



Inclusive Recreation: Creating a Road Map for Success

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Agenda

1. Introductions
2. What do we mean by inclusive recreation?
3. Legislative Framework
 - a) Ontario Human Rights Code
 - b) AODA (2005) and Accessibility standards
4. Municipal Recreation: Common Challenges & Solutions
5. Parasport opportunities
6. Next Steps

Introductions

- Diane English, Director of Policy & Communications, PRO
- Jennifer McPetrie, Program Supervisor- Camps- Children and Youth, Town of Oakville
- Dave Sora, Co-lead, Academy for Accessible Sports and All Abilities Program, Pickering Soccer
- Tammy Townsend, Supervisor, Recreation, Town of Milton

What do we mean by inclusive recreation?

- Inclusive recreation
 - Fully including persons with disabilities in regular recreation opportunities and facilities
 - Goal is often equitable access
- Adapted/Adaptive recreation
 - Program has been modified to meet the needs of a specific group of participants

Legislative Framework

- Ontario Human Rights Code
- AODA



Ontario Human Rights Code

- Established 1962
- Administered by the Ontario Human Rights Commission, the Code is individual, complaints-based legislation that addresses discrimination
- Requires organizations to accommodate people with disabilities to the point of undue hardship
- Protects people from discrimination

Discrimination under the Code

- Direct
- Indirect
- Constructive or adverse effect
 - Unintentional
- The code allows for:
 - Different services or charge different fees based on sex, marital status or family status (e.g. family rates for programs; women's only section in gym)

Ontario's Accessibility Laws

Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

- Ontario's **landmark accessibility law** - serves as the province's **primary** legislative authority for accessibility (beyond the OHRC).
- Purpose is to make Ontario accessible by 2025.
- Applies to all organizations with one or more employees in Ontario (public, private and not-for profit), that provide goods, services, or facilities.


Ontarians with Disabilities Act, 2001 (ODA)

- Set the foundation for accessibility in the public sector as Ontario's first accessibility legislation.
- Applied primarily to the Government of Ontario with certain administrative requirements on the broader public sector.

5 Accessibility Standards

Integrated Accessibility Standards Regulation

- Customer Service
- Information and Communications
- Employment
- Transportation
- Design of Public Spaces



share some
common
requirements

Municipal Recreation: Common Challenges & Solutions

Supply and Demand – both have challenges and opportunities



What issues are we discussing?

- Intake process
- Financial impact
 - Both on the supply and demand side
- Summer camps
 - Lack of options & transitioning from school
- Training
- Aging out
- Benchmarking & Policy
- Customer Experience and Quality

Halton/Peel Inclusion Working Group

- Who we are & why we came together
 - Share best practices
 - Benchmarking service levels
 - Policy consistency
 - Peer support



Intake Process

- Challenges
 - Process to identify right level of support
 - Unidentified participants that require more support than indicated
- Opportunities
 - Engaging external experts
 - Sharing IEP
 - Proactive, early intake process that allows for collaborative, open approach

Popcorn Discussion

- What are the successful elements of a good, inclusive intake process?
- What partnerships have you established for referrals; support?
- What do you do if you cannot accommodate?

Financial Impact

- Financial impact is felt on both supply and demand side

SUPPLY	DEMAND
Staffing costs – more highly-trained staff; cost 1:1 support	May be required to supply/pay support worker
Inconsistency leads to frustration	Different fee structures in different municipalities/organization
Orgs can offer only a few spots	Lack of availability of affordable programs or programs fill up quickly

Popcorn Discussion

- What are some good models for fee structures?
- If you have 1:1 support spots in summer camps – how many children are you serving? Is it enough?
- What are some other sources of funding?

Managing the Transition and Expectations

- Challenges
 - Managing expectations about service levels
 - Demand outweighs supply
 - Stressful for staff and for parents
- Opportunities
 - Use school resources to help
 - Hire EAs



Staff Training

- Lots of options
- Opportunities to collaborate regionally
- No minimum training requirements set for inclusion workers



Aging out of Inclusion Services

- Campers age out between 12-15
- Families left with fewer options for teens – up to age 24
- Organizations generally begin adult programming at 21+ years
- Solutions?



Policy/Benchmarking

- We are not the experts
- Sensitive to human rights issues, providing equal opportunities for all
- As a sector, looking for consistency in how we approach providing services in this area without guiding legislation



Everyone Plays

Policy of Supply-Demand

1 Demand side

Absence of, or dated, municipal sport policy with clear direction on inclusion and removal of barriers

Limited or absent direction specifically on inclusion of people with disabilities in municipal Recreation Master Plan

2 Supply side

Unaligned national and provincial sport and parasport policies

Absence of council direction, policy and authority

Existing sport or recreational policy lacks specific direction or commitment of resources (e.g., staff training)

Low or unclear City or Divisional priority

Absence of champion, culture shift, training

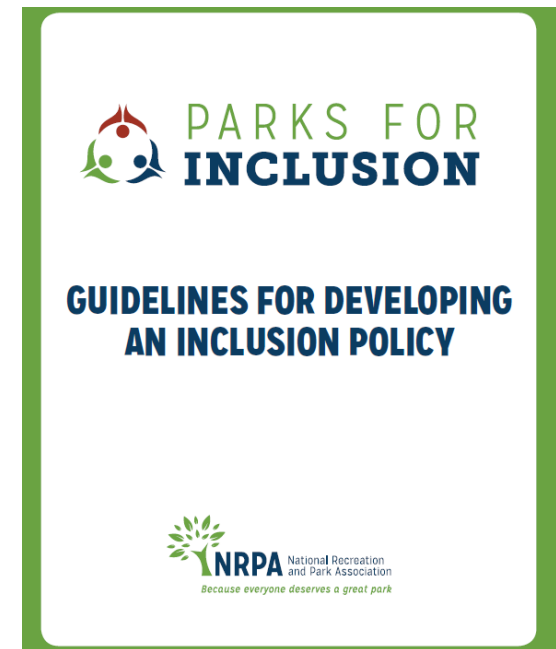
Disconnect between recreation policy and equity policy

What is the one can PRO do?

- What will have the most impact?
 - Policy templates
 - Training
 - Best practices
 - Other



PARKS AND RECREATION ONTARIO



Customer Experience and Quality

- How have we improved as a sector in the past 20 years to be more inclusive in our programming and approach to programs?
- What more can we do?

Quality Participation

Informing our work

What is quality participation?

Quality participation is achieved when athletes with a disability view their involvement in sport as satisfying and enjoyable, and experience outcomes that they consider important.



Figure 1. A blueprint for building quality participation in a sport program for children, youth and adults with a disability.



cdpp.ca/resources-and-publications/blueprint-building-quality-participation-sport-children-youth-and-adults

PARASPORTS

Sharing and Collaborating



On the Sidelines

Focus on grassroots

- 85% of Canadians agree sport participation builds stronger communities (TCF, 2016) but:
- 26% (CWAD) reported being physically active, and:
- 70% CWAD **not playing any team sports** (GO4KIDDS report card)
- 37% never have taken part in any organized physical activity (2015 ParticipAction Report Card, GO4KIDDS)
- less than 30% of children with a moderate or severe disability have ever played a team sport (2015 ParticipAction Report Card) compared to 84%
- 59% of youth with a disability reported that they seldom or never play games with friends (CAASP, 2014)
- 53% CWAD **have no friends** (Snowdon, 2012)



Parasport

- Two perspectives
 - Community sports (Academy for Accessible Sports)
 - Provincial collaborative (Ontario Parasport Collective)

Ontario Parasport Collective

OUR VISION:

- To create and promote equitable, inclusive and quality physical activity and **sport experiences** for Ontarians with a disability

OUR MISSION:

- As a united group of committed and engaged partners and individuals, acting as a central hub, we will lead, connect and support the **alignment of the parasport system** in Ontario.

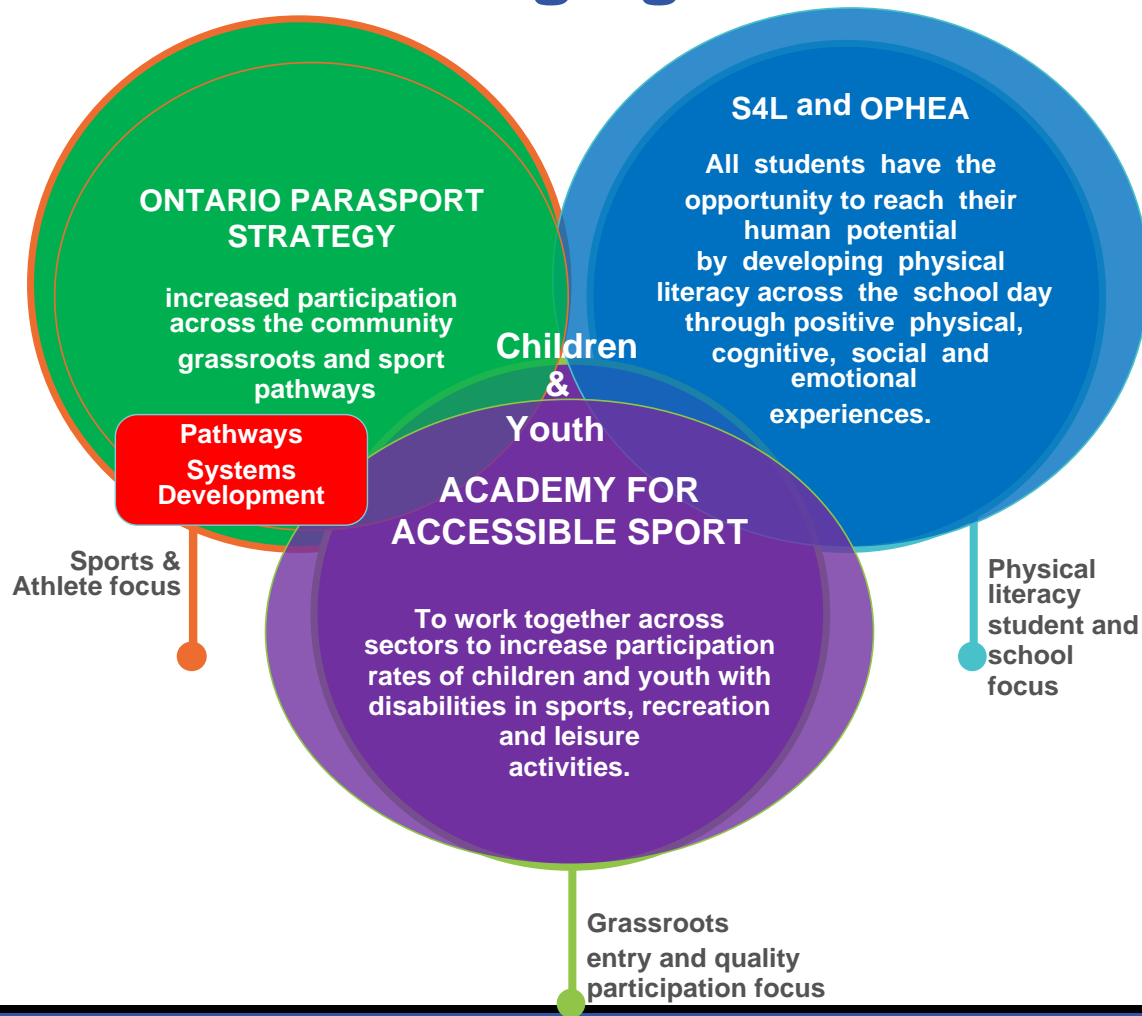
Academy for Accessible Sports

- All Abilities program – fun, friends and fitness for kids
 - Program design and delivery (specialized), training, community capacity building
 - 5 - 18 and 18+ @ 3 sites
- Academy – building sector capacity
 - Inclusive innovation Facilitators Guide for sport and recreation, framework for inclusive children’s storybooks, inclusive HIGH FIVE Supplementary, AODA Guideline for Soccer, First Involvement and Quality Participation Guideline
 - Research/collaborations
 - Community of practice to Collective Impact



Optimizing success

Working together



We should collaborate!

- Asset maps
- Training coordination
- Begin a dialogue sport and recreation
- Knowledge and Innovation Hub
- Focus on Rural

Sharing starts with knowing

Connecting parents



