KAWARTHA PINE RIDGE
DISTRICT SCHOOL BOARD

Multi-Year Accessibility Plan
Status Report

Kawartha Pine Ridge District School Board
January 2016 – December 2020

Presented to:

Prepared by

Kawartha Pine Ridge District School Board
Accessibility Working Group

This publication is available on the Kawartha Pine Ridge District School Board's Website at www.kprschools.ca and in accessible formats upon request.

1. Introduction

Statement of Commitment

The Kawartha Pine Ridge District School Board values equity, diversity, inclusiveness and the dignity and humanity of each individual. It is the policy of the Board, therefore, to ensure that the principles of equity, valuing diversity and inclusion are integrated into our goals, policies, practices, structures, programs and institutional, individual and collective interactions, in order to bolster the overall culture of the Board and its contribution to the communities it serves.

The Kawartha Pine Ridge District School Board is committed to:

- Maintaining an ongoing Accessibility Working Group,
- Broad-based consultations to continuously improve access to policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community living with disabilities, particularly in customer service, employment, transportation, information and communications technology, and the built environment.

2. Overview of the Accessibility Standards under the Accessibility for Ontarians with Disabilities Act, 2005 (AODA)

Accessibility for Ontarians with Disabilities Act, 2005

The Accessibility for Ontarians with Disabilities Act (AODA) applies to public, broader public and private sector organizations and calls for the development of enforceable accessibility standards in the areas of: customer service; the built environment; employment; information and communication; and transportation. Among other requirements, the Board must develop multiple year accessibility plans at least every five years along with annual status reports for the plans.

Accessibility Standards under the AODA

a. Accessibility Standards for Customer Service

This Standard addresses the manner in which goods and services are delivered to the public and other third parties.

b. Integrated Accessibility Standard Regulation

The Integrated Accessibility Standard (IASR) establishes standards for accessibility in the areas

of information and communication, employment, transportation and the design of public spaces (built environment). A high-level description of the standards is provided below.

i. **Accessibility Standards for Information and Communication**

This Standard establishes requirements for providing accessible information and communication to persons with disabilities including accessibility standards for websites and website content.

ii. **Accessibility Standards for Employment**

This Standard addresses the hiring and retaining of paid employees and involves, but is not limited to, providing accessible job postings and reasonable accommodation for individuals selected for interviews and for employees with disabilities.

iii. **Accessibility Standards for Transportation**

This Standard applies to school Boards and providers of public transportation services, including but not limited to public transit, and taxi and limousine services in Ontario

iv. **Design of Public Spaces (Built Environment)**

The Standard provides accessible design requirements primarily focusing on exterior areas such as accessible parking, pedestrian routes, exterior ramps, play spaces and includes a few public interior areas such as service counters and waiting areas. The standard applies to new construction and areas undergoing renovations.

Guiding Principles of AODA and Accessibility Standards

The following guiding principles are the foundation of the AODA and the accessibility standards enacted under it. Organizations such as the Board must make reasonable efforts to ensure that its policies, procedures and practices are consistent with these principles. The principles include demonstrating respect for the dignity and independence of persons with disabilities; providing goods and services to persons with disabilities in a manner that is integrated with others unless another method is required due to the person's disability; and equality of opportunity.

3. Accessibility Plan Status Report

The Kawartha Pine Ridge District School Board is committed to accessibility, inclusion and equity for persons with disabilities and to fulfilling its obligations under the *Accessibility for Ontarians with Disabilities Act* (AODA).

This Status Report Provides an update on all activities undertaken by the Board between the years of 2016 – 2020. This Accessibility Plan Status Report – 2019 provides an update on the Board's Accessibility Plan.

Aim

This status report outlines accessibility initiatives that have been undertaken for the purpose of working towards a barrier-free working and learning environment that ensures that we address all issues that may pose barriers to members of our communities that have disabilities.

4. Accessibility Accomplishments

Information and Communication Standards Assistive Technology

Assistive Technology (AT) is a generic term for equipment or products used by people who experience barriers to performing specific tasks. AT is meant to be a means to improve functional capabilities, foster independence and provide equitable access to the curriculum. AT can be used in many learning environments beyond the classroom to support student success.

Specific assistive technologies can be grouped into various categories of application: Vision, Communication, Mobility, Sensory and Cognition. In these categories, the focus is on supporting student success by addressing key areas of need, as opposed to purely focusing on the products available. This approach helps ensure that students have a complete solution to address their unique learning needs. Assistive technology has the most impact when the student receives training and support from an assistive technology specialist. As such, students receive ongoing training as needed on how to best use AT to support their learning. Staff are also provided with support and training around how to implement technology into their program in a way that makes learning accessible to all students.

KPRDSB has a fulsome program to support students and employees who require assistive technology.

On the student side, students are able to reach out to their Special Education Resource Teacher (SERT) in their school or the Principal in order to access Ministry funded, KPR funded, or specialized equipment. The Board also has three central Principals in place that are able to assist as well as a Special Education Technology Support Team comprised of systems analysts, equipment support, and trainers.

On the employee side, the Employee Health Services division within the Human

Resources Services Department can assist employees with identifying and accessing AT.

Design of Public Spaces Standards (Accessibility Standards for the Built Environment)

All of the work for the Board that relates to the Built environment is undertaken by the Facilities Services and Operations Department, which consists of Engineering, Operations, and Maintenance.

- Facilities and Environmental Support Services Planning and Accommodation Support Services

All of the planning and project work that occurs within this division may have accessibility components as they are responsible for new schools, additions and larger renovation projects.

The Facilities Services and Operations Department is responsible for generating annual reports on the accessibility of all of the schools within the Board making changes and updates to correspond with annual accessibility upgrades and retrofits.

Accessibility is always evolving. Schools built 20 years ago, although accessible at the time, need upgrading, replacement of items and further work to meet current legislation and building and accessibility standards.

On an annual basis the Facilities Services and Operations team provides as update on the accessibility features of every school and board site.

They ask the following questions in their assessment of each school and board site:

1. Is the main floor accessible?
2. Are other floors accessible, if applicable?
3. Is there an accessible stage?
4. Are there accessible washrooms?
5. Is there an accessible drinking fountain?
6. Are there visual enhancements?
7. Is there access to staff areas?
8. Is there an accessible PA system?

Using these metrics, the results are updated on an annual basis to reflect work done to date.

Compliance

The Integrated Accessibility Standards regulation sets out the deadlines for complying with the items listed. It also sets out when compliance reports by the organization need to be filed. The Board is required to file an Accessibility Compliance Report every 2 years, beginning December 31, 2013.

2016 – 2020 Multi-Year Accessibility Plan Status

Below are the commitments made by KPR for 2016 – 2020 and the current status of each of the planned initiatives.

LIVING IN A CHANGING WORLD

Accessibility and Living in a Changing World

Our strategic plan was developed after extensive consultation with students, parents, staff and community stakeholders. Through that consultation, we heard that the mental and physical wellness of our students and staff is vital for their success in school and happiness in life. This wellness is supported by ensuring our schools and workplaces are safe and inclusive places of respect for all. Our schools need to continue to be places where our students learn and feel valued in equal measure.

For the next four years we are committed to focusing on the following aspects of Living in a Changing World:

- Health and Wellbeing
- Safe, Equitable and Inclusive Environments

The following table identifies accessibility enhancements the Board has or will put in place, to support Living in a Changing World.

Lead Department	Deliverables		Compliance Date/Status
HEALTH AND WELLBEING			
Facilities Services		Develop, annually update and disseminate Accessibility Features of Kawartha Pine Ridge DSB Buildings, an overview of the physical accessibility features available at all KPRDSB sites.	Completed on an annual basis from 2016 to 2020
All Depts.		Make school library resources and printed learning material accessible	Ongoing
SAFE, EQUITABLE AND INCLUSIVE ENVIRONMENTS			
Facilities Services		Ensure new or redeveloped public spaces are compliant with accessibility features.	Every new space or redeveloped space in KPR between 2016 and 2020 was compliant with the Built Environment standards of the AODA
		Ensure all Board and school websites and content are accessible	Website updates and training occurred between 2016 and 2020, currently the

			Board is in the process of upgrading the public-facing site which will ensure accessibility
STSCO	?	Maintain integrated, accessible student transportation services as well as alternative services as required.	Ongoing – was done successfully between 2016 and 2020.

LEARNING IN A CHANGING WORLD

Accessibility and Learning in a Changing World

First and foremost, we are committed to high achievement goals for our students. The growth and advancement of their learning and knowledge is our core purpose as an organization, and we are committed to inspiring all students to realize their full potential. To do that we need to optimize learning conditions within our schools and be conscious of learning gaps that require our focused attention. Our commitment to supporting our students with special needs is a hallmark of our legacy as a school district and remains a constant in our decision making. We also embrace our obligation to champion Aboriginal education, achievement and awareness amongst our students. We are committed to providing our students with innovative learning environments that are equipped with technologies matched to the modern world. The modern world will be led by our students, who have grown through the commitments in the area of Learning in a Changing World:

- Focus on Excellence
- Modern Learning Environments

The following table identifies training and information sharing that the Board has undertaken or will undertake, to promote awareness of accessibility issues in support of Learning in a Changing World.

Lead Department	Deliverables	Compliance Date/Status
FOCUS ON EXCELLENCE		
T&L/ICT/Schools Central Services HR	Policies, procedures, training resources and records that are publically available are in accessible formats upon request Ensuring effective communication for students and staff with special needs to be provided for in a timely and appropriate manner	We were successful in providing requested documents in alternate formats between 2016 and 2020
MODERN LEARNING ENVIRONMENTS		
All Depts. ICT/Facilities Services	Consider accessibility issues and requirements with all new construction and renovation projects to ensure equity and inclusiveness Maintain accessibility features checklist on Board website and manage features through to 2025 and full compliance.	Complete

LEADING IN A CHANGING WORLD

Accessibility and Leading in a Changing World

As an organization, we sincerely believe that public education is a cornerstone of democracy in Ontario. Our schools are places of wonder and joy, accepting of all, where every child has a chance to realize greatness.

We are proud to be ambassadors for public education, and are committed to be an organization that contributes to public confidence through our transparency and accountability. We will continue to celebrate our achievements, and to build even stronger relationships with our partners who make our success possible.

As we continue Leading in a Changing World, we are committed to:

- Enhancing Public Confidence
- Partnerships

The following table identifies accessibility enhancements the Board has undertaken, or will put in place, to support Leading in a Changing World.

Lead Department	Deliverables	Compliance Date/Status
ENHANCING PUBLIC CONFIDENCE		
Board Director's Office	⌋ Maintain policies governing how KPR will achieve and ensure accessibility consistent with the requirements of the Accessibility for Ontarians with Disabilities Act (AODA). ⌋ Maintain a Multi-Year Accessibility Plan ⌋ Ensure the principles of equity, diversity and inclusion are included with the policy review cycle. .	Incomplete Complete Incomplete
PARTNERSHIPS		
Community Use and T&L	⌋ Ensure our school based partnerships, such as child care providers, are aligned with KPR's expectations regarding accessibility, and that we maintain an effective mechanism for addressing accessibility needs with partners in our buildings,	Complete and ongoing