</i>	Implemented and Ongoing
Inclusive Student Services/Well-Being and Mental Health	Monitor and support all staff in responding to disability issues including accommodation requests related to mental health disabilities <i>As per AODA and OHRC Recommendation 18 & 19</i>	Implemented and Ongoing
Business	Ensure budget supports removal of barriers for people with disabilities <i>As per OHRC Recommendation 21</i>	Implemented and Ongoing

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

LEAD DEPARTMENT	OUTCOMES	TIMEFRAME
Equity/Human Resource Services	Provide training on Human Rights <i>As per OHRC Recommendation 19</i>	Implemented and Ongoing
Durham Student Transportation Services	Maintain integrated accessible student transportation services as well as alternative services as required <i>As per AODA</i>	Implemented and Ongoing
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>	Implemented and Ongoing
Human Resource Services	Ensure workplace and employment practices are accessible to potential or current employees with disabilities <i>As per AODA</i>	Implemented and Ongoing
Equity/Inclusive Student Services	Ensure workplace and employment practices are accessible to potential or current employees with disabilities <i>As per AODA</i>	Implemented and Ongoing

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

LEAD DEPARTMENT	OUTCOMES	TIMEFRAME
Accessibility Committee	Maintain and update Multi-Year Accessibility Plan <i>As per AODA</i>	Implemented and Ongoing
Accessibility Committee	Provide annual status report on progress of Multi-Year Accessibility Plan <i>As per AODA</i>	Implemented and Ongoing
All	Create an effective mechanism for reporting and addressing accessibility needs for students, parents/guardians, community and staff <i>As per AODA & OHRC Recommendation 16/17</i>	Implemented and Ongoing
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>	Implemented and Ongoing

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

LEAD DEPARTMENT	OUTCOMES	TIMEFRAME
Innovation/Technology	Make library print based material available in accessible format upon request <i>As per AODA</i>	Implemented and Ongoing
Innovation/Technology	Make library multi-media digital resources available in accessible formats <i>As per AODA</i>	Implemented and Ongoing
Technology/ Communications	Make all internet websites and web content conform with internet accessibility standards <i>As per AODA</i>	Currently in development

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