

## MINUTES OF THE SPECIAL EDUCATION ADVISORY COMMITTEE MEETING

Date: June 15, 2020  
Time: 6:30 pm  
Location: Microsoft Teams

Members Present	B. Agnew (Chair)	M. Murphy
	M. Arteaga	J. Lim
	R. Barreiro	M. Lourenco
	M. Duarte	P. Moran
	N. Guzzo	C. Parreira
	D. Hotopeleanu	R. Quesnal
	H. Karabela	D. Rabenda
	A. Louca-Ricci	T. Veale

Staff Present	C. Cipriano, Superintendent of Special Education Services
	P. Codner, Chief Social Worker
	A. Cross, Senior Manager, Financial Services
	P. Daly, Director of Education
	O. Foese, Chief of Psychological Services
	A. Jones, Manager, Educational Assistants
	D. Kollee, Chief of Speech Language Pathologist
	A. Lofts, Superintendent, Business Services & Treasurer of the Board
	K. McCarthy, Special Education Consultant
	J. O'Reilly, Special Education Consultant
W. Reid-Purcell, Special Education Coordinator	
J. Thompson, Special Education Consultant	

Members Excused	D. Bardon
	T. Beattie
	M. Duarte
	Y. Taylor

Members Absent

Recording Secretary	A. Hughes
---------------------	-----------

---

### 1. Call to Order

The Chair called the meeting to order.

#### 1.1 Opening

The meeting opened at 6:30 p.m. with a prayer led by the Chair.

#### 1.2 Approval of Agenda as Amended

**Moved by:** M. Lourenco

**Seconded by:** R. Quesnal

**RESOLVED**, that the agenda be accepted as received.

**CARRIED**

## 2. Presentations

### 2.1 Special Education Financial Review (A. Lofts and A. Cross)

A. Lofts, Superintendent, Business Services & Treasurer of the Board and A. Cross, Senior Manager, Financial Services presented the Special Education budget information and review. The presentation is attached.

### 2.2 School Based Rehabilitation Services Update (D. Kollee)

B. Agnew introduced D. Kollee, Chief of Speech Language Pathologist who presented the School Based Rehabilitation Services (SBRS) update provided by ErinOak Kids. C. Cipriano suggested that ErinOak Kids attend a SEAC meeting in the fall to present and receive feedback from members. The presentation is attached.

## 3. Actions to be taken

### 3.1 Minutes of the May 11, 2020 SEAC Meeting

**Moved by:** P. Moran

**Seconded by:** N. Guzzo

**RESOLVED**, that the minutes of the May 11, 2020 SEAC Meeting be approved as presented.

The Chair called for a vote and the motion **CARRIED**.

### 3.2 Minutes of the May 25, 2020 SEAC Meeting

**Moved by:** N. Guzzo

**Seconded by:** R. Quesnal

**RESOLVED**, that the minutes of the May 25, 2020 SEAC Meeting be approved as presented.

The Chair called for a vote and the motion **CARRIED**.

## 4. Declarations of Conflict of Interest

No conflicts of interest were declared.

## 5. Business Arising from Previous Meetings

The letter to the Minister's Advisory Council on Special Education (MACSE) was sent by email and a hard copy was mailed. Members suggested forwarding the letter to Stephen Lecce, Minister of Education and Premier Doug Ford. A. Hughes will email the letter as suggested.

## 6. Special Education Board Policy Review

## 7. Action and Information Items

### 7.1 Special Education Plan Review (pages 52 to 76)

Members conducted the balance of the review of the Special Education Plan by a page by page review and continued to provide feedback and comments on the final sections of the plan. C. Cipriano suggested that members email any further feedback to the Chair.

### 7.2 Accessibility Plan

The Multi-Year Accessibility Plan was distributed to SEAC in the meeting package. B. Agnew currently represents SEAC on the Multi-Year Accessibility Plan Committee and explained the Accessibility Plan's function and that it is reviewed and updated on an annual basis by the committee. Members were asked if

there were any questions or comments regarding the plan. B. Agnew encouraged members to review the plan and send feedback to her and she will represent the suggestions on behalf of SEAC to the committee.

## **8. Communications to SEAC**

### **8.1 Superintendent's Report**

C. Cipriano provided updates on:

Read & Write: sessions were offered on how to use Read & Write (beginner, intermediate, advanced) to a variety of staff and were filled to capacity. Sessions will run again on June 17 & 18, 2020.

SEA Equipment Return Process: a process to return borrowed SEA equipment has been developed and shared with schools. Students requiring equipment over the summer to access summer programs will be able to use the equipment they currently have at home.

IPRCs: are being held for all Regional Classes.

External Reports: all external psychoeducational, speech language and medical reports have come in. Psychology and Speech and Language department staff are reviewing and reporting back to our school staff for next steps.

Transition Meetings: have had all transition meetings in support of all groups and they have all been completed.

Social Work: there are a number of Social Work files currently opened. The emerging themes to be prepared to address when returning back to school in September are COVID and Anti-Black Racism and the impacts on students and parents.

Special Education Summer Learning Program: this is a newly created program. On May 29<sup>th</sup>, school boards received from the ministry details on financial reports to boards for special education summer learning and transition support for the end of August. The Special Education department created a summer learning program for special education needs and mental health supports. Special Education Resource Teachers will be provided for existing Secondary programs and Elementary Literacy and Numeracy programs. Dedicated summer school special education programs will be synchronous virtual learning and will include Community Living Classes, Structured Teaching Classes, Essential Skills Classes and Life Skills Classes. These classes will be taught by Special Education Teachers and will include Educational Assistants, Speech Language and Behaviour Analysts supports. Social Workers and Child & Youth Counsellors will continue to support existing cases and new cases over the summer and provide transition supports.

### **8.2 Trustee Reports**

H. Karabela reported on:

- The last Board meeting of the school year will be June 16<sup>th</sup>. Trustees will be voting on the renaming of Jean Vanier Secondary School. The name that is being proposed is St. Francis Xavier. P. Daly will also be reporting on the school closures and September re-opening.
- Consultation from the ministry was sent to parents for feedback.

## **9. SEAC Discussion**

The chair informed members that two names from SEAC have been submitted to the A. Lofts and J. Crowell for the RFP Committee for School Uniforms. Any other members who are interested in joining the committee were asked to submit their name to B. Agnew or A. Hughes.

Members were encouraged to send in feedback on the return to school in September.

The chair informed members that Wendy Reid Purcell, Special Education Coordinator will be retiring at the end of June and thanked her for her service with HCDSB.

**10. Next Agenda: Meeting Monday, September 28, 2020**

**11. Adjournment**

**11.1 Resolution re Absentees (Chair)**

**Moved by:** R. Quesnel

**Seconded by:** M. Murphy

**RESOLVED**, that D. Bardon, T. Beattie, M. Duarte, Y. Taylor be excused.

**CARRIED**

**11.2 Adjournment and Closing Prayer (Chair)**

**Moved by:** D. Hotopeleanu

**Seconded by:** R. Quesnel

**RESOLVED**, that the meeting adjourn.

**CARRIED**

The meeting adjourned at 10:12 p.m. with a prayer led by the Chair.

# 2020-2021 Special Education

## Special Education Advisory Committee

Monday, June 15, 2020

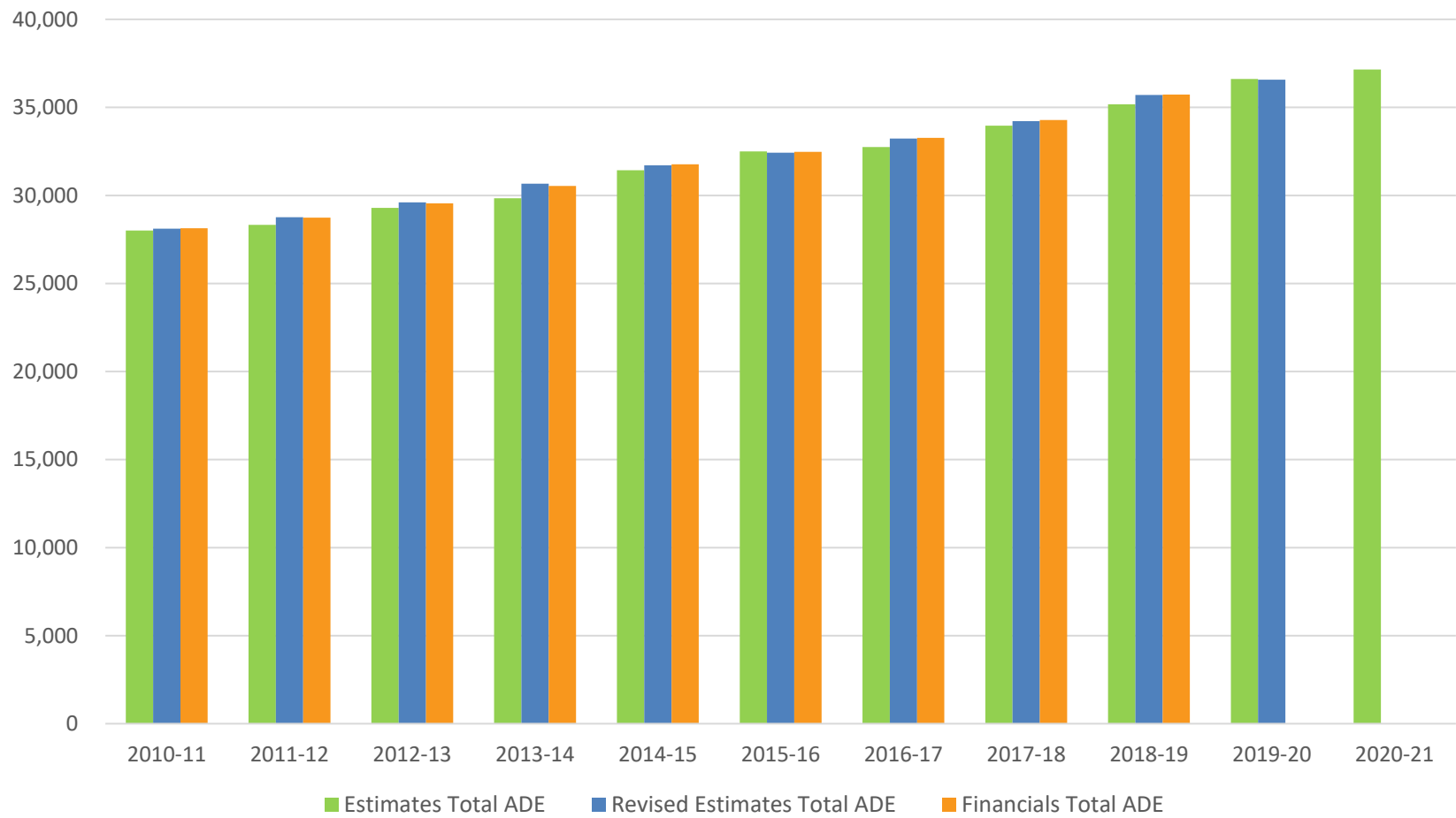
# Presentation Overview

1. HCDSB's Estimated Enrolment
2. Budget Consultation Survey
3. HCDSB 2020-21 Budget Challenges
4. HCDSB 2019-20 Special Education Revised Estimates Revenues
5. HCDSB 2019-20 Special Education Revised Estimates Expenses

# **2020-21 Budget Estimates Draft: Enrolment**

# Enrolment Trends

10 Year Overall ADE Comparison

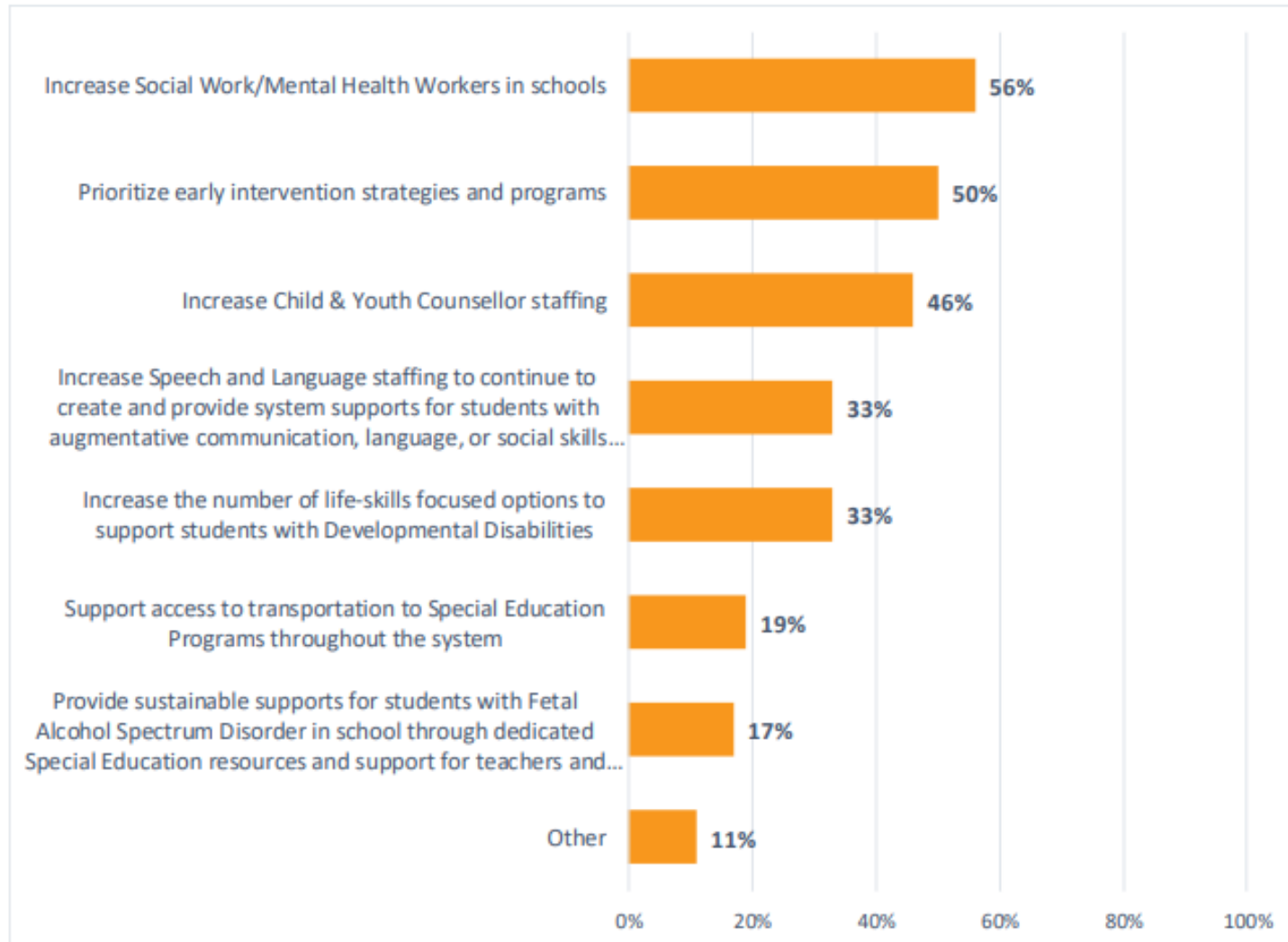




# **2020-21 Budget: Consultation Survey**

# 2020-21 Budget Consultation Survey

**Figure 10. Summary of Special Education Areas of Focus (n =1066)**



# 2020-21 Budget: Challenges

# 2020-21 Budget Challenges

## GSN Allocation

- The Grants for Student Needs (GSN) funding has not yet been announced by the Ministry of Education for 2020-21;

## Expense Uncertainties

- **Increase in Cleaning Supplies and Cleaner Costs**
  - Required to purchase additional cleaning supplies to safeguard schools
    - Additional cost related to cleaning supplies
    - Difficulties in the supply chain result in higher costs of cleaning supplies
  - Additional Cleaning Staff Required to Disinfect Sites on a Regular Basis
    - Results in increased costs that were not budgeted
- **Increase in Technology Costs**
  - Distance Learning Initiative – Hardware/Software/Internet Access
    - Ensuring all our students have access to the required technology

# 2020-21 Budget Challenges (continued)

## Expense Uncertainties (con't)

- **Increase in Transportation Cost**
  - Unsure of Provincial requirement regarding number of students on a bus
    - May limit the capacity, resulting in more buses and increased cost
  - Additional Cleaning Required to Disinfect Buses on a Regular Basis
    - Results in increased costs
- **Uncertainty when Sites and Supply Chain Reopen**
  - Items Required for September Startup Typically Ordered in April/May/June
    - Supply Chains currently not functioning in a normal manner leads to a shortage of goods, delivery issues, cost uncertainty etc.

# 2020-21 Budget Challenges

## Special Education Shortfall

- Historically have a shortfall in special education
- At 2019-20 revised estimates the projected shortfall was \$3.2 million.
- PLEASE NOTE
  - As a result of collective agreements:
    - Additional 13.5 EAs were hired in second half of school year
    - Supports for Students Fund to be used for additional teachers to address special education, mental health initiatives and STEM programming in 2020-2021
    - Additional funds for the APSSP group for positions such as a Speech Language Pathologist or Psych Worker

# **2019-20 Special Education: Revised Estimates Revenues**

# 2019-20 Special Education Grant

The Special Education Grant provides additional funding for students who need special education programs, services and equipment.

The Special Education Grant is made up of the following components:

- Special Education Per-Pupil Amount (SEPPA);
- Differentiated Special Education Needs Amount (DESNA)
- Special Equipment Amount (SEA);
- Special Incidence Portion (SIP);
- Behaviour Expertise Amount (BEA).

The Special Education Grant can only be used for Special Education expenditures; any unspent amount is treated as deferred revenue.



# 2019-20 Special Education Revenue From Revised Estimates and Collective Agreements

Grant Revenue:	Enrolment	Amt/Pupil	2019-20
<b>Special Education Per-Pupil Amount (SEPPA)</b>			
JK to 3	11,435.50	\$1,015.60	\$11,539,755
Grades 4 to 8	12,266.50	\$780.12	\$9,561,931
Grades 9 to 12	12,827.19	\$515.04	\$6,606,516
			<b><u>\$27,708,202</u></b>
<b>Special Education Equipment Amount (SEA)</b>			
Claims Based Amount			\$400,000
Board Amount			\$10,000
Per-Pupil Amount-Elementary	23,619.50	\$36.10	\$852,688
Per-Pupil Amount-Secondary	12,827.19	\$36.10	\$463,074
			<b><u>\$1,725,762</u></b>
<b>Projected Measures of Variability Amount</b>			
Projected Measures of Variability (MOV) Amount			\$3,375,884
Projected MOV Special Education Statistical Prediction Model Amount			\$12,749,978
DSENA Base Amount for Collaboration and Integration			\$459,874
Multi-Disciplinary Team Support Amount			\$397,684
Multi-Disciplinary Teams Other Staffing Resources			\$345,177
			<b><u>\$17,328,597</u></b>
<b>Special Incidence Portion (SIP)</b>			
			<b><u>\$1,300,000</u></b>

Achieving Believing Belonging

# 2019-20 Special Education Revenue From Revised Estimates and Collective Agreements (cont.)

Grant Revenue (cont.):	Enrolment	Amt/Pupil	2019-20
<b>Behavioural Expertise</b>			
<i>Behavioural Expertise Board Allocation</i>			\$176,642
<i>Per-Pupil Amount-Elementary</i>	23,619.50	5.83	\$137,702
<i>Per-Pupil Amount-Secondary</i>	12,827.19	5.83	\$74,783
<i>ABA Training Board Allocation</i>			\$1,500
<i>Per-Pupil Amount-Elementary</i>	23,619.50	2.95	\$69,678
<i>Per-Pupil Amount-Secondary</i>	12,827.19	2.95	\$37,840
			<b><u>\$498,145</u></b>
<b>Allocation for Pupils in Self-Contained Classes</b>			<b><u>\$1,706,417</u></b>
<b>Other Revenues</b>			
Pupil Foundation Grant			\$267,137
PPF			\$371,334
Collective Agreement 2019-2020 Funding			\$793,000
			<b><u>\$1,431,471</u></b>

# 2019-20 Special Education Revenue From Revised Estimates (cont.)

Grant Revenue (cont.):	Enrolment	Amt/Pupil	2019-20
<b>Special Education Equipment</b>			
PLUS: SEA Enveloping - Opening Balance		\$763,737	
PLUS: SEA Enveloping - Current Year Allocation		\$1,325,762	
LESS: Amount Estimated Spent in Current Year		(\$1,865,400)	
EQUALS: SEA Enveloping - Ending Carry-Forward Balance		\$224,099	
THUS: SEA Net Change in Carry-Forward Balance			<b><u>\$539,638</u></b>
<b>TOTAL</b>			<b><u>\$52,238,232</u></b>

# **2019-20 Special Education: Revised Estimate Expenses**

# 2019-20 Revised Estimates Special Education Expenses (includes Collective Agreements)

Expense:	\$
<b>Special Education Resource Teacher Salaries and Benefits</b>	
(Including Secondary Department Heads)	<b><u>\$17,715,000</u></b>
<b>Educational Assistant Salaries and Benefits</b>	<b><u>\$25,295,000</u></b>
<b>Professionals and Paraprofessionals Salaries and Benefits</b>	
Central Administration Staff	
Secretarial Staff	
Social Workers	
Communicative Disorders Assistants	
Child & Youth Counsellors	
Psychometrists	
Speech & Language Pathologists	
Behaviour Analyst	
	<b><u>\$9,095,734</u></b>

# 2019-20 Special Education Expenses...(cont.)

Expense (cont.):		\$
<b>Consultants Salaries and Benefits</b>		
Educational Assistant Supervisors		\$289,000
Special Education Consultants		\$833,000
		<b><u>\$1,122,000</u></b>
<b>Non-Spec Ed Salaries and Benefits (under BAGG)</b>		
Superintendent of Special Education		\$0
Administrative Assistant		\$0
	<b>Note 1</b>	<b><u>\$0</u></b>
<b>Total Salaries and Benefits Expense</b>		<b><u>\$52,902,734</u></b>
<b>Other Expenditures</b>		<b><u>\$2,250,517</u></b>
<b>TOTAL SPECIAL EDUCATION EXPENSE</b>		<b><u>\$55,153,251</u></b>

**Note 1:** The Superintendent of Special Education and Special Education Administrative Assistant's salary and benefits are not part of the Special Education expenses. These are included in the Board Administration & Governance Grant. SpecEd Transportation are covered in the Transportation Allocation.

# 2019-20 Special Education Revised Estimates Expenses

- Salaries and benefits represent \$52.9 million, or 95.9% of the total Special Education budget;
- The remaining \$2.3 million, or 4.1% of the budget is travel, textbooks, classroom materials, supplies, equipment and workshops;
- **NOTE:** Special Education transportation cost is approximately \$1.98 million and is captured in the Transportation Budget. Also the salary and benefits for the Superintendent and Administrative Assistant of Special Education are covered under the Board Administration and Governance Grant.

# 2019-20 Special Education Shortfall

SPECIAL EDUCATION REVENUE SHORTFALL:	\$
Special Education Revenue	52,238,232
Special Education Expenditures	55,478,251
Total Special Education Shortfall	<u>(3,240,019)</u>

- Shortfall expected to be approximately \$3.2 million (compared to \$3.4 million at 2019-20 Estimates).
- **NOTE:** Other areas of the GSN are meant to complement special education expenses and help close this gap.



# 2019-20 Budget Report for the Nine Months Ended May 31, 2020

	Budget Assessment					Risk Assessment				
	2019/2020	2019/2020	2019/2020	Change		2019/2020		2018/2019		
	Original	Revised	Revised Budget	\$ Increase	% Increase	Expenses and		Expenses and		Year-to year
	Budget	Budget	Forecast	(Decrease)	(Decrease)	Commitments	%	Commitments	%	Increase
	Estimates	Estimates	@ May 31/20			@ May 31/20	Spent	@ May 31/19	Spent	(Decrease)
	(in PSAB Format)	(in PSAB Format)	(in PSAB Format)			(in PSAB Format)		(in PSAB Format)		
<b>CLASSROOM</b>										
Classroom Teachers - Salaries & Benefits	18,027,400	17,715,000	17,715,000	-	0.0%	13,048,471	73.7%	13,122,374	75.2%	-1.5%
Classroom Teachers - Travel	50,500	50,500	50,500	-	0.0%	33,910	67.1%	34,419	59.2%	7.9%
Teacher Assistants - Salaries & Benefits	25,047,400	25,295,000	25,295,000	-	0.0%	21,550,419	85.2%	20,267,293	86.6%	-1.4%
Supply Teacher Assistants - Salaries & Benefits	132,000	132,000	132,000	-	0.0%	35,201	26.7%	75,273	67.9%	-41.2%
Textbooks and Classroom Material	801,220	960,217	958,362	(1,855)	-0.2%	503,294	52.5%	460,813	81.4%	-28.9%
Furniture and Equipment	518,900	518,900	518,900	-	0.0%	489,475	94.3%	535,574	80.3%	14.0%
Computer Equipment	386,300	386,300	386,300	-	0.0%	238,724	61.8%	319,109	71.6%	-9.8%
Prof. & Paraprofessionals - Salaries & Benefits	8,045,000	8,453,734	8,453,734	-	0.0%	5,946,551	70.3%	5,610,196	73.6%	-3.3%
Prof. & Paraprofessionals - Supplies & Equipment	139,600	139,600	139,600	-	0.0%	77,921	55.8%	206,264	33.0%	22.8%
Library and Guidance	-	-	-	-	0.0%	-	0.0%	-	0.0%	0.0%
Workshops	132,200	137,200	169,700	32,500	23.7%	30,826	18.2%	100,823	88.5%	-70.3%
<b>Subtotal Classroom</b>	<b>\$ 53,280,520</b>	<b>\$ 53,788,451</b>	<b>\$ 53,819,096</b>	<b>\$ 30,645</b>	<b>0.1%</b>	<b>\$ 41,954,792</b>	<b>78.0%</b>	<b>\$ 40,732,139</b>	<b>79.8%</b>	<b>-1.8%</b>
<b>NON CLASSROOM</b>										
Consultants - Salaries & Benefits	1,259,100	1,307,000	1,307,000	-	0.0%	927,217	70.9%	955,143	75.1%	-4.2%
Consultants - Supplies & Services	57,800	57,800	59,845	2,045	3.5%	35,010	58.5%	91,407	83.3%	-24.8%
<b>Subtotal Consultants</b>	<b>\$ 1,316,900</b>	<b>\$ 1,364,800</b>	<b>\$ 1,366,845</b>	<b>\$ 2,045</b>	<b>0.1%</b>	<b>\$ 962,228</b>	<b>70.4%</b>	<b>\$ 1,046,549</b>	<b>75.7%</b>	<b>-5.3%</b>
<b>Total Special Education</b>	<b>\$ 54,597,420</b>	<b>\$ 55,153,251</b>	<b>\$ 55,185,941</b>	<b>\$ 32,690</b>	<b>0.1%</b>	<b>\$ 42,917,020</b>	<b>77.8%</b>	<b>\$ 41,778,689</b>	<b>79.7%</b>	<b>-1.9%</b>

**Questions?**

# **School Based Rehabilitation Services (SBRS) Update**

**For District School Board Partners**

May 14, 2020



# Agenda

- Current State of SBRS
- SBRS Update for September 2020
- Guiding Principles
- Occupational Therapy
- Physiotherapy
- Speech Therapy
- Referral Forms
- Family Engagement
- Staffing Update
- Next Steps

# Current State of SBRS

- January 1, 2019:
  - School Based Rehabilitation Services (SBRS) transferred from Local Health Integration Networks (LHIN) to ErinoakKids
- For the 2019-2020 school year:
  - ErinoakKids maintained third party providers to deliver School Based Rehabilitation Services (SBRS)
  - The service model remained unchanged

# SBRS September 2020

Starting September 2020:

- ErinoakKids will be providing SBRS with ErinoakKids employed therapists.

# Overview of SBRS

- Therapists will have a geographic caseload of schools to visit on a regular basis.
- There will be one SBRS clinician per discipline in each school.
- Occupational Therapy provision will use a Tiered Model of Service in elementary and middle schools.
- Physiotherapy and speech therapy will continue to be provided through a traditional caseload model

# SBRS 2020 Vision

- Children with complex needs will have one therapy team for home, school and in the community
- Children and their families will experience seamless service from entry into therapy through school exit



# Guiding Principles

- ErinoakKids will provide Occupational Therapy, Physiotherapy and some Speech Therapy services to students in publically funded schools in order to facilitate participation in school curriculum.
- Family consent must be obtained prior to SBRS being initiated.
- Service plans will be determined in collaboration with school staff.

# Guiding Principles

- Students entering JK who have received ErinoakKids' Occupational Therapy, Physiotherapy and/or Speech Therapy Services and who have complex needs will seamlessly transition into active SBRS services
- SBRS therapists will assess students to determine level of needs and most appropriate service streams/tier of service.
- Service may include consultation, active therapy blocks individually or in groups, and home practice.

# Guiding Principles

- SBRS discharge will occur once the episode of service therapy goals are met, or the maximum number of visits for the episode of service have been completed.
- A student may be re-referred immediately if a new episode of service is required. The new referral date will place the student on the waitlist.

# Guiding Principles

- SBRS referrals are appropriate for students with moderate to severe needs
  - All students with mild OT needs in Elementary and Middle School will receive universal classroom based service (Tier 1).
  - Students with mild fluency and mild motor speech will be eligible to receive speech services.
- School will receive a list of all SBRS active and waiting students - September, January, June

# Occupational Therapy



# Occupational Therapy

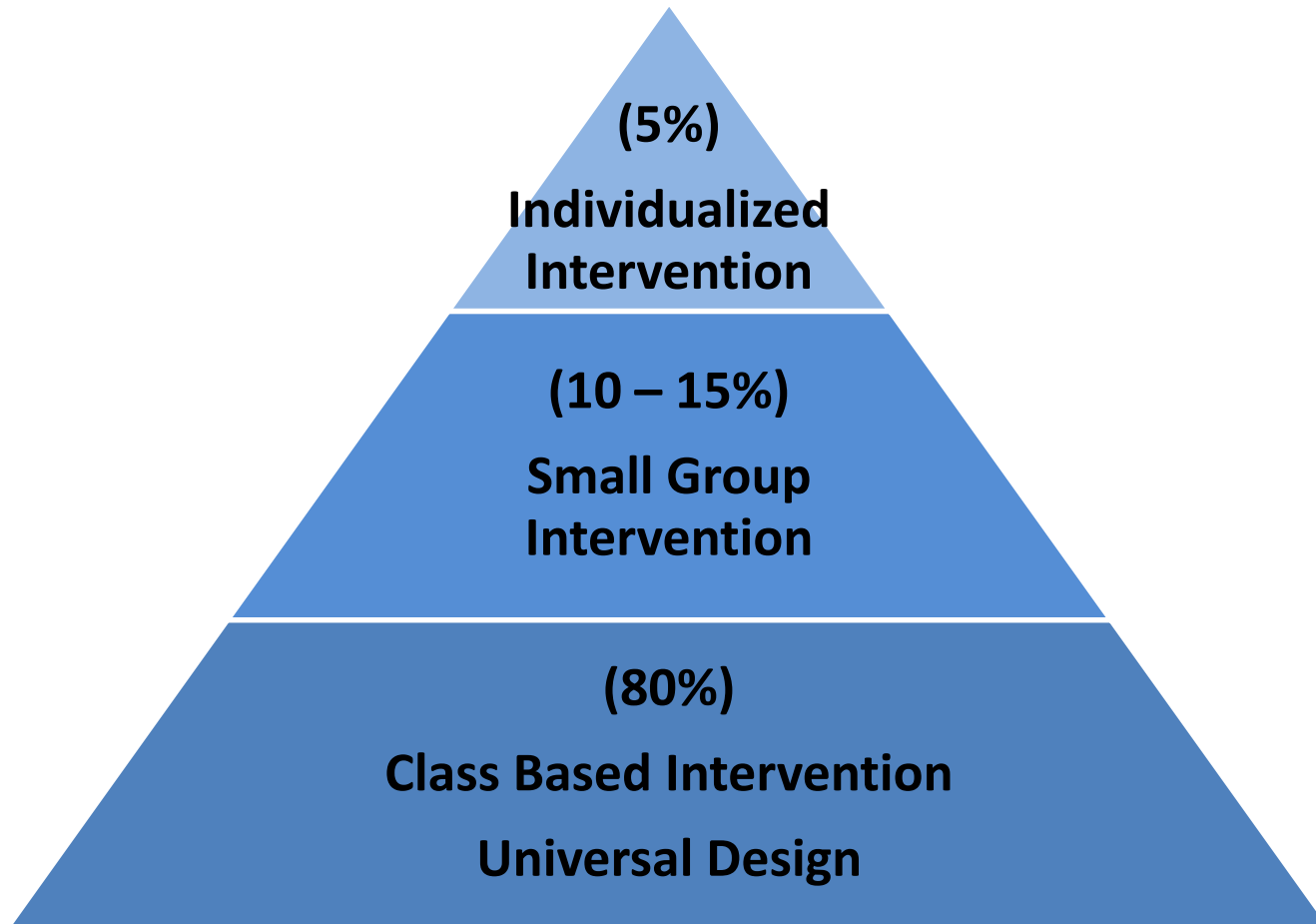
- An OT Tiered Model of Service has been in place in elementary schools in Brampton, Caledon, Malton and 10 schools in Burlington
- **ErinoakKids is extending this model to it's entire catchment area for elementary and middle schools**
- The therapy team will include an Occupational Therapists (OT) and Therapy Assistants
- The frequency of service will be dependent upon size of school and number of identified students requiring OT.

# Tiered Model of Service

The model is represented as a pyramid with:

- The pyramid base represents serving classrooms using broad universally applied concepts
- The middle represents students who may require additional group or some individualized intervention
- The pyramid top represents specialized intervention for a relatively small number of individuals

# Occupational Therapy - Tiered Model of Service





# Tier 1 – Universal Service

- Universal services benefits all children within the classroom and consists of consultation regarding:
  - changes to the classroom environment
  - instructional methods or materials
- The OT consults to the teacher:
  - within the context of the classroom
  - providing evidence informed strategies and suggestions
- The goal of the service:
  - To increase the capacity of the educator through knowledge transfer from the OT.

# Tier 1 – Universal Service

- It is estimated that 80- 85% of students can participate fully with the supports provided through universal services.
- After using Universal Design services, a child who is still unable to participate fully within the learning environment, may require more intensive service through Tier 2 Targeted Service.

# Tier 2 – Group Intervention

- Literature estimates that 10-15% of children require Tier 2 services to be successful participants within the classroom
- Specific strategies, skills or accommodations are provided to enable full participation within the classroom
- Intervention can be in a small group format, or individualized consultation or intervention format

# Tier 3 – Service

- Individualized services are required for 5% of children to participate within their environment with specialized strategies, equipment and one-on-one skill development
- Tier 3 is similar to the traditional model of therapy with outcome-focused intervention provided when needs arise, rather than on a continuous basis

# Occupational Therapy in Secondary Schools

- OT in secondary schools:
  - Will be provided using the traditional caseload model.
  - There may be a wait for this service.

# Physiotherapy



# SBRS Physiotherapy

- School consultation for equipment needs, safety and participation within the school environment and curriculum.
- Provide a wrap around of service for out of school needs.
- PTs may access Therapy Assistants in the school for short treatment blocks to develop skills required to access school programming.

# 2020 Transition Year – OT/ PT

- Students entering Junior Kindergarten (JK) with complex physical involvement who have equipment needs in school will be transitioned to the SBRS therapy team (approximately 65-80 students).
- Students who do not have equipment needs in school can be referred to SBRS if needs arise within the school environment.



# Speech Therapy



# SBRS Speech Therapy

- The team includes a Speech Language Pathologist (SLP) and Speech Language Therapy Assistant (SLTA) to support students with:
  - Moderate to severe articulation/phonology/voice disorders
  - Mild, moderate, severe motor speech/fluency
- Service options may include :
  - home programming
  - group intervention
  - individual intervention

# NEW Preschool Speech Language Eligibility

- Preschool Speech and Language Services (PSL) will serve children from birth – August 31 of the year the child is eligible for Junior Kindergarten (JK).
- ErinoakKids PSL will accept referrals up until June 30 of the year the student enters JK.
- Students who are not accessing SBRS will enter JK with a completed assessment and transition report.
- Students who are accessing SBRS will be transitioned from PSL to SBRS active service or the SBRS waiting list.

# 2020 Transition Year – PSL to SBRS

- PSL referral cut-off date for 2020 of August 31<sup>st</sup> honored.
- PSL referral date for 2021 will be June 30, 2021.
- All PSL 2015 DOB clients transitioned by August 31<sup>st</sup>, 2020
- Transition plans for all PSL 2016 DOB students will be completed by Dec 31<sup>st</sup>, 2020

# PSL/ JK Transition

- PSL clients with complex communication needs (Severe motor speech/fluency) who are progressing towards goals will be transitioned directly to SBRS
- Other PSL clients entering school who meet eligibility for SBRS speech services will be placed on the waitlist as of their PSL referral date. No referral is required from the school.

# Speech and Language Needs

- SBRS SLP to connect with the Board SLP for all speech-language students identified prior to assessment
- SBRS SLP and Board SLP to collaboratively determine a service plan
- Board SLP to take lead in determining the timing of SBRS service plan for the student
- Opportunities for joint workshops for families and collaborative staff training to be explored

# Use of Therapy Assistants

- Therapy assistant will be part of the SBRS team and will primarily provide intervention sessions at school and in-centre
- Approximate ratios of 2 ½ supervising therapists: 1 therapy assistant
- Supervising therapist will ensure all supervision meets required guidelines and will join sessions as required
- Lead professional will be SLP, OT or PT who is responsible for communication with school team



# Referral Forms

- There will be one referral form for SBRS
- Referrals for SBRS are generated by:
  - the school support team
  - school allied health care professional (e.g. Board SLP)
  - School staff in collaboration with SBRS OT
- Referrals for Speech are supported by the Speech Therapy Questionnaire



# Family Engagement

- Active family participation will be encouraged through use of the family portal - ErinoakKids Connect.
- Families will receive their treatment notes through the portal.
- Workshops for families will be available to support work on goals in the home environment

# Next Steps

- DSBs will be provided with the following;
  - New Referral Forms
  - Letter to Parents regarding the Tiered Model of Service
  - An information sheet for schools regarding the changes to SBRS for September, 2020.
  - Schools will receive a list of SBRS active and waitlist clients



# Multi-Year Accessibility Plan

September 2017- August 2022

Reviewed June 2020

**PREPARED BY:**

**HALTON CATHOLIC DISTRICT SCHOOL BOARD, ACCESSIBILITY WORK GROUP**

*This publication is available on the Halton Catholic District School Board's public website, [www.hcdsb.org](http://www.hcdsb.org)*

Achieving Believing Belonging

# Table of Contents

Table of Contents.....	2
Executive Summary.....	3
Objectives .....	5
Commitment to Accessibility Planning .....	5
Approval Process: .....	5
Vision Statement.....	6
Mission Statement .....	6
Governing Values.....	6
Description of the Halton Catholic District School Board .....	7
The Accessibility Work Group Members .....	8
Barrier Removal Initiatives.....	9
Measures in Place .....	9
Barrier-identification Methodologies .....	9
Barriers Identified .....	10
Review and Monitoring Process .....	22
Communication of the Plan .....	22
School Accessibility Survey September 2018.....	23
Where can I get more information about the Accessibility for Ontarians with Disabilities Act, 2005? .....	26
Appendices .....	27
Appendix A: Accessibility Standards Customer Service Form.....	27
Appendix B: Operating Policy; Integrated Accessibility Standards.....	28
Appendix C: Administrative Procedure; Use of Assistive Devices by the General Public .....	34
Appendix D: Administrative Procedure; Use of Service Animals by the General Public .....	35
Appendix E: Administrative Procedure; Use of Support Person by the General Public .....	38
Appendix F: Administrative Procedure; Accessibility Standards – Notification of Disruption of Service .....	44
Appendix G: Administrative Procedure; Monitoring and Feedback on Accessible Customer Service.....	45

## Executive Summary

The Provincial government enacted The Accessibility for Ontarians with Disabilities Act, 2005 (AODA), which received royal assent on June 13, 2005. The AODA outlines a twenty-five (25) year plan for complete accessibility in Ontario by 2025. The Accessibility Directorate of Ontario was also established, currently through the Ministry of Economic Development, Employment and Infrastructure. The legislation sees the establishment of standard development committees in the five (5) target areas as identified by the AODA. The standard development committees are responsible for recommending accessibility standards to the Ontario cabinet Minister responsible for the AODA. The five (5) target areas include Built Environment, Employment, Information and Communications, Customer Service and Transportation. These standards apply across all sectors in Ontario including school boards. Following recommendations to the Minister, the committee's recommendations go out for public consultation after which they are confirmed into Regulations.

The Customer Service Standard (Ontario Regulation 429/07) became the first accessibility standard to be made into regulation and came into effect as a regulation on January 1, 2008. This standard requires that individuals with disabilities are able "to obtain, use and benefit from goods and services". This includes businesses granting access to service animals and support people in publicly-accessible areas, provide accessible customer service, and implement a feedback system. All service providers had to comply with the standard by January 1, 2012. The AODA requires the review of each accessibility standard five years after it becomes law to determine whether the standard is working as intended and to allow for adjustments to be made as required.

In September 2013, the review commenced for the Customer Service Standard by the Accessibility Standards Advisory Council / Standards Development Committee. The Committee received feedback from the public on the Committee's initial proposed revisions to the Customer Service Standard from March 3, 2014 to May 22, 2014, before developing its final proposed revisions. The Committee delivered its final proposed revisions to the Customer Service Standard to the Government in the Fall of 2014. In November 2014, the Government made public the final proposal for revisions to the Customer Service Standard. The proposed amendments to the Customer Service Standard were largely based on recommendations from the review of the Standard by the Accessibility Standards Advisory Council / Standards Development Committee in 2013-2014. The proposal included incorporating the Customer Service Standard into the Integrated Accessibility Standards Regulation and made changes to requirements of the Standard, housing all the accessibility standards under one comprehensive regulation. The Ministry has prepared a detailed summary of the proposed changes for public review and comment. The Ministry proposed that these changes be enacted on July 1, 2016 and take immediate effect.

On May 31, 2010 the Ontario Government announced that it would integrate three standards into one streamlined regulation. The three standards are Information and Communications, Employment and Transportation. They are now known as the Integrated Accessibility Standards Regulation (IASR). Independently all three of these standards were developed, publicly consulted and submitted to the Government for consideration. The Integrated Standard (Ontario Regulation 191/11) was filed by the Ontario Government on June 3, 2011 and came into effect on July 1, 2011. The requirements are being phased in between 2011 and 2025. It consisted of three component standards addressing accessibility of *Information and Communications*, *Employment*, and *Transportation*. On 1 January 2013, the "*Design of Public Spaces (Built Environment)*" standard took effect and became part of the "*Integrated Accessibility Standards*

*Regulation".*

Effective July 1, 2016, Accessibility Standards for Customer Service is part of the Integrated Accessibility Standards Regulation (IASR) which includes the standards for: Information and Communications, Employment, Transportation, and Built Environment.

The Information and Communications Standard requires the Halton Catholic District School Board to create, provide and receive information and communications in ways that are accessible for people with disabilities. The Employment Standard requires the Board to make employment practices and workplaces more accessible to potential and existing employees with disabilities. The Transportation Standard ensures that integrated accessible school transportation services are provided. The transportation services for Ontario School Boards have undergone an organizational change in recent years. We have seen the establishment of a Transportation consortium in Halton which has physically paired the public and Catholic boards and moved them to a central location. All of the transportation services for the Halton Catholic District School Board are now run out of the Transportation consortium in Halton.

The Built Environment is the final standard. In December 2012, the Province passed Ontario Regulation 413/12 under the AODA, for the Design of Public Spaces, thereby amending the IASR with this additional content. In addition, the Ontario Building Code (OBC) has been amended to include enhancements to accessibility in buildings. As of January 1, 2015, new construction and renovations will be subject to updated accessibility requirements.

On February 13, 2015, the Ontario Government published a report on the Accessibility for Ontarians with Disabilities Act, 2005 ("AODA") by Mayo Moran, Provost and Vice-Chancellor of Trinity College at the University of Toronto. The report constitutes the second legislative review of the AODA and outlines her recommendations to the Government. The Government indicated that 2015 marks the 10th anniversary of the AODA and provides them with an opportunity to reflect on their accomplishments and renew their commitment to building an accessible Ontario by 2025.

This is the seventeenth (17) annual plan (2019- 2020) prepared by the Accessibility Working Group of the Halton Catholic District School Board.

The plan describes:

- (1) the measures that the Board has taken in the past,
- (2) the measures that the Board will take during the year (2019 - 2020) to identify, remove and prevent barriers for people with disabilities and
- (3) future measures that the Board will take. It outlines how the Halton Catholic District School Board is achieving compliance with the new Accessibility standards and Regulations under the AODA.

The Halton Catholic District School Board is committed to the continual improvement of access to school board facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community with disabilities. The plan also reports on the participation of people with disabilities in the development and review of its annual accessibility plan.

Initially, the Internal Accessibility Work Group identified twelve barriers for people with disabilities. In the years ahead, the mandate of the Boards Accessibility work group may be modified to comply with the legislative requirements put in place by the Government of Ontario.

## Aim

This plan describes the measures that the Halton Catholic District School Board has taken in the past and measures that will be taken during the next year and future years in order to identify, remove and prevent barriers for people with disabilities who work in, use or attend school board facilities and services.

## Objectives

This plan:

- (1) Reviews efforts at the Halton Catholic District School Board to remove and prevent barriers for people with disabilities during the past year(s)
- (2) All new policies, procedures, programs, practices and services that the Halton Catholic District School Board will develop, will be reviewed in the coming years to identify barriers for people with disabilities
- (3) Describes the process by which the Halton Catholic District School Board will identify, remove and prevent barriers for people with disabilities
- (4) Describes the measures the Halton Catholic District School Board will take in the coming years to identify, remove and prevent barriers for people with disabilities
- (5) Makes a commitment to review and update the Multi-Year Accessibility Plan at least once every five years and to conduct annual updates on the plan.
- (6) Describes how the Halton Catholic District School Board will make this accessibility plan available to the public.

## Commitment to Accessibility Planning

### Approval Process:

This updated Multi – Year Accessibility plan is reviewed by the Board’s Special Education Advisory Committee (SEAC). The Final plan is then presented to the Board of Trustees. The plan will then be posted on the Board’s website as a public document.

Currently, all our school buildings, grounds and administration offices, with the exception of 830 Drury Lane and the second floor of 802 Drury, provide barrier-free access. All new structures meet the Ontario Building Code and therefore government accessibility requirements. All two (2) storey schools have elevators installed. This was done through the Ministry Accessibility Grant.

The Halton Catholic District School Board has developed an initial accessibility template to ensure physical accessibility to and within all schools. If schools require accessibility work to be done, they submit the form to the Facility Management Services department. The Board has posted the updated Annual Accessibility Plan on its website.

The Halton Catholic District School Board is committed to:

- Establishing an Accessibility Work Group;
- Consulting with all people, in particular those with disabilities, in the development and review of its annual accessibility plans;
- 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 Work Group to prepare an accessibility plan that will enable the Halton Catholic District School Board to meet these commitments.

## Vision Statement

The Halton Catholic District School Board is a model learning community, widely recognized as distinctively Catholic, providing exceptional education, while nurturing the call to love and serve.

## Mission Statement

The Halton Catholic District School Board, in partnership with home and Church, is dedicated to providing excellence in Catholic education by developing Christ-centered individuals enabled to transform society.

## Governing Values

At the Halton Catholic District School Board, we value:

- *Our Catholic Faith* and aspire to be models of Christ through our actions of love, forgiveness, compassion, and acceptance.
- *The Whole Child* and create conditions that support the spiritual, intellectual, physical and emotional well-being of all students so that they may fulfill their God-given potential.
- *Excellence in Learning* and provide opportunities that meet the needs and aspirations of all learners in a supportive, creative and innovative learning environment.
- *Relationships and Partnerships* and recognize that our success is reflective of the healthy and vibrant partnership of staff, parents, pastors, and members of our broader community.
- *The Importance of Contributing to Our Communities* and respect diversity, celebrate multiculturalism, honour individual rights, and embrace the social values of collective responsibility and the common good.



## Description of the Halton Catholic District School Board

The Halton Catholic District School Board traces its roots to 1856, when Father Jeremiah Ryan founded St. Mary's School - the first Catholic elementary school in Oakville - to establish education programs for Catholic children in the town of Oakville. This was, in part, a response to a large influx of Catholic settlers in the Trafalgar area of Oakville.

The Oakville Separate School Board was formally established in 1856. Over the next 102 years, other school boards were established in Halton County and by 1958, there were four boards. These amalgamated into the single regional structure, called the Halton County Roman Catholic Separate School Board, which officially emerged on January 1, 1969. In 1998, the Halton Roman Catholic School Board became the Halton Catholic District School Board.

Presently, the Halton Catholic District School Board serves over 33,000 students through 9 secondary schools, 45 elementary schools and 3 Continuing Education Centres. The Halton Catholic District School Board provides all students with appropriate learning experiences in an inclusive faith community setting. Such experiences provide the opportunities for personal growth and prepare all students for active participation in the community. The Halton Catholic District School Board is committed to the principle that all students registered within its schools shall be welcomed into and will attend their neighbourhood/regional school. All students, regardless of special talents or challenging needs can grow best by attending schools which offer accessible programs in accessible settings through accessible services.

# The Accessibility Work Group Members

The Accessibility Work Group was formally established in 2003. Currently the work group consists of the following members:

Work Group Member	Department	Email Address
<b>Senior Staff</b>		
Joe O'Hara	Executive Officer; Human Resources Services	oharaj@hcdsb.org
Camillo Cipriano	Superintendent; Special Education Services	<a href="mailto:camilloc@hcdsb.org">camilloc@hcdsb.org</a>
<b>Administration</b>		
Dan Tkalcic	Manager; Purchasing Services	tkalcicd@hcdsb.org
Anthony Cordeiro	Principal; Notre Dame Secondary Catholic School	cordeiro@hcdsb.org
Courtney Abrahams	Senior Manager; Capital Projects, Facilities	AbrahamsC@hcdsb.org
Bill Cripps	Senior Manager; I.T. Services	<a href="mailto:crippsb@hcdsb.org">crippsb@hcdsb.org</a>
Linda Murray	Manager; Library Services	<a href="mailto:murrayl@hcdsb.org">murrayl@hcdsb.org</a>
Wendy Reid-Purcell	Special Education Coordinator	Reid-purcellw@hcdsb.org
<b>Special Education Advisory Committee (S.E.A.C.)</b>		
Brenda Agnew	Easter Seals Ontario	<a href="mailto:brendaagnew@hotmail.com">brendaagnew@hotmail.com</a>
<b>Employee Groups</b>		
Amber Colonico	CUPE 5200 Representative	colonicoa@hcdsb.org
Kirsti Duarte	CUPE 5200 Unit B Representative	duartek@hcdsb.org
Claire Slaven	OECTA – Elementary Representative	slavenc@hcdsb.org
Tara Hambly	OECTA – Elementary Representative	tarahambly@haltonoecta.ca
Teresa Lorentz	APSSP Representative	lorentzt@hcdsb.org
Lorain Beraldo-Turner	OECTA – Secondary Representative	1stvp@hsuoecta.com
Gloria Thurston	CUPE 3166 Representative	Thurstong@hcdsb.org
Alex Norry	CUPE 2888 Representative	norrya@hcdsb.org
Lorain Beraldo-Turner	OECTA – Occasional Teacher Rep	1stvp@hsuoecta.com
Tara Hambly	OECTA – Occasional Teacher Rep	tarahambly@haltonoecta.ca
Celeste Bryant	CUPE 5200 LINC/ESL Representative	bryantc@hcdsb.org
<b>Human Resources Services</b>		
Angela Stumpo	Manager; Employee Relations	<a href="mailto:stumpoa@hcdsb.org">stumpoa@hcdsb.org</a>
Kim George	Health and Safety Officer	<a href="mailto:georgek@hcdsb.org">georgek@hcdsb.org</a>

## Barrier Removal Initiatives

During the last several years, there have been a number of informal initiatives at the Halton Catholic District School Board to identify, remove and prevent barriers to people with disabilities.

The Halton Catholic District School Board, through its Special Education Annual Plan, has addressed access for students with disabilities through modifications and accommodations of programs and services. The Special Education Plan is available on the board website at [www.hcdsb.org](http://www.hcdsb.org), accessed through the special education link.

All new structures meet the Ontario Building Code and therefore government accessibility requirements. The Halton Catholic District School Board has installed elevators in all two-story schools through the Ministry Accessibility Grant.

The Halton Catholic District School Board has developed an initial accessibility template to better ensure physical accessibility to and within all schools. If schools require accessibility work to be done, the form is completed and submitted to the Facility Management Services department for processing.

Attitudinal barriers for people with disabilities are being addressed through staff and student in-services about diversity, rewriting diversity policy/procedures and examining other policies and procedures for impediments to accessibility. The HCDSB has developed an equity and inclusive policy.

## Measures in Place

From this point forward, all Board programs, policies, practices and services will be subject to the guiding principles of inclusionary practice which reduces and minimizes barriers, thus providing an accessible environment for people with disabilities.

## Barrier-identification Methodologies

Since being formed in 2003, the Accessibility Work Group followed the consultation steps outlined below:

- Presentation to Senior Administration
- Presentation/Consultation to Employee Groups
- Focus Groups
- Presentation to Trustees

## Barriers Identified

This list of barriers is divided into six types:

- (1) physical
- (2) architectural
- (3) information or communication-based
- (4) attitudinal
- (5) technological; and
- (6) policies and practices

The following information on barriers was provided in September, 2003 from Human Resources Services, Business / Purchasing Services, Curriculum Services, Facility Management Services and the Special Education Services of the Halton Catholic District School Board – 802 and 830 Drury Lane, Burlington and the Education Resource Centre.

This information is collected under the Ministry of Economic Development, Employment and Infrastructure and not under the Education Act.

Type of Barrier	Description of Barrier	Strategy for its removal/prevention
<b>Physical</b>	Interior fire doors throughout hallways	Installation of hold-open devices controlled to the fire alarm or self-opening devices
	Standards to be used for a fully accessible washroom will be provided to Facility Management Services	Identify sites where washrooms are required
	Some facilities are missing lifts / ramps between floors or to stage areas	Identify a priority list
	Fire alarm systems that are audible only	Install approved fire alarm strobe lights throughout buildings
	Barriers created by environmental hazards	Ongoing maintenance from Facility Management Services
<b>Architectural/ Physical</b>	No wheelchair access available to: - 2nd Floor – Education Centre at 802 Drury Lane - 830 Drury Lane including IT Services - Portables at 802 Drury Lane	To be addressed with Administration Office Planning Committee
	Building design and components / elements, furniture and equipment that may not provide access	Work Group will review the Canadian Standards Association Standards for Accessibility B651
<b>Communication / Information</b>	Board communications are required to be available in a variety of formats, providing accessibility.	Administration will investigate alternate and inclusionary strategies

<b>Attitudinal</b>	Understanding of accessibility for persons with disabilities and the knowledge to address the remedies (i.e. Behaviour; Communication; Intellectual; Physical and Multiple)	Investigate training and information programs for the Halton Catholic District School Board community
<b>Policy/Practice</b>	Policies and / or practices in place	Refer for Policy development and investigation
<b>Technological</b>	All equipment may not meet needs of persons with disabilities	Investigate and develop test practices

Barriers to be Addressed in 2019-2020, provides an update on progress undertaken by the Board to remove barriers to accessibility.

*Barriers to be Addressed in 2019-2020 And Progress to Date*

<b>Barrier</b>	<b>Objective</b>	<b>Means to remove / prevent</b>	<b>Performance criteria</b>	<b>Timing</b>	<b>Responsibility</b>	<b>Progress to date</b>
<b>Attitudinal</b> Will increase staff knowledge about disabilities	Assist staff to understand how to accommodate students and staff with various types of disabilities	Disability awareness workshops and material prepared for staff & the community	Staff will be made aware of ways to accommodate students and staff with physical & non-physical disabilities	Sessions to be offered on Professional Development Days, and to be on-going	Special Education	<p>Training of staff is ongoing and based on the needs of our students. The Special Education Department provides an annual series of Professional Development workshops and in-services to build staff capacity related to meeting the needs of students with various exceptionalities. In addition, based on the immediate needs of students, the Special Education Department provides training to all staff and students on an ongoing basis related to augmentative and alternative communication, braille and use of both hardware and software to support students who are deaf or hard of hearing, blind, as well as students with physical disabilities. Autism, Developmental Disabilities and Learning Disabilities.</p> <p>Stay, Play, Talk embeds diversity awareness/appreciation in the program</p> <p>Twitter activity by educators, BAs, CYC, SLPs/CDAs create awareness of what students with varying abilities can do</p> <p>Mentally healthy schools initiatives reduce stigma and create awareness about supporting well-being in staff and students</p> <p>Schools hosting opportunities for students with</p>

					<p>disabilities to share their experiences</p> <p>Dress Loud Day, Down Syndrome Day, Autism Awareness – these events promote understanding and awareness</p> <p>FASD awareness presentations to school staff and to principals/vice principals</p> <p>HGDSB has partnered with LEARNStyle, to support students with SEA claims and the staff supporting them, in the use of assistive technology. Students in Structured Teaching and Life Skills rooms are equipped, as required, with lifting and mobility devices through SEA funding</p> <p>Ongoing collaboration with community partners in the implementation of the Provincial Transition Planning Framework: Transition Planning for Young People with Developmental Disabilities. This work promotes a planned, organized approach to help young people with developmental disabilities prepare for the transition to adulthood and leaving children's services.</p> <p>Participation in a Ministry of Education <i><b>Transition Pilot for Students with Developmental Disabilities, to explore successful practices in transitioning students with developmental disabilities to work, community or postsecondary education.</b></i> (2018-2020)</p>
--	--	--	--	--	---

						<p>March 2010 all staff were in serviced on the Customer Service training presentation either through staff meetings or online.</p> <p>Ongoing equity work to build capacity around “equity lens” (including Equity and Inclusion Training on June 20/12)</p> <p>April 26, 2013 - Online Accessibility Awareness Training for Principals, VPs, Teachers, CYCs, EAs and ECEs</p> <p>November 12, 2013 – Online Accessibility Training for all staff regarding the Integrated Accessibility Standard (Regulation 191/11) and on Human Rights Code provisions regarding disabilities).</p> <p>Review and update Human Resources procedures and practices with regard to recruitment, job accommodations, individual accommodation plans, return to work, performance appraisal, career or professional development.</p>
<b>Technical</b>	Ensure that website is accessible to people who use screen-reading software	Enroll I.T. staff in courses on accessible website design and/or hire external consultant to	Persons with disabilities can access school board website	Commenced work in Jan 2004 – ongoing	I.T.	<p>In early 2017, the Board introduced the “Read and Write” software program across the system. This program is an easy-to-use toolbar to make documents, files and web pages more accessible. Read&amp;Write is marketed as a confidence booster for students who require support with their reading and writing. It further supports English</p>



		make changes				<p>Language Learners, as well as students with Learning Disabilities. From hearing emails or documents read out loud to text prediction, picture dictionaries and summary highlighters, Read&amp;Write is focused on supporting everyday literacy tasks.</p> <p>All staff and students have access to Read&amp;Write, which supports both text to speech and speech to text, for ease of access. Read&amp;Write is available across all platforms.</p> <p>HCDSB Internet site has Google Translate capability.</p> <p>Ensure that the content on the websites are presented in the clearest, most concise methods. For the most part, the Board website is readable by screen readers.</p> <p>Review Board and school websites to access level of accessibility. Ensure that new sites and web contents on these sites meet WCAG 2.1, Level A standards.</p> <p>HCDSB started using office 365 platform for various applications. This makes board's digital environment more inclusive as accessibility capabilities are built in to Office 365.</p> <ul style="list-style-type: none"> <li>Partnered with LEARNStyle, in 2017 to support students with SEA claims and the</li> </ul>
--	--	--------------	--	--	--	--

						<p>staff and parents supporting them, by increasing their knowledge around supportive programs for students with varying identifications</p> <ul style="list-style-type: none"> <li>• Partnered with LEARNStyle to support STC/Lifeskills/CLC teachers in using technology to support their SEA students</li> <li>• SEA supported the addition of an Assistive Technology Speech Language Pathologist (AT SLP) to support staff and students using augmentative communication devices</li> <li>• Increase the use of technology through SEA to support communication – specifically iPads to support expressive/receptive language development and to support voice output</li> <li>• Boardmaker online has enhanced ability of all staff to create visuals to support students who have receptive language difficulties</li> <li>• Core communication boards available in classrooms and on playgrounds to support children with complex communication needs be able to communicate across environments</li> </ul>
--	--	--	--	--	--	---

<b>Physical</b> School reception stations are too high for wheelchair users	Reconfigure school reception areas	Consult with architect and contractor to remodel station	Students in wheelchairs will be able to speak to school receptionist at eye level at counter	Reception areas completed	Facilities Management Services	Canadian Martyrs, Guardian Angels, Holy Family, Mother Teresa, Our Lady of Peace Sacred Heart of Jesus, St. Andrew, St. Catherine's of Alexandria, – all have wheelchair accessible reception areas. St. Timothy had their office area upgraded including the counter and had an area lowered for wheelchair accessibility.

*Specific Physical Undertakings*

<b>Barrier</b>	<b>Objective</b>	<b>Means to Remove/ prevent</b>	<b>Performance Criteria</b>	<b>Timing</b>	<b>Responsibility</b>	<b>Progress to Date</b>
Interior fire doors throughout hallways						Review on a case by case basis
Fully accessible washrooms at each site						All sites have wheelchair accessible washrooms
Missing lifts / ramps between floors or stage areas						Lift completed at St James Elementary and St. Raphael Elementary, St. Francis, St. Matthews, St. Bernadette and St. Timothy. Additional portal supplied to St. Christopher to address accessibility issues Reviewed completed at Holy Rosary (Burlington) and ramps have been installed in the

						stage and computer lab area
Fire notification systems that are visual, auditory, strobe						Done on a school by school basis based on need. St. Thomas Aquinas Music and Tech rooms completed in June 2019
Wheelchair access to the Boards' resource centres (including Board office)						Board office is now accessible on main floor Program services is now wheelchair accessible
Barriers created by environmental hazards						Protocols implemented as required i.e. mould
Increase the visibility of the signage of accessible parking spots						Sign erected over and above the painted accessible sign on the pavement to ensure that the designated spots are left open and available for those that require them as pavement painted sign can be snowed covered in the winter.  All schools audited for signage including by-law information, installations of outages to commence summer 2020.
Increase accessibility of all naturalized Kindergarten playgrounds for all students						Modifications to existing structures and spaces, and collaborative approach to planning future projects with the support of a SEAC member representative from Easter

						Seals to ensure access for all students to play areas
<b>Policies</b> Examine all school board policies for inclusiveness	All board policies are inclusive and address accessibility issues	Administration staff to review relevant policies and procedures	Inclusion for all staff	Commence in Oct 2003 and will be ongoing	Board Administration	<p>All new and updated policies receive three opportunities for input by stakeholders throughout the Board. These policies are reviewed for legislative compliance and inclusiveness. The Board does have an inclusion policy for students, and an obligation to accommodate staff under the Ontario Human Rights Code and the Ontarians with Disabilities Act</p> <p>Board sponsored events such as the Special Olympics and Cross Country Meets for all students with special needs. The Board has added Accessibility Standards for Customer Service Policy I-18, Procedures for Use of Assistive Devices by the General Public, Use of Service Animals by the General Public, Use of Support Person by the General Public, Accessibility Standards- Notification of Disruption of Services, Monitoring and</p>

						<p>Feedback on Accessible Customer Service.</p> <p>2012 – Equity and Inclusion Policy Review Committee is reviewing and adding inclusive language into existing policies.</p> <p>2013 – Developed policy for the Integrated Accessibility Standard</p>
<p><b>Architectural</b></p> <p>All new schools and renovations to existing schools are accessible.</p>	Accessible for all persons with disabilities	Consult with facilities planning and redesign	All new schools in plan are completely accessible	Commence in Oct 2003 and ongoing	Facilities Services	All new renovations to new and existing schools are accessible and comply with the building code – which considers accessibility issues.

<b>Barrier</b>	<b>Objective</b>	<b>Timing</b>	<b>Responsibility</b>	<b>Progress to Date</b>
Transportation	AODA mandated that school boards annually develop individual accommodation plans for transportation for students who require special transportation.	To be completed by the end of January 2014 and then annually at the beginning of each school year moving forward.	Special Education	<p>As of January 2014 schools:</p> <ul style="list-style-type: none"> <li>ensure that integrated accessible school transportation services are provided for their students; or</li> <li>ensure that appropriate alternative accessible transportation services are provided for students with disabilities, where in the opinion of the board integrated accessible school transportation services are not possible or not the best option for a student with a disability because of the nature of the disability or safety concerns. (July 1, 2011)</li> <li>identify students with disabilities before the commencement of</li> </ul>

				<p>each school year or during the school year, based on the needs of the student with a disability;</p> <p>i) develop individual school transportation plans for each student with a disability</p> <p>ii) detail student assistance needs for each student with a disability, and</p> <p>iii) include plans for individual student boarding, securement and de-boarding;</p> <ul style="list-style-type: none"> <li>• identify and communicate to the appropriate parties the roles and responsibilities of the transportation provider, the parents or guardians of the student with the disability, the operator of the vehicle used to transport the student, appropriate school staff and the student with the disability.</li> </ul>
--	--	--	--	--

*Additional Barriers to be addressed under the Multi-Year Accessibility Plan*

Type of Barrier	Location	Action	Target Date
Physical	To be determined	Installation of accessibility features in all new schools and schools being renovated.	Ongoing
Information/ Communication	Board-wide	Identify and have ready access to resources that enable the Board to provide information and communication supports upon request and in a timely manner to persons with disabilities (access to board meetings / school events)	January 2015 (Completed)
Information/ Communication	Board-wide	Review the readiness of school libraries to provide accessible or conversion ready formats of print resources upon request	January 2015 (Completed)
Information / Communication	Board-wide	Review the readiness of school libraries to provide digital and multimedia resources in accessible format upon request	January 2020 (Completed)
Information / Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.1, Level AA Standards	2021 deadline

## Review and Monitoring Process

Throughout the year, evaluation of the effectiveness in implementing the barrier-removal and prevention strategies will be ongoing in preparation for the next year of accessibility planning.

The Accessibility Work Group reminds staff about roles in implementing the plan.

## Communication of the Plan

The Halton Catholic District School Board's accessibility plan will be posted on the Board's website at [www.hcdsb.org](http://www.hcdsb.org) and hard copies will be available upon request. The plan can be made available in accessible formats.

Contact information for accessible format requests: Special Education Services -Tel: 905-632-6300 or Fax: 905-632-9516.



# School Accessibility Survey September 2020

	Single Storey Building.	Automatic Door Opener on the exterior doors.	Exterior Ramp to main entrance.	Fiat Grade to main entrance.	Number of designated Accessible parking spaces.	Other ramp locations; if applicable how many?	Automatic Door openers in the interior of the school.	Accessible cubicles in the washrooms.	Separate accessible washrooms.	Elevator on site / elevating lift device.	EVAC chairs on site. How many?	Visual Alarm System.
Catholic Education Centre 802 Drury Lane	X	√	X	√	3	1	√	√	√	X	1	X
Catholic Education Centre 830 Drury Lane	X	X	X	√	3	X	X	X	X	X	X	X
Thomas Merton Oakville	√	√	√	√	4	X	X	√	X	-	X	X
Thomas Merton Milton	X	X	√	X	2	1	X	√	X	√	1	X
Thomas Merton Burlington	X	X	√	X	0	1	X	√	X	√	X	√
Assumption	X	√	√	X	4	4	√	√	X	√	6	√
Bishop P.F. Reding	X	√	X	√	4	1	X	√	√	√	6	X
Christ the King	X	√	X	√	2	2	√	√	√	√	8	√
Corpus Christi	X	√	X	√	4	X	√	√	√	√	6	√
Holy Trinity	X	√	√	√	6	2	√	√	√	√	7	√
Notre Dame	X	√	-	√	6	1	√	√	√	√	7	√
St. Ignatius of Loyola	X	X	X	X	2	1	X	√	X	√	5	√
St. Thomas Aquinas	X	√	√	√	4	X	√	√	√	√	8	√
Jean Vanier	X	√	√	√	11	2	√	√	√	√	5	√
Ascension	X	√	√	√	2	2	√	√	√	√	3	√
Canadian Martyrs	√	√	√	√	2	2	√	√	√	-	-	X
Guardian Angels	X	√	X	√	4	X	√	√	√	√	3	X
Holy Cross	X	√	X	√	2	X	X	X	√	√	2	X
Holy Family	√	√	√	√	2	2	√	√	√	-	-	X
Holy Rosary Burlington	X	√	X	√	1	X	X	√	X	√	4	X
Holy Rosary Milton	X	√	X	√	2	X	√	√	√	√	3	X
Mother Teresa	X	√	X	√	2	X	√	√	√	√	2	X
Our Lady of Fatima	X	√	X	√	3	X	√	√	√	√	3	X
Our Lady of Peace	X	√	X	√	2	X	√	√	√	√	2	√
Our Lady of Victory	√	√	X	√	2	1	√	√	√	√	-	X

	Single Storey Building.	Automatic Door Opener on the exterior doors.	Exterior Ramp to main entrance.	Flat Grade to main entrance.	Number of designated Accessible parking spaces.	Other ramp locations; if applicable how many?	Automatic Door openers in the interior of the school.	Accessible cubicles in the washrooms.	Separate accessible washrooms.	Elevator on site / elevating lift device.	EVAC chairs on site. How many?	Visual Alarm System.
Pope John Paul II	X	√	X	√	3	3	√	√	√	√	3	X
Sacred Heart of Jesus	X	√	X	√	4	X	√	√	√	√	3	√
St. Andrew	X	√	X	√	3	X	√	√	√	√	3	X
St. Anthony of Padua	X	√	X	√	3	X	X	√	√	√	3	√
St. Bernadette	X	√	√	√	3	2	√	√	√	√	3	X
St. Brigid	X	√	√	X	2	3	X	X	√	√	2	X
St. Catherine of Alexandria	X	√	√	√	6	X	√	√	√	√	2	X
St. Christopher	X	√	X	√	2	X	√	√	√	√	3	√
St. Dominic	X	√	X	√	2	X	X	X	√	√	4	X
St. Elizabeth Seton	X	√	X	√	2	X	√	X	√	√	3	X
St. Francis of Assisi	√	X	X	√	1	X	√	√	√	√	X	√
St. Gabriel	X	√	√	√	1	1	√	√	√	√	4	X
St. James	√	√	X	√	2	X	√	X	√	√	1	X
St. Joan of Arc	X	√	X	√	3	X	√	√	√	√	3	X
St. John Burlington	X	√	√	X	2	X	X	√	√	√	3	√
St. John Oakville	X	√	√	√	2	2	X	√	X	√	2	X
St. Joseph Acton	√	√	√	√	2	2	√	√	√	-	-	X
St. Joseph Oakville	X	√	√	X	2	1	X	√	X	√	3	X
St. Luke	X	√	X	√	1	1	X	√	√	√	2	√
St. Marguerite d'Youville	X	√	X	√	2	X	√	√	√	√	3	X
St. Mark	X	√	-	√	2	-	-	√	√	√	2	X
St. Matthew	√	√	-	√	2	X	√	X	√	√	1	√
St. Michael	√	√	X	√	2	X	√	√	√	√	X	X
St. Patrick	√	√	√	√	4	1	X	X	√	√	X	X
St. Paul	X	√	X	√	1	2	X	X	√	√	3	X
St. Peter	X	√	X	√	4	X	√	√	√	√	3	√

	Single Storey Building.	Automatic Door Opener on the exterior doors.	Exterior Ramp to main entrance.	Flat Grade to main entrance.	Number of designated Accessible parking spaces.	Other ramp locations; if applicable how many?	Automatic Door openers in the interior of the school.	Accessible cubicles in the washrooms.	Separate accessible washrooms.	Elevator on site / elevating lift device.	EVAC chairs on site. How many?	Visual Alarm System.
St. Raphael	X	√	√	X	1	X	√	X	√	√	2	√
St. Timothy	√	√	X	√	2	X	√	X	√	√	1	X
St. Vincent	√	√	√	√	2	X	X	√	√	√	X	X
Lumen Christi	X	√	X	√	4	1	√	√	√	√	3	√
St. Mary	X	√	X	√	4	1	√	√	√	√	3	X
St. Anne	X	√	√	√	4	X	√	√	√	√	3	√
St. Benedict	X	√	√	√	3	3	X	X	√	√	3	√
Queen of Heaven	X	√	√	√	4	3	√	√	√	√	3	√
St. Gregory the Great	X	√	√	√	5	3	X	√	√	√	3	√

√ -Yes

x-no

-Not applicable

## Where can I get more information about the *Accessibility for Ontarians with Disabilities Act, 2005*?

Questions can be directed to:

Accessibility Directorate of Ontario  
Ministry of Economic Development, Employment and Infrastructure  
601A – 777 Bay Street  
Toronto ON M7A 2J4

Additional information available on-line at:

[www.ontario.ca/accesson](http://www.ontario.ca/accesson)

Or via phone:

Phone: 416-849-8276 or 1-866-515-2025  
TTY/TDD: 1-800-268-7095 or 416-325-3408

# Appendices

## Appendix A: Integrated Accessibility Standards - Customer Service Form



### Integrated Accessibility Standards - Customer Service Form

The purpose of this form is to receive and respond to feedback on how our goods or services are provided to individuals with disabilities. Please send the completed form to the attention of the Executive Officer; Human Resources 802 Drury Lane Burlington, Ontario L7R 4L3 fax 905-632-3435

Name:

Contact Information:

(state telephone number and the best time to contact you and/or your email address)

Please state your concern:

Please state the location and date pertaining to your concern:

Did you speak with anyone at the facility regarding your concern? Yes ☐ No ☐  
If yes, please provide the contact name if known (Principal/Manager, Other)

What was their response?

How can we assist you?

Additional Information:

Signature

Date

'Personal information on this form is collected under the legal authority of the Accessibility for Ontarians with Disabilities Act and will be used to monitor issues and to receive feedback under the Integrated Accessibility Standards for Customer Service. Questions regarding this collection are to be directed to the Executive Officer, Human Resources Services

## Appendix B: Operating Policy; Integrated Accessibility Standards

### OPERATING POLICY

### HALTON CATHOLIC DISTRICT SCHOOL BOARD

### INTEGRATED ACCESSIBILITY STANDARDS

POLICY No.: I-20

DATE : MAY 6, 2014

AMENDED: APRIL 4, 2017

#### PURPOSE

To comply with the Ontario Ministry of Labour and Ministry of Education in the area of Accessibility Standards to break down barriers and increase accessibility for people with disabilities in the areas of information and communications, employment and transportation.

#### APPLICATION & SCOPE

The Halton Catholic District School Board strives to ensure a fully accessible environment for all persons with disabilities, and will continue to build upon and improve its practices in addition to ensuring that it meets the accessibility needs of persons with disabilities in a timely manner, consistent with the specific requirements of the Act and its regulations.

This policy applies to all operation policies and procedures in all facilities within the Halton Catholic District School Board

#### REFERENCES

- [Accessibility for Ontarians with Disabilities Act, 2005 \(AODA\)](#)
- [Integrated Accessibility Standards, Ontario Regulation 191/11](#)
- [Equity and Inclusive Education in Ontario Schools Guidelines \(2014\)](#)
- [Ontario Human Rights Code](#)

#### DEFINITIONS/EXPLANATIONS

1. **Customer** is any person who uses the services of the school board.
2. **Assistive Device** is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.
3. **Service Animal** is an animal that is being used because of a person's disability and this is either readily apparent or is supported by a letter from a regulated health professional.
4. **Support Person** is a person who assists or interprets for a person with a disability as they access the services of the Board. A support person is distinct from an employee who supports a student in the system.
5. **Third Party Contractors** is any person or organization acting on behalf of or as an agent of the Board (e.g. bus operators, psychologists).

- 6. Barriers to Accessibility** means anything that prevents a person with a disability from fully participating in all aspects of the services of the Board. This includes, but is not limited to, a physical barrier, an architectural barrier, information or communications barrier, an attitudinal barrier, a technological barrier.
- 7. Accommodation** is a means, through reasonable efforts, of preventing and removing barriers that impede individuals with disabilities from participating fully in the services of the Board.
- 8. Interpreter Services** are services provided for hearing impaired individuals.

### PRINCIPLES

The Halton Catholic District School Board is committed to providing services to our students, parents/guardians, the public and our staff that are free of barriers and biases. The Board will ensure that key principles of independence, dignity, integration and equality of opportunity are reflected and valued in our learning and working environments. Our conduct demonstrates our belief in the strength diversity brings to our communities as modeled by Jesus Christ.

It is the policy of the Halton Catholic District School Board to provide an environment in all of its facilities that builds independence, dignity and respect for our students, parents/guardians, the public and our staff. Further, we are committed to giving people with disabilities the same opportunity of access to our services in the same location and in a similar way as these services are available to all others we service in Catholic education.

The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusion Strategy in a manner which is consistent with the exercise of the Board's denominational rights under *Section 93 of the Constitutional Act, 1982* and as recognized at *Section 19 of the Ontario Human Rights Code*.

### REQUIREMENTS

The Halton Catholic District School Board has developed, maintained and documented an Accessibility Plan outlining the Board's strategy to prevent and remove barriers from its workplace and to meet its requirements under the Regulation.

This Accessibility Plan will continue to be reviewed and updated in consultation with persons with disabilities at least every five years and will be posted on the Board's website. Upon request, the Board will provide a copy of the Accessibility Plan in an accessible format.

In addition, the Board will prepare annual status reports on the progress of measures taken to implement the strategy outlined in the Accessibility Plan and will post the status reports on its website. Status reports will also be made available in an accessible format upon request.

**PROCURING OR ACQUIRING GOOD, SERVICES OR FACILITIES**

The Board will continue to ensure that accessibility criteria and features are incorporated when it procures or acquires goods, services or facilities, except where it is not practical to do so. Where it is not practical to incorporate accessibility criteria and features, the Board will provide an explanation upon request.

**TRAINING EMPLOYEES AND VOLUNTEERS**

The Board will ensure that training is provided on the requirements of the accessibility standards referred to in the Regulation and provide training on the *Human Rights Code* as it pertains to persons with disabilities to all its employees and volunteers.

The training will be appropriate to the duties of the employees, volunteers and other persons. Staff will be trained when there are substantial changes are made to the accessibility policy. New staff will be trained upon commencement of employment.

The Board will keep a record of the training that it provides.

**1. INFORMATION AND COMMUNICATIONS STANDARD:****a) FEEDBACK**

The Board will continue to ensure that its process for receiving and responding to feedback is accessible to persons with disabilities by providing, or arranging for the provision of, accessible formats and communications supports, upon request.

**b) ACCESSIBLE FORMATS AND COMMUNICATION SUPPORTS**

Upon request, the Board will provide, or will arrange for the provision of accessible formats and communication supports for persons with disabilities in a timely manner that takes into account the person's accessibility needs due to disability.

The Board will consult with the person making the request in determining the suitability of an accessible format or communication support.

The Board will also notify the public about the availability of accessible formats and communication supports.

**c) ACCESSIBLE WEBSITES AND WEB CONTENT**

The Board will ensure that its Internet and Intranet websites, conform with the World Wide Web Consortium Web Content Accessibility Guidelines (WCAG) 2.0.



## 2. EMPLOYMENT STANDARDS

### a) RECRUITMENT

The Board will notify its employees and the public about the availability of accommodation for applicants with disabilities in its recruitment process.

### b) RECRUITMENT, ASSESSMENT OR SELECTION PROCESS

The Board will notify job applicants, when they are individually selected to participate further in an assessment or selection process, that accommodations are available upon request in relation to the materials or processes to be used.

If a selected applicant requests an accommodation, the Board will consult with the applicant and provide, or arrange for the provision of, a suitable accommodation in a manner that takes into account the applicant's accessibility needs due to disability.

### c) NOTICE TO SUCCESSFUL APPLICANTS

When making offers of employment, the Board will notify the successful applicant of its policies for accommodating employees with disabilities.

### d) INFORMING EMPLOYEES OF SUPPORTS

The Board will continue to inform its employees of its policies (and any updates to those policies) used to support employees with disabilities, including policies on the provision of job accommodations that take into account an employee's accessibility needs due to disability. This information will be provided to new employees as soon as practicable after commencing employment.

### e) ACCESSIBLE FORMATS AND COMMUNICATION SUPPORTS FOR EMPLOYEES

Upon the request of an employee with a disability, the Board will consult with the employee to provide, or arrange for the provision of, accessible formats and communication supports for information that is needed to perform his/her job, and information that is generally available to other employees.

In determining the suitability of an accessible format or communication support, the Board will consult with the employee making the request.

### f) WORKPLACE EMERGENCY RESPONSE INFORMATION

The Board will provide individualized workplace emergency response information to employees who have a disability when required. The Board will provide this information as soon as practicable after becoming aware of the need for accommodation.

Where the employee requires assistance, the Board will, with the consent of the employee, provide the workplace emergency response information to the person designated by the Board to provide assistance to the employee.

The Board will review the individualized workplace emergency response information when the employee moves to a different location in the organization, when the employee's overall accommodations needs or plans are reviewed and when the Board reviews its general emergency response policies.

**g) DOCUMENTED INDIVIDUAL ACCOMMODATION PLANS**

The Board will continue to maintain a documented individual accommodation plans for employees with disabilities.

If requested, information regarding accessible formats and communication supports provided will also be included in individual accommodation plans.

In addition, the plans will include individualized workplace emergency response information (where required), and will identify any other accommodation that is to be provided.

**h) RETURN TO WORK PROCESS**

The Board will maintain a documented return to work process for its employees who have been absent from work due to a disability and who require disability related accommodations in order to return to work.

The return to work process will outline the steps the Board will take to facilitate the return to work and will include documented individual accommodation plans as part of the process.

This return to work process will not replace or override any other return to work process created by or under any other statute (ie. the *Workplace Safety Insurance Act, 1997*).

**i) PERFORMANCE MANAGEMENT, CAREER DEVELOPMENT AND ADVANCEMENT AND REDEPLOYMENT**

The Board will continue to take into account the accessibility needs of employees with disabilities, as well as individual accommodation plans, when conducting performance management, providing career development and advancement to employees, or when redeploying employees.

**3. CUSTOMER SERVICE STANDARDS**

The Board will:

- provide services that respect the independence and dignity of the people with disabilities. Such services incorporate measure that include, but are not limited the use of support persons;
- ensure that a disruption of service notice be posted at the site and on the Board's website when services that are normally provided to a person with a disability are temporarily unavailable, such as access to an elevator. Alternative(s) to disrupted service will also be posted;
- develop a process for receiving and responding to feedback in order to monitor the effectiveness of implementation of the Accessible Customer Service Standard. Information about the feedback process will be readily available to the public and will allow people to provide feedback using a number of methods;
- take into account the impact on persons with disabilities when purchasing new equipment, designing new systems or planning a new initiative so that adherence to this policy can be achieved efficiently and effectively;

- create a feedback process that will review the implementation of this policy with the Board's various constituency groups;
- establish a process for consulting with frontline staff and volunteers who have a role in implementing the expectations and procedures established under this policy to review its effectiveness;
- ensure that all communications with a person with a disability takes place in a manner that takes into account the person's disability.

**APPROVED:** Regular Meeting of the Board

**AUTHORIZED BY:**

\_\_\_\_\_  
Chair of the Board

## Appendix C: Administrative Procedure; Use of Assistive Devices by the General Public

### ADMINISTRATIVE PROCEDURE

### HALTON CATHOLIC DISTRICT SCHOOL BOARD

#### USE OF ASSISTIVE DEVICES BY THE GENERAL PUBLIC

#### ADMINISTRATIVE PROCEDURE No.: DATE:

VI-46 (a)  
February 2, 2010

#### PURPOSE

The Halton Catholic District School Board welcomes all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of people with disabilities. Such services incorporate measures that include, but are not limited to, the use of assistive devices.

#### APPLICATION & SCOPE

An assistive device is any device used by people with disabilities to help with daily living. Assistive devices include a range of products such as wheelchairs, walkers, white canes, oxygen tanks, electronic communication devices.

#### REQUIREMENTS

##### 1.0 Responsibility:

- 1.1 Supervisory Officers, Principals and/or designates and other supervisory staff will ensure that staff is trained to support parents and the general public who may use assistive devices while accessing board services.
- 1.2 Training is focused on how to interact with people using assistive devices rather than on the technical use of the assistive devices.
- 1.3 Students and staff have separate and specific procedures related to their personal use of assistive devices.

##### 2.0 Communication re Use of Assistive Devices

###### *Assistive Devices Carried by Persons with Disabilities*

- 2.1 The board website and each school website, as applicable, will indicate the availability of assistive devices provided by the board or school to assist in provision of services to people with disabilities.
- 2.2 Each board facility that is open to the public will, as applicable, post information in the front office/reception area that indicates the availability of assistive devices and encourage potential users to seek support from staff as required.

**\*\*Note:** these should include:

**Assistive devices:** TTY service, telephones with large numbers, amplifiers, lifts

**Services:** Sign language interpretation, oral interpretation, real-time captioning

**Alternate service methods:** Assistance of a staff person to complete a transaction, e.g. school registration

**APPROVED:** Regular Meeting of the Administrative Council

**AUTHORIZED BY:**

M. W. Pautler, Director of Education and Secretary of the Board

**DATE:**

.....

## Appendix D: Administrative Procedure; Use of Service Animals by the General Public

### ADMINISTRATIVE PROCEDURE

### HALTON CATHOLIC DISTRICT SCHOOL BOARD

#### USE OF SERVICE ANIMALS BY THE GENERAL PUBLIC

ADMINISTRATIVE PROCEDURE NO.:

VI-46

DATE:

February 2, 2010

AMENDED:

February 13, 2017

#### PURPOSE

The Halton Catholic District School Board welcomes all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of people with disabilities. Such services incorporate measures that include, but are not limited to, the use of service animals.

#### SCOPE AND OBJECTIVE

Service animals are animals that are being used because of a person's disability and this is either readily apparent or is supported by a letter from a regulated health professional.

Examples of service animals include dogs used by people who have vision loss, hearing alert animals for people who are deaf, deafened or hard of hearing, and animals trained to alert an individual to an oncoming seizure and can lead them to safety. The customer service standard's provisions also apply to animals providing other services to people with disabilities.

It is "readily apparent" that an animal is a service animal when it is obvious by its appearance or by what it is doing. For example, it may be readily apparent that an animal is a service animal if it is wearing a harness, saddle bags, and/or a sign that identifies it as being a service animal or has a certificate or identification card from a service animal training school or an identification card from the Attorney General of Ontario. It may also be readily apparent if a person is using the animal to assist him or her in doing things, such as opening doors or retrieving items.

**Service animals are not pets.**

#### REQUIREMENTS

##### 1.0 Responsibility:

- 1.1 Supervisory Officers, Principals and/or designates and other supervisory staff will ensure all staff, volunteers and others dealing with the public are properly trained in how to interact with people with disabilities who are accompanied by a service animal

##### 2.0 Access to Board Premises:

- 2.1 Any person with a disability who is accompanied by a service animal will be welcomed on Board and/or school premises with his or her service animal. Access will be in accordance with normal security procedures.
- 2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board offices where the public does not have access.

- 2.3 This procedure deals solely with the individual's right to be accompanied by a service animal. Access to classrooms for service animals used by students and staff is covered under separate procedures.

### **3.0 Exclusion of Service Animal:**

- 3.1 A service animal can only be excluded from access to the premises where this is required by another law. Examples include the *Health Protection and Promotion Act* and the *Food Safety and Quality Act*. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g. kitchen of school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom).
- 3.2 Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g. creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.
- 3.3 A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario *Dog Owners' Liability Act* which places restrictions on pit bull terriers.

### **4.0 Alternative Measures if Service Animal Must be Excluded:**

- 4.1 In the rare instance where a service animal must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the animal in a secure area where it is permitted by law and discussing with the person how best to service them, e.g. a person with a vision disability might need someone (a member of staff or volunteer) to guide them.

### **5.0 When it is Necessary to Confirm an Animal is a Service Animal:**

- 5.1 Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or board staff member may ask the person using the service animal for a letter from a physician or other health care professional confirming that the animal is needed because of a disability. The letter does not need to identify the disability, why the animal is needed or how it is used.
- 5.2 Where the person using the service animal regularly attends at the school or board facility, the principal and/or designate or other supervisory staff may request to keep a copy of the letter on file, but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises. The principal and/or designate or other supervisory staff shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for the in *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, cM56.



**REQUIREMENTS CONT'D...**

*and Quality Act*. The former Act prohibits service animals in places where food is prepared, processed, or handled (e.g. kitchen of school cafeteria or culinary arts classroom) although service dogs are permitted where food is served and sold (e.g. school cafeteria or lunchroom).

- 3.2 Where there is a risk to the health and safety of another person as a result of the presence of a service animal, consideration must be given to options available prior to exclusion of a service animal. An example would be a situation where an individual has a severe allergy to the service animal. It is the Board's expectation that the situation be fully analyzed and all measures to eliminate the risk be considered, e.g. creating distance between the two individuals concerned, making reasonable alterations to schedules, etc.

- 3.3 A service animal can be excluded if it is of a breed that is prohibited by law. An example would be the Ontario *Dog Owners' Liability Act* which places restrictions on pit bull terriers.

**4.0 Alternative Measures if Service Animal Must be Excluded:**

- 4.1 In the rare instance where a service animal must be excluded, the Board must make every effort to put alternative arrangements in place to provide the services required by the person with a disability. This could involve leaving the animal in a secure area where it is permitted by law and discussing with the person how best to service them, e.g. a person with a vision disability might need someone (a member of staff or volunteer) to guide them.

**5.0 When it is Necessary to Confirm an Animal is a Service Animal:**

- 5.1 Where an animal is not a trained guide dog and it is not readily apparent that the animal is a service animal, the school or board staff member may ask the person using the service animal for a letter from a physician or other health care professional confirming that the animal is needed because of a disability. The letter does not need to identify the disability, why the animal is needed or how it is used.
- 5.2 Where the person using the service animal regularly attends at the school or board facility, the principal and/or designate or other supervisory staff may request to keep a copy of the letter on file, but only as long as required by the circumstances. Alternatively, the person using the service animal may be asked to bring a letter with them on occasions when they visit the premises. The principal and/or designate or other supervisory staff shall preserve the confidentiality of the letter and information contained in the letter, and shall not use or disclose the letter or information except as provided for in the *Municipal Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, cM56.

APPROVED: Regular Meeting of the Administrative Council

AUTHORIZED BY:

M. W. Pautler, Director of Education and Secretary of the Board

DATE:

## Appendix E: Administrative Procedure; Use of Support Person by the General Public

### ADMINISTRATIVE PROCEDURE

### HALTON CATHOLIC DISTRICT SCHOOL BOARD

#### USE OF SUPPORT PERSON BY THE GENERAL PUBLIC

ADMINISTRATIVE PROCEDURE NO.:

VI-46(C)

DATE:

FEBRUARY 2, 2010

AMENDED:

FEBRUARY 13, 2017

#### PURPOSE

The Halton Catholic District School Board welcomes all members of the school and broader community to our facilities by committing our staff and volunteers to providing services that respect the independence and dignity of people with disabilities. Such services incorporate measures that include, but are not limited to, the use of support persons.

#### SCOPE AND OBJECTIVE

A support person is a person who assists or interprets for a person with a disability who accesses the services of the Board. A support person is distinct from an employee who provides support services to a student or staff person in the system – separate and specific procedures apply.

A support person is an individual chosen by a person with a disability to provide services or assistance with communication, mobility, personal care, medical needs or with access to goods or services. Personal care needs may include, but are not limited to, physically transferring an individual from one location to another or assisting an individual with eating or using the washroom. Medical needs may include, but are not limited to, monitoring an individual's health or providing medical support by being available in the event of a seizure.

The support person could be a paid professional, a volunteer, a friend or a family member. He or she does not necessarily need to have special training or qualifications.

#### REQUIREMENTS

##### 1.0 Responsibility:

1.1 Before making a decision to require a support person, the Board will:

- Consult with the person with a disability to understand their needs
- Consider health or safety reason based on the available evidence
- Determine if there is any other reasonable way to protect the health or safety of the person or others on the premises. In such a situation, the Board will waive the admission fee or fare for the support person, if one exists.

1.2 Supervisory Officers, Principals and/or designates and other supervisory staff will ensure that staff receive training in interacting with people with disabilities who are accessing board services accompanied by a support person.

##### 2.0 Access to Board Premises:

2.1 Any person with a disability who is accompanied by a support person will be welcomed on Board and/or school premises with his or her support person. Access will be in accordance with normal security procedures.



- 2.2 This requirement applies only to those areas of the premises where the public or third parties customarily have access and does not include places or areas of the school or board offices where the public does not have access.

### **3.0 Confidentiality:**

- 3.1 Where a support person is accompanying a person with a disability, who is the parent/guardian of a student, or is an adult student, for the purpose of assisting in a discussion that may involve confidential information concerning the student, the superintendent, principal or other staff member, must first secure the written consent of the parent/guardian or adult student regarding such disclosure.
- 3.2 Consent to the disclosure of confidential information in the presence of the support person must be given in writing by the parent or guardian or adult student.
- 3.3 A copy of the signed consent document will be retained in the school/board office.
- 3.4 If the parent/guardian or adult student uses a different support person for subsequent meetings, a new signed consent form will be required.
- 3.5 *Consent to Disclose Personal Health Information* form (Appendix "A") must be signed when information from regulated health professionals, e.g. psychologists, social workers and speech language pathologists is being shared with the parent/guardian or adult student accompanied by a support worker.
- 3.6 *Consent Form* (sample Appendix "B") is to be used for all other communications.

(Note: This would be a highly rare situation and would only occur where, after consultation with the person with the disability, requiring a support person is the only means available to allow the person to be on the premises and, at the same time, fulfill the Board's obligations to protect the health or safety of the person with a disability or of others on the premises.)

It is further noted that people with disabilities are free to accept a reasonable risk of injury to themselves just as other people do. Different individuals will have a different tolerance for risk. Risk should be weighed against any benefit for the person with a disability. It is not enough that the support person might help to protect health and safety; a support person must be necessary or essential to protect health and safety before you can require one – the risk cannot be eliminated or reduced by other means. Any considerations on protecting health or safety should be based on specific factors and not on assumptions. Just because someone has a disability doesn't mean they're not capable of meeting health or safety requirements.)

**APPROVED:** Regular Meeting of the Administrative Council

**AUTHORIZED BY:**

\_\_\_\_\_  
P. Dawson, Director of Education and Secretary of the Board



Halton Catholic District School Board  
**CONSENT TO DISCLOSE PERSONAL HEALTH INFORMATION**  
**Pursuant to the Personal Health Information Protection Act, 2004 (PHIPA)**

I, \_\_\_\_\_, authorize \_\_\_\_\_  
 (Print your name) (Print name of health information custodian)

to disclose:

☐ **my personal health information consisting of:**

---



---

(Describe the personal health information to be disclosed)

OR

☐ **the personal health information of:**

---

(Print the name of person for whom you are the substitute decision maker\*)

**consisting of:**

---



---

(Describe the personal health information to be disclosed)

to:

---



---

(Print name)

(Address of person requiring the information)

**I understand the purpose for disclosing this personal health information to the person noted above. I understand that I can refuse to sign this consent form.**



Halton Catholic District School Board

**Name:** (please print)

**Address:**

**Signature:**

**Date:**

**Witness Name:**(please print)

**Address:**

**Signature:**

**Date:**

*\*\* Please note: A substitute decision-maker is a person authorized under PHIPA to consent, on behalf of an individual, to disclose personal health information about the individual.*

February 2017



Halton Catholic District School Board

### SAMPLE CONSENT FORM

I, (parent/guardian) consent to the sharing of confidential information by (name of principal/teacher/other staff member) related to my child/ward (name of child) in the presence of my support person (name).

My support person (name) consents to safeguarding the confidentiality of the information shared.

#### AFFIRMATION OF CONSENT:

##### PARENT/GUARDIAN:

\_\_\_\_\_  
**Parent/Guardian Name:** (please print)

\_\_\_\_\_  
**Signature:**

\_\_\_\_\_  
**Date:**

##### SUPPORT PERSON:

I undertake to safeguard the confidentiality of information shared between (school staff) and (parent/guardian) for whom I am a support person.

\_\_\_\_\_  
**Support Person Name:** (please print)

\_\_\_\_\_  
**Signature:**

\_\_\_\_\_  
**Date:**



Halton Catholic District School Board

**WITNESS:**

**(PRINCIPAL/STAFF MEMBER)**

---

**Witness Name:** *(please print)*

---

**Signature:**

---

**Date:**

February 2017

## Appendix F: Administrative Procedure; Accessibility Standards – Notification of Disruption of Service

### ADMINISTRATIVE PROCEDURE

### HALTON CATHOLIC DISTRICT SCHOOL BOARD

#### ACCESSIBILITY STANDARDS – NOTIFICATION OF DISRUPTION OF SERVICE

ADMINISTRATIVE PROCEDURE No.: VI-46 (d)  
DATE: February 2, 2010

#### PURPOSE

The Halton Catholic District School Board is aware that members of the general public and students in schools rely on certain facilities, services or systems in order to access the services of the school or board offices.

#### APPLICATION & SCOPE

When services that are normally provided to a person with a disability are temporarily unavailable, such as access to an elevator, a disruption of service notice will be posted at the site and on the Board's website.

Escalators and elevators, for example, are important to people with mobility disabilities because that may be the only way they can access the premises. Other systems and services designed to meet the needs of people with disabilities can include accessible washrooms, amplification systems, and note-taking or TTY services. When those facilities or services are temporarily unavailable or if they are expected to be temporarily unavailable in the near future, a notice of disruption of service is required.

Generally, disruptions to all of the Board's services, such as during a major storm or power outage, do not require this special notice. However, if the disruption has a significant impact on people with disabilities, a notice of the disruption should be provided.

#### REQUIREMENTS

##### 1.0 Responsibility:

- 1.1 Supervisory Officers, Principals and/or designates and the Administrator, Communication Services will ensure that the users of board and school services are notified when there is a disruption in services that may have an impact on access to services by people with disabilities.

##### 2.0 How Must the Notice of Disruption of Services be Provided?:

- 2.1 Notice may be given by posting the information at a conspicuous place at or in the school/board facilities. Other options that may be used include: posting on the board and/or school website; through direct communication with users of the services in accordance with school/board practice.
- 2.2 Notice should be provided in multiple formats.
- 2.3 If the disruption is planned, notice should be provided in advance of the disruption. If the disruption is unplanned, notice should be provided as soon as possible after the disruption has been identified.

##### 3.0 What Must be Included in Notice of Disruption of Services:

- 3.1 The notice of disruption of service must include information about the reason for the disruption, its anticipated duration and a description of alternative facilities or services, if any, that are available.

**APPROVED:** Regular Meeting of the Administrative Council

**AUTHORIZED BY:**

M. W. Pautler, Director of Education and Secretary of the Board

**DATE:**

.....

## Appendix G: Administrative Procedure; Monitoring and Feedback on Accessible Customer Service

ADMINISTRATIVE PROCEDURE		HALTON CATHOLIC DISTRICT SCHOOL BOARD	
MONITORING AND FEEDBACK ON ACCESSIBLE CUSTOMER SERVICE	ADMINISTRATIVE PROCEDURE NO.:	VI-46(E)	
	DATE:	FEBRUARY 2, 2010	
	AMENDED:	FEBRUARY 13, 2017	

### PURPOSE

The Halton Catholic District School Board is committed to monitoring the effectiveness of implementation of the Integrated Accessible Standards through a process for receiving and responding to feedback. Information about the feedback process will be readily available to the public and will allow people with disabilities to provide feedback using a number of methods.

### SCOPE AND OBJECTIVE

The Board has created a feedback process that reviews the implementation of this procedure with the Board's various constituency groups. Methods would include electronic means such as websites.

### REQUIREMENTS

#### 1.0 Responsibility:

- 1.1 The Executive Officer, Human Resources Services and/or designate will implement a process for Feedback on Accessible Customer Service that has the following components:
  - a) Information on the Board and school websites inviting users of Board services to provide feedback on their experience with or concerns about access to services for people with disabilities;
  - b) Printed information available through school offices and public offices of the Board to invite people with disabilities to provide feedback on their experience with or concerns about accessibility of services. Consideration should be given to providing information in alternate formats.
  - c) Information on how the Board will respond to feedback.
- 1.2 The Executive Officer, Human Resources Services and/or designate will create a process for reviewing implementation of the policy on Integrated Accessibility Standards that includes consultation with various constituency groups at least every three (3) years. Consultation methods may include electronic feedback and focus groups.

#### 2.0 Methods for Feedback:

- 2.1 A range of methods for soliciting feedback will be employed to ensure optimum access to the feedback process by people with disabilities.
- 2.2 Methods could include email, verbal input, suggestion box, or feedback card.
- 2.3 The feedback process should include the title(s) of the person(s) responsible for receiving feedback and indicate how the Board's response to the feedback will be made known.

**3.0 Proactive Measures for Accessible Customer Service:**

- 3.1 To ensure ongoing efficient and effective adherence to the Board's policy on Accessibility Standards for Customer Service, the Board, its school-based administrators and other supervisory staff including those representing the Board in multi-board consortia will take into account the impact on people with disabilities when purchasing new equipment, designing new systems or planning a new initiative.

**APPROVED:** Regular Meeting of the Administrative Council

**AUTHORIZED BY:**

\_\_\_\_\_  
P. Dawson, Director of Education and Secretary of the Board