

MULTI-YEAR ACCESSIBILITY PLAN

TRILLIUM LAKELANDS DISTRICT SCHOOL BOARD December 2012 – December 2017

Prepared by

Accessibility Planning Committee

In accordance with

**Accessibility for Ontarians with Disabilities Act
Integrated Accessibility Standards Regulation**

January 2016

This publication is available through Trillium Lakelands District School Board's:

- Website @ www.tldsb.ca
- Lindsay Corporate Office. This publication is also available in accessible formats upon request. Please contact the Lindsay Corporate Office at 888-526-5552 or 705-324-6776.



1.0 Aim

This multi-year Accessibility Plan is developed in accordance with the Integration Accessibility Standards Regulation under the *Accessibility for Ontarians with Disabilities Act, 2005* (AODA). It incorporates the intentions of the Board to meet its obligations under the *Ontarians with Disabilities Act, 2001* (ODA). The Plan describes the measures that the Board will take over the five year period from 2012-2017 to identify, remove and prevent barriers to people with disabilities who work, learn and participate in the School Board community and environment including students, staff, parents and guardians, volunteers and visitors to the Board and its schools. The plan will be guided by the Board's Accessibility Standards Policy (BD-2080).

2.0 Objectives

This Plan:

- 2.1** Describes the process by which the Trillium Lakelands District School Board will identify, remove and prevent barriers;
- 2.2** Reviews recent efforts of the Trillium Lakelands District School Board to remove and prevent barriers;
- 2.3** Describes the measures the Trillium Lakelands District School Board will take in the period 2012-2017 to identify, remove and prevent barriers;
- 2.4** Makes a commitment to provide an annual status report on the Board's implementation of the multi-year accessibility plan;
- 2.5** Makes a commitment to review and update the multi-year accessibility plan at least once every 5 years;
- 2.6** Describes how the Trillium Lakelands District School Board will make this accessibility plan available to the public.

3.0 Commitment to Accessibility Planning

This plan will be reviewed and updated in consultation with persons with disabilities and with the Board's Special Education Advisory Committee, Stakeholders and Accessibility Advisory Committee. It will be presented to the Board for approval. The Trillium Lakelands District School Board is committed to:

- 3.1** Maintaining an Accessibility Planning Committee;
- 3.2** Continuing the process of consulting with the Special Education Advisory Committee and with persons with disabilities;

- 3.3** Ensuring, wherever practicable, that Board policies, procedures and practices are consistent with the principles of accessibility and inclusive/universal design. The Accessibility Planning Committee will provide input re: accessibility issues, where appropriate, with regard to new policies and procedures and to those under review;
- 3.4** Improving access to facilities, policies, programs, practices and services for students, staff, parents/guardians, volunteers and members of the community. Consideration of ongoing identification of barriers will be the responsibility of the Accessibility Committee and will, wherever practicable, be incorporated in the multi-year plan.

4.0 Description of the Trillium Lakelands District School Board

Trillium Lakelands District School Board covers nearly 12,000 square kilometers encompassing the municipalities of the City of Kawartha Lakes, the County of Haliburton, and the District Municipality of Muskoka.

With over 16,000 students, TLDSB has 41 elementary schools, 7 secondary schools, and 6 adult education centres. The Board also offers a well-attended online learning program accessed world-wide through its Virtual Learning Centre.

In Trillium Lakelands District School Board we believe:

- Students are the focus of our system;
- Our school system is open and accessible;
- People are our strength;
- Effective communication is the key to success;
- Schools are a reflection of the community;
- Education is a shared community responsibility;
- Learning is a life-long process; and
- Mutual respect is the basis of our school system.

Together with senior administrators, trustees determine the goals for Trillium Lakelands District School Board.

5.0 Members of Accessibility Planning Committee

Representatives of the workgroup included Trustees, Senior Administration, Human Resources officials, Special Education officials, Facilities officials, Transportation officials, Elementary and Secondary school administrators.

6.0 Strategy for Prevention and Removal of Barriers

The principles of inclusionary practice, freedom from barriers and accessible environments have informed all Trillium Lakelands District School Board policies, programs, procedures and services. Through the annual accessibility plan status

report process implemented under the *Ontarians with Disabilities Act, 2001*, the Trillium Lakelands District School Board’s programming, policies and practices have been assessed to ensure continuous improvement in accessibility. This process will continue through the establishment of a multi-year accessibility plan which places particular emphasis on the provisions of the regulations made under the AODA with regard to customer service, information and communications, employment and school transportation.

7.0 Barrier Identification Methodologies

The Accessibility Planning Committee uses the following barrier-identification methods:

Methodology	Description
Accessibility Planning Committee considers results of annual review	Potential actions re identified accessibility issues discussed within multi-year strategy
Accessibility Planning Committee considers Facilities Report re physical environment	Surveys of buildings considered and identification of criteria for action within multi-year strategy
Communication steps: Board, SEAC, Employee Groups, Public	Opportunity for input or feedback prior to approval and posting on website

8.0 Barriers to Accessibility

In order to eliminate barriers, an understanding of what a barrier consists of is required. The ODA and AODA both outline requirements of barrier-removal, with the ultimate goal of eliminating obstacles for persons with disabilities. Examples of the different types of barriers stipulated in the provincial requirements and addressed by the Board in its Accessibility Plan are provided in Table 2.

**Table 2
 Different Types of Barriers and Possible Solutions**

The following table provides samples of possible solutions:

Barrier Type	Example of Barrier	Possible Solution
Architectural and Physical	No elevators in a building with more than one floor. Hardware, fitments, narrow corridors and doorways. For example, round door knobs or heavy doors that cannot be operated or opened by a person with limited dexterity, or upper body strength. Corridors or doorways that are too narrow for a person using a wheelchair or scooter.	A lever handle should be installed and used. The widths of both the corridor and door should meet accepted accessible dimension standards.
Information and Communications	Documents that are not accessible to persons with disabilities. Documents produced in small print that are too small for persons with visual disabilities to read. The use of inaccessible documents. Not communicating appropriately when addressing a student or parent who has a hearing disability. Using complex terminology when speaking to the public.	All typeface/style, point size and heading should meet a standard of legibility with an additional alternative larger print document. Accessible PDF documents, the use of HTML and plain text documents Electronic format such as text, email etc. Audio format The use of assistive devices (such as sound field equipment), signing, written resources or speaking with clearer enunciation while facing the person.
Attitudinal / Awareness	Ignoring the needs and abilities of students, parents or staff with various disabilities. Underestimating the abilities of persons with disabilities.	Training students and Board staff with such resources as: web based customer service resources expand knowledge and understanding on how to assist persons with disabilities.
Technological	A paper tray on a laser printer that requires two strong hands to open.	Purchasing specifications for equipment should identify required accessibility and usability characteristics.

Trillium Lakelands District School Board
 Multi-Year Accessibility Plan
 For the years December 2012 – 2017

Technological	A website that does not support screen reading software.	Modifying websites to support screen reading software and to conform to Web Content Accessibility Guidelines (WCAG).
Organizational Policies, Procedures and Practices	A hiring process that is not accessible to persons with disabilities.	Providing accessible job postings and accommodations during the hiring process when requested.

2012-2013

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Develop Accessibility Policy Statement	January 1, 2012
Attitudinal – Information and Communications	Board-wide	Develop Procedures re Accessible Information, Communications such as Use of Assistive Devices, Use of Support Persons, Use of Service Animals, Notification of Disruption of Service, Monitoring and Feedback Auditory Verbal Education Facilitator Training of 2 staff through MOE/Voices Mental Health Literacy training to staff Integrate Learning for all beliefs into staff training (NTIP, PD Days, Specialized Services Training)	January 1, 2012 / ongoing
Attitudinal – Information and Communications	Select staff from: Bracebridge PS, JDHES, Langton, Scott Young, Spruce Glen and all secondary schools	Training on mental health needs of individuals with Learning Disabilities by Integra *Purchase of Service	January , 2012 / ongoing
Attitudinal – Employment	Board-wide	Develop Procedure regarding Accessible Employment	January 2013
Attitudinal – Employment	Board-wide	Implementation of individual employee workplace emergency	January 2012

**Trillium Lakelands District School Board
Multi-Year Accessibility Plan
For the years December 2012 – 2017**

		response plans	
Attitudinal - Systemic	Board-wide	Review procurement practices to incorporate accessibility criteria for goods, services, facilities	January 2013
Attitudinal - Systemic	Leslie Frost	Sensitivity Training to staff on needs of individuals with Blind/Low Vision through CNIB *Purchase of service	September, 2012
Attitudinal - Systemic	JD Hodgson Muskoka Beechgrove	Sensitivity Training to staff on needs of individuals who are deaf/hard of hearing	February, 2012
Information and Communications	Board-wide	A link to training regarding accessibility awareness and IASR policies is included in each documentation package for every new employee, which must be completed within 30 days of hiring. Provide accessibility awareness training for all educators/classroom-based staff on accessible instruction and program delivery Behaviour Management Systems Training for Educators Schools upgraded sensory equipment in buildings. Installation of sound-field systems in all elementary classrooms Full-time, part-time and casual employees participated in professional activities throughout the year. Customer service was a focus for the year All special education resource teachers, special education department heads, administrator, and many educational assistants received professional development on mental health literacy	
Communication/ Physical	Central Senior, Pine Glen All High Schools Gravenhurst PS	Introduction of Learning Strategies classes Increased access to counseling supports in schools for students with significant mental health needs	January 2012

**Trillium Lakelands District School Board
Multi-Year Accessibility Plan
For the years December 2012 – 2017**

	JDH Langton Scott Young		
Information and Communications	Board-wide	Review practices to ensure readiness to provide educational resources or materials, student records and information on program requirements in accessible formats upon request	January 2013
Physical	Board-wide	Installation of accessibility features: desktops, laptops, and tablets for students with special needs daily use	January 2012
Physical	Board-wide	Twelve schools with twenty-three new full day kindergarten classrooms were added for the 2012/2013 school year	September 2012
Physical	Board-wide	All secondary schools have guest networks available for students and visitors bringing their own technology device into the building	September 2012
Physical	Many	Please see Annual Facilities Report.	Ongoing 2012-2013
Physical	Many	Please see Annual Facilities Report.	Ongoing 2012-2013

Trillium Lakelands District School Board
Multi-Year Accessibility Plan
For the years December 2012 – 2017

Type of Barrier	Location	Action	Effective Date
Physical - Communication	Schools/ Worksites determine on a needs basis	Environmental Assessments through CNIB (Canadian National Institute for the Blind) *Purchase of service Orientation and Mobility Training provided to individuals with Blind/Low Vision through CNIB *Purchase of service	Ongoing
Communication - Physical	Student Specific	Reduce wait time and increase access to Specialized Equipment through process review, refinements, monitoring and staffing	Ongoing
Communication - Physical	Student Specific	Provide specialized technological equipment to students in compliance with Specialized Equipment Amount guidelines and Board Policy (Computers, Ipads, Ipods)	Ongoing
Communication - Physical	Student Specific	Provide specialized equipment to students in compliance with Specialized Equipment Amount guidelines and Board Policy (Change tables, Lifts, Slings, Braille, Hush-Ups...)	Ongoing
Communication - Physical	Student Specific	Reduces wait time and increase access to Home Instruction	September, 2012
Communication - Physical	Board-wide	Allocate resources to schools for Sensory Integration needs including installation of Sensory Rooms as requested	January, 2012
Communication - Physical	Board-wide	Increase access to specialized programs for students with significant mental health needs	January, 2012
Communication - Physical	Board-wide	Access to teacher of the Blind/Low Vision and Deaf/Hard of Hearing. Monitoring of student need to determine appropriate staffing allocation	Ongoing

2013-2014

Type of Barrier	Location	Action	Effective Date
Systemic - attitudinal	Board-wide	Provide training specific to the duties of all employees and volunteers on accessibility standards requirements and on Human Rights Code provisions regarding disabilities, and ensure third-party providers have similar training	2013-2014
Information and Communications	Board offices	Review process for receiving/ responding to feedback to ensure accessibility to persons with disabilities and readiness to provide accessible formats and communication supports upon request. Notify public re: above	January 2014
Information and Communications	Students	Update policy on Home Instruction for students whose health compromise their ability to attend school for a short or long period of time	February 2014
Information and Communications	Board-wide	Review Board and school websites to assess level of accessibility. Ensure that new sites and web content published after Jan 1, 2012 meet WCAG 2.0, Level A standards	January 2014
Systemic – Employment	Board-wide	Review and update Human Resources procedures and practices with regard to recruitment, job accommodations, alternative accessible formats and communication supports, individual accommodation plans, return to work, performance appraisal, career or professional development, redeployment	January 2014
Transportation	Board-wide	Consult with parents and develop individual school transportation plans for students with disabilities, clarifying roles and responsibilities	January, 2014
Information and Communication – (Staff Training)	Board-wide	Increase utilization of Soundfield Systems at Staff Trainings	September, 2013

**Trillium Lakelands District School Board
Multi-Year Accessibility Plan
For the years December 2012 – 2017**

Information and Communication	School Libraries All Secondary Schools	Review the readiness of school libraries to provide accessible or conversion-ready formats of print resources upon request Installation of sound-field systems in all secondary classrooms	Ongoing 2013-2014 in anticipation of the 2015 compliance date
Physical	Many	Installation of accessibility features. Please see Annual Facilities Report.	Ongoing 2013-2014

2014-2015

Type of Barrier	Location	Action	Effective Date
Systemic - Attitudinal	Board-wide	Review Customer Service Policies and Procedures	January 2015
Systemic - Attitudinal	Board-wide	Accessible Customer Service Training appropriate to respective duties for all new hires	Ongoing
Systemic - Attitudinal	Board-wide	Incorporate accessibility awareness into educational curriculums	Ongoing
Systemic – Attitudinal	Board-wide	Equity and Inclusive Education Committee Programs	Ongoing
Systemic – Attitudinal, Employment	Board offices	In-depth training of mid-management staff on Integrated Accessibility Standards Regulations	May 2015
Systemic – Attitudinal, Employment	Board-wide	Training of staff on Integrated Accessibility Standards Regulations	June 2015
Systemic - Employment	Board-wide	Review and update HR Policies and Procedures to incorporate accessibility considerations where applicable (Hiring, Performance Appraisal, Harassment)	June 2015
Systemic – Employment	Board-wide	Update Recruitment Statement regarding accessibility	June 2015
Systemic – Employment	Board-wide	Continue to emphasize accessibility in job accommodations, individual accommodation plans, and return to work as part of Short Term Disability, Long Term Disability, and WSIB programs.	Ongoing
Information and	Board-wide	Continue to update accessibility	Ongoing

**Trillium Lakelands District School Board
Multi-Year Accessibility Plan
For the years December 2012 – 2017**

Communication		features of all updates and purchases related to board and school websites to meet compliance standard WCAG 2.0 Level AA	
Information and Communication	Board office	\$10,000 in Surplus Management Plan to update web	September 2014
Information and Communication	Board office	Purchase of web accessibility monitoring program	September 2014
Information and Communication	Board office	Increase utilization of plain text and other accessible formats	Ongoing
Information and Communication	School Libraries FFSS, LCVI	Introduction of internet hotspot at two secondary schools	June 2015
Information and Communication	Board-wide	Ensure readiness of school libraries to provide accessible or conversion ready formats of print resources upon request	Ongoing
Information and Communication	Board-wide	Utilization of Soundfield Systems in all schools and at all staff training/professional development sessions	Ongoing
Information and Communication	Board office	Incorporate accessibility requirements in all purchase orders and RFPs	Ongoing
Information and Communication	Board office	Communicate process for receiving / responding to feedback to ensure accessibility and readiness to provide accessible formats. Notify public including TTY capabilities on Board materials.	Ongoing
Information and Communication	Board-wide	Provide specialized technological equipment to students in compliance with Specialized Equipment Amount guidelines and board policy.	Ongoing
Information and Communication	Board-wide	Access to Teacher of the Blind/Low Vision and Deaf/Hard of Hearing	Ongoing
Physical	Central Senior	Environmental assessment through CNIB	Spring 2015
Physical	Board-wide	Continue to provide access to Home Instruction. Allocate resources to schools for sensory integration needs, including sensory rooms	Ongoing

Trillium Lakelands District School Board
 Multi-Year Accessibility Plan
 For the years December 2012 – 2017

Physical	Many	Installation of accessibility features. Please see Annual Facilities Report.	Ongoing 2014-2015
Transportation	Board-wide	An Individual School Transportation Plan (ISTP) is provided for all students with disabilities who use school transportation services. The plan is developed by the school in consultation with the special education and/or transportation department(s), parents or guardians and, where appropriate, the student. Plans are updated regularly to reflect changes in students' needs.	Completed and ongoing

2015-2016

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Updates on changes to accessibility policies and procedures and further training requirements provided to principals and mid-management prior to the beginning of each school year and updated as new information is received	August 2015 and ongoing
Systemic	Board-wide	Feed all Four initiative training for all staff; assistive technology training for targeted staff; mid-management/supervisory training	Completed and ongoing
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff are trained within 30 days of hire	Ongoing
Information and Communication	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of digital or multimedia resources upon request in anticipation of 2020 deadline	Ongoing preparation for 2020 deadline
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related	Ongoing preparation for

Trillium Lakelands District School Board
 Multi-Year Accessibility Plan
 For the years December 2012 – 2017

		to board and school websites in anticipation of WCAG, 2.0, Level AA standards	2021 deadline
Physical	Many	Installation of accessibility features. Please see Annual Facilities Report.	Ongoing 2015-2016
Transportation	Board-wide	An Individual School Transportation Plan (ISTP) is provided for all students with disabilities who use school transportation services. The plan is developed by the school in consultation with the special education and/or transportation department(s), parents or guardians and, where appropriate, the student. Plans are updated regularly to reflect changes in students' needs.	Completed and ongoing

2016-2017

Type of Barrier	Location	Action	Effective Date
Systemic	Board-wide	Review status of accessibility awareness training to ensure new staff have been trained	Ongoing 2016-2017
Systemic	Board-wide	Review status of Board accessibility policies and procedures and update as required	Ongoing 2016-2017
Information and Communication	School Libraries	Review status of capacity of school libraries to provide accessible or conversion-ready formats of all resources upon request	Ongoing preparation for 2020 deadline
Information and Communication	Board-wide	Review accessibility features of all updates and purchases related to board and school websites in anticipation of WCAG, 2.0, Level AA standards	Ongoing preparation for 2021 deadline
Physical	Many	Installation of accessibility features Please see Annual Facilities	Ongoing 2015-2016

Trillium Lakelands District School Board
 Multi-Year Accessibility Plan
 For the years December 2012 – 2017

		Report.	
Transportation	Board-wide	An Individual School Transportation Plan (ISTP) is provided for all students with disabilities who use school transportation services. The plan is developed by the school in consultation with the special education and/or transportation department(s), parents or guardians and, where appropriate, the student. Plans are updated regularly to reflect changes in students' needs.	Completed and ongoing

9.0 Review and Monitoring Process

The Accessibility Planning Committee meets regularly during the year to review progress and evaluate the effectiveness of implementation of barrier-removal and prevention strategies and to plan for increased accessibility throughout the Board.

The Accessibility Planning Committee will ensure that in respect of the Multi-Year Accessibility Plan the following steps take place:

- (a) An annual status report on the progress of the measures taken to implement the plan is prepared.
- (b) At least once every 5 years the plan is reviewed and updated in consultation with persons with disabilities, with the Board's Special Education Advisory Committee and other relevant committees.

10.0 Communication of the Plan

In addition to the public availability of the plan as referenced earlier on Page 1, Trillium Lakelands District School Board will post an annual status report on the progress of the Multi-year Accessibility Plan on the Board's website. The Board will accommodate requests for accessible formats of the Plan.

Questions, comments or feedback regarding the Accessibility Plan may be directed to:

Accessibility Planning Committee
Trillium Lakelands District School Board
www.tldsb.ca