



Multi-year Accessibility Plan (MYAP) 2023-2027



Purpose

The purpose of this Multi-Year Accessibility Plan 2023-2027 (MYAP) is to put forward an overarching strategy for the Kawartha Pine Ride District School Board (KPR) to identify, remove and prevent barriers that students, staff, and other members of the KPR community (parents, community members, volunteers, visitors and trustees) may experience or encounter while learning, working and interacting within our educational culture. This MYAP also makes clear our expressed commitment to meet all compliance requirements under the Accessibility for Ontarians with Disabilities Act (AODA).

Overview

In fostering a culture of inclusion, KPR is committed to ensuring accessibility for all persons with disabilities so that its students, staff, and members of the wider KPR community enjoy a barrier-free environment and one that wholly supports the dignity of everyone. This will be reflected throughout KPR by:

- students, staff and community members with disabilities being able to enter our premises and reach their destinations without encountering barriers;
- students with disabilities in receipt of educational services are able to do so without encountering barriers that adversely impacts engagement, participation and a sense of belonging;
- staff with disabilities are able to conduct their work without encountering barriers;
- accessibility being embedded and incorporated into all our policies, functions and practices; and
- accessibility obligations being accepted as everyone's responsibility to acknowledge and address.

This MYAP outlines measures that KPR will take to identify, prevent and remove barriers to people with disabilities, particularly our students. With the goal of ensuring that inclusion is consistent with accessibility, it also details our strategy to ensure that we approach accessibility as a cultural shift that goes beyond mere legal compliance with the AODA. In being committed to transparency, we will ensure that this plan is available to the public via the Commissioner's Office of Human Rights, Equity & Accessibility (COHREA) page on KPR's website.

Description of the KPR Community

With over 36,000 students attending 89 schools (elementary and secondary), KPR is a vibrant, growing and increasingly diverse board. Its focus remains centred on delivering quality education in which learning, belonging and relationships matter and are vital to succeeding through the promotion of mentally healthy living and working environments where everyone's contribution matters. Greater accessibility for students with disabilities is premised on KPR's priority of creating conditions that meet the unique needs of all its stakeholders through centering our understanding on a human rights model of disability.

Accessibility Through the Human Rights Model of Disability

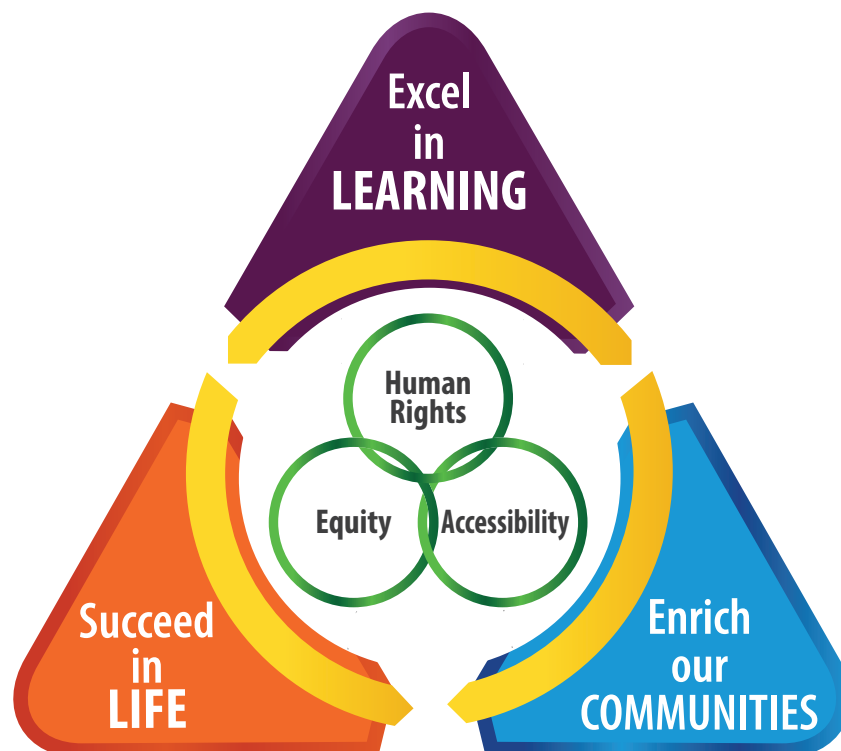
When making key decisions that involve persons with disabilities, KPR is committed to accessibility through the human rights model outlined in the **United Nations Convention on the Rights of Persons with Disabilities** which elevates human rights principles toward viewing:

- disability as being a natural part of human diversity that must be acknowledged, respected and supported in all its forms;
- persons with disabilities as having the same inherent human rights as everyone else in society at large;
- impairments being a natural part of everyday life and not as an excuse to curtail, deny or restrict the rights of persons with disabilities.

Statement of Organizational Commitment

KPR is supportive of the AODA and its objective of achieving accessibility for the wider community of KPR with its services, facilities, student transportation, employment, buildings, structures, and premises.

As such, we remain wholly committed to identifying, removing, and preventing barriers that anyone from within and outside the KPR community may encounter when interacting with us. This aligns with **KPR's Strategic Plan 2023-2026** which focuses on inspiring students to excel in learning, succeed in life and enrich our communities.



Accessibility Alignment with KPR’s Mission, Vision and Values

In fostering a culture of accessibility, KPR’s Mission, Vision and Values remain firmly anchored to a student-centered approach. Disability inclusion is premised on participation in every aspect of life to the fullest extent possible.

Mission – To inspire our students to excel in learning, to succeed in life, and to enrich our communities.

Vision – To be an innovative and responsive educational community focused on student achievement, well-being, and success for all; we value the diversity and uniqueness of all students, employees, and community members. We are ambassadors of public education.

Values – An unwavering commitment to educational achievement, well-being and success



For students with disabilities, this is about being intentional about creating learning environment(s) where barriers are acknowledged, challenged, and eliminated.

Definitions

Using the broad definition from *Ontario’s Human Rights Code*, section 10(1)¹ and *the Accessibility for Ontarians with Disabilities Act*, section 1(2)², at KPR we identify the term “**disability**” as referring to “any degree of physical disability, infirmity, malformation, or disfigurement that is caused by bodily injury, birth defect, or illness and, without limiting the generality of the foregoing, includes:

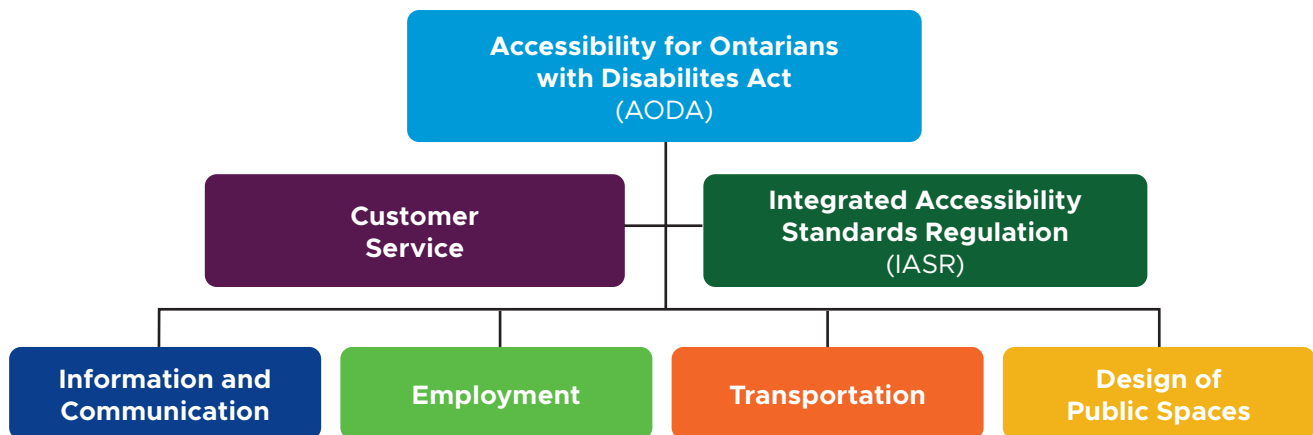
- diabetes, mellitus, epilepsy, a brain injury, any degree of paralysis, amputation, lack of physical coordination, blindness or visual impediment, deafness or hearing impediment, muteness or speech impediment, or physical reliance on guide dog or other animal or on a wheelchair or other remedial appliance or device;

¹ Government of Ontario (2023, May 18). *Human Rights Code*, R.S.O. 1990, c. H. 19. Retrieved from: <https://www.ontario.ca/laws/statute/90h19>.

² Government of Ontario (2016, April 19). *Accessibility for Ontarians with Disabilities Act*, 2005, S.O. 2005, c. 11. Retrieved from: <https://www.ontario.ca/laws/statute/05a11>.

- a condition of mental impairment or a developmental disability;
- a learning disability, or a dysfunction in one or more of the processes involved in understanding or using symbols or spoken language;
- a mental disorder, or an injury or disability for which benefits were claimed or received under the insurance plan established under the Workplace Safety and Insurance Act, 1997.”

In meeting KPR’s obligations under the AODA, we are committed to adhering to the accessibility standards, the first being the **Customer Service Standards**, and the other four that make up the **Integrated Accessibility Standards Regulation (IASR)** which include: the **Information and Communication Standards**, **Employment Standards**, **Transportation Standards**, and the **Design of Public Spaces Standards**.



Customer Service	Outlines requirements for removing barriers for people with disabilities so they can be better served when accessing KPR services and facilities.
Information and Communication	Outlines requirements for the Communications and ICT departments at KPR to create, provide, and receive information and communications are made accessible for people with disabilities in the wider KPR community.
Employment	Requires that KPR make its workplace and employment practices accessible to current and potential employees with disabilities.
Transportation	Sets out the requirements for student transportation to be accessible for students with disabilities and particularly regarding features and equipment on vehicles, routes, and services offered.
Design of Public Spaces	Outlines the need for newly constructed schools, building and play structures at KPR to be accessible for people with disabilities.

At KPR we regard a “**barrier**” as referring to anything that prevents persons with disabilities from fully participating in all aspects of KPR due to their disability. The MYAP considers barriers as being especially relevant to persons with disabilities in review of new and existing policies and practices at KPR.

Barrier Type	Description/Explanation
Attitudinal/Social	This barrier refers to ways of thinking or feeling by people that could result in behaviours that hinder positive interactions and possibly impact service delivery. It occurs when biases and stereotypes about persons with disabilities impede persons with disabilities from fully participating in all aspects of KPR.
Physical	Any physical (or architectural) factor that makes accessibility difficult for persons with disabilities. This barrier may result from the design of buildings, such as the size and shape of rooms, size of doorways, width of hallways, windows, elevators, furniture, bathroom hardware, etc.
Communications	This barrier happens when the ways information is designed and communicated at KPR prevents people from accessing or understanding it in a meaningful way.
Technology	This barrier occurs when technologies are not designed or introduced to be user-friendly and fails the needs of persons with disabilities at KPR.
Systemic	Barriers resulting from KPR’s policies, practices, and procedures that apply to everyone, yet restrict persons with disabilities.

Methodology for Identification of Barriers

KPR is committed to developing policies that respect and promote the dignity and independence of persons with disabilities. Services and operations are designed to promote and enhance student success, support non-discriminatory employment practices, meet all legal and regulatory requirements, and meet the expectations of the wider KPR community in the area of accessibility. Barriers are identified using multiple mechanisms:

- **Feedback Process:** Compliments, suggestions and complaints from staff, students, and other members of the KPR community may be received in person, by telephone, in writing, electronically, or otherwise. The feedback mechanism of Report IT! is managed by the Commissioner’s Office of Human Rights, Equity and Accessibility (COHREA), and is posted on KPR’s public website.
- **Accessibility Barrier Reporting:** Concerns regarding accessibility barriers that are reported are tracked and addressed by managers and school administrators through the Report IT! confidential online reporting tool managed by the COHREA. There are multiple policies through Human Resources pertaining to Occupational Health and Safety that demonstrate our commitment to workplace safety and outline the roles of managers and employees in maintaining and contributing to a safe work environment.

- **Periodic Self-Audit Reviews:** Serve as a vehicle to identify actual and potential accessibility barriers. Accessibility barriers are documented and reported to the school administration, Superintendent of Human Resources and/or the Human Rights, Equity and Accessibility Commissioner.
- **Employee Input:** Employees are encouraged to report barriers that they have identified for themselves or others through the Report IT! confidential online reporting tool. It is promoted on KPR's public website.
- **AODA Legislation:** Mandatory requirements of the legislation set targets for accessibility initiatives and changes in process.

Accessibility Compliance Plan

Customer Service Standard Requirement		
All individual KPR schools and the Education Centre are committed to excellence in serving all customers including persons with disabilities.		
Accessibility Requirement	Lead/ Responsibility	Status
<p>Accessible Customer Service Policy and Procedures</p> <p>Develop, implement, and maintain a policy and associated administrative regulations (B-3.4 - Accessibility for Persons with Disabilities) on providing goods and services to persons with disabilities that addresses:</p> <ul style="list-style-type: none"> - provision of Goods and Services to Persons with Disabilities; - use of assistive devices; - use of guide dogs, service animals and service dogs; - use of support persons; - notice of service disruptions; - training; - feedback process, and <p>* This policy will be made publicly available and in accessible format where requested.</p>	<p>Commissioner's Office of Human Rights, Equity & Accessibility (COHREA)</p>	<p>Completed</p>
<p>Training</p> <p>Provide mandatory online training (Accessibility 101) and facilitative workshops to all employees, Board trustees, volunteers, and others who deal with the public or other third parties in the delivery of KPR's services, as well all those who are involved in the development of policies and procedures and maintaining training records as required.</p> <p>Training includes:</p> <ul style="list-style-type: none"> - an overview of the Accessibility for Ontarians with Disabilities Act, 2005 and the requirements of the Customer Service Standard (CSS); - student support service, as well as policies and associated administrative regulations that support inclusive student learning, and - guidelines, Instructions on interaction and communication with staff and/or student with various types of disabilities. 	<p>Commissioner's Office of Human Rights, Equity & Accessibility (COHREA), Human Resources</p>	<p>Completed, with processes in place for ongoing education system-wide</p>

<p>Re-Development of Procedures and Practices for Disability Supports in Education</p> <ul style="list-style-type: none"> - instructions on interaction with people with disabilities who require assistive devices; require the assistance of a guide dog, service animal or service dog; or require the assistance of a support person. - instructions on use of equipment or devices that are available or that may assist customers with disabilities. - instructions on assisting a customer with a disability that is having difficulty accessing services. 	<p>HREA Commissioner, Superintendent of Human Resources, and Superintendents of Education</p>	<p>Ongoing (as required and requested)</p>
<p>Notice of Temporary Disruptions</p> <p>Provide public notice of disruption in facilities or services by posting a notice on KPR premises and on the KPR website, including reason for disruption, anticipated duration, and description of alternatives.</p>	<p>Human Resources, Corporate Affairs, and Facilities Services</p>	<p>Completed, with processes in place for ongoing compliance</p>
<p>Feedback Process</p> <p>Establish process for receiving and responding to customer feedback. Ensure that processes are accessible to persons with disabilities by providing accessible formats and arranging for communication support upon request. All KPR stakeholders will be notified of the feedback process.</p>	<p>Commissioner's Office of Human Rights, Equity & Accessibility (COHREA), Human Resources, and Corporate Affairs</p>	<p>Completed, with processes in place for ongoing compliance</p>

<p>Integrated Accessibility Standards Regulation Requirement (IASR) - Information & Communication</p>		
<p>KPR is committed to meeting the requirements under the IASR regarding Information & Communication</p>		
<p>Accessibility Requirement</p>	<p>Lead/Responsibility</p>	<p>Status</p>
<p>Corporate Accessibility Policy and Procedures</p> <p>Develop, implement, and maintain policies and procedures on the requirements of IASR to address:</p> <ul style="list-style-type: none"> - information and Communication Standard; - employment Standard; - design of Public Spaces Standard (if/where applicable); - training; - communication, and - feedback process 	<p>Human Resources, Corporate Affairs and Accessibility Advisory Committee</p>	<p>Completed, with processes in place for on-going compliance</p>
<p>Multi-Year Accessibility Plan (MYAP)</p> <ul style="list-style-type: none"> • establish, implement, and maintain the MYAP outlining the strategy to prevent and remove barriers for people with disabilities. This Plan will be reviewed and updated in consultation with persons with disabilities and the Accessibility Advisory Committee. • this Plan will be posted on the KPR website and made available in accessible format upon request. • an annual progress report on this Plan will be posted on our website as required by the IASR and internal policy. 	<p>COHREA, and Accessibility Advisory Committee</p>	<p>Completed, with processes in place for ongoing compliance</p>
<p>Accessibility Reports</p> <p>Complete government accessibility reports as required in accordance with the AODA and Regulations and internal policy.</p>	<p>COHREA</p>	<p>Recurring</p>

<p>Development of an online Accessibility Hub</p> <ul style="list-style-type: none"> • a repository of accessibility resources available in one place. • links to KPR disabilities-related policies, procedures, practices, etc. • legislative/AODA updates, links to disabilities related associations; list of community agencies and resources; educational resources for human rights-based approaches to accessibility and inclusion in education; suggested reading (books, reports, articles, websites, blogs) or other media (video, audiobooks, podcasts), training opportunities, etc. 	<p>COHREA, Accessibility Advisory Committee, Corporate Affairs</p>	<p>Ongoing (as required and requested)</p>
<p>Training</p> <ul style="list-style-type: none"> • disability literacy and language use. • making information and communications accessible. • accessible websites and content. 	<p>COHREA, Equity Diversity and Inclusion, Corporate Affairs, and Accessibility Advisory Committee</p>	<p>Ongoing (as required and requested)</p>

<p>Integrated Accessibility Standards Regulation Requirement (IASR) - Design of Public Spaces</p>		
<p>KPR is committed to meeting the requirements under the IASR regarding the designs of public spaces.</p>		
<p>Accessibility Requirement</p>	<p>Lead/ Responsibility</p>	<p>Status</p>
<p>Facilities Training</p> <p>Provide targeted training to Facilities Services on accessibility considerations as per the AODA, such as the design of public spaces (e.g., accessible play areas and play structures) where accessibility and barrier removal are addressed. Training to develop annual accessibility plan and outlining procedures for barrier identification and removal.</p> <p>Training will include:</p> <ul style="list-style-type: none"> • an overview of specific components in the AODA, the general requirements of the IASR and best practices employed in the school board sector; • an overview of the Ontario Human Rights Code as it pertains to discrimination experienced by persons with disabilities; • specific KPR policies and procedures that relate to the Human Rights Code and the AODA; • consideration of barrier removal regarding: <ul style="list-style-type: none"> 1. funding challenges; 2. standards change over time; going beyond the minimum standard for legal compliance to a culture of maximum inclusion; 3. train the trainer approaches in addressing specific accessibility issues/concerns as they arise. 	<p>Facilities Services, and COHREA</p>	<p>Ongoing</p>

<p>Procurement</p> <p>Consider accessibility when procuring goods, service-related elements, or facilities, and:</p> <ul style="list-style-type: none"> • make accessibility design and features part of our criteria for procurement where possible; • provide educational awareness and tools to internal stakeholders and communication to external stakeholders informing them of changes to procurement procedures and purchasing criteria, and • include accessible information within procurement policies and procedures. <p>Where unable to incorporate accessibility into our purchase, when asked, we will:</p> <ul style="list-style-type: none"> • explain why we did not obtain accessible goods, services, or facilities, and • provide the explanation in an accessible format when requested 	<p>Business and Corporate Services, and Facilities Services</p>	<p>Completed, with on-going implementation as needed</p>
<p>Accessible/Barrier-Free Washroom Plan</p> <p>A plan to ensure all KPR sites have an accessible, barrier-free washroom.</p>	<p>Business and Corporate Services, Facilities Services, and Accessibility Advisory Committee</p>	<p>Ongoing</p>
<p>Accessible/Barrier-Free Playground Plan</p> <ul style="list-style-type: none"> • a plan to make all KPR playgrounds accessible. • consider opportunities for cost-sharing with municipal governments in support of creating more accessible community parks and green spaces. 	<p>Business and Corporate Services, Facilities Services, and Accessibility Advisory Committee</p>	<p>Ongoing</p>
<p>Develop a List of Accessible KPR Buildings</p> <ul style="list-style-type: none"> • list all KPR buildings that are accessible. • include information on accessibility-related projects happening at KPR sites. • updated periodically. 	<p>Facilities Services, and Human Resources</p>	<p>Ongoing</p>
<p>Disability Inclusion Funding</p> <p>Explore options to develop a pool of funding for disability inclusion projects.</p>	<p>Business and Corporate Services, Facilities Services, Spec Ed, and Accessibility Advisory Committee</p>	<p>Ongoing</p>

Integrated Accessibility Standards Regulation Requirement (IASR) - Employment

KPR is committed to meeting the requirements under the IASR regarding employment.

Accessibility Requirement	Lead/Responsibility	Status
<p>Employment: Recruitment Process</p> <ul style="list-style-type: none"> • notify applicants invited to participate in the interview or assessment process that accommodations are available on request to support participation in the process. • consult with the applicant to provide suitable accommodation that take into account the participant’s accessibility needs due to a disability. • when making offers of employment notify successful applicants of policies for accommodating employees with disabilities. 	Human Resources	Completed, with processes in place for on-going compliance
<p>Employment: Informing Employees of Supports</p> <p>Inform employees of policies used to support employees with disabilities.</p>	Human Resources	Completed, with processes in place for on-going compliance
<p>Employment: Workplace Emergency Response Information</p> <ul style="list-style-type: none"> • provide individualized workplace emergency response information to help employees with disabilities when required in accordance with established procedures. • when an employee who receives individualized workplace emergency response information requires assistance, and with the employee’s consent, Human Resources shall provide this information to the person designated by the KPR to provide assistance to the employee. • individualized workplace emergency response information shall be reviewed when the employee moves to a different location in the organization; their overall accommodations needs or plans are reviewed; or when KPR reviews its general emergency response policies. 	Human Resources	Completed, with processes in place for on-going compliance
<p>Employment: Individual Accommodation Plans</p> <ul style="list-style-type: none"> • have a process in place to provide individual workplace accommodation plans where requested by an individual staff member with a disability. • individual accommodation plans will be developed in accordance with the requirements of the IASR. Employees requesting individual accommodation plans are encouraged to participate in the development of the plan. 	Human Resources	Completed, with processes in place for on-going compliance

Integrated Accessibility Standards Regulation Requirement (IASR) - Transportation

KPR is committed to meeting the requirements under the IASR.

Accessibility Requirement	Lead/Responsibility	Status
Removal of Barriers in Student Transportation <ul style="list-style-type: none">• ensuring all student transportation is accessible.• addressing barriers related to walking distances to buses (e.g., youth with ASD).• improving policies around who can support youth getting on and off the bus.• ensuring technology related to bussing are accessible (e.g., bus planner).	Business and Corporate Services in collaboration with STSCO	On-going

More Information

To learn more about our Multi-Year Accessibility Plan (MYAP) or accessibility at KPR, please contact the Commissioner's Office of Human Rights, Equity & Accessibility (COHREA) by telephone at: (705) 742-9773 ext. 2023 or by email at: COHREA@kprdsb.ca.

References

[KPR's Strategic Plan 2023-2026](#)

[Board Policy B-3.4, Accessibility for Persons with Disabilities](#)

[Administrative Regulation B-3.4.1, Accessibility for Persons with Disabilities](#)

[Board Policy B-3.3, Human Rights: Code Based Discrimination and Harassment](#)

[Administrative Regulation B-3.3.1, Human Rights: Code Based Discrimination and Harassment](#)

[Accessibility for Ontarians with Disabilities Act](#)

[Ontario Human Rights Code](#)

[Education Act](#)

[Occupational Health and Safety Act](#)

[United Nations Convention on the Rights of Persons with Disabilities](#)