



York Region District School Board

Annual Accessibility Report 2019-2020

Building an Accessible and Inclusive York Region District School Board

A report on measures taken in the past school year to identify, remove and prevent barriers to accessibility for everyone who learns, works and/or participates in the YRDSB community.



How do I access the Annual Accessibility Report?

The YRDSB Annual Accessibility Report is available in any of the following ways:

- **Online to the public:** Go to [Accessibility Reports and Plans](#) on the YRDSB accessibility webpage
- **By email:** aoda@yrdsb.ca
- **By telephone:** Call the Accessibility Officer at 905-884-2046 ext. 311
- **In an alternate format upon request**

How do I provide feedback?

Feedback regarding the Multi-Year Accessibility Plan is both encouraged and essential for advancing accessibility at YRDSB in a way that recognizes the needs of all learners and people with disabilities.

To provide feedback, comments and/or suggestions about any section of this Multi-Year Accessibility Plan, please contact the Human Rights Commissioner's Office at:

Dr. Bette Stephenson Centre for Learning, Room 202
York Region District School Board
36 Regatta Avenue
Richmond Hill, Ontario L4E 4R1

Phone: 905-884-2046 ext. 311

Email: aoda@yrdsb.ca

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I.0 Annual Accessibility Report

I.1 Purpose

York Region District School Board (YRDSB or the Board) has prepared this Annual Accessibility Report in accordance with the Integrated Accessibility Standards, Ontario Regulation 191/11 under the Accessibility for Ontarians with Disabilities Act (AODA), 2005.

The Board is defined as a “designated public sector organization” in the AODA. All designated public organizations are required to:

- “prepare an annual status report on the progress of measures taken to implement the [multi-year accessibility plan], including steps taken to comply with this Regulation; and
- post the status report on their website, if any, and provide the report in an accessible format upon request. ([O. Reg. 191/11, s. 4](#)).

The Annual Accessibility Report describes the measures that YRDSB has taken in the past school year and the ensuing summer months (September 2019 – August 2020) to identify, remove, and prevent barriers to accessibility for everyone who learns, works and participates in the Board community. This status report has been prepared as a separate document from the renewed Multi-Year Accessibility Plan 2020-2025.

The Annual Accessibility Report is presented to Executive Council and subsequently to Board Standing Committee each fall. Following approval, this status report will be posted on the Board’s accessibility webpage under “[Accessibility Reports and Plans](#)”.

I.2 Commitment to Accessibility

The Board’s commitment to accessibility and compliance with the AODA are overseen by the Human Rights Commissioner’s Office (HRCO). A position dedicated to accessibility (Accessibility Officer) resides within the HRCO and is responsible for managing the accessibility portfolio for YRDSB. Accessibility at YRDSB is guided through the shared responsibilities and collaborative commitments of the [AODA Advisory Committee](#), which is co-chaired by the Accessibility Officer and the Human Rights Commissioner.

YRDSB is further committed to providing accessible learning and working environments that support the four core principles of the AODA: integration, equality of opportunity, dignity and independence. These core principles are aligned with the 4 priorities of the Board of Trustees’ [Multi-Year Strategic Plan](#) and the [Director’s Action Plan](#). 4 new multi-year accessibility goals were developed to correspond to these 4 Board priorities.

2.0 Multi-Year Accessibility Goals



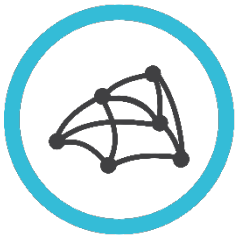
Provide Accessible Customer Service

Provide customer service excellence by promoting accessibility best practices that give meaningful access to all students and staff, including those with disabilities.



Understand Accessibility as a Process

Provide accessibility training, education and outreach to build awareness, knowledge and attitudes to identify, remove and prevent barriers to accessibility.



Engage the AODA Advisory Committee

Engage the AODA Advisory Committee that operates through shared responsibilities and inter-departmental collaboration, while also engaging people with disabilities.



Publish an Annual Accessibility Report

Complete and publish an Annual Accessibility Report to demonstrate accountability for the Board's progress in implementing the Multi-Year Accessibility Plan.

To show how the measures taken in the past school year relate to each of the new multi-year accessibility goals, corresponding 'check mark' or 'in progress' icons are placed beside each achievement or objective throughout the Annual Accessibility Report.

'Check mark' icons indicate completion of an accessibility goal during the past school year.



'In progress' icons indicate an accessibility goal is ongoing.



3.0 Message from the Human Rights Commissioner

This past year has been like none other in recent memory. The COVID-19 pandemic, which resulted in closure of YRDSB offices and schools in March 2020, reinforced our resolve and steadfast commitment in reviewing all practices and functions involving accessibility, including meeting our accessibility compliance obligations under the AODA.

Our goal of barrier removal remains foremost toward engendering full engagement and participation of all members of our YRDSB community. The COVID-19 pandemic demanded of us to be especially mindful of attitudinal barriers where bias and stereotypes about persons with disabilities impede full participation in all aspects of society. Thus, our commitment this past year extended beyond mere legal compliance with the view that accessibility requires an all-encompassing lens that included our moral and ethical obligations for fostering and normalizing a culture of inclusion.

Our approach through a student-centered lens guides our accessibility work in alignment the four key priorities identified in the Director's Action Plan and the Multi-Year Strategic Plan. I am enormously grateful to the consistent and unwavering dedication of the members of the AODA Advisory Committee and supporting subcommittees over the past school year. Through a poll conducted at our first online AODA Advisory Committee meeting, committee members indicated a clear preference using Google Meet (47%) and Zoom (33%).

This past year, we completely renewed our Multi-Year Accessibility Plan 2020-2-2025 as a separate stand-alone document from the Annual Accessibility Report. In addition, we were pleased to release a [Plain Language Guide to Policy #407, Accessibility](#) as a more accessible and user-friendly version to the formal policy itself. We are hopeful that this will serve as an exemplar for creating plain language guides for other Board policies and procedures. We were also pleased to support the development of [Board Procedure #662.14, Student Use of Guide Dogs, Service Dogs or Service Animals](#).

I am excited to present this year's Annual Accessibility Report as part of our ongoing commitment to accessibility and compliance with the AODA, which includes making public our goal of identifying and eliminating barriers for all members of our YRDSB community.

Sincerely,

Anthony Anirud
Human Rights Commissioner

4.0 General Requirements Achieved in 2019-2020

4.1 Accessibility Policy

Cyclical Policy Review

Board Policy #407, Accessibility and its related procedures were renewed and adopted as a working document for six school months following approval by Board Standing Committee in July 2019. During this period, the policy was circulated across the system for comments and feedback.



[Accessibility Policy #407](#) was approved as the official policy of the Board in March 2019, and presented to various departments and units across the system, including to:

- Special Education Advisory Committee (SEAC) on March 5, 2020; and
- Joint Equity and Inclusivity Advisory Committee (EIAC) and Parent, Family and Community Engagement Advisory Committees (PEAC) on December 12, 2019.



Finalized the [Plain Language Guide to Policy #407, Accessibility](#) as a more reader- and user-friendly version of the full policy document. The plain language guide meets the AODA requirement for organizations “to prepare one or more documents describing its accessibility policy” ([O. Reg. 191/11, s. 3](#)).



Converting the Plain Language Guide to Policy #407, Accessibility into accessible webpages as a proactive measure to meeting the subsequent requirement to “make the documents publicly available and, on request, provide them in an accessible format” ([O. Reg. 191/11, s. 3](#)).

4.2 Annual Accessibility Plans

AODA Advisory Committee Meetings



Held 3 AODA Advisory Committee meetings during the 2019-2020 school year to provide and receive updates on accessibility progress across the Board.

The AODA Advisory Committee meeting scheduled for February 20, 2020 was cancelled due to labour negotiations. The final meeting of the 2019-2020 school year was held virtually on May 7, 2020. Approved meeting minutes are available to the public on the [AODA Advisory Committee webpage](#).

Annual Accessibility Report



This report represented the completed annual accessibility report describing the measures that YRDSB has taken in the past school year (including the ensuing summer months) to identify, remove and prevent barriers to accessibility.



The finalized report will be posted online to the public on the Board's [Accessibility Reports and Plans](#) webpage following review and approval by Executive Council and Board Standing Committee.

Annual Compliance Report



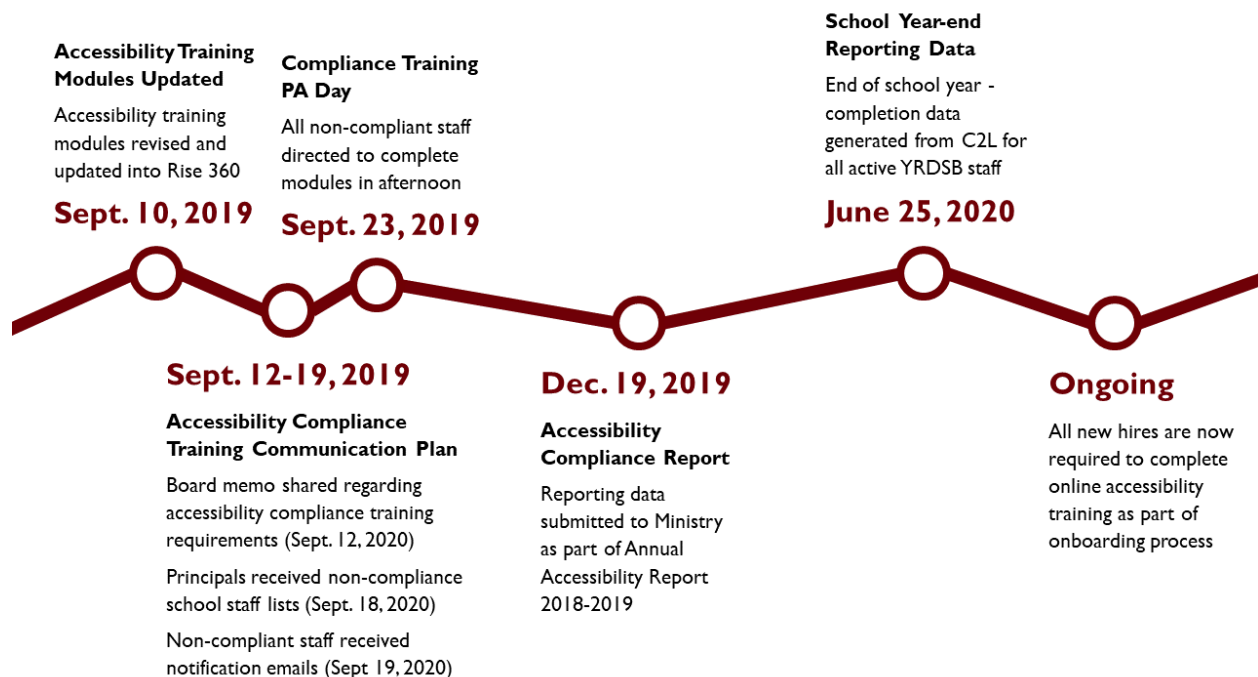
The [accessibility compliance report](#) for YRDSB was filed on December 19, 2019 to the Ministry for Seniors and Accessibility in accordance with Ontario accessibility laws. The next accessibility compliance report must be filed by December 31, 2021.

4.3 Accessibility Training

Accessibility Compliance Training



The Board's 3 accessibility training modules were revised and introduced for the 2019-2020 school year with the Board's new Rise 360 e-learning and training suite. The timeline below outlines the process.



Details about each of the accessibility training modules is outlined on the next page.

Accessibility Standards for Customer Service

The Customer Service Standards established under the AODA require all employees to complete training in order to comply with AODA legislation. This online training module will outline the provision of accessible and quality customer service, including best practices for how to communicate and interact with people with various types of disabilities, as well as specific Board policies and procedures related to the AODA Customer Service Standards.

Approximate time to complete: 20 minutes

Total staff completions (as of June 25, 2020): 15,468

Accessibility and Human Rights: Working Together

The AODA and the Ontario Human Rights Code (the Code) are key provincial laws that work together towards promoting greater accessibility and equity for people with disabilities. The module outlines how the accessibility standards under the AODA build on the rights and responsibilities under the Code, and how they affect the learning and working environments of YRDSB. The module consists of a YRDSB Introduction video followed by a 5-part video series developed by the Ontario Human Rights Commission (OHRC).

Approximate time to complete: 25 minutes

Total staff completions (as of June 25, 2020): 15,242

Accessibility Awareness for Educators

Under the AODA, school boards are required to provide “educators with accessibility training related to accessible program or course delivery and instruction.” (Ontario Regulation 191/11, s. 16). In order to support this work, the Board has developed an online training module specifically designed for YRDSB educators, which includes all Board staff who are involved in program or course design, delivery and instruction (i.e., administrators, teachers, DECEs, EAs, and all other classroom-based support staff).

Approximate time to complete: 15 minutes

Total educator completions (as of June 25, 2020): 12,511



Developed and disseminated a communication plan via [system memo](#) that outlined the accessibility compliance training requirements and timelines for completion.

The communication plan included information about notification emails to non-compliant staff and uncompleted training lists for principals. The Accessibility Compliance Training 2019-2020 memo was sent out in alignment with the [Compliance Training 2019-2020 memo](#).

5.0 Customer Service Standards Achieved in 2019-2020

5.1 Formal Feedback Processes

Customer Service Feedback Form



The [YRDSB Customer Service Feedback Form](#) was updated and uploaded onto the BWV as a general feedback form for anyone to complete electronically or in print based on any customer service experience at the Board.

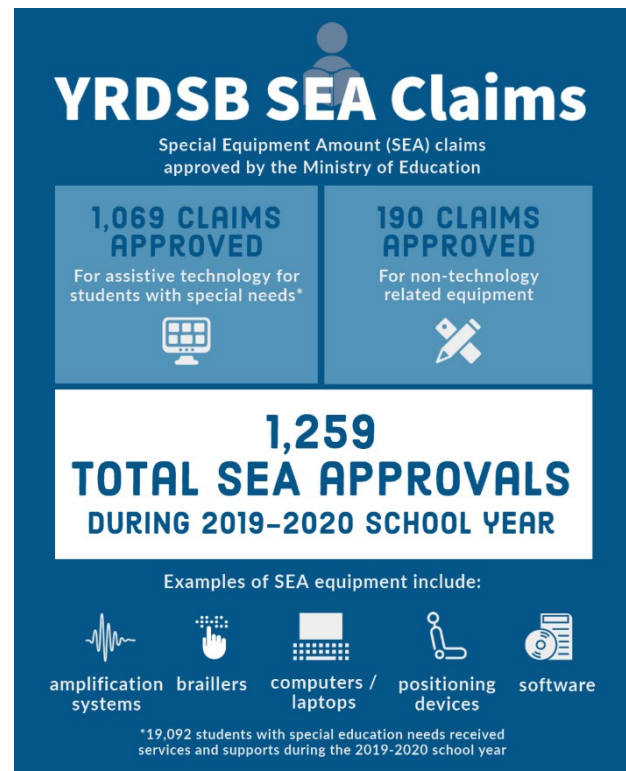
5.2 Assistive Devices (for students with special education needs)

During the 2019-2020 school year, a total of 19,092 students with special education needs (or exceptionalities) received services and supports through their Individual Education Plan (IEP). Accommodations set out in the IEP are implemented to reduce or remove barriers to learning for a student with special education needs. Accommodations often include access to assistive technology through Special Equipment Amount (SEA) claims.

Special Equipment Amount (SEA)

The Ministry of Education approved 1,069 SEA claims for the purchase of assistive technology for students with special needs, and 190 claims for non-technology related equipment. The SEA process supported a total of 1,259 SEA claims during the 2019-2020 school year. This equipment includes (but it not limited to):

- amplification systems,
- brailers,
- computers / laptops,
- positioning devices (for sitting, standing and lying); and
- software that provides access to curriculum (such as word prediction programs, speech-to-text programs, and text-to-speech programs).



Step-by-step information tip sheets were made available to families to support the use of assistive technology in the home environment during the school closure period.

For information on assistive devices provided to YRDSB employees with disabilities, refer to [Workplace Accommodations](#) under Section 8.1 Accessible Employment of this report.

5.3 Service Animals



Supported development of [Board Procedure #662.14](#), Student Use of Guide Dogs, Service Dogs or Service Animals in following ministerial direction based on [Policy/Program Memorandum No. 163](#) (PPM 163): School Board Policies on Service Animals.



Updated Accessibility Policy #407.0 to directly reference and align with Board Procedure #662.14. Accessibility policy now distinguishes between the Board's position on welcoming service animals in any Board administrative buildings ([Procedure #407.1, s. 3.2.3a](#)) and applying for a service animal accommodation in school (through [Board Procedure #662.14](#)).

6.0 Information and Communication Standards Achieved in 2019-2020

6.1 Accessible Web Content

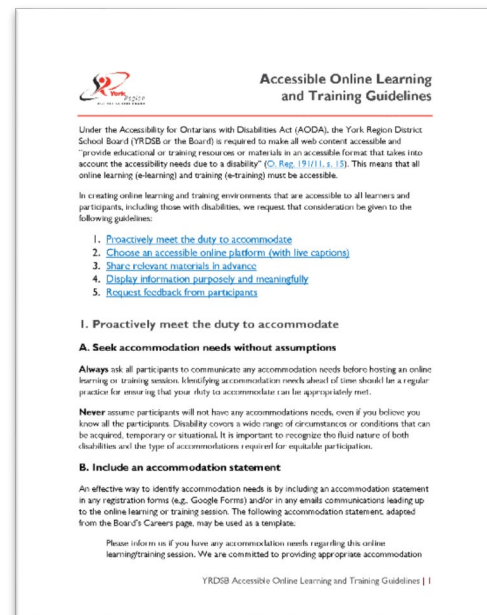
Accessible Content Capacity Building



Informally started to refocus efforts and education on source content and documents with the goal of building capacity across the system to create more accessible content.



Developed a best practice resource with [accessible remote learning and training guidelines](#) to support staff in making online learning (e-learning) and training (e-training) more accessible to all learners and participants.





Developing additional best practice resources and guidelines to support staff in creating documents, content and other educational materials that are more accessible to people with and without disabilities.

New Accessible Student Information System (SIS)

The Board completed an evaluation process for a new SIS (PowerSchool) that involved stakeholder consultations, subject matter experts and product demos, including accessibility considerations.



PowerSchool was asked to fill out an AODA compliance document to determine their level of compliance with meeting the Web Content Accessibility Guidelines (WCAG) 2.1 Level AA.

6.2 Accessibility Awareness for Educators

Accessibility Learning Sessions



Collaborated with various committees and working groups connected to Curriculum and Instructional Services (e.g., C3 and eProfs) to plan and deliver information and learning sessions that promote accessibility and AODA compliance among curriculum consultants and other educators.

- November 8, 2019 - Accessibility 101 presentation to C3
- November 28, 2019 - Accessibility planning meeting with eProf
- December 6, 2019 - Accessibility 101 presentation to eProf
- December 13, 2019 - Accessibility planning meeting with eProf
- January 9, 2020 - Accessibility inclusion activity with eProf
- January 23, 2020 - Accessibility planning meeting with eProf
- February 12, 2020 - Accessibility consultation regarding School Grounds Greening Projects

Accessible Document Training



Through the Board's Enterprise Application Support (EAS) team, 7 half-day training sessions were offered during from September to March of the 2019-2020 school year. A total of 30 curriculum staff received training. EAS also offered a number of drop-in sessions throughout the school year to provide individualized support for creating accessible documents.

6.3 Accessible Formats and Communication Supports

Accessible Format Board Policies



Finalized and shared the Accessible Policy Style Guide as a template format for ensuring all Board policies and related procedures are approved as accessible documents.

Accessible Format Board Policies



Provided consultation to ensure YRDSB physical distancing signage and floor decals were more accessible by following the CNIB Foundation's [Clear Print Accessibility Guidelines](#). Recommendations included larger and consistent font size, leading (spacing between lines of text) and letter spacing, as well as stronger contrast between text and background colours.



Alternative Format Board Videos



Created an accessible version of the April 2, 2020 Director's video message in response to the CO sign language interpretations, and a descriptive transcript (containing image descriptions) as a WCAG 2.1 Level AAA media alternative. VID-19 shutdown that included open (always visible) captions,

Accessible Special Education Brochures



Various Special Education brochures are in the process of being converted into accessible PDF formats. To further support accessibility for our YRDSB families, 3 [Special Education brochures](#) were translated into 12 different languages by Inclusive Schools and Community Services.

After-School Social Skills Development Programming



In Fall 2019, Student Services continued to provide the After-School Social Skills Development Programming (ASSDP) for students with Autism Spectrum Disorder (ASD). The ASSDP was offered at 17 sites throughout the Board and serviced over 100 students with ASD during the fall session. The ASSDP spring session was paused due to the COVID-19 school closures.

Play. Talk. Think. Feel.



During the pause in programming, a team of consultants developed an online resource called “Play. Talk. Think. Feel.” It is a user-friendly guide intended for adults and caregivers who support children in schools, at home and in the community. The guide includes strategies, activities and a variety of resources for building and supporting social skills in children.

DeafBlind Interventions



During the distance learning experience in spring 2020, the DeafBlind Interveners (DBI) provided access to and facilitated communication between the core classroom teacher, the Teacher of the Visually Impaired (TVI), and the family caregivers using the student’s preferred mode of communication on the virtual platform.

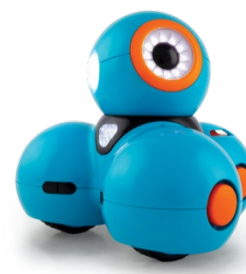
These interventions included adapting and modifying instructional materials (visual and/or tactile) that were then dropped off at the students’ home and facilitated online by the TVI and the DBI in collaboration with the family. Collaboratively, DeafBlind students were able to engage in learning that was meaningful and accessible to their individual needs.

Robots (to support IEP goals)



In September 2019, a total of 30 robots (including Blue Bots, Code-a-pillars, Cozmos, Dash & Dot, Probots, Ozobots, and Spheros) and an assortment of 27 iPads were purchased through Autism Services and sorted into robotics kits. Robotics were used to help develop student skills in the areas of mathematics, literacy, social skills and communication depending on student needs.

30 robotics kits were made available for Special Education Resource Teachers (SERTs) to sign out through their Assistive Technology Consultants (ATCs). After-school professional learning opportunities were available to staff prior to signing out the robot kits, and ATCs were available for classroom visits to support students and staff with using the robots and their associated iPad applications. Robotics kits were available until the COVID-19 school closures.



7.0 Standards for the Built Environment Achieved in 2019-2020

7.1 AODA Design of Public Spaces and Ontario Building Code Barrier-Free Design

Accessibility Commitment(s)

Ensure that all new schools and Board administrative buildings as well as those undergoing major renovations are designed to facilitate access for persons with disabilities ([Procedure #407.3, s. 3.2](#)).

Ensure that all new schools and Board administrative buildings as well as those undergoing renovations are designed to conform the requirements of the current Ontario Building Code, including provisions such as, but not limited to: entrances, elevators, ramps, special washrooms, and accessibility signs ([Procedure #407.3, s. 3.3](#)).

Accessibility Projects

Plant Services, within budgetary allocations, annually schedules projects to update and modify existing buildings in order to make them more accessible. Plant Services works in conjunction with Student Services, Human Resource Services and the HRCO to identify and support the needs of students, staff and the wider community. During the 2019-2020 school year, approximately [\\$1.59 million](#) was spent on accessibility-related projects and work on YRDSB buildings and facilities.



A complete list of accessibility projects started and/or completed on YRDSB facilities during the 2019-2020 school year is outlined on the next page.

Facility	Description / Scope of Work	Cost	Status
Alexander Mackenzie High School	Installed 2 wall-mounted magnetic door holders connected to fire alarm for accessibility	\$7,500	Complete
Baythorn Public School	Upgrade elevator	\$90,000	In Progress

Facility	Description / Scope of Work	Cost	Status
Bayview Glen Public School	Replace fire alarm system (including upgrade to visual fire alarm)	\$150,000	In Progress
Central Park Public School	Replace fire alarm system (including upgrade to visual fire alarm)	\$150,000	In Progress
Cornell Village Public School	Installed automatic door openers on gymnasium (gym) door	\$6,500	Complete
Denne Public School	Upgrade elevator and gym stage lift	\$140,000	In Progress
Donald Cousens Public School	Installed automatic door opener on barrier-free washroom 213	\$6,500	Complete
Doncrest Public School	Replace fire alarm system (including upgrade to visual fire alarm as part of larger project)	\$150,000	In Progress
Emily Carr Secondary School	Installed automatic door opener on barrier-free washroom 104D; request through Barrier Buster	\$7,300	Complete
H.G. Bernard Public School	Install automatic door opener and push pad for room 118	\$7,000	In Progress
Huron Heights Secondary School	Upgrade elevator	\$90,000	In Progress
James Robinson Public School	Installed Braille and high contrast signage through school	\$2,795	Complete
James Robinson Public School	Widened doorways into classrooms 22 and 24; request through Barrier Buster	\$8,000	Complete
Keswick High School	Install Braille and high contrast signage through school	\$15,000	In Progress
Kleinburg Public School	Installed automatic door opener and emergency call button on barrier-free washroom	\$15,000	Complete
Lake Wilcox Public School	Installed automatic door opener on the north vestibule parking lot door and exterior door	\$10,000	Complete

Facility	Description / Scope of Work	Cost	Status
L-H Frechette Public School	Replace fire alarm system (including upgrade to visual fire alarm)	\$150,000	In Progress
MacLeod's Landing Public School	To replace stair treads with treads and yellow strips	\$25,000	Contract Awarded
Markville Secondary School	To install automatic door openers on main officer door and 2nd floor washroom 238	\$14,000	Contract Awarded
Michael Cranny Elementary School	Install Braille and high contrast signage throughout school	\$15,000	Design Phase
Milliken Mill High School	Installed 1 strobe in rooms 112, 118, 159, 151 and 2 strobes in room 156 on dedicated strobe circuit from fire alarm panel	\$6,000	Complete
Moraine Hills Public School	Installed automatic door openers on south gym doors; request through Barrier Buster	\$10,000	Complete
Mount Albert Public School	Upgrade elevator	\$90,000	In Progress
O.M. MacKillop Public School	Installed automatic door opener on library door	\$7,000	Complete
Regency Acres Public School	Replace fire alarm system (including upgrade to visual fire alarm)	\$150,000	In Progress
Roselawn Public School	Installed automatic door opener on main office door	\$6,000	Complete
Stephen Lewis Secondary School	Installed automatic door openers on main officer, guidance and cafeteria doors	\$20,000	Complete
Stonehaven Elementary School	Install Braille and high contrast signage through school	\$10,000	In Progress
Stouffville District Secondary School	Install automatic door openers on 2 barrier-free washrooms, cafeteria, guidance and gym doors; request through Barrier Buster	\$37,330	In Progress
Stuart Scott Public School	Installed automatic door opener on front door	\$10,000	In Progress

Facility	Description / Scope of Work	Cost	Status
Sutton District High School	Upgrade elevator (as part of larger project)	\$70,000	In Progress
Thornlea Secondary School	Replaced elevator controls and hydraulics	\$99,500	Complete
Total Cost of Accessibility Projects for 2019-2020 School Year		\$1,586,425	

Barrier Buster

Barrier Buster is the Board's formal process for receiving and responding to feedback about barriers to accessibility. It should be noted that **most barrier removal requests are made directly through Plant Services** as reflected in the [Accessibility Projects table](#) (above). The Barrier Buster and Built Environment subcommittee review Barrier Buster submissions and determine actions to remove barriers where appropriate.



During the 2019-2020 school year, Barrier Buster and Built Environment subcommittee formally received, responded to, and/or followed up on a total of 13 Barrier Buster submissions.

8 Barrier Buster files were carried over from the previous school year while 5 new submissions were received (a 70.6% decrease in new submissions from the previous school year). No Barrier Buster submissions were received following the Board closure on March 13, 2020. Accessibility and barrier removal work completed directly as a result of Barrier Buster submissions are also included and noted in the [Accessibility Projects table](#) (above).

All Access Washroom Project

All access washrooms are intended for use by students or staff who self-identify as gender diverse or feel the need for privacy due to religious or other personal reasons.



During the 2019-2020 school year, Plant Services continued with the full-scale implementation phase of the Board's [All Access Washrooms Project](#). A total of 483 school washrooms have been, or were scheduled to be, transitioned to an all access or all gender washroom (gender-neutral but not barrier-free). However, the implementation was impacted by the school board closures in March 2020.

Braille and High Contrast Signage Pilot Project

Blind/Low Vision (BLV) Services, an interdisciplinary team of Students Services, identified the following YRDSB schools with students who are known to require Braille signage as an accessibility support:

Elementary Schools

- Baythorn Public School
- Doncrest Public School
- [*Michael Cranny Elementary School](#) (priority school 2)
- [*Stonehaven Elementary School](#) (priority school 1)
- Wilshire Elementary School

Secondary Schools

- [*Keswick High School](#) (priority school 3)
- Langstaff Secondary School
- Maple High School
- Newmarket High School
- Vaughan Secondary School
- Woodbridge College

*Installation of Braille signage at the 3 priority schools are underway and are expected to be completed during the current 2020-2021 school year.

8.0 Employment Standards Achieved in 2019-2020

8.1 Accessible Employment

Mental Health Training Modules for System Leaders



Human Resource Services (HRS) hosted a series of mental health presentations that were converted into online training modules to support system leaders with how to identify staff with mental health concerns (duty to inquire) and offer support and accommodation for employees.

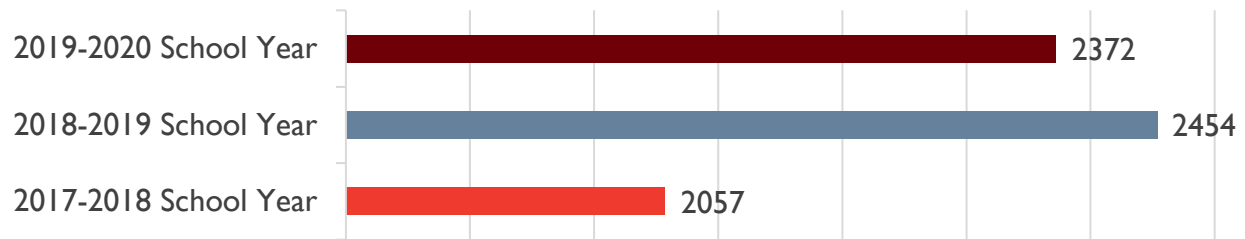


HRS continued to provide attendance management support for employee absences and conducted virtual meetings with employee in need.

Disability Management



The Disability Management (DM) team within Human Resource Services serviced a total of 2,372 employees (or DM clients) during the 2019-20 school year. This was a 3% decrease from previous school year. The total DM clients over the past 3 school years is presented in the chart on the next page.



A total of 1,200 DM files were carried over from the previous 2018-2019 school year, while 1,172 new DM files were opened. 1,159 files were closed in the 2019-2020 school year.

Workplace Accommodations



Throughout July and August 2020, the DM team approved 1,132 employees with virtual workplace (work from home) accommodations beginning in September 2020. Assistive devices provided by HRS for workplace accommodations:

- Air cleaners and humidifiers for scent sensitivities / allergies,
- American Sign Language (ASL) interpreters,
- Arranging work site ergonomic assessments,
- Custom ear plugs,
- Document cameras,
- Functional Abilities Evaluation (FAE) assessments to determine work within the individual's functional limitations,
- Live captioning and computerized notetaker services,
- Mobility devices (scooters, wheelchairs, wheeled carts, stools),
- Modified work stations (e.g., special chairs, desks, keyboards, monitors and lighting),
- Specialized phones and headsets,
- Speech-to-text software,
- Voice amplification and hearing systems (e.g., wireless FM transmitters, receivers, auto hubs, microphones, and sound barrier devices),
- White boards in classrooms, and
- Zoomtext Plus technology.

Disability Management Satisfaction Tool



Human Resources Services, in collaboration with Assessment and Development Services, completed a client satisfaction survey in July 2019 for employees who had been supported by the DM team. The survey results were used to host a number of focus groups that were conducted in the fall of the previous school year. A final report is being completed with the goal of better understanding client concerns and improving the overall DM program.