# K-12 Education Standards Development Committee: Feedback Survey on Initial Recommendations

## About this survey

## Introduction

### The [*Accessibility for Ontarians with Disabilities Act, 2005*](https://www.ontario.ca/laws/statute/05a11) sets out to identify, remove and prevent barriers for people with disabilities. This supports creating a more accessible Ontario through the development, implementation and enforcement of accessibility standards that apply to the public, private and not-for-profit sectors. The role of the Kindergarten to Grade 12 (K-12) Education Standards Development Committee is to develop recommendations for government on reducing and preventing accessibility barriers for students in the publicly funded education system. This work is being done in tandem with another Standards Development Committee, focused specifically on postsecondary education.

### By completing this survey by September 2, 2021, you can help the committee strengthen their initial recommendations.

### The survey is a way to share your feedback on the recommendations.

The committee’s initial recommendations are provided below. You can also review them by reading the committee’s Initial Recommendations Report <https://www.ontario.ca/document/development-proposed-kindergarten-grade-12-k-12-education-standards-2021-initial-recommendations>

After the public feedback period, the committee will review all feedback before it submits its final report and recommendations to the Minister for Seniors and Accessibility for consideration.

### To proceed with the survey, click "Next" button below. To go back to a previous page, click the "Back" button at the bottom of each page. Do not use your browser's back arrow.

### Please note that on mobile applications the "Next" and "Back" buttons appear as triangular arrow icons rather than button links.

## Survey Overview

### The survey questions are based on the committee’s initial 197 recommendations, organized into the following broad themes. Feedback on all the broad themes listed below is preferred, however, you may skip ahead to provide thoughts on only specific areas (links are provided at the bottom of the page, or on the next screen for mobile users.)

### attitudes, behaviours, perceptions and assumptions

### awareness and training

### curriculum, instruction and assessment

### digital learning and technology

### organizational barriers

### social realms

### physical and architectural barriers

### planning for emergency and safety

### timelines and accountability

In addition, there are several questions related to 75 recommendations that focus on transition planning (for example, moving between levels of education or to school, work or community). They were developed by a sub-committee comprised of members of the postsecondary and K-12 committees.  
  
**Each page of this survey presents one broad theme from the committee's report. You will find an introduction to each theme at the top of the page, followed by survey questions. If you would like to review the full recommendations for each theme, they can be found at the bottom of each page.**  
  
Following the feedback sections of the survey, there is an optional demographic information section that you may choose to complete. You may also submit the survey without completing the demographic information section. That section is intended to help the committee better understand where feedback to their recommendations is coming from, helping them to consider potential disparities in the impacts of accessibility barriers on specific socio- and ethno-demographic communities in Ontario.

### The survey may take up to one hour depending on your familiarity with the committee's report and the detail of your answers. You are not required to respond to all of the questions in order to submit it. If you want to take pauses as you complete the survey, you can save your responses. A link will then be emailed to you so that you can return to your responses and complete the survey. You may also submit general feedback on the reports and recommendations by email at [educationSDC@ontario.ca](mailto:educationSDC@ontario.ca)

### Identifying information will remain confidential as per the Government of Ontario's [Privacy Policy](https://www.ontario.ca/page/privacy-statement). Responses will remain anonymous. We are committed to protecting your privacy whether you are browsing for information or conducting business with the government through electronic channels. The optional personal information you choose to provide (for example, email address and demographic data) and your feedback will be collected by the ministry, anonymized and shared with the committee. The handling of all personal information by Government of Ontario organizations is governed by the [*Freedom of Information and Protection of Privacy Act*](http://www.mgs.gov.on.ca/en/infoaccessandprivacy/STDU_101453.html). For more information specific to this feedback request, please see the end of the survey. Please note you will not receive an individual response to your submission.

### If you need any help completing the survey, including if you require an accessibility accommodation, please contact the Ministry for Seniors and Accessibility:

### by email at educationSDC@ontario.ca

### toll-free at 1-866-515-2025 or 416-849-8276

### TTY at 1-800-268-7095 or 416-325-3408

### To continue to the next section, click "Next" button below. If you prefer to move to a specific section, please select one from the list below.

### At the end of each section, you will have the option to move on to any of the other sections.

|  |  |
| --- | --- |
| Initial proposed long-term objective | Answer |
| Section one: attitudes, behaviours, perceptions and assumptions | Answer |
| Section two: awareness and training | Answer |
| Section three: curriculum, assessment and instruction | Answer |
| Section four: digital learning and technology | Answer |
| Section five: organizational barriers | Answer |
| Section six: social realms | Answer |
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| Education Technical Sub-Committee: Accessible transitions for students with disabilities in K-12: to the workforce, the community and postsecondary education | Answer |

## Initial proposed long-term objective

### That by 2025, the publicly funded K-12 education system will be fully accessible, equitable, inclusive and learner-centred:

### A) by removing and preventing accessibility barriers impeding students with disabilities from fully participating in, and fully benefitting from all aspects of the education system. B) by providing a prompt, accessible, fair, effective and user-friendly process to learn about and seek programs, services, supports, accommodations and placements tailored to the individual strengths and needs of each student with disabilities.

#### 1) Do you agree with the long-term objective?

Yes

Yes, with changes

No

### 2) If there is anything you would add, remove or change about these recommendations, please let us know, using the comment box below:



To continue to the next section, click "Next" button below. If you prefer to move to a specific section, please select one from the list below.

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| Demographic questions (optional) | Answer |

## Section one: attitudes, behaviours, perceptions and assumptions

### ****Introduction****

### Both lived and professional experiences from the perspective of a person with a disability were used. We need a blend of voices to ensure a balanced approach. Also, research and perspectives from persons with disabilities are important when making decisions. Our work was informed by key research and policy planning in the sectors of education pedagogy, human and organizational behaviour and human rights. The research-based practice is a must as it validates evidence-based practices to be implemented. Five key recommendations issued reflect how attitudes, behaviours, perceptions and assumptions underpin the work of all other small groups, given human and organizational behaviour. Referencing human and organizational behaviour is important for barriers are systemic and must be addressed at the macro and micro level simultaneously. To optimize consistency for provincial equality and acknowledge District School Boards jurisdiction, recommendations targeted overarching actions at the level of the Ministry of Education and the Ontario College of Teachers, with implementation at the school board level around using such resources to deliver on the recommendation’s intent. Important to identify and respect jurisdictional decision making. Definitions were approached carefully in order to ensure consistent understanding across all involved ministries/sectors and avoid unintentionally reducing any options in a continuum of inclusion Definitions are essential to provide clarity. The various stakeholders must have a clear direction in their responsibilities. Words may be interpreted differently unless the message is crystal clear.

#### 3) Do you agree with the recommendations below?

Agree

Agree, with some changes

Disagree

### 4) If there is anything you would add, remove or change about these recommendations, please let us know, using the comment box below:



### ****Click the “More” button below to view the full text of the attitudes, behaviours, perceptions and assumptions recommendations****

### **More**

To continue to the next section, click "Next" button below. If you prefer to move to a specific section, please select one from the list below.

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| Demographic questions (optional) | Answer |

## Section two: awareness and training

### ****Introduction**** The group met early on in the process to develop recommendations with respect to gaps in knowledge acquirement for education practitioners based on lived experiences of group members. Central to our discussions was the concept of Universal Design for Learning was absolutely essential for educators to understand and to apply if learners were to succeed. The inclusion of people who self identify as being persons with disabilities is essential in the developments and delivery of any training program for stakeholders in the education sector. Personal gaps in awareness of adaptive technology programs could be achieved using the same model of inclusion as noted above. In order to affect a cultural change within the sector staff, students, parents and community members, must have a clear understanding of what is requested, what is available and how to access it. There must be accommodations that are seamless and part of the school culture. Ultimately as we received our recommendations and those of small group one for final edits it became clear that a few adaptions to the recommendations of group, we could achieve the concepts outlines in our discussions and made those changes.

#### 5) Do you agree with the recommendations below?

Agree

Agree, with some changes

Disagree

### 6) If there is anything you would add, remove or change about these recommendations, please let us know, using the comment box below:



#### ****Click the “More” button below to view the Full text of the awareness and training recommendations****

#### **More** To continue to the next section, click "Next" button below. If you prefer to move to a specific section, please select one from the list below.

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## Section three: curriculum, assessment and instruction

### ****Introduction****

### Disability intersects with differing identities, including race, culture, language, gender identity and expression, sexual orientation, creed, age and ethnicity. The Curriculum Instruction and Assessment recommendations are informed by the intersection of discrimination impacting persons with disability. This work includes:

### intersectionality of students, staff, family, and community identities and perspectives

### intersectionality of Curriculum, Instruction and Assessment and Accountability

### intersectionality of each disability barrier, socially constructed in systems/ individuals

### Concepts are developed through the Education K-12 SDC committee process, survey feedback, lived experiences of persons with disability, review of current empirical literature, commissions (for example, Ontario Human Rights Commission), ongoing research and work of associations, organizations, alliances (for example, the Accessibility for Ontarians with Disabilities Act Alliance October 10, 2019 Proposed Framework for the K-12 Education Accessibility Standard), networks, and educator and working group discernment. The recommendations focus on standards, actions and accountability measures that ministry, school boards, schools, colleges of education and educators need to address in the review, development, implementation and monitoring of curriculum, assessment and instruction to ensure accessibility, equity and inclusion for all students with disabilities. The K-12 curriculum, instruction and assessment recommendations consider learning in and beyond the classroom including learning experiences with family, home, school and the broader community, and are aligned with early preschool and post elementary/ secondary learning. Recommendations are informed by ongoing research, global and local curriculum contexts and the interconnection of learning, identities and wellbeing. Accessibility is person-centred within diverse learning communities resulting in significant intersections across the barriers. The lived experiences and voices of those living within the culture provide input and promote understanding of ongoing strategies and effective outcomes to inform the authentic and relevant curriculum, instruction and assessment design that frame barrier-free accessible education for all.

#### 7) Do you agree with the recommendations below?

Agree

Agree, with some changes

Disagree

### 8) If there is anything you would add, remove or change about these recommendations, please let us know, using the comment box below:



### ****Click the “More” button below to view the full text of the curriculum, assessment and instruction recommendations****

**More**  
To continue to the next section, click "Next" button below. If you prefer to move to a specific section, please select one from the list below.

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| Additional Feedback | Answer |
| Demographic questions (optional) | Answer |

## Section four: digital learning and technology

### ****Introduction****

### The rationale and motivation for the recommendations of the Digital Learning Technology Group relates to the need for school boards and government ministries to remove systemic barriers for the inclusion and full participation of student and staff in the school community. In the context of digital learning and technology, this requires that boards and government ensure all digital resources are fully accessible to students and staff with disabilities. The recommendations also address training and funding barriers that boards, in particular, face to ensuring the proper use of digital learning technologies. Based on the groups lived experiences, consultations and research it became clear that several barriers currently exist that prevent students and staff with disabilities from full participation in the life of the school. From learning materials to outdated assistive devices to gaps in board level policies and procedures, many barriers currently exist. The group’s recommendations strive to confront these issues and offer solutions that ensure the inclusion and full participation of students with the school community.

#### 9) Do you agree with the recommendations below?

Agree

Agree, with some changes

Disagree

### 10) If there is anything you would add, remove or change about these recommendations, please let us know, using the comment box below:



### ****Click the "More" button below to view the full text of the digital learning and technology recommendations****

### **More**

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| Additional Feedback | Answer |
| Demographic questions (optional) | Answer |

## Section five: organizational barriers

### ****Introduction****

### The initial consultation for the Education Accessibility Standards identified a significant number of organizations barriers, particularly concerning special education processes such as the Identification, Placement and Review Committee (IPRC) and the Individual Education Plan (IEP) processes. Parents raised concern about their lack of meaningful participation in these processes. Many concerns were also raised about exclusions/refusal to admit which disproportionately impact students with disabilities. Other issues identified by the consultation raised concerns about differences in terminology and understanding of disability rights. In addition, there are challenges in the delivery and access to student support provided in school by community agencies funded by other ministries. Transitions was also identified as an organization barrier, included transitions into school, between schools, and out of secondary school to postsecondary education, employment or community living. The recommendations are based on the extensive knowledge of the education system of committee members, their personal experience and input from the sectors they represent.

#### 11) Do you agree with the recommendations below?

Agree

Agree, with some changes

Disagree

### 12) If there is anything you would add, remove or change about these recommendations, please let us know, using the comment box below:



### ****Click the "More" button below to view the full text of the organizational barriers recommendations****

### **More**

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| Additional Feedback | Answer |
| Demographic questions (optional) | Answer |

## Section six: social realms

### ****Introduction**** The area of social realms is often overlooked as being an important part of education and should be seen as an integral part of the student’s education and development. “I see the impact of the gap where students are excluded due to lack of transportation to support them. It is not just the students that are feeling the impact as I see the “hurt” of their parents. Students with disabilities have a right to be with their peers and classmates where they can learn and develop as they should”. “Service animals is a big one for me as I trained mine to be one and experienced what he could do to ease fear, decrease depression and get our clients to a level of openness and confidence to learn and grow. I also have seen the impact that many clients have experienced and what they were like before their service dogs came into their lives.” Social realms should not be viewed just as social activities outside the classroom but also in the classroom where the social interaction among students is an integral part of learning process. Our group had diverse knowledge and experiences which played an important part in creating these recommendations and ensuring that we took an intersectional perspective on removing barriers within social realms. “As someone who has experienced the barriers in the education system, it was important to ensure that lived experience and student voice guided the process in creating the recommendations and are evident in the completed recommendations.”

#### 13) Do you agree with the recommendations below?

Agree

Agree, with some changes

Disagree

### 14) If there is anything you would add, remove or change about these recommendations, please let us know, using the comment box below:



### ****Click the "More" button below to view the full text of the social realm recommendations****

### More

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| Additional Feedback | Answer |
| Demographic questions (optional) | Answer |

## Section seven: physical and architectural barriers

### ****Introduction**** When it was passed in 2005, the *Accessibility for Ontarians with Disabilities Act, 2005* required Ontario, including its schools, to become fully accessible to persons with disabilities by 2025. The government did not effectively address the need to achieve this in schools’-built environments up until now. These recommendations are designed to achieve the goal of *Accessibility for Ontarians with Disabilities Act*, 2005. It will be for the government to implement measures to ensure that school boards can fulfil them. The intent/rationale of these recommendations is to ensure that as soon as possible, and no later than January 1, 2025, the built environment in the education system, such as schools themselves, their yards, playgrounds, etc., and the equipment on those premises (such as gym and playground equipment) would all be fully accessible to persons with disabilities and would be designed based on the principle of universal design. Where school programs or trips take place outside the school, these will be held at locations that are disability accessible. The intent/rationale is also to ensure that no public money is used to create new barriers or perpetuate existing barriers in the school system. Ontario Building Code (OBC)

### *Ontario Building Code* and existing accessibility standards do not set out all the modern and sufficient accessibility requirements for the built environment in Ontario.

### the building code is largely if not entirely designed to address the needs of adults, not children or the specific types of spaces found in K through 12 schools.

### Accessibility Standards

### the Government of Ontario and the Ministry of Education have no accessibility standards for the built environment in schools, whether old or new schools. The government should develop a Built Environment Accessibility Standards to substantially strengthen the accessibility provisions in the *Ontario Building Code*.

### neither the Ministry of Education nor the individual school boards have any expertise on staff on how to design a school to be accessible to persons with disabilities. Architects and design and construction teams have no standardized education for accessibility beyond building code minima. Many are not aware of or understand the current minimal requirements of the *Accessibility for Ontarians with Disabilities Act*, *2005* Design of Public spaces enacted in 2013.

### when the ministry reviews proposals from a school board for construction of a new school or renovation of an existing school, the Ministry does not require those plans to be accessible to persons with disabilities, but instead, leaves it to each school board to address accessibility as much or as little as it wishes.

### it is left to each school board to come up with its own designs to address accessibility in the built environment in schools and at other school board locations even though the needs of persons with disabilities to an accessible built environment do not vary from community to community around Ontario. An inaccessible doorway is an inaccessible doorway, whether in Kingston or Chatham.

### Summary of recommendations for mandatory beyond Building Code accessibility requirements This section includes three different areas of requirements for beyond code additional mandatory requirements for schools and associated facilities including the exterior site elements, the buildings interior elements, and universal design better practices. The exterior site elements include five topics:

### 1. access to the site for pedestrians 2. access to the site for vehicles 3. parking 4. exterior doors 5. public playgrounds on or adjacent to school property

### The interior building elements include 10 topics:

### 1. entrances 2. door 3. layout 4. gates, turnstiles and openings 5. windows, glazed screens and sidelights 6. circulation including elevators, ramps and stairs 7. drinking fountains 8. general facilities 9. washroom facilities 10. specialty room and spaces

### Finally, enhanced universal design best practice section includes 17 different elements and considerations have been provided based on feedback from a recognized accessibility and universal design expert for ways to improve building and facilities use for all users of the school and community.

#### 15) Do you agree with the recommendations below?

Agree

Agree, with some changes

Disagree

### 16) If there is anything you would add, remove or change about these recommendations, please let us know, using the comment box below:



### ****Click the "More" button below to view the full text of the physical and architectural barriers recommendations****

### **More**

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## Section eight: planning for emergencies and safety framework

### ****Introduction****

### The current COVID-19 pandemic has provided an opportunity to test and evaluate the education system preparedness for a large-scale emergency. From feedback and experience, the first seven months of the COVID-19 pandemic has shown that the education system was not ready to ensure the needs for students with disabilities were effectively met and accommodated during an emergency. Barriers and gaps identified by the Education Accessibility K-12 Standards Committee related to students with disabilities were heightened or increased. Additional barriers were also identified by committee members. As a result of these observations, the K-12 committee created the Planning for Emergencies and Safety Working group to identify additional barriers faced by students with disabilities during the pandemic and make recommendations to ensure that the needs of students with disabilities are met during any emergency, when the emergency affects the ability to delivery education and health services. The Planning for Emergencies and Safety Working Group gathered resources from experts including [A Strategic Framework for Emergency Preparedness – World Health Organization](https://extranet.who.int/sph/sites/default/files/document-library/document/Preparedness-9789241511827-eng.pdf), [Emergency Response Plans](https://www.emergencymanagementontario.ca/english/emcommunity/response_resources/plans/plans.html), [Ministry of Solicitor General, Ontario Health Plan for an Influenza Pandemic](http://www.health.gov.on.ca/en/pro/programs/emb/pan_flu/pan_flu_plan.aspx), and barriers and gaps identified through experiential learning from COVID-19 to develop recommendations to support the development of strategic framework for preparing for emergencies and safety for students with disabilities. Recommendations from previous sections in the SDC report along with key principles from the WHO’s Strategic Framework for Emergency Preparedness was applied when making recommendations for emergency planning. Recommendations are organized in this section based on the four phases of the emergency management process. It is important to note that implementation of recommendations within this section of the report would benefit all students; not just students with disabilities during an event of an emergency and assumes that the recommendations would be integrated in an education system wide emergency plan.

#### 17) Do you agree with the recommendations below?

Agree

Agree, with some changes

Disagree

### 18) If there is anything you would add, remove or change about these recommendations, please let us know, using the comment box below:



### ****Click the "More" button below to view the full text of the planning for emergencies and safety framework recommendations****

### **More**

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## Section nine: timelines and accountability small group

### ****Introduction****

**Accountability and compliance principles:**

In general, accountability mechanisms can be broken down in the following manner:

### to whom the organization is accountable (public, government, regulators, committees of the governing board)

### what action, process or outcome the organization is accountable for securing

### when the organization will be assessed or measured (every quarter or annually)

### how the organization will be assessed or measured (key performance indicators, achieving specific milestones along a defined pathway).

Compliance mechanisms are ways in which an organization can be incentivized to be accountable. These can be in the form of penalties, audits, spot checks, reporting obligations, annual reviews and the expectation that one or more of these mechanisms willbe enforced by the relevant regulatory authority.

All the actions we propose as part of the Standards are ones which should have been in place for years by the obligated organizations. Implementation of them good practices should be starting now, if not already underway.

The focus of compliance/enforcement activities should not simply be whether an obligated organization such as the Ontario Ministry of Education or a publicly funded school board has posted a policy on an action required by the K-12 Education Accessibility Standards. It is important to assess the end result such as, whether obligated organizations have in fact removed and prevented disability barriers that impede students with disabilities and to assess whether students with disabilities are being effectively included in and fully participating in the opportunities that Ontario's public education system provides to students.

#### 19) Do you agree with the recommendations below?

Agree

Agree, with some changes

Disagree

### 20) If there is anything you would add, remove or change about these recommendations, please let us know, using the comment box below:



### ****Click the "More" button below to view the full text of timelines and accountability small group recommendations****

### **More**

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## Education Technical Sub-Committee: Accessible transitions for students with disabilities in K-12: to the workforce, the community and postsecondary education

### The Technical Sub-Committee (sub-committee) is comprised of representatives from both the K-12 and Postsecondary Education Standards Development Committees (committees). The sub-committee’s mandate, as received from the Minister for Seniors and Accessibility, was to identify barriers that students with disabilities experience during transition, with a special focus on transition planning between the sectors, and to make recommendations for removing these barriers. Transitions considered by the sub-committee included those into and within K-12 and from K-12 to work, the community and postsecondary education. Specifically, the purpose of the sub-committee was to:

### share information across the K-12 and postsecondary education standard development committees

### consider areas of commonality and alignment

### provide practical advice and guidance to both Committees on transition planning and alignment issues

### review and provide input on Committee meetings specific to transitions

### identify barriers to students with disabilities during transitions throughout their educational career and make recommendations for their effective removal

### The sub-committee made 75 recommendations to remove barriers that impact on the transition experience of students with disabilities in the following five areas:

### Transitions to and within K-12 Education

### Transitions from K-12 to postsecondary education

### Transitions for Indigenous students with disabilities

### Transitions from secondary school to the workplace and community

### Alternative transition programs/pathways

To continue to the next section, click "Next" button below. If you prefer to move to a specific section, please select one from the list below.

|  |  |
| --- | --- |
| Transitions to and within K-12 education | Answer |
| Transitions from K-12 to postsecondary education | Answer |
| Transitions for Indigenous students with disabilities | Answer |
| Transitions from secondary school to the workplace and community | Answer |
| Alternative transition programs/pathways | Answer |
| Additional Feedback | Answer |
| Demographic questions (optional) | Answer |

## Transitions to and within K- 12 education

### ****Introduction****

### The recommendations in this section address the following:

### creating transition facilitator/navigator positions across school boards mandated to specifically support the transition needs of students with disabilities

### developing and sharing effective, evidence-based transition practices and resources to ensure consistency across the district school boards

### inter-ministerial collaboration to share financial supports for students with disabilities

### improving curriculum design for learning skill development

### eliminating streaming of students with disabilities

### improving the individual education plan process (including enhanced student participation), information to student and parents, and providing more funding for assessments

### Please respond to the following questions regarding the committee's recommendations on transitions to and within K-12 education. The full text of the recommendations is included after each set of questions as a reference.

#### 21) Do you agree with the recommendations below?

Agree

Agree, with some changes

Disagree

### 22) If there is anything you would add, remove or change about these recommendations, please let us know, using the comment box below:



### ****Click the “More” button below to view the full text of the transitions to and within kindergarten to grade 12 education recommendations****

### **More**

To continue to the next section, click "Next" button below. If you prefer to move to a specific section, please select one from the list below.

|  |  |
| --- | --- |
| Initial proposed long-term objective | Answer |
| Section one: attitudes, behaviours, perceptions and assumptions | Answer |
| Section two: awareness and training | Answer |
| Section three: curriculum, assessment and instruction | Answer |
| Section four: digital learning and technology | Answer |
| Section five: organizational barriers | Answer |
| Section six: social realms | Answer |
| Section seven: physical and architectural barriers | Answer |
| Section eight: planning for emergencies and safety framework | Answer |
| Section nine: timelines and accountability small group | Answer |
| Transitions from K-12 to postsecondary education | Answer |
| Transitions for Indigenous students with disabilities | Answer |
| Transitions from secondary school to the workplace and community | Answer |
| Alternative transition programs/pathways | Answer |
| Additional Feedback | Answer |
| Demographic questions (optional) | Answer |

## Transitions from K-12 to postsecondary education

### ****Introduction****

### ****a) Consistent and integrated transition planning****

### The recommendations in this section address the following:

### establishing a professional learning community for Transition Facilitators/Navigators

### co-creating a transition training program for students with disabilities for delivery in K-12 and postsecondary

### publishing transition-related barriers and their associated removal timelines in multi-year accessibility plans

### delivering assistive technology training for staff and students

### ****b) Collaboration and coordination****

### The recommendations in this section address the following:

### enhancing funding for transition programming and transition facilitators/navigators

### improving access to accessible instructional materials and adaptive technology in a timely fashion (such as, before the start of classes)

### ****c) Documentation and funding barriers****

### The recommendations in this section address the following:

### establishing consistent disability documentation requirements across postsecondary institutions

### establishing consistent disability documentation requirements within the K-12 sector aligned with the Ontario Human Rights Code

### providing accessible information about interim accommodations while waiting for documentation

### increasing bursary funding for assessments and other disability-related needs

### Please respond to the questions below regarding the committee's recommendations on transitions from K-12 to postsecondary education. The full text of the recommendations is provided below the questions for reference.

#### 23) Do you agree with the recommendations below?

Agree

Agree, with some changes

Disagree

### 24) If there is anything you would add, remove or change about these recommendations, please let us know, using the comment box below:



### ****Click the "More" button below to view the full text of the transitions from kindergarten to grade 12 to postsecondary education recommendations****

### **More**

To continue to the next section, click "Next" button below. If you prefer to move to a specific section, please select one from the list below.

|  |  |
| --- | --- |
| Initial proposed long-term objective | Answer |
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| Section five: organizational barriers | Answer |
| Section six: social realms | Answer |
| Section seven: physical and architectural barriers | Answer |
| Section eight: planning for emergencies and safety framework | Answer |
| Section nine: timelines and accountability small group | Answer |
| Transitions to and within K-12 education | Answer |
| Transitions for Indigenous students with disabilities | Answer |
| Transitions from secondary school to the workplace and community | Answer |
| Alternative transition programs/pathways | Answer |
| Additional Feedback | Answer |
| Demographic questions (optional) | Answer |

## Transitions for Indigenous students with disabilities

### ****Introduction****

### Recommendations in this section centre on striking an Accessible Indigenous Education Circle to address the unique transition barriers faced by Indigenous students with disabilities. The circle would share information and make recommendations specific to the needs of Indigenous students with disabilities, including about language and training to remove systemic barriers.

### Please respond to the questions below regarding the committee's recommendations on ****transitions for Indigenous students with disabilities****. The full text of the recommendations is provided below the questions for reference.

#### 25) Do you agree with the recommendations below?

Agree

Agree, with some changes

Disagree

### 26) If there is anything you would add, remove or change about these recommendations, please let us know, using the comment box below:



### Click the "More" button below to view the full text of the transitions for Indigenous students with disabilities recommendations

### More

To continue to the next section, click "Next" button below. If you prefer to move to a specific section, please select one from the list below.

|  |  |
| --- | --- |
| Initial proposed long-term objective | Answer |
| Section one: attitudes, behaviours, perceptions and assumptions | Answer |
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| Section three: curriculum, assessment and instruction | Answer |
| Section four: digital learning and technology | Answer |
| Section five: organizational barriers | Answer |
| Section six: social realms | Answer |
| Section seven: physical and architectural barriers | Answer |
| Section eight: planning for emergencies and safety framework | Answer |
| Section nine: timelines and accountability small group | Answer |
| Transitions to and within K-12 education | Answer |
| Transitions from K-12 to postsecondary education | Answer |
| Transitions from secondary school to the workplace and community | Answer |
| Alternative transition programs/pathways | Answer |
| Additional Feedback | Answer |
| Demographic questions (optional) | Answer |

## Transitions from secondary school to the workplace and community

### ****Introduction****

### The recommendations in this section address the following:

### expanding experiential learning opportunities for high school students

### establishing repositories for sharing of transition planning resources

### making information about alternative credential programs available and accessible

### Please respond to the questions below regarding the committee's recommendations on transitions from secondary school to the workplace and community. The full text of the recommendations is provided below the questions for reference.

#### 27) Do you agree with the recommendations below?

Agree

Agree, with some changes

Disagree

### 28) If there is anything you would add, remove or change about these recommendations, please let us know, using the comment box below:



### Click the "More" button below to view the full text of transitions from secondary school to the workplace and community recommendations

### More

To continue to the next section, click "Next" button below. If you prefer to move to a specific section, please select one from the list below.

|  |  |
| --- | --- |
| Initial proposed long-term objective | Answer |
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| Section four: digital learning and technology | Answer |
| Section five: organizational barriers | Answer |
| Section six: social realms | Answer |
| Section seven: physical and architectural barriers | Answer |
| Section eight: planning for emergencies and safety framework | Answer |
| Section nine: timelines and accountability small group | Answer |
| Transitions to and within K-12 education | Answer |
| Transitions from K-12 to postsecondary education | Answer |
| Transitions for Indigenous students with disabilities | Answer |
| Alternative transition programs/pathways | Answer |
| Additional Feedback | Answer |
| Demographic questions (optional) | Answer |

## Alternative transition programs/pathways

### ****Introduction****

### The recommendations in this section address the following:

### developing, promoting and funding alternative academic and non-academic programs and pathways in postsecondary institutions

### developing, through ministry collaboration, new industry-recognized certification programs to offer more options for gaining employability skills and portfolios

### Please respond to the questions below regarding the committee's recommendations on ****a****lternative transition programs/pathways. The full text of the recommendations is provided below the questions for reference.

#### 29) Do you agree with the recommendations below?

Agree

Agree, with some changes

Disagree

### 30) If there is anything you would add, remove or change about these recommendations, please let us know, using the comment box below:



### ****Click the "More" button below to view the full text of the alternative transition programs/pathways recommendations****

### **More**

To continue to the next section, click "Next" button below. If you prefer to move to a specific section, please select one from the list below.

|  |  |
| --- | --- |
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| Section nine: timelines and accountability small group | Answer |
| Transitions to and within K-12 education | Answer |
| Transitions from K-12 to postsecondary education | Answer |
| Transitions for Indigenous students with disabilities | Answer |
| Transitions from secondary school to the workplace and community | Answer |
| Additional Feedback | Answer |
| Demographic questions (optional) | Answer |

## Additional Feedback

## 31) If there is any other feedback you would like to share with the K-12 Education Standards Development Committee, please let us know, using the comment box below:



To continue to the next section, click "Next" button below. If you prefer to move to a specific section, please select one from the list below.

|  |  |
| --- | --- |
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| Education Technical Sub-Committee: Accessible transitions for students with disabilities in K-12: to the workforce, the community and postsecondary education | Answer |
| Additional Feedback | Answer |
| Demographic questions (optional) | Answer |

## Demographic questions (optional)

### Completing this section is optional. We respect your privacy and will only use this information to better understand your responses. Any information you share here will only be reported in aggregate, meaning responses will be pooled together and will not be linked to your individual responses or information. The Government of Ontario is committed to helping to create an inclusive and equitable society for all Ontarians. By identifying and monitoring systemic racial and other disparities, public sector organizations will be better able to close gaps, eliminate barriers, and advance the fair treatment of everyone. This section is intended to help the Standards Development Committee better understand differences in feedback to their recommendations, and to help them consider potential disparities in the impacts of accessibility barriers on different communities and groups in Ontario. Identifying information will remain confidential as per the Government of Ontario's [Privacy Policy](https://www.ontario.ca/page/privacy-statement). Responses will remain anonymous. We are committed to protecting your privacy whether you are browsing for information or conducting business with the government through electronic channels. The handling of all personal information by Government of Ontario organizations is governed by the [*Freedom of Information and Protection of Privacy Act*](http://www.mgs.gov.on.ca/en/infoaccessandprivacy/STDU_101453.html). For more information, please see the end of the survey. You may choose to submit the survey without completing this section.

#### 31) ****Individual or Organization**** Are you submitting feedback on behalf or yourself or an organization?

Myself

On behalf of an individual

On behalf of an organization

I prefer not to answer

#### 32) ****Type of Organization (if Organization)**** Completing this section is optional. We respect your privacy and will only use this information to better understand your responses. If submitting feedback on behalf of an organization, what type of organization are you?

An organization that represents people with disabilities or a disability interest group

A municipality in Ontario

A private sector organization with no employees in Ontario

A private sector organization with 1-20 employees in Ontario

A private sector organization with 21-49 employees in Ontario

A private sector organization with 50 or more employees in Ontario

Government of Ontario ministry, board, agency, commission or authority

A not-for-profit organization with no employees in Ontario

A not-for-profit organization with 1-20 employees in Ontario

A not-for-profit organization with 21-49 employees in Ontario

A not-for-profit organization with 50 or more employees in Ontario

Other: 

If you wish to share the name of your organization, please provide it here: 

#### 33) ****Self Identifying Individual (if Individual)**** Disability includes physical, mental, and learning disabilities, hearing or vision disabilities, substance use dependencies, environmental sensitivities, as well as other conditions that limit activities of daily living. Do you identify as a person with one or more disabilities?

Yes (please specify the nature of your disability or disabilities if you are comfortable doing so): 

No

I prefer not to answer

#### 34) ****Residency****

## Where were you born? Specify one response only, according to present boundaries.

Born in Canada (please specify Canadian province / territory): 

Born outside Canada (please specify country): 

Do not know

I prefer not to answer

#### 35) ****Region**** Where do you live?

Greater Toronto and Hamilton Area

Southwest

North

Eastern

South

I do not live in Ontario

I prefer not to answer

#### 36) ****Mother Tongue or Childhood Language (if Individual)**** What is your mother tongue (childhood language)?

English

French

Other, please specify: 

I prefer not to answer

#### 37) ****Preferred Official Language (in Individual)**** What is your preferred official language?

English

French

I prefer not to answer

#### 38) ****Indigenous Identity**** Do you identify as First Nations, Métis, and/or Inuit? If yes, select all that apply.

Yes, First Nations

Yes, Métis

Yes, Inuk/Inuit

No

I prefer not to answer

#### 39) ****Ethnic or Cultural Origins (if Individual)**** What is your ethnic or cultural origin(s)? (Specify as many ethnic or cultural origins as appropriate)

 Please specify (for example, Anishnaabe, Canadian, Chinese, Colombian, Cree, Dutch, East Indian, English, Filipino, French, German, Guyanese, Haudenosaunee, Inuit, Iranian, Irish, Italian, Jamaican, Jewish, Korean, Lebanese, Mi’kmaq, Métis, Ojibway, Pakistani, Polish, Portuguese, Scottish, Somali, Sri Lankan, Ukrainian): 

I prefer not to answer

#### 40) ****Race or Racial Background (if Individual)****

#### In our society, people are often described by their race or racial background. For example, some people are considered ‘White’ or ‘Black’ or ‘East/Southeast Asian,’ etc. Which race category best describes you? (Select all that apply)

Black (for example, African, Afro-Caribbean, African-Canadian descent)

East Asian (for example, Chinese, Korean, Japanese, Taiwanese descent)

First Nations, Métis or Inuit

Latino/Latina/LatinX (for example, Latin American, Hispanic descent)

White (for example, European descent)

South Asian (for example, South Asian descent, East Indian, Pakistani, Bangladeshi, Sri Lankan, Indo-Caribbean)

Southeast Asian (for example, Filipino, Vietnamese, Cambodian, Thai, Indonesian, other Southeast Asian descent)

Multi Racial or Biracial

Another race category (please write in response): 

I prefer not to answer

#### 41) ****Gender Identity (if Individual)****

## What is your current lived gender identity? (Select all that apply)

Woman / Girl

Man / Boy

Gender Non-binary

Transgender

Transgender Woman / Girl

Transgender Man / Boy

Two-Spirit

Another gender identity (please specify): 

Do not know

I prefer not to answer

If you are done with the survey, please click the "Submit" button below. If you would like to return to one of the sections, select one from the list below.

|  |  |
| --- | --- |
| Initial proposed long-term objective | Answer |
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| Education Technical Sub-Committee: Accessible transitions for students with disabilities in K-12: to the workforce, the community and postsecondary education | Answer |
| Additional Feedback | Answer |

### Thank you for sharing your feedback on the K-12 Education Standards Development Committee’s initial recommendations.

### **Your privacy matters**

### The Ministry for Seniors and Accessibility (the “Ministry”) is subject to the *Freedom of Information and Protection of Privacy Act*, R.S.O. 1990, c. F.31. The collection of your personal information is necessary under the *Accessibility for Ontarians with Disabilities Act, 2005* for the proper administration of the Ministry’s support of the K-12 Education Standards Development Committee’s (the “Committee”) work, which is consistent with the mandate of the ministry. The optional personal information you chose to provide (e.g., email address and demographic data) and your feedback will be collected by the ministry, anonymized and shared with the committee. Your responses will be reviewed by the ministry and the committee to inform the committee's advice to the Minister for Seniors and Accessibility. Survey results may also be used in a summary report at an aggregate level. If you have any questions about the collection, use or disclosure of your information, please contact:

### Alex Ibrahim Manager of Standards Development Unit [Alex.Ibrahim@ontario.ca](mailto:Alex.Ibrahim@ontario.ca) +1 (416) 212-8048

### If you have questions about the [*Freedom of Information and Protection of Privacy Act*](https://www.ontario.ca/laws/statute/90f31), please contact:

### FOI Co-ordinator 400 University Avenue 2nd Floor Toronto, Ontario M7A 2R9 (647) 646-5503